

ISD Grade Level: 3rd Grade
ISD Content: ELA
Week: May 18 - 22

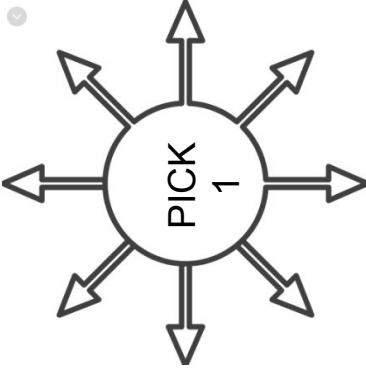




Work Page

Choice Board

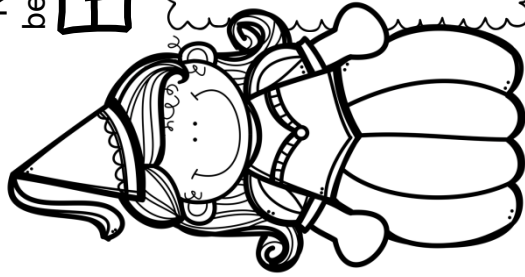
Directions: After 20 minutes of reading your independent book each day, choose one of these activities to complete.

<p><u>Words I Like</u></p> <p>Choose three words from your book that you like the most. Write down the definition, and draw a picture of each word.</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>Sentence to Question</u></p> <p>Choose three sentences from your book and turn them into questions. First, copy the sentence, then beneath that, write down your questions. Example: The emerald was green as a blade of grass. Was the emerald as green as a blade of grass?</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>Timeline</u></p> <p>Make a timeline of the important events that are happening in your book. Include important dates and events that took place in the characters lives.</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>

*Read or listen to a fairytale and then complete the chart below.

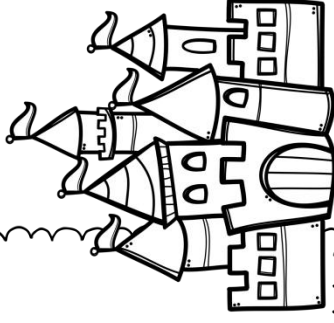
Name: _____

Elements of a Fairytale



Characters

Setting



Beginning

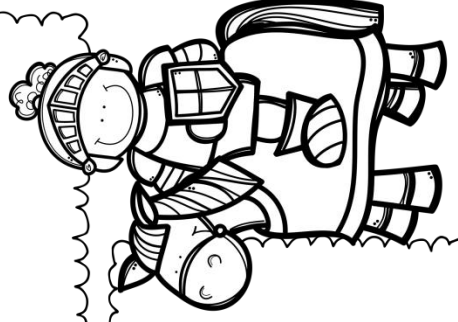
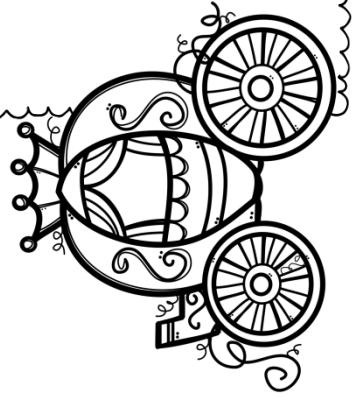
Middle

End



Problem

Solution

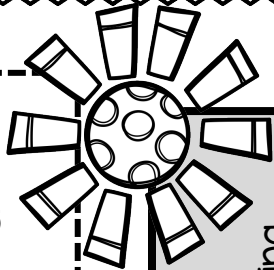


DIAMANTE

Title

DIAMANTE

In a shape of a diamond
and changes subjects



Morning
Light, fresh
Waking, eating, brushing
Pancakes, dew, sunrise,
orange juice
Moon, stars, pillow, pajamas
Reading, yawning, sleeping
Dark, quiet
Night



- Line 1: Noun 1
- Line 2: Adjective, adjective
- Line 3: -ing, -ing, -ing
- Line 4: 4 nouns about noun 1
- (change into antonym!)
- Line 5: 4 nouns about noun 2
- Line 6: -ing, -ing, -ing
- Line 7: Adjective, adjective
- Line 8: Antonym- Noun 2

ELEMENTS OF a FABLE

FABLE TITLE _____

Fables have a moral or teach a lesson. In some fables, you can find more than one theme. How many themes can you find in this fable? Use evidence from the text to support your thinking.

TEXT EVIDENCE +

WHAT I KNOW

= THEME

--

--

--

+

=

--

--

--

+

=

--

--

--

+

=

HAiKU

Japanese poem

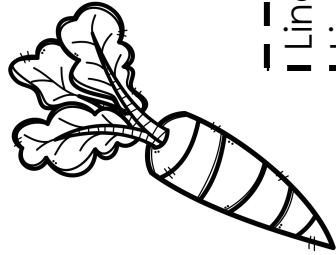
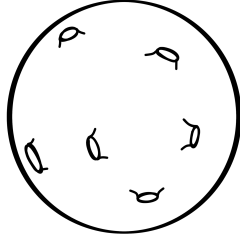
-3 lines

-5 syllables, 7 syllables, 5 syllables

-usually about nature

-free verse (doesn't rhyme)

The glistening sea
Glowing moon in the night sky
Reflects on water



Needs water and sun
Delicious veggies and fruit
Grow in the springtime

Line 1: 5 syllables

Line 2: 7 syllables

Line 3: 5 syllables

HAiKU

Title

Name _____

Create a Heading



Create a heading for each of the passages below.

Honey is made from the nectar found in flowers. The average trip to collect nectar takes about an hour. Bees make about 10 trips a day. The bee leaves the nectar with a house bee who regurgitates the fluid over and over for about 10-15 minutes before placing it in a cell. The air in the hive continues to dry the liquid out.

Honey bee hives are made of six sided tubes. This shape is the best because it can hold the most honey but needs the least amount of wax to cover it. Bees build hives in hollow trees, rock crevices, and other enclosed places. Honey bees create the hives by molding the wax that they have chewed until it is moldable.

Beekeepers use smoke to simulate fire when they work with bees. When bees think there is a fire, they store honey in the abdomen and then they can't sting. Beekeepers help create environments where bees can live and thrive. Beekeepers help farms by creating colonies that will help pollinate crops.

Drone bees are male bees. They first appear in the colony in late spring. Drones help produce heat in the hive but they don't do much else. Because of this, not many drones are needed. If too many drones occupy a colony they can cause problems as they consume too much food.

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*.)

far	imagination	swim	legs
tomorrow	right	ignore	bird
by now	front	black	lava

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. **Mall** is to *shop* ...as... **pool** is to _____.
2. **False** is to *wrong* ...as... **true** is to _____.
3. **Recall** is to *forget* ...as... **pay attention to** is to _____.
4. **Alter** is to *alteration* ...as... **imagine** is to _____.
5. **Halt** is to *beginning* ...as... **back** is to _____.
6. **Walrus** is to *mammal* ...as... **pigeon** is to _____.
7. **Already** is to *not yet* ...as... **yesterday** is to _____.

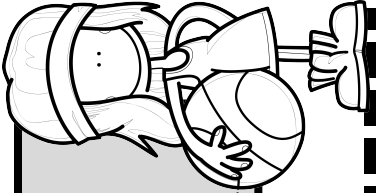
Limerick

Title

Limerick

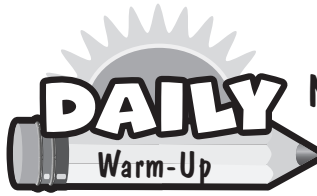
5-line humorous poem with a beat and rhyme scheme aabba.

There once was a man from Plump street
Who didn't know what he should eat
So rather than die
He ate a whole pie
Then decided to gnaw on his feet!



There once was a woman from Tupall
Who learned to play basketball
She dribbled all night
Until it was light
Then slam dunked the pot on the wall!

- Line 1: There once was a _____
from/named _____
- Line 2: Who..... (rhyme with line 1)
- Line 3: Shorter line that does not rhyme with
1 + 2.
- Line 4: Short line rhyme with Line 3.
- Line 5: "Punch line" Rhyme with lines 1 + 2
and make it long.



Name _____

Date _____

HELEN KELLER

Can you imagine what it would be like not to be able to speak or hear? When Helen Keller was 19 months old, she became very ill. Doctors expected her to die, but she survived. Helen's mother soon noticed that Helen was not responding when the dinner bell rang or when she waved her hand in front of Helen's face. It then became apparent that Helen's illness had left her blind and deaf. She was born on June 27, 1880 in Alabama, where she lived with her family. She was frustrated and confused. She didn't know what was going on in her world. Her parents knew that they needed help. They hired a tutor for Helen. Her name was Anne Sullivan.

Success didn't happen right away. But one day at the water pump, a breakthrough happened. Anne spelled the word *water* in Helen's hand. Helen began to catch on. Suddenly, her brain was on fire. She reached down to touch the ground, and Anne spelled the word *earth* in her hand. She continued pointing and learning. She learned to spell 30 words on that day.

By the age of 10, Helen had learned to speak by feeling her teacher's mouth when she talked. Some people couldn't understand Helen, but she kept trying. She learned to read French, German, Greek, and Latin in Braille. Braille is a way for people who can't see to read. Raised dots are used to represent letters and words. Soon Helen could read, write, and speak.

Helen Keller went on to give speeches all over the world. Most of the money she earned was given to the American Foundation for the Blind. She met 12 U.S. presidents, wrote a dozen books, and went to college. Helen Keller lived to be 87. She continues to inspire many people worldwide.

STORY QUESTIONS

1. Why was Helen Keller so successful in life?
 - a. People felt sorry for her and took pity on her.
 - b. She eventually got her vision and hearing back.
 - c. She learned to overcome obstacles and work hard.
 - d. She was able to meet 12 U.S. presidents and speak worldwide.
2. What can you learn about Anne Sullivan from reading this passage?
 - a. She traveled the world to give speeches.
 - b. She was diligent in her efforts with Helen Keller.
 - c. She was blind herself.
 - d. She was placed in an orphanage.
3. According to the passage, which of the following statements is true?
 - a. Helen Keller was unable to overcome great obstacles to do great things.
 - b. Helen Keller didn't have to work hard to succeed.
 - c. Helen's parents made the right choice in hiring Anne Sullivan.
 - d. Blind people can be taught how to read Braille, but not deaf people.

BIO POEM

Is about yourself or a person from today or the past. It is usually written in phrases.

Anna

Spunky, artistic, athletic, bright

Sister of Andy

Lover of board games, soccer, and playing with my puppy
Who feels sad when my fish died, excited to get an A, and nervous the first day.

Who needs to watch less TV, time to clean my room, and more chocolate

Who fears snakes, roller coasters, and lightning

Who would like to visit with a friend, go to the movies, and kick a goal in soccer

Who believes that I can make all A's!

Who says, "Don't do drugs!"

Harrison

Line 1: First Name

Line 2: Four describing words

Line 3: Brother/sister of

Line 4: Lover of (3 things)

Line 5: Who feels (3 thoughts)

Line 6: Who needs (3 things)

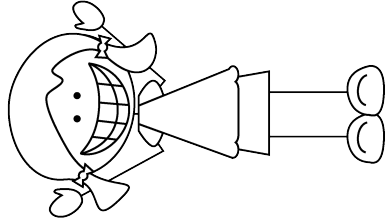
Line 7: Who fears (3 things)

Line 8: Who would like to (3 things)

Line 9: Who believes (1 or more things)

Line 10: Who says, " "

Line 11: Last name



Complete the Mystery

Read the two paragraphs below and decide what might happen next in the story. Underline the words or phrases that give you clues about the ending, and then write a paragraph concluding the story.

Janie came in from recess with the rest of her class to find her teacher, Mr. Holmes, looking down at his desk and frowning. Janie took her seat along with the rest of the class, watching as Mr. Holmes walked to the front of the room. Slowly, the noise and bustle of students settling in and taking books from their backpacks died down. Mr. Holmes looked out at the kids and began to speak.



“What do you notice about my desk?” he asked. “Can anyone tell me what’s different?” Janie looked at Mr. Holmes’ desk, and suddenly she realized why he’d looked upset. Nibbles, the class hamster, was missing from her normal spot, along with her cage and the bag of hamster food that always sat on the corner of the desk. That’s when Janie remembered that she had seen Doug standing beside the door at the start of recess, seeming to wait for everyone else to file out into the yard. She glanced under Doug’s desk and noticed a strangely square lump beneath his jacket. Janie hesitated, and then slowly raised her hand.

Concluding paragraph:



Name: _____

alternative**baseball****championship****partnership****altogether**

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

1. _____ is similar to teamwork.
2. Counting everyone, there are _____ thirty cousins in my family.
3. You need a ball and bat to play _____.
4. To avoid using a toxic pesticide, we found an _____ way to prevent insect damage.
5. Players or teams play in a _____ to decide a winner.

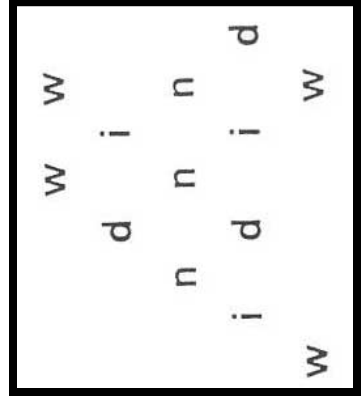
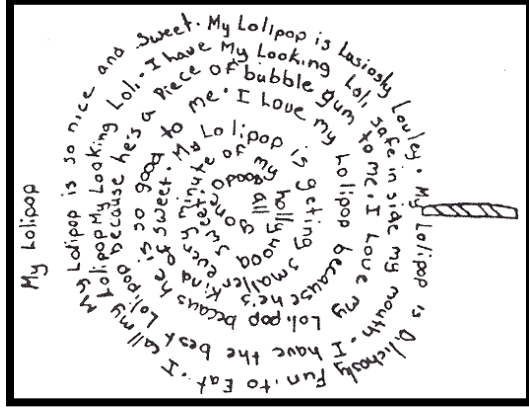
CONCRETE

Title

CONCRETE

Show words written in the shape of a picture. It may or may not rhyme.

THE WORDS BECOME
THE PICTURE OF THE
TOPIC OF YOUR POEM



ISD Grade Level: 3rd Grade
ISD Content: Social Studies
Week: May 18 - 22





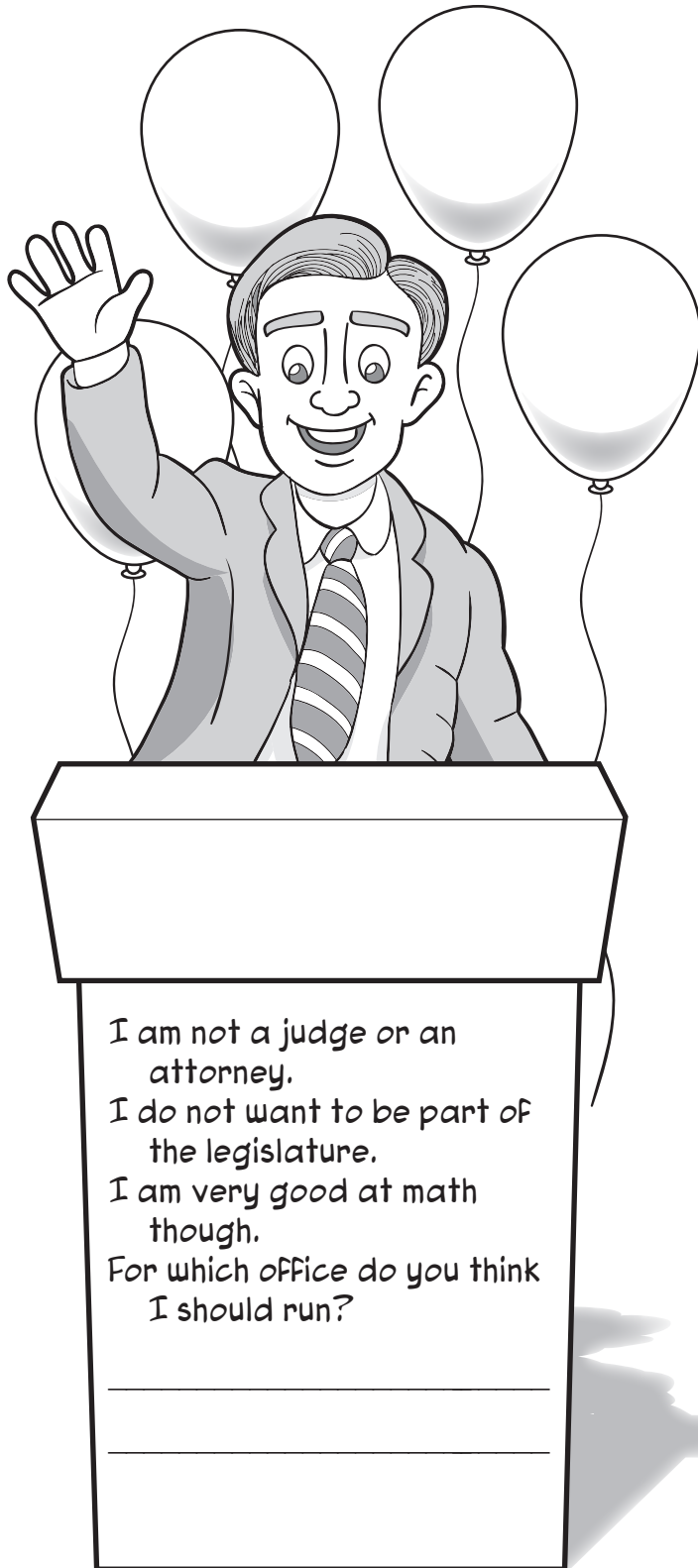
Work Page

Directions: Select **two** statements that are true about each of the branches of our Missouri government.

	<p><u>Executive Branch</u></p> <ol style="list-style-type: none">1. This branch is made up of the governor and lieutenant governor.2. This branch includes members of the General Assembly.3. This branch is responsible for enforcing laws.
	<p><u>Legislative Branch</u></p> <ol style="list-style-type: none">1. This branch includes the Senate and House of Representatives.2. This branch is also known as the General Assembly.3. This branch is responsible for reading the laws and telling the people what the laws mean (interpreting the laws)
	<p><u>Judicial Branch</u></p> <ol style="list-style-type: none">1. This branch includes the governor and senators.2. This branch makes up the court systems in Missouri.3. This branch is responsible for reading the laws and telling the people what the laws mean (interpreting the laws).

Running for Office

Write the letter of the government office that matches each description. Then use the clues to figure out which office the citizen is running for.



Word Bank

- A. Lieutenant Governor
- B. Governor
- C. State Senator and State Representative
- D. Secretary of State
- E. State Attorney General
- F. State Supreme Court Judge
- G. State Treasurer

- _____ 1. This person is head of the executive branch of the state government. He or she usually serves a four-year term.
- _____ 2. This person assists the governor, like the vice-president would help the president.
- _____ 3. This person is the lawyer for the state and gives legal advice to the members of state government.
- _____ 4. This person runs the elections in the state.
- _____ 5. These people serve in the legislature. They make the state's laws.
- _____ 6. This person is one of the members of the highest court in the state.
- _____ 7. This person oversees funding for many state programs. He or she handles the state's money.

ISD Grade Level: 3rd Grade
ISD Content: Math
Week: May 18 - 22





Work Page

Choice Board

3rd Grade Math~ Complete 1 activity each day.

Create a number line with chalk outside. Challenge people in your house to jump to a certain fraction on the number line.

Grab all the stuffed animals in your house. What fraction of your stuffed animals have hair?
What fraction of them walk on 4 legs?

Use grass to write out fractions. Compare the fractions you write by using greater than, less than or equal to.

Go for a walk. Pick some flowers on your walk. When you get home, create fractions of the color flowers you picked. Use your total flower count for your whole.

Write a song to teach the difference between a numerator and denominator.

Roll a dice 2x, create a fraction. Roll a dice 2x again, create another fraction. Continue to roll the dice until you have 5 fractions. Order the fractions from smallest to largest.

Write a word problem for someone in your house to solve with fractions in them.

Gather up all the socks in your house. Create a fraction of tall socks and a fraction of short socks.

Use pillows in your house to create a fraction visual. (All pillows must be the same size.) What is the fraction of the pillows you use?

Name

Date



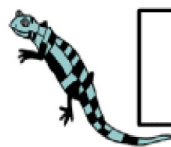
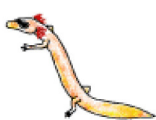
CAPTAIN'S SQUARE PUZZLE 3

Each salamander is worth a different value between 1 and 5.

The total of each horizontal line of salamanders is worked out for you.

				= 10
				= 13
				= 12
				= 19

How much is each salamander worth?



Unit of Measurement

Sheet 1

Choose the best unit of measurement.

1) Height of pencil



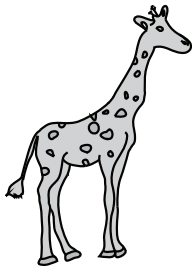
- feet
- inches

2) Height of house



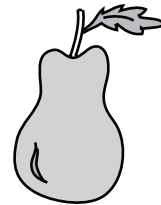
- feet
- inches

3) Height of giraffe



- inches
- feet

4) Height of pear



- inches
- feet

5) Length of nail



- inches
- feet

6) Height of man



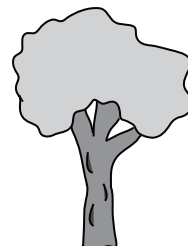
- inches
- feet

7) Length of comb



- feet
- inches

8) Height of tree



- inches
- feet

SOLVE THE EQUATIONS

Directions: Use the numbers given in the equations to determine the value of the animals.

$$\text{Raccoon} \times \text{Raccoon} = 25$$

$$\text{Bear} - \text{Raccoon} = 2$$

$$2 \times \text{Bear} + \text{Raccoon} - \text{Skunk} = 10$$

$$2 \times \text{Skunk} - \text{Raccoon} + \text{Bear} = \underline{\quad}$$

$$\text{Raccoon} = \underline{\quad}$$

$$\text{Skunk} = \underline{\quad}$$

$$\text{Bear} = \underline{\quad}$$



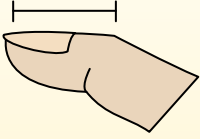
Determine which letter best represents the length / height.

Answers

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

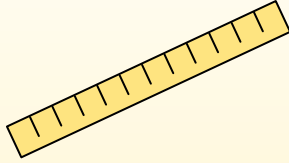
Inch (in)

An inch is about the distance of the last joint of your finger.



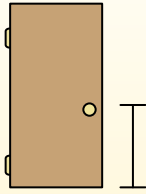
Foot (ft)

A foot is 12 inches. The length of a ruler.



Yard (yd)

1 yard is the same as 3 feet. From the floor to a door knob is about 1 yard.



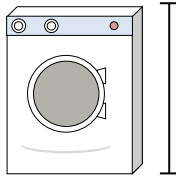
Mile (mi)

A mile is 5,280 feet. Most major roads are at least a mile long.



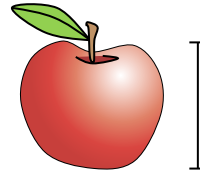
1) Pen

- A. 5 inches
- B. 1 foot
- C. 12 inches
- D. 5 yards



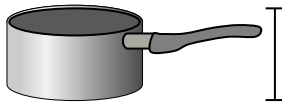
2) Washing Machine

- A. 4 inches
- B. 1 foot
- C. 2 yards
- D. 3 feet



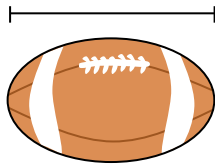
3) Apple Height

- A. 4 inches
- B. 2 feet
- C. 1 yard
- D. 1 inch



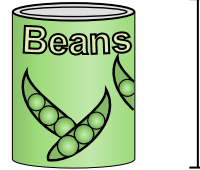
4) Cooking Pot

- A. 2 feet
- B. 4 inches
- C. 1 inch
- D. 10 inches



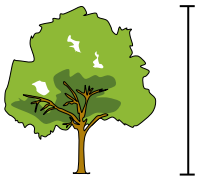
5) Football

- A. 1 yard
- B. 11 inches
- C. 2 feet
- D. 1 inch



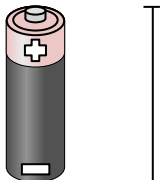
6) Can of Beans

- A. 1 Mile
- B. 4 inches
- C. 2 yards
- D. 4 feet



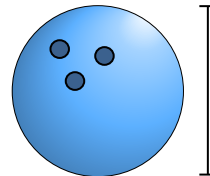
7) Tree Height

- A. 6 Yards
- B. 18 inches
- C. 1 Mile
- D. 4 feet



8) Battery

- A. 2 yards
- B. 2 inches
- C. 2 feet
- D. 2 Miles



9) Bowling Ball Height

- A. 1 yard
- B. 10 feet
- C. 10 inches
- D. 4 inches

Name

















Date



CAPTAIN'S SQUARE PUZZLE 4

Each salamander is worth a different value between 1 and 10.

The total of each vertical line of salamanders is worked out for you.

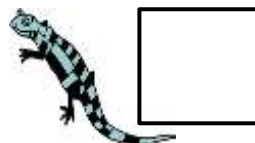
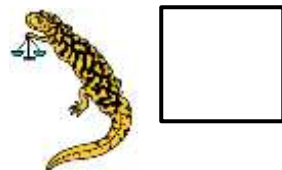
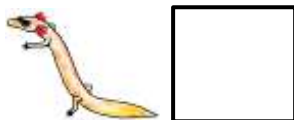
= 24

= 26

= 30

= 24

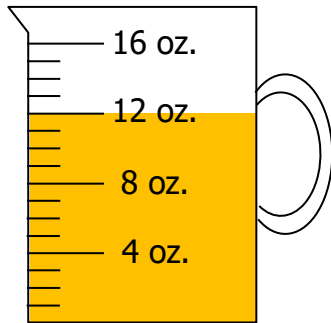
How much is each salamander worth?



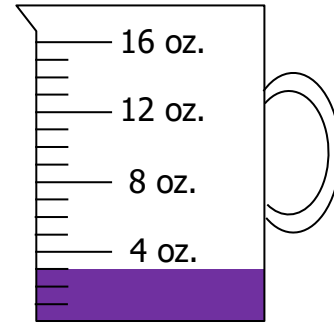
Reading a measuring cup in ounces (oz.)

Grade 3 Measurement Worksheet

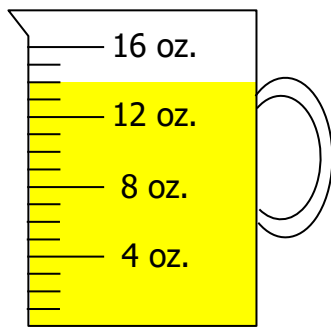
Find the volume of the juice in the following measuring cups.



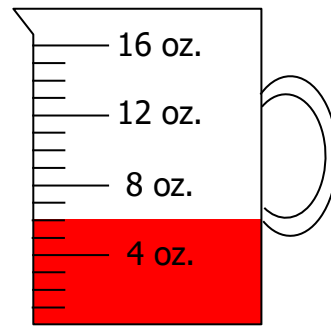
1) _____ oz.



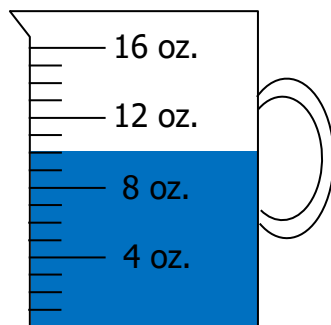
2) _____ oz.



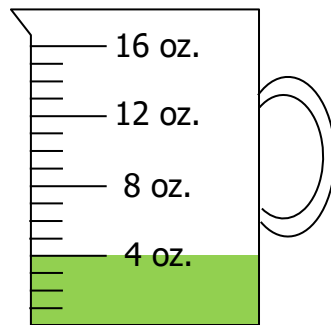
3) _____ oz.



4) _____ oz.



5) _____ oz.



6) _____ oz.

Name: _____

PUZZLE TIME!

Directions: Find the value of each symbol and the '?'

$$\text{Smartphone} + \text{Console} + \text{Controller} = 23$$

$$\text{Smartphone} = \text{Controller}$$

$$\text{Handheld} - \text{Console} = 13$$

$$\text{Console} + \text{Handheld} = 27$$

$$\text{Smartphone} + \text{Console} + \text{Controller} + \text{Handheld} = ?$$

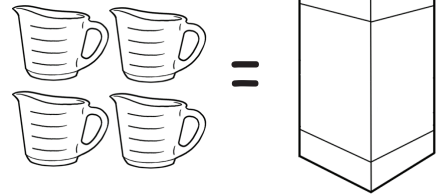
Measurement Mania: CUPS, PINTS and QUARTS



1 cup



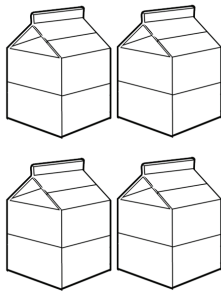
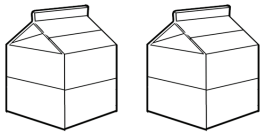
2 cups = 1 pint



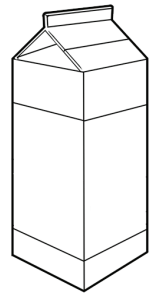
4 cups = 1 quart

Circle the correct amount.

1 quart



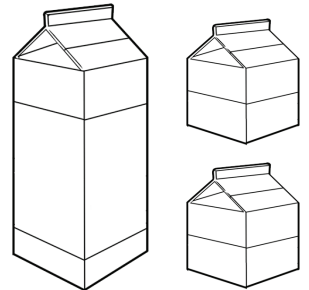
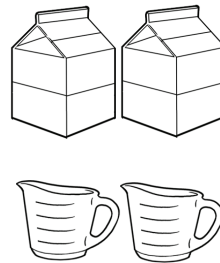
2 pints



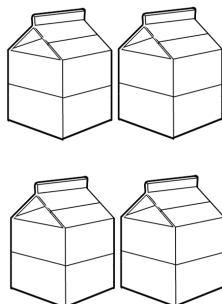
1 pint



2 quarts



2 quarts



1 quart



Name: _____

Date: _____

PUZZLE TIME!

Directions: Find the value of each symbol and the '?'

$$\text{fish} \times \text{fish} = 100$$

$$\text{fish} - \text{turtle} = 4$$

$$\text{turtle} - \text{pufferfish} = 4$$

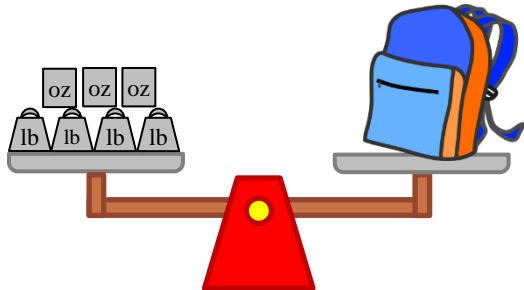
$$\text{crab} = \text{pufferfish} + \text{pufferfish}$$

$$\text{fish} \times \text{crab} + \text{turtle} = ?$$

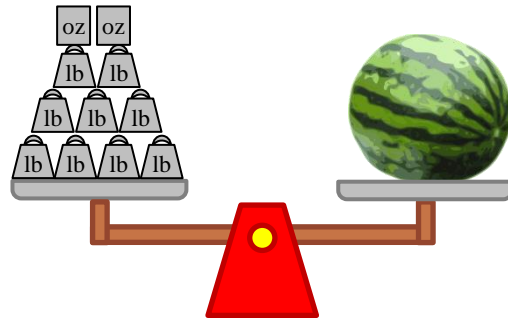
Using a scale (pounds and ounces)

Grade 3 Measurement Worksheet

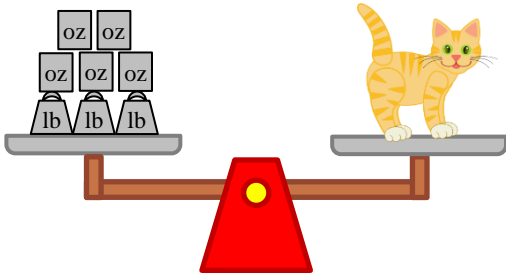
Fill in the blanks:



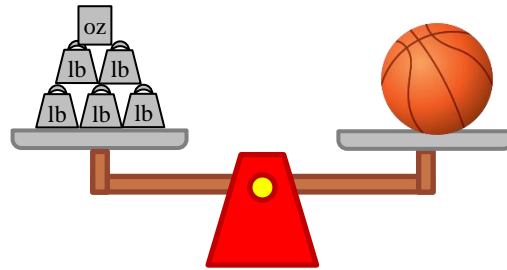
The school bag weighs ____ lb ____ oz.



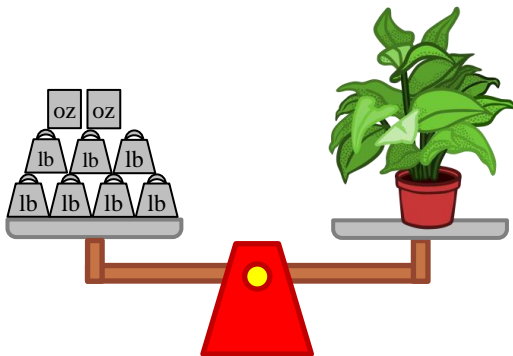
The watermelon weighs
____ lb ____ oz.



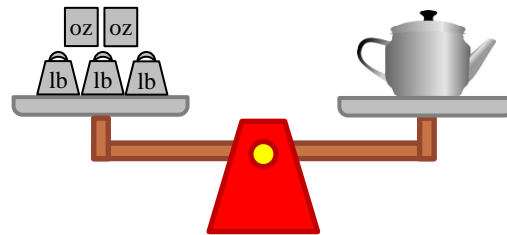
The cat weighs ____ lb ____ oz.



The basketball weighs ____ lb ____ oz.



The flower pot weighs ____ lb ____ oz.



The teapot weighs ____ lb ____ oz.

Which object is the heaviest? _____

Which object is the lightest? _____



Work Page

ISD Grade Level: 3rd Grade
ISD Content: Science
Week: May 18 - 22



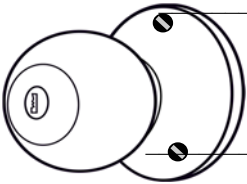
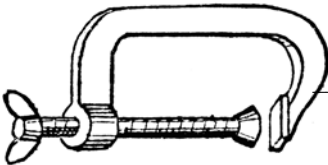
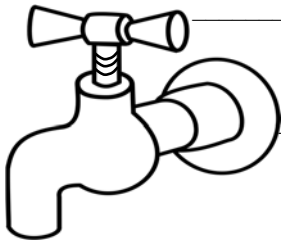
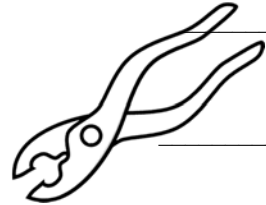
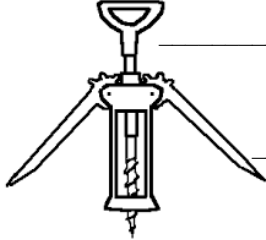


Work Page

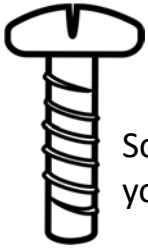
A screw is a special kind of inclined plane. It's basically an inclined plane wrapped around a pole. Screws can be used to lift things or to hold them together.

Find the Screws

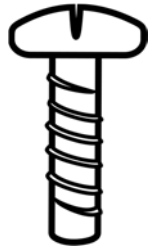
Draw an arrow to each of the screws in the items below, explain what the function of the screw is in each.



Name: _____



Scavenger Hunt



Screws help us by helping objects stay together. Take a walk around your classroom and look for screws, what do the screws do?

Where was the screw found?	How does the screw help?

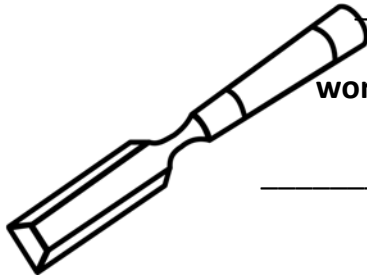
Name: _____



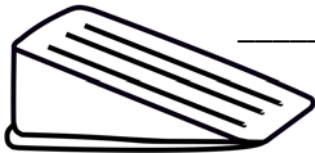
Wedges



Explain how this wedge works and why it would be more effective than using a saw:



Explain what this wedge (chisel) would be used for and how it works.



How does this wedge work? (*door stop*)

Explain how wedges are used for wheel chair access and skateboard or skiing activities:

Name: _____

Simple Machines Word Search Puzzle

Find the words in the grid. Words can go horizontally, vertically and diagonally in all eight directions.

q	n	s	q	s	s	e	r	p	r	e	d	i	c	p	r	r
l	e	e	r	d	n	a	d	o	r	g	n	i	h	s	i	f
w	u	j	e	x	a	e	n	i	l	s	e	h	t	o	l	c
i	c	k	f	e	r	r	i	s	w	h	e	e	l	n	n	o
n	e	l	o	p	g	a	l	f	c	g	k	e	y	p	q	a
d	s	q	l	b	e	f	i	n	k	i	x	y	y	f	q	k
o	r	e	n	e	p	o	e	l	t	t	o	b	u	y	m	c
w	a	e	h	c	r	a	n	e	s	b	i	c	y	c	l	e
b	p	i	z	z	a	c	u	t	t	e	r	u	z	e	x	s
l	w	a	t	e	r	w	e	l	l	s	g	g	w	y	j	m
i	l	j	k	q	j	q	b	o	n	k	r	o	o	d	u	b
n	e	o	i	t	e	n	a	l	p	r	i	a	b	w	l	w
d	u	t	f	i	l	i	k	s	c	s	p	q	p	d	k	a
s	e	n	i	h	c	a	m	l	l	a	b	n	i	p	q	v
r	w	u	y	f	e	l	e	v	a	t	o	r	h	u	k	o
l	m	v	r	e	n	e	p	o	n	a	c	f	s	t	k	i

ferris wheel

axe

fishing rod and reel

door knob

cider press

bicycle

cranes

water wells

knife

flag pole

pizza cutter

pinball machine

airplane

ski lift

ship bow

bottle opener

clothesline

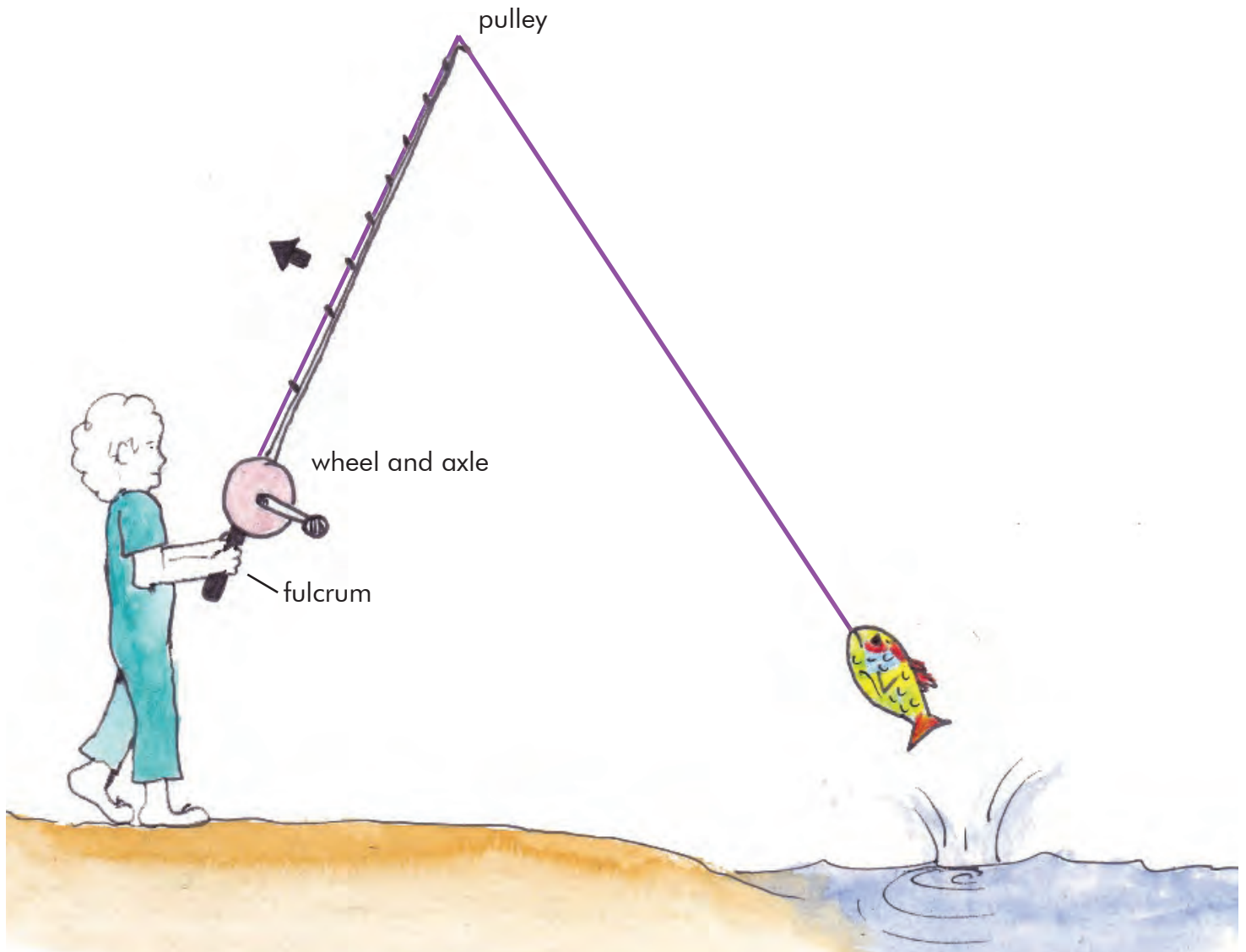
window blinds

elevator

can opener

Compound Machines

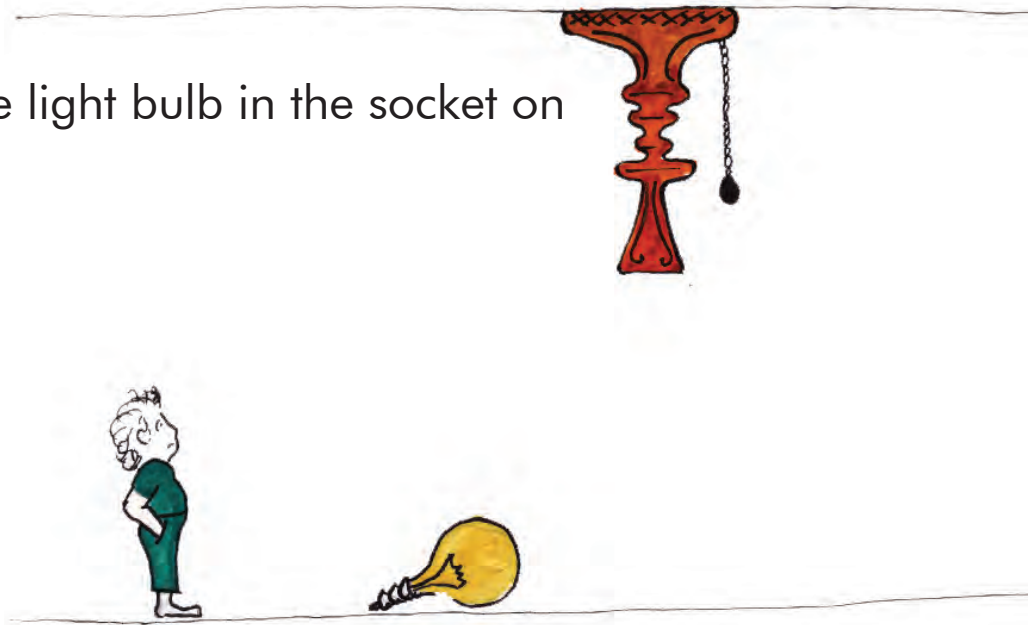
Simple machines can work together to help solve more complicated tasks. In the example below, a boy uses a fishing pole to catch a fish. He reels in the line with a **wheel and axle** and pulls it up with a **lever**, all with the help of a **pulley** supporting the line.



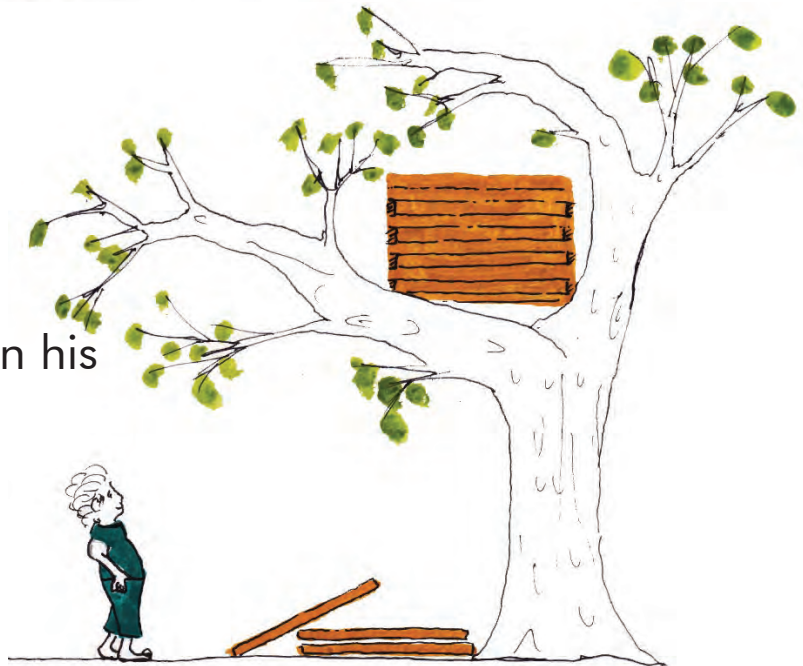
In this challenge, you'll find ways to use the six simple machines together, creating one compound machine that makes work easier. *HINT: the six simple machines are: pulleys, levers, wedges, screws, inclined planes and wheel & axles.*

On a separate sheet of paper redraw each scene using at least 3 simple machines to help the boy complete each task.

Help the boy put the light bulb in the socket on the ceiling.



Help the boy put a roof on his tree house.



Help the boy put rock A on top of rock B to make a wall.





Work Page



Work Page



Work Page



Work Page