

STUDENT FIRST & LAST NAME: _____

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

Christina School District Assignment Board

Grade Level: 3





Week 6 (5.11.20)

	Day 1	Day 2	Day 3	Day 4	Day 5
ELA	Read <i>Smoking Hurts the Lungs and Heart</i> . Write to tell why the author wrote this passage. How do you know?	Read <i>Smoking Hurts the Lungs and Heart</i> again to increase fluency. Answer questions 1-3.	Read <i>Smoking Hurts the Lungs and Heart</i> again to increase fluency. Answer questions 4 and 5.	Read the Word Study sheet. Use the words to write your own sentences.	An analogy compares two things that are mostly different from each other but have some traits in common. Kitten is to cat as puppy is to dog . Write three of your own analogies.
Math	Multiplication, Division, & Perimeter Practice Page 1 <i>Please complete page 1 of Multiplication, Division, & Perimeter Practice attached</i>	Multiplication, Division, & Perimeter Practice Page 2 <i>Please complete page 2 of Multiplication, Division, & Perimeter Practice attached</i>	Problem String: More Partial Products: Part 1 Write down each equation and solve it using strategies you know (you may want to think about arrays). How do the first problems help you to find the solutions to the later problems? Write out an explanation. 1. 6×10 2. 6×4 3. 6×14 4. 6×20 5. 6×30	Problem String: More Partial Products: Part 2 Write down each equation and solve it using strategies you know (you may want to think about arrays). How do the first problems (from yesterday) help you to find the solutions to the later problems? Write out an explanation. 6. 6×34 7. 6×54 8. 16×10 9. 16×4 10. 16×14	Working with Equations <i>Please do the attached activity, Working with Equations</i>
Science	What Did Dinosaurs Look Like? (part 1): Think about dinosaurs. The only evidence we have today is their fossilized bones. Write your best answer: When scientists look at the bones of a dinosaur, why do you think they decided the	What Did Dinosaurs Look Like? (part 2): When scientists look at dinosaur bones, they look for similarities between them and animals of today. This gives them ideas about what the dinosaur may have looked like. Write your	What Did Dinosaurs Look Like? (part 3): It is not true that fossils are always bones. Scientists have also found fossils of dinosaur eggs, showing that dinosaurs laid eggs:	What Did Dinosaurs Eat? Scientists can tell from an animal's teeth what type of food they eat. Herbivores, plant eaters, generally have flat teeth front and back. Carnivores, meat eaters, have sharp, pointy teeth. Omnivores eat both plants	Design Your Own Dinosaur: Fancy frills, sharp horns, pointy spikes, massive sails on their backs—dinosaurs had them all! The question is: Why did dinosaurs sport these far-out features? For clues, scientists often

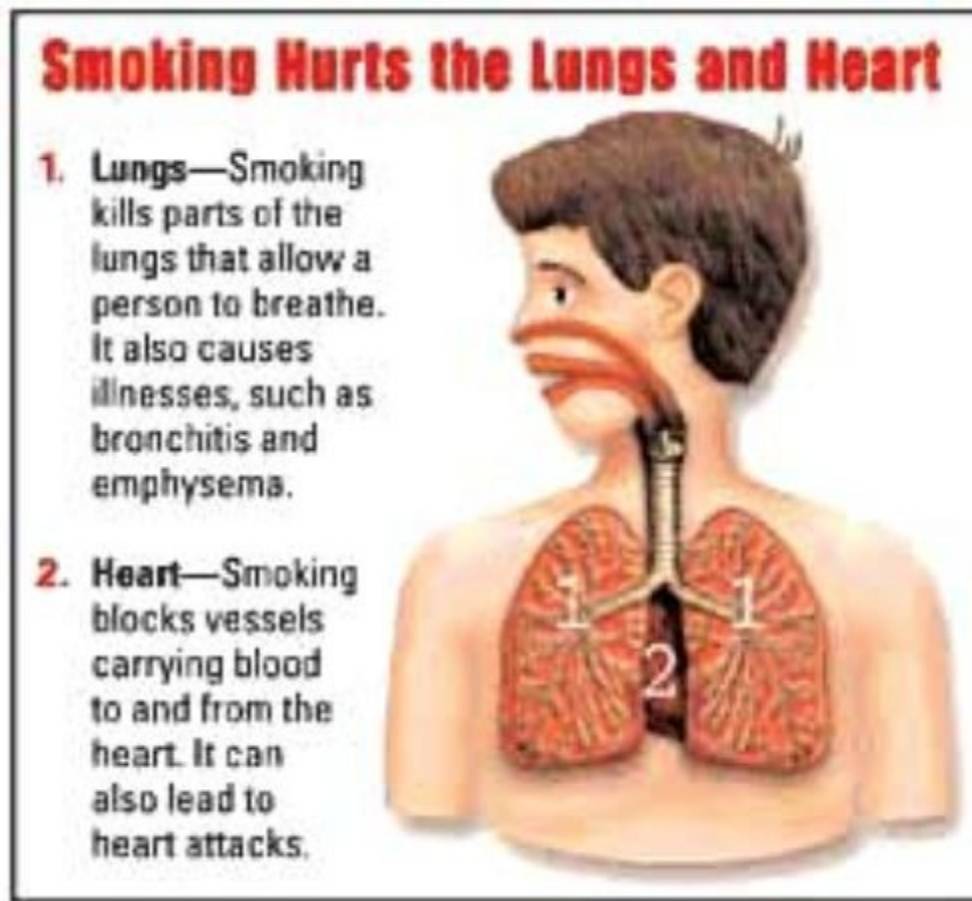
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	<p>outside of a dinosaur looks like a lizard rather than a furry animal or a feathered animal? Draw a picture of what a dinosaur might look like if it had feathers and/or fur.</p>	<p>answer to the following:</p>  <p>Does this dinosaur skull look more like that of a furry animal, or more like the skull of a scaly lizard? Why do you think that? Does it remind you of any animals that exist today? Now write your answers to those same questions while looking at this second dinosaur skull.</p>  <p>Choose one or both of these dinosaurs and draw a picture of what YOU think they might look like on the outside.</p>	 <p>Finally, scientists have also found fossils that</p>  <p>look like this: It is dinosaur skin with scales! Now, think and write your best answer based on what you have learned and thought about for the past 3 days: Based on what you've learned, summarize why scientists think dinosaurs looked like lizards.</p>	<p>and meat and have both flat teeth and pointy teeth. Do your best to complete the 4 Activity pages that ask, "What do these dinosaurs/animals eat?".</p>	<p>compare dinosaur designs with those of modern animals. Scientists also don't know for sure what color dinosaurs were. Design your own dinosaur. Think about the features you would like your dinosaur to have. First, list its traits, then draw a sketch on paper. Why does your dinosaur look that way? What purpose do the features you included do for your dinosaur?</p>
Social Studies	<p>Complete Activity 1, Photograph 1 from the document titled, "Writing the Story of the Past PART 3" NOTE: This SS lesson "Writing the Story of the Past, PART 3" is for this week and the following two weeks (for a total of 3 weeks - Week 6, Week 7 & Week 8)</p>	<p>Complete Activity 1, Photograph 2 from the document titled, "Writing the Story of the Past PART 3"</p>	<p>Complete Activity 1, Photograph 3 from the document titled, "Writing the Story of the Past PART 3"</p>	<p>Complete Activity 1, Photograph 4 from the document titled, "Writing the Story of the Past PART 3"</p>	<p>Complete Activity 2 from the document titled, "Writing the Story of the Past PART 3" NOTE: Remember to keep this document for the next two weeks, Week 7 & Week 8</p>

Smoking Hurts the Lungs and Heart



6 Reasons Not to Start Smoking

- Smoking limits the amount of air a person's lungs can hold.
- Smoking causes severe coughing.
- Smoking causes bad breath and limits a person's sense of smell.
- Smoking ages a person's body. It causes wrinkles and hair loss.
- Smoking causes mouth cancer and other diseases, such as tooth decay and gum disease.
- Each year, fires started by lit cigarettes kill about 25,000 people.

Name: _____ Date: _____

1. The author wrote this

- A. because many of the author's friends have health problems from smoking.
- B. to show readers why they should not smoke.
- C. to tell readers about why smoking is good for them.
- D. to give the reader ideas for exercising.

2. The following is a reason that you should not smoke:

- A. smoking causes cancer.
- B. smoking helps you to breathe better.
- C. smoking helps to keep your mouth healthy.
- D. smoking helps you to lose weight.

3. The author uses a list to

- A. show the reader information that is clearly organized.
- B. show an order of events.
- C. compare how smoking is both good and bad for you.
- D. confuse the reader.

4. The author included a picture in this passage

- A. to show the areas of the body that can be hurt by smoking.
- B. to explain how smoking hurts different parts of the body.
- C. give readers information in a way that they will remember it.
- D. all of the above.

5. If you do not smoke, will you be a healthier person? Explain.

Word Study Warm Up (1-2 minutes)

When a word has the VCCV spelling pattern, divide the word into syllables between the two consonants. Look for spelling patterns you know in each syllable.

lesson	cherry	sudden
arrow	dollar	hello
pillow	letter	button

Fluency sentences (1-2 minutes)

1. We had a great lesson today about cause and effect.
2. I love to have cherry jelly on my toast.
3. Don't make a sudden move or you will scare the rabbit.
4. I drew an arrow through the heart.
5. Everything there costs one dollar.
6. Say hello to your grandfather.
7. My pillow is so soft and cozy.
8. Does your letter need a stamp?
9. I think you lost a button on your jacket.

NAME _____

DATE _____



Multiplication, Division & Perimeter Practice page 1 of 2

1 Complete the multiplication facts.

$$\begin{array}{r} 10 \\ \times 8 \\ \hline \end{array}$$

$$\begin{array}{r} 9 \\ \times 1 \\ \hline \end{array}$$

$$\begin{array}{r} 5 \\ \times 7 \\ \hline \end{array}$$

$$\begin{array}{r} 3 \\ \times 0 \\ \hline \end{array}$$

$$\begin{array}{r} 4 \\ \times 8 \\ \hline \end{array}$$

$$\begin{array}{r} 5 \\ \times 6 \\ \hline \end{array}$$

$$\begin{array}{r} 9 \\ \times 2 \\ \hline \end{array}$$

$$\begin{array}{r} 2 \\ \times 7 \\ \hline \end{array}$$

$$\begin{array}{r} 9 \\ \times 5 \\ \hline \end{array}$$

$$\begin{array}{r} 4 \\ \times 10 \\ \hline \end{array}$$

$$\begin{array}{r} 3 \\ \times 4 \\ \hline \end{array}$$

$$\begin{array}{r} 5 \\ \times 8 \\ \hline \end{array}$$

$$\begin{array}{r} 4 \\ \times 7 \\ \hline \end{array}$$

$$\begin{array}{r} 10 \\ \times 10 \\ \hline \end{array}$$

2 Complete the division facts

$$40 \div 5 = \underline{\quad}$$

$$12 \div 2 = \underline{\quad}$$

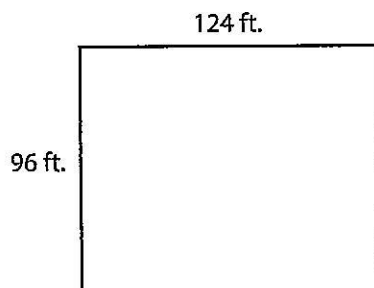
$$90 \div 10 = \underline{\quad}$$

$$8 \div 1 = \underline{\quad}$$

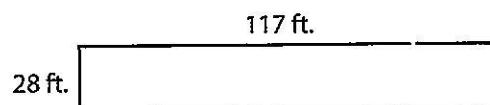
$$25 \div 5 = \underline{\quad}$$

$$14 \div 2 = \underline{\quad}$$

3 Find the perimeter of each rectangle.



Perimeter = _____



Perimeter = _____

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

(continued on next page)

NAME _____

DATE _____

Multiplication, Division & Perimeter Practice page 2 of 2

Show all your work when you solve these problems. Use numbers, sketches, or words.

- 5** Dale and Lori are buying a watch for their father for his birthday. The watch they want to get him usually costs \$129 but it is on sale for \$60 less.

- a** How much will the watch cost?
- b** If they each pay half, how much will Dale pay?
- c** If they let their brother, Mike, go in on the gift, how much will each pay?

- 6 CHALLENGE** Mrs. Larsen wanted her class to work in groups of 4. After she divided them into groups, there were 6 groups of 4 and 1 group of 3.

- a** How many students were in the class? Write and solve an equation to represent this problem.
- b** If the teacher wanted all the groups to be exactly the same size, how many students should be in each group? How many small groups would there be? Show all your work.

NAME _____

DATE _____

**Working with Equations****1** Fill in the missing numbers to make each equation true.

$35 \div 7 = 20 \div \boxed{5}$

$8 \times 3 = 40 - \boxed{20}$

$8 \times \boxed{7} = 36 + 28$

$0 \times 67 = \boxed{0} \times 45$

$19 + \boxed{11} = 9 \times 5$

$9 \times \boxed{74} = 668 - 587$

$3 \times 9 = 68 - \boxed{59}$

$42 \div 6 = 63 - \boxed{21}$

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

$54 \div 6 < 54 \div 2$

$32 \times 10 \boxed{<} 13 \times 100$

$125 + 230 \boxed{<} 100 + 255$

$144 \div 12 \boxed{<} 144 \div 6$

$197 + 326 \boxed{<} 284 + 139$

$300 - 250 \boxed{<} 350 - 300$

3 CHALLENGE Fill in the missing number to make each equation true.

$(20 \times \boxed{5}) \div 4 = 25$

$(36 \div 4) \times \boxed{18} = 81$

$350 = (\boxed{80} \times 50) - 50$

$1,826 = (10 \times \boxed{172.6}) - 100 - 74$

$(245 + \boxed{405}) \times 3 = 900$

$(1,008 - 508) \div \boxed{5} = 5$

4 CHALLENGE Use $<$, $>$, or $=$ to complete each equation.

$(25 \times 4) \div 10 \boxed{<} 81 \div 9$

$(514 - 489) \times 6 \boxed{<} 50 \times 3$

$(75 \times 2) - 51 \boxed{<} (100 \div 2) \times 4$

$(328 + 22) - 150 \boxed{<} 500 \div 2$

$(739 + 261) \div 10 \boxed{<} 20 \times 5$

$5 \times 5 \times 5 \boxed{<} (200 \div 2) + 50$

WHAT DO THESE FAMILIAR ANIMALS EAT?

To find out, compare the teeth.

Which skull has pointy teeth for grabbing an animal?

☐

A

☐

B

Look at the back teeth. Which skull has flat teeth for chewing?

☐

A

☐

B

Which skull has front teeth that could cut through grass or leaves?

☐

A

☐

B



CLOSEUP OF
FRONT TEETH



CLOSEUP OF
BACK TEETH

SKULL A

What does this animal eat?

☐

Plants

☐

Meat/Fish

This animal lives on ranches today.

What is it? _____



SKULL B

What does this animal eat?

☐

Plants

☐

Meat/Fish

This animal lives in swamps.

What is it? _____

WHAT DO THESE DINOSAURS EAT?

To find out, compare the teeth.

Which skull has pointy teeth for grabbing an animal?

☐ A ☐ B

Look at the back teeth. Which skull has flat teeth for chewing?

☐ A ☐ B

Which skull has a beak that could cut through grass or leaves?

☐ A ☐ B



SKULL A

What does this dinosaur eat?

☐ Plants ☐ Meat/Fish



CLOSEUP OF
BACK TEETH

SKULL B

What does this dinosaur eat?

☐ Plants ☐ Meat/Fish

WHAT DO THESE DINOSAURS EAT?

To figure out the answer, look at the teeth.
Circle your answer for each dinosaur.



CLOSEUP OF
BACK TEETH

PLANTS OR MEAT/FISH



PLANTS OR MEAT/FISH



PLANTS OR MEAT/FISH



CLOSEUP OF
BACK TEETH

PLANTS OR MEAT/FISH

WHAT DO THESE ANIMALS EAT?

Draw a circle around
the sharp teeth that can
grab prey.



Draw an arrow pointing to
the front teeth that can cut
through grass or leaves.



Draw a box around
the flat teeth
for chewing.



Heterodontosaurus

I think this animal eats

because



Raccoon

I think this animal eats

because

Writing the Story of the Past - PART 3

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	Analyze; 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 each photograph one by one. Then analyze each photograph using the "Analyze a Photograph" document from the National Archives. Since each photograph (there are 4) is supposed to be analyzed and there is only one "Analyze a Photograph" document, use a separate sheet of paper to write your answers on. The national Archives "Analyze a Photograph" document is on page 3.



PHOTOGRAPH 1

Farm of W.W. Potts, Cat Creek, Custer County, Nebraska; [Solomon D. Butcher](#); 1888

Source: American Memory – Prairie Settlement: Nebraska Photographs and Family Letter, 1862-1912



PHOTOGRAPH 2

H.E. Hyatt, southeast Custer County, on Cat Creek; [Solomon D. Butcher](#); 1888 or 1889

Source: American Memory – Prairie Settlement: Nebraska Photographs and Family Letter, 1862-1912



PHOTOGRAPH 3

H.E. Hyatt, southeast Custer County, on Cat Creek; [Solomon D. Butcher](#); 1888 or 1889

Source: American Memory – Prairie Settlement: Nebraska Photographs and Family Letter, 1862-1912



PHOTOGRAPH 4

W.P. Hyatt, Cat Creek or Elk Creek in Southeast Custer County, Nebraska; [Solomon D. Butcher](#); 1888

Source: American Memory – Prairie Settlement: Nebraska Photographs and Family Letter, 1862-1912

Analyze a Photograph



Meet the photo.

What do you see?

Is the photo?

☐ BLACK
AND
WHITE

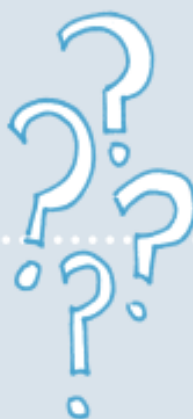
☐ COLOR

Is there a caption?

☐ YES

☐ NO

If so, what does the caption tell you?



Observe its parts.

Circle what you see in the photo.



PEOPLE



OBJECTS



BOTH

What are the people doing in the photo?

What are the objects used for in the photo?

Write two words that describe the photo.

Try to make sense of it.

Who do you think took this photo?

Where do you think this photo was taken?

List something that helps you prove where it was taken.

Why do you think the photo was taken?

How does this photo compare to modern times?

Use it as historical evidence.

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



ACTIVITY 2

Use your analyses of each photograph to help answer the following questions:

1. What do these photographs have in common?

2. Why do you think these photographs were taken?

3. What conclusions can be made?

4. What inferences can be made?

ACTIVITY 3

Based upon the information from the photos, write a brief history of life in Custer County, Nebraska during the late 1800s. (By analyzing the photographs, you should have noticed all of the photos took place in Custer County, Nebraska). After your summary is written, use two different colored highlighters and highlight the statements that are conclusions in one color and highlight in a different color the statements that are inferences. If you don't have two different colors, circle the conclusion statements and underline the inferences.

After you are finished writing your brief history and highlighting the conclusions and inferences, write two questions that still remain regarding life in Custer County, Nebraska during the late 1800s.

ACTIVITY 4

Check for Understanding:

5. How can these artifacts be used to help historians write the history of the past? Explain your answer.

ACTIVITY 5

Read each letter. Then analyze each diary using the "Analyze a Written Document" form from the National Archives. Since each letter is supposed to be analyzed and there is only one "Analyze a Written Document" form, use a separate sheet of paper to write your answers on. The national Archives "Analyze a Written Document" is on page 6.

LETTERS:

LETTER 1 - Letter from Mattie V. Oblinger to Thomas Family, April 25, 1874 (Modified Version)

Today I cleaned the house. First I swept the floor and then washed the dishes. Then I cleaned all of the windows and doors. Last Wednesday I polished the tin dishes that we use. My mother wondered how to do that since we live in Nebraska and don't have stores to buy cleaning supplies. We used to use sand from the creek in Indiana, but there is no creek here. Instead, I scrub them with sand that comes out of Mr. Powell's well. I also use sand to scrub the table. I tried ash on the table that we brought with us, but I can't get it the color that I want it.

Adapted from: American Memory – Prairie Settlement: Nebraska Photographs and Family Letter, 1862-1912

LETTER 2 - Letter from Giles S. Thomas to Thomas Family, July 23, 1876 (Modified Version)

My four horses pulled the corn planter and I planted nineteen acres of corn in one day. I started when the sun came up or a little after.

Adapted from: American Memory – Prairie Settlement: Nebraska Photographs and Family Letter, 1862-1912

Letter from Giles S. Thomas to Thomas Family, April 30, 1881 (Modified Version)

I am planting sixty acres of my farm and have had every foot of it to plow. I am doing it all by myself and with the help of my two horses. Ten acres were planted with wheat and ten acres were planted with oats. Last year 20 Acres of wheat were destroyed during a hail storm. So in June I did not have any thing to cut but left enough wheat on the ground to seed it...

Adapted from: American Memory – Prairie Settlement: Nebraska Photographs and Family Letter, 1862-1912

LETTER 3 - Letter from Stella Oblinger to Rhoda Bacon, Lucy Bacon, Sadie Oblinger, and Nettie Oblinger, April 24, 1887 (Modified Version)

Maggie and I started school two weeks ago. I like my teacher, Miss Cora Evans. What is your teacher's name? I study level five reading, math, spelling, geography and history. What do you and Lucy study? Does your brother Len go upstairs in the school yet? Our schoolhouse is made out of sod and is the same size as our house. There are eleven students who come to our school we have to walk one and a half miles to get there.

Adapted from: American Memory – Prairie Settlement: Nebraska Photographs and Family Letter, 1862-1912

LETTER 4 - Letter from Uriah W. Oblinger to Thomas Family, January 4, 1883 (Modified Version)

I am now chopping and sawing wood for a living when work is offered. Our winter is cold with about ten inches of snow on the ground. For over two weeks it has been from 50 to 250 below zero. We are getting used to it by now and don't think that much about it... I have lost both crops with hail storms so I now work all day to support my family, but the days are so short here in this northern country that a man can not do much unless he uses every minute of it to the best of his ability.

Source: American Memory – Prairie Settlement: Nebraska Photographs and Family Letter, 1862-1912

Analyze a Written Document



Meet the document.

Are there any special markings on the document? Circle all that apply.



STAMP



POSTMARK



HANDWRITTEN
NOTE



OFFICIAL
SEAL



SPECIAL
LETTERHEAD



OTHER

Is it handwritten or typed?



Write down any words that you don't know.
Then look up the definitions.



Try to make sense of it.

What is the main idea of the document?

List two quotes (words from the document)
that help support the main idea.

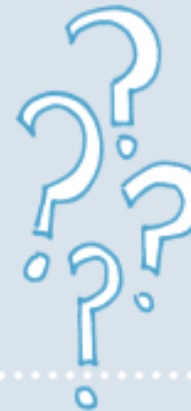
Why do you think this document was written?

Observe its parts.

Who wrote this document?

What is the date of the document?

Who read or received this document?



Use it as historical evidence.

Where do you think you could find out more information about
the persons who wrote or received this document?

Where do you think you could find out more information about this event?



NATIONAL
ARCHIVES



ACTIVITY 6

Use your analyses of each document (diary entry) to help answer the following questions:

1. What do these documents have in common?

2. Why do you think these documents were taken?

3. What conclusions can be made?

4. What inferences can be made?

ACTIVITY 7

Based upon the information from the diary entries, write a brief history of life in Custer County, Nebraska during the late 1800s. (By analyzing the diary entries, you should have noticed all of the photos took place in Custer County, Nebraska). After your summary is written, use two different colored highlighters and highlight the statements that are conclusions in one color and highlight in a different color the statements that are inferences. If you don't have two different colors, circle the conclusion statements and underline the inferences.

After you are finished writing your brief history and highlighting the conclusions and inferences, write two questions that still remain regarding life in Custer County, Nebraska during the late 1800s.

ACTIVITY 8

Check for Understanding:

5. How can these documents be used to help historians write the history of the past? Explain your answer.

6. Compare the photographs with the diary entries. Did you learn different information of what life was like in Custer County, Nebraska during the late 1800s? Explain your answer.

7. In your opinion, to get a complete understanding of what life was like in Custer County, Nebraska in the late 1800s, do you think historians should use the photographs or the diary entries or both? Explain why.
