Dear Students and Families,

Welcome to the MCPS instructional resources for your child's grade level. All of the resources and materials in this course are available for students to work on while school is closed. Since these materials serve as review and practice of content, you may choose what experiences are most appropriate and meaningful for your child. Your child may work on any or all of the experiences, in any order. Feel free to modify the resources and provide your child with accommodations as necessary. Resources are intended to be completed with little or no adult support, but you are welcome to support your child as needed. Since these resources serve as review and practice, they do not need to be returned to school and will not be graded.

Literacy, mathematics, and science experiences have been designed for your child. A literacy experience requires students to engage with reading, writing, listening, speaking, and/or viewing and responding to literary or informational text. Mathematics experiences allow students to use multiple strategies in order to practice concepts that they have learned. Science experiences provide the opportunity for students to engage in a deeper exploration of real world phenomena, using the practices of scientists and engineers.

Literacy

Grade 3 Literacy Experiences

Literacy Experiences may be completed in one or multiple sittings. Keep track of the texts you are reading by filling in your Reading Log. You may record your responses to texts on paper, in a journal, or using a device.

Literacy Experience 1: Informational Text and Selected Response Questions Read the text *Cactus Jam* and respond to the selected response questions.
Literacy Experience 2: Informational Text and Evidence Based Writing Reread the text *Cactus Jam* and write a response to the prompt: Pretend that you are a member of the Tohono O'odham and live in the Arizona desert. Write a story about the day you helped make jam from the fruits of the saguaro. Start your story when you woke up in the morning and finish your story when you went to bed at night. Use information from the passage in your story, but you may make up details also.
Literacy Experience 3: Respond to Literary Text Read or listen to a literary text and respond to the following prompt. Use text evidence to support your thinking. What was the setting of the story you read? Describe the characters in the story? What was the moral of the story you read?
Literacy Experience 4: Respond to Informational Text Read or listen to an informational text about your favorite subject. Before reading or listening, list what you would like to know about the topic and what you want to know about the topic using the K and W columns of the provided KWL chart. As you read, record what you learned about the topic by completing the L column of the KWL chart.
Literacy Experience 5: Informative Writing or Presentation Use the information from your KWL chart in Literacy Experience 4 to write an informative paragraph or create a presentation about the topic you chose. Consider finding additional texts about your topic to gather additional information. As you map your paragraph or presentation, consider using this graphic organizer to think about all that you have learned and will share.

Name: _____

Home Reading Log

Read for at least 15-20 minutes and fill in the log below. Reading could include having someone read to you, reading to someone else, reading to yourself, and/or listening to a book.

Date	Title of Text	Author	Time Spent Reading

Grade 3 Written Response Text—"Cactus Jam"

Cactus Jam
by Ruth J. Luhrs

1 Once a year, the Tohono O'odham Indians make jam from cactus fruit. The Tohono O'odham live in the Arizona desert, where the giant saguaro cactus grows.

2 In July, when the fruit is ripe, it splits open to show its bright red insides. Everyone gets ready to help make the jam.

3 Young women use long poles to knock the fruit down. A saguaro can be up to sixty feet tall, and its fruit grows at the top of the cactus and at the ends of its big arms.

4 Children try to catch the fruit in baskets as it falls. Plop, plop! The juicy red fruit is the same size and shape as a hen's egg. It is full of tiny black seeds.

5 While the young women and children gather the fruit, the men make a camp. They build a shelter to protect everyone from the hot sun. Then they gather wood and light the fires.

6 The children bring their baskets of fruit to the shelter. There, the older women scrape the fruit out of its peel and put it into big cooking pots. They cook it over the fire for a long time. Then they pour the juice through a wire strainer to take out the seeds.

Young women knock the fruit off the cactus.

The saguaro fruit is the size of a hen egg.

7 Now, the juice must be cooked some more. When it is thick and sweet, the women pour it into clay jars to cool.

8 Finally the jam is ready, and it's time to feast. The people dance and sing. Children spread the cactus jam on bread and eat all they can hold.

Questions for *Cactus Jam*

After reading *Cactus Jam*, complete the selected response questions.

1. What is the difference between what young women do to make jam and what older women do to make jam?

A. Young women help gather the cactus fruit; older women cook the fruit.

B. Young women climb the cactus for the fruit; older women catch it below.

C. Young women help gather wood for the fires; older women build the fires.

D. Young women cook the fruit; older women spread it on bread to eat.

2. The passage shows that the process of making jam requires different tools. Each tool has a special purpose in the process. Draw a line to connect the tool with its purpose.

Tool
Basket
Cooking pot
Scraper
Wire strainer

Purpose
Takes out seeds
Takes the peel off
Holds the fruit as it heats over the fire
Catches the fruit

This question has two parts. First answer Part A and then answer Part B.

3. Part A: Why do the young women use poles that are long?

A. to avoid getting too near the tall cactus plants

B. to be able to reach the fruit high in the air

C. to keep children safe as they receive the fruit

D. to stay out of the way of the fruit when it drops down

3. Part B: Which sentence from the passage tells the best reason for the correct answer in Part A?

A. "The Tohono O'odham live in the Arizona desert, where the giant saguaro cactus grows."

B. "Everyone gets ready to help make the jam."

C. "A saguaro can be up to sixty feet tall, and its fruit grows at the top of the cactus and at the ends of its big arms."

D. "Children try to catch the fruit in baskets as it falls."

The following question has two parts. Answer Part A and then answer Part B.

4. Part A: What are the steps for making jam? Read the steps below and number them from 1 to 4 to show the correct order, starting with the first step.

Order	Steps for Making Jam
	The juice is poured through a strainer.
	The fruits are scraped out of their peel and cooked.
	The fruits are knocked down from the cactus.
	The juice is cooked until it gets thick.

4. Part B: What has to happen before the first step can start?

A. The children have to take their baskets of fruit to the shelter.

B. The fruit has to ripen and split open.

C. The women have to take the seeds out of the fruit.

D. The men have to build the fires for cooking.

5. What does the photograph of a saguaro fruit help the reader understand about making jam?

A. The photograph shows that jam made from these fruits will be naturally sweet in flavor.

B. The photograph shows that the size of the fruits makes gathering them fun to do.

C. The photograph shows that gathering fruits is difficult because fruits are stuck tightly to the plant.

D. The photograph shows that the fruits must be peeled because they have cactus spines on them.

The following question has two parts. Answer Part A and then answer Part B.

6. Part A: What is one of the main ideas of the passage?

A. Groups of Tohono O'odham make jam by doing different jobs and working together.

B. The Tohono O'odham make food from different plants they find in the desert.

C. Groups of Tohono O'odham enjoy working outside in the summer.

D. The Tohono O'odham enjoy having a special sweet treat at the end of a busy day.

7. Part B: Which three details from the passage best support the main idea in Part A?

A. The Tohono O'odham live in the Arizona desert.

B. The saguaro fruit grows at the top of the cactus and at the end of its arms.

C. The young women and children gather the fruit from the cactus plants.

D. The men make a shelter and build fires for cooking.

E. The older women scrape the fruit out of its peel, cook it, and strain it.

F. The more it cooks, the thicker and sweeter the jam gets.

G. When the jam is ready, children spread it on bread and eat all they can.

Name: _____ Date: _____

KWL Chart

Select a topic you want to research. In the first column, write what you already know about the topic. In the second column, write what you want to know about the topic. After you have completed your research, write what you learned in the third column.

What I **K**now	What I **W**ant to Know	What I **L**earned

Name: _____ Date: _____

Nonfiction Pyramid

_____

One word describing one major idea

_____ _____

Two words describing a supporting detail

_____ _____ _____

Three words describing another major idea

_____ _____ _____ _____

Four words describing another supporting detail

_____ _____ _____ _____ _____

Five words describing the author's purpose

_____ _____ _____ _____ _____ _____

Six important vocabulary words

_____ _____ _____ _____ _____ _____ _____

Seven words describing important reader's aids

_____ _____ _____ _____ _____ _____ _____ _____

Eight words telling what you learned

Reprinted from *Sustaining Strategic Readers: Techniques for Supporting Content Literacy in Grades 6–12* by Valerie Ellery and Jennifer L. Rosenboom.

Grade 3 Literacy Experiences

Literacy Experiences may be completed in one or multiple sittings. Keep track of the texts you are reading by filling in your Reading Log. You may record your responses to texts on paper, in a journal, or using a device.

Literacy Experience 6: Informational Texts and Selected Response Questions
Read the pair texts about the *First Astronauts*, then respond to the selected response questions.

Literacy Experience 7: Informational Texts and Evidence Based Writing
Read the pair texts about the *First Astronauts* and respond to the following prompt:

You have read two texts about the early space program and astronauts who were part of the missions. Some people argue that early space travel was too expensive and we did not learn enough from it. Write an opinion essay arguing that there are actually many benefits to early space travel. Be sure to use details from both texts as you write the opinion. Use this graphic organizer as you plan your response.

Literacy Experience 8: Respond to Literary Text
Read or listen to a literary text and respond to the following prompt. Use text evidence to support your thinking.

Describe the main character in the text. What was the main character's point of view in the story? How does the character influence the story? Use the provided character map as you plan your response.

Literacy Experience 9: Opinion Writing
Write an opinion essay to respond to one of the questions below, or to share your opinion on an issue that is important to you. Use the provided graphic organizer as you plan your writing.

Possible Opinion Writing Issues:
Should kids wear school uniforms?
Should kids be allowed to use cellphones in school?
Should kids have longer recess?
Should kids have homework?
What kind of field trip should your class take?
What is the best restaurant in your neighborhood?
What is one thing that should be free for everyone?
What is one place everyone should visit?
How much screen time should kids be allowed to have?

Literacy Experience 10: Watch a documentary on your favorite subject. Use this graphic organizer to take notes while watching the documentary. Respond to the following prompts in writing.

Grade 3 Written Response Texts – First U.S. Astronauts Pair

Text 1: What Was Project Mercury?

1 Project Mercury was a NASA[1] program. It launched the first Americans into space.

2 Astronauts made six flights during the Mercury project. Two of those went to space and came right back down. Four of them went into orbit and circled Earth. The first of the six flights was in 1961. The last flight was in 1963.

What Spacecraft Was Used for Project Mercury?

3 The Mercury capsule was small. It only held one person. The capsule had very little room inside. The astronaut had to stay in his seat.

4 Two types of rockets were used for Mercury launches. The first two of the six flights with an astronaut on board used a Redstone rocket. The other four manned flights used an Atlas rocket. Both rockets were first built as missiles for the military.

5 The project was named Mercury after a Roman god who was very fast. Each astronaut named his spacecraft. Alan Shepard included a 7 in the name of his capsule. This was because it was the seventh one made. The other astronauts included a 7 also. This was in honor of the seven astronauts chosen for the project.

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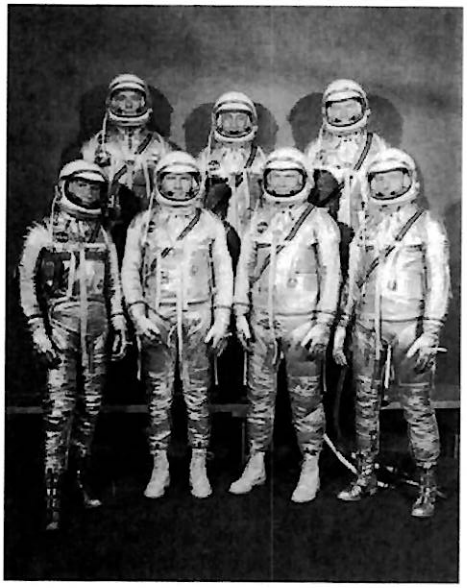
[1] NASA: the government agency responsible for the United States space program

Who Were the Mercury Astronauts?

6 NASA chose seven astronauts for Project Mercury in 1959. It was one of the first things NASA did. NASA was only six months old.



The seven Mercury astronauts were (from left) Wally Schirra, Alan Shepard, Deke Slayton, Gus Grissom, John Glenn, Gordon Cooper and Scott Carpenter. ***Credits: NASA***

7 Alan Shepard made the first Mercury flight. He was the first American in space. He named his spacecraft Freedom 7. The 15-minute flight went into space and came back down. Shepard later walked on the moon during the Apollo 14 mission.

8 Gus Grissom was the second astronaut to fly in Project Mercury. Grissom named his capsule Liberty Bell 7. The third person to fly was John Glenn. In 1962, he was the first American to orbit Earth. His capsule was Friendship 7.

9 The second American to orbit Earth was Scott Carpenter. He flew on Aurora 7. Wally Schirra (Shuh-RAH) was next, on Sigma 7. Gordon Cooper flew on the last Mercury mission. He spent 34 hours circling Earth. His capsule was Faith 7.

10 Deke Slayton was also one of the "Mercury Seven" astronauts. A health problem stopped him from flying a Mercury mission. He flew into space in 1975 on a different mission.

How Did NASA Make Sure Mercury Was Safe?

11 Before astronauts flew, NASA had test flights. People were not on these launches. The flights let NASA find and fix problems.

12 The first Atlas rocket that launched with a Mercury capsule exploded. The first Mercury-Redstone launch only went about four inches off the ground. NASA learned from these problems. NASA learned how to fix them. NASA made the rockets safer.

13 Three other "astronauts" also helped make Mercury safer. A rhesus monkey, Sam, and two chimpanzees, Ham and Enos, flew in Mercury capsules. Enos even made two orbits around Earth. Since the monkey and the chimpanzees made it back safely, NASA knew it was safe for astronauts.

Ham the chimpanzee made his Mercury flight in a special seat. ***Credits: NASA***

Why Was Project Mercury Important?

14 NASA learned a lot from Project Mercury. NASA learned how to put people in orbit. It learned how people could live and work in space. NASA learned how to fly a spacecraft. These lessons were very important. NASA used them in later space projects.

15 After Mercury came the Gemini program. The Gemini spacecraft had room for two astronauts. NASA learned even more with Gemini. Together, Mercury and Gemini prepared NASA for the Apollo program. During Apollo, NASA landed human beings on the moon for the first time.

www.nasa.gov

Text 2: Who Was Alan Shepard?

1 Alan Shepard was the first American in space. He was one of NASA's first seven astronauts. He also walked on the moon.

What Was Shepard's Early Life Like?

2 Alan Shepard was born on Nov. 18, 1923. He worked on a ship during World War II. After the war, Shepard went back to school. He became a test pilot. Test pilots try out new aircraft. The pilots make sure the airplanes are safe. In April 1959, Shepard became an astronaut.

What Happened on Alan Shepard's First Spaceflight?

3 On May 5, 1961, Alan Shepard became the first American in space. He flew on a Mercury spacecraft. There was just enough room for one person. He named his capsule Freedom 7. It launched on a Redstone rocket. The Army first used the Redstone as a missile. On this flight, Shepard did not orbit Earth. He flew 116 miles high. Then he came back down. The flight lasted about 15 ½ minutes. The mission was a success.

The launch of Freedom 7
Credits: NASA

What Happened on Alan Shepard's Second Spaceflight?

4 Shepard's second spaceflight was Apollo 14. This mission went to the moon. Shepard was the commander. Stuart Roosa and Edgar Mitchell were on Apollo 14, too. The Apollo spacecraft launched on a Saturn V rocket.

5 On Feb. 15, 1971, Shepard and Mitchell landed on the moon. Roosa stayed in the crew capsule. It stayed in orbit around the moon. Shepard and Mitchell went on two moonwalks. They collected more than 100 pounds of moon rocks. They did science experiments on the lunar surface. Shepard had some fun, too. He became the first person to hit a golf ball on the moon. It showed how far the ball would go in the moon's lower gravity. So that was science, too.

What Happened After Shepard's Second Spaceflight?

6 Alan Shepard had flown on two space missions. He also worked as the head of the Astronaut Office. He left NASA in 1974. Shepard still worked to support space exploration. He also helped students. He died in 1998.

www.nasa.gov

Questions for First United States Astronauts Text Pair

After reading the two texts about the first United States astronauts, complete the selected response questions.

The following question has two parts. Answer Part A and then answer Part B.

1. Part A: In paragraph 1 of Text 1, "What Was Project Mercury?," what does the word *launched* mean?

A. tried a small experiment

B. began brand new

C. pushed bravely forward

D. sent in a powerful way

1. Part B: Which detail from Text 1 best helps the reader determine the meaning of *launched*?

A. "Two types of rockets"

B. "first things NASA did"

C. "The 15-minute flight"

D. "made the rockets safer"

The following question has two parts. Answer Part A and then answer Part B.

2. Part A: Based on information from Text 1, what is the relationship between Project Mercury and the fact that humans eventually walked on the moon?

A. The knowledge NASA gained from Project Mercury led to better understanding of space travel so that during the Apollo program, people could walk on the moon.

B. Project Mercury was used to train the astronauts how to survive space travel and about the conditions on the moon so they could safely walk on it during the Apollo program.

C. The Apollo program was created to allow Deke Slayton an opportunity to walk on the moon since he got sick during Project Mercury and could not participate.

D. Project Mercury was a series of test flights using animals so that during the Apollo program humans could safely travel to walk on the moon.

2. Part B: Which section of Text 1 provides the best information to help you answer the question in Part A correctly?

A. What Spacecraft Was Used for Project Mercury?

B. Who Were the Mercury Astronauts?

C. How Did NASA Make Sure Mercury Was Safe?

D. Why Was Project Mercury Important?

3. Read these sentences from Text 1.

Both rockets were first built as missiles for the military. (Paragraph 4)
The project was named Mercury after a Roman god who was very fast. (Paragraph 5)

What is the connection between these two sentences?

A. The sentences work together to develop the idea that rockets and space travel have been important through history.

B. The sentence from paragraph 5 explains where the military got the idea for the missiles mentioned in the sentence from paragraph 4.

C. The sentences work together to develop the idea that the rockets were meant to get the astronauts into space quickly.

D. The sentence from paragraph 5 shows that Romans were the first to think about space travel and that later the military, mentioned in the sentence from paragraph 4, invented the missiles that would take astronauts to space.

4. What is the main idea of Text 1?

A. There were seven human astronauts involved in Project Mercury, and each man named his own spacecraft.

B. Because of Project Mercury and the first astronauts, NASA was able to learn much about space and space travel.

C. Because of safety concerns and the small capsules NASA used as part of Project Mercury, being an astronaut was a dangerous job.

D. Animals like monkeys and chimpanzees were used to test the rockets in the early days of the Project Mercury space program.

5. Under which section of Text 2 would the reader find information about what events led to Shepard becoming an astronaut?

A. What Was Shepard's Early Life Like?

B. What Happened on Alan Shepard's First Spaceflight?

C. What Happened on Alan Shepard's Second Spaceflight?

D. What Happened After Alan Shepard's First Spaceflight?

6. How does the photograph included with Text 2 better help the reader understand the information in the article?

A. It explains where the astronauts sat during each mission.

B. It shows the design of the rockets used first in the space program.

C. It explains how the rocket was recaptured as it landed.

D. It shows that Shepard's first mission was successful.

The following question has two parts. Answer Part A and then Answer Part B.

7. Part A: What is the main idea of Text 2?

A. Alan Shepard's work on the moon led to many scientific discoveries about gravity.

B. Alan Shepard's experience as a soldier during World War II prepared him for his later acts of bravery.

C. Alan Shepard had a long and successful career in the space program.

D. Alan Shepard flew two missions into space.

8. Part B: Which sentences from Text 2 best support the correct answer to Part A?

A. "Alan Shepard was the first American in space. He was one of NASA's first seven astronauts."

B. "He worked on a ship during World War II. After the war, Shepard went back to school."

C. "He became the first person to hit a golf ball on the moon. It showed how far the ball would go in the moon's lower gravity."

D. "Alan Shepard had flown on two space missions. He also worked as the head of the Astronaut Office."

11. What information about Alan Shepard is discussed in more detail in Text 2 than in Text 1?

A. What spacecraft Shepard flew on his first space flight

B. Who went into space before Shepard

C. What Shepard did while on the moon

D. How long Shepard's first flight to space lasted

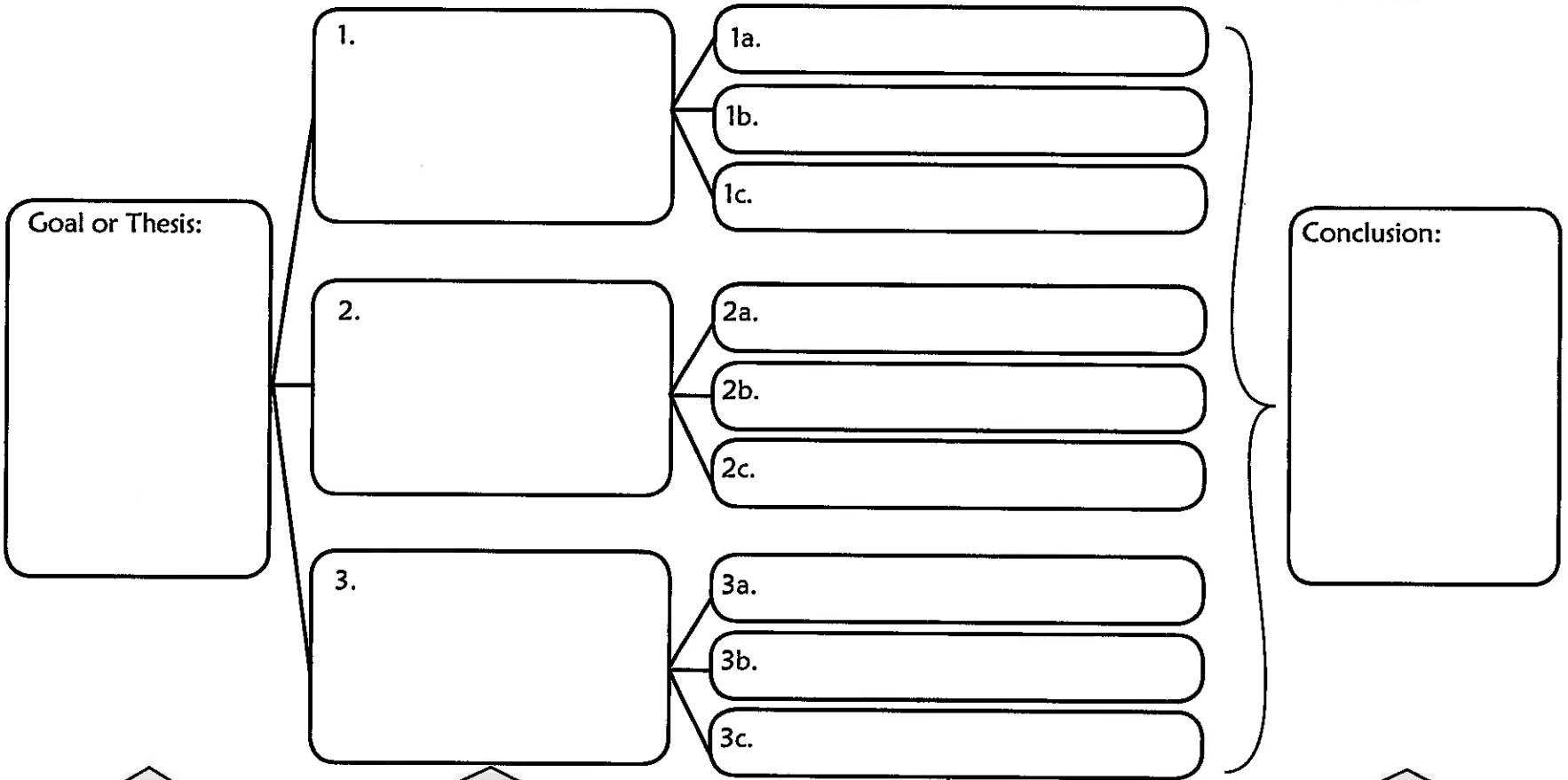
Character Map

readwritethink
International Reading Association NCTE

What the character looks like:	How the character acts:	How other characters react to this character:

Name:_____ Date:_____

Persuasion Map



Goal or Thesis: A goal or thesis is a statement that describes one side of an arguable viewpoint. Write your own goal or thesis here.

Main Reasons: Briefly state three main reasons that would convince someone that your goal or thesis is valid.

Facts or Examples: Write three facts or examples to support each of your main reasons and validate your goal or thesis.

Conclusion: Conclude your argument by summarizing the most important details of the argument and stating once again what the reader is to believe or do.

Conflict Map

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International Reading Association NCTE

What is the conflict?	What are some ways the conflict could be resolved?	Why does this conflict occur?

Grade 3 Literacy Experiences

Literacy Experiences may be completed in one or multiple sittings. Keep track of the texts you are reading by filling in your Reading Log. You may record your responses to texts on paper, in a journal, or using a device.

Literacy Experience 11: Respond to Listening & Viewing Use your notes to describe the problem in the documentary you watched. Share the solution the documentary offered. Share any text-to-self, text-to-world, or text-to-text connections you made after watching the documentary. Use this graphic organizer to chart your findings
Literacy Experience 12: Respond to Informational Viewing Use your documentary paragraph, notes, and connections to create a presentation to share. Use your creativity when creating your presentation.
Literacy Experience 13: Literary Text and Selected Response Questions Read the passage from Because of Winn-Dixie and respond to Because of Winn-Dixie response questions.
Literacy Experience 14: Respond to Literary Text Reread the passage from Because of Winn-Dixie and share any text-to-self, text-to-world, or text-to-text connections you made after reading Because of Winn-Dixie. Use this graphic organizer to chart your findings.
Literacy Experience 15: Vocabulary Read or listen to an informational or literary text and select up to 5 unfamiliar words from your reading. Complete a Frayer Model to define and describe each of unknown word.

Name: _____ Date: _____

Connection Stems

I have a connection...

to

because

I have a connection...

to

because

That reminds me of...

because

That reminds me of...

because

Reprinted from *Guided Comprehension in the Primary Grades* (Second Edition) by Maureen McLaughlin.

Excerpt from Because of Winn-Dixie by Kate DiCamillo

(1) I spent a lot of time that summer at the Herman W. Block Memorial Library. The Herman W. Block Memorial Library sounds like it would be a big fancy place, but it's not. It's just a little old house full of books, and Miss Franny Block is in charge of them all. She is a very small, very old woman with short gray hair, and she was the first friend I made in Naomi.

(2) It all started with Winn-Dixie not liking it when I went into the library, because he couldn't go inside, too. But I showed him how he could stand up on his hind legs and look in the window and see me in there, selecting my books; and he was okay, as long as he could see me. But the thing was, the first time Miss Franny Block saw Winn-Dixie standing up on his hind legs like that, looking in the window, she didn't think he was a dog. She thought he was a bear.

(3) This is what happened: I was picking out my books and kind of humming to myself, and all of a sudden, there was a loud and scary scream. I went running up to the front of the library, and there was Miss Franny Block, sitting on the floor behind her desk.

(4) Miss Franny sat there trembling and shaking.

(5) "Come on," I said. "Let me help you up. It's okay." I stuck out my hand and Miss Franny took hold of it, and I pulled her up off the floor. She didn't weigh hardly anything at all. Once she was standing on her feet, she started acting all embarrassed, saying how I must think she was a silly old lady, mistaking a dog for a bear, but that she had a bad experience with a bear coming into the Herman W. Block Memorial Library a long time ago, and she never had quite gotten over it.

(6) "When did it happen?" I asked her.

(7) "Well," said Miss Franny, "it is a very long story."

(8) "That's okay," I told her. "I am like my mama in that I like to be told stories. But before you start telling it, can Winn-Dixie come in and listen, too? He gets lonely without me."

(9) "Well, I don't know," said Miss Franny. "Dogs are not allowed in the Herman W. Block Memorial Library."

(10) "He'll be good," I told her. "He's a dog who goes to church." And before she could say yes or no, I went outside and got Winn-Dixie, and he came in and lay down with a "huummmppff" and a sigh, right at Miss Franny's feet.

(11) She looked down at him and said, "He most certainly is a large dog."

(12) "Yes ma'am," I told her. "He has a large heart, too."

(13) "Well," Miss Franny said. She bent over and gave Winn-Dixie a pat on the head, and Winn-Dixie wagged his tail back and forth and snuffled his nose on her little old-lady feet. "Let me get a chair and sit down so I can tell this story properly."

(14) "Back when Florida was wild, when it consisted of nothing but palmetto trees and mosquitoes so big they could fly away with you," Miss Franny Block started in, "and I was just a little girl no bigger than you, my father, Herman W. Block, told me that I could have anything I wanted for my birthday. Anything at all."

(15) Miss Franny looked around the library. She leaned in close to me. "I don't want to appear prideful," she said, "but my daddy was a very rich man. A very rich man." She nodded and then leaned back and said, "And I was a little girl who loved to read. So I told him, I said, 'Daddy, I would most certainly love to have a library for my birthday, a small little library would be wonderful.'"

(16) "You asked for a whole library?"

(17) "A small one," Miss Franny nodded. "I wanted a little house full of nothing but books and I wanted to share them, too. And I got my wish. My father built me this house, the very one we are sitting in now. And at a very young age, I became a librarian. Yes ma'am."

(18) "What about the bear?" I said.

(19) "Did I mention that Florida was wild in those days?" Miss Franny Block said.

(20) "Uh-huh, you did."

(21) "It was wild. There were wild men and wild women and wild animals."

(22) "Like bears!"

(23) "Yes ma'am. That's right. Now, I have to tell you. I was a little-miss-know-it-all. I was a miss-smarty-pants with my library full of books. Oh, yes ma'am, I thought I knew the answers to everything. Well, one hot Thursday, I was sitting in my library with all the doors and windows open and my nose stuck in a book, when a shadow crossed the desk. And without looking up, yes ma'am, without even looking up, I said, 'Is there a book I can help you find?'

(24) "Well, there was no answer. And I thought it might have been a wild man or a wild woman, scared of all these books and afraid to speak up. But then I became aware of a very peculiar smell, a very strong smell. I raised my eyes slowly. And standing right in front of me was a bear. Yes ma'am. A very large bear."

(25) "How big?" I asked.

(26) "Oh, well," said Miss Franny, "perhaps three times the size of your dog."

(27) "Then what happened?" I asked her.

(28) "Well," said Miss Franny, "I looked at him and he looked at me. He put his big nose up in the air and sniffed and sniffed as if he was trying to decide if a little-miss-know-it-all librarian was what he was in the mood to eat. And I sat there. And then I thought, 'Well, if this bear intends to eat me, I am not going

to let it happen without a fight. No ma'am.' So very slowly and carefully, I raised up the book I was reading."

(29) "What book was that?" I asked.

(30) "Why, it was War and Peace, a very large book. I raised it up slowly and then I aimed it carefully and I threw it right at that bear and screamed, 'Be gone!' And do you know what?"

(31) "No ma'am," I said.

(32) "He went. But this is what I will never forget. He took the book with him."

(33) "Nu-uh," I said.

(34) "Yes ma'am," said Miss Franny. "He snatched it up and ran."

(35) "Did he come back?" I asked.

(36) "No, I never saw him again. Well, the men in town used to tease me about it. They used to say, 'Miss Franny, we saw that bear of yours out in the woods today. He was reading that book and he said it sure was good and would it be all right if he kept it for just another week.' Yes ma'am. They did tease me about it." She said. "I imagine I'm the only one left from those days. I imagine I'm the only one that even recalls that bear. All my friends, everyone I knew when I was young, they are all dead and gone."

(37) She sighed again. She looked sad and old and wrinkled. It was the same way I felt sometimes, being friendless in a new town and not having a mama to comfort me. I sighed, too.

(38) Winn-Dixie raised his head off his paws and looked back and forth between me and Miss Franny. He sat up then and showed Miss Franny his teeth.

(39) "Well now, look at that," she said. "That dog is smiling at me."

(40) "It's a talent of his," I told her.

(41) "It's a fine talent," Miss Franny said. "A very fine talent." And she smiled back at Winn-Dixie.

(42) "We could be friends," I said to Miss Franny. "I mean you and me and Winn-Dixie, we could all be friends."

(43) Miss Franny smiled even bigger. "Why, that would be grand," she said, "just grand."

(44) And right at that minute, right when the three of us had decided to be friends, who should come marching into the Herman W. Block Memorial Library but old pinch-faced Amanda Wilkinson. She walked right up to Miss Franny's desk and said, "I finished Johnny Tremain and I enjoyed it very much. I would like something even more difficult to read now, because I am an advanced reader."

(45) "Yes dear, I know," said Miss Franny. She got up out of her chair.

(46) Amanda pretended like I wasn't there. She stared right past me. "Are dogs allowed in the library?" she asked Miss Franny as they walked away.

(47) "Certain ones," said Miss Franny, "a select few." And then she turned around and winked at me. I smiled back. I had just made my first friend in Naomi, and nobody was going to mess that up for me, not even old pinch-faced Amanda Wilkinson.

Questions for Students

1. **The following question has two parts. Answer Part A and then answer Part B.**

   Part A: In paragraphs 14–36, Miss Franny tells about when she was a young girl. How do these paragraphs help the reader understand the rest of the passage?

   - **A.** They show why Miss Franny's father was a wealthy person.
   - **B.** They show why Miss Franny allowed Winn-Dixie to go into the library.
   - **C.** They show why Miss Franny is afraid of Winn-Dixie at first.
   - **D.** They show why Miss Franny likes the narrator more than she likes Amanda.

   Part B: Which sentence provides the best evidence for the answer to Part A?

   - **A.** "But the thing was, the first time Miss Franny Block saw Winn-Dixie standing up on his hind legs like that, looking in the window, she didn't think he was a dog."
   - **B.** "She nodded and then leaned back and said, 'And I was a little girl who loved to read.'"
   - **C.** "My father built me this house, the very one we are sitting in now."
   - **D.** "'Are dogs allowed in the library?' she asked Miss Franny as they walked away."

2. **The following question has two parts. Answer Part A and then answer Part B.**

   Part A: In paragraph 36, what is the meaning of the word *recalls*?

   - **A.** remembers
   - **B.** believes in
   - **C.** misses
   - **D.** is afraid of

   Part B: Which sentence from the text best helps the reader determine the meaning of *recalls*?

   - **A.** "...and I threw it right at that bear and screamed, 'Be gone!'"
   - **B.** "No, I never saw him again."
   - **C.** "Well, the men in town used to tease me about it."
   - **D.** "I imagine I'm the only one left from those days."

3. **The following question has two parts. Answer Part A and then answer Part B.**

Part A: Which statement best describes the narrator's feelings after Miss Franny ends the story about the bear?

A. The narrator decides that she loves dogs.

B. The narrator remembers how lonely she is.

C. The narrator is glad that she can trust adults.

D. The narrator thinks about how much she dislikes rules.

Part B: Which sentence from the story best shows this feeling?

A. "But I showed him how he could stand up on his hind legs and look in the window and see me in there, selecting my books; and he was okay, as long as he could see me."

B. "And before she could say yes or no, I went outside and got Winn-Dixie, and he came in and lay down with a *'huummmppff'* and a sigh, right at Miss Franny's feet."

C. "'Then what happened?' I asked her."

D. "It was the same way I felt sometimes, being friendless in a new town and not having a mama to comfort me."

4. **What are two details from the passage that show that Miss Franny is becoming friends with Winn-Dixie?**

A. "he was okay, as long as he could see me."

B. "She thought he was a bear."

C. "he came in and lay down with a *'huummmppff.'*"

D. "'He'll be good,'" I told her."

E. "That dog is smiling at me."

F. "'Certain ones,' said Miss Franny."

5. **Which sentence best demonstrates the central lesson of this passage?**

A. "I am like my mama in that I like to be told stories."

B. "He's a dog who goes to church."

C. "Let me get a chair and sit down so I can tell this story properly."

D. "Oh, yes ma'am, I thought I knew the answers to everything."

E. "I mean you and me and Winn-Dixie, we could all be friends."

6. **Miss Franny and the narrator have several traits that are alike, and these traits lead them to become friends. The ways in which they are alike are listed in Column 1 in the chart below. For each sentence in Column 1, find one sentence from the passage that demonstrates that trait for each of the characters. Write the sentence in the correct box under the column under each character. The first row has been done for you.**

Column 1: Ways the characters are alike	**Detail for Miss Franny**	**Detail for the Narrator**
Both have the same interest in reading.	**And I was a little girl who loved to read.**	**I spent a lot of time that summer at the Herman W. Block Memorial Library.**
Both like Winn-Dixie.		
Both are lonely.		

Name: _____ Date: _____

Connection Stems

I have a connection...

to

because

I have a connection...

to

because

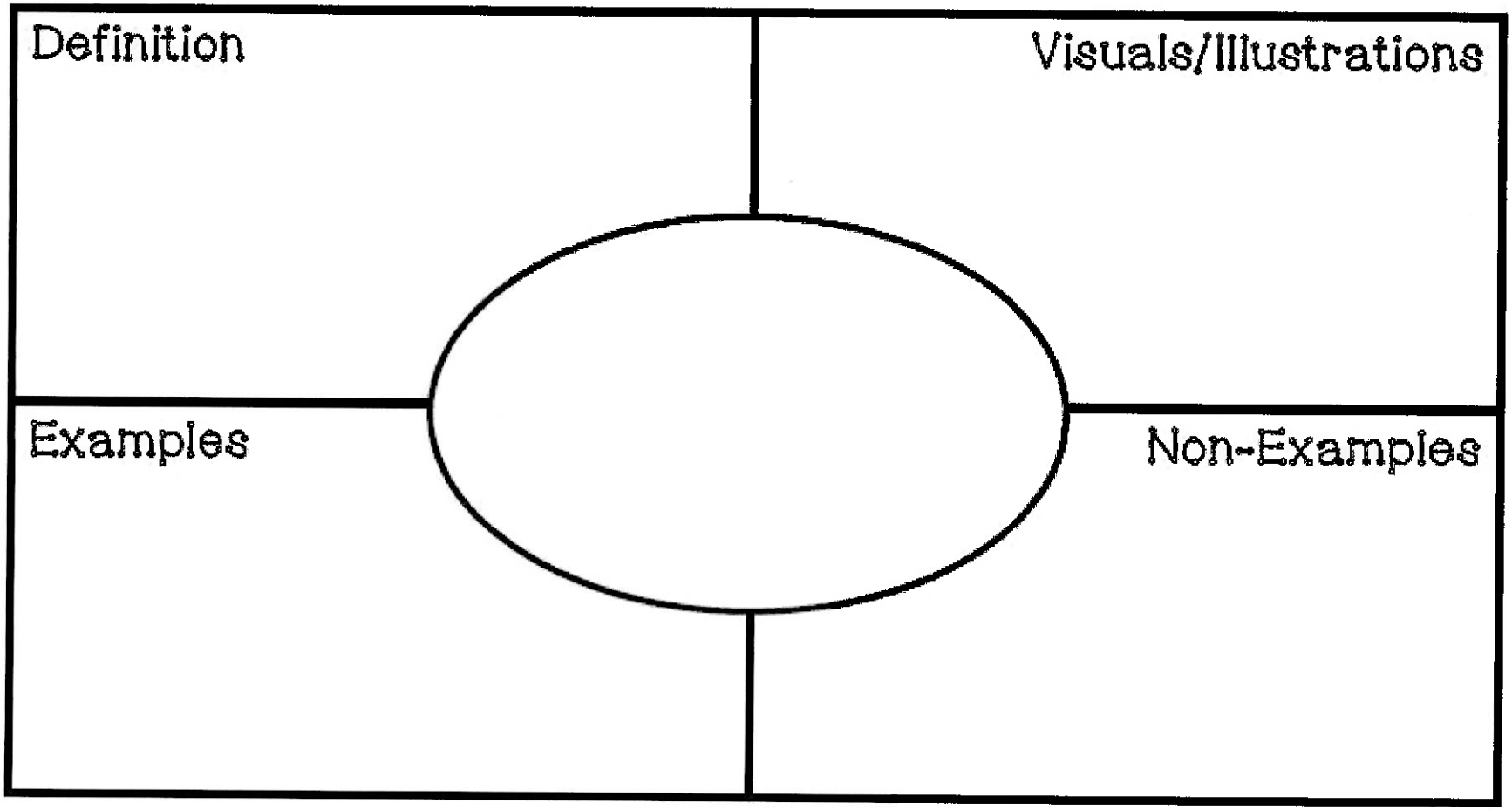
That reminds me of...

because

That reminds me of...

because

Frayer Model



Mathematics

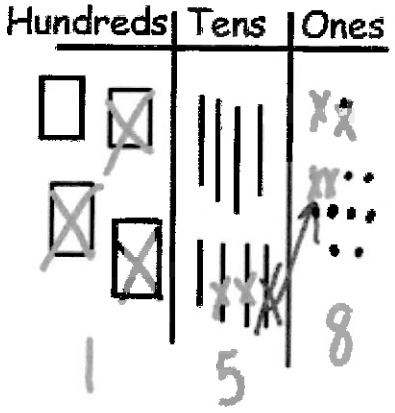
Grade 3 Mathematics Experiences

During mathematics instruction, students are expected to be able to use multiple strategies to solve problems. While completing the problems that follow at home, students should also use multiple strategies to show their complete understanding. An example of different strategies students should use to complete problems is provided below.

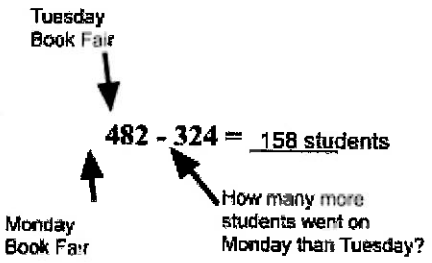
Sample Problem:
482 students went to the Book Fair on Monday. 324 students went to the book fair on Tuesday. How many more students went to the Book Fair on Monday than on Tuesday? Write an equation to represent your work.

Strategy 1: Pictures

482-324 = _____



Strategy 2: Numbers



$$\begin{array}{r} {}^{7}4{}^{12}8\not{2} \\ -\ 324 \\ \hline 158 \end{array}$$

Strategy 3: Words

158 more students went to the Book Fair on Monday than on Tuesday. I know this because I subtracted 324 from 482. I could not subtract 4 ones from 2 ones, so I had to decompose a ten. Then I could subtract 4 ones from 12 ones, which was 8 ones. Then I had to subtract 2 tens from 7 tens, which is 5 tens. Then I subtracted 3 hundreds from 4 hundreds, which gave me 1 hundred. So I know 482-324 = 158, so I know that 158 more students went to the book fair on Monday.

Additionally, it is important to discuss with your student the steps they take to solve the problem and why those steps are important. With the Common Core State Standards, students are expected to be able to talk about their understanding of the mathematical concepts and their analysis of problems.

Grade 3 Mathematics

Complete 4 boxes each day.

Add the following: When do you need to compose a ten or hundred? A) 345 + 444 = B) 543 + 563 =	How many fourths are in 6 wholes? How would you write that as a fraction? Can you draw a model to show your answer?	Write the missing numbers in each equation. · 4 x ___ = 16 · ___ x 7 = 28 · 49 ÷ ___ = 7 · 7 x 5 = ___	Sara loves to jump rope. Yesterday she jumped 123 times in a row without stopping. Today she jumped 115 times. Jessie jumped a total of 206 times in the two days. Who has jumped more? How much more?	Karen says that the best strategy to solve 8 x 7 is to multiply 4 x 7 and double the product. Janine says that the best strategy to solve 8 x 7 is to break apart 7 and multiply 3 x 7 and 4 x 7. Who is correct? Justify your answer.
Use any strategy to compare the following fractions. · 3/8 and 5/8 · 3/4 and 1/4 · 3/2 and 1/2	Josie had 24 markers. She put 8 markers on each table. How many tables did she have? Draw a picture showing equal shares.	Explain to someone at home how understanding the relationship between multiplication and division helps you solve problems.	Add the following: When do you need to compose a ten or hundred? A) 345 + 444 = B) 543 + 563 =	For a science project, Jada is arranging 4 insects from shortest to longest. Each of her 4 insects measure less than an inch, but none of them are the same length. Use a number line to show how Jada could arrange them for her project.

Grade 3 Mathematics

Use a strategy to solve the following problems. Explain your strategy to someone at home. · 6 X ___ = 24 · ____ x 5 = 25 · 6 x 10 = ____	Ms. Portillo has $72. She wants to buy some DVD's which cost $9 each. How many DVD's can Ms. Portillo buy? Solve by drawing a picture and writing an equation to represent the problem.	Create a number line and label 1/2, 1/4, and 1/8. How are those fractions related?	How many copies of 1/3 will make up a whole? How many copies of 1/6 will make up a whole? How do you know? What do you notice about the relationship between these two fractions?	The area of a rectangular rabbit pen is 36 square feet. Draw and label 3 different pens that could have that area. Label the length and width of each.
Use a ruler to measure objects around your house to the nearest 1/2 or 1/4 inch.	Find the product of 0 x 7. Would 7 x 0 result in the same product? Why or why not? Could you make an array to model 0 x 7 or 7 x 0? Why or why not? What do you notice on the multiplication table when you multiply other numbers by 0.	Practice skip-counting by 2, 5 and 10. What patterns do you see? Use a multiplication chart to color in the patterns.	Write the missing numbers in each equation. · 3 x ___ = 18 · ___ x 8 = 24 · 56 ÷ ___ = 7 · 4 x 9 = ___	The product of two factors is 360. Give at least 3 different factors combinations that would result in that product. Find one example that has 3 factors.

x	0	1	2	3	4	5	6	7	8	9	10
0	0	0	0	0	0	0	0	0	0	0	0
1	0	1	2	3	4	5	6	7	8	9	10
2	0	2	4	6	8	10	12	14	16	18	20
3	0	3	6	9	12	15	18	21	24	27	30
4	0	4	8	12	16	20	24	28	32	36	40
5	0	5	10	15	20	25	30	35	40	45	50
6	0	6	12	18	24	30	36	42	48	54	60
7	0	7	14	21	28	35	42	49	56	63	70
8	0	8	16	24	32	40	48	56	64	72	80
9	0	9	18	27	36	45	54	63	72	81	90
10	0	10	20	30	40	50	60	70	80	90	100

554

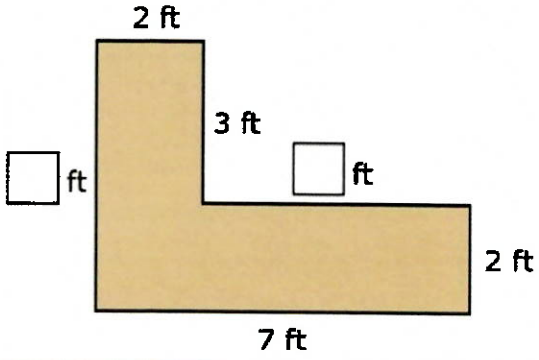
David wants to create the L-shaped desk shown. He decides to buy two rectangular desks and put them together.

- Drag numbers into the boxes to show the missing dimensions.
- Use the Connect Line tool to draw a line dividing the diagram into two desks. Make each desk 5 feet by 2 feet.
- What is the total area of the L-shaped desk? Drag numbers into the box to show your answer.

0 1 2 3 4 5 6 7 8 9

Delete | Add Point | Connect Line

A.



B.

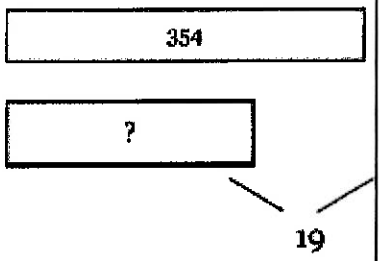
Total area: ☐ ft^2

Grade 3 Mathematics

Complete 4 boxes each day.

The number 234 has three digits. The value of the digits is 2 + 3 + 4 = 9. What other 3-digit numbers less than 300 have digits that add to 9? Record all the possibilities you can find.	Matt, Molly, and Paul are on different teams. One is on the swim team, one is on the soccer team, and one is on the basketball team. • Molly's sport does not use a ball. • Matt has never played a game on a court. Who is on which team?	Write the missing numbers in each equation. · 4 x ___ = 24 · ___ x 7 = 35 · 56 ÷ ___ = 7 · 7 x 9 = ___	Rey has 7 coins. The value of those coins is $0.56. Identify three different possible combinations of coins that she could have.	There are ___ students in the group. Each student has ___ pencils. A. Fill in the blanks with numbers 1-9 to create a problem to solve. B. Draw an array to show how to solve the problem. C. Draw another model to show how you could solve the problem.
Jeff has 3 quarters. Ken has $0.20 more than Jeff. Eric has $0.15 less than Ken. How much money does Eric have?	What would you rather have? • $5 a day for 30 days • $10 a day for 20 days Explain your answer to someone at home.	If you subtracted a 3-digit number from another 3-digit number, how many digits would be in the difference? Prove your answer with examples.	Add the following. A) 571 + 454 = B) 453 + 273 = When do you need to compose a ten or hundred?	Find a number that, when rounded to the nearest ten, is 990, but when rounded to the nearest 100, is 1000. Then, find a number that, when rounded to both the nearest 10 and 100 is 1000.

Grade 3 Mathematics

Use a strategy to solve the following problems. Explain your strategy to someone at home. · 6 X ___ = 42 · ____ x 5 = 35 · 6 x 9 = ____	The Wooden Giant movie is 1 hour and 10 minutes. The Toy Robot movie is 95 minutes. Which movie is longer? How many minutes longer?	Guess the mystery number. • I am an even number. • If you add 10 to me, the total is between 16 and 20. What number am I?	Guess the mystery number. • I am an even number. • If you add 10 to me, the total is between 16 and 20. What number am I?	Write a word problem that the expression 8 x 3 could represent. Then draw a model to help you write as many equivalent expressions as you can that could also be used to represent the problem you wrote.
T-shirts cost $8. Hats cost $6. Craig spent $36. What did he buy? Is there another combination of items he could have purchased? Could he have bought 5 T-shirts? How do you know?	Magical Math • Start with any number. • Add 20. • Subtract 17. • Subtract 3. • Multiply by 2. • Divide by 2. What do you notice about your answer? Try a different starting number. Why do you think this happened?	4, 9, 6, 1 Using the digits above, make the greatest 4-digit number. Using the digits above, make the smallest 4-digit number. Subtract the smallest number you created from the largest number you created. What is the difference?	Write the missing numbers in each equation. · 3 x ___ = 15 · ___ x 8 = 64 · 54 ÷ ___ = 9 · 4 x 8 = ___	Write a word problem that matches the tape diagram shown. Then, explain how you would use the tape diagram to help you make an easier problem. 

Smarter Balanced
Assessment Consortium

1977

Jen has 5 stacks of quarters. Lee has 9 stacks of quarters. Each stack of quarters is worth $10.

How much more money, in dollars, does Lee have than Jen?

1 2 3
4 5 6
7 8 9
0 .

Grade 3 Mathematics

Complete 4 boxes each day.

Han bought 10 packs of sports cards. • He bought some 6-card packs. • He bought some 4-card packs. • He bought 54 cards in all. How many 4-card packs did Han buy?	Jack ate half of a pizza. Haley ate one piece of pizza. Haley ate more pizza than Jack. How is this possible?	Write the missing numbers in each equation. · 2 x ___ = 12 · ___ x 7 = 21 · 36 ÷ ___ = 6 · 9 x 5 = ___	Find the mystery number. • It is greater than 20+19 • It is less than 69-18 • The digit in the ones place is twice the digit in the tens place. What is the mystery number?	Write a word problem that the expression 9 x 5 could represent. Then draw a model to help you write as many equivalent expressions as you can that could also be used to represent the problem you wrote.
When you add two numbers, you get 12. The difference between the numbers is greater than 2. Find all of the pairs of numbers that work.	The concert starts at 1:15 and is 98 minutes long. When will the concert be over?	Manuel is 4 years older than Lee. Lee is twice as old as Sy. Sy is 6 years old. How old is Manuel? Tell someone at home how you figured out his age.	Add the following: When do you need to compose a ten or hundred? A) 446 + 319 = B) 362 + 557 =	Julie bought juice boxes for her class. There are 24 students in her class. If the number of packages she bought had exactly enough juice boxes for each student to have 1, how many juice boxes could have been in each package? How many packages did she buy? Find 3 different ways to solve the problem.

Grade 3 Mathematics

Use a strategy to solve the following problems. Explain your strategy to someone at home. · 6 X ___ = 48 · ____ x 5 = 20 · 7 x 9 = ___	Guess the mystery number. • I am an odd number. • If you add me to myself, the total is between 30 and 35. What number am I?	Paul walked by a shop and saw 48 wheels. If the shop sells bicycles and tricycles, how many tricycles could Paul have seen? Are there other combinations that would work?	Would you rather have ⅝ of a pizza or ½ of a pizza? Explain your reasoning to someone at home.	Jan says that the best strategy to solve 9 x 6 is to multiply 10 x 6 and then subtract 6. Aly says that the best strategy to solve 9 x 6 is to break apart 6 and multiply 9 x 5 and 9 x 1. Who is correct? Justify your answer.
The movie, "The Lost Duck" is 1 hour and 25 minutes long. I finished the movie at 3:00 in the afternoon. What time did I start the movie?	Blake, Amy and Larson play instruments. One plays the flute, one plays the piano, and one plays the guitar. • Blake does not play the guitar. • Amy does not play the flute. • Larson does not play the flute or the guitar. Tell who plays which instrument.	I have 4 quarters, 3 dimes, 2 nickels, and 1 penny in my piggy bank. If I shake our 4 coins, what is the least amount of money I will get?	Write the missing numbers in each equation. · 2 x ___ = 18 · ___ x 4 = 24 · 49 ÷ ___ = 7 · 4 x 7 = ___	Chairs are placed into rows for a meeting. If there are fewer than 50 chairs needed for a meeting, find at least 3 different ways that chairs could have been arranged into rows. Draw an array to represent each one.

Illustrative Mathematics

3.OA, MD, NBT Classroom Supplies

Alignments to Content Standards: 3.NBT.A.2 3.MD.B.3 3.OA.A.3

Task

Your teacher was just awarded $1,000 to spend on materials for your classroom. She asked all 20 of her students in the class to help her decide how to spend the money. Think about which supplies will benefit the class the most.

Supplies	Cost
A box of 20 markers	$5
A box of 100 crayons	$8
A box of 60 pencils	$5
A box of 5,000 pieces of printer paper	$40
A package of 10 pads of lined paper	$15
A box of 50 pieces of construction paper	$32
Books and maps	
A set of 20 books about science	$250
A set of books about the 50 states	$400
A story book (there are 80 to choose from)	$8

A map: there is one of your city, one for every state, one of the country, and one of the world to choose from	$45
Puzzles and games	
Puzzles (there are 30 to choose from)	$12
Board games (there are 40 to choose from)	$15
Interactive computer games (math and reading)	$75
Special Items	
A bean bag chair for the reading corner	$65
A class pet	$150
Three month's supply of food for a class pet	$55
A field trip to the zoo	$350

a. Write down the different items and how many of each you would choose. Find the total for each category.

- Supplies
- Books and maps
- Puzzles and games
- Special items

b. Create a bar graph to represent how you would spend the money. Scale the vertical axis by $100. Write all of the labels.

c. What was the total cost of all your choices? Did you have any money left over? If so, how much?

d. Compare your choices with a partner. How much more or less did you choose to spend on each category than your partner? How much more or less did you choose to spend in total than your partner?

IM Commentary

The purpose of this task is for students to "Solve problems involving the four operations" (3.OA.A) and "Draw a scaled picture graph and a scaled bar graph to

represent a data set with several categories" (3.MD.3). Additionally, students will engage in MP3, Model with mathematics. In this task students are asked to decide how to spend $1,000 on supplies and materials for their classroom; students will have to make choices and be careful not to exceed the budget. Students are asked to decide which supplies will benefit the class the most and will compare their choices with other students' choices. Because the budget does not allow students to buy one of everything, this task provides an opportunity for teachers to discuss costs and benefits. A benefit is something that satisfies your wants. A cost is what you give up when you decide to do something.

In third grade students are asked to fluently add and subtract within 1,000 (3.NBT.3) which is why the total budget is $1,000. Students are also multiplying and dividing within 100 (3.OA.7), so they might choose, for example, to buy 20 boxes of markers at $5 each so that there is a box of markers for every student in the class. It is possible that students will choose to purchase a number of one of the items where the total is greater than $100; while students are not expected to be fluent in multiplication above 100, they should be able to use their multiplication strategies to find such products. This task provides students with a natural opportunity to use addition, subtraction, and multiplication, and they might also use division depending on how they approach the task; thus it is well aligned to 3.OA.8.

Bar graphs make it easy for students to compare their allocations. If all of the students in the class include all categories on their graphs (whether they allotted any spending to them or not), list the categories in the same order that they are listed in the data table, and use the same colors for each category on a final draft, the teacher can put all of the final graphs up for display and the class can see whether there is a general consensus for how to spend the $1000 or not.

As an extension, the teacher might consider asking students to represent their total purchases with an equation; for example, if a student chooses 15 boxes of markers, 3 boxes of crayons, and 2 beanbag chairs, she could write:

$$15 \times 5 + 3 \times 8 + 2 \times 65 = 75 + 24 + 65 + 65 = 229$$

This task is part of a set collaboratively developed with *Money as You Learn,* an initiative of the President's Advisory Council on Financial Capability. Integrating essential financial literacy concepts into the teaching of the Common Core State Standards can strengthen teaching of the Common Core and expose students to knowledge and skills they need to become financially capable young adults. A mapping of essential personal finance concepts and skills against the Common Core State Standards as well as

additional tasks and texts will be available at http://www.moneyasyoulearn.org.

Edit this solution

Solution

a. Solutions will vary. Here is one possible set of choices.

Supplies	Cost per item	Number of items	Total cost
A box of 20 markers	$5	8	$40
A box of 100 crayons	$8	4	$32
A box of 60 pencils	$5	2	$10
A box of 5,000 pieces of printer paper	$40	1	$40
A package of 10 pads of lined paper	$15	2	$30
A box of 50 pieces of construction paper	$32	3	$96
Books and maps			
A set of 20 books about science	$250	1	$250
A set of books about the 50 states	$400		
A story book (there are 80 to choose from)	$8	12	$96
A map	$45	1	$45
Puzzles and games			
Puzzles (there are 30 to choose from)	$12	10	$120
Board games (there are 40 to choose from)	$15	6	$90
Interactive computer games (math and reading)	$75		
Special Items			
A bean bag chair for the reading corner	$65	2	$130

A class pet	$150
Three month's supply of food for a class pet	$55
A field trip to the zoo	$350

- 8 boxes of markers will cost $8 \times 5 = 4 \times 2 \times 5 = 4 \times 10 = 40$ dollars.

4 boxes of crayons will cost
$4 \times 8 = 4 \times 4 \times 2 = 16 \times 2 = 10 \times 2 + 6 \times 2 = 20 + 12 = 32$ dollars.

2 boxes of pencils will cost $2 \times 5 = 10$ dollars.

1 box of printer paper costs 40 dollars.

2 packages of lined paper cost $2 \times 15 = 2 \times 10 + 2 \times 5 = 20 + 10 = 30$ dollars.

3 boxes of construction paper cost $3 \times 32 = 3 \times 30 + 3 \times 2 = 90 + 6 = 96$ dollars.

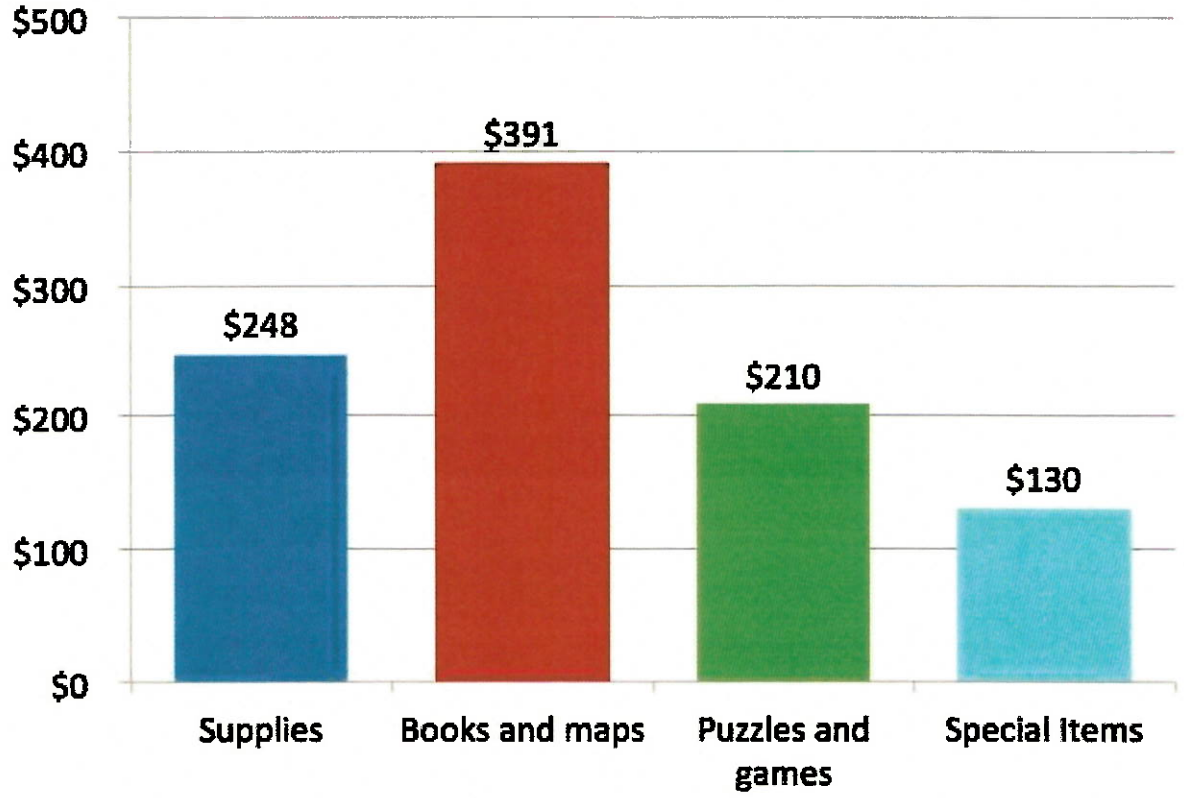
The total for the supplies is $40 + 32 + 10 + 40 + 30 + 96 = 248$ dollars.

- 12 books cost $12 \times 8 = 10 \times 8 + 2 \times 8 = 80 + 16 = 96$ dollars.

The total cost for the books and maps is $250 + 96 + 45 = 391$ dollars.

- The total cost for the puzzles and games is
$10 \times 12 + 6 \times 15 = 120 + 3 \times 30 = 120 + 90 = 210$ dollars.
- The total for the special items is 130 dollars.

b. Here is a bar graph showing these totals:



c. The total from all the purchases would be $248 + 391 + 210 + 130 = 979$. So these purchases would total \$979 and \$21 would be left over.

d. Comparisons will vary.

Science

Name: _____

Grade 3 Science Experiences

Your child may complete one or two experiences per week.

Science Experience #1
Observe animals or insects outdoors that blend in with their environment.

- Where does the animal or insect live?
- How does blending into the environment help the animal or insect to survive and grow?

Science Experience #2
Read or listen to a story about animals that use camouflage to help them to survive.
→ You may use any story you like. One example of a story is provided here in this packet.

- Where does the animal or insect live?
- How does blending into the environment help the animal or insect to survive and grow?

Science Experience #3
Observe seedlings of the same plant outdoors and look for similarities and differences in the seedlings.

- How are the seedlings the same?
- How are the seedlings different from each other?

Science Experience #4
Read or listen to a story about an animal adapting to a new environment.
→ You may use any story you like. One example of a story is provided here:
https://www.tumblebooklibrary.com/Result.aspx?m=Title&key=Family%20Pack

- What did the wolf have to learn on her own?
- How are her offspring the same?
- How are her offspring different from each other?

Name:_____

Science Experience #1

Observe animals or insects outdoors that blend in with their environment.

Draw and label what you observed.

Where does the animal or insect live?

_____

_____

How does blending into the environment help the animal or insect to survive and grow?

_____

_____

_____

_____

Name: _____

Science Experience #2

Read or listen to a story about animals that use camouflage to survive

Think about:

- Where does the animal or insect live?
- How does blending into the environment help the animal or insect to survive and grow?

Draw a picture of an animal that uses camouflage.

Name: _____

Science Experience #3

Observe seedlings of the same plant outdoors and look for similarities and differences in the seedlings.

Think about:

- How are the seedlings the same?
- How are the seedlings different from each other?

Seedling 1	**Seedling 2**
Draw a picture	**Draw a picture**
Describe how the seedlings are the same.	
Describe how the seedlings are different.	

Name: _____

Science Experience #4

Read or listen to a story about an animal and its survival in a new habitat.

Think about:

- How was the new habitat different?
- What did the animal have to learn on her own?

Draw your favorite part of the story.

What did the wolf have to learn in order to survive on her own in a new habitat?

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Health and Physical Education

SHAPE America

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March 2020

Elementary Mind & Body Calendar

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
1 Mindful Minute For 60 seconds, clear your mind & only focus on your breathing. If your mind starts to wander, bring your attention back to your breathing. Self-Injury Awareness Day	**2 Musical Frogs** This game is just like musical chairs except players hop around like frogs and sit on lily pads (pillows).	**3 Mindful Minute** For 60 seconds, clear your mind & only focus on your breathing. If your mind starts to wander, bring your attention back to your breathing.	**4 Walking Race** Pick a distance and challenge a friend to a speed walking race. No running!	**5 Sidewalk Chalk Balance** Draw different kinds of lines on the ground with chalk. Walk along them one foot in front of the other balancing.	**6 Bear Walk** With your bottom in the air, step forward with your right hand & step forward with your left foot. Step forward with the left hand then the right foot. Continue to move across the room.	**7 Wild Arms** As fast as you can complete: 10 Arm Circles front & back 10 Forward punches 10 Raise the Roof's Repeat 3x
8 Sugarcane Pose Hold Sugarcane Pose for 30 seconds on each side. 	**9 Limbo** Grab a broom stick and have 2 people hold it. Take turns going under the stick arching backwards. Lower the stick after each successful pass. How low can you go?	**10 Crazy 8's** 8 jumping jacks 8 leaps 8 frog jumps 8 vertical jumps (as high as you can) Repeat 3 times	**11 Between the Knees** Gather rounded objects of varying size. Starting with the largest try walking around your house keeping the object between your knees.	**12 Happy Baby Pose** Straighten your legs for an added challenge. 	**13 Toe Fencing** With a partner, hold each other's shoulders. Try to tap the other person's toe without having yours tapped.	**14 Chest Pass** Practice your chest passes against a brick wall. Remember to step towards your target.
15 Put a piece of tape on the ground and jump back and forth as quick as you can for 30 seconds.	**16 Mindful Minute** For 60 seconds, clear your mind & only focus on your breathing. If your mind starts to wander, bring your attention back to your breathing.	**17 Code Words** While watching TV any time you hear the code words complete 10 jumping jacks. Code words: green, St. Patrick's Day, lucky, leprechaun	**18 Mindful Minute** For 60 seconds, clear your mind & only focus on your breathing. If your mind starts to wander, bring your attention back to your breathing.	**19 Pretend!** Pretend to: -Sit in a chair for 10 seconds -Shoot a basketball 10 times - Ride a horse -Be a frog -Lift a car	**20 Commercial Stroll** During a commercial break take a walk around your entire house. Still a commercial? Go again this time speed walking so you don't miss a thing!	**21 Walking Race** Pick a distance and challenge a friend to a speed walking race. No running!
22 Dance, Dance Put on your favorite song or turn on the radio. Dance however you like during the entire song!	**23 Arm and Leg Tag** A regular game of tag, but if someone touches your arm/leg you can no longer use that body part. If both legs are tagged start a new round.	**24 Read & Move** Pick a book to read and select an "action word" that will be repeated often. When the "action word is read stand up and sit down.	**25 Army Crawl** Lay on your stomach resting on your forearms. Crawl across the room dragging your body as if you're moving under barbed wire.	**26 Do this:** -Hop on one leg 30 times, switch legs -Take 10 giant steps -Walk on your knees -Do a silly dance -Sprint for 10 seconds	**27 Set the Menu** Talk with who takes care of you about choosing the dinner menu. Pick whole grains and veggies.	**28 Vertical Jump** Jump as high as you can for 30 seconds. Repeat.
29 Ragdoll Pose Hold Ragdoll Pose for 30 seconds. Repeat. 	**30 Crabby Clean Up** Tidy up while walking like a crab! Carry items on your belly across the room to put them away.	**31 Mindful Minute** For 60 seconds, clear your mind & only focus on your breathing. If your mind starts to wander, bring your attention back to your breathing.	**National Health Observances:** • National Nutrition Month • 1st- Self-Injury Awareness Day • 6th -7th National Day of Unplugging (sundown-to-sundown) • 13th National Good Samaritan Day Yoga pictures from www.forteyoga.com		SHAPE America recommends school-age children accumulate at least 60 minutes and up to several hours of physical activity per day. Each bout of physical activity should be followed by cool-down stretches that help reduce soreness and avoid injury. Happy exercising!	