March 2020

Hello Parents,

We hope that this letter finds you doing well.   In an effort to help our students keep their skills sharp, we have provided packets of optional activities for your child to work on from home. These packets are full of review material for your child and will not need to be returned to school.

UCPS is also offering many other resources on our EmpowerED Family Portal on our website. Check them out at www.ucps.k12.nc.us/domain/2917.

Stay safe and healthy!

Marzo 2020

Hola padres

Esperamos que todos se encuentren bien. En un esfuerzo para ayudar a nuestros estudiantes a mantener sus habilidades académicas, hemos creado paquetes de actividades opcionales para que su hijo pueda trabajar en casa. Estos paquetes están llenos de material de repaso para su hijo. No es necesario que su hijo los devuelva a la escuela.

UCPS también ofrece muchos otros recursos en nuestro Portal Familiar Empoderado en nuestro sitio web. Véalos en www.ucps.k12.nc.us/domain/2917 .

¡Esperamos que sigan seguros y de buena salud!

Additional Print Resources – March 2020
Week 2 – 3rd Grade

Parent/Guardian Instructions:

You will find learning opportunities for reading, math, science/social studies below. These lessons and activities are intended to provide you with 30–40 minutes of learning support **per subject** for each day. All materials listed in the learning calendar below are provided in these additional print materials. For reading and math, you will find lesson materials as well as "apply it" materials. "Apply it" materials are in the form of games, reader's responses, etc. Some math activities may require items such as counters. You may use materials commonly found at home (ie: buttons, cereal, beans, playing cards, beads, etc.).
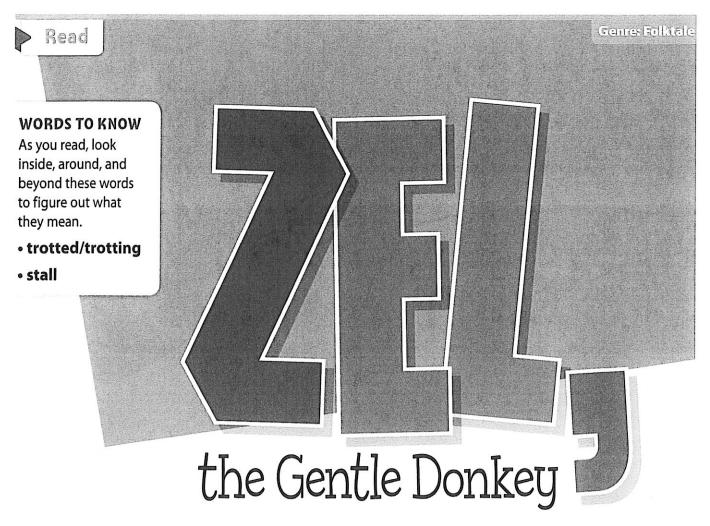
Reading

Day 6	Day 7	Day 8	Day 9	Day 10
Lesson: Lesson 8, Part 4, p. 22–26 RL.3.2 • Read "Zel, the Gentle Donkey." • Complete the *Think* activity. **Apply It:** • Read independently from a fictional text.	**Lesson:** Lesson 8, Part 5, p. 22–26 RL. 3.2 • Read "Zel the Gentle Donkey." • Complete the *Write* activity pg. 26–27 **Apply It:** • Read a fiction text independently	**Lesson:** Parent/Guardian Opportunity – Determine Message, Lesson, Moral p. 28–30 • Have the student practice determining the message, lesson or moral of a story they have already read. • Use page 30 to fill in the details from the story. **Apply It:** • Read a fiction text independently.	**Lesson:** Lesson 33– Words for Time and Space • Brainstorm "when and where" words like tomorrow, now, yesterday, here, there, first, often, etc. • Complete pgs 31–32 **Apply It:** • Read a fiction text independently and make a list of words from your reading that tell when and where	**Lesson:** Lesson 7, Part 1 – Recounting Stories, p. 33–34 RL 3.2 • Read "A Bundle of Sticks" • Complete the *Think* and *Talk* activities

Math

Day 6	Day 7	Day 8	Day 9	Day 10
Lesson: • Complete "Solve Two-Step Word Problems" Lesson 13, pgs. 145-148 **Apply It:** • Complete accompanying Ready Center Activity 3.15	**Lesson:** • Complete "Solving Two-Step Word Problems Using Two Equations" and "Solving Two-Step Word Problems Using One Equation" on pg. 24 in the iReady Student At-Home Activity Packet **Apply It:** • Complete accompanying Ready Center Activity 3.15 (level 2)	**Lesson:** • Complete "Solving Two-Step Word Problems Using Two Equations" and "Solving Two-Step Word Problems Using One Equation" on pg. 24 25 in the iReady Student At-Home Activity Packet **Apply It:** • Complete accompanying Ready Center Activity 3.25	**Lesson:** • Complete "Find Equivalent Fractions" Lesson 17, pgs. 187-190 **Apply It:** • Complete accompanying Ready Center Activity 3.29 Fraction Strips	**Lesson:** • Complete "Telling Time to the Minute" on pages 31 and 32 in the iReady Student At-Home Activity Packet **Apply It:** • Complete accompanying Ready Center Activity 3.31

Science

Days 6-10
Complete three activities of your choice from the Human Systems Choice Board.

WORDS TO KNOW
As you read, look inside, around, and beyond these words to figure out what they mean.

- **trotted/trotting**
- **stall**

ZEL

the Gentle Donkey

A FOLKTALE FROM HAITI

1   Long ago, there was a gentle donkey named Zel. Everyone in town loved Zel because she was so pleasant and kind. But Zel's owner, Madame Charity, was angry and mean. She was so mean that she threw rocks at birds for singing too loud. She yelled at little boys when they laughed. But she was the meanest of all to poor Zel.

2   Every Saturday, Madame Charity sold sugar and rice at a market. Whoever arrived earliest sold the most. But Madame Charity always woke up late. Then she got angry and yelled at Zel, who had done nothing wrong.

3   In a huff, Madame Charity would then load heavy bags of rice and sugar onto Zel's back. Last, she climbed on top of it. "Hurry, Zel!" she yelled. "Get me to market as fast as you can!" Although Zel always trotted as fast as she could, it was never fast enough for Madame Charity.

4   One day, Zel's friend Touloulou the crab visited. "Did you have a good day at the market?" asked Touloulou.

5   "Madame Charity was mad at me all day. I work as hard as I can, but she is always mean to me."

6   "Madame Charity is always late. She won't blame herself, so she blames you," said Touloulou.

7   "Yes," said Zel. "And because everyone is afraid of her angry tongue, she never sells much at the market."

8   "I will help you," said Touloulou.

9   The next Saturday, Madame Charity woke up at 9 a.m. "Oh, no! I'm late again!" she yelled. As she tossed her heavy bags onto Zel's back, Touloulou the crab grabbed onto the hem of her long skirt. Madame Charity climbed on Zel's back. Touloulou held tightly to her skirt.

10   Zel started trotting. Madame Charity remembered how late she was. She opened her mouth to speak angrily, but Touloulou pinched her ankle.

11   "Ouch!" Madame Charity rubbed her ankle. She forgot how late she was. But soon she remembered. "Faster, Zel! Faster!" she yelled.

12   Again Touloulou pinched Madame Charity's ankle.

13   "Ouch!" shouted Madame Charity.

14   When they got to the market, Madame Charity saw that someone had taken the stall she liked to use. In a fit of rage, Madame Charity opened her mouth to yell. For the third time, Touloulou pinched her ankle. Madame Charity screamed.

15   "What's wrong?" people asked.

16   "Hurrying to get to market, I must have hurt my ankle. It's very painful. Ouch! Ouch! Ouch!"

17   The fish seller said, "Madame Charity, you should get up earlier. Then you will not have to rush. Next week, I will wake you at 6 a.m."

18   "Thank you," said Madame Charity. She was surprised at the man's kindness.

19   "Let me fix your ankle," said the fruit seller. In the past, the fruit seller had not talked to Madame Charity. Today he felt sorry for her.

20   When Madame Charity saw how kind everyone was, she smiled. For the first time, she sold all of her rice and sugar. At the end of the day, she saddled Zel gently and rode quietly home.

21   From that day on, Madame Charity tried not to raise her voice in anger. Sometimes she got angry, but she kept it to herself. And Zel the gentle donkey was happy at last.

▶ Think Use what you learned from reading the selection to respond to these questions.

1 Which detail in the first part of the story explains why Madame Charity is cruel to Zel?

    A   Zel does not walk to the market as fast as she is able to.

    B   Madame Charity is always angry and mean.

    C   Madame Charity does not have enough sugar and rice to sell.

    D   Everyone in town loves Zel because she is pleasant and kind.

2 Describe how Touloulou helps Zel.

_____

_____

_____

_____

3 This question has two parts. First, answer Part A. Then answer Part B.

Part A
What is the central message of this story?

    A   Honesty is the best policy.

    B   Kindness gets better results than anger.

    C   Things are not always as they appear.

    D   Beware of strangers.

Part B
Which sentence from the story is **most** important to the central message of the story?

    A   "'Madame Charity, you should get up earlier.'"

    B   "Then she got angry and yelled at Zel. . . ."

    C   "From that day on, Madame Charity tried not to raise her voice in anger."
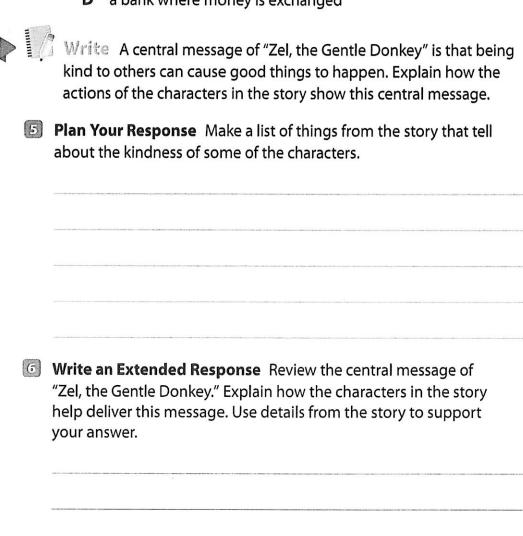
    D   "Today he felt sorry for her."

4. What is the meaning of the word *market* as it is used in this sentence from the story?

> **Every Saturday, Madame Charity sold sugar and rice at a market.**

   A   a store where food and spices are bought

   B   a place where people buy and sell things

   C   a street fair where people gather

   D   a bank where money is exchanged

▶ 📝 Write   A central message of "Zel, the Gentle Donkey" is that being kind to others can cause good things to happen. Explain how the actions of the characters in the story show this central message.

5. **Plan Your Response**   Make a list of things from the story that tell about the kindness of some of the characters.

_____

_____

_____

_____

6. **Write an Extended Response**   Review the central message of "Zel, the Gentle Donkey." Explain how the characters in the story help deliver this message. Use details from the story to support your answer.

_____

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Learning Target

Explain why understanding the central message of a story will help you understand the text you read.

_____

_____

_____

Determine Message, Lesson, or Moral

An important part of reading development is recognizing that a story is likely to convey a message or lesson, and learning how to read closely to determine it. Some stories teach a lesson explicitly, while other stories have lessons that are implied. Determining an implied lesson can be hard for readers because it requires them to go beyond retelling events to more sophisticated skills, such as analyzing details and making inferences. When teaching students how to determine the message, lesson, or moral of a story, it is helpful to use stories with stated and unstated morals so that students can gain confidence in finding the message as they progress from concrete to abstract thinking.

Three Ways to Teach

Analyze a Stated Message, Lesson, or Moral   20–30 minutes

Scaffold students' ability to determine the message in any story by analyzing stories with stated messages. Help them think about the way the author uses details and shapes events in order to teach a lesson.

- Choose a brief fable—a story with an explicitly stated moral—and read it aloud. Then model for students how to identify the moral and think about how the details in the story point to the lesson readers should learn. The following example is based on Aesop's "The Boy Who Cried Wolf."

In a fable, we are told the story's lesson at the very end. The lesson is called a moral. *So what is the moral of this story? The last line says, "Nobody believes a liar, even when he is telling the truth!" Let's think about how the details in the story make this lesson clear. We read that the boy was bored and that he lied about seeing the wolf to amuse himself. We also read that the villagers were very upset that they had been tricked, especially the second time. When the boy really sees a wolf, nobody believes him. These details match the moral stated at the end, that "nobody believes a liar." No one in the village trusted the boy because of his lies.*

- Distribute and display **Message, Lesson, or Moral Chart** (page 3), and work together to record details from the story on the chart. Explain to students that the chart is a useful way for them to see how details are connected to one moral or big idea.

- Then provide a selection of other fables for students to practice with independently. Have students work in pairs to read a fable and identify its moral, stated at the end. Have them use the message, lesson, or moral chart to connect story details to the overall lesson. Remind them to think carefully about characters' words and actions, as well as what happens and why.

- Invite pairs to share their work with the class.

Determine an Unstated Message, Lesson, or Moral   10–15 minutes

As students begin to read chapter books, teach them how to think about details and events in order to figure out the lesson the author wants readers to learn.

Choose a section from a current story, or reflect on an entire story that students have recently finished reading. Say, *The author uses the key events in the story to show readers what can happen as a result of certain choices. The author expects us, as readers, to think about what we can learn from these events.* Then model how to determine an unstated message by asking questions about what you read. The following example is based on *Charlotte's Web,* by E. B. White.

> *What decision did Charlotte make?* (to write a message in her web)
> *Why did she make it?* (to help save Wilbur from slaughter)
> *What happened because of that decision?* (Wilbur was chosen for the fair.)
> *What did everyone learn?* (Big or small, we can use what we have to help others.)

Point out that the answer to the last question is the author's message. Help students think about how this message applies to other stories they have read, and to their own lives.

Convey a Message, Lesson, or Moral   30–45 minutes

Connect to Writing Ask students to think of a lesson they would want to teach a younger sibling or friend. You might suggest lessons about telling the truth or being nice to one another. Tell them to write their lesson at the top of a piece of lined paper. Then have them each craft a brief story that effectively conveys their lesson. If students need additional support, you might organize them in pairs or small groups to brainstorm. Invite volunteers to share their stories with the class, and discuss the lessons in each story.
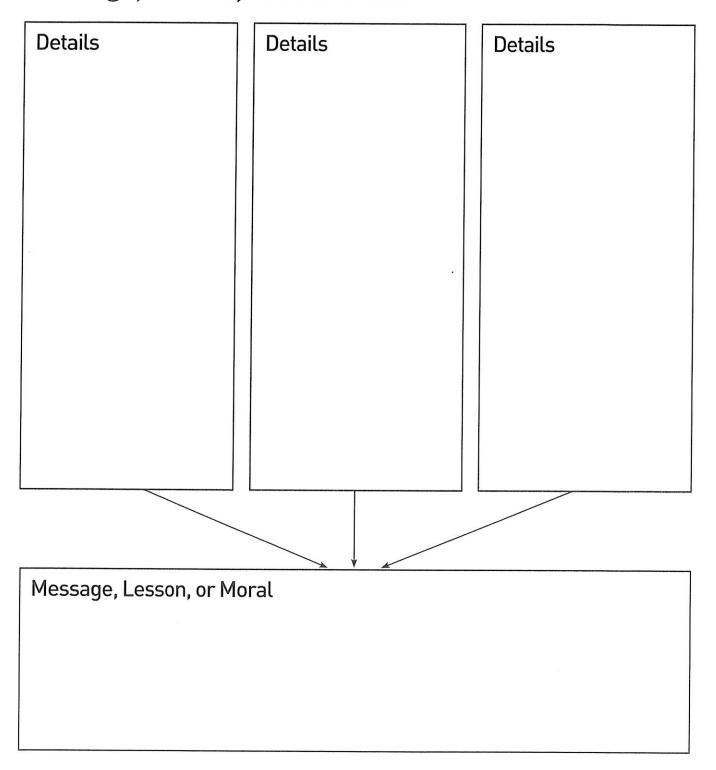
Check for Understanding

If you observe...	Then try...
difficulty identifying an unstated moral	first checking comprehension by asking them to retell or summarize the story in their own words. Then help them identify the moral using guiding questions such as these: *What was the main character's problem?* *How did that problem get solved?* *Did you think the character did the right or wrong thing?* *What did we learn from this example?*

Name_____

Message, Lesson, or Moral Chart

Details	Details	Details

Message, Lesson, or Moral

Lesson 33
Words for Time and Space

👥 Introduction
How can you help make your writing clear for readers? One way is to use words and phrases that explain when and where actions or events take place.

- Words and phrases that tell *when* show the time events happen or the order in which they happen. *First, second, next, often, at noon,* and *in the morning* are some words and phrases that tell when events happen.

When	Plan your garden in the winter.
	First, decide what to grow.

- Words and phrases that tell *where* show the position or direction of something. *Down, around, under, close to,* and *on the right* are some words and phrases that tell where.

Where	Vegetables grow best in sunny areas.
	Some flowers can grow under trees or climb up walls.

👥 Guided Practice

Complete each sentence. If the parentheses ( ) say *when*, add a word or phrase that tells *when*. If they say *where*, add a word or phrase that tells *where*.

HINT Think about what happens when you plant and care for a garden. What words and phrases that tell *when* or *where* will make the steps clear?

1 _____ , get a shovel and loosen the soil. (when)

2 Plant your seeds, and be sure to water them _____

_____. (when)

3 The roots of the tiny seedlings will grow _____

_____ (where)

4 The stems and leaves will grow _____

_____. (where)

5 Don't forget to weed your garden _____

_____. (when)

For numbers 1–5, complete each sentence by choosing the word or phrase that tells *when* or *where*.

1 If you have packets of seeds, _____ read the directions.

    A slowly

    B first

    C carefully

    D you must

2 It's a good idea to plant _____.

    A vegetables

    B many seeds

    C in the morning

    D with a friend

3 You can grow corn, squash, and beans _____.

    A near one another

    B if you want

    C for food

    D for your family

4 Some seeds sprout _____.

    A in just a few days

    B with little water

    C but others do not

    D without much trouble

5 Once your vegetables grow, you can share them _____.

    A with neighbors

    B easily

    C too

    D at school

Lesson 7
Recounting Stories

Learning Target

Retell or recount stories from around the world by telling key events in the order in which they happened.

▶ Read When you **recount** a story, you are retelling the story in your own words. Be sure that you include the key details and **events** that happened in the beginning, middle, and end. Tell the events in the **sequence,** or order, in which they happened.

Read this story. Think about what happens at the beginning, middle, and end. Then reread the story. What are the most important details?

A Bundle of Sticks

Long ago, a mother had three children who were always arguing. "Your arguing sounds worse than the clucking of all the hens in the world," their mother told them. She wanted them to stop!
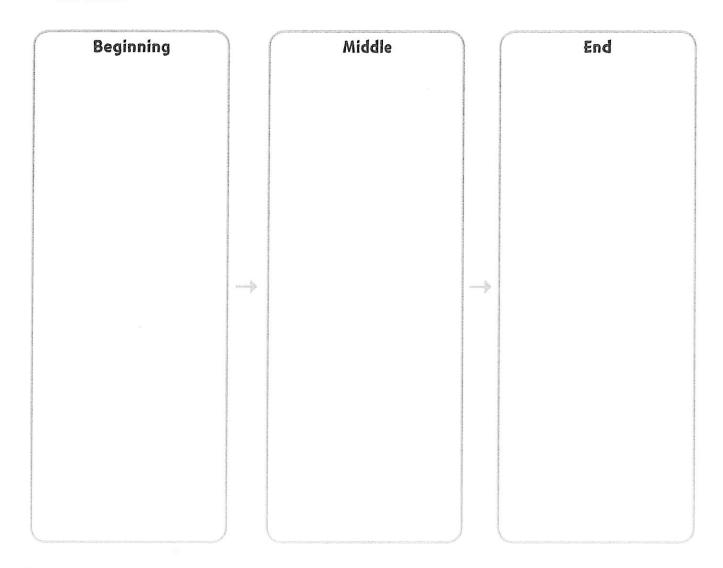
One day she got an idea. She gathered the children around her. Then she took a stick and broke it. "See how easy it is to break one stick?" she asked. Then she tied three sticks together. She asked each child to try to break the sticks. None of the children could break the bundle.

The mother told the children, "We're just like the sticks. When we don't stay together, our family is weak. When we stay together, nothing can break us apart."
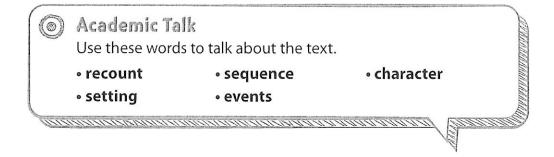
The children understood! From that day forward, they didn't argue (as much).

▶ **Think** The chart below will help you to organize the most important details of a story. Think about what happened in the beginning, middle, and end of the story. Then add those details to the chart.

Beginning	Middle	End

▶ **Talk** Using the key details in your chart, retell the story to your partner.

◎ **Academic Talk**
Use these words to talk about the text.
- recount
- sequence
- character
- setting
- events

i-Ready

Solve Two-Step Word Problems

Name: _____ **Day 6** ___

Study the example problem showing how to model a two-step word problem. Then solve problems 1–5.

Example

The art shop was almost out of rolls of tape. There were only 3 rolls left. The owner ordered 5 boxes with 6 rolls in each box. How many rolls of tape are there now?

$5 \times 6 = 30$

$30 + 3 = 33$

There are 33 rolls of tape now.

1. Each box of party invitations costs $6. Jenny bought 3 boxes of invitations. She paid with a $20 bill. Complete the number sentences to find how much change Jenny got.

$3 \times \$\underline{\hspace{1cm}} = \$\underline{\hspace{1cm}}$

$\$20 - \$\underline{\hspace{1cm}} = \$\underline{\hspace{1cm}}$

Jenny got $_____ in change.

2. There are 2 baskets, each holding 4 bags of bows. Each bag costs $3. Mr. Holms bought all of the bags. Complete the number sentences to find out how much he spent on bows.

$2 \times \underline{\hspace{1cm}} = \underline{\hspace{1cm}}$

$\underline{\hspace{1cm}} \times \$3 = \$\underline{\hspace{1cm}}$

He spent $_____ on bows.

Solve.

3 Packages of party napkins are $4 each. Bags of party cups are $6 each. Mrs. Laurey bought 2 packages of party napkins and 1 package of party cups. How much did she spend in all?

Write number sentences, then write the solution.

Number sentences: _____

Solution: She spent $ _____.

4 The gift shop sells red and white paper plates. They have 4 packs of red plates and 5 packs of white plates. Each pack has 8 plates inside. How many plates are there in all?

Show your work.

Solution: There are _____ plates in all.

5 Large tablecloths are $12 each. Small ones are $8 each. How many small tablecloths can you buy for the same price as two large tablecloths?

Show your work.

Solution: You can buy _____ small tablecloths.

Name: _____

Study the example problem showing how to solve a two-step word problem. Then solve problems 1–5.

Example

Students in the science club raised $210 for lab equipment. They bought 7 packs of batteries for $9 each. How much money did they have left?

$\triangle$ is how much money was left.

$7 \times 9 + \triangle = 210$
$63 + \triangle = 210$
$210 - 63 = \triangle$
$210 - 63 = 147$ They have $147 left.

	210	
9 9 9 9 9 9 9		$\triangle$

---

1. Mrs. Horn needs 50 rulers for the art room. She has 7 packs with 4 rulers in each pack. How many more rulers does she need? Complete the number sentences to solve the problem.

$\triangle$ is how many more rulers she needs.

$7 \times \boxed{} + \triangle = 50$

$\boxed{} + \triangle = 50$

$\boxed{} - \boxed{} = \triangle$, and $\triangle = \boxed{}$

	50	
4 4 4 4 4 4 4		$\triangle$

Solution: Mrs. Horn needs _____ more rulers.

2. The principal wants to buy a banner that costs $95. Five parents each donate $6 for the banner. How much more money is needed? Complete the number sentences to solve the problem.

$\boxed{} \times \boxed{} + \triangle = 95$

$\boxed{} + \triangle = 95$

$\triangle = \boxed{}$

	95	
6 6 6 6 6		$\triangle$

Solution: They need _____ more.

Solve.

3 A camp needs 100 students to help with the 4-year old campers. Eight students from 4 different classes have agreed to help. How many more students are needed?

Show your work.

Solution: _____

4 The music teacher had $75. He bought 4 folk song books for $9 each. Does he have enough money to buy a music stand for $49? If not, how much more money does he need?

Show your work.

Solution: _____

5 Mr. Berg bought 5 number puzzles and 3 word puzzles for his students. The puzzles were $7 each. Mr. Berg used a $60 gift card to pay for the puzzles. How much change did he get?

Show your work.

Solution: _____

Ready® Center Activity 3.15 ★★

Solve Two-Step Word Problems

What You Need

- Recording Sheet

What You Do

1. Take turns. Choose a word problem on the **Recording Sheet,** and read it.

2. Use a separate sheet of paper. Write an equation using a letter to stand for the unknown number. Solve the equation.

3. Your partner checks your work. Write the correct equation and solution on the **Recording Sheet.**

4. Repeat until all the problems are solved.

What operation do I have to do first? What operation do I do second? I can use parentheses to show what to do first.

Go Further!

Write your own two-step word problem and solve it. Trade papers with your partner to check.

Solve Two-Step Word Problems

Mario wants to fill his sticker book with 300 stickers. He puts 10 stickers on each of 7 pages. How many more stickers does he need to fill his sticker book?

_____ ◯ _____ ◯ _____ = _____   _____ stickers

Basir has 158 baseball cards. Kim has 27 more baseball cards than Basir. How many baseball cards are there in total?

_____ ◯ _____ ◯ _____ = _____   _____ baseball cards

Students have 350 tickets to sell for the school play. They sold 176 tickets one week. The next week they sold 139 tickets. How many tickets are left?

_____ ◯ _____ ◯ _____ = _____   _____ tickets

There are 71 books. Each shelf holds 10 books. Lee fills 3 shelves. He puts the rest in a box. How many books are in the box?

_____ ◯ _____ ◯ _____ = _____   _____ books

Irene's troop donated 125 cans during week 1. They donated 179 cans in week 2. They did not count the cans donated in week 3. The troop donated a total of 472 cans during those 3 weeks. How many cans did they donate in week 3?

_____ ◯ _____ ◯ _____ = _____   _____ cans

Lot A has 308 cars. Lot B has 49 fewer cars than Lot A. How many cars are in the two lots?

_____ ◯ _____ ◯ _____ = _____   _____ cars

Read and solve each problem by writing an equation for each step. Use letters for the unknown numbers. Show your work.

1 Hirami has 12 cups of flour in a bag and 6 cups of flour in a jar. He is making batches of bread that each call for 3 cups of flour. How many batches of bread can Hirami make?

Hirami can make _____ batches of bread.

2 Cassi bought 50 pounds of dirt. She used 10 pounds to fill a hole in her yard. Then she filled pots with 5 pounds of soil in each pot. How many pots could she fill?

Cassi can fill _____ pots.

3 Becky has 6 packages of clay that each weigh 5 pounds. To make a bowl, she needs 3 pounds of clay. How many bowls can Becky make?

Becky can make _____ bowls.

4 Marc has 36 pounds of apples to use to make pies. He uses 4 pounds of apples for each pie. Marc uses all of the apples to make pies, and then sells each pie for $8. How much money does Marc collect for all the pies?

Marc collects $ _____ for all the pies.

5 Choose one problem. Tell how you could solve the problem in a different way.

Solve Two-Step Word Problems

What You Need

- Recording Sheet

What You Do

1. Take turns. Choose a word problem on the **Recording Sheet,** and read it.

2. Use a separate sheet of paper. Write an equation using a letter to stand for the unknown number. Solve the equation.

3. Your partner checks your work. Write the correct equation and solution on the **Recording Sheet.**

4. Repeat until all the problems are solved.

> What operation do I have to do first? What operation do I do second? I can use parentheses to show what to do first.

(Go Further!)

Write your own two-step word problem and solve it. Trade papers with your partner to check.

Solve Two-Step Word Problems

Kesia wants to fill her sticker book with 530 stickers. She puts 9 stickers on each of 50 pages. How many more stickers does she need to fill her sticker book?

_____ ◯ _____ ◯ _____ = _____   _____ stickers

Sonia has 239 pennies. Khalid has 123 more pennies than Sonia. How many pennies do Sonia and Khalid have together?

_____ ◯ _____ ◯ _____ = _____   _____ pennies

Jamil's troop held a fundraiser. They made a total of $822 in 3 weeks. The troop made $368 in the first week and $190 in the second week. How much did they make in the third week?

_____ ◯ _____ ◯ _____ = _____ $ _____

There are 800 tickets to sell for the raffle. The class sold 379 tickets on Saturday and 354 tickets on Sunday. How many tickets are left to sell?

_____ ◯ _____ ◯ _____ = _____   _____ tickets

There are 643 clips. Each box holds 200 clips. David filled 3 boxes. He put the rest on the table. How many clips are on the table?

_____ ◯ _____ ◯ _____ = _____   _____ clips

There are 40 boxes with 9 books in each box. The librarian unpacked 345 books so far. How many books are still in boxes?

_____ ◯ _____ ◯ _____ = _____   _____ books

Solving Two-Step Word Problems Using One Equation

Read and solve each problem by writing one equation.
Show your work.

1 Mrs. Nelson has one $10-bill and one $20-bill. She wants to buy as many movie tickets as she can with this money. If movie tickets cost $6 each, how many tickets, t, can she buy?

Mrs. Nelson can buy _____ tickets.

2 Daisy has a goal of reading 75 minutes in one week. She reads 9 minutes a day for 5 days. How many more minutes, m, will she have to read to reach her goal?

Daisy will have to read _____ more minutes.

3 Mr. Garcia buys 3 bags of cat food that each weigh 9 pounds and another bag of cat food that weighs 7 pounds. How many pounds, p, of cat food did Mr. Garcia buy?

Mr. Garcia bought _____ pounds of cat food.

4 Jackson has 48 trading cards. His sister gives him 12 more cards. Then he puts all his trading cards in 6 equal stacks. How many cards, c, are in each stack?

There are _____ cards in each stack.

5 Choose one problem. Explain how you decided which operations to use to solve it.

Write the Fraction

What You Need

- crayon
- Recording Sheet

What You Do

1. Take turns. Choose a shape on the **Recording Sheet** and shade a part or some parts of it.

2. Your partner writes the fraction for the shaded part(s).

3. Check your partner's fraction.

4. Repeat until all the squares are complete.

I need to count how many parts are shaded and how many parts there are in all.

(Go Further!)

Draw 5 different shapes. Shade $\frac{1}{4}$ of each shape. Label the shaded part and unshaded part of each shape. Have your partner check your models.

Ready® Center Activity 3.25 ★★   Recording Sheet

Partner A _____

Partner B _____

Write the Fraction

Find Equivalent Fractions

Name: __ **Day 9** __

Prerequisite: Identify Equivalent Fractions

Study the example showing how to decide if two fractions are equivalent. Then solve problems 1–7.

Example

The bars are the same size.

The parts are different sizes.

The same amount is shaded on each bar.

So, $\frac{1}{2} = \frac{3}{6}$.
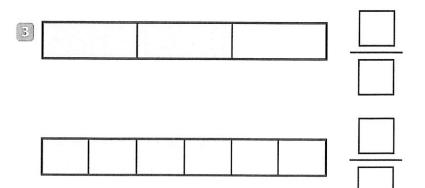
$\frac{1}{2}$ and $\frac{3}{6}$ are equivalent fractions.

| $\frac{1}{2}$ | $\frac{1}{2}$ | $\frac{1}{2}$ |

| $\frac{1}{6}$ | $\frac{1}{6}$ | $\frac{1}{6}$ | $\frac{1}{6}$ | $\frac{1}{6}$ | $\frac{1}{6}$ | $\frac{3}{6}$ |

Shade the bars to show the equivalent fractions.

1 $\frac{1}{2}$

$\frac{2}{4}$

2 $\frac{2}{8}$

$\frac{1}{4}$

Write the equivalent fractions these bars show.
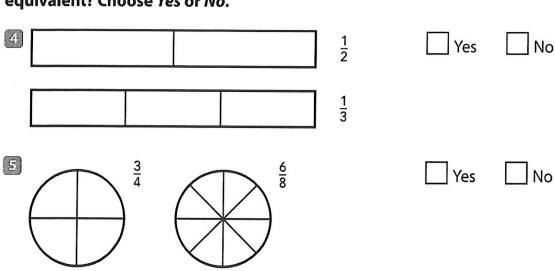
3

Vocabulary
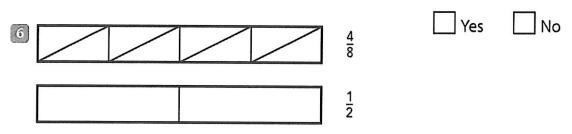
equivalent fractions fractions that name the same number. $\frac{1}{2}$ and $\frac{2}{4}$ are equivalent.

Shade to show the fractions. Are the two fractions equivalent? Choose *Yes* or *No*.

4

$\frac{1}{2}$ ☐ Yes   ☐ No

$\frac{1}{3}$

5

$\frac{3}{4}$ $\frac{6}{8}$ ☐ Yes   ☐ No

6

$\frac{4}{8}$ ☐ Yes   ☐ No

$\frac{1}{2}$

7 Use the bars to show that $\frac{2}{3}$ is **not** equivalent to $\frac{7}{8}$.
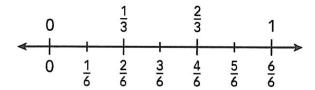
Explain how your drawing shows that $\frac{2}{3}$ and $\frac{7}{8}$ are not equivalent.

_____

_____

_____

_____

_____

Find Equivalent Fractions

Study the example showing how to find equivalent fractions. Then solve problems 1–8.

Example

Maria colored $\frac{1}{3}$ of her art paper red. Erica colored $\frac{2}{6}$ of her art paper yellow. Did the two girls color the same amount of their art papers?

$$
\begin{array}{cccc}
 & \frac{1}{3} & \frac{2}{3} & \\
0 & & & 1
\end{array}
$$

Maria colored $\frac{1}{3}$

Erica colored $\frac{2}{6}$

One third is equal to two sixths.

$$\frac{1}{3} = \frac{2}{6}$$
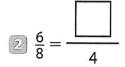
Both girls colored the same amount of their art papers.

Use the number line to complete the equivalent fractions.

1 $\dfrac{1}{4} = \dfrac{\boxed{}}{8}$

2 $\dfrac{6}{8} = \dfrac{\boxed{}}{4}$

3 $\dfrac{2}{4} = \dfrac{\boxed{}}{\boxed{}}$

Vocabulary

equivalent fractions
fractions that name the same number.
$\frac{1}{2}$ and $\frac{2}{4}$ are equivalent.

Building Equivalent Fractions

What You Need

- fraction strips
- Recording Sheet

Check Understanding

Use fraction strips to show an equivalent fraction for $\frac{2}{1}$. Explain how you know they are equivalent.

What You Do

1. Take turns. Pick a fraction on the **Recording Sheet.**

2. Use the fraction strips to build that fraction. Then divide the first shape and shade part(s) to show that fraction on the **Recording Sheet.**

3. Your partner builds an equivalent fraction with the fraction strips and writes it on the **Recording Sheet.** Then he or she divides and shades the second shape show the equivalent fraction.

4. Repeat until all the fractions have been used.

Example

$$\frac{1}{2} = \frac{2}{4}$$

I need to remember that equivalent fractions take up the same amount of space.

Go Further!

Write five fractions that are equal to 1. Trade papers with your partner to check.

Ready® Center Activity 3.29 ★★   Recording Sheet

Partner A _____

Partner B _____

Building Equivalent Fractions

$\frac{1}{2} = \dfrac{\square}{8}$

$\frac{1}{4} = \dfrac{\square}{\square}$

$\frac{1}{3} = \dfrac{\square}{\square}$

$\frac{3}{4} = \dfrac{\square}{\square}$

$\frac{8}{4} = \dfrac{\square}{\square}$

$3 = \dfrac{\square}{\square}$

Fraction Bars
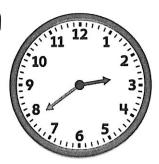
$\frac{1}{2}$	$\frac{1}{3}$	$\frac{1}{4}$	$\frac{1}{5}$	$\frac{1}{6}$	$\frac{1}{8}$	$\frac{1}{9}$	$\frac{1}{10}$	$\frac{1}{12}$	$\frac{1}{16}$

Telling Time to the Minute

Write the time the clock shows.

1

_____
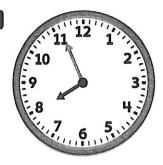
2

_____

3

_____
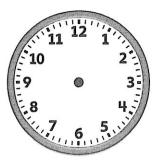
4

_____
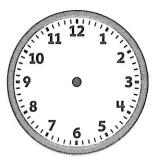
Draw hands on the clock to show the given time.

5 16 minutes after 1

6 7 minutes before 9

Day 10

Name: _____

7 35 minutes after 3

8 26 minutes before 8

9 Write a word problem that could use one of the times shown on one of the clocks.

Day 10

Time Match

What You Need

- Recording Sheet

What You Do
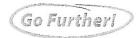
1. Take turns. Choose a letter and read the time on the clock next to that letter in the table.

2. Tell the time in another way using the word *before* or *after*.

3. Your partner finds the matching letter on the **Recording Sheet** and then draws the hands on the clock to match the time read.

4. Check the clock.

5. Repeat until all the letters are used.

A	1:07
B	9:23
C	4:39
D	7:41
E	5:58
F	10:16

(Go Further!)
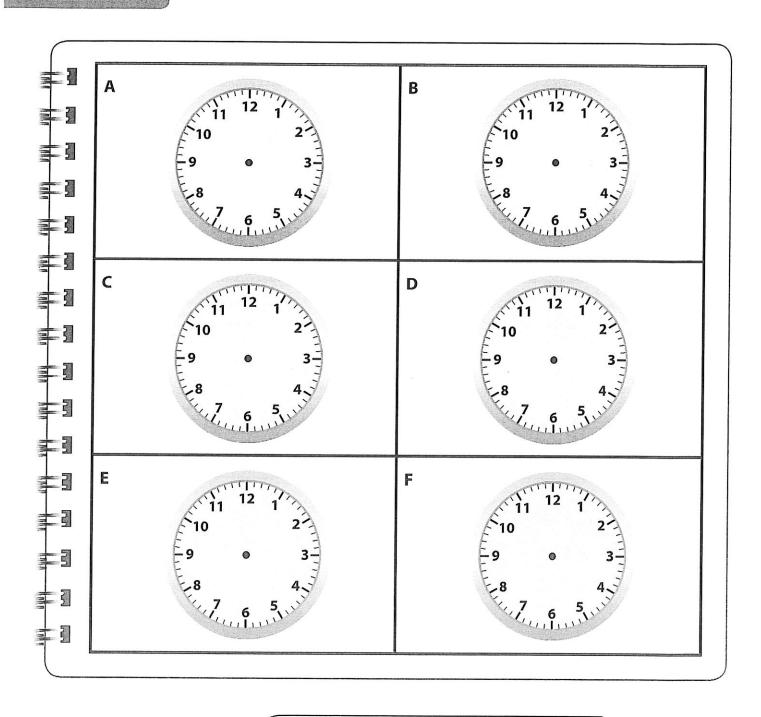
Choose three clocks from the table above. For each clock write how many more minutes until the next half hour.

1

Time Match

A

B

C

D

E

F

For the minutes, I start at 12 and count to each number by fives. Then I count the small tick marks past the number by ones.

2

3rd Grade: Human Systems Choice Board

You have spent time this year learning about many different topics of interest in Science. Choose 3 of the activities from the activity board below.

Articles to use for help: The Muscular System Article   Bones and the Human Skeleton

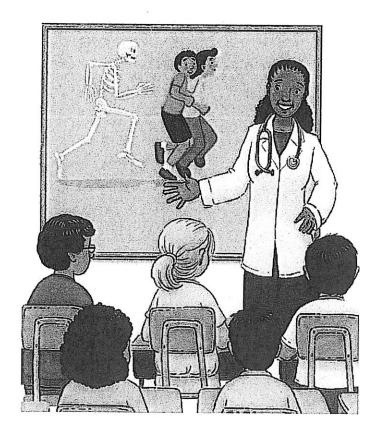| Draw a Diagram	Brochure or Slide Show	Persuasive Writing
Choose a body system (Muscular or Skeletal) and draw a diagram. Be sure to label the parts of the system	• Create a brochure, Google Slide, **or** Powerpoint. • **Only include the skeletal and muscular body systems,** explain the main function of each system, and include pictures to support your information.	Write a paragraph persuading someone on which body system you think is the most important. Include a beginning sentence that states which body system you think is most important. Then add 3 reasons to support your statement.
Human Body & Hiccups Article and Questions Read the passage "The Human Body and Hiccups" that is included in the packet. Then complete the questions.	**Create a Comic Strip** • Draw a 2 x 3 table so that you have 6 boxes. • Create a story using the skeletal system, muscular system or what you have learned about skin. • Comic Strips have speech bubbles and people talking. • Be creative and have fun!! Title of Comic Strip |		 |	
			Compare 2 Body Systems Use a Venn Diagram to compare the body systems: Skeletal and Muscular. The middle or overlapping part should include what both systems have in common. The outside portions of each circle would include differences in each system. Include 2 facts that the systems have in common and 3 differences of each system.

The Muscular System

This text is adapted from an original work of the Core Knowledge Foundation.

Have you ever seen a movie or a TV show in which skeletons chase people? In reality, bones don't move all by themselves. In fact, bones don't go anywhere at all without muscles.

When you bend your arm, you do it by using muscles. If you tighten the muscles in your arm, the muscles make the bones and the rest of your arm move.

When you kick a ball, it's the same thing. You tighten the muscles in your legs in order to move your leg bones.
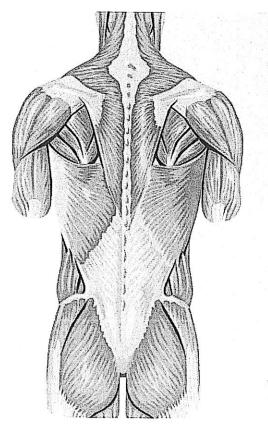
Can a skeleton chase you?

Here you can see some of the muscles in the muscular system. You can see that there are

lots of muscles in our bodies. There are about 650 muscles in the human body, in fact. About half of your body's weight comes from muscles!

Your body has about 650 muscles.

Muscles are important to us for many reasons. Can you think of some?

Muscles help us run and jump. They allow us to stand up and sit down. We use muscles when we lift heavy objects. We also use them when we chew our food and when we smile. We even use muscles when we breathe.
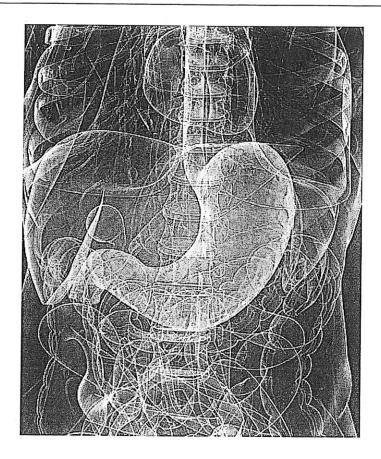
Muscles help us run.

Doctors divide muscles into two groups: voluntary muscles and involuntary muscles. Voluntary muscles are muscles that you can make move and control. Involuntary muscles are muscles that you can't control. Involuntary muscles work without you even thinking about them. These muscles work automatically.

The muscles that help you move your arms and legs are voluntary muscles. When you want to pick up a box, you think about it and then tighten the muscles in your arms so you can lift the box. You can also control the muscles in your legs when you want to make your body run or jump.

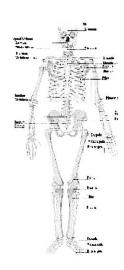*You move the voluntary muscles in your legs to make your body run.*

The muscles in your heart, however, are involuntary muscles. They keep your heart beating, whether you are awake or asleep. You don't have to think, "It's time to beat again, heart!" These muscles work automatically. There are involuntary muscles in your stomach, as well. Your stomach muscles keep digesting your food without you reminding them to do the job.

A human stomach

Science for Kids

Bones and the Human Skeleton

Skeletal System

All the bones in the human body together are called the skeletal system. The skeletal system provides strength and rigidity to our body so we don't just flop around like jellyfish. We have 206 bones in our body. Each bone has a function. Some bones offer protection to softer more fragile parts of body. For example, the skull protects the brain and the rib cage protects our heart and lungs. Other bones, like bones in our legs and arms, help us to move around by providing support for our muscles.

The skeletal system includes more than just bones. It also includes tendons, ligaments, and cartilage. Tendons attach our bones to muscles so we can move around. Ligaments attach bones to other bones.

What are bones made of?

Around 70 percent of your bones are not living tissue, but hard minerals like calcium. The outside of the bone is called the cortical bone. It's hard, smooth, and solid. Inside the cortical bone is a porous, spongy bone material called the trabecular or concellous bone. This bone is lighter allowing for the bone itself to be lighter and easier for us to move around. It also allows room for blood vessels and makes our bones slightly bendable. This way our bones won't break so easily. At the center of bones is a softer substance called marrow.

Bone Marrow

There are two types of bone marrow, yellow and red. Yellow bone marrow is mostly fat cells. Red marrow is important because this is where our body produces red and white blood cells. When we are born, all of our bones have red marrow. By the time we are adults about half of our bones have red marrow.

Joints

Our bones come together and connect at special places called joints. Your knees and elbows are joints, for example. Many joints have a large range of movement and are called ball and socket joints. The shoulder and hip are ball and socket joints. Joints have a smooth, durable material called cartilage. Cartilage, together with fluid, allows bones to rub against each other smoothly and not wear out.

How do broken bones heal?

Your body can heal broken bones all on its own. Of course, a doctor will help it along, making sure that the bone heals straight and properly using a cast or sling. A broken bone will heal in stages. When it first breaks there will be blood around it and it will form a sort of scab over the broken portions. Next, tougher tissue will start to grow over the broken area called collagen. The collagen, together with cartilage, will bridge the gap between the two sides of the break. This bridge will continue to transform and harden until the bone is healed. It can often take months for bones to heal back to normal. While the bone is healing, it can't take the stress of a normal bone, which is why people use crutches and slings to take the pressure off the bone while it's healing.

Fun facts about bones for kids

- The smallest bones are in the ear.
- Although your bones stop growing when you are around 20, they do constantly rebuild new bone cells.
- The spine is made up of 33 bones.
- Red bone marrow can produce around 5 billion red blood cells each day.
- Very few man made substances can come close to the lightness and strength of bones.
- If your body doesn't have enough calcium, it will take it from your bones making your bones weaker. A good reason to drink your milk!

Source: Ducksters