

LANGUAGE ARTS

May 4-22

You still have a choice of working through the packet or doing your assignments and lessons online in Google Classroom. You will have some work from you workbooks do as well. We'll set up video meetings to check packet work if you are doing your assignments that way. Thank you for all of your hard work.



We miss you !

Additional Resources

Parents this form will provide you with additional resources your child can use at home to keep them academically engaged.

Along with this packet, you will have received your child's workbooks from school. We have assigned additional work to students from those workbooks. I will list those workbooks and which pages to complete.

The Close Reading Companion: In this book, students can read short passages and respond to the included prompts on the following pages:

143 Trash Into Art

150-151 Windy Gale and the Great Hurricane

157 Susan B. Anthony Takes Action

Have your child complete one of the stories and questions each week.

Handwriting Without Tears handbook: Students can practice their cursive on any blank or partially filled in pages of the workbook. 5-10 minutes a day

The United States: Communities and Neighbors Social Studies Workbook: Unit 3 covers Economics and some students may have started this unit in class. There is a lot of information and great vocabulary that can be reviewed even if students have already started this unit. Whether your child has started this unit or not, have them read a few pages a day and complete any writing or question prompts that go along with their reading.

Name: _____

Soccer Ball on a Saturday Morning

by Kimberly M. Hutmacher

I'm slammed into earth
Raced, chased, and punted.
I'm rocked. I'm socked.
I'm knocked and punted.

I'm totally confused.
I skirt left, cross right.
I'm kicked, kneed,
Launched into flight.

I sail. I soar.
Flipping end over end.
Pound the hard ground.
A ball with no friend.



Soccer Ball on a Saturday Morning

by Kimberly M. Hutmacher



1. From which point-of-view was this poem written?

- a. a soccer player's
- b. a soccer fan's
- c. a soccer ball's
- d. a soccer field's

2. What does the word skirt mean in line 6 of the poem?

- a. type of clothing worn by women
- b. soccer uniform
- c. to move fast
- d. to go around

3. The soccer ball in this story is...

- a. knocked around the field
- b. flat and has no air
- c. hoping to get to the goal
- d. being thrown across the field

4. What is the setting of this story? Tell where and when it most likely takes place.

Name: _____

Soccer Ball on a Saturday Morning

by Kimberly M. Hutmacher



Match each vocabulary word from the story to the correct definition.

_____ 1. earth

a. unable to think clearly

_____ 2. punted

b. antonym for soft

_____ 3. skirt

c. strike; hit; slam

_____ 4. pound

d. completely

_____ 5. friend

e. kicked

_____ 6. confused

f. person you like to spend time with

_____ 7. totally

g. ground

_____ 8. hard

h. to move around an object

◆ **Now try this:** Write three sentences on your own. In each sentence, use one of the vocabulary words above.

Name: _____

Raccoon Rex

by Ruth Donnelly

I walk by night, in darkness.
I sneak without a sound.
I overturn the garbage can.
Oh! What a treat I've found!

I grab the picnic sandwiches.
(I haven't yet been seen.)
I take my bounty to the brook,
And wash it squeaky clean.

I creep up to the campers' tent
And snatch a hot dog bun.
The campers yell. They scream and shout.
But I'm just having fun!

A mask of fur around my eyes,
A smile upon my face,
My paws can open garbage cans.
I move with stealth and grace.

I steal from people's garden plots,
From porches and from decks.
Yes, I'm a fearless bandit--
And my name is Raccoon Rex!



Raccoon Rex

by Ruth Donnelly

1. According to the poem, a raccoon is much like a....

- | | |
|-------------|--------------|
| a. gardener | b. carpenter |
| c. thief | d. chef |



2. How do the campers feel in this poem?

- | | |
|-----------------|--------------|
| a. disappointed | b. exhausted |
| c. satisfied | d. angry |

3. The seventh line of the poem says, "*I take my bounty to the brook.*"
What does this mean?

4. The sixteenth line of the poem says, "*I move with stealth and grace.*"
Define the word stealth. Use a dictionary if you need help.

Challenge: Look up the word raccoons in an encyclopedia.
Find out what raccoons eat in the wild.



name _____

R

e

a

D

O

Read a poem to someone at home.

Listen to someone at home read a story.

Go to the library with someone and pick out books to read at home.

Read a story and tell someone about the main characters.

Turn out the lights and read a story by flashlight.

Listen to someone at home talk about something they remember about school.

Read a story with someone at home. Make a connection to a character in the story.

Read a story. Tell someone at home about the setting.

Select a book. You read a page and someone at home reads a page. Take turns throughout the book.

Read two pages in a book to someone with great expression!

You read a story. Think of 2 words to describe the story.

Listen to someone make a prediction about a story you are reading.



Read a story together. Decide on a new title for the story.

Read a book with someone at home. Each tells what they like about the book.

Read a non-fiction story together. Share 2 facts that you learned.

Make up a story when you are riding in the car with someone.

Read a story together. Have someone else think of 2 words to describe the story.

Have someone at home read a newspaper article to you. You tell about the article in your own words.

Read a story by yourself.

Tell someone at home a prediction about a story before you start to read.

Read a story and tell someone at home about the main characters.

Read a story. Talk with someone at home about the illustrations.

Help someone at home write a grocery list.

Listen to someone at home tell about something that happened to them. You retell the story in your own words.

Name: _____

Creative Cooking

by Ruth Donnelly

I like to make up recipes.

I do it every day.

I'd rather cook creatively

Than watch TV--or play!

Mom lets me use the kitchen, if
I clean up when I'm through.
(She didn't like it when I spilled
The Cherry-Whipped Cream Stew.)

From Pickle-Pudding-Applesauce
To Salsa-Cottage Cheese,
I find the special combo
That is guaranteed to please!

I served up Pepper-Chocolate Milk,
And Orange-Peanut Glop ...
I once surprised my Grandma
With a frosted Ketchup Pop!

The pantry and the spice rack
Are like a treasure trove
I'll like it even more when I'm
Allowed to use the stove.



Name: _____

Creative Cooking

by Ruth Donnelly



1. What is the main idea of this poem?
 - a. A young girl cooks fancy dishes for her family.
 - b. A young girl makes a mess of the kitchen.
 - c. A young girl invents strange and unusual recipes.
 - d. A young girl helps her grandmother by making dinner.

2. The girl in the poem is NOT allowed to do two things. What are they?
 - a. _____
 - b. _____

3. Which word best describes the girl's mother?

a. angry	b. confused
c. patient	d. excited

4. What is the writer's purpose for writing this poem?

a. to teach readers about cooking	b. to make readers hungry
c. to persuade readers to try cooking	d. to make readers laugh

Challenge: On a separate sheet of paper, write a recipe for Cherry-Whipped Cream Stew, Orange-Peanut Glop, or any other the other foods mentioned in the poem.

Reading Comprehension: The Ice Cream Disaster

Name: _____ Date: _____

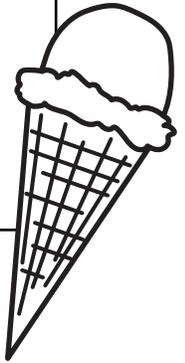
Read the passage below and answer the questions that follow.

My day started out great. I woke up to the sound of the birds chirping outside. I knew my grandma was making bacon for breakfast. The delicious smell drifted into my bedroom.

Things looked good! We went to the beach near my grandma's house. The sun shone brightly. Grandma promised that I could get some ice cream from the Snack Bar.

I really worked up an appetite for that ice cream after I swam in the water, built four sandcastles, and buried my friend's legs in the sand. Grandma gave me the money. I went to get my treat.

As soon as I got back to the blanket where we sat, I ate my ice cream cone. Then it happened. The ice cream began to melt at a lightning speed and before I knew it, my ice cream was splattered in the sand.



1. Where did the boy buy the ice cream?

2. How did the boy feel at the beginning of the story?

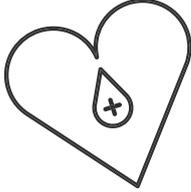
3. How did the boy feel at the end of the story?

4. What does *worked up an appetite* mean in Paragraph 3?

What is Covid-19?

How does life look like now?

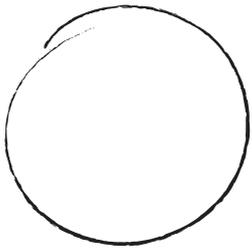
Four horizontal lines for writing.



**WE ARE
MAKING**

When this is over I would like to:

I feel
(use an emoji)



History

- 1.
- 2.
- 3.

Covid-19 Pandemic

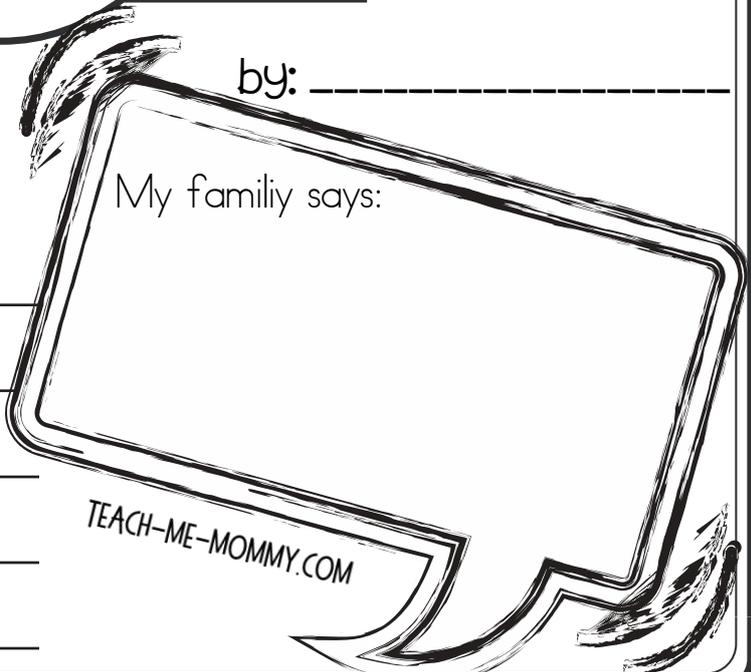
Age: _____
Country: _____

by: _____



Fun things we do at home:

Five horizontal lines for writing about fun things at home.



TEACH-ME-MOMMY.COM

Third Grade Math and Science

May 4th-May 15th

Math: *Use your My Math book (**Volume 2**) and your Performance Coach book to complete the assignments below. Remember to take a picture of all your work and send it to your teacher. Mrs. Howes' students may also use FlipGrid to share work.

Geometry-

*Angles:

1. Use the "Types of Angles" reference paper to help you identify the angles on page 835 in your My Math book.

*Polygons:

1. Read and complete My Math pages 839-841.
2. Use what you have learned about polygons to do "Math Scavenger Hunt-Identifying Polygons".

*Quadrilaterals (Two-Dimensional Shapes):

1. Read and complete Performance Coach pages 322-326.
2. Complete My Math page 853. *You may use page 859 to help you.
3. Complete "Quadrilaterals" worksheet.
4. Read and complete Performance Coach pages 330-331.
5. Complete My Math page 877. Use the glossary in the back to help you with the vocabulary words.

Third Grade Math and Science

May 18th-May 22nd

Math:

Bar Graphs-

1. Look at the “Favorite Cookies Bar Graph” to see how a bar graph was created by using data (information) from a Tally Table.
2. Do a survey to collect data by asking your family members what their favorite sport is (football, basketball, soccer, or baseball). Use the data to complete the “Favorite Sport Bar Graph” worksheet.

Science:

Three States of Matter-

1. Read the article “States of Matter”. Use the article to help you answer the questions.
2. Read and complete the “Simple Science Demonstrations about Matter”.

Types of Angles

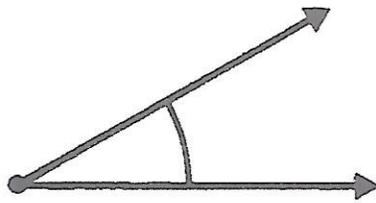
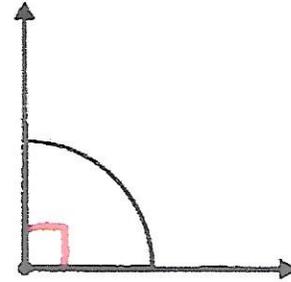
An angle is made when two rays share the same endpoint.

A ray is part of a line that has one endpoint and extends in one direction without ending. An endpoint is the point at the beginning of a ray.

The shared endpoint is called the vertex.

RIGHT -

has a square corner

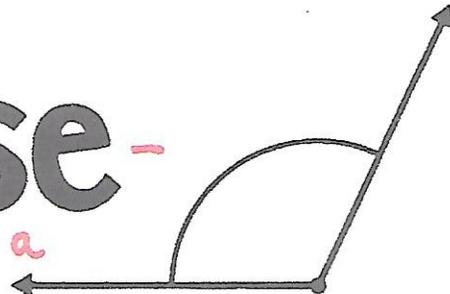


ACUTE -

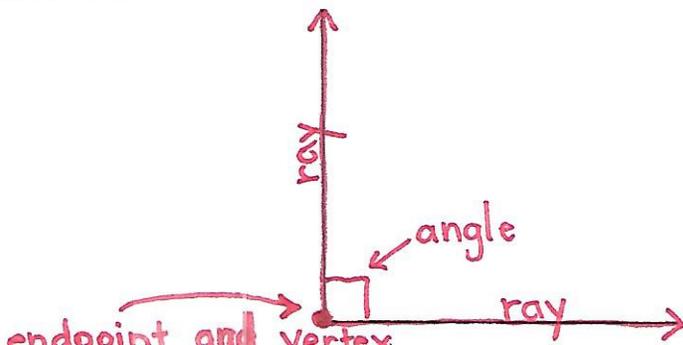
less than a right angle

OBTUSE -

greater than a right angle



DIARY of
NOT so wimpy
Teacher



Math Scavenger Hunt: Identifying Polygons

⇒ A **polygon** is a closed figure with at least 3 straight sides and at least 3 angles.

⇒⇒ A **regular polygon** has all sides of **equal length** and all angles of **equal measure**.

Directions: Find these shapes around your house or yard and fill in the chart.

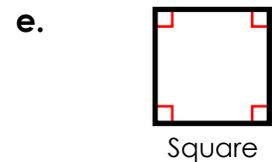
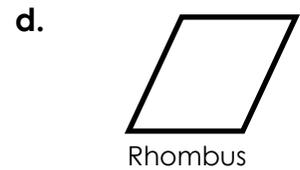
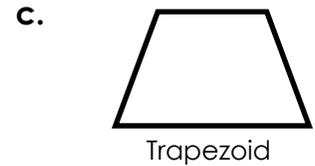
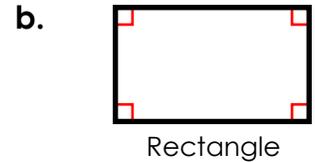
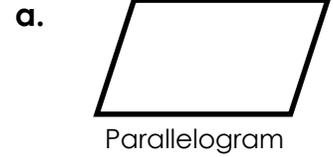
Name of shape	Photo/Sketch Where did you find this polygon?	Number of Sides	Number of Angles	Is it regular or irregular?
triangle				
quadrilateral				
pentagon				
hexagon				
octagon				

Name: _____

Quadrilaterals

Match the quadrilateral with its definition.

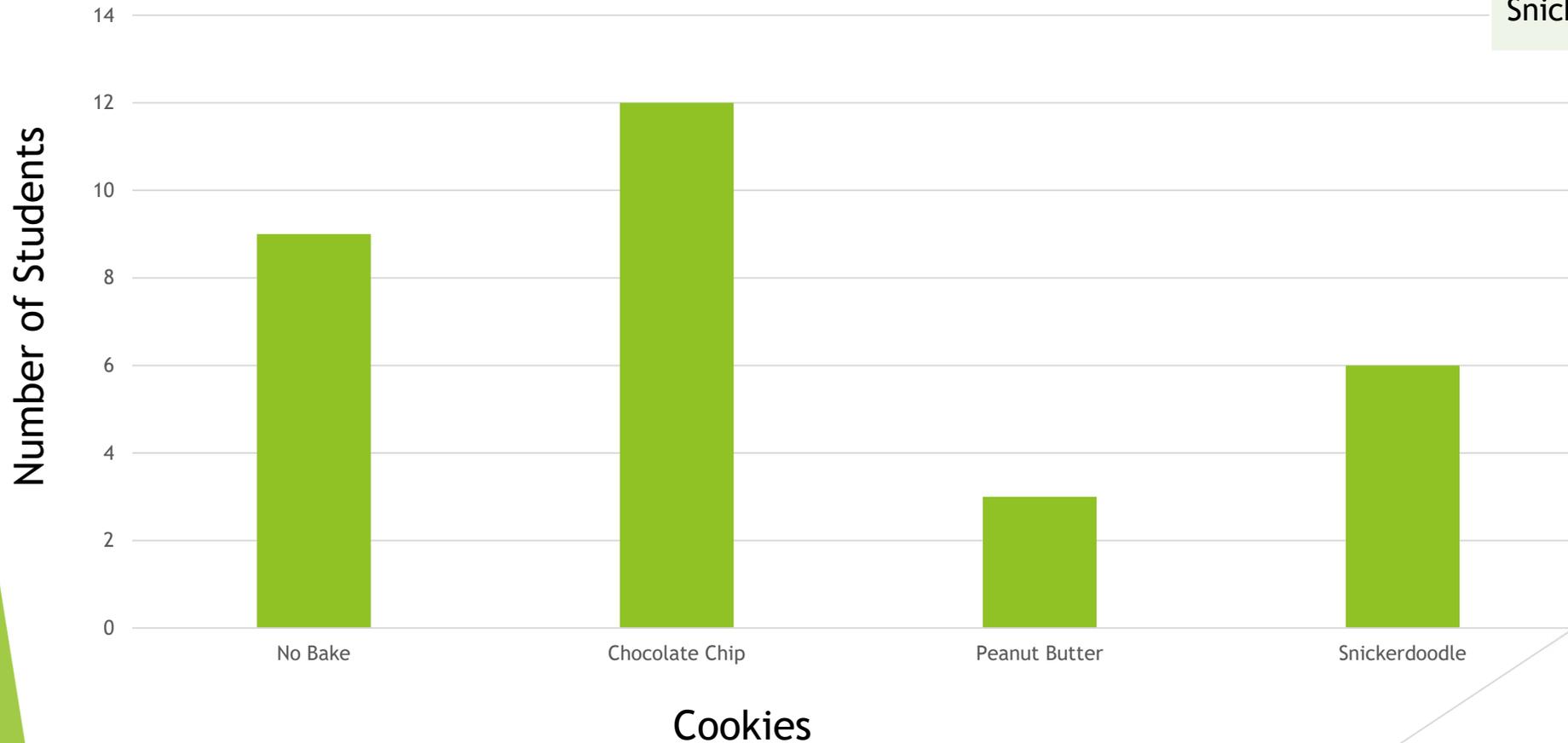
- _____ 1. All sides are the same length.
There are four right angles.
- _____ 2. There is only one pair of parallel sides.
- _____ 3. Opposite sides are parallel and the
same length. There are four right angles.
- _____ 4. There are two pairs of parallel sides.
All sides are the same length.
- _____ 5. There are two pairs of opposite parallel
sides.



6. List two ways a rectangle and square are alike and one way in which they are different.

Let's make our Bar Graph!

Favorite Cookies



Favorite Cookies

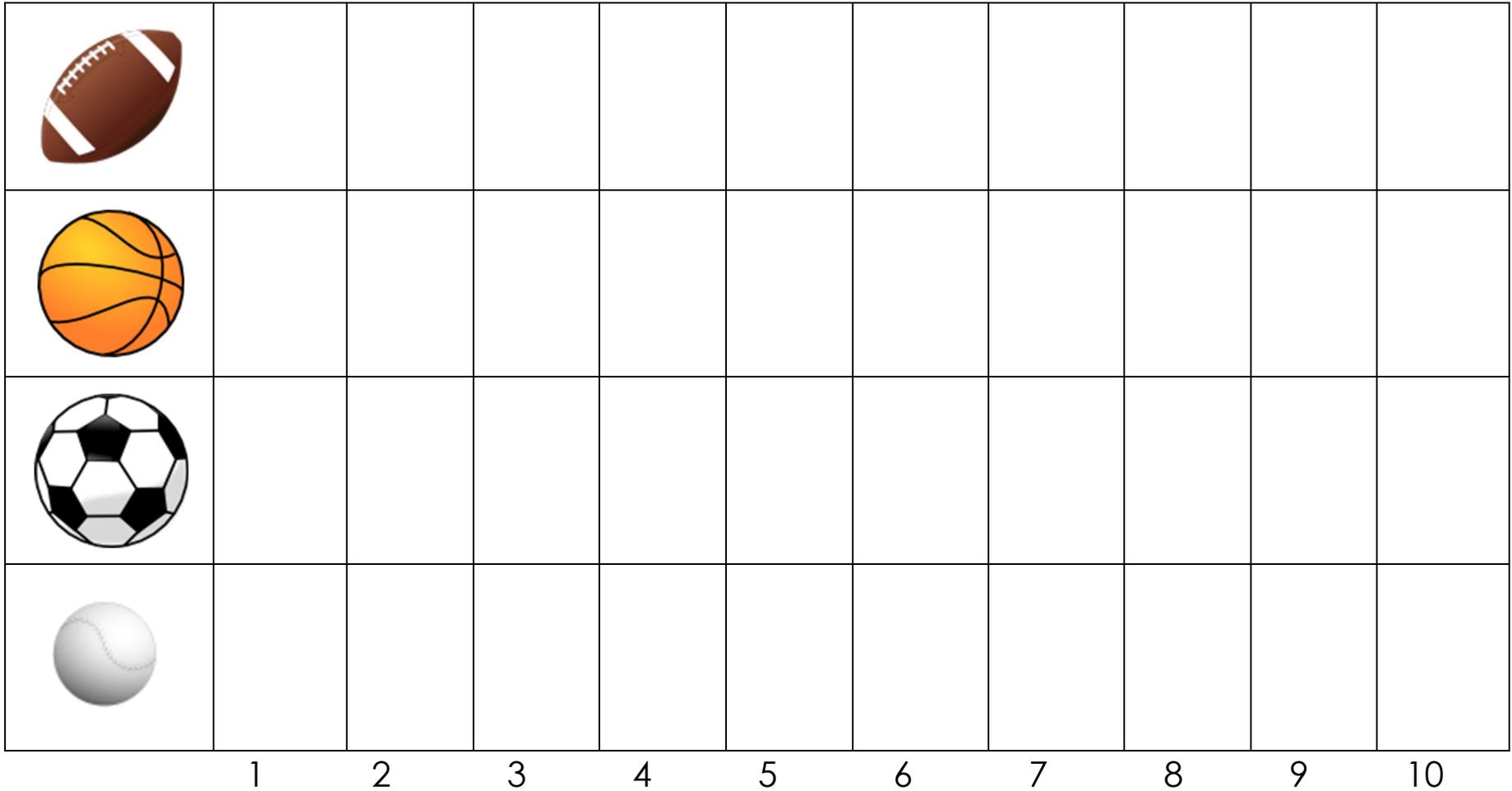
Cookies	Number of Students
No Bake	
Chocolate Chip	
Peanut Butter	
Snickerdoodle	

Favorite Sport Bar Graph

Directions: Take a family survey on favorite sport and then fill in the bar graph.

Label each axis.

Take a picture of your graph and send it to your teacher.



How many family members like to play soccer? _____

How many family members like to play baseball and soccer together? _____

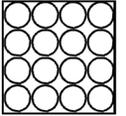
What is the favorite sport? _____

What is the least favorite sport? _____

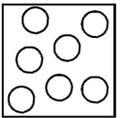
States of Matter

Matter is anything that has mass and takes up space. Matter is all around us. Your desk, the air you breathe, and your crayons are matter. Matter exists in different states or phases. Scientists think there may be many states of matter, but solids, liquids, and gases are the states of matter we see every day.

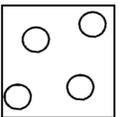
Solids have a defined shape and **volume**¹. They have the same shape when placed in different containers. A pencil is a solid. It keeps the same shape whether it is in your hand or on a desk. It takes up the same amount of space in both places. The particles in solid matter are packed very closely. The particles do not have a lot of energy. They cannot move easily. This is why the shape of solids stays the same.



Liquids have a defined volume but no defined shape. They take the shape of their container. Milk is a liquid. Your school gives you milk in a square carton. Milk is square in this box. If you pour it into a round glass, it becomes round. If you pour it on the floor, it is flat, like the shape of the floor. Changing the container does not change the volume. It takes up the same amount of space. Only the shape has changed. The particles of liquids have a little energy. The particles move and slide between each other. Because of this, the liquids can change shapes. Liquids flow and can be poured. They take the shape of their containers.



Gases have no defined shape and no defined volume. Gas has a lot of energy. The particles spread out to fill the container. When you bake cookies, you can smell them in your house. This sweet smell is a gas from the cookies. The smell does not stay in the kitchen because particles of gas spread out to fill the container (your house). Air is also a gas. Air can be **compressed**² into small spaces. Scuba divers use tanks of compressed air to breathe under water for long periods of time. Gas does not have its own volume because the same amount of gas can fill either a large or small space. The shape and volume of gas depends upon the container.



¹**volume:** the amount of space an object occupies

²**compressed:** squeezed into a smaller space

States of Matter

1. What is matter? _____

2. What three states of matter do we see every day? _____

3. Which state of matter has a defined shape? _____

4. Which state of matter has no defined shape and no defined volume?

5. Which state of matter has a defined volume but no defined shape?

6. Describe the particles inside a solid. _____

7. Describe the particles inside a liquid. _____

8. Describe the particles inside a gas. _____

Apply the Concepts: Classify the matter.

spoon sand milk wood glass air paper ice cream water vapor lemonade rock

Solid	Liquid	Gas

Simple Science Demonstrations That Teach Students About Matter

1. Liquid Color Magic

Concept: Cold matter sinks, warm matter rises

Materials: ice cube tray, food coloring, toothpick, freezer, clear tank filled with lukewarm water

Procedure: Fill an ice cube tray with water and add different colors of food coloring to each unit. Stir with a toothpick and freeze. Fill a large, clear tank with lukewarm water. Place the colored ice cubes in the water, two or three at a time. Students can observe them melting. The colors from the ice cubes will slowly seep downwards towards the bottom of the tank.

Explanation: As the ice cube melts, the cold liquid water (colored water) sinks to the bottom of the tank. Since the tank is warm and the colored water is cold, the colored liquid sinks. Later on in the day, you'll probably see the colors more evenly distributed in the tank.

2. Finding the Mass of Air

Concept: Air has mass

Materials: balance or scale (with accuracy of .1 gram or better), 2 balloons

Procedure: Find the mass of the deflated balloon. Then, blow it up as large as possible, tie it, and find the mass of the inflated balloon. The inflated balloon should weigh slightly more. (Note: Be sure you have an accurate scale. If you need to use a small piece of tape to secure the inflated balloon to the scale, be sure you factor the mass of the tape in your measurement.)

Explanation: The air inside the balloon has mass. When air is freely moving around the room (not trapped inside an inflated balloon) it cannot be measured. When it is contained inside the balloon, we see it has mass.

Also note: Students will often ask about helium balloons. Helium tends to rise above the other forms of air that surround us, usually lifting the balloon with it. Helium also has a mass, but it is much less than the mass of the typical gases that surround us.

3. Magic Paper Towel

Concept: Air takes up space, even under water

Materials: large clear tank of water; clear plastic cup, paper towel

Procedure: Ball up the paper towel and stuff it in the clear plastic cup. Be sure it is stuffed way down and does not extend to the areas near the rim. Be sure it stays in place when the cup is turned upside down.

Flip the cup upside down and push it straight down in the tank of water. Do not tilt the cup or the air will leak out. Students will be able to see that the air is still inside the cup. Carefully lift the cup straight up and out of the water. Observe the paper towel. It should be dry.

Explanation: The air is trapped inside the cup and cannot escape. The air keeps the paper towel dry. If the cup were tilted sideways, the air would escape and rise to the top. The space inside the cup would then be filled with water, which would make the paper towel wet.

Also Try This: As long as you have the tank and the cups out, show students how you can “pour a cup of air.” Place two empty cups underwater in the tank. Push one straight down so it is filled with air underwater. Tilt the other one so it fills with water. Carefully tilt the cup filled with air so bubbles escape into the other cup. Pour the air into the second cup.

4. Magic Density Layers

Concept: Dense liquids sink below less dense liquids

Materials: clear jar or graduated cylinder; maple syrup, cooking oil, water

Procedure: Fill the jar with $\frac{1}{3}$ cooking oil, $\frac{1}{3}$ water, and $\frac{1}{3}$ maple syrup. Pour slowly. Observe. The liquids will divide into layers. The maple syrup will sink to the bottom, the water will create a middle layer, and the cooking oil will float on top.

Explanation: The most dense liquid (syrup) sinks to the bottom. The least dense (oil) floats to the top. There is less matter (per cubic unit) in the cooking oil than the water or syrup. There is more matter (per cubic unit) in the syrup than the water or oil.

Name: _____

Date: _____

Minion

15÷5	6÷2	15÷5	9÷3	3÷1	3÷1	6÷2	9÷3	9÷3	15÷5	6÷2	9÷3	3÷1	6÷2	3÷1	6÷2	3÷1	3÷1	3÷1	
15÷5	6÷2	12÷4	9÷3	3÷1	8÷4	10÷5	6÷3	4÷2	8÷4	4÷2	10÷5	2÷2	5÷5	5÷5	9÷3	15÷5	3÷1	6÷2	
12÷4	3÷1	9÷3	3÷1	8÷4	10÷5	12÷2	30÷5	30÷5	2÷1	8÷4	10÷5	6÷3	6÷3	1÷1	1÷1	15÷5	15÷5	12÷4	
9÷3	12÷4	12÷4	9÷3	4÷2	18÷3				24÷4	6÷3	4÷2	4÷2	4÷2	3÷3	2÷2	12÷4	12÷4	15÷5	
12÷4	12÷4	3÷1	3÷1	12÷2		10÷2	10÷2			18÷3	5÷1	15÷3	15÷3	20÷4	15÷3	3÷1	6÷2	3÷1	
15÷5	6÷2	9÷3	6÷2	12÷2		10÷2	15÷3			6÷1	20÷4	25÷5	15÷3	15÷3	15÷3	6÷2	15÷5	12÷4	
3÷1	9÷3	12÷4	9÷3	4÷2	12÷2				30÷5	6÷3	2÷1	6÷3	8÷4	2÷2	2÷2	12÷4	9÷3	12÷4	
12÷4	12÷4	6÷2	6÷2	8÷4	2÷1	30÷5	18÷3	12÷2	4÷2	4÷2	8÷4	6÷3	10÷5	3÷3	2÷2	6÷2	15÷5	6÷2	
9÷3	3÷1	6÷2	6÷2	2÷1	10÷5	2÷1	10÷5	10÷5	10÷5	6÷3	6÷3	2÷1	8÷4	1÷1	5÷5	15÷5	15÷5	15÷5	
6÷2	6÷2	9÷3	3÷1	8÷4	4÷2				5÷1	4÷2	10÷5	2÷1	6÷3	8÷4	3÷3	1÷1	6÷2	12÷4	15÷5
6÷2	15÷5	6÷2	2÷1	20÷5	4÷2	25÷5	15÷3	6÷3	8÷4	2÷1	2÷1	6÷3	10÷5	4÷4	16÷4	5÷5	6÷2	15÷5	
6÷2	6÷2	10÷5	10÷5	16÷4	6÷3	6÷3	2÷1	8÷4	8÷4	4÷2	10÷5	10÷5	2÷1	16÷4	10÷5	2÷1	2÷2	3÷1	
3÷1	4÷2	2÷1	4÷2	16÷4	10÷5	4÷2	4÷2	4÷2	6÷3	2÷1	4÷2	8÷4	10÷5	4÷1	10÷5	4÷2	8÷4	5÷5	
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6÷2	5÷1	15÷3	15÷5	16÷4	4÷1	12÷3	20÷5	16÷4	8÷2	4÷1	20÷5	12÷3	20÷5	12÷3	4÷1	9÷3	20÷4	20÷4	
6÷2	5÷1	20÷4	9÷3	8÷2	4÷1	20÷5	8÷2	16÷4	4÷1	12÷3	12÷3	4÷1	8÷2	8÷2	16÷4	3÷1	25÷5	5÷1	
9÷3	20÷4	15÷5	9÷3	12÷3	4÷1	4÷1	4÷1	16÷4	20÷5	20÷5	16÷4	8÷2	16÷4	20÷5	12÷3	12÷4	6÷2	20÷4	
15÷5	6÷2	6÷2	3÷1	6÷2	12÷3	20÷5	8÷2	20÷5	20÷5	16÷4	20÷5	8÷2	20÷5	4÷1	3÷1	12÷4	3÷1	12÷4	
6÷2	12÷4	12÷4	12÷4	9÷3	9÷3	15÷3	20÷4	5÷1	6÷2	3÷1	10÷2	5÷1	20÷4	6÷2	3÷1	12÷4	12÷4	3÷1	
3÷1	3÷1	3÷1	12÷4	3÷1	20÷4	15÷3	10÷2	25÷5	12÷4	15÷5	15÷3	25÷5	25÷5	15÷3	6÷2	15÷5	12÷4	9÷3	

Key:

1	Orange
2	Yellow
3	Light Blue
4	Dark Blue
5	Black
6	Gray

*Blank squares are white

Multiplication Roll 'Em

How to play

Player 1 rolls two dice. He or she multiplies the numbers together to find the product. Player 2 does the same. Circle the math fact with the highest total. The player who had the highest total wins the round. Play all 18 rounds.

Player 1: _____

$_____ \times _____ = _____$

Player 2: _____

$_____ \times _____ = _____$

Name: _____

Date: _____

B

I

N

G

O

FREE