

3rd Grade Distance Learning One Pager: Week 4
Due: Every Monday by 6:30 PM

Picking Up Work:

- Every Monday and Tuesday packets can be picked up between the hours of 7:00AM-5:00PM.
- You may access all 3rd grade distance learning materials on the IDEA Judson Academy website: www.judsonacademy.wixsite.com/jags

Zoom Office Hours:

- During office hours teachers will answer any questions or concerns that parents and scholars may have. We will also use this time to provide short reviews, and daily interactions for the scholars that log-on. Please remember that logging on to Zoom is NOT MANDATORY!

Turning in Work:

- When your scholar completes his/her work please feel free to take a picture or scan the completed work and send it to the content teacher. * You do not need to take a picture of every page. Each teacher will assign a page for students to submit for grading. Please refer to the weekly schedule on page 3 of the packet.

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 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: M & W 1:00pm-2:00PM Zoom Link: https://zoom.us/j/5079547980 Phone: 210.390.6340 Email: Katelynn.osburnstenc@ideapublicschools.org
Ms. Bazaldua- 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"

Day & Subject	Task
Monday Reading & Math	Reading: Week 3, Day 1 <ul style="list-style-type: none"> • Read the story Alvin Ailey • Complete the Vocabulary Practice Sheet (you may need a dictionary/ online dictionary). Math: <ul style="list-style-type: none"> • Pages 1 – 4 (Lessons 6 & 7) • Lesson 6 sprint (Optional, will do on Zoom)
Tuesday Writing	Opinion Writing: Written Composition: Week 2 Write about your favorite place to spend time. Describe the place and explain what makes it special. Social Studies: *List the challenges and accomplishments of Alvin Ailey
Wednesday- Reading & Math	Reading: Week 3, Day 2 <ul style="list-style-type: none"> • Reread the story Alvin Ailey • Answer Comprehension Questions 1-10 Math: <ul style="list-style-type: none"> • Pages 5 – 8 (Lessons 9 & 10) • Lesson 9 sprint (Optional, will do on Zoom) • Students only need to return pages 7 & 8 (Lesson 10).
Thursday- Writing & Social Studies	Capitalization, Punctuation, Parts of Speech Complete Day 51-53 Social Studies: *List the challenges and accomplishments of Alvin Ailey
Friday- Electives/ Fun Friday	P.E AR/ Hotspot Fun Friday 11-12:00 pm Join all 3rd grade teachers on zoom.

Social Studies

#

State:

 <p>Where this state is located</p>		Abbreviation	
		State Flag	
Capitol City	Population	Nickname	Statehood Year
State Bird	State Flower	Major Industries	
Governor	Climate	Attractions	
Other Cool Things I've Learned			



Weekly Food Log

P.E

Sun	Mon	Tue
Wed	Thu	Notes
Fri	Sat	

3rd – 5th Grade FITNESS FUN!

April 13 – April 17

My Goal: Complete two rounds of each exercise 3 days this week. Once each activity is complete, mark with an "X"

	Monday	Wednesday	Friday
15 Jumping Jacks			
15 Sit Ups			
15 Squats			
15 Lunges			
15 Push Ups			
15 Toe Touches			
15 Leg Raises			
15 Arm Circles			
15 Knee Raises			
Play Outside: 15-30 min			

Please complete each workout only 3 days this week Once completed send picture on remind or my email for grade clifton.ross@ideapublicschools.org!!

Below are examples of each exercise workout scholars will complete



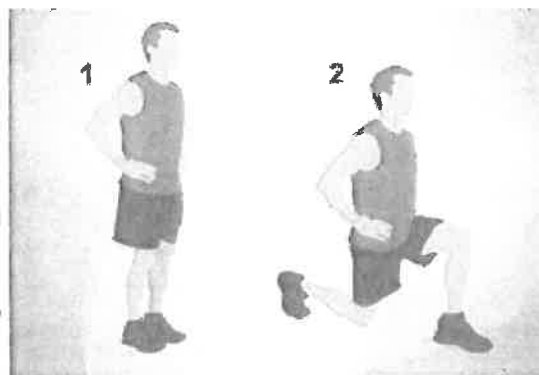
Illustration of a person performing a sit-up.

Sit ups



Illustration of a person performing a squat.

Squats



Lunges



Illustration of a person performing a push-up.

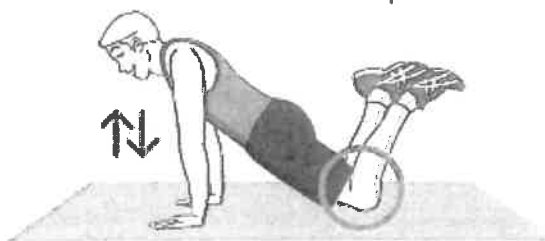


Illustration of a person performing a toe touch.

Push Ups



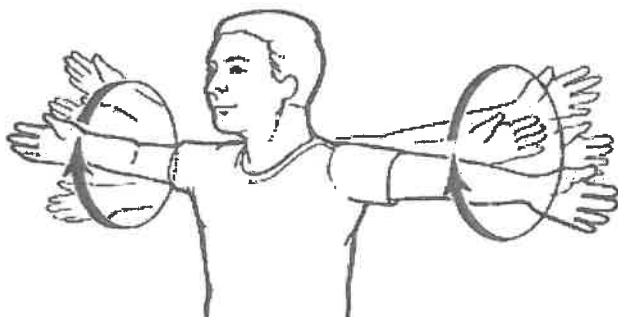
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Modified Push ups

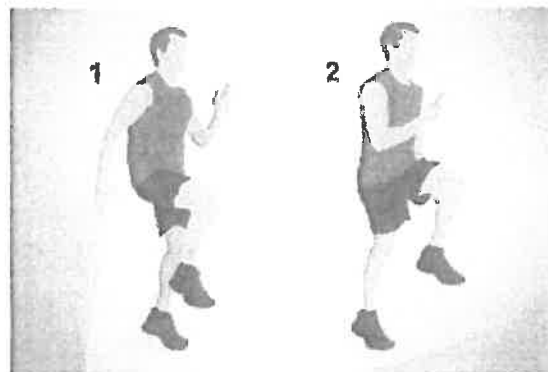


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Toe Touches



Leg Raises



Arm Circle

Knee Raises

3RD Grade Reading/ ELA

Week 4 One Pager

Please turn in the Answer Sheet for this week's graded assignment (Last Page of Reading Packet)

Day	Assignment
Monday- week 4 Day 1 Guided Work Practice (Do Not Turn in Day 1)	<ul style="list-style-type: none">• Reread the story Alvin Ailey• Answer Questions 11-17 on the Alvin Ailey comprehension questions set 2.• Complete the Biography Summary Organizer
Wednesday- Week 4 Day 2 Independent Work Please submit the answer sheet Only	<ul style="list-style-type: none">• Read the story <i>George Washington Carver: the farmer's scientist</i>• Answer questions 1-10• Fill-in the answers on the sheet titled "George Washington Carver Answer Sheet". Take a picture of the answer sheet ONLY and submit it via email, remind, or dojo to Ms. Brown.• You will only submit the answer sheet for a grade this week.

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
 4. Begin to explore the many magazines and articles in our classroom library!
- Enjoy!

Alvin Ailey by Andrea David Pinkney

1942-True Vine Baptist Church-

Page 5

It seemed like the hottest day ever in Navasota, Texas, the small, dusty town where Alvin Ailey and his mother, Lula, lived. Blue-black flies buzzed their songs while the church bell rang.

Alvin and Lula worshiped at True Vine Baptist Church every Sunday. When they arrived for services, Alvin slid into his usual seat in the first-row pew. There he could watch his mother sing in the gospel choir. And Lula sure could sing. Her voice rose clear and strong as she sang the morning hymn.

The men at True Vine dressed in dignified suits. The women showed off their wide brimmed hats and fanned away the Texas heat. Some cuddled powdered babies: others hugged their Bibles.

True Vine's Reverend Lewis delivered a thundering sermon. The organ rang out, followed by a bellow of tenors singing "Rocka My Soul in the Bosom Abraham."

Page 7

Sweet sopranos and tambourines joined the rousing refrain:

Rocka-my-soul in the bosom of Abraham

Rocka-my-soul in the bosom of Abraham

Rocka-my-soul in the bosom of Abraham

Ohhh, Rocka-my-soul...

The congregation made a joyful noise. They stepped and swayed with the warmth of the spirt and raised their palms in revelation. Alvin stomped his feet and clapped his hands so hard, they hurt. "Ohhh...rocka-my-soul...", he sang along.

Alvin was going to miss the music and rejoicing at True Vine Baptist Church.

Days later, Alvin rode a creaky locomotive headed west. He and Lula were going to try life in Los Angeles, California. Times had been hard in Texas' there weren't many jobs. Lula wanted a better life for Alvin. She told him there were more opportunities in the city, more ways to make a decent living.

Alvin stared out his window while the train rocked and lurched its way through the dry Texas land. Life in the city would be so different.

1945-1947 Los Angeles

Page 9

Los Angeles was a flashy town. Lula found plenty of work. Most mornings she left their apartment on Easy 43rd Place before sunrise, and she didn't return home until the sun was long past setting.

Alvin didn't mind, though. On Saturdays and after school he liked spending time alone, exploring the city streets. He strolled Central Avenue, where nightclubs such as the Club Alabam boomed with the sounds of big-band jazz-swinging music that spilled out into the street-while the musicians inside rehearsed for the evening show.

Alvin especially liked downtown Los Angeles, where the lights on the theatre houses reflected off the pavement. There was the Orpheum Theater, the Biltmore, the Rosebud, and the Lincoln.

Outside each theatre a blinking marquee announced the latest show:

Pearl Bailey Performing Live

Billie Holiday-A Night of Blues

Duke Ellington and His Band

Page 11

The men who owned the theaters stacked handbills on their stoops. Each handbill announced coming attractions. Alvin collected them all.

He dawdled along the sidewalk and spotted a handbill showing a black dancer, something Alvin had never seen advertised before. The paper said:

Coming Soon to the Biltmore Theater

Katherine Dunham and Her Dancers

In

Tropical Revue

Alvin looked carefully at the picture of Katherine Dunham, a beautiful dancer fluttering exotic ruffles. Katherine Dunham and her dance troupe were one of the few traveling shows in the world with black dancers performing dances from Africa, Haiti, and Latin America.

Alvin was curious. As he tucked the announcement into his pocket, he noticed Ted Crumb, a skinny boy with spindly legs, hanging out at a stage door nearby.

Page 12

Ted knew all kinds of things about dance; he hoped to dance onstage someday. Ted told Alvin that Katherine Dunham's afternoon show was about to start and that they could see dancing like they'd never seen before.

Alvin and Ted crept down the alley that led to the Biltmore's stage entrance. They kept quiet and out of sight. With the stage door opened just so, they watched the splendor of *Tropical Revue*.

Katherine Dunham and her dancers swirled and lunged to the rhythms of west Indians drums. They were famous for *Bahiana*, a spicy Brazilian routine, and for a sizzling number called *Rumba with a Little Jive Mixed In*. Alvin's soul danced along when he saw Katherine Dunham's style.

Alvin nudged Ted. "What is that they're doing? What is that?" he asked.

"That's modern dancing," Ted said. "Watch this!"

Page 15

Ted tried Katherine Dunham's *Bahiana*. Alvin slapped out a beat on his knees and followed Ted's lead.

Slowly, Alvin began to move. He curled his shoulders from back to front and ripped his hands like an ocean wave. He rolled his hips in an easy, steady swivel, dancing with an expression all his own. Alvin moved like a cat, *smooth* like quicksilver. When he danced, happiness glowed warm inside him.

Dusk crept over the city. The streetlights of Central Avenue winked on, one by one. Alvin made his way back to East 43rd Place.

That night, Alvin told his mother he'd seen black people performing their own special dances. It was a show Alvin would never forget.

1949-1953 Lester Hortons Dance School

Page 17

More than anything, Alvin wanted to study dance. But when Alvin arrived in Los Angeles not everyone could take dance lessons. In 1949 not many dance schools accepted black students. And almost none taught the fluid moves that Alvin liked so much-almost none but the Lester Horton Dance Theatre School, a modern dance school that welcomed students of all races.

Lester's door was open to anyone serious about learning to dance. And, at age eighteen, Alvin Ailey was serious, especially when he saw how Lester's dancers moved. One student, Carmen de Lavallade, danced with a butterfly's grace. Another, James Truitte, made modern dance look easy. But Lester worked his students hard. Sometimes they danced all day.

After hours in the studio, droplets of sweat dotted Alvin's forehead. He tinged inside, ready to try Lester's steps once more. At first, Alvin kept time to Lester's beat and followed Lester's moves. Then Alvin's own rhythm took over, and he started creating his own steps. Alvin's tempo worked from his belly to his elbows, then oozed through his thighs and feet.

Page 18

"What is Alvin doing?" one student asked. "Whatever he's doing, he's sure doing it fine," two dancers agreed. Some tried to follow Alvin's moves, but even Alvin didn't know which way his body would reel him next. Alvin's steps flowed from one to another. His loops and spins just came to him, the way daydreams do.

Page 21

Alvin danced at Lester Hortons school almost every day. He taught the other students his special moves.

In 1950, Alvin joined Lester Hortons Dance company. Soon Alvin performed his own choreography for small audiences who gathered at Lester's studio. Alvin's dances told stories. He flung

his arms and shim-shammed his middle to express jubilation. His dips and slides could even show anger and pain. Modern dance let Alvin's imagination whirl.

All the while, Lester watched Alvin grow into as strong dancer and choreographer. Lester told Alvin to study and learn as much as he could about dance. He encouraged Alvin to use his memories and his African-American heritage to make dances that were unforgettable.

1958-1960 Blues Suite-Revelations

Page 23

Alvin's satchel hung heavy on his shoulder. His shoes rapped a beat on the sidewalk while taxicabs honked their horns. He was glad to be in New York city, where he came to learn ballet from Karel Shook and modern dance techniques from Martha graham, two of the best teachers in the world.

Alvin took dance classes all over town, and he met dancers who showed him moves he'd never seen before. So many dancers were black. Like Alvin, their dreams soared higher than New York's tallest skyscrapers.

Alvin gathered some of the dancers he'd seen in classes around the city. He chose the men and women who had just the right moves to dance his choreography. Alvin told them he wanted to start a modern dance company that would dance to blues and gospel music-the heritage of African American people. Nine dancers believed in Alvin's idea. This was the beginning of the Alvin Ailey American Dance Theatre.

Page 24

On March 30, 1958, on an old wooden stage at the 92nd Street Y, Alvin and his friends premiered with *Blues Suite*, dances set in a honky tonk dance hall. Stage lights cast moody shadows against the glimmer of each dancer's skin. The women flaunted red hot dresses with shoes and stockings to match; the men wore black hats slouched low on their heads. They danced to the swanky swank of jazz rhapsody.

Alvin's choreography depicted the blues, that weepy sadness all folks feel now and then. *Blues Suite* stirred every soul in the room. Alvin was on his way to making it big. Word spread quickly about him and his dancers. Newspapers hailed Alvin. Radio stations announced his debut.

An even bigger thrill came when the 92nd Street Y asked Alvin to perform again. He knew they hardly ever invited dance companies to come back. Alvin was eager to show off his new work.

Page 27

On January 30, 1960, gospel harmonies filled the concert hall at the 92nd Street Y.

Rock-rock-rock

Rocka-my-soul

Ohhh, rocka-my-soul

Alvin clapped in time to the music, the same way he did when he was a boy. But now, Alvin rejoiced onstage in *Revelations*, a suite of dances he created to celebrate the traditions of True Vine Baptist Church in Navasota, Texas.

The audience swayed in their seats as Alvin and his company gloried in their dance. High stepping ladies appeared onstage sweeping their skirts. They danced with grace and haughty attitudes. Alvin and the other men jumped lively to the rhythm, strutting and dipping in sassy revelry.

Page 30

Revelations honored the heart and the dignity of black people while showing that hope and joy are for everyone. With his sleek moves, Alvin shared his experiences and his dreams in a way no dancer had ever done. When *Revelations* ended, the audience went wild with applause. They stomped and shouted. “More!” they yelled. “More!”

Taking a bow, Alvin let out a breath. He raised his eyes toward heaven, satisfied and proud.

Name _____ Date _____

Reading Day 1 Alvin Ailey by Andrea Davis Pinkney

Wit & Wisdom

Comprehension Questions Set 2

Directions: Circle the best answer for each question. Make sure you underline key words in the question. Don't forget to prove your answer with text evidence.

11. What did the author say was the heritage of African American people?
 - A. blues and gospel music
 - B. classical music
 - C. New York tallest skyscrapers
 - D. None of these choices

12. What event happened on March 30, 1958?
 - A. Alvin and his friends danced in time square.
 - B. Alvin and his friends stayed home and had a party.
 - C. Alvin and his friends rode on a train.
 - D. Alvin and his friends premiered with *Blues Suite*.

13. What was Alvin and his dancers doing when they rejoiced onstage in *Revelations*?
 - A. They were celebrating the traditions of True Vine Baptist Church in Navasota, Texas.
 - B. They were celebrating Mardi Gras.
 - C. They were celebrating the traditions of the Irish.
 - D. They were celebrating animals as pets.

14. At the end the story how did Alvin feel?
 - A. He felt sad and depressed.
 - B. He felt satisfied and proud.
 - C. He felt angry.
 - D. He felt nothing at all.

15. What genre is the book Alvin Aliley?

- A. fantasy B. biography C. realistic fiction D. tall tale

16. Read the sentence below.

He noticed Ted Crumb, a skinny boy with spindly legs, hanging out at a stage door nearby.

Which sense does this sentence appeal to?

- A. Sight
B. Smell
C. Hearing
D. Taste

17. Which from the story sentence appeals to the sense of hearing?

- A. Alvin danced at Lester Hortons school almost everyday
B. The men wore black hats slouched low on their heads.
C. His shoes rapped a beat on the sidewalk while taxicabs honked their horns.
D. The women showed off their wide brimmed hats and fanned away the Texas heat.

Name _____ Date _____

Organizer for Summarizing Biographies

Someone Who is the subject of the biography?	
Famous For What are the person's main accomplishments?	
But What struggles or challenges did the person face?	
So How did the person solve the challenges they were facing?	

Write your summary below. (Write your answers to the questions above in 5 complete sentences).

Reading

Week 4, Day 2

Focus: Biography Elements

Skills: Elements, Summarizing, Text Evidence

Complete the passage and remember to show all strategies

- Label Text Features
- Stop-and-Jots
- Underline Keywords
- Underline Text Evidence in the text.

Read the selection and choose the best answer to each question. Then fill in the answer on your answer document.

George Washington Carver: the farmer's scientist

adapted from a text by Patricia and Fredrick McKissack

As a child, George Washington Carver was a slave who belonged to Moses and Susan Carver. He grew up during a time when African-American children did not have the same opportunities as everyone else, but he still found a way to go to school and become a successful scientist.



George Washington Carver in his Tuskegee laboratory.

Early Years

1 When George was about twelve years old, he left his family and home. He wanted to go to school. He walked to Neosho, Missouri. A family found George sleeping in their barn. They let the boy live with them. George worked and went to Lincoln School.

2 A few years passed. George learned all he could at Lincoln. He heard about a school in Fort Scott, Kansas. So, he moved there. Another family let George live with them. Soon, young Carver was old enough to live on his own. For a while he moved from place to place.

3 Then he came to a small Kansas town. Another man named George Carver lived there. So George added a "W" to his name. "It is for Washington," he told his friends. *George Washington Carver* - he liked the sound of his new name.

WHY and HOW?

4 George wanted to go to college. Not many black men went to college in the 1890s. But George Carver was sure that he would go. He worked hard and saved his money.

5 At last George went to Simpson College in Iowa. There he studied what he liked best - plants and farming. A teacher suggested that he should enroll at Iowa State College in Ames. He would be the first black student there, and he graduated in 1896. Still, there was much more he wanted to learn.

6 George Washington Carver would spend the rest of his life asking questions and looking for the answers. He was a scientist. And scientists are always asking WHY and HOW.

Tuskegee Institute




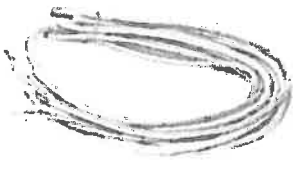





7 George was asked to stay at Iowa State and teach. But Booker T. Washington asked Professor Carver to come teach at Tuskegee [tuhs-**kee**-gee] Institute in Alabama. The all-black school was started by Booker T. Washington in 1881. In 1896, Mr. Washington wrote a letter to Professor Carver: "Will you come to Tuskegee to teach?" Carver thought about it. Then he answered, "I am coming."




8 It was fall 1896 when Professor Carver went to Tuskegee. He had thirteen students. His job was to teach science. But he had no lab. This didn't stop him. The class made a lab from things they found.

9 The school also had a farm. The soil was poor. The cotton plants were small and weak. Farmers in the South had been growing cotton on the land for many years. The cotton plants took nutrients from the soil. Professor Carver said, "The soil needs a rest." He and the class did a project. "We will not plant cotton," he said. "We will plant sweet potatoes." And they did. Growing sweet potatoes put new nutrients back into the soil.

10 The next year they grew cowpeas, another kind of vegetable. "The land has to rest," he said. In the third year they grew cotton again. That cotton crop grew bigger and stronger than before. Carver was one of the first scientists to teach crop rotation - growing different plants to make the soil better.

An example of crop rotation

	Field A	Field B	Field C
Year 1			
Year 2			
Year 3			

	Sweet Potatoes	Cowpeas	Cotton
KEY			

- 1** George Washington Carver got his middle name because he --
- A** liked to study about George Washington
 - B** was named after his grandfather
 - C** wanted to have a different name than the other George Carver in his town
 - D** hoped to live in Washington, D. C., some day
- 2** Which words from paragraph 10 help the reader understand the meaning of rotation?
- F** *bigger and stronger*
 - G** *growing different plants*
 - H** *scientists*
 - J** *they grew cotton*
- 3** The photograph is included in the selection to --
- A** provide information about the Tuskegee farm
 - B** show what Professor Carver's work looked like in his lab
 - C** explain why the farm grew sweet potatoes, cowpeas, and cotton
 - D** describe the methods Professor Carver used to teach his students
- 4** What is the most likely reason Carver decided to try crop rotation?
- F** He worried that cotton would not be easy to sell.
 - G** He saw that the cotton seeds cost too much money.
 - H** He thought that cotton would take too long to grow.
 - J** He noticed that the cotton plants were not healthy.

- 5** The authors wrote this selection most likely to --
- A** teach the reader about crop rotation and its benefits
 - B** tell a story about a famous farmer
 - C** provide readers with information about Tuskegee Institute
 - D** tell about a man who grew to become a great scientist
- 6** In paragraph 9, what does the word poor mean?
- F** Bad quality
 - G** Having little money
 - H** Belonging to the homeless
 - J** Old
- 7** How can the reader identify this selection as a biography?
- A** It tells about a discovery that Carver made.
 - B** It tells about important events from Carver's life.
 - C** It explains details about the Tuskegee Institute where Carver taught.
 - D** It describes the training that Carver received in college.
- 8** Which idea from the biography is supported by the diagram?
- F** It is important to plant vegetables if you want the soil to improve.
 - G** The soil can rest when a different crop is planted on the field each year.
 - H** The soil was poor on the Tuskegee farm.
 - J** Carver's classes didn't have lab equipment so they worked outside instead.

- 9** Which of these is the best summary of the selection?
- A** George Washington Carver wanted an education, even when it was hard for an African-American to go to school. He became a scientist and eventually taught science at Tuskegee Institute. He was one of the first scientists to teach about crop rotation.
 - B** George Washington Carver was the son of slaves, but he left home so he could go to school. He decided to add "Washington" to his name. He spent much of his life asking questions and looking for answers.
 - C** Tuskegee Institute was an all-black school and George Washington Carver wanted to go there. Booker T. Washington asked him to become a science teacher. The school also had a farm with a cotton problem.
 - D** George Washington Carver lived in many places: Missouri, Kansas, Iowa, and Alabama. He wanted to become a scientist and went to Iowa State College to study. Later, he moved to Tuskegee Institute to teach science.
- 10** The author included paragraphs 4 and 5 mainly to show --
- F** what plans Carver had for teaching science
 - G** that Carver would also attend Tuskegee Institute
 - H** how Carver faced challenges in getting a college education
 - J** why Carver is respected for his plant research

Return to
Brown

Name: _____ Date: _____

George Washington Carver Comprehension Questions

Answer Sheet

Directions: Use this sheet to record your answers for *George Washington Carver* Comprehension Questions. Record answers 1-10 below (Letter Only). Next to your answer, write down the evidence from the text that supports your answer. **Take a picture of the answer sheet ONLY and submit it via email, remind, or dojo to Ms. Brown.**

Answer	Text Evidence (write down the evidence here).
1.	
2.	
3.	
4.	
5.	
6.	
7.	
8.	
9.	
10.	

Math

Grade 3 Module 5- Week 4

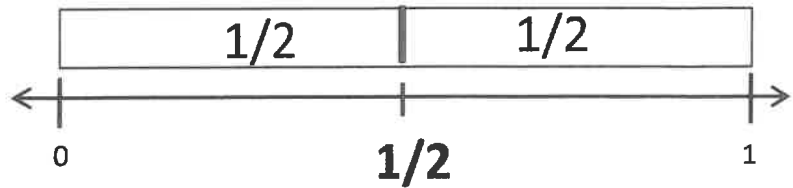
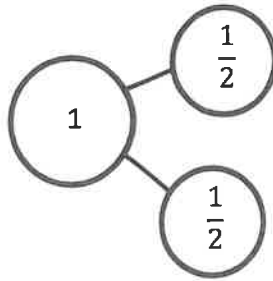
- Suggested Schedule:
 - Tuesday 4/13- Pgs. 1-4 (Problem Sets 14 & 15)
 - Thursday 4/15- Pgs. 5-8 (Problem Sets 16 & 17)
 - ***Sprints are optional, will do on Zoom
- Please feel free to complete the work at the schedule and pacing that works best for your family's schedules to allow them to complete the work by April 20th
- **Students only need to return pages 7 & 8 (Problem Set 17) this week**
- Questions?
- **IDEA Judson YouTube Channel:** https://www.youtube.com/channel/UC55J24gTdnm5_adXoPfW68Q/playlists
- **Office Hours:** Mondays & Wednesdays, 1:00-2:00
- **Zoom:** <https://zoom.us/j/5079547980>
Password: Idea
- **Email:** katelynn.osburnstenc@ideapublicschools.org
- **Phone:** (210) 390- 6340

Name _____

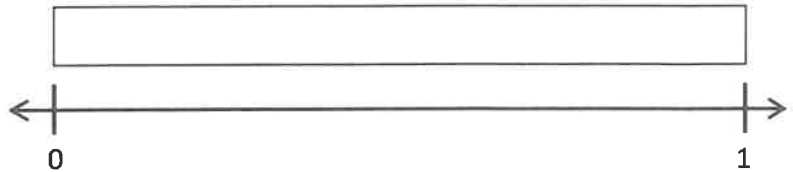
Date _____

1. Draw a number bond for each fractional unit. Partition the fraction strip to show the unit fractions of the number bond. Use the fraction strip to help you label the fractions on the number line. Be sure to label the fractions at 0 and 1.

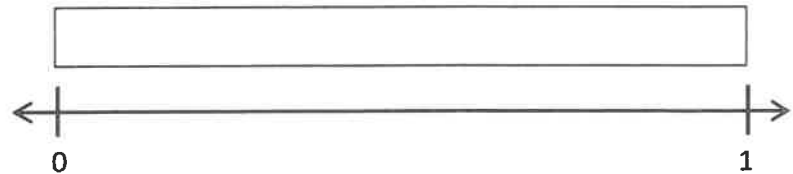
a. Halves



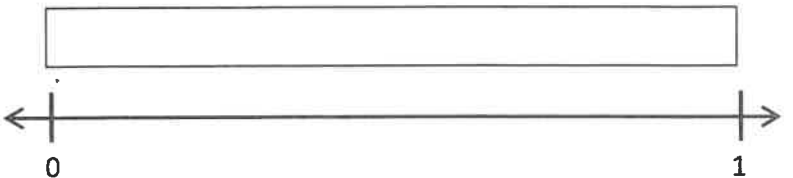
b. Thirds



c. Fourths



d. Fifths

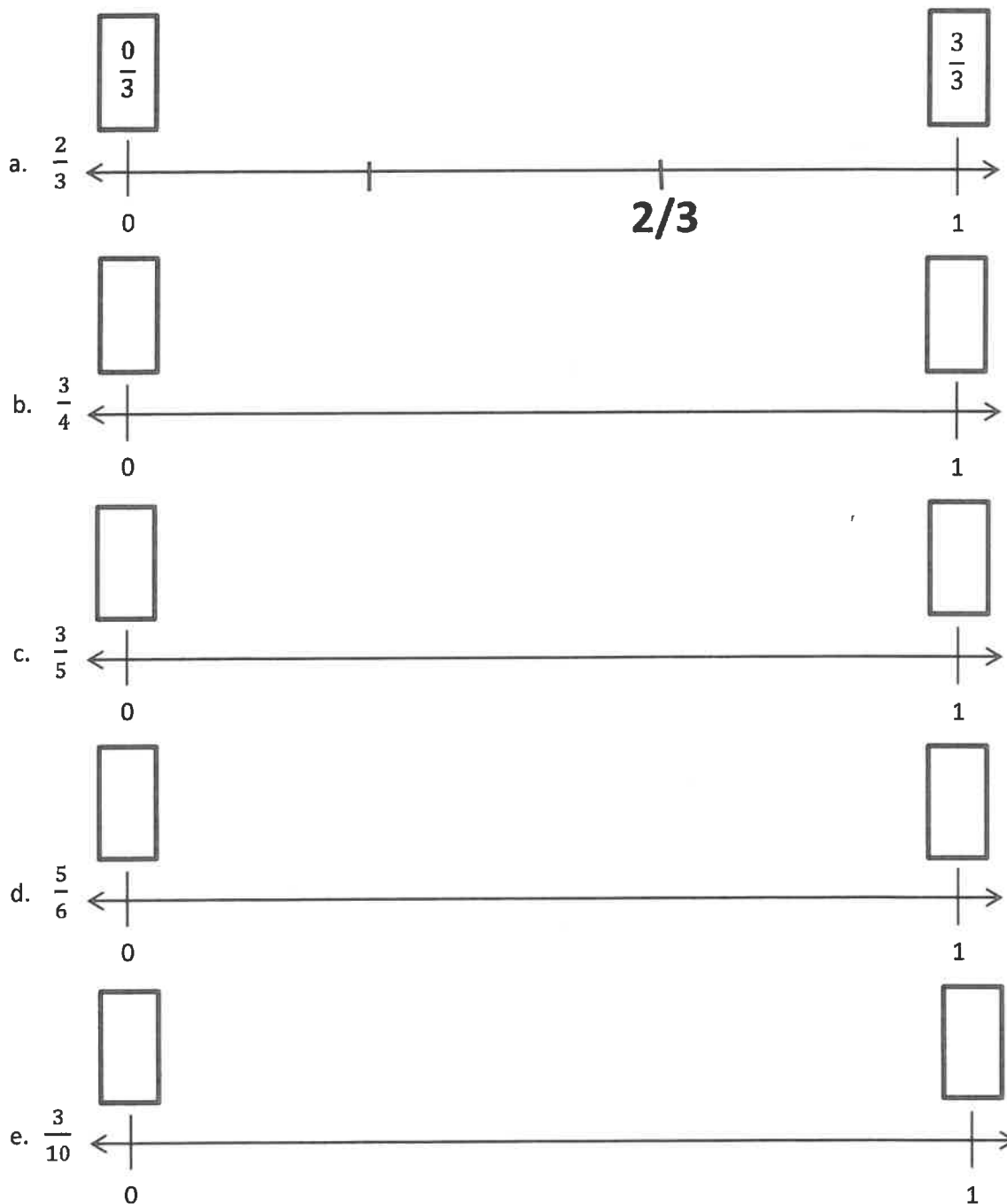


2. Trevor needs to let his puppy outside every quarter (1 fourth) hour to potty train him. Draw and label a number line from 0 hours to 1 hour to show every 1 fourth hour. Include 0 fourths and 4 fourths hour. Label 0 hours and 1 hour, too.
3. A ribbon is 1 meter long. Mrs. Lee wants to sew a bead every $\frac{1}{5}$ meter. The first bead is at $\frac{1}{5}$ meter. The last bead is at 1 meter. Draw and label a number line from 0 meters to 1 meter to show where Mrs. Lee will sew beads. Label all the fractions, including 0 fifths and 5 fifths. Label 0 meters and 1 meter, too.

Name _____

Date _____

1. Estimate to label the given fractions on the number line. Be sure to label the fractions at 0 and 1. Write the fractions on the number line.



2. Draw a number line. Use a fraction strip to locate 0 and 1. Fold the strip to make 8 equal parts. Use the strip to measure and label your number line with eighths.

Count up from 0 eighths to 8 eighths on your number line. Touch each number with your finger as you count.

3. For his boat, James stretched out a rope with 5 equally spaced knots as shown.



- a. Starting at the first knot and ending at the last knot, how many equal parts are formed by the 5 knots? Label each fraction at the knot.
- b. What fraction of the rope is labeled at the third knot?
- c. What if the rope had 6 equally spaced knots along the same length? What fraction of the rope would be measured by the first 2 knots?

A

Number Correct: _____

Multiply and Divide by Nine

1.	$2 \times 9 =$	
2.	$3 \times 9 =$	
3.	$4 \times 9 =$	
4.	$5 \times 9 =$	
5.	$1 \times 9 =$	
6.	$18 \div 9 =$	
7.	$27 \div 9 =$	
8.	$45 \div 9 =$	
9.	$9 \div 9 =$	
10.	$36 \div 9 =$	
11.	$6 \times 9 =$	
12.	$7 \times 9 =$	
13.	$8 \times 9 =$	
14.	$9 \times 9 =$	
15.	$10 \times 9 =$	
16.	$72 \div 9 =$	
17.	$63 \div 9 =$	
18.	$81 \div 9 =$	
19.	$54 \div 9 =$	
20.	$90 \div 9 =$	
21.	$\underline{\hspace{1cm}} \times 9 = 45$	
22.	$\underline{\hspace{1cm}} \times 9 = 9$	

23.	$\underline{\hspace{1cm}} \times 9 = 90$	
24.	$\underline{\hspace{1cm}} \times 9 = 18$	
25.	$\underline{\hspace{1cm}} \times 9 = 27$	
26.	$90 \div 9 =$	
27.	$45 \div 9 =$	
28.	$9 \div 9 =$	
29.	$18 \div 9 =$	
30.	$27 \div 9 =$	
31.	$\underline{\hspace{1cm}} \times 9 = 54$	
32.	$\underline{\hspace{1cm}} \times 9 = 63$	
33.	$\underline{\hspace{1cm}} \times 9 = 81$	
34.	$\underline{\hspace{1cm}} \times 9 = 72$	
35.	$63 \div 9 =$	
36.	$81 \div 9 =$	
37.	$54 \div 9 =$	
38.	$72 \div 9 =$	
39.	$11 \times 9 =$	
40.	$99 \div 9 =$	
41.	$12 \times 9 =$	
42.	$108 \div 9 =$	
43.	$14 \times 9 =$	
44.	$126 \div 9 =$	

B

Multiply and Divide by Nine

Number Correct: _____

Improvement: _____

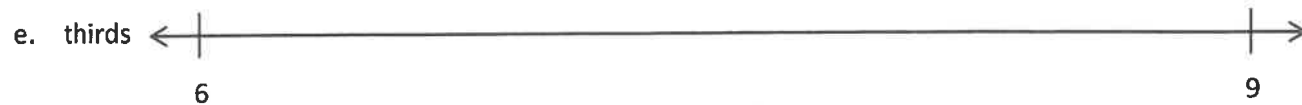
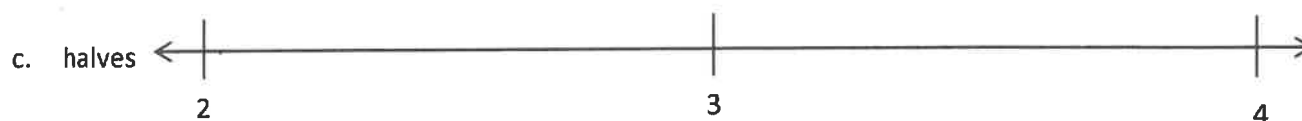
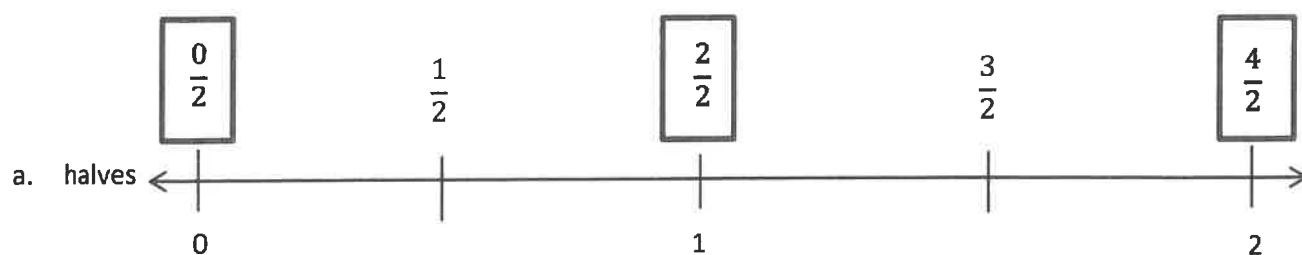
1.	$1 \times 9 =$	
2.	$2 \times 9 =$	
3.	$3 \times 9 =$	
4.	$4 \times 9 =$	
5.	$5 \times 9 =$	
6.	$27 \div 9 =$	
7.	$18 \div 9 =$	
8.	$36 \div 9 =$	
9.	$9 \div 9 =$	
10.	$45 \div 9 =$	
11.	$10 \times 9 =$	
12.	$6 \times 9 =$	
13.	$7 \times 9 =$	
14.	$8 \times 9 =$	
15.	$9 \times 9 =$	
16.	$63 \div 9 =$	
17.	$54 \div 9 =$	
18.	$72 \div 9 =$	
19.	$90 \div 9 =$	
20.	$81 \div 9 =$	
21.	$\underline{\hspace{1cm}} \times 9 = 9$	
22.	$\underline{\hspace{1cm}} \times 9 = 45$	

23.	$\underline{\hspace{1cm}} \times 9 = 18$	
24.	$\underline{\hspace{1cm}} \times 9 = 90$	
25.	$\underline{\hspace{1cm}} \times 9 = 27$	
26.	$18 \div 9 =$	
27.	$9 \div 9 =$	
28.	$90 \div 9 =$	
29.	$45 \div 9 =$	
30.	$27 \div 9 =$	
31.	$\underline{\hspace{1cm}} \times 9 = 27$	
32.	$\underline{\hspace{1cm}} \times 9 = 36$	
33.	$\underline{\hspace{1cm}} \times 9 = 81$	
34.	$\underline{\hspace{1cm}} \times 9 = 63$	
35.	$72 \div 9 =$	
36.	$81 \div 9 =$	
37.	$54 \div 9 =$	
38.	$63 \div 9 =$	
39.	$11 \times 9 =$	
40.	$99 \div 9 =$	
41.	$12 \times 9 =$	
42.	$108 \div 9 =$	
43.	$13 \times 9 =$	
44.	$117 \div 9 =$	

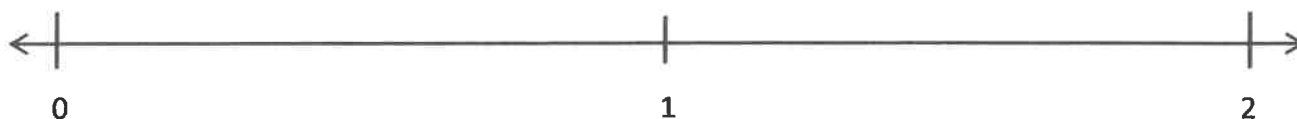
Name _____

Date _____

1. Estimate to equally partition and label the fractions on the number line. Label the wholes as fractions, and box them. The first one is done for you.



2. Partition each whole into fifths. Label each fraction. Count up as you go. Box the fractions that are located at the same points as whole numbers.



3. Partition each whole into thirds. Label each fraction. Count up as you go. Box the fractions that are located at the same points as whole numbers.



4. Draw a number line with endpoints 0 and 3. Label the wholes. Partition each whole into fourths. Label all the fractions from 0 to 3. Box the fractions that are located at the same points as whole numbers. Use a separate paper if you need more space.

A

Division

Number Correct: _____

1.	$3 \div 3 =$	
2.	$4 \div 4 =$	
3.	$5 \div 5 =$	
4.	$19 \div 19 =$	
5.	$0 \div 1 =$	
6.	$0 \div 2 =$	
7.	$0 \div 3 =$	
8.	$0 \div 19 =$	
9.	$6 \div 3 =$	
10.	$9 \div 3 =$	
11.	$12 \div 3 =$	
12.	$15 \div 3 =$	
13.	$4 \div 2 =$	
14.	$6 \div 2 =$	
15.	$8 \div 2 =$	
16.	$10 \div 2 =$	
17.	$18 \div 3 =$	
18.	$12 \div 2 =$	
19.	$21 \div 3 =$	
20.	$14 \div 2 =$	
21.	$20 \div 10 =$	
22.	$20 \div 2 =$	

23.	$24 \div 3 =$	
24.	$16 \div 2 =$	
25.	$30 \div 10 =$	
26.	$30 \div 3 =$	
27.	$27 \div 3 =$	
28.	$18 \div 2 =$	
29.	$40 \div 10 =$	
30.	$40 \div 4 =$	
31.	$20 \div 4 =$	
32.	$20 \div 5 =$	
33.	$24 \div 4 =$	
34.	$30 \div 5 =$	
35.	$28 \div 4 =$	
36.	$40 \div 5 =$	
37.	$32 \div 4 =$	
38.	$45 \div 5 =$	
39.	$44 \div 4 =$	
40.	$36 \div 4 =$	
41.	$48 \div 6 =$	
42.	$63 \div 7 =$	
43.	$64 \div 8 =$	
44.	$72 \div 9 =$	

B

Division

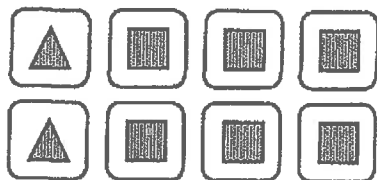
Number Correct: _____

Improvement: _____

1.	$2 \div 2 =$	
2.	$3 \div 3 =$	
3.	$4 \div 4 =$	
4.	$17 \div 17 =$	
5.	$0 \div 2 =$	
6.	$0 \div 3 =$	
7.	$0 \div 4 =$	
8.	$0 \div 17 =$	
9.	$4 \div 2 =$	
10.	$6 \div 2 =$	
11.	$8 \div 2 =$	
12.	$10 \div 2 =$	
13.	$6 \div 3 =$	
14.	$9 \div 3 =$	
15.	$12 \div 3 =$	
16.	$15 \div 3 =$	
17.	$12 \div 2 =$	
18.	$18 \div 3 =$	
19.	$14 \div 2 =$	
20.	$21 \div 3 =$	
21.	$20 \div 2 =$	
22.	$20 \div 10 =$	

23.	$16 \div 2 =$	
24.	$24 \div 3 =$	
25.	$30 \div 3 =$	
26.	$30 \div 10 =$	
27.	$18 \div 2 =$	
28.	$27 \div 3 =$	
29.	$40 \div 4 =$	
30.	$40 \div 10 =$	
31.	$20 \div 5 =$	
32.	$20 \div 4 =$	
33.	$30 \div 5 =$	
34.	$24 \div 4 =$	
35.	$40 \div 5 =$	
36.	$28 \div 4 =$	
37.	$45 \div 5 =$	
38.	$32 \div 4 =$	
39.	$55 \div 5 =$	
40.	$36 \div 4 =$	
41.	$54 \div 6 =$	
42.	$56 \div 7 =$	
43.	$72 \div 8 =$	
44.	$63 \div 9 =$	

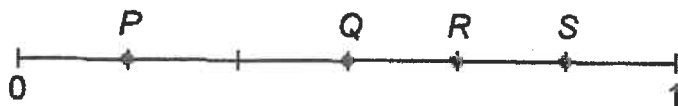
1 Perry has some game tiles.



Triangles are printed on what fraction of the tiles?

- A $\frac{2}{6}$ B $\frac{2}{5}$ C $\frac{2}{8}$ D $\frac{2}{4}$

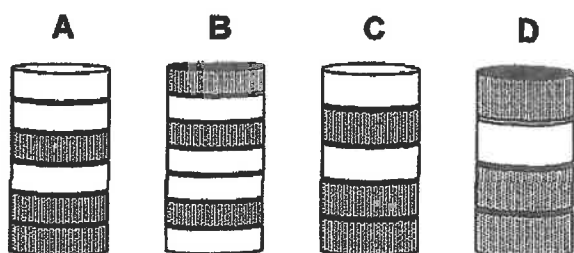
2 Angela placed points P, Q, R, and S on the number line below.



Point Q represents which fraction?

- F $\frac{2}{6}$ G $\frac{3}{6}$ H $\frac{1}{4}$ J $\frac{3}{5}$

3 Which stack of cylinders is shaded to represent the fraction $\frac{3}{4}$?



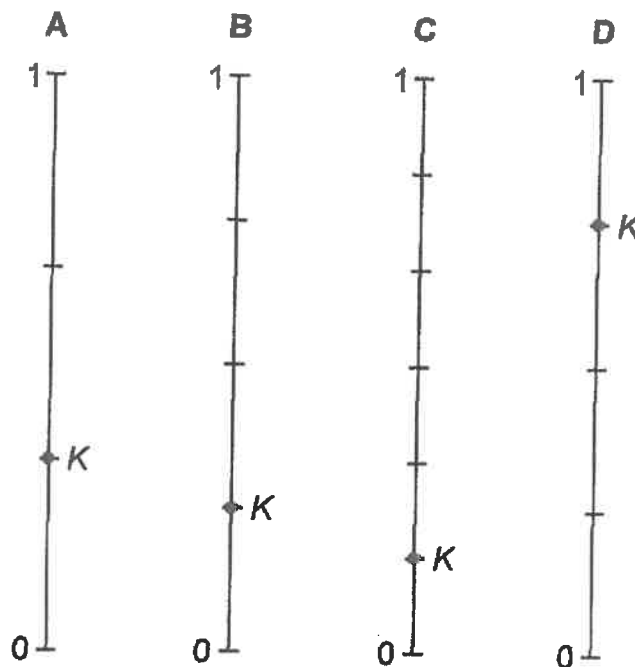
4 Javier placed point J on the number line shown below.



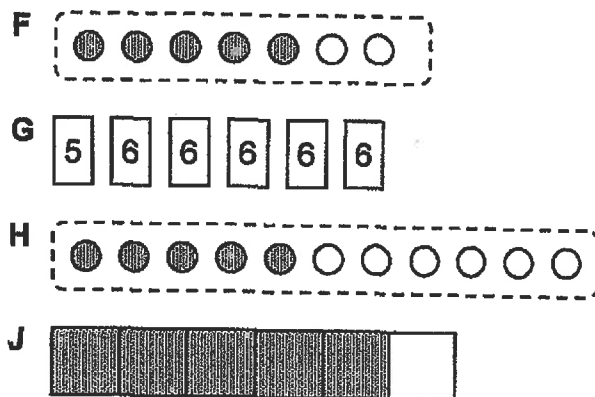
Point J represents which fraction?

- F $\frac{1}{3}$ H $\frac{1}{5}$
G $\frac{1}{4}$ J $\frac{1}{6}$

1 On which number line does point K represent one fourth?



2 Which model represents five sixths?



3 Christina is shading a fraction model.



How many more parts should she shade to represent the fraction $\frac{7}{8}$?

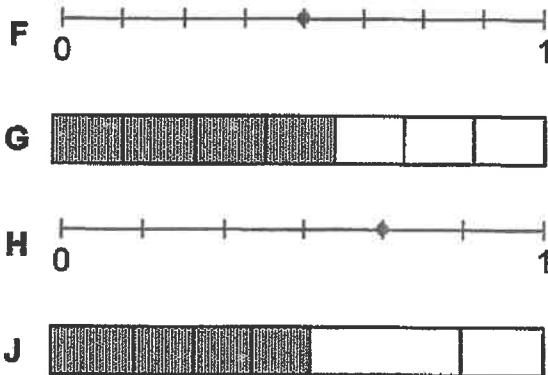
- A 6 B 5 C 7 D 4

Stence
**Return by Apr. 20th

1 Richard wants to make a model of two fourths. Which describes one way Richard can make a correct model of the fraction?

- A Draw four congruent squares and then shade two of the squares.
- B Draw six congruent squares and then shade two of the squares.
- C Draw two congruent squares and then shade both of the squares.
- D Draw four congruent squares and then draw two more squares.

2 Which model represents $\frac{4}{6}$?



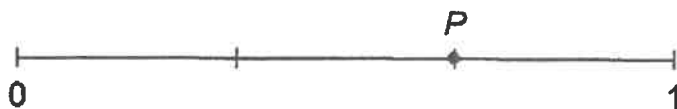
3 Look at the chopsticks below.



What fraction of the chopsticks is black?

- A $\frac{1}{1}$
- B $\frac{2}{2}$
- C $\frac{1}{2}$
- D $\frac{2}{1}$

4 Look at point P on the number line below.



Point P represents which fraction?

- F $\frac{1}{3}$
- G $\frac{2}{3}$
- H $\frac{1}{2}$
- J $\frac{1}{4}$

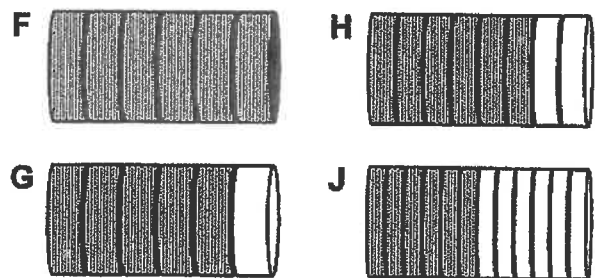
1 Benjamin spelled his name using letter tiles.



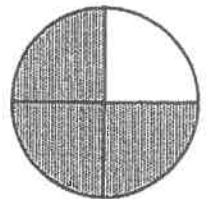
What fraction of Benjamin's name is N's?

- A $\frac{2}{7}$
- B $\frac{3}{8}$
- C $\frac{2}{6}$
- D $\frac{2}{8}$

2 Which row of cylinders is shaded to represent the fraction $\frac{6}{6}$?

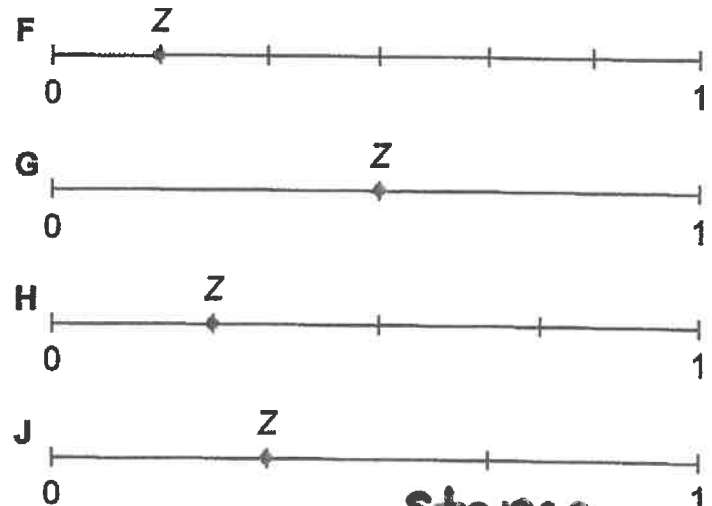


3 Galena shaded part of a circle to represent a fraction. What is the denominator of the fraction that the model represents?



- A 1
- B 4
- C 2
- D 3

4 On which number line does point Z represent one third?



Stence
**Return by Apr. 20th

Writing: Journal Time

Please return
writing to
Mrs. Bonds

Jaguar Family, here are the steps for writing the week of 4-13-20 to 4-17-20. See the newsletter on the back of this page for the writing prompt each day. ****Please scan/take a picture of the writing for 4-15-20 ONLY**** Please advise your scholar that they should be writing daily because I will choose one writing prompt each week that I will grade. 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 work once completed to me on Remind, Dojo or my email.** 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.

Thank you,
Mrs. Bonds

Jag News

Writing Time

The purpose of a newsletter is to provide information on how the next few weeks of distance learning will look. If your scholars has access to the internet feel free to allow him/her to get on the website to see videos, writing prompt for each day and writing resources that they can use during their writing time. Your scholar can use the lined paper in the packet to respond to the writing prompts daily. **Remember I'm only requesting one writing prompt per week to be turned in to me for a grade, please do not scan/take a picture of all writing prompts. **Please send prompt for 4-15-20 for a grade****

Writing Prompts:

4-13-20: If you could invent anything in the world, what would it be?

4-14-20: What is your favorite game? Why?

4-15-20: Write about all the things you are thankful for.

4-16-20: Write about goal you are proud to have accomplished.

4-17-20: Explain your daily schedule with online learning.

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

Writing for Week 4-13-20 to 4-17-2020

- Writing Directions
- Writing Prompts for two weeks.
- Judson Website

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!!!**



INSIDE STORY HEADLINE

This story can fit 150-200 words.

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While your main goal of distributing a newsletter might be to sell your product or service, the key to a successful newsletter is making it useful to your readers.

A great way to add useful content to your newsletter is to develop and write your own articles, or include a calendar of upcoming events or a special offer that

promotes a new product.

You can also research articles or find "filler" articles by accessing the World Wide Web. You can write about a variety of topics but try to keep your articles short.

Much of the content you put in your newsletter can also be used for your Web site. Microsoft Publisher offers a simple way to convert your newsletter to a Web publication. So, when you're finished writing your newsletter, convert it to a Web site and post it.

"To catch the reader's attention, place an interesting sentence or quote from the story here."

INSIDE STORY HEADLINE

This story can fit 75-125 words.

Selecting pictures or graphics is an important part of adding content to your newsletter.

Think about your article and ask yourself if the picture supports or enhances the message you're trying to convey. Avoid selecting images that appear to be out of context.

Microsoft Publisher includes thousands of clip art images from which you can choose and import into your newsletter. There are also several tools you can use to draw shapes and symbols.

Once you have chosen an image, place it close to the article. Be sure to place the caption of the image near the image.

INSIDE STORY HEADLINE

This story can fit 100-150 words.

The subject matter that appears in newsletters is virtually endless. You can include stories that focus on current technologies or innovations in your field.

You may also want to note business or economic trends, or make predictions for your customers or clients.

If the newsletter is distributed internally, you might comment upon new procedures or improvements to the business. Sales figures or earnings will show how your business is growing.

Some newsletters include a column that is updated every issue, for instance, an advice column, a book review, a letter from the president, or an editorial. You can also profile new employees or top customers or vendors.

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Caption describing picture or graphic

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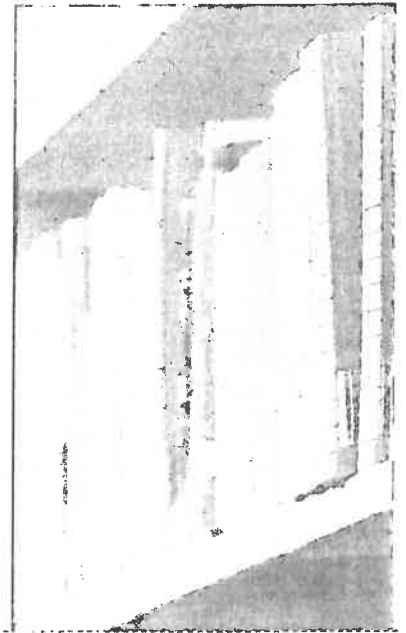
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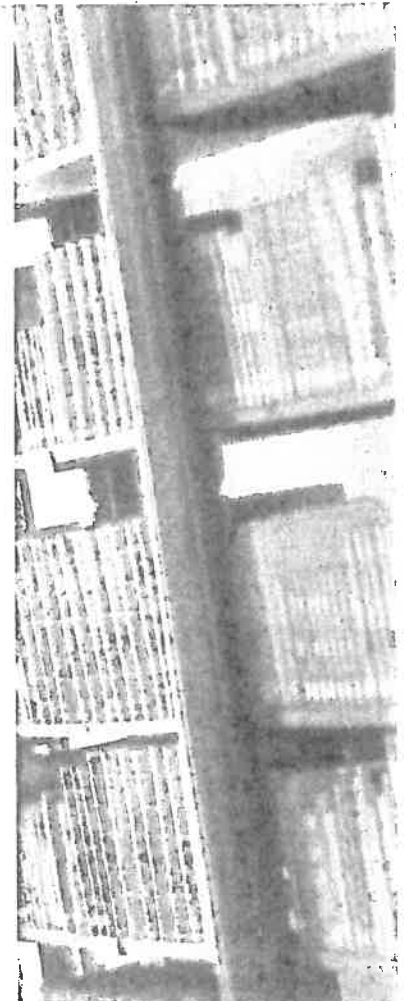
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YOUR ORGANIZATION

This would be a good place to insert a short paragraph about your organization. It might include the purpose of the organization, its mission, founding date, and a brief history. You could also include a brief list of the types of products, services, or programs your organization offers, the geographic area covered (for example, western U.S. or European markets), and a profile of the types of customers or members served.

It would also be useful to include a contact name for readers who want more information about the organization.

BACK PAGE STORY HEADLINE

This story can fit 175-225 words.

If your newsletter is folded and mailed, this story will appear on the back. So, it's a good idea to make it easy to read at a glance.

A question and answer session is a good way to quickly capture the attention of readers. You can either compile questions that you've received since the last edition or you can summarize some generic questions that are frequently asked about your organization.

A listing of names and titles of managers in your organization is a good way to give your newsletter a personal touch. If your organization is small, you may want to list the names of all employees.

If you have any prices of standard products or services, you can include a listing of those here. You may want to refer your readers to any other forms of communication that you've created for your organization.

You can also use this space to remind readers to mark their calendars for a regular event, such as a breakfast meeting for vendors every third Tuesday of the month, or a biannual charity auction.

If space is available, this is a good place to insert a clip art image or some other graphic.

Your Organization
Primary Business Address
Your Address Line 2
Your Address Line 3
Your Address Line 4

Phone: 555-555-5555
Fax: 555-555-5555
E-mail: someone@example.com

PLEASE
PLACE
STAMP
HERE

Mailing Address Line 1
Mailing Address Line 2
Mailing Address Line 3
Mailing Address Line 4
Mailing Address Line 5



YOUR LOGO
HERE