Christina School District Assignment Board

Grade Level: 3rd

Week of 4.27.20

	Day 1	Day 2	Day 3	Day 4	Day 5
ELA	Read *My Life Hasn't Changed.* Write to explain how one event causes other events to happen.	Read *My Life Hasn't Changed* again to increase fluency. Answer questions 1-5.	Read *My Life Hasn't Changed* again to increase fluency. Answer questions 6-9.	Read the attached Word Study sheet. Use the words to write your own sentences.	A coordinating conjunction connects two or more equal parts. Common coordinating conjunctions are: and, but, or, nor, for, so, yet. Circle the conjunctions you find in *My Life Hasn't Changed*.
Math	**Word Problems!** 1. Joe bought a sheet of stamps that had 3 rows of 4 stamps on it. The stamps cost 8¢ each. a.What is the problem asking you to figure out? b. Write an equation for the problem. Use a letter for an unknown quantity. Can you solve it? 2. Iva and her friend Josie are making flower pots for the class store. Iva made 3 pots with 5 flowers in each pot. Josie made 4 pots with 6 flowers in each pot. a.What is the problem asking you to figure out? b. Write an equation for the problem. Use a letter for an unknown quantity. Can you solve it? Use pictures, numbers and words to show your work. Can you create your own?	**Word Problems! Day 2!** Remember: 1.Tell what the problem is asking you to figure out. 2. Write an equation for the problem. Use a letter for the unknown quantity. 3. Solve the problem. Answer in a complete sentence. #1. Joseph has a stamp book with 6 pages. Each page holds 12 stamps. Right now he has 48 stamps. How many more stamps will the book hold? #2. Mario collects Pokemon cards and puts them in a binder. Each page holds 9 cards. His goal is to collect 350 cards by the end of the year. Right now Mario has filled 11 pages in his binder. How many more cards does he need to get to meet his goal? Can you create your own problem?	**Operations & Equations** *Please complete page 1 & 2 of the activity titled Operations and Equations.*	**Meet the Elevens and Twelves Families!** *Please complete the activity titled Meet the Elevens & Twelves Families.*	**Multiplying by Elevens & Twelves** *Please complete the activities titled Multiplying by Elevens & Twelves.*

Christina School District Assignment Board

Science	**Fossils:** Think and write about fossils (the remains of animals that lived a long time ago):  What do you think this fossil came from? How about these fossils?:  If you found both these things in a rock quarry, what other fossils do you think you might find in the quarry?  Here are some additional fossils found in the same area. What do you think made these?	**Fossil Dig:** **Need:** Fossil Dig sheets, tape, scissors **Do:** Write your name. Cut along 2 dotted lines until you reach the stop signs. DO NOT CUT LAYERS APART. Put cut page on top of other page. Fold tape over both pages near the arrows. "Dig for Fossils": Open Layer A. Examine fossils in this layer. Look at the traits of each fossil. Fill in #1 on handout. Also write your answers to the following: What kind of animal do you think each fossil was when it was alive? What trait or traits make you think that? Then fill in question #2. Do the same for Layer B, and answer #3. Then write your answers to the following: Do you think the habitat changed between Layer A and Layer B? What's your evidence? ***SAVE for next day activity**	**Mystery Fossils:** **Need:** Mystery Fossils, glue, scissors **Do:** Cut out Mystery Fossils. Observe traits of Mystery Fossils. Sort them into 2 piles, one for Layer A and one for Layer B. Sort them as best you can according to their traits. Glue them in their fossil layer. Try not to cover the other fossils. Write your best answers to the following: a) What is a trait in common for at least two fossils in Layer A? b) What is a trait in common for at least two fossils in Layer B? c) What kinds of fossils do you think you'd find if you dug deeper? Why?	**Changing Habitats:** Think about your "Fossil Dig" activity and assume it was a real location such as Delaware. Recall that it looked like that habitat changed over time (from Layer B to Layer A). Write your best answer to the following: Do you think habitats have changed in other parts of the world? How could you find out? If you could dig down deep enough near where you live, what fossil creatures do you think you might find? Why do you think that?	**A Whale of a Find:** Read the article. Using evidence from the article, write your best answer to the following: How can whales (fossils) be found in a desert?
Social Studies	Complete Activity 1 from the document titled, "Writing the Story of the Past - Part 1"	Complete Activity 2 from the document titled, "Writing the Story of the Past - Part 1"	Complete Activity 3 from the document titled, "Writing the Story of the Past - Part 1"	Complete Activity 4 from the document titled, "Writing the Story of the Past - Part 1"	Complete Activity 5 from the document titled, "Writing the Story of the Past - Part 1"

'My Life Hasn't Changed'

Australian Paralympic Committee (CC BY-SA 3.0)

This is a photo showing wheelchair athletes playing basketball at the 2000 Paralympics.

On a cold morning in Austria, 16-year-old skier Ann Thompson was about to make her last practice run before lunch.

At the time, Thompson was one of the United States' top junior skiers. She hoped to win an Olympic gold medal in skiing.

As she prepared for that practice run, she couldn't know that it would be the last one she'd ever take.

As she sped down the hill on her skis, Thompson had a terrible accident. She fell and severed her spinal cord.

The spinal cord is made of tissue that carries signals to and from the brain. They tell body

parts when and how to move.

Thompson's fall took place in August 1985. As a result of the accident, Thompson could no longer walk. Her skiing career was over. But her life as an athlete was not.

'I Never Missed a Beat'

"The accident didn't change anything," Thompson told Extra. "I never missed a beat. I'm the same person I was before."

After her accident, Thompson joined the Cruisers, a program for wheelchair athletes in Connecticut, Thompson's home state.

"We brought her down to see what was happening," said Don Chaffee, a Cruiser official. "At first, she said, 'I can't do that.' Then she realized, 'I can do that. I'm going to do that.' And we're so proud of her."

Paralympic Star

Just over a year after her accident, Thompson was a top wheelchair athlete. Her sport was track and field.

As a student at the University of Illinois, Thompson also played basketball. It wasn't easy for her. She had never played basketball before her accident. Now she was learning the sport in a wheelchair.

"I started practice in October of my freshman year," she said. "I made my first basket right before Christmas break."

Thompson also joined the U.S. Paralympic team. In 1988, 1992, and 1996, she competed in track-and-field events. She won two gold medals, a silver medal, and two bronze medals.

From Track to Hoops

Soon, though, Thompson knew she had to get a job. She knew that training for track and field took too much time to allow her to work. So she tried out for the U.S. Paralympic women's basketball team instead, and she made it.

Thompson played basketball at the Paralympic Games in Sydney, Australia, in October 2000.

Her husband, a U.S. team trainer, went to Australia with her.

Role Model

Thompson is a role model for millions of people with physical disabilities. Her message to kids is simple. "Try," she said. "Really try. If you want to do something, give it your best effort. If you really want to do something, you can find a way to do it."

The kids who have watched her practice see her as proof that anything is possible.

"They see this lady in her wheelchair going around, getting married, and loving life," said Chaffee. "And they say, 'Hey, I can make it, too.'"

Name: _____ **Date:** _____

1. According to the text, what sport did Ann Thompson play as a wheelchair athlete just over a year after her accident?

A. skiing

B. track and field

C. basketball

D. training

2. What problem and solution are described in this text?

A. The problem was the ski accident that left Ann Thompson unable to walk, and the solution was becoming a wheelchair athlete.

B. The problem was that Ann Thompson's spinal cord was severed, and the solution was to put it back together.

C. The problem was that there were no opportunities for wheelchair athletes, and the solution was to create a program called the Cruisers.

D. The problem was that Ann Thompson had little time to train for track and field, and the solution was to join the basketball team instead.

3. Injuring your spinal cord is very serious.

Which evidence from the text support this conclusion?

A. "The spinal cord is made of tissue that carries signals to and from the brain. They tell body parts when and how to move."

B. "She knew that training for track and field took too much time to allow her to work."

C. "So she tried out for the U.S. Paralympic women's basketball team instead, and she made it."

D. "Thompson is a role model for millions of people with physical disabilities. Her message to kids is simple."

4. Based on the text, what can you conclude about Ann Thompson?

A. She is going to become a trainer some day.

B. She continues to wish that she could ski.

C. She is a strong person who tries very hard.

D. She likes basketball more than track and field.

5. What is the main idea of the text?

A. At the age of 16 years old, Ann Thompson fell and severed her spinal cord, which left her unable to walk and ski.

B. In the years 1988, 1992, and 1996, Ann Thompson joined the U.S. Paralympic team, where she competed in track-and-field events.

C. Ann Thompson could no longer be a skier because of an accident, but she continued to give her best effort as a wheelchair athlete.

D. Many kids with physical disabilities have seen Ann Thompson in her wheelchair, and they are inspired by her active life.

6. Read these sentences from the text.

As she sped down the hill on her skis, Thompson had a terrible **accident** . She fell and severed her spinal cord.

Based on the sentences, what does the word "**accident**" mean?

A. fun event that happens with planning

B. fun event that happens by chance

C. harmful event that happens with planning

D. harmful event that happens by chance

7. Choose the word that best completes the sentence.

Ann Thompson's spinal cord was severed in an accident, _____ she could no longer walk.

A. although

B. but

C. because

D. so

8. What effect did the accident have on Ann Thompson?

9. Read these sentences from the text.

> Soon, though, Thompson knew she had to get a job. She knew that training for track and field took too much time to allow her to work. So she tried out for the U.S. Paralympic women's basketball team instead, and she made it.

Based on the text, what is the difference in time between practicing for the Paralympic basketball team and training for track and field?

Word Study Warm Up (1-2 minutes)

Words that sound alike but are spelled differently are called homophones. These words also have different meanings.

fir	fur	there
their	hour	our
one	won	here

Fluency sentences (1-2 minutes)

1. The fir tree was dark green.
2. Animals' fur protects the skin.
3. There were too many houses.
4. The players put on their helmets.
5. The movie starts in an hour.
6. We painted our house blue.
7. Six plus one equals seven.
8. Bessie won the blue ribbon.
9. She keeps it here on the shelf.

NAME _____ DATE _____

Operations & Equations page 1 of 2

1 Solve the addition and subtraction problems.

427 + 92	728 + 436	246 + 795	500 – 150	280 – 145
285 – 143	964 – 528	835 –297	603 –465	460 –235

2 Write a greater than, less than, or equal sign to complete each equation.

36 + 4 < 26 + 20		5 × 8	10 × 3
12 + 18	2 + 28	25 – 10	35 – 20
2 × 12	2 × 8	1 × 9	3 × 4

CHALLENGE

890 – 500	756 – 540	400	150 + 250
2 × 96	4 × 50	1 × 450	500 – 50

3 Pick the equation that will help you solve the problem. Then solve the problem. Jake found 32 shells on the beach. He gave half of them to his brother. Then his sister gave Jake 18 more shells. How many shells does Jake have now?

○ (32 × 2) + 18 = ? ○ (32 × 2) – 18 = ? ○ (32 ÷ 2) + 18 = ?

Jake has _____ shells.

(continued on next page)

NAME _____ | DATE _____

Operations & Equations page 2 of 2

4 Pick the equation that will help you solve the problem. Then solve the problem and show your work.

a The pet store got 53 fish. They sold 29 of the fish right away. They divided the rest of the fish evenly into 3 tanks. How many fish were in each tank? (The letter f in the equations below stands for fish.)

- ○ $53 - 29 = f$
- ○ $(53 - 29) \div 3 = f$
- ○ $(53 + 29) \div 3 = f$
- ○ $53 + 29 \times 3 = f$

There were _____ fish in each tank.

b **CHALLENGE** You can get Fantastic Fish Food at the pet store in two different sizes. The smaller size is 60 grams. The larger size is 3 times that much, plus another 11 grams. How many grams is the larger size? (The letter g in the equations below stands for grams.)

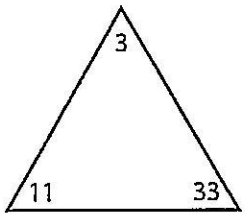
- ○ $(60 + 3) + 11 = g$
- ○ $(60 \times 3) - 11 = g$
- ○ $(60 \times 3) + 11 = g$
- ○ $(60 \div 3) \times 11 = g$

The larger size is _____ grams.

NAME | DATE

Meet the Elevens & Twelves Families

Write 2 multiplication and 2 division facts for each family. The first one has been done for you.

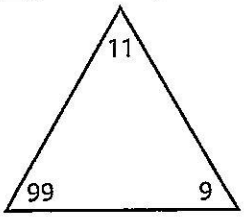


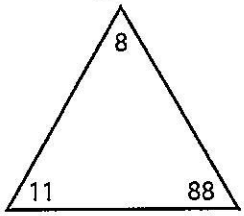
$3 \times 11 = 33$

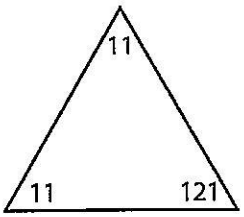
$11 \times 3 = 33$

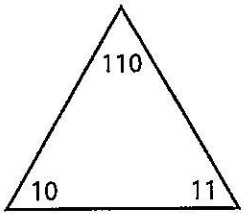
$33 \div 3 = 11$

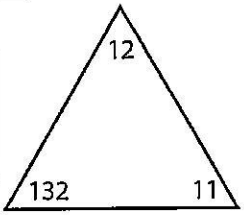
$33 \div 11 = 3$

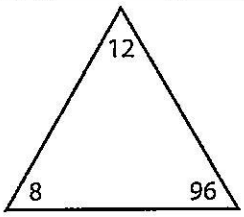


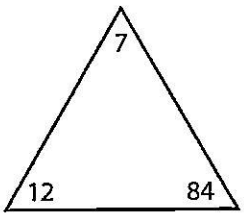


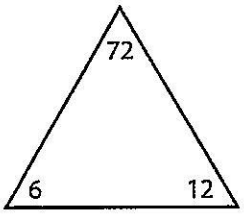


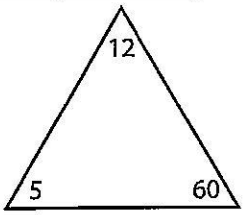












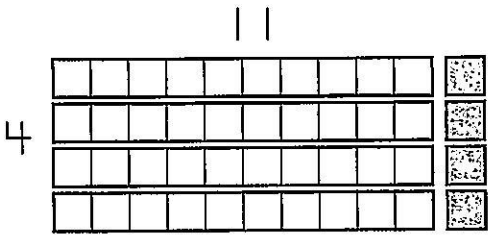
NAME | DATE

Multiplying by Elevens & Twelves page 1 of 3

1 Sam and Terra built some multiplication arrays with base ten area pieces. For each of their arrays:

- Label the dimensions.
- Write two different equations to show how many units there are.

ex

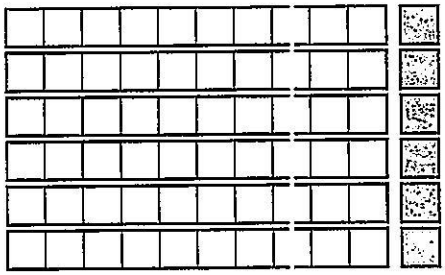


Equations:

11 + 11 + 11 + 11 = 44

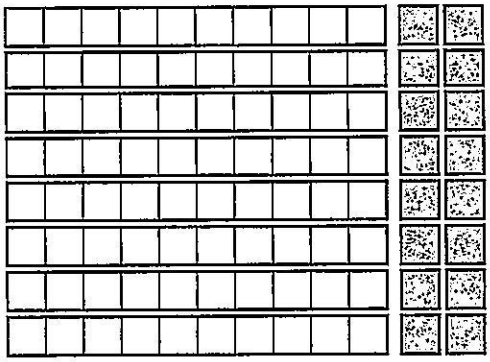
4 × 11 = 44

a



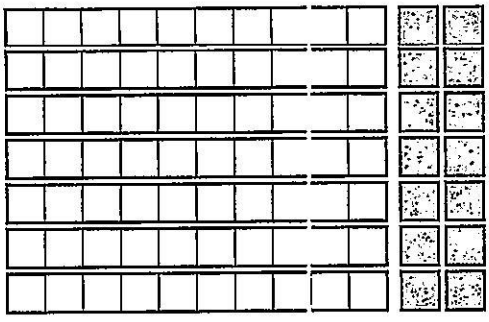
Equations:

b



Equations:

c



Equations:

(continued on next page)

NAME | DATE

Multiplying by Elevens & Twelves page 2 of 3

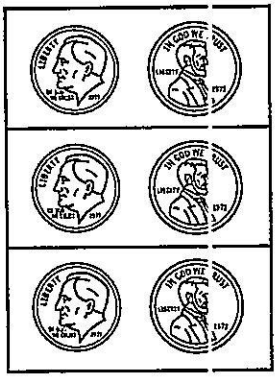
2 Holly and Micah used dimes and pennies to show some multiplication facts. Write a multiplication equation to show how much money is shown in each arrangement.

ex

Multiplication equation:

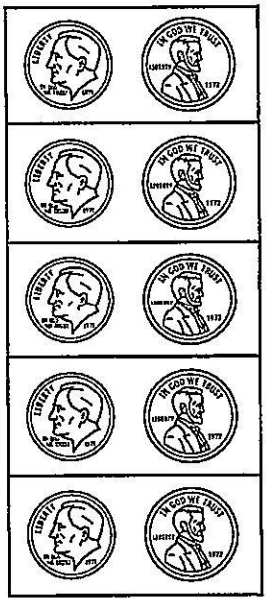
2 × 12¢ = 24¢

a



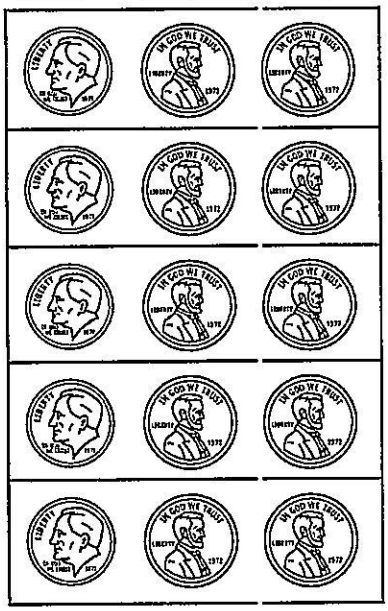
Multiplication equation:

b



Multiplication equation:

c



Multiplication equation:

(continued on next page)

NAME _____ | DATE _____

Multiplying by Elevens & Twelves page 3 of 3

3 Make sketches of dimes and pennies or base ten area pieces to show and solve each problem. Label your sketches.

a $7 \times 11 =$ _____	**b** $4 \times 12 =$ _____

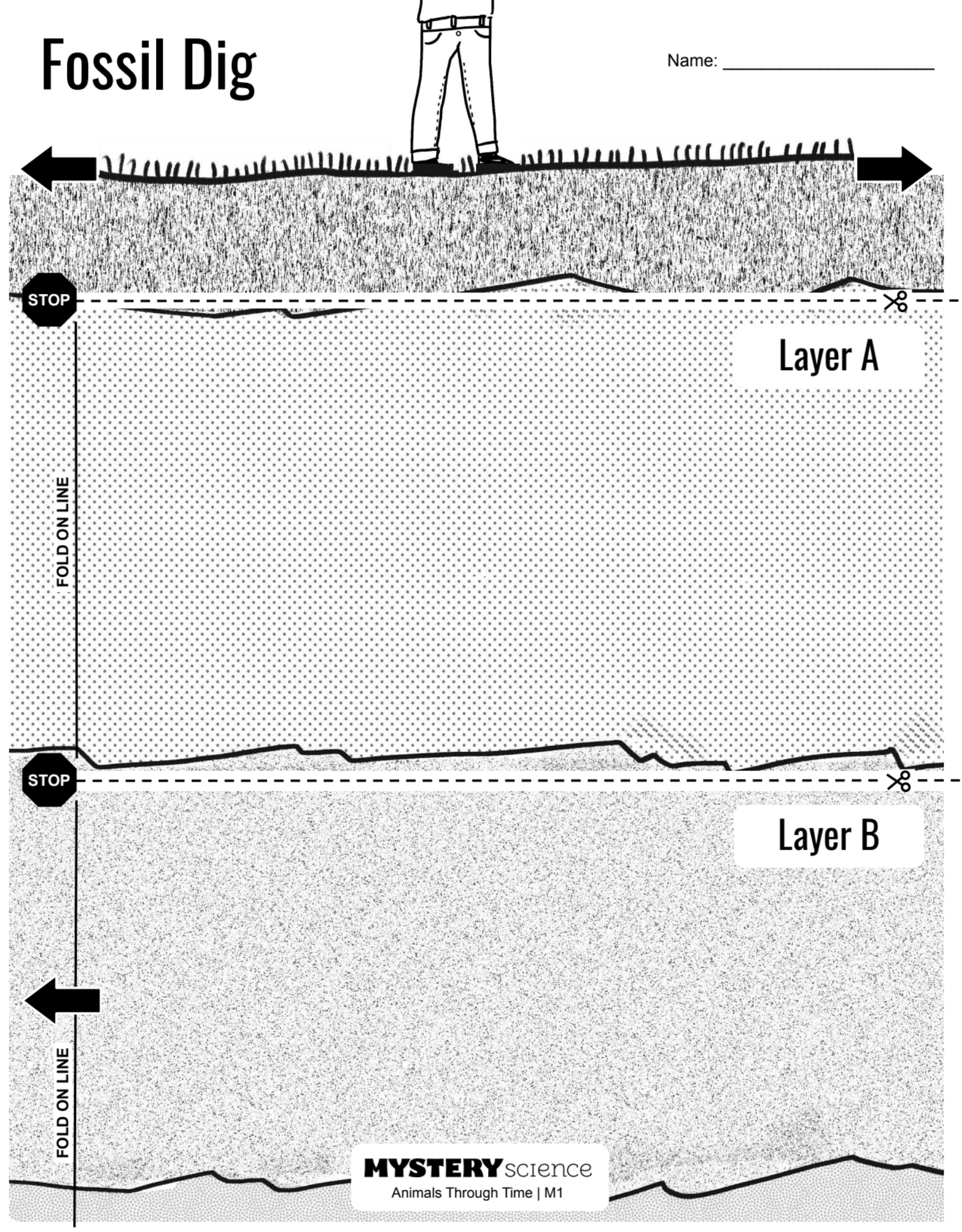
4 Use numbers, pictures, or words to solve each of the problems below. Show all of your work.

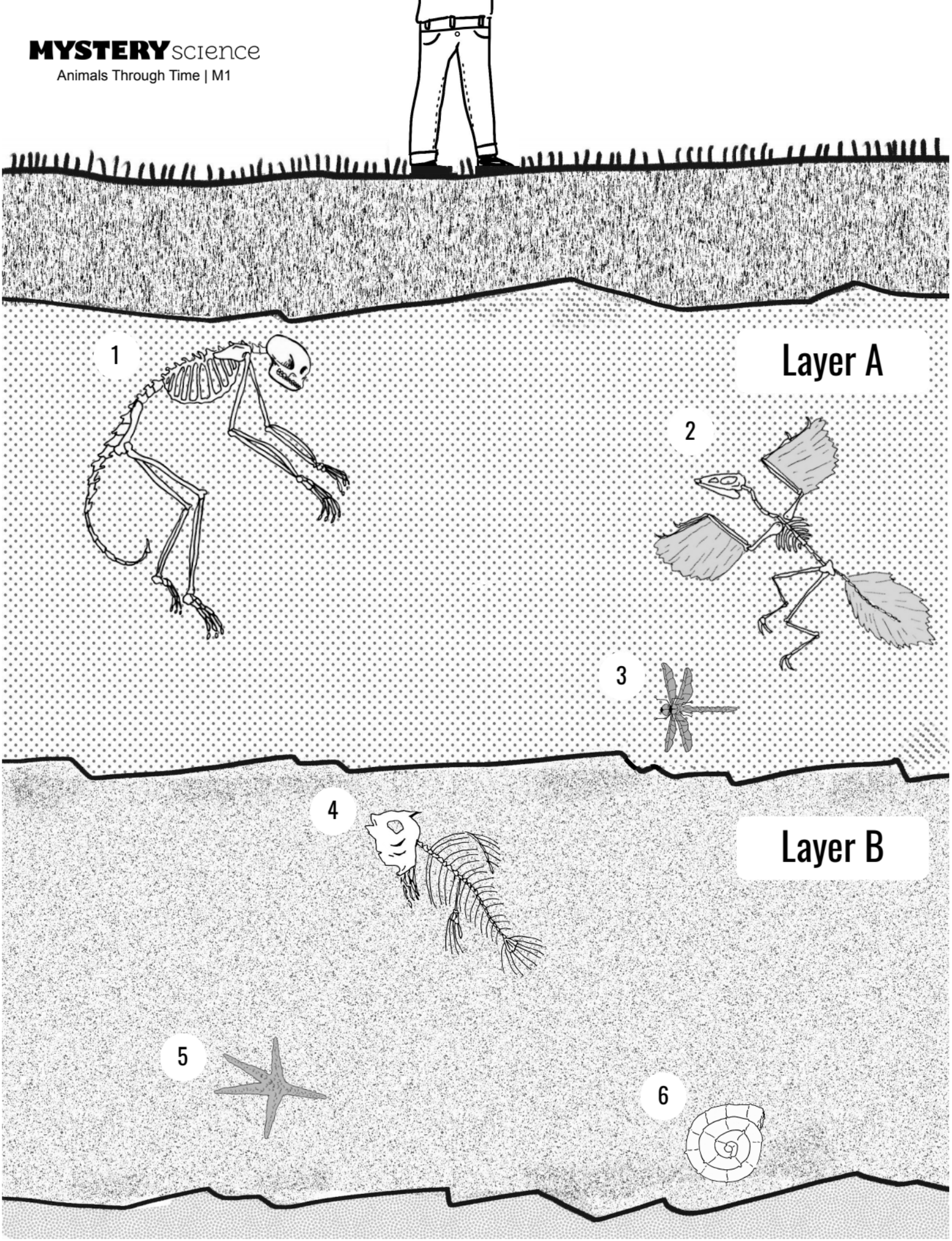
a King School is holding a bake sale. Jose's mom brought 2 dozen chocolate chip cookies, and Jana's dad brought 3 dozen peanut butter cookies. The helpers took the cookies out of their bags and put them on plates. They put 10 on every plate. How many plates did they need?

b Sam was helping his mom plant a garden. They planted 7 rows of lettuce. Four of the rows had 11 lettuce plants. Three of the rows had 12 lettuce plants. How many lettuce plants did they plant in all?

Fossil Dig

Name: _____




1
Layer A
2
3
4
Layer B
5
6

Fossil Dig Worksheet

Name: _____

1) In Layer A, examine each fossil and then fill in the answers below.

	One trait this fossil has is...
Fossil 1	
Fossil 2	
Fossil 3	

2) I think the fossils found in Layer A lived **ON LAND** / **IN THE WATER** when they were alive. I think this because… _____

_____

_____

3) For each fossil in Layer B, fill in the blanks below.

	One trait this fossil has is...
Fossil 4	
Fossil 5	
Fossil 6	

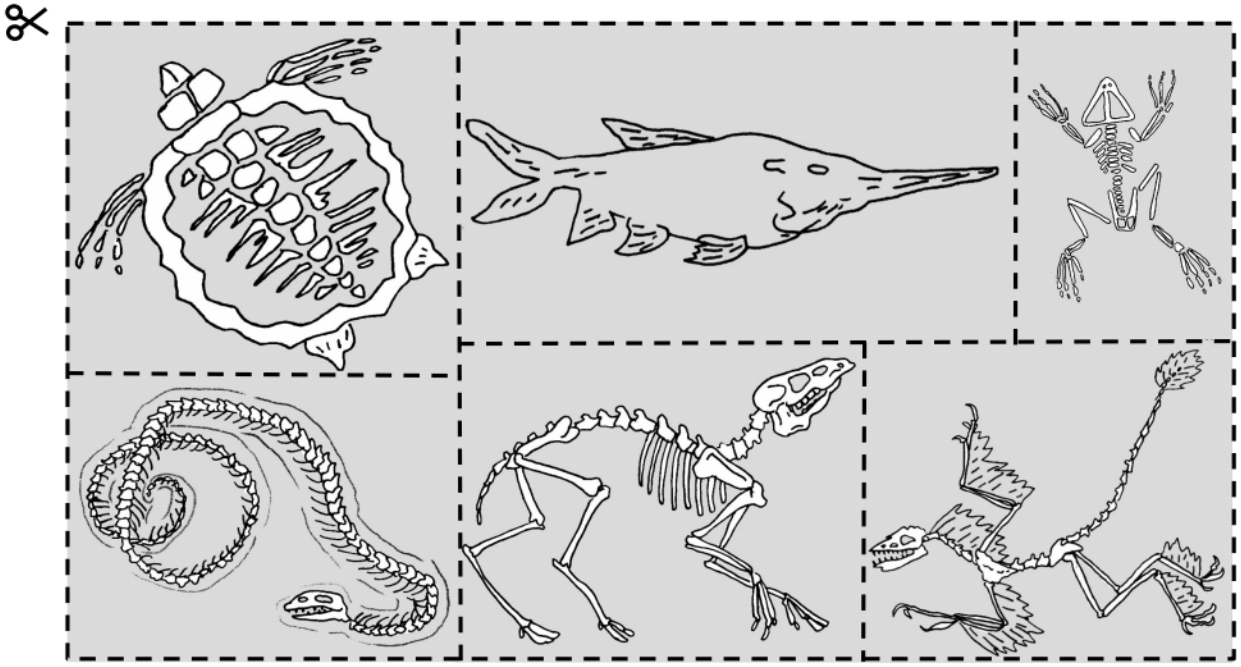
4) I think the habitat **DID** / **DID NOT** change between Layer A and Layer B. I think this because...

_____

_____

_____

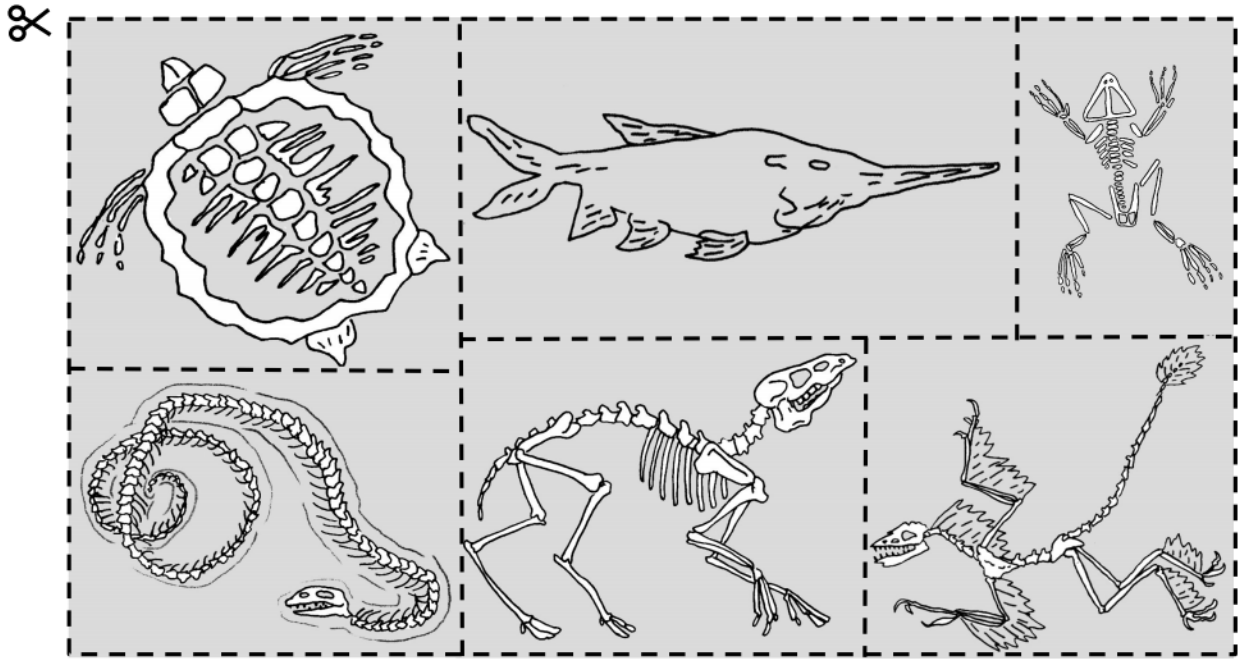
Mystery Fossils



MYSTERY science

Animals Through Time | M1

Mystery Fossils



MYSTERY science

Animals Through Time | M1

A Whale of a Find

by Pat Murphy

In 2010, workers were building a new lane on a highway in Chile. When they dug into the dry desert soil, they made a surprising discovery. The road workers found the fossil bones of dozens of whales. Along with the whales, they found fossils of seals and fish and other animals that had lived in the ocean long ago.

People who lived in a nearby town had found a few fossil whale bones there. People called that spot *Cerro Ballena,* which means “Whale Hill” in Spanish.

The road workers uncovered one of the biggest collections of fossil whales and other extinct ocean animals ever found. Scientists rushed to Whale Hill, knowing that they had very little time to save the fossils. In just a few months, the highway would cover the place where the fossils lay.

When scientists find fossils, they take a careful look at everything around the fossil bones before digging them up. Scientists look for clues about what happened to the animals. Often, the soil around the bones helps scientists understand how the animals died and what the place was like when the animals were alive.

At Whale Hill, scientists had to hurry. Scientists from the Smithsonian Institution used three-dimensional scanners to collect as much information as they could about the fossil skeletons while the bones were still in the ground. In just one week, these scientists created three-dimensional pictures of 40 different whale skeletons, including a group of two adult whales and a baby whale lying side by side in the ground.

Scientists think that the desert area was right on the coast, millions of years ago. The whales may have died when they were stranded in shallow water and could not swim back to sea.

Before the highway was complete, all the fossils were removed from its path and taken to museums that will preserve them. But there are still many more fossils near Whale Hill that no one has studied yet. Scientists think that hundreds of skeletons are still under the nearby desert, just waiting to be uncovered.

Writing the Story of the Past – PART 1

Benchmark Standard	**History 2a**: Students will use artifacts and documents to gather information about the past. **History 3a**: Students will understand that historical accounts are constructed by drawing logical inferences from artifacts and documents.
Grade Band	2-3
Vocabulary / Key Concepts	Artifact, Document, Primary Source

~This is a part of the DRC Unit "Writing the Story of the Past" - Modified by CSD for use at home~

ACTIVITY 1:

1. Start this lesson by walking around your home noticing evidence of what it means and/or looks like to live in the year 2020. Write the evidence on a piece of paper.
2. After you have about 10 pieces of evidence written down from your home, put your evidence into categories. Categories may include types of technology, written records, fashion/beauty, decorations, etc.
3. How do you think historians might categorize different sources they may find while researching a person's life?
    - Maybe *photographs, letters, diaries, jewelry, clothes, the person's house*?
4. How can these categories be divided into just two?
    - *Artifact, Document*

FOR YOUR INFORMATION: ☺

5. A piece of historical evidence is known as a primary source. The definition of a **primary source** is, "A piece of physical evidence from a time period or an event." Historians then divide primary sources into two categories — artifact and document. "An **artifact** is simply a thing, anything, made by human hands. **Documents** that are considered primary sources are diaries, letters, photographs, birth records, or any document that serves as a first person account or eyewitness to an event or time period."
6. Use the KIM Vocabulary Building strategy to process this information: Complete on the charts below.
    - **K** = the vocabulary word (this step is completed for you)
    - **I** = the information or definition in your own words
    - **M** = a clue to help you remember what the word means.

KIM Example:

K	**I**	**M**
(K = Key Vocabulary Word)	(I = Information/Definition)	(M = Memory Clue/Picture)
Clue	~something that helps a person to find something or to solve a mystery	
Your sentence: *I like getting clues to help me figure out the meaning of words.*		

K (K = Key Vocabulary Word) **Primary Source**	**I** (I = Information/Definition)	**M** (M = Memory Clue/Picture)
Your sentence:		

K (K = Key Vocabulary Word) **Artifact**	**I** (I = Information/Definition)	**M** (M = Memory Clue/Picture)
Your sentence:		

K (K = Key Vocabulary Word) **Document**	**I** (I = Information/Definition)	**M** (M = Memory Clue/Picture)
Your sentence:		

7. Out of all of the artifacts and documents (pieces of evidence) that you wrote down, which one do you think that best represents 2020? Explain why you think so.

_____
_____
_____
_____

ACTIVITY 2:

1. Select 5 "things" that would enable someone to learn more about you, your hobbies, your family, your interests, your past, etc.
2. In the chart below, list each of the 5 items, and summarize what each of the 5 items reveal about you and your past.

Your 5 items (artifacts and documents)	Summary of what each item reveals about you and your past.
1.	
2.	
3.	
4.	
5.	

3. Ask a parent, guardian or older sibling to select 5 items that would enable someone (like you or a historian) to learn more about their hobbies, family, interests, past, etc.
4. Have them show you their items one at a time. As they show you each item, you should guess what each item tells you about them. By guessing what the items reveal, you are "drawing a conclusion."
5. How do you think this is similar to what historians do when they write historical accounts?
    a. (*Historians draw conclusions from artifacts and documents*)
6. Use your 5 items and your parent, guardian, or sibling's items (now you have 10 items). Separate the 10 pieces of evidence into Artifacts and Documents. Place the artifacts to your left on your workspace and the documents to the right on your workspace. Below is an example, were you able to separate correctly? Did you have any you were not sure about?

For example:

ARTIFACTS	DOCUMENTS
• Toy • Jewelry • Key Chain • Game Boy/Video Game • DVD/Video • Piece of Sports Equipment	• Photo • Notebook • Diary • Yearbook • Certificate

ACTIVITY 3:

SUMMARIZING QUESTIONS:

1. What is an artifact?

   _____
   _____

2. What are some examples of artifacts?

   _____
   _____

3. What is a document?

   _____
   _____

4. What are some examples of documents?

   _____
   _____

5. How do historians piece together the story of the past?

   _____
   _____
   _____

ACTIVITY 4:

CHECK FOR UNDERSTANDING:

1. Why do you think it is important for historians to use primary sources while investigating history? Explain why you think so.

   _____
   _____
   _____

2. What can we learn from studying these artifacts and documents?

   _____
   _____
   _____

3. What can't we learn from studying these artifacts and documents?

   _____
   _____
   _____

ACTIVITY 5: Limited Resources

1. Out of the 5 items that you selected from Activity 2 that would enable someone to learn more about you, your hobbies, your family, your interests, your past, etc., pick two of those items and summarize what each of the 2 items reveal about you and your past (if you want to, you can use the summaries you used in Activity 2).

2. Look at the summaries for the 5 items (in Activity 2). What can you tell about yourself by looking at these 5 pieces of evidence? What are you like? Is there a lot to reveal about you?

_____
_____
_____

3. Now, only use the 2 items that you chose from #1 in this activity:
    a. By using only these two items, do they reveal as much information about you as do the 5 items? Why or why not?

_____
_____
_____

4. Besides items that you already used, what other documents and artifacts might help you learn about others?

_____
_____
_____

5. Where could you go to find these primary sources?

_____
_____
_____

CHECK FOR UNDERSTANDING:

6. How might the information you know about someone in history change when new sources are found? Support your answer with an example.

_____
_____
_____
_____

NOTE: *Part 2 of this lesson will be on next week's assignment board. Therefore, keep this information to help with "Writing the Story of the Past, Part 2"*