

ISD Grade Level: 3rd Grade
ISD Content: ELA
Week: May 4-8





Work Page

Reading Log


Date Book Title and Tricky Words

of pages read Minutes read

	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.

<p><u>Questions</u></p> <p>Write 3 questions a character in the story would ask. Start: _____ would ask..</p>	<p><u>Author</u></p> <p>Pretend you are the author of the book. In a brief paragraph, explain what you would change in the book, and why.</p> 	<p><u>Letter</u></p> <p>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.)</p>
<p><u>Vocabulary</u></p> <p>Choose a vocabulary word that you may or may not have known. Give a synonym for that word. Find a synonym that starts with the same letter as the word.</p>		<p><u>News Article</u></p> <p>Write a newspaper article about 1 major event from your book. Be sure to include an exciting headline using bigger font.</p>
<p><u>New Character</u></p> <p>Create an original character and tell how that character would fit into the story.</p>	<p><u>Recommendation</u></p> <p>Write a recommendation to your teacher as to why the story should be read or not</p>	<p><u>Fact or Fiction</u></p> <p>Divide your paper in half, on the left side write "facts," and on the right side write "fiction" (remember fiction means it is not true). Then write down five facts from your book and five things that are fiction.</p>

Name: _____

Date: _____

The Boy Who Cried Wolf

Once upon a time, in a beautiful village near lush rolling hills, there was a boy who watched over the village's sheep. Being alone up in the hills was very boring. To liven up his day, the boy thought it would be fun to scare the villagers and scream, "Wolf, wolf!" The villagers grabbed whatever they could, and ran up the hill to scare off the wolf.



When they reached the top, they realized they had been tricked by the mischievous boy. He laughed and laughed until the villagers angrily walked back down the hill. Even the sheep were not amused. The boy continued to call wolf, and the villagers warned him that the next time they would no longer believe him. The boy shrugged off the warning and laid down for a nap.

One lazy afternoon, the boy heard a terrible sound. Before he could even prepare himself, a wolf appeared right before him, and was chasing all the village's sheep! The boy screamed, "Wolf, wolf!", but having lied so many times, the people of the village just ignored him. With no one to help him fend off the wolf, the sheep all ran away, and the boy was left crying on the hill.



Name: _____

Date: _____

"The Boy Who Cried Wolf" Story Map



After reading "The Boy Who Cried Wolf", fill in the following setting, characters, and effect of the boy's actions. Then determine the genre of the story.

Setting:

Main characters:

Cause



Effect

The boy tricks the villagers by screaming, "Wolf, wolf!"

The genre of this story is:

- a) Comedy: This story has a cheerful ending or is meant to make the reader laugh.
- b) Fable: This story teaches a lesson.
- c) Quest: This story has a difficult journey towards a place or goal.

Tic-Tac-Toe-Capitalizing Book Titles

Directions: To win you must get 3 in a row. On a separate piece of paper correct the capitalization of each book title to win the square.

the one and only ivan	dairy of a wimpy kid	charlie and the chocolate factory
james and the giant peach	charlotte's web	alexander and the terrible, horrible, no good very bad day
owl moon	harry potter and the chamber of secrets	because of winn dixie

Stewart the Dragon

Stewart was a very big green dragon. He lived in a cave on the top of a hill. The people in the town below were very scared of him. If they ever saw Stewart, they ran inside to hide. This made Stewart very sad. He did not want to hurt anybody. He just wanted to be part of the town. It always looked like everyone was having lots of fun. Unfortunately, whenever Stewart opened his mouth to say hello, flames poured out. He was just trying to be friendly, but everyone screamed as soon as they saw the flames and raced away.

One night it was very cold, and the people of the town could not start a fire. Stewart went down to the town. He breathed gently on the fire and it roared to life. The people of the town realized that Stewart was a kind dragon. They invited Stewart to come down to the town every night. Stewart started the fire each night. Then he dined with the villagers, before returning happily to his home.



CORE SKILLS PRACTICE

The theme of a story is the message of a story, or what can be learned from it. What is the theme of this story? Explain how the story gets its message across.

Finding the Main Idea

The Wonderful Wizard of Oz

by L. Frank Baum

L. Frank Baum wrote The Wonderful Wizard of Oz in 1900. The story tells of Dorothy, a girl from Kansas, who gets taken by a tornado to Oz, a magical land. In this passage, Dorothy wants to return home to Kansas, so she has gone to the Emerald City to ask the Wizard of Oz for help.

11. The Wonderful City of Oz

Even with eyes protected by the green spectacles, Dorothy and her friends were at first dazzled by the brilliancy of the wonderful City. The streets were lined with beautiful houses all built of green marble and studded everywhere with sparkling emeralds. They walked over a pavement of the same green marble, and where the blocks were joined together were rows of emeralds, set closely, and glittering in the brightness of the sun. The window panes were of green glass; even the sky above the City had a green tint, and the rays of the sun were green.

Write the main idea of the paragraph in the large oval below. Write the supporting ideas in the small ovals.

```
graph TD; A([Main Idea]) --- B([Supporting Idea]); A --- C([Supporting Idea]); A --- D([Supporting Idea]);
```

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.*)

bend**afraid****helpful****sadness****comfort****late****defense****like****cheerful****rely**

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. **Disposable** is to *reusable* ...as... **harmful** is to _____.
2. **Dependable** is to *depend* ...as... **defensible** is to _____.
3. **Variable** is to *vary* ...as... **reliable** is to _____.
4. **Profitable** is to *profit* ...as... **comfortable** is to _____.
5. **Available** is to *busy* ...as... **early** is to _____.
6. **Happiness** is to *joy* ...as... **unhappiness** is to _____.
7. **Miserable** is to *unhappy* ...as... **happy** is to _____.

Write a persuasive letter to a character in a fairy tale.

Conflict Map

*Read a story, or think of a favorite story.
Then complete the chart below.

What is the conflict?

What are some ways the conflict could be resolved?

Why does this conflict occur?

Name: _____

adaptable**dependable****happiness****profitable****available****disposable****miserable****variable****changeable****enjoyable**

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

1. I'm not _____ to play this afternoon because I'll be visiting my grandparents.
2. Some items that are _____ are harmful to the environment.
3. In spring, the weather is often _____, or subject to change.
4. The coach wanted an _____ player who could perform well in many positions.
5. I had a _____ day yesterday because I felt sick.
6. People who keep their word and follow through on their responsibilities are _____, or reliable.
7. A _____ is something that may change.

Pretend that you are a character in a fairy tale.

Write a letter to another character in the fairy tale asking for help.

Name: _____

write your own fable!

Choose two characters, one setting, and one moral.

Then, make a web and plan your writing.

characters	setting	moral
A dog A pig A wolf A snake	In the forest In the desert Near a lake	Help a friend in need Treat others with respect

use this web to plan your writing.

What is the problem? What is the solution?

P:	S:
----	----

Now, Think about what happens in the beginning, middle, and end.

B: _____

M:: _____

E: _____

How do your characters learn the moral (lesson) of the story?

Name: _____

An **adjective** is a word that describes a noun.
(Example: A *beautiful* butterfly landed on the *yellow* flower.)

INSTRUCTIONS: Read the words below. Circle all of the adjectives. Then write eight complete sentences using one or more of the adjectives in each sentence.

disposable	changeable	available	profitable
adaptable	miserable	enjoyable	variable
happiness	dependable		

1. _____.
2. _____.
3. _____.
4. _____.
5. _____.
6. _____.
7. _____.
8. _____.

Write three words that are not adjectives.

ISD Grade Level: 3rd Grade
ISD Content: Social Studies
Week: May 4-8





Work Page

Name: _____ Date: _____

Famous Missouri Writers

Langston Hughes

Langston Hughes was a poet, writer, and playwright. He was born in Joplin, Missouri on February 1, 1902. His work celebrates the lives of black people and speaks out against their struggles. Throughout the 1920s and 1930s, Hughes's work as a poet and playwright received much praise in literary circles. In the 1940s and 1950s, Hughes's works such as *Jim Crow's Last Stand* and *Montage of a Dream Deferred* inspired both artists and early civil rights activists. He died in New York City on May 22, 1967.



Mary Paxton Keeley

Mary Paxton Keeley was the first woman graduate of the University of Missouri School of Journalism. A female pioneer in the field of professional journalism, she served as a mentor, teacher, and friend to countless students. She was born on June 2, 1886, in Independence, Missouri. She married Edmund Keeley and together they had one son. After Edmund died, Mary and her son moved to Columbia so she could teach journalism and creative writing at Columbia College. She died on December 6, 1986 at the age of 100.

3 Things I Learned

1. _____
2. _____
3. _____

2 Questions I Have

1. _____
2. _____

1 Thing I Thought was Most Interesting

1. _____

Faces of Westward Expansion

Meriwether Lewis





Meriwether Lewis



Read the paragraph below to help you fill in Meriwether Lewis's stats:

Born _____

Died _____


Rank _____

Accomplishments _____

Meriwether Lewis was born on August 18, 1774 in Albemarle County, Virginia. At the age of 21, he joined the U.S. Army. His skill as a soldier and his grasp of politics impressed President Thomas Jefferson, and in 1803, Jefferson chose Lewis to lead a grand expedition across the unknown lands of the West. Lewis recruited fellow soldier William Clark to help him lead. Their expedition, called the Corps of Discovery, lasted over two years. In that time, Lewis formed relationships with native tribes, identified new species of plants and animals, and successfully reached the Pacific Ocean. Upon his return, Jefferson rewarded him by declaring him Governor of Upper Louisiana. Lewis died on October 11, 1809.

Faces of Westward Expansion

william Clark





William Clark



Read the paragraph below to help you fill in William Clark's stats:

Born _____

Died _____

Rank _____

Accomplishments _____

William Clark was born on August 1, 1770 in Caroline County, Virginia. The son of a planter, Clark never received any formal education. He made a name for himself as a captain in the Clarksville, Indiana militia, but he was forced to retire at the age of 26 due to poor health. Almost a decade later, Lewis recruited him for the grand Corps of Discovery Expedition. Clark was well-rested and up for the challenge. On the two-year journey across the continent, Clark primarily focused on mapping out the new territory and leading hunting expeditions. After successfully returning, he was named the brigadier general of the militia in the Louisiana Territory and the United States agent for Indian affairs.

Missouri's Economy

Bass Pro, Hallmark Cards, KC Masterpiece, Harley Davidson, and Rawlings Sporting Goods are all examples of Missouri businesses. Choose a product or business that was created in Missouri. Answer the following questions.

Name of the product/business: _____



Draw a picture of the product/business.

1. What goods or services do they sell?

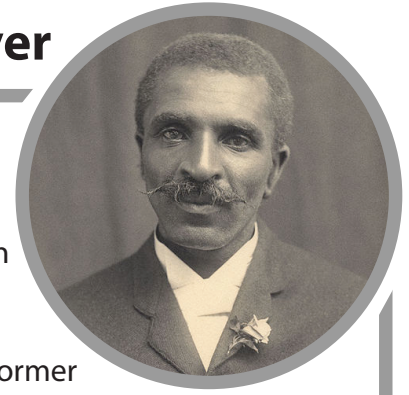
2. What jobs might the workers have?

3. How does this product/business help Missouri's economy?

Sometimes people lose hope when bad things happen. Maya Angelou believed that we can overcome these difficult times without forgetting them. Why is it important to remember difficult times or past mistakes? Below, write about a difficult time that you had in the first column and then write about how you overcame the difficult time and what you learned from it.

A difficult time or mistake from my past	How I overcame it and what I learned.
1.	
2.	
3.	

Historical Heroes: George Washington Carver



Directions: Read the passage below, then answer the questions that follow.

George Washington Carver was born enslaved. There are no records that give the exact date of his birth. Historians say that it was some time between 1861 and 1864.

Slavery ended in 1865. But George and his brother James stayed with their former slaveholders. Moses and Susan Carver raised the boys as their own sons. They taught them to read and write. They encouraged George's learning. He took their last name and was called George Carver.

Carver went to Simpson College in Iowa. A teacher noticed that he was good at drawing flowers. The teacher encouraged him to study botany. Botany is the study of plants.

Carver then went to study at Iowa State Agricultural College. There was another student named George Carver. He added Washington to his name so he could stand out. At the Agricultural College, he earned a master's degree. After that, Booker T. Washington invited George Washington Carver to work at Tuskegee Institute. He was the leader of the agricultural department. He worked there for 47 years. He taught former enslaved people farming techniques so they could support themselves.

Carver taught about crop rotation. Crop rotation is the practice of planting different crops in the same fields year to year. It helps the soil keep its nutrients.

Many people think that George Washington Carver invented peanut butter. But that is not true! He created other things using peanuts. He created non-food products. Soap, shaving cream, and lotion are just a few examples.

Questions

1. George Washington Carver was raised by _____, his former slaveholders.

2. What did George Carver study at Simpson College?

3. Where did George Washington Carver work for 47 years?

4. How did George Washington Carver help other people?

ISD Grade Level: 3rd Grade
ISD Content: Math
Week: May 4 - 8





Work Page

Choice Board

3rd Grade Math- Choose one activity to complete each day.

<p>Create an anchor chart for one of the properties of multiplication.</p>	<p>Teach the commutative property to one of your stuffed animals.</p>	<p>Use rocks, grass and other parts of nature to show the commutative, associative and distributive properties.</p>
<p>Teach one of the properties to someone living in your house with you.</p>	<p>Write a song to teach the properties of multiplication.</p>	<p>Roll a <u>dice</u> three times to create a multiplication sentence. Use the Associative Property to solve.</p>
<p>Write a multiplication problem using the distributive property and solve.</p>	<p>Write a word problem, then solve it using one of the properties of multiplication or division. Then solve the problem.</p>	<p>What is your favorite property of multiplication or division? Using your best math vocabulary explain why.</p>



Real World Problems



A group of 12 girls

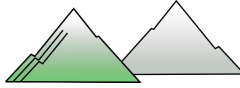


and 8 boys



are

planning a canoe

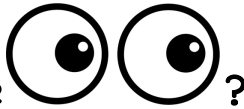


trip. Each canoe can

hold 3 people.

How many canoes will the group need?_____.

Step 1: What do you Notice



?

Step 2: What is the question



being asked?

Step 3: Solve the problem.



Capacity Estimation

Estimate the capacity of each object.

1)



- 1 cup
- 3 pints
- 1 gallon

2)



- 1 gallon
- Half a cup
- 1 pint

3)



- 2 pints
- 2 gallons
- 1 quarts

4)



- 2 quarts
- 5 pints
- 1 pint

5)



- 5 quarts
- 1 pint
- 9 gallons

6)



- 10 cups
- 25 gallons
- 5 quarts

7)



- 3 cups
- 3 quarts
- 9 gallons

8)

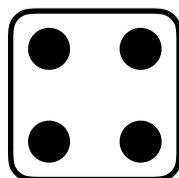
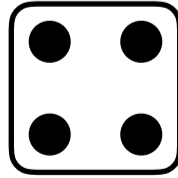
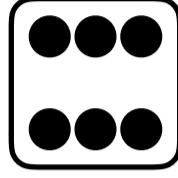
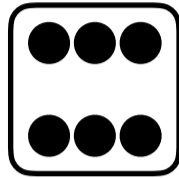
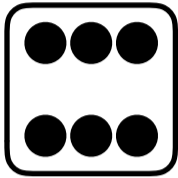
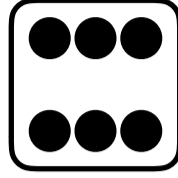
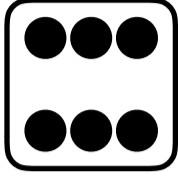
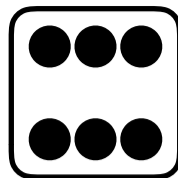
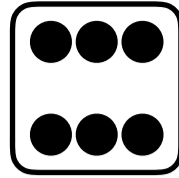
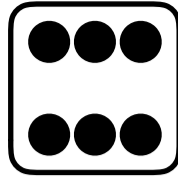
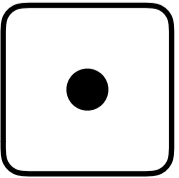
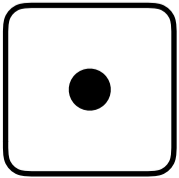
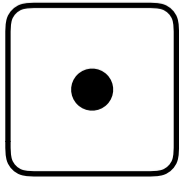
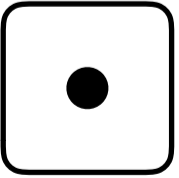
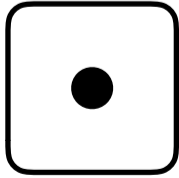
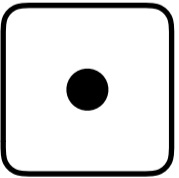
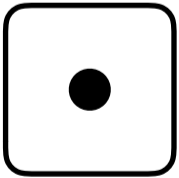
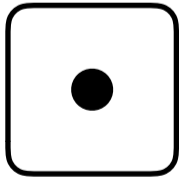
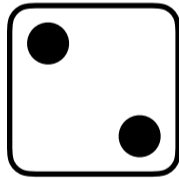
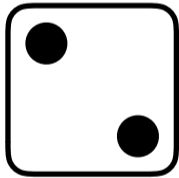
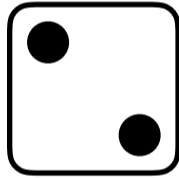
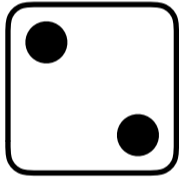
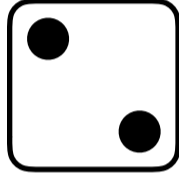
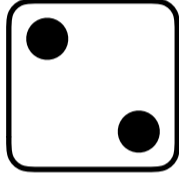
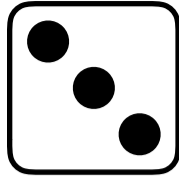


- 3 pints
- 3 gallons
- 2 cups



Work Page

Cut apart the cards. Quickly look at the groups and decide how many there are in all on each card.

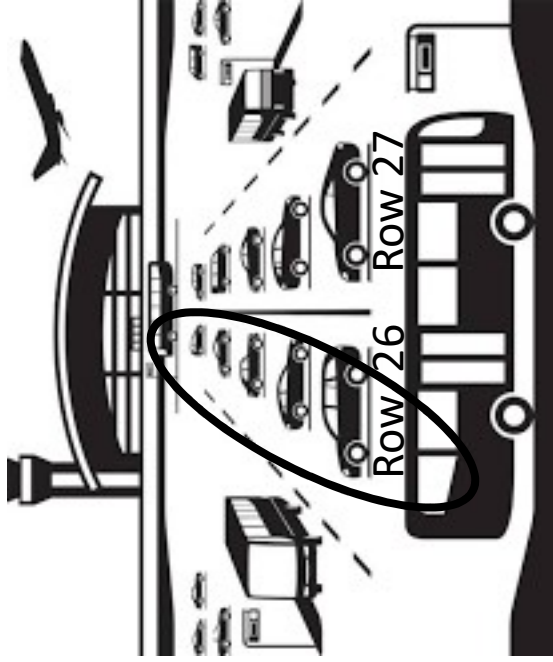




Work Page

Liquid Measure Quiz

- 1) 1 cup = pint 9) cups = 2 pints
- 2) 16 cups = pints 10) 8 cups = pints
- 3) 4 cups = pints 11) cup = 1/2 pint
- 4) cups = 8 pints 12) cups = 4 pints
- 5) 1 cup = pint 13) 16 cups = pints



Airport Parking

3 Act Task



1

Observe the picture of the parking lot.

What do you notice? _____

What do you wonder? _____

2

Question: How many parking spaces are at the airport?

There are _____ parking spaces in each row.

Find: There are a total of 60 rows.

Write a number sentence below to solve the problem.

3

Solve and Share:

Use the space below to show your work:

Answer: There are _____ parking spaces at the airport.

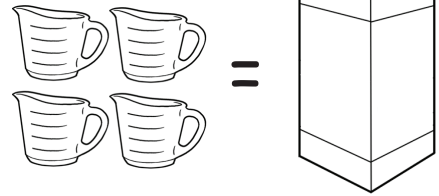
Measurement Mania: CUPS, PINTS and QUARTS



1 cup



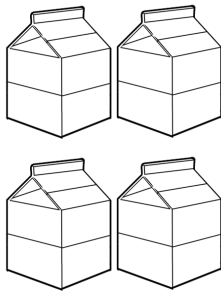
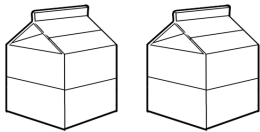
2 cups = 1 pint



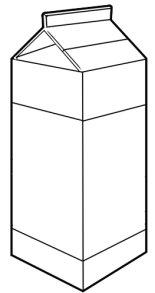
4 cups = 1 quart

Circle the correct amount.

1 quart



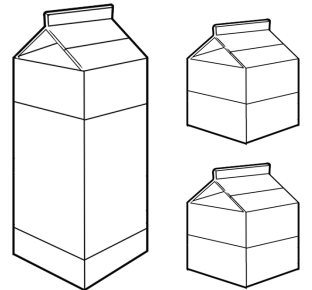
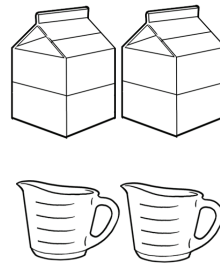
2 pints



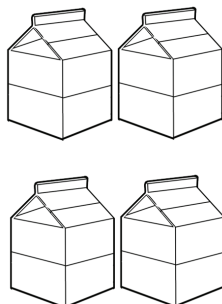
1 pint



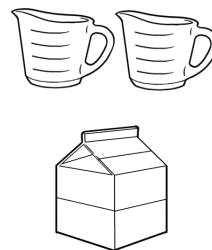
2 quarts



2 quarts



1 quart



3 Act Task-Practice




1

Observe the picture of the truck.

What do you notice? _____

What do you wonder? _____

2

Question: How many boxes can the truck haul?  1 box

Find: The truck hauls 8 total pallets.



1 pallet

Create a number sentence to solve the problem:

3

Solve and Share:

Use the space below to show your work:

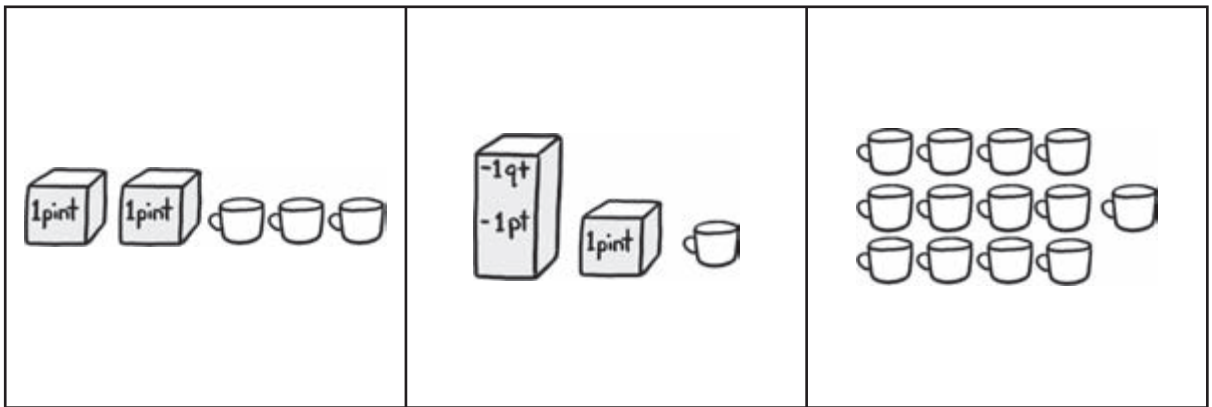
Answer: The truck can haul _____ boxes.

Cross out (X) the one that does not have the same capacity.

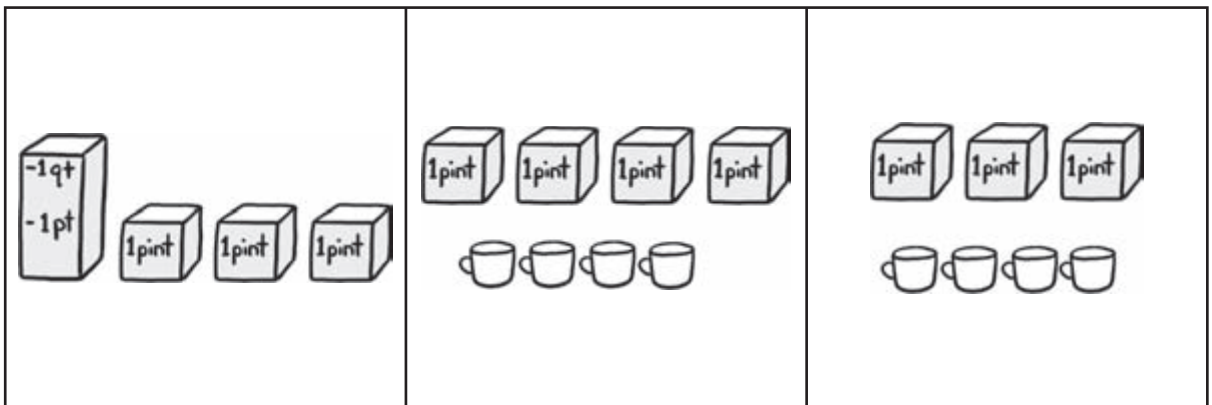
14.



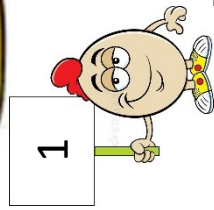
15.



16.



25 pound bag

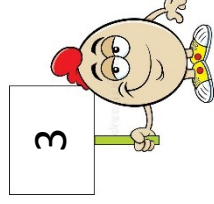
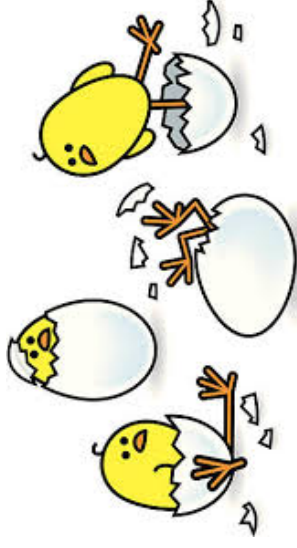


Observe the picture
above.

What do you notice?

What do you wonder?

Feeding the Chickens 3 Act Task



Question: How many
chickens will the bag
feed?

The bag contains _____
pounds of food.

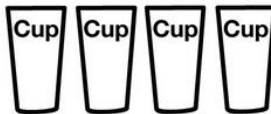
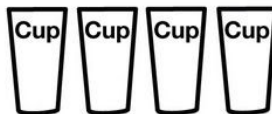
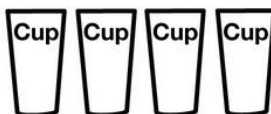
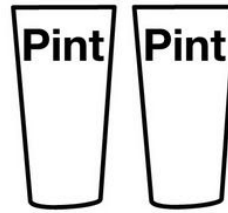
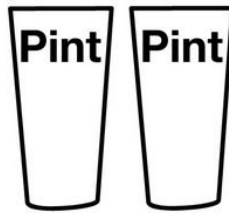
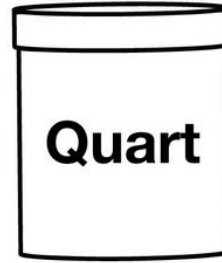
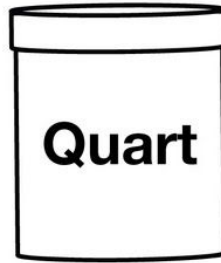
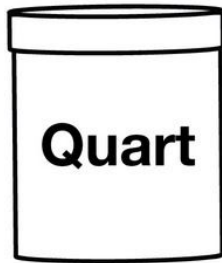
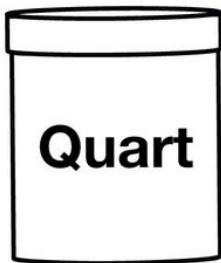
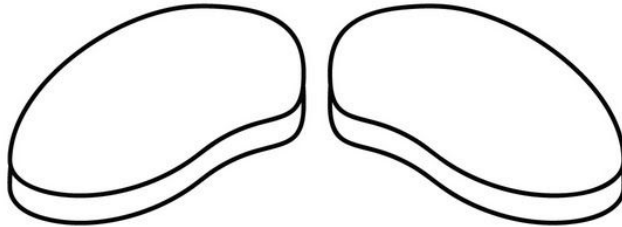
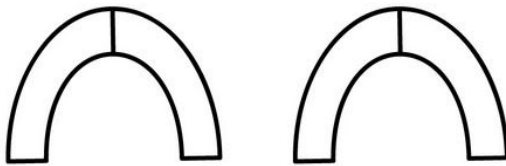
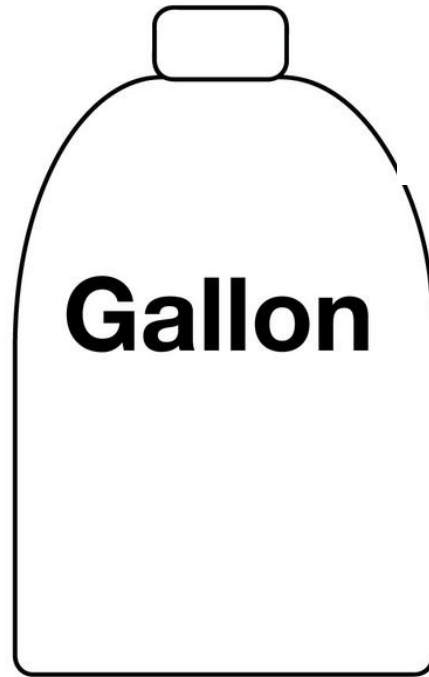
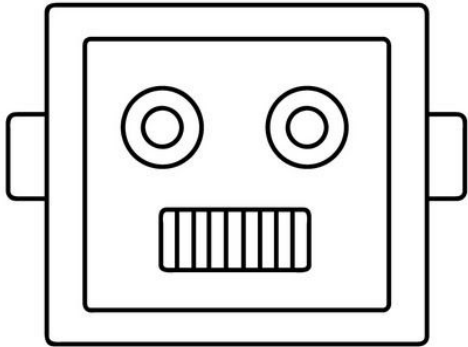
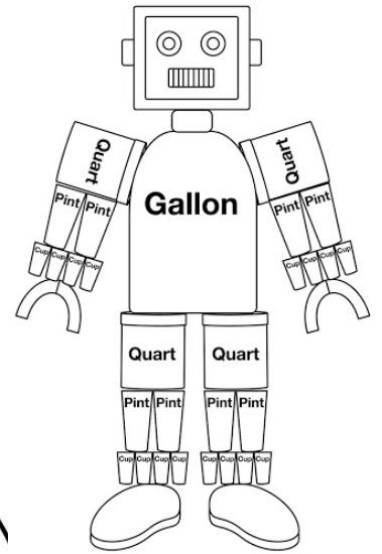
Find: a chicken eats $\frac{1}{4}$
pound of food per day.

Write a number sentence below
to solve.

Solve and Share:
Use the space below to
show your work.

Answer: The bag will
feed _____
chickens.

Color and cut out the pieces. Then, assemble your gallon man like the picture to help you remember the measurements.





Work Page

ISD Grade Level: 3rd Grade
ISD Content: Science
Week: May 4-8



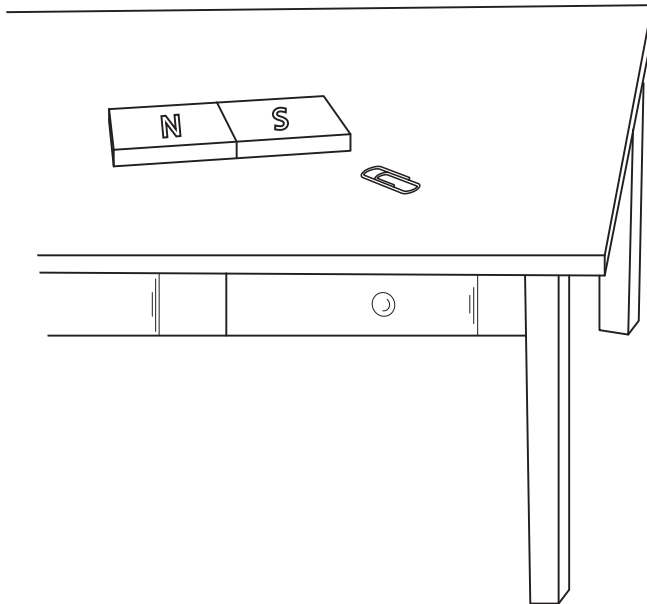


Work Page

Magnets



Magnet and Paper Clip



Magnets are used to attract objects. They move toward the magnet. Magnets are also used to repel objects. They move away from the magnet. What happens when a bar magnet is placed near a steel paper clip? Circle the best answer.

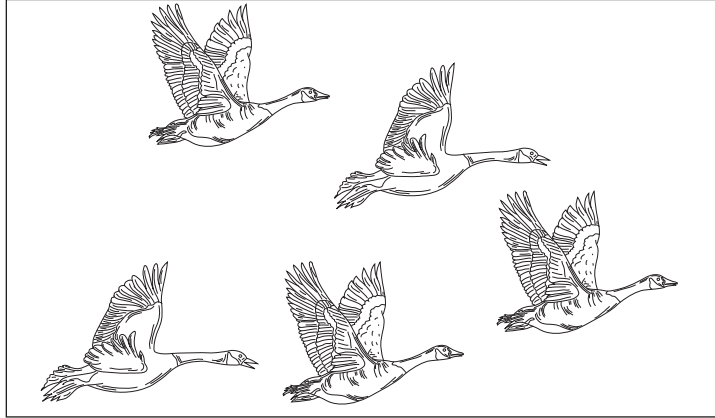
- A. Both ends of the magnet will attract the paper clip.
- B. One end of the magnet attracts the paper clip. The other end repels the paper clip.
- C. Both ends of the magnet repel the paper clip.

Explain your thinking. How did you decide what happens with both ends of the magnet?

Animal Group Survival



Animal Groups



Many animals interact with each other in groups. Put an X in all the boxes that describe how animals interact in groups.

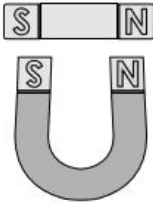
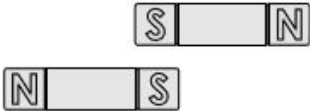
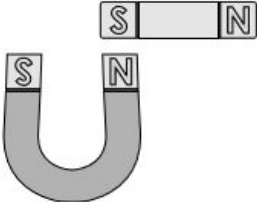
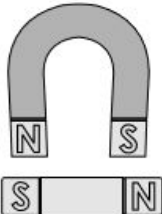
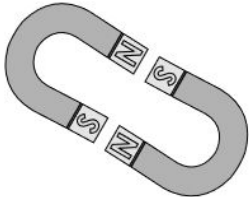

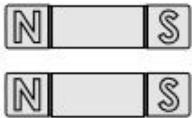
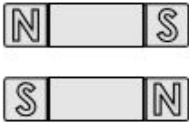
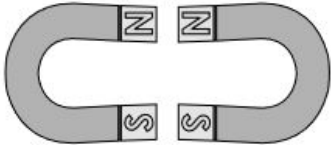
Animals interact in groups when they need to find food.	Animals interact in groups when they need to defend themselves.
Animals interact in groups when they need to cope with changes.	Animals sometimes interact in small groups.
Animals sometimes interact in large groups.	Animals only interact in pairs.
Animals only interact with animals of their own kind.	Animals sometimes interact with other kinds of animals to survive.

Explain your thinking. Describe your ideas about how animals interact in groups.

Magnets and Magnetic Fields



Predict whether the magnets will pull or **attract**, or if they will push away or **repel**.

Circle the correct answer.

		
Repel or Attract	Repel or Attract	Repel or Attract
		
Repel or Attract	Repel or Attract	Repel or Attract
		
Repel or Attract	Repel or Attract	Repel or Attract

Do All Metals Attract?

Take a look below at some common metals around us. Make a prediction if you think a magnet would be attracted or not attracted to them.

Type of Metal	Attract 	Not Attract 	Was my prediction correct? Yes or No
Aluminum Foil			
Penny			
Nail			
Metal paperclip			
Tool-wrench, screwdriver, or pliers			
scissors			
Metal utensil (spoon, knife, or fork)			
Nickel			

After lesson Check: Were your predictions correct or incorrect? Did you have any surprises about metals that you thought would be attracted to a magnet? Check around your house or garage for other items to try that weren't on the list.

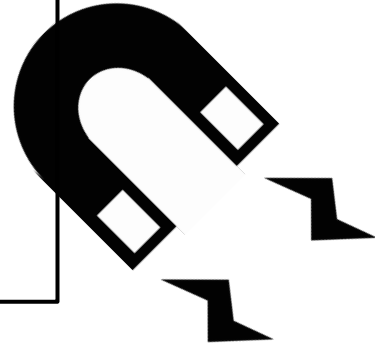
Magnets: Attract and Repel

Vocabulary

Magnet: An object that produces a magnetic field

Attract: When two magnets with opposite charges come together

Repel: When two magnets with the same charge move apart



Try it out...

Step 1: Find two magnets in your home. You may have some on your fridge, or you can ask an adult for help. Draw a picture of each of your magnets!

Step 2: Put your two magnets together. Draw a picture of what happened.

Stop to Think : Did your magnets attract or repel? How do you know? Did they have the same charge or opposite charges?

Challenge: If you showed two magnets that attracted, try to find a way to make them repel. If you found magnets that repelled, try to find a way to make them attract!

Name: _____

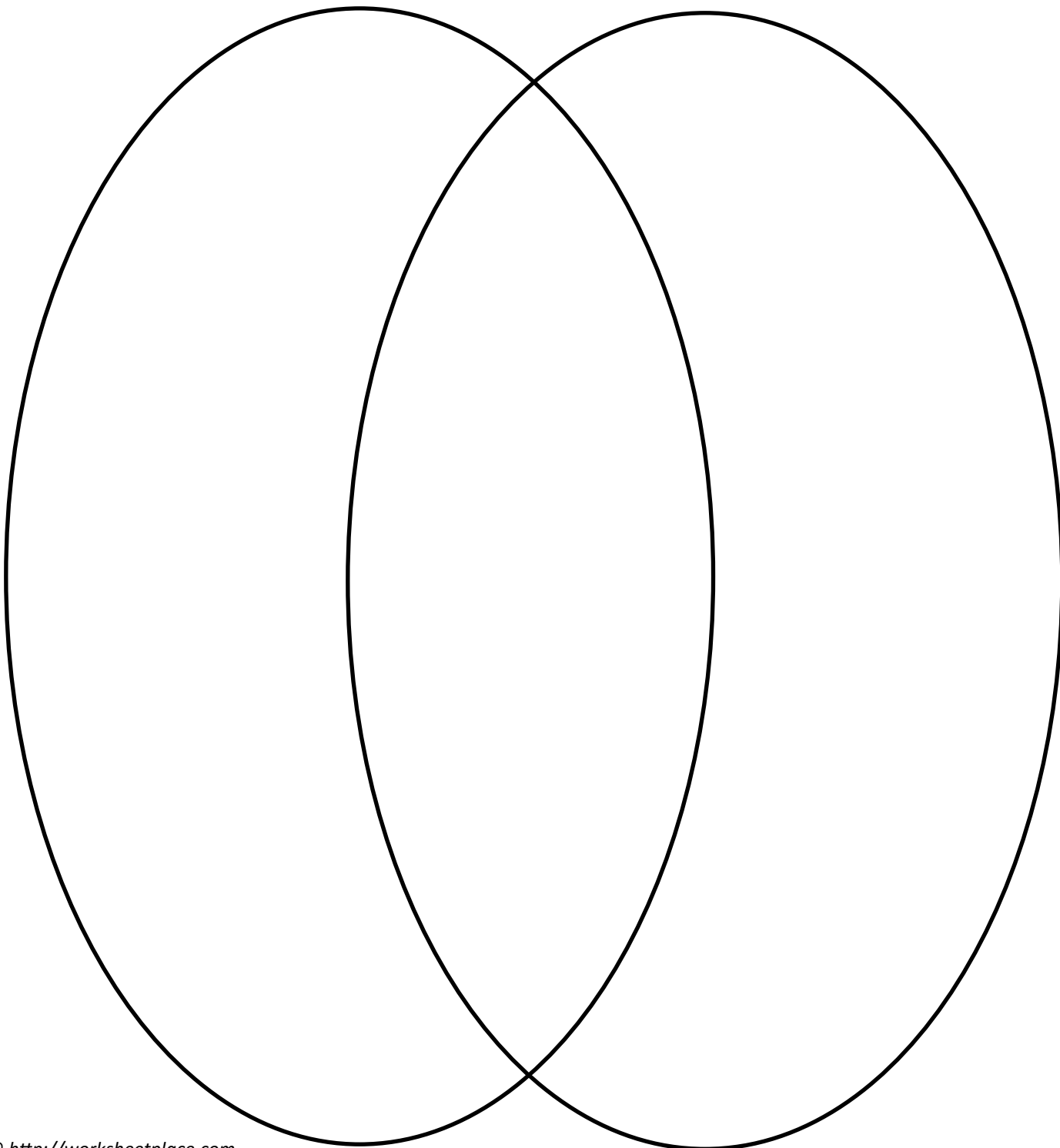


Migration

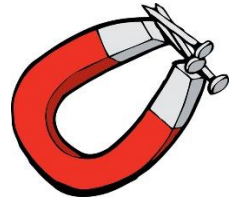
Show how animal migration and vacations we take are similar and different.

Migration

Vacation



Name _____



THE STRENGTH OF A MAGNET

A magnetic force is not a contact force, meaning the magnet does not need to be touching an object to cause it to push or pull. The magnetic force is greatest closer to the magnet.

Directions: Using a magnet from home, try attracting 3 different objects. Start farther away from the object and slowly move the magnet closer until the object has been attracted. About how far away was the object from the magnet before it was attracted? (Use a ruler or another item, such as a paperclip, to measure the distance from the magnet.) Draw and label a diagram of what you see in the boxes below.

DIAGRAM	ABOUT HOW FAR AWAY THE ITEM WAS FROM THE MAGNET

Looking at the distances from your objects, would you say your magnet has a strong or weak magnetic force? _____ Why? _____

Natural Selection Scenarios

Directions: Read the following scenarios. Choose one to illustrate in the form of a comic strip.

In an ecosystem, some giraffes have long necks and others have short ones. If something caused low lying shrubs to die out, the giraffes with short necks would not get enough food. After a few generations all the giraffes would have long necks.



In a habitat there are red bugs and green bugs. The birds prefer the taste of the red bugs, so there are many green bugs and few red bugs. The green bugs reproduce and make more green bugs and eventually there are no more red bugs.

