

# Christina School District Assignment Board

Grade Level: 3rd

Week of April 6<sup>th</sup>, 2020

	Monday	Tuesday	Wednesday	Thursday	Friday
<b>ELA</b>	Read <i>I Want a Phone!</i> Write a summary of what you read.	Read <i>I Want a Phone!</i> again to increase fluency. Answer questions 1-5.	Read <i>I Want a Phone!</i> again to increase fluency. Answer questions 6-10.	Read the Word Study sheet. Use the words to write your own sentences.	<b>No School</b>
<b>Math</b>	<b>Area/Perimeter</b> <i>See attached Area &amp; Perimeter sheet</i>	<b>Sandbox &amp; Garden Problems</b> <i>See attached Sandbox &amp; Garden Problems sheet</i>	<b>Measuring to Find the Area &amp; Perimeter</b> <i>See attached Measuring to Find Area &amp; Perimeter</i> <i>Also see attached printed rulers</i>	<b>More of the Twin's Tables</b> <i>See attached More of the Twin's Tables sheet</i>	<b>No School</b>
<b>Science</b>	<b>Where Do Clouds Come From?:</b> If you touched a cloud, what do you think it would feel like? Why do you think it would feel that way? Need: a clear cup, a lid of some kind, scissors, Gas Trap Experiment printout Do: Use your scissors to cut on the dotted lines, cutting off the "Gas Trap Tester". Hold your "Gas Trap Tester" the back of your cup and try reading it. Do #1. Put about 1 inch of warm water in	<b>*Disappearing Puddles:</b> On a warm sunny morning, pour some water on the pavement to make a puddle. Mark the circumference of the puddle with a chalk line. Check on the puddle - once an hour, if you can manage it. Each time you check it, draw a new outline around the puddle. Write your answers to the following: Where did the water go? If the weather was cold, do you think the puddle	<b>Thinking About Water Vapor:</b> Write your answers to the following: a) When you take a hot shower, why does the mirror in the bathroom fog up? b) On a cold day, why do you sometimes see your breath? c) Early in the morning, why is the grass sometimes covered with drops of dew?	<b>Storm Spotters:</b> Write your answers: a) What's the worst thunderstorm you have ever experienced? b) Have you ever noticed a thunderstorm coming toward you, before it arrives? What clues would you look for to know if a thunderstorm was coming your way? Are there any patterns? <b>Extension Activity: Weather Watcher's Journal</b> Keep a daily weather journal for at least a week. Observe the sky,	<b>No School</b>

### Christina School District Assignment Board

	<p>your cup. Put on the lid and answer #2 and #3. Write your answers to the following:</p> <p>Why is it harder to read the "Gas Trap Tester" through the cup now? What do you think is on the inside of the cup? Open the lid and feel the inside of the cup. Do #4. Write your answers to the following:</p> <p>How did the inside of the cup feel? Where do you think that water came from? Why do you think that?</p>	<p>would disappear faster or slower? Why do you think that?</p> <p>*Needs to be done on a warm, sunny day, after completion of "Where Do Clouds Come From?". May switch this activity with Wed or Thurs, if needed.</p>		<p>draw the clouds, note the wind direction and weather (sunny/cloudy, warm/cold, windy/still), and try to predict the next day's weather without using weather forecasts of any kind. At the end of a week, review the results. Have you noticed any patterns that help predict changes in the weather?</p>	
<b>Social Studies</b>	<p><b>Hist 1a-Causes &amp; Effects of American Revolution:</b> Complete Steps 1, 2, &amp; 3 from the document titled "Classroom Observations"</p>	<p><b>Hist 1a-Causes &amp; Effects of American Revolution:</b> Complete Step 4 from the document titled "Classroom Observations"</p>	<p><b>Hist 1a-Causes &amp; Effects of American Revolution:</b> Complete Step 5 from the document titled "Classroom Observations"</p>	<p><b>Hist 1a-Causes &amp; Effects of American Revolution:</b> Complete Step 6 from the document titled "Classroom Observations"</p>	<b>No School</b>

# I Want a Phone!

by ReadWorks



"I want a phone!" said Myrna.

"I bet you do," said her dad.

"No, but, Dad. You don't understand. I really, really, really want a phone."

"And I really, really, really want a boat. It's not going to happen."

Myrna and her dad were stuck in traffic. To her, it seemed like they were always stuck in traffic. When he took her to school in the morning-traffic. When he picked her up in the afternoon-traffic. Go to the bank, the grocery, a birthday party, and what felt like ten hours of traffic was their reward.

She was bored, because traffic was boring. And when she was bored, she wanted things. Right now, she wanted a phone. She wasn't sure if her dad understood that. She would have to tell him again.

"I. Want. A. Phone."

"N. O."

"What if I was stuck in a cave?"

"What?" asked her dad, trying not to laugh.

"What if I had a kitten, and the kitten ran away, and I had to run after it. What if the kitten ran into a cave, and I ran after the kitten, and in the cave there was a bear, and the bear trapped me, and-"

"And then you were stuck in the cave." Myrna nodded the way she did when she won an argument, but her dad wasn't through fighting. "Is this a momma bear? I hear they're the fiercest."

"Yes. It's a momma bear, and she's very upset, and she's going to eat me unless I have a phone to call for help."

"If it's a momma bear, then you can use her phone. Everyone knows that moms always carry phones."

Dad was laughing as he said this. Myrna didn't think it was very funny. She slammed her hand down on the glove compartment as hard as she could, which wasn't very hard. Now she was angry.

"If I had a phone, I could play games on it!"

"If I had a boat, I could eat steaks on it. That doesn't mean I'm getting one."

"No, but I mean..." Myrna spluttered. When she was very angry, she spluttered. It was embarrassing. "If I could play games, I wouldn't be so bored when we were in traffic. I wouldn't bother you!"

"I don't mind being bothered. I like talking to you."

"Then I won't say anything at all!"

Dad smiled quietly to himself. "I'm going to call Mom to let her know we'll be late." He reached into his pocket. "Oh, heck. My battery's dead."

"You know...if I had a phone, I could call Mom," said Myrna.

"Don't even."

Myrna grinned. She wasn't getting a phone, but she knew she was right, and that was almost as good.

**Name:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**1.** What does Myrna want?

- A. a car
- B. a boat
- C. a phone
- D. a kitten

**2.** Whom does Myrna have a conflict with in this story?

- A. her dad
- B. her mom
- C. a person driving in front of her and her dad
- D. a person driving behind her and her dad

**3.** The author describes Myrna as "angry." What evidence in the story supports this description?

- A. Myrna tells her dad that if she had a phone, she could call Mom.
- B. Myrna tells her dad that she wants a phone.
- C. Myrna asks her dad, "What if I was stuck in a cave?"
- D. Myrna slams her hand down on the glove compartment as hard as she can.

**4.** Read these sentences from the text.

She was bored, because traffic was boring. And when she was bored, she wanted things. Right now, she wanted a phone. She wasn't sure if her dad understood that. She would have to tell him again.

'I. Want. A. Phone.'

'N. O.'

'What if I was stuck in a cave?'

'What?' asked her dad, trying not to laugh.

Why might Myrna's dad be trying not to laugh?

- A. because he thinks her question is silly
- B. because he is bored by the traffic
- C. because he thinks it is funny when Myrna is bored
- D. because he thinks phones are silly

**5.** What is a theme of this story?

- A. Being right is almost as good as getting your way.
- B. If you do not give up, you will someday get what you want.
- C. If you use your imagination, you will never be bored.
- D. Being kind is more important than being right.

6. Read these sentences from the text.

No, but I mean...' Myrna spluttered. When she was very angry, she spluttered. It was embarrassing.

Based on these sentences, what does the word "spluttered" probably mean?

- A. had trouble speaking clearly
- B. fell asleep
- C. started to smile
- D. slowly counted to twenty

7. Choose the answer that best completes the sentence.

Myrna slams her hand down on the glove compartment \_\_\_\_\_ her dad laughs.

- A. before
- B. after
- C. then
- D. so

8. Near the end of the story, Myrna's dad wants to call her mom, but his phone's battery is dead. What does Myrna point out that she could do if she had a phone?

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**9.** Explain how Myrna feels about not getting a phone at the end of the story. Support your answer with evidence from the text.

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**10.** Throughout the story, Myrna and her dad argue about her getting a phone. Explain whether or not the argument is resolved by the end of the story. Support your answer with evidence from the text.

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### Word Study Warm Up (1-2 minutes)

Short vowel sounds are usually spelled with a single vowel followed by a consonant.  
Long vowels can be spelled with two vowels together, with the vowel-consonant-*e* pattern, or with an open syllable (V/C) pattern.

sticky	piles	shiny
program	elbow	June
cheese	paid	stuff

### Fluency sentences (1-2 minutes)

1. The candy made my fingers sticky.
2. We raked leaves into piles.
3. The baby tried to grab the shiny earrings.
4. We put on a program for our parents.
5. I scraped my elbow when I fell down.
6. We go on vacation in June.
7. Would you like some cheese?
8. Tina paid five dollars for a ticket.
9. There is a lot of stuff in Sam's backpack.

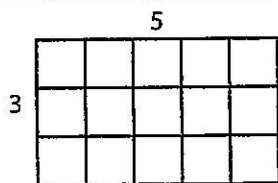
NAME \_\_\_\_\_

DATE \_\_\_\_\_



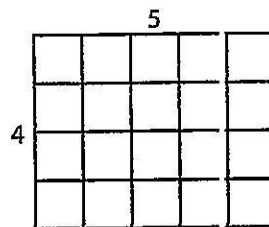
## Area & Perimeter

- 1 Find the area and perimeter of each rectangle. Area is the total amount of space covered by the rectangle. Perimeter is the distance around the rectangle.

**ex**

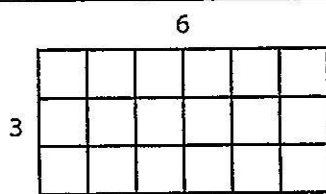
Perimeter  $3 + 3 + 5 + 5 = 16$

Area  $3 \times 5 = 15$  square units

**a**

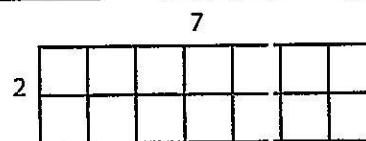
Perimeter \_\_\_\_\_

Area \_\_\_\_\_

**b**

Perimeter \_\_\_\_\_

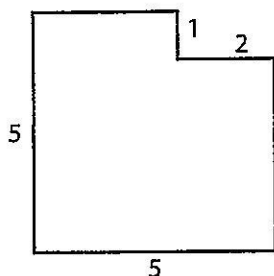
Area \_\_\_\_\_

**c**

Perimeter \_\_\_\_\_

Area \_\_\_\_\_

- 2 Find the area and perimeter of this shape. Show all your work.



Perimeter \_\_\_\_\_

Area \_\_\_\_\_

NAME \_\_\_\_\_

DATE \_\_\_\_\_

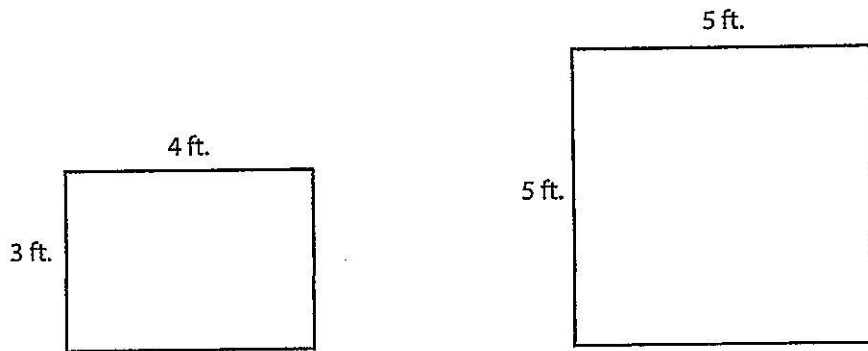
**Sandbox & Garden Problems** page 1 of 2

- 1 a Mrs. Smith made a sandbox for her kindergarten students. It is 60 inches wide and 125 inches long. Make a labeled sketch of the sandbox below.

- b What is the perimeter of the sandbox? Use your sketch to help solve the problem.

The perimeter of the sandbox is \_\_\_\_\_ inches.

- 2 Mai and her sister Keiko were planting a garden. They made two beds to plant flowers. One was 4 feet by 3 feet. The other was 5 feet by 5 feet. They want to outline the beds with bricks that are each 1 foot long. How many bricks will they need to outline both beds? Show all of your work.



They will need \_\_\_\_\_ bricks to outline both beds.

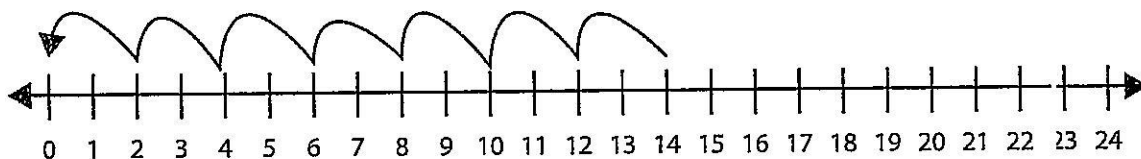
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NAME \_\_\_\_\_

DATE \_\_\_\_\_

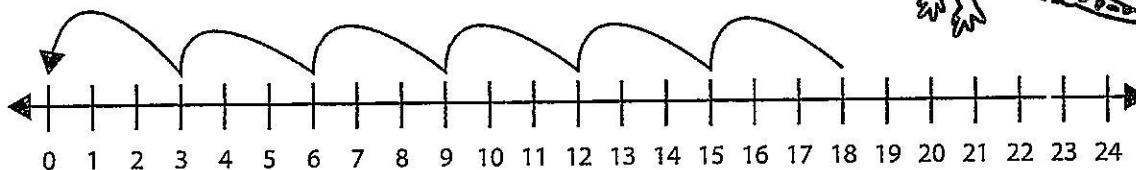
**Sandbox & Garden Problems** page 2 of 2

- 3** DJ Jumpy Frog, who lives in the sisters' garden, says you can also use the number line to show and solve division problems. He says to solve  $14 \div 2$ , you start at 14. Then you take equal hops of 2 all the way back to 0. If you count the number of hops, you get the answer.



- a** How many hops did it take DJ to get back to 0? \_\_\_\_\_
- b** Did he get the right answer to  $14 \div 2$ ? \_\_\_\_\_
- c** Why did he take hops of 2 instead of 3? \_\_\_\_\_

- 4** Here is another number line picture from DJ.

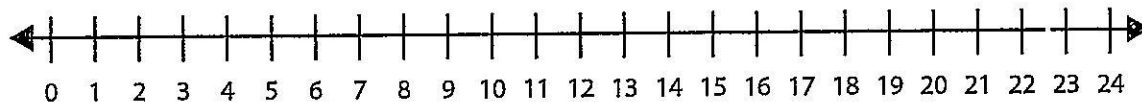


Write a division equation to go with DJ's picture.

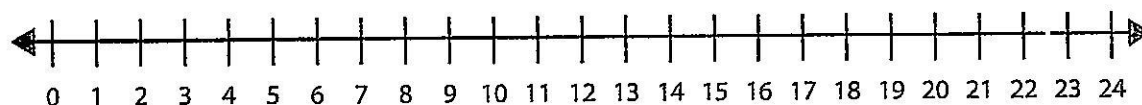
\_\_\_\_\_  $\div$  \_\_\_\_\_ = \_\_\_\_\_

- 5** Use the number lines below to show and solve division problems a and b.

**a**  $12 \div 3 =$  \_\_\_\_\_



**b**  $24 \div 4 =$  \_\_\_\_\_



NAME \_\_\_\_\_

DATE \_\_\_\_\_



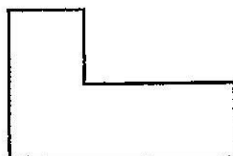
## Measuring to Find the Area & Perimeter

Use the centimeter side of a ruler to measure each rectangle below. Label the dimensions of the rectangle, and use the information to find the area and perimeter. Show your work.

*Area* is the total amount of space covered by the rectangle, and *perimeter* is the total distance around the rectangle.

<p><b>ex</b></p> <div style="text-align: center;"> </div> <p>Perimeter <math>2 + 3 + 2 + 3 = 10\text{cm}</math></p> <p>Area <math>2 \times 3 = 6 \text{ square cm}</math></p>	<p><b>1</b></p> <div style="text-align: center;"> </div> <p>Perimeter _____</p> <p>Area _____</p>
<p><b>2</b></p> <div style="text-align: center;"> </div> <p>Perimeter _____</p> <p>Area _____</p>	<p><b>3</b></p> <div style="text-align: center;"> </div> <p>Perimeter _____</p> <p>Area _____</p>

**4 CHALLENGE** Measure and label the figure below, then find its perimeter and area.



Perimeter \_\_\_\_\_

Area \_\_\_\_\_

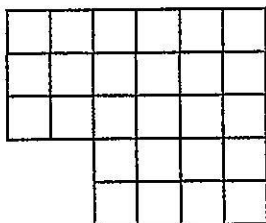
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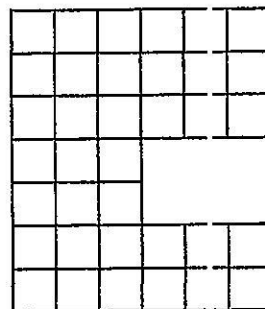


## More of the Twins' Tables

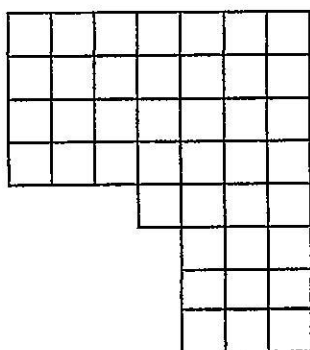
- 1 As soon as Emery had to go into town again, the Goat Twins, Zachary and Whackery, got up to their old tricks. Here are 4 different arrangements they made with Emery's small square tables. Find the area of each. Use lines or loops, along with numbers and equations to show how you got your answers.

**a**

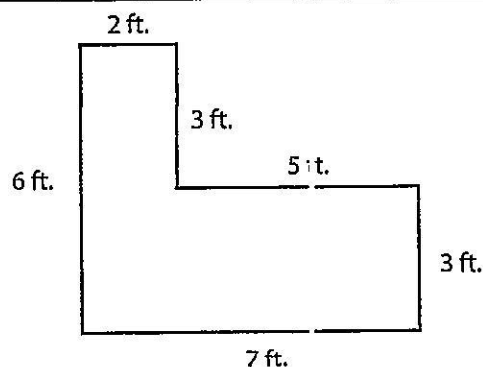
Area = \_\_\_\_\_ sq. units

**b**

Area = \_\_\_\_\_ sq. units

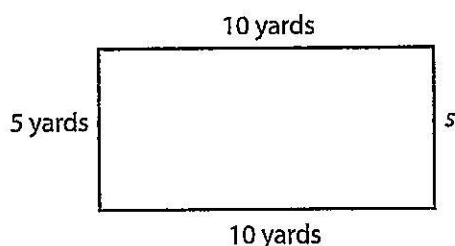
**c**

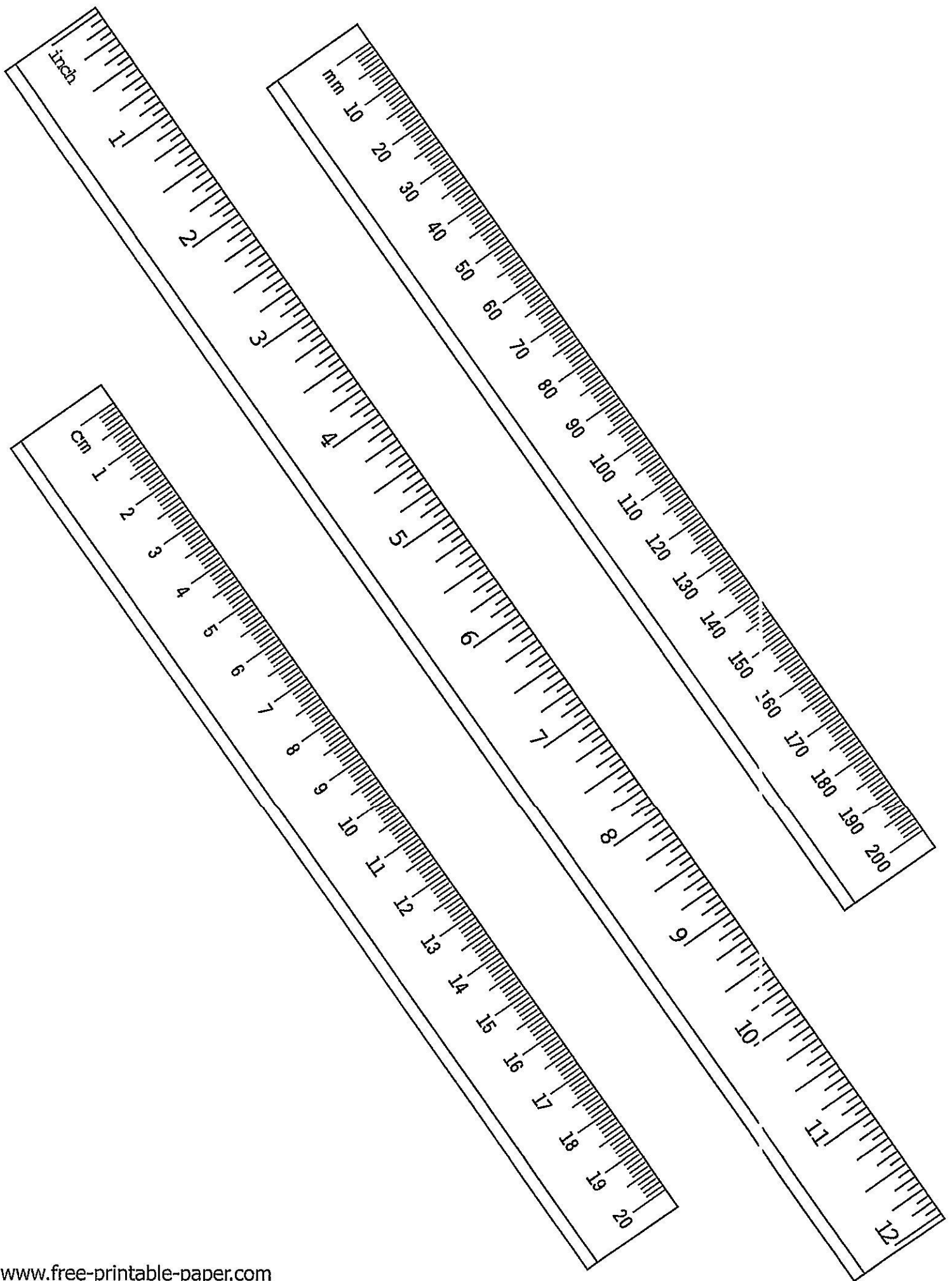
Area = \_\_\_\_\_ sq. units

**d**

Area = \_\_\_\_\_ sq. units

- 2 Here is a little sketch map of Emery's rectangular backyard. The perimeter of the yard is 30 yards. Use that information, along with the picture, to figure out the length of the side labeled  $s$ .

Side  $s$  is \_\_\_\_\_ yards long.



# GAS TRAP

Name: \_\_\_\_\_

**MYSTERY**  
science  
Stormy Skies | Mystery 1

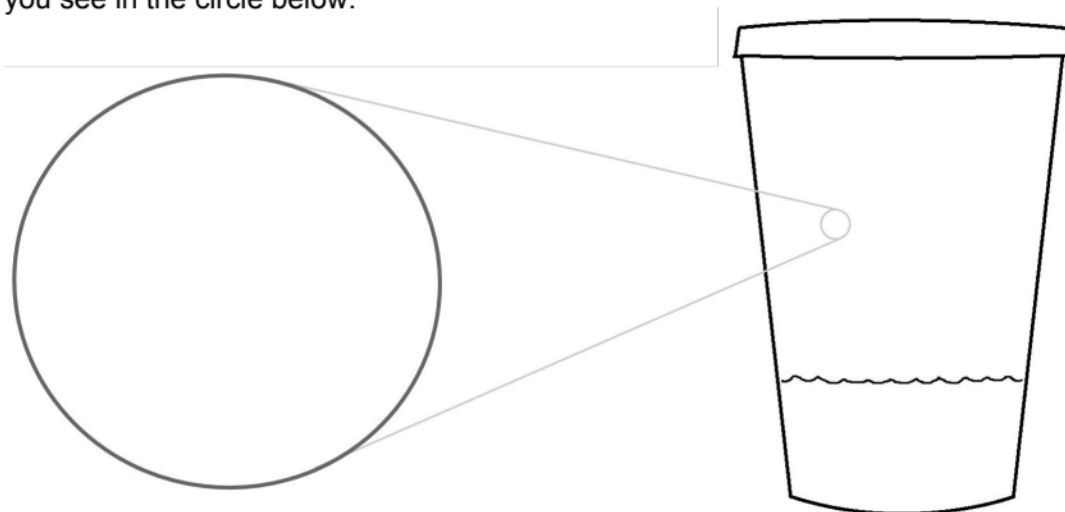
1. Before you begin the experiment, try reading your GAS TRAP TESTER through your cup. What's the last line you can read? Write it here:

\_\_\_\_\_

2. Now that you have the warm water, try reading the GAS TRAP TESTER through your cup again. What's the last line you can read now? Write it here:

\_\_\_\_\_

3. Look at the sides of your cup up close (as close as you can).  
Draw what you see in the circle below:



## Gas Trap Tester



**Can you read  
all these words  
through your cup?**

Maybe you can, maybe not.  
To find out—try it and see!

**WAIT TO DO QUESTION #4 UNTIL AFTER YOUR CLASS DISCUSSION**

4. Open the lid and feel the inside of the cup. How does it feel? \_\_\_\_\_  
Feel the bottom of the lid. How does that feel? \_\_\_\_\_



**CLASSROOM OBSERVATIONS**  
**Social Studies Home Learning Activities**

Standard Benchmark	History 2a: Students will use artifacts and documents to gather information about the past.		
Grade Band	2 / 3		
Vocabulary / Key Concepts	Observe - someone who can look closely at details and remember what he or she sees	Quadrant	
		1/4	1/4
		1/4	1/4

**Activity Title: Classroom Observation**

From Library of Congress – (Modified by CSD for Home)

[https://www.loc.gov/teachers/tps/quarterly/elementary/pdf/elementary\\_activityK-2.pdf](https://www.loc.gov/teachers/tps/quarterly/elementary/pdf/elementary_activityK-2.pdf)

**Materials Needed:**

- One sheet of paper
- Photograph: “Classroom scenes in Washington, D.C. public schools: studying the dog, 5th Division.”
- **(NOTE:** The photograph is found at the end of the lesson because part of the beginning of this lesson requires the student to observe the picture for 30 seconds)

**STEP 1:**

- Think of a game that you may have played where you had to remember what you have seen. When someone can look at something and remember all the things that he or she sees is called being a good observer.
- To practice your observation skills, you are going to “observe” (or look at) a picture for 30 seconds. Your challenge is to look very carefully at the picture and try to remember as many details as you can. You do not draw or write anything down during your 30 second look.
- Set a timer for 30 seconds and simply observe the picture “Classroom scenes in Washington D.C. Public Schools.”

**STEP 2:**

- After the 30 seconds is up, hide the picture and use your paper to write down everything you can remember about the picture. You can draw, write or do both. Whatever you draw or write does not need to be good; it is just to help you remember your observations.

**STEP 3:**

- After you write and/or draw everything you can remember about the picture, use two pieces of scrap paper, or two books, or two large sticky notes, etc to divide the picture into quadrants (1/4) – hiding ¾ of the picture and leaving the bottom left ¼ of the picture to be observed.
- Draw a line under the observation work you did from Step 2 and begin new observation work under the line.
- Observe the bottom left quadrant of the picture. Write and/or draw everything you observe.
- Then observe the top left quadrant of the picture. Write and/or draw everything you observe.
- Then observe the top right quadrant of the picture. Write and/or draw everything you observe.
- Finally observe the bottom right quadrant of the picture. Write and/or draw everything you observe.

**STEP 4:**

Answer the following questions:

- Compare and contrast what you observed in step 2 to what you observed in Step 3
  - What is similar?
  - What is different?

(Continue on Next Page)

- Did you observe more in the first observation (in Step 2) or in the second observation (where you divided the picture into quadrants in Step 3)?
- What do you wonder about the picture?
  - Can you answer these questions by looking at the picture?
- What new questions do you have about details that you may have missed the first time?

STEP 5:

- Read the bibliographic record found underneath the picture and notice the title and date it was created (TITLE = "Classroom scenes in Washington, D.C. public schools: studying live dog, 5th Division." DATE = 1899). 1899 means this picture shows a classroom from more than 100 years ago, long before students' grandparents and even great-grandparents were born.
- Compare this picture to your classroom today.
  - How is this classroom from the past different from your classroom today?
  - How is it the same?
  - Would you rather be a student in this classroom from the past or in your classroom today? Why?

STEP 6:

- Think about your classroom. Write down your observations: Describe as many details as you can.
- Ask an adult to read your observations. What do they remember about their classroom at your age? Write and/or draw their memories.
- Write 1 – 2 sentences about how your adult's classroom was the same or different from your classroom now.



Johnston, Frances Benjamin. "Classroom scenes in Washington, D.C. public schools: studying live dog, 5th Division." 1899? From Library of Congress Prints and Photographs Division. <http://www.loc.gov/pictures/item/2001703662/>