Grade Level: 3rd

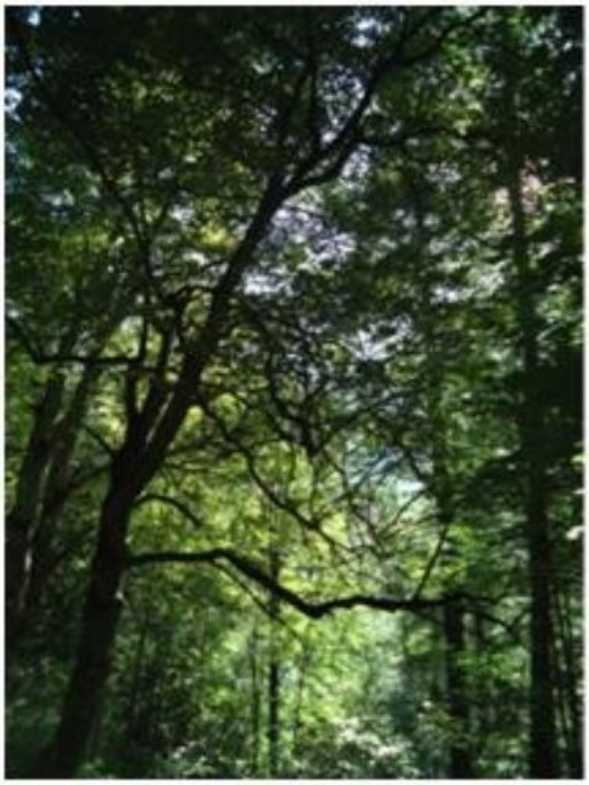
Week 2: of April 14, 2020

	Day 1	Day 2	Day 3	Day 4	Day 5
ELA	**No School**	Read *Happy Trails*. Write a summary of what you read.	Read *Happy Trails* again to increase fluency. Answer questions 1-5.	Read *Happy Trails* again to increase fluency. Answer questions 6-10.	Read the Word Study sheet. Use the words to write your own sentences.
Math	**No School**	**Game Night!** *See attached sheet* What would happen to Rodney Rabbit if he had a total of 20 rabbits at his house? Would they fit on the grid? What if he had only 16? How would that change things?	**Geoboard Halves:** *See attached sheet* How many different ways can you find to divide the square geoboard into halves? Just do page 1.	**Geoboard Halves:** *See attached sheet* How many different ways can you find to divide the square geoboard into halves? Just do page 2.	**Fractions on a Geoboard** Using the additional sheet from Geoboard Halves, what other fractions can you make? Remember when breaking up the geoboard into fractions, they need to be in equal parts. Have you tried fourths? Fifths? Sixths? Eighths? Any others?
Science	**No School**	**Why are Some Places Always Hot? (part 1): Write** down your answer to the following: What's the climate like where you live? Does it stay the same through all the seasons? Some? Or is it different every season? If so, how? **Need:** Maps, matching lists [9 pages]; ruler or a straightedge to draw a line; blue, red, yellow, purple, orange crayon or colored pencil **Do:** Color Climate Decoders (blue=cold; yellow=warm; red=hot). Draw 2 lines between top & bottom Climate Decoders. Use a ruler, connect marks where the colors meet. Then fill in winter and summer circles	**Why are Some Places Always Hot? (part 2):** Using evidence from your maps from the previous day, **write** your answers to the following: Where is it hot all year long? Where is it cold all year long? If you were going on a summer vacation in the blue zone, what clothing would you pack and why? If you were going on a summer vacation in the purple zone, what clothing would you pack and why? ***Save maps for next day.**	**Why are Some Places Always Hot? (part 3):** On your maps, label the purple areas "temperate". These are areas where there are more changes with the seasons. Label the orange areas "mild". These have fewer seasonal changes. Write your best answers to the following: Arizona and Florida both have similar temperatures through the year...so why do they look so different (deserts vs. palm trees)? Which climate zones have you been to or near? Which ones would you want to visit? ***Save maps for next day.**	**Why are Some Places Always Hot? (part 4):** Find out as much as you can about a climate zone (ask family, books, etc.). Draw a travel poster or make a travel brochure for that climate. Think about what makes each climate special. What plants and animals live there? What sorts of houses do people build there? What clothes would you need to pack? What time of year would you choose to go? Include these in your travel poster or brochure.

		with colors from Decoder (e.g., Antarctica winter = blue). If winter + summer = blue, fill in climate color to match. If winter + summer = red, climate = red. If winter = blue & summer = red, climate = purple. If winter = red & summer blue, climate = orange. Then complete climate keys on maps, and use climate color to color land around the area on map. ***Save maps for next day.**			
Social Studies	**No School**	Complete Activity 1 & 2 from the document titled, "How to Analyze a Source & Gather Information"	Complete Activity 3 from the document titled, "How to Analyze a Source & Gather Information"	Complete Activity 4 from the document titled, "How to Analyze a Source & Gather Information"	Complete Activity 5 from the document titled, "How to Analyze a Source & Gather Information"

Happy Trails

by ReadWorks



The morning she left for Camp Kanawa, Maria awoke with a lump in her throat and an ache in her stomach. She had gone on plenty of sleepovers. She'd even spent a whole weekend at Aunt Jolie and Uncle Ed's. So why was she so nervous?

No breakfast today, she thought, imagining the ache turning into nausea and a horrible road trip after a full meal. Then the smell of French toast wafted upstairs. As usual, Maria's stomach grumbled as soon as the French toast-scented air hit her nostrils. *On the other hand, maybe a good breakfast is exactly what I need.*

She gave her arms and legs a good stretch and ambled downstairs.

"There's my big camper!" her mom said, squeezing Maria's shoulders with one arm the way she did when she wanted to give a hug, but was in too much of a rush for a full embrace. She walked briskly to the stove, placed two pieces of French toast on a plate and tapped a canister above them, powdered sugar snowing down.

"Just like you like it: super fluffy, slightly crispy..."

"...and lightly dusted," said Maria, already in position, armed with knife, fork, napkin and full glass of milk.

Maria poured a puddle of maple syrup beside the toast and topped each piece with a little mountain of whipped cream.

"Get started while it's hot. Your father's coming down in a minute. I told him to shave. Don't want the grizzly bear-I mean, grizzly beard-to send your new bunkmates running for the woods."

"Okay, okay," Maria's dad said with a sneaky smile. "Clean as a whistle. Just like you ordered."

"*Just* like I ordered?"

"The mustache stays. Admit it, you love it."

Maria's mom shrugged.

"I think it's hip," Maria said, dipping a bite in some syrup.

"Well, your old man *is* hip," her dad said, moving his head the way he did when he wanted to look like a cool surfer dude but looked more like an Egyptian robot."In fact, I was the most popular kid at my camp."

"For the record, it was science camp," Maria's mother reminded her, "and his rise to fame was thanks to what was known as The Great Explosion."

"Accident or genius? The world may never know," Maria and her dad said in unison, using their deepest, most mysterious voices. They slowly broke out of character and into laughter.

"In all seriousness, Maria, popularity is not important," her mother said, looking her straight in the eyes. "Finding the people who like you for you-that's what matters."

"Your mom speaks the truth, Sugar," said Maria's dad, wiping his thick mustache with a napkin. "Just be yourself. You'll have a blast."

* * * * *

Just be yourself. Just be yourself. Maria repeated the words like a mantra as she sat with her

new cabin mates in a circle on the grass.

"Cool bracelet," said the skinny, freckled redhead sitting next to her.

"Thanks. I made it in an embroidery class I took this winter."

"Whoa! That's impressive. Can you teach me how?"

"If you teach me how to do a braid just like the one in your hair. I've mastered the art of French toast eating, but *definitely* not French braiding."

A loud whistle hushed the girls' laughter and buzzing all around them. They looked up to see a beautiful older girl blowing into an acorn top between her thumbs. Her skin was tan and eyes were dark brown, like Maria's, but her dirty blonde hair made Maria feel bored of her plain, black hair.

"Hello! I'm Audrey, one of your two cabin counselors."

"And I'm Gina, your other cabin counselor," said the pale girl with curly, brown hair and eyes that were icy blue in color, yet warm.

"And you ladies are the Dragonflies!" Audrey lifted her arms in the air as she announced it."Each cabin here at Camp Kanawa is named after a different insect."

"The Cockroach boys-age twelve and thirteen like you-think they've got the best mascot. I beg to differ. Dragonfly girls are as tough as dragons and graceful as...well, dragonflies."

"That sounded better when we rehearsed it," Gina said lightheartedly.

The ache in Maria's stomach had officially turned into butterflies-the excited kind.

Name: _____ **Date:** _____

1. At the beginning of the story, where is Maria about to go?

A. a sleepover

B. Camp Kanawa

C. Aunt Jolie and Uncle Ed's

D. school

2. How do Maria's feelings about camp change in the story?

A. At first Maria is nervous, but then she is excited.

B. At first Maria is excited, but then she is nervous.

C. At first Maria is excited, but then she is bored.

D. At first Maria is nervous, but then she is sad.

3. Maria is anxious and nervous about going to camp. What evidence from the story best supports this statement?

A. Maria decides to eat French toast for breakfast before going to camp.

B. Maria's parents give her advice about making friends at camp.

C. Maria and her mom joke with her dad about being hip and cool.

D. The morning she leaves for camp, Maria wakes up with a stomach ache.

4. Read the following sentences: "*Just be yourself. Just be yourself.* Maria repeated the words like a mantra as she sat with her new cabin mates in a circle on the grass."

Based on this information, what conclusion can you make?

A. Maria is confident that she will make friends.

B. Maria is not sure if she will like her cabin mates.

C. Maria is nervous about making friends.

D. Maria has already made some new friends.

5. What is this story mostly about?

A. Maria goes to camp for the first time.

B. Maria really loves to eat French toast.

C. Maria discovers her love for dragonflies.

D. Maria jokes with her parents over breakfast.

6. Read the following sentences:

She walked briskly to the stove, placed two pieces of French toast on a plate and tapped a canister above them, powdered sugar **snowing down**.

"Just like you like it: super fluffy, slightly crispy..."

"...and lightly dusted," said Maria, already in position, armed with knife, fork, napkin and full glass of milk.

What does the author mean when she describes the powdered sugar as "**snowing down**"?

A. The powdered sugar was cold like falling snow.

B. The powdered sugar was wet like falling snow.

C. The powdered sugar smelled like falling snow.

D. The powdered sugar looked like snow as it fell.

7. Choose the answer that best completes the sentence below.

_____, Maria is nervous about camp, but soon after she arrives, she becomes excited instead.

A. Finally

B. Initially

C. Especially

D. Although

8. What advice does Maria's mom give her before going to camp?

9. Maria is nervous about going to camp, but after she arrives at camp she becomes more excited than nervous. What causes Maria's feelings to change?

10. Based on the information in the story, will Maria likely have a good time at camp? Support your answer using details from the story.

Word Study Warm Up (1-2 minutes)

A prefix is a word part that is added to the beginning of a base word. The prefix changes the meaning of the base word, but it cannot stand alone. The prefix *re-* means "again"; the prefix *un-* can mean "not" or "opposite of."

unfold	rejoin	untie
reheat	unfair	unclear
reuse	rewrite	unsure

Fluency sentences (1-2 minutes)

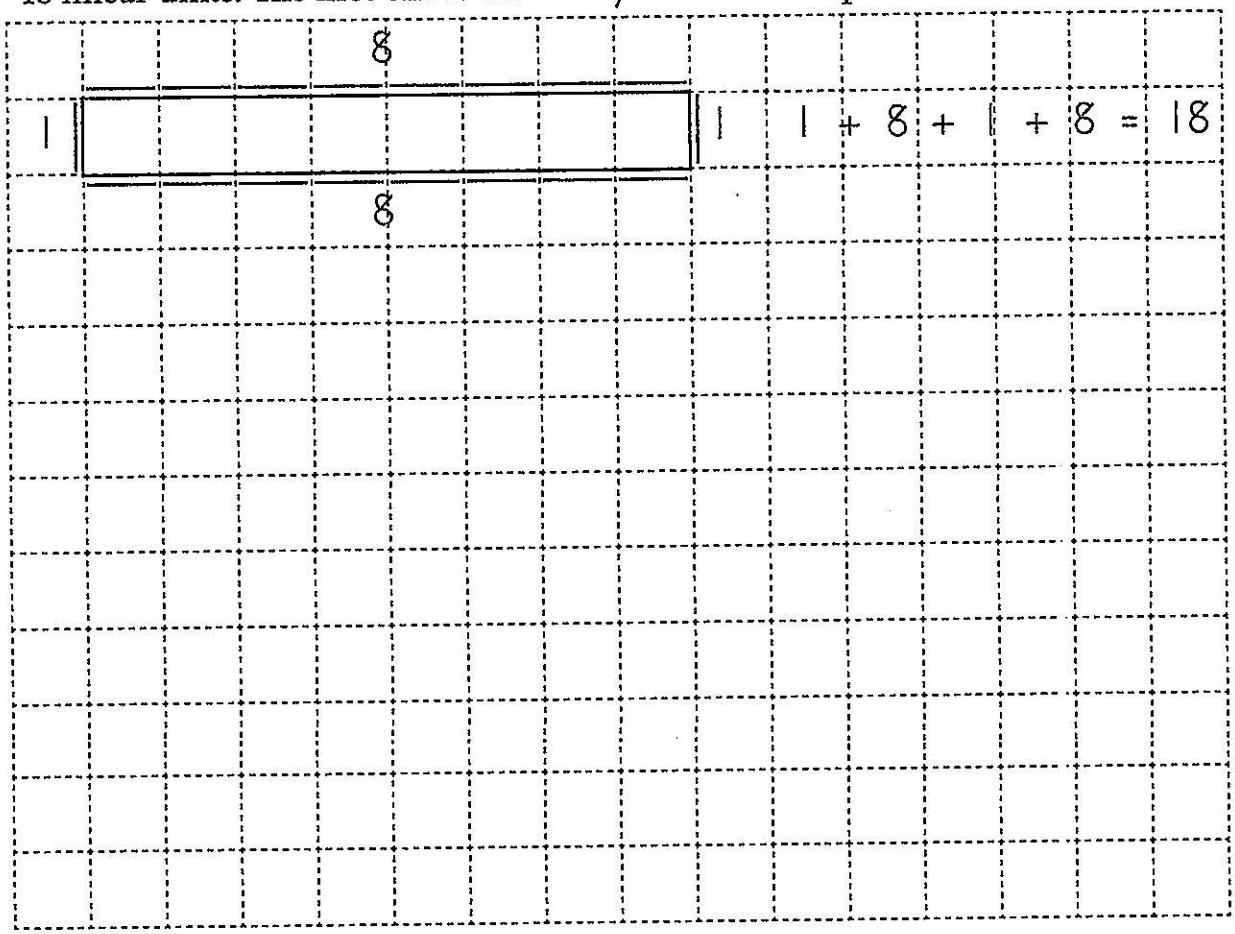
1. Unfold the map to find the route.
2. A plumber will rejoin the pipes.
3. Can you help me untie this knot?
4. I will reheat the leftover food.
5. Sometimes things are unfair.
6. The directions on the test were unclear.
7. Reuse that side of the paper.
8. Please rewrite your story.
9. I am unsure which bus to take.

NAME | DATE

Game Night

Rodney Rabbit invited 17 of his pals over to play board games. Use tiles and red linear units to build as many different rectangular arrays as you can that allow all 18 game players to sit at the same table.

1 Sketch each array on the grid below. Use a red colored pencil to mark the perimeter. Label the width and the length, and write an equation to show that the perimeter is 18 linear units. The first one is done for you as an example.



2 Record the dimensions, perimeter, and area of each of the rectangular arrays you built on the chart below.

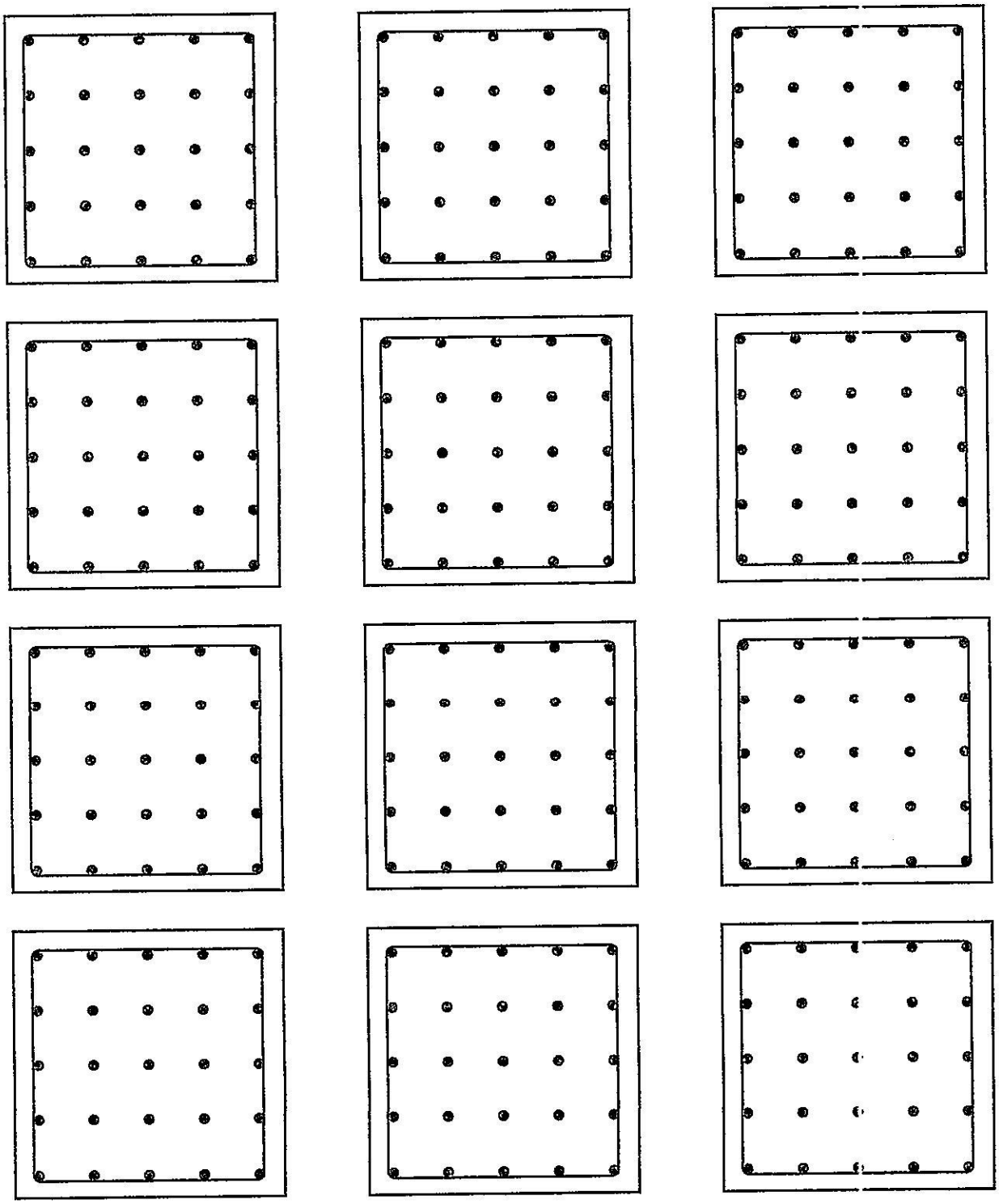
Note The area of each array is the number of tiles it took to build it.

Width (linear units)	1				
Length (linear units)	8				
Perimeter (linear units)	18				
Area (Square units)	8				

NAME | DATE

Geoboard Halves page 1 of 2

How many different ways can you find to divide the square geoboard into halves? Record them here. Put a star by the boards that show halves that are not the same shape and size, but take up the same amount of area.

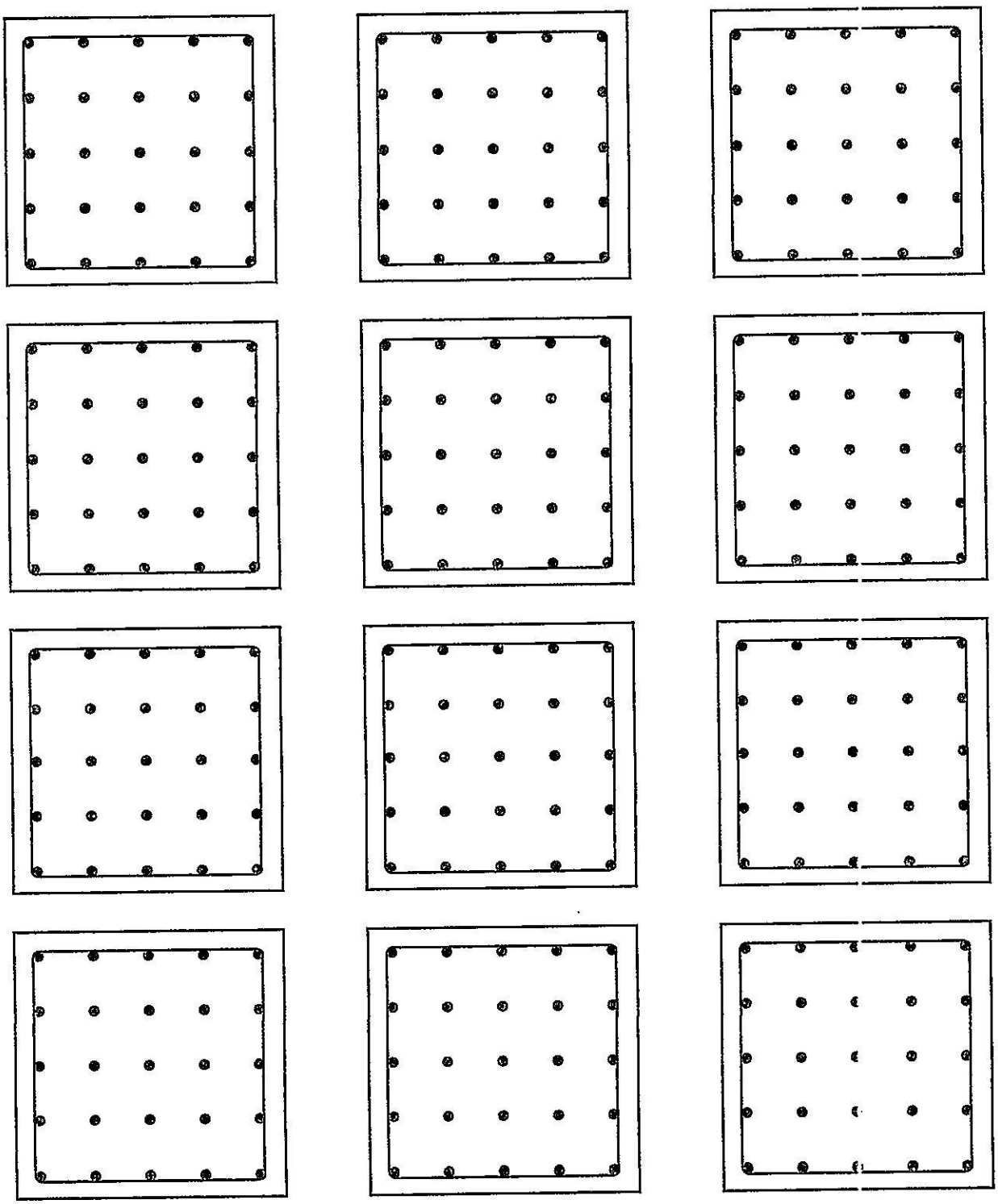


(contir ued on next page)

NAME | DATE

Geoboard Halves page 2 of 2

How many different ways can you find to divide the square geoboard into halves? Record them here. Put a star by the boards that show halves that are not the same shape and size, but take up the same amount of area.



NAME | DATE

Geoboard Halves page 2 of 2

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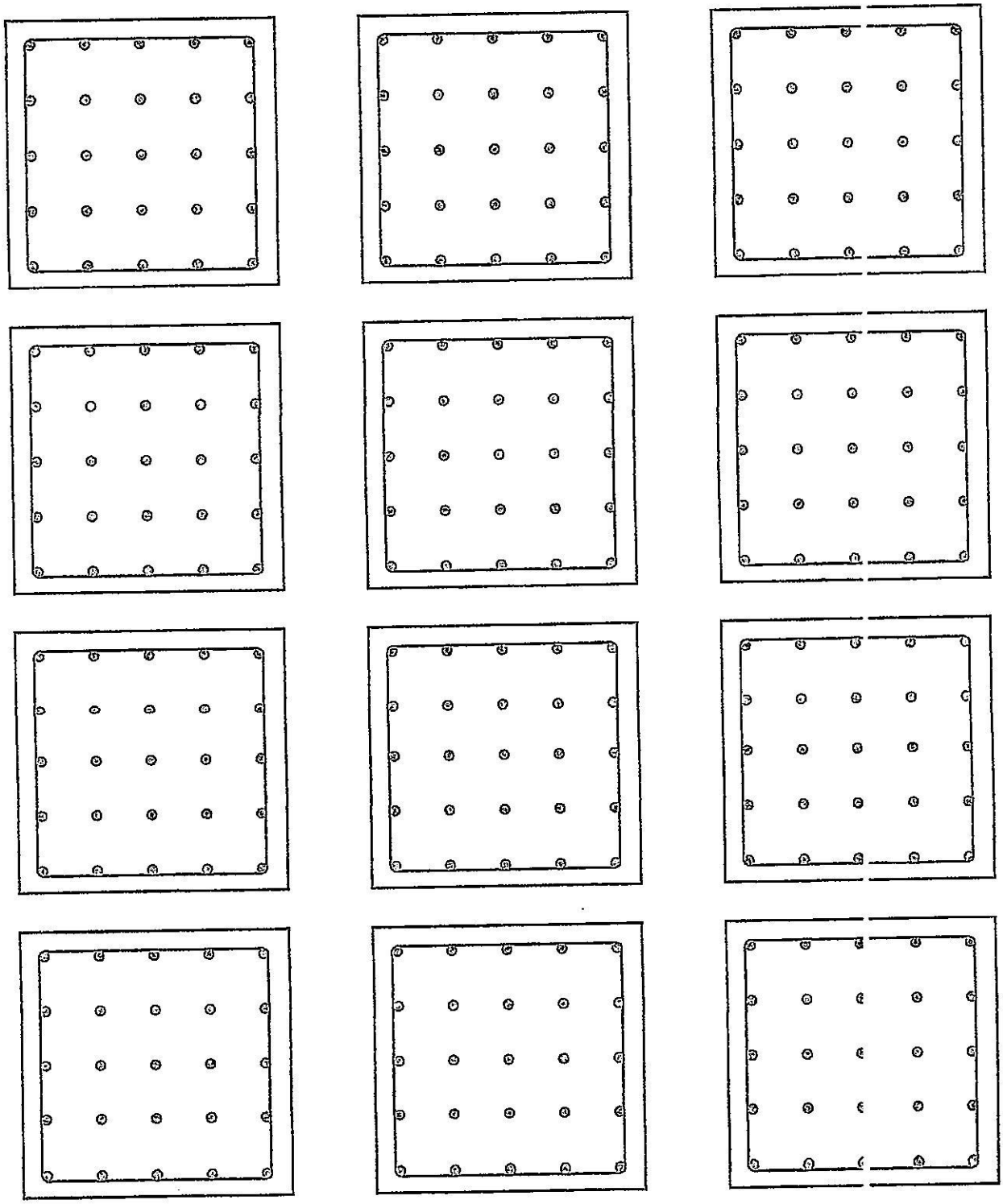

NAME | DATE

Geoboard Halves page 2 of 2

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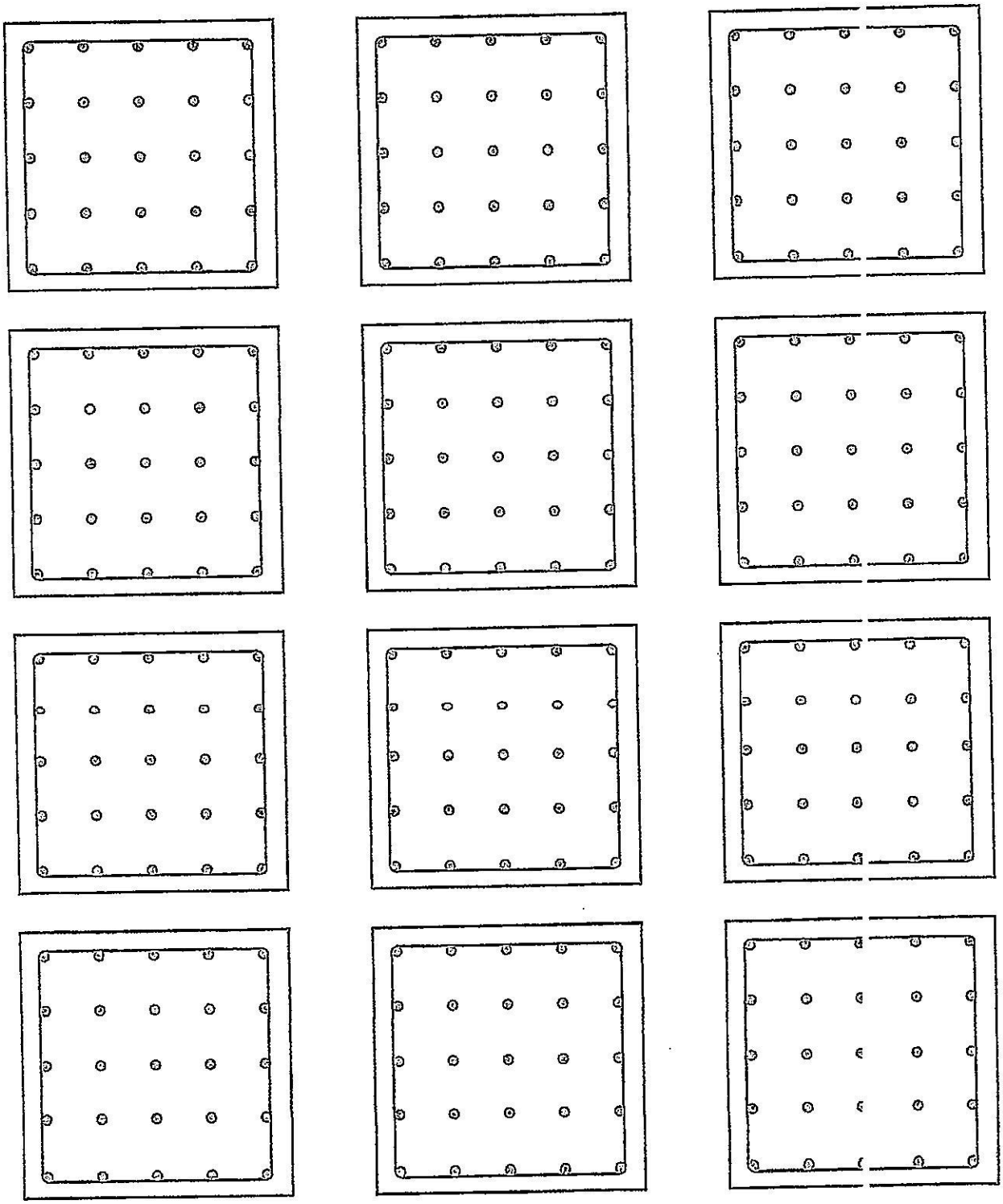


How to Analyze a Source & Gather Information

Standard Benchmark:	History 2a: Students will use artifacts and documents to gather information about the past.
Grade Band:	2 – 3
Vocabulary / Key Concepts:	Analysis; primary source; secondary source

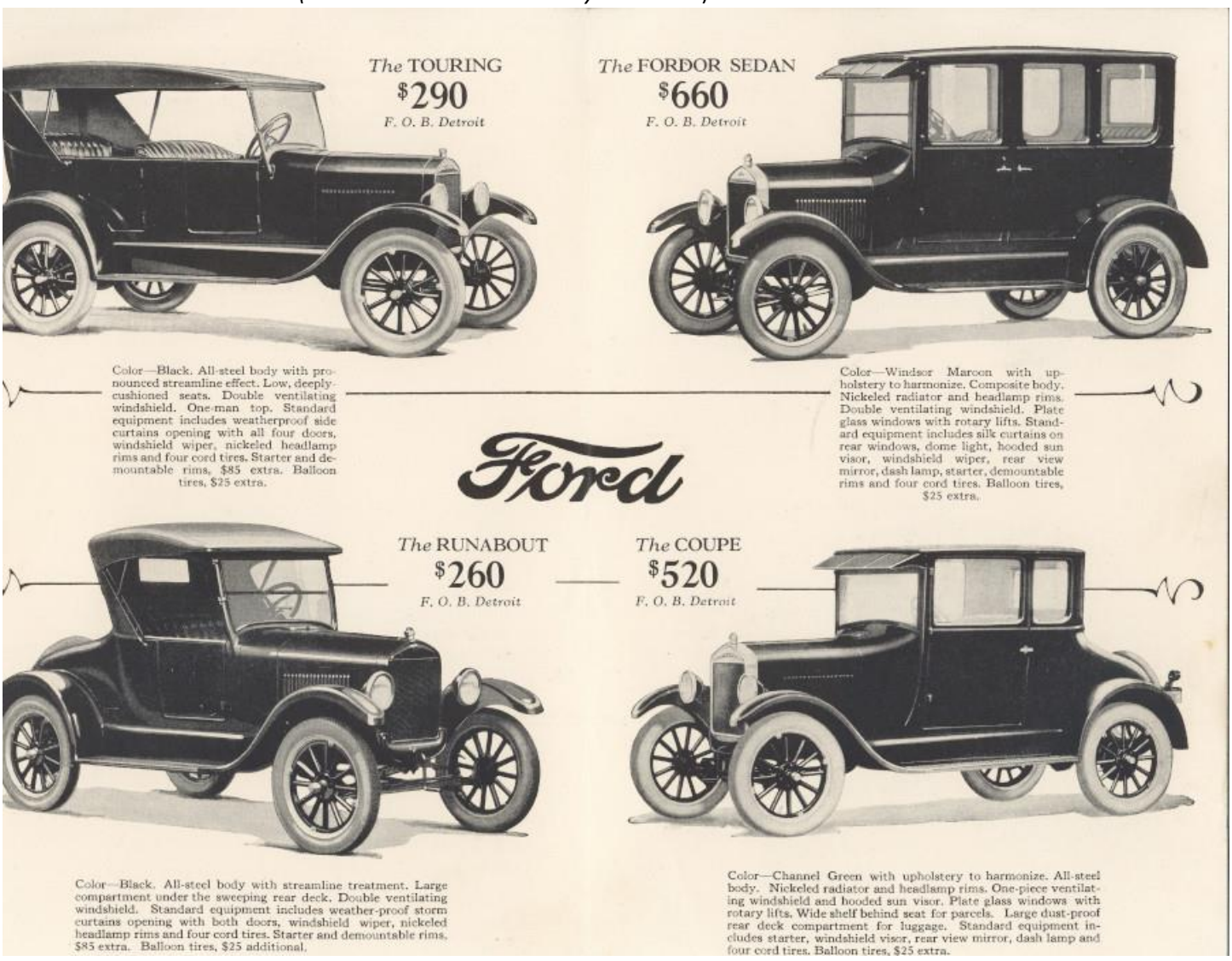
Activity 1: Read through Primary Source information and Secondary Source Information

Primary Source:

A primary source is an artifact, document, or other source of information that was created at the time under study. Primary sources represent real pieces of history such as inventions, letters, diaries, or photographs.

For example:

1924 Ford Model T brochure *(National Automotive History Collection*)



Secondary Source:

A secondary source is an opinion, account, or interpretation of a past event by someone who wasn't actually there. Examples of secondary sources include encyclopedia entries, movies about historical events, and textbooks.

For example:

An article / summary written about the Ford cars based on the above primary source document and https://www.history.com/topics/inventions/model-t.

The Model T, sold by the Ford Motor company from 1908 to 1927 was not the first car built in America. However, it was the first car that most people could afford to buy. This was largely because Henry Ford used the assembly line to build the cars, which kept costs low.

In 1924, there were four different kinds of cars that were made by Henry Ford's assembly line to be sold to the public. There was the Runabout that cost $260. There was the Touring that cost $290. There was The Coupe that cost $520. Finally, there was the Fordor Sedan that cost $660. The Rounabout and the Touring came in black with weather proof storm curtains, windshield wipers, nickeled headlamp rims, and four cord tires. The Coupe came in channel green with upgrades to the inside and outside. The Fordor Sedan came in windsor maroon with additional upgrades to the inside and outside.

Because the Model T was so affordable, it became the most popular automobile. During this time, the majority of Americans owned a Model T. This was good for the country at the time because it connected rural Americans with the rest of the country. This connection led to the numbered highway system.

ACTIVITY 2:
Look at the primary source and write on a separate sheet of paper everything that you see.

ACTIVITY 3:
Analyze the primary source (the brochure of the Ford automobiles) by answering the following questions from the "Analyze a Photograph" worksheet from archives.gov

MEET THE PHOTO

1. What do you see?
2. Is the photograph black and white or color?
3. Is there a caption? If so, what does the caption tell you?

OBSERVE ITS PARTS

4. What do you see in the photo? (People, Objects, Both)
5. What are the people doing in the photo?
6. What are the objects used for in the photo?
7. Write two words that describe the photo.

TRY TO MAKE SENSE OF IT

8. Who do you think took this photo?
9. Where do you think this photo was taken?
10. List something that helps you prove where it was taken.
11. Why do you think the photo was taken?
12. How does this photo compare to modern times?

USE IT AS HISTORICAL EVIDENCE

13. Where do you think we could find out more information about the people or objects in the photo?

Activity 4:
Compare Activity 1 to Activity 2:

1. Did you notice more information about the primary source by simply looking at the document or going through the analysis process, which are the 1-13 questions listed above?

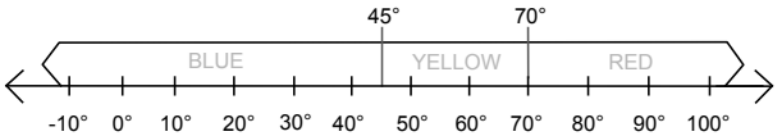
Activity 5:
Compare the primary source document and the secondary source document.

1. What information can you get from the primary source (photo) that you cannot get from the secondary source (summary)?
2. What information can you get from the secondary source (summary) that you cannot get from the primary source (photo)?
3. Is one source better to use over the other?
4. How can we use these sources to gather information about the past?

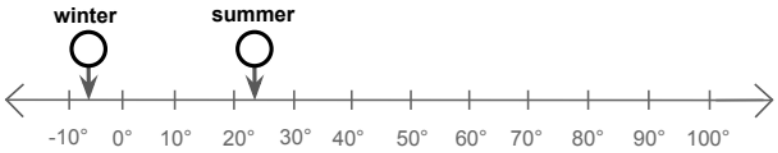
Climates in the Americas (Fahrenheit)

Name: _____

Climate Decoder

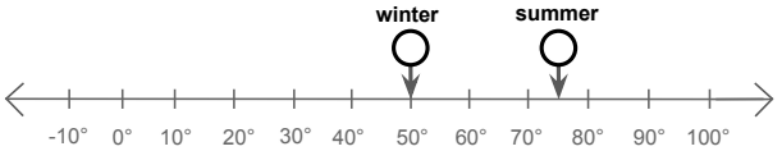


Antarctica Research Station



climate color

Atlanta, Georgia, USA



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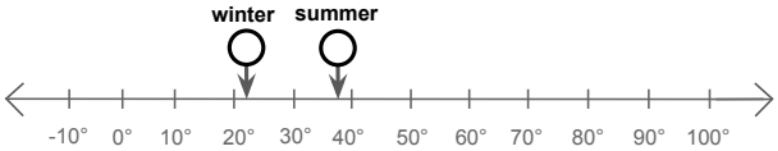
Utqiaġvik, Alaska, USA



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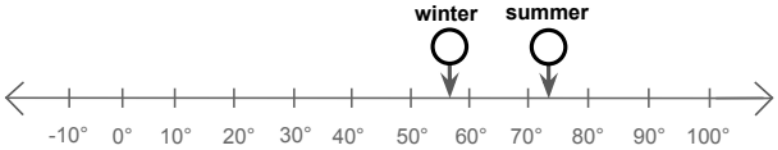
Buenos Aires, Argentina



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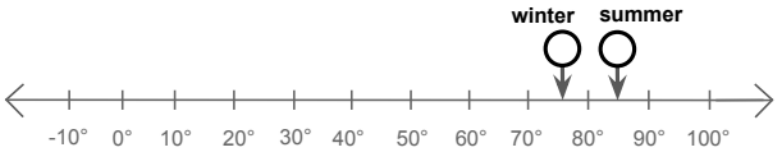
Cancun, Mexico:



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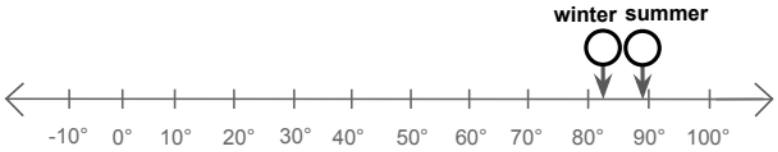
Georgetown, Guyana



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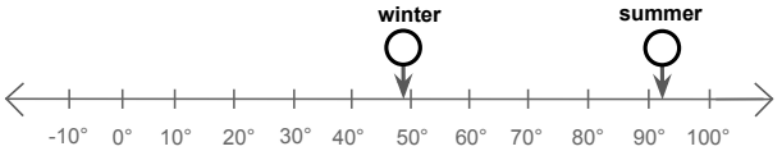
Las Vegas, Nevada, USA



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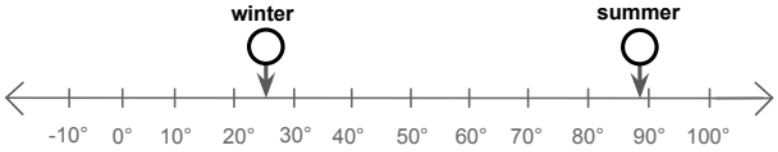
Perito Moreno, Argentina



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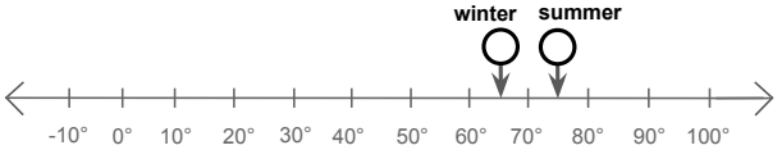
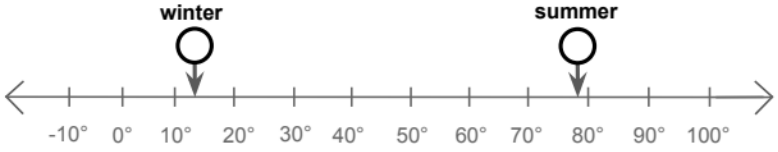
Tacna, Peru



climate color

Winnipeg, Canada



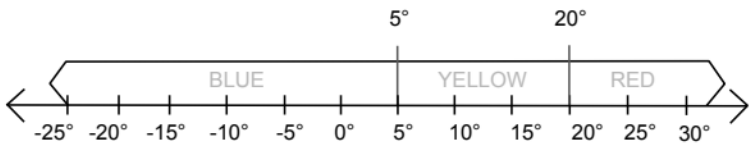
climate color

Note: All temperatures are in Fahrenheit

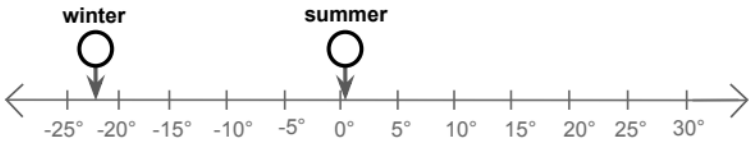
Climates in the Americas (Celsius)

Name: _____

Climate Decoder



Antarctica Research Station



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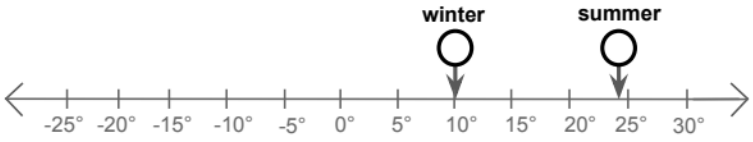
Atlanta, Georgia, USA



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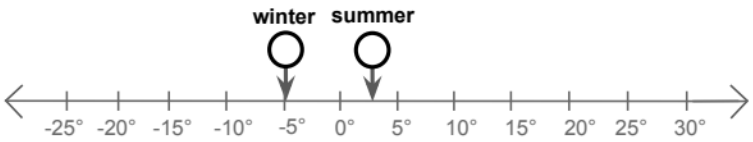

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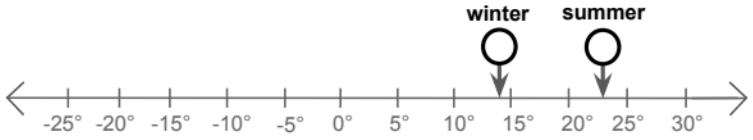
Buenos Aires, Argentina



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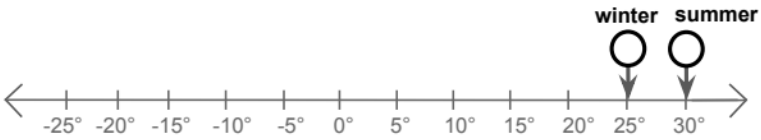
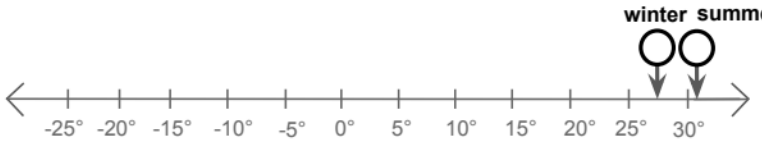
Cancun, Mexico



climate color

Georgetown, Guyana



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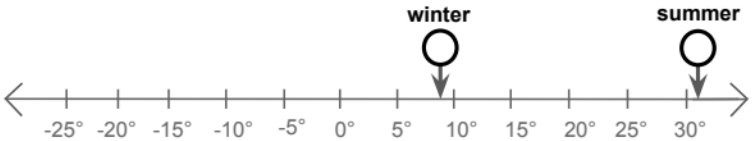

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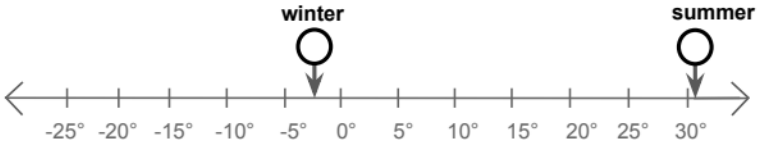
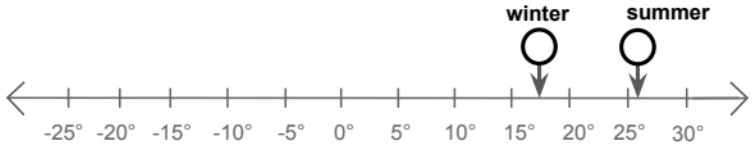
Perito Moreno, Argentina



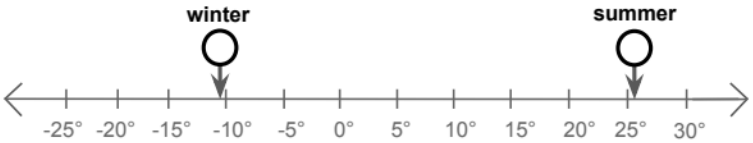
climate color

Tacna, Peru



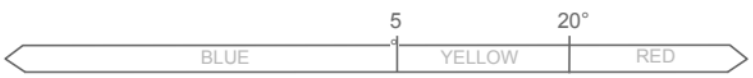
climate color

Winnipeg, Canada



climate color

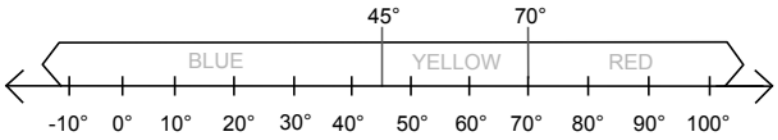
Note: All temperatures are in Celsius



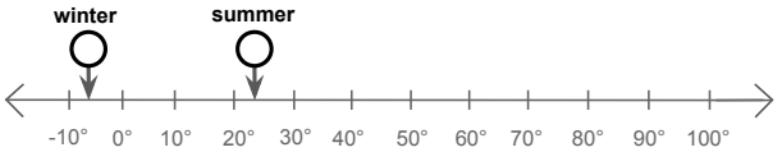
Climates in Europe & Africa (Fahrenheit)

Name: _____

Climate Decoder

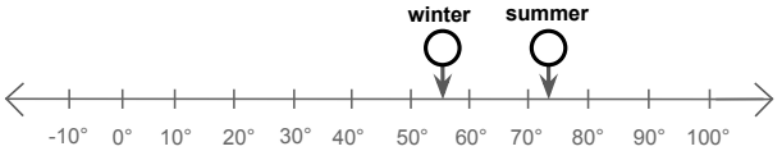


Antarctica Research Station



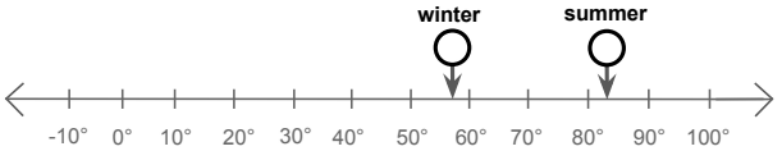
climate color

Casablanca, Morocco



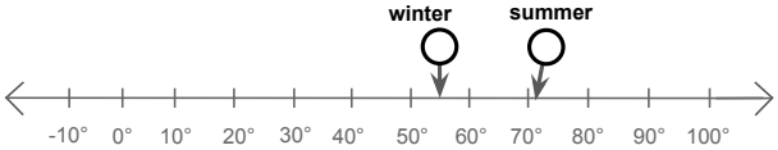
climate color

Cairo, Egypt



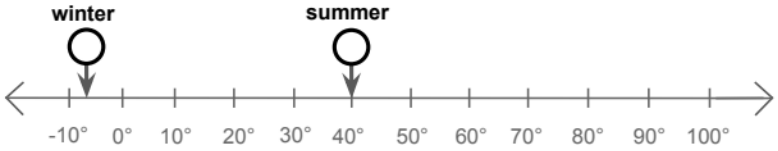
climate color

Cape Town, South Africa



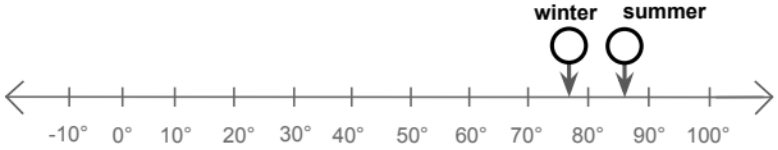
climate color

Daneborg, Greenland



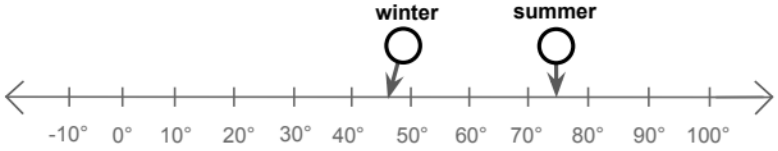
climate color

Juba, South Sudan



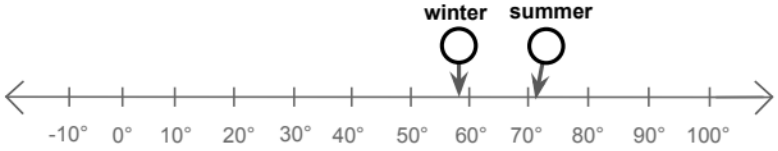
climate color

Rome, Italy



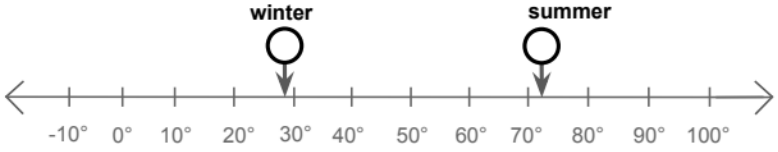
climate color

The island of Madagascar



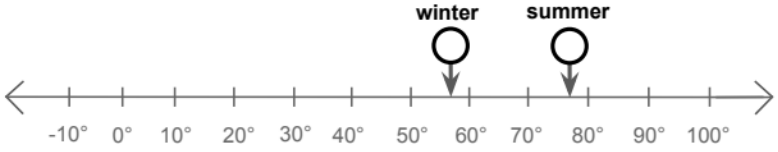
climate color

Warsaw, Poland



climate color

Windhoek, Namibia



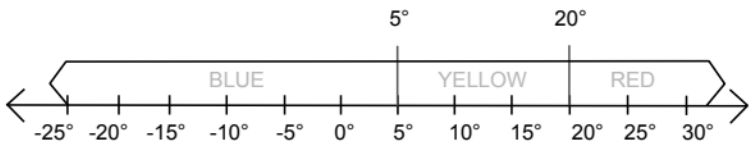
climate color

Note: All temperatures are in Fahrenheit

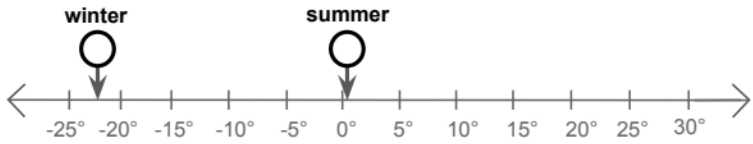
Climates in Europe & Africa (Celsius)

Name: _____

Climate Decoder

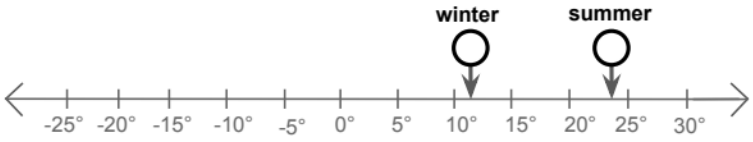


Antarctica Research Station



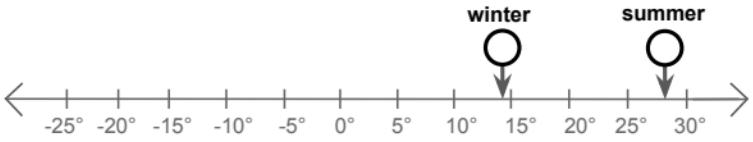
climate color

Casablanca, Morocco



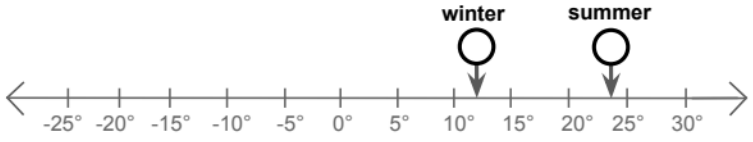
climate color

Cairo, Egypt



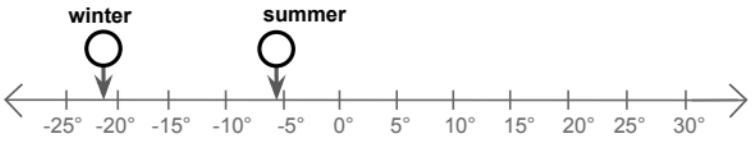
climate color

Cape Town, South Africa



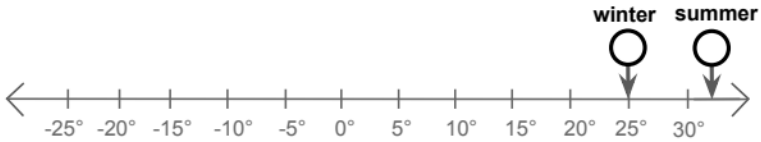
climate color

Daneborg, Greenland



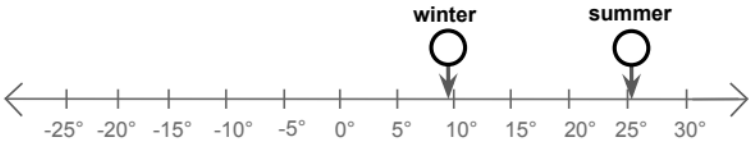
climate color

Juba, South Sudan



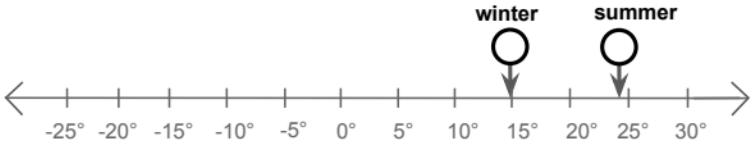
climate color

Rome, Italy



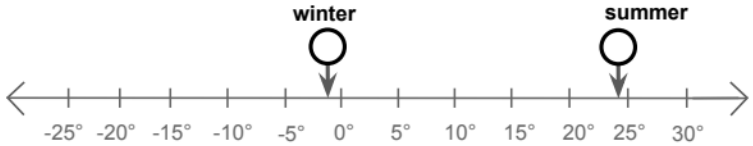
climate color

The island of Madagascar



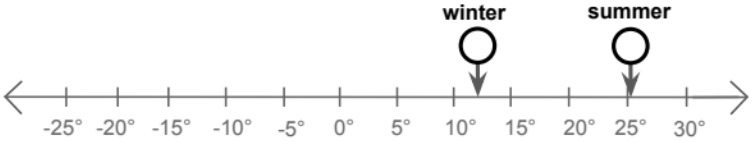
climate color

Warsaw, Poland



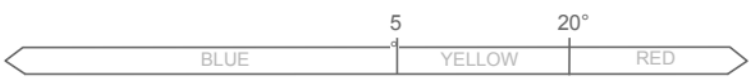
climate color

Windhoek, Namibia



climate color

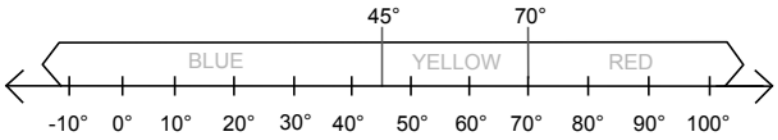
Note: All temperatures are in Celsius



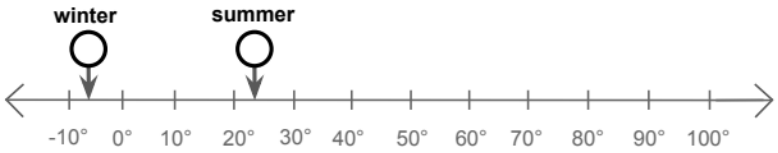
Climates in Asia & Australia (Fahrenheit)

Name: _____

Climate Decoder

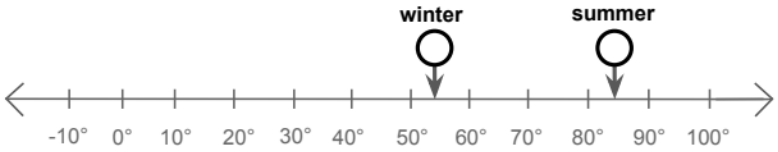


Antarctica Research Station



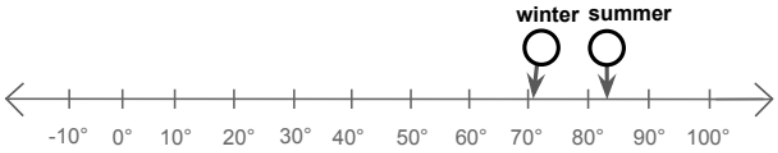
climate color

Ayers Rock (Uluru), Australia



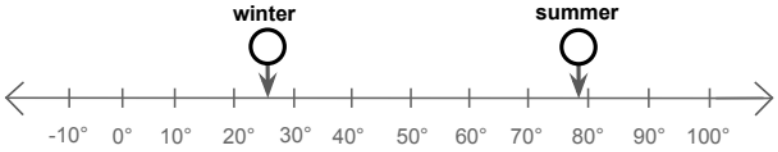
climate color

Bangalore, India



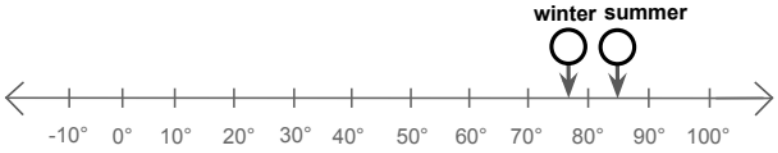
climate color

Beijing, China



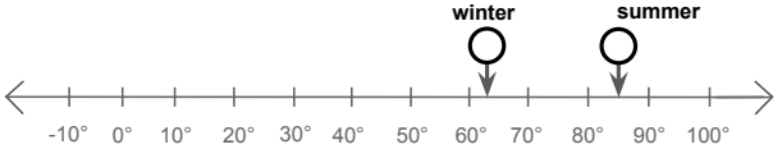
climate color

Darwin, Australia



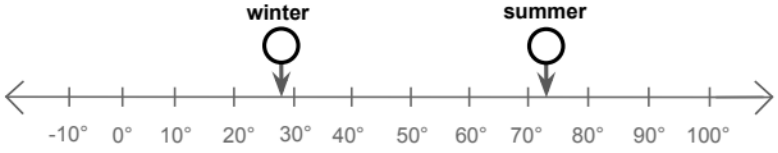
climate color

Hong Kong



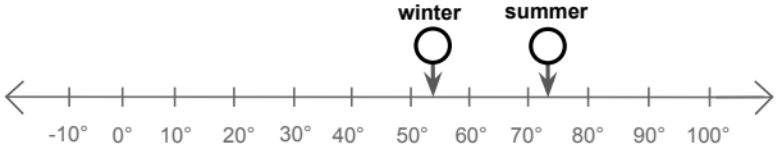
climate color

Queenstown, New Zealand



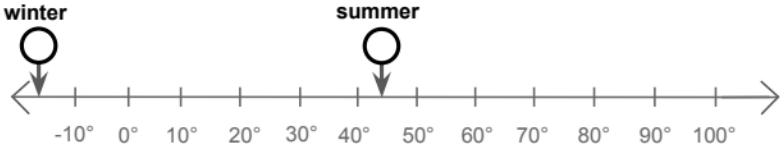
climate color

Sydney, Australia



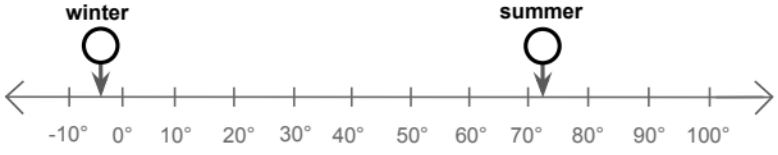
climate color

Tiksi, Russia



climate color

Ulan Bator, Mongolia



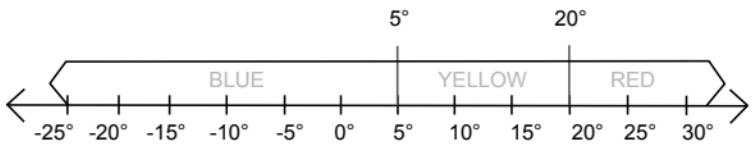
climate color

Note: All temperatures are in Fahrenheit

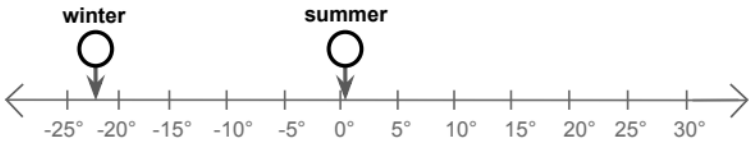
Climates in Asia & Australia (Celsius)

Name: _____

Climate Decoder

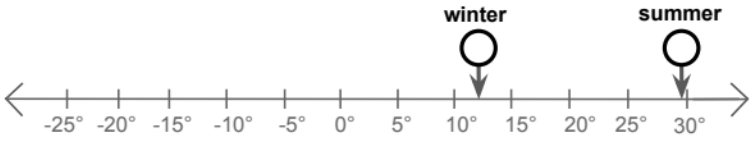


Antarctica Research Station



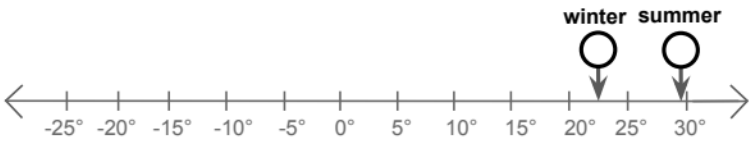
climate color

Ayers Rock (Uluru), Australia



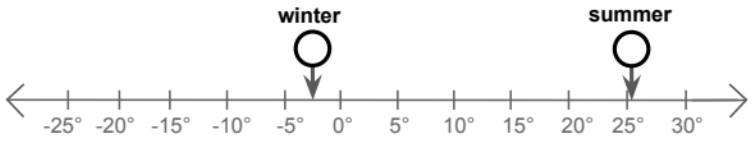
climate color

Bangalore, India



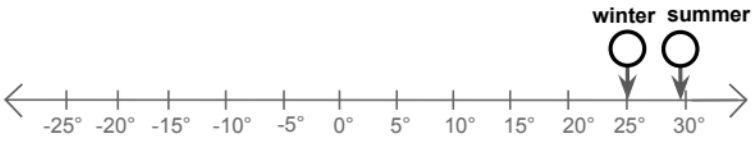
climate color

Beijing, China



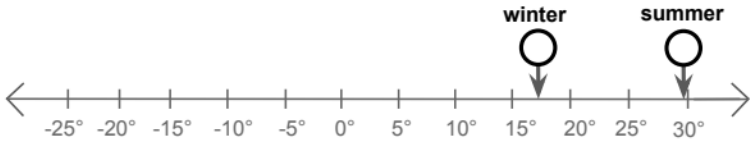
climate color

Darwin, Australia



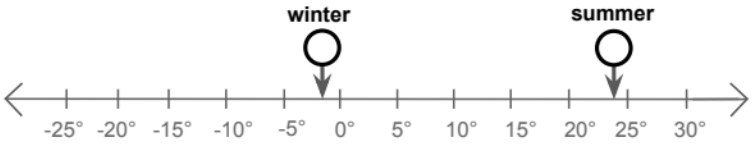
climate color

Hong Kong



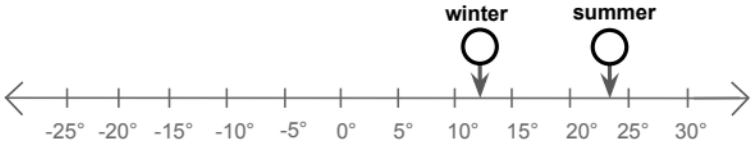
climate color

Queenstown, New Zealand



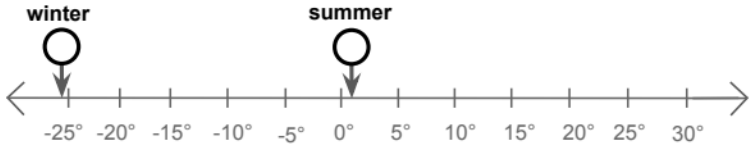
climate color

Sydney, Australia



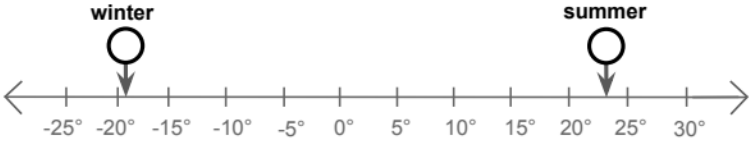
climate color

Tiksi, Russia



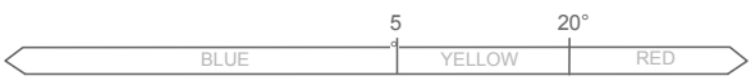
climate color

Ulan Bator, Mongolia



climate color

Note: All temperatures are in Celsius



Climates in the Americas

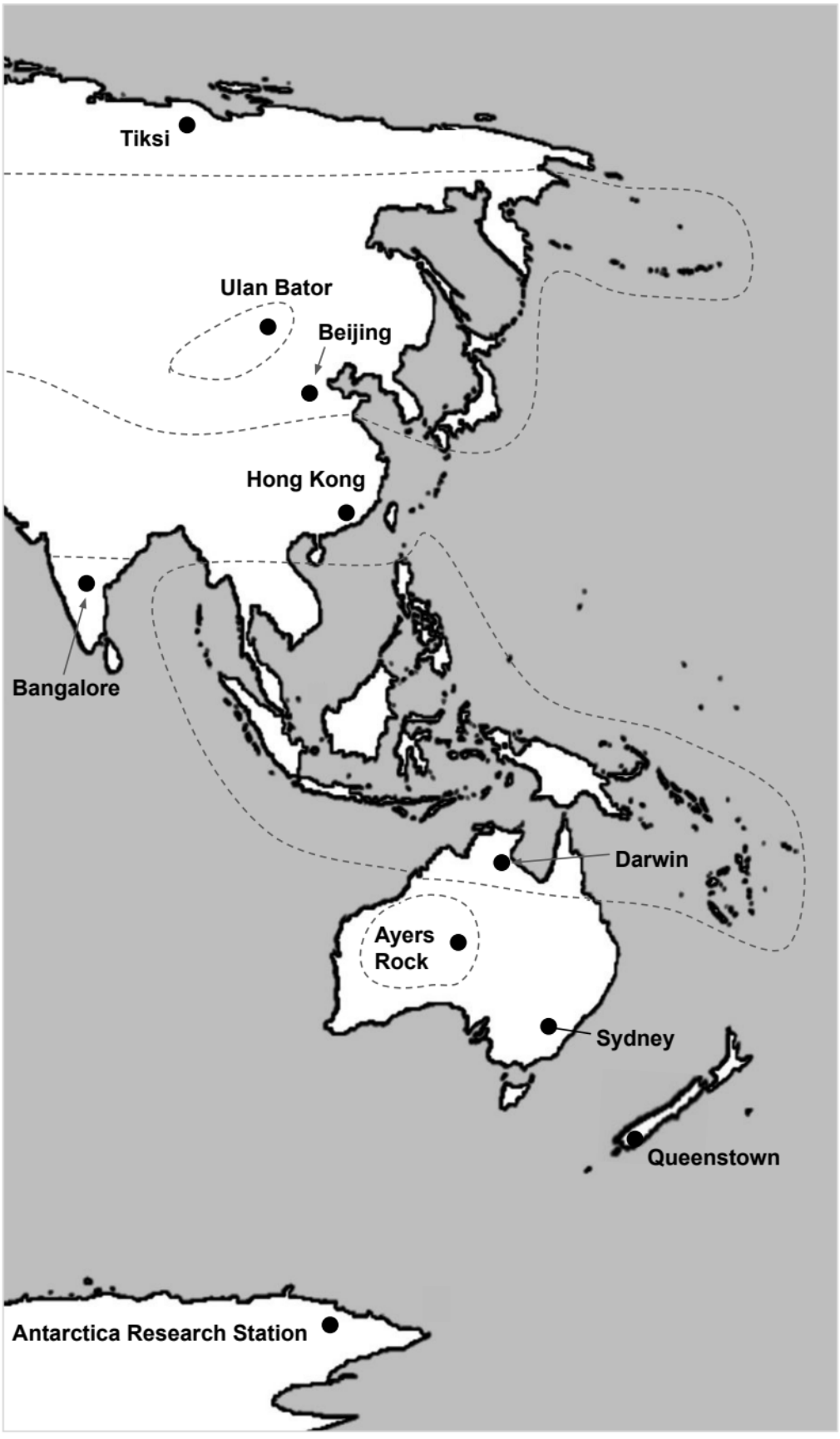
Name: _____

CLIMATE KEY

- ◯ This climate is cold all year long.
- ◯ This climate has cold winters and hot summers.
- ◯ This climate has warm winters and hot summers.
- ◯ This climate is hot all year long.

Climates in Asia & Australia

Name: _____



CLIMATE KEY

- ◯ This climate is cold all year long.
- ◯ This climate has cold winters and hot summers.
- ◯ This climate has warm winters and hot summers.
- ◯ This climate is hot all year long.

Climates in Europe & Africa

Name: _____

CLIMATE KEY

- ◯ This climate is cold all year long.
- ◯ This climate has cold winters and hot summers.
- ◯ This climate has warm winters and hot summers.
- ◯ This climate is hot all year long.