

3rd Grade ELA

Week 6 Overview

May 4th – 8th

The student will be able to identify the logical connection between particular sentences and paragraphs in a text (i.e. cause and effect).

Day	To Do
Monday	<input type="checkbox"/> Readworks: Moose on the Move and questions <input type="checkbox"/> Read 20 minutes
Tuesday	<input type="checkbox"/> Grammar pgs. 141 & 142 <input type="checkbox"/> Read 20 minutes
Wednesday	<input type="checkbox"/> Readworks: Safe Ride and questions <input type="checkbox"/> Read 20 minutes
Thursday	<input type="checkbox"/> Grammar pg. 143 <input type="checkbox"/> Read 20 minutes
Friday	<input type="checkbox"/> Make sure all work is completed <input type="checkbox"/> Read 20 minutes

Moose on the Move

by Jeff Ives

Helicopters bring Utah's moose to their new home in Colorado.

It's a bird! It's a plane! Wait...it's a moose! Wildlife workers moved 24 moose from Utah to their new home in Colorado in 2007. The moose traveled part of the way hanging from helicopters. The helicopters safely **transported**, or moved, the animals to trucks for a six-hour drive.

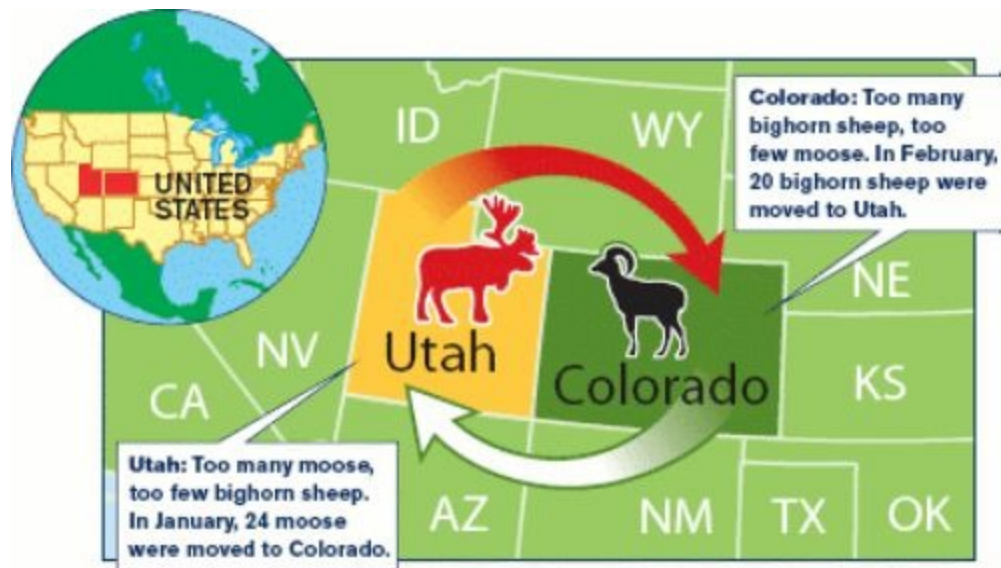
More than 90 moose were brought to Grand Mesa, Colorado that way by the end of the 2000s. The idea for the project began when a Colorado man thought of bringing moose to Grand Mesa for the first time. "There was a big meadow full of willows, and it looked like there should be a moose standing there," Roger Shenkel told *WR News*. Shenkel shared his idea with officials at the Colorado Division of Wildlife (DOW).

The DOW spent years studying Grand Mesa's habitat. A habitat is the place where an animal or a plant naturally lives. When officials decided that the area was suitable for moose, the DOW workers set out to find some of the animals to live there.

Fair Trade

Utah needed more bighorn sheep, because their numbers had dropped. In **exchange**, or trade, for the 24 moose, Colorado sent 20 bighorn sheep to Utah. "Here in northern Utah, we have too many moose," Justin Dolling of the Utah DOW told *WR News*. "We made a trade."

Animal Swap



Baker Vail

Colorado exchanged bighorn sheep for moose in 2007.

Animal **overpopulation** can be a big problem. That happens when too many animals live in one area. Those animals can run out of food. Wildlife officials help solve the problem by moving animals to areas where they can find enough food. The map shows how some moose and some bighorn sheep were swapped to keep both groups of animals healthy.

Name: _____ Date: _____

1. Utah agreed to give Colorado moose because

- A. Utah had too many moose.
- B. Utah wanted to exchange moose for sheep.
- C. Utah wanted to help wildlife population.
- D. all of the above.

2. Overpopulation negatively affects animals because

- A. people get angry when an animal becomes overpopulated.
- B. animals have a hard time staying warm.
- C. animals can run out of food.
- D. animals do not like to be lonely.

3. The Colorado Division of Wildlife studied the area where the moose would live because

- A. they wanted to study the before/after effect of introducing moose into the environment.
- B. they wanted to be certain that there were no moose there.
- C. they wanted to make sure that there were no hunters there.
- D. they wanted to see if it was a habitat appropriate for moose.

4. The author included the map

- A. to show the reader where Colorado and Utah are.
- B. to show the reader the relationship between the United States and Canada.
- C. to show the reader what sheep and moose look like.
- D. to clarify the trade between Colorado and Utah.

5. If there's an overpopulation of moose in one place and sheep in another place, how might swapping them to different habitats make them healthier?

Name _____

- **Adverbs** can be used to compare two or more actions.
- To compare using most one-syllable adverbs, add *-er* or *-est*.
- The words *more* and *most* are used with adverbs that have two or more syllables to make comparisons.

Circle the correct word to complete each sentence.

1. My brother runs (faster, fastest) than I do.
2. Jay solved the problem (more, most) quickly than Frank.
3. The first band played the song the (louder, loudest) of any of the bands.
4. Kara answered the question (quicker, quickest) than the other students.
5. Hurricanes happen (more, most) frequently during September than April.
6. Birds migrate (more, most) often before winter than after.
7. That piano recital lasted (longer, longest) than the last one.
8. The last math problem was the (harder, hardest) one of all.
9. Do you know if the Atlantic Ocean is (deeper, deepest) than the Pacific?
10. We can travel to Florida (more, most) easily by air than train.

Name _____

- To make comparisons using the adverb *well*, use *better* and *best*.
- To make comparisons using the adverb *badly*, use *worse* and *worst*.

Write the correct form of the word in parentheses to complete each sentence. Then write the sentence on the line.

1. Jai scored _____ on the last test than the first one. (well)

2. Jai scored _____ of all on yesterday's spelling test. (well)

3. Mom's flowers looked _____ during August than July. (badly)

4. Mom's flowers looked _____ of all during the hot, dry months. (badly)

5. Do you think our team will do _____ against the Eagles or the Panthers? (well)

Safe Ride?



photos.com

School buses are still the safest way for kids to ride to school.

As the wheels on the bus go round and round, many kids are being bounced around. A study showed that about 17,000 accidents occur on school buses each year. Injuries range from cuts to broken bones.

Researchers report that crashes aren't causing all of those injuries. Kids are sometimes thrown around when buses stop and turn. Some people say those injuries could be prevented if school buses had seat belts.

Traffic safety experts say seat belts would not **reduce**, or lower, injuries. Not all injuries occur when kids are in their seats. Nearly one-quarter of injuries occur when kids are getting on and off the buses.

School buses are still the safest way for kids to ride to school, says the National School Transportation Association. The number of kids injured is only a small fraction of the nearly 24 million kids who travel on school buses each year.

Name: _____ Date: _____

1. Injuries on school buses are caused by
 - A. crashes.
 - B. kids being thrown around when the bus stops.
 - C. accidents while kids get on and off the bus.
 - D. all of the above.

2. Some think that seat belts should be on school buses, because
 - A. they would prevent crashes.
 - B. they would teach children to be safe.
 - C. they would remind bus drivers to drive slowly.
 - D. they would keep children in their seats.

3. There are about _____ accidents on school buses each year.
 - A. 24 million
 - B. 17 thousand
 - C. 24 thousand
 - D. 17 million

4. The National School Transportation Association recommends school buses because
 - A. school buses are the fastest way to get to school.
 - B. school buses are the least expensive way to get to school.
 - C. school buses are the safest way to get to school.
 - D. all of the above.

5. Do you think there should be seat belts on school buses? Support your opinion.

Name _____

- Add *-er* or *-est* to the end of short adverbs to compare.
- Use *more* and *most* with adverbs that have two or more syllables.
- Adverbs that are used with *more* or *most* do not change their endings to make comparisons.

Circle the correct word or words to complete each sentence.

1. The scientists worked (more quickly, most quickly) than they had ever worked before.
2. That was the (more carefully, most carefully) planned expedition ever.
3. He travels to Texas (oftener, more often) than Florida.
4. The owl swooped in the (lowest, most low) possible to catch the mouse.
5. Some people wait (more patiently, most patiently) than others.
6. Jim swam the (most fastest, fastest) of all the swimmers.
7. It rains (more heavily, heavilier) during April than in August.
8. A hawk sees (clearly, more clearly) than many other birds.
9. The little bird sang (more sweetly, sweetlier) than the crow.
10. The captain sailed the boat (more skillfully, most skillfully) than the first mate.

3rd Grade ELA

Week 7 Overview

May 11th – 15th

The student will be able to identify the logical connection between particular sentences and paragraphs in a text (i.e. compare and contrast).

Day	To Do
Monday	<input type="checkbox"/> Readworks: Every Hour Counts and questions <input type="checkbox"/> Read 20 minutes
Tuesday	<input type="checkbox"/> Grammar pgs. 146 & 147 <input type="checkbox"/> Read 20 minutes
Wednesday	<input type="checkbox"/> Readworks: Olympics: Then and Now and questions <input type="checkbox"/> Read 20 minutes
Thursday	<input type="checkbox"/> Grammar pg. 148 <input type="checkbox"/> Read 20 minutes
Friday	<input type="checkbox"/> Readworks: Be a Safe Sport and questions <input type="checkbox"/> Read 20 minutes

Every Hour Counts

Do you ever stay up late to play video games or watch TV? If so, you may want to think twice the next time. Experts say even one extra hour of sleep a night counts. A recent study showed that extra sleep can help kids perform better in school.

For two nights, a group of kids who took part in the study went to bed at their usual bedtime. Afterward, they were given tests for memory and attention span. Both of those things are important for learning in school.

On the third night, some kids went to bed one hour earlier than usual. Others went to bed one hour later. The next day, experts tested the kids again.

Here is what the experts found: The kids who slept an extra hour improved their test scores. Some kids did better by as much as two grade levels! The kids who lost an hour of sleep did not improve their scores.



U.S. Department of Health and Human Services

A recent study showed that extra sleep can help kids perform better in school.

You Snooze, You Lose

Most third graders need at least nine hours of sleep each night, say experts. However, studies show that many kids are not sleeping enough. That can make it hard for kids to pay attention in school.

Going to bed early is not easy, experts agree. But it's worth it! One extra hour of sleep may mean the difference between doing well and falling asleep in class.

Get Your Zzzzs!

Here are some tips to help you get a good night's sleep:

Do

relax with quiet time before going to sleep.

go to bed at the same time each night.

Don't

eat a big meal or exercise right before bed.

drink soda pop with caffeine in the evening.

Name: _____ Date: _____

1. Kids who get an extra hour of sleep have better memory skills, while kids who get less sleep

- A. are better readers in all their classes.
- B. come late to school constantly.
- C. are grumpy during the day at school.
- D. may have a hard time paying attention in school.

2. _____ is a result of losing an hour of sleep while _____ is a result of sleeping an extra hour.

- A. Doing well in math / doing well in reading
- B. Better memory / a poor test score
- C. A poor test score / an improved test score
- D. Gaining weight / losing weight

3. The following sentence is an opinion:

- A. it is hard to get extra sleep.
- B. studies show that extra sleep helps students.
- C. students that get extra sleep do better on tests.
- D. extra sleep increases attention span.

4. Kids who sleep better might go to bed the same time each night, while kids who have sleeping problems might

- A. eat a small meal before bedtime.
- B. relax before bedtime.
- C. drink soda in the evening.
- D. exercise in the morning.

5. Why might it be hard for some kids to get extra sleep? What can they do to sleep better?

Name _____

- A **preposition** is a word that shows a relationship between a noun or a pronoun and another word in a sentence.
- Common prepositions include *in, on, at, over, under, to, from, for, with, by, of, into, before, after, and during*.
- The noun or the pronoun that follows a preposition is the object of the preposition.

Underline the preposition in each sentence. Write the preposition on the line.

1. My dad brought home plans for a picnic table. _____
2. We will build it in the backyard. _____
3. First, we will drive to Jon's Lumber Yard and buy the wood. _____
4. It is across town. _____
5. I think it is by the old skating rink. _____
6. Dad said that we could go after lunch. _____
7. He is making a list of the supplies we need. _____
8. It will be fun building the picnic table from the wood we buy. _____
9. We will get everything we need at Jon's Lumber Yard. _____
10. I climb into Dad's big truck and we are ready. _____

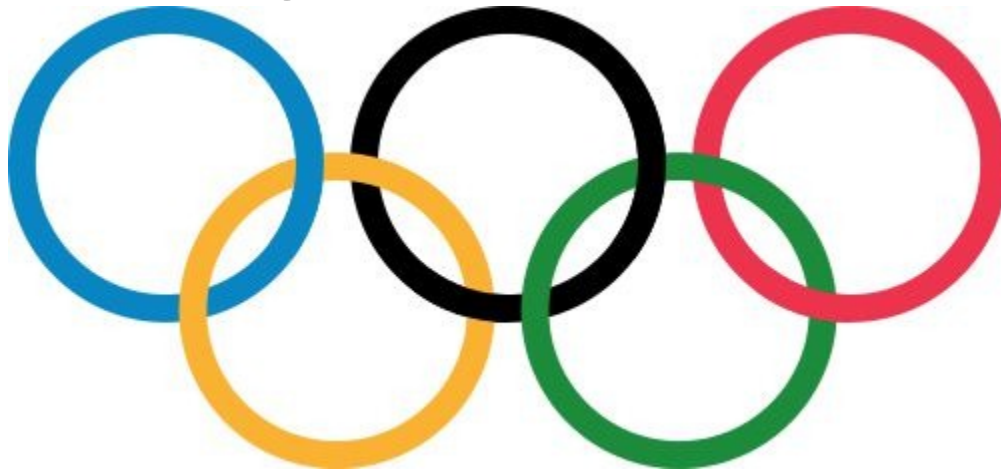
Name _____

- A **prepositional phrase** is a group of words that includes a preposition, the object of the preposition, and any words in between, such as *at the beach* and *by the tree*.
- When a pronoun follows a preposition, it should be an object pronoun, such as *me, you, him, her, it, us, and them*.

Underline the prepositional phrases in the following sentences.

1. Last weekend, Uncle Dan and I went on a hike.
2. A few years ago, Uncle Dan hiked across the country.
3. He took photographs along the way.
4. His photos were made into a book.
5. We have his book on our bookshelf.
6. He took some amazing pictures during his long hike.
7. One photo shows some hikers near the top of Mt. Everest.
8. Another photo shows the sun setting behind the Rocky Mountains.
9. It is always fun to hike with Uncle Dan.
10. I plan to write an essay about our adventure.

The Olympics: Then and Now



the Olympic rings

The first Olympics were held more than 2,700 years ago in Olympia, Greece. The games have come a long way since then. Take a look at how they compare with today's Olympics.

THEN	NOW
Only men were allowed.	Both men and women compete.
The Olympics were held in Greece.	The Olympics are held in various cities throughout the world.
Olympic Games took place every four years, in the summer.	Summer and Winter Games alternate every two years.
Winners received a crown of olive leaves.	Winners receive a medal of gold (first place), silver (second place), or bronze (third place).

By the Numbers

Check out these numbers from the 2006

Winter Games.

2,632 number of athletes

615 medals awarded

216 U.S. athletes

82 countries participating

86 official competitions

17 days

15 sports

Name: _____ Date: _____

1. The author used charts in this passage

- A. because it is about the Olympics.
- B. to organize the information.
- C. as scientific evidence.
- D. all of the above.

2. There are more _____ than _____.

- A. sports, days
- B. U.S. athletes, countries participating
- C. official competitions, U.S. athletes.
- D. medal to be awarded, athletes.

3. The author writes, "Take a look at how they compare with today's Olympics." *They* refers to

- A. the first Olympics.
- B. the summer Olympics.
- C. the winter Olympics.
- D. last year's Olympics.

4. Competitors _____ received prizes.

- A. both in modern and in the first Olympics.
- B. in modern Olympics
- C. in the first Olympics
- D. neither in modern nor in the first Olympics.

5. Would you rather compete in Modern Olympics or Ancient Olympics? Explain why.

Name _____

- A comma is used to separate an introductory word from the rest of a sentence.
- An introductory word could be a name, an adverb, or another word that should be separated from the rest of the ideas in the sentence.

Rewrite each sentence. Add a comma after the introductory words in the sentences.

1. Yes we had a great time on our camping trip.

2. No it didn't rain at all.

3. First we set up our tent and unpacked our supplies.

4. Later we went canoeing down Green River.

5. Mom what was your favorite part of the trip?
