3rd Grade Distance Learning One Pager

Turning in Work

Due: Every Monday by 6:30 PM

Please take a picture / scan the assigned TURN IN PAGE and send to the content teacher via email, dojo, text, or remind.

Reading: Ms. Brown   **Writing:** Mrs. Bonds

Math: Mrs. Stence

Pick Up

Monday & Tuesday   7:00 AM-5:00 PM

You may access all 3rd grade distance learning materials on the IDEA Judson Academy website: www.judsonacademy.wixsite.com/jags

Zoom Password: Idea

Teacher	Contact Information
Ms. Brown- Reading	**Office Hours:** Mon. &Wed. 9:00-10:00 AM **Zoom link:** https://zoom.us/j/7591902367 **Phone:** (305)397.5476 **Email:**Melissa.brown@ideapublicschools.org,
Mrs. Bonds- Writing	**Office Hours:** Tues & Thurs 2:00pm-3:00PM **Zoom link:** https://zoom.us/j/4630723113 **Phone:** 210.802.8445 **Email:**Kimberly.bonds@ideapublicschools.org
Mrs. Stence- Math	**Office Hours:** Mon. & Wed. 1:00pm-2:00PM **Zoom Link:** https://zoom.us/j/5079547980 **Phone:** 210.390.6340 **Email:**Katelynn.osburnstenc@ideapublicschools.org
Ms. Baldazula- Social Studies/ Intervention	**Office Hours:** Tues & Thurs 1:00- 2:00PM **Zoom link:** https://zoom.us/j/2467397250 **Phone:** 210.802.7036 **Email:** samantha.bazaldua@ideapublicschools.org
Mrs. Keeler- Special Education (Sped)	**Office Hours** M-F 1:00-2:00pm **Zoom:** https://zoom.us/j/554143817 **Phone:** 210.854.4644 Email: ruth.keeler@ideapublicschools.org

Please remember that teachers can be reached M-F via email, phone, remind or dojo.

3rd Grade Weekly "Homework" Week 8

Day & Subject	Task
Monday **Reading & Math**	**Reading:** • Read the poem titled *A View from A Backpack.* • Answer questions 1-9. **Math:** • Pages 1-2
Tuesday **Writing**	**Writing:** **Create your own fun story** **Author's Chair**
Wednesday- **Reading & Math**	**Reading:** • Read the poem *Story* • Answer Comprehension Questions 1-10 **Math:** • Pages 3-4 ** Students only need to return Page 4 this week**
Thursday- Writing & **Social Studies**	**Writing:** **Journal Writing Time (Daily Prompts)** **Social Studies:**
Friday- **Electives/ Fun Friday**	P.E AR/ Hotspot **Fun Friday: Virtual Field Trip to the San Diego Zoo** **11- 11:30 AM**

Weekly Food Log

Sun

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Mon

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Tue

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Wed

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Thu

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Notes

Fri

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Sat

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# 3rd – 5th Grade FITNESS FUN!

May 11 - May 15

My Goal: Complete two rounds of each exercise every day. Once each activity is complete, mark with an "X"
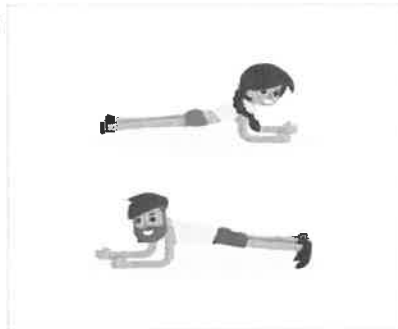
	Monday	Wednesday	Friday
10 Star Jumps			
30 sec Planks			
10 Squats Jumps			
10 Half Jacks			
10 Push Ups			
10 Front to Back			
10 Side to Side			
10 Butterfly Kicks			
30 sec Running in Place			
Play Outside: 15-30 min			

Below are examples of each exercise workout scholars will complete.
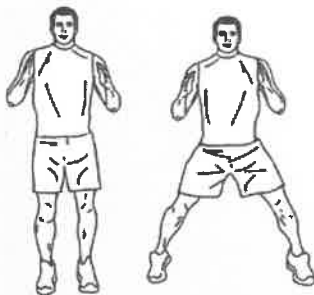
Star Jumps
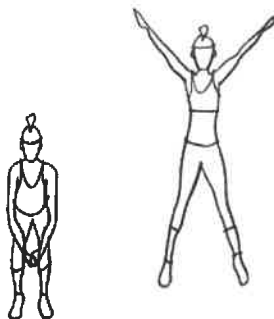
Plank
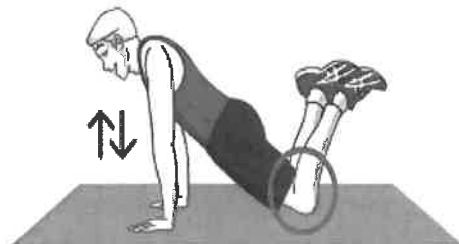
Squat Jumps
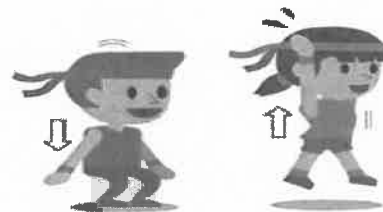
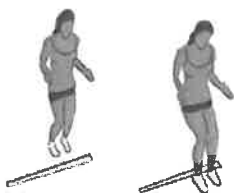
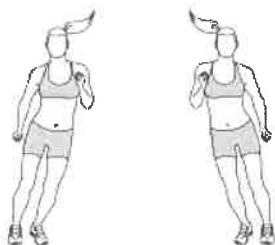shutterstock.com • 293487677

Half Jacks

Push Ups

Modified Push Ups

a alamy stock photo

Front to Back

Side to Side

Butterfly Kicks

FLUTTER KICK
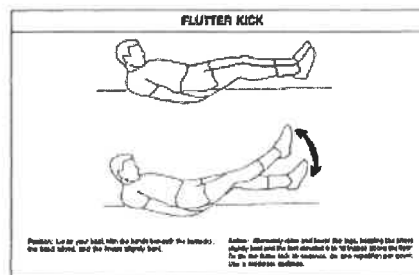
3RD Grade Reading/ ELA

Week 8 One Pager

Please turn in Answer Sheet for this week's graded assignment.

Day	Assignment
Monday- Week 8 Day 1	• Read the poem titled *A View from A Backpack.* • Answer questions 1-9.
Wednesday- Week 8 Day 2	• Read the poem *Story* • Answer Comprehension Questions 1-10 • **Fill-in the answers on the sheet titled "Answer Sheet". Take a picture of the answer sheet ONLY and submit it via email, remind, or dojo to Ms. Brown.**

Additional Resources:

Please check out storyworks. Scholars can read different articles from a collection of magazines! Follow the steps below to access storyworks.

1. Go to https://storyworks.scholastic.com/
2. Click the log-in button and select student
3. Enter the following passcode: Idea2020

Poetry Sites:

Interested in reading more poetry check out the following sites!

https://www.poetry4kids.com/

http://www.shelsilverstein.com/

https://poets.org/

https://www.poetryfoundation.org/learn/children

Need help with rhyming words? Visit https://www.rhymezone.com/

Reading Week 8 Day 1

A View from a Backpack

By Elizabeth Massie

   My home is at the bottom of a zippered canvas sack
2   That Bobby MacAdoodle takes to school upon his back.
   He put me in here long ago when school began in fall,
4   And here I stay, since that first day, all wadded in a ball.
   I am a piece of paper that Bobby used in class
6   To write a poem about a cricket hopping through the grass.
   But he changed his mind and wrote of baseball games instead.
8   Into the backpack I went, landing crumpled on my head.
   I'm not complaining that I feel alone or lost or even mad,
10   For I have lots of buddies, so I'm never really sad.
   We keep each other company, a bunch of odds and ends,
12   And sometimes Bobby tosses in another couple friends.
   There are three paper clips that Bobby dropped in one day,
14   An ink pen cap, a pencil lead, erasers—white and gray,
   A lunch bag with some slimy stuff, some chocolate crumbs and glue,
16   Some string, some lint, a homework pad, a sandwich turning blue.
   Bobby opens up his backpack when he needs to get a book.
18   But rarely does he dig down deep or try to take a look
   But one spring day, oh say in May or maybe early June,
20   When flower blossoms scent the air and bluebirds sing their tune,
   School will let out and home we'll go for good, my friends and I.
22   Bobby then will dump us out and at last we'll see the sky.
   Pens, pencils, and the glue will find a home upon a shelf.
24   That blue sandwich and its slimy bag—well, just ask yourself.
   Notebooks and those paper clips straight on to the desk they'll go.
26   Then Bobby's mom will find my poem, and frame me just for show!
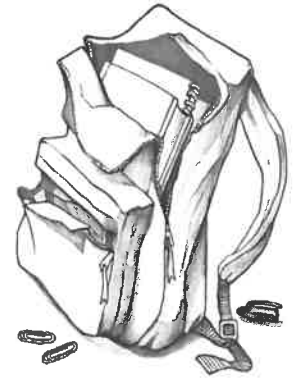
1. This poem is told from the perspective, or point of view of ...

    A.   Bobby

    B. a backpack

    C. Bobby's mother

    D. a piece of paper

2. This poem *mostly* takes place-

    A. in a field

    B. on a shelf

    C. at a school

    D. in a backpack

3. This poem has the following rhyme scheme-

    A. every other line rhymes

    B. every pair of lines rhyme

    C. free verse

    D. no rhyming pattern is present

4. In the poem, the author writes about when **"flower blossoms scent the air."**

    This sensory language draws upon the reader's sense of:

    A. sight

    B. touch

    C. smell

    D. sound

6. Which words rhyme in each stanza of the poem?

    A. The last words in the second and fourth lines

    B. The last words in the first and second lines

C. The last words in the first and third lines

D. The last word in every line

7. According to the poem, what season will it be when the items get out of the backpack?

   A. fall

   B. spring

   C. summer

   D. winter

8. What is the message of this poem?

   A. Things have a way of working themselves out.

   B. A backpack is a horrible, smelly place.

   C. Parents want their kids to get good grades.

   D. Students should try to be organized.

9. Who are the friends from the backpack?

   A. Bobby and his best friend from school

   B. The paper, ink pen cap, pencil lead and erasers

   C. The mom and her girlfriends

   D. Basketballs from gym class

Reading
Week 8, Day 2

Focus: Poetry Elements

Skills: Author's Craft, Imagery, Descriptive Details, Poetry Elements

Complete the passage and remember to show all strategies

- Number lines and stanzas
- Identify the rhyming words
- Identify the rhyme scheme
- Look for Sensory Details

Name: _____ Date:_____

Reading Week 8 Day 2

Story
By: Eloise Green

I step into the story.
I leave my world behind.
I let the walls of the story
be the walls around my mind!

New faces and new voices.
I listen and I see.
and people I have never met
mean everything to me.

I worry when they worry.
I quake when danger's near.
I hold my breath and hope
that all their troubles disappear.

I don't know what will happen.
I never know what I'll find.
When I step into a story
and leave my world behind.

1. Which of the following phrases BEST states the topic of this poem?

    A. The reader gets bored by reading.

    B. The reader gets caught up in the stories that books offer.

    C. The reader literally builds a house out of books.

    D. The reader thinks books are dangerous.

2. Who are the "people" in stanza 2?

    A. some friends from school

    B. relatives and family members

    C. the characters from the story

    D. people from the book store

3. What does the word <u>quake</u> mean in the third stanza?

    A. to shake or tremble

    B. to run fast

    C. to play nearby

    D. to be calm

4. What is the theme of this poem?

    A. Real books will soon disappear.

    B. Hard work pays off.

    C. Stories can be an adventure.

    D. Books are fun to share with friends.

5. What is the speaker doing in this poem?

    A. reading a book

    B. dreaming

    C. discussing his opinion

    D. playing outside

6. Read lines 1 and 2 from the poem.

    I step into the story.
    I leave my world behind.

The poet uses these lines to show that the speaker is –

    A. enjoying the story

    B. not wanting to get involved

    C. feeling upset

    D. packing to go on a trip

7. Which of these lines from the poem rhyme?

    A. Lines 1 and 2 in each stanza

    B. Lines 2 and 4 in each stanza

    C. Lines 3 and 4 in each stanza

    D. Lines 2 and 3 in each stanza

8. How does the speaker feel about books in the poem?

    A. He deeply dislikes books.

    B. He does not believe anything he reads.

    C. He feels like they are an adventure.

    D. He feels sad about the events from the stories.

9. This poem is written in which point of view?

    A. third person

    B. second person

    C. first person

    D. none of these

10. The poem is entitled "Story" because –

    A. It is a poem about stories

    B. It is a poem about a poem

    C. It is a poem about a dramatic play

    D. It is a poem about informational text

Name: _____ Date: _____

Please submit this Page ONLY!

Directions: Use this sheet to record your answers for each day. Only write the letter that you circled for each question. Record answers for each day below (Letter Only). **Take a picture of the answer sheet ONLY and submit it via email, remind, or dojo to Ms. Brown.**

Day 2: Wednesday
Answers (Letter Only)
1.
2.
3.
4.
5.
6.
7.
8.
9.
10.

Grade 3- Math
Module 5- Week 8

- **Suggested Schedule:**
  o Monday 5/11- Pgs. 1-2
  o Wednesday 5/13- Pgs. 3-4

- **Please feel free to complete the work at the schedule and pacing that works best for your family's schedules to allow them to complete the work by May 18th**

- ## Students only need to return page 4 this week

Questions?
- **IDEA Judson YouTube Channel:** https://
- www.youtube.com/channel/UC55J24gTdnm5_adXoPfW68Q/playlists

- **Office Hours:** Mondays & Wednesdays, 1:00-2:00
    Password: Idea

- **Zoom:** https://zoom.us/j/5079547980

- **Email:** katelynn.osburnstenc@ideapublicschools.org
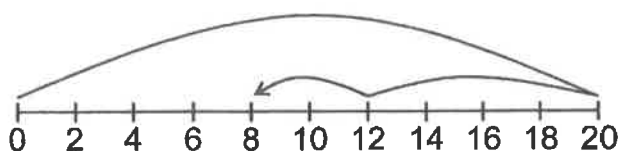
- **Phone:** (210) 390- 6340

1 Ariana drew the model below.
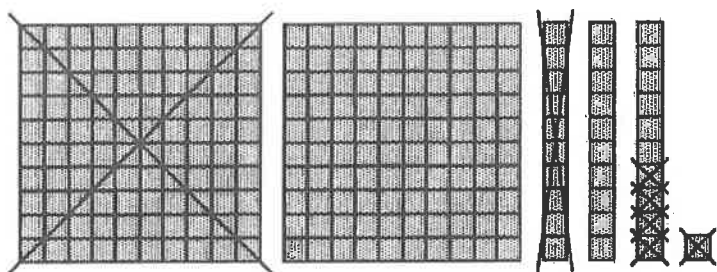
The model best represents –

    A 231 + 115 = 346

    B 231 − 105 = 126

    C 116 + 115 = 231

    D 231 − 115 = 116

2 Brandon drew the model below.

The model best represents –

    F 20 − 12 − 8 = 8

    G 20 + 12 + 8 = 40

    H 20 − 8 − 4 = 8

    J 20 + 8 + 4 = 32

3 Takiyah had $20 before she bought the lunch items shown in the table below.

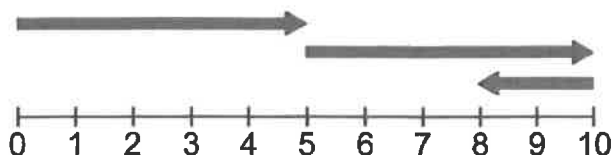| Sandwich	$7
Salad	$3
Fruit Juice	$2

Which equation can be used to find how much money she had after she bought the 3 items?

    A 20 − 3 = □

    B 7 + 3 + 2 − 20 = □

    C 20 − 7 − 3 − 2 = □

    D 7 + 3 + 2 + 20 = □

1 Fabian has 15 coins in one jar and 9 coins in another jar. He will give Logan 3 coins. Which model represents the number of coins that Fabian will have left?

A

B

C


D
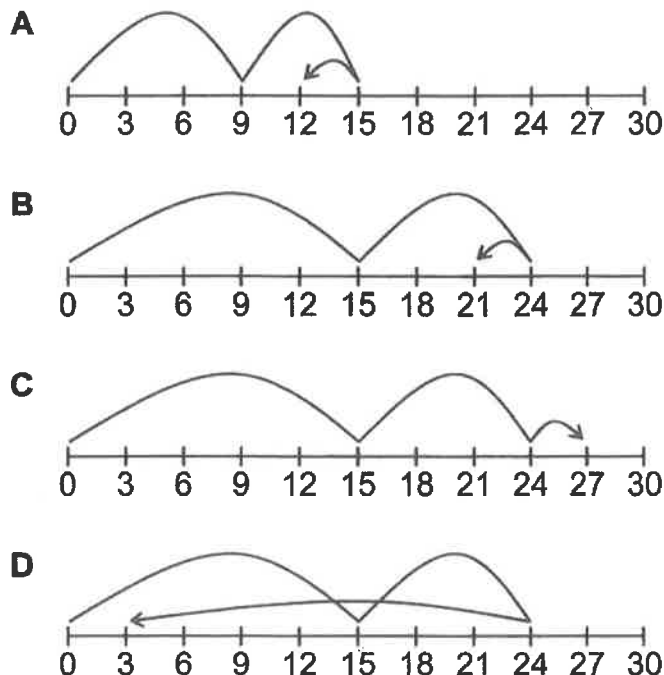
2 Look at the model below.


The model best represents –

    F 5 plus 10 minus 2   **H** 5 plus 8 minus 2

    G 5 plus 10 minus 8   **J** 5 plus 5 minus 2

3 Emily borrowed $18 from Marta. Emily will pay her back 7 dollars on Thursday and 4 dollars on Friday. She will pay her the rest of the money on Saturday. Which equation can be used to find the number of dollars that Emily will pay Marta on Saturday?

    A 18 − 7 − 4 = □   **C** 7 + 4 = □

    B 18 + 7 − 4 = □   **D** 7 − 4 = □

1

1 Which model represents 10 + 6 − 4?

A

B

C

D
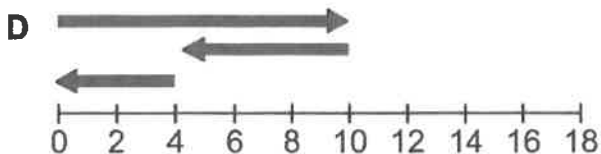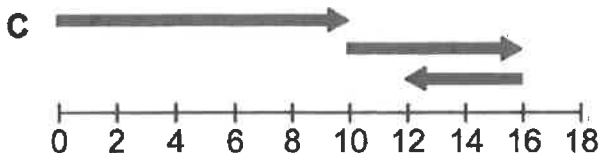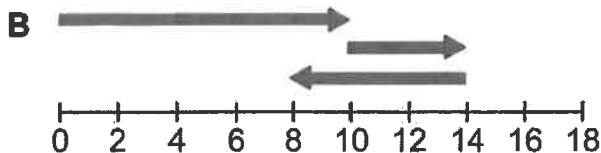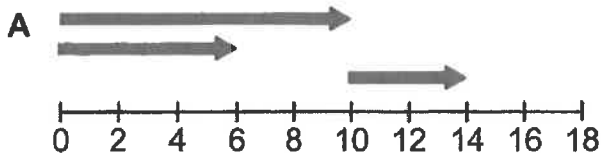
2 Which model represents 8 + 4 − 6?

F 🞪🞪🞪🞪☐☐☐☐☐☐☐☐

G ☐☐☐☐☐☐🞪🞪 🞪🞪🞪🞪

H ☐☐☐☐☐☐☐ ☐☐☐☐ ☐☐☐☐☐☐

J ☐☐☐☐☐☐☐ 🞪🞪🞪🞪🞪

3 On his birthday, Bryan received $20 from his aunts and $30 from his uncles. After Bryan's parents gave him some money, he had $90 total. Which equation can be used to find the amount of money Bryan's parents gave him?

A 20 + 30 = ☐   C 90 + 20 − 30 = ☐

B 20 + 30 + 90 = ☐   D 90 − 20 − 30 = ☐

1 Nikita jogged 12 miles last month. Gabriella jogged 2 more miles than Nikita. Which equation can be used to find the number of miles that Nikita and Gabriella jogged combined?
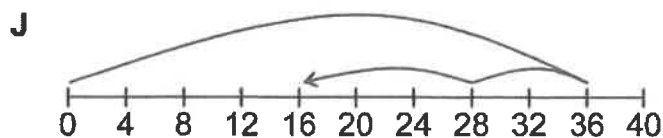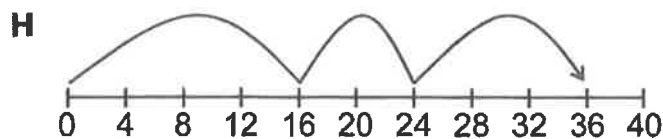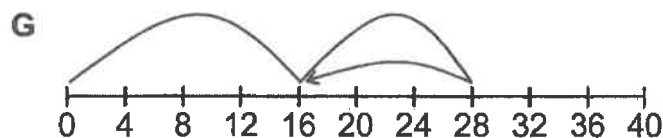
A 12 + 12 + 2 = ☐

B 12 + 2 = ☐

C 12 + 12 − 2 = ☐

D 12 − 2 = ☐

2 Chase has 16 baseball cards. He will buy 8 more cards on Tuesday and 12 more cards on Wednesday. Which model represents the total number of cards Chase will have?

F

G

H

J
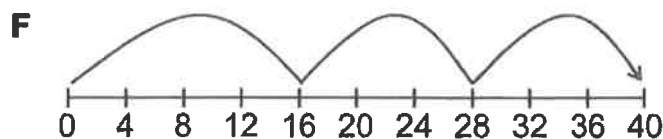
3 Vivian bought a new book on Saturday. She read 112 pages on Saturday night and 96 pages on Sunday. The book has 365 pages. Which equation can be used to find the number of pages that Vivian needs to read to finish the book?

A 365 + 112 − 96 = ☐

B 365 − 112 − 96 = ☐

C 365 − 112 + 96 = ☐
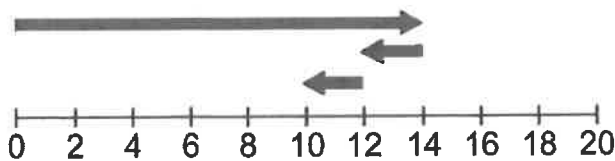
D 365 + 112 + 96 = ☐

2

1 Two chipmunks gathered 72 nuts in a meadow and 56 nuts in a forest. The chipmunks stored all of the nuts except 16. Which equation can be used to find the number of nuts that the chipmunks stored?

    A $72 - 56 - 16 = \square$

    B $72 + 56 - 16 = \square$

    C $72 - 56 = \square$
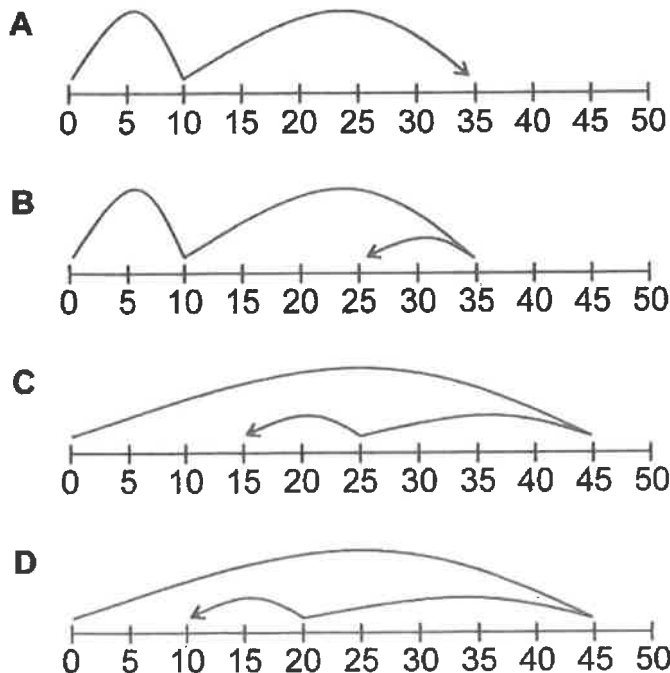
    D $72 - 16 = \square$

2 Look at the model below.

The model best represents –

    F $14 - 2 - 2$ **H** $14 - 12 - 10$

    G $14 + 2 + 2$ **J** $14 + 2 - 2$

3 Miranda baked 45 cookies. She gave 25 to her friends and 10 to her teacher. Which model represents the number of cookies that Miranda had left?

A

B

C

D

1 Samuel wants to buy the items shown on the list below.

    Rocket kit...........$13
    Extra engines.......$5
    Extra parachute....$2

Samuel has $25. Which equation can he use to find how much money he will have left if he buys the three items?

    A $13 + 5 + 2 = \square$

    B $25 + 13 + 5 + 2 = \square$

    C $25 - 13 - 5 - 2 = \square$

    D $25 - 13 + 5 + 2 = \square$

2 Mingmei drew the model below.
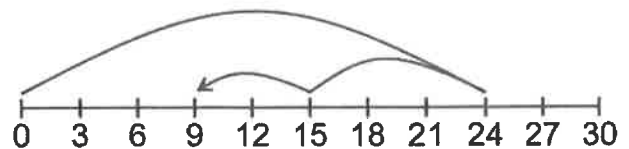
The model best represents –

    F $24 - 15 - 9 = 9$

    G $24 - 3 - 2 = 9$

    H $24 - 9 - 6 = 9$

    J $24 - 9 + 6 = 9$

3 Derrick drew the model below.

The model best represents –

    A $223 - 215 = 8$

    B $225 - 212 = 13$

    C $221 - 214 = 7$

    D $227 - 216 = 11$

3

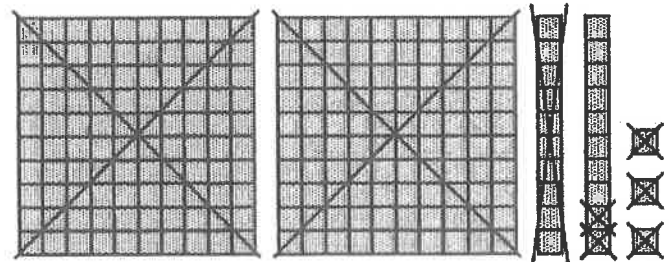**1** Keith bought 6 large melons and 1 small melon. He paid $4 for each large melon. He paid $2 for the small melon. Which equation can be used to find the total cost of the melons?

    A $6 + 4 + 2 = \square$

    B $6 - 4 - 2 = \square$

    C $6 \times 4 + 2 = \square$

    D $6 \times 4 \times 2 = \square$

2 Amelia's jewelry box has 6 drawers. She keeps 8 pieces of jewelry in each drawer. Which model best represents the total number of pieces of jewelry in the jewelry box?

F

Total pieces					
6	6	6	6	6	6

G

Total pieces					
8	8	8	8	8	8

H

Total pieces	
8	6

J

Total pieces							
8	8	8	8	8	8	8	8

3 A coach divided Zalman and 15 other players into 2 equal groups. After a few minutes, Zalman left the first group and joined the second group. Which number sentence represents the number of players that were left in the first group?

    A $16 \div 2 - 1 = 7$ **C** $16 - 2 - 1 = 13$

    B $16 \times 2 - 1 = 31$ **D** $16 \div 2 + 1 = 9$

Please return this page to Mrs. Stence :)

1 Audrey bought 3 packs of gum. There were 6 sticks of gum in each pack. She opened the packs and gave 8 sticks of gum to Devin. Which model best represents the number of sticks of gum that Audrey had left?

A

8	8	8

24

8	Audrey (16)

B

3	6	8

17

8	Audrey (9)

C

8	8	8

24

8	8	Audrey (8)

D

6	6	6

18

8	Audrey (10)

2 Gustavo drew the model below to help him solve a math problem.
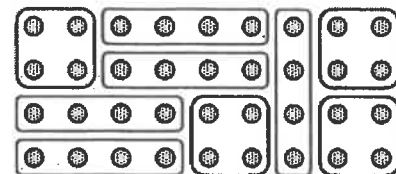
Which number sentence does the model represent?

    F $54 \div 9 = 6$ **H** $36 \div 4 = 9$

    G $32 \div 4 = 8$ **J** $27 \div 3 = 7$

4

Writing: Journal Time

Jaguar Family, here are the steps for writing the week of 5-11-20 to 5-15-20. <u>See the newsletter on the back of this page for the writing prompt each day</u>. ****Please scan/take a picture of the writing for 5-15-20 ONLY**** Please advise your scholar that they should be writing daily because I will choose one writing prompt each week that I will grade. There is a fun story sheet your scholar can use to do the writing prompt for 5-15-20 (enclosed in the packet). During Zoom time I will have scholars share their writing with their classmates and me. Please make sure your scholars are responding to the prompt, writing neatly and clear, putting their **name** where it is visible for me to see. **Remember to scan only 5-15-20 writing prompt to me on Remind, Dojo or my email, it is due no later than 5-18-20.** If you have any questions, please reach out to me.

Writing Prompt Steps:

- Welcome to Journal time.
- Today you are going to take 30 minutes to brainstorm to write and share about a topic I give you.
- For the first 5 minutes you are going to brainstorm all the ideas that you can think of.
- Make sure it's related to the topic.
- Once you choose the best idea, you're going to take the next 20 minutes to write about the idea that you have selected.
- If you feel like you are finished, go back in your story and revise and edit and look for mistakes.
- If you still have time after that, select a new idea from your list and continue writing.
- For the last 5 minutes, you can share your writing with someone at home.

Jag News

Writing Time

The purpose of a newsletter is to provide information on how the next few weeks of distance learning will look. Your scholar can use the lined paper in the packet to respond to the writing prompts daily. **Remember I am only requesting one writing prompt per week to be turned in so please do not scan/take a picture of every writing prompt.** The writing prompt is still **due by the following Monday (Turn in the writing prompt for 5-15-20)** but feel free to scan/take a picture early if your scholar has completed the prompt.

Writing Prompts:

5-11-20: Write about an idea for an invention.

5-12-20: Write from a point of view from an insect.

5-13-20: Create a story about being quarantined during Covid-19

5-14-20: Write a story that starts with a scream.

5-15-20: Write about The Best Day Ever (see attachment to guide your scholars).

Scholars can use their journal or lined paper to respond to the prompts daily

Writing for Week 5-11-20 to 5-15-20

- Writing Directions
- Writing Prompts for two weeks
- Judson Website
- Zoom code: Idea

Special Reminders:

- Start each sentence with a capital letter. (My favorite food is shrimp.)
- Grab your readers attention (strong introduction)
- Use correct punctuation marks.(., ? "")
- Remember to use interesting words. (gigantic, bold, strong)
- Check your spelling.
- Closing Sentence (wrap it up, don't leave your reader hanging).
- Write in your best handwriting.
- Make sure you are writing at least 5 sentences or more.
- HAVE FUN!!!

The Case of the Missing _____
Special Noun

There once was a detective named _____. One day, the
Name

detective's neighbor knocked on the door.

"I am so _____," said the neighbor. "I can't find my _____
Adjective
Special Noun

anywhere. I saw it before I went to _____ club, but later it was gone!"
Verb ending in "ing"

The detective grabbed a pencil and a _____ and asked, "Will
Noun

you describe it?"

"Certainly," said the neighbor. "It is _____, _____, and
Color
Adjective

it never _____."
Plural verb

The detective searched _____ around every _____ and
Adverb
Noun

behind every _____.
Noun

"_____!" said the detective, "I found it! It was right here under
Exclamation

your _____ the whole time!"
Noun

They both had a good _____, and the detective thought,
Verb

"Another case _____ solved!"
Adverb

The Best Day Ever

One day I woke up feeling ☺ _____, and I knew
Emotion

it was going to be a special day. The sky was 🎨 _____
Color

and the weather was 🌤 _____, so I hopped out of
Weather

bed, put on my 👕 _____ and my _____
Article of clothing _Adjective_

👟 _____, and I was ready to _____.
Type of footwear _Verb_

Outside, I caught the first 🚌 _____, which took
Type of vehicle

me straight into 🏢 _____. I went ✸ _____
Town/City _Direction_

until I came to a store selling _____ _____,
Adjective _Plural noun_

where I bought the perfect _____ _____!
Adjective _Noun_

Next, I treated myself to a 🍦 _____ snack at a
Type of food

🍕 _____ restaurant. It was very 🌡 _____,
Type of food _Temperature_

but it was still good enough to _____.
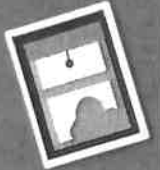_Verb_

Finally, I went back home. I fed the _____,
Animals

then sat down on the 🛋 _____, and thought, "What
Piece of furniture

a/an _____ day!"
Adjective

Story Title

Ready to create your own Funny Fill-in story? To get started right away, just replace this text with your own. You can customize your story by adding your own pictures, shapes, and icons. On the Insert tab of the ribbon, just tap the option you need.

Once your story is complete, go back and replace the nouns, adjectives, adverbs, and other words with fill-in blanks. To create the fill-in blanks, just add a series of underscores, like this: _____ .

To add the labels, at the end of each line of your story, press Enter twice to create an empty paragraph between each line. Type the label text, and then select the Fill-In-Label style from the Styles gallery on the Home tab. Use tabs and spaces in front of the label to position it under the fill-in blank: _____ .

Fill-In Label

Get creative with your fill-in labels by using an Icon from the Insert tab in place of the label text. Resize and recolor the icons on the Format tab, and then select the Fill-In Icon style for the label paragraph:_____ .

Stuck for story ideas? Get inspiration from a favorite story, fairytale, song, movie, or show. For a special occasion, such as a birthday or family get-together, write a story about the person or a funny family story.