STUDENT FIRST & LAST NAME:_____

SCHOOL:_____ **GRADE:**_____ **ID# / LUNCH#**_____

Christina School District Assignment Board

Grade Level: 3

Week 11 (6.15.20)

	Day 1	Day 2	Day 3	Day 4	Day 5
ELA	Read *Summer Surprise.* Write a new ending to the story.	Read *Summer Surprise* again to increase fluency. Answer questions 1-5.	Read *Summer Surprise* again to increase fluency. Answer questions 6-10.	Nouns are words that identify people, places, and things. Circle all of the nouns in *Summer Surprise.*	Start a Summer Bucket List with all of the fun activities you want to do this summer!
Math	**Round the Table** *Please complete the attached activity called Round the Table*	**Perimeter Problems Pages 1 & 2** *Please complete the attached activity called Perimeter Problems pages 1 and 2*	**Area & Perimeter Puzzles Page 1** *Please complete the attached activity called Area & Perimeter Puzzles Page 1*	**Area & Perimeter Puzzles Page 2** *Please complete the attached activity called Area & Perimeter Puzzles Page 2*	**The 18¢ Problem** *Please complete the attached activity called The 18¢ Problem*
Science	**Inventions and Engineering:** Think about, draw and write your best answer to the following: What kinds of inventions do you think we will have when you are a grown up?	**Save Bobby (part 1):** The story of every invention is filled with trying and failing again and again and again. But each time inventors learned from their mistakes and were not afraid to try again and again. You are going to be an inventor and try to invent a way to "Save Bobby": Activity: Get your supplies. You will need bobby pins or paper clips, scissors, and paper, plus the attached handout. Slide bobby pin (or paper	**Save Bobby (part 2):** Draw an idea for your "Bobby Dropper" (something to help the bobby pin or clip fall much slower". Write or label why you think it will work. Take a new piece of paper and make your first Bobby Dropper. You may cut, fold, or tear. Then slide on a bobby pin (clip). Test your invention. Hold a Bobby Dropper in one hand and your Fall Fast in the other. Make sure the pin/clip is at the top. You may want a helper to be	**Save Bobby (part 3):** Make and test another Bobby Dropper. Make sure to use new paper because you want to keep your original one. Test the new Bobby Dropper against the Fall Fast AND the original Bobby Dropper to see which one works better. Test 3 times, holding your invention with the pin/clip starting in 3 different orientations. Complete 2nd handout with new Bobby Dropper.	**Who Invented the Popsicle?:** Read the article. Highlight and/or underline something(s) you learned from the article that you want to remember.

STUDENT FIRST & LAST NAME:_____

SCHOOL:_____ **GRADE:**_____ **ID# / LUNCH#**_____

Christina School District Assignment Board

		clip) onto a piece of paper. Carefully crumple paper around the clip. You have made a "Fall Fast". Hold it up as high as you can and drop it. It should fall fast. Think of things that float or fall slowly. Draw a picture of 2-3 things, then think and write: What do you notice about these things? What do you see that might help them float or fall, slowly? (Hint: examples might include leaves, dandelion seeds, etc.) **[Keep Fall Fast for next part]**	your "Expert Eye" and watch the drop. Pay attention to how the Bobby Dropper drops. Notate what happens on your handout. If you worked with a helper, make sure to switch so you can also see the drop. Circle the path it takes on the handout. Now test again, but make sure to hold the Bobby Dropper so the pin/clip is NOT straight up. Repeat investigation and circle path on handout. Try a 3rd time, holding it yet another way. Think and write: Did something fail in one of your drops? What did you learn from that? **[Keep Fall Fast and Bobby Dropper for next part]**	Draw/write your best answers to the following: Which one worked better? Why do you think that? Is there something in real life that is similar to your Bobby Dropper that gave you that idea? Congratulations! You are an inventor!	
Social Studies	Complete Activity 1 from the document titled, "Resources."	Review Activity 1 from the document title, "Resources." If you have index cards, complete the "Idea!" Make sure you understand the terms.	Complete Activity 2 from the document titled, "Resources"	Review Activities 1 & 2 from the document titled, "Resources"	Complete Activity 3 from the document titled, "Resources"

STUDENT FIRST & LAST NAME:_____

SCHOOL:_____ **GRADE:**_____ **ID# / LUNCH#**_____

Christina School District Assignment Board

Week 12 (6.22.20)

	Day 6	Day 7	Day 8	Day 9	Day 10
ELA	Read *Summer Vacation.* Write a summary to tell what happened.	Read *Summer Vacation* again to increase fluency. Answer questions 1-5.	Read *Summer Vacation* again to increase fluency. Answer questions 6-10.	Draw three scenes to show what happened in the beginning, middle, and end of the story.	Finish your Summer Bucket List and have a safe and happy summer!
Math	**Multiplication, Division, & Perimeter Practice** *Please complete the attached activity called Multiplication, Division, & Perimeter Practice*	**Multiplication Practice** *Please complete the attached activity called Multiplication Practice*	**Sixty Seconds in a Minute** *Please complete the attached activity called Sixty Seconds in a Minute*	**Garden Patch Problems** *Please complete the attached activity called Garden Patch Problems*	**More True or False Challenges!** *Please complete the attached activity called More True or False Challenges!* *Have a great summer! Play a game like Uno or Sorry! or Phase 10! Make up your own!*
Science	**Making Rock Candy:** Enjoy the attached investigation. What do you notice? What do you observe? What do you wonder?	**The Pepper and Soap Experiment:** Enjoy the attached investigation. What do you notice? What do you observe? What do you wonder?	**How to Make Invisible Ink:** Enjoy the attached investigation. What do you notice? What do you observe? What do you wonder?	**Make a Walking Water Rainbow:** Enjoy the attached investigation. What do you notice? What do you observe? What do you wonder?	**Make a Lava Lamp:** Enjoy the attached investigation. What do you notice? What do you observe? What do you wonder?
Social Studies	Review Activities 1, 2, & 3 from the document titled, “Resources”	Complete Activity 4 from the document titled, “Resources”	Review Activities 1, 2, 3, & 4 from the document titled, “Resources”	Complete Activity 5 from the document titled, “Resources”	Review Activities 1, 2, 3, 4, & 5 from the document titled, “Resources” AND Have a happy, healthy, and safe summer!

Summer Surprise

by Rebecca White

"Well, do you or don't you?" asked Sally.

"Do I or don't I what?" asked Angelica quickly, annoyed.

"Do you or don't you believe in the tooth fairy?"

"Of course I don't!" Angelica snapped back, quickly. "That's kids' stuff."

"No it's not. I've seen the tooth fairy with my own two eyes."

"Yeah, right," said Angelica. The two girls were sitting on Sally's front porch, the hot summer sun making them sweat. Sally's mother had offered them lemonade, but what they really wanted was popsicles.

"You don't believe me?" asked Sally. "I'll show you!"

Sally jumped up and started running out into the front lawn.

"Wait!" said Angelica.

"Don't go too far, girls!" shouted Sally's mother through the open kitchen window.

"We won't!" said Sally and Angelica in unison.

Angelica could barely keep up, Sally was running really fast. *Where could she possibly be taking me?* wondered Angelica.

Sally was half skipping, half running around the large, white two-story house to the backyard. Her ponytail swayed this way and that, and Angelica wished that her hair was just as long. As it was now, Angelica's hair barely reached below her ears, and she couldn't put it up at all anymore because she'd just gotten a

haircut.

"Hey, where are we going!?" asked Angelica, running out of breath.

"Right over here!" said Sally, who stopped suddenly in the middle of a patch of dandelions. "Look at this!"

Angelica knelt down as Sally had, and peered into the grass and flowers.

"What are we looking at?" Angelica asked, almost frightened.

"See those white things?" said Sally, pointing into the dirt.

"No, I don't see anything," Angelica said. She remembered when she was much younger, one of her teeth felt loose. She started playing with the tooth with her tongue, and all of a sudden whoops! It fell out. Her mother told her to put the tooth underneath her pillow for the tooth fairy. The next day, two quarters were in its place, a present from a fairy she had never even seen!

Angelica was older now, almost nine, and she'd long since stopped believing in things like fairies.

Sally must have been pulling her leg.

"Just below the dirt, that's where all my baby teeth are. I swear!" said Sally.

"You're crazy!" said Angelica, starting to get frightened. She could see that the ground was tousled, as if something had recently been buried there or some of the dirt had been unearthed.

"Why would I lie?" asked Sally.

"Because you like to play mean jokes," said Angelica.

"Girls!" shouted Sally's mother from the back screened-in porch. "It's getting late. Time to come inside!"

"Look, something's moving!" screamed Sally, jumping back.

Angelica looked down, and up from the ground came a little brown field mouse, its eyes pinched and its little feet scurrying quickly beneath it.

"EEEEEK!" screamed Angelica, as Sally laughed and laughed, rolling around on the grass and holding her belly.

"That wasn't very nice," said Angelica, pursing her lips into a grimace.

"Ha, I had no idea the mouse was going to be there," said Sally, between chuckles. "And you never know; maybe the tooth fairy has a pet mouse and they're friends."

"Yeah, yeah. And maybe you have a wild imagination," said Angelica.

Sally then grabbed her friend's hand and led her back to the house. Once inside, Sally's mother had a surprise.

"Popsicles, anyone?"

Sally and Angelica washed their hands and sat at the kitchen table as Sally's mother pulled out one grape popsicle and one strawberry popsicle from the freezer. Soon, the two girls had forgotten their differences; their faces were covered in red and purple juice, their bellies now full of one of summer's splendors.

"What were you two doing out there?" asked Sally's mother. "Your knees are covered in dirt!"

"We..." said Angelica, but she paused and looked at Sally, whose eyes grew large. "We were..."

"We were investigating," said Sally.

"Investigating what?" asked her mother.

Angelica decided to go along with the ruse, though she wasn't sure why. For some reason, she could tell that Sally didn't want her mother to know that she had played a joke on her friend.

"Someone once told us that if you were to dig a hole into the earth, straight down, you would end up in Australia," said Angelica.

"Oh, is that so?" asked Sally's mother, handing the girls some napkins.

"Maybe it is, maybe it isn't," said Sally, smiling at her friend. "But one day, perhaps we'll find out."

And she and Angelica laughed, winked at each other, and finished their popsicles in silence.

Name: _____ **Date:** _____

1. At the beginning of the story, where are Angelica and Sally sitting?

A. in Sally's kitchen

B. on Sally's front porch

C. on the lawn of Sally's house

D. with Sally's mother

2. How does the story conclude, or end?

A. Sally laughs at Angelica.

B. Sally and Angelica run into the yard.

C. Sally and Angelica eat popsicles.

D. Sally's mother tells the girls not to go too far away.

3. Angelica gets frightened by a mouse. What evidence from the story shows this is true?

A. Angelica couldn't keep up with Sally.

B. Angelica screams, "EEEEEK!"

C. Angelica washes her hands with Sally in the kitchen.

D. Angelica couldn't see Sally's teeth in the grass.

4. Which sentence shows that Sally probably isn't frightened of the mouse?

A. Sally says, "Why would I lie?"

B. Sally didn't know the mouse was going to be there.

C. Sally laughed and rolled on the ground when Angelica screamed in fright.

D. Sally suggests the tooth fairy has a pet mouse.

5. What is this story mainly about?

A. Angelica and Sally losing their teeth

B. Angelica wishing she had long hair

C. the friendship between Angelica and Sally

D. Sally's mother making popsicles for Angelica and Sally

6. Read the following sentence from the story:

"She could see that the ground was **tousled**, as if something had recently been buried there or some dirt had been unearthed."

What does the word "**tousled**" mean in this sentence?

A. messed up
B. smoothed over
C. made hard
D. made flat

7. Sally and Angelica are friends, _____ the two girls have many differences.

A. such as
B. therefore
C. even though
D. instead

8. Describe at least two differences between Angelica and Sally.

9. The title of the story is "Summer Surprise". What are some surprises in the story?

10. Based on what happens in this story, do you think Angelica is happy being friends with Sally? Use evidence from the text to support your answer.

Summer Vacation

by Gabrielle Sierra

One day during Jose's summer vacation, he woke up and wanted to go to the pool.

He made his bed, put on his swimsuit, and grabbed his towel from the hall closet. Then he went to the kitchen table and sat down for breakfast.

"Jose," his mom said, as she served him scrambled eggs and toast. "Why are you wearing your bathing suit?"

"Because today I want to go to the pool," he said. He started to eat his eggs very fast so that they could leave for the pool right away.

His mother laughed. "Jose, look outside," she said. "I'm sorry, but we can't go to the pool

today."

Jose jumped out of his seat and looked outside the window. It was raining really hard, and there was thunder and lightning. People outside were hurrying back and forth with umbrellas over their heads, while the trees blew in the wind.

"Oh no," Jose said. "Rain! Now we can't go to the pool."

He sat back down at the table and quietly finished his breakfast. He was sad. His plans for the pool were not going to happen.

Jose's mom grabbed her laptop computer and brought it over to the table. She turned it on and gave Jose a hug.

"Don't worry sweetheart," she said, "let's look up the weather for tomorrow, and see if we can go to the pool then."

Jose's mom searched on the Internet for the local weather news. Jose watched as the screen displayed a bunch of pictures with sun and rain clouds next to each day of the week.

"What are those?" he asked.

"This is a news website that shows the weather for each day of the week," she said. "Here is today."

She pointed to a rain cloud next to the day marked "Tuesday."

"The rain cloud means that today it is going to rain all day. And here it says the temperature: 85 degrees Fahrenheit."

"That is hot," said Jose. "And the pool is good on a hot day."

"It is hot, but raining, so the pool will not be open today," said Jose's mom. "But tomorrow, Wednesday, there is a sun picture. That means the weather forecaster is predicting tomorrow will be sunny. It also says that tomorrow will be 90 degrees, which is even hotter than today."

"Then we can go to the pool!" said Jose.

"Yes, if it is sunny and hot, we can go to the pool," said Jose's mom. "As long as you wear your sunscreen."

Jose was excited. But he was also a little confused. How did the weather forecaster know

about the weather before it happened? Could he predict the future?

"Mom, how does the weather forecaster know what the weather is going to be like tomorrow?" he asked.

"Well," said Jose's mom, "scientists use tools in order to predict the weather. They record patterns and can figure out what will most likely happen next. For example, if the scientists see a storm that is moving across other states toward us in New York, they can measure the storm, and how fast it is moving. Then they can tell if it will be rainy in a few days or a few weeks. We can see this weather prediction listed on a website, or on the television."

"You mean we hear it from those people who read the news on TV," said Jose.

"Right," said Jose's mom. "Some of the news people who read the weather forecast on TV are called meteorologists. A meteorologist is someone who studies, explains, and understands the weather forecast. They go to school to study how to predict and understand the weather. That way people like you and me can see if it will be raining tomorrow or this weekend."

After lunch the rain got a little lighter, and Jose's mom let him put on his rain boots and play in the backyard. Then after a shower, Jose and his mom had dinner and watched a movie. The next morning Jose got up, put on his bathing suit, and grabbed his towel. He peeked outside the window and saw that the sun was shining.

"Mom!" he shouted as he ran to the breakfast table. "The scientists were right! It is sunny today. Let's go to the pool!"

And they did.

Name: _____ **Date:** _____

1. Where does Jose want to go after he wakes up?

A. the movies

B. the park

C. the pool

D. the yard

2. Jose wants to go swimming, but there is a problem. What is the problem?

A. It is raining, so the swimming pool will not be open.

B. It is too hot outside to go to the swimming pool.

C. It is too cold outside to go to the swimming pool.

D. Jose has to help his mom around the house all day.

3. Jose is very excited about going to the pool.

What evidence from the story supports this statement?

A. Jose watches the laptop screen as it displays pictures with sun and rain clouds next to each day of the week.

B. Jose's mom says he can go to the pool on Wednesday as long as he wears his sunscreen.

C. Jose is a little confused about how the weather forecaster can know about the weather before it happens

D. Jose starts to eat his eggs very fast so that he and his mom can leave for the pool right away.

4. How can a weather forecaster predict the weather?

A. A weather forecaster can jump out of his seat at breakfast and look through the window to see whether it is raining outside.

B. A weather forecaster can look at weather in another place and its movement to make a prediction about the weather where he is.

C. A weather forecaster can predict the weather by finding an indoor pool that stays open whether or not it is raining outside.

D. A weather forecaster can predict the weather by putting on rain boots and going into the backyard.

5. What is this story mainly about?

A. a boy who wants to go to the pool and predicting the weather

B. a person who goes to school to study how to predict the weather

C. the sadness a boy feels one day when it rains outside

D. a swimming pool, umbrellas, rain boots, scrambled eggs, and toast

6. Read the following sentences: "Jose was excited. But he was also a little confused. **How did the weather forecaster know about the weather before it happened? Could he predict the future?"**

Why does the author include the two questions above?

A. to prove that weather forecasters do not know what they are doing

B. to convince readers that they should become weather forecasters

C. to explain why Jose loves his mom so much

D. to show readers the thoughts in Jose's mind

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

Jose does not go to the pool on Tuesday, _____ he goes to the pool on Wednesday.

A. for example

B. never

C. but

D. especially

8. What kind of weather is predicted for Wednesday?

9. How does Jose feel when he learns about the weather prediction for Wednesday?

10. Is weather prediction helpful to the characters in this story? Support your answer with evidence from the passage.

Summer Bucket List

○ _____	○ _____
○ _____	○ _____
○ _____	○ _____
○ _____	○ _____
○ _____	○ _____
○ _____	○ _____
○ _____	○ _____
○ _____	○ _____
○ _____	○ _____
○ _____	○ _____
○ _____	○ _____
○ _____	○ _____
○ _____	○ _____
○ _____	○ _____
○ _____	○ _____
○ _____	○ _____

NAME _____ DATE _____

Round the Table

1 Round these numbers.

	to the nearest ten	to the nearest hundred
329		
184		
2,532		
467		
251		
485		

2 Emery Raccoon and his lunch guests used 329 spoons, 329 forks, and 329 knives. How many pieces of silverware did they use in all? Show your work.

3 Multiply.

8	9	10	5	4	8	5	9
× 4	× 3	× 6	× 8	× 7	× 3	× 6	× 5

4 Add or subtract.

26	297	387	475	473	80	115	527
+ 18	+ 3	+ 13	+ 25	− 52	− 74	− 108	− 19

5 **CHALLENGE** Emery tore up 10 sheets to make 330 napkins. How many napkins did he make out of each sheet? Show your work.

NAME | DATE

Perimeter Problems page 1 of 2

1 For the quadrilaterals below, measure in centimeters and label as many sides as you need to find the perimeter. Then write an equation to show the perimeter of the quadrilateral, and fill in the answer at the bottom of the box.

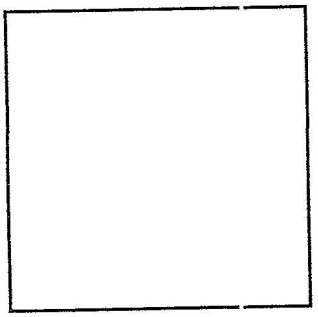
ex

$(2 \times 6) + (2 \times 2) = 12 + 4$

$12 + 4 = 16$ cm

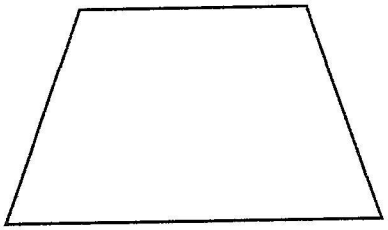
Perimeter = 16 cm

a



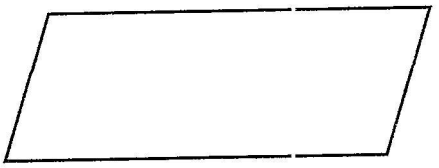
Perimeter =

b



Perimeter =

c



Perimeter =

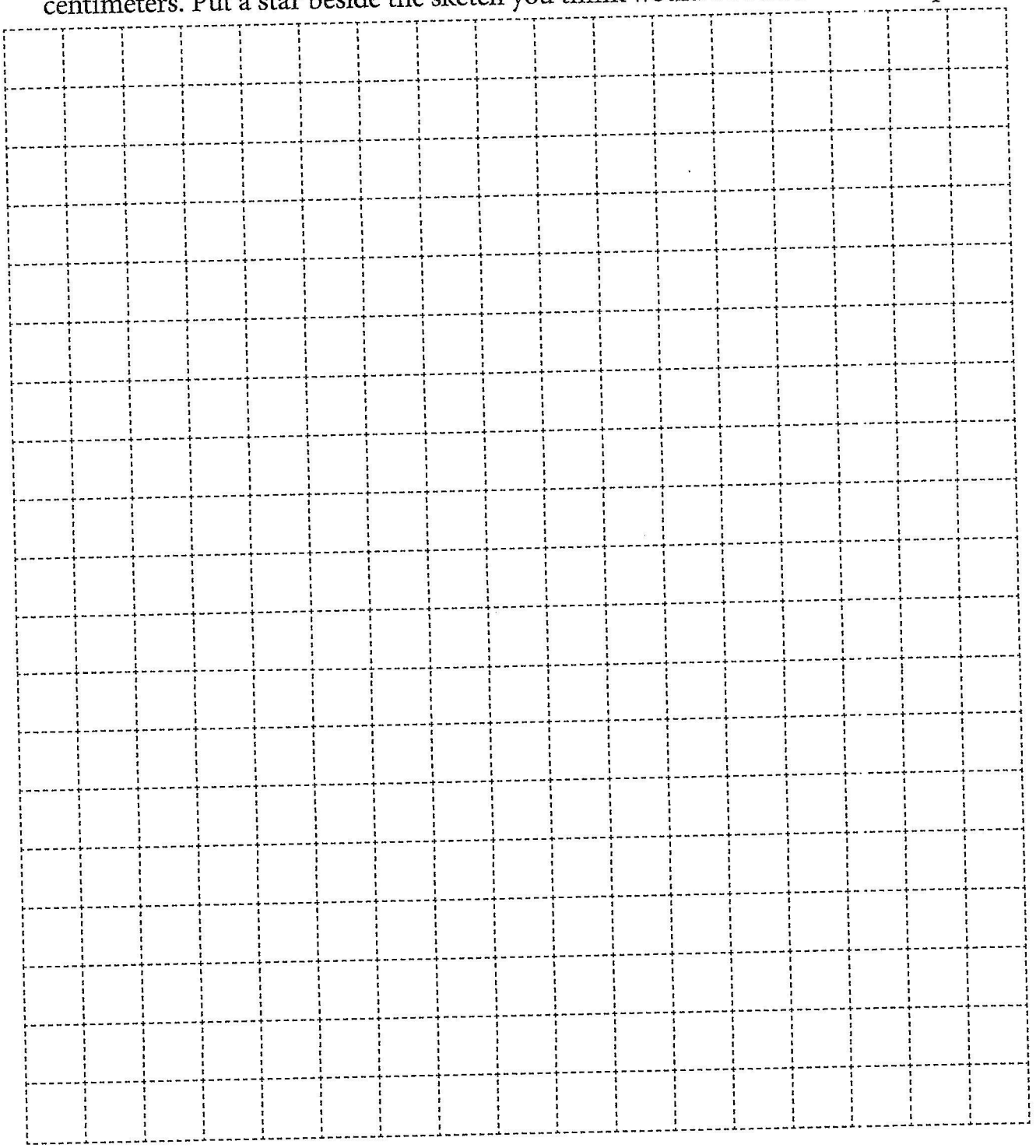
2 Sarah says you only need to measure one side of a square to figure out its perimeter. Do you agree with Sarah? Why or why not? Use labeled sketches, numbers, or words to explain your answer.

(continued on next page)

NAME | DATE

Perimeter Problems page 2 of 2

3 Jacob and his dad are going to make a rabbit pen in the backyard. They have 16 feet of fencing. Help Jacob draw some plans. Sketch and label at least 4 different rectangles with a perimeter of 16 centimeters on the centimeter grid paper below. Write an equation under each sketch to show that the perimeter is actually 16 centimeters. Put a star beside the sketch you think would be best for a rabbit pen.

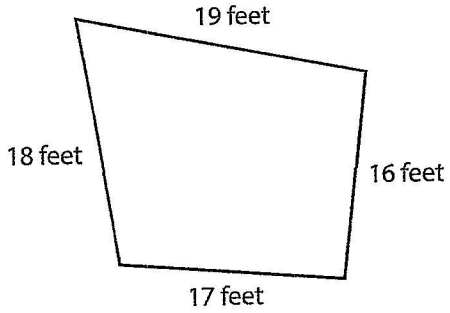


NAME _____ | DATE _____

Area & Perimeter Puzzles page 1 of 2

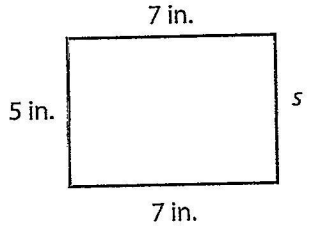
Show your work for each of the problems below, and label your answers with the correct units.

1 Find the perimeter of this quadrilateral.



Perimeter = _____

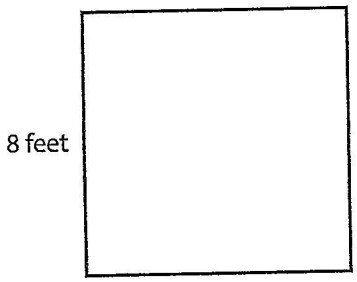
2 The perimeter of this rectangle is 24 inches. Use that information to find the length of the side marked *s* and the area of the rectangle.



Side s = _____

Area = _____

3 The sandbox at the park is perfectly square. Use the information in the picture below to find the perimeter and the area of the sandbox.



Perimeter = _____

Area = _____

(continued on next page)

NAME | DATE

Area & Perimeter Puzzles page 2 of 2

4 Jake and his mom run laps around the soccer field in their neighborhood. The field is 100 yards by 60 yards, and they run 4 laps around the field each time. When they went to visit Jake's uncle, they did laps around the kids' soccer field in his neighborhood. The field was 30 yards by 55 yards, and they ran 8 laps around it. Did they run more at Jake's uncle's house or in their own neighborhood? Exactly how much more? Show all your work.

5 CHALLENGE A rectangle has a perimeter of 36 feet. It is twice as long as it is wide. What are the dimensions of the rectangle? Show all your work.

NAME _____ | DATE _____

The 18¢ Problem

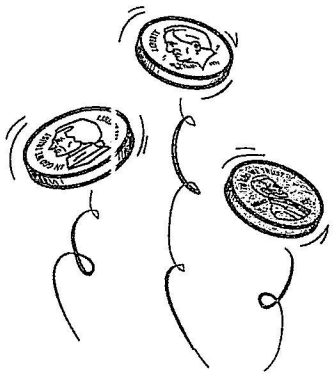
1 What are all the different ways you can make 18¢ with pennies, nickels and dimes?

a Choose the strategy you will use to solve this problem.

- ○ Draw a picture
- ○ Guess and check
- ○ Make an organized list

b Why does this strategy make the most sense to you?

c Solve the problem with the strategy you picked. Show all your work.



NAME | DATE

Multiplication, Division & Perimeter Practice

1 Complete the multiplication facts.

10 × 8	9 × 1	5 × 7	3 × 0	4 × 8	5 × 6	9 × 2
2 × 7	9 × 5	4 × 10	3 × 4	5 × 8	4 × 7	10 × 10

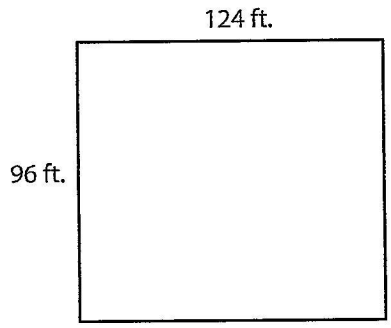
2 Complete the division facts.

40 ÷ 5 = _____ 12 ÷ 2 = _____ 90 ÷ 10 = _____

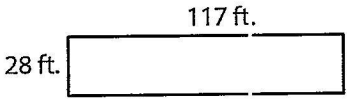
8 ÷ 1 = _____ 25 ÷ 5 = _____ 14 ÷ 2 = _____

3 Find the perimeter of each rectangle.

a Perimeter = _____



b Perimeter = _____



4 What is the difference between the perimeters of the rectangles above?

NAME | DATE

Multiplication Practice

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

8 × 3	9 × 3	10 × 3	20 × 3	40 × 3	50 × 3
60 × 3	70 × 3	80 × 3	90 × 3	100 × 3	1,000 × 3

2 Explain how you figured out the answers to the problems above.

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

10 × 4	20 × 5	30 × 7	40 × 2	50 × 5	60 × 4	700 × 5
80 × 4	90 × 5	20 × 8	30 × 9	60 × 8	70 × 2	80 × 5
40 × 4	30 × 6	60 × 5	20 × 9	30 × 8	70 × 4	90 × 5

CHALLENGE

900 × 9	400 × 8	800 × 9	600 × 10	700 × 11	800 × 8	800 × 11

NAME _____ | DATE _____

Sixty Seconds in a Minute

1 **a** Fill in the tables below. Some of the answers have been filled in for you.

×	20	50	70	30	10	40	80	60	100	90
6	120									

×	2	5	7	3	1	4	8	6	10	9
60		300					480			

b What do you notice about your answers?

2 There are 60 seconds in one minute.

a How many seconds are there in 3 minutes? _____

b How many seconds are there in 5 minutes? _____

c How many seconds are there in 10 minutes? _____

d How many seconds are there in 4 minutes? _____

e How many seconds are there in $1\frac{1}{2}$ minutes? Show your work.

There are _____ seconds in $1\frac{1}{2}$ minutes.

3 **CHALLENGE** How many seconds are there in 1 hour? Show your work.

There are _____ seconds in 1 hour.

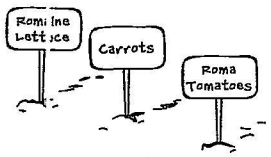
(continued on next page)

NAME | DATE

Garden Patch Problems

1 Liam wanted to put a fence around his vegetable garden patch. His brother asked him to put a fence around his garden patch too. Liam's garden patch was 5 feet wide and 10 feet long. His brother's patch was 6 feet wide and 7 feet long. How many feet of fencing will Liam need? Show all your work.

2 Liam bought too much fencing and had 26 feet of it left over. He and his brother decided to make a rectangle-shaped garden patch for their little sister. They wanted to use all the extra fencing to outline her garden patch. What could be the dimensions of the patch they make for their sister? (Use only whole numbers of feet.) Show all your work.



3 **CHALLENGE** Draw and label two other ways Liam and his brother could use all 26 feet of fencing for their sister's garden.

NAME _____ | DATE _____

More True or False Challenges page 1 of 2

1 An equation is true if both sides are equal. It is false if both sides are not equal. Circle true or false for each equation. You do not need to explain all your answers.

	Equation	Circle One		Optional Explanation
ex	$18 - 3 = 5 \times 3$	(T)	F	18 − 3 is 15 and 5 + 5 + 5 = 15
a	$5 + 8 = 3 \times 4$	T	F	
b	$6 \times 4 = 3 \times 8$	T	F	
c	$20 - 10 = 20 \div 2$	T	F	
d	$8 + 8 = 4 \times 5$	T	F	
e	$5 + 7 = 20 - 8$	T	F	

2 Use <, >, or = to complete each equation.

ex $32 + 876 > 870 + 24$

a $100 \div 10 \quad 100 \div 5$

b $6 \times 7 \quad 5 \times 8$

c $478 - 138 \quad 678 - 132$

3 Pick the equation that will help you solve the problem. Then solve the problem.

a Josh got 7 toy cars from each of his 4 brothers. He gave 12 cars to his friend. How many cars did he have left?

- ○ $7 + 4 - 12 = c$
- ○ $(7 \times 4) - 12 = c$
- ○ $(7 \times 12) - 4 = c$

b Josh has _____ cars left.

4 Pick the equation that will help you solve the problem. Then solve the problem.

a Sarah left her house at 3:00. It took her 15 minutes to go to the bank. Then it took her 20 minutes to do some shopping. Then it took 15 minutes to drive home. What time did Sarah get home?

- ○ $300 - 15 - 20 - 15 = m$
- ○ $15 + 20 - 15 = m$
- ○ $15 + 20 + 15 = m$

b Sarah got home at _____.

(continued on next page)

NAME | DATE

More True or False Challenges page 2 of 2

Use labeled sketches, numbers, or words to show your work on these problems.

5 Sage's Aunt Barbara is making her famous orange spongecake for a party. The recipe requires 5 eggs and makes a cake that will serve 8 people. 72 people will be at the party.

a How many cakes should Aunt Barbara make?

b How many dozens of eggs will she need to make that many cakes?

c How many eggs will be left over?

6 **CHALLENGE** Cameron is having a birthday party. His father bought a baseball cap for every party guest. He didn't buy a cap for Cameron because he already had one. The baseball caps cost $5.95 each. Cameron's dad spent $71.40 on the caps. How many kids came to the party?

 Name: _____

Inventing a Bobby Dropper

Draw your ideas here:

Congratulations on your failed inventions!

Inventors experiment, test their invention, then try to make it better. Keep track of your discoveries below.

Draw your Bobby-Dropper (and the Bobby pin):	Circle the path that shows how it fell.	Results:
Version 1	 other (draw it)	It worked well It didn't work well
Version 2	 other (draw it)	It worked well It didn't work well
Version 3	 other (draw it)	It worked well It didn't work well
Version 4	 other (draw it)	It worked well It didn't work well

If you want to keep inventing, keep taking notes on the back.

 Name: _____

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Who Invented the Popsicle?

Bettmann/Corbis

A Tasty Invention

Did you know that Popsicles were once called Epsicles? They were named after Frank Epperson. He invented them by accident in 1905 at the age of 11. One night, he left a drink outside in the cold. The drink had a stirring stick in it. The next day, he saw that the drink had frozen around the stick. Epperson began selling his "Epsicles" in 1923. At that time, they came in seven flavors.

Making Rock Candy:

This easy rock candy recipe lets kids observe the crystallization process firsthand while making some pretty delicious treats. Sugar, water, and few more items found at home are all you need to turn your kitchen into a rock candy laboratory.

Step 1: How to Make Rock Candy
Gather your ingredients and tools. All you need is water, sugar, a clothespin, a pot for boiling, and a few wooden sticks to grow rock candy crystals in your kitchen! You might pick out a food color dye, too. We chose red. For the "sticks," we picked up a few bamboo skewers from the grocery store.

Step 2: Create your sugar solution
Bring two cups of water to a boil in a large pot on the stove. Next, stir in four cups of sugar. Boil and continue stirring until sugar appears dissolved. This creates a supersaturated sugar solution. This is also the time to add in any flavor enhancements, such as vanilla or peppermint and so on. Allow the solution to cool for 15-20 minutes.

Step 3: Prepare sticks for the candy
While waiting for the solution to cool, prepare your wooden sticks for growing the rock crystals. Wet the wooden sticks and roll them around in granulated sugar. Make sure you allow the sugared sticks to completely dry before continuing to Step 4. You'll need one stick per jar.

Step 4: Add in a food color of your choice
Once the sugar solution is cool, add in food coloring to create rock candy of your preferred color. Leave this step out for clear-colored crystals.

Step 5: Pour the cooled solution into a jar for the final candy-making process
Pour the cooled solution into a glass jar (or jars) and insert the sugar-covered wooden stick into the center of the glass. Make sure that the stick is not touching any part of the jar. If it does, the candy crystals could get stuck to the bottom or to the sides. You can divide the sugar solution across several smaller jars or use one large mason jar, depending on how many sticks of rock candy you'd like to make.

Once in place, secure the stick in place using a clothespin. Cover the top of the glass with a paper towel. You may have to poke a hole in the paper towel for the wooden stick to poke through.

Step 6: Let the candy crystals grow in a quiet, dark place

Place the glass in a cool and quiet place. Loud noises and a lot of movement can disturb the crystal making process. Every day, the candy crystals will grow larger. They will reach their maximum growth potential by two weeks. When you have a good amount of rock candy crystals, remove the stick and place it on a sheet of wax paper to dry...before eating!

Our rock candy took at least two weeks to grow, and fyi, it turned out more pink than red!

The Pepper and Soap Experiment

Read on to learn how to chase the "pepper" germs away!

You will need:

A shallow bowl or dish (a pie plate works well if you have one), water, ordinary black pepper, and some liquid dish soap.

Step 1

Cover the bottom of your shallow dish with water.

Step 2

Sprinkle black pepper across the surface of the water. Note how the surface tension of the water causes the pepper flakes float.

Step 3

Stick your finger in the center of the dish; did anything happen? Not much right? You probably just got some pepper flakes stuck to your finger. Now imagine that the pepper flakes are germs

Step 4

Now dip the tip of your finger into the liquid dish soap—you don’t need much.

Step 5

Now stick that finger into the center of the dish. What happens? Your soapy finger chased those pepper flakes to the edges of the plate! Dish soap is formulated to break the surface tension of water, which is why it is so effective on greasy, dirty dishes. And it wasn’t until you added soap to the bowl that those "germs" were chased away. This is the reason grown-ups are always nagging you to wash your hands with soap!

How to Make Invisible Ink

This low-tech invisible ink science experiment lets kids send secret messages to friends and family. All they'll need is a little lemon juice or milk. We decided to try both versions of this invisible ink experiment to see if the results were any different.

Commonly found household items make up the ingredient list, including juice, milk, honey, and vinegar. At room temperature, these compound liquids are colorless, making them perfect for invisible ink fun. Put them in contact with heat and the oxidization process turns them various shades of brown, aka, the ink appears! Read on for step-by-step instructions on how to make invisible ink with your kids.

We used milk and lemon juice to create our invisible ink.

Step 1

Gather your ingredients and tools. For this experiment, you need a piece of paper, a cotton swab, a heat source (a lamp or electric stove works), and milk or lemon.

Draw or write your secret message.

Step 2

If you are using lemon juice, squeeze your lemon into a glass. You can mix it with a little bit of water. Dip your cotton swab into the milk or lemon juice and start writing your message. Let your message dry completely.

Apply heat to get the secret message to appear.

Step 3

Once dry, an adult should hold the sheet of paper over a heat source. We used an electric stovetop. You can also use a lamplight or blow-dryer.

Your messages will appear like magic!

Step 4

As the milk or lemon “ink” heats up, it will oxidize and turn brown. You can try this experiment with other substances such as vinegar, honey, or orange juice.

Make a Walking Water Rainbow

Nothing brightens up a day like making your own rainbow! For this colorful science experiment, kids get to create their own mini rainbow while learning about capillary action.

You will need:

7 wide mouth jars or drinking glasses, food coloring (the 3 primary colors red, yellow, and blue), water, scissors, and paper towel (the thicker the better--we used thinner paper towels and the experiment took a lot longer). But don't worry: no matter how long it takes, the magic will happen!

Step 1: The Jars
Arrange the 7 jars in a line.

Step 2: The Water
Fill **every other** jar starting with the first about 3/4 of the way up with water. (We used less water and it took longer, so don't be shy with the water and the food coloring.)

Step 3: The Color
Add the food coloring. If you have the 7 jars arranged in a line, add a healthy squirt of red to the first **and** the last jar, yellow to the third jar, and blue to the fifth jar. Only the jars with water get the food coloring. So: red, skip a jar, yellow, skip a jar, blue, skip a jar, then red again.

Step 4: Fold The Paper Towels
Fold 6 paper towels in half and then in half again so you have long, thin paper towels. Really crease those folds! Next, fold one of the long paper towels in half length-wise so it's half the size. Depending on how tall your jars or glasses are, you'll want to cut a good inch or inch and a half off the end with scissors. You don't want the paper towels to stick up in the air too much. Repeat that step 5 more times with each of the remaining paper towels.

Step 5: Place Paper Towels in the Jars
Put one end of a folded paper towel in the first jar and the other end in the second jar. Take another and put one end in the second jar and the other end in the third jar. Repeat until you have a zigzag of paper towels going from the first jar to the last.

Step 6: Watch the Magic Happen!
The colored water is traveling up the narrow paper towel **against gravity**, using a process called capillary action. The water is pulled up through tiny gaps between the fibers in the paper towel, wicking each color up out of one jar and down into the next. The once empty jars are now filling up with the 2 colors from the jars on each side and mixing!

Make a Lava Lamp

A simple science experiment can be the best way to fill an afternoon at home. And as some of us may recall, a lava lamp can be a great way to fill an evening.

For this groovy experiment, kids get to recreate their parents' lava lamp while learning about liquid density.

Read on to learn how to prove that oil and water really don't mix!

You will need:

A wide bottle (or a fancy drinking glass or wide glass vase), food coloring, vegetable oil, water, and an Alka-seltzer tablet (make sure you have parent help as needed)

Step 1: The Oil

Fill the container about 3/4 with vegetable oil. You can choose the size of the container based on how much vegetable oil you have to spare.

Step 2: The Water

Fill the rest of the container with water, leaving 2-3 inches at the top. Watch the water fall through the vegetable oil and settle at the bottom. Can you believe that water is more dense than oil? Water molecules are "polar" and oil molecules are "non-polar", so they are not attracted to each other in the least.

Step 3: The Color

What color would you like the "lava" in your lava lamp to be? After the water has settled for a minute or so, add you food coloring. We added about 10 drops. Watch as each drop falls through the oil and sits on top of the water layer. Wait until all of the water droplets break through the oil/water line and burst into the water.

Step 4: The Bubbles

Drop your Alka-seltzer tablet in and let the games begin! The Alka-seltzer water reaction produces carbon dioxide gas bubbles which stick to the water droplets. The water/gas combo is less dense than the vegetable oil, so they rise to the top. The gas bubbles then break and are released into the air and the water sinks back down to the bottom to start over again!

Resources

Social Studies Home Learning Activities

Standard Benchmark	Economic Standard 3a: Students will identify human wants and the various resources and strategies which have been used to satisfy them over time.
Grade Band	K-3, For Grades 2 & 3
Vocabulary/Key Concepts	**Resources**: Things used to produce or make goods and services **Human Resources**: Quantity and quality of human effort directed to producing goods and services. Also known as labor. **Natural Resources**: Things that occur naturally in and on the earth that are used to produce goods and services. **Capital Resources**: Goods that are produced and used to produce or make other goods and services.

Read the vocabulary / Key Concepts and understand what all of the terms mean. **Idea!** → Put them on index cards and quiz yourself!

Activity 1:

Human resources are called labor. Human resources are needed to make or provide goods and services. Examples are teachers, carpenters, and police officers. Circle the pictures of human resources.



Capital resources are goods produced and used to produce or make other goods and services. Capital goods include tools, equipment and factories. Capital goods are used over and over. Circle the pictures of capital resources.



Activity 1 (continued)

Natural resources are things that occur naturally in and on the earth that are used to produce goods and services. Examples are water, lemons, and coal. Circle the pictures of natural resources.



Activity 2:

Look at the picture. Identify each type of resource in the picture.

The human resource is _____

_____

The natural resource is _____

_____

The capital resource is _____

_____

Activity 3:

Read the stories below. For each story underline an example of a natural resource. Circle an example of a capital resource. Put a box around an example of a human resource.

Story 1

Carlos mows lawns after school to earn money. He uses his father's lawn mower. He brings a banana to eat for a snack.

Story 2

Kristen takes care for her neighbor's dog. She uses a leash to walk the dog. She fills the dog's water bowl with fresh water.

Activity 4:

Ask a family member to describe his or her job. After he or she is finished describing the job, try to pick out the natural resource, the capital resource, and the human resource.

1. What is your family member's job? _____

2. What is the natural resource? _____

3. What is the capital resource? _____

4. What is the human resource? _____

Activity 5:

1. When you get older, how would you like to be the human resource?

_____

2. What capital resource will you use?

_____

3. What natural resource will you use?

_____