CANYONS
SCHOOL DISTRICT

Home Learning Resources Grade 3

CANYONS SCHOOL DISTRICT

Home Learning with Digital Options: Grades 3-5

Listed below you will find options for students to review and practice previously learned content outside of school.

Subject	Menu of Learning Opportunities
ELA-Reading	• Read for 20-30 minutes. • Retell what was read to another person. • Write a summary of what was read. • 20 minutes of student reading: choral with another person, or individually read. • Read a difficult text aloud with an adult or sibling using dyad reading. Discuss what was read with another person and consider using 2-5 question prompts. • 20-30 minutes of Digital learning using Lexia, Imagine Learning, or iReady. • Access Pearson to review text, listen to text, view videos and play games.
ELA-Writing	• Write a summary of what was read. Consider using a four-square graphic organizer to build ideas before writing. • Respond to a generic prompt. • Tell, draw or act out a story you have read or created.
Math	• Practice multiplication and division facts using the linked activities (also available in printed form, see below) • Tell a multiplication and division story with objects • Measure objects in your environment • Cook or bake using a recipe • Access Pearson to view videos and play games • 20 -30 minutes a day for Digital Learning using; ST Math, iReady, Dreambox or Reflex
Science/Social Studies	• Cook or bake using a recipe with an adult • Read science or social studies books • Talk, draw, write about natural things in our world • Build a structure with items around you. • Read from the Open Educational Resource textbook • National Geographic for kids, videos • Digital Science Online videos/activities (login: online password: school) • Newsela article with writing or quiz on science/social studies topic work with another person

Special Education (Resource, ABS/ACC) and/or English Language Learners	Consider scaffolds, accomodations, and/or modifications needed for specific student groups (i.e. special education, English language learners, etc.) including but not limited to: references for prior knowledge to provide foundation for review sentence starters and frames for writing activities graphic organizers that support students visualize relationships between facts, concepts and ideas visuals to support language and comprehension

Links and Log In Guidelines

Utah Education Network:
Learn at Home
Utah's Online Library

Utah's Online Library is a collection of electronic resources. It provides statewide access to newspaper articles, magazines, professional journals, encyclopedias, video, photographs, maps, charts, and graphics.

Home access: Go to https://onlinelibrary.uen.org
Login Name: online
Password: school

Digital Text Resources for all grades
Wellness Resources link
Student Resources link

Open Educational Resource https://www.uen.org/oer/
National Geographic for kids, videos https://kids.nationalgeographic.com
Digital Science Online https://www.visuallearningsys.com/subscription-login
User Name: online Password: school
Newsela article https://newsela.com

Current Classroom Practices

Your student can log into Clever to access most digital platforms that they regularly use.
Current teacher communication practices will continue during the two week dismissal: (e.g. email, google classroom, Canvas, Remind, DoJo, etc.)

Logging into Clever at home
Logging into Pearson at home

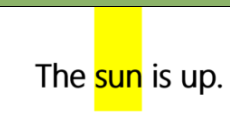
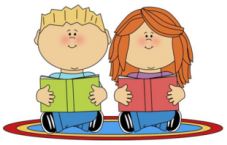
CANYONS
SCHOOL DISTRICT

Home Learning Parent Resources All Grades

Table of Contents

Scaffolding Difficult Text for Student Access

The list below contains active reading strategies to support students accessing difficult text. The list of strategies is ordered from **most to least scaffolded**, allowing students to move through the activities to become independent. Download the poster for display in your classroom here. Specific routines explaining each phase in a sequence here. A Fluency Expression Rubric is downloadable for providing feedback to students using the pillars of fluency: expression *(prosody)*, phrasing, smoothness, and pace.

Active Reading Strategies Scaffolding Descriptions	
CLOZE 	Oral cloze reading involves the teacher reading aloud while students actively track the text and read words omitted by the teacher. The teacher leaves out a preselected number of words per paragraph for the students to chorally read, preferably nouns or key vocabulary. To implement, the teacher and students have a copy of the text. The teacher proceeds by reading the text aloud as the students follow along. When the teacher pauses the students say the next word to be read. The teacher continues reading and pauses throughout the text to engage students in the reading.
ECHO 	Echo reading is when the teacher reads a phrase/sentence/paragraph/section of a text aloud and students repeat what the teacher read with the same prosody (expression, attention to punctuation, etc.). Depending on the age level of students and reading proficiency, longer segments of text may be read aloud before students repeat what the teacher has read.
DUET 	Duet reading is when two students are reading the same passage aloud together. The two students share one text and the stronger reader does the pointing as the two students read simultaneously.
CHORAL 	Choral reading is when the entire group (whole class or small group) reads a text aloud together at the same time. The goal is for all students to get an opportunity to read the text. It is recommended that if used in whole class settings that shorter paragraphs in a passage are used to ensure a demonstration of fluent reading as it is difficult for large groups of students to read at the same pace for sustained periods of time. Longer sections can be read in smaller group settings.
PARTNER 	Partner reading is when two students are reading the same text, but take turns reading the passage. The stronger reader reads the sentence/paragraph/section first while the weaker reader follows along. The weaker reader then rereads what the stronger reader read. By having the stronger reader go first, the weaker reader will have greater access and improved fluency during their reading of the text.
WHISPER 	Whisper reading is when all students in the class are reading a passage and each one is whisper reading the passage at their own pace. If students finish reading the assigned section of the text prior to the teacher calling time, then they are expected to go back to the beginning of the assigned section and reread again. This will allow all students to read the passage at least once.

Dyad Reading:
The following pages identify great oral reading practices that can easily be done at home.

Directions:

1. Share one book between two people.
2. Sit side-by-side.
3. Track the words with one smooth finger as you read.
4. Read aloud together.
5. Keep eyes on words.
6. Don’t read too fast nor too slow.
7. Talk about unknown words.
8. Have fun!

“What a child can do in cooperation today he can do alone tomorrow.” (Vygotsky, 1962, p. 104).

1. Revisit book or portion of text read

1. Revisit book or portion of text read

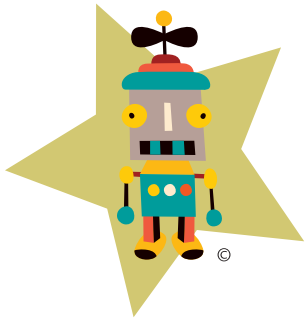
1–2 minutes

MATERIALS:

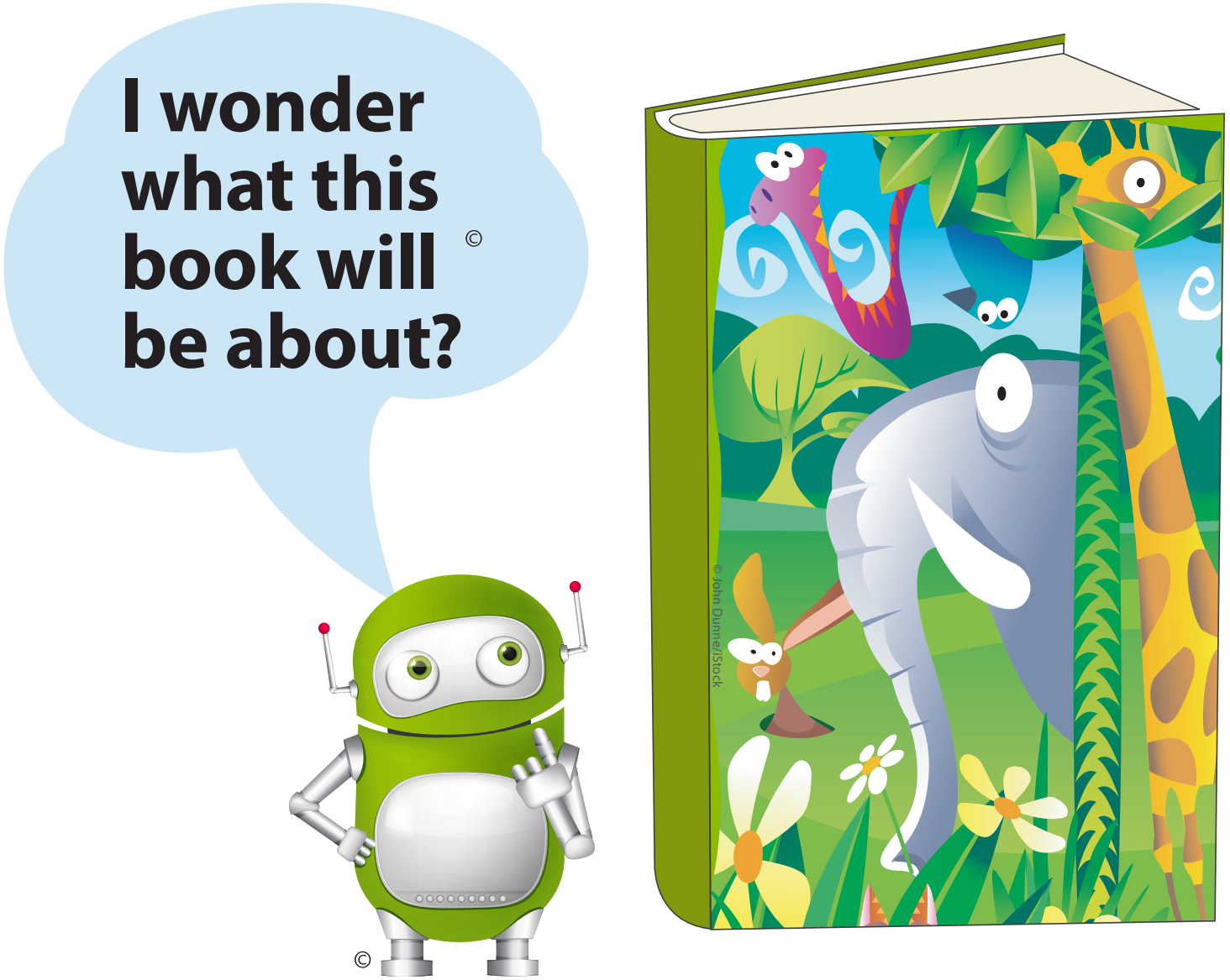
Book from previous session, **Partners in Dyad Reading lesson plan**

ACTIVITY:

1. Student and tutor revisit previously read text discussing things they remember, found interesting, or other things of note.



2. New Book Introduction



2. New Book Introduction

1–2 minutes—Skip introduction if the student is reading a chapter book.

MATERIALS:

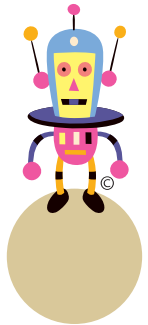
New book with appropriate level of challenge for the student, **Partners in Dyad Reading lesson plan**

ACTIVITY:

1. Tutor introduces the new book by reading the title, the author/illustrator, and pointing out tricky words in the text section to be read (character names and difficult vocabulary words).
2. Tutor asks the student to make some predictions about the text.

TIP:

Tutor gives the student an opportunity to share what he/she knows about the subject.



RECORD:

Tutor checks off *New Book Introduction* on the **Partners in Dyad Reading lesson plan**.

3. Read new book/chapter and monitor comprehension.

3. Read new book/chapter and monitor comprehension.

11–14 minutes

MATERIALS:

New book (or next portion of chapter book), **Partners in Dyad Reading lesson plan,** Story Face Chart for narrative text

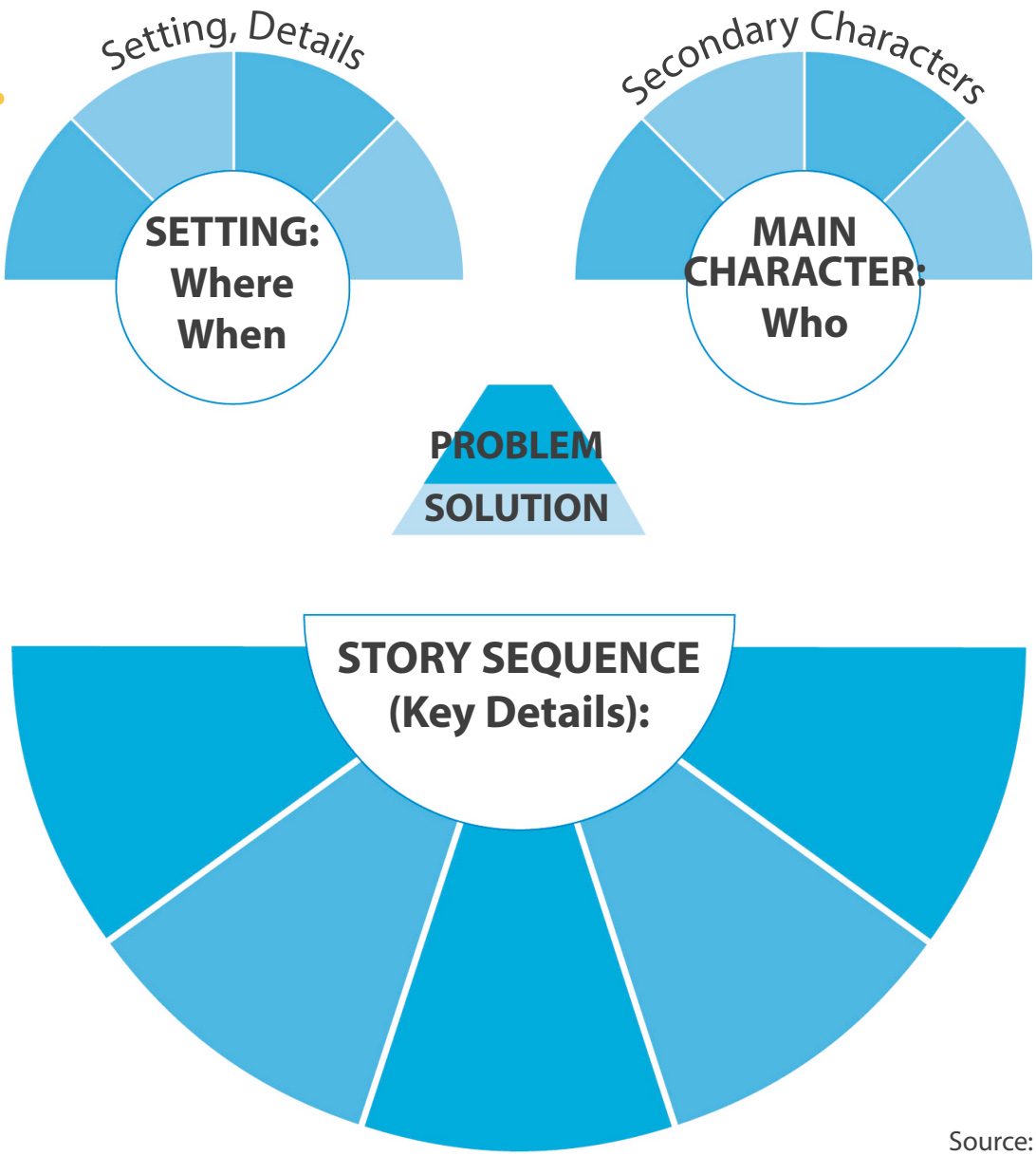
ACTIVITY:

1. The tutor and student read the new book aloud using the Dyad Reading Rules.
2. During reading, the tutor stops to ask the student comprehension questions about what has been read and explains unknown vocabulary. For narrative text, the tutor may use the story face graphic to ask questions about the text. For informational text, use the information text comprehension questions as a guide.
3. The tutor records where to pick up next time in the book, if needed, on the Partners in Dyad Reading lesson plan.

DYAD READING RULES:

1. Share one book.
2. Sit side-by-side.
3. Track the words with one smooth finger.
4. Read aloud together.
5. Keep eyes on words.
6. Don't read too fast nor too slow.
7. Talk about unknown words.
8. Have fun!

Story Face Chart

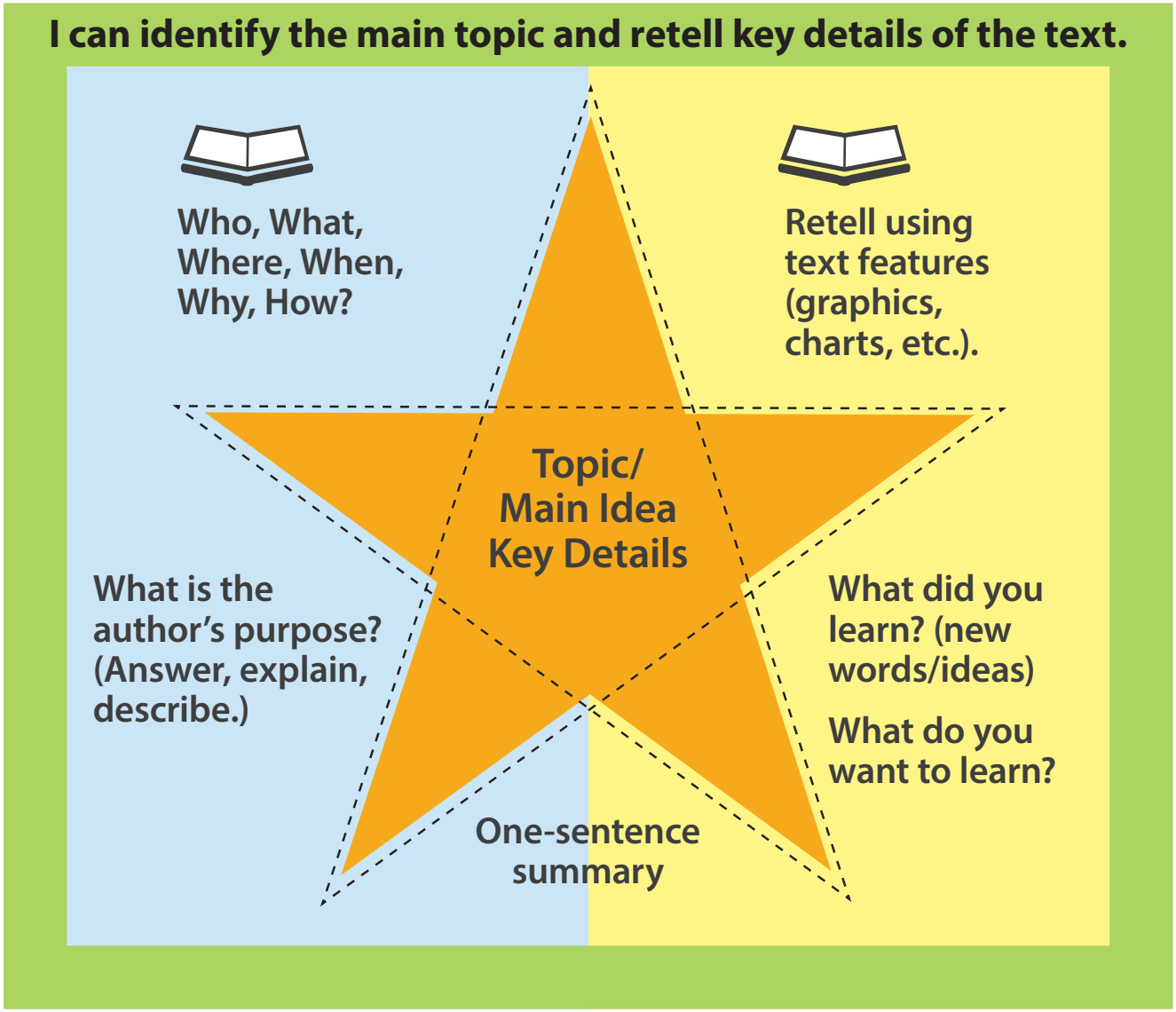


Perspective: Who's telling the story?

What does the author want us to understand?

Source: *The Reading Teacher,* Vol. 54, No. 1, September 2000.

Informational Comprehension Questions



TIP:

Tutor asks the student to use the text to talk about the key details.

Text Question Prompts

Text Dependent Questions

Key Ideas and Details		
1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.	**2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.**	**3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.**
• What are the key ideas in this **text**/story? • What can you infer from the title, headings, and anecdotes in this book? • Who was the most important character in the story? What makes • Who, what, where, when, how questions • What key details help support the main idea of _____? • What key details and/or examples support the main idea of _____? • What have you learned from this [text]?	• Retell the story. • What is the story or article beginning to be about? • What is the theme of the story? • What message was the author trying to share? • What could the main character have learned that I could also learn? • • What was a moral or lesson in the story? • Summarize the text. • Retell the (fables, folk tales from diverse cultures). • What is the main idea of this text? • What are the 2 or more main ideas in this text? • What key supporting details did the author cite?	• Identify characters, setting, major events, • Explain key details that support the author's message. • Compare and contrast (characters, setting, events, etc.). • Explain how _____ and _____ interact in this story. • Describe how (name of character) respond to (major event and/or challenge). • Explain how (name of character) changed in the story. • Why does _____ think about _____? • How does _____feel about _____? • How does _____show persistence (or other character trait) in _____? • How does this help the reader learn more about _____'s character? • What can we infer about the characters _____and _____? • What do readers learn about the family's relationship from this section? • What does _____'s conversation with _____reveal? • What event did the author include to show the reader _____? • Describe connections between _____. • Explain relationships or interactions between 2 or more (individuals, events, ideas, concepts) in this text based on specific information in it. • Explain the procedures described in this article.

Text Dependent Questions

Craft and Structure		
4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.	**5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.**	**6. Assess how point of view or purpose shapes the content and style of a text.**
• What does (word or phrase from the story, figurative language, sensory word,) mean? • What does *Herculean* (or other Mythology vocabulary) mean in this story? • Describe how words and phrases (regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem or song • What kind of text is this? (poem, drama, prose, etc.) How do you know? • Explain the meaning of (general academic vocabulary word). • Explain what (domain/content specific word) means. • Which words really call our attention here? What do we notice as we reread them? • How does the author's choice of words, the tone of the language, illuminate the author's point of view on the topic?	• What was the (problem, solution)? • How do (series of chapters, scenes, stanzas) fit together to provide overall structure in this text? • What text structure did the author use in this text? • What kind of text is this? (story, article, etc.) • Look back at the text and see if you can divide it into parts. What parts does the author include? • Describe the story structure, including beginning, middle, and ending • Describe the (action, setting) in the story. • Explain the (structure elements: verse, rhythm, meter of this poem). • Explain the (structure elements: cast of characters, settings, descriptions, dialogue, stage directions) of this drama/play. • What might have happened if _____ hadn't happened first? • How did the author organize the ideas in the (article, book, etc.)? • Explain how you know that the author used a _____ text structure. • What text structure did the author use?	• From what point of view is this story told? • Who is narrating the story? How do we know? • Through whose eyes did you see this story? • Read (two or more accounts of the same event/topic). Analyze the information the authors present. • What similarities and/or differences are there in (titles of two texts on similar topics)? • How does the author feel about (topic)? • How did the graphics help you understand the section about _____? • Distinguish between information provided by pictures and words in the text. • How does your own point of view compare to the author of _____?

Text Dependent Questions

Integration of Knowledge and Ideas		
7. Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.*	**8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.**	**9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.**
• Describe (character, setting, event). Use specific examples from the illustrations and/or words. • Use illustrations and words in print or digital text to demonstrate understanding of characters/setting/ plot. • How did the author use illustrations to engage the reader in the events of the story? • How do the (visual/multimedia elements) help the reader understand the author's message? • Use illustrations and details in a text to describe key ideas. • What text features (headings, table of contents, glossaries, electronic menus, icons) did the author include to help the reader? • How did search tools (key words, side bars, hyperlinks) help the reader? • How do the [pictures, etc.] help convey the mood of the story?	• ***Not applicable in Literature—Information Texts only*** • Identify the reasons an author gives to support his key point(s). • Explain how author uses reasons and evidence to support the main idea of _____. • Identify which reasons/evidence support which point(s). • What is the author's point of view on the topic? What in the text makes you say that? • Describe logical connections between specific sentences and paragraphs. • Explain cause and effect relationships in the story/text. • What was the tone of the story/text?	• Compare (characters, titles from the same genre, theme, topic, versions of the same story, etc.). • Identify similarities and differences between two texts on the same topic. • Read several texts on the same topic. Write a speech using information from each of source. • Compare the text to: a movie, webpage, video game, piece of art or music, or other media. • How does this selection connect to the theme of _____? • How does this selection connect to (other text we have read, content area, etc.) • How is _____ in paragraphs 1 and 2 like that same idea in paragraphs 3 through 6? • How is _____ shown in paragraphs 7-11? • What mood does the author create?

Four-Square Graphic Organizer

The first key idea/event: Details ▪ ▪ ▪	Another key idea/event: Details ▪ ▪ ▪
Topic Sentence:	
Another key idea/event: Details ▪ ▪ ▪	Conclusion

(For more information about the Four-Square approach see: *Four-Square Writing Method: A Unique Approach to Teaching Basic Writing Skills,* Gould, E.J and Gould, J.S., Teaching and Learning Company, 1999).

Possible Generic Writing Prompts

1. What is your earliest memory?
2. What do you want to be when you grow up?
3. Imagine you are building a spaceship to travel to the moon. What does it look like?
4. Imagine you are an inventor. What will you invent? How will you build it?
5. If you were given one super power, what would it be? What would you use this super power for?
6. If you could live anywhere in the world, where would you live? Why?
7. Describe one thing you are thankful for.
8. What would your life be like if you were born one hundred years ago?
9. What would you do if you had a million dollars?
10. Describe your favorite sport and why you like it.
11. Pretend you are a daring explorer. Where will you travel to? What will you see?
12. How are you similar to your parents? How are you different?
13. Describe one thing that makes you unique.
14. Imagine you wake up one morning and discover that you have been turned into a tyrannosaurus rex. What will you do?
15. What are three numbers that you like? How do these numbers relate to one another?
16. What is your favorite color? Your least favorite color?
17. Describe a job you would not like to have.
18. What is your favorite subject in school? Why do you like this subject?
19. Describe what your life would be like if you were 10 feet tall.
20. What is your favorite fairy tale? Write what happens in this story.
21. What's the most important thing you would like to do this summer?
22. Go for a walk. Write a sentence about the walk you went on.
23. Write about a trick you would like to play on your mom.
24. What is your favorite thing to do when you play outside?
25. What is your favorite thing to do when you play inside?
26. Tell about what you will be when you grow up.
27. Write about what you would like to do for your next birthday.
28. If you could go on a vacation anywhere in the world, where would you go?
29. Make a list of groceries that you think mom or dad should buy for you from the store.
30. Tell about an animal you would like to have for a pet.
31. What would you do if there was a dragon stuck under your bed?
32. What is the funniest thing that you have ever seen?
33. What did you do today?
34. What is something you would like to learn more about?
35. What kind of pet do you think a teacher should get for their classroom?
36. What is the best movie you have ever seen?
37. Tell about your most favorite book.

38. Tell about your favorite holiday. Tell why it is your favorite.
39. Tell about your favorite restaurant. Tell why it is your favorite.
40. Write a poem about what you think second grade will be like.
41. Do you think you will get married?? Write about what you think it will be like.
42. What is something you love about yourself?
43. If you could change anything about yourself, what would it be?
44. Make a list of the things you are most thankful for in your life.
45. Which season do you like the most?? Why??
46. Which season do you like the least, why????
47. You just won $1,000,000. What are you going to do first?
48. Tell about a time when you were kind to someone.
49. Tell about your favorite song.
50. Write a story about the mysterious zizzybaloobuh that you just found in your bathtub.
51. What is something that makes you ANGRY!!!!!
52. Tell about your favorite sport.
53. Tell about the last time you cried.
54. What are you scared of?
55. You found a magic wand! What would you do with it?
56. Tell about your favorite food and why it is so good.
57. Have a family member write something about you today.
58. What would happen to you if you never went to school?
59. In second grade, I want to learn about…
60. My favorite animal is a….
61. This is a list of things I like to do when I can't watch television or play video games.
62. What would you like to say to the President?
63. What is something you are really good at doing or creating?
64. What should you do if there is a bully on your bus?
65. When I'm 100 years old…
66. If a cat could talk, what would they say?

Addition and Subtraction Facts
Recommended Grades 1 - 3

NAME DATE

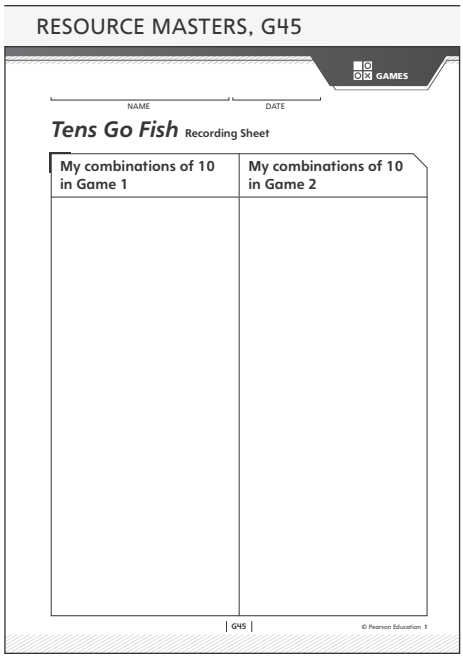
Tens Go Fish Recording Sheet

My combinations of 10 in Game 1	My combinations of 10 in Game 2

© Pearson Education 1

NAME _____ DATE _____

Tens Go Fish Directions


RESOURCE MASTERS, G45

GAMES

NAME DATE

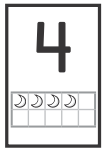
Tens Go Fish Recording Sheet

My combinations of 10 in Game 1	My combinations of 10 in Game 2

G45 © Pearson Education 1

You need

- Deck of Primary Number Cards (without Wild Cards)
- *Tens Go Fish* Recording Sheet (G45; 1 per player)



Play with a partner. Work together.

1. Deal each player 5 cards.
2. Players put down pairs of cards that make 10, and pick new cards to replace them.
3. Then, players take turns asking each other for a card that will make 10 with a card in their own hand.
   - If a player gets the card, he or she puts the pair down and picks a new card from the deck.
   - If a player does not get the card, the player must "Go fish" and pick a new card from the deck.
   - If the new card makes 10 with a card in the player's hand, he or she puts the pair down and picks another card.
   - If a player runs out of cards, the player picks two new cards.
   - A player's turn is over when there are no more pairs that make 10.
4. The game is over when there are no more cards.
5. At the end of the game, players record their combinations of 10 on the *Tens Go Fish* Recording Sheet.

© Pearson Education 1

Math Activities
Recommended Grades 3 - 5

youcubed at Stanford University

Appendix A: Further Activities and Resources

Table of Contents

How Close to 100?

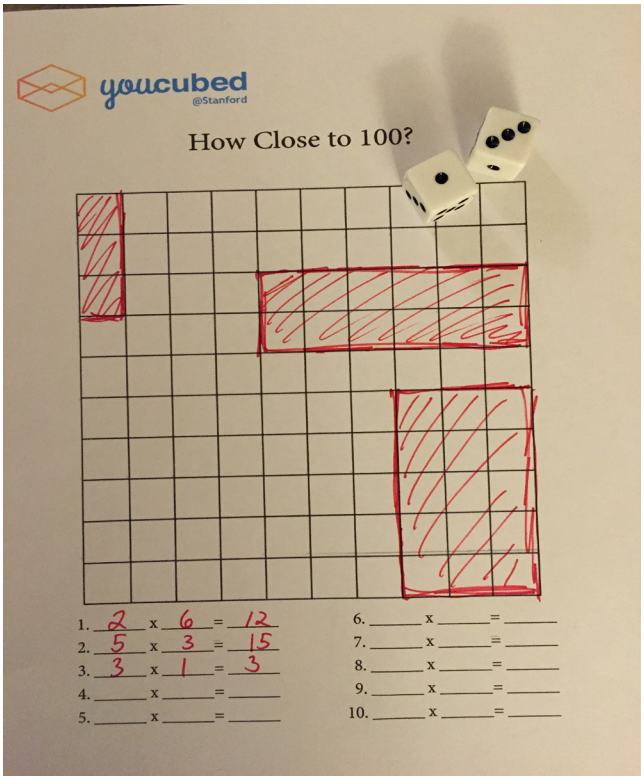
You need

- two players
- two dice
- recording sheet (see next page)

This game is played in partners. Two children share a blank 100 grid. The first partner rolls two number dice. The numbers that come up are the numbers the child uses to make an array on the 100 grid. They can put the array anywhere on the grid, but the goal is to fill up the grid to get it as full as possible. After the player draws the array on the grid, she writes in the number sentence that describes the grid. The second player then rolls the dice, draws the number grid and records their number sentence. The game ends when both players have rolled the dice and cannot put any more arrays on the grid. How close to 100 can you get?

Variation

Each child can have their own number grid. Play moves forward to see who can get closest to 100.



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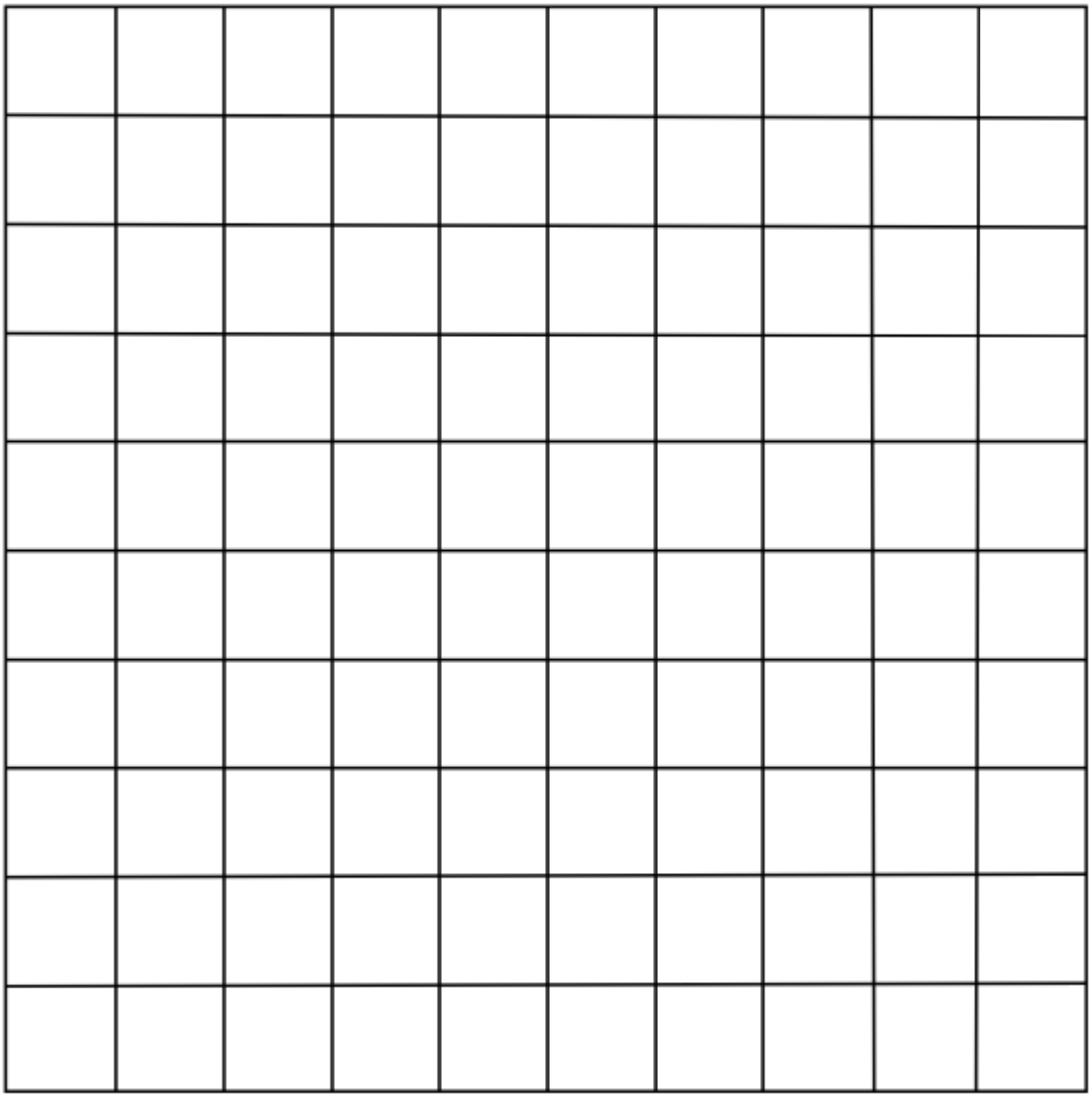
How Close to 100?



1. _____ x _____= _____
2. _____ x _____= _____
3. _____ x _____= _____
4. _____ x _____= _____
5. _____ x _____= _____
6. _____ x _____= _____
7. _____ x _____= _____
8. _____ x _____= _____
9. _____ x _____= _____
10. _____ x _____= _____

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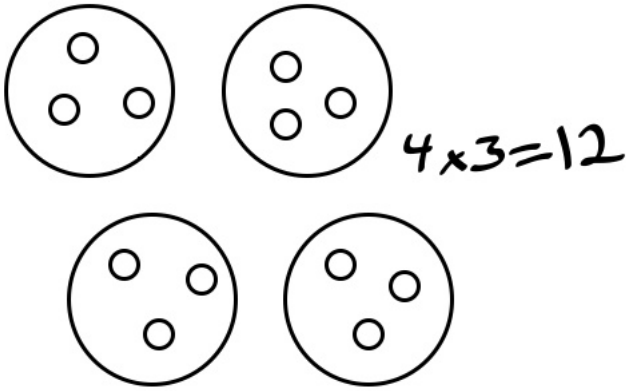
Pepperoni Pizza

You will need

- one or more players
- 2 dice per player
- 10 or more snap cubes per player

In this game, children roll a dice twice. The first roll tells them how many pizzas to draw. The second roll tells them how many pepperonis to put on EACH pizza. Then they write the number sentence that will help them answer the question, "How many pepperonis in all?"

For example, I roll a dice and get 4 so I draw 4 big pizzas. I roll again and I get 3 so I put three pepperonis on each pizza. Then I write 4 x 3 = 12 and that tells me that there are 12 pepperonis in all.

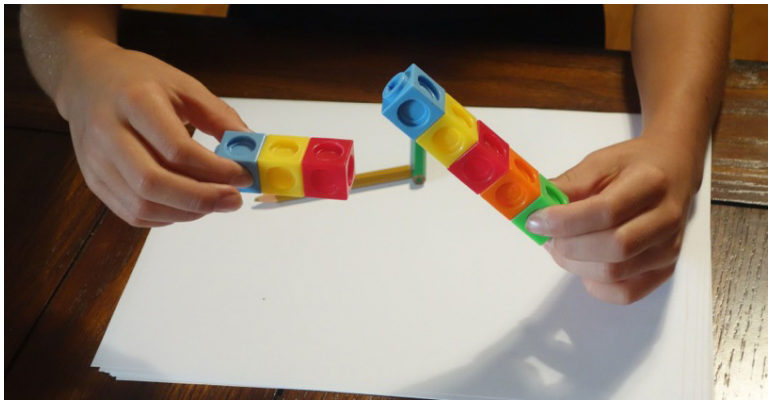


Snap It

You will need

- one or more players
- 10 or more snap cubes per player

This is an activity that children can work on in groups. Each child makes a train of connecting cubes of a specified number. On the signal "Snap," children break their trains into two parts and hold one hand behind their back. Children take turns going around the circle showing their remaining cubes. The other children work out the full number combination.



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How Many Are Hiding

You will need

- one or more players
- 10 or more snap cubes /objects per player
- a cup for each player

In this activity each child has the same number of cubes and a cup. They take turns hiding some of their cubes in the cup and showing the leftovers. Other children work out the answer to the question "How many are hiding," and say the full number combination.

Example: I have 10 cubes and I decide to hide 4 in my cup. My group can see that I only have 6 cubes. Students should be able to say that I'm hiding 4 cubes and that 6 and 4 make 10.

Shut the Box

You will need

- one or more players
- 2 dice
- paper and pencil

Write the numbers 1 through 9 in a horizontal row on the paper. Player 1 rolls the dice and calculates the sum of the two numbers. Player 1 then chooses to cross out numbers that have the same sum as what was calculated from the dice roll. If the numbers 7, 8 and 9 are all covered, player 1 may choose to roll one or two dice. If any of these numbers are still uncovered, the player must use both dice. Player 1 continues rolling dice, calculating the sum and crossing out numbers until they can no longer continue. If all numbers are crossed out the player say's "shut the box". If not all numbers are crossed out player 1 determines the sum of the numbers that are not crossed out and that is their score. If "shut the box" is achieved, player 1 records a score of "0".

Player two writes the numbers 1 through 9 and follows the same rules as player 1. The player with the lowest score wins.

Variation

Player 1 and 2 can choose to play 5 rounds, totaling their score at the end of each round. The player with the lowest total score wins the game.

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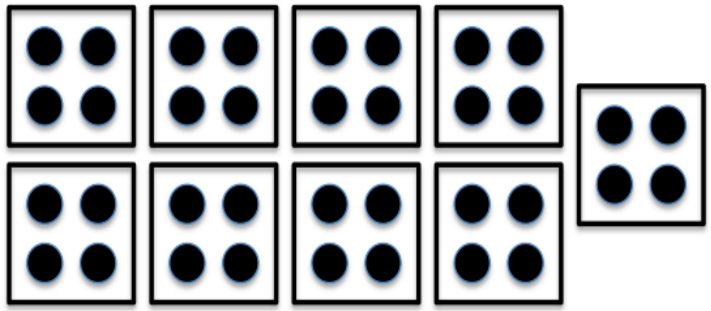
Math Cards

You will need

- one or more players
- 1 deck of cards (see next pages)

Many parents use 'flash cards' as a way of encouraging the learning of math facts. These usually include 2 unhelpful practices – memorization without understanding and time pressure. In our Math Cards activity we have used the structure of cards, which children like, but we have moved the emphasis to number sense and the understanding of multiplication. The aim of the activity is to match cards with the same numerical answer, shown through different representations. Lay all the cards down on a table and ask children to take turns picking them; pick as many as they find with the same answer (shown through any representation). For example 9 and 4 can be shown with an area model, sets of objects such as dominoes, and the number sentence. When students match the cards they should explain how they know that the different cards are equivalent. This activity encourages an understanding of multiplication as well as rehearsal of math facts.

36	

9×4	4×9

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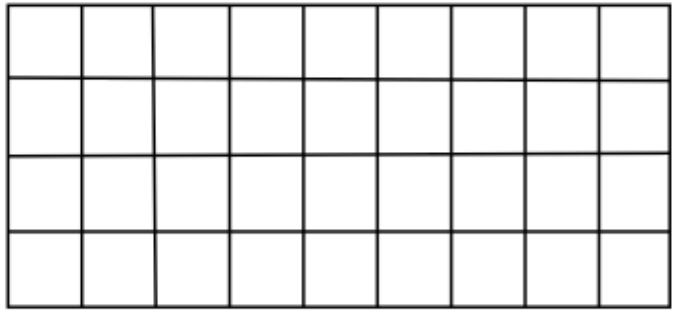

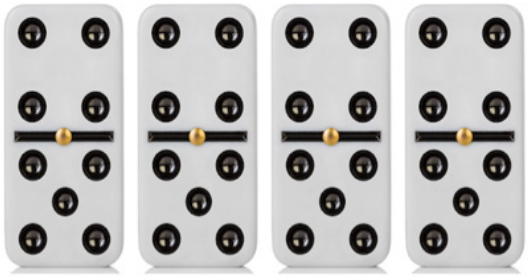

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42

8×4

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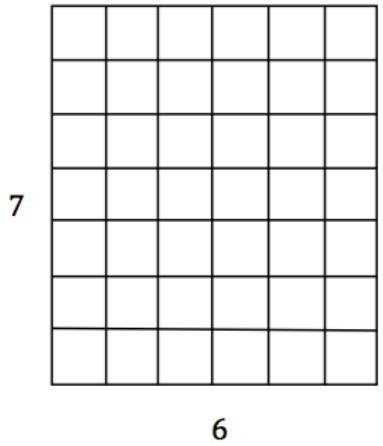

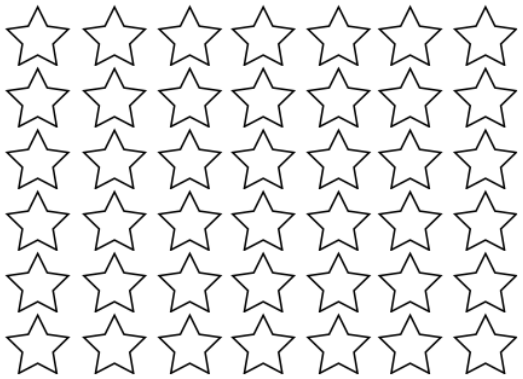

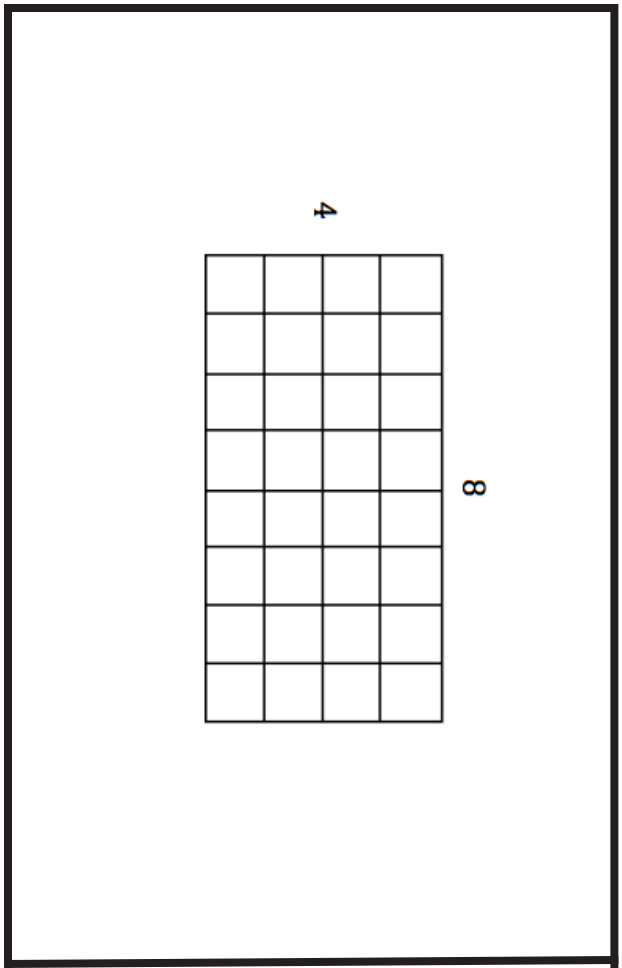
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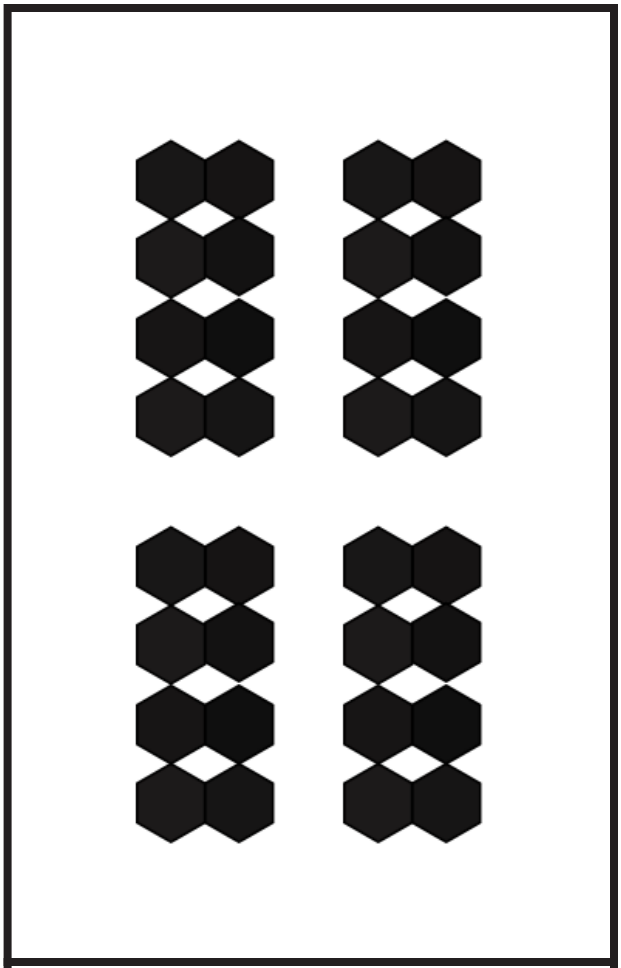

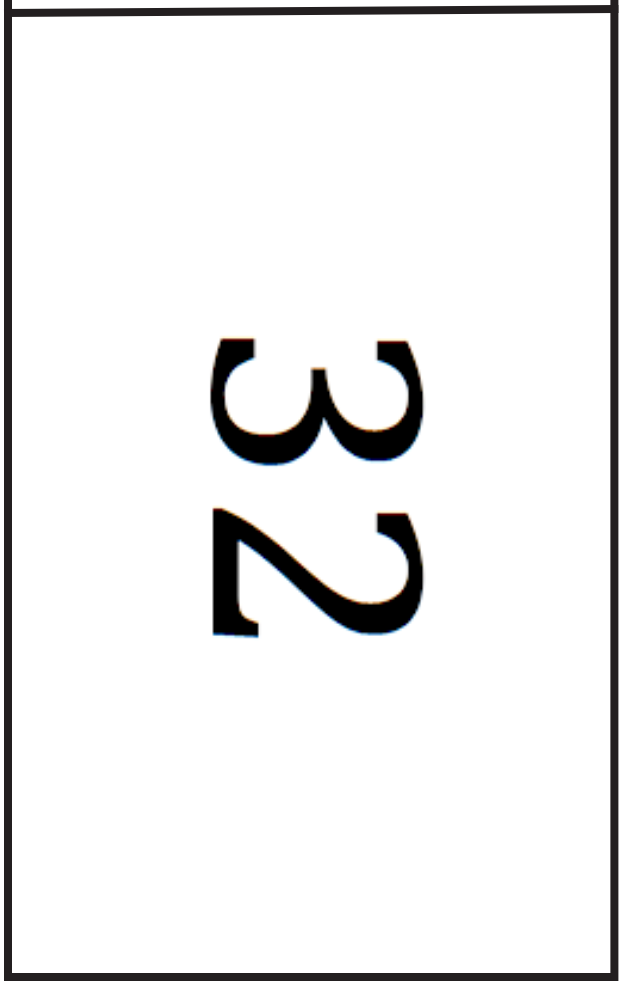
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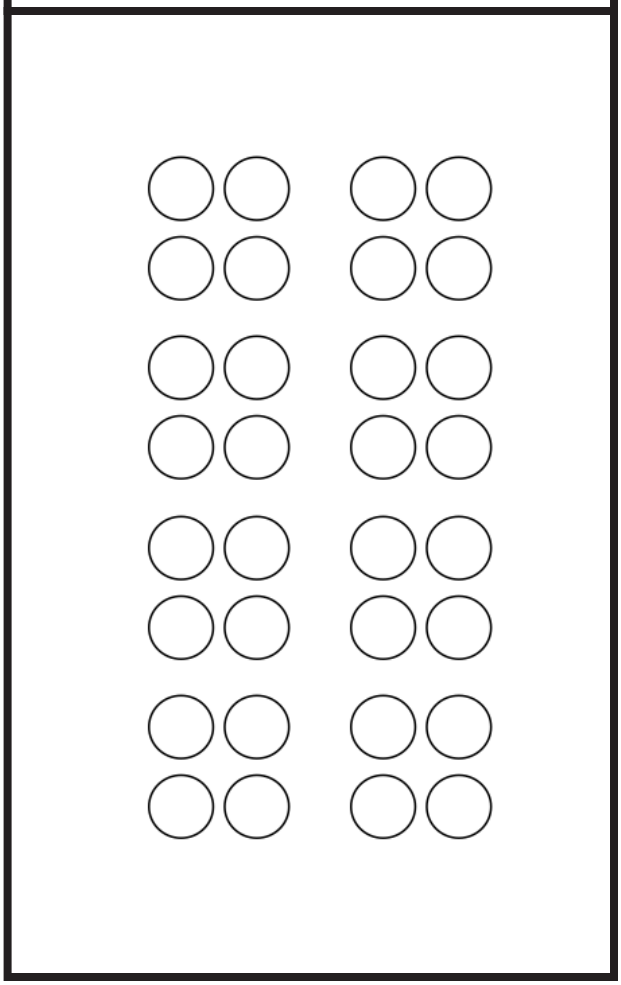


7×7

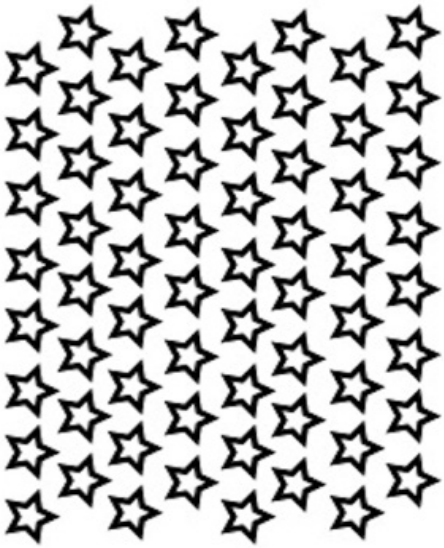
49

7 2

8 × 8

64

8



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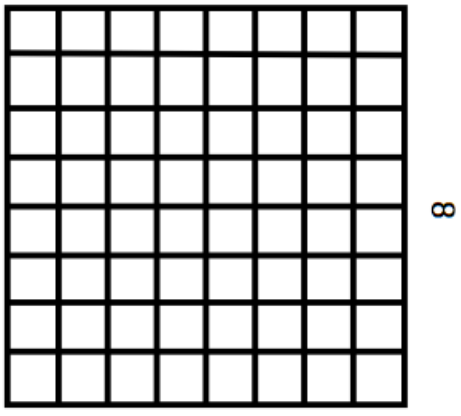

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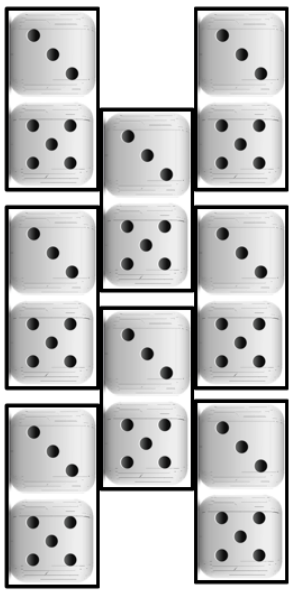

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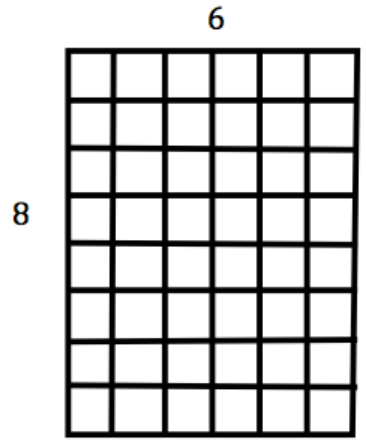

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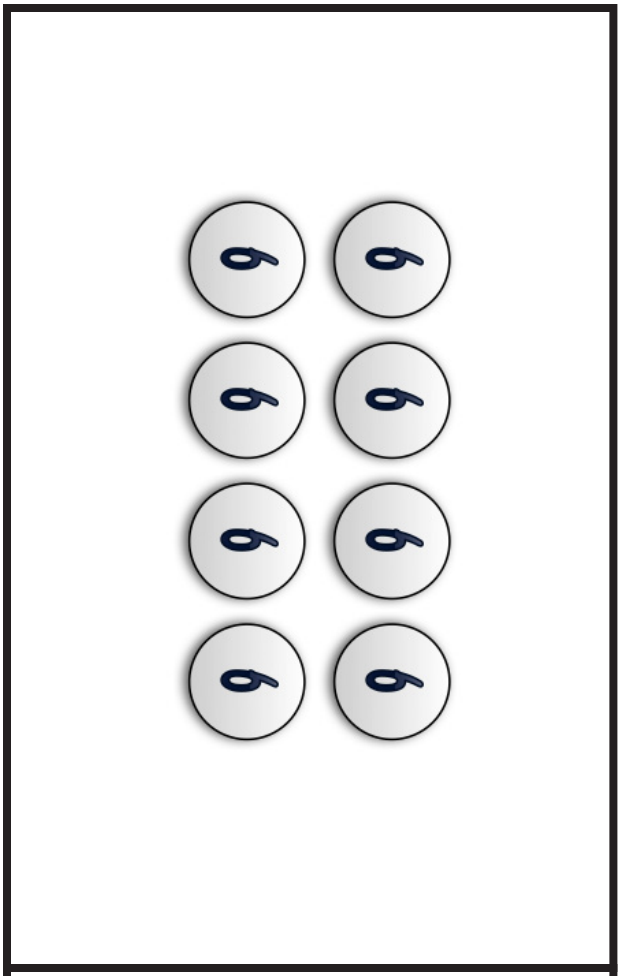

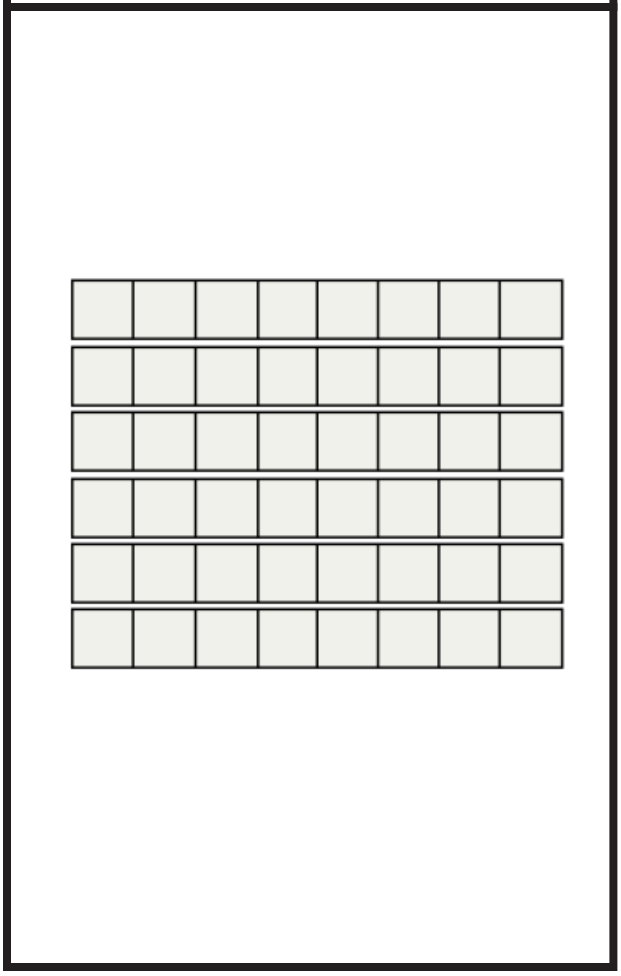

Roll and Record

You need

- 2 dot cubes
- recording sheet

Play alone.

1. Roll 2 cubes.
2. Add the numbers. +
3. Write the sum on the recording sheet.
4. The game is over when one column is full.

More Ways to Play

- Play with 1 dot cube and 1 number cube. 6
- Play with 2 number cubes. 5 4

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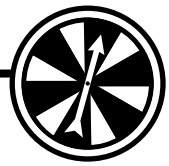
Name Date

How Many of Each?



Roll and Record Recording Sheet

								12
								11
								10
								9
								8
								7
								6
								5
								4
								3
								2

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5 Evergreen Games

Evergreen games are games that have general rules that never change. Once you teach children those rules you can use the game for every math concept. For example, the rules of Memory never change….but what “matches” they are looking for can change with each new concept you want to focus on. This document gives you the general rules of the 5 Evergreen Games along with three examples for each game.

1) Bump
2) Memory
3) I Have/Who Has
4) Capture 4
5) Difference To...

Compiled by Christina Tondevold for
K-5 Math Academy

Bump

Directions

Each child takes 8 unifix cubes of one color. Their partner should have 8 of a different color. The first child rolls 2 dice (or 1, depending upon the game you are playing) and puts a cube on that number. If the other player's cube is on that number, they get to BUMP it off. If your own cube is already on that number, link another cube with it and it freezes that spot.

Any time there are two cubes of the same color on a spot, that freezes that spot and you cannot bump that person's marker off. The winner is the player that uses all of their markers first.

One More Than

BUMP

Roll the die. Then, put your marker on the spot that is “1 more than” the amount you rolled.

2

7

5

3

6

4

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One Less Than

BUMP

Roll the die. Then, put your marker on the spot that is “1 less than” the amount you rolled.

2

0

5

3

1

4

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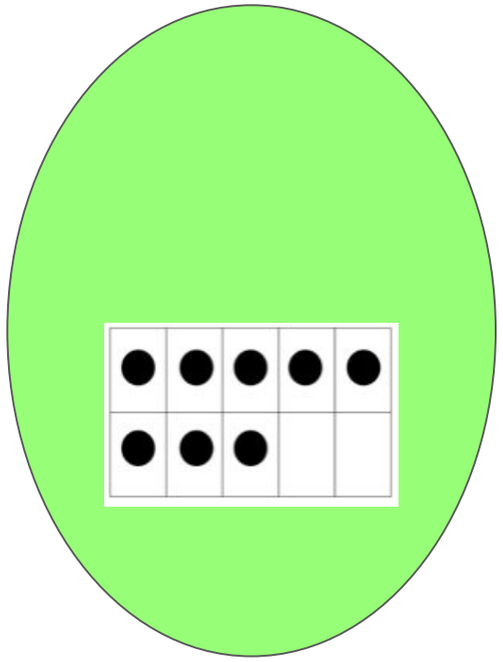
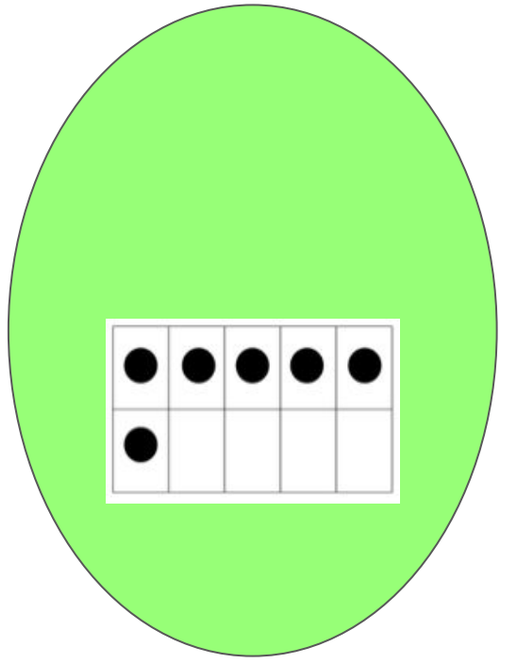
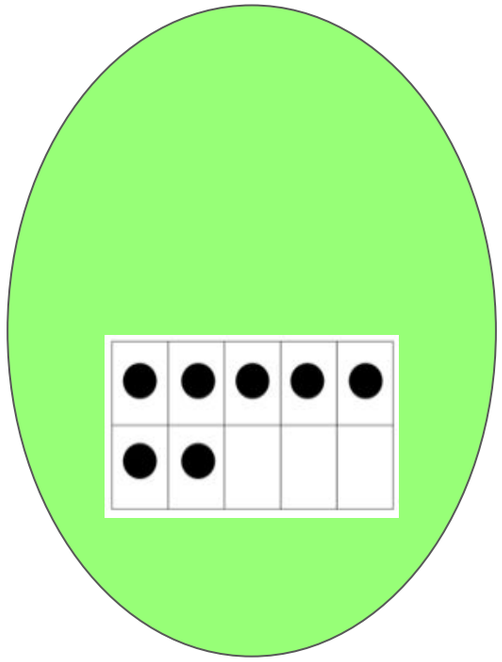
Make Ten

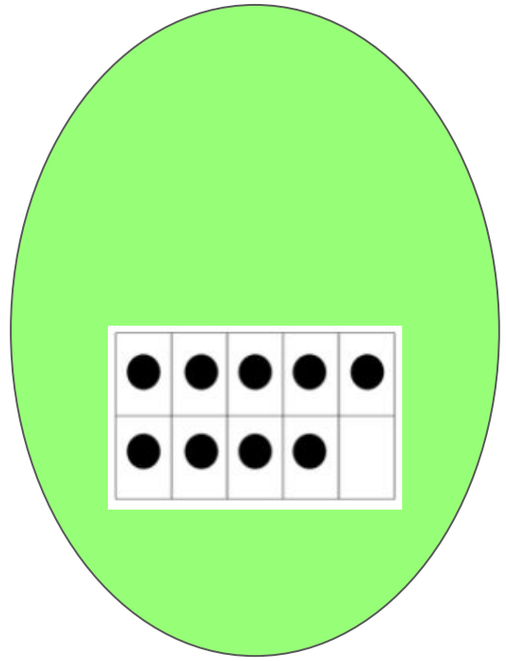
BUMP

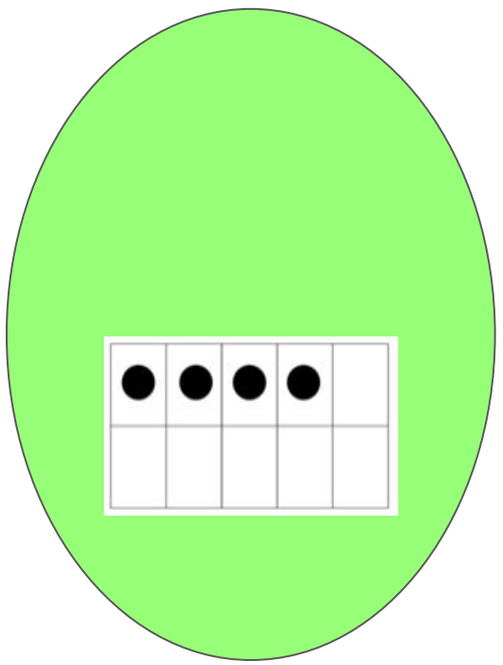
Roll the die. Then, put your marker on the spot that has the ten frame you would need in order to “Make Ten.” For example, if I roll a 4, I would place my marker on the ten frame showing 6 because 4 + 6 makes 10.

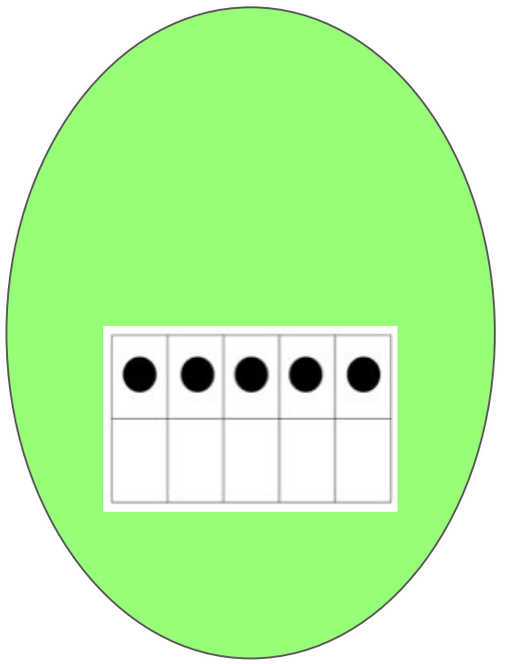












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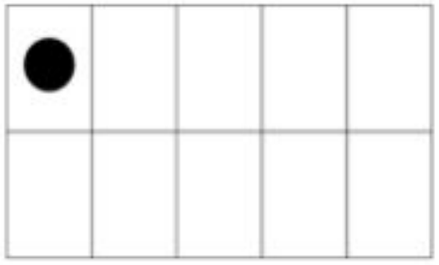
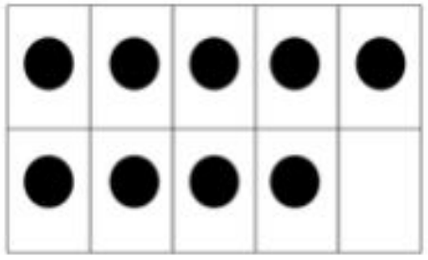
Memory

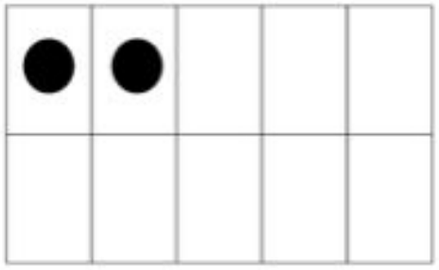
Directions

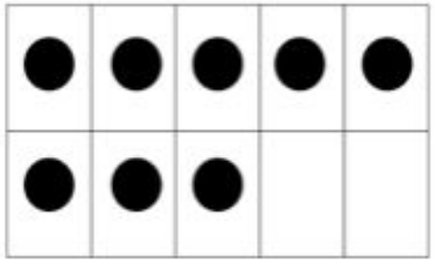
**Print the sheet out and cut the cards apart.

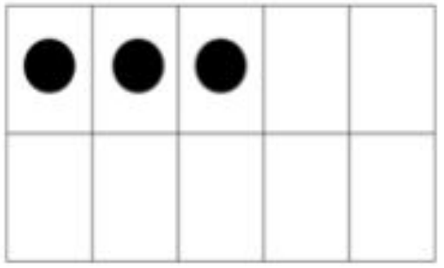
Lay the set of cards out, face down in columns & rows. Take turns flipping over 2 cards at a time to see if they make a “match.” If they do match, they keep the cards. If they do not match, they flip them back over and it is the next player’s turn.

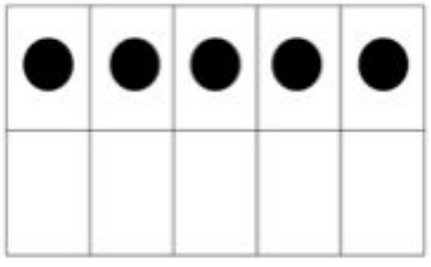


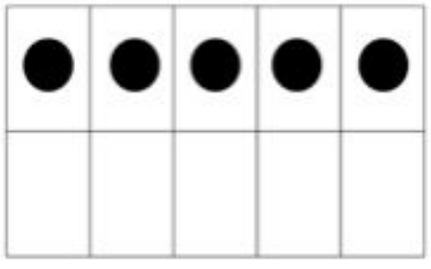


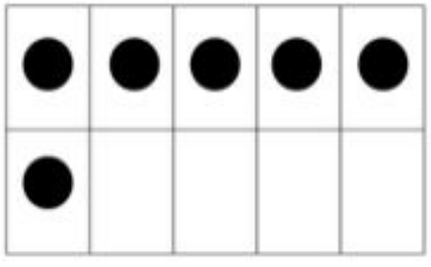


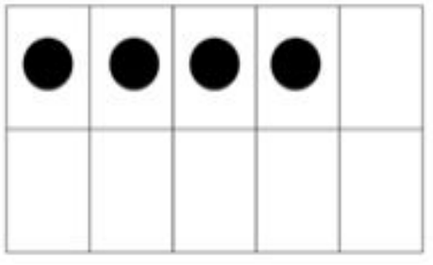


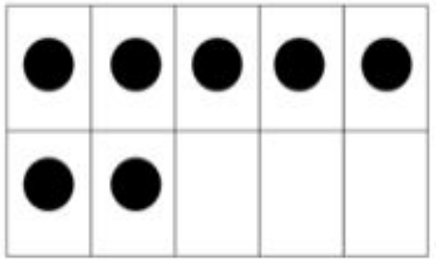


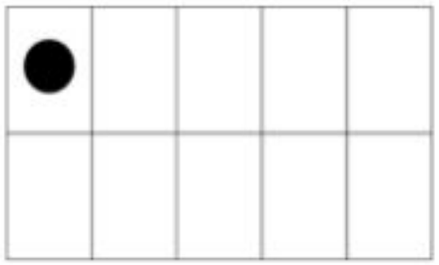


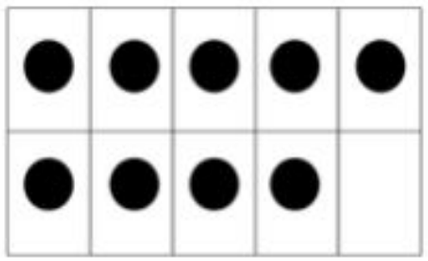


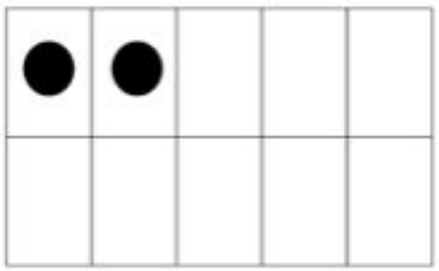


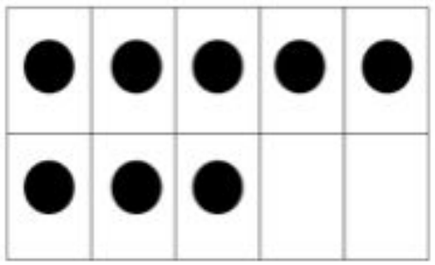


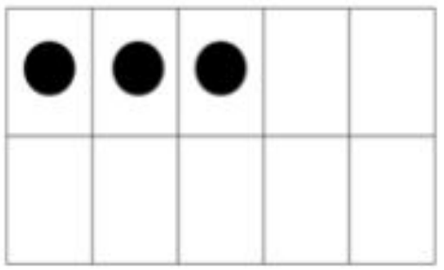


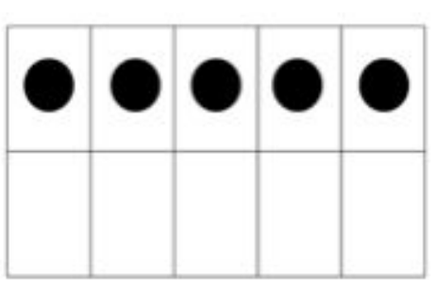


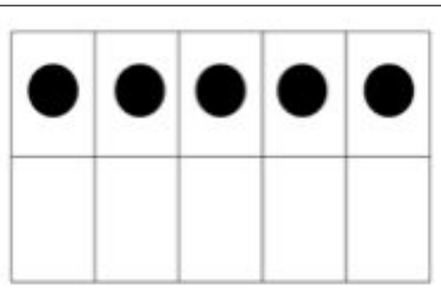


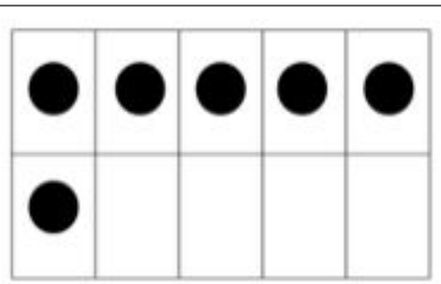


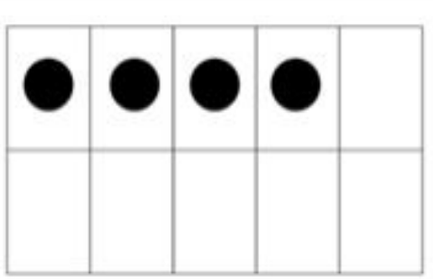


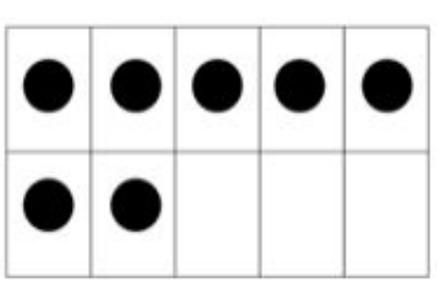




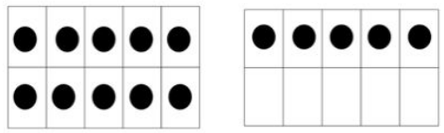
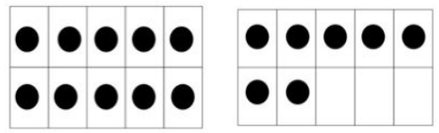
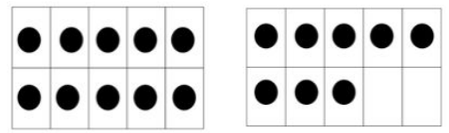
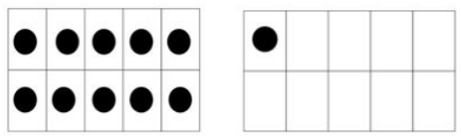
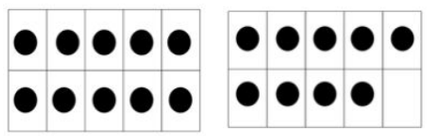
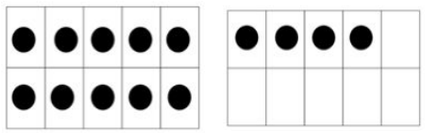
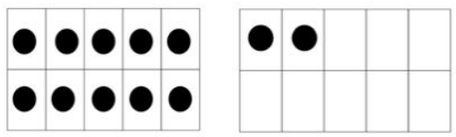
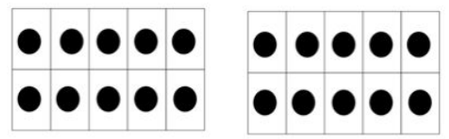
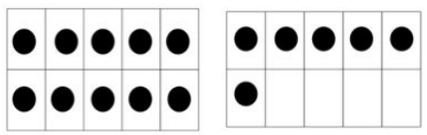
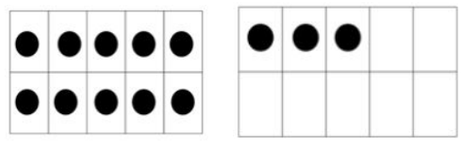








“Make 10” Matches

15		17		
11		19		18
	14		12	
16		13		20

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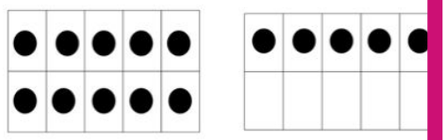

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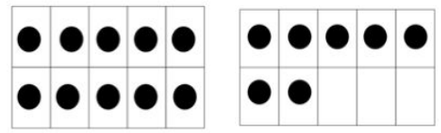

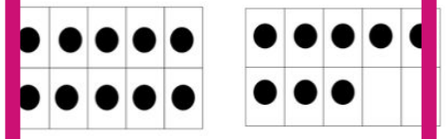

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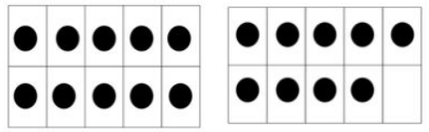

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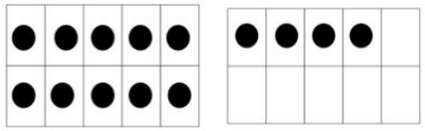
Matches



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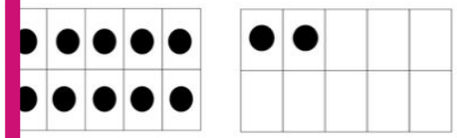

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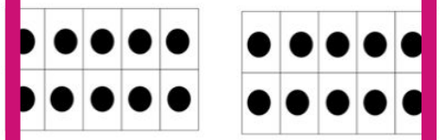

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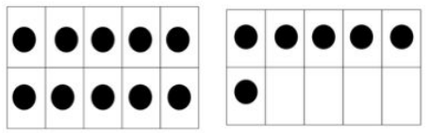

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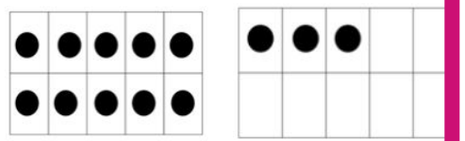


20

32	20 + 12	13	10 + 3	9 + 20
33	23 + 10	69	60 + 9	29

43 + 10	53	24 + 20	44	58 + 10
35	15 + 20	66	50 + 16	68

32	20 + 12	13	10 + 3	9 + 20
23 + 10		69	60 + 9	29

Matches

43 + 10	53	24 + 20	44	58 + 10
35	15 + 20	66	50 + 16	68

I Have/Who Has

Directions

Hand out a card to each student. There are 6 cards for 1 game as these are designed to be done in a small group setting. Some students may need to have 2 depending upon how many kids are in your group. It is important to use all the cards in a set or else it won't make it back around to the starting card

Choose a student to go first, and have her read her card aloud.
The student who has the card with the answer then reads that answer aloud: "I have __". This student will then read the question at the bottom of their card – 'Who has ___?' Then the student with the card that answers the question responds. Every card in the set is connected to a card before it and a card after it.

Play continues in this fashion until all of the cards have been played. The game will end with the same student who started play.

I have

32

Who has

30 + 18

I have

48

Who has

16 + 10

I have

26

Who has

10 + 15

I have

25

Who has

24 + 10

I have

34

Who has

20 + 9

I have

29

Who has

20 + 12

I have

16

Who has

10 + 2

I have

12

Who has

10 + 1

I have

11

Who has

10 + 5

I have

15

Who has

10 + 3

I have

13

Who has

10 + 4

I have

14

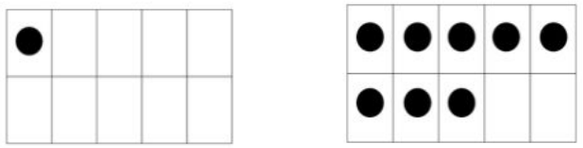
Who has

10 + 6

I have

6

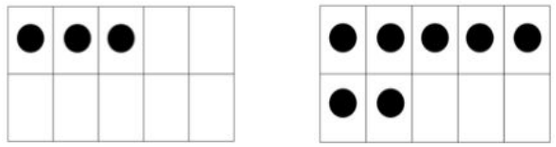
Who has



I have

9

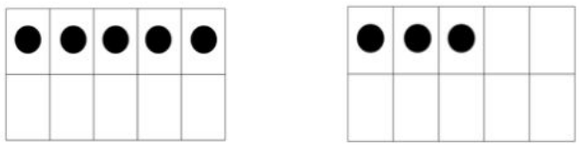
Who has



I have

10

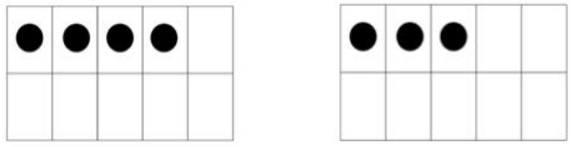
Who has



I have

8

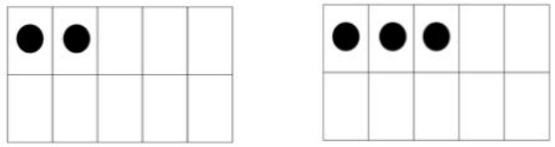
Who has



I have

7

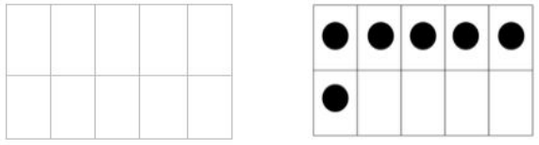
Who has



I have

5

Who has



Capture 4

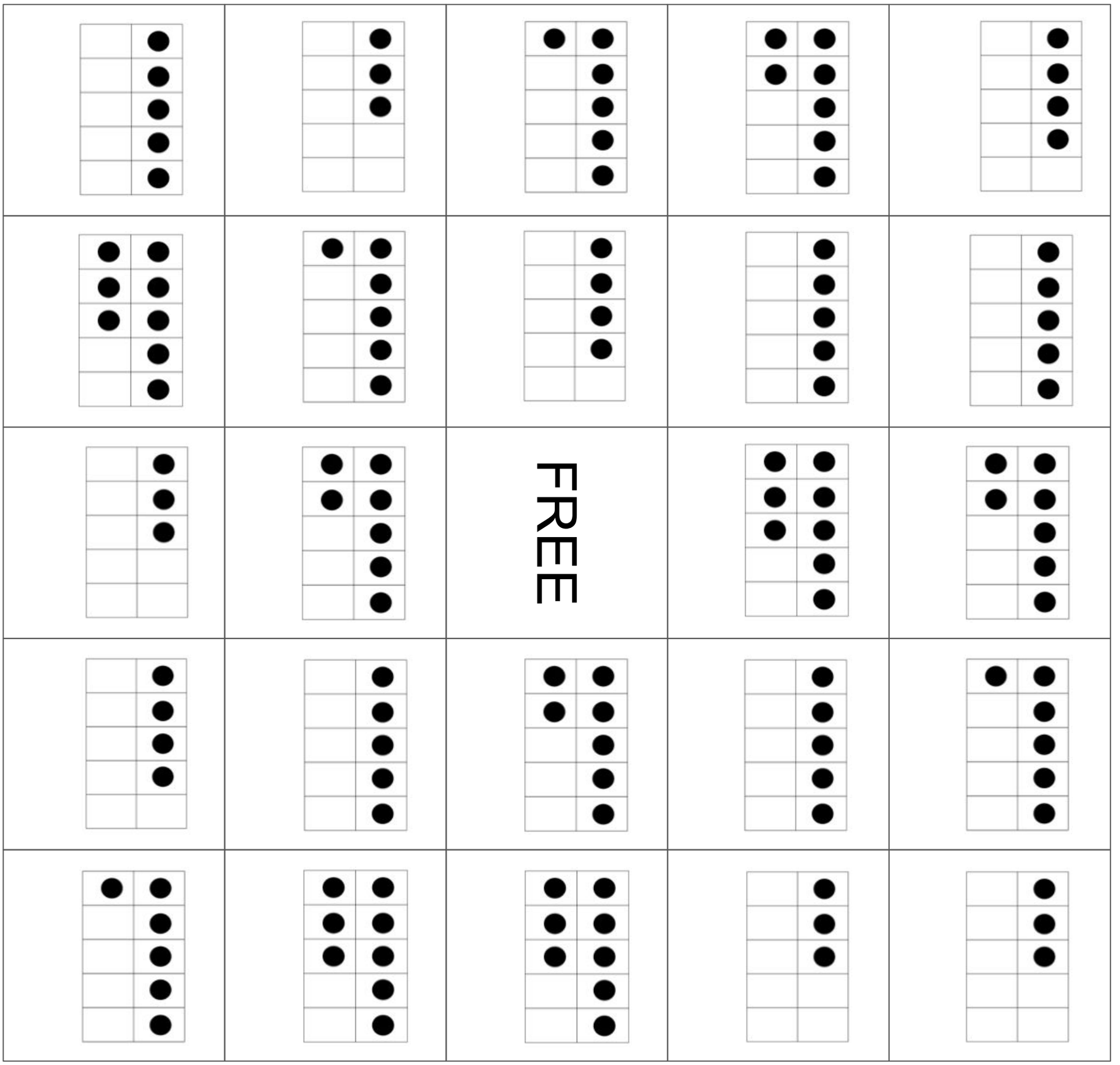
Directions

These are meant to be played with a partner, but you could also do students versus teacher.

Students have to think strategically to capture 4 spaces in a row, either horizontally, diagonally, or vertically.

*Print these off and then students can place cubes on the spots they capture (each student would need their own color) or you can put it in a sheet protector and have them mark off the spots they capture with whiteboard markers (each student would need their own color).

Capture 4: Add 2



Roll the die. Then, put your marker on the spot that is “2 more than” the amount you rolled.

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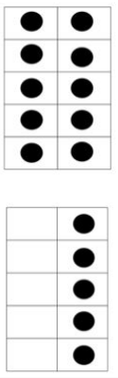
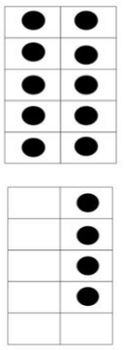
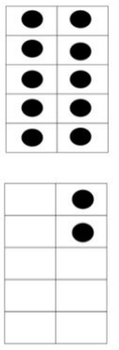
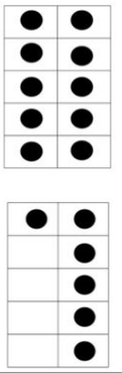
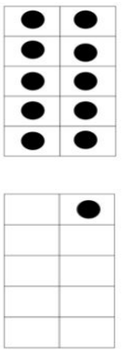
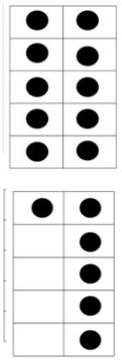
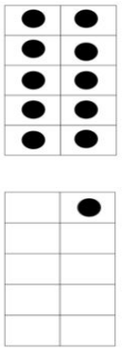
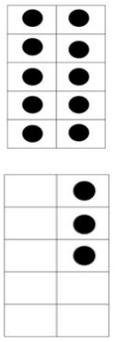
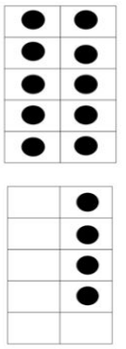
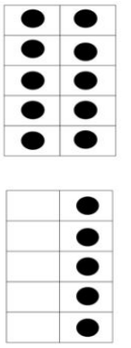
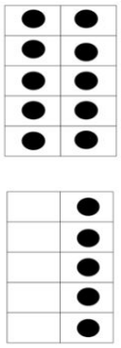
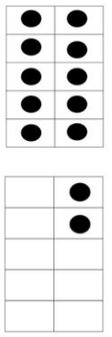
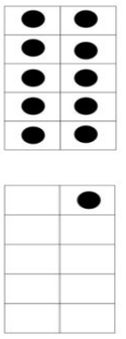
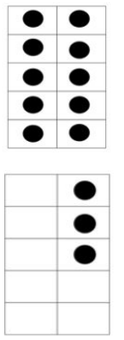
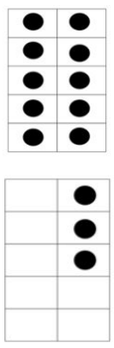
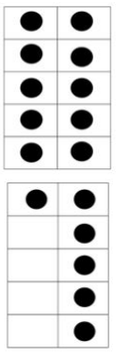
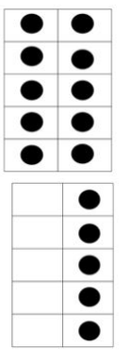
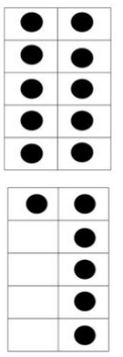
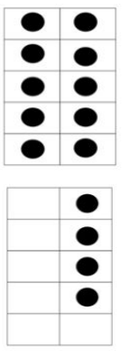
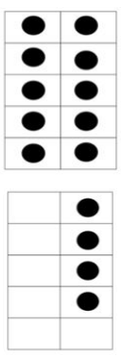
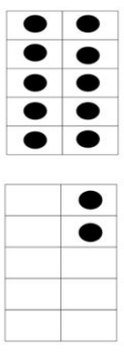
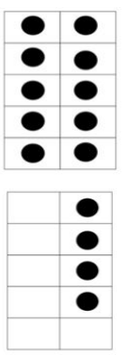
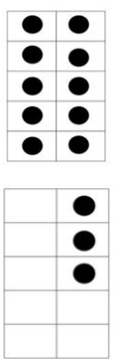
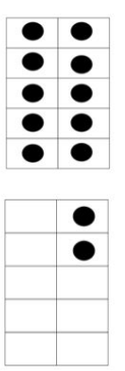
Capture 4: Add 10

				
				
		FREE		
				
				

Roll a regular die, then add 10 to the amount you rolled. Then place your marker on that amount to capture it. Play moves to the other player. First person to capture 4 in a row (horizontal, vertical, or diagonal) wins.

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Capture 4: Roll two; Add 20

24	26	29	26	31
22	27	32	25	28
28	29	FREE	24	30
25	26	27	23	29
32	28	29	30	27

Roll 2 regular dice, then add 20 to it. Place your marker on that amount to capture it. Play moves to the other player. First person to capture 4 in a row (horizontal, vertical, or diagonal) wins.

Difference To...

Directions

Students roll dice, add amounts together, and then find the difference to a predetermined number.

The sheets for this game are designed to be printed out and slipped into sheet protectors. There are blank parts in the directions of each game to allow you to change certain parts of the game depending upon what you want your students to focus on. Plus, students can write on the sheet protector with whiteboard markers and wipe it off for each new game.

Player 1

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15

Player 2

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15

1) **Roll the dice ____ times.**
2) **Use the number path to record the amount you rolled.**
3) **Find the difference from ____.**
4) **The player with the smallest difference wins.**
5) **Wipe off your work and PLAY AGAIN.**

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Player 1

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15

Example

Player 2

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15

1) **Roll the dice** *1* **times.**
2) **Use the number path to record the amount you rolled.**
3) **Find the difference from** *8*.
4) **The player with the smallest difference wins.**
5) **Wipe off your work and PLAY AGAIN.**

Player 1

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20

Player 2

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20

1) **Roll the dice ____ times.**
2) **Use the number path to record the amount you rolled.**
3) **Find the difference from ____.**
4) **The player with the smallest difference wins.**
5) **Wipe off your work and PLAY AGAIN.**

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Player 1

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20

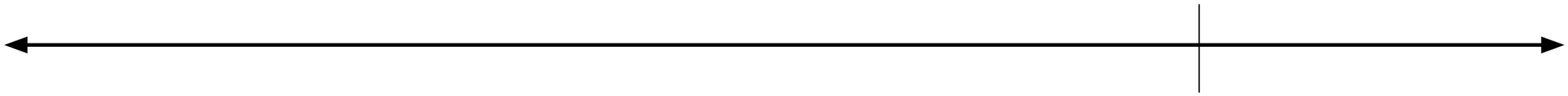
Example

Player 2

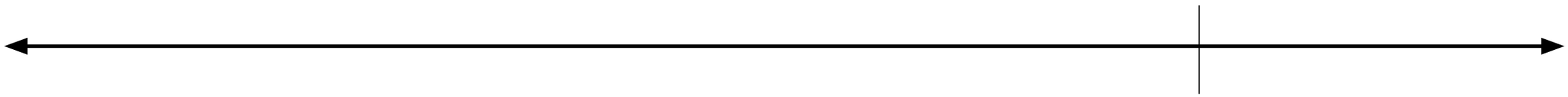
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20

1) **Roll the dice** *2* **times.**
2) **Use the number path to record the amount you rolled.**
3) **Find the difference from** *10* **.**
4) **The player with the smallest difference wins.**
5) **Wipe off your work and PLAY AGAIN.**

Player 1



Player 2



1) **Roll the dice ____ times.**
2) **Use the number line to record the amount you rolled.**
3) **Find the difference from ____.**
4) **The player with the smallest difference wins.**
5) **Wipe off your work and PLAY AGAIN.**

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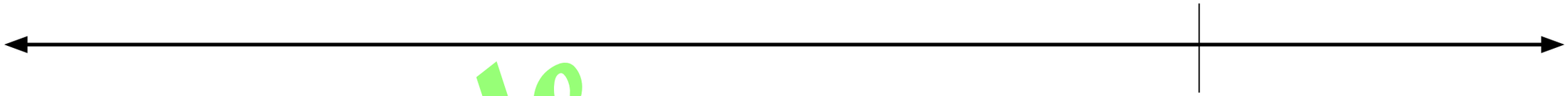
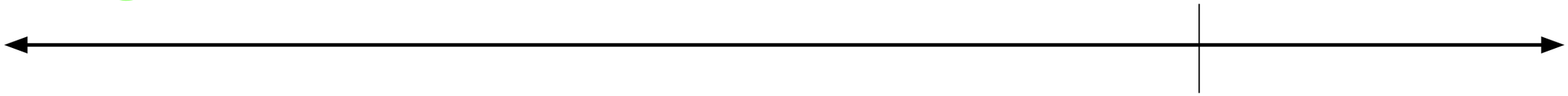
Player 1



Example

Player 2



1) **Roll the dice** *3* **times.** *Add them, then add 50.*
2) **Use the number line to record your total amount.**
3) **Find the difference from** *100*.
4) **The player with the smallest difference wins.**
5) **Wipe off your work and PLAY AGAIN.**

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CANYONS
SCHOOL DISTRICT

Home Learning Student Resources Grade 3

Name _____

Fluently Multiply and Divide within 100

Topic 5 Standards

3.OA.A.3, 3.OA.C.7, 3.OA.D.9

See the front of the Student's Edition for complete standards.

Dear Family,

Your child is strengthening his or her ability to multiply up to 10×10 by identifying patterns in order to solve problems with efficiency and accuracy. Skip counting is one strategy that can help him or her with multiplication facts using 2, 5, or 10 as factors. For example, to find 7×5, skip count by 5s seven times.

5, 10, 15, 20, 25, 30, 35 $\quad 7 \times 5 = 35$

Your child will also continue to use the Distributive Property, which states that a multiplication fact can be broken apart into the sum of two other multiplication facts. For example, 7×5 is the same as the product of 7×2 plus the product of 7×3.

$7 \times 2 = 14 \quad 7 \times 3 = 21 \quad 14 + 21 = 35 = 7 \times 5$

Play this game with your child to help him or her learn more multiplication and division facts.

Two Operations Game

Materials paper and pencil

Have Player 1 think of two numbers between 1 and 10. Write down the two numbers with a multiplication symbol between them. Ask each player to explain a strategy to find the multiplication fact. For example, to find 7×2, you can skip count by 2s: 2, 4, 6, 8, 10, 12, 14. After the first fact has been completed, players can switch roles and continue playing.

Observe Your Child

Focus on Mathematical Practice 2
Reason abstractly and quantitatively.

Help your child become proficient with Mathematical Practice 2. Choose two factors between 1 and 10 and tell a story using multiplication to your child. Ask your child to identify the multiplication problem. Then tell a story using division.

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Nombre _____

Multiplicar y dividir con facilidad hasta 100

Estándares del Tema 5

3.OA.A.3, 3.OA.C.7, 3.OA.D.9

Los estándares completos se encuentran en las páginas preliminares del Libro del estudiante.

Estimada familia:

Su niño(a) está reforzando su habilidad para multiplicar hasta 10×10 identificando patrones para resolver problemas con eficiencia y exactitud. Contar salteado es una estrategia que le permitirá a su niño(a) multiplicar usando 2, 5 o 10 como factores. Por ejemplo, para hallar 7×5, se cuenta de 5 en 5 siete veces.

5, 10, 15, 20, 25, 30, 35 $\quad 7 \times 5 = 35$

Su niño(a) también continuará utilizando la propiedad distributiva, que establece que una multiplicación se puede descomponer en la suma de dos multiplicaciones. Por ejemplo, 7×5 es igual al producto de 7×2 más el producto de 7×3.

$7 \times 2 = 14 \quad 7 \times 3 = 21 \quad 14 + 21 = 35 = 7 \times 5$

Haga este juego con su niño(a) para ayudarlo(a) a aprender más operaciones de multiplicación y división.

El juego de las dos operaciones

Materiales lápiz y papel

Pida al Jugador 1 que piense en dos números del 1 al 10. Escriba los dos números con un símbolo de multiplicar entre ellos. Pida a cada jugador que explique una estrategia para hallar la multiplicación. Por ejemplo, para hallar 7×2, puede contar de dos en dos: 2, 4, 6, 8, 10, 12, 14. Después de completar la primera multiplicación, los jugadores pueden intercambiar roles y continuar jugando.

Observe a su niño(a)

Enfoque en la Práctica matemática 2
Razonar de manera abstracta y cuantitativa.

Ayude a su niño(a) a adquirir competencia en la Práctica matemática 2. Escoja dos factores entre 1 y 10, y cuente un cuento a su niño(a) usando la multiplicación. Pida a su niño(a) que identifique el problema de multiplicación. Luego, cuente un cuento usando la división.

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Name _____

1. Which of the following number sentences is true?

A 700 + 80 + 30 = 783

B 7 + 8 + 3 = 783

C 700 + 80 + 3 = 783

D 700 + 8 + 3 = 783

2. There are 16 students on a bus. At the next bus stop, 8 more students get on the bus. How many students are on the bus now?

A 24

B 25

C 26

D 27

3. Which comparison is false?

A 567 < 559

B 432 > 356

C 679 > 597

D 255 < 261

4. Justin has $75. He spends $35 on some shoes. How much money does he have left?

A $30

B $35

C $40

D $45

5. What number has 4 hundreds, 0 tens, and 0 ones?

_____

6. Find the sum.

42

+ 36

7. Tom belongs to a book club. He receives the same number of books each month. How many books will he have received after 3 months?

Month	Number of Books Received
1	3
2	6
3	

_____

8. Write 298 in word form.

_____

_____

9. Martha spends $15 on lunch. James spends $18 on lunch. How much money do they spend in all?

_____

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Name _____

Daily Common Core Review
2-1

1. Which equation below is an example of the Commutative Property of Multiplication?

A 5 × 6 = 30

B 3 × 7 = 7 × 3

C 7 + 5 = 5 + 7

D 6 × 2 = 4 × 3

2. There are 45 people in the marching band. The band has 5 members in each row. Which equation shows the number of rows in the band?

A 45 – 5 = 40

B 45 ÷ 5 = 9

C 5 × 10 = 50

D 5 × 9 = 45

3. Luisa buys 5 pairs of socks. Which ways show the total number of socks Luisa has? Choose all that apply.

- ☐ 5 + 2
- ☐ 5 × 5
- ☐ 2 + 2 + 2 + 2 + 2
- ☐ 2 × 2
- ☐ 5 × 2

4. Leslie has to move 18 boxes on moving day. She can carry 3 boxes at a time. How many trips will Leslie make?

A 3 trips

B 6 trips

C 9 trips

D 12 trips

5. Can you write 6 + 6 + 6 = 18 as a multiplication equation? Explain.

_____

_____

6. What number makes the multiplication equation true?

6 × 7 = 42

7 × 6 = _____

7. What time is shown on the clock below?

_____

8. Abigail has 16 shoes. Use repeated subtraction to show how many pairs of shoes Abigail has.

_____

_____

_____

_____

_____

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Name _____

Daily Common Core Review
3-1

1. Students can attend school football games for free. Adults must pay $1 to attend school football games. What is the total cost of tickets for 4 students and 1 adult?

A $0

B $1

C $4

D $5

2. Louise wrote the multiplication pattern below.

3 × 9 = 27

4 × 9 = 36

5 × 9 = 45

6 × 9 = ☐

What is the missing number in her multiplication pattern?

A 18

B 46

C 54

D 56

3. Lidia has 7 pairs of gloves. Which equation could Lidia use to find out how many gloves she has?

A 7 × 3 = 21

B 7 + 2 = 9

C 7 × 2 = 14

D 7 × 7 = 49

4. An artist wants to paint 15 pictures in 3 months. She only starts a new picture when she is done with the previous one. Use repeated subtraction to show how many pictures she has to paint each month.

_____

_____

5. Carmelo puts his pennies in 5 groups. Each group has 10 pennies. How many pennies does Carmelo have?

_____

6. Robin earns $6 each hour for watching the Wilsons' dog. Find how much Robin would earn for dog sitting for 3 hours, 4 hours, and 5 hours. Complete the table.

Number of Hours	Money Earned
1	$6
2	$12
3	
4	
5	

7. Mrs. Trask divides the class into 7 groups. There are 28 students in the class. How many students are in each group? Write and solve an equation.

_____

_____

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Name _____

Daily Common Core Review
4-1

1. There are 30 pencils placed evenly in 6 boxes. How many pencils are in each box?

A 4 pencils

B 5 pencils

C 15 pencils

D 25 pencils

2. Mr. Woo made fliers for 4 students to hand out. Each student took 9 fliers. How many fliers did Mr. Woo make?

A 9 fliers

B 12 fliers

C 18 fliers

D 36 fliers

3. Ronald buys 3 packages of juice boxes. In each package there are 4 rows of juice boxes with 3 juice boxes in each row. How many juice boxes does Ronald buy?

A 9 Juice boxes

B 12 Juice boxes

C 24 Juice boxes

D 36 Juice boxes

4. Diana uses counters to make a 3 × 9 array and a 5 × 9 array. What size array can she make using all of these counters?

A 3 × 9

B 5 × 9

C 8 × 9

D 8 × 18

Davidson's Clothing Store ordered T-shirts for the Fourth of July. Use the table for **5–7.**

Shirt Color	Number of Boxes	Number in Each Box
Red	5	8
Blue	6	8
White	10	10

5. How many white T-shirts did Davidson's Clothing Store order?

_____

6. Did Davidson's Clothing Store order more blue or red T-shirts? Explain.

_____

_____

_____

7. Ms. Davidson wants to arrange an equal number of red T-shirts on four clothing racks. How many T-shirts will she place on each clothing rack?

_____

8. Which number makes both equations true?

4 × ☐ = 32

☐ × 4 = 32

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Name _____

Daily Common Core Review
5-1

1. One sweater has 6 buttons. How many buttons are on 4 sweaters?

A 10 buttons
B 12 buttons
C 18 buttons
D 24 buttons

2. In the past 3 months the Electronic Experts store sold 6 tablets each month. How many total tablets did the store sell?

A 18 tablets
B 9 tablets
C 6 tablets
D 3 tablets

3. Georgia made $63 mowing 7 lawns. She was paid the same amount for each lawn. How much money did Georgia make for mowing each lawn?

A $3 **C** $7
B $6 **D** $9

4. Which statement is **NOT** true?

A The product of two even numbers is an even number.
B The product of an even number and an odd number is an even number.
C The product of two odd numbers is an odd number.
D The product of an odd number and an even number is an odd number.

5. Draw an array of 12 circles. Write a multiplication and a division equation to describe the array.

_____

_____

6. Daniel and Tyrus agree that the number 5 makes these equations true. Daniel says all of the equations are in the same fact family. Tyrus says they are not in the same fact family. Who is correct? Why?

$30 \div ? = 6$ $8 \times ? = 40$
$45 \times 9 = ?$ $2 \times ? = 10$

_____

_____

_____

7. A gift pack contains 8 model cars. Rita and James buy 6 gift packs for their cousins. How many model cars do Rita and James buy? Write and solve an equation.

_____

8. Angelica has 72 strawberries to share with her family. Each family member gets 9 strawberries. How many members are in Angelica's family? Write two equations to find the answer.

_____

_____

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Name _____

Daily Common Core Review
6-1

1. George places 35 books on 7 shelves. Each shelf holds the same number of books. Which equation can be used to find how many books are on each shelf?

A 35 ÷ 7 = ☐

B 35 × 7 = ☐

C 35 − 7 = ☐

D 35 + 7 = ☐

2. Which value of ? makes the equation true?

36 = 6 × ?

A 1

B 5

C 6

D 36

3. What number times 7 is 28?

A 3

B 4

C 5

D 6

4. Luis buys 8 packages of water with 6 bottles in each package. Which of the following shows a way he can find how many bottles of water there are in all?

A (8 × 6) + (8 × 6)

B (8 × 3) + (8 × 2)

C (8 × 3) + (8 × 3)

D (8 + 3) × (8 + 2)

5. Look at the multiples of 9. What pattern do you see in the ones place?

×	1	2	3	4	5	6	7	8	9	10
9	9	18	27	36	45	54	63	72	81	90

_____

_____

6. Write the fact family for 3, 6, and 18.

_____

_____

_____

_____

7. Grace has 3 cats and 1 dog. Each of Grace's cats has 6 kittens. Kris has 4 cats. Each of his cats has 5 kittens. Who has more kittens? Explain.

_____

_____

8. Emma had $20 before going to the movies with a friend. She bought 2 tickets. Each ticket costs $9. How much money does she have left?

_____

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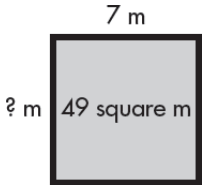
Name _____

Daily Common Core Review
7-1

1. Raycee takes 4 vitamins each day. If she brings 28 vitamins to take while on vacation, for how many days is she going on vacation?

A 8 days **C** 6 days
B 7 days **D** 4 days

2. What is the missing side length?



A 4 meters **C** 8 meters
B 7 meters **D** 49 meters

3. A nursery has 32 plants in 4 rows with an equal number of plants in each row. Which equations can you use to find how many plants are in each row? Choose all that apply.

- ☐ 32 ÷ 8 = 4
- ☐ 32 ÷ 4 = 8
- ☐ 32 − 4 = 28
- ☐ 4 × 8 = 32
- ☐ 4 + 32 = 36

4. There are 16 people at a party. A large pizza costs $9 and can be cut into 8 slices. How many large pizzas are needed for each person to have exactly one slice of pizza?

A 8 pizzas **C** 4 pizzas
B 6 pizzas **D** 2 pizzas

5. What value of ? makes the equation true?

? ÷ 5 = 7

_____

6. Alex says he can find the product for (3 × 5) × 2 by solving 3 × (5 × 2) using the Commutative Property of Multiplication. Is Alex correct? Explain.

_____

_____

_____

_____

7. Lori's Gift Shop sold 4 watches last week for $9 each and 3 more watches this week for $9 each. Show two ways to determine how much money the gift shop received from selling all of the watches.

_____

_____

_____

8. Mr. Park bought 4 pencil sharpeners. How many classrooms will get a sharpener if he puts 1 sharpener in each classroom?

_____

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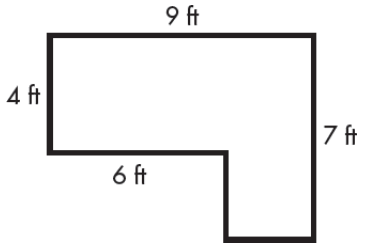
Name _____

Daily Common Core Review
8-1

1. Sandra counted the number of legs walking in the park. She counted a total of 7 people and some dogs. Each person had 2 legs and each dog had 4 legs. There were 22 legs. How many dogs did she count?

A 2 dogs
B 3 dogs
C 4 dogs
D 6 dogs

2. A contractor drew these plans for a new deck. What is the area of the deck?



A 9 square feet
B 28 square feet
C 36 square feet
D 45 square feet

3. Willem is thinking of 2 one-digit numbers. When he multiplies them, the product is 32. What is the sum of the two numbers?

A 8
B 10
C 12
D 14

4. Pedro has 3 boxes of 6 markers. Rafael has 5 boxes of 5 markers. One of the friends arranges all his markers into 2 equal groups. Was this Pedro or Rafael? How many are in each group? Explain.

_____

_____

_____

_____

_____

_____

Use the picture graph to complete **5**.

Books Read	
Team A	📖📖📖📖📕
Team B	📖📖📖📖📖📖📖📕
Team C	📖📖📖📖📕
Team D	📖📖📖📖📖📖
Each 📖 = 4 books. Each 📕 = 2 books.	

5. Which teams read fewer than 24 books? How many books did those teams read?

_____

_____

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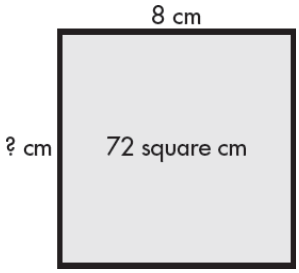
Name _____

Daily Common Core Review
9-1

1. Which is the missing side length?



A 6 centimeters

B 7 centimeters

C 8 centimeters

D 9 centimeters

2. Keith buys 7 gift sets. Each set has 5 soap bars. Which option does **NOT** show a way to find how many soap bars Keith bought?

A (3 × 5) + (4 × 5) = 15 + 20

B 5 × (7 × 2)

C 5 + 5 + 5 + 5 + 5 + 5 + 5

D (7 × 2) + (7 × 3) = 14 + 21

3. The product of two factors is 3. One of the factors is 3. Which could be the other factor?

A 3

B 2

C 1

D 0

4. What number times 8 is 64?

A 5

B 6

C 7

D 8

5. Sasha uses the strategy make a ten to add 374 and 119. The steps are shown below. Fill in the missing numbers.

119 = 100 + 13 + 6

374 + _____ = 380

380 + _____ = 393

393 + 100 = _____

374 + 119 = _____

6. Round to the nearest hundred to estimate the difference.

431 − 115

_____

7. Explain how to round 137 to the nearest ten.

_____

_____

_____

_____

_____

_____

8. What number makes this equation true?

(8 × 5) × 5 = ? × 5

_____

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Name _____

Spellings of /j/, /s/, /k/

Generalization The sound **/j/** can be spelled **ge** and **dge**: **lar<u>ge</u>**, **e<u>dge</u>**. The sound **/k/** can be spelled **ck** and **k**: **clo<u>ck</u>**, **mar<u>k</u>**.

Word Sort Sort the list words by the sound /j/ spelled *ge* and *dge*, and the /k/ sound spelled *ck* and *k*.

ge

1. _____
2. _____
3. _____
4. _____

ck

9. _____
10. _____
11. _____
12. _____

dge

5. _____
6. _____
7. _____
8. _____

k

13. _____
14. _____
15. _____

Spelling Words

1. clock
2. large
3. page
4. mark
5. kitten
6. judge
7. crack
8. edge
9. pocket
10. brake
11. change
12. ridge
13. jacket
14. badge
15. orange

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School + Home

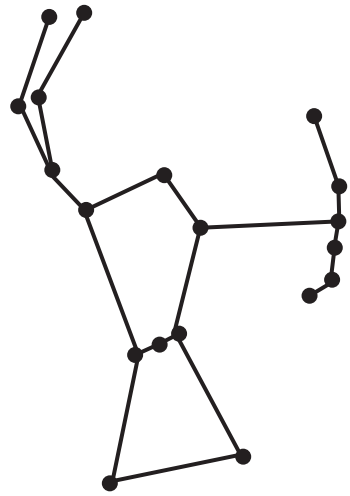
Home Activity Your child is learning to spell words with *ge*, *dge*, *ck*, and *k*. To practice at home, have your child read the list words and listen as you spell them.

Name _____

Family Times

Summary

Seeing Stars



Stars look like tiny diamonds, but they are actually giant balls of fire. You can only see stars at night, because daylight makes them invisible. It's hard to see them even at night if you live in a well-lit place like a big city. You can see stars close-up if you look through a telescope. The map of stars in the sky appears to change because the Earth moves through the sky. In long-ago times, people "connected the dots" in the sky to form constellations, such as Orion.

Activity

Fun with Astronomy Go online or to the library to find out which constellations appear in the sky at this time of year. On a bright, clear night, go outside with an adult or big brother or sister, and look at the stars. Which constellations can you see? How does looking at the stars make you feel?

Comprehension Skill

Graphic Sources

Maps, charts, diagrams, illustrations, and **photos** are examples of **graphic sources.** They help us understand information as we read a text.

Activity

Around Your Home Go on a hunt around your home for graphic sources. You might find a street map of your neighborhood or town, a monthly calendar, or a diagram in an owner's manual. Talk about the information you can learn from each graphic source. How is the graphic source helpful?

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Lesson Vocabulary

Words to Know

Knowing the meanings of these words is important to reading *Seeing Stars*. Practice using these words.

Vocabulary Words

shine to give off light

gas a naturally occurring fluid, often used for fuel

gigantic very large

dim poorly lit

temperature measure of heat or cold

patterns regular formations

ladle spoon with a long handle and a deep bowl

Conventions

Subject-Verb Agreement

The **subject** of a sentence tells who or what performs the main action. The **verb** tells what the main action is. The subject and verb must **agree.** A singular subject gets a singular verb. A plural subject gets a plural verb.

The actor speaks his lines loudly and clearly.

The actors speak their lines loudly and clearly.

	Subject	Verb
Singular	actor	speaks
Plural	actors	speak

Activity

Agree or Disagree? Play a game with a partner. One player writes down a subject on a card. The other writes down a verb. On a signal, turn the two cards face up. Call out "Agree" if subject and verb agree and "Disagree" if not. The first player to shout the correct answer gets 2 points.

Practice Tested Spelling Words

_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

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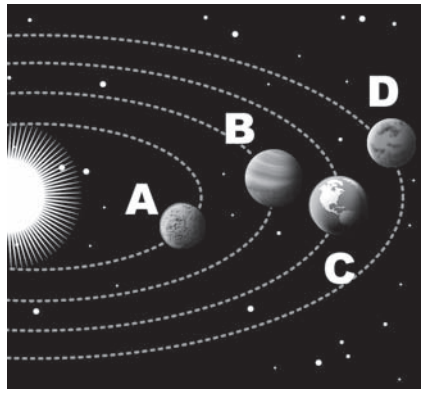
Name _____

Graphic Sources

- **Graphic sources** are sources of information such as **maps, charts, diagrams,** and **illustrations.**
- **Graphic sources** help us understand the text we read.

Directions Read the following passage and look at the diagram. Then answer the questions.

In our solar system, the planets revolve in orbits around the sun, which is a star. Mercury is the planet closest to the sun. As you might imagine, it is fiery hot on Mercury. Venus, also very hot, is second closest to the sun. Venus is similar in size to Earth, the third planet from the sun. Earth's atmosphere, size, and distance from the sun make it a place where plants and animals can survive. Farther out in the solar system, the fourth planet from the sun is Mars, sometimes called the Red Planet. It is very cold and dry on Mars.



Planets closest to the sun in our solar system

1. What is this article about?

_____

_____

2. Why did the author include a diagram in the article?

_____

_____

3. Use information from the article and the diagram to write the names of the four planets shown in the diagram.

Planet A: _____

Planet B: _____

Planet C: _____

Planet D: _____

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School + Home

Home Activity Your child used a graphic source to better understand the information in an article. Find another article that has a map, illustration, diagram, or chart. Help your child use the graphic source to understand facts about the topic.

Name _____

Author's Purpose

- The **author's purpose** is the reason an author writes something.
- An author's purpose may be to inform, to persuade, to entertain, or to express ideas and feelings.
- Sometimes an author may have more than one purpose for writing.

Directions Read the following passage. Then answer the questions below.

Do you think you want to be an astronomer? Keep reading to find out whether astronomy is a good "fit" for you. First, are you a naturally curious person? People who become astronomers probably began asking questions as soon as they could talk. Astronomers are excellent observers. They have to be because they spend a lot of time looking through a telescope. Are you a patient person, or do you get restless if things don't happen right away? Astronomers do a lot of waiting because few things happen quickly in space. Another thing to consider is how much you like math. If you enjoy numbers and solving puzzles, astronomy might be just the right fit for you.

1. What is the purpose of this article?

2. Underline a sentence that tells why the author wrote the article.

3. Did the author write this article to inform or to persuade? How do you know?

4. Why does the author say that astronomers should be patient people?

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School + Home

Home Activity Your child answered questions about the author's purpose for writing an article. Read another article with your child. Discuss why the author wrote the article and how your child knows.

Name _____

Subject-Verb Agreement

Directions Use each word or phrase as the subject of a sentence. Add a verb describing an action that takes place in the present. Make sure each verb agrees with its subject.

1. The sun

_____

2. Some stars

_____

3. Our galaxy

_____

4. A telescope

_____

5. Constellations

_____

Directions Write two sentences about stars. Use verbs that describe actions in the present.

_____

_____

_____

_____

_____

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Home Activity Your child learned how to use subject-verb agreement in writing. Ask your child to write sentences in the present tense about a favorite television program. Have your child circle each verb and explain why it agrees with the subject of the sentence.

Name _____

Prefixes *un-, re-, mis-, dis-, non-*

Directions Add the prefix **un-, re-, mis-, dis-,** or **non-** to each base word. Write the new word on the line.

1.	non-	+	sense	=	_____
2.	un-	+	happy	=	_____
3.	re-	+	write	=	_____
4.	mis-	+	place	=	_____
5.	dis-	+	obey	=	_____
6.	mis-	+	understand	=	_____
7.	un-	+	kind	=	_____
8.	re-	+	create	=	_____

Directions Add **un-, re-, mis-, dis-,** or **non-** to the base word in the ( ) to best complete each sentence. Use the box for help. Write the new word on the line.

disliked **mislead** **nonprofit** **recharge** **remove** **unwrap**

_____ **9.** We always recycle the paper after we (wrap) our gifts.

_____ **10.** To (charge) the battery, plug the cell phone into the wall.

_____ **11.** If you tell him to turn right, you will (lead) him about his route.

_____ **12.** For tax purposes, the theater is a (profit) business.

_____ **13.** We (liked) having to wait so long.

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School + Home

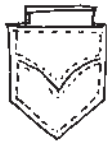
Home Activity Your child wrote words with the prefixes *un- (unhappy), re- (rewrite), mis- (misplace), dis- (disobey),* and *non- (nonsense).* Name some base words such as *take, fold,* and *file.* Ask your child to make new words using the prefixes he or she practiced on this page.

Name _____

Spellings of /j/, /s/, /k/

Spelling Words				
clock	large	page	mark	kitten
judge	crack	edge	pocket	brake
change	ridge	jacket	badge	orange

Word Search Write a list word to name the picture. Then circle the word in the puzzle. Look across, down, and diagonally.


1. _____ **2.** _____ **3.** _____

c	p	o	c	c	r	a	c	k	p	a	t
l	k	i	e	l	c	d	j	l	o	c	j
o	t	j	n	p	o	c	a	k	c	e	u
k	e	u	b	a	d	c	e	j	k	d	d
k	i	t	t	e	n	g	k	k	e	t	g
j	u	d	j	a	c	k	e	t	t	g	e



4. _____ **5.** _____ **6.** _____

Missing Letters Write the missing letters to finish the list word.

7. lar_____ **8.** mar_____ **9.** pa_____

10. ri_____ **11.** ba_____ **12.** chan_____

Home Activity Your child has been learning to spell words with *ge*, *dge*, *ck*, and *k*. Have your child identify and spell the five hardest words.

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Name _____

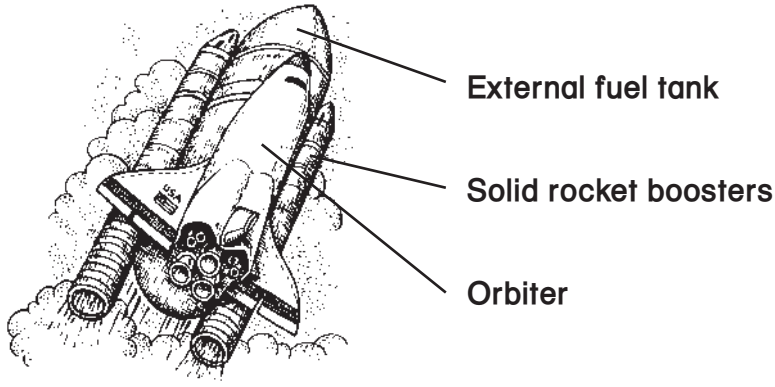
Graphic Sources

- **Graphic sources** are sources of information such as **maps, charts, diagrams, illustrations,** and **photos.**
- **Graphic sources** help us better understand the text we read.

Directions Read the following passage and look at the graphic sources. Then answer the questions.

4-3-2-1 … BLASTOFF! The United States has sent many rockets, satellites, and space shuttles into space as part of its space program. One of the biggest challenges for all these vehicles is escaping the pull of Earth's gravity. It takes rocket fuel and oxygen to launch a vehicle away from Earth and through Earth's atmosphere. At the moment of a shuttle launch, the solid rocket boosters lift the shuttle off the launch pad. About 28 miles above Earth, the boosters separate from the shuttle. From there, the main engines of the shuttle use fuel in the large external tank to get beyond Earth's atmosphere and into space.

The space shuttle has three main sections. Two of the three parts shown here contain fuel to propel the astronauts beyond Earth's atmosphere.



1. What is this article about? _____

2. Why did the author include a diagram in the article? _____

3. How many main sections does the space shuttle have? _____

Home Activity Your child used a graphic source to better understand information in an article. Find another article that has a map, illustration, diagram or chart. Help your child use the graphic source to understand facts about the topic.

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Name _____

Subject-Verb Agreement

Directions Choose the verb in ( ) that agrees with the subject. Write the verb.

1. Stars (helps, help) people with directions. _____

2. Sailors (gazes, gaze) at stars. _____

3. The North Star (stays, stay) over the North Pole. _____

4. It (is, are) a guide for sailors and pilots. _____

Directions Choose the verb in ( ) that agrees with each subject. Write the sentence.

5. Sometimes planets (looks, look) like stars.

_____

6. Those (is, are) shooting stars.

_____

7. A comet (seem, seems) like a star with a tail.

_____

8. The skies (is, are) full of bright objects.

_____

Directions Write a sentence about something you like about stars. Underline the verb. Make sure it agrees with the subject of the sentence.

_____

_____

_____

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Home Activity Your child reviewed subject-verb agreement. Say the names of some people and groups of people in your family and neighborhood. Have your child make up a sentence in the present tense about each with a verb that agrees with the subject.

ELL Reader

Science

Genre	Build Background	Access Content	Extend Language
Nonfiction	• Mountain Ranges • Mountain Animals and Plants • Exploring Nature	• Labels • Photo Captions	• Adjectives That Compare

Scott Foresman Reading Street 3.3.3

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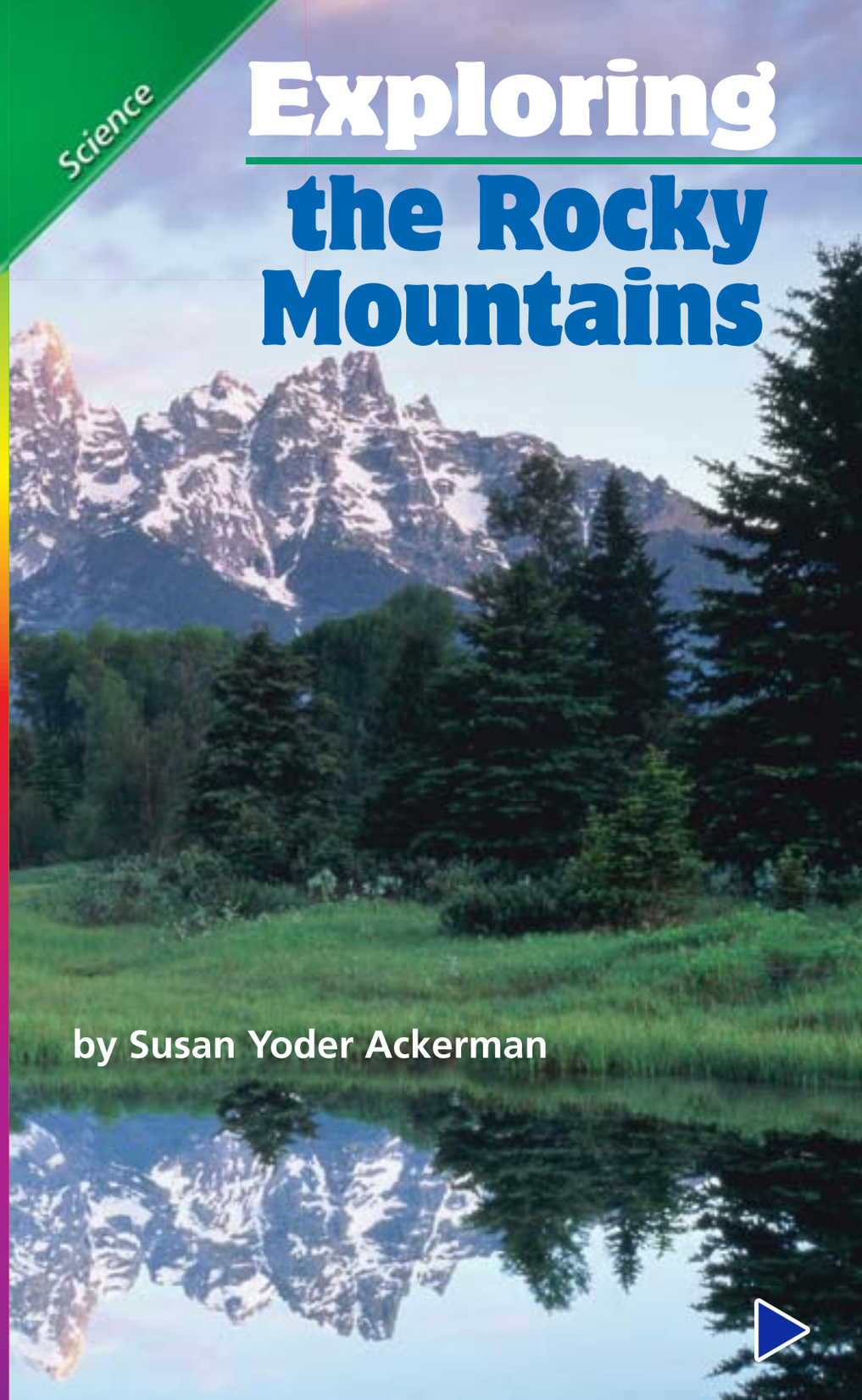
Science

Exploring the Rocky Mountains



by Susan Yoder Ackerman

Question of the Week

What can we learn about nature by investigating?

Key Comprehension Skill

Graphic Sources

Concept Words

range hike environment
temperature conifers hooves

Learning Goals:

- The environment of a mountain changes as you go up.
- Plants and animals live in different environments.
- The Rocky Mountains have different environments.

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Exploring the Rocky Mountains

by Susan Yoder Ackerman

PEARSON

Glenview, Illinois • Boston, Massachusetts
Chandler, Arizona • Upper Saddle River, New Jersey

The Rocky Mountains

The Rocky Mountains stretch from Canada to New Mexico.

The Rocky Mountain range is in the western part of North America. These mountains are also called "The Rockies."

The Rocky Mountains are tall and long! They are over 3,000 miles long. They stretch from Canada to New Mexico.

range: group of mountains

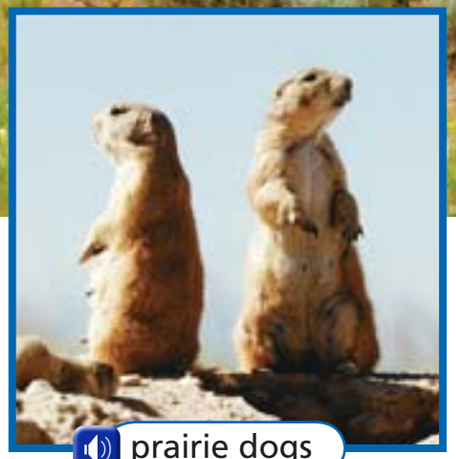
Let's explore the Rocky Mountains! We will hike to the top of a mountain. We will see changes in the environment.

The temperature will change. It will get colder as we go up. We will see plants and animals that live in these environments.

hike: to take a long walk

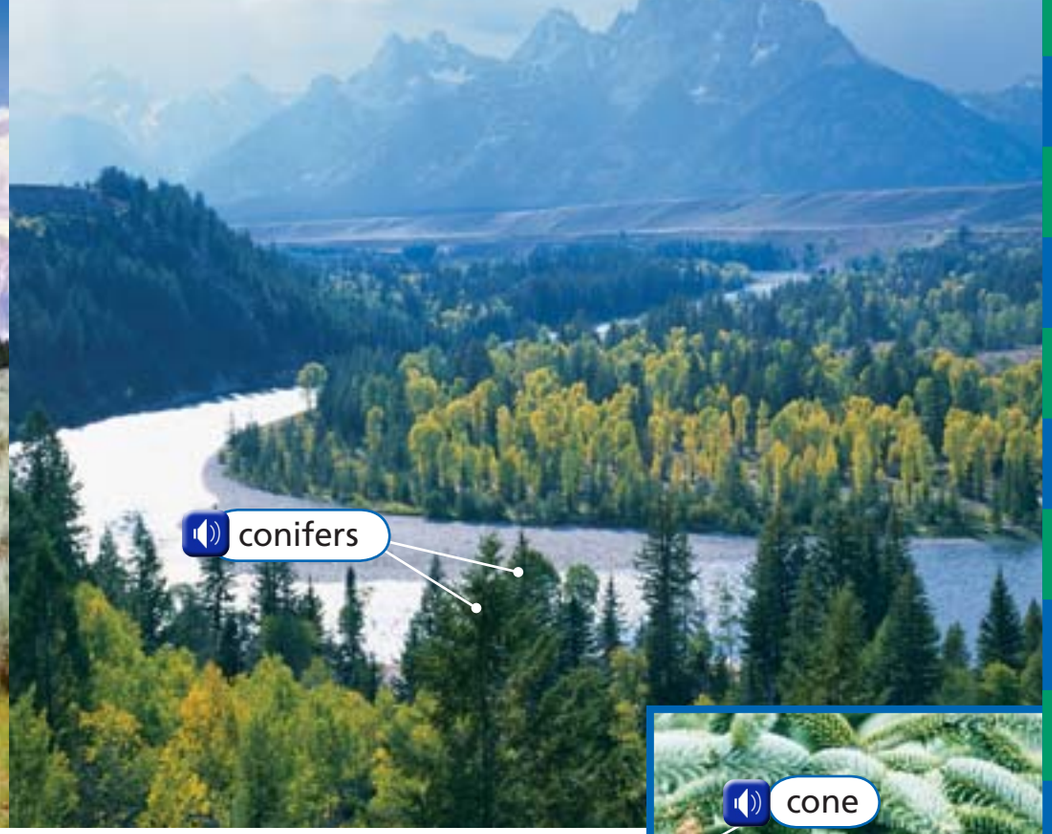
environment: air, water, and land where people, animals, and plants live

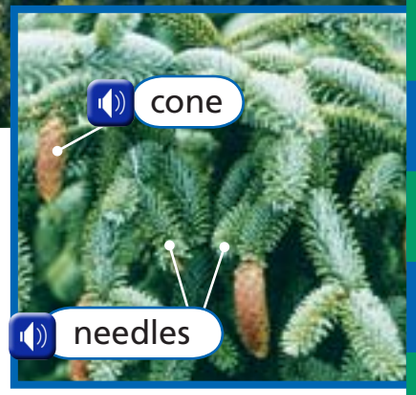
temperature: how hot or cold something is



We begin our hike at the bottom. Here, the land is dry like a desert. The temperature can be hot in the summer. A plant called sagebrush grows here.

Look! There are some prairie dogs. Their homes are under the ground.

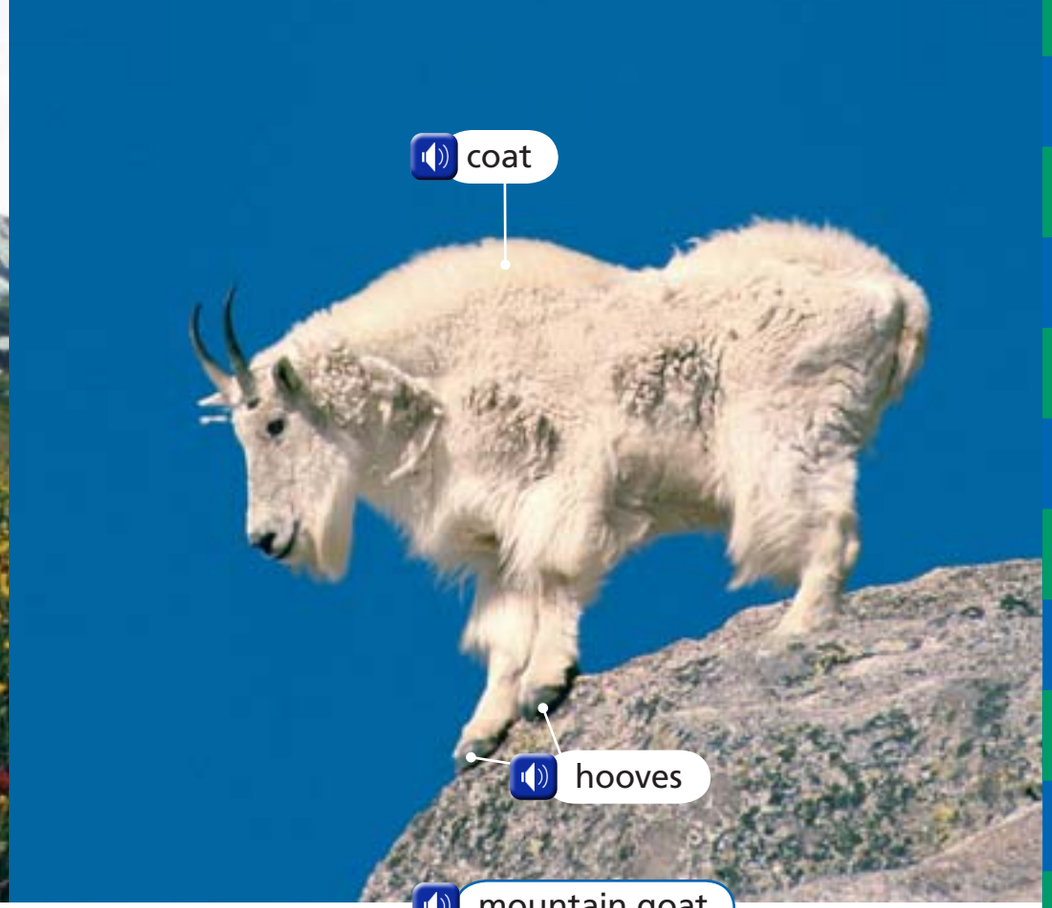




Let's hike higher. Do you feel the cool air?

Now there are trees everywhere. These trees are called conifers. Conifers have leaves that look like needles.

conifers: trees with cones



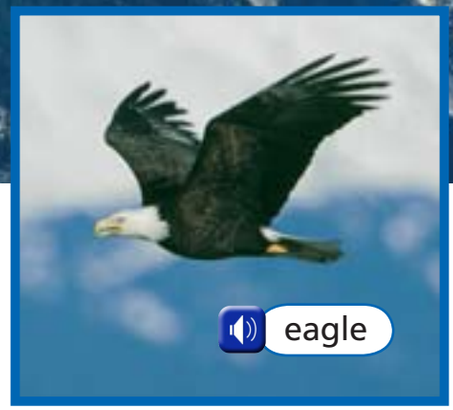
We are high on the mountain now. It is cold. The forest is below us. Now there are rocks everywhere.

It is too cold and windy for trees to grow, but not for wildflowers. Look at the beautiful colors!

Look up at the rocks above us. There is a mountain goat! It lives in this cold, rocky land.

A mountain goat has hooves that help it jump from rock to rock. Its wool coat keeps it warm.

hooves: the hard parts of feet on some animals



Our hike is over. It is too dangerous to hike any higher. Up there is the peak, or top, of the mountain. Snow and ice cover everything.

There is an eagle flying in the air. The eagle can see the whole mountain range. What a view!

Talk About It

1. Why don't trees grow at the top of the Rocky Mountains?
2. How can goats live in the Rockies?

Write About It

3. Draw a picture of a tall mountain with snow on top. At the bottom, draw a plant and an animal you can find there. Near the top, draw a plant and an animal you can find there. Write their names on your paper.

Extend Language

You can add *-er* to some words to compare two things. *This mountain is high. That mountain is higher.*

Add *-er* to these words to compare two things:

4. The milk is cold.
   The ice is _____

5. The sun was low.
   Now the sun is _____

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Name _____

Prefixes

Generalization When prefixes **pre-**, **mid-**, **over-**, and **out-** are added to words, the base words stay the same: **pre**paid, **mid**night, **over**flow, **out**doors.

Word Sort Sort the list words by prefix.

pre-

1. _____
2. _____
3. _____

mid-

4. _____
5. _____
6. _____

over-

7. _____
8. _____
9. _____
10. _____

out-

11. _____
12. _____
13. _____
14. _____
15. _____

Spelling Words

1. prepaid
2. midnight
3. overflow
4. outdoors
5. outline
6. overgrown
7. prefix
8. Midwest
9. pretest
10. midpoint
11. outgoing
12. overtime
13. overdue
14. outside
15. outfield

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School + Home

Home Activity Your child is learning to spell words with the prefixes *pre-*, *mid-*, *over-*, and *out-*. To practice at home, have your child write each spelling word and draw a line between the prefix and root word.

Name _____

Family Times

Summary

Rocks in His Head

The author talks with great pride about her father and his love of rocks. She tells how he started collecting rocks when he was a child and how that interest sustained him through both good and hard times. Eventually, his love of rocks brings him a new job caring for rocks at the science museum.

Activity

I'm Proud of You Talk about the other people in your family. What special things do they do that make you proud? Do you like their hobbies? Are they especially polite or helpful? Make a list of the things about them that you think are wonderful—then make a point of telling them so.

Comprehension Skill

Fact and Opinion

A statement of **fact** can be proved true or false. A statement of **opinion** gives someone's thoughts or feelings about something.

Activity

What Do You Think? Play Fact and Opinion with family members. The first player states a fact about a person, place, animal, or thing, such as "Our dog's name is Jasper." The next player changes it slightly to state an opinion, such as "Our dog, Jasper, has the most wonderful name of all." Switch roles and repeat the game.

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Lesson Vocabulary

Words to Know

Knowing the meanings of these words is important to reading *Rocks in His Head*. Practice using these words.

Vocabulary Words

chores small jobs or tasks

spare more than needed; extra

attic the space just below the roof of a house

labeled wrote an object's name on a tag and attached it

customer a person who buys things at a store or uses the services of a business

board a long, flat piece of sawed wood

stamps small pieces of paper stuck to letters or packages showing that a fee has been paid

Conventions

Possessive Pronouns

Some **pronouns** show who or what owns, or possesses, something. This kind of a pronoun is a **possessive pronoun.**

Activity

I Found It Players take turns thinking of desirable and undesirable objects that might be found. Players use the cloze sentence *I was walking in the sun, and I found a* _____. *To whom does this belong?* If the object is desirable, the other players may claim it by responding with sentences such as *The* _____ *is mine.* or *The* _____ *is ours.* or *That is my* _____. If the object is undesirable, players assign ownership to other real or imaginary people, using an appropriate possessive pronoun such as *your*, *yours*, *her*, *hers*, *his*, *their*, *theirs*, or *its*.

Practice Tested Spelling Words

_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

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Name _____

Fact and Opinion

- A statement of **fact** can be proved true or false.
- A statement of **opinion** gives someone's thoughts or feelings about something. Words that express feelings, such as *fun* and *wonderful*, are clues that a sentence is probably an opinion.

Directions Read the following passage. Then complete the diagram below.

Collecting is a hobby for people of all ages. People collect many things. My dad collects roadmaps from every state. Some collections such as dolls and cars can cost money. Collections that require very little time and a lot of luck are more fun. In fact, they are the most wonderful of all. People who collect rocks, for example, probably enjoy digging in the dirt as much as they enjoy finding an interesting rock!

Facts	Opinions
1.	**4.**
2.	**5.**
3.	**6.**

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School + Home

Home Activity Your child identified facts and opinions in an article. With your child, make a list of things people might collect. Then take turns saying a statement of fact or a statement of opinion about each kind of collection. The listener decides whether it is a statement of fact or of opinion and tells why.

Name _____

Cause and Effect

- A **cause** tells why something happened.
- An **effect** is what happened.
- Look for **clue words**, such as *if, then, because, since,* and *so,* to help you understand what happens and why it happens.

Directions Read the following selection. Then answer the questions below.

On his way home from work, Dad often stopped at the eyeglass store on our block. Sometimes he needed the screw on his eyeglass frame fixed. Other times, he needed the nose pad adjusted. Each time he got a free gift—an eyeglass case. So, Dad collected more than fifty cases over the years, in all styles and colors.

One day last week I sat in my artist's studio. I chatted with Dad about needing something to create a new sculpture. Soon Dad presented me with fifty of the most colorful and unusual eyeglass cases I'd ever seen. Then "Eyeglass Sculpture" won first prize in an art contest at the museum.

1. What was one cause for Dad stopping at the local eyeglass store?

2. What was one effect of Dad stopping at the local eyeglass store?

3. What was the effect of Dad stopping so often at the eyeglass store?

4. What was the effect of Dad giving his daughter material for her sculpture?

5. What clue words in the story show cause or effect?

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School + Home

Home Activity Your child read a story that shows cause and effect. Play a game with your child. Name an effect (such as people holding up umbrellas). Then ask your child to suggest a possible cause. Then change roles.

Name _____

Possessive Pronouns

Directions Revise each sentence. Replace the underlined words with possessive pronouns.

1. Daniel chose certain rocks because the rocks' color was bright blue.

_____

_____

2. Daniel and Matt spent all day at a creek since the creek's shores were covered with rocks.

_____

_____

3. Daniel and Matt looked for interesting rocks, and Daniel and Matt's bag was soon full.

_____

_____

4. Matt found a snowy white rock, which was Matt's favorite.

_____

_____

Directions Write three sentences about a collection owned by you or someone else. Use at least two possessive pronouns. Underline the possessive pronouns.

_____

_____

_____

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Home Activity Your child learned how to use possessive pronouns in writing. Have your child write two sentences about his or her favorite toys. Have your child underline possessive pronouns in the sentences.

Name _____

Vowels: *r*-Controlled

Directions Replace the sound in each word with the correct combination of letters. Choose one of the combinations in the box. Write the word on the line.

/er/ spelled ir, er, ur, ear, or	är spelled ar	ôr spelled or, ore, oar

1. moth/er/ _____
2. h/er/t _____
3. w/er/d _____
4. st/ôr/y _____
5. lock/er/ _____
6. y/är/d _____
7. b/er/dhouse _____
8. s/ôr/ing _____
9. m/ôr/ _____
10. l/er/n _____
11. invent/er/ _____
12. st/är/t _____

Directions Each sentence has two words in ( ). Underline the word that is spelled correctly.

13. The U.S. President is sometimes called the (leader, leadir) of the free world.
14. Grapes can be either green or (perple, purple).
15. Dad has an (armful, oarmful) of dirty clothes.
16. We agreed to meet after our (fearst, first) class of the morning.
17. Will they come (befor, before) or after the party?
18. The old desk was not (worth, wurth) the price they wanted for it.
19. Breakfast is usually the (earliest, erliest) meal of the day.
20. Look on the (chort, chart) to find your name.

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Home Activity Your child wrote words with *r*-controlled vowels. Read an article or a story aloud to your child. When you come to a word with an *r*-controlled vowel in it, ask your child to spell the word.

Prefixes

Spelling Words				
prepaid	midnight	overflow	outdoors	outline
overgrown	prefix	Midwest	pretest	midpoint
outgoing	overtime	overdue	outside	outfield

Context Clues Sue made a list of phrases about her best friend. Write a list word to complete each phrase.

1. very _____

2. colors _____ the lines

3. from the _____

4. always has an _____ library book

5. likes being _____

6. never stays awake until _____

Definitions Fill in the circle to show the correct definition.

7. Prepaid means
- ○ you paid ahead of time.
- ○ you paid too much.

8. Overgrown means
- ○ something grew too much.
- ○ your growth spurt is finished.

9. Pretest means
- ○ a test about prefixes.
- ○ a test to see what you already know.

10. Overtime means
- ○ it's getting late.
- ○ you worked extra hours.

11. Outline means
- ○ you can't color inside the lines.
- ○ you draw a line around the outside edge.

12. Midpoint means
- ○ middle part of anything.
- ○ near the end.

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School + Home

Home Activity Your child has been learning to spell words with prefixes. Ask your child to spell each word and use it in a sentence.

Name _____

Fact and Opinion

- A statement of **fact** can be proved true or false.
- A statement of **opinion** gives someone's thoughts or feelings about something.
- Words that express feelings, such as *best* and *amazing*, are clues that a sentence is probably an opinion.

Directions Read the following passage. Then answer the questions below.

A herpetologist is someone who studies amphibians and reptiles. Some herpetologists are especially interested in snakes. Snakes are scary. I don't like them very much, but my friend Isabel is just crazy about them! She is planning to be a herpetologist when she grows up. She thinks it would be a perfect job for her.

As a herpetologist, Isabel could study snakes all over the world, write books about them, or work in a zoo or a museum. Isabel's favorite snake is the coral snake. The coral snake is poisonous. Isabel thinks it has the most beautiful coloring of any American snake.

1. How might you prove whether the first sentence in the passage is true?

2. Is the third sentence in the passage a statement of fact or a statement of opinion? How do you know?

3. Reread the second paragraph. Find a statement of fact.

4. Write a statement of opinion that tells how you feel about snakes. Then write a reason for your opinion.

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School + Home

Home Activity Your child identified facts and opinions in an article. Think of a unique interest, hobby, or skill your child has. Say or write a statement of fact or a statement of opinion about the interest. Read it aloud and discuss with your child whether or not the statement can be proved to be true or false.

Name _____

Possessive Pronouns

Directions Circle the correct possessive pronoun for each sentence.

1. Gems are some of (our, ours) most valuable rocks.

2. (Their, Theirs) favorite gem is bright green.

3. Diamonds are found in (my, mine) state.

4. A ruby is a beautiful gem, and (her, its) color is red.

5. Ruby is my birthstone, and a diamond is (her, hers).

Directions Write the possessive pronouns in each sentence.

6. Our grandmother has some beautiful gems in her collection.

_____

7. I love the diamond for its brilliant sparkle.

_____

8. My brother James likes the rubies and their deep red color.

_____

9. Grandma has a gem called a moonstone, and it is her favorite.

_____

10. He wanted an emerald, and he received it for his birthday.

_____

Directions Revise the sentence. Replace the underlined words with a possessive pronoun.

I found a piece of marble, and the marble's color was pink.

_____

_____

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Home Activity Your child reviewed possessive pronouns. While cleaning a room in your home, ask your child to use possessive pronouns to tell who owns various items.

ELD Reader

Social Studies

Genre	Build Background	Access Content	Extend Language
Fiction	• Abilities • Special Needs • Friendship	• Dialogue • Labels in Pictures • Fact Box	• Verb Endings *-ed, -ing*

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Social Studies

My Good Friemd

by Nina Valenti
Illustrated by Don Dyen

Question of the Week
How do talents make someone unique?

High Frequency Words

morning	light
front	friends
far	voice

Concept Words

cane	chorus
sunlight	math
bothered	club

Learning Goals

- People have different talents.
- Talents make people unique
- Some people use special tools to help them do things.

My Good Friend

by Nina Valenti
Illustrated by Don Dyen

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Glenview, Illinois • Boston, Massachusetts • Chandler, Arizona
Upper Saddle River, New Jersey

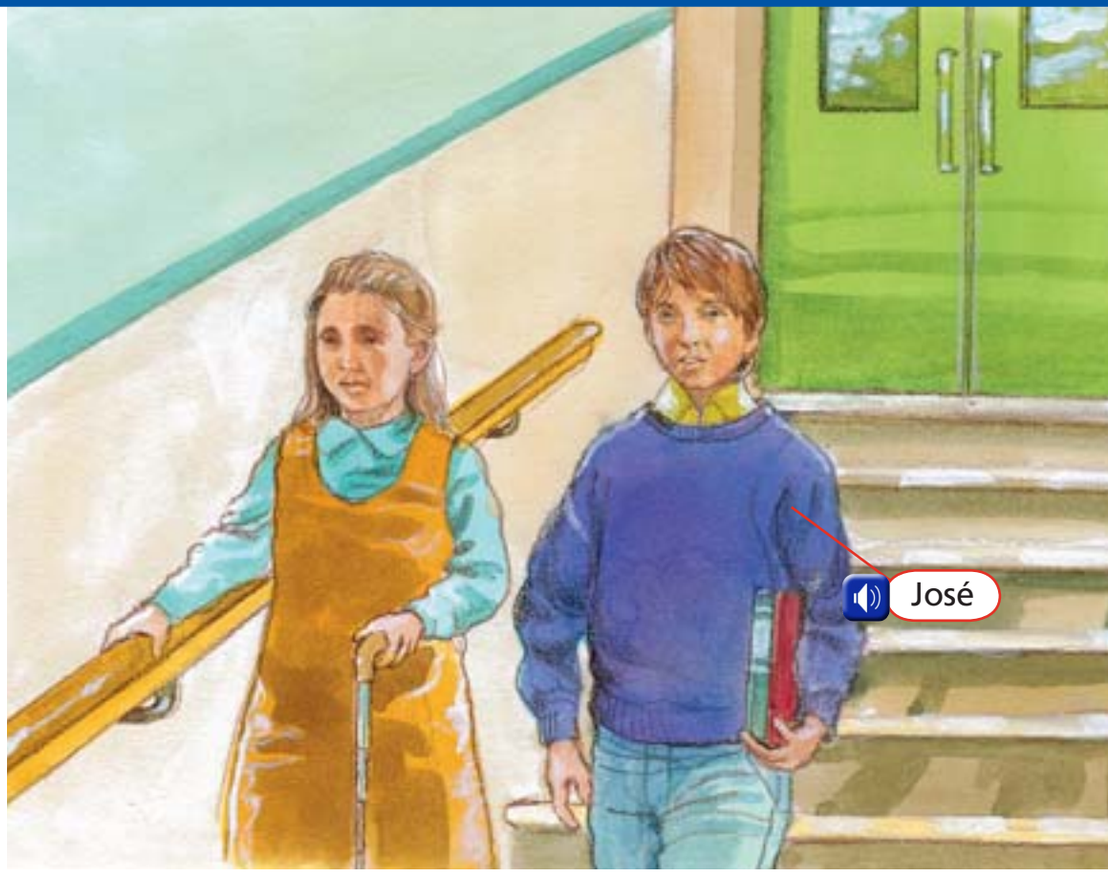
My name is Sasha. I have a story to tell.

One morning, our teacher told us about a new student. "Her name is Luz," said Mrs. Ferrara. "She does not see the same way you do."

Luz has a long cane. It helps her feel things she can't see.

Luz sat in the front, close to the board. Her desk was far from the window. The sunlight bothered her eyes.

Then another teacher came into our classroom. He gave Luz a computer. It had a special light. The words on the screen looked big.



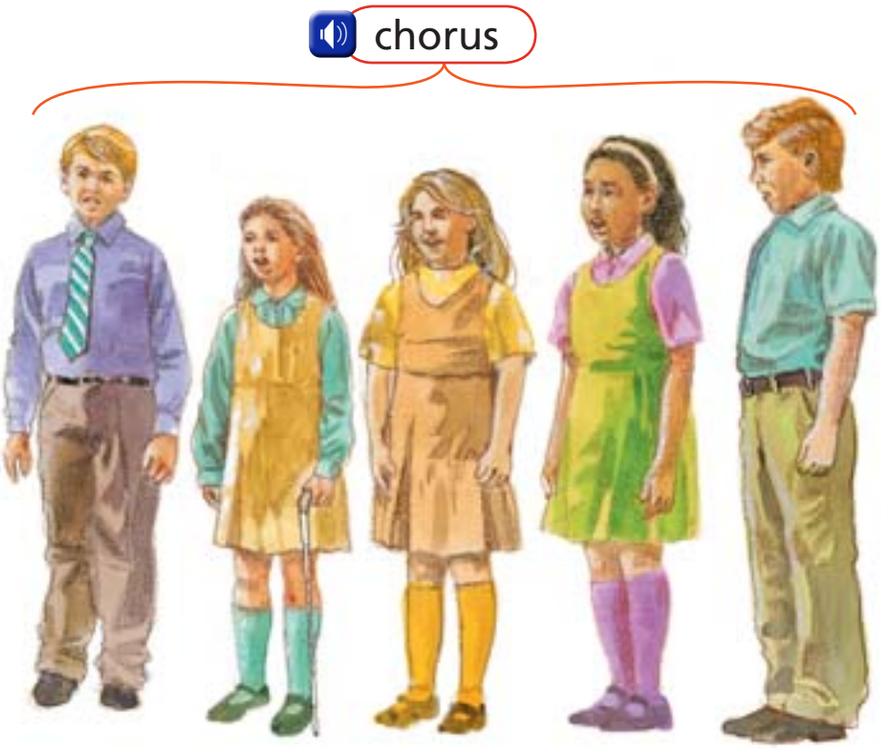
José tried to help Luz walk downstairs. "Thanks, but I don't need help," said Luz.

I met Luz at lunch. "Hi, Luz. I am Sasha."

"Hi, Sasha. I was born in California," said Luz. "My parents came from Mexico."

One day, I asked Luz why she looked sad.

"I miss my old school," she said. "My friends knew what I could and could not do. They knew how to help me."



Soon Luz felt better about being at our school. We joined the chorus. She has a great voice!

Luz also joined the math club. Math is very easy for her. She even helps other kids with it!

Luz and I became good friends. We talk after school. I can tell her anything. We play together. She is a great friend!

Extend Language **Verb Endings: *-ed, -ing***

*Help**ed*** and *help**ing*** are forms of *help.*

Can you make new words by adding *-ed* and *-ing* to the following verbs? Use a sheet of paper.

Verb	*-ed* form	*-ing* form
look		
talk		

Talk About It

1. How is Luz the same as the other students?
2. Why does Sasha think Luz is a good friend?

Write About It

3. On a separate sheet of paper, write what you know about people like Luz who have special needs. How are they like you?

Extend Language

What words do you make when you add *-ed* and *-ing* to the verb *play*? Use each word in a sentence.

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ELD Reader

Social Studies

What Careers Interest You?

by Raquel Santiago

Genre	Build Background	Access Content	Extend Language
Nonfiction	• Careers • Interests and Abilities • Education	• Labels in Pictures • Fact Box • Questions	• Singular and Plural • Career Words

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Question of the Week

Why is it valuable to have unique interests?

High Frequency Words

doctor	hard
work	plants
outside	

Concept Words

choose	astronaut
careers	spacecraft
college	gardener

Learning Goals

- Your unique interests could become your career.
- Astronauts work in space.
- Gardeners help plants grow.

What Careers Interest You?

by Raquel Santiago

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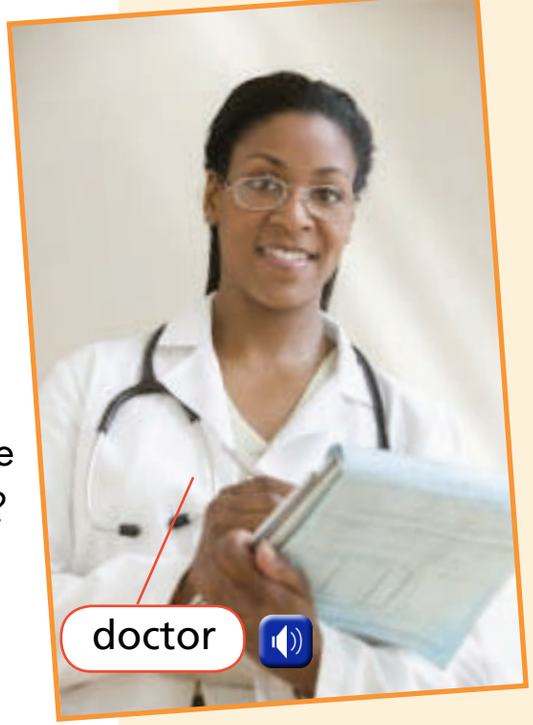
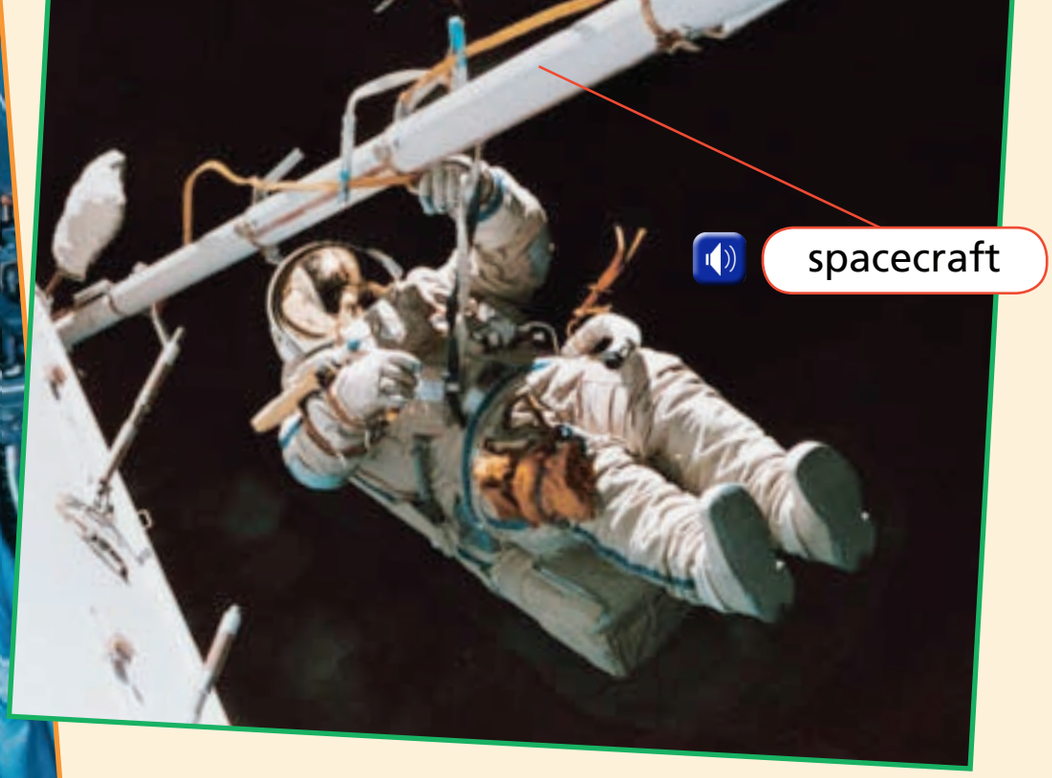
Why does a person choose to be a doctor? Why does another person choose to be a car mechanic? Many people choose careers, or jobs, because of what they like to do.



Do you like to help kids? Maybe you would like to be a teacher. People must go to college to become teachers.



Do you like science class? Do you like to travel? Maybe you would like to be an astronaut.

Astronauts are scientists. Some astronauts travel in space.

Astronauts do a lot of work. They use computers inside their spacecraft. Sometimes they go outside to work on the spacecraft.

People need to study hard to become astronauts. They study science and math. They keep their bodies strong.

Do you like plants and flowers? Maybe you would like to be a gardener.

Gardeners help plants grow. They work hard in the summer. They take care of plants inside when it is cold outside.

Do you like to make cakes and cookies? Do you like to bake bread? Maybe you would like to be a baker.

Bakers work hard. They work very early in the morning. They use ovens to bake.

Extend Language **One and Many**

The word *baker* is singular. It tells you about one baker.

The word *bakers* is plural. It tells you about many bakers.

Do you know the plural of these words?

job career teacher book

What do you like to do? Are you good at art? Do you like animals?

You can choose from many different careers. Good luck!

Talk About It

1. How do many people choose a career?
2. Why do some people choose to be gardeners?

Write About It

3. On a separate sheet of paper, list five or six things that you like to do. Then think of a career that you might like to have.

Extend Language

An artist makes art. An earth scientist studies the Earth. What are the names of people who do these jobs?

Cook food for people to eat

Sing songs

Help sick people get well

Photographs

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