

3rd Grade Distance Learning

Hello 3rd grade team and family!

We truly miss seeing your beautiful faces! As we kick into gear with our distance learning program, we are aware that there will be several questions and concerns regarding the format and expectations of the program. Distance Learning begins Tuesday March 24, 2020. Lessons will now be provided via an online classroom called Zoom. Here, students will be able to participate in group instruction and chat with their teacher(s) and classmates. Please see the information below for details about office hours and links for scanning work and connecting virtually with teachers!

<u>Homework Expectations</u>	<u>Homework Grading</u>	<u>Office Hours</u>
<p>Now that students will be learning via online classrooms, homework packets will be distributed WEEKLY (Monday) for students to complete. Packets will contain work for all core subjects and are required to be turned in <u>every Monday</u> for grading.</p> <p><i>**packets may be picked up from IDEA Judson's campus and are also available for printing online.</i></p>	<p>Every Monday at 4:30 PM please send a picture of your work to your specific content teacher to Remind or email. Please make sure your name is included in the email subject or remind message. Assignments will be graded, and feedback will be given by teachers each week.</p>	<p>3rd grade teachers will host office hours via Zoom(video chat) & phone. This is an opportunity for parents & students to chat with teachers about any questions, comments, or concerns they have regarding their learning. Please see below for Office Hour Schedules and teacher contact information.</p> <p>Teachers will continue to be available each day through remind, dojo, and email</p>

<p>Melissa Brown- 3rd ELA/ Reading Office Hours: MWF 9:00am-10:00am Zoom link: https://zoom.us/j/7591902367 Phone: (210) 802-8397 Available M-F 9:00am- 4:30pm via Email: Melissa.brown@ideapublicschools.org, Remind, Dojo</p>	<p>Kateylnn Stence- 3rd Math Office Hours: MWF 12:00pm-1:00pm Zoom Link: https://zoom.us/j/5079547980 Phone: 210.390.6340 Available M-F 9:00am- 4:30pm via Email: Katelynn.osburnstenc@ideapublicschools.org Remind, Dojo</p>
<p>Kimberly Bonds- 3rd Writing Office Hours: Tues & Th 2:00pm-3:00pm Zoom link: https://zoom.us/j/4630723113 Phone: 210.802.8445 Available M-F 9:00am- 4:30pm via Email: Kimberly.bonds@ideapublicschools.org Remind & Dojo</p>	<p>Samantha Bazaldua- 3rd Intervention (Math Support) Office Hours: MWF 12:00pm-1:30pm Zoom: https://zoom.us/j/2467397250 Phone: 210.802.7036 Available M-F 9:00am- 4:30pm via Email: samantha.bazaldua@ideapublicschools.org Remind & Dojo</p>

3rd Grade Weekly "Homework"

Day & Subject	Task
Monday	None
Tuesday Reading	Word Study: Context Clues, Prefix/ Suffix, Synonyms & Antonyms Review <ul style="list-style-type: none"> • Complete Week 1 Day 1 in reading packet
Wednesday- Reading & Math	Reading: Answering questions using Text Evidence <ul style="list-style-type: none"> • Complete Week 1 Day 2 in Reading Packet Math: Multiplication & Division <ul style="list-style-type: none"> • Complete Week 1 Day 1 & 2 in the Math Packet
Thursday- Writing	Opinion Writing Revise & Editing *Go on a walk or practice some exercises in your home
Friday- Math	Math: Multiplication & Division <ul style="list-style-type: none"> • Complete Week 1 Days 4 & 5 (3 optional)

3rd Grade ELA/Reading

Week 1

Focus:

- Exploring Literary Text
- Word Study
 - Affixes and How They Change Root Words
 - Using Context to Determine the Meaning of Words
 - Identify and Use Antonyms, Synonyms, Homographs, and Homophones

Directions:

- Complete each day's work.
- Read for 30 minutes each day.
- Complete the reading log on the next page after you read each day.

Name: _____

Reading Log

Date	Title	Pages	1 question or prediction
3/23/2020	<i>The Three Little Pigs</i>	1-20	I wonder why the third pig didn't help his brothers build better houses?

Week 1, Day 1

Reading

Name _____

Date _____

Affixes and How They Change Root Words

Read the passage before answering the questions below.

1 “When we review the words before the test, make sure you study hard,” Ms. Thomas said to the class. “The more we look at the words and study them, the easier they will be to write.”

2 “Ms. Thomas, will we be successful if we write them down a bunch of times, too?” asked Beth. “I want to do well, and I think writing the words over and over will help.”

1. If the word view means “to look at”, what would the word review mean?

- A Not look at
- B Look at again
- C Look at more
- D Not be able to look at

2. Which words from paragraph 2 help the reader understand the meaning of successful?

- F *and I think*
- G *write them down*
- H *to do well*
- J *over and over*

Name _____

Date _____

Using the Context to Determine the Meanings of Words

Read the passage before answering the questions below.

1 Jamal looked out over all the runners lined up at the starting line. No one smiled or spoke. Everyone seemed deep in thought and serious.

2 Jamal tried to draw his breath. It would not come. Rain had fallen earlier for several hours. It had stopped, but clouds hung dark and low. The air seemed thick and heavy. There was no breeze, and everything was still damp.

3 After Jamal warmed up, he hurdled the low fence next to the track. He wanted to find his brother and give him his coat. As Jamal's feet took off, one of his shoes caught on the top of the fence. Down he fell in a heap.

1. Which words in paragraph 3 help the reader understand what hurdled means?

- A *fell in*
- B *took off*
- C *caught on*
- D *warmed up*

2. Which of the meanings for draw below best fits the way the word is used in paragraph 2?

- F To pull up
- G To get an answer
- H To stretch
- J To take in

Name _____

Date _____

Identify and Use Antonyms, Synonyms, Homographs, and Homophones

Read the passage before answering the questions below.

1 "As you look for information, be certain of what you are using," said Ms. Hall. "Information from books and magazines is good. Give yourself plenty of time to do the work. If you wait too long, time will be against you. Work hard, be smart about what you use, and have fun."

2 "So if it comes from a book, I can be sure that the information is good to use?" asked Nathan. "I want to finish the work as soon as I can. In fact, I am going to start tonight."

1. In paragraphs 1 and 2, which word means about the same as certain?

- A *fun*
- B *hard*
- C *smart*
- D *sure*

2. Which word from paragraph 2 means the opposite of finish?

- F *can*
- G *comes*
- H *start*
- J *use*

Name _____

Date _____

Ask Relevant Questions, Locate Facts and Details, and Support Answers with Text Evidence

Read the passage before answering the questions below.

1 Nan and Alana worked together to get the bicycle in shape for the race. Nan cleaned the chain and put fresh oil on it. She wanted to make sure the bike went fast. Nan tightened all of the nuts and bolts so the bike would be solid. Alana held one wrench on the nuts, while Nan turned another wrench around the bolts. Alana checked each tire to make sure each one had just the right amount of air. She worked the brake handle to see if it would stop the front tire quickly.

2 The two girls stopped working on the bicycle for a bit. They wanted to be fresh for the race. Nan drank from a bottle of water, while she sat in the grass. Alana lay on the bottom step of her front porch. She sucked on a straw stuck in a paper cup full of ice water. Both girls sighed and tried to get a little rest before the race at the park.

1. Why does Nan use oil on the bike?

- A To make the bike go fast
- B To make the bike solid
- C To help the bike stop quickly
- D To help Alana tighten the nuts

2. Nan and Alana stop working on the bike because

- F the bike is ready.
- G they want to rest.
- H the race is about to start.
- J they want to be in the race.

Name _____

Date _____

Ask Relevant Questions, Locate Facts and Details, and Support Answers with Text Evidence

Read the selection before answering the questions below.

- 1 "I have so much to do before I can go to the game," complained Stacy. "I don't know if I will be able to get it all done."
- 2 "You better get started with your jobs," said Mom. "If you keep at it, you should finish before it is time for us to go to the game and then to the store right after."
- 3 Stacy washed the dishes and dried them. She put them away. Next, she gave the dog a bath. She was beginning to mop the kitchen floor when Dad came into the room.
- 4 "I got home early from work. Let me take over here for you," said Dad. "You can work on putting away your clothes."
- 5 Dad took the mop and cleaned the floor. Stacy was able to put away her clothes just in time to leave for the game.

1. What is Stacy's main problem in the story?

- A She has to go to the store.
- B She has a lot of work to do.
- C Her dad has to work all day.
- D Her mom has to stay home.

2. Why is Dad important to Stacy?

- F He mops the floor.
- G He washes the dishes.
- H He puts away clothes.
- J He gives the dog a bath.

Week 1, Day 2

Reading

Name _____

Date _____

Ask Relevant Questions, Locate Facts and Details, and Support Answers with Text Evidence

Read the passage before answering the questions below.

1 The class went into the science room. Each student sat at a table and waited for directions. Ms. Bly handed out pieces of paper and explained what the students were to do during the class. She told them to get started when they were ready. The students wrote down all that they did on a piece of paper. Everyone finished before the end of class.

2 Ms. Bly asked for someone to tell about the work from the class. Julie raised her hand. She explained all that she had done and what had happened. Julie went over the answers for each of the questions. As she finished, Ms. Bly pulled down a large screen from the front of the room.

1. What happens when Julie finishes talking?

- A Ms. Bly asks a question.
- B Ms. Bly pulls down a screen.
- C The students write on paper.
- D The students sit at tables.

2. How does the reader know that Julie talks in class?

- F Ms. Bly gives a piece of paper to the students.
- G Julie goes into the science room.
- H Julie raises her hand.
- J Ms. Bly gives directions to the class.

Read the passage before answering the questions below.

1 Taylor stopped in the small clearing. She took off her back pack and untied a small bundle from the bottom. With a quick flick of her wrists, Taylor rolled out a tent big enough for one person. In a matter of minutes, she had set up the tent on a pile of soft leaves. A rim of rocks served as her cooking spot. A roaring fire soon blazed inside the ring. Taylor smoothed out her sleeping bag. She lay down for a short rest inside the tent before lunch.

2 Several hours later, Taylor woke up with a start. She leaped out of the tent to check on the fire. The wind was still. The fire glowed softly, safe inside its ring of rocks. A group of birds took off, startled by Taylor's sudden moves. Two squirrels hurried up a nearby tree. A mother deer rushed her baby fawn away through the bushes to safety. Taylor sighed deeply and sat down on an old tree stump next to the fire. She wished her friends could see her now.

3. Why does Taylor go into the tent?

- A To put in leaves
- B To get a cooking pot
- C To find her pack
- D To get some rest

4. Why does Taylor leap out of the tent?

- F She is tired from her hike.
- G She is worried about her fire.
- H She wants to prepare her lunch.
- J She wants to be with her friends.

Name _____

Date _____

Ask Relevant Questions, Locate Facts and Details, and Support Answers with Text Evidence

Read the passage before answering the questions below.

1 Amelia trailed the rest of the runners. She took in long, deep breaths. Her arms were pumping and her legs were pushing all the way down the track. Amelia still came in last. As the other runners clapped and smiled because of how they finished, Amelia hung her head.

2 “I sure wish I would not always end up in last place,” moaned Amelia to her friend, Rose. Rose stood on the track with Amelia.

3 “Come over to my house tomorrow after school,” said Rose. “I’m going to get you running faster.”

4 Amelia showed up at Rose’s house the next day. It was only three houses down from her own. Rose met her, and they went into Rose’s backyard. She had marked off a starting and finishing line.

5 “If you are able to get a quicker start and lift your knees higher, you will go faster,” said Rose. “Let’s get you to practice with this timer to check how long it takes you to go from start to finish.”

6 After about twenty minutes of hard practice, Amelia beamed at her friend. The timer showed that Amelia was running faster.

3. What happens when Amelia’s race is over?

- A She pumps her arms and legs.
- B She claps and smiles.
- C She moans to her friend.
- D She takes deep breaths.

4. How is Rose important to Amelia?

- F Rose sees Amelia at school.
- G Rose shows Amelia how to run.
- H Rose meets Amelia on the track.
- J Rose tells Amelia where to run.

Name _____

Date _____

Ask Relevant Questions, Locate Facts and Details, and Support Answers with Text Evidence

Read the passage before answering the questions below.

1 "I think I will let someone else work on the doghouse," said Robert. "Maybe they can do a better job."

2 Robert took one last look at his work. The roof was not straight. Each corner seemed to be crooked. Several pieces of wood were too short. Nails stuck out all over. A couple of boards had large cracks in them.

3 Walter walked through Robert's backyard gate and said, "Hi, Robert. I would like to get to the library and check out a book. I have nothing else to do. Do you want to come?"

4 "Sure," said Robert with a smile on his face.

5 "Maybe we can stop at the store and get some food for Spike, my dog," added Walter. "He is out of food and really hungry. I'm afraid he might start eating the bushes if I don't feed him."

1. Robert decides not to finish the doghouse because he

- A believes his pet is hungry.
- B wants to go to the store.
- C wants to leave with his friend.
- D believes he has done a poor job.

2. Walter is in Robert's backyard to

- F help work on the doghouse.
- G look for his library book.
- H see Robert's dog, Rover.
- J ask Robert to come with him.

3rd Math STAAR Practice Week 1

Focus:

- Multiplication and Division

Directions:

- Complete each day's work
- Show your work or justify your answer.

Week 1, Day 1

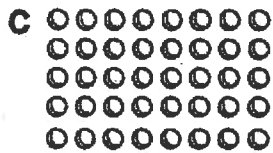
Math

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1 Jerry separated some marbles into equal groups as shown below.



Which shows these marbles arranged as an array?



1 Which model does NOT represent the multiplication fact 8×3 ?

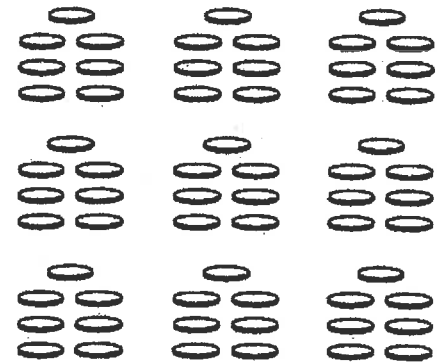
A $3 + 3 + 3 + 3 + 3 + 3 + 3 + 3$



C $8 \times 8 \times 8$



2 Maricruz separated some plastic chips into equal groups as shown below.



What is the total number of chips?

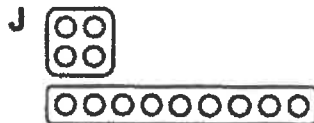
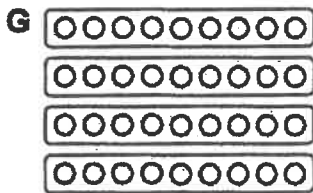
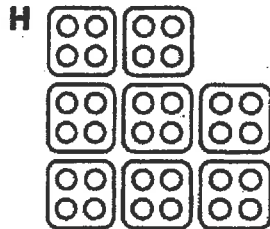
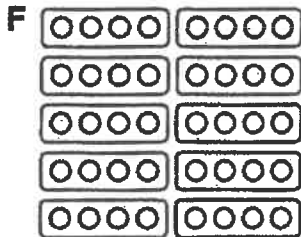
F 72

G 56

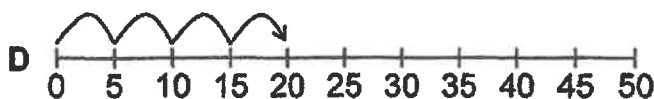
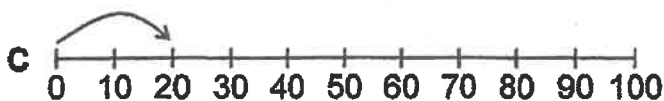
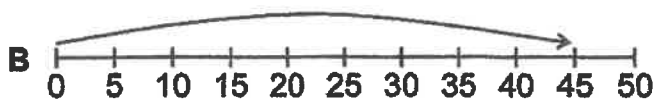
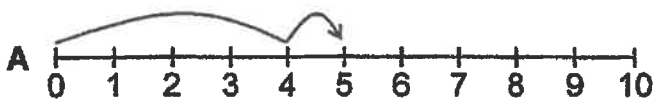
H 63

J 49

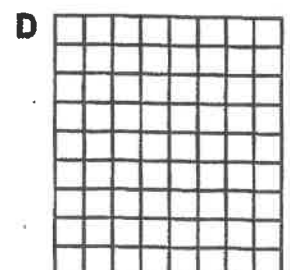
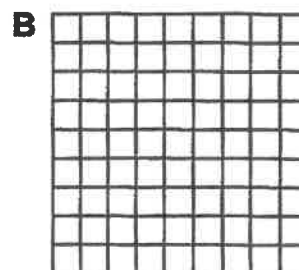
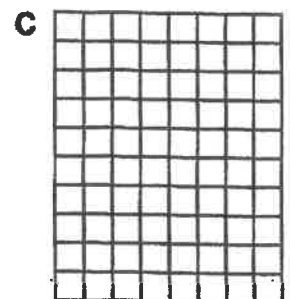
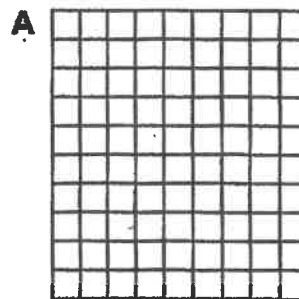
2 Which model represents 4×9 ?



3 Which model best represents 4×5 ?



3 Which area model represents 9×10 ?



Week 1, Day 2

Math

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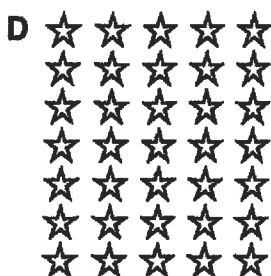
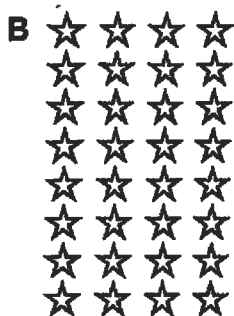
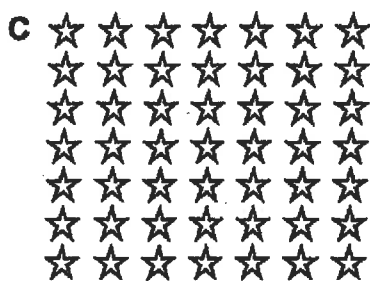
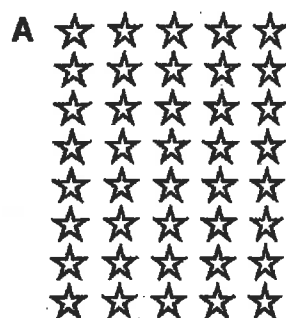
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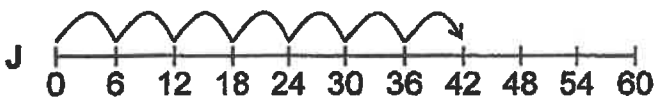
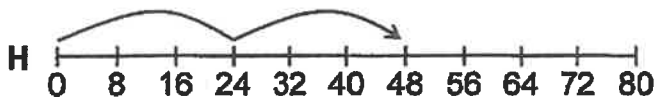
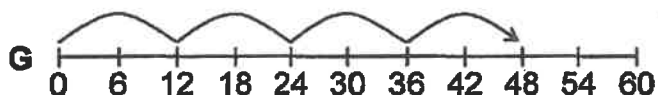
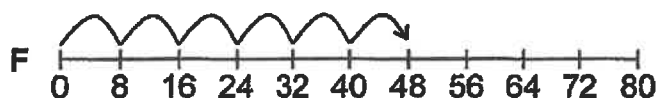
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1 Which array is made of 35 stars?



2 Which model best represents 6×8 ?



3 Which model represents 7×3 ?

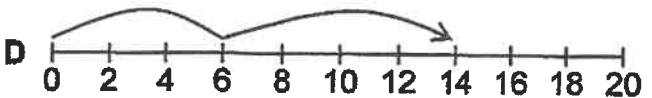
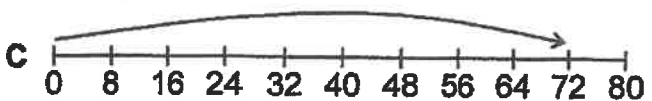
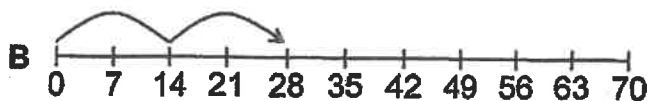
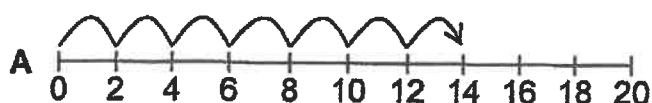
A 3, 7, 11, 15, 19, 23



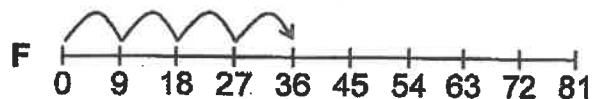
C $7 + 7 + 7 + 7 + 7 + 7 + 7$



1 Which model best represents 7×2 ?



2 Niran tried to represent 4×9 four different ways. Which model does NOT represent 4×9 ?

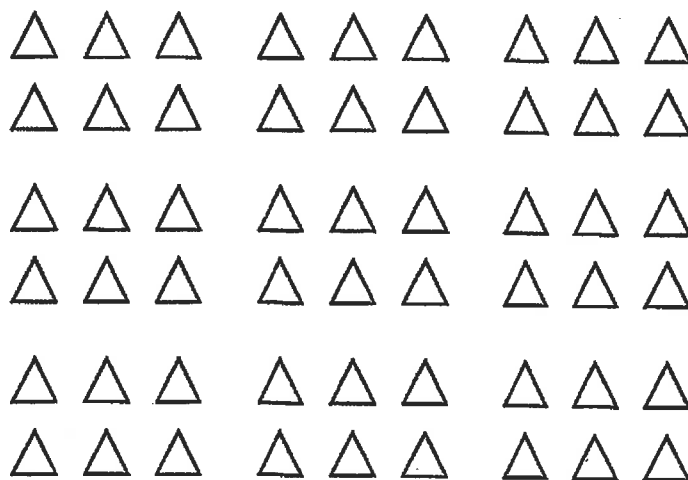


G 9, 18, 27, 36



J $9 + 9 + 9 + 9$

3 Brandi separated some triangles into groups of 6 as shown below.



What is the total number of triangles?

A 63 **B** 36 **C** 54 **D** 49

Week 1, Day 4

Math

Page #__ Question #__	Page #__ Question #__
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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?

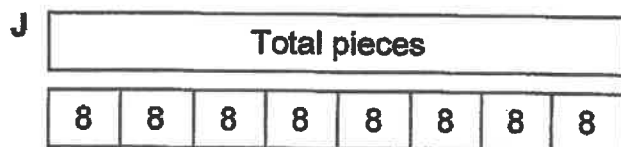
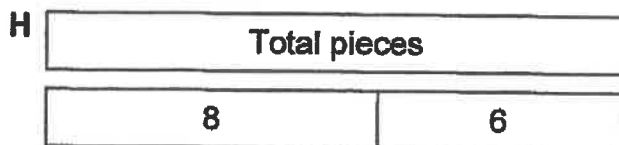
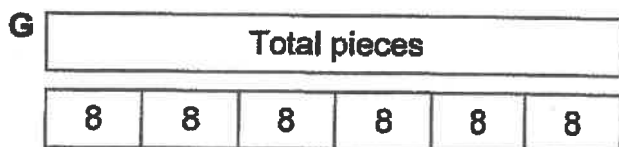
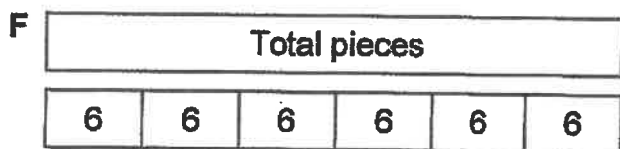
A $6 + 4 + 2 = \square$

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?

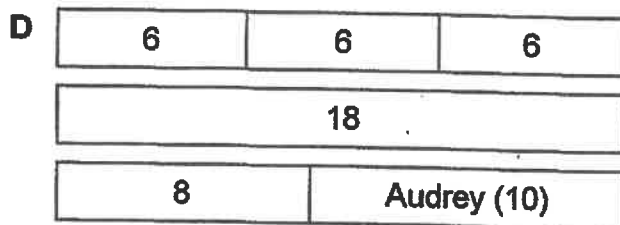
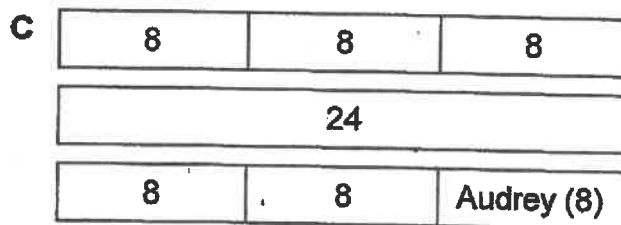
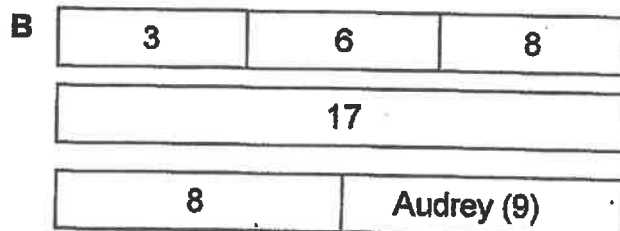
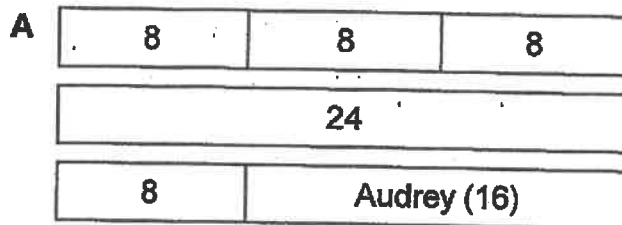


3 A coach divided Zalman and 15 other players into 2 equal groups. After a few minutes, Zalman left the first group and joined the second group. Which number sentence represents the number of players that were left in the first group?

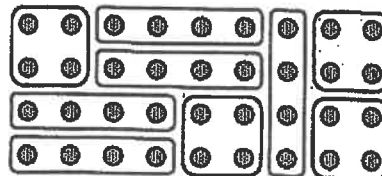
A $16 \div 2 - 1 = 7$ C $16 - 2 - 1 = 13$

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

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?



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 $27 \div 3 = 9$

Week 1, Day 5

Math

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Page #__ Question # __	Page #__ Question # __
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1 Amy and Jada are playing a math game. When Amy says a number, Jada subtracts 13 from it. Which table shows the possible results of Amy and Jada's game?

A

Amy	Jada
19	12
27	20
31	24

C

Amy	Jada
19	6
27	14
31	18

B

Amy	Jada
19	32
27	40
31	44

D

Amy	Jada
19	8
27	16
31	20

2 Rafael is going to make paper airplanes with construction paper. With 1 sheet of paper he can make 4 planes. With 2 sheets of paper he can make 8 planes. With 3 sheets of paper he can make 12 planes. According to this relationship –

F 4 sheets of paper make 8 planes

G 4 sheets of paper make 20 planes

H 4 sheets of paper make 14 planes

J 4 sheets of paper make 16 planes

3 Morgan wrote the regular prices and the sale prices of the drawings she will sell at a craft fair next weekend.

Regular	\$7	\$15	\$22	\$30
Sale	\$5	\$13	\$20	\$28

According to the relationship shown in the table, what would be the sale price of a drawing that regularly costs \$35?

A \$30 **B** \$33 **C** \$37 **D** \$31

1 The table shows the number of sacks that are needed to package different numbers of apples.

Apples	8	16	24	36
Sacks	2	4		9

Which number sentence shows the number of sacks that are needed to package 24 apples?

A $24 \div 4 = 6$ **C** $24 \div 3 = 8$

B $24 \div 8 = 3$ **D** $24 \div 2 = 12$

2 Eustacia can walk 1 mile in 12 minutes. She can walk 2 miles in 24 minutes. She can walk 3 miles in 36 minutes. According to this relationship, which table shows the number of minutes it will take Eustacia to walk 4, 5, and 6 miles?

F

Miles	Minutes
4	16
5	17
6	18

H

Miles	Minutes
4	56
5	70
6	84

G

Miles	Minutes
4	48
5	60
6	72

J

Miles	Minutes
4	44
5	55
6	66

3 The table shows the number of buttons on different numbers of jackets.

Jackets	2	5	7	10
Buttons	16	40	56	

How many buttons are on 10 jackets?

A 90 **B** 70 **C** 80 **D** 100

Note to scholar:

- **The packet is a little different than what you're use to writing in class so let me guide you.**
- You will brainstorm and write your thoughts, ideas, draw pictures on the blank space provided in the packet.
- When you are ready to write your final piece, you will use the STARR Written Composition paper (the lined paper) ****You can only use what is provided****
- 1. Introduction (make sure you hook your reader)
- 2. Give good details, examples, important information (keep your reader interested).
- 3. Use interesting words (ex: fantastic, awesome, gigantic), use transitional words (ex: First, then, last week).
- 4. Watch your spelling (use your dictionary or google to help you with spelling your words 😊)
- 5. Make sure your sentences are complete sentences (subject and predicate).
- 6. Closing (please don't leave me hanging, wrap it up 😊)
- Take your time completing a little bit of writing each day. I look forward to reading your final piece when you are done.
- ****Make sure you are writing in your BEST handwriting. Remember I must be able to read it.**

Directions:

- Work on your writing prompt throughout the week. Complete your brainstorming, draft, revising and editing, and final draft (**use the STARR Written Composition paper for the final draft**)
- Complete the STAAR practice throughout the week. (**this is revising and editing**)

Thank you for your support and commitment during this challenging time. If you have any questions, thoughts or concerns please reach out to me. Miss you my amazing third grader, Mrs. Bonds.

Hello Jaguar family, I hope this distance learning will bring your scholar a little happiness although we are not in the classroom at this time. I miss each one of them very much and hope we will be together again soon. Please allow your scholar to be creative when they are completing their writing activities and have them try their best. Here are some things to assist you and your scholar during this time.

Notes to parent/guardian:

- Thank you for continuing to partner with me during this unpredictable time.
- I'm asking that you allow your scholar to work at their own pace and to allow them to have fun with their writing activities.
- Please assist them when needed but allow them to complete their work on their own as much as possible.
- The packet is a little different that what they are used to (in class they used their journals to do their rough drafts and final draft and could write as much as they wanted. Now they will begin using the STARR Written Compositions Writing paper which only allows them to write using those two sheets of paper-which means they cannot write as much. They must stick to the topic).
- When they are doing their final piece, they should be writing 5 complete sentences or more for it to be considered a complete draft.
- When your scholar has completed their final draft and revising and editing work please send a picture to my email:
kimberly.bonds@ideapublicschools.org or remind or ClassDojo
- Lastly, remind scholars to write their name on everything so they will receive credit for all the work they are completing.

G3 Being a Writer

Week 1

Directions:

- **Work on your writing prompt throughout the week. Complete your brainstorming, draft, revising and editing, and final draft.**
- **Complete the STAAR practice throughout the week.**
- **Complete one Daily Gram a day.**
- **Complete one Skills Practice a day.**

Writing Prompt

Written Composition: Opinion

Write about something that you look forward to doing. Tell what you want to do and explain why you want to do it.

Be sure to-

- clearly state your opinion
- support your opinion with reasons
- restate your opinion at the end of your composition
- choose your words carefully
- use correct spelling, capitalization, punctuation, grammar, and sentences

USE THIS PREWRITING PAGE TO
PLAN YOUR COMPOSITION.

MAKE SURE THAT YOU WRITE YOUR COMPOSITION ON
THE LINED PAGE IN THE ANSWER DOCUMENT.

STAAR WRITTEN COMPOSITIONS

A large rectangular box with a thick black border. Inside the box, there are 25 horizontal lines, evenly spaced, providing a template for writing a composition.

STUDENTS MAY NOT WRITE OUTSIDE THE BOX

STAAR WRITTEN COMPOSITIONS

A large rectangular box with a thick black border. Inside the box, there are 25 horizontal lines, creating 26 rows of space for writing. The lines are evenly spaced and extend across the width of the box.

STUDENTS MAY NOT WRITE OUTSIDE THE BOX

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

These paragraphs are from Jeff's story about a tree house. Read the paragraphs and look for corrections Jeff needs to make. Then answer the questions that follow.

(1) Sadly I stared at my tree house. (2) It has a floor but no walls or roof. (3) I wanted to finish building it, but I needed someone who could help me. (4) Than I noticed my new neighbor Sam walking by with his father.

(5) "Dad and I built a tree house last year at my old house in Houston," Sam said. (6) "Do you need some help?"

(7) "Yes!" I cheered.

(8) Sam and his father spent the entire afternoon helping me.

(9) By the end of the day, I had a beautiful new tree house and a new friends.

1 What change should be made in sentence 2?

- A** Change *has* to **had**
- B** Change *no* to **know**
- C** Change *walls* to **wall's**
- D** Change *roof* to **rouf**

2 What change should be made in sentence 4?

- F** Change *Than* to **Then**
- G** Change *neighbor* to **naybor**
- H** Change *walking* to **walks**
- J** Change *with* to **at**

3 What change, if any, should be made in sentence 9?

- A** Change *of* to **in**
- B** Change *had* to **has**
- C** Change *friends* to **friend**
- D** No change is needed.