ISD Grade Level: 3rd Grade
ISD Content: ELA
Week: April 6 – April 10

Inspiring Greatness

INDEPENDENCE SCHOOL DISTRICT

Reading Log

Date	Book Title and Tricky Words	# of pages read	Minutes read
	Tricky words:		
	Tricky words:		
	Tricky words:		
	Tricky words:		
	Tricky words:		

Choice Board

Directions: After 20 minutes of reading your independent book each day, choose one of these activities to complete.

News Article Write a newspaper article about 1 major event from your book. Be sure to include an exciting headline using **bigger font**.	**Movie Poster** If your book was made into a movie, design a colorful poster to advertise it. Be sure to include the title, author, a summary, and a movie-critic's review!	**Letter** Write a 1-page, friendly letter to someone recommending your book. Be sure to include a summary and 3 reasons why you liked it. (Be sure you use the friendly letter format.)
Character Bag Collect 6 items that represent/symbolize a main character. These items should show your character's beliefs, activities, major events, likes, & dislikes. Be sure to explain each item.		**Questions** Write 3 questions a character in the story would ask. Start: _____ would ask..
New Character Create an original character and tell how that character would fit into the story.	**Recommendation** Write a recommendation to your teacher as to why the story should be read or not	**Magazine Interview** As a reporter, ask 10 questions of your main character. The 10 answers should show how well you know your character. (These should **not** be questions that are yes or no answers.)

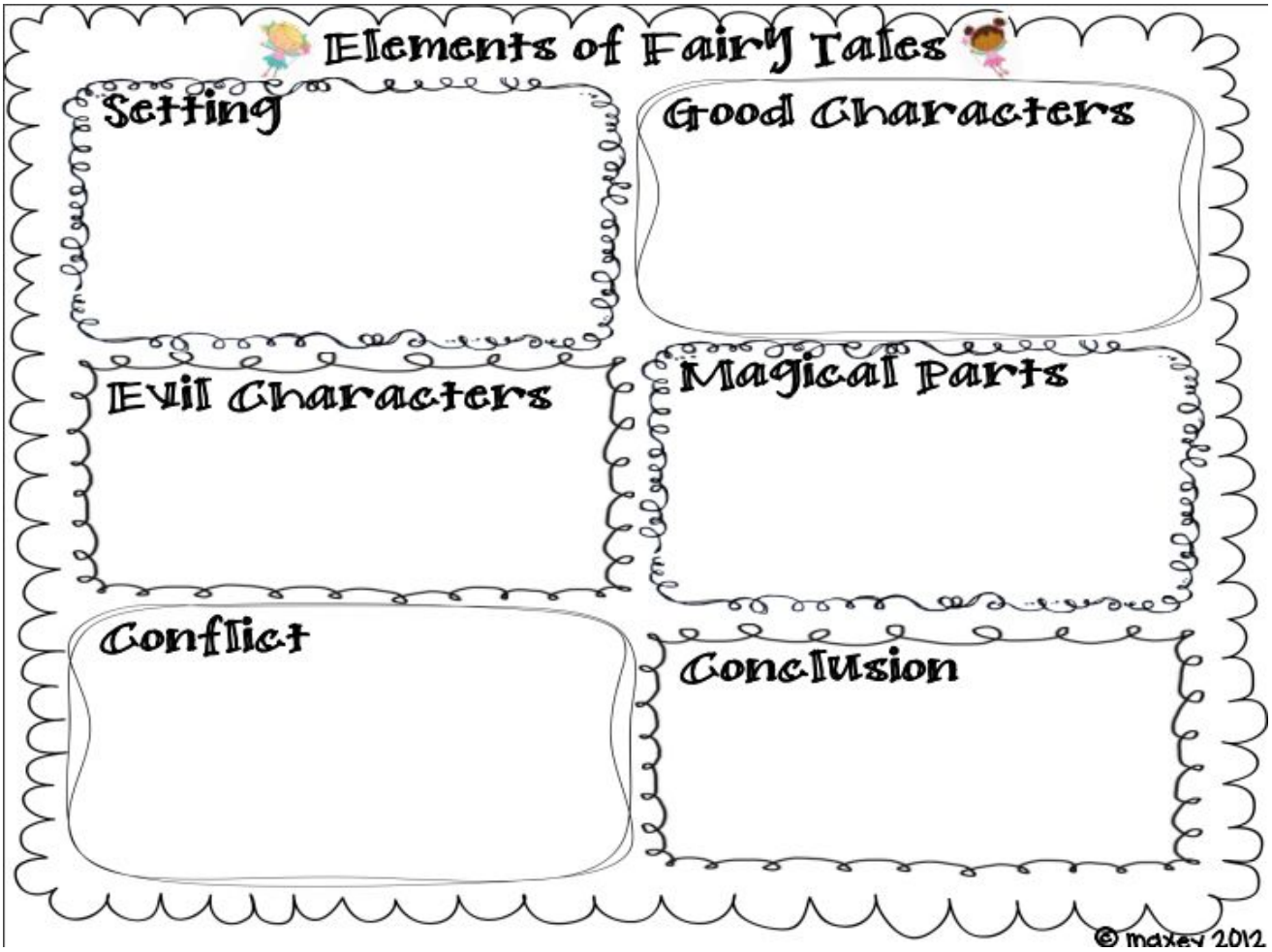
April 6 - Independent Practice

Hansel and Gretel

A poor woodcutter and his wife had two children named Hansel and Gretel. Their mother died when they were young. Hansel and Gretel were very sad. Soon their father remarried but their stepmother was very cruel. One day, she took the children deep into the forest and left them there. Clever Hansel had some breadcrumbs in his pocket and had dropped them on the way so that they could find their way back home. Alas! The birds ate all the crumbs and they couldn't find the path that led back home.

Hansel and Gretel went deeper and deeper into the forest. They were hungry and tired. Finally, after walking for a long time, they saw a cottage made of chocolate, candies, and cake. "Look, Hansel! A chocolate brick!" shouted Gretel in delight and both ate it hungrily.

Now, a wicked witch lived there. When she saw Hansel and Gretel, she wanted to eat them. She grabbed the children and locked them in a cage. The witch decided to make a soup out of Hansel and eat him first. She began boiling a huge pot of water for the soup. Just then, Gretel crept out of her cage. She gave the wicked witch a mighty push from behind and the witch fell into the boiling water. She howled in pain and died instantly. Hansel and Gretel found treasure lying around the cottage. They carried it home with them. Their stepmother had died and their father welcomed them back with tears of joy. They never went hungry again!



Writing Graphic Organizer

Fairy Tale I'm Studying:	My Own Fairy Tale
Characters	Characters
Setting	Setting
Magical Element(s)	Magical Element(s)
Conflict	Conflict
Resolution	Resolution

Name: _____

An **analogy** shows a relationship between two sets of words. The words in the first pair must have the same relationship as the words in the second pair. To complete an analogy with a missing word, you must first discover the relationship between the completed pair. (Example: *Cat* is to *meow* as *dog* is to *bark*.)

throw	**fast**	**cook**	**small**	**manmade**
soil	**ran**	**maple**	**subtract**	**go**

INSTRUCTIONS: Determine the relationship between the first pair of words. Then use the words in the word box to complete the second pair of words.

1. **Read** is to *write* ...as... **eat** is to _____.
2. **Would** is to *will* ...as... **went** is to _____.
3. **Brake** is to *slow* ...as... **pedal** is to _____.
4. **Blue** is to *sky* ...as... **brown** is to _____.
5. **Reed** is to *cattail* ...as... **tree** is to _____.
6. **Sum** is to *difference* ...as... **add** is to _____.
7. **Break** is to *broke* ...as... **run** is to _____.
8. **Wood** is to *natural* ...as... **plastic** is to _____.
9. **Some** is to *all* ...as... **big** is to _____.

Name: _____

allow	**ate**	**stairs**	**suddenly**	**weather**	**whether**
aloud	**eight**	**stare**			

INSTRUCTIONS: Use the vocabulary words in the word box above to complete the sentences below.

1. You must _____ time for the mixture to cool before you touch it.
2. I was playing at home when I _____ heard a big crash outside.
3. I walked to the front of the classroom and read my report _____.
4. We _____ at a restaurant last night.
5. _____ is the number after **eight**.
6. I'm not sure _____ I need to wear a jacket today.
7. I couldn't help but _____ at the woman's crazy hat.
8. I took the elevator instead of the _____ to get to the top of the building.
9. The temperature and outside conditions are called _____.

Name _____ Date _____

Reading Comprehension

Drawing Conclusions

Great readers draw conclusions based on hints from the author in a story. When you draw conclusions, you use the information from the passage to make a guess about something. Readers use the author's hints, or evidence, to support their conclusion.

Directions: Read each passage. Then, draw a conclusion about the story based on the details in the passage. Underline the hints the author gives in the passage.

	Passage	Draw a Conclusion
1.	Preparations were set and the violinist was ready. Anxious faces stared at the clock, wondering exactly what was taking her so long. The groom fiddled his thumbs and combed his hair back nervously. Finally, the violinist began a sweet-sounding melody and everyone rose in their seats.	Where are they?
2.	My bags were ready and the only thing left to pack were the food provisions. Who knew what we'd need, especially since my parents were coming too. They always brought enough food to feed an army. I checked the lantern to make sure the batteries worked, and I called Tempest to the car. She wagged her tail happily. She was ready for her first overnight adventure in nature.	Where are they going?
3.	Mia wiped sweat from her brow and looked down at the script one last time. She had rehearsed every waking moment and knew she was prepared, but she couldn't help the gnawing feeling in her stomach. Thoughts of doubt raced through her head, but she shoved them aside. She was ready. She walked on stage left, determined to show them just how hard she had worked to get this right.	What did she rehearse?
4.	The buses raced around the neighborhood. They made an unfamiliar sound after the long, blisteringly hot summer. The bustle of kids with their shiny new backpacks put smiles on parents' faces. The nervous chatter at the bus stop eased some of the tension of the new adventure.	What time of year is it?
5.	Santiago determined that he was going to have a blast, even if he didn't know anyone. He stood at the front door and took a deep breathe. Earlier this morning, he'd wrapped his gift in superhero wrapping paper and was sure his cousin would love it. What he doubted was whether anyone else would think the present was cool. He straightened his shoulders and rang the bell. He guessed he would find out soon enough.	Why did Santiago have a present?

Name: _

Title of Book: _

Beginning	Middle	End

ISD Grade Level: 3rd Grade
ISD Content: Social Studies
Week: April 6 - April 10

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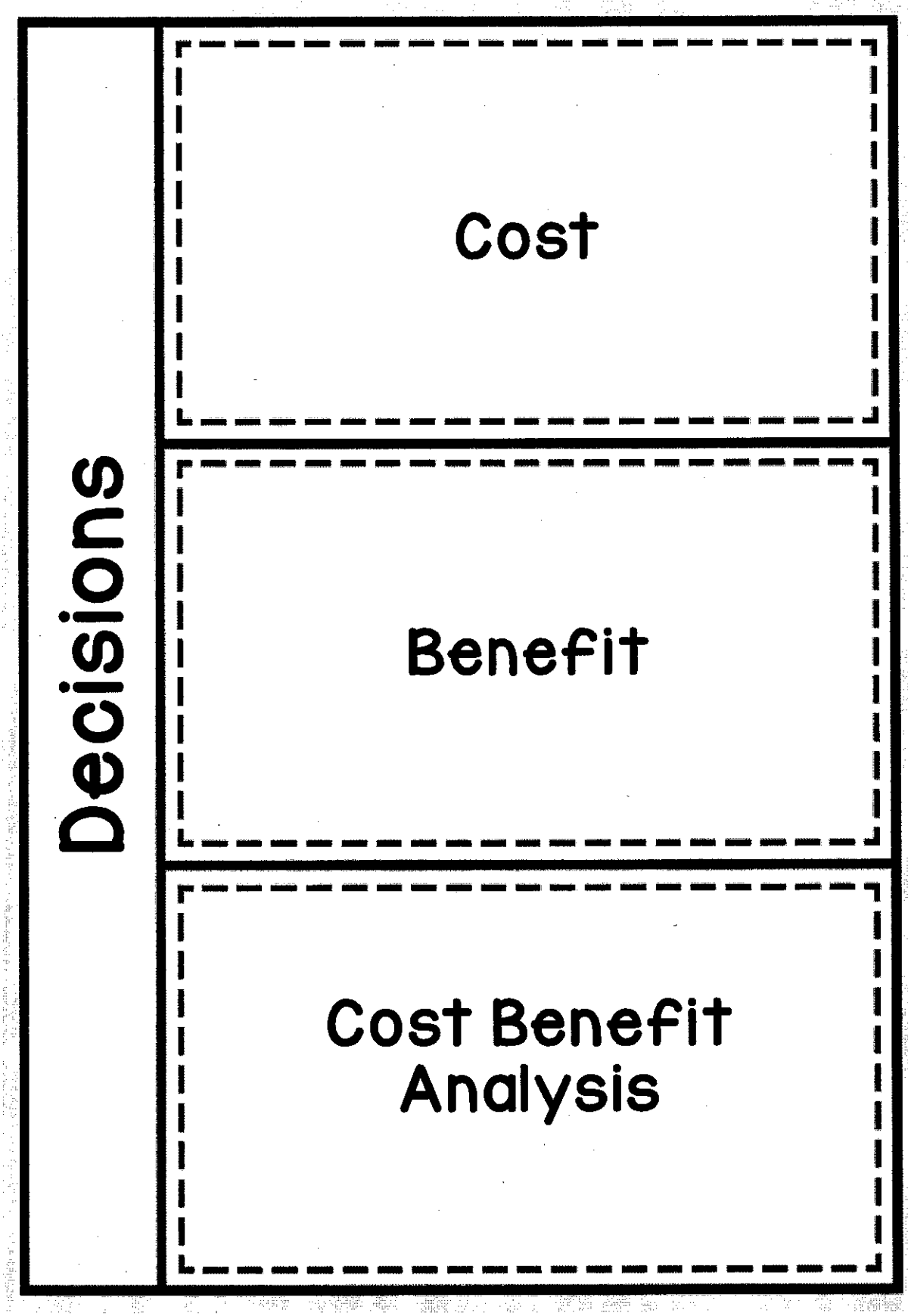
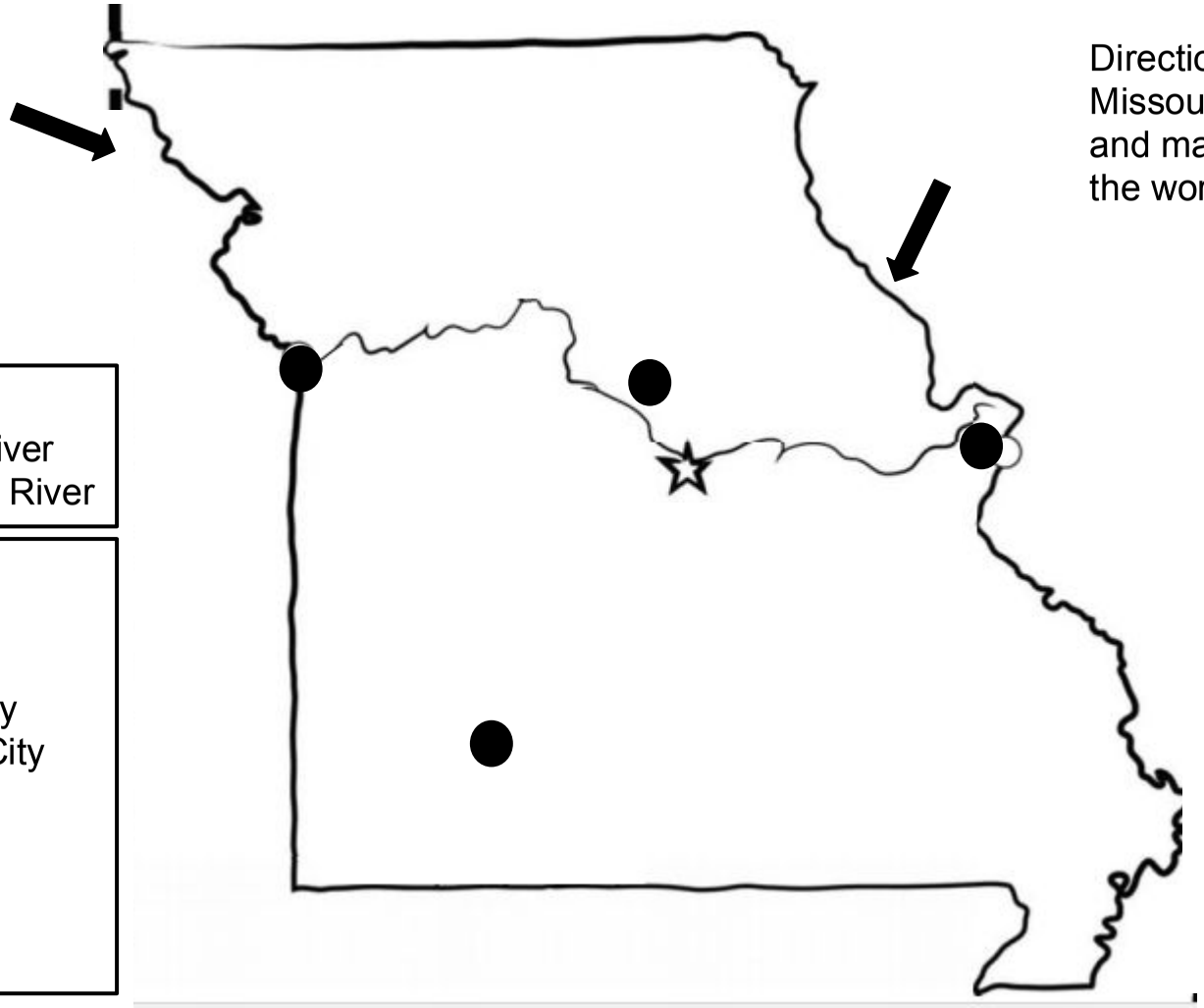


Missouri's Important Features



Directions: Label Missouri's major cities and major rivers using the word bank below.

Rivers:
1. Missouri River
2. Mississippi River

Cities:
1. St. Louis
2. Springfield
3. Kansas City
4. Jefferson City
5. Columbia

Name: _____ Date: _____

Create a Product!

The name of my product is

_____

Describe your product (good or service).

_____

_____

_____

Draw your product:

What resources will you need to make your product?

. Natural	Capital	Human

Northern Plains ☐

Osage Plains ☐

Ozark Highlands ☐

Southeast Lowlands ☐

Name: _____ Date: _____

Time to Sell!

What is a producer?

_____

_____

Who is the producer of your product?

_____

What is a consumer?

_____

_____

Who is the consumer of your product?*Remember to think about who would be buying your product.

_____

_____

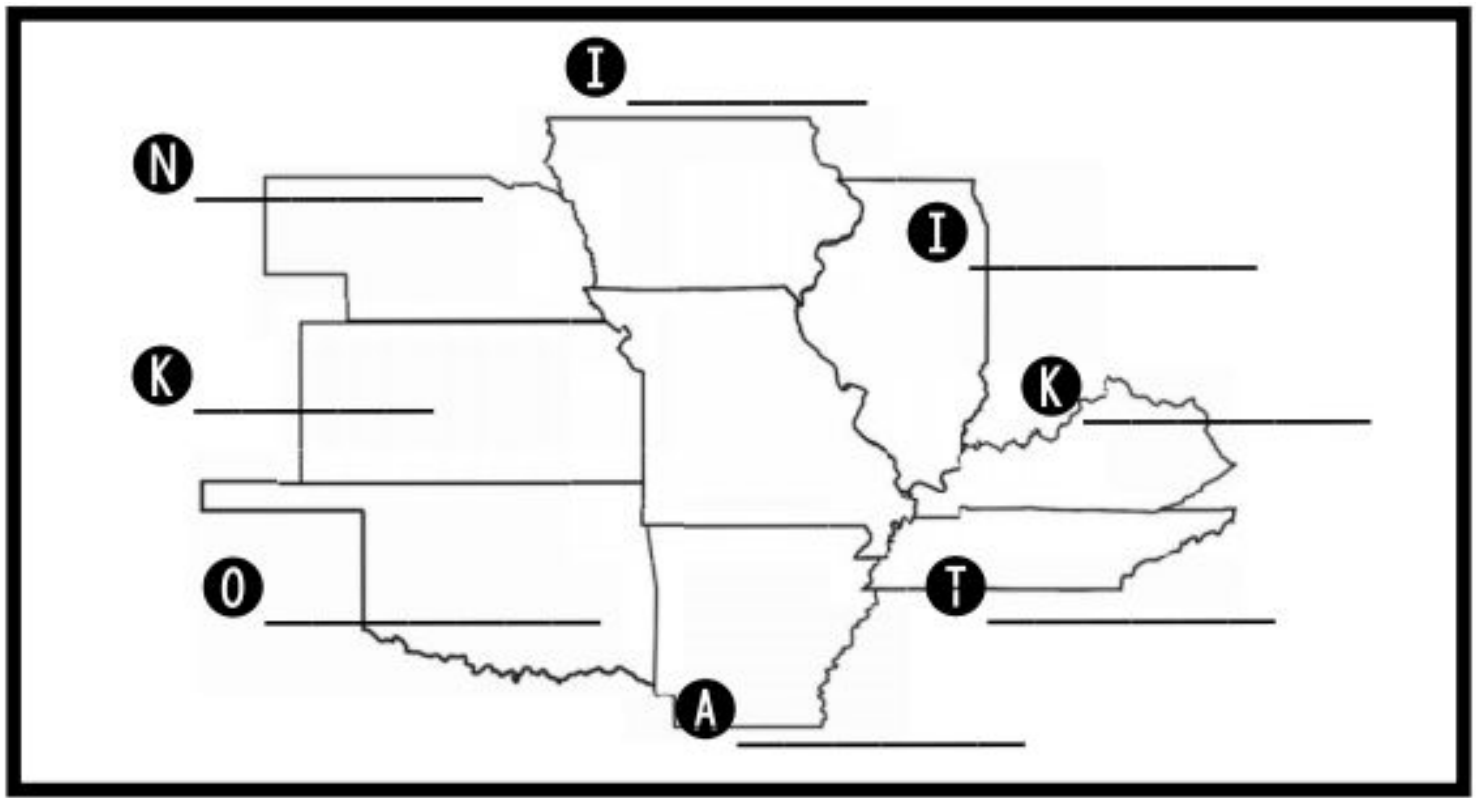
Please explain why they would buy your product.

_____

_____

Draw a picture of the consumer of your product.

Label the Border States



Arkansas, Nebraska, Illinois, Iowa, Kansas, Tennessee, Kentucky, Oklahoma

Name: _____ Date: _____

The Price is Right!

Please explain supply and demand:

_____

_____

_____

_____

Where would you sell your product?

_____

_____

When would you sell your product?

_____

_____

Draw a picture of your product being sold:

My product will cost:

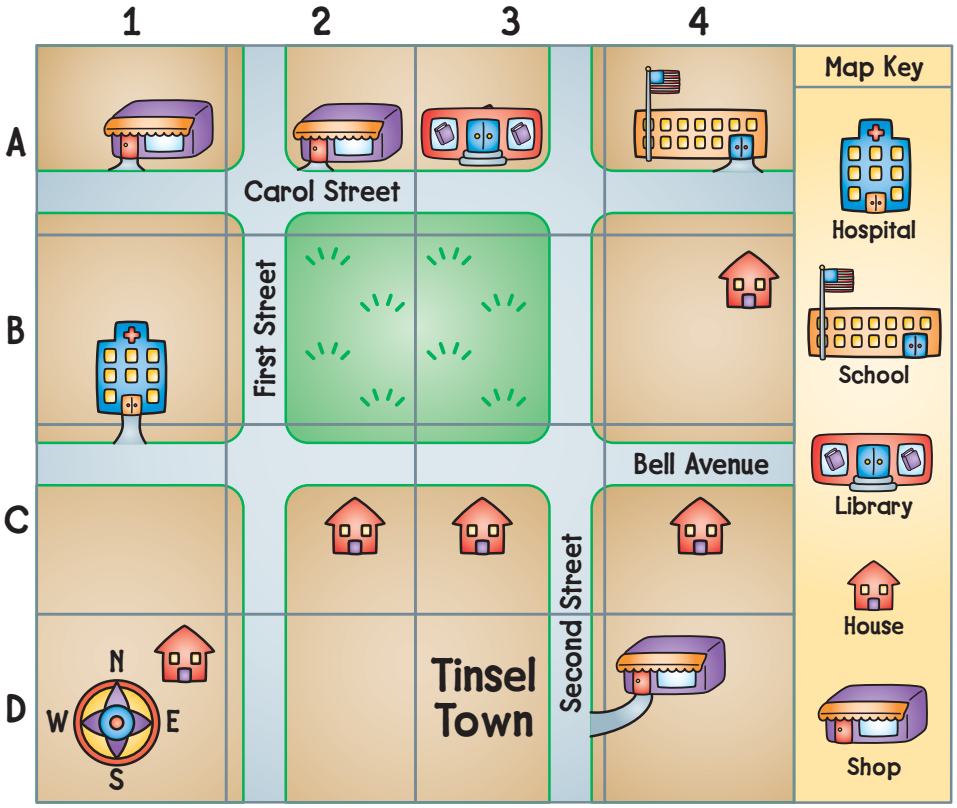
_____

Why did you price your product at that amount?

_____

_____

Using a Map Grid



A grid helps you find places on a map. Use the grid to answer the questions.

1. In which square is the hospital? _____

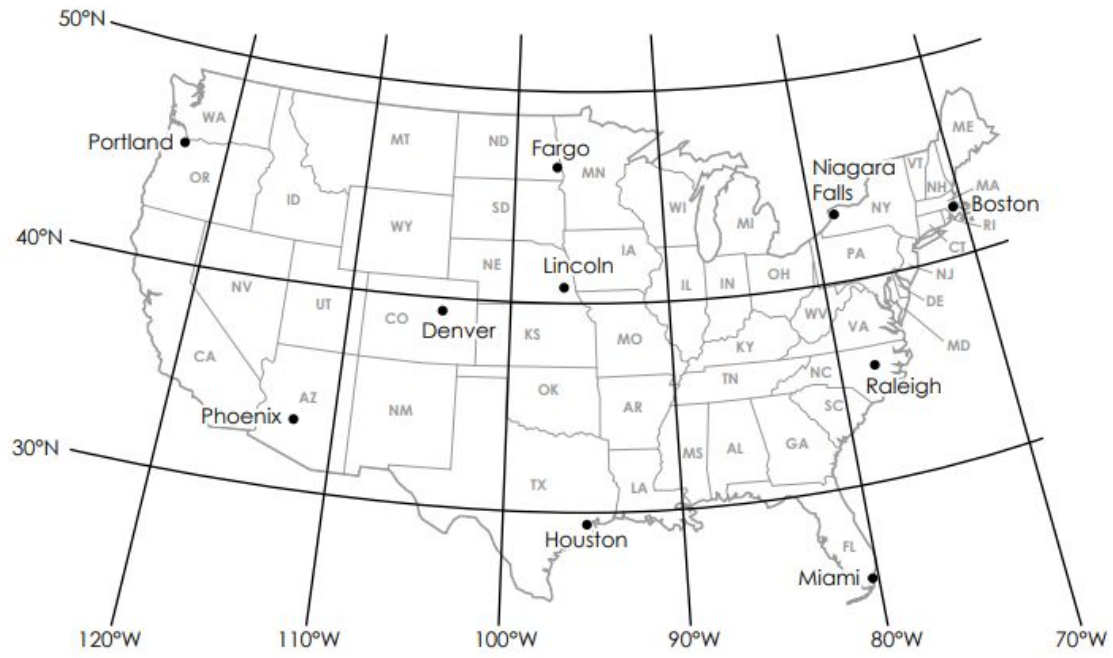
2. What is in square C4? _____

3. What street runs through squares A2, B2, C2, and D2? _____

4. Can you shop in D1? _____

5. You want to borrow a book. In which square would you look? _____

Latitude and Longitude



Write the name of the city and state found at the given latitude and longitude coordinates.

1. 33°N latitude, 112°W longitude _____

2. 35°N latitude, 78°W longitude _____

3. 46°N latitude, 96°W longitude _____

4. 45°N latitude, 122°W longitude _____

5. 29°N latitude, 95°W longitude _____

6. 43°N latitude, 79°W longitude _____

7. 25°N latitude, 80°W longitude _____

ISD Grade Level: 3rd Grade
ISD Content: Math Week: April 6 - April 10

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Choice Board

3rd Grade Math
Number Sense

Choose a number from the deck of number cards. Skip count by 2's starting with that number. How far can you skip count? Write the number you end with on the line below: _____	Skip count by 3's from 0 to 30. Find a friend or family member to share your success with!	Skip count by 2's while hopping on one foot.
Choose 3 of the number cards and create the largest number you can. _____	Choose 3 of the number cards and create six different numbers. Write them below: _____ _____	Use place value to help you put the following numbers in order from least to greatest. 7, 17, 2, 41, 14, 33, 30, 37, 22, 18, 20, 2, 0, 42, 36, 26, 11
1	4	7
2	5	8
3	6	9

Skip Count 2 Challenge

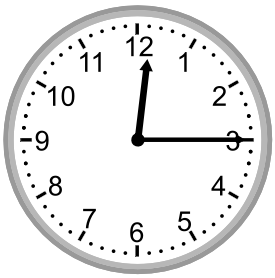
2					12				
	24						36		
		46				54			
62				70					
	84				92				

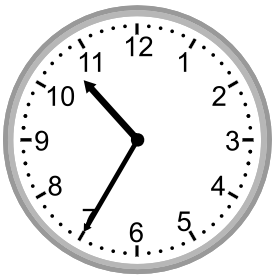
2 x 1 = _____	2 x 2 = _____	2 x 3 = _____
2 x 4 = _____	2 x 5 = _____	2 x 6 = _____
2 x 7 = _____	2 x 8 = _____	2 x 9 = _____
1 x 2 = _____	2 x 2 = _____	3 x 2 = _____
4 x 2 = _____	5 x 2 = _____	6 x 2 = _____
7 x 2 = _____	8 x 2 = _____	9 x 2 = _____

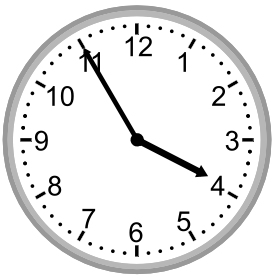
Telling time - 5 minute intervals

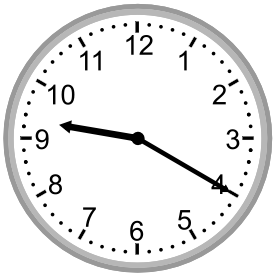
Grade 3 Time Worksheet

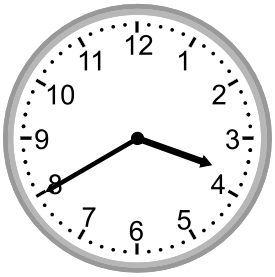
Write the time below each clock.

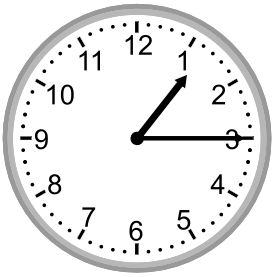
1. 

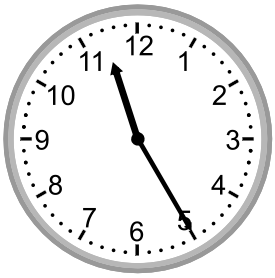
2. 

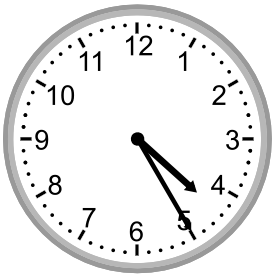
3. 

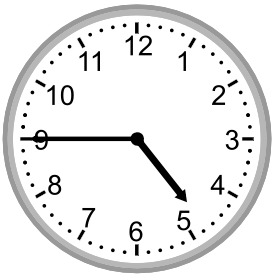
4. 

5. 

6. 

7. 

8. 

9. 

Name Date

3 TIMES TABLE - COUNT BY 3S MAZE

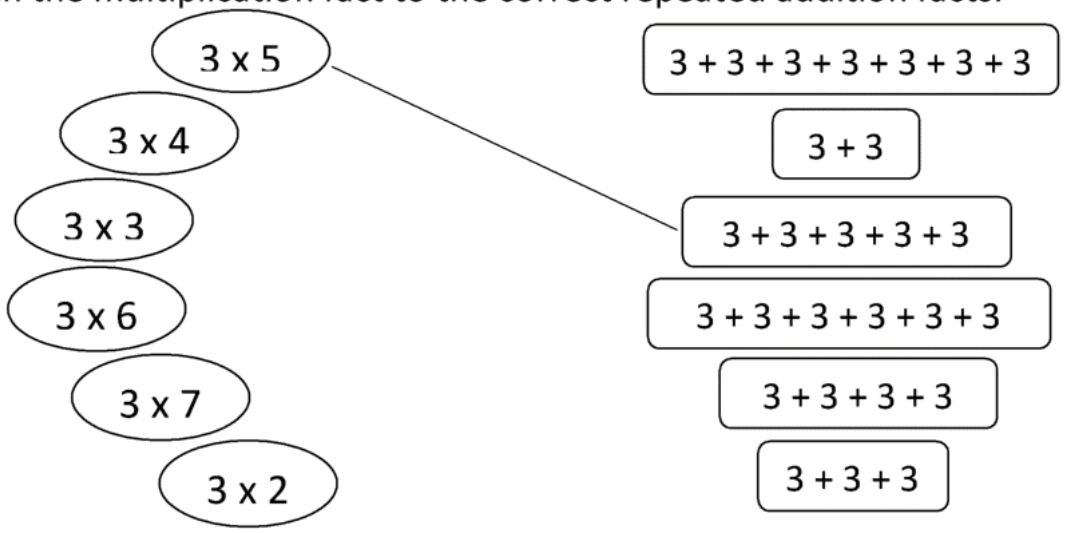
Help Newton to find his way out of the maze by shading the path counting in 3s up to 30.

IN →	3	4	5	7	14
	6	7	13	11	20
	9	12	15	17	16
	13	11	18	14	30 → OUT
	8	16	21	24	27

Count by 3s up to 30

3 → ___ → ___ → ___ → ___ → ___ → ___ → ___ → ___ → ___

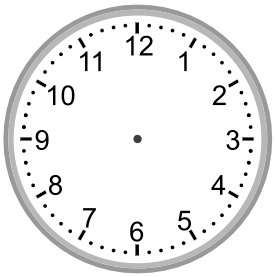
Match the multiplication fact to the correct repeated addition facts.



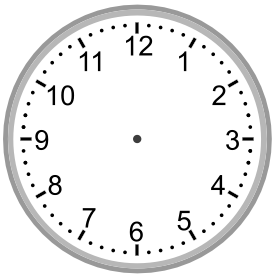
Telling time - 5 minute intervals (draw the clock)

Grade 3 Time Worksheet

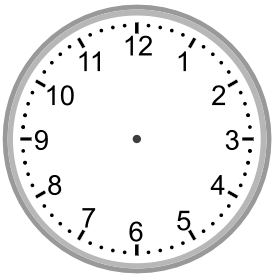
Draw the time shown on each clock.

1. 

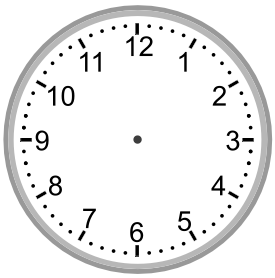
2:05

2. 

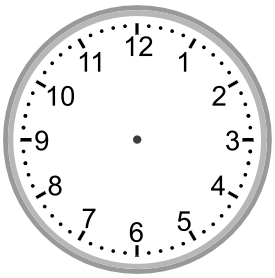
9:20

3. 

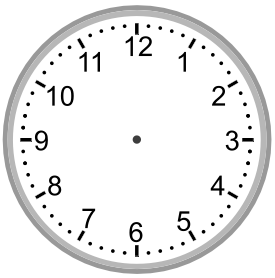
4:00

4. 

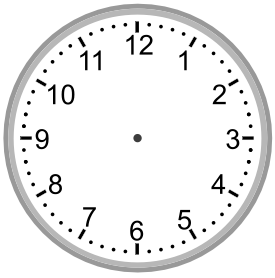
3:25

5. 

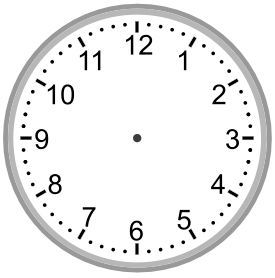
11:00

6. 

3:55

7. 

8:00

8. 

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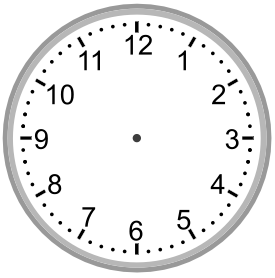
9. 

2:50

Count by four step each time. Which numbers will you get?

1	2	3	4	5	6	7	8	9	10
11	12	13	1 4	15	1 6	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40

1× 4

4

2× 4

3× 4

4× 4

5× 4

6× 4

7× 4

8× 4

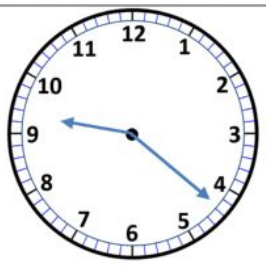
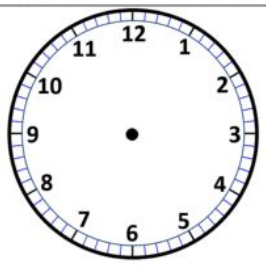
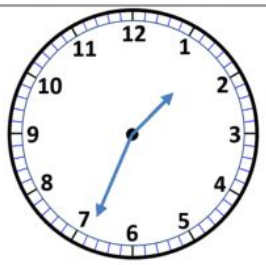
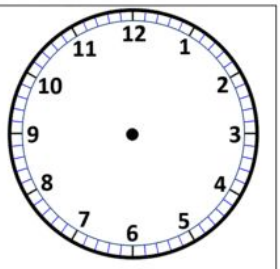
9× 4

10 × 4

Name Date

TELLING THE TIME TO 1 MINUTE SHEET 4

For each time, you need to either draw in the hands or write the time.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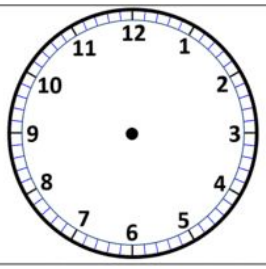
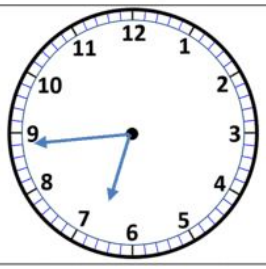
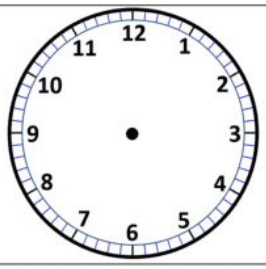
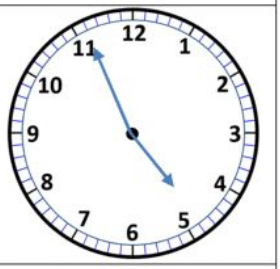
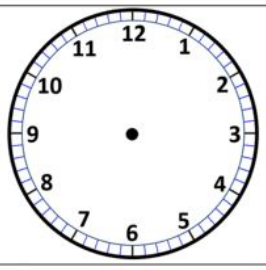
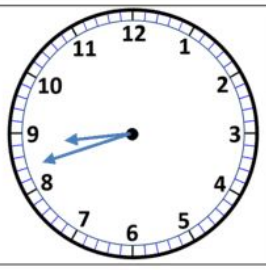
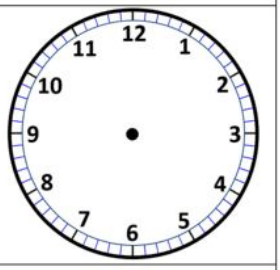
			
12:17		6:13	
			
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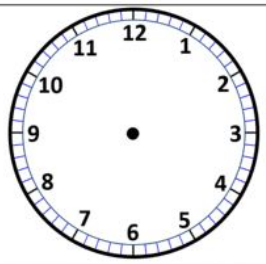
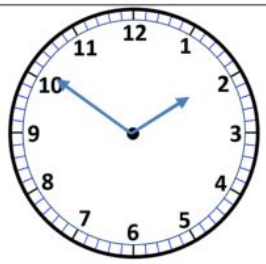
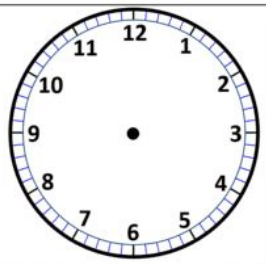
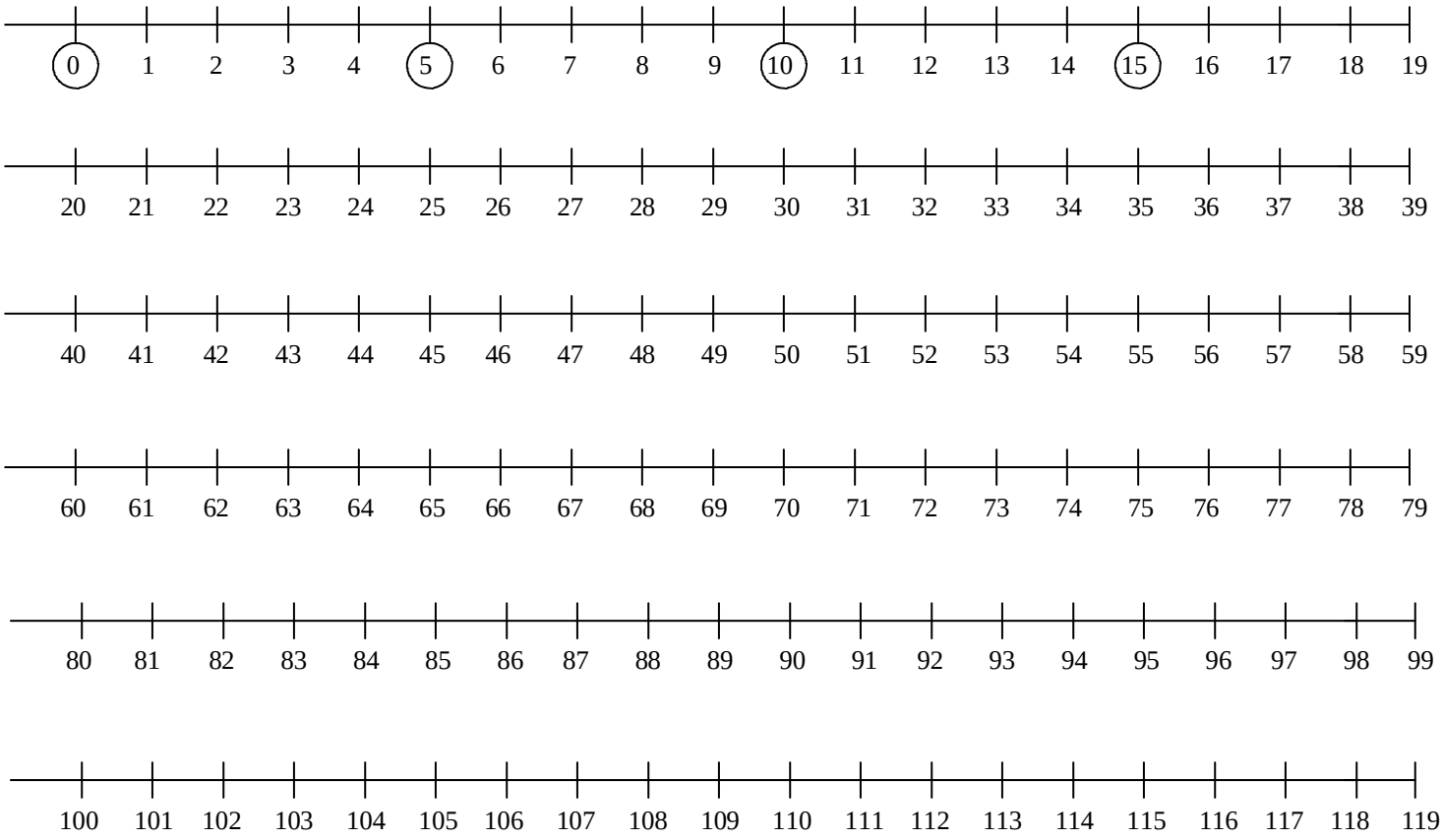
			
1:04		5:34	

Name:_____

2.NBT.2 Count within 1000; skip count by 5, 10, 100.

Skip Counting by 5

Use the number line to skip count by 5. Circle the numbers you use as you count to 115.



Now write in the numbers to count from 5 to 120 by five.

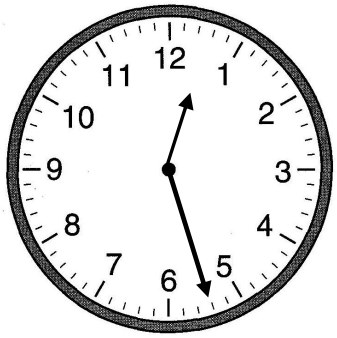
5							

Name:_____

3.MD.1 Tell and write time to the nearest minute……

Telling Time to One Minute

Write the digital time.



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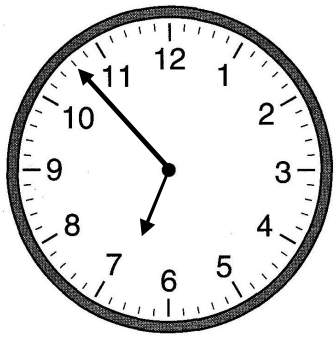

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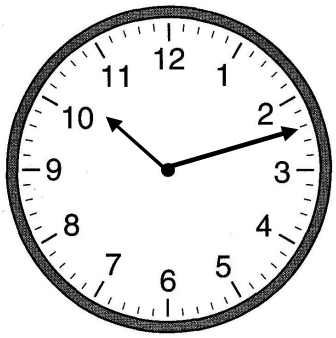

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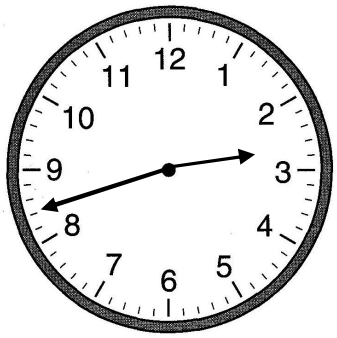

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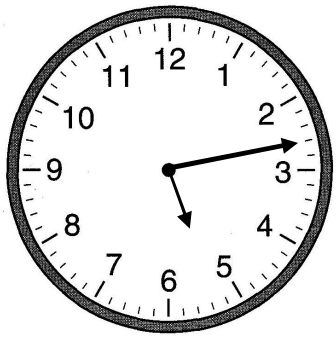

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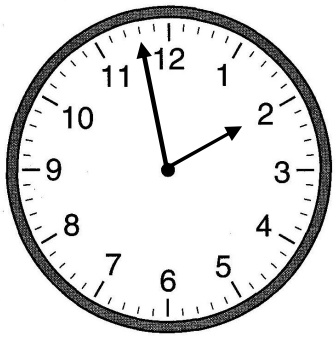

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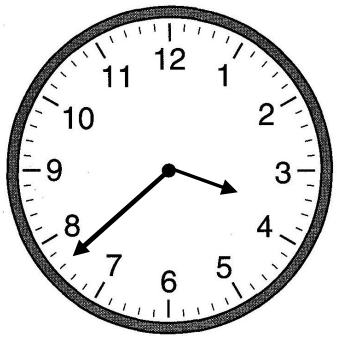

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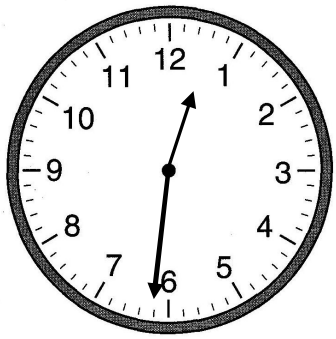

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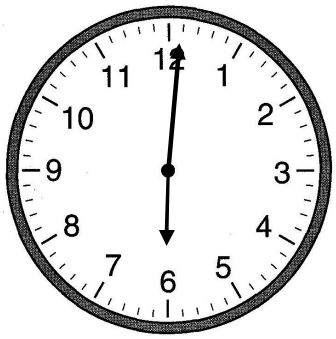

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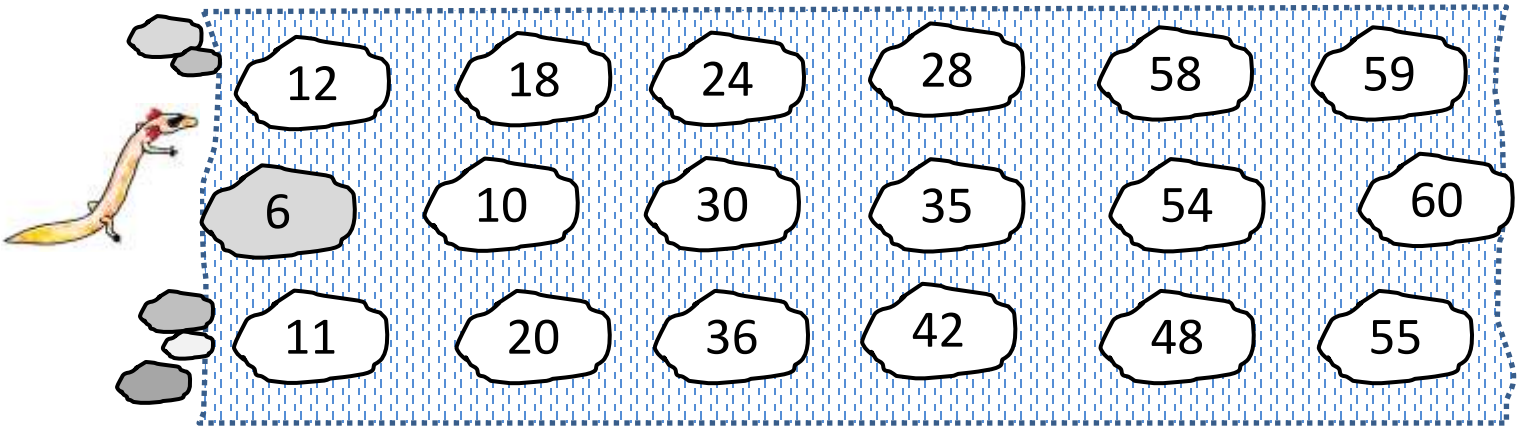
Name Date

6 TIMES TABLE - COUNT BY 6s RIVER CROSSING

Help Captain Salamander to cross the river by shading the stepping stones counting up in 6s.



Count by 6s up to 60

6 → ___ → ___ → ___ → ___ → ___ → ___ → ___ → ___ → ___

Fill in the missing numbers in the 6 times table.

6 x 1 = 6	6 x 2 = _____	6 x 3 = _____	6 x 4 = _____	6 x 5 = _____
6 x 6 = _____	6 x 7 = _____	6 x 8 = _____	6 x 9 = _____	6 x 10 = _____

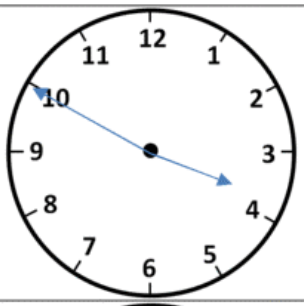
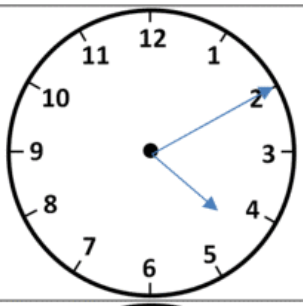
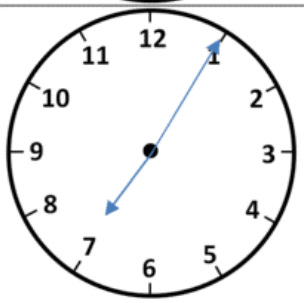
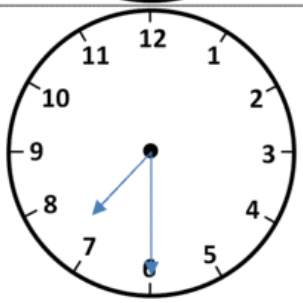
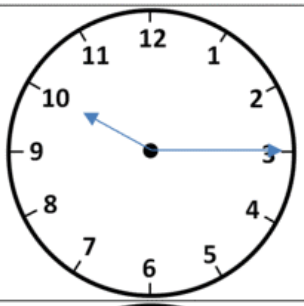
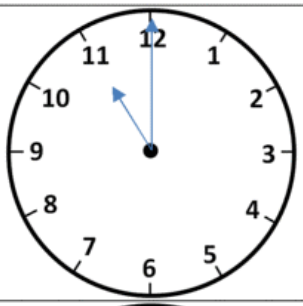
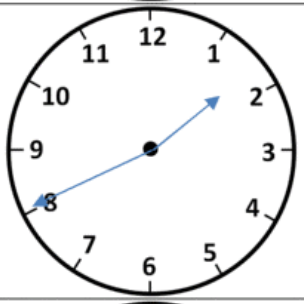
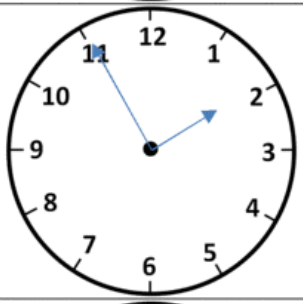
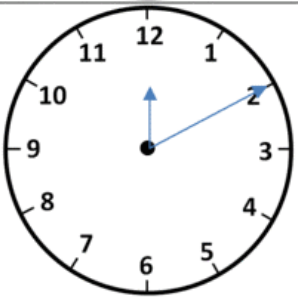
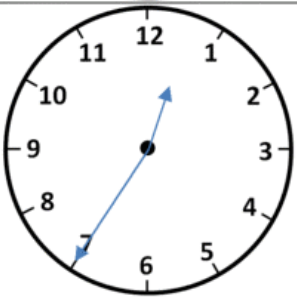
Draw lines to match the 6 times table fact to its answer.

6 x 3	60	6 x 2	24
6 x 10	6	6 x 4	30
6 x 7	18	6 x 9	36
6 x 8	42	6 x 6	54
6 x 1	48	6 x 5	12

Name Date

ELAPSED TIME CLOCK WORKSHEET 2

Work out the elapsed time between the times on the two clocks.

	TO		_____ minutes
	TO		_____ minutes
	TO		_____ minutes
	TO		_____ minutes
	TO		_____ minutes

ISD Grade Level: 3rd Grade
ISD Content: Science
Week: April 6 - April 10

Inspiring Greatness

ISD

INDEPENDENCE SCHOOL DISTRICT

Name _____

Balanced and Unbalanced Forces Investigation

Balanced forces are equal and move in opposite directions. When they are applied to an object, the object doesn't move. **Unbalanced forces** are unequal, one force is greater than the other. When a greater force is applied to one side of an object, the object moves.

Directions:

First, make a prediction for what you think will happen if you and a family member apply unbalanced forces to a door.

Prediction: **If** I push a door with more force than another person, **then** the door will

_____.

Next, grab a family member to help you with your experiment. Stand on opposite sides of the door and *gently* push in opposite directions. What happens to the door's motion?

Now, push using a *little* more force while your family member pushes with the same gentle force as before. What happens to the door's motion?

Did your prediction come true? _____

Using what you know about **balanced** and **unbalanced forces,** explain why the door did or didn't move when you and your family member pushed on the door with equal force?

Why did the motion of the door change when you changed your force but your family member did not?

Newton's Laws of Motion

Forces and Motion - Newton's 1st Law

Directions: Using what you know about Newton's Laws of Motion, follow the investigation.

Newton's First Law of Motion: An object in motion tends to stay in motion, and an object at rest tends to stay at rest unless acted upon by an outside force.

FIRST: You will need something that can roll (for example, a ball, water bottle, cup, or can). **Draw** a sketch of your item.

SECOND: Find an open space in your house or outside. **Roll** the item in the open space, and notice what stopped your item (for example, a wall, a branch outside, or a person). **Draw** a picture of what happened.

THIRD: Explain how your rolling item was stopped and why.

_____

_____

_____

_____

How does this show Newton's First Law of Motion?

_____

_____

_____

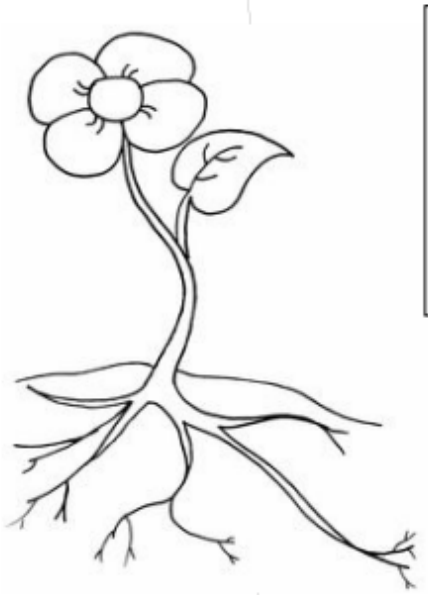
_____

Show your work to a family member or stuffed animal and explain Newton's First Law.

PLANT NEEDS

WORD BANK:

LIGHT AIR WATER NUTRIENTS SPACE



Leaves collect:

1.

2.

Color the leaf of the plant green.

Roots collect:

7.

8.

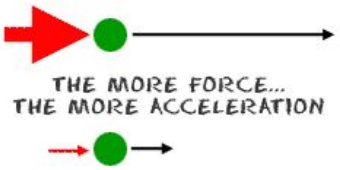
Color the roots of the plant yellow.

Plants need space and a place to grow.

Color the soil brown.

When you finish, color in the rest of the plant!

Newton's Laws of Motion



Forces and Motion- Newton's 2nd Law

Directions: Using what you know about Newton's Laws of Motion, follow the investigation.

Newton's Second Law of Motion: The greater force acting on an object is equal to the mass of the object multiplied by its acceleration (Force = mass x acceleration).

FIRST: You will need something lightweight that can be thrown into the air (for example, a ball or stuffed animal). **Draw** a sketch of your item. Have an adult do this activity with you. You will need to be outside as well.

SECOND: Find an open space in your house or outside. **First,** throw the item with little force (lightly). Notice how far it went into the sky. Draw a sketch of this.

Then, throw the item with a lot of force. Notice how far it went into the sky. Draw a sketch of this.

THIRD: Explain what happened when you used more force to throw your item.

_____

_____

_____

_____

How does this show Newton's Second Law of Motion?

_____

_____

_____

_____

Show your work to a family member or stuffed animal and explain Newton's Second Law.

Quiz How Do Seeds Get Planted By Nature?

1. What is a type of seed that travel to land by water?

2. How do animals help plant seeds?

3. How can seeds travel by air?

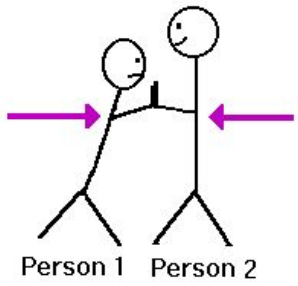
4. What is another way seeds are planted by nature?

Did you know...

Maple seeds have wings so they can travel by air.

Newton's Laws of Motion

Forces and Motion- Newton's 3rd Law



Directions: Using what you know about Newton's Laws of Motion, create your own picture example and label it to explain of Newton's Third Law of Motion.

Newton's Third Law of Motion: For every action (force), there is an equal and opposite reaction (force).

My Example:

Write at least one sentence to explain your picture: _____

_____

_____

How does this show Newton's Third Law of Motion? How do you know?

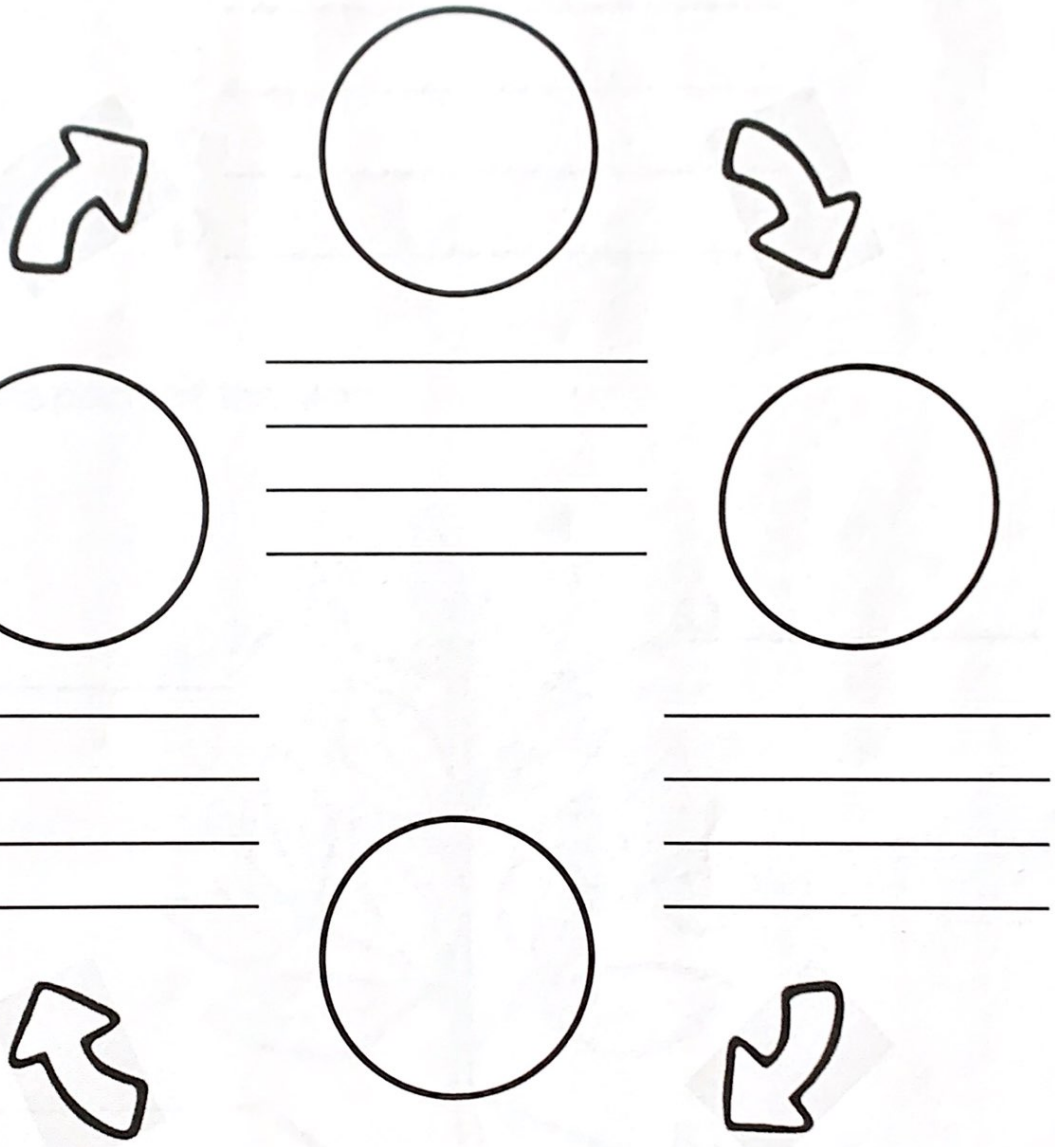
_____

_____

_____

Draw the stages in the life cycle of a plant. Describe what is happening in each stage. You may use the word bank for help.

mature	germinate	seedling	seeds	grow
flowers	leaves	roots	stem	food



After watching the read aloud “Move It! Motion, Forces and You” by Adrienne Mason, find these words in the story to help you identify what they are. Afterwards, choose 5 vocab words, draw a picture, label and describe what they are.

Push	Motion	Gravity
Pull	Distance	~~Friction~~
Force	Direction	

Check out my example for friction!