Christina School District Assignment Board

Grade Level: Third

Week 7 (of 5.18.20)

<table>
<thead>
<tr>
<th></th>
<th>Day 1</th>
<th>Day 2</th>
<th>Day 3</th>
<th>Day 4</th>
<th>Day 5</th>
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</thead>
<tbody>
<tr>
<td>ELA</td>
<td>Read <em>Baseball Girl's Umpire</em></td>
<td>Read <em>Baseball Girl's Umpire</em> again to increase fluency.</td>
<td>Read <em>Baseball Girl's Umpire</em> again to increase fluency.</td>
<td>Read <em>Baseball Girl's Umpire</em> again to increase fluency.</td>
<td>Make a list of female athletes.</td>
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<td>Answer the following guiding questions:</td>
<td>Answer Text-Dependent questions 1-4 on page 3.</td>
<td>Compare and Contrast how male umpires were treated when compared to Amanda?</td>
<td>Answer Discussion question 1-2 on page 5.</td>
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<td></td>
<td>1. Amanda was asked to umpire because….</td>
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<td>1. Amanda was asked to umpire because….</td>
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<tr>
<td></td>
<td>a) there was no one else to umpire the game.</td>
<td>a) there was no one else to umpire the game.</td>
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<td>a) there was no one else to umpire the game.</td>
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<td></td>
<td>b) the managers thought she made good calls.</td>
<td>b) the managers thought she made good calls.</td>
<td>b) the managers thought she made good calls.</td>
<td>b) the managers thought she made good calls.</td>
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<td></td>
<td>c) her brothers told the managers about her.</td>
<td>c) her brothers told the managers about her.</td>
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<td>c) her brothers told the managers about her.</td>
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<td></td>
<td>d) she asked the managers if she could.</td>
<td>d) she asked the managers if she could.</td>
<td>d) she asked the managers if she could.</td>
<td>d) she asked the managers if she could.</td>
<td></td>
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</table>
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<table>
<thead>
<tr>
<th>become a well-known umpire?</th>
</tr>
</thead>
<tbody>
<tr>
<td>a) She was nicer than the male umpires.</td>
</tr>
<tr>
<td>b) She knew more about the game than anyone else.</td>
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<tr>
<td>c) She dressed like a man to umpire.</td>
</tr>
<tr>
<td>d) She was a fair umpire and a woman.</td>
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3. Which sentence describes Amanda's work as an umpire?

<p>| a) difficult but rewarding |
| b) easy and fun |
| c) hard and stressful |
| d) fun but poorly paid |</p>
<table>
<thead>
<tr>
<th><strong>Math</strong></th>
<th><strong>Review</strong></th>
<th><strong>Fractions with Pizza</strong></th>
<th><strong>Survey</strong></th>
<th><strong>Survey</strong></th>
<th><strong>Comparing Fractions</strong></th>
</tr>
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<tbody>
<tr>
<td></td>
<td>Collin is roping off an area to play soccer in his backyard. The field needs to be 30 feet by 15 feet. How much rope will he need?</td>
<td>Each pizza has eight slices. Divide the pizzas evenly among the kids. Show your work. Include a sketch of how you divided your pizza. Write a sentence telling how much pizza each kid will receive. Blank pizzas have been attached to this packet in order to help as a visual and hands on tool.</td>
<td>Working with twelfths. Please conduct the attached survey. You should only survey 12 people. Ask the members of your family, a neighbor or call a friend.</td>
<td>Transfer your results from yesterday’s survey to your circle graph recording sheet. When you have finished recording your answers on the circle graph, state the fraction for each choice at the bottom of the page.</td>
<td>Circle the fraction that is greater than ½. Write an expression showing which fraction is greater.</td>
</tr>
</tbody>
</table>
|          | Kaci found the perimeter of the window in her bedroom to be 12 feet. If the length of the window is 4 feet long, what is the width? | What happens when 10 kids share 5 pizzas? | | | \[
\frac{1}{3} \quad \frac{3}{4}
\] \[
\quad > \quad \\
\frac{1}{4} \quad \frac{2}{3}
\] \[
\quad > \quad 
\]
Isabella created a rectangular play area for her dog in her backyard. The length of the long side was 10 feet and the length of the short side was 5 feet. What is the total perimeter of the dog’s play area?

What happens when 20 kids share 8 pizzas?

Circle the fraction that is closest to 1. Write an expression showing which fraction is greater.

\[
\frac{3}{4} \quad \frac{2}{4}
\]

\[
\frac{2}{6} \quad \frac{2}{3}
\]
## Science

### What Can Animal Tracks Tell Us? (part 1):

We can often figure out things about animals in the past by looking at animals today. Look at these footprints of animals that live today. Write down what you can figure out, just by looking at their footprints (Hint: Can you notice how many legs that animal walks on: two or four? How many toes it has? What shape feet it has?)

### What Can Animal Tracks Tell Us? (part 2):

Write your answer: Which ostrich do you think was moving faster? How do you know?

### Can You Outrun a Dinosaur?

Write your name on your handout. Write your family member helper’s name either on a sticky note or right on the paper where indicated. Runner: Sit on the floor. Helper: Measure the Runner’s leg from hip to foot. Record their leg length in ruler lengths and inches (or cm). Switch and measure helper’s leg length. Do the math to calculate leg length. Write on handout. Look at the 4 dinosaurs. Circle the one that has legs the size of yours - or a little shorter. Find a space where you can run for 8 steps. Create a starting line. Runner: Run for 8 steps. Count each step out loud. Helper: Put sticky note or tape where Step #8 lands. Then, see who wins! You’ll use a string (or just measure according to dinosaur print handout) that’s the length of your dinosaur’s step to measure 8 steps. You’ll mark step #8 for each dinosaur. Did you outrun your dinosaur? Try it for the other dinosaurs as well. Who runs the fastest? Switch roles and see if your helper can outrun a dinosaur!

### Future Scientists Find Your Footprints:

Suppose some scientists in the future found fossil footprints that you left behind on a muddy path. Draw a picture of what your footprints might look like and write your answer to the following: What do you think those future scientists could figure out about you? Why do you think that? What clues in your footprints might make them think that?

### Dinosaur Tracks Review:

Write your best answers to the following:

a) How do scientists know if fossilized footprints they find belong to dinosaurs? (Hint: What else might they find?)

b) How can you tell if someone was walking or running just by looking at their footprints?

c) What can you do to figure out if you can run faster than CeeLo?

## Social Studies

### Writing the Story of the Past

**Activity 1:**

**Activity 2:**

**Activity 3:**

**Activity 4:**

**Activity 5:**
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<table>
<thead>
<tr>
<th>Task</th>
<th>Description</th>
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<tbody>
<tr>
<td>Analyze the photos using the Photo analyzer questions.</td>
<td>See attached worksheets 1 and 2.</td>
</tr>
<tr>
<td>Answer the questions using 1 of the photos from Activity 1.</td>
<td>See attached worksheets.</td>
</tr>
<tr>
<td>Write 2 questions you still have about the picture, the time period or how they lived.</td>
<td>*write on the back of the Activity 1 or 2.</td>
</tr>
<tr>
<td>Answer a question</td>
<td>See attached worksheet</td>
</tr>
<tr>
<td>Select 2 of the 4 letters.</td>
<td>Use the analyzing document and answer the questions.</td>
</tr>
</tbody>
</table>
Twelve-year-old Amanda Clement raced to the ballpark across the street from her house in Hudson, South Dakota. She couldn't wait to join her brother, Hank, and the boys for a game of baseball.

Would they let her play? She could throw, run, and bat as well as any of them, but they let her play only when they needed her. She would probably have to umpire again. At least she'd be part of the game. Amanda knew all the rules, and the boys could count on her.

Over the next few years, local teams began asking her to call their games, too. One summer day in 1904, Amanda and her mother traveled to Hawarden, Iowa, to watch Hank pitch in the championship semiprofessional game. Two local teams were scheduled to play a game before the semipro teams. Amanda agreed to be the umpire. Little did she know she'd be making baseball history that day.

As Amanda finished the morning game, she saw two men walking toward her. To her surprise, they were the managers of the semipro teams. They were impressed with her umpiring and wanted her to call the afternoon championship game. They would even pay her.

Making History

The large crowd watched in disbelief as the 5-foot-10-inch 16-year-old took her position behind the pitcher's mound, where umpires stood. She was about to become the first female paid to umpire a baseball game.

“Strike!” “Ball!” “Safe!” “Out!” Amanda was calm and confident and made her calls fairly. She was “right on the spot,” watching closely as each play was made.

News of Amanda’s expert umpiring spread. Newspaper reporters said that she “knows her baseball book,” is “the possessor of an eagle eye,” and “is absolutely fair.” Managers began to ask for her first when they needed an umpire.

1. **Impress (verb):** to make someone feel respect
2. **Disbelief (noun):** difficulty accepting something as real
Amanda was popular with the fans, too. She “makes a hit with the crowd when she throws up her right arm and shouts, ‘Stee-rike,’” wrote a reporter. At one game, the spectators weren't happy with the umpire and insisted on replacing him with Amanda. They decided to collect the money to pay her and hired a car to take her to the game.

Amanda became a big attraction. Posters that said “The Only Lady Umpire in the World” drew large crowds to games. She made “an inspiring sight on the baseball diamond.” Her uniform was a white blouse, blue ankle-length skirt, cap, and black necktie. Later she wore a shirt with “UMPS” on the front.

In those early days of baseball, crowds threw bottles at male umpires and shouted insults like “Kill the umpire!” But Amanda usually received polite comments such as “Beg your pardon, Miss Umpire, but wasn't that one a bit high?” And if a player was unruly, she wasn't afraid to stand up to him or take action. Once, she threw out six players in a game.

**A Tough Job**

Being an umpire was hard work. Amanda made all the calls for the entire game. She couldn't take a break and go to the dugout as the players did.

And she worked in all kinds of weather. She took special pride in umpiring a game that lasted 17 innings on a day when the heat reached 100 degrees. The game ended in a tie at sundown.

Umpiring suited Amanda. “It isn't as easy as it looks, but for all that, there is a good deal of enjoyment in the work. Of course the players kick sometimes, just awfully, but not when I'm umpiring... You've got to have confidence in your ability or you won't do well at anything.”

Amanda's career as an umpire lasted six years. She called about 50 games each summer and was paid a top fee for the time, $15 to $25 a game. With her earnings, Amanda paid for college, where she studied physical education.

Many years later, other women followed in Amanda's footsteps as umpires. Today, women are referees in professional soccer, basketball, football, and tennis.

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3. someone who watches a game or event
4. a baseball field
5. **Unruly** (adjective): difficult to control
6. a low shelter by the field where players and coaches sit
7. a division of a game during which each team has a chance to score until three outs are made against them
8. **Suited** (adjective): right for a person
Text-Dependent Questions

Directions: For the following questions, choose the best answer or respond in complete sentences.

1. PART A: Which sentence describes the central idea of the text?
   A. People usually assumed Amanda's calls were wrong because of her gender.
   B. Amanda had to work harder than the boys to become an umpire.
   C. Women often make better umpires than men in baseball because their calls are more fair.
   D. Amanda's success as an umpire challenged people's views on the role of women in baseball.

2. PART B: Which detail from the text best supports the answer to Part A?
   A. "Would they let her play? She could throw, run, and bat as well as any of them, but they let her play only when they needed her." (Paragraph 2)
   B. "In those early days of baseball, crowds threw bottles at male umpires and shouted insults like 'Kill the umpire!'" (Paragraph 10)
   C. "Amanda's career as an umpire lasted six years. She called about 50 games each summer and was paid a top fee for the time, $15 to $25 a game." (Paragraph 14)
   D. "Today, women are referees in professional soccer, basketball, football, and tennis." (Paragraph 15)

3. PART A: What is the meaning of “eagle eye” in paragraph 7?
   A. good vision
   B. pretty eyes
   C. limited vision
   D. an angry expression

4. PART B: Which quote from the text best supports the answer to Part A?
   A. “Amanda was calm and confident and made her calls fairly.” (Paragraph 6)
   B. “watching closely as each play was made.” (Paragraph 6)
   C. “Newspaper reporters said that she ‘knows her baseball book”’ (Paragraph 7)
   D. “Managers began to ask for her first when they needed an umpire.” (Paragraph 7)
5. How was Amanda treated as an umpire in comparison to male umpires?
Discussion Questions

Directions: Brainstorm your answers to the following questions in the space provided. Be prepared to share your original ideas in a class discussion.

1. Amanda was the first woman ever paid to umpire a baseball game. Why do you think women before her didn't umpire baseball games? How often do you see female sports referees today?

2. In the text, the author describes some of the ways that Amanda was treated better than male umpires. What challenges do you think she likely encountered as a female umpire that male umpires did not? Describe a time when you were treated differently because of your gender.
VeeLo
(Velociraptor)

20-inch long legs

60-inch running step
SanJuan
(Sanjuansaurus)

25-inch long legs

60-inch running step
DeeNo
(Deinonychus)

30-inch long legs

70-inch running step
CeeLo (Coelophysis)

35-inch long legs

80-inch running step
Run for your life!

Find out which dinosaur you’ll race:

1. Calculate your leg length: \((\text{number of whole ruler lengths} \times 12 \text{ inches}) + \text{______ inches} = \text{_______ inches}\)

2. Circle the dinosaur that’s your leg length or less:

   - VeeLo (Velociraptor)
     Leg length: about 20 inches
   - SanJuan (Sanjuansaurus)
     Leg length: about 25 inches
   - DeeNo (Deinonychus)
     Leg length: about 30 inches
   - CeeLo (Coelophysis)
     Leg length: about 35 inches

Remember how to race:

Runner

Start / 1 2 3 4 5 6 7

Marker

PARTNER’S NAME
on sticky note
Run for your life!

Find out which dinosaur you’ll race:

1. Calculate your leg length: 
   
   \[
   \text{(number of whole ruler lengths} \times 12 \text{ inches}) + \underline{\text{_____ inches}} = \underline{\text{_____ inches}}
   \]

2. Circle the dinosaur that’s your leg length or less:

   - **VeeLo**  
     *Velociraptor*  
     Leg length: about **20 inches**

   - **SanJuan**  
     *Sanjuansaurus*  
     Leg length: about **25 inches**

   - **DeeNo**  
     *Deinonychus*  
     Leg length: about **30 inches**

   - **CeeLo**  
     *Coelophysis*  
     Leg length: about **35 inches**

Remember how to race:

Start  

\[
\text{1} \quad \text{2} \quad \text{3} \quad \text{4} \quad \text{5} \quad \text{6} \quad \text{7}
\]

Runner

\[
\begin{align*}
\text{8} & \\
\text{Start} & \\
\text{1} & \text{2} \quad \text{3} \quad \text{4} \quad \text{5} \quad \text{6} \quad \text{7}
\end{align*}
\]

Marker

PARTNER’S NAME  

on sticky note
3rd Grade Survey - Wednesday’s Work

1. Question you are asking:

2. Answer choices:
   a.
   b.
   c.

3. My prediction about the results of this survey:

4. Record and organize your answers below.
3rd Grade - Circle Graph for Survey - Thursday's Work
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 2) 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.

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
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?

Use it as historical evidence.
Where do you think we could find out more information about the people or objects in the photo?

Observe its parts.
Circle what you see in the photo.

What are the people doing in the photo?
PEOPLE

What are the objects used for in the photo?
OBJECTS

What are the objects used for in the photo?
BOTH

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?
Activity 2

Use your analyses of 1 of the photographs 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 (guess) can be made?
   __________________________________________________________
   __________________________________________________________
   __________________________________________________________

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

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 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?
- Both

Try to make sense of it.
What is the main idea of the document?

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

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?