Disclaimer: This packet is intended ONLY for the use of students enrolled in Leon County Schools.

This document provides a breakdown of work for your child to complete per week. Please check off the pages as they are completed.

3rd Grade

Week 1:
☐ Pages 27-28 MAFS.3.NF.1.2a
☐ Pages 31-32 MAFS.3.NF.1.3a

Week 2:
☐ Pages 29-30 MAFS.3.NF.1.2b
☐ Pages 35-36 MAFS.3.NF.1.3c

Week 3:
☐ Pages 25-26 MAFS.2.NF.1.1
☐ Pages 39-40 MAFS.3.MD.1.1
☐ Pages 47-48 MAFS.3.MD.3.5a

Week 4:
☐ Pages 41-42 MAFS.3.MD.1.2
☐ Pages 45-46 MAFS.3.MD.2.4
☐ Pages 49-50 MAFS.3.MD.3.5b

MATH

WEEK 1

1 What is the size of the part from 0 to *A*?

Ⓐ $\frac{1}{2}$ Ⓑ $\frac{1}{4}$ Ⓒ $\frac{1}{6}$ Ⓓ $\frac{1}{8}$

---

2 How many equal parts should be shown on the number line to represent the fraction $\frac{1}{2}$?

_____ equal parts

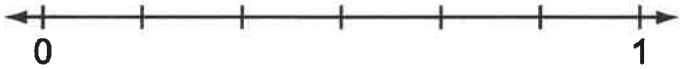
---

3 What fraction names point *A* on the number line?

Ⓐ $\frac{1}{3}$ Ⓑ $\frac{1}{4}$ Ⓒ $\frac{1}{6}$ Ⓓ $\frac{1}{8}$

---

4 Plot a point at $\frac{1}{6}$ on the number line.



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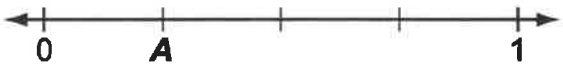
5 How many equal parts are shown on the number line?

Ⓐ 2 Ⓑ 3 Ⓒ 4 Ⓓ 8

Standards-Based Practice
MAFS.3.NF.1.2a

Name _____

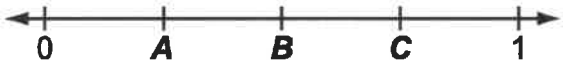
6 What fraction names point *A* on the number line?



Ⓐ $\frac{1}{2}$ Ⓑ $\frac{1}{3}$ Ⓒ $\frac{1}{4}$ Ⓓ $\frac{1}{8}$

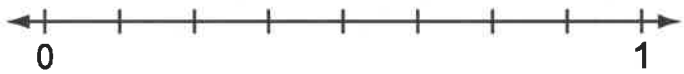
7 Plot a point at $\frac{1}{3}$ on the number line.

8 Which describes the whole shown on the number line?



Ⓐ the part from 0 to *A*
Ⓑ the part from 0 to *B*
Ⓒ the part from 0 to *C*
Ⓓ the part from 0 to 1

9 Plot the fraction $\frac{1}{8}$ on the number line.

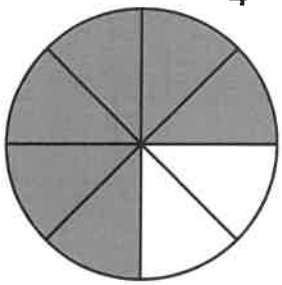


10 How many equal parts should be shown on the number line to represent sixths?

Ⓐ 2 Ⓑ 3 Ⓒ 4 Ⓓ 6

Name _____

1 The model is shaded to show the fraction $\frac{3}{4}$.



Which fraction is equivalent to $\frac{3}{4}$?

Ⓐ $\frac{3}{8}$ Ⓒ $\frac{5}{8}$

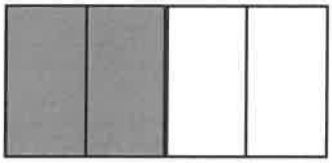
Ⓑ $\frac{4}{8}$ Ⓓ $\frac{6}{8}$

2 The model is shaded to show the fraction $\frac{2}{3}$.

Write a fraction that is equal to $\frac{2}{3}$.

$\frac{2}{3} =$ _____

3 The model is shaded to show the fraction $\frac{1}{2}$.



Which fraction is equivalent to $\frac{1}{2}$?

Ⓐ $\frac{1}{4}$ Ⓒ $\frac{3}{4}$

Ⓑ $\frac{2}{4}$ Ⓓ $\frac{4}{4}$

4 It took Mike $\frac{2}{6}$ of an hour to clean his room. What fraction is equivalent to $\frac{2}{6}$?

_____

5 Which fraction makes the equation true?

$\frac{1}{2} = ?$

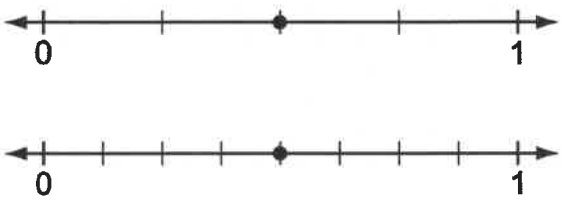
Ⓐ $\frac{1}{6}$ Ⓒ $\frac{3}{6}$

Ⓑ $\frac{2}{6}$ Ⓓ $\frac{4}{6}$

Standards-Based Practice
MAFS.3.NF.1.3a

Name _____

6 The number lines each show a fraction.



Which fraction is equal to $\frac{2}{4}$?

Ⓐ $\frac{2}{8}$ Ⓒ $\frac{6}{8}$

Ⓑ $\frac{4}{8}$ Ⓓ $\frac{8}{8}$

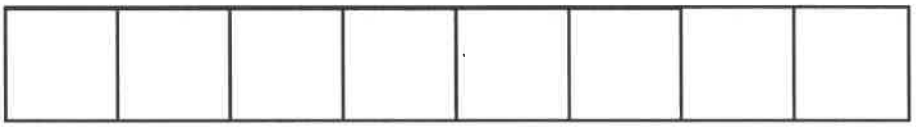
7 Shade the model to show a fraction equivalent to $\frac{1}{2}$ of the whole.

8 Mrs. Smith decorated $\frac{1}{3}$ of her classroom with science posters. Which fraction is equivalent to $\frac{1}{3}$?

Ⓐ $\frac{1}{6}$ Ⓒ $\frac{3}{6}$

Ⓑ $\frac{2}{6}$ Ⓓ $\frac{4}{6}$

9 Shade the model to show a fraction equivalent to $\frac{3}{4}$.



10 Which fraction is equivalent to $\frac{1}{4}$?

Ⓐ $\frac{1}{8}$ Ⓒ $\frac{6}{8}$

Ⓑ $\frac{2}{8}$ Ⓓ $\frac{8}{8}$

3rd Grade Week 1

Dear Parent/Guardian,

During Week 1, your child will review a variety of skills, including genre, text features, syllables, prefixes, suffixes, inflectional endings, grammar, homophones, sentence clues, and read both informational and literary text to practice reading comprehension.

We also suggest that students have an experience with reading each day. Reading at home will make a HUGE difference in your child's school success! Make reading part of your everyday routine. Choose books that match your child's interests. Reading for 20 minutes a day will continue to grow your young reader's vocabulary and comprehension.

Links for additional resources to support students at home are listed below for letters and numbers review, sight word practice, colors, shapes, and more:
https://classroommagazines.scholastic.com/support/learnathome.html
https://www.education.com/
http://www.sheppardsoftware.com/
https://www.funbrain.com/

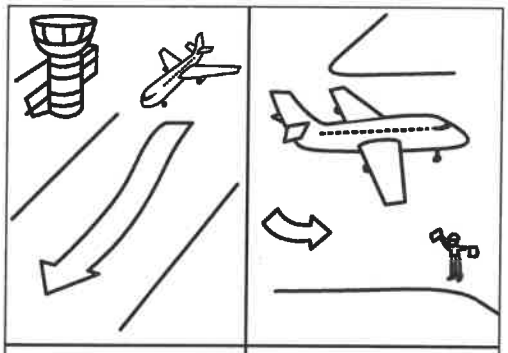
Week 1 At A Glance		
Day 1	☐ Read for 20 minutes ☐ Genre/Text Feature Page 226	LAFS.3.RF.4.4 LAFS.3.RI.2.5
Day 2	☐ Read for 20 minutes ☐ Syllables/Prefixes-Suffixes Page 248 ☐ Inflectional Endings/Suffixes Page 238	LAFS.3.RF.3.3 LAFS.3.L.1.1.f
Day 3	☐ Read for 20 minutes ☐ Read "What is Antarctica?" and answer questions	LAFS.3.RF.4.4 LAFS.3.RI.1.1 LAFS.3.RI.1.2 LAFS.3.RI.1.3 LASF.3.RI.2.5
Day 4	☐ Read for 20 minutes ☐ Grammar Page 111 ☐ Grammar Page 112	LAFS.3.L.1.1.g
Day 5	☐ Read for 20 minutes ☐ Homophones Page 247 ☐ Sentence Clues Page 227	LAFS.3.L.1.1 LAFS.3.L.3.4

Name _____

Teamwork at the Airport

The pilot of a plane calls the air traffic controller to say that the plane is approaching. Then the air traffic controller looks at the runway and makes sure that there are no planes on it. If the runway is clear, the controller tells the pilot to land.

Once the plane is on the ground, the pilot talks to the ground traffic controller. The ground traffic controller looks for the best route away from the runway and guides the plane to the airport.



The air traffic controller helps the pilot land.

The ground traffic controller guides the pilot to the airport.

Answer the questions about the text.

1. **Expository text tells about a topic. What topic does this text tell about?**

_____

2. **What text feature is included?**

_____

3. **What does the chart show?**

_____

4. **What does the ground traffic controller help the pilot do?**

_____

Name _____

When a syllable ends in a vowel, it is called an open syllable. Open syllables have a long-vowel sound. Words with an open first syllable are divided after the vowel.

ba / sic pi / lot mu / sic

A. Read each word in bold. Circle the answer that shows the word correctly divided into syllables. The first one has been done for you.

1. open	**a.** o / pen	**b.** ope / n
2. polar	**a.** pol / ar	**b.** po / lar
3. favor	**a.** fa / vor	**b.** fav / or
4. tiger	**a.** tig / er	**b.** ti / ger

A prefix is a word part added to the beginning of a word. A suffix is a word part added to the end of a word. Both prefixes and suffixes change the meaning of the root word.

B. Add the prefix or suffix to the root word. Write the new word on the line. The first one has been done for you.

1. un	+	zip	=	**unzip**
2. re	+	write	=	_____
3. sad	+	ly	=	_____
4. care	+	ful	=	_____

Name _____

If a word ends in a consonant + *y*, change the *y* to *i* before adding *-s*, *-es*, or *-ed*: *try, tries, tried*. If a word ends in a vowel + *y*, the spelling does not change: *play, plays, played*. There is no spelling change when adding *-ing* to a word that ends in *y*: *trying, playing*.

A. Read each sentence. Circle the word with the correct *-s*, *es*, *-ed*, or *-ing* spelling. The first one has been done for you.

1. The little boy (cryd, (cried)) when he fell.
2. He (dries, drys) the dishes before putting them away.
3. She is (playing, plaing) a new game.
4. My uncle is (flyeing, flying) home tomorrow.

A suffix is a word part that can be added to the end of words. The suffixes *-ful*, *-less*, and *-able* change the meaning of words.

-ful means "full of"	thought<u>ful</u> = full of thought
-less means "without"	help<u>less</u> = without help
-ness means "the state of"	dark<u>ness</u> = the state of being dark

B. Add the suffixes to the following base words. Write the word on the line. The first one has been done for you.

1. joy + ful = **joyful**
2. spot + less = _____
3. fit + ness = _____
4. grace + ful = _____
5. fear + less = _____

COMMONLIT

Name: _____ Class: _____

What is Antarctica?

By NASA
2010

This text from NASA provides important information about Antarctica, an extremely cold region on Earth. As you read, take notes on what scientists study about Antarctica.

[1] Antarctica is a continent.[1] It is Earth's fifth largest continent. Antarctica is covered in ice. Antarctica covers Earth's South Pole.

"Untitled" by Mariusz Prusaczyk is licensed under CC0.

What Is Antarctica Like?

Antarctica is the coldest place on Earth. The temperature in the winter is cold enough to freeze water all the time. The temperature in the middle of Antarctica is much colder than the temperature on the coasts.[2]

Antarctica has two seasons: summer and winter. Earth is tilted in space and the direction of tilt never changes. During summer, Antarctica is on the side of Earth tilted toward the sun. It is always sunny. In winter, Antarctica is on the side of Earth tilted away from the sun. Then, the continent is always dark.

Antarctica is a desert. It does not rain or snow a lot there. When it snows, the snow does not melt and builds up over many years to make large, thick sheets of ice, called ice sheets. Antarctica is made up of lots of ice in the form of glaciers, ice shelves and icebergs.

[5] Antarctica has no trees or bushes. The only plants that can live in a place that cold are moss and algae.

Who Lives in Antarctica?

Antarctica is too cold for people to live there for a long time. Scientists take turns going there to study the ice. Tourists visit Antarctica in the summers. The oceans around Antarctica are home to many types of whales. Antarctica is also home to seals and penguins.

1. one of the seven main landmasses on Earth
2. **Coast** ***(noun):*** the area where land meets the sea or ocean

What Can NASA Learn about Earth from Studying Antarctica?

NASA uses satellites[3] to study Antarctica. NASA wants to know how Antarctica is changing. Scientists want to know what the changes in Earth's climate are doing to Antarctica's ice sheets. They also want to know what changes in Antarctica's ice might do to Earth's climate.

One tool that NASA uses is ICESat. That stands for the Ice, Cloud and land Elevation Satellite. Using ICESat, NASA can measure changes in the size of Antarctica's ice sheets. ICESat also helps NASA understand how changing polar ice may affect the rest of the planet. Melting ice sheets in Antarctica may change sea levels all over the world.

NASA instruments have also helped scientists create detailed maps of Antarctica. The maps help researchers when planning trips to Antarctica. They also give people a clearer view of the continent.

What Can NASA Learn about Space from Studying Antarctica?

[10] Antarctica is a good place to find meteorites, or rocks that fall from space to Earth. Scientists find more meteorites in Antarctica than any other place in the world. Meteorites are easier to see on the white ice. Also, meteorites that fall to Antarctica are protected by the ice for a long time.

NASA sends teams to Antarctica to learn more about the planet Mars. Antarctica and Mars have a lot in common. Both places are cold. Both places are dry like a desert. NASA tested robots in Antarctica that later landed on Mars.

NASA also goes to Antarctica to study astronaut nutrition. Like people that are in Antarctica in the winter, astronauts in space are not in the sunlight. The sun helps the human body make vitamins. Scientists study people that visit Antarctica to learn how to help astronauts in space get enough vitamins.

3. a man-made object that travels in space and collects information about Earth.

Text-Dependent Questions

Directions: For the following questions, choose the best answer or respond in complete sentences.

1. PART A: What is the main idea of the text?
   - A. Antarctica has a lot of meteorites.
   - B. People never visit Antarctica because of how dangerous it is.
   - C. Antarctica is a beautiful place, but should not be visited by people.
   - D. Antarctica is a special place on Earth and important for scientists to study.

2. PART B: Which paragraph from the text best supports the answer to Part A?
   - A. Paragraph 1
   - B. Paragraph 2
   - C. Paragraph 8
   - D. Paragraph 11

3. Which of the following describes how the information in the text is organized?
   - A. The author describes Antarctica, and then what scientists can learn from the continent.
   - B. The author describes Antarctica, and then compares it to more well known continents.
   - C. The author discusses the advantages of visiting Antarctica, and then some of the challenges.
   - D. The author discusses what Antarctica is like today, and then compares it what Antarctica was like in the past.

4. How does studying Antarctica help scientists prepare for missions in space?

Name _____

- A present-tense **verb** must agree with its subject pronoun in simple and compound sentences.
- Add *-s* or *-es* to most present-tense action verbs when using singular pronouns *he, she,* and *it*.

Circle the subject pronoun in each sentence. Choose the correct verb to complete each sentence. Write the sentence on the line.

1. She (read, reads) a story to us every day.

_____

2. It (make, makes) us laugh to hear funny stories.

_____

3. It (take, takes) us twenty minutes to walk to the library.

_____

4. He (look, looks) for books about monkeys.

_____

5. She (help, helps) him find the books that he wants.

_____

Name _____

- Do not add *-s* or *-es* to a present-tense action verb when using plural pronouns *we, you,* and *they*, or singular pronouns *I* and *you*.
- Subject pronouns and their verbs must agree in simple and compound sentences.

Choose the correct verb in parentheses to complete each sentence. Write the verb on the line.

1. We _____ helping Mom with our garden. (like, likes)
2. She _____ lettuce, tomatoes, and cucumbers. (grow, grows)
3. I _____ pull the weeds, and my brother waters. (help, helps)
4. He _____ how to plant seeds, too. (know, knows)
5. Do you _____ a garden at your house? (want, wants)
6. We _____ hard, but it is worth it. (work, works)
7. She _____ salads for our neighbors. (make, makes)
8. They _____ our fresh vegetables. (love, loves)
9. We _____ vegetables at the Farmer's Market, too. (sell, sells)
10. She _____ us keep the money that we make. (let, lets)

Name _____

Homophones are words that sound the same but have different meanings and different spellings.

For example, the word *rain* means "water that falls in drops from clouds." The word *reign* sounds the same but is spelled differently. It means "a period in which a person or thing is dominant." Look at the sentence below.

> The introduction of the Model T helped to end the **reign** of the electric car.

In this case, the underlined context clues help you to understand that *reign* means "a period in which a person or thing is dominant."

Read each sentence below. Underline the context clues that help you understand the meaning of each homophone in bold. Then circle the letter of the correct definition of the homophone.

1. Have you ever **seen** a person plug in a car?

   a. plugged in **b.** looked at with one's eyes **c.** the place where something happens

2. It has foot **pedals** like other cars.

   a. a part of a flower **b.** a part of the foot **c.** a device used to run or control something

3. **One** thing that the electric car needs is to be charged.

   a. a single thing or unit **b.** something difficult **c.** to do better than any other in a race or contest

Name _____

Sentence clues can help you figure out the meaning of an unfamiliar word. Use the words or sentences before or after an unfamiliar word to help you. Look at the underlined clues in the sentence below to help you figure out the meaning of *predict*.

We try to **predict**, or know, about emergencies before they happen.

The sentence clues above let you know that *predict* means "know about beforehand."

Read each sentence. Look for sentence clues to help you understand the meaning of each word in bold. Then circle the letter of the correct definition of the word.

1. There are many volunteer groups who provide assistance or **relief** to people in need. Another word for **relief** is

   a. help **b.** maps

2. A **tragedy** like a flood or a fire can change the lives of people forever. A **tragedy** is

   a. a terrible event **b.** a movie

3. People who lost their homes and everything they owned after the hurricane were the **victims** most affected by the storm. **Victims** are

   a. scientists **b.** people suffering

4. If you want to go swimming, it is **essential** that you swim where there is a lifeguard. To be **essential** is to be

   a. funny **b.** necessary

5. Knowing that someone can help you in a time of need is a very **encouraging** thought. If something is **encouraging**, it is

   a. giving hope **b.** terrible

Disclaimer: This packet is intended ONLY for the use of students enrolled in Leon County Schools.

Complete the assignments below.

3rd Grade

Week 1:
☐ Investigate Questions About the Natural World (SC.3.N.1.1) ☐ How Scientists Use Tools (SC.3.N.1.2; SC.3.N.1.5) ☐ Using Data as Evidence (SC.3.N.1.7)

Week 2:
☐ The Sun and the Stars (SC.3.E.5.1; SC.3.E.5.2; SC.3.E.5.3) ☐ Gravity (SC.3.E.5.4)

Week 3:
☐ The Sun's Energy (SC.3.E.6.1) ☐ Physical Properties of Matter (SC.3.P.8.1; SC.3.P.8.2; SC.3.P.8.3)

Week 4:
☐ States of Matter (SC.3.P.9.1) ☐ Forms of Energy (SC.3.P.10.1; SC.3.P.10.2; SC.3.P.10.4; SC.3.P.11.1; SC.3.P.11.2)

Science Week 1

Name _____ Date _____

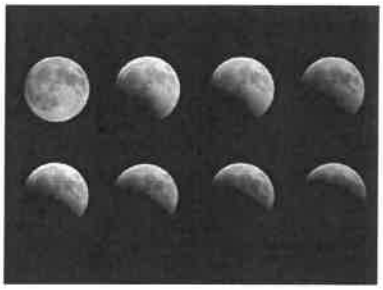
Benchmark Review
SC.3.N.1.1

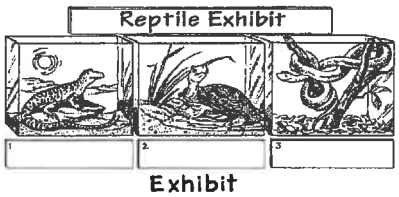
SC.3.N.1.1 Raise questions about the natural world, investigate them individually and in teams through free exploration and systematic investigations, and generate appropriate explanations based on those explorations.

Investigate Questions About the Natural World

Think Like a Scientist

Science is a way of looking at the world and asking questions about how things work. When you think like a scientist, you try to answer your questions by doing investigations. Then they draw conclusions and arrive at answers that can be shared.





Exhibit

Observe and Explore

Any time you use your five senses to notice details, you observe. As you observe and think about it, you begin to infer, or offer an explanation of what you observed. Some science questions can be answered by exploration. If you observe the same thing over and over, you can classify or group your observations. You can draw conclusions based on the evidence you found through your observations.

Investigate Through Experiments

In science, an **investigation** is a planned way of finding answers to questions. If you cannot investigate with real things because they are too big, too small, or too difficult to obtain, you can use a model. For example, you may use a raft made of sticks to model a real boat and investigate how it floats on the water. An investigation starts with a question. Then you form a **hypothesis,** or a statement, that could answer your question. Your hypothesis is based on what you already know, but it may or may

not be correct. That is what the investigation is for! To start the investigation, identify the variable that needs to be tested. Be sure to keep the other variables the same. The experiment is a way to test your hypothesis. Through these tests, you will gather evidence. You then analyze your results and draw a conclusion. Next, you see if the results support the hypothesis. If not, you may need to revise your hypothesis. As a scientist, your final step in an investigation is to share your conclusions.

Student-Response Activity

❶ Define these terms about scientific investigations:

observe _____

infer _____

investigation _____

predict _____

hypothesis _____

variable _____

experiment _____

model _____

evidence _____

conclusion _____

Name _____ Date _____

❷ Identify each statement about this bird as an *observation, inference,* or *prediction.*

The bird has multiple colors along its wings. _____

The bird has toes on its feet so it can perch on branches. _____

The bird's beak is long and slender. _____

If a strong wind blows, the bird will fly away. _____

The bird has a long tail feather to help it fly straighter. _____

❸ You want to find out how a model car's weight affects its speed on a track. What is the variable? How would you plan an investigation to find out?

_____

_____

_____

_____

_____

_____

Name _____ Date _____

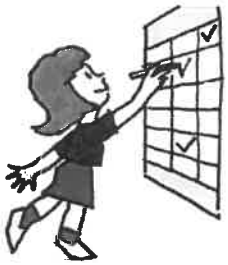
Benchmark Review
SC.3.N.1.2, SC.3.N.1.5

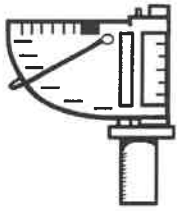
SC.3.N.1.2 Compare the observations made by different groups using the same tools and seek reasons to explain the differences across groups. **SC.3.N.1.5** Recognize that scientists question, discuss, and check each other's evidence and explanations.

How Scientists Use Tools

Scientists Gather Evidence

Scientists gather evidence through investigations and experiments. Based on this evidence, they draw conclusions. Many experiments require the use of tools to gather data through accurate measurements. Scientists use their data to question, discuss, and check each other's evidence and conclusions.





Tools for Gathering Evidence

There are many tools available to the scientist to accurately measure the results of an experiment. It is important to choose the correct tool for what you are going to measure. Scientists may use these tools for specific reasons:

- Tape measures and rulers to measure length
- Graduated cylinders to measure the volume of liquids
- Measuring cups and spoons to get the right amount of solid ingredients
- Clocks and stopwatches to measure time in seconds and minutes
- Thermometers to measure temperature in degrees Celsius or degrees Fahrenheit
- Pan balances to measure mass
- Hand lenses and microscopes to magnify small objects to make them easier to see
- Telescopes to magnify objects that are far away so that you can see them better

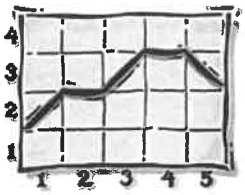
Scientists must know how to use these tools correctly to get accurate results. All of your results should be recorded with the units that you used to take the measurements.

Name _____ Date _____

Benchmark Review
SC.3.N.1.2, SC.3.N.1.5

Recording and Comparing Evidence

Scientists take measurements to gather data to use as evidence to support a claim, or conclusion. It is important to accurately record each measurement. Then when a scientist communicates the results, they can be easily understood by others. Tables are a good way to organize data in rows and columns. Graphs can be used to display and interpret data. Bar graphs allow you to compare results.



Student-Response Activity

❶ Define these terms about scientific investigations:

measurement tools _____

_____

data _____

_____

data table _____

_____

bar graph _____

_____

evidence _____

_____

Name _____ Date _____

❷ Which tool would **best** help you gather data for these objects?

the width of a bird's wingspan _____

_____

the amount of fluid released when cutting into a cactus _____

_____

the time it takes for a frog to jump the length of a table _____

_____

the mass of a piece of granite _____

_____

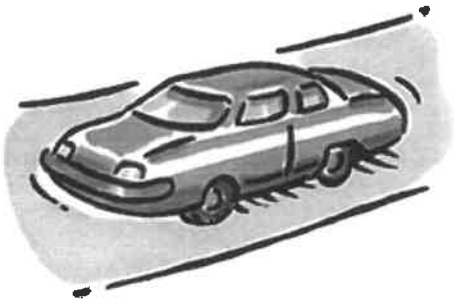
the shape of tiny larvae in a pond water sample _____

_____

the temperature at which water boils _____

_____

❸ An experiment measures how far a car goes on a level surface with four different weights. Which tools should be used to make sure that each trial has accurate results? Which type of graph would be **best** to share your results?



_____

_____

_____

_____

Name _____ Date _____ Benchmark Review SC.3.N.1.7

SC.3.N.1.7 Explain that empirical evidence is information, such as observations or measurements, that is used to help validate explanations of natural phenomena.

Using Data as Evidence

Scientists have lots of questions about the natural world. They can try to answer these questions by making observations and doing investigations.

Observations

Each observation a scientist makes is a piece of data. Scientists have to be very careful when making observations so that the data they collect is accurate. The data they collect will tell them whether or not their hypotheses are correct. The data will also become the evidence that supports the conclusions.

Measurements

When doing an investigation, data can also collected by measurements.

At all times, it is important to measure and record the results accurately. To do this, a scientist must choose the correct tools and units of measurement. Data will be what the scientist uses to draw a conclusion. The conclusions will help explain something about the natural world.

Evidence and Explanations

All of the data that is recorded by a scientist can be used to determine whether the hypothesis is correct or not. With accurate data, the scientist can learn more and be more confident in the results. Scientists often choose to record their data in a table. The table helps them keep their data organized and easy to read. Displaying the data as a graph can help scientists see relationships in and interpret the data. It can also make it easier to share the evidence with others.

Name _____ Date _____

Student-Response Activity

❶ Match these terms with their descriptions

observation	the results that may or may not support a hypothesis
experiment	results from observations or experiment measurements
data	a procedure that tests a hypothesis
evidence	made using all five senses

❷ The science class is doing an investigation to test the hypothesis that larger lizards crawl faster. Identify each statement as a *measurement*, *observation*, or *conclusion*.

The lizards' masses are 98, 130, 122, and 142 grams. _____

The largest lizard took the longest to crawl the distance. _____

The 98-gram lizard took 3 seconds to crawl the distance. _____

The smaller the lizard, the faster it can crawl. _____

The lizards' distance to crawl was 6 feet. _____

❸ A cart is pushed across the same surface four times. Each time, it carries a different mass. Each time, the distance it traveled is measured. The results are recorded in the table.

Cart Mass (grams)	Distance (inches)
300	72
350	60
400	48
450	36

Draw a conclusion using the evidence to explain your reasoning.

_____

_____

_____

_____

_____

NAME_____ SCHOOL_____

Disclaimer: This packet is intended ONLY for the use of students enrolled in Leon County Schools.

Grade 3

Geography

Hispanic Heritage Reading

Standards:

SS.3.G.1.1 Use thematic maps, tables, charts, graphs, and photos to analyze geographic information.
SS.3.G.1.2 Review basic map elements (coordinate grid, cardinal and intermediate directions, title, compass rose, scale, key/legend with symbols).
SS.3.G.1.3 Label the continents and oceans on a world map.
SS.3.G.2.2 Identify the five regions of the United States.
SS.3.G.2.3 Label the states in each of the five regions of the United States.

Florida Statutes (1003.42):

(p) The study of Hispanic contributions to the United States.

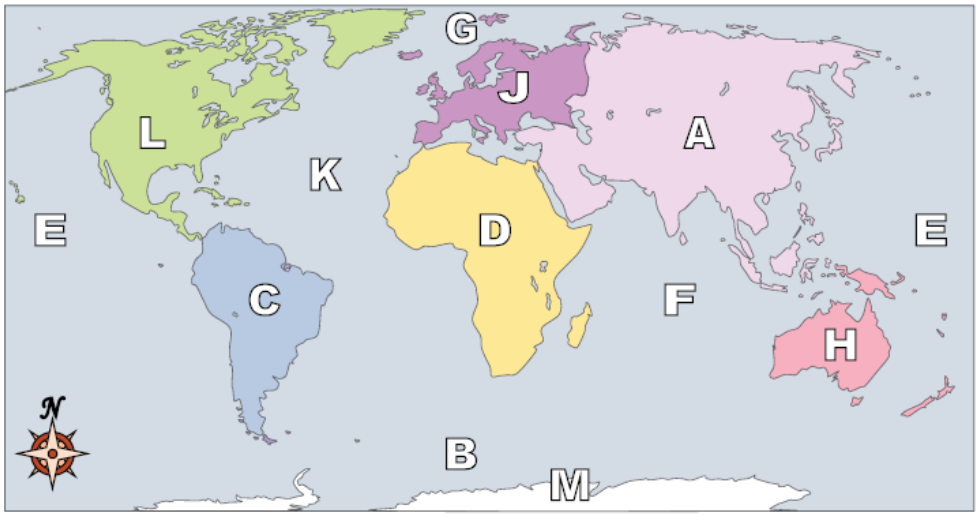
Resources:
Commoncoresheets.com
education.com
ReadWorks.org

NAME_____ SCHOOL_____

World Geography - Continents

Name:

Using the map below, determine which letter represents each continent or ocean.



1) North America _____
2) South America _____
3) Europe _____
4) Asia _____
5) Africa _____
6) Australia _____
7) Antarctica _____

8) Pacific Ocean _____
9) Atlantic Ocean _____
10) Indian Ocean _____
11) Arctic Ocean _____
12) Southern Ocean _____

13) Which of these continents is closest to Africa?
A. Antarctica C. Europe
B. North America D. Australia

14) Which continent is not touching any other continents?
A. Asia C. Africa
B. Antarctica D. North America

15) Which continent is touching the eastern border of Europe?
A. North America C. Africa
B. Australia D. Asia

16) Which ocean touches Africa's western border?
A. Arctic Ocean C. Indian Ocean
B. Pacific Ocean D. Atlantic Ocean

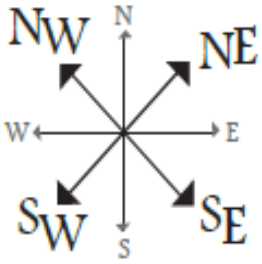
17) Which ocean touches Africa's eastern border?
A. Atlantic Ocean C. Pacific Ocean
B. Indian Ocean D. Arctic Ocean

Answers

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____
13. _____
14. _____
15. _____
16. _____
17. _____

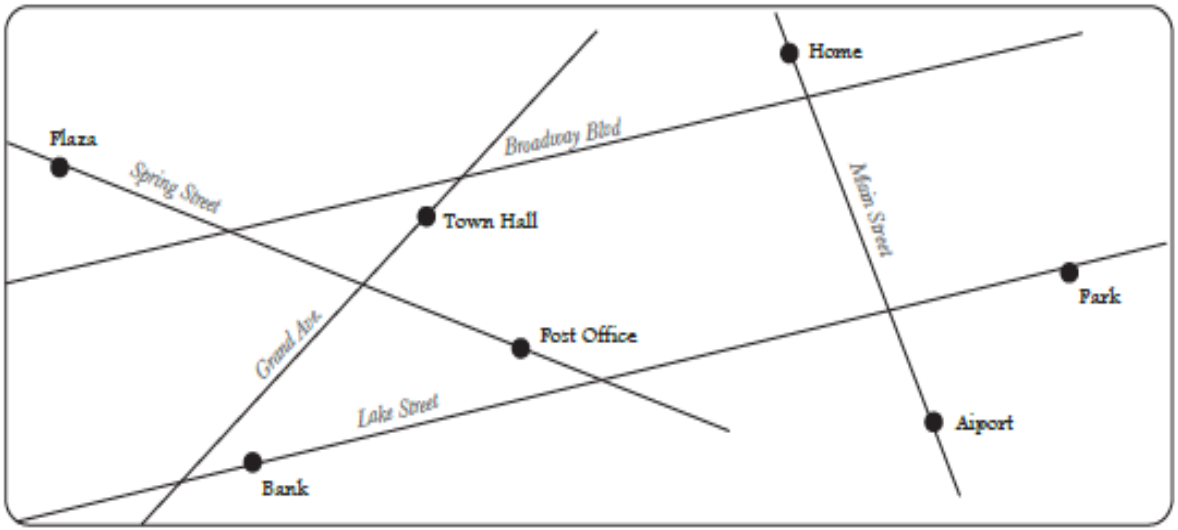
NAME _____

SCHOOL _____



Intermediate Directions

Use intermediate directions (northeast, southeast, southwest, and northwest) to provide directions on the map below.



1. In order to get to the park from home, Michael will go _____ on Main Street and _____ on Lake Street.

2. After Jenny's plane lands, she wants to go from the airport to the plaza to meet her best friend. She will go _____ on Main Street, _____ on Lake Street, and _____ on Spring Street.

3. Mr. Samuels wants to attend a town hall meeting, then go to the post office. He will walk _____ on Grand Ave. and _____ on Spring Street.

4. Evelyn is taking a morning run from the plaza to home. She runs _____ on Spring Street, then _____ on Lake Street, and _____ on Main Street.

5. Kelly walks her dog from the park to town hall. They walk _____ on Lake Street, _____ on Spring Street, and _____ on Grand Ave.

6. David needs money to buy a plane ticket. After going to the bank, he drives _____ on Lake Street and _____ on Main Street.

7. Mr. Goldberg walks home from the town hall. He walks _____ on Grand Ave, _____ on Broadway Blvd, and _____ on Main Street.

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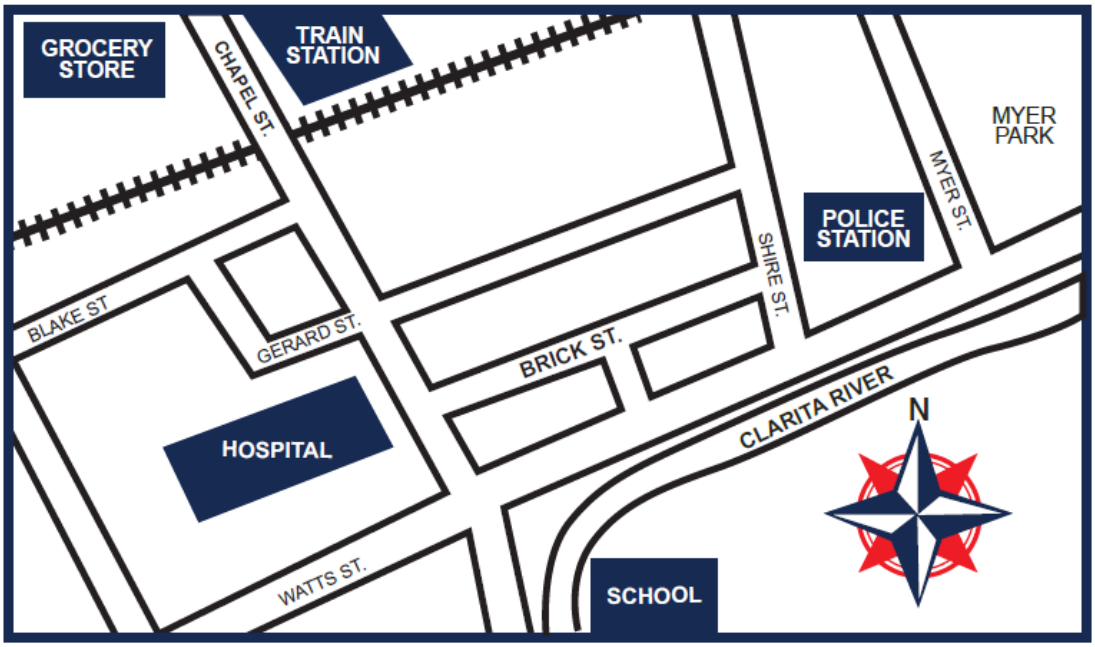
INTERMEDIATE DIRECTIONS



1. LABEL the compass rose with the cardinal and intermediate directions.

2. Amy is a police officer and goes to the grocery store after work. What direction should she travel in to go to the grocery store?

A. Northwest B. South C. Southwest D. Northeast

3. Cindy goes to the park after school. What direction should she travel in to get to the park?

A. Southeast B. South C. Southwest D. Northeast

4. Charles lives on Brick Street. He needs to head in what direction to go to the grocery store?

A. North B. Northwest C. Northeast D. Northsouth

5. Dave is a train conductor. He wants to meet an old friend at the Clarita River during his break. In what direction should he travel to go to the river?

A. Southwest B. Northeast C. Northwest D. Southeast

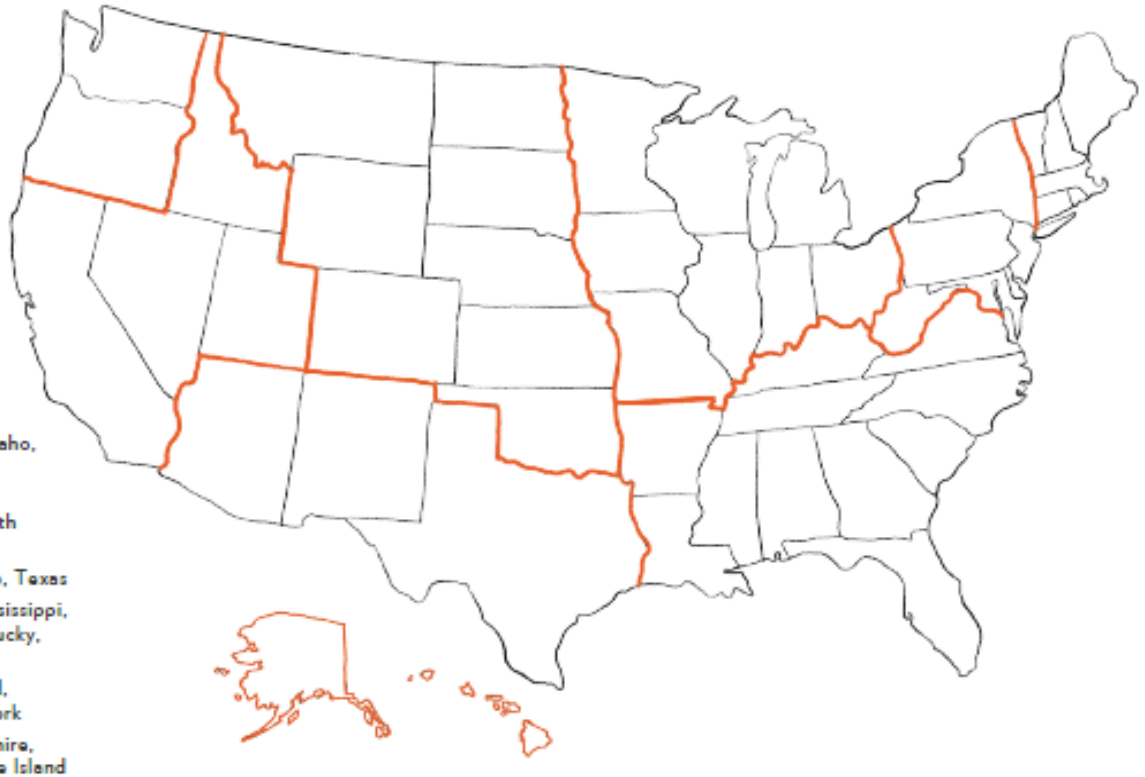
6. Rika is a teacher and takes the train home. In what direction should she travel to get to the train station?

A. Northeast B. Southeast C. Southwest D. Northwest

Name _____ Date _____

Regions of the United States

The United States is divided into several different regions based on geography, culture, climate, history, and many other factors. The map below shows where each region of the United States is approximately located. In the list on the left, each region is named along with the states it covers. Find each region on the map, color it in, and label the states.



U.S. Regions

Northwest (Blue): Washington, Oregon

West (Yellow): California, Nevada, Utah, Idaho, Hawaii, Alaska

Great Plains (Green): Montana, Wyoming, Colorado, Oklahoma, Kansas, Nebraska, South Dakota, North Dakota

Southwest (Orange): Arizona, New Mexico, Texas

Southeast (Pink): Louisiana, Arkansas, Mississippi, Alabama, Georgia, Tennessee, Florida, Kentucky, Virginia, North Carolina, South Carolina

Northeast (Grey): West Virginia, Maryland, Delaware, Pennsylvania, New Jersey, New York

New England (Violet): Maine, New Hampshire, Vermont, Massachusetts, Connecticut, Rhode Island

Midwest (Brown): Illinois, Wisconsin, Michigan, Minnesota, Iowa, Indiana, Ohio, Missouri

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SCHOOL _____

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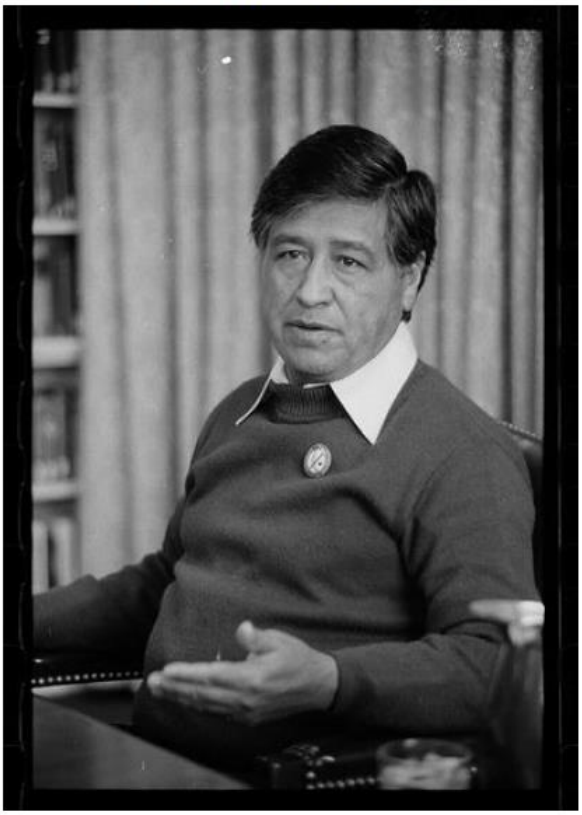
Cesar Chavez



During the 1930s, America was suffering from the Great Depression. This was a time when much of the country was poor. Most people could not find jobs, and food was short. People who worked on farms found they had to travel to find work. Many of them ended up in California. There, they worked on different farms and lived in camps. These people were called migrant workers.

Cesar Chavez was a Mexican American man from Arizona. When he was a boy, his family became migrant workers because of the Great Depression. They had to move to California to find work. He and his family worked in fields. The conditions were poor. Their housing had no electricity or running water. They did hard, tiring work for many hours. And they received little pay for their hard work.

Cesar Chavez decided to do something about the conditions he and other migrant workers dealt with on farms. He created a union for farm workers. This organization aimed to fight for the rights of farm workers.

NAME_____ SCHOOL_____

In 1965, the union joined a strike against grape growers in California. They were fighting for better pay and working conditions. Chavez encouraged people to use peaceful methods to fight for the rights of the farm workers. He organized a big march to the capital of California. He got people to stop buying grapes from the grape growers. He even went on a hunger strike, refusing to eat for 25 days. Finally, in 1970, Chavez succeeded. Twenty-six of the grape growers signed contracts with his union. They agreed to giving the workers better pay and working conditions.

Chavez continued to fight for the rights of workers for his whole life. Today, he is thought of as a champion for working people everywhere.

NAME_____ SCHOOL_____

Name: _____ **Date:** _____

1. Cesar Chavez created a union for farm workers. What did this union want to do?

A. fight for the rights of grape growers

B. fight for the rights of farm workers

C. fight for the rights of poor people across the United States

D. fight for the right of people to organize marches

2. In 1970, 26 grape growers agreed to give their farm workers better pay and working conditions. What caused the grape growers to do this?

A. Many farm workers traveled to California to work on different farms.

B. A lot of people could not find jobs during the Great Depression.

C. Cesar Chavez organized a march, got people to stop buying grapes from the grape owners, and went on a hunger strike.

D. Cesar Chavez created a union for farm workers that aimed to fight for the rights of farm workers.

3. Cesar Chavez used peaceful methods to fight for the rights of farm workers. What evidence from the text supports this statement?

A. Chavez became a migrant worker during the Great Depression.

B. Chavez and his family moved to California and worked in fields when he was a boy.

C. Chavez and his family had to do hard and tiring work for many hours in the fields.

D. Chavez got people to stop buying grapes from the grape growers.

4. In 1970, 26 grape workers signed contracts with Cesar Chavez's union. They agreed to give their workers better pay and working conditions. What can be concluded about the working conditions on the farms of these grape growers before 1970?

A. The working conditions were probably very poor and difficult.

B. The working conditions were very pleasant.

C. The working conditions were much better than the ones on other farms in California.

D. The working conditions were better than the working conditions after 1970.

NAME_____ SCHOOL_____

5. What is a main idea of this text?

A. Many people in the United States were poor during the Great Depression.

B. Migrant workers faced poor working conditions during the Great Depression.

C. Cesar Chavez and his family moved to California to find work when he was a boy.

D. Cesar Chavez successfully fought for the rights of farm workers to improve their pay and working conditions.

6. Read these sentences from the text.

"When he was a boy, his family became migrant workers because of the Great Depression. They had to move to California to find work. He and his family worked in fields. The conditions were poor. Their housing had no electricity or running water. They did hard, tiring work for many hours. And they received little pay for their hard work."

Based on this text, what does the word "conditions" most nearly mean?

A. diseases

B. the surroundings that affect the way people live or work

C. people in a group

D. improvements

7. Choose the answer that best completes the sentence.

Cesar Chavez and other migrant workers faced very poor conditions on the farms where they worked. _____, Chavez decided to create a union for farm workers.

A. As a result

B. On the other hand

C. Because

D. Unfortunately

NAME_____ SCHOOL_____

8. Cesar Chavez and his family became migrant workers and moved to California when he was a boy. Describe the conditions Cesar Chavez and his family faced in California.

Support your answer with evidence from the text.

_____

_____

_____

9. Explain what made 26 grape growers in California sign contracts with Cesar Chavez's union agreeing to give their workers better pay and working conditions.

Support your answer with evidence from the text.

_____

_____

_____

NAME_____ SCHOOL_____

10. Read these sentences from the text.

"Chavez continued to fight for the rights of workers for his whole life. Today, he is thought of as a champion for working people everywhere."

The word "champion" here means someone who speaks or acts in favor of a person or a cause. Explain why people may consider Cesar Chavez to be a champion of working people.

Support your answer with evidence from the text.

_____

_____

_____

Disclaimer: This packet is intended ONLY for the use of students enrolled in Leon County Schools.

This document provides a breakdown of work for your child to complete per week. Please check off the pages as they are completed.

3rd Grade

Week 1:
☐ Pages 27-28 MAFS.3.NF.1.2a ☐ Pages 31-32 MAFS.3.NF.1.3a

Week 2:
☐ Pages 29-30 MAFS.3.NF.1.2b ☐ Pages 35-36 MAFS.3.NF.1.3c

Week 3:
☐ Pages 25-26 MAFS.2.NF.1.1 ☐ Pages 39-40 MAFS.3.MD.1.1 ☐ Pages 47-48 MAFS.3.MD.3.5a

Week 4:
☐ Pages 41-42 MAFS.3.MD.1.2 ☐ Pages 45-46 MAFS.3.MD.2.4 ☐ Pages 49-50 MAFS.3.MD.3.5b

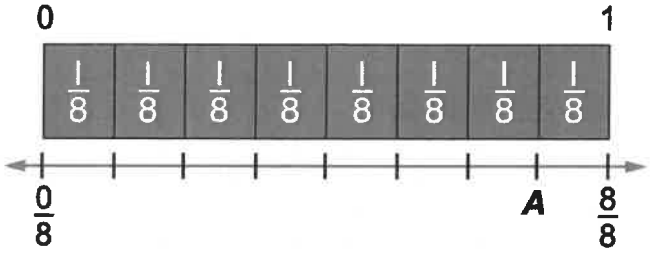
MATH

WEEK 2

1 Which of the following fractions names the point shown on the number line?

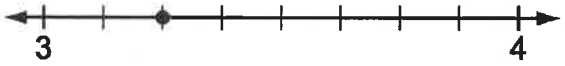
Ⓐ $\frac{2}{8}$ Ⓑ $\frac{6}{8}$ Ⓒ $\frac{7}{9}$ Ⓓ $\frac{8}{6}$

2 What fraction names point *A* on the number line?



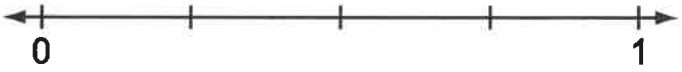
$A = \frac{\square}{8}$

3 What fraction names the point on the number line?



Ⓐ $\frac{2}{8}$ Ⓑ $\frac{6}{8}$ Ⓒ $3\frac{2}{8}$ Ⓓ $4\frac{6}{8}$

4 Plot a point at $\frac{2}{4}$ on the number line.



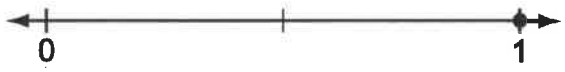
5 Which fraction names the point shown on the number line?

Ⓐ $\frac{1}{6}$ Ⓑ $\frac{2}{6}$ Ⓒ $\frac{1}{2}$ Ⓓ $\frac{2}{3}$

Standards-Based Practice
MAFS.3.NF.1.2b

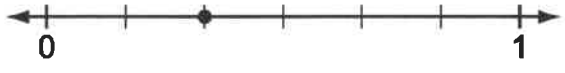
Name _____

6 Which of the following number lines displays a point at $\frac{2}{3}$?

Ⓐ 

Ⓑ 

Ⓒ 

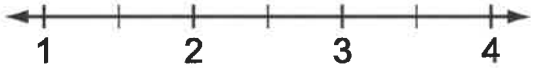
Ⓓ 

7 Plot the points $\frac{1}{6}$ and $\frac{1}{3}$ on the number line.

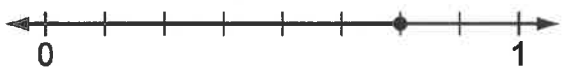
8 Which of the following points is <u>not</u> plotted on the number line?

Ⓐ $\frac{1}{2}$ Ⓑ $\frac{2}{4}$ Ⓒ $\frac{3}{3}$ Ⓓ $\frac{4}{8}$

9 Plot a point at $\frac{3}{2}$ on the number line.



10 What fraction is plotted on the number line?



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

1 Which is equivalent to 5?

Ⓐ $\frac{1}{5}$

Ⓑ $\frac{2}{3}$

Ⓒ $\frac{5}{3}$

Ⓓ $\frac{5}{1}$

2 Which is equivalent to $\frac{4}{4}$?

Ⓐ 4

Ⓑ 1

Ⓒ $\frac{4}{1}$

Ⓓ $\frac{1}{4}$

3 Which is equivalent to $\frac{24}{4}$?

Ⓐ 4

Ⓑ 6

Ⓒ 20

Ⓓ 24

4 What number is equivalent to n?

$\frac{6}{n} = 2$

$\frac{12}{4} = n$

5 During gym class, Mara runs around the $\frac{1}{4}$-mile track 8 times.

How many miles did she run?

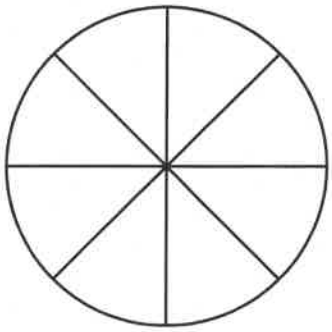
Ⓐ $\frac{1}{2}$

Ⓑ 2

Ⓒ 4

Ⓓ $\frac{32}{4}$

6 Oranges are shared during a soccer game. They are cut into slices as shown.



The soccer players eat a total of 48 orange slices.

How many whole oranges are eaten?

Ⓐ $\frac{1}{6}$

Ⓑ 6

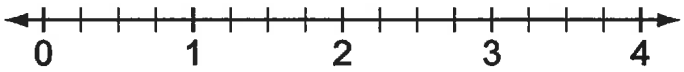
Ⓒ 8

Ⓓ 12

Standards-Based Practice
MAFS.3.NF.1.3c

Name _____

7 Plot a point to show $\frac{8}{4}$ on the number line.



8 A relay race includes 12 half-mile runs.

How many miles is the total race?

Ⓐ 2
Ⓑ 3
Ⓒ 6
Ⓓ 12

9 Which equation is true?

Select **all** of the correct answers.

Ⓐ $\frac{5}{1} = \frac{1}{5}$

Ⓑ $\frac{24}{8} = 3$

Ⓒ $\frac{7}{7} = 7$

Ⓓ $\frac{18}{6} = 2$

Ⓔ $\frac{16}{4} = \frac{4}{1}$

10 Which fraction is equivalent to 2?

Ⓐ $\frac{1}{2}$

Ⓑ $\frac{2}{2}$

Ⓒ $\frac{2}{1}$

Ⓓ $\frac{6}{2}$

3rd Grade Week 2

Dear Parent/Guardian,

During Week 2, your child will review a variety of skills, including genre, text features, prefixes, Latin suffixes, grammar, root words, idioms, and read both informational and literary text to practice reading comprehension.

We also suggest that students have an experience with reading each day. Reading at home will make a HUGE difference in your child's school success! Make reading part of your everyday routine. Choose books that match your child's interests. Reading for 20 minutes a day will continue to grow your young reader's vocabulary and comprehension.

Links for additional resources to support students at home are listed below for letters and numbers review, sight word practice, colors, shapes, and more:
https://classroommagazines.scholastic.com/support/learnathome.html
https://www.education.com/
http://www.sheppardsoftware.com/
https://www.funbrain.com/

Week 2 At A Glance		
Day 1	☐ Read for 20 minutes ☐ Genre/Text Feature Page 256	LAFS.3.RF.4.4 LAFS.3.RI.2.5
Day 2	☐ Read for 20 minutes ☐ Prefixes/Roots Page 258 ☐ Latin Suffixes Page 268	LAFS.3.RF.3.3 LAFS.3.L.3.4
Day 3	☐ Read for 20 minutes ☐ Read "The Sign of the Cat" and answer questions	LAFS.3.RF.4.4 LAFS.3.RL.1.1 LAFS.3.RL.1.2 LAFS.3.RL.2.4 LASF.3.RL.2.5
Day 4	☐ Read for 20 minutes ☐ Grammar Page 126 ☐ Grammar Page 127	LAFS.3.L.1.1.b LAFS.3.L.1.1.c
Day 5	☐ Read for 20 minutes ☐ Root Words Page 257 ☐ Idioms Page 267	LAFS.3.L.1.2 LAFS.3.L.3.4

Name _____

Scene 3: The Fall of Icarus

The king of the island Crete had locked Daedalus and his son, Icarus, in his palace. Daedalus built two pairs of wings out of wax and feathers. Now he and Icarus are using the wings to escape. Icarus is flying a little higher than Daedalus.

DAEDALUS: Stay close to me, Icarus. We still have a long way to fly!

ICARUS: But Father, I want to use these wings! I want to see the sun up close!

DAEDALUS: If you fly too high, the sun will melt the wax! Your wings will fall apart!

ICARUS: I'll be careful. If the wax starts to melt, I'll come down.

DAEDALUS: If the wax starts to melt, you'll fall! Come down now.

ICARUS: *Flying higher.* The view here is wonderful! I can see every island in the sea! *The wax in Icarus's wings begins to melt; his wings stop working. He begins to fall.*

DAEDALUS: *Shouting.* Icarus! Your wings!

Answer the questions about the text.

1. **This text is a drama. How is a drama meant to be experienced?**

_____

2. **How do the actors know who should speak lines and how?**

_____

3. **Which is more important to Icarus, being safe or seeing the world?**

_____

Name _____

A prefix is a word part added to the beginning of a word to make a new word. The prefixes *un-* and *dis-* mean "not," *pre-* means "before," *re-* means "again," and *mis-* means "wrong."

A. Write a word from the box on the line to match each meaning. The first one has been done for you.

mislead
resell
dislike
precook
unlucky

1. to cook before **precook**
2. to sell again _____
3. not lucky _____
4. to not like _____
5. to lead wrongly _____

Words that share a common root or base word are called related words. For example, the words *rebuild, building*, and *builder* are related words because they share the common root *build*.

B. Read each pair of related words. Underline the common root or base word in each word. The first one has been done for you.

1. return overturn
2. unkind kindness
3. luckily unlucky
4. review viewing
5. resell outsell

Name _____

When a word ends in *le*, the consonant before it plus the letters *le* usually form the last syllable. This is also true for consonant + *el* and consonant + *al*.

table = ta / ble camel = ca / mel metal = me / tal

A. Read each word below. Circle the letter that shows the word correctly divided into syllables. The first one is done for you.

1. able **(a.)** a / ble **b.** abl / e

2. eagle **a.** eag / le **b.** ea / gle

3. global **a.** glo / bal **b.** glob / al

4. travel **a.** tra / vel **b.** tr / avel

A suffix is a word part added to the end of a base word to make a new word. The suffix *-able* means "able to," the suffix *-ous* means "full of," and the suffix *-y* means "having the quality of."

B. Match each word in the box to the correct meaning below. Write the word on the line. The first one is done for you.

likable	funny	washable	poisonous

1. able to be washed **washable**

2. full of poison _____

3. having the quality of fun _____

4. able to be liked _____

COMMONLIT

Name: _____ Class: _____

The Sign of the Cat

By Sandra Havriluk
2014

Sandra Havriluk has written for Highlights. *In this short story, a boy name Chet sees his grandmother open their home to people who are in need during the Great Depression. The Great Depression was a time period in America during the 1930s. People had a hard time finding jobs and making money. As you read, take notes on how Chet feels about their guests and why.*

[1] "Chet, pass the fried chicken to our guests," Grandma said.

My eyes lingered[1] on the plumper pieces. I knew that after our "guests" served themselves, only the scrawniest parts would be left. Guests like these men knocked on our door almost every day, asking for handouts.[2] They were hopping trains, looking for jobs.

"The sign of the cat means the kind lady of the house won't turn you away," ***by Joshua Nash is used with permission.***

Everyone called them "askers" or "hoboes," but not Grandma. She'd remind me, "If your dad hadn't gotten the job at Uncle Will's shop in Florida, he could be riding the rails, too."

Not my dad! He dressed in neatly pressed clothes. His razor-clean face smelled like Burma-Shave. These men wore stained, wrinkled clothes and had scraggly[3] beards.

[5] Ray, Tony, and Sal had been the ones to knock on our door tonight. It felt strange to call grown-ups by their first names, but Tony explained, "No need for last names in Hooverville." People blamed President Hoover for our country's hard times, so "Hooverville" is what they called the places where hoboes set up camp.

"Mmm-mmm." Ray passed the chicken plate to me. Only a small drumstick and a tiny wing were left.

"Your turn, Chet." Grandma smiled.

Her eyes weren't smiling, though. Worry weighed down on her like a wet woolen shawl. The days were getting even tougher. Dad sent less money each month. We bartered[4] eggs and milk for flour and sugar. When I outgrew my shirts, Grandma sewed me new ones using feed sacks.

1. **Linger** ***(verb):*** to stay or do something longer than necessary
2. something given for free
3. **Scraggly** ***(adjective):*** thin or untidy in form or appearance
4. **Barter** ***(verb):*** to trade or swap something

Staring at the food, I thought of one way I could try to cheer her up. I put the drumstick onto Grandma's plate and put the tiny wing on mine. "I filled up on apples I picked today," I said, hoping she couldn't hear my stomach growl.

She smiled again, and this time so did her eyes.

Over a dessert of apple pie, Grandma invited the men to bunk on our porch.

Pie stuck in my throat. Now we'd have to share breakfast, too! I'd be lucky to get a spoonful of egg or half a biscuit.

Grandma patted my shoulder. "Fetch some covers for them, Chet."

I snatched quilts from the chest and marched to the porch. Tony and Ray were playing cards with a tattered deck. Sal was whittling.[5]

"Ever whittled, son?" he asked.

"No, sir, I ain't."

"You haven't," Ray corrected me. Seeing my surprise, he winked. "I may not look like it, but I used to be a college professor."

Sal smiled. "Watch and learn." He shaved bits and pieces from the chunk of wood until a cat formed. He handed it to me. "Your gatepost is marked with the sign of a cat. It means the kind lady of the house won't turn you away."

That's why so many askers knocked on our door! An idea flashed in my head. "What's a sign that would make people stay away?" I asked.

Tony slashed three diagonal lines through the air. "It means it's not a safe place."

After our guests left in the morning, I checked the gatepost. On the bottom slat, a tiny cat drawn in black coal stared at me. I scrubbed it off with Grandma's detergent, then drew the symbol Tony had shown me.

That night, Grandma and I ate alone. I stuffed myself with sliced ham and buttermilk corn bread, trying not to think about askers going hungry.

When I crawled into bed, I had a hard time falling asleep. I'd eaten too much, and my thoughts kept returning to the sign on the gatepost. Part of me wanted to go outside and scrub it off. But I finally drifted to sleep.

"Chet."

A deep voice interrupted my dreams. I cracked open an eye. Moonlight was streaming through my window.

5. to carve wood into an object

"Son."

I bolted up. Even with his beard and tattered clothing, I recognized him. "Dad! You're back!"

"Yes-siree." He mussed[6] my hair. "Uncle Will's shop closed. I hopped a dozen trains to get back home."

Soon we were digging into a midnight snack of Grandma's flapjacks. Showered and shaved, Dad looked like himself again. I wondered how many doors he had knocked on asking for food, the way Tony, Ray, and Sal had.

[30] "What've you got there, Chet?" Dad pointed to Sal's wooden cat sitting by my plate.

"A guest whittled it for me," I said, picking it up. I explained about the sign of the cat, feeling guilt wash over me again.

Dad nodded, looking at me closely. "I kept an eye out for those signs, too." Had he seen the symbol on our gatepost?

When the sun came up, I grabbed the detergent and did what I'd already known I had to do. Soon the sign of the cat again announced a kind lady's welcome. And this time, mine, too.

6. to make someone's hair messy

Text-Dependent Questions

Directions: For the following questions, choose the best answer or respond in complete sentences.

1. PART A: Which sentence describes the theme of the short story?
   - A. Not everyone can help others with food and lodging.
   - B. It's important to be kind and share what you can with others.
   - C. Wealthy people should help those who are in need.
   - D. Don't judge a person based solely on their appearance.

2. PART B: Which detail from the text best supports the answer to Part A?
   - A. "Everyone called them "askers" or "hoboes," but not Grandma. She'd remind me, 'If your dad hadn't gotten the job at Uncle Will's shop in Florida, he could be riding the rails, too.'"(Paragraph 3)
   - B. "We bartered eggs and milk for flour and sugar. When I outgrew my shirts, Grandma sewed me new ones using feed sacks." (Paragraph 8)
   - C. "Seeing my surprise, he winked. 'I may not look like it, but I used to be a college professor.'" (Paragraph 17)
   - D. "I grabbed the detergent and did what I'd already known I had to do. Soon the sign of the cat again announced a kind lady's welcome. And this time, mine, too." (Paragraph 33)

3. What does this line from paragraph 8 reveal about the grandmother: "Worry weighed down on her like a wet woolen shawl"?
   - A. The grandmother is very stressed.
   - B. The grandmother is crying.
   - C. The grandmother's worry is temporary.
   - D. The grandmother is able to ignore her worries.

4. How does paragraph 23 contribute to the story?
   - A. It stresses how much food the guests eat when they come.
   - B. It reveals that Chet and his grandmother have more than enough food to share.
   - C. It shows that Chet feels bad for washing away the sign of the cat.
   - D. It shows that Chet doesn't truly care about others going hungry.

5. Why is it important to the story that Chet redraws the sign of the cat in front of their house?

Name _____

- An **adjective** is a word that describes a noun. An adjective usually comes before the noun it describes.
- Some adjectives are descriptive. They tell what kind of person, place, or thing the noun is.
- Some adjectives tell how many.
- Some adjectives are limiting, such as *this, that, these*, and *those*.

Draw one line under each adjective. Circle the noun that the adjective describes.

1. Gramps has a brown horse.
2. Rex is the name of this big animal.
3. I am a good helper when I visit Gramps.
4. I take Rex out for long rides.
5. I feed Rex juicy apples.
6. Gramps lets me polish the heavy saddle.
7. In June I will help him paint the old barn.
8. Gramps let me pick out the new color.
9. I chose a bright red.
10. I think Rex will like that color.

Name _____

- The **articles** *a, an*, and *the* are special adjectives.
- Use *an* before an adjective or a nonspecific singular noun that begins with a vowel.
- Use *the* before singular and plural nouns when referring to something specific.
- Some adjectives are limiting, such as *this, that, these*, and *those*.

Write *a, an*, or *the* to finish each sentence.

1. I went to see _____ first game of the World Series.
2. I wrote _____ essay about my exciting day.
3. I took _____ baseball with me in hopes of getting it signed.
4. After _____ game, I looked around for my favorite pitcher.
5. I didn't see him, but I did get _____ first baseman's autograph.
6. I told him that I was _____ big fan.
7. He asked me if I was _____ good student.
8. I told _____ guy that I always did my very best.
9. He shook hands with me and said that I was _____ awesome kid.
10. On our way home, I smiled as I thought about _____ best day ever.

Name _____

A **root word** is the simplest form of a word. It helps you figure out the meaning of a related word. Look at the example in this sentence.

The sun has given the earth years of **illumination**.

The root word is *illuminate*. *Illuminate* means "to light up." *Illumination* means "light."

Read each sentence below. Read the root word of the word in bold. Then circle the letter of the best definition of the word in bold.

1. People on Earth are **miserable**. They live in caves and eat raw meat.

   root: misery

   a. unhappy **b.** thrilled

2. It is better if humans are cold and **uninformed**.

   root: inform

   a. having no shape **b.** not having information

3. I only ask that you also help those less **fortunate** than you.

   root: fortune

   a. having luck **b.** excited

Beginning/Intermediate Read the directions and model the example. Talk about how root words can be clues to the meaning of unfamiliar words. Have students work with partners to complete the exercises.

Name _____

Idioms are phrases that have a meaning different from the meaning of each word in them. To understand the meaning of an idiom, you need to use context clues, the words and phrases around the idiom. The underlined words below explain what *could eat a horse* means.

She is so hungry she **could eat a horse**.

Use the context clues in the sentences below to help you understand each idiom in bold. Then circle the letter of the best definition for each idiom.

1. He just did not like being on the boat! He did not **have sea legs**.

   a. was not able to swim well

   b. was not used to being on a boat

   c. did not have long legs

2. So, after **sleeping on it** and giving it a lot of thought, my parents bought a farm in the Middle Colonies.

   a. thinking about it carefully before making a decision

   b. sleeping instead of making a decision

   c. buying something very important

3. Our life is the best life I can think of—it **takes the cake**! I know my parents made the right choice.

   a. it gives something for dessert

   b. it is the worst choice possible

   c. it is the best choice possible

Beginning/Intermediate Read the directions aloud and model the example. Discuss which context clues help readers understand the idiom. Have students work with partners to complete the exercises.

Disclaimer: This packet is intended ONLY for the use of students enrolled in Leon County Schools.

Complete the assignments below.

3rd Grade

Week 1:
☐ Investigate Questions About the Natural World (SC.3.N.1.1) ☐ How Scientists Use Tools (SC.3.N.1.2; SC.3.N.1.5) ☐ Using Data as Evidence (SC.3.N.1.7)

Week 2:
☐ The Sun and the Stars (SC.3.E.5.1; SC.3.E.5.2; SC.3.E.5.3) ☐ Gravity (SC.3.E.5.4)

Week 3:
☐ The Sun's Energy (SC.3.E.6.1) ☐ Physical Properties of Matter (SC.3.P.8.1; SC.3.P.8.2; SC.3.P.8.3)

Week 4:
☐ States of Matter (SC.3.P.9.1) ☐ Forms of Energy (SC.3.P.10.1; SC.3.P.10.2; SC.3.P.10.4; SC.3.P.11.1; SC.3.P.11.2)

Science Week 2

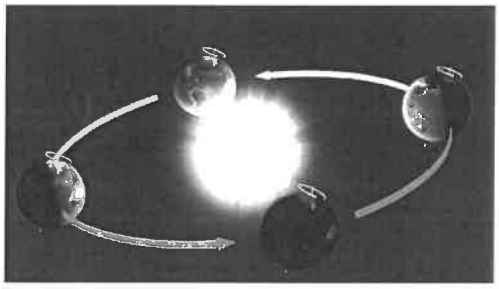
Name _____ Date _____

Benchmark Review
SC.3.E.5.1, SC.3.E.5.2, SC.3.E.5.3

SC.3.E.5.1 Explain that stars can be different; some are smaller, some are larger, and some appear brighter than others; all except the Sun are so far away that they look like points of light. **SC.3.E.5.2** Identify the Sun as a star that emits energy; some of it in the form of light. **SC.3.E.5.3** Recognize that the Sun appears large and bright because it is the closest star to Earth.

The Sun and the Stars

People have always looked at the night sky in wonder. They used stars to find their way at night. Today, people explore space, but they cannot go to a star. They cannot even go to the star at the center of our solar system, the sun. Before a rocket got close to the sun, it would burn up. All stars, including the sun, are on fire.

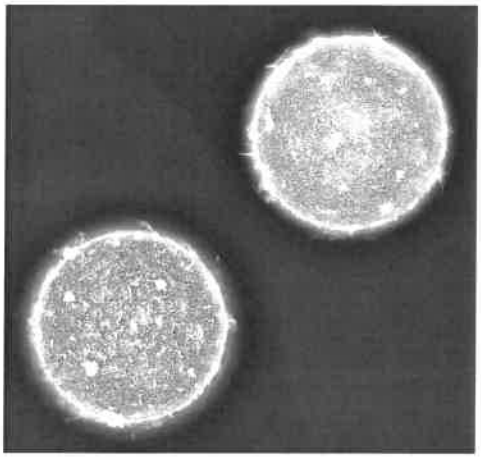


The Sun

The sun is a medium-sized yellow star. It is the only star you see in the daytime. Other stars are in the sky. The sun is so bright, however, that it blocks other stars from being seen in the day.

The sun is closer to Earth than other stars. That makes the sun look larger than other stars. Many stars are much larger than the sun. They seem smaller and not as bright because they are so far away.

From Earth, the sun looks an even yellow color. Up close, it looks very different. It is boiling and bubbling, with flames shooting up from the surface.



Life on Earth depends on the sun. The sun is a source of energy for Earth. It gives Earth light and heat. Without the sun, Earth would not have plant or animal life. People use the sun to mark days and nights.

The sun's gravity holds the solar system together. Earth's traveling around the sun marks a full year. Earth's position on that trip around the sun is what causes seasons.

Name _____ Date _____

Benchmark Review
SC.3.E.5.1, SC.3.E.5.2, SC.3.E.5.3

Stars

A **star** is a burning ball of gas. The life of a star begins in a cloud of dust and gas. Stars are round, hot, and bright. Other stars look like the sun. All stars can be sorted by brightness, size, and color.

Brightness

Brightness is the amount of light a star gives off. Scientists rate stars by how bright they are. The sun is a medium-bright star. Many stars are much brighter than the sun. Some are not as bright. It is the brightness of stars that lets people see them from Earth.

Size

Stars come in many sizes. They change size as they move through their life cycles. The smallest size star is a dwarf star. Dwarf stars are smaller than our sun. Some dwarf stars are old stars. They burned away most of their fuel. The sun is a middle-sized star. The largest stars are called giants and super-giants.

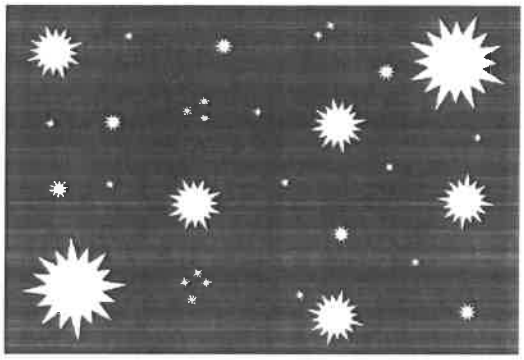
Color

Stars may be blue, red, yellow, orange, or white. The color of a star tells how hot it is. All stars are hot because they are all burning gases. Think about a campfire. The flames are not all one color. The tops of the flames are red and are cooler than the center of the fire, which is very hot and glows blue.

Blue stars are the hottest stars. They use up their fuel quickly. Red stars are the coolest stars. They burn only a small amount of fuel. The sun is a yellow star. It is hotter than a red star and cooler than a blue star.

Galaxies

The universe is made up of clusters of stars, called galaxies. A galaxy may have billions of stars. Earth's sun is part of a galaxy called the Milky Way.



Name _____ Date _____

Benchmark Review
SC.3.E.5.1, SC.3.E.5.2, SC.3.E.5.3

Student-Response Activity

1. What is the brightness of a star?

_____

_____

2. Why do stars look so small?

_____

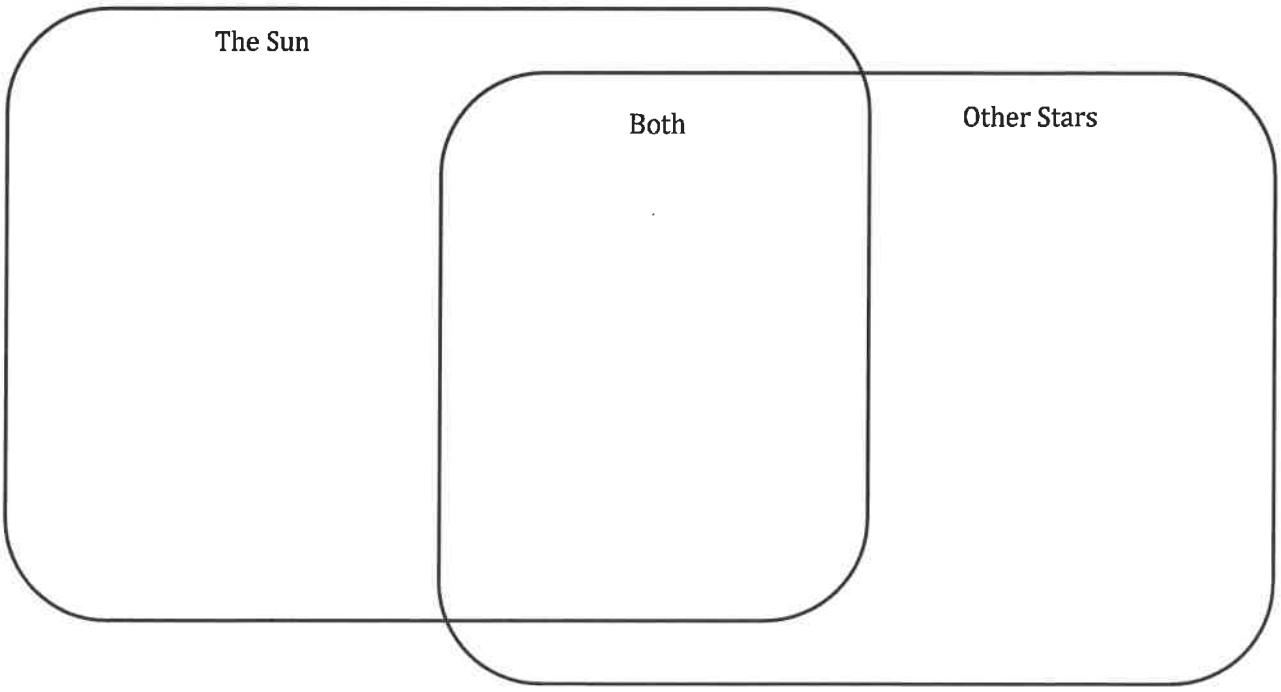
_____

3. A child drops an ice pop on a summer day. What effect does the sun have on the ice pop? Why?

_____

_____

4. Complete the Venn diagram below to compare and contrast the sun with other stars.



Name _____ Date _____

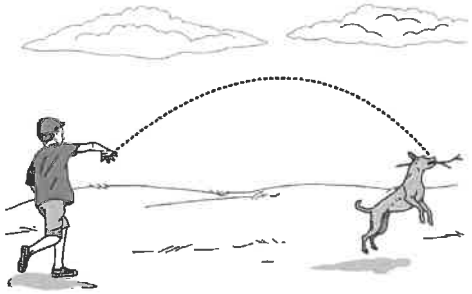
Benchmark Review
SC.3.E.5.4

SC.3.E.5.4 Explore the Law of Gravity by demonstrating that gravity is a force that can be overcome.

Gravity

What Is Gravity?

A powerful force acts on this boy, the stick he throws, and the dog that catches it. That force is gravity.



A **force** is a push or a pull. Pushes move away from a source of energy. When you pedal a bike, the force you use is a push. Pulls move toward the source. When you lift a pail of sand, the force you use is a pull.

Gravity

You see gravity at work every day. A pencil rolls off a desk and falls to the floor. The fall is gravity at work. Objects fall because the force of gravity pulls them to the ground. **Gravity** is a force that pulls objects toward one another.

All objects, no matter how small, have gravity. You cannot feel gravity between you and another person, because the gravity of Earth is so great.

The sun's gravity pulls Earth toward it. Earth's motion around the sun pushes away. The push and pull forces work to keep Earth traveling around the sun. The sun's gravity pulls on objects in the solar system. Gravity holds the solar system together.

Earth's gravity keeps the moon traveling around Earth. The moon also has gravity. It is the moon's gravity that pulls Earth's water and makes tides.

How does gravity work? You cannot see it. You cannot feel it, but without gravity, you would float off into space. A basketball would bounce up and not come down.

Overcoming Gravity

Many things can change of effect of gravity. Children go down a slide. They do not fall straight to the ground. The slide lets them go from a height to the ground safely.

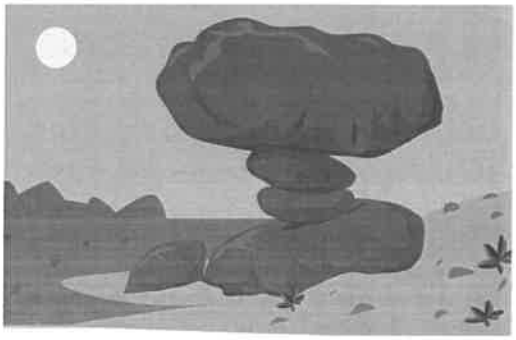
Name _____ Date _____

Forces can oppose gravity. A helium-filled balloon opposes gravity. It floats in the air.

When a ball is hit with a bat, it flies through the air. The ball does not immediately fall to the ground. Out in the field, the ball is caught in the air. The mitt stops the ball from falling to the ground. That action also opposes gravity.

Most actions that oppose gravity last a short time. A frog hops, but that lasts a second or two. An airplane rises in the sky, but it eventually lands. Overcoming gravity for a longer time takes a great force. When scientists launch a rocket, its force has to be great enough to escape Earth's gravity.

Some objects in nature oppose gravity naturally. A bird flying overcomes gravity as it soars through the sky. Look at this large rock balancing on two smaller rocks. You might expect that gravity will make the larger rock fall. It probably will, but it may take many years for that to happen.



Everything is affected by gravity. All things on Earth are held there by Earth's gravity. Overcoming gravity takes a force, too. Breaking away from gravity takes a really powerful force.

Name _____ Date _____

Benchmark Review
SC.3.E.5.4

Student-Response Activity

1. Write a definition for each term.

gravity _____

_____

_____

force _____

_____

_____

2. What is one example of gravity acting on something?

_____

_____

What is one example of something opposing gravity?

_____

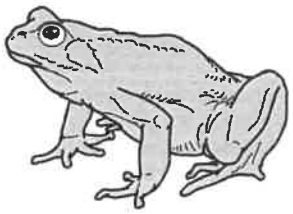
_____

3. Complete this sentence:

A paper airplane flies through the air, and then gravity

_____ .

4. What is one way gravity affects this frog?



_____

_____

_____

How does this frog overcome gravity?

_____

_____

NAME_____ SCHOOL_____

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WEEK 2

Grade 3

Civics and Government

Standards:

SS.3.C.1.1 Explain the purpose and need for government.
SS.3.C.1.3 Explain how government was established through a written Constitution.
SS.3.C.3.1 Identify the levels of government (local, state, federal).
SS.3.C.3.2 Describe how government is organized at the local level.
SS.3.C.3.4 Recognize that the Constitution of the United States is the supreme law of the land.

Florida Statutes (1003.42):

(b) The history, meaning, significance, and effect of the provisions of the Constitution of the United States and amendments…

(s)… The character development curriculum shall stress the qualities of patriotism; **responsibility; citizenship; kindness; respect for authority,** life, liberty, and personal property; honesty; charity; self-control; racial, ethnic, and religious tolerance; and cooperation…

Resources:
Floridacitizen.org
education.com

NAME_____ SCHOOL_____

Reading Comprehension

Directions: Read the following paragraph and answer the questions in complete sentences.

Have you ever stopped to think about the ways government influences your every-day life? Just think about some of the things you have done today.

Did you eat cereal for breakfast? Did you worry that the milk you poured on it might be contaminated? No, because the Food and Drug Administration watches dairies to ensure that the milk they produce is safe. Did you drive to school or to the store? Were there huge holes in the road? No, because national, state and local governments work together to keep the roads in generally good repair. Were cars speeding through intersections without even slowing down? No, because there are laws and police officers to keep order on the streets. Are you fearful that another nation will attack the United States and overthrow our government? There are a thousand things the government does each day which allow us to worry less and live more comfortably than we otherwise would.

Information from http://thisnation.com/textbook/whygovt-practical.html

1. What is this section about?

_____

2. Name two ways that government keeps us safe.

_____

3. What three levels of government were mentioned?

_____

4. Can you think of other ways the government helps people?

_____

NAME_____ SCHOOL_____

The Preamble of the United States Constitution

Directions: Draw a picture in the box to match the section of the Preamble to the Constitution.

We the People of the United States,	**in Order to form a more perfect Union,**	**establish Justice,**	**insure domestic Tranquility,**
(All citizens of the United States of America)	(to make a stronger country)	(to make sure that everyone is treated fairly)	(to make sure that the country is happy and peaceful)
provide for the common defence,	**promote the general Welfare,**	**and secure the Blessings of Liberty to ourselves and our Posterity,**	**do ordain and establish this Constitution for the United States of America.**
(to make sure that the country is protected against attacks)	(to provide services to help everyone)	(to make sure that we are free and future Americans are free)	(establish this Constitution for the United States.)

NAME_____ SCHOOL_____

How is government organized at the local level?

What is a City?

A city is a place where you live, work, go to school and play. A city is a place where you carry on your day-to-day life. Some cities are called towns or villages. A city government provides services to its citizens and sets up rules, called ordinances, that allow people to have a beautiful, safe and healthy place to live.

The central building where these services are organized and rules are made is called city hall. The people working at city hall provide you with many services like clean water, garbage pick up, playgrounds, basketball courts, streets, lights, and police and fire protection.

Who are the leaders of the city?

Every city is run by a group of people who make laws and provide services. The people chosen to run the city are usually called mayor, councilmember, or commissioner. Usually, a city will have a mayor and councilmembers. These people work together to run the city. Sometimes a city will only have councilmembers or commissioners.

The people of the city create a charter, which is a set of rules. By writing a charter, the people of the city decide how the city will be run. The city government leaders meet as a council once a month to take care of city business. Anyone can attend these meetings. The meetings are usually held in city hall.

Who are some other important people to know in the city?

Many cities have a police chief and their job is to run the police department. The city police department makes sure that all laws are obeyed and that the people are safe.

A city clerk is someone who is in charge of all of the city documents. This person attends all of the city council meetings and keeps the city paperwork organized.

Some cities have a city manager. A city manager is in charge of all of the city departments. This person creates a city budget and makes sure the people are getting all of the services from the city.

Adapted from: Florida League of Cities, Inc. ABC's of City Government

NAME_____ SCHOOL_____

City Government

1. What is a city?

Main Idea:

_____

_____

Key Detail:

_____

_____

_____

_____

2. Who are the leaders of the city?

Main Idea:

_____

_____

Key Detail:

_____

_____

_____

_____

3. Who are some other important people to know in the city?

Main Idea:

_____

_____

Key Detail:

_____

_____

_____

_____

NAME_____ SCHOOL_____

Local Government: Municipality

In the United States, government is in three main levels: federal, state and local. One type of local government is a municipality. A municipality may be a city, town or village.

Municipalities are usually led by city council, which is a group of elected officers. The head of the city council is the mayor. Many municipalities also have a city manager, who is in charge of the daily operations of the city.

Municipalities provide services to the citizens, such as police protection, fire protection, and street management. The center of the municipal government is called city hall, which may be one building, or in large cities, many different buildings.

Typical Municipal Services:

Police

Fire

Emergency Services, such as ambulances

Emergency Management, for hurricanes and earthquakes

Planning and Zoning, which decides how and where the city will grow

Transportation, such as buses and subways

Parks and Recreation

Utilities, such as electricity and water

Municipal Court, which decides cases based on the laws of the city

Public Works, which takes care streets and sewers, and collects trash

Economic Development, which encourages tourism and business

Tax Collection

Library

Housing

Q&A

Who is the head of the city council?

_____

What is the center of municipal government?

_____

What does economic development encourage?

_____

What are the levels of government in the U.S.?

_____

For Fun: Municipal Word Search

Circle each of the words on the list in the puzzle. Words can go up, down, backwards or diagonally.

N F W R D U Q C C T U Z H V Y
P A R K S V T O D B Y T E R V
X L I Z G G U I O N A A C M O
Z A S I M N H T L S A D I K E
M U N I C I P A L I T K L U M
H Q D I P C V Z D O T K O R E
E W L Z T G S X J N B I P I R
G G F O D D U C E Y U B E Y G
R T A X D S C M L R S Q U S E
T O F L V I N I O D P L E Q N
A W N I L R F Y T J N M S Q C
U N S L E I A K A Y U A I K Y
J J I V O M V O Y R A R B I L
W R O B V C K Z Y I D V N R Z
Q G J N R L M Q C X A J A D T

municipal
mayor
council
police
library
parks
government
utilities
emergency
city
town
village