STUDENT FIRST & LAST NAME:_____

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

Christina School District Assignment Board

Grade Level: 3

Week 9 (6.1.20)

	Day 1	CSD PD	Day 3	Day 4	Day 5
ELA	Read *Ice Storms*. Write a summary of what you read and be sure to include the main idea.		Read *Ice Storms* again to increase fluency. Answer questions 1-5.	Read *Ice Storms* again to increase fluency. Answer the vocabulary questions, 1-7.	Read the Word Study sheet. Use the words to write your own sentences.
Math	**Fraction Fill & Compare** *Please complete the attached activity titled Fraction Fill & Compare*		**Fraction Fiction** *Please complete the attached activity titled Fraction Fiction*	**Fraction Review** *Please complete the attached activity titled Fraction Review*	**Division & Fractions** *Please complete the attached activity titled Division & Fractions (pages 1 & 2)*
Science	**Designer Dogs:** Recall how the Pekingese was selected from the "wolf-dog" thousands of years ago. Dogs are still selected today and new breeds developed. Baby animals will have something in common with both their mother and father. For example, a "Labradoodle" might have the dark fur of its Labrador father and the curly hair of its Poodle mother. Complete the "Designer Dogs" handouts (attached).		**The Earth is Getting Hotter and Many Farm Animals Can't Take the Heat (part 1):** Read the article. Highlight or underline any parts you think are important for understanding.	**The Earth is Getting Hotter and Many Farm Animals Can't Take the Heat (part 2):** Reread the article for fluency. Read the following claim: Scientists are developing chickens that can withstand higher temperatures Write your best answer to the following: What evidence from the article supports this claim? Think about what you read about the work of these scientists, then explain why the details support the claim.	**The Earth is Getting Hotter and Many Farm Animals Can't Take the Heat (part 3):** Reread the article for fluency. Write your best answers to the following: a) Explain why, according to the article, the Earth is heating up. b) Select the paragraph from the section "Eat Your Vegetables Too" that shows HOW African chickens keep cool in hot weather. c) In one sentence, what would you say the main idea of the article is? d) Which sentence from the article explains why an article about chickens talks about global warming?
Social Studies	Complete Activity 1 and Activity 2 from the document titled, "Savings Goals-Satisfy Wants"		Complete Activity 3 from the document titled, "Savings Goals-Satisfy Wants"	Complete Activity 4 from the document titled, "Savings Goals-Satisfy Wants"	Complete Activity 5 from the document titled, "Savings Goals-Satisfy Wants"

Ice Storms

by ReadWorks

photograph of road after storm

Have you ever been stuck in the middle of an ice storm? If you have been stuck in an ice storm, then you would know that it is a good idea to stay inside. Weather conditions during an ice storm are not pleasant. Ice storms are cold, wet, and windy. Sometimes snow falls from the sky during an ice storm. Sometimes freezing rain or sleet falls from the sky instead.

photograph of melting ice

Freezing rain is especially dangerous. If it is 32 degrees Fahrenheit or below, rain can freeze when it hits the ground. This causes a layer of ice to form. The ice can be difficult to see, and people often slip on it. Cars that drive over the layer of ice can also lose control.

People often use rock salt to get rid of the ice. Rock salt is larger than the table salt used for flavoring food.

Photo Credit: Thomas Brueckner, CC-BY 2.0

photograph of road salt being put on an icy road

Why is rock salt used on icy streets and roads? It makes it harder for water to freeze! Water normally freezes at 32 degrees Fahrenheit. Salt makes it so that water freezes at a lower temperature. When people put salt on ice, the ice will melt. The rock salt only works if you put the salt down after the ice has formed. But rock salt does not prevent the ice from forming.

There are some steps that people can take to prepare for an ice storm. One step is to cover the ground with magnesium chloride. This is a chemical mixture that makes it harder for snow and ice to stick to the ground. People like to use magnesium chloride because it is safer for the environment. Rock salt can pollute drinking water. It can also hurt plants, trees, and soil. Magnesium chloride does not hurt the environment like rock salt does. It is, however, more expensive than rock salt.

If an ice storm were coming to your town, would you buy rock salt or magnesium chloride?

Name: _____ **Date:** _____

1. When can snow, freezing rain, or sleet fall from the sky?

A. when people slip on ice

B. when water freezes

C. during an ice storm

D. before magnesium chloride is used

2. Rain can freeze when it hits the ground. What is the effect of the rain freezing?

A. The ground becomes 32 degrees Fahrenheit or below.

B. People cover the ground with magnesium chloride.

C. Water freezes at a lower temperature.

D. A layer of ice forms on the ground.

3. Read these sentences from the text.

> Why is rock salt used on icy streets and roads? It makes it harder for water to freeze! . . . People do not put salt down before the ice forms. It is done during or after the storm.
>
> There are some steps that people can take to prepare for an ice storm . One step is to cover the ground with magnesium chloride. . . . People like to use magnesium chloride because it is safer for the environment. Rock salt can pollute drinking water. It can also hurt plants, trees, and soil. Magnesium chloride does not hurt the environment like rock salt does. It is, however, more expensive than rock salt.

What conclusion can you make about using rock salt or magnesium chloride?

A. There are only bad points about using rock salt.

B. There are only bad points about using magnesium chloride.

C. There are good points and bad points about using either rock salt or magnesium chloride.

D. There is no good point or bad point about using either rock salt or magnesium chloride.

4. Read these sentences from the text.

> Salt makes it so that water freezes at a lower temperature. When people put salt on ice, the ice will melt. . . .
>
> There are some steps that people can take to prepare for an ice storm. One step is to cover the ground with magnesium chloride.

What can you infer from the text about the effects of rock salt or magnesium chloride on water and ice?

A. Only rock salt changes the characteristics of water and ice.

B. Only magnesium chloride changes the characteristics of water and ice.

C. Rock salt and magnesium chloride change how water and ice usually act.

D. Rock salt and magnesium chloride do not do anything to water and ice.

5. What is the main idea of this text?

A. Although ice storms and freezing rain can be dangerous, rock salt or magnesium chloride can be used to make it harder for ice to form or stick to the ground.

B. Sometimes snow, freezing rain, or sleet falls from the sky during ice storms, which are cold, wet, windy, and not pleasant.

C. Magnesium chloride makes it hard for ice to stick to the ground, but is more expensive than rock salt is.

D. Water normally freezes at 32 degrees Fahrenheit, but salt makes it so that water freezes at a lower temperature.

Name: _____ **Date:** _____

1. What is a meaning of the word **layer**?

A. a horizontal deposit

B. a detailed critical inspection

C. a fact that has been verified

2. What is another meaning of the word **layer**?

A. a hen that lays eggs

B. a period of 100 years

C. a copy of a magazine

Please use each answer choice only once. Choose the one word that best completes the sentence.

3. Frogs _____ their eggs in water.

A. lie

B. layers

C. laid

D. lied

E. lying

F. layer

G. lay

4. You might have _____ them somewhere else.

A. lie

B. layers

C. laid

D. lied

E. lying

F. layer

G. lay

5. Next, the leafy canopy _____ protects many animals.

A. lie
B. layers
C. laid
D. lied
E. lying
F. layer
G. lay

6. I'm planning to _____ to my parents.

A. lie
B. layers
C. laid
D. lied
E. lying
F. layer
G. lay

7. By _____ down under tree branches, deer can rest and hide from other animals.

A. lie
B. layers
C. laid
D. lied
E. lying
F. layer
G. lay

Word Study Warm Up (1-2 minutes)

The vowel + /r/ sound in *nurse* can be spelled *ur, ar, ir,* or *er.* You may need to check a dictionary if you are not sure how to spell a word with this sound.

firm	stir	turn
worry	third	dirt
serve	word	hurt

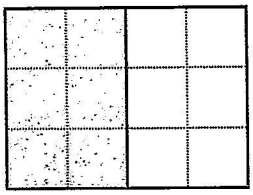
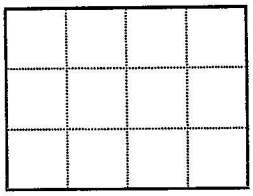
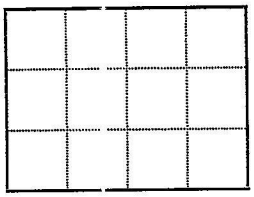
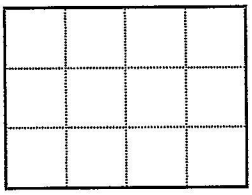
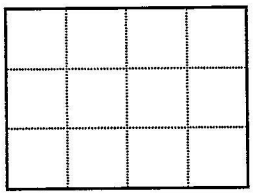
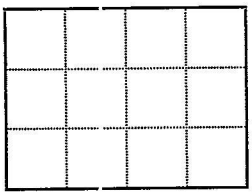
Fluency sentences (1-2 minutes)

1. Dexter impressed his new boss with his firm handshake.
2. When we make dinner on Sunday, my job is to stir the gravy.
3. Go straight for a mile and then turn left.
4. Mom used to worry that my sister and I would never get along.
5. This is the third time that I've been late to school.
6. After sliding into second base, Tony stood up and wiped the dirt from his uniform.
7. My sister has curly hair.
8. Restaurants should not serve food that has gone bad.
9. Ramon tripped and hurt his arm.

NAME | DATE

Fraction Fill & Compare

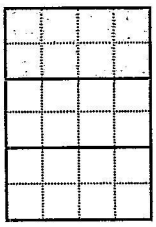
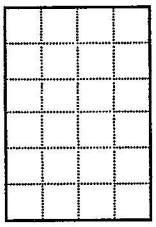
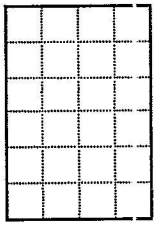
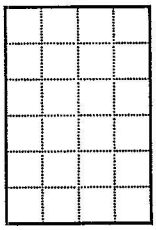
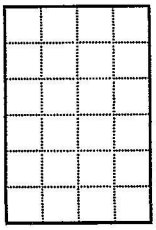
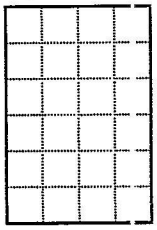
1 Fill in the shapes to show each fraction.

ex $\frac{1}{2}$ 	**a** $\frac{1}{3}$ 	**b** $\frac{1}{4}$ 
c $\frac{1}{6}$ 	**d** $\frac{2}{3}$ 	**e** $\frac{5}{6}$ 

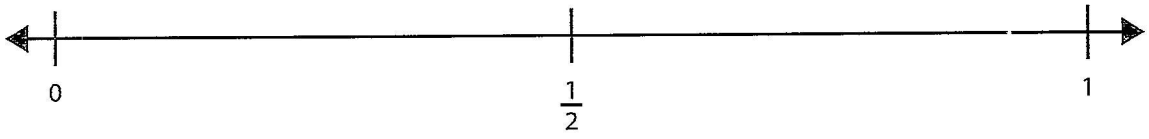
2 Look at the fractions you shaded in above. Use them to help complete each number sentence by writing <, >, or =.

ex $\frac{1}{4} > \frac{1}{6}$	**a** $\frac{1}{4}$ ___ $\frac{1}{3}$	**b** $\frac{1}{3}$ ___ $\frac{2}{6}$
c $\frac{1}{3}$ ___ $\frac{2}{3}$	**d** $\frac{3}{3}$ ___ 1	**e** $\frac{3}{6}$ ___ $\frac{3}{4}$

3 Fill in the shapes to show each fraction.

ex $\frac{1}{3}$ 	**a** $\frac{1}{4}$ 	**b** $\frac{1}{6}$ 
c $\frac{1}{8}$ 	**d** $\frac{3}{8}$ 	**e** $\frac{7}{8}$ 

4 Write each of these fractions where they belong on the number line: $\frac{1}{4}$, $\frac{1}{6}$, $\frac{7}{8}$, $\frac{2}{3}$.



NAME | DATE

Fraction Fiction

Solve the story problems below. Use numbers, sketches, or words to show your work.

1 Sophia is writing and illustrating a picture book about chickens. The book will have 12 pages in all. She has finished 6 pages. What fraction of the book has Sophia finished?

2 On one page, Sophia shows chickens' nests in the henhouse. There are 12 nests. Chickens are sitting in 9 of the nests.

a What fraction of the nests have chickens sitting in them?

b What fraction of the nests are empty?

3 On another page, Sophia shows 12 eggs in a bowl in the kitchen. Two-thirds of the 12 eggs will be used in a cake. How many eggs are for the cake?

4 On another page, Sophia has written a story problem for her friends to solve. It says, "Last week, 5 of my chickens laid 1 egg, 3 of my chickens laid 2 eggs, and 4 of my chickens laid 3 eggs. How many eggs in all?"

a Write an equation to represent Sophia's story problem. Use a letter to stand for the unknown number.

b Solve the problem. Show all your work.

NAME | DATE

Fraction Review

1 Lincoln has several chickens. Every day, he gathers eggs and puts them in a 12-egg carton. On Monday, he collected 3 eggs. On Tuesday, he collected 4 eggs. On Wednesday, he collected 2 more eggs.

a What fraction of the egg carton did Lincoln fill on Monday? How do you know?

b What fraction of the egg carton did Lincoln fill on Tuesday? How do you know?

c If Lincoln put all of the eggs he gathered on Monday, Tuesday, and Wednesday into an egg carton, what fraction of the carton would be full? Show your work.

d How many eggs does Lincoln need to take out so the egg carton will be only half full? How do you know?

2 Write each of these fractions where they belong on the number line: $\frac{1}{3}$, $\frac{1}{1}$, $\frac{1}{6}$, $\frac{5}{8}$, $\frac{6}{12}$, $\frac{1}{2}$.

NAME _____ | DATE _____

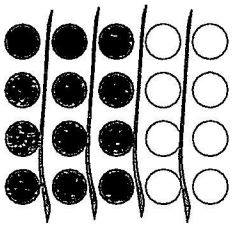
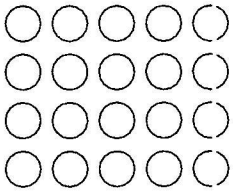
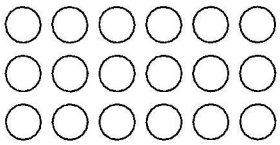
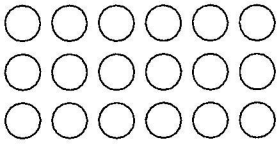
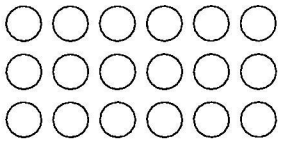
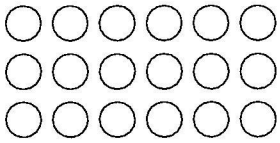
Division & Fractions page 1 of 2

1 Complete the division facts.

$20 \div 5 =$ _____ $20 \div 10 =$ _____ $18 \div 2 =$ _____

$18 \div 3 =$ _____ $18 \div 6 =$ _____ $18 \div 9 =$ _____

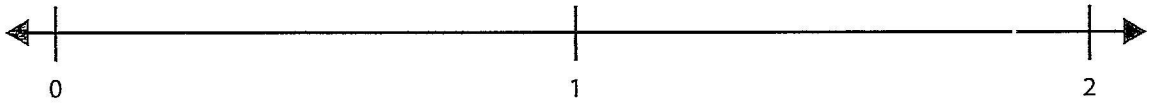
2 Divide each set into equal groups. Shade in some circles as directed.

ex Shade in $\frac{3}{5}$ of the circles. Hint: Divide the set into 5 groups. 	Shade in $\frac{2}{10}$ of the circles. Hint: Divide the set into 10 equal groups. 
Shade in $\frac{1}{2}$ of the circles. Hint: Divide the set into 2 equal groups. 	Shade in $\frac{2}{6}$ of the circles. Hint: Divide the set into 6 equal groups. 
Shade in $\frac{1}{3}$ of the circles. Hint: Divide the set into 3 equal groups. 	Shade in $\frac{4}{9}$ of the circles. Hint: Divide the set into 9 equal groups. 

3 **a** Find two fractions above that are equal. Write them here.

b How do you know the fractions are equal?

4 Write each of these fractions where they belong on the number line: $\frac{1}{2}$, $1\frac{1}{4}$, $\frac{1}{3}$, $1\frac{3}{4}$



(continued on next page)

NAME | DATE

Division & Fractions page 2 of 2

5 Daniel, Emilia, Mía, and Aarón were picking pears in their grandparents' orchard. They had each picked the same number of pears at lunch time, when their grandpa gave them each 6 more pears. Now the four kids had 80 pears in all.

a How many pears did each child have before their grandpa gave them more? Show your work.

b Mark the equation that could help you solve problem 5a.

- ○ $p + 6 + 4 = 80$
- ○ $80 - (6 \times 4) = p$
- ○ $80 = (6 \times 4) + (p \times 4)$
- ○ $(80 \div 4) + 6 = p$

c Write an equation that shows another way to solve the problem. Use h for the unknown number.

6 The next day, the kids went to a nut orchard and picked up 220 hazelnuts. They gave $\frac{1}{4}$ of the hazelnuts to their neighbor and their mother used $\frac{2}{4}$ of the hazelnuts in muffins. The rest of the hazelnuts were saved for snacks.

a How many hazelnuts went into the muffins? Show your work.

b How many hazelnuts did the family have for snacking? Show your work.

DESIGNER DOGS

Circle the puppy that belongs to these two dogs.

I chose that puppy because _____

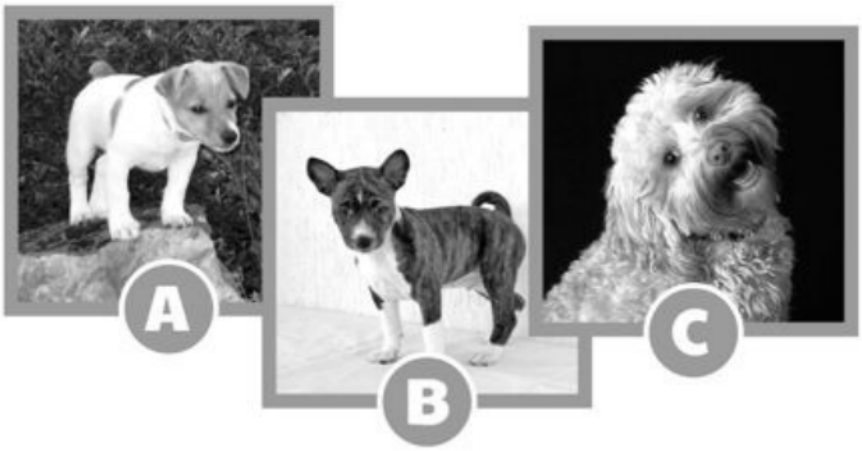
_____.

_____.

The mother is a cocker spaniel.
The father is a poodle.

I would call the puppy a

_____



Circle the puppy that belongs to these two dogs.

I chose that puppy because _____

_____.

_____.

The mother is a pug.
The father is a beagle.

I would call the puppy a

_____

DESIGNER DOGS

Circle the puppy that belongs to these two dogs.

I chose that puppy because _____

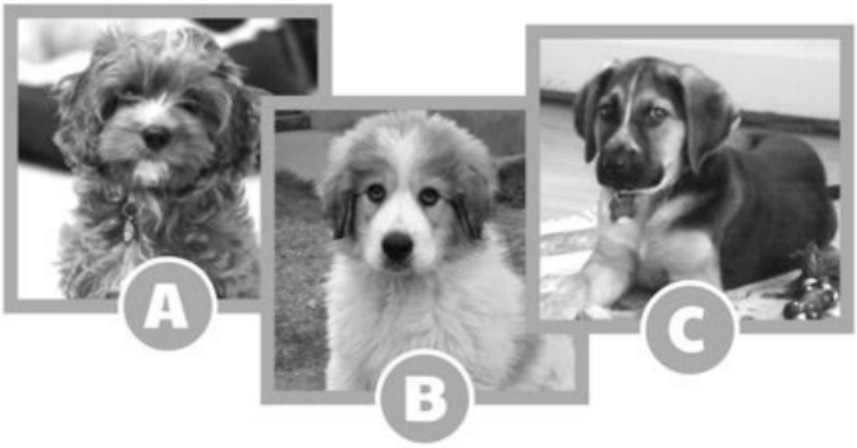
_____.

_____.

The mother is a German shepherd.
The father is a Labrador retriever.

I would call the puppy a

_____



Circle the puppy that belongs to these two dogs.

I chose that puppy because _____

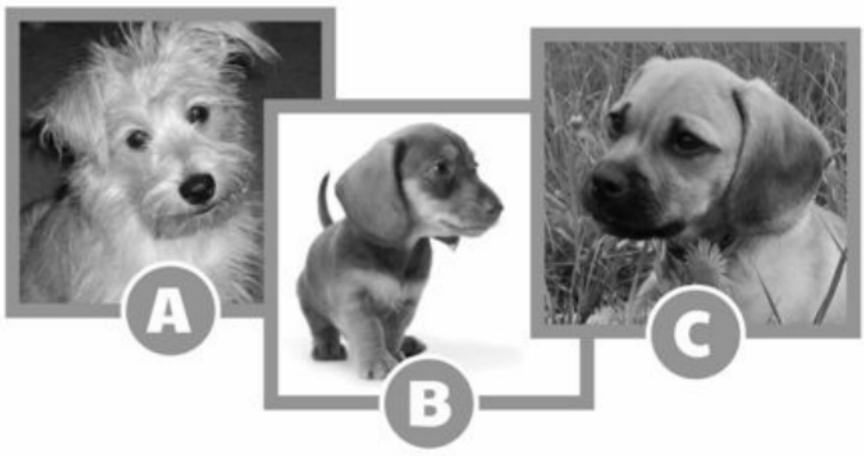
_____.

_____.

The mother is a schnauzer.
The father is a pomeranian.

I would call the puppy a

_____



The Earth is getting hotter and many farm animals can't take the heat

By Los Angeles Times, adapted by Newsela staff on 05.09.14
Word Count **360**
Level **580L**

Free range chickens at White Oak Pastures in Bluffton, Georgia, July 20, 2102. Brant Sanderlin/Atlanta Journal-Constitution/MCT

NEWARK, Del. — Two years ago, scientists traveled to Africa. They searched for the best chickens. They didn't need hens that laid the tastiest eggs.

Instead, they looked for chickens that could live on a hotter planet.

The Earth is heating up. This is called global warming. Scientists say people burn too many fossil fuels. Fossil fuels come from nature. These include fuel from wood, oil and coal.

Many farm animals can't stand the heat.

So, food scientists are developing animals that can.

Eat Your Vegetables Too

Some global warming experts don't like their work. They say farming makes global warming even worse. They believe people should eat food that comes from plants.

The scientists, though, say these new animals will feed the world. The government is spending millions of dollars on their studies.

In about 35 years, there may be as many as 9 billion people on Earth. Now, there are about 7 billion. More people will mean a bigger need for meat. But farm animals don't do well in the heat. Heat makes chickens sick. Bad weather can kill herds of cows.

The game is changing since the climate is changing, said Carl Schmidt.

Schmidt is a food scientist at the University of Delaware. He showed a picture of a strange-looking African chicken. Its neck has no feathers on it. Schmidt said the chicken's bare neck helps keep it cool.

He said that's what chicken farmers need — self-cooling chickens.

A Chicken Map?

Schmidt is trying to map the chicken's genes. Genes are the building blocks of life. They direct how living things grow and develop. Schmidt wants to discover which genes keep the chickens cool. Then he will try to put those genes into U.S. chickens.

Schmidt made a prediction. Within 15 years scientists will develop a new kind of chicken. The chickens will keep cool in the hot weather in the United States.

But Schmidt is more concerned about chickens in Africa and South America. Climate change will make it even hotter there. And people are poor. They rely on chickens for food.

If they don't have enough food "that affects everybody," he said.

Savings Goals – Satisfy Wants
Social Studies Home Learning Activities

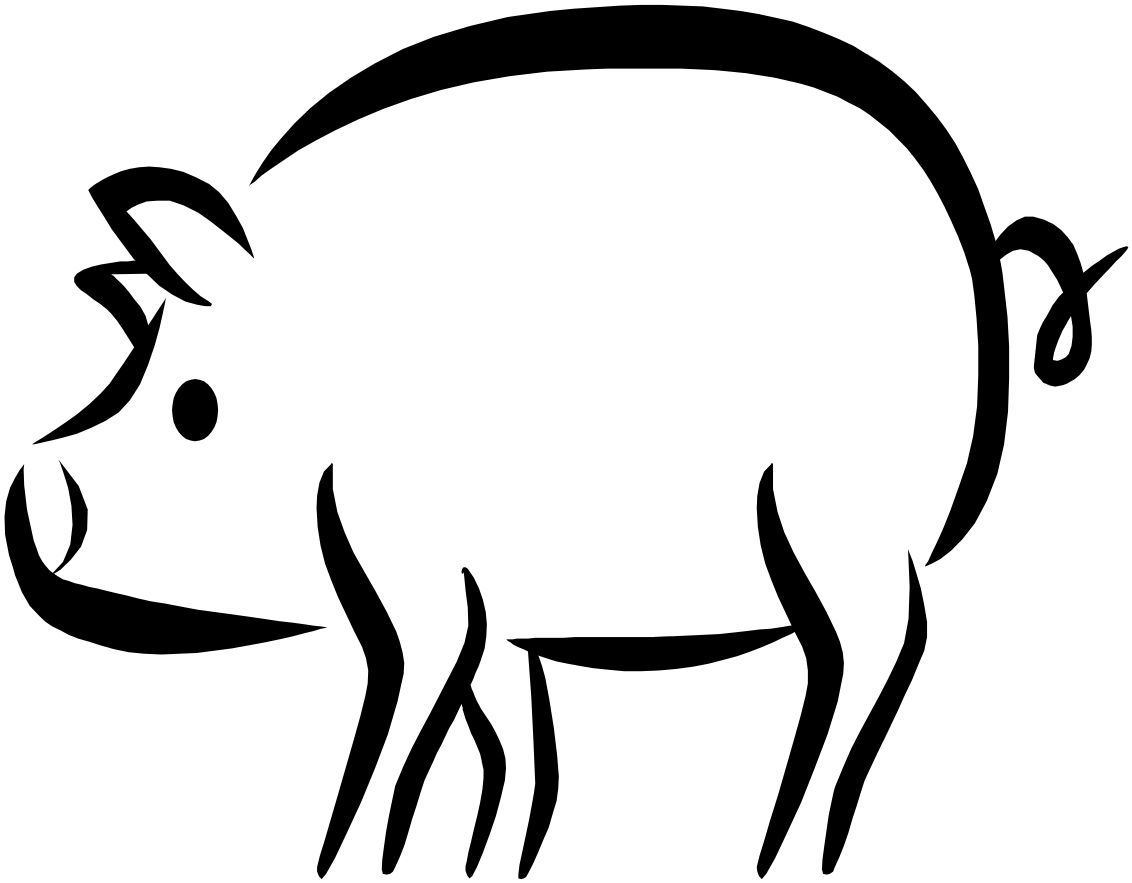
Standard Benchmark	**Economic 1a**: Students will understand that families and individuals with limited resources undertake a wide variety of activities to satisfy their wants.
Grade Band	K-3 for Grades 2-3
Vocabulary/ Key Concepts	**Wants**: Desires that can be satisfied by consuming goods and services **Saving**: Keeping some income to buy things in the future **Savings Goal**: A good or service that you want to buy in the future **Income**: Payment you receive for work

Activity 1:

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

Activity 2:

One way to satisfy your wants is by saving. Think of something you want. Draw a picture of the item inside the piggy bank. This is your savings goal. How much do you think you will need to save to satisfy your want? _____



List two things you can do to save money so you reach your savings goal.

1. _____

2. _____

Activity 3:

Beatrice is a young girl in Uganda who wanted to go to school. Listen to the book, Beatrice's Goat, by Page McBrier to learn how Beatrice's family satisfied her want. (the book is copied and pasted at the end)
https://www.youtube.com/watch?v=dYQMdv-QFPI

1. Why didn't Beatrice go to school?_____

_____

_____

2. How did the goat, Mugisa, help Beatrice's family?_____

_____

_____

3. Income is payment you earn for doing work. How did Beatrice earn income? _____

_____

_____

4. What was Beatrice's savings goal? _____

_____

5. What were her mother's savings goal? _____

_____

_____

6. Mugisa means lucky. Why was this a good name for Beatrice's goat? _____

_____

_____

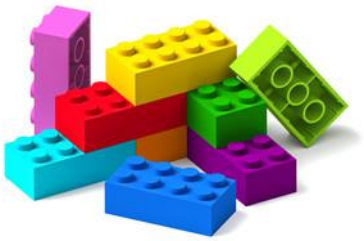
Source: Federal Reserve Bank of St. Louis, www.stlouisfed.org/educators_resrouces

Activity 4: (optional)

Beatrice eventually went to high school and college in the United States. Learn more about Beatrice at https://www.youtube.com/watch?v=ZTSCWwAkTQc

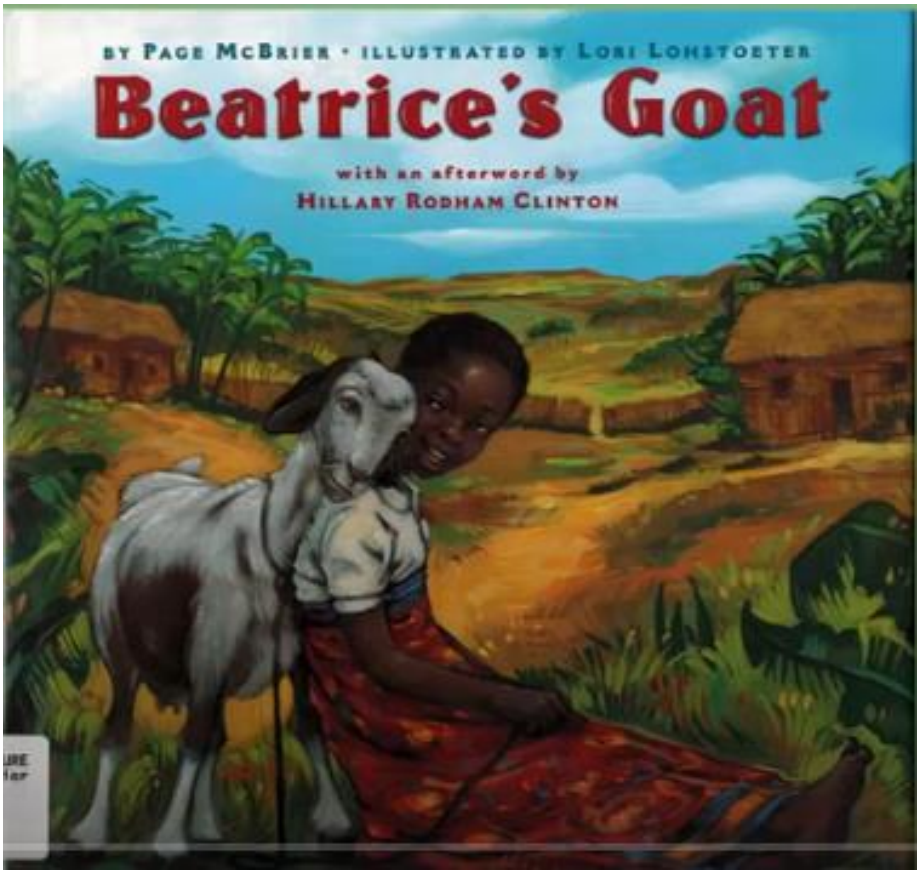
Activity 5:

Determine how much more must be saved to reach each savings goal. (There are two versions of this activity. Pick the one that best matches your math skills.)

Savings Goal	Price	Amount Saved	Amount Needed
	$9.00	$1.00	
	$15.00	$6.00	
	$25.00	$13.00	

Activity 5: (continued)

Savings Goal	Price	Amount Saved	Amount Needed
	$50.11	$26.00	
	$22.12	$4.14	
	$9.23	$8.08	



If you were to visit the small African village of Kisinga in the rolling hills of western Uganda, and if you were to take a left at the crossroads and follow a narrow dirt path between two tall banana groves, you would come to the home of a girl named Beatrice.

Beatrice lives here with her mother and five younger brothers and sisters in a sturdy mud house with a fine steel roof. The house is new. So is the shiny blue wooden furniture inside. In fact, many things are new to Beatrice and her family lately.

And it's all because of a goat named Mugisa.

Beatrice loves everything about Mugisa . . . the feel of her coarse brown-and-white coat, the way her chin hairs curl just so, and how Mugisa gently teases her by butting her knobby horns against Beatrice's hand—*tup, tup*—like a drumbeat waiting for a song.

But there is one reason why Beatrice loves Mugisa most of all.

In the time before Mugisa, Beatrice spent her days helping her mama hoe and plant in the fields, tend the chickens, watch the younger children, and grind the cassava flour that they would take to market to sell.

Once in a while, when she was tending baby Paskavia, Beatrice would stop by the schoolhouse. Often, the students had carried their long wooden benches outside to work under the cool shade of the jackfruit trees. Then Beatrice would stand quietly off to one side, pretending she was a student, too.

Oh, how she longed to be a schoolgirl! How she yearned to sit on one of the benches and figure sums on a small slate chalkboard. How she wished to turn the pages of a worn copybook and study each word over and over until it stuck in her mind like a burr.

"I'll never be able to go to school," she would sigh. "How could I ever save enough money to pay for books or a uniform?"

One day while Beatrice was busy pulling weeds, Mama came to her with dancing eyes. "Beatrice, some kindhearted people from far away have given us a lucky gift. We are one of twelve village families to receive a goat."

Beatrice was puzzled. A goat? What kind of gift was a goat? It couldn't get up each morning and start their charcoal fire for cooking. It couldn't hike down to the stream each week and scrub their dirty clothes clean. It couldn't keep an eye on Grace, Moses, Harriet, Joash, and Paskavia.

Her long fingers tugged patiently at the weeds. "That's very nice, Mama," she said politely.

Then Mama added, "It will be your job to take care of our goat. If you do, it can bring wonderful things."

Beatrice looked up at her mother. "Will this goat come soon?" she asked. "Because I would like to meet such a goat."

Mama laughed. "Good things take time. First I must plant pastures and build our goat a shed."

Beatrice nodded slowly. Surely Mama knew what she was doing. "I will help you," she declared.

For the next few months, Beatrice worked harder than ever. She helped Mama collect the posts for the shed walls, then lashed the posts together with banana fibers. She planted narrow bands of stiff elephant grass along the edges of their cassava field. She put in pigeon trees and lab lab vines between the banana trees.

Finally, one day Beatrice's goat arrived, fat and sleek as a ripe mango. Beatrice stood shyly with her brothers and sisters, then stepped forward and circled the goat once. She knelt close, inspecting its round belly, and ran her hand along its smooth back. "Mama says you are our lucky gift," she whispered. "So that is what I will name you. *Mugisa* . . . luck."

Two weeks later, Mugisa gave birth. It was Beatrice who discovered first one kid and then, to her surprise, another. "Twins!" she exclaimed, stooping down to examine them. "See that, my Mugisa? You have already brought us *two* wonderful things." Beatrice named the first kid *Mulindwa*, which means expected, and the second *Kihembo*, or surprise.

Each day Beatrice made sure Mugisa got extra elephant grass and water to help her produce lots of milk, even though it meant another long trip down to the stream and back.

When the kids no longer needed it, Beatrice took her own first taste of Mugisa's milk. "Mmm. Sweet," she said, mixing the rest into her cup of breakfast porridge. Beatrice knew Mugisa's milk would keep them all much healthier.

Now, each morning after breakfast, Beatrice would head off to the shed to sell whatever milk was left over. "Open for business," she would say, in case anyone was listening.

Often she would spy her friend Bunane coming through the banana groves.

"Good morning, Beatrice, Mugisa, Expected, and Surprise," Bunane would always say. Then he would hand Beatrice a tall pail that she would fill to the top with Mugisa's milk.

When Beatrice finished pouring, Bunane would hand her a shiny coin, and Beatrice would carefully tuck the money into the small woven purse at her side.

Day after day, week after week, Beatrice watched the purse get fuller. Soon there would be enough money for a new shirt for Moses and a warm blanket for the bed she shared with Grace.

One day, Beatrice returned from collecting water and noticed Mama frowning and counting the money in her woven purse. Beatrice put down the water can and rushed to her mother's side. "Mama! What is it?" she asked. "What's wrong?"

As she looked up, Mama's frown turned to a small smile. "I think," she said, "you may just have saved enough to pay for school."

"School?" Beatrice gasped in disbelief. "But what about all the other things we need?"

"First things first," Mama said.

Beatrice threw her arms around her mother's neck. "Oh, Mama, thank you." Then she ran to where her goat stood chewing her cud and hugged her tight. "Oh, Mugisa!" she whispered. "Today *I* am the lucky one. You have given me the gift I wanted most."

The very next week Beatrice started school. On the first morning that she was to attend, she sat proudly waiting for milk customers in her new yellow blouse and blue jumper, Mugisa by her side.

Beatrice felt nervous and excited at the same time. Mugisa pressed close, letting her coarse coat brush softly against Beatrice's cheek. "Oh, Mugisa," Beatrice cried. "I'll miss you today!"

Then she thought again about all the good things Mugisa was bringing. Mama said that soon Surprise would be sold for a lot of money. "It will be enough to tear down this old house," she had explained. "We will be able to put up a new one with a steel roof that won't leak during the rains."

Beatrice heard a rustle and noticed Bunane heading toward her with his empty milk pail. He eyed her new uniform and sighed. "You're so lucky. I wish I could go to school."

Beatrice reached out and touched Bunane's arm. "I've heard that your family is next in line to receive a goat."

A smile crossed Bunane's face. "Really?"

"Really."