Christina School District Assignment Board

Grade Level: 3rd

Week of 5.4.20

	Day 1	Day 2	Day 3	Day 4	Day 5
ELA	Read *Coral Reef Goes Digital.* Write to tell how the author feels about coral reefs. How do you know?	Read *Coral Reef Goes Digital* again to increase fluency. Answer questions 1-4.	Read *Coral Reef Goes Digital* again to increase fluency. Answer questions 5-8.	Read the Word Study sheet. Use the words to write your own sentences.	Quotation marks are used to show dialogue, with titles of poems, newspaper & magazine articles, chapters of books, and short stories. Circle the quotation marks you find in *Coral Reef Goes Digital.*
Math	**Multiplying by Multiples of Ten** *Please complete the attached sheet titled Multiplying Multiples of Ten.*	**Partial Products Problem String** 1. 5 x 3 2. 5 x 10 3. 5 x 13 4. 5 x 20 5. 5 x 23 The problems start off easy, but get harder. What strategies did you use to solve the problems? Arrays? Repeated addition? Some other strategy? How do the first problems in the string help with solving the harder problems? Show how you solved the problems.	**Story Problems** 1. Mark had 6 boxes of cards. Each box had a dozen cards. How many cards in all? 2. There are 8 members in Janice's book club. Each member agrees to read 23 pages. How many pages were read in all? 3. Four groups of kids went to the movies. Each group had 27 kids. How many kids went to the movies? 4. Juice boxes are sold in packs of six. Rex is planning a get together and buys 22 packs of six. How many juice	**Sandwiches, Pizza, and Books** *Please complete the attached activity titled Sandwiches, Pizza, and Books.*	**Skills Review: Area, Multiplication & Fractions** *Please complete the attached activity titled Skills Review: Area, Multiplication, and Fractions*

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			boxes were there? What strategies did you use to help you solve the problems? Did you use different ones with different problems? What strategies work best for you?		
Science	**Animals Through Time (Part 1):** Think about your activities with fossils from last week. Write your best answers to questions 1 & 2 based on what you learned.	**Animals Through Time (Part 2):** Think about your activities with fossils from last week. Write your best answers to questions 3 & 4 based on what you learned.	**Animals Through Time (Part 3):** Think about your activities with fossils from last week. Write your best answers to questions 5 & 6 based on what you learned.	**Learning from Dinosaur Fossils (part 1):** Read as much of the article as you can. You may ask a family member for help if you need. Write a few sentences about what you felt was the most interesting part of the article. You may draw a picture as well if you wish.	**Learning from Dinosaur Fossils (part 2):** If needed, review the article from yesterday. Write your best answers to the following: a) Dinosaurs are a group of reptiles that lived long ago. When did they first walk the earth? b) What does the text describe? c) Support the following claim with evidence from the text: Fossils can help us learn what living things from long ago were like. d) Based on the text, what can be concluded about the area in which a fossil is found?
Social Studies	Complete Activity 1 from the document titled, “Writing the Story of the Past - Part 2”	Complete Activity 2 from the document titled, “Writing the Story of the Past - Part 2”	Complete Activity 3 from the document titled, “Writing the Story of the Past - Part 2”	Complete Activity 4 from the document titled, “Writing the Story of the Past - Part 2”	Complete Activity 5 from the document titled, “Writing the Story of the Past - Part 2”

Coral Reef Goes Digital

Can computers help save this endangered habitat?

Photos.com

Although coral may look like a plant, it is actually made up of tiny sea animals called polyps.

Live from Australia, it's the Great Barrier Reef! Scientists are using special sensors, known as digital skins, to monitor changes in this underwater treasure.

The sensors are devices that record changes in the ocean and send up-to-the-minute information to computers. Until now, scientists were able to monitor changes only after they had occurred. Scientists hope the new information will help them learn how to better care for coral reefs.

Reef Rescue

Coral reefs around the world are in trouble. Fishing nets and ships damage the reefs and break off sections of them. Natural disasters and pollution are also doing harm. At the same time, warmer sea temperatures cause the coral to die.

Although coral may look like a plant, it is actually made up of tiny sea animals called polyps. As polyps die, they leave behind hard shells. Other polyps grow on top of the shells. Over many years, the polyps form coral reefs.

Coral reefs play a very important role in ocean life. They supply food and shelter to thousands of different types of ocean creatures living in and around the reefs. People also depend on coral reefs for jobs, food, and medicine to treat diseases.

"Coral reefs are incredibly threatened," Rick MacPherson of California's Coral Reef Alliance told *Weekly Reader.* "They require, now more than ever, that people pay attention and work toward protecting them."

Leigh Haeger

The Great Barrier Reef is the largest coral reef in the world. It stretches 1,250 miles along the northeast coast of Australia.

Name: _____ **Date:** _____

1. According to the passage, the following are true about coral reefs EXCEPT

A. they are in trouble

B. they are made of tiny sea plants

C. they play an important role in ocean life

D. they are made of tiny sea animals

2. Read these two sentences from the passage:

"Fishing nets and ships damage the reefs and break off sections of them."
"Coral reefs are incredibly threatened."

How do these two sentences relate to each other?

A. The two sentences contrast two events.

B. The second sentence describes the first sentence.

C. They describe two steps in a process.

D. The first gives a cause of the second.

3. Which of the following conclusions about the special sensors is supported by the passage?

A. Damage to the coral reefs is primarily caused by natural disasters.

B. Until now, scientists had up-to-the-minute information about changes in the reefs.

C. Sensors in the reefs will provide information about changes as they occur.

D. Scientists have been reluctant to use these sensors because of the damage they cause.

4. Read this sentence from the passage:

"Scientists are using special sensors, known as digital skins, to monitor changes in this underwater treasure."

Based on the text, the word **monitor** means

A. to make up

B. to reverse

C. to care for

D. to examine

5. What is the main idea of this passage?

A. Sensors that monitor changes in reefs will help scientists learn how to better care for reefs.

B. Coral reefs are a crucial part of ocean life as they supply food and shelter to thousands of creatures.

C. Coral reefs form as polyps grow on top of the hard shells of other dead polyps.

D. Not enough is being done to save coral reefs from the dangers of fishing, natural disasters, and pollution.

6. What kind of sea temperatures cause coral to die?

7. Why are the special sensors so much better than what scientists used before?

8. The question below is an incomplete sentence. Choose the answer that best completes the sentence.

_____ coral may look like a plant, it is actually made up of tiny animals called polyps.

A. On the other hand

B. Even though

C. Earlier

D. But

Word Study Warm Up (1-2 minutes)

The spelling patterns ough and augh can stand for more than one sound: *ough* can stand for the /ô/, /ŭ/, or /oo/ sound; *augh* can stand for the /ô/ or /ă/ sound.

taught	thought	laugh
caught	fought	daughter
through	enough	brought

Fluency sentences (1-2 minutes)

1. Who taught you how to swim?
2. I thought today was Saturday.
3. Do clowns make you laugh?
4. She caught a fly ball at the baseball game.
5. Two ants fought over a crumb.
6. Mom is Grandma's daughter.
7. Our cat came in through the window.
8. I ate more than enough for dinner.
9. I brought some pictures for you to look at.

NAME _____ DATE _____

Multiplying by Multiples of Ten

1 Solve these problems in your head. Write the answers.

10 × 3	20 × 3	30 × 3	40 × 3	50 × 3	60 × 3	70 × 3
80 × 3	90 × 3	100 × 3	1,000 × 3	10,000 × 3	100,000 × 3	

2 Jon says the problems above are easy. Do you agree with him? Why or why not?

3 Solve these problems in your head. Write the answers.

10 × 4	20 × 5	30 × 7	40 × 2	50 × 5	60 × 4	70 × 5
80 × 4	90 × 5	20 × 8	30 × 9	60 × 8	70 × 2	80 × 5
40 × 4	30 × 6	50 × 5	60 × 9	50 × 8	70 × 4	70 × 5

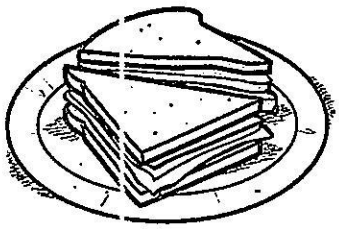
CHALLENGE

900 × 9	400 × 12	800 × 9	600 × 12	700 × 11	800 × 8	800 × 12

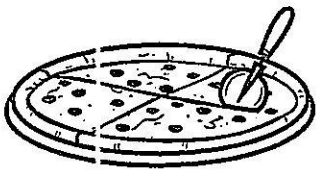
NAME | DATE

Sandwiches, Pizza & Books

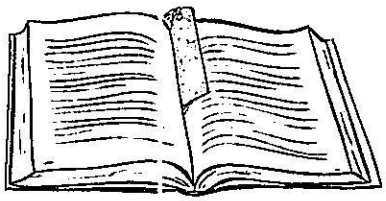
1 Rodney had a friend over on Saturday. His dad took them out for sandwiches. Each person (Rodney, his dad, and his friend) got a sandwich for $6. How much did they spend on sandwiches in all? Show all your work.



2 Jasmine had a pizza party with 3 of her friends to celebrate the last day of school. They ordered 2 pizzas. Each pizza had 8 slices. They all ate the same amount of pizza and finished both pizzas. How many pieces did each person eat? Show all your work.



3 **CHALLENGE** There were 12,387 books in the school library. The librarian bought 445 more books to add to the library and put 126 books on the Give Away shelf near the office. How many books are in the library now? Show all your work.

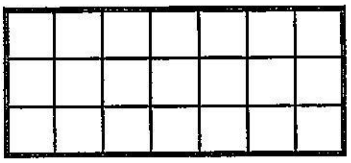


NAME | DATE

Skills Review: Area, Multiplication & Fractions

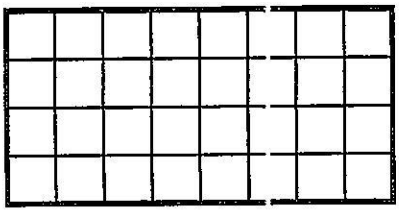
1 Determine the area of each rectangle and write an equation to match.

ex

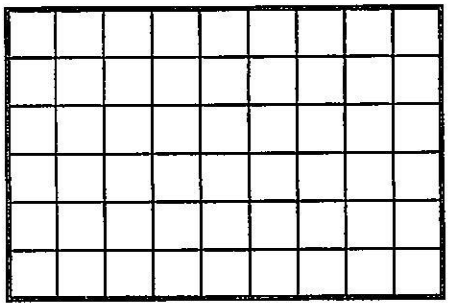


3 × 7 = 21

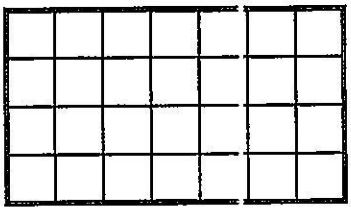
a



b



c



2 Fill in the missing numbers below.

3 × ___ = 12	6 × ___ = 36	2 × 9 =	___ × 7 = 70	8 × 5 =	8 × ___ = 16
5 × 5 =	10 × ___ = 40	6 × 9 =	3 × ___ = 21	4 × ___ = 24	___ × 2 = 14

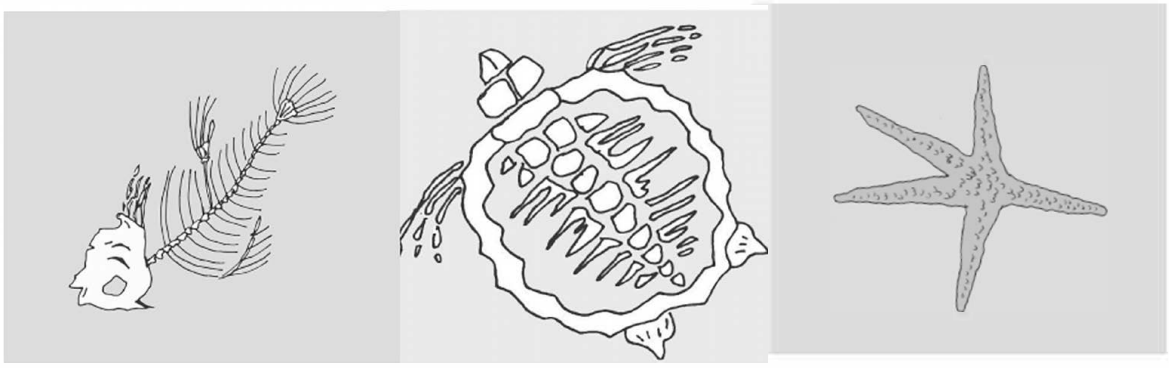
3 **CHALLENGE** Solve each equation.

16 + 25 − (6 × 4) = (7 × 7) + 175 = (10 × 9) − 65 =

4 Place the following fractions on the number line below: $\frac{1}{4}$, 1, $\frac{3}{4}$, $\frac{3}{8}$, 0, $\frac{1}{8}$, $\frac{5}{8}$, $\frac{4}{8}$

Animals Through Time

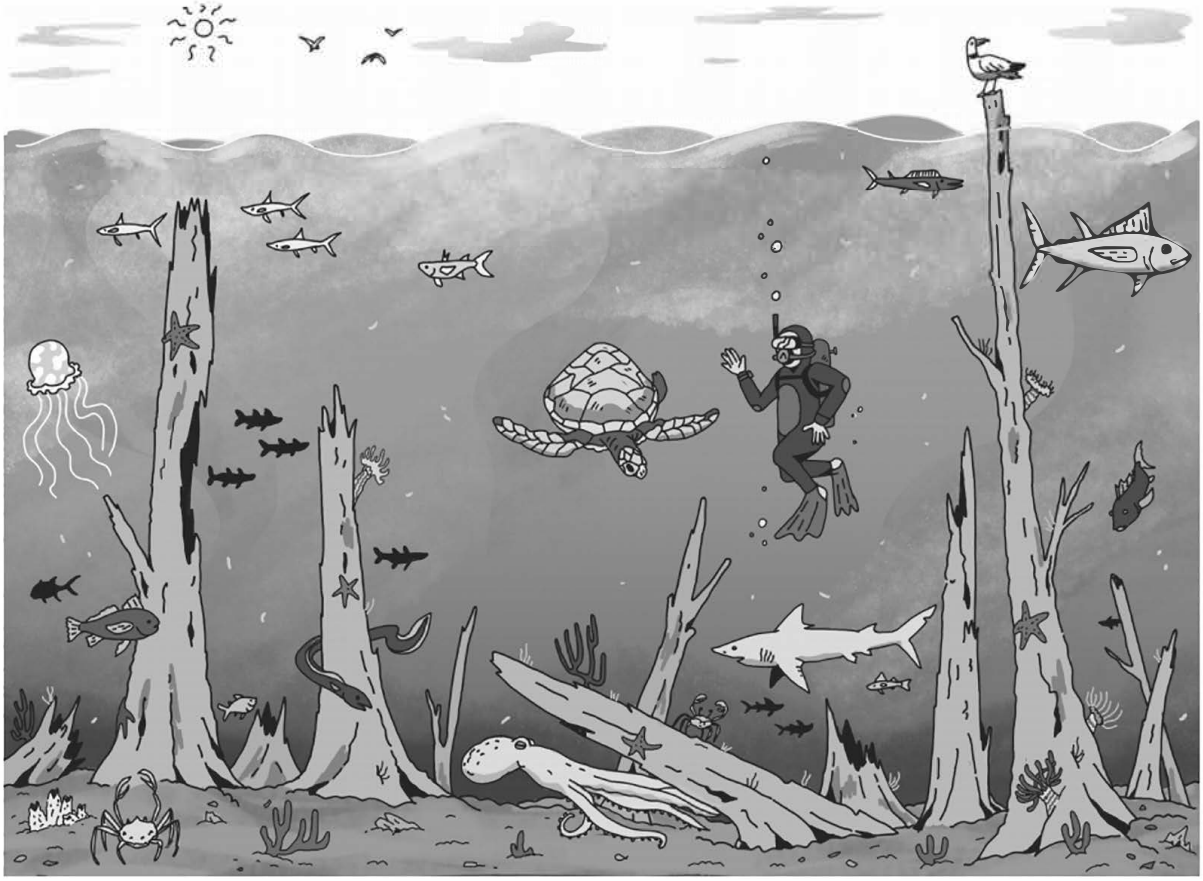
Days 1-3 Questions



1. You take a trip to the local quarry. You walk all the way to the very bottom. At the bottom of the quarry you find the fossils shown in the image above. What kind of habitat do you think was in this location when these animals were alive?

a. Grassland
b. River
c. Ocean
d. Desert

2. Why did you choose this answer? What evidence do the fossils give you to support your claim?



3. Kayla went swimming so she could see sharks and sea turtles. When she started swimming, she saw many tree trunks on the ocean floor. What kind of habitat do you think was in this location a long time ago?

a. Forest
b. Grassland
c. Ocean
d. Desert

4. The tree trunks are evidence that the habitat in this location has changed. What other evidence could you look for to support this claim?

5. Your friend Martha just found a crab shell on the ground. She's really excited because she thinks it might be a fossil. She thinks this is evidence that your town used to be an ocean a very long time ago. The picture above shows you the location where she found the crab shell. Do you think your friend Martha found a fossil? Why or why not?

_____

_____

_____

_____

6. You tell Martha that one crab shell is not enough evidence. If this habitat did use to be an ocean, what are examples of evidence that would support Martha's claim?

_____

_____

_____

_____

_____

_____

Learning from Dinosaur Fossils

Dinosaurs are a group of reptiles that lived long ago. The first dinosaurs walked the earth about 245 million years ago. For millions of years, they lived and thrived. Then, about 66 million years ago, the dinosaurs were wiped out when a huge event destroyed much of life on Earth. But scientists today are still able to learn about these interesting animals. They learn about them by studying what remains of the dinosaurs - fossils.

Fossil of a fern

A fossil is any evidence of life from long ago that is at least 10,000 years old. A fossil can be what's left of the bones or teeth of an animal. It can also be a footprint left behind by an animal. But fossils are not just remains of animals. They can also be remains of plants, like the impression of a fern left in a rock.

Fossilized dinosaur skeleton at a museum

Have you ever seen a picture of a dinosaur skeleton in a museum? The dinosaur bones you can see in a museum are actually fossils. But how did these fossils form from the dinosaur's bones? This happened over millions of years, through a process called fossilization. When the dinosaur those fossils came from died, it may have been buried by sediments like sand and silt. As the dinosaur's body rotted, these sediments protected the bones from rotting. After many years, only the hard parts of the body were left behind. Over millions of years, the water in the rocks nearby surrounded those hard parts. Over time, the minerals in the water replaced the hard parts. So after millions of years, what was left was a solid rock copy of the dinosaur's bones – the fossils.

National Park Service

Paleontologist working to unearth a fossil

Scientists called paleontologists study dinosaur fossils to learn more about dinosaurs. They can learn about how dinosaurs lived, moved, ate, grew, and more by studying fossils. For example, they can look at the shapes and sizes of a dinosaur's teeth to see what kinds of food it most likely ate. They can study fossilized footprints to learn about how quickly a kind of dinosaur may have moved. And they can draw conclusions about how some dinosaurs behaved by studying some fossilized dinosaur eggs and nests.

Writing the Story of the Past – Part 2

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	Conclusion Inference

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

ACTIVITY 1:

Observe and read through the artifacts and documents below. Then complete the "Artifact and Document Chart"

ARTIFACT 1

ARTIFACT 2: Girls' basketball team, Milton, North Dakota, 1908.
Five girls in uniforms standing around a seated man, presumably the coach. One girl has foot resting on basketball with lettering "M.H.S. '08." Taken in a studio with backdrop. No identification of people given

ARTIFACT 3: Rural school near Milton, North Dakota, 1913: Miss Margaret McKay, teacher.
Schoolchildren in a circle holding hands, likely playing a game. In background is a woman standing in school doorway.

ARTIFACT 4: Frances Benjamin Johnston. *Tuskegee History Class*. Copyprint, 1902.

Document 1 (modified)

Clara Hinton diary

Monday July 30, 1906Today is Aunt Lou's birthday, so we planned a family birthday party. Before the party started, they called on the telephone and said that they could not come because the wheat needed to be cut. Madge, Jessie, and Aunt Maud were still able to visit. We had a good dinner (for us) and washed the dishes. We went to town after dinner. Then Mrs. Howell gave me my music lesson. July 31Grandma came over to bake bread. Papa Forrest and [Gene] went to the farm to pick plums this morning. I made doll dresses, practiced for my music lesson, etc. ….

Document 2 (modified)

Oliver Perry Myers (born 1856) diary, 1872-1873

May 1873 16

16 went Down to William Armstrongs

17 Hunted and fished

18 Visited

19 Hunted and fished

20 Came home to Day

Charlie Payne went with we me down to Will's house. We were able to hunt 14 pigeons and catch 12 fish weighing about 30 or 40 lb

21 Harrowed the corn field, and plowed another for the purpose of replanting

22 There was quite a rain this morning. About 3 o'clock there was an awful tornado which passed south of our house. It tore down five houses, a school house and one barn in this and it is said that it was far more destructive in the next county (Keokuk).

Artifact and Document Chart: You can be specific for each artifact or you can write general statements.

	What can historians learn from studying these artifacts and documents?	What can't historians learn from studying these artifacts and documents?
Artifact 1		
Artifact 2		
Artifact 3		
Artifact 4		
Document 1		
Document 2		

ACTIVITY 2: Review the artifacts and documents to complete the following questions:

Your Thoughts Questions:

1. Which artifact or document provided the greatest amount of information? Explain your answer.

_____
_____
_____
_____

2. Which artifact or document provided the least amount of information? Explain your answer.

_____
_____
_____
_____

3. How are the photos alike or different from the photos that your family and friends have in your homes? Explain your answer.

_____
_____
_____
_____

Check for Understanding:

4. Why is it important to use artifacts and documents when studying the past? Explain your answer.

_____
_____
_____
_____

ACTIVITY 3:

Read the definition of "To Conclude" and "To Infer" in the chart. Then complete the rest of the chart.

To Conclude	To Infer
Definition: What we *know* by looking at the artifacts and documents	Definition: What we think or what we can figure out by looking at the artifacts and documents (using clues)
Graphic: (Draw a picture of what this means to you)	Graphic: (Draw a picture of what this means to you)
Choose one of the artifacts or documents that your parent, guardian, sibling or other family member chose last week. Which one did you choose? _____ Write a conclusion about it:	Choose one of the artifacts or documents that your parent, guardian, sibling or other family member chose last week. Which one did you choose? _____ Write an inference about it:

What evidence from the artifact or document helped you make this conclusion?	What evidence from the artifact or document helped you make this inference?

ACTIVITY 4:

Now observe the artifacts and documents from page 1 and do your best to make conclusions and inferences about each artifact and document in the following charts.

Artifact 1: Gameboy	
CONCLUSIONS	**INFERENCES**

Artifact 2: Girls Basketball Team, Milton, ND 1908	
CONCLUSIONS	**INFERENCES**

Artifact 3: Rural school near Milton, North Dakota, 1913: Miss Margaret McKay, teacher	
CONCLUSIONS	**INFERENCES**

Artifact 4: Frances Benjamin Johnston, Tuskegee History Class. Copyprint, 1902	
CONCLUSIONS	**INFERENCES**

Document 1: Clara Hinton diary	
CONCLUSIONS	**INFERENCES**

Document 2: Oliver Perry Myers (born 1856) diary, 1872-1873	
CONCLUSIONS	**INFERENCES**

ACTIVITY 5:

Choose one artifact or document and brainstorm a list of sources where you might find information to help you turn your inference into a conclusion.

My inference is _____

_____

My list of sources to check:

1. _____
2. _____
3. _____
4. _____
5. _____

Check for Understanding:

How do conclusions differ from inferences? Explain your answer.

_____

_____

_____

_____

_____

NOTE: *Part 3 of this lesson will be on next week's assignment board. Therefore, keep this information (along with "Writing the Story of the Past, Part 1" – from last week's assignment board)) to help with "Writing the Story of the Past, Part 3"*