UCPS
UNION COUNTY PUBLIC SCHOOLS

Supplemental Resources May 18 - June 5

May 18, 2020

Hello Parents,

Thank you for all of your hard work in helping to finish this school year with your child. We know many of you are balancing your own work requirements from home while helping to teach your children. We truly appreciate your partnership. In this final packet, you will find work for May 18th- June 5th. The packet is organized by week with a heading to divide each week. A choice board has been added for art, music, and P.E. We hope you will find these changes helpful. Your child's teacher will be providing activities to close out the school year for the last two days, June 8th and 9th.

Please remember, while we encourage engagement in the activities, they continue to be optional and completed work will **not** need to be returned to school for grading or credit. If you find you need more resources, please check the UCPS EmpowerED Family Portal on our website www.ucps.k12.nc.us/domain/2917.

Stay safe and healthy!

Recursos Suplementarios Mayo 18 - Junio 5

Estimados padres,

Gracias por todo su arduo trabajo ayudando a que su hijo termine este año escolar. Sabemos que muchos de ustedes están balanceando sus propios requisitos de trabajo desde casa, mientras ayudan a enseñar a sus hijos. Apreciamos su colaboración. En este paquete final, encontrará trabajo para las semanas del 18 de Mayo al 5 de Junio. El paquete está organizado por semanas, con un encabezado para dividir cada semana. Se ha agregado un tablero de opciones para arte, música y educación física. Esperamos que estos cambios sean útiles. El maestro de su hijo le proporcionará actividades para cerrar el año escolar durante los últimos dos días, 8 y 9 de Junio.

Por favor recuerde, si bien alentamos la participación en las actividades, estas continúan siendo opcionales y el trabajo que complete no debe ser devuelto a la escuela para su calificación o crédito. Si necesita más recursos, consulte el Portal familiar de UCPS EmpowerED en nuestro sitio web www.ucps.k12.nc.us/domain/2917.

Manténgase seguro y saludable!

3 - 5 ART CHOICE BOARD

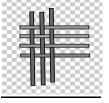|		
CREATE IT! Brighten someone's day by making and sharing with them some awesome artwork!	**LOOK & RECORD IT!!** Take a look. Do you have any art in your house? Is the artwork two-dimensional or three-dimensional? Make a list with 2D and 3D at the top. Talley you what you see. __BONUS:__ Can you identify what process was used to create it? Is it a painting, drawing, photograph or sculpture?	**IMAGINE IT!!** Think of a chore you wish you had help with. Now think about the future. Could you invent a robot that could do this chore for you? Draw this robot or create it out of recycled materials!
IMAGINE IT Listen to your favorite song. Draw a picture inspired by the music!	**SHARE IT!** Draw a few different types of lines on your paper. Pass to a partner so they can finish the drawing up creatively inspired by your original lines! .	**PLAN & DESIGN IT!** Choose a shape. Repeatedly draw the shape over and over to create an interesting design! Color it!
DRAW IT! Gather together 3-5 interesting items from around your house. Set them up on a flat surface. Now draw a still life of these objects. For example, it could be a collection of toys, cups, or even your shoes!	**PLAN & DESIGn IT!** Create a weaving from cut up magazines and junk mail. Cut up strips of paper and weave with an over under pattern!	**DRAW IT!** Look out your window. Draw a landscape of the view that you see. Now do a drawing, from your imagination, of where you would like to be!

Clip Art Resources provided by: http://clipart-library.com/ uihere.com/

ART ACTIVITY SPACE

*(Use this page for your **Art Choice Board** writing/drawing activities.)*

♪ Music Choice Board ♪

Grades 3-5

Find a song that features an orchestra playing. Name all the instruments that you can hear. (Try YouTube or a local classical radio station such as WDAV 89.9)	Find materials in your home that can be used to create notes. You need stems and heads. Ex. a pencil and a bouncy ball can be used to make a quarter note. Can you create an eight-beat rhythm pattern using these notes?	Compose your own song that describes the activities you are doing each day, or you can take a familiar song and change the lyrics to describe your day.
Create an instrument out of recycled materials (like bottles, cans, boxes). Use your "new" instrument to play along with one of your favorite songs.	Practice saying the phrase "boots and cats" using different voices and tempos. Wow, you're a great beat boxer!	How many songs can you name that start with the letter A? Compete with a friend or family member trying to name songs that start with each letter of the alphabet. Aa
Choreograph your own TikTok style dance (do not actually post to TikTok). Use any song you like and come up with your own dance moves. Remember, TikToks have to be less than 60 seconds.	Close your eyes and listen to the music of a movie or video game. How does the music help to tell the story of the scene? Does it change the "mood" of the video if you mute the sound? Write a letter to your teacher about what you notice!	Play Freeze Dance with your family!

*(Use this page for your **Music Choice Board** writing activities)*

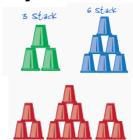# 3rd - 5th Grade Physical Education Choice Board

Improve It **Day 1: Walk 9 Minutes, Jog 1** **Day 2: Walk 8 Minutes, Jog 2** **Day 3: Walk 7, Jog 3** **Day 4: Walk 6, Jog 4** **Day 5: Walk 5, Jog 5** **Challenge: Complete more than once each day.**	**Make It** **Create these three cup towers and then make your own.** 3 Stack 6 Stack **Challenge: See how fast you can upstack it and downstack it.** **Speed Stack - Teacher Guide**	**Play It** **Create a target at your house (i.e: water bottle, milk jug, cup) and see how many times you can knock the object down from 15 steps away with a ball (frisbee, sock ball).** **Challenge: Increase the distance to see how far away you can still knock the object down from.**
Ask It **Ask each member of your family what their favorite sport is and create a bar graph to show your results.**	**Breathe It** **Complete the following poses for 30 seconds each.** **www.freepngclipart.com**	**Complete It** **Complete the following workout 3x.** **10 Jumping Jacks** **5 Star Jumps** **10 Sit-ups** **10 Scissor Jumps** **30 Second Plank** **30 Side to Side Jumps**
Family Game **Play a game with your family.** **Examples: Board Game, Outside Game, Inside Game**	**Eat It** **Eat a meal with your family that includes at least three different food groups.** **choosemyplate.gov**	**Create It** **Create your own game, don't forget the rules.** **Take a picture and have your parents share it by email to your school or on social media.**

Supplemental Print Lessons

Week of May 18-22

Grade: 3rd   **Subject: English Language Arts**   **Week of: May 18th**

STANDARD	ACTIVITY	LESSON SUPPORT
RI.3.3 Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.	**Reading:** Complete I-Ready Reading Lesson 3: Reading About Time and Sequence. (pages 38-41) **This is included in the packet.** **Lesson 3** **Reading About Time and Sequence** **Learning Target** Using time and sequence words will help you understand how events in history are connected.	Answer Key Page 39 **Think** Read the cartoon again. Notice the signal words that are used. Now fill in the chart below by writing the events in the order in which they happened. **The Vikings Sail to North America** | First	Next	After a Few Years
The Vikings sailed to North America.	They began to build settlements.	They returned home. | Page 41 **Explore** **What happened after the United States bought land from France?** **Think** **1** Reread the text to find out the events of Lewis and Clark's journey. List those events in the graphic organizer. **Lewis and Clark's Exploration** | First	President Jefferson asks Meriwether Lewis to explore the new land.
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Winter 1803	Lewis and Clark spend the winter in St. Louis.
May 1804	Lewis and Clark begin their journey.
November 1805	Lewis and Clark reach the Pacific Ocean.
September 1806	Lewis and Clark arrive back in St. Louis.	

W.3.2 Write informative /explanatory texts to examine a topic and convey ideas and information clearly.	**Writing:** Your child will continue writing their informational piece from the last two weeks (May 4-15). In the science lessons for this week, students will be learning more about **plants**. Their writing this week will include the following topic in bold using the information from the science lessons in the packet:
	   ● The parts of a flowering plant and each part's job
	   ● The life cycle of a flowering plant
	   ● **How different soil types help plants (this week)**
		KEY FEATURES **Informational Writing**
		● an introduction that states the topic and gets readers ready to learn about it
		● important ideas and details that explain more about the topic
		● linking words that connect one idea to the next
		● a conclusion that sums up important ideas about the topic
		
		Step 1: Students will write a detailed paragraph about how different soil types help plants. Make sure to write in complete sentences with subject verb agreement, use punctuation and your best spelling. The challenge

	Students will write a third paragraph about soil types using the information from the science lessons, and then go back and write an introduction and conclusion to the piece that was started during the weeks of May 4-15. **A writing template is included in the packet.**	is to write in cursive ! Step 2: Students will write the introduction and conclusion of their informational piece. An introduction to their piece may go something like this: ● Did you know that plants have many different parts? Each part of the plant has an important job and flowering plants have a life cycle. Different types of soil are also helpful to different types of plants.
L.3.5 Distinguish shades of meaning among related words.	**Word Study:** Complete I-Ready lesson 32- Shades of Meaning. **This is included in the packet.**	Answer Key Page 460 Page 461

Lesson 3
Reading About Time and Sequence

Learning Target

Using time and sequence words will help you understand how events in history are connected.

▶ **Read** Do you like a good story? Then you probably enjoy history. History is the story of events that happened in the past. **Historical** events are usually told in a **sequence,** which is the order in which they happened. The sequence can help you understand the **relationships,** or connections, between those events.

When you read, look for signal words that give clues about time order and sequence. *First, next,* and *finally* are signal words. So are phrases such as *later that year* and *in 1864.*
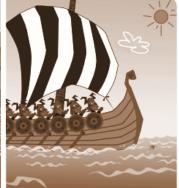
Read the cartoon below. What is happening? How are the events related?

First, the Vikings sailed to North America.

Next, they started a settlement.

After a few difficult years, the Vikings gave up and returned home.

► **Think** Read the cartoon again. Notice the signal words that are used. Now fill in the chart below by writing the events in the order in which they happened.

The Vikings Sail to North America		
First	**Next**	**After a Few Years**

► **Talk** Think about the second and third things that happen in the cartoon.

- What is the relationship between those two events?
- Was the third event what you expected?

◎ **Academic Talk**
Use these words to talk about the text.
- **sequence**   - **relationships**   - **historical**

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Adventures of the Growing Nation

by Teri Hillen

KEY
— Route of Lewis and Clark

SPANISH TERRITORY
LOUISIANA
St. Louis
UNITED STATES
Columbia River
Yellowstone River
Missouri River
Ohio River
Mississippi River

1   Imagine that in one day, our country doubled in size. That's what happened to the United States in 1803. President Thomas Jefferson asked France to sell the United States a vast area of land. Overnight, America added more than 828,000 square miles of land west of the Mississippi River. This is known as the Louisiana Purchase.

2   Jefferson wanted to know the fastest way across the new land. At the time, there were no maps of the whole country. Jefferson asked Meriwether Lewis to explore the area. Lewis was an army captain whom Jefferson trusted. Lewis chose another soldier, William Clark, to help him lead the party.

3   To get ready, they first had a large boat built. The boat took the men down the Ohio River. Then they built a base camp near St. Louis, Missouri. They spent the winter of 1803 there. Finally, on May 14, 1804, Lewis and Clark began their famous trip into the new territory; 50 men went with them.

4   They traveled for over 18 months. Finally, the group made it to the Pacific Ocean. On November 7, 1805, Clark wrote, "Ocean in view! O! The joy." The group spent a long, cold winter near the ocean. Then they began the trip back home in March 1806.

5   Lewis and Clark arrived in St. Louis in September 1806. They were greeted with a big party. A century later, in 1904, the World's Fair was held in St. Louis. People honored Lewis and Clark's journey at the fair.

Close Reader Habits

Underline signal words that tell you the order in which events happened. Think about how those events are related.

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What happened after the United States bought land from France?

Think

1 Reread the text to find out the events of Lewis and Clark's journey. List those events in the graphic organizer.

> Sometimes you need more than signal words to understand how events are related. Ask questions such as "Why did this happen?"

Lewis and Clark's Exploration	
First	President Jefferson asks Meriwether Lewis to explore the new land.
Winter 1803	
May 1804	
November 1805	
September 1806	

Talk

2 Reread paragraphs 2, 3, and 4. Talk with a partner about how the events in those paragraphs are related.

Write

3 **Short Response** What are the important events in the journey of Lewis and Clark? Include details from paragraphs 3, 4, and 5 in your answer. Use the space provided on page 44 to write your answer.

> **HINT** Use details from your graphic organizer to organize your response.

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Writing: (Please locate your child's writing that was done May 4- 15 to go with this week's assignment.)

Third paragraph about how different soil types help different plants grow:

Introduction to whole piece of writing

Conclusion of whole piece

Recopy the parts of your information piece in this order to complete your final draft of your information piece and read it out loud to a family member:
1. Introduction
2. Paragraph about the parts of a flowering plant and each part's job (from Week of May 4)
3. Paragraph about the life cycle of a flowering plant (from week of May 11)
4. Paragraph about how different soil types help plants
5. Conclusion

Page left intentionally blank for writing

Lesson 32
Shades of Meaning

Introduction Some words have similar definitions, but there are small differences in their meanings. These small differences are called **shades of meaning**.

- Think about the words *surprised* and *shocked*. They mean almost the same thing, but *shocked* has a stronger, or more forceful, meaning than *surprised* does.

  Max was surprised that so many people entered the poster contest.

  Max was shocked that so many people entered the poster contest.

- Look at the words below. They have similar definitions but different shades of meaning. They are arranged in order from the mildest meaning to the strongest.

  surprised ⟶ amazed ⟶ stunned ⟶ shocked

Guided Practice Complete each sentence by circling the word with the strongest meaning.

HINT Read each sentence using the four answer choices. Think about which word gives the sentence the most forceful feeling.

1 Max _____ that the judges would like his poster.

thought   **believed**   **knew**   **guessed**

2 His artwork was _____ .

nice   **great**   **good**   **fine**

3 Max felt _____ when mud splashed on it.

worried   **upset**   **unhappy**   **angry**

4 He was _____ that the mud wiped off easily.

excited   **glad**   **happy**   **pleased**

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For numbers 1–5, read each sentence. Then replace the underlined word by choosing the word with the strongest meaning.

1 Max was <u>worried</u> that his poster might not win a prize.

   A concerned

   B bothered

   C troubled

   D alarmed

4 It would be <u>tough</u> to win a prize with a messy poster.

   A difficult

   B hard

   C rough

   D impossible

2 He was <u>anxious</u> when his little brother walked toward the poster.

   A nervous

   B worried

   C panicky

   D uneasy

5 Max <u>supposed</u> his brother would not hurt his poster.

   A imagined

   B believed

   C felt

   D thought

3 His little brother's hands were <u>dirty</u>!

   A filthy

   B muddy

   C soiled

   D stained

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Grade: 3 **Subject: Math** **Week of: May 18th**

STANDARD	ACTIVITY	LESSON SUPPORT
NC.3.NF.4 Compare two fractions with the same numerator or the same denominator by reasoning about their size, using area and length models, and using the >, <, and = symbols.	**Compare fractions with the same denominator using area and length models.** Begin with Lesson 18, Understand Comparing Fractions, Page 188 (shown below) Introduce the question: How do we compare fractions? -Direct your child's attention to the area models at the top of the page. Ask them to identify the fraction shown by each model, tell which is greater, and explain how they know. Next, take a look at the number line. Ask your child to use the number line to explain why 2/4 is greater than 1/ 4. Then look at the two different size wholes that show 1/ 4 and 2/4. Remind your child that when they compare two fractions, the wholes must be the same size. Read the statement: You can compare fractions that have the same denominator. -Ask your child to name the fraction shown by each model. Ask them to identify the unit fraction used to build 2/6 and 5/6. Explain that they can use unit fractions and fraction models to show if a fraction is greater or less than another fraction. The model shows it takes more 1/6 pieces to make 5/ 6 than 2/6. **Independent Practice** -Ask your child to put the one whole fraction strip at the top of their workspace. Ask them to build the fractions 1/ 4 and 3/ 4. Have them point to the larger fraction and explain why it is greater. -Repeat the steps with 3/ 8 and 5/ 8, then 2/6 and 3/6 -Complete the Lesson 18 Quiz	Remind your child that they've compared numbers such as 345 and 509 to see if one is greater and one is less, or if the two numbers are equal. < means "less than" > means "greater than" = means "equal to" Have your child draw a model or use a number line to compare fractions, then check their thinking with the fraction strips provided below.
NC.3.NF.4 Compare two fractions with the same numerator or the same denominator by reasoning about their size, using area and length models, and using the >, <, and = symbols.	**Compare fractions with the same numerator using area and length models.** Begin with Lesson 18, Understand Comparing Fractions, Page 189 (shown below) Read the statement: You can compare fractions that have the same numerators. -Write the fractions 1/ 3 and 1/ 8 on a piece of paper and circle the numerator in each fraction. Today your child will explore how to compare fractions where the numerator is the same and the denominators are different. Have them explain how the models show 1/3 >1/ 8. -Direct your child's attention to the next comparison, 3/6 and 3/4 . Ask them the following questions: ● How are the fractions 3/6 and 3/ 4 alike? **Answer: They have the numerator 3.** ● How are the fractions 3/6 and 3/ 4 different? **Answer: They have different numbers in the denominator.** Explain that the unit fraction used to make 3/6 are smaller than the unit fractions used to make 3/ 4. 3 smaller parts shade less of the whole than 3 larger parts, so 3/6 < 3/ 4. **Independent Practice** -Answer the Reflect question -Complete the Exit Ticket comparison chart (shown below)	Have your child draw a model or use a number line to compare fractions, then check their thinking with the fraction strips provided below.

NC.3.NF.4 Compare two fractions with the same numerator or the same denominator by reasoning about their size, using area and length models, and using the >, <, and = symbols.	**Independent Practice** 1/ 4 < 3/ 4 3/ 8 < 5/ 8 2/6 < 3/6 **Lesson 18 Quiz** 1. Less than 5/ 8 (3/ 8 and 1/ 8) , Greater than 5/ 8 (7/ 8, 8/8, and 6/8) 2. Shade in 8/8 3. Spot ran farther than Sparky because 4/6 > 2/6 Peanut ran farther than Sparky because 3/6 > 2/6
NC.3.NF.4 Compare two fractions with the same numerator or the same denominator by reasoning about their size, using area and length models, and using the >, <, and = symbols.	**Reflection Question** If the denominators of the unit fractions are the same, you can look at how many of them you have to compare the fractions. If the denominators of the unit fractions are different, you can figure out which parts are bigger to compare fractions. **Exit Ticket comparison chart** 1. 2/2 > 2/3 2. 2/6 > 2/8 3. 3/6 > 3/8 4. 3/ 4 < 3/3 5. 4/4 > 4/6 6. 4/8 <4/6

Understand Comparing Fractions

💭 Think It Through

How do we compare fractions?

When you **compare** two fractions, you figure out if one is more than or less than the other, or if they name the same amount.
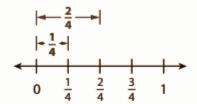
Models can help you compare. The models below both help you see that $\frac{1}{4}$ is less than $\frac{2}{4}$.

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

$\left|\leftarrow \frac{2}{4} \rightarrow\right|$

$\left|\leftarrow \frac{1}{4} \rightarrow\right|$

0     $\frac{1}{4}$ $\frac{2}{4}$ $\frac{3}{4}$ 1
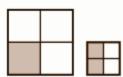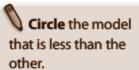
When you use area models to compare fractions, the wholes must be the same size. Look at the models at the right. The wholes are different sizes. They make it look like $\frac{1}{4}$ is greater than $\frac{2}{4}$.

Think You can compare fractions that have the same denominator.

To compare fractions that have the same denominator, think about how many unit fractions it takes to make each of them.

The area models below both show a whole cut into sixths.

✏️ **Circle** the model that is less than the other.

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

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

It takes **two** $\frac{1}{6}$s to make $\frac{2}{6}$.   It takes **five** $\frac{1}{6}$s to make $\frac{5}{6}$.

$\frac{2}{6}$ is made of fewer unit fractions than $\frac{5}{6}$. So, $\frac{2}{6}$ is less than $\frac{5}{6}$.

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1 WHOLE							

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

$\frac{1}{3}$		$\frac{1}{3}$		$\frac{1}{3}$	

$\frac{1}{4}$	$\frac{1}{4}$	$\frac{1}{4}$	$\frac{1}{4}$

$\frac{1}{6}$	$\frac{1}{6}$	$\frac{1}{6}$	$\frac{1}{6}$	$\frac{1}{6}$	$\frac{1}{6}$

$\frac{1}{8}$	$\frac{1}{8}$	$\frac{1}{8}$	$\frac{1}{8}$	$\frac{1}{8}$	$\frac{1}{8}$	$\frac{1}{8}$	$\frac{1}{8}$

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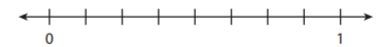
Solve the problems.
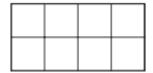
1 Write each fraction from the box in the column that shows the correct comparison with $\frac{5}{8}$. Use the number line to help you.

| $\frac{7}{8}$ | $\frac{3}{8}$ | $\frac{1}{8}$ | $\frac{8}{8}$ | $\frac{6}{8}$ |

Fractions less than $\frac{5}{8}$	Fractions greater than $\frac{5}{8}$

2.

Shade the model to show a fraction that is greater than $\frac{7}{8}$ and has the same denominator.

3. Three dogs were running from the porch to the fence.

- Sparky stopped after running 2/6 of the way there.
- Spot stopped running after 4/6 of the way there.
- Peanut stopped running after 3/6 of the way there.

Did Sparky or Spot run farther? Draw a picture and write an explanation to show how you know.

Did Sparky or Peanut run farther? Draw a picture and write an explanation to show how you know.

Think You can compare fractions that have the same numerators.

To compare fractions that have the same numerators, think about the denominators. The models below show the unit fractions $\frac{1}{3}$ and $\frac{1}{8}$.

> Dividing a whole into fractions is like cutting up sheets of paper. The more pieces you cut a sheet into, the smaller each piece is.

The wholes are the same, and the numerators are the same.

So, compare the denominators of $\frac{1}{3}$ and $\frac{1}{8}$. 3 is less than 8, showing that the whole is divided into fewer parts. Since there are fewer parts, each part is bigger. The unit fraction $\frac{1}{3}$ is greater than the unit fraction $\frac{1}{8}$.

Here's another example. Compare $\frac{3}{6}$ and $\frac{3}{4}$.

The unit fractions used to make $\frac{3}{6}$ are smaller than the unit fractions used to make $\frac{3}{4}$.

3 smaller parts shade less of the whole than 3 bigger parts. So, $\frac{3}{6}$ is less than $\frac{3}{4}$.

Reflect

1 Explain how you can use unit fractions to help you compare fractions.

_____

_____

_____

_____

_____

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Exit Ticket

Fill in the chart below.

Fractions		Drawing	Inequality (>,<, or =)
$\frac{2}{2}$	$\frac{2}{3}$		
$\frac{2}{6}$	$\frac{2}{8}$		
$\frac{3}{6}$	$\frac{3}{8}$		
$\frac{3}{4}$	$\frac{3}{3}$		

$\frac{4}{4}$	$\frac{4}{6}$		
$\frac{4}{8}$	$\frac{4}{6}$		

Grade: 3rd Grade   **Subject: Science**   **Week of: May 18th**

STANDARD	ACTIVITY	LESSON SUPPORT
3.L.2.4 Explain how the basic properties (texture and capacity to hold water) and components (sand, clay and humus) of soil determine the ability of soil to support the growth and survival of many plants	A. Have your child go outside with a cup and take a soil sample from your yard or neighborhood. The cup does not have to be filled to the top. It should be loosely filled about ¾ of the way.	❖ If you have several different types of soil in your yard or neighborhood, have your child collect all the different types. You may have red clay in the backyard and potting soil (loam/humus) in the front flower beds, sand by the neighborhood playground.

	B. Have your child look closely at the soil from the cup. You may want to pour the soil sample on a paper plate or paper towel. (repeat with other soil samples if you have them)	❖ Some questions to ask your child:
		  ❖ What type of soil do you think this is? (Your child may answer dirt - that is okay. As we go through this learning he/she will become familiar with different types of soil)
		  ❖ What type of particles (pieces) does the soil have in it?
		  ❖ Are the particles large or small?
		  ❖ Are there other things besides soil in your sample? (There may be a bug or roots to a plant)

	C. Place the soil sample back in the cup and pour ¼ of a cup of water into it and stir the soil/water mixture. Ask your child what he/she is noticing now that the soil is wet.	❖ While your child is looking at the wet soil some questions to ask:
		  ❖ How is the soil different now that it is wet?
		  ❖ What would happen if we pour more water into the soil?

	D. Have your child think about different types of soil; sand humus, clay and sketch and label pictures of what each soil would look like.	❖ Guide your child's thinking by suggesting soil he/she knows something about - such as <u>sand</u> from the beach, <u>clay</u> from the baseball field or backyard, <u>humus (often confused with the food hummus)</u> from the potted plants in the house.
		
		Use these questions to help your child add the correct details to each soil type:
		  ❖ What type of particles (pieces) does the soil have in it?
		  ❖ Are the particles large or small?
		  ❖ Are there other things besides soil in your sample?
		  ❖ What would happen if we poured

		water into the soil like we did with the soil from outside? ❖ What type of soil did we collect from outside? ❖ <u>Sand</u> - yellowish/brown in color, has small particles, may have a shell or crab in it, does not absorb or hold water well. ❖ <u>Clay</u> - reddish/brown in color, has large particles as well as some dust in it, may have roots or a pebble in it, absorbs or holds water. ❖ <u>Humus</u> - dark brown/black in color, has a mix of large and small particles, may have roots, small twigs, dead leaves in it, absorbs or holds water well.

3.L.2.4 Explain how the basic properties (texture and capacity to hold water) and components (sand, clay and humus) of soil determine the ability of soil to support the growth and survival of many plants	A. Have your child review how the three different soil samples from yesterday are the same and different.
	    a. Have your child also use the plant parts cards and match them up to review. Your child will need this learning also for today's lesson.
		A. Your child should be able to describe each of the three soil types:
		❖ <u>Sand</u> - yellowish/brown in color, has small particles, may have a shell or crab in it, does not absorb or hold water well.
		❖ <u>Clay</u> - reddish/brown in color, has large particles as well as some dust in it, may have roots or a pebble in it, absorbs or holds water.
		❖ <u>Humus</u> - dark brown/black in color, has a mix of large and small particles, may have roots, small twigs, dead leaves in it, absorbs or holds water well.
		
		  a. Your child should also be able to match the name of each part, what the parts of the plant look like, and what they do for the plant.

B. Have your child think about what might happen if a plant was planted in each of the three types of soil; sand, clay and humus.
Now have him/her write why a plant would or would not want to grow in each soil type. Your child can add sketches of plants/seeds germinating in the soil as well.

    a. Have your child use this sentence frame if needed - A plant _____ want to live in ___ soil because _____.

    b. Example: A plant <u>would not</u> want to live in <u>sandy</u> soil because <u>it does not hold water well.</u>

B. As your child is writing, he/she should think about:

❖ what plants need,
❖ what part of the plant is in the soil and how that part helps the plant
❖ how the soil holds water
❖ the size of the particles in the soil

    a. Explain to your child that plants prefer to live in soil that will hold water well and has small particles for their roots to hold onto. They also like to live in soil that has nutrients. If a seed/plant could choose where it was planted, it would pick to live in humus instead of sand or clay. Some plants have adapted (changed) to live in places with sandy or clay soil.

Optional extension - Have your child try to grow plants in different types of soil from around your house/neighborhood. Watch how the plants grow and record the results.

Grade: 3rd Grade   **Subject: Social Studies**   **Week of: May 18th**

STANDARD	ACTIVITY	LESSON SUPPORT
3.C.1.2 Exemplify how various groups show artistic expression within the local and regional communities	**Day 1: Closer look at Union County Artists** ● Social Scientists will know that music often reflects the beliefs, traditions and creative ideas of the people who live in a community by comparing and contrasting two famous local musicians.	1. Today students will read about 2 different musical artists from Union County. 2. Help support your student while reading the passages about the musicians. 3. Students will complete a Venn Diagram to compare and contrast the artists. 4. Take the time to reflect and discuss with your student: What common values or beliefs did you notice as you learned about these two musicians? What conclusions can you draw about the Union County region based on musical expression?
	Day 2: Family Traditions ● Social Scientists will know that local communities and families have traditions by listing local traditions and comparing family traditions.	1. Define and discuss the meaning of a "tradition". (*Traditions are customs or beliefs that are passed down from generation to generation.* An example of a tradition might be eating black-eyed on Jan. 1st every year to bring good luck.) 2. Create a list of world, community and family traditions using the chart provided. 3. After completing the chart, take time to reflect and discuss: Why do you think people have traditions that they follow and pass down through generations?

Local Music Culture in Union County

Music is a way to express ideas and feelings with singing and instruments. Union County's traditions are seen in the music that people listen to and enjoy. Read below about two people from Union County with amazing musical talent.
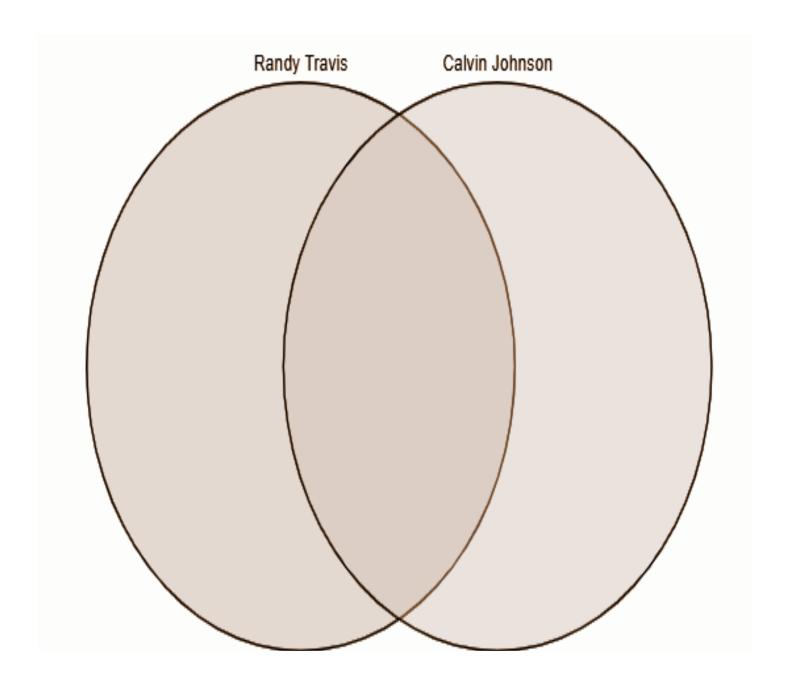

Union County has a rich tradition of music. One example of this tradition is the musician Calvin Richardson. He was born in Monroe to a large family, the fifth of nine children! His family was very musical so Calvin grew up playing instruments and singing. His family very much enjoyed listening to gospel music and R&B or rhythm and blues. Calvin's mother was the leader of a gospel group called the Willing Wonders. Besides gospel, he also enjoyed listening to other types of music such as soul and funk. By the time he was a teenager, Calvin was traveling around North Carolina singing Gospel songs before audiences large and small. In 1999, Calvin Richardson released his first album of music *Country Boy*. Since then, he has released six more albums as a talented musical artist. His songs have been nominated for Grammy awards. Way to go Calvin!

Randy Travis is also a famous musician from Union County. Randy Bruce Traywick was born in 1959 in the town of Marshville. Randy was the youngest of six children. His mother worked in a textile factory making cloth and his father was a farmer, school teacher and construction worker. Music was encouraged in the Travis household. The family enjoyed listening to gospel and country music. He and his brother began singing in talent shows at a young age as the Traywick Brothers. The young Randy Travis won a talent contest in Charlotte, NC as a teenager. Later on, he began using the stage name Randy Travis as a professional singer. Randy Travis released his first album **Storms of Life** in 1986. One of Randy's hit songs is **Forever and Ever Amen**. Since that time, Randy Travis has created 21 albums, appeared in TV shows and movies. He has sold millions of albums and won many awards for his music. Unfortunately, Randy became ill in 2013 after suffering a stroke. In 2017, the town of Marshville Randy returned to his hometown and a dedication was made in his honor during the annual fall festival.

A. (2010, November 12). DJ Melismo Mix [Digital image]. Retrieved January 19, 2018, from https://www.flickr.com/photos/alexs4r/5169150812

Currell, A. (2010, January 1). Randy Travis Printed [Digital image]. Retrieved January 19, 2018, from https://www.flickr.com/photos/23748404@N00/4246139623

Local Music and Culture in Union County

Randy Travis

Calvin Johnson

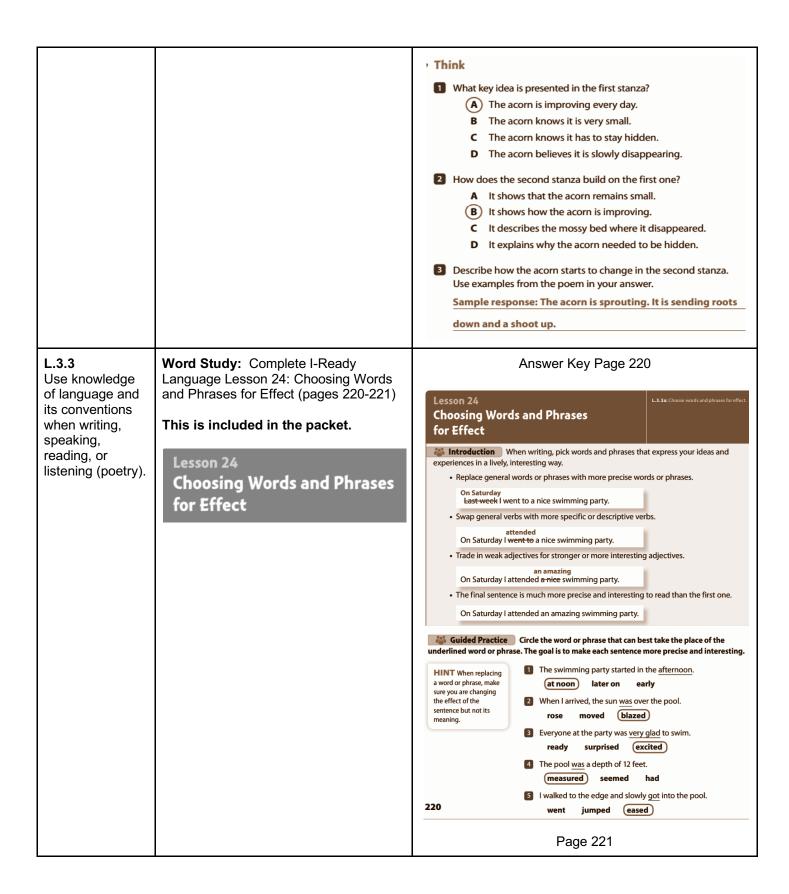| World Traditions	Community Traditions	Family Traditions
Ex. New Year's Eve	*Ex*. Christmas parade	

Supplemental Print Lessons

May 26-29
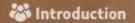
Monday, May 25th is a holiday

Grade: 3 **Subject: English Language Arts** **Week of: May 26th**

STANDARD	ACTIVITY	LESSON SUPPORT
RL.3.2 Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.(apply to poetry)	**Reading:** Complete I-Ready Reading Lesson 15: What Are Poems Made Of? (Pages 242-247) **This is included in the packet.** **Lesson 15** **What Are Poems Made Of?** Learning Target When you understand the parts of a poem, you can see how each line and stanza builds on what came before it.	Answer Key - Page 243 ▶ **Think** You've learned what verses and stanzas are and how stanzas make meaning in a poem. How do the stanzas in "A Penguin's Life" work together to present an idea about penguins? Complete the chart to show how the stanzas work together and what idea they develop. **Idea of Stanza 1** — Penguins cannot fly. **Idea of Stanza 2** — Penguins are fast swimmers. **Idea of Whole Poem** — A penguin is a bird that can swim but cannot fly. The last line makes the poem funny by giving a silly reason for why the penguin swims fast. Page 245 ▶ **Think** As you read, summarize each stanza to help you understand the poem. **1** Finish the chart to figure out what this Navajo poem is saying about nature. **Idea of Stanza 1** — The speaker and dog will climb the red rocks. They will see tall, straight cliffs where eagles live. **Idea of Stanza 2** — They will see the dark rocks that hold water for them. **Idea of Whole Poem** — The Earth provides for people and animals. Page 247

		Think **1** What key idea is presented in the first stanza? (A) The acorn is improving every day. B The acorn knows it is very small. C The acorn knows it has to stay hidden. D The acorn believes it is slowly disappearing. **2** How does the second stanza build on the first one? A It shows that the acorn remains small. (B) It shows how the acorn is improving. C It describes the mossy bed where it disappeared. D It explains why the acorn needed to be hidden. **3** Describe how the acorn starts to change in the second stanza. Use examples from the poem in your answer. Sample response: The acorn is sprouting. It is sending roots down and a shoot up.

L.3.3
 Use knowledge of language and its conventions when writing, speaking, reading, or listening (poetry).
	Word Study: Complete I-Ready Language Lesson 24: Choosing Words and Phrases for Effect (pages 220-221)
	
	 This is included in the packet.
	
	 Lesson 24
	 Choosing Words and Phrases for Effect
		Answer Key Page 220
		
		 Lesson 24 L.3.3a: Choose words and phrases for effect.
		 Choosing Words and Phrases for Effect
		
		 Introduction When writing, pick words and phrases that express your ideas and experiences in a lively, interesting way.
		 • Replace general words or phrases with more precise words or phrases.
		    On Saturday
		    ~~Last week~~ I went to a nice swimming party.
		 • Swap general verbs with more specific or descriptive verbs.
		    attended
		    On Saturday I ~~went to~~ a nice swimming party.
		 • Trade in weak adjectives for stronger or more interesting adjectives.
		    an amazing
		    On Saturday I attended ~~a nice~~ swimming party.
		 • The final sentence is much more precise and interesting to read than the first one.
		    On Saturday I attended an amazing swimming party.
		
		 Guided Practice Circle the word or phrase that can best take the place of the underlined word or phrase. The goal is to make each sentence more precise and interesting.
		
		 HINT When replacing a word or phrase, make sure you are changing the effect of the sentence but not its meaning.
		
		 1 The swimming party started in the <u>afternoon</u>.
		 (at noon) later on early
		 2 When I arrived, the sun <u>was</u> over the pool.
		 rose moved (blazed)
		 3 Everyone at the party was <u>very glad</u> to swim.
		 ready surprised (excited)
		 4 The pool <u>was</u> a depth of 12 feet.
		 (measured) seemed had
		 5 I walked to the edge and slowly <u>got</u> into the pool.
		 220 went jumped (eased)
		
		 Page 221

33

For numbers 1–5, which word or phrase would replace the underlined words with more specific language? (The correct answer will not change the meaning of the sentence.)

1 At the pool party there was good-tasting food such as pizza.

   (A) delicious

   B salty

   C filling

   D cheap

2 I ate a lot of pizza.

   A some

   B a piece of

   C a few bites of

   (D) at least five slices of

3 Then I noticed that someone had brought a dog to the pool.

   A an animal

   (B) a golden retriever

   C a pet

   D a creature

4 A sign next to the pool said that pets were not allowed.

   A decided

   B wondered

   (C) warned

   D thought

5 The dog was nice, so the pool manager let it stay.

   (A) friendly

   B small

   C huge

   D smart

221

👥 Introduction

NCSCS RL.3.5 Refer to parts of . . . poems when writing or speaking about a text, using terms such as . . . stanza; describe how each successive part builds on earlier sections.

Lesson 15
What Are Poems Made Of?

Learning Target

When you understand the parts of a poem, you can see how each line and stanza builds on what came before it.

▶ **Read** Many poems tell stories. Like stories, they have a **speaker** who talks to the reader. They also have a beginning, a middle, and an end. Poems are made up of lines that are called **verses.** A group of verses is called a **stanza.** The stanzas in a poem work together to tell a story. Each stanza tells an important part of the poem's story, and the stanzas build on each other to present ideas and tell a story.

Read the poem below. Tell who the speaker is. Then think about the idea in each stanza. How does the second stanza build on the first stanza?

A Penguin's Life

1 I'm a bird with little wings,
   but they don't make me fly.
   The air above is not for me.
   The ocean is my sky.

2   In icy seas I swoop and soar,
   a swimmer fast and bold.
   You'd swim fast, if you were me—
   the water sure is cold!

35

▶ **Think** You've learned what verses and stanzas are and how stanzas make meaning in a poem. How do the stanzas in "A Penguin's Life" work together to present an idea about penguins? Complete the chart to show how the stanzas work together and what idea they develop.

Idea of Stanza 1	Penguins cannot fly.
Idea of Stanza 2	
Idea of Whole Poem	

▶ **Talk** Reread the last two lines of the poem. How do these lines change how the poem makes you feel?

Academic Talk
Use these words to talk about the text.
- **stanza**
- **verses**
- **speaker**
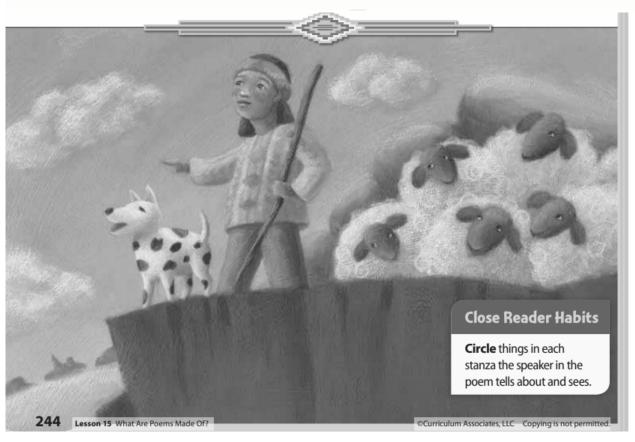
LITTLE PUPPY

FROM THE NAVAJO

1   Little puppy with the black spots,
     Come and herd the flock with me.
     We will climb the red rocks
     And from the top we'll see
     The tall cliffs, the straight cliffs,
     Where the eagles live.

2   We'll see the dark rocks,
     The smooth rocks,
     That hold the rain to give us
     Water, when we eat our bread and meat,
     When the sun is high.

Close Reader Habits

Circle things in each stanza the speaker in the poem tells about and sees.

37

Explore   How do the two stanzas of "Little Puppy" work together to build meaning?

Think

As you read, summarize each stanza to help you understand the poem.

1   Finish the chart to figure out what this Navajo poem is saying about nature.

Idea of Stanza 1	The speaker and dog will climb the red rocks. They will see tall, straight cliffs where eagles live.
Idea of Stanza 2	
Idea of Whole Poem	

Talk

2   What do the "dark rocks" make the speaker think about?

Write

3   **Short Response**   How are the ideas in the first stanza and the second stanza connected? How does that help you understand what the poem is about? Write your answer in the space provided on page 248.

HINT How do the rocks help the speaker and the dog?

38

Little by Little

Anonymous
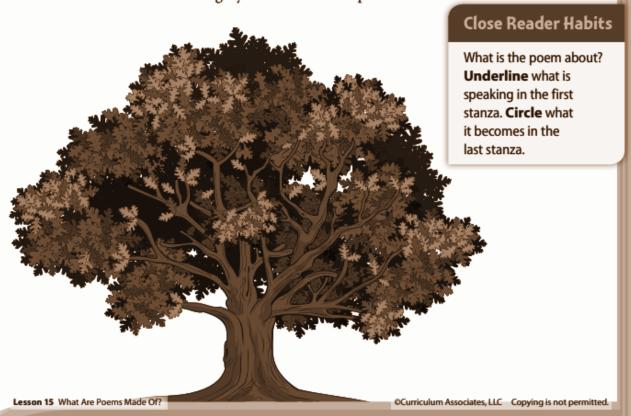
1   "Little by little," an acorn said,
    As it slowly sank in its mossy bed,
    "I am improving every day,
    Hidden deep in the earth away."

2   Little by little, each day it grew;
    Little by little, it sipped the dew;
    Downward it sent out a thread-like root;
    Up in the air sprung a tiny shoot.

3   Day after day, and year after year,
    Little by little the leaves appear;
    And the slender branches spread far and wide,
    Till the mighty oak is the forest's pride.

Close Reader Habits

What is the poem about? **Underline** what is speaking in the first stanza. **Circle** what it becomes in the last stanza.

39

▶ **Think**

1. What key idea is presented in the first stanza?

    A   The acorn is improving every day.

    B   The acorn knows it is very small.

    C   The acorn knows it has to stay hidden.

    D   The acorn believes it is slowly disappearing.

2. How does the second stanza build on the first one?

    A   It shows that the acorn remains small.

    B   It shows how the acorn is improving.

    C   It describes the mossy bed where it disappeared.

    D   It explains why the acorn needed to be hidden.

3. Describe how the acorn starts to change in the second stanza. Use examples from the poem in your answer.

As you read, stop and summarize what is happening in each stanza. This will help you understand the story the poem is telling.

_____

_____

▶ **Talk**

4. Which words are repeated in every stanza? What do these words add to the meaning of the poem?

▶ **Write**

5. **Short Response** What story does this poem tell the reader? Use details from each stanza in your answer. Write your answer in the space provided on page 249.

HINT How long does it take the acorn to grow into an oak?

40

Word Study

Lesson 24
Choosing Words and Phrases for Effect

L.3.3a: Choose words and phrases for effect.

Introduction When writing, pick words and phrases that express your ideas and experiences in a lively, interesting way.

- Replace general words or phrases with more precise words or phrases.

  On Saturday
  ~~Last week~~ I went to a nice swimming party.

- Swap general verbs with more specific or descriptive verbs.

  attended
  On Saturday I ~~went to~~ a nice swimming party.

- Trade in weak adjectives for stronger or more interesting adjectives.

  an amazing
  On Saturday I attended ~~a nice~~ swimming party.

- The final sentence is much more precise and interesting to read than the first one.

  On Saturday I attended an amazing swimming party.

Guided Practice Circle the word or phrase that can best take the place of the underlined word or phrase. The goal is to make each sentence more precise and interesting.

HINT When replacing a word or phrase, make sure you are changing the effect of the sentence but not its meaning.

1 The swimming party started in the <u>afternoon</u>.

   at noon   later on   early

2 When I arrived, the sun <u>was</u> over the pool.

   rose   moved   blazed

3 Everyone at the party was <u>very glad</u> to swim.

   ready   surprised   excited

4 The pool <u>was</u> a depth of 12 feet.

   measured   seemed   had

5 I walked to the edge and slowly <u>got</u> into the pool.

   went   jumped   eased

41

Word Study

👤 **Independent Practice**

For numbers 1–5, which word or phrase would replace the underlined words with more specific language? (The correct answer will not change the meaning of the sentence.)

1 At the pool party there was good-tasting food such as pizza.

   A delicious

   B salty

   C filling

   D cheap

2 I ate a lot of pizza.

   A some

   B a piece of

   C a few bites of

   D at least five slices of

3 Then I noticed that someone had brought a dog to the pool.

   A an animal

   B a golden retriever

   C a pet

   D a creature

4 A sign next to the pool said that pets were not allowed.

   A decided

   B wondered

   C warned

   D thought

5 The dog was nice, so the pool manager let it stay.

   A friendly

   B small

   C huge

   D smart

Grade: 3   **Subject: Math**   **Week of: May 26th**

STANDARD	ACTIVITY	LESSON SUPPORT

NC.3.OA.3 Represent, interpret, and solve one-step problems involving multiplication and division.	Solve multiplication word problems with factors up to and including 10. Represent the problem using arrays, pictures, and/or equations with a symbol for the unknown number to represent the problem.
	
	-Begin by reminding your child about the multiplication strategies in lesson support. They can choose one strategy to solve the problem and then check with a second strategy.
	
	Independent Practice
	-Introducing the Dinner Party Activity
	Today we are going to be thinking about having a big dinner with friends. When we plan for a dinner what are some things we might need to plan for?
	     ○ Number of people
	     ○ Amount of food
	     ○ Number of plates, forks and spoons	

NC.3.OA.3 Represent, interpret, and solve one-step problems involving multiplication and division.	Solve division word problems with a divisor and quotient up to and including 10. Represent the problem using arrays, pictures, repeated subtraction and/or equations with a symbol for the unknown number to represent the problem. -Begin by reminding your child about the division strategies in lesson support. They can choose one strategy to solve the problem and then check with a second strategy. **Independent Practice** -Solve the Writing Equations activity problems A-F -Cut apart the circle counters (shown below), or use graph paper to play.	

Answer Key Week of: May 25th

NC.3.OA.3 Represent, interpret, and solve one-step problems involving multiplication and division.	**Dinner Party Activity** A.7 x 6=?; There could be 42 guests. B.42 x 2=?; They will need 84 forks total. C.66 x 2=?; They will need 132 forks total
NC.3.OA.3 Represent, interpret, and solve one-step problems involving multiplication and division.	**Writing Equations activity** A.18 ÷6=3 B.25 ÷5=5 C.28 ÷4=7 D.24 ÷3=8 E.40 ÷5=8 F.42 ÷ 6=7

Dinner Party Activity Sheet

A. The Smith family is hosting a dinner party. They set up 7 tables, and each table has 6 seats. How many guests could there be?
- Draw a picture representation of the table setup.
- Write an equation to represent the problem.
- Explain your strategy in words.

Represent your solution with an equation.	**Explain your strategy using words, pictures, or computations.**
A.	**A.**

B. Each guest needs a salad fork and a dinner fork. How many forks will the Smith family dinner party need altogether?
- Draw a representation to represent the forks
- Write an equation to represent the problem.
- Explain your strategy in words.

Represent your solution with an equation.	Explain your strategy using words, pictures, or computations.
B.	B.

C.   The Jones family is having a dinner party next week. They will have 66 guests. If the salad and dinner forks are needed, how many forks will the Jones family dinner party need altogether?
- ● Draw a representation to represent the forks
- ● Write an equation to represent the problem.
- ● Explain your strategy in words.

Represent your solution with an equation.	Explain your strategy using words, pictures, or computations.
C.	C.

Ready® Center Activity 3.6 ★★

Writing Equations

What You Need

- counters
- Recording Sheet

What You Do

1. Take turns. Choose a letter and read the word problem next to it.

2. Use counters to make an array to model the word problem. Your partner checks your array.

3. If you are correct, write a number sentence on the **Recording Sheet.** Use a letter or symbol for the unknown in the word problem.

4. Your partner solves the problem on the **Recording Sheet.**

5. Repeat until all the letters are used.

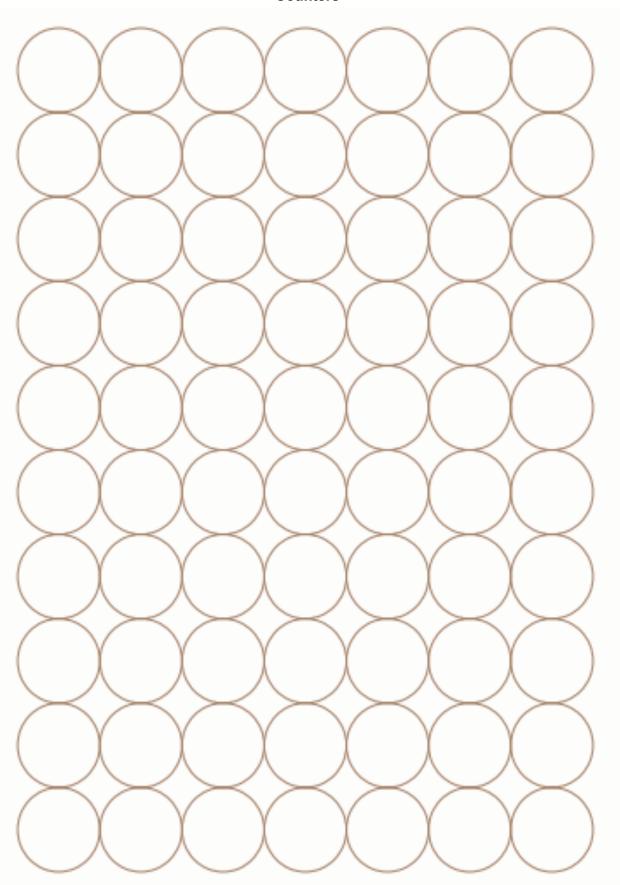|	
A	Dan has 18 cups. He puts an equal number of cups on 6 tables. How many cups are on each table?
B	Ana eats 5 bananas each week. How many weeks will it take her to eat 25 bananas?
C	Kofi puts 4 trucks in each case. How many cases will he use for 28 trucks?
D	Miki reads 3 books a week. How many weeks will it take her to read 24 books?
E	Ethan has 40 stickers. He puts 5 on each page. How many pages does he use?
F	Zoe bakes 42 muffins. She bakes 6 muffins in each batch. How many batches does she bake?

Writing Equations

A

_____ ◯ _____ = _____

_____

B

_____ ◯ _____ = _____

_____

C

_____ ◯ _____ = _____

_____

D

_____ = _____ ◯ _____

_____

E

_____ ◯ _____ = _____

_____

F

_____ = _____ ◯ _____

_____

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STANDARD	ACTIVITY	LESSON SUPPORT
3.L.2.2 Explain how environmental conditions determine how well plants survive and grow.	A. Have your child review how plants would grow in each of the three soil; sand, clay and humus.	A. Your child should be able to explain to you why a plant would or would not want to grow in the three soils; sand, clay, humus. ➢ Have your child use this sentence frame if needed - A plant _____ want to live in ___ soil because _____. ➢ Example: A plant <u>would not</u> want to live in <u>sandy</u> soil because <u>it does not hold water well.</u>
	B. Ask your child if he/she knows what the word *environment* or what environmental conditions are. Explain the *environmental conditions* do not happen one at a time.	B Explain these vocabulary words to your child: <u>Environment</u> -all the physical area around where a person, animal, or plant lives. (The world around us) <u>Environmental Conditions </u>(for plants) - are things such as <u>air quality</u> (how clean the air is), <u>water supply </u>(does the plant get enough water), <u>soil quality</u> (is the soil full of nutrients), <u>sun/shade ratio</u> (how much sun a plant is getting) that affect a plant's growth and survival. A plant can experience more than one environmental condition at a time. (too much sun caused the plant to need more water)
	C. Have your child write a paragraph about the connection between plant needs and the environment. a. Use this sentence frame to help your child get started (if needed): A plant gets ___ from the environment when _____.	C. Your child should know plants need water, sunlight, air and nutrients to grow. Using the sentence frame an example of the paragraph can be - A plant gets water from the environment when it rains. A plant gets sunlight from the environment when the sun hits its leaves. A plant gets air from the environment when the air quality around the plant is clean. A plant gets nutrients from the environment when the soil has nutrients in it.
3.L.2.2 Explain how environmental conditions determine how well plants survive and grow.	A. Review a plant's needs and the environmental conditions from the previous lesson.	A. If you child is having trouble remembering, have him/her look over the paragraph he/she wrote in the previous lesson.
	B. Have your child fold a piece of paper in half. On the top half, have him/her draw a detailed picture of an outside environment that has clean air	B. Your child should include plants, animals and him/herself into the picture. The two pictures should be very different. ❖ Make sure your child grasps the

and on the bottom half, have your child draw a picture of a detailed environment that has dirty (polluted) air.

Side note: Las Angeles has seen improvements with their air quality since the stay at home order. Here is a picture of the before (full of smog clouds; poor air quality) and after (blue skies and good air quality).

concept that air quality affects the growth of plants, animals and him/herself. Clean air is needed to grow and be healthy.

C. Ask your child to explain the differences between the two environments. Ask him/her why the difference happened. Now on the back of the picture, have your child write 2 paragraphs about the differences of the two environments and why they are so different.

C. Some question to ask your child:
  ❖ How are you different in both environments?
  ❖ How are the plants different?
  ❖ How are the animals different?
  ❖ Why are ___ so different?
  ❖ What environmental condition is causing the differences?

An example of a written response:
In the environment that has clean air, the plants can grow and continue their life cycles. Animals can find a home and food to meet their needs. I am able to play outside and be healthy by breathing the clean air.

In the environment that has the polluted air, the plants have a hard time growing because they need clean air to live. Animals find other places to live and find food because the air is hard to breathe. I need to stay inside to have clean air that I can breathe easily. The polluted air can hurt my lungs and make me sick. Air quality is important in an environment for all the plants and animals.

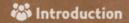| STANDARD	ACTIVITY	LESSON SUPPORT
3.G.1.5 Summarize the elements (cultural, demographic, economic, and geographic) that define regions (community, state, nation, and world)	**Your personal culture** ● Social Scientists will know that sharing cultural differences encourages self-awareness and respect for others by interviewing an adult family member or friend about his or her culture.	1. Help your child create 5 - 10 questions to ask a family member or family friend about his or her culture. 2. Help your child ask the questions and record the interviewee's answers. 3. Create a way to share about their culture. Students may choose one of the following to show their learning: make a poster, make a google slideshow, create a book, or any other idea to highlight the learning. Students could also create a Venn Diagram to highlight the similarities and differences between their culture and that of the interviewee. ==Challenge==: Write a thank-you letter to the person you interviewed.

Supplemental Print Lessons
Week of June 1-5

Grade: 3rd   **Subject: Language Arts**   **Week of: June 1st**

STANDARD	ACTIVITY	LESSON SUPPORT
RL.3.4 Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language. (apply to poetry)	**Reading:** Complete I Ready Reading Lesson 12: Words in Context. (pages 200-205). **This is included in the packet.** **Lesson 12** **Words in Context** Learning Target — Use context clues to figure out the meanings of words and phrases.	Answer Key Page 201 | Words and Phrases	Context Clues	Meaning in the Passage
absorbed	• Arthur likes to read under the blanket. • He didn't hear his dad come in.	concentrating hard; not aware of what is going on around you
night owl	• An owl is awake at night. • Arthur is awake at night.	a person who likes to stay up at night | Page 203: **Think** **1** Look at the word *spot* in paragraph 2. *Spot* has more than one meaning. Complete the chart to figure out its meaning in this passage. | Word in Context	Context Clues	Meaning in the Passage
"But I couldn't *spot* any whales."	• The narrator really wanted to see a whale. • The family hiked up to the top of a cliff with a great view. • It sounds like the narrator couldn't see any whales from the top of the cliff.	In this passage, *spot* means "to see something that you are searching for." | Page 205

1 What context clues help you figure out the meaning of *fluttering* in line 6?

    A "Come over the meadows"

    B "Singing the soft little songs"

    (C) "Dancing and whirling"

    D "Winter had called them"

2 Read these lines from the poem.

> **Soon fast asleep in their earthy beds,**
> **The snow laid a coverlet over their heads.**

The poet uses the word *coverlet* to show that

    (A) the snow looks like a blanket.

    B the leaves have fallen.

    C the snow looks like a dress.

    D the singing has stopped.

L.3.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening. (apply to poetry)	**Writing:**
	
	Have your child go on an observational walk around your home and/ or outside to gather ideas for writing poems. Have your child jot down ideas they see, hear, or smell. They can also jot down personal or worldly issues that are impacting their lives.
	
	After your child gathers some ideas, let him/her try writing a few poems by experimenting with different poetry formats.
		Here are a few poetry formats to try:
		● **Haiku:** A haiku is a specific type of Japanese poem which has 17 syllables divided into three lines of 5, 7, and 5 syllables. <u>Example:</u>
		
		   Butterflies are cool
		   In the big, huge, green forest.
		   They fly up so high!
		
		● **Rhyming poems:** The last word on certain lines rhyme. <u>Example:</u>
		
		   Open a book
		   And you will **find,**
		  People and places of every **kind**.
		   Open a book
		   And you can **share**,
		  Beautiful words you find in **there.**
		
		● **Free verse poems:** The words do not have to rhyme and do not follow any type of pattern. <u>Example</u>:
		   My dog has many beds.
		   She lays in all of them.
		   She likes to be near me,
		 And sleeps with me in my bed at night.
		  Daisy is the best dog in the world.

L.3.5 Demonstrate understanding of figurative language, word relationships and nuances in word meanings. (apply to poetry)	**Word Study** Complete I Ready Language lesson 31: Literal and Nonliteral Meanings (pages 458-459) **Lesson 31** **Literal and Nonliteral Meanings** **This is included in the packet.**	Answer Key Page 458

Read each sentence. Circle the meaning of the underlined word

1 A tired elephant calf <u>drops off</u> after playing all morning.

(goes to sleep)   lets go   falls down

2 A lion creeps through tall grass and <u>goes after</u> the calf.

bothers   follows   (tries to get)

3 The mother elephant <u>trumpets</u> for help.

asks   (makes a loud sound)   plays the trumpet

4 The calf wakes up but <u>freezes</u> when it sees the lion.

turns to ice   gets cold   (is so scared it can't move)

Page 459

1 Many adult elephants <u>turn up</u> to protect the calf.

- A   hold their trunks up
- B   look toward the sky
- C   look toward the calf
- (D)   arrive suddenly

2 These smart <u>giants</u> use their tusks to protect the calf.

- (A)   grown-up elephants
- B   important animals
- C   large monsters
- D   huge people

3 The elephants <u>cut the lion off</u> each time he tries to dash between them.

- A   remove a part of the lion
- B   keep the lion from other lions
- (C)   block the lion's way
- D   stop the lion from roaring

4 The lion <u>takes off</u> when he realizes he can't catch the calf.

- A   flies
- (B)   leaves
- C   jumps up
- D   becomes angry

5 The lion doesn't want to <u>go another round</u> with the elephants.

- A   give up
- B   walk in a loop
- C   run in a circle
- (D)   fight again

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👥 **Introduction**

🪝 **NCSCS RL.3.4** Determine the meaning of words and phrases as they are used in a text, identifying words that impact the meaning in a text.

Lesson 12
Words in Context

Learning Target

Use context clues to figure out the meanings of words and phrases.

▶ **Read** What can you do when you're reading a story and you come to a word or phrase you don't know? You can look for **context clues**, or nearby words, phrases, and sentences, to help you figure out the meaning.

Context clues can also help you with words that have more than one meaning. You can use context clues to figure out which meaning makes the most sense.

Read this passage. Notice the underlined words.

Arthur liked nothing better than to stay up reading, long after he was supposed to be asleep. He would pull his blanket over his head like a tent, turn on his book light, and become <u>absorbed</u> in a story. Tonight, though, his dad caught him. "Turn off that light, <u>night owl</u>," said his dad. "You've got school tomorrow."

"Dad, you surprised me!" said Arthur. "I didn't hear you come in! I'll turn off the light now."

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▶ **Think** The chart below shows how to use context clues to find the meanings of words and phrases. First, look at the word and phrase. Then read the context clues from the passage. Finally, write what you think this word and phrase mean in the passage.

Words and Phrases	Context Clues	Meaning in the Passage
absorbed	• Arthur likes to read under the blanket. • He didn't hear his dad come in.	
night owl	• An owl is awake at night. • Arthur is awake at night.	

▶ **Talk** Why is "night owl" a good way to describe Arthur in the passage?

◉ **Academic Talk**
Use this phrase to talk about the text.
• **context clues**

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Seaside Surprises

by Wendell Riley

1   I didn't know what to expect when my family went hiking on the Oregon coast. I'd never seen the Pacific Ocean before. But I sure knew what I wanted to see—a whale!

2   After a picnic lunch, we hiked through a thick rainforest. We saw chipmunks, a lizard, and a hawk. The trail gently snaked its way up the steep mountainside to the top of a huge rocky cliff with a great view of the ocean. But I couldn't <u>spot</u> any whales. Then we heard something move through the woods right behind us! We turned, and there stood a huge elk with giant antlers. We all <u>froze</u> in place, barely breathing, until the animal slowly walked away. Then we finally relaxed. We all started laughing and jumping around in excitement.

3   Next, the trail wound down to a sandy beach. Waves hammered the shore. We saw seagulls, crabs, clams, and even some seals happily baking themselves out on the warm rocks—but no whales. It was fun, but then it was time to go.

4   Everyone else started walking back to our trail, but my eyes were locked on the ocean. And then it happened. Not just one whale but a whole pod of them broke the surface of the water. I was so stunned that I could barely shout, "Look!"

> **Close Reader Habits**
>
> **Circle** context clues that help you figure out what the underlined words mean.

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How can you figure out the meanings of words with more than one meaning?

Think

1 Look at the word *spot* in paragraph 2. *Spot* has more than one meaning. Complete the chart to figure out its meaning in this passage.

> Remember that context clues can be found anywhere in a text.

Word in Context	Context Clues	Meaning in the Passage
"But I couldn't <u>spot</u> any whales."	• The narrator really wanted to see a whale. • The family hiked up to the top of a cliff with a great view. • It sounds like the narrator couldn't see any whales from the top of the cliff.	

Talk

2 Look at the word *froze* in paragraph 2. What does the word *froze* mean in this passage? Tell your partner which context clues help you decide.

Write

3 **Short Response** Explain how the word *froze* is used in the text. Tell which context clues help you figure out its meaning. Use the space provided on page 206 to write your answer.

> **HINT** Read what happens before, during, and after the family *froze*.

The Wind and the Leaves

by George Cooper

1   "Come, little leaves," said the wind one day,
     "Come over the meadows with me and play.
     Put on your dresses of red and gold, —
        For summer is gone, and the days grow cold."

5   Soon as the leaves heard the wind's loud call,
     Down they came fluttering one and all.
     Over the brown fields they danced and flew,
     Singing the soft little songs they knew.

     Dancing and whirling, the little leaves went;
10   Winter had called them, and they were content;
     Soon fast asleep in their earthy beds,
     The snow laid a coverlet over their heads.

Close Reader Habits

Reread the last stanza. **Underline** words in lines 9–12 that you do not know. **Circle** clues that help you figure out what the words may mean here.

Think

1 What context clues help you figure out the meaning of *fluttering* in line 6?

    A "Come over the meadows"

    B "Singing the soft little songs"

    C "Dancing and whirling"

    D "Winter had called them"

This is a poem, so look for words used in unusual and creative ways.

2 Read these lines from the poem.

> **Soon fast asleep in their earthy beds,**
> **The snow laid a coverlet over their heads.**

The poet uses the word *coverlet* to show that

    A the snow looks like a blanket.

    B the leaves have fallen.

    C the snow looks like a dress.

    D the singing has stopped.
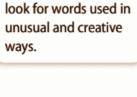
Talk

3 How do the words the poet uses help you picture what is happening to the leaves?

Write

4 **Short Response** Tell what context clues you could use to figure out the meaning of *content* in line 10. Use the space provided on page 207 to write your answer.

HINT Look for words that tell how the leaves move, look, and sound.

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Writing:

Jot down some ideas for poems here:

- _____

- _____

- _____

- _____

- _____

- _____

- _____

- _____
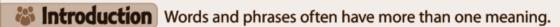
Try writing some poems on this page and the next:

Page left intentionally blank for poetry writing

Lesson 31
Literal and Nonliteral Meanings

NCSCS L.3.5a: Distinguish the literal and nonliteral meanings of words and phrases in context.

Introduction Words and phrases often have more than one meaning.

- Sometimes words and phrases mean exactly what they say. For example, the words *took steps* can mean "walked" or "stepped."

   The hungry lion took steps toward the baby elephant.

- Sometimes words and phrases have a meaning that is different from their usual meaning. The words *took steps* can also mean "took action" or "acted."

   The mother elephant quickly took steps to protect her baby.

When you read, keep in mind that words or phrases might have more than one meaning. Use what you know and nearby words to figure out what the writer really means.

Guided Practice Read each sentence. Circle the meaning of the underlined word or phrase.

HINT To figure out what the underlined part means, think about the words that come before and after it.

1 A tired elephant calf <u>drops off</u> after playing all morning.

    goes to sleep   **lets go**   **falls down**

2 A lion creeps through tall grass and <u>goes after</u> the calf.

    bothers   **follows**   **tries to get**

3 The mother elephant <u>trumpets</u> for help.

    asks   **makes a loud sound**   **plays the trumpet**

4 The calf wakes up but <u>freezes</u> when it sees the lion.

    turns to ice   **gets cold**   **is so scared it can't move**

Word Study

For numbers 1–5, read each sentence. Then choose the correct meaning of each underlined word or phrase.

1 Many adult elephants <u>turn up</u> to protect the calf.

   A hold their trunks up

   B look toward the sky

   C look toward the calf

   D arrive suddenly

2 These smart <u>giants</u> use their tusks to protect the calf.

   A grown-up elephants

   B important animals

   C large monsters

   D huge people

3 The elephants <u>cut the lion off</u> each time he tries to dash between them.

   A remove a part of the lion

   B keep the lion from other lions

   C block the lion's way

   D stop the lion from roaring

4 The lion <u>takes off</u> when he realizes he can't catch the calf.

   A flies

   B leaves

   C jumps up

   D becomes angry

5 The lion doesn't want to <u>go another round</u> with the elephants.

   A give up

   B walk in a loop

   C run in a circle

   D fight again

Grade: 3rd **Subject: Math** **Week of: June 1st**

STANDARD	ACTIVITY	LESSON SUPPORT
NC.3.OA.8 Solve two-step word problems using addition, subtraction, and multiplication, representing problems using equations with a symbol for the unknown number.	Interpret word problems by visualizing the situation and retelling the problem. Organize information from a word problem using a graphic organizer, chart, etc. before solving. Write equations that represent the situation of problems using a letter for the unknown number. Begin with Lesson 12, Model Two- Step Word Problems, pages 126-127 (shown below) -Explain that page 126 shows how to model and solve a two- step word problem. **Independent Practice** -Read the problem at the top of page 126, and use the model to answer questions a-e. -Read the Find Out More information on page 127 and review the other ways to model the granola bar problem. **Independent Practice** -Answer the Reflect question on page 127	It is important to read through the entire two-step word problem before creating a model.
NC.3.OA.8 Solve two-step word problems using addition, subtraction, and multiplication, representing problems using equations with a symbol for the unknown number.	Interpret word problems by visualizing the situation and retelling the problem. Organize information from a word problem using a graphic organizer, chart, etc. before solving. Write equations that represent the situation of problems using a letter for the unknown number. Begin with Lesson 12, Modeling Two-Step Word Problems Using Multiplication and Subtraction, Page 128 (shown below) -Read the problem at the top of page 128. Explain how the drawing in Picture It shows the number of apples Anya bought, and the apples that are crossed out show the ones that Anya used to make applesauce. The diagram in the Model It section also shows that 19 apples plue some unknown number of apples is equal to 40 apples. **Independent Practice** -Use the picture and model on page 128 to answer questions 2-8 on page 129 -Read the problem at the top of page 130. Explain how the drawing in Picture It shows the number of paint cans Sam has. Then look at the Model It section to show how words can be used to summarize the problem. **Independent Practice** -Use the picture and model on page 130 to answer questions 9-14 on page 131	Modeling the same problem with two different methods is a good way to for your child to check their work.

NC.3.OA.8 Solve two-step word problems using addition, subtraction, and multiplication, representing problems using equations with a symbol for the unknown number.	**Page 126** a. 4 boxes b. 8 bars c. Multiplication; 4 boxes x 8 bars in each box= 32 bars d. 3 e. Addition; 32 boxed bars + 3 loose bars= 35 bars	**Page 127** Reflect- Multiply 5 packages x 6 balloons each to find the total. Then subtract 3 from the total since she gave away 3 balloons.
NC.3.OA.8 Solve two-step word problems using addition, subtraction, and multiplication, representing problems using equations with a symbol for the unknown number.	**Page 129** 2. Multiply the number of baskets by the number of apples in each basket. $\Delta = 5x8$ 3. Subtract the number of apples she used from Δ to find □.. □ $=\Delta$ -19 4. Multiply 5x8; $\Delta = 40$ 5. □=40-19;□=21; There are 21 apples left. 6. Possible answer: My model showed that Anya started with 40 apples, then used almost half of the apples to make applesauce. Half of 40 is 20, so my answer should be close to 20. 7. □=5x4 and Δ □ $\div 4$; Rhea has 16 cards left. 8. $\Delta = 6x4$; ?=$\Delta - 4$; ?=24-4, ?=20; There are 20 plants in the container.	**Page 131** 9. Multiply the number of rows of blue cans by the number of cans in each row, then add 3. 10. Multiplication and addition; First I multiply because there are equal groups of blue paint. The total is made up of red and blue paint, so I can add the cans of red paint to the number of cans of blue paint to find the total number of paint cans. 11. To find the total, I have to add the cans of red paint to the cans of blue paint. But first I have to find the number of cans of blue paint, which is found by multiplying. 12. The number of blue paint cans is 10. The number of total cans cannot be 7, because 7<10. 13. ?=4x5 and □=?+10;□=20+10; □=3-; Josh has $30. 14. 2x8=□; ?=□+4; □=16; ?=16+4; ?=20; 20 water bottles in all.

Model Two-Step Word Problems

⟳ Use What You Know

In this lesson, you will learn how to model two-step word problems. You will use addition, subtraction, and multiplication. Take a look at this problem.

Mr. Orr checks the pantry to see how many granola bars he has. There are 4 full boxes with 8 granola bars in each box. There are also 3 loose granola bars. How many granola bars does Mr. Orr have in all?

a. How many boxes of granola bars are in the pantry? _____

b. How many granola bars are in each box? _____

c. What operation do you use to find how many granola bars there are in all the boxes? Show how to find the total number of bars in all the boxes.

_____

_____

d. How many loose granola bars are in the pantry? _____

e. What operation do you use to combine the number of granola bars in boxes with the number of loose granola bars? Show how to find the total.

_____

_____

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>> Find Out More

When you solve two-step problems, you need to use two **operations**. You might use multiplication and subtraction. You might use multiplication and addition. You might even use addition and addition again!
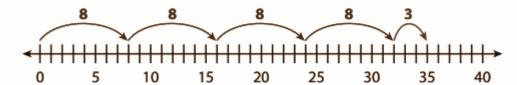
Before you model the problem, you need to make sense of it. Think about what you are trying to find. Think about what operation fits with each part of the problem. Think about the problem on the previous page.

> There are **4 full boxes with 8 granola bars in each box**. This sounds like an equal groups problem. You probably have to multiply.

> There are **also 3 loose granola bars**. There are some extras along with the equal groups. You probably have to add or subtract the extras.

You can use different models to solve two-step problems.

- Here is one way to model the problem from the previous page.

- Here is another way to model it.

    4 groups of 8: $4 \times 8 = 32$

    3 more: $32 + 3 = 35$

Reflect

1 Explain the operations you would use to solve this problem.

Zan has 5 packages, each with 6 balloons. She opens one package and gives 3 balloons to her brother. How many balloons does Zan have left?

_____

_____

_____

Learn About > **Modeling Two-Step Problems Using Multiplication and Subtraction**

Read the problem below. Then explore different ways to model two-step word problems when one operation is multiplication and the other is subtraction.

> Anya bought 5 baskets of apples. Each basket had 8 apples. She used 19 apples to make applesauce. How many apples are left?

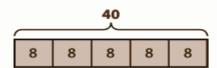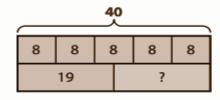▶ **Picture It** You can use a drawing to show and solve the word problem.

▶ **Model It** You can also use a diagram to show and solve the word problem.

5 groups of 8 is a total of 40.

Anya used **19 apples** and left **the rest**.

40 − 19 = ☐

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Connect It Now you will model and solve the problem from the previous page by writing equations with unknowns.

2 How do you find the total number of apples Anya bought?

_____

Let △ be the total number of apples that Anya bought. Write an equation to show how to find △. _____

3 Let □ be the number of apples that are left after Anya makes applesauce. If you start with △, how do you find □? Write an equation to show how to find □.

_____

4 How can you find the value of △? What is the value of △? _____

_____

5 Look at the equation you wrote in problem 3. Write the equation using the value of △ instead of the symbol. How many apples are left? _____

_____

6 Explain how you can estimate to make sure that your answer makes sense.

_____

_____

_____

Try It Use what you just learned about modeling problems using equations to solve these problems. Show your work on a separate sheet of paper.

7 Rhea does a card trick. She makes 5 groups of 4 cards each. Then she gives one group of cards to her friend. How many cards does Rhea have left?

_____

8 Vegetable plants are sold in packs of 4. A container holds 6 packs of plants. Four plants have been sold. How many plants are in the container?
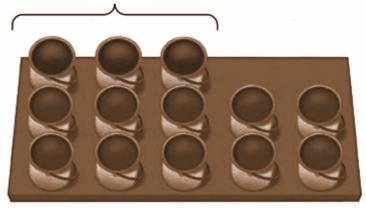
_____

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Learn About > **Modeling Two-Step Problems Using Multiplication and Addition**

Read the problem below. Then explore different ways to model two-step word problems when one operation is multiplication and the other is addition.

> Sam has 2 rows of cans of blue paint. Each row has 5 cans. He also has 3 cans of red paint. How many cans of paint does Sam have in all?

▶ **Picture It** **You can use a drawing to show and solve the word problem.**

3 red paint cans

2 rows of 5 blue paint cans

▶ **Model It** **You can also use words to help write equations.**

The number of **blue paint cans** plus the number of **red paint cans** is the **total number of paint cans**.

blue paint cans: $2 \times 5 = 10$
red paint cans: 3

$10 + 3 = ?$

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Connect It Now you will model and solve the problem from the previous page by writing equations with unknowns.

9 How do you find the total number of cans of paint that Sam has?

_____

_____

10 Which two operations do you use to find the answer? How do you know?

_____

_____

_____

_____

11 Look at *Model It* and the equation with two operations. How do you know whether to add first or multiply first? _____

_____

_____

12 A student found the answer to be 7 total paint cans. Explain why this answer is not reasonable. _____

_____

Try It Use what you just learned about modeling problems using equations to solve these problems. Show your work on a separate sheet of paper.

13 Josh had 4 five-dollar bills. Then his grandfather gave him 1 ten-dollar bill. How much money does Josh have now? _____

_____

14 Two softball teams are playing a game. Each team has 8 water bottles. There are also 4 extra water bottles the teams can share. How many water bottles are there in all?

_____

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Grade: 3rd   **Subject: Science**   **Week of: June 1st**

STANDARD	ACTIVITY	LESSON SUPPORT
3.L.2.2 Explain how environmental conditions determine how well plants survive and grow.	A. Have your child review what environment conditions and how air quality affects plants growth and survival.	A. Make sure your child understands: a. Environmental Conditions (for plants) - are things such as air quality (how clean the air is), water supply (does the plant get enough water) , soil quality (is the soil full of nutrients),sun/shade ratio (how much sun a plant is getting) that affect a plant's growth and survival. b. Air quality affects the growth of plants, animals and him/herself. Clean air is needed to grow and be healthy.
	B. Explain what happens to a plant that does not get the right amount of water.	B. Explain to your child that plants need just the right amount of water, not too little and not too much. Compare it to the story of Goldilocks and the 3 Bears if your child is familiar with that story. a. Plants will wilt if they have too little water; their leaves and some thin stems will point down to the ground and be stiff and dry. b. Plants will also wilt if they have too much water. Their roots will be weak and break down (rot). The leaves will point down to the ground and the ground will be soggy. c. The water supply of a plant is affected when people water too much or too little or in nature with a drought (too little rain) or a flood (too much rain). The water supply of a plant is important to its growth and survival. d. A plant can experience more than one environmental condition at a time. (too much sun caused the plant to need more water)
	C. Ask your child to pretend to be a plant. Have him/her act like a healthy plant that has all its needs met. a. Now have him/her pretend to be a plant that has very little water. b. Now have your child pretend to be a plant with too much water.	C. At first your child should be standing tall with their feet (roots) anchored into the floor, their arms and fingers (stems/leaves) should be outstretched to catch sunlight. Your child's head (flower) should also be outstretched to catch the sun and welcome pollinators (insects).

a. Your child should be drooping head (flower), arms and fingers (stems/leaves) pointing down to the floor. His/her feet are still anchored to the grown and his/her body is straight.

b. Your child should be wilting from his feet (roots) or body (main stem). He/she will look similar to the "plant" with too little water but the feet and body should be the part that points to the ground.

 or

D. Have your child draw and label three plants:
   a. One with too much water
   b. One with too little water
   c. One with just the right amount of water.

D   Your child's drawing may look like this.

3.L.2.2 Explain how environmental conditions determine how well plants survive and grow.	A. Have your child review what happens to a plant that does not have the right water supply. If he/she is struggling, have them use their drawing from the other day of the three plants to help.	A. Your child should be able to tell you
		   a. Plants need just the right amount of water, not too little and not too much. Plants will <u>wilt</u> if they have too little water; their leaves and some thin stems will point down to the ground and be stiff and dry.
		   b. Plants will also <u>wilt</u> if they have too much water. Their roots will be weak and break down (rot). The leaves will point down to the ground and the ground will be soggy.
		   c. The water supply of a plant is affected when people water too much or too little or in nature with a drought (too little rain) or a flood (too much rain). The water supply of a plant is important to its growth and survival.

	B. Explain to your child what happens when a plant does not get the right amount of light.	B. Plants need sunlight to make food and grow and survive.
		   ❖ If plants get too much sun, their leaves will lose their color and start to turn whitish and look bleached or get very dark and look burnt depending on the plant.
		   ❖ If plants get too little sun (too much shade) their leaves and stems will wilt.

	C. Have your child look around your yard, house or neighborhood to see if he/she can find any plants that are getting too much sun or not enough shade.	C. If possible have your child try to find a way to have the plant get the right amount of sun/shade. Maybe the plant can be put closer to the window or a plant can be brought inside.

	D. Unit Review Game - Plant Problems Have your child cut the cards apart, mix them up and place them in a stack facing down.
	   a. The first person chooses a card and reads it out loud. That player needs to explain the plant's problem and how to fix the problem. There may be some cards that don't have problems. Your child should realize which ones are not problems and explain why they are not problems.
		E. The card says:
		
		The plant lives under the shade of a big tree.
		
		The player's answer:
		   The plant needs to get more sun. To fix the plant's problem, I need to dig it up and put it in a sunnier spot so it can make its own food. (additional answers are in the packet.)

Answers for Plant Problems:

The plant lives on the side of a busy highway. *(The plant needs clean <u>air</u>. Replant it away from the highway.)*	The plant lives under the shade of a big tree. *(The plant needs to get more <u>sun</u>. To fix the plant's problem, I need to dig it up and put it in a sunnier spot so it can make its own food.)*	The plant has very dry soil and it hasn't rained for weeks. *(The plant needs water. Water the plant for a few days and move it inside.)*	It has been raining for 2 weeks straight, the plant has soggy soil. *(The plant needs less water. Move the plant inside. Pour out all the extra water in the soil or replant the soil with dry soil.)*
The sun has been shining for a whole week with no clouds in the sky. The plant's leaves are getting dry. *(The plant needs less sun and more water. The sun probably dried out the plant's leaves and made them lose their green color. Move the plant inside and give it water for a few days.)*	The plant lives in a field with plants all around it. *(Two Different answers - The plant is just fine; all its needs are being met and its growing well with the other plants. OR This plant is getting its water, sun and nutrients taken from it by the other plants. It needs its own space in a different part of the field.)*	The plant is making seeds and the birds are eating them all. *(Take a few seeds from the plant and plant them in the garden.)*	The plant has lots of bright colored flowers on it but there are no pollinators visiting the flower. *(The plant will not make seeds.*
The plant drops its seeds and a squirrel takes one and buries it in the soil. *(This plant is not having a problem. The squirrel did a good thing for the plant by burying the seed.)*	The plant has holes in its leaves and caterpillars crawling on its stems. *(The plant is not going to be able to make enough food if the holes are very big. Remove the caterpillars from the plant and check in every day for new ones to keep the leaves from getting eaten by the caterpillars.)*	The plant's stem is curved to the left towards the sun. *(The plant is not having a problem. It solved its own problem by moving into the sun.)*	It has rained for two days and the sun came out today. The plant has grown. *(The plant is not having a problem. It is growing and has a balance of rain and sun to meet its needs.)*

The plant lives on the side of a busy highway.	The plant lives under the shade of a big tree.	The plant has very dry soil and it hasn't rained for weeks.	It has been raining for 2 weeks straight, the plant has soggy soil.
The sun has been shining for a whole week with no clouds in the sky. The plant's leaves are getting dry.	The plant lives in a field with plants all around it.	The plant is making seeds while the birds are eating them all.	The plant has lots of bright colored flowers on it but there are no pollinators visiting the flower.
The plant drops its seeds and a squirrel takes one and buries it in the soil.	The plant has holes in its leaves and caterpillars crawling on its stems.	The plant's stem is curved to the left towards the sun.	It has rained for two days and the sun came out today. The plant has grown.

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STANDARD	ACTIVITY	LESSON SUPPORT

3.E.2.1 Explain why people become entrepreneurs.	## Day 1: Understanding Entrepreneurs
	● Economists will know examples of young entrepreneurs and how they became successful by reading articles and creating informational posters to teach others.
		1. Students will read 2 - 3 of the 6 available write-ups on some young entrepreneurs.
		2. Students will answer the following questions about the entrepreneurs they read about.
		  ● **What** did this entrepreneur make or what business did they start?
		  ● **Why** did they choose to start this business or make this product?
		  ● **How** was the entrepreneur successful?
		3. Create a poster to share about 1 of the entrepreneurs you read about. Include the answers from the questions above.
		
		==Challenge:== Compare and Contrast two of the entrepreneurs using a Venn Diagram.

	## Day 2: Milton Hershey as an Entrepreneur ● Economists will identify reasons and innovations that help entrepreneurs become successful in their business by reading a book about a famous entrepreneur, responding to questions, and participating in a discussion.	1. Read a short biography of Milton Hershey. 2. Fill out the graphic organizer about Milton Hershey. 3. Take time to reflect on how Milton Hershey is a good example of an entrepreneur. What did he do that shows his entrepreneurial spirit? What would you have done? *Milton Hershey biography is available on myON if needed.*

Robert Nay, Founder of Nay Games

In December 2010, a new mobile game called "Bubble Ball" took the Apple app store by storm. And just after 2 weeks of launching, Bubble Ball received 1 million downloads—overtaking the popular game app "Angry Birds" as the most downloaded free game on Apple. Now, when you hear these facts, you might assume that the mind behind Bubble Ball was a seasoned gaming entrepreneur with many gaming apps under their belt. But no—it was Robert Nay, a 14-year-old with no business experience let alone any coding experience. Robert learned what he needed to know to build Bubble Ball all in a public library. Through research at the library, he wrote the 4,000 lines of code he needed to build Bubble Ball—in just *one* month. Now, Nay Games offers 24 new levels of Bubble Ball, and Robert is working on putting together his next application. What can we learn From Robert Nay? Kid entrepreneurs like Nay are great at using the resources they have to get what they want to do done. Nay didn't know how to code, but he wanted to build a game. So he utilized the resources around him to learn what he needed to know. Every small business owner can benefit from broadening their horizons a bit and learning invaluable business skills from the many accessible—and often free—business resources around them.

Erik Finman, Founder of Botangle

When it comes to identifying problems and solving them, kid entrepreneurs know what they're doing. As a kid, Erik Finman moved from school to school and was often bullied by both students and teachers along the way. Fed up with the schooling system and the bullying that came with it, Erik eventually dropped out of school. But he didn't give up on education. Instead, he built a business around making it better. With a $100,000 cash-out from an early Bitcoin investment, Erik launched Botangle, a fee-based online tutoring service. Now, Erik oversees a team of 20 programmers and is planning to head up a new venture—a virtual reality-based personal computer. Yes, kid entrepreneurs like Erik have the incredible ability to execute on complex ideas at a young age. But here's a lesson we can all learn from him: Identify problems in your life, and solve them. Erik took his personal experiences at school and found a way to build a business around a solution to a problem that he and many others face in childhood.

Lily Born, Founder of The Kangaroo Cups

When Lily Born was 8, she noticed that her grandfather, who has Parkinson's disease, was often spilling his drinks due to his condition. Like many other problem-solving kid entrepreneurs, Lily saw an inconvenience in her family member's life, and set out for a solution. Using moldable plastic, she made her grandfather a plastic cup that didn't tip and was comfortable to hold. A year later, she made a ceramic version of the same cup for her father so that he could avoid coffee-spill disasters on his computer. After more and more innovation, the original Kangaroo Cup is now the featured mainstay of Lily's company, Imagiroo. Lily's story reiterates just how much the problem-solving spirit is at the heart of entrepreneurship. Entrepreneurs have an amazingly keen eye for easy-to-solve issues—not to mention the determination to *solve* these problems. Lily and The Kangaroo Cup also teach small business owners that their innovation doesn't have to be a ground-breaking invention. It can be as simple—but as ingenious—as a stable plastic cup.

Farrhad Acidwalla, Founder of Rockstah Media

With only $10 from his parents, 13-year-old Farrhad Acidwalla created an online community around aviation and aero-modeling. A few months later, he sold the online community for $1,200. From there, the entrepreneurial spirit caught on with Farrhad. Four years later, he invested $400 from the sale of his online community into what's now Rockstah Media, an international brand, marketing, and web development agency. As a 23-year-old, Farrhad is one of the many kid entrepreneurs turned successful CEO, managing 42 employees for Rockstah Media. Farrhad teaches us that if you want to do something—you can do it. And often, it won't take too much initial investment. The launch of his career as an entrepreneur only took $10 and determination to go out and do something. Every entrepreneur can take a lesson from fearless kid entrepreneurs—overcome your fears of starting a business and just start it.

Mikaila Ulmer, Founder of BeeSweet Lemonade

Every small business starts with a story, and Mikaila Ulmer has a pretty good one. At the age of 4, Mikaila was stung by a bee. She then became fascinated in honeybees and after taking on a research assignment in school, found out that their population is dying. Determined to make a difference, Mikaila set out to create a business to save the honeybee population. Mikaila took her great grandmother's flaxseed lemonade recipe, added local honey to it, and donated the profits to efforts to save the dying bee population. And we aren't just talking about an 11-year-old's lemonade stand. Mikaila received $60,000 on *Shark Tank* to grow Me & the Bees Lemonade. Mikaila's now a millionaire from Whole Foods picking up her lemonade brand for $11 million. What we can all learn from Mikaila, though, is to follow your passion and stick to it. Even though Mikaila runs a wildly successful company, she still sticks to her original mission—saving the honeybee population. A portion of her profits still goes to her original cause. Many kid entrepreneurs are also social entrepreneurs. These kid entrepreneurs teach us how to dig deeply to uncover our passions—and think about how we can use those passions to launch a business.

Moziah Bridges, Founder of Mo's Bows

If you're a fan of *Shark Tank*, then you know Moziah Bridges as one of the most lovable kid entrepreneurs out there. At the young age of 9, Mo couldn't find any bow ties that were up to his style standards. So with the help of his mother and grandmother's sewing skills—and some vintage fabrics found in his grandmother's closet—Mo started designing his own bow-tie line. Today the fashion icon sells his ties in stores across the United States, selling more than $200,000 of his handmade ties. Mo's Bows started with Mo's creativity and the sewing help of his family members. And so far, Mo has hired other seamstresses to keep up with orders while he designs the bow ties and works his way through school. Mo's ability to design and then delegate is a lesson that every entrepreneur could use. Mo is fully committed to the creative side of his business and cultivates his brand carefully as the designer. The other work that he doesn't have time to do, he delegates to others who can do it for him and do it well. As a small business owner, it's easy to pile more and more onto your plate—eager to get everything done yourself. But it doesn't have to be that way. Take on what only *you* can do and need to do, and the rest of it? Leave it to your other, competent employees.

(2020). *Fundera.com*. Retrieved 21 April 2020, from https://www.fundera.com/blog/kid-entrepreneurs

Where did Milton Hershey grow up?

Milton Snavely Hershey was born on September 13, 1857 in the small town of Derry, Pennsylvania. He only had one sibling, a sister named Serina who sadly died from Scarlet fever when Milton was nine years old. His mother, Fanny, was a devoted Mennonite. His father, Henry, was a dreamer who was constantly starting new jobs and working on his next "get rich quick" scheme. Because Milton's family moved so much, he didn't get a very good education. By the time he turned thirteen he had attended six different schools. Even though he was smart, it was tough on Milton to always be changing schools. After the fourth grade, his mother decided that Milton should leave school and learn a trade. Milton's mom found him a job as an apprentice to a printer. He would help set up each letter for the printing press and then load the paper and ink for the printer to work. He thought the work was boring and didn't enjoy the job. After two years with the printer, Milton's mom helped him to find a new apprentice job with a candy maker.

Learning to Make Candy

In 1872, Milton went to work for Joseph Royer at the Lancaster confectionery shop. There Milton learned about the art of candy making. He made all sorts of candy including caramels, fudge, and peppermints. He really enjoyed being a candy maker and knew he had found what he wanted to do for the rest of his life.

Starting His Own Business

When Milton was nineteen years old he decided to open his own candy business. He borrowed money from his aunt and uncle to get the business open. He opened the shop in the big city of Philadelphia. He had all sorts of candy products and he also sold nuts and ice cream.

Failing

Unfortunately, no matter how hard Milton worked, he couldn't figure out how to get his business to make a profit. He worked harder and harder, but soon he ran out of money and had to shut his business down. Milton wasn't one to give up. He moved to Denver, Colorado and got a job with a

candy maker where he learned that fresh milk made the best tasting candy. He then opened another candy shop in New York City. This shop failed, too.

Lancaster Caramel Company
Back in Lancaster, Milton once again started a new candy business. This time he would specialize in making just caramels. His caramel company was a huge success. Before long, Milton had to open up new candy making factories and branches all over the country. He was now a rich man.

Hershey Chocolate Company
Even though Milton was now a huge success, he had a new idea that he thought would be even bigger...chocolate! He sold his caramel business for $1 million and put all his efforts into making chocolate. He wanted to make a huge chocolate factory where he could mass produce chocolate so it would be both delicious and affordable for the average person. He got the idea of building a factory in the country, but where would the workers live?

Hershey Pennsylvania
Milton decided to not only build a large factory in the country, but to also build a town. People thought he was crazy! Milton, however, didn't care. He went ahead with his plan and built the town of Hershey, Pennsylvania. It had lots of houses, a post office, churches, and schools. The chocolate company was a huge success. Soon Hershey's chocolates were the most famous chocolates in the world.

Why was Hershey successful?
Milton Hershey was more than just a candy maker and a dreamer, he was a good businessman and learned from his earlier mistakes. When he first started making chocolate, he made one simple product: the milk chocolate candy bar. Because he made so many, he could sell them at a low price. This allowed everyone to afford chocolate. Milton also hired good people, advertised his chocolates, and invested in other aspects of chocolate making like the production of sugar.

Later Life and Death
Milton and his wife, Kitty, were not able to have children. He used his millions to invest in a school for orphaned boys called the Hershey Industrial School. He died at the age of 88 on October 13, 1945.

Biography for Kids: Milton Hershey. (2020). *Ducksters.com.* Retrieved 21 April 2020, from

https://www.ducksters.com/biography/entrepreneurs/milton_hershey.php

HERSHEY
THE HERSHEY COMPANY

Milton Hershey, The Hershey Company

Why did Milton Hershey become a candy maker?	What happened when Milton Hershey failed?
What character traits did Milton Hershey have that made him a good entrepreneur?	What lesson(s) did Milton Hershey learn?