



2020

Erie Rise Leadership
Academy Charter
School

Parent Lesson Plan

[PARENT LESSON PLAN]

3RD GRADE WEEK 5 APRIL 20th-24th

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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. Aubrey Favors, Interim CEO, HR: 814 812-3026
Mrs. Veronica Will, Principal: 814 873-5158
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: 4/20, 4/21, 4/22, 4/23, 4/24

ELA Assignments: 4/20, 4/21, 4/22, 4/23, 4/24

Khan Academy:

Check online for assignments.

If you need login information, contact your students' teacher.

Pacing Guide for Online Curriculum

	Monday	Tuesday	Wednesday	Thursday	Friday
ELA/Writing	<u>Lesson:</u> Unit 4 Lesson 5 Day 1 <u>Assignment:</u> April 20	<u>Lesson:</u> Unit 4 Lesson 5 Day 2 <u>Assignment:</u> April 21	<u>Lesson:</u> Unit 4 Lesson 5 Day 3 <u>Assignment:</u> April 22	<u>Lesson:</u> Unit 4 Lesson 5 Day 4 <u>Assignment:</u> April 23	<u>Lesson:</u> Unit 4 Lesson 5 Day 5 <u>Assignment:</u> April 24
Math	<u>Lesson:</u> Chapter 14 Lesson 1 <u>Assignment:</u> April 20	<u>Lesson:</u> Chapter 14 Lesson 2 <u>Assignment:</u> April 21	<u>Lesson:</u> Chapter 14 Lesson 3 <u>Assignment:</u> April 22	<u>Lesson:</u> Chapter 14 Lesson 4 <u>Assignment:</u> April 23	<u>Lesson:</u> Chapter 14 Lesson 5 <u>Assignment:</u> April 24
Science (Printed)	Lesson: How Do Animals Adapt <i>Printed</i>	Lesson: Predator-Prey <i>Printed</i>	Lesson: Freshwater Habitats <i>Printed</i>	Lesson: Adaptations <i>Printed</i>	Lesson: Traits: Where do they come from? <i>Printed</i>
Social Studies (printed)	Lesson: Thankful/ Kindness	Lesson: Thankful/ Kindness	Lesson: Thankful/ Kindness	Lesson: Thankful/ Kindness	Lesson: Thankful/ Kindness

ELA PRINT MATERIAL

Day 1-

Foundational Skills:

1. Review Spelling Words
 - a. Highlight words with ast, graph, log and scop
2. Complete Skills Practice book pages 57-58

Reading and Responding

1. Read Story: **Ecosystem Invaders**
2. Answer Discussion Question: Text Connections page 108

Day 2-

Foundational Skills

1. Highlight words with grat, mar, miss and port
2. Write Spelling Words 3 times each
3. Complete Skills Practice book pages 59-60

Reading and Responding

1. Highlight Vocabulary words throughout story
2. Complete Skills Practice book pages 61-62 (Vocabulary)

Day 3-

Foundational Skills

1. Write half of Spelling words in a sentence.
2. Complete Skills Practice book pages 69-70

Reading and Responding

1. Reread Story
2. Complete Skills Practice 63-64

Day 4

Foundational Skills

1. Write other Half of Spelling Words in a sentence.
2. Complete Skills Practice book pages 67-68

Reading and Responding

1. Complete Skills Practice book pages 65-66

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 109

WRITING PRINT MATERIALS

Day 1: Linking Ideas with Transitions Assignment

Day 2: Writing with Dialogue Assignment

Day 3: Writing Process/ Narrative Essays Assignment

Day 4: Pocahontas: Identify Event Timeline Assignment

Day 5: Chronological Writing Assignment

MATH PRINT MATERIALS

Day 1: Chapter 14 Lesson 1 Review of shapes

Day 2: Chapter 14 lesson 2 reteach

Day 3: Chapter 14 lesson 3 homework

Day 4: Chapter 14 lesson 4 reteach

Day 5: Chapter 14 check my progress

SCIENCE PRINT MATERIAL

Day 1: How Do Animals Adapt

Day 2: Predator-Prey

Day 3: Freshwater Habitats

Day 4: Adaptations

Day 5: Traits: Where do they come from?

Social Studies Print Material

Day 1:

- Write about 3 foods you wouldn't want to live without.
- Draw a picture of each food

Day 2:

- Write about a friend or sibling who is special to you.
- Draw a picture of that person

Day 3:

- Write about a time when you felt nervous or anxious. What happened?

Day 4:

- What is the most interesting thing you've ever done?
- What makes it so special?

Day 5:

- Write about something good and/or bad that happened this week. What made it a good or bad thing?

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/1SvldgTx9djKO6SjyvPDsoGlkgE3iExmi3qh2KRRku_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>

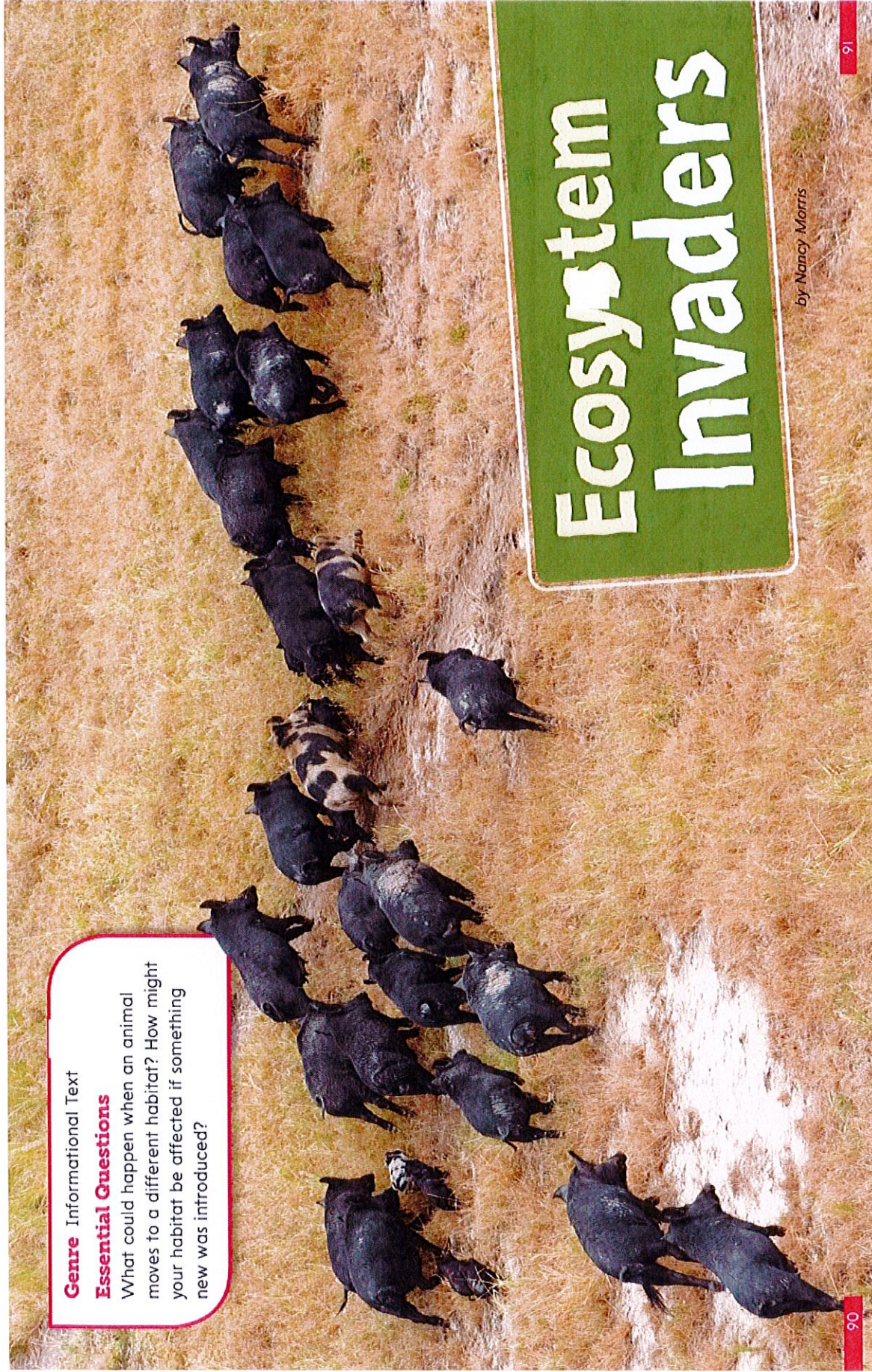
StudyJams

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

Genre Informational Text

Essential Questions

What could happen when an animal moves to a different habitat? How might your habitat be affected if something new was introduced?



by Nancy Morris



The new animal is an invader, a living thing that has moved somewhere it may not belong. It destroys the places where frogs hunt, lizards sleep, and fish lay eggs. More plants and animals die than normal. The new animal disrupts the food chain because it is an invasive species. The native species do not have adaptations to compete with it or fight it.

In most cases, people bring an invasive species to a new ecosystem. This is often by accident. The invasive species slips into its new home without anyone noticing.

Sometimes people do not know harm a species is capable of causing. They decide to bring it somewhere new. After all, a plant or an animal in its natural ecosystem does not hurt the place where it lives. The trouble starts when a species moves into an ecosystem where it does not belong.

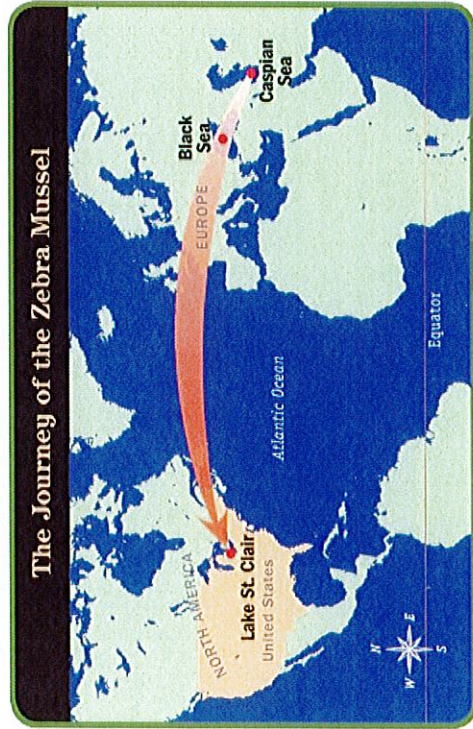
What problems do you think invasive species can cause? Let's learn about four of them to find out.



Zebra Mussels Flex Their Muscles

The zebra mussel is a freshwater animal. It gets its name from the dark and light stripes on its shell, which remind some people of a zebra. Zebra mussels are very small. In fact, most are about the size of the nail on your finger. Do not let the size fool you, though. This little mussel can cause big trouble!





Zebra mussels first lived only in the Caspian and Black Seas in Europe and Asia. In 1988, scientists were confused when they found zebra mussels in Lake Saint Clair in the United States. Nobody had ever seen zebra mussels there before.

Scientists learned that ships had brought the striped invaders to the lake. The zebra mussels had been living on the ships. When some of this water spilled into the lake, the zebra mussels were released and soon spread to other places.

How did these tiny invaders spread so quickly?

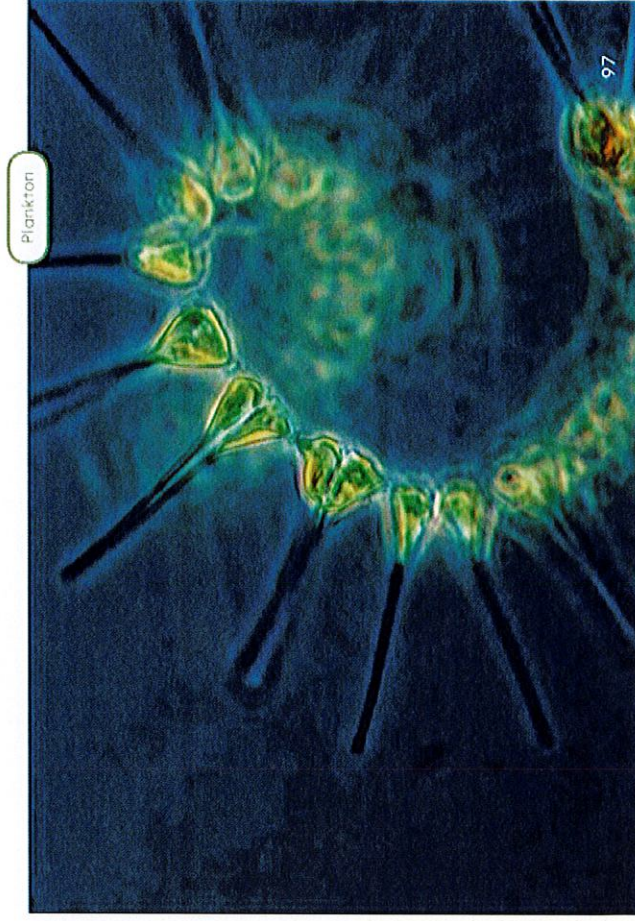
A female zebra mussel makes millions of eggs.

The eggs hatch quickly, and then the young drift in the water. Once they hit something solid, they stick to it and do not let go. Other mollusks, turtles, and crayfish cling to boats. The mussels move with these things and spread quickly.

Zebra mussels damage an ecosystem because they eat so much. They eat tiny water organisms called plankton. Native species also eat plankton. The native species can starve when the zebra mussels eat so much of their food source.

Zebra mussels also cling to native mussels and clams. What happens then? The native animals cannot open their shells. They cannot eat or breathe. These native animals die and then other animals no longer have food.

So how can the invaders be stopped? People who use boats can help stop zebra mussels from spreading. They can clean their boats carefully before they move them to a new lake or stream.





Feral pigs in the wild

Good Pigs Gone Bad

Another invader brought by boat is the feral pig, but unlike zebra mussels, feral pigs were brought to the U.S. on purpose.

The feral, or wild, pig is not like the tame animals you can find on farms. Spanish explorer Hernando de Soto first brought pigs to North America in 1539. Many farmers let their pigs run free over the years. As a result, some of the pigs ran away to live in the wild.

Much later, hunters brought a pig called the Eurasian wild boar to North America. The people who brought these pigs thought it might be fun to let them go free, and then hunt them.

Today, feral pigs in the United States are a mix of de Soto's animals and the Eurasian wild boars. They are an invasive species in more than twenty states.

It should be no surprise to you that feral pigs behave like...pigs! They love to eat and dig. When they root around for food, they destroy plants. They ruin streams and ponds. Feral pigs gobble eggs and small animals. They disrupt ecosystems at every level.

Native species are helpless against the feral pig. Feral pigs destroy their ecosystems and eat up almost everything in their path. Plants and animals cannot grow back fast enough.

Many feral pigs also carry diseases that can spread to other animals and even people. Feral pigs can also make life hard for farmers. How do you think they harm farmers? The pigs destroy crops and kill farm animals.

The feral pig has few natural predators except people. Hunting or trapping them is the only way to get rid of these wild animals. But it's nearly impossible to get them all, so the invaders are here to stay.

Dogs are often used to hunt feral pigs



Sneaky Snakes

The brown tree snake first lived only in Australia and some of its surrounding islands, where there is little food. The shortage of food keeps the population of snakes under control. That helps keep them from doing harm to their home ecosystems.

In the late 1940s, the brown tree snake came to Guam, and it caused a lot of trouble. This small island in the Pacific Ocean is about six thousand miles west of San Francisco.



I02-I03

Brown tree snakes live in trees and other places, such as logs and caves. They can go a long time without food. This is why the snakes could live through the journey to Guam.

People did not know they were bringing brown tree snakes to Guam. The snakes hid like stowaways in many different ships. Once the snakes invaded the island, they started eating birds and other small animals.

Guam had no tree snakes before the brown tree snakes arrived, so the native species were not able to protect themselves. Nature had not given these species anything they could use to fight off the new hunters. To make matters even worse, the snakes had no predators. No other animals could compete with them for food, so they spread very quickly.

Brown tree snake

Today brown tree snakes are causing many other animals on the island. Some native birds have disappeared, and other animal populations are declining. These losses upset the ecosystem.

Brown tree snakes can hide almost anywhere. Planes and ships in Guam are searched. People set traps for them. But stopping the brown tree snake is not easy. Unfortunately, these snakes have made themselves at home on the island.

104-105



Its large leaves were shaped like hearts, and its fragrant purple flowers smelled great. Soon after the exhibit, Americans began to plant this ornamental vine in their gardens.

Farmers grew kudzu and sold it. Other people planted the vine on hills and near water. They used kudzu to keep soil from washing away.

It's too bad no one guessed that this plant would be so hard to control!





Kudzu winds and creeps everywhere it grows. And it can grow as fast as 1 foot per day. Like a leafy bandage, it covers almost everything. The vine is mostly a problem in the southern United States. Down in the south, the climate is good for the plant. The summers there are hot and rainy, so it's just the kind of place that kudzu loves!

As kudzu grows and grows, it harms or kills other plants that get in its way. Kudzu vines can form a thick coat on trees, blocking sunlight. Without sunlight, the trees die.

People have tried to use poison to kill kudzu. They have let farm animals eat it. But even when people think that kudzu is gone, it may not be. Its seeds can stay alive without growing for several years, so it can grow back suddenly even after its leaves have disappeared. Like other invasive species, kudzu is hard to stop.

106



A Delicate Balance

Zebra mussels, feral pigs, brown tree snakes, and kudzu are important parts of the food chains in their home habitats. They do not cause problems in their native ecosystems. But when they move somewhere else, they can harm the living things there. They can upset the balance of an ecosystem and become an invasive species.

Unfortunately, invasive species come in a much larger variety than just these four. People must do their best to be aware of the effect a new species can have on an ecosystem and prevent it from destroying the delicate balance of life.

107

Respond

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

Comprehension

Text Connections

1. How is an invasive species dangerous to its new habitat?
2. According to this selection, ants and animals can do great harm in areas where they do not belong. In the beginning the invasive species thrive. However, do you think they could ever become dangerous even to themselves? Explain your answer.
3. Think about "Einstein Ants" and the Mighty Ants." Stanley had a plan to create giant ants. If he had succeeded, could the ants have become an invasive species? Explain your answer.
4. Governments often have s rules about the kinds of plants and animals allowed into their country. Why is it a good idea to have these kinds of rules in place?

Did You Know?

Pet dogs can also be considered an invasive animal species.

108

Write

Think about your favorite animal. Describe the environment where it might be considered an invasive species.

Look Closer

Keys to Comprehension

1. Look at the food chain diagram on page 93. What sequence of actions does it show?
2. How do humans cause the spread of invasive species?
3. Reread the text on page 106. The main idea of this section is that life has a delicate balance. What details support the main idea?

Writer's Craft

4. An author's point of view is an author's opinion on a subject. What opinion does the author state in the last paragraph on page 107? Do you share this opinion? Explain why or why not.

Concept Development

5. Look at the photograph on page 106. How does it help you understand the facts about kudzu provided in the text?



109

Apply

Vocabulary

Read the story. Then discuss it with your class.

Vocabulary Words

- belong
- carry
- cling
- effect
- Eurasian
- flex
- fragrant
- level
- mussel
- ornamental
- root
- tame

A Swanky Thank You

It was Aunt Gloria's final day in town, after staying with Mom and me for a whole month.

"Tonight, I am treating us all to an evening of fine dining!" she announced.

Mom and I squirmed—we feel a greater sense of **belonging** at the local Burger Shack than at a fancy restaurant. However, Aunt Gloria insisted.

"This is my way of thanking you for your hospitality," she said. Apparently, this was an **effective** argument. The next thing I knew, all three of us were at a ritzy restaurant downtown.

Aunt Gloria's expertise at fine dining is several **levels** above Mom's and mine, so we let her order for the table. She decided to **tame** our hunger with an appetizer of **steamed mussels**. A waiter **carried** our order to the kitchen and then returned with a plateful of shelled seafood.

An enticing buttery scent wafted **fragrantly** across the table. But I could not bring myself to try the mussels. I kept visualizing the way a live mussel **clings** to its shell and **flexes** its muscle to hold it closed. I resigned myself to **roofing** through the fridge for something to eat at home.

Concept

Vocabulary

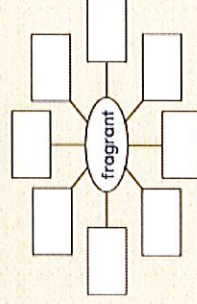
Think about the word *indigenous*. What are some plants and animals that are indigenous to the area where you live?

But then the next dishes came and they turned out to be wonderful! We had salad decorated with flowers. "They are not **ornamental**—they are edible!" declared Aunt Gloria. Next we enjoyed a savory **Eurasian** chicken dish. Aunt Gloria explained that it combined flavors from European and Asian cuisines.

We all feasted, and even I left the restaurant quite satisfied. Thanks to Aunt Gloria, this fine dining experience was a delicious one!

Extend Vocabulary

Copy the word web into your Writer's Notebook. Fill it in with words related to *fragrant*. That could include antonyms, synonyms, or related words.



Connect

Scien



Read this Science Connection.

You will answer the questions as a class.

Text Feature

Charts let readers see information in an organized way.

Variations of Traits

Plant and animal families pass down two kinds of traits to their offspring: physical and behavioral. Physical traits include the color, size, and shape of body parts. Behavioral traits include things like temperament, skills, and instincts.

Plants and animals usually mate only within their own species. For example, pigs mate with other pigs, and roses mate with other roses. For this reason, all offspring within a species will share certain traits. Pigs always have snouts, and roses always have flowers.

However, there are often different breeds within one species. For example, some pigs are **Eurasian** wild boars, and others are domesticated pigs. Also, some roses are white, and others are pink.

When two different breeds mate, their offspring gets a mixture of traits. For example, the pigs' offspring might have the head size of one parent and the markings of the other. Or, the roses' plant offspring may have multi-colored petals.

Dogs are a species often bred for specific traits. What are some dog breeds you know? What traits do they have that are passed down through generations?

Labrador Retriever parent + Standard Poodle parent = Labradoodle offspring

The Labradoodle is a popular breed because the parents of a Labradoodle are a Labrador retriever and a Poodle.

1. How is this chart helpful?
2. What physical traits do all of the dogs share?
3. How does the Labradoodle take after each of its parents?



Go Digital

Other than dogs, what are some examples of animals that humans breed?



Linking Ideas with Transitions

Student Name: _____

Date: _____

Teacher Name: Alyssa Neimeic

Score: _____

Place the most effective linking word or phrase in the blanks to complete each sentence.

Items:

- 1 Another
- 2 As a result
- 3 Because
- 4 For example
- 5 also

Teachers in the town of Harveston are encouraging parents to limit their children's screen time during the school week. Screen time refers to time children spend looking at either television or video games. screen time has been linked to students having trouble being still and listening, teachers are in favor of limiting screen time. group of people interested in limiting screen time is school administrators who deal with discipline issues. Some parents are interested in limiting screen time in order to get their children outside and exercising more. of not being inside watching screens, children may be more healthy and get sick less often. The attempt to limit screen time is not unique to Harveston. , the city of Malville passed several resolutions suggesting kids spend more time outside and built parks with city funds solely for that purpose. While parents, teachers, and administrators are all in agreement, not many kids have spoken up for or against the initiative.



Writing with Dialogue

Student Name: _____

Date: _____

Teacher Name: Alyssa Neimeic

Score: _____

Match each character trait with the dialogue that best reveals that trait.

Items:

- 1 Carson sighed, "Are we almost done running laps now?"
- 2 John shivered, "Don't you think we should go home now?"
- 3 Leslie squealed, "This is my favorite birthday ever!"
- 4 Lucy shouted, "I'm not afraid of that dragon!"
- 5 Nancy sighed, "I guess today isn't my day."
- 6 Peggy commanded, "Clean those dishes now."
- 7 Ross whined, "Will you please stop poking me?"

scared

happy

sad

annoyed

bossy

tired

brave



Writing Process/Narrative Essay

Student Name: _____

Date: _____

Teacher Name: Alyssa Neimeic

Score: _____

Your teacher has assigned you to write a narrative story. She wants you to plan, write, revise, and edit your story.

Place each of these sentences describing your work writing your narrative into the proper column: Planning, Revising, or Editing.

Items:

- | |
|--|
| <ol style="list-style-type: none">1 After finishing your story, you decide that it needs more dialogue and add some in.2 You check over your story to make sure you did not have any comma mistakes.3 You decide on the perfect setting for your story before beginning to write.4 You make a list of possible stories you could tell.5 You see that you need a stronger ending and write a new one.6 You see that you've misspelled a word and correct it. |
|--|

Planning

Revising

Editing



Writing Process/Narrative Essay

Student Name: _____

Date: _____

Teacher Name: Alyssa Neimeic

Score: _____

Your teacher has assigned you to write a narrative story. She wants you to plan, write, revise, and edit your story.

Place each of these sentences describing your work writing your narrative into the proper column: Planning, Revising, or Editing.

Items:

- 1 After finishing your story, you decide that it needs more dialogue and add some in.
- 2 You check over your story to make sure you did not have any comma mistakes.
- 3 You decide on the perfect setting for your story before beginning to write.
- 4 You make a list of possible stories you could tell.
- 5 You see that you need a stronger ending and write a new one.
- 6 You see that you've misspelled a word and correct it.

Planning

--

Revising

--

Editing

--



Pocahontas: Identify Event Timeline

Student Name: _____

Date: _____

Teacher Name: Alyssa Neimeic

Score: _____

Using information from the passage, drag the event to its proper place on the timeline.

Pocahontas Meets the English

Lance Carson

Have you seen the animated film "Pocahontas"? It tells the story of the daughter of Powhatan, the most powerful Indian chief of coastal Virginia in the early 1600s. Even today, her story fascinates people.

Pocahontas was only about 10 years old when her world changed forever. English settlers arrived from far across the ocean and created a settlement at Jamestown, Virginia. These new English settlers looked and acted very differently from Powhatan's tribe. Some of Pocahontas's people were afraid or even hateful of the newcomers. But the chief's daughter had a curious mind and a friendly manner. She wanted to know more about these newcomers.

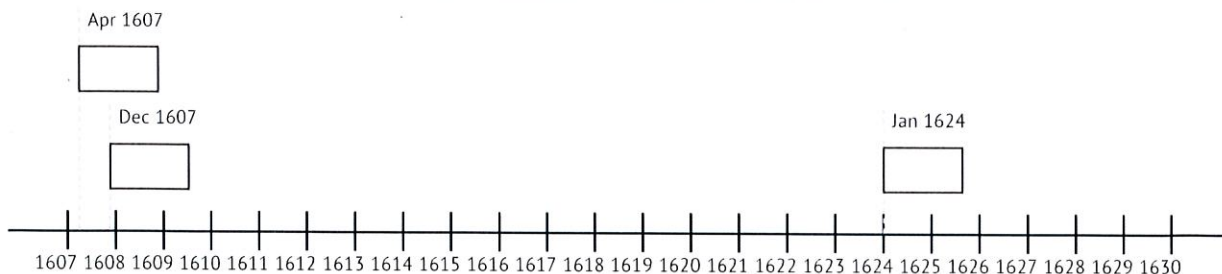
Pocahontas got to know and make friends with the new colonists. Her warm nature and natural curiosity led the English to like and trust her, as well. One of the colonists, Captain John Smith, said that her appearance, intelligence, and friendly personality "much exceedeth any of the rest of Powhatan's people." But not all of Powhatan's people were so curious and friendly. In December 1607, Captain Smith was captured and held at Chief Powhatan's capital, Werowocomoco.

Smith later reported that Pocahontas heroically saved his life by throwing herself between him and his executioners and convincing her father to free him. Many historians question whether this story is actually true. Smith's account of the rescue was not published until 1624, many years later. Can you think of any other stories from history that most people believe never happened? What about the story of George Washington and the cherry tree?

Captain Smith was later adopted as an honorary "son" by Powhatan. But that was not the only time that Pocahontas would risk her life and the favor of her tribe to protect her new English friends.

Items:

- 1 John Smith was captured by Powhatan's people
- 2 John Smith writes about his rescue
- 3 The English settle Jamestown



CHRONOLOGICAL WRITING

Name:
Teacher:

Class:
Date:

Directions: Write two (2) well-developed paragraphs that describe an event in chronological order about one of the following topics:

- Your routine to get ready before school
- The best day of a trip you have taken
- The story about how you and your best friend met
- The most memorable game you have played (sport, board game, etc.)
- A topic from your teacher:

Before writing, brainstorm what happened first, second, and third. Record these specific events and details about each one in the diagram below.

Topic:		
First:	Next:	Last:
Details:	Details:	Details:



Your Classroom Partner

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first	next	lastly	meanwhile
as soon as	then	finally	later
after	at the same time	in the beginning	eventually
by the time	immediately	all of a sudden	in a moment

As you write, use the box above for specific transitional words and phrases to use in a chronological composition.



Your Classroom Partner

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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: *Ecosystem Invaders*

Summary: This informational text uses several specific examples, including the zebra mussel, the feral pig, the brown tree snake, and the kudzu plant, to illustrate how invasive species harm the habitats they enter.

Essential Questions: What could happen when an animal moves to a different habitat? How might your habitat be affected if something new was introduced?

► **DISCUSS** with your child the kinds of plants and animals you see in and around your community. Do they belong in this environment? Do they have what they need to survive?

Vocabulary

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

belong	verb	to have a special or right place
carry	verb	to send or transmit
cling	verb	to stick to or together
effect	noun	the power or ability to influence
Eurasian	adjective	relating to or from both Europe and Asia
flex	verb	to tighten or contract a muscle
fragrant	adjective	sweet smelling
level	noun	a position in a process, series, or order
mussel	noun	an animal that looks like a clam
ornamental	adjective	used for decoration
root	verb	to dig around for something
tame	adjective	gentle or obedient

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

Spelling

Focus: This week your child will spell words with various Greek and Latin roots.

- | | | |
|--------------|---------------|---------------|
| 1. grateful | 6. dialogue | 11. dismiss |
| 2. mission | 7. import | 12. gratitude |
| 3. report | 8. marine | 13. astronomy |
| 4. autograph | 9. photograph | 14. apology |
| 5. astronaut | 10. mariner | 15. telescope |

Challenge

- | | | |
|--------------|---------------|-------------------|
| 1. biography | 2. microscope | 3. transportation |
|--------------|---------------|-------------------|

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

Language Arts

Writing: Your child will edit and publish a research report. He or she will then begin prewriting for an explanatory piece.

Grammar: Your child will also be learning about the use of commas in a series (*I like apples, oranges, and bananas.*) and after *Yes* and *No* (*No, I did not leave the radio on.*)

► **ASK** your child to describe the visual and multimedia elements of his or her research report and how they help the reader understand the topic.

Name _____

Date _____

How Do Animals Adapt?

Adaptations occur naturally because every animal has a survival instinct. This instinct causes animals to seek protection from danger. If an animal is the main prey of others, over time it adapts a defense mechanism. If the environment of an animal is harsh, then it will adapt in some way to stay alive. Since animals need food, they develop physical and behavioral ways to find it. Adaptation by animals includes changes in body parts, body coverings, and behavior over a period of many, many years.

Body parts are physical adaptations. The duck's webbed feet help it swim. Since it can swim and dive, the duck finds fish to eat. The giraffe's long neck allows it to eat the most tender leaves high in a tree. Other animals are not tall enough to share its food source.

Body coverings are another way that animals adapt. A polar bear has extremely thick fur to help it survive the cold conditions of its habitat. The white fur is also a good way to hide from predators in the snow. The fur camouflages the polar bear.

Behavior is another way that animals adapt. Penguins live together in groups. They travel in packs. By doing this, most will survive even if a predator happens by for a meal. The lion is not worried about traveling alone or in small groups. They don't have very many predators!

Animals survive through the ages by adapting. Nature is very wise!

What did you learn?

1. Why do animals need to adapt?
2. What are three ways in which animals adapt?
3. How does the white fur of a polar bear help it stay alive?
4. What adaptation makes it possible for ducks to be such great swimmers and divers?
5. Why have some animals adapted to living in large groups?

Name _____ Date _____

Freshwater Habitats

Freshwater makes up a very small percent of the total water on earth, but it is a vital part of survival for humans and many other living things. Some of the places where the unsalted, unfrozen water can be found are lakes, streams, rivers, ponds, swamps, and marshes. Freshwater habitats provide a place for certain life such as insects, amphibians, birds, and fish to live, breed, and raise their young. Humans could not exist without this important ecosystem.

Using information from the paragraph, write a short definition for each word.

freshwater - _____

habitat - _____

ecosystem - _____

amphibian - _____

vital - _____

Place an X on the blank if the organism can be found in a freshwater habitat.

_____ frog	_____ beaver	_____ shark
_____ dragonfly	_____ crayfish	_____ turtle
_____ dolphin	_____ coral	_____ raccoon

Name two large bodies of freshwater in the United States.

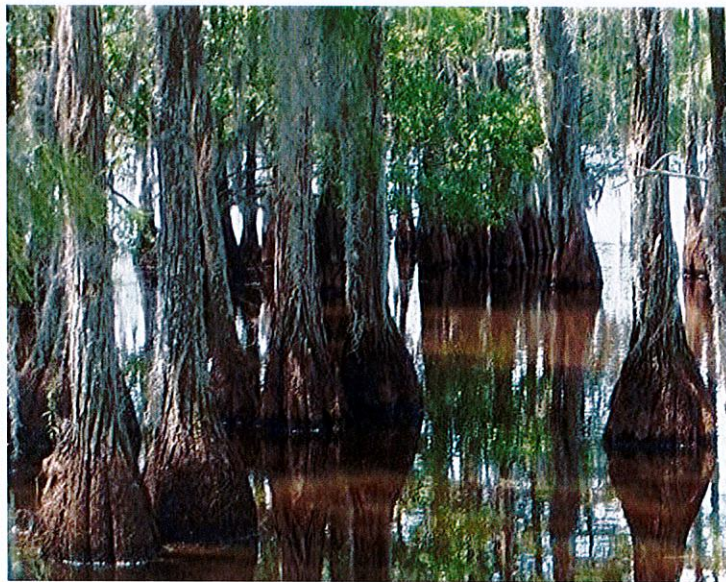
Adaptations

Name:
Teacher:

Class:
Date:

Introduction: Animals and plants are **adapted to their habitats**. This means that they have special traits that help them to survive. A polar bear has thick blubber to insulate him from the cold and white fur that reflects sunlight down into its black skin. Desert plants, like cactus, do not have leaves. Instead cactus has needles to help it save water, and thick stems and deep roots.

Directions: This is a picture of the Okefenokee Swamp, found in South Georgia. Cypress trees are adapted to swamp life. They have "knees" that stick out of the water and help take in oxygen. Can you pick out other plants and animals that you would find in the Okefenokee Swamp?



Circle the animals and plants you would find in the swamp!

Alligator

Whale

Frog

Dune grass

Oak tree

Catfish

Owl

Azaleas

Trout

Black Bear

Ghost Crab

Cattails

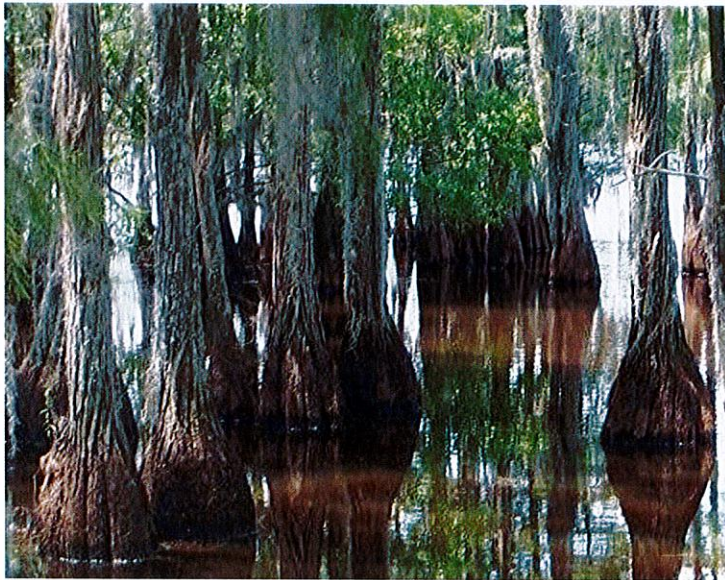
Adaptations

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Teacher:

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Alligator

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Oak tree

Catfish

Owl

Azaleas

Trout

Black Bear

Ghost Crab

Cattails

Predator-Prey

Name:
Teacher:
Teacher:

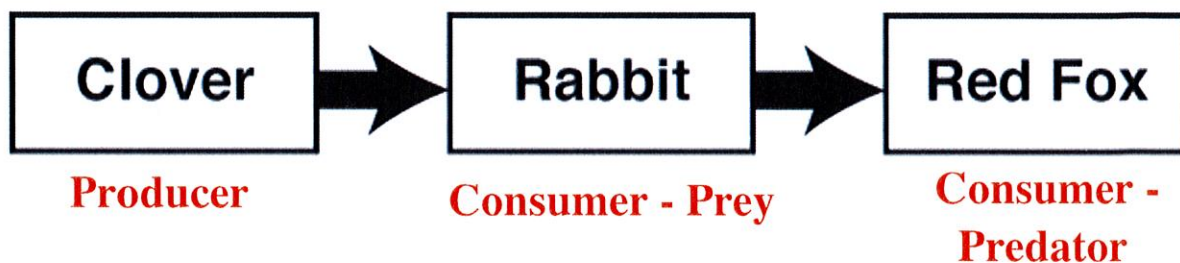
Class:
Date:
Date:

Directions: Read each sentence and then identify the predator and the prey. Underline the predator with one line and the prey with two lines.



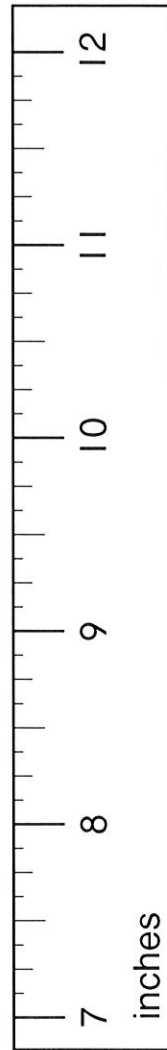
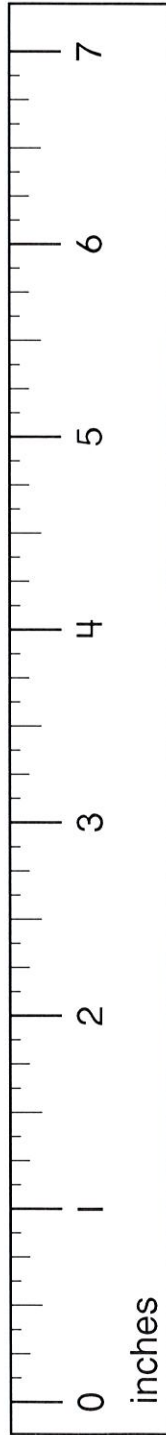
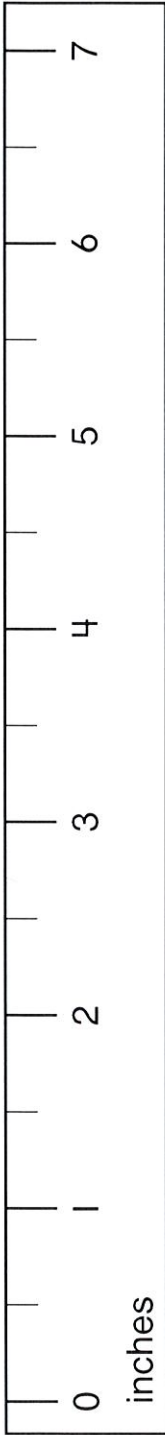
Predator - An animal that hunts and eats other animals for food.

Prey - An animal that is hunted and eaten for food.



1. A frog flips its tongue out to catch a fly.
2. A seagull dives into the ocean to catch a fish.
3. A mouse in the cornfield is caught by a rat snake.
4. A worm laying on the sidewalk is picked up and eaten by a bird flying by.
5. A lion chases down a zebra and kills it to feed its young.

Inch Rulers



1. Cut out strips.
2. Tape together to form an inch ruler.

Identify Basic Shapes

Learn

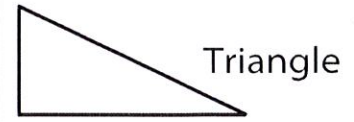
What Can I Do?
How can I tell circles, triangles, squares, and rectangles apart?

Look at the shape.

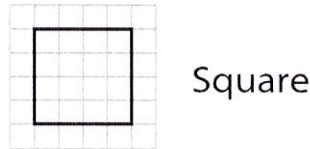
Circles are round.



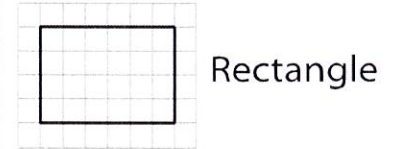
Triangles have three sides.



The 4 sides of a **square** are the same length.

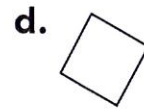
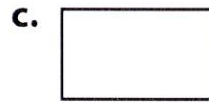
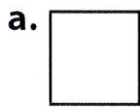


In a **rectangle** the sides across from each other are the same length.

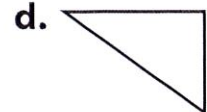
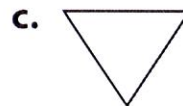
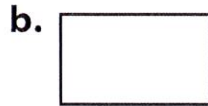


Try It Complete.

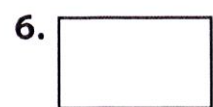
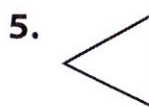
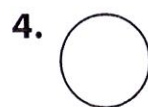
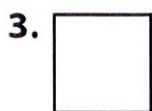
1. Circle the shape that is **not** a square.



2. Circle the shape that is **not** a triangle.



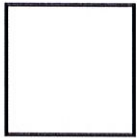
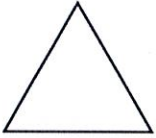
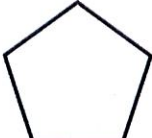


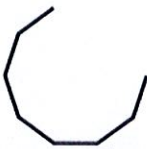
Power Practice Name each shape.



Lesson 2 Reteach

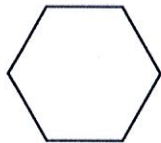
Polygons

A polygon is a closed two-dimensional figure that has three or more straight sides.

 quadrilateral 4 sides 4 angles	 triangle 3 sides 3 angles	 pentagon 5 sides 5 angles
 hexagon 6 sides 6 angles	 octagon 8 sides 8 angles	 not a polygon The figure is not closed.

Describe and identify each figure.

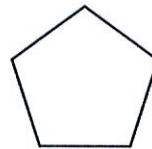
1.



2.



3.



4.



5.



6.



Lesson 4 Reteach

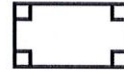
Quadrilaterals

A **quadrilateral** can be classified by its sides and angles.

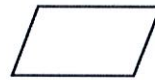
A **square** has 4 right angles and 4 sides of equal length.



A **rectangle** has 4 right angles. Its opposite sides are equal in length.



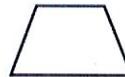
In a **parallelogram**, both pairs of opposite sides are parallel and of equal length.



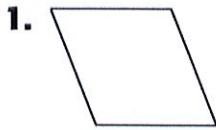
A **rhombus** has 4 sides of equal length, opposite sides are parallel, and opposite angles are the same.



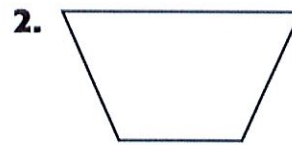
A **trapezoid** has only 1 pair of parallel sides.



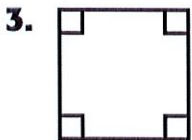
Identify each quadrilateral.



It has 4 sides of equal length.
It is a _____.



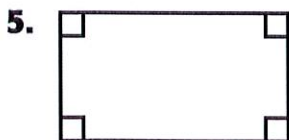
Only 1 pair of its sides is parallel.
It is a _____.



It has 4 right angles and 4 sides of equal length. It is a _____.



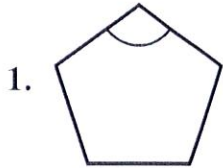
Both pairs of its opposite sides are parallel. It is a _____.



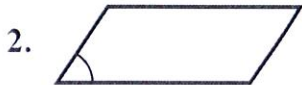
It has 4 right angles, and its opposite sides are equal in length.
It is a _____.

Check My Progress *(Lessons 1 through 4)*

Tell whether each angle shown is a *right angle*, *less than a right angle*, or *greater than a right angle*.
Use an index card if needed.



1. _____



2. _____

Describe each shape. Determine the number of sides and angles. Then classify each shape.



3. _____

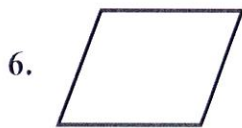


4. _____

Describe the attributes of each quadrilateral. Then classify the quadrilateral.



5. _____



6. _____

Solve.

7. A triangular pendant on Alexandra's necklace has sides that measure 1 inches, 2 inches, and 1 inches. Describe the number of sides with equal lengths.

7. _____

Name _____

Geometry

3.G.1

MY Homework

Lesson 3

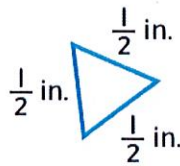
Hands On: Triangles

Homework Helper

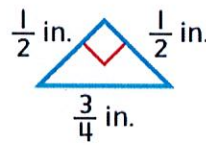


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Measure the sides of each triangle below to the nearest quarter of an inch. Then state the number of sides with equal lengths.

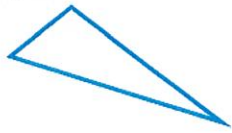


The triangle has 3 sides with equal lengths.

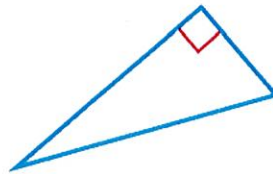


The triangle has 2 sides with equal lengths.

Compare the angles of each triangle. Then describe the triangle using its angles.



The triangle has 1 angle that is greater than a right angle.

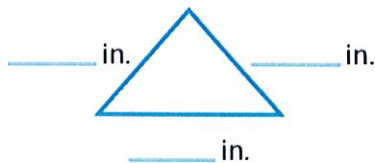


The triangle is a right triangle.

Practice

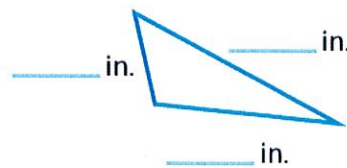
Measure the sides of each triangle below to the nearest quarter of an inch. Then state the number of sides with equal lengths.

1.



_____ sides

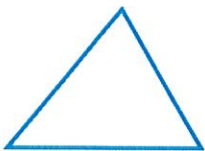
2.



_____ sides

Compare the angles of each triangle. Then circle the correct description.

3.



3 angles are less than a right angle

1 right angle

4.



3 angles greater than a right angle

1 angle is greater than a right angle



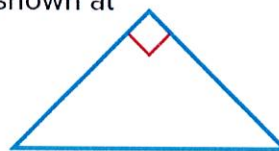
Problem Solving

5. **Mathematical PRACTICE 6** **Be Precise** In billiards, a rack is used to organize billiard balls at the beginning of the game. Measure the sides of the triangle shown. What is the length of each side to the nearest quarter inch?



6. Refer to Exercise 5. How many angles are less than a right angle?

7. How many angles are less than a right angle in the triangle shown at the right?



Vocabulary Check



Fill in the missing word.

8. A triangle with one right angle is called a _____ triangle.