



# *At Home Learning Resources*

## **Grade 3 - Week 8**

<b>Content</b>	<b>Time Suggestions</b>
<b>Literacy Instruction</b> (Watch a mini lesson, and/or complete online learning)	10-20 minutes daily
<b>Reading</b> (Read books, watch books read aloud, listen to a book)	At least 20 minutes daily (Could be about science, social studies, etc)
<b>Writing or Word Work or Phonics/Vocabulary</b>	20-30 minutes daily
<b>Math</b>	30 minutes daily
<b>Science</b>	45 minutes per week
<b>Social Studies</b>	30 minutes per week
<b>Arts, Physical Education, or Social Emotional Learning</b>	30 minutes daily

These are some time recommendations for each subject.  
We know everyone's schedule is different, so do what you can.  
These times do not need to be in a row/in order,  
but can be spread throughout the day.

## Grade 3 ELA Week 8

Your child can complete any of the activities in weeks 1-7. These can be found on the Lowell Public Schools website: <https://www.lowell.k12.ma.us/site/Default.aspx?PageID=3799>

This week continues a focus on informational or nonfiction reading and speech writing. Your child should be reading, writing, talking and writing about reading, and working on exploring the prefix-un this week.

**Reading:** Students need to read each day. They can read the articles included in this packet and/or read any of the nonfiction/informational books that they have at home, or can access online at Epic Books, Tumblebooks, Raz Kids, or other online books. All resources are on the LPS website. There is something for everyone.

**Talking and Writing about Reading:** As students are reading, they can think about their reading, then talk about their reading with a family member and/or write about their reading using the prompts/questions included.

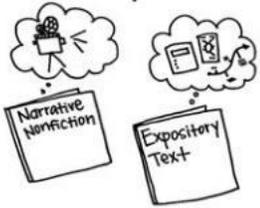
**Writing:** Students will continue working on speeches for the next weeks. The resources in this packet will be the same for next week for writing as well. These resources are charts with examples to help your child write. They are available online in an interactive form with video tutorials here: [Grade 3 Speech Writing Choice Board](#). Click on the images to watch the video tutorials. This writing should happen over multiple days. Students will be planning their writing, then writing, then making it even better by revising, writing some more, and at the end, fixing it up by editing. Your child might write 1 speech and work to refine it throughout, or might write multiple speeches, getting better each time.

**Word Work:** Students can work on learning new vocabulary using the prefix-un. Students will build words, write them in a list, and then write sentences using the new words.

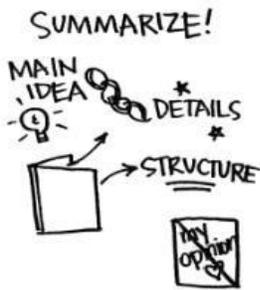
# Nonfiction Questions You Might Ask Your Children During and After Reading Aloud

## Grade 3 Students

1. **What kind of book are you reading?** Is it expository text? Does it give you lots of information and facts, or does your book have facts, but also tell a story? Maybe then its Narrative Nonfiction. Make a plan for how you'll get your brain ready to read your book.



2. What are the details in your book that help support the main idea? Think Boxes and Bullets!



3. What are some of the text features the author has included in your book? Now do they help you understand parts of your book that might be tricky?



4. Can you find some fancy words that the author used related to his/her topic?

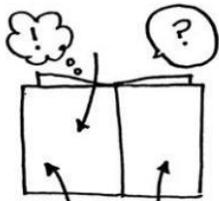


5. Can you find the big idea of a SECTION in your book or the WHOLE book? What do you think is the most important idea?



What's MOST important?

6. Can you find the author's purpose for writing your book? You have to look closely because sometimes the author doesn't come right out and tell you...See if you can figure it out?



Penguins are very good parents.

7. Can you identify the text structure of a section in your book?



Will I organize what I am learning into subtopics? Cause + effect?

# Tornado Alley



In the United States, no state is entirely free of tornadoes. But one area of the nation sees more tornadoes than any other. This region has become known as “tornado alley.”

## How Tornadoes Form

Tornadoes typically develop during the spring and summer seasons. That’s when warm air from the south most often clashes with cold air from the north. This clash of opposites results in thunderstorms. If the temperatures are just right and strong winds are blowing, massive thunderstorms develop. These can extend some 50,000 feet (15,240 meters) into the atmosphere. Under certain conditions, these massive thunderstorms begin to rotate. Smaller rotations may form within the larger rotation. These small whirlwinds are called tornadoes.

## Where Tornadoes Form

Ideal conditions for tornado formation occur most frequently in tornado alley. The phrase was invented in 1952 by two meteorologists. They coined the term as the title of a research project about severe weather in Texas and Oklahoma.

The term has come to indicate a section of the Great Plains between the Rocky Mountains and the Appalachian Mountains. Even today, the exact location of tornado alley has not been defined. But generally the term refers to an area that runs northeastward from northern Texas into Illinois. This region consistently experiences frequent tornadoes each year.

## Frequency of Tornadoes

The United States sees more than 1,000 tornadoes every year. About half of those are reported in the eight states of tornado alley. These are Texas, Oklahoma, Arkansas, Kansas, Missouri, Nebraska, Iowa, and Illinois. Texas sees the most, with an average 137 twisters each year. Oklahoma ranks second, averaging 47 tornadoes annually.

### **Other Alleys?**

Some studies suggest that there are also smaller tornado alleys located in the United States. Among these areas are the Upper Midwest, the lower Ohio Valley, and the Tennessee Valley. A significant number of tornadoes are also reported each year in the states of the Gulf Coast. This region sees about 129 tornadoes each year. Most of them occur in late fall. As a result of this intense tornado activity, this section of the south has acquired its own tornado nickname: it is called "Dixie Alley."

Name: \_\_\_\_\_

# Wild, Whirling Water

by Sandie Lee

You've probably heard about tornadoes – a furious, funnel of wind that tears a path of destruction wherever it goes. But did you know tornadoes can also occur over water? These are called waterspouts.

## Ingredients for a Waterspout

Take 1 part humid air and 1 part high temperatures (80 to 90 degrees). Mix together.

As the humid air rises it will condense into tiny water droplets, making a cloud. The more the water condenses the more heat is produced and the faster it will rise. Once this happens a funnel-shaped cloud can quickly form. If it extends towards a body of water, the end result is a waterspout.

## What to Look For

Like any kind of weird weather, the conditions have to be just right to make a waterspout. Here are some things to look out for:

1. Dark, swirling spots on a body of water
2. Spiral pattern changes from lighter to darker
3. Winds pick up to 40mph, kicking up spray in a circular pattern called the "Spray Vortex"
4. Clouds point downward to center of swirling water
5. Funnel cloud is formed and creates small waves called the "Bubble Wake" as it moves along the surface
6. After the vortex weakens and the funnel turns more rope-like, the waterspout will finally die out



## Waterspout Occurrences

Waterspouts are very common in the Florida Keys, in fact they see between 400 and 500 per year.

Waterspouts can also occur on the colder waters of the Great Lakes – captains of ships have reported seeing 30 in one day.

## Flying Frogs...

Even though waterspouts aren't usually as powerful as a land-based tornado, they can still do some damage.

Frogs, tadpoles, fish and lizards that have been sucked up into the wild, whirling water, have been known to later rain down on the land.



Name: \_\_\_\_\_

# Wild, Whirling Water

by Sandie Lee



1. How is a waterspout like a tornado?

---

---

2. How is a waterspout different from a tornado?

---

---

3. Tell whether each sentence is true or false.

\_\_\_\_\_ Waterspouts are usually more dangerous than tornadoes.

\_\_\_\_\_ Waterspouts can occur in the Great Lakes.

\_\_\_\_\_ A waterspout creates small waves as it moves along the water's surface.

4. Under which conditions is a waterspout most likely to occur?

- a. 50 degree air temperature, 80% humidity
- b. 70 degree air temperature, 20% humidity
- c. 88 degree air temperature, 10% humidity
- d. 82 degree air temperature, 90% humidity

**Something extra:** With an adult at home, use the Internet to find pictures of waterspouts. Print out your favorite picture and bring it in to show the class.





Use these anchor charts and planning tools to help you write your own speeches. There are a couple of examples to help you too. Watch some kids, just like you deliver their speeches.

**Plan before you write!**

**write a thesis.**  
 People should be...  
 Teachers and kids should think...  
 when I see...  
 ...I should say...

**Gather reasons and evidence to support your thesis...**  
 EXAMPLES    DETAILS    FACTS

**How to write a Persuasive Speech**  
 Hey World, Listen Up!

**Consider your audience.**  
 You should...  
 You should...

**Is My Speech Easy to Read?**

**Deliver your speech!**

...Collect information about the problem and solution.

Opinion writers plan before they write.  
 First they develop an Idea!

**Develop an Idea by...**

**...seeing a problem and imagining a solution.**

**What problems and solutions do you see? Make a list!**

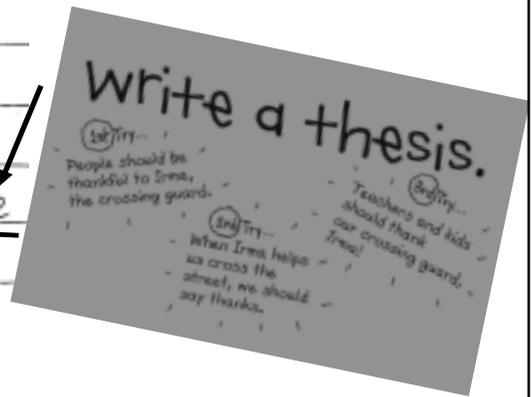
**Things I could write my speech about:**

- + Put your dishes in the sink
- + Don't leave your lego on the ground
- + Pick up your gloves / put gloves in the trash
- + Don't play your music so loud
- + Be kind to your brother
- + Why doing schoolwork is important
- + staying home
- + wash your hands
- + thank your mail / amazon / trash / nurse people

**Changes I want to see in this school**

- advertising
- Be littering
- Kids following directions
- Homework passes
- More books in the library
- More yard tools
- Better movies
- jump ropes
- Better wash
- People
- Better cleaner

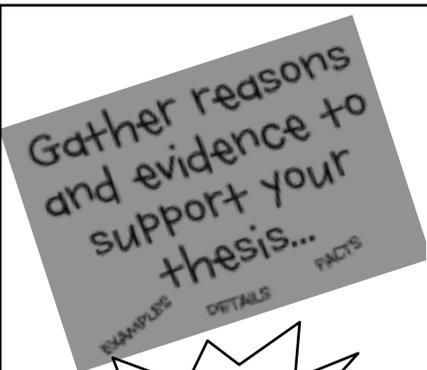
Are you starving during lunch? Do you think you'll be stomachless when you come home from school? If you are then you're with me. We need more food during lunch.



**Write a thesis (claim).  
Try it out different ways!**

Have you ever seen garbage in the compost bin? Or ever seen the garden not growing good. Well I think our school should compost better at lunch. One reason is... I think a lot of people don't know what goes in and what doesn't.

By Gardening!  
Do you have a garden? If you don't you should make one. That's what I want to share with you that you should save the environment by gardening. It's simple but it makes a



You could plan using boxes and bullets

and that's definit... first reason is that you won't get hurt with all of your gear on because once I was playing someone tackled me I didn't feel anything at all.

All of your gear is thick and strong for example usually all of your gear is 2 inch which is thick and strong.

Another reason is that it's exciting and fun for example it's exciting and fun because you have to do all ~~the~~ awesome special moves that make it really exciting and fun. Another example is you have to run and make moves which makes it ~~easy~~ and a pumped up game.

- For example ...
- Another example is ...
- This is a problem because ...
- This is important because ...
- This makes me think ...
- This connects with ...

You could plan across pages in a booklet.

Bullying hurts kids. Some kids feel bad for a long time. For example, my friend Ryan still feels bad because some kids told him he is bad at basketball and that was last year! And lots of kids get bullied. In 2007 a third of fourth to eighth graders who were asked said they were bullied. I learned this from the article "Battling Bullies." Some kids even said they missed school because they were bullied. This needs to STOP.

Use Boxes and Bullets to plan your writing.  
Then Put it All together.

**Thesis (Claim):**

**Reason #1:**

**Reason #2:**

**Reason #3:**

Claim

Reason 1

(One reason we need this change is...)  
(One reason this is a problem is...)

Reason 2

(Another reason...)

Reason 3

Solution

(Here are some ideas to help...)

Plan your writing across the  
pages. Then put it all  
together.

You can take out the Not so yummy meals And fill them in with something yummy. I think this solution will get kids to eat these lunch and help them make healthy choices. This is the food that is yummy and can stay.

...Collect information about the problem and solution.



I have some ideas for how to stop bullying. One idea is that we can look at yard and see if we see anyone being bullied and if we do, we can get a friend or two friends and go over to stand next to the kid being bullied and say "NO!" to the bully. Maybe you are scared to stand up to bullies. I can understand that. It can be scary. But think about how important it is to stop other kids from getting hurt. You could save a kid from getting teased and picked on. Then you'd be a hero! And if bullies don't stop bullying, they should get in trouble.

Consider your audience.



**Speech writers consider who their audience is and talk directly to their audience.**

Are you like me? Do you believe we should take care of the earth? Do you believe in recycling? Because if you do, then you will agree that we should recycle better at our school. Our problem is that we have bins for recycling but they aren't used well. We need to get a better system going so kids use the recycling bins well.

### WAYS TO DIRECTLY ADDRESS YOUR AUDIENCE

- Name and talk back to the worries or concerns the reader might have about the writer's idea
  - \* I know you might be thinking/worrying/feeling ...
  - \* If you are wondering/worrying/asking ...
  - Let me explain:
  - \* You might wonder/ask/judge ...
  - \* WHAT? you might be thinking
- Ask questions the reader might have that you have too
  - Have you ever ...
  - Do you wonder ...
  - Why ...
  - What about ...

## Is My Speech Easy to Read?

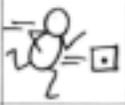


Use a checklist!

1. ✓ Do I include end punctuation?



2. ✓ Do I check that I don't have run-on sentences?



3. ✓ When I read the text to myself, does it make sense, seem smooth?



4. ✓ Do I use paragraphs to help me to leave white spaces in my speech?



### Don't Drink Bottled Water by Robert

We need to stop drinking bottled water that comes in plastic water bottles! Instead we need to carry water bottles with us, and just refill those water bottles when the water runs out. Plastic water bottles are not good!

One reason we need to stop using plastic water bottles is because they are not good for the earth. Plastic is bad news. It can't break down or go back into the ground. If we use plastic and throw it away, then it just stays there. But I have seen lots of plastic water bottles in cans for regular garbage!

Another reason we need to stop using plastic water bottles is because they take up too much room in the recycling bin. Recycling is good, but the bins get too full with the plastic bottles. There is no room for paper or other things.

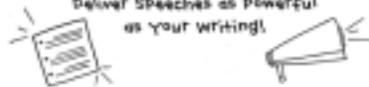
I interviewed Grace, a third-grader. She said, "I see plastic water bottles everywhere. They are at my gymnasiums class, and at the park, and they are all over school, too. Plastic water bottles are on almost every teacher's desk. When there are parades in town, or Halloween celebrations or anything like that, people leave water bottles all over the place."

I also talked to my mom. She said, "Using plastic is just not good for the earth." She said at her office she has a water fountain that people can use to fill their own water bottles, and it even says how many plastic bottles of water the fountain has stopped people from using. I think we should have a fountain like that here.

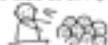
So, please get yourself a reusable water bottle and carry it with you. You can refill it. Stop using plastic bottles. It will be better for the earth. Thank you!

Deliver your speech!

### Deliver Speeches as Powerful as Your Writing!



• Look at the audience during some parts



• Stand tall and confident



• Pauses after sentences and paragraphs



• Use gestures



• Speak in loud, confident voice



### Use the Recycling Bins Better!

Are you like me? Do you believe we should take care of the earth? Do you believe in recycling? Because if you do, then you will agree that we should recycle better at our school. Our problem is that we have bins for recycling but they aren't used well. We need to get a better system going so kids use the recycling bins well.

One reason this is a problem is that the recycling bins are a mess. We see candy wrappers, banana peels, and tissues in these bins, along with the paper. Also I have seen paper with staples. None of these things belong there.

Another reason we need to do a better job is because we don't know what to recycle. I have heard kids asking, "Does this go in there?" I have thought that too. Last week, I saw a kid drop a whole amount of stuff in the recycling bin at the end of the hall. She looked at some stuff but then just shrugged and dropped it all in. I think maybe she wasn't sure what could go in.

I interviewed Pamela, a third-grader at the school. She said, "I always see stuff that doesn't belong in our recycling bin. I think it's a big problem. I don't know what goes in there. Like I'm not sure about Post-its."

We need to do a better job of recycling. Here are my ideas for how we can do a better job. We can ask the custodians what can go in the bins and make signs. We can make announcements at lunch and during the morning announcements about what can go in the recycling bins. We can even have an assembly about recycling. The custodians said they would help us.

My mom said recycling is important for the earth. Recycling is reusing things so we don't waste them. We need to do a better job at our school! We can all help. You can check that what you put in the recycling bin is okay to recycle and take stuff out that doesn't belong. This is important. Please help!!!

## Don't Drink Bottled Water

by Robert

We need to stop drinking bottled water that comes in plastic water bottles! Instead we need to carry water bottles with us, and just refill those water bottles when the water runs out. Plastic water bottles are not good!

One reason we need to stop using plastic water bottles is because they are not good for the earth. Plastic is bad news. It can't break down or go back into the ground. If we use plastic and throw it away, then it just stays there. But I have seen lots of plastic water bottles in cans for regular garbage!

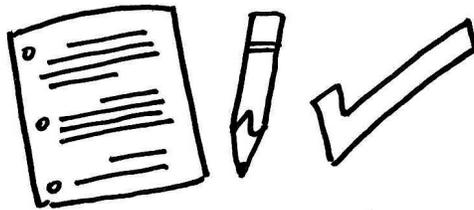
Another reason we need to stop using plastic water bottles is because they take up too much room in the recycling bin. Recycling is good, but the bins get too full with the plastic bottles. There is no room for paper or other things.

I interviewed Grace, a third-grader. She said, "I see plastic water bottles everywhere. They are at my gymnastics class, and at the park, and they are all over school, too. Plastic water bottles are on almost every teacher's desk. When there are parades in town, or Halloween celebrations or anything like that, people leave water bottles all over the place."

I also talked to my mom. She said, "Using plastic is just not good for the earth." She said at her office she has a water fountain that people can use to fill their own water bottles, and it even says how many plastic bottles of water the fountain has stopped people from using. I think we should have a fountain like that here.

So, please get yourself a reusable water bottle and carry it with you. You can refill it. Stop using plastic bottles. It will be better for the earth. Thank you!

# Is My Speech Easy to Read?



<p>✓ Do I include end punctuation?</p>	Three small square boxes arranged horizontally. The first box contains a period (.), the second contains an exclamation point (!), and the third contains a question mark (?).
<p>✓ Do I check that I don't have run-on sentences?</p>	A stick figure is shown in profile, running quickly towards the right. A small square box containing a period (.) is positioned in front of the figure.
<p>✓ When I read the text to myself, does it make sense, seem smooth?</p>	A stick figure is sitting and reading a document. Above the figure's head is a thought bubble containing a checkmark (✓). To the right of the figure, there are three curved lines indicating sound or breath, followed by a checkmark (✓).
<p>✓ Do I use paragraphs to help me to leave white spaces in my speech?</p>	A rectangular document with several horizontal lines representing text. There are clear gaps between the lines, representing paragraph breaks.

This week students will be adding the prefix un- to words. Students will notice that a prefix is a group of letters added to the beginning of a base word, and when they remove a prefix from a word, the base word has its own meaning.

When they add the prefix un- to a word, student will notice that it makes the word mean take the opposite meaning, or it means not (tie—untie). The word uncle has un-, but it is not a prefix because it is not added to a base word.

Enclosed are word cards for several words that have the prefix un-. First use the cards to make words with the prefix-un. Then write a list of the words that you created. Finally choose three-five cards and write a sentence for each of the words.

Have unlimited fun!

<b>un</b>	<b>un</b>	<b>un</b>
<b>un</b>	<b>un</b>	<b>un</b>

<b>able</b>	<b>button</b>	<b>done</b>
<b>faithful</b>	<b>forgiving</b>	<b>kind</b>
<b>skilled</b>	<b>willing</b>	<b>available</b>
<b>conscious</b>	<b>dress</b>	<b>fit</b>
<b>grateful</b>	<b>lock</b>	<b>sympathetic</b>
<b>wrap</b>	<b>believing</b>	<b>do</b>
<b>easy</b>	<b>fit</b>	<b>happy</b>
<b>real</b>	<b>tie</b>	<b>zip</b>

Name: \_\_\_\_\_

Date: \_\_\_\_\_

1. \_\_\_\_\_

11. \_\_\_\_\_

2. \_\_\_\_\_

12. \_\_\_\_\_

3. \_\_\_\_\_

13. \_\_\_\_\_

4. \_\_\_\_\_

14. \_\_\_\_\_

5. \_\_\_\_\_

15. \_\_\_\_\_

6. \_\_\_\_\_

16. \_\_\_\_\_

7. \_\_\_\_\_

17. \_\_\_\_\_

8. \_\_\_\_\_

18. \_\_\_\_\_

9. \_\_\_\_\_

19. \_\_\_\_\_

10. \_\_\_\_\_

20. \_\_\_\_\_

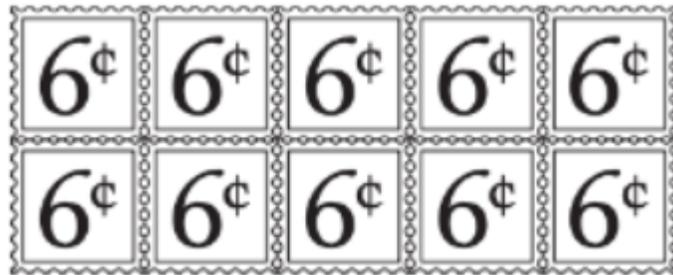
# Application Problem #1

A.

Situation	Equal groups or array?	Equation
4 boxes. 5 apples in each box.		
2 rows of chairs. 4 chairs in each row.		

B. How many stamps are there? \_\_\_\_\_

What is the total cost of the stamps? \_\_\_\_\_



C. Stevie has 4 cards with 8 stamps on each card.

Cindy has 8 cards with 4 stamps on each card.

Who has more stamps, Stevie or Cindy?

Explain your thinking.

## Application Problem #2

A. Andrew is having his friends over for game night. He prepared snacks and drinks.

He made mini sandwiches. He has 4 friends coming over and he made 3 sandwiches for each one of them. Write a multiplication equation that shows how many sandwiches he needs for himself and his friends.

---

He also used 10 oranges to make some fresh juice. He used the same number of oranges per glass of juice. He made 5 glasses of juice. Write a multiplication equation that shows how many oranges he used in each glass of juice?

---

B. Which problem cannot be solved with multiplication?

1) A pack of pens contains 6 pens. How many pens in 5 packs?	
2) How many wheels on 7 cars?	
3) A paperclip is made from 10cm of wire. How much wire would I need for 6 paperclips?	
4) Sally runs for 3 miles a day. How far will she run in a week?	
5) I buy 5 apples on Monday, and 7 more on Tuesday. How many have I bought in total?	
6) A multipack bag of crisps holds 6 packets. How many packs of crisps in 6 multipacks?	

Explain how you know:

# Computation Page #1

1) $8 + 8 + 8$	$= 8 \times 3$	$=$	16) $4 \times 4$	$= 4 + 4 + 4 + 4$	$=$
2) $7 + 7 + 7 + 7$	$=$	$=$	17) $6 \times 3$	$=$	$=$
3) $6 + 6 + 6 + 6 + 6$	$=$	$=$	18) $8 \times 2$	$=$	$=$
4) $9 + 9$	$=$	$=$	19) $9 \times 4$	$=$	$=$
5) $4 + 4 + 4 + 4 + 4$	$=$	$=$	20) $7 \times 3$	$=$	$=$
6) $3 + 3 + 3 + 3$	$=$	$=$	21) $6 \times 5$	$=$	$=$
7) $8 + 8 + 8 + 8$	$=$	$=$	22) $8 \times 4$	$=$	$=$
8) $6 + 6 + 6 + 6$	$=$	$=$	23) $9 \times 3$	$=$	$=$
9) $9 + 9 + 9$	$=$	$=$	24) $7 \times 5$	$=$	$=$
10) $7 + 7 + 7 + 7 + 7$	$=$	$=$	25) $6 \times 4$	$=$	$=$
11) $2 + 2 + 2 + 2$	$=$	$=$	26) $3 \times 5$	$=$	$=$
12) $9 + 9 + 9 + 9$	$=$	$=$	27) $7 \times 4$	$=$	$=$
13) $5 + 5 + 5 + 5 + 5$	$=$	$=$	28) $6 \times 2$	$=$	$=$
14) $4 + 4 + 4 + 4$	$=$	$=$	29) $8 \times 3$	$=$	$=$
15) $3 + 3 + 3 + 3 + 3$	$=$	$=$	30) $9 \times 5$	$=$	$=$

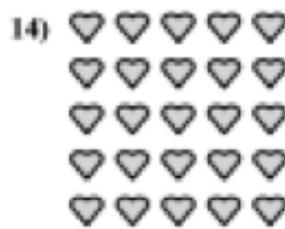
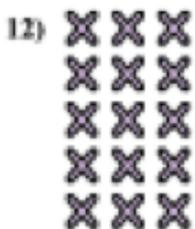
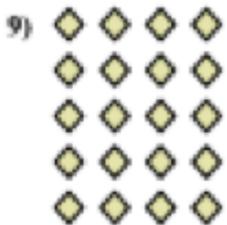
# Computation Page #2

Write an equation to express the array and then find the number of shapes.



## Answers

Ex.  $2 \times 3 = 6$



1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

5. \_\_\_\_\_

6. \_\_\_\_\_

7. \_\_\_\_\_

8. \_\_\_\_\_

9. \_\_\_\_\_

10. \_\_\_\_\_

11. \_\_\_\_\_

12. \_\_\_\_\_

13. \_\_\_\_\_

14. \_\_\_\_\_

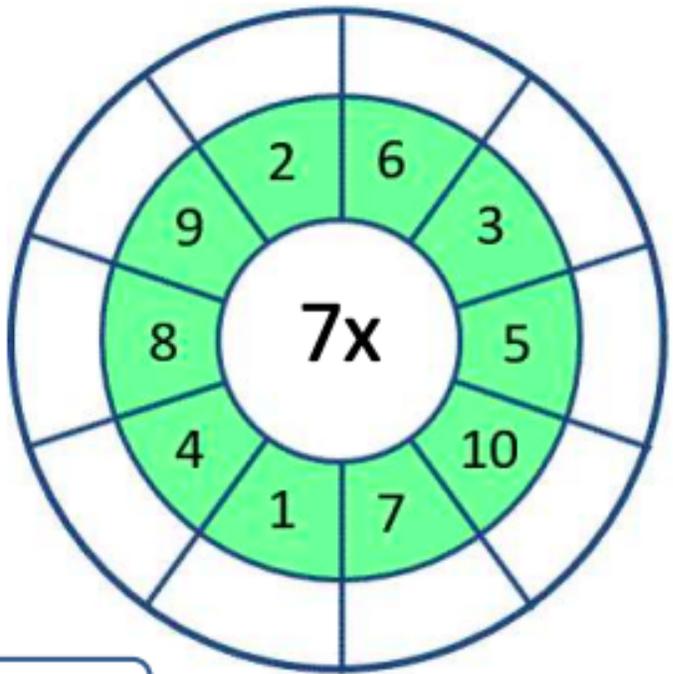
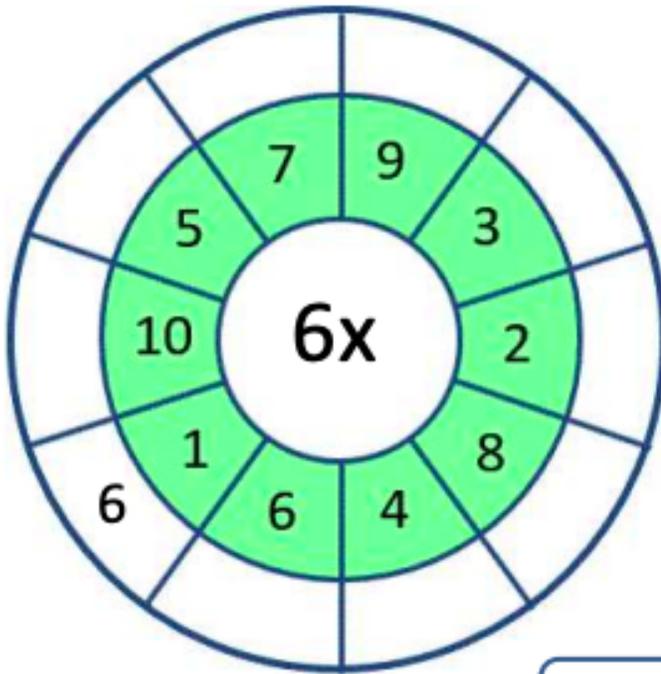
# Fluency Page #1

Name \_\_\_\_\_

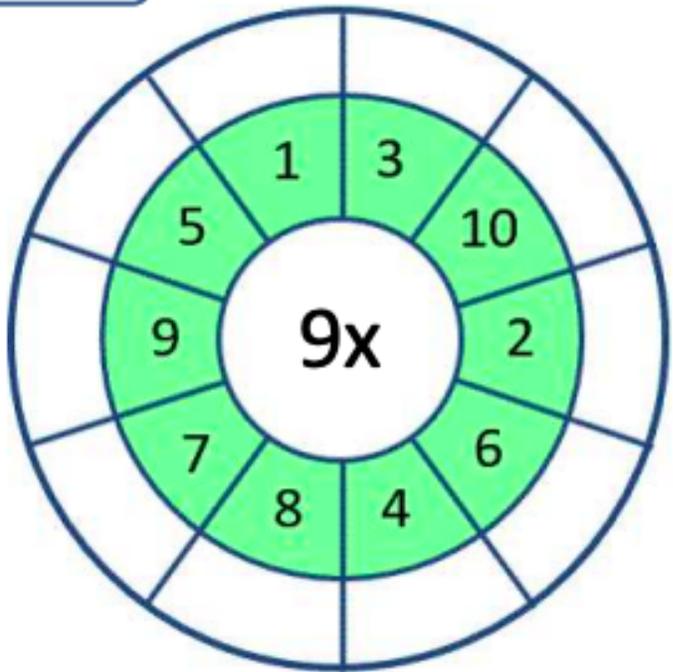
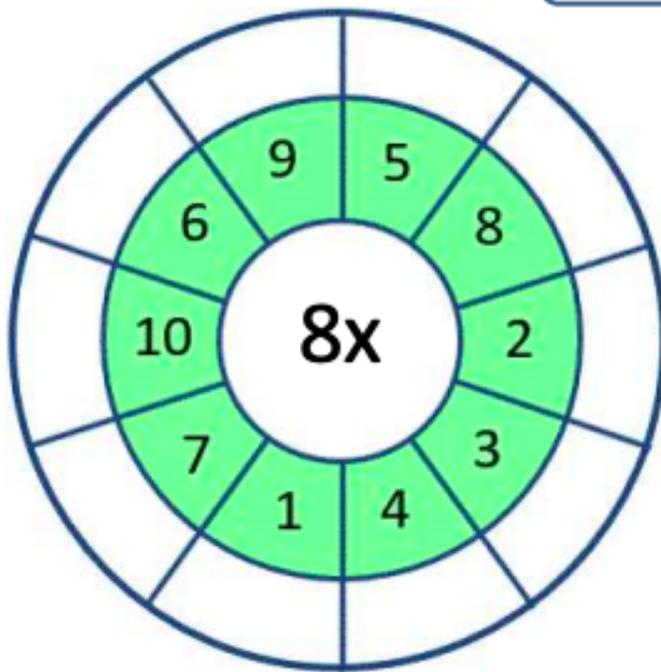
Date \_\_\_\_\_



## CIRCLE TIMES TABLES 6 TO 9 SHEET 3A



UP TO X10



## Fluency Page #2

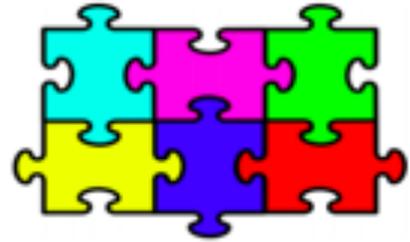
$6 \times 5 = \underline{\quad}$	$5 \times 5 = \underline{\quad}$	$2 \times 9 = \underline{\quad}$
$4 \times 3 = \underline{\quad}$	$6 \times 7 = \underline{\quad}$	$6 \times 5 = \underline{\quad}$
$5 \times 10 = \underline{\quad}$	$4 \times 2 = \underline{\quad}$	$9 \times 2 = \underline{\quad}$
$2 \times 5 = \underline{\quad}$	$4 \times 4 = \underline{\quad}$	$6 \times 10 = \underline{\quad}$

$2 \times 7 = \underline{\quad}$	$3 \times 1 = \underline{\quad}$	$3 \times 6 = \underline{\quad}$
$8 \times 3 = \underline{\quad}$	$10 \times 2 = \underline{\quad}$	$7 \times 10 = \underline{\quad}$
$10 \times 3 = \underline{\quad}$	$7 \times 5 = \underline{\quad}$	$3 \times 6 = \underline{\quad}$
$2 \times 0 = \underline{\quad}$	$6 \times 2 = \underline{\quad}$	$10 \times 4 = \underline{\quad}$

$3 \times 3 = \underline{\quad}$	$4 \times 6 = \underline{\quad}$	$3 \times 7 = \underline{\quad}$
$5 \times 3 = \underline{\quad}$	$3 \times 9 = \underline{\quad}$	$7 \times 4 = \underline{\quad}$
$4 \times 8 = \underline{\quad}$	$9 \times 5 = \underline{\quad}$	$2 \times 8 = \underline{\quad}$
$4 \times 9 = \underline{\quad}$	$3 \times 8 = \underline{\quad}$	$2 \times 10 = \underline{\quad}$

# Fluency Page #3

## MATH Crossword Puzzle



Fill in the blanks of each crossword puzzle to make the multiplication equations true.

2	x		=	6
				x
	x	1	=	
				=
		x	24	=

	x	5	=	30
x				
8	x	4	=	
				=

	x	7	=	
x				x
11	5	x	=	
				=
		=		
		42		

3	x	12	=	
x				
				=
	x		=	90

# Fluency Page #4

equation	Jumps on a number line
$4 \times 5 = 20$	 <p>4 jumps. Each jump is 5 long.</p>
$3 \times 6 = \underline{\quad}$	 <p>3 jumps. Each jump is 6 long.</p>
$7 \times 3 = \underline{\quad}$	 <p><u>      </u> jumps. Each jump is <u>      </u> long.</p>
$2 \times 8 = \underline{\quad}$	<p><u>      </u> jumps. Each jump is <u>      </u> long.</p>
$8 \times 2 = \underline{\quad}$	<p><u>      </u> jumps. Each jump is <u>      </u> long.</p>

Check out the website below for inspiration for creating your own chain reaction machine like Rube Goldberg. Send a video of the results to your teacher!

# RUBE GOLDBERG MACHINE

<https://tinkerlab.com/engineering-kids-rube-goldberg-machine/>

## THINGS THAT ROLL

Marbles  
Balls: Tennis, Baseball, Bowling, etc.  
Toy Cars  
Dominoes  
Skateboard  
Roller Skate

## RECYCLABLES

Cardboard  
Cereal Boxes  
Cardboard Rolls  
Plastic Water Bottles  
Cans  
Aluminum Foil

## THINGS THAT MOVE

Mousetrap  
Dominoes  
Toaster  
Fan

## EVERYDAY MATERIALS

Chopsticks  
Popsicle Sticks  
Ruler  
Wooden Blocks  
Bowl  
String  
Tape  
Sand  
Pins  
Hammer  
Balloons  
Water  
Fan  
Vinegar and Baking Soda

## RAMPS

Toy Train Tracks  
Marble Runs  
Books  
Trays  
PVC pipe  
Plastic tubing  
Gutters



## How could you make the biggest fruit in the world?

Click on this link to learn how human beings have modified plants based on our knowledge of how plants inherit their traits. In the activity, Odd One Out, students play a game where they guess which fruits are related to each other based on traits of leaves, flowers, and arrangement of seeds. They use this information to understand how humans create fruit varieties by selecting certain traits.

<https://mysteryscience.com/flowers/mystery-4/trait-variation-inheritance-artificial-selection/92?code=NzYzNzlwNDg&t=student>



# Odd One Out

Name: \_\_\_\_\_

## Round 1

1. Circle the 2 you think are related by looking at the outside: **Cherry Plum Grape**
2. Circle the 2 you think are related by looking at the inside, the flowers, and the leaves: **Cherry Plum Grape**
3. What evidence shows you these 2 fruits are related? List three traits they share:

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

## Round 2

1. Circle the 2 you think are related by looking at the outside: **Cucumber Lemon Dosakai**
2. Circle the 2 you think are related by looking at the inside, the flowers, and the leaves: **Cucumber Lemon Dosakai**
3. What evidence shows you these 2 fruits are related? List three traits they share:

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

## Round 3

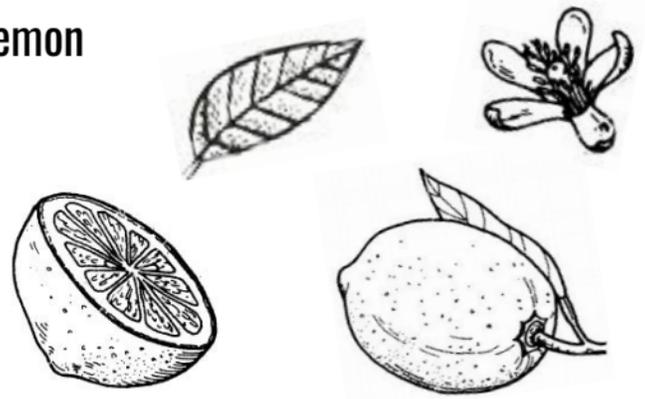
1. Circle the 2 you think are related by looking at the outside: **Tomato Watermelon Zebra Fruit**
2. Circle the 2 you think are related by looking at the inside, the flowers, and the leaves: **Tomato Watermelon Zebra Fruit**
3. What evidence shows you these 2 fruits are related? List three traits they share:

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

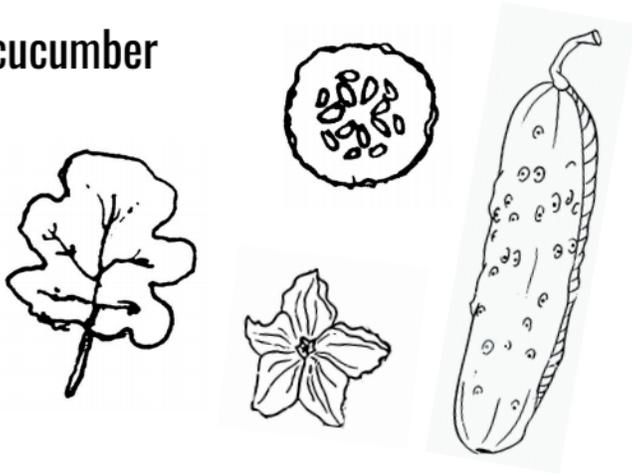
# Fruit Cards

Sort these cards into 5 groups.

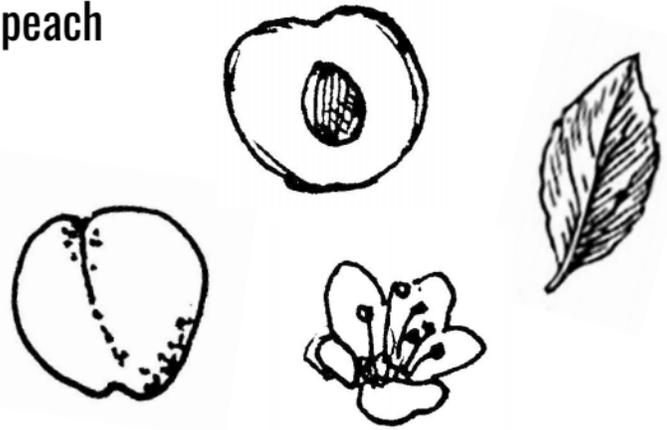
lemon



cucumber



peach



cherry



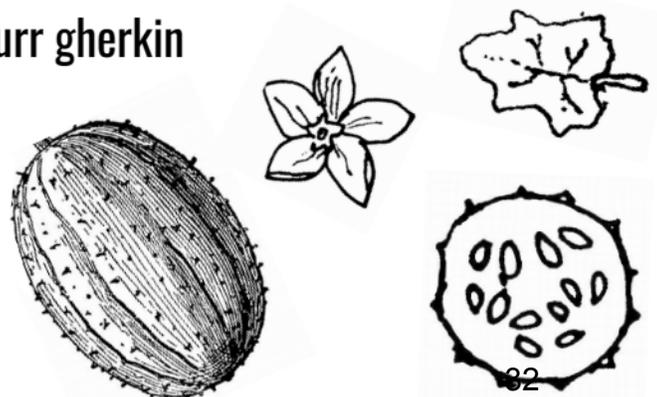
orange



pumpkin



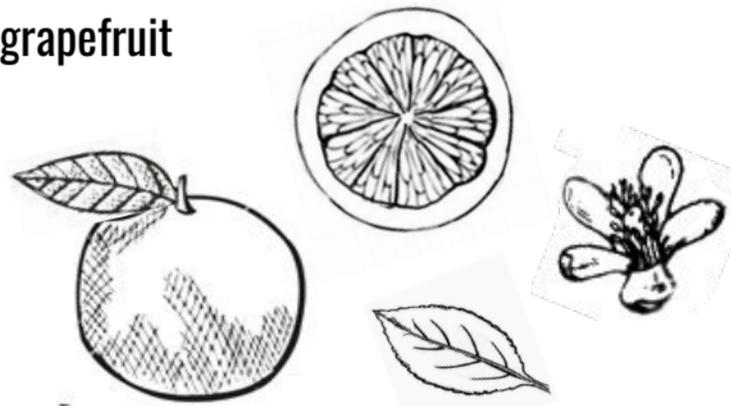
burr gherkin



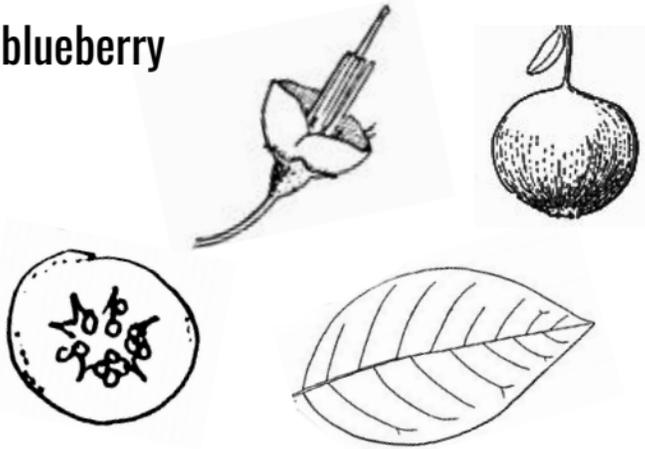
plum



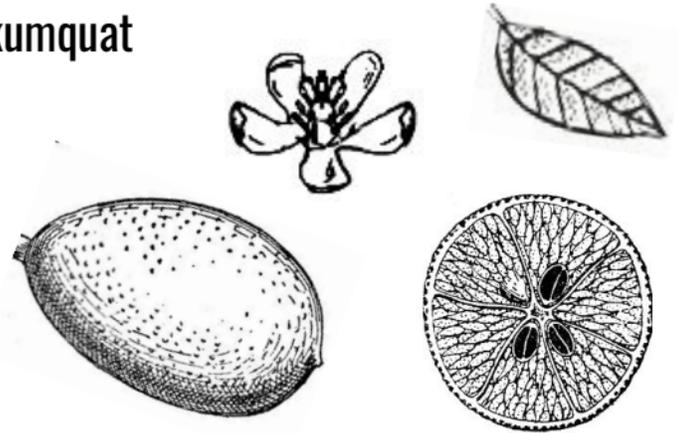
grapefruit



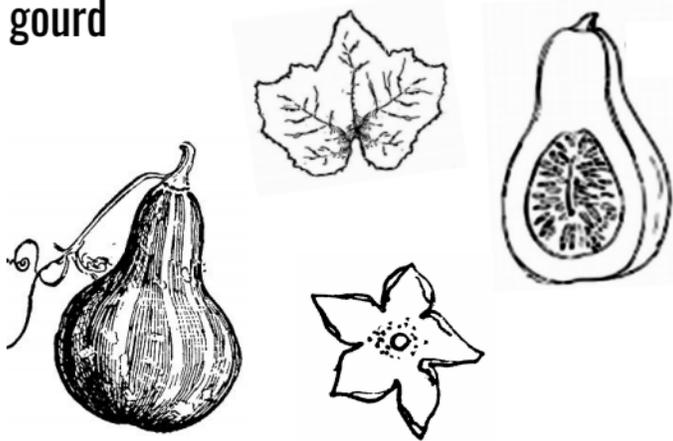
blueberry



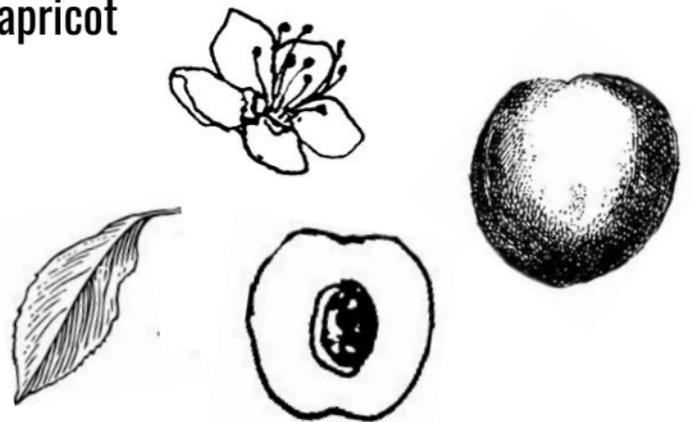
kumquat



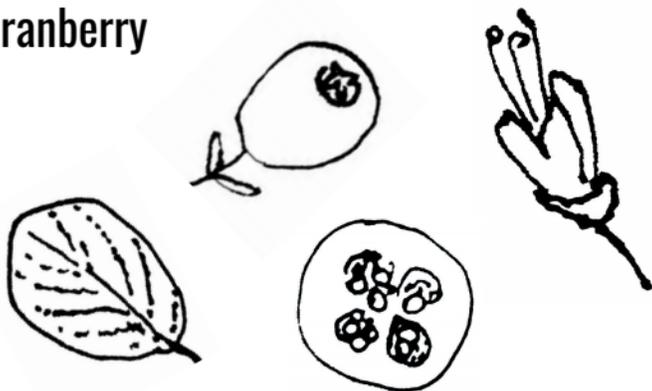
gourd



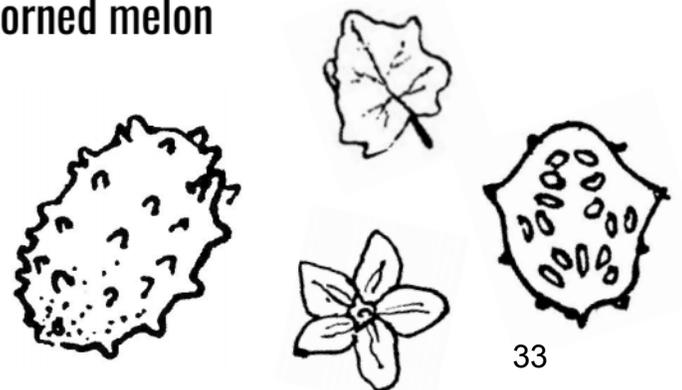
apricot



cranberry



horned melon



# Power of Flowers

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Mystery 4: How could you make the biggest fruit in the world?

## End of Mystery Assessment

1. Why do you think it took plant growers such a long time to create the roses sold in flower shops today?

---

---

---

---

---

2. "No two babies of a parent have exactly the same traits." How did this fact make it possible to grow giant pumpkins?

---

---

---

---

---

3. How can you tell whether two different fruits are just varieties of one kind of fruit, or if they're completely different fruits?

---

---

---

---

---

4. Just for fun: If you were going to use selection in order to create a giant fruit, which fruit would you like to make giant?

---

---

---

---

---

## The Penacook People

The Merrimack River was very important to the **Penacook People**. The word “Penacook” is the English version of a word meaning “Falling Hill People”. Pawtucket translates into “place of the loud noise or falling water”. In the Greater Lowell area there were two major Penacook villages, one at Pawtucket Falls and another at Wamesit (near the area where the Concord River joins the Merrimack River, see last week’s map!) The name Wamesit means “there is enough space for all”.

The river provided a bounty of food for the Penacook, especially in the spring. At this time of year many bands of Penacook and other tribes would come to Pawtucket Falls to fish for salmon, shad, eels, and sturgeon. What they didn’t eat right away was smoked, dried, and stored for winter.

At the beginning of spring, men and women began the construction of fishing traps, or **weirs**, in the river. They would also make long handled dip nets and fishing spears to catch the fish that were trapped in the weir. Drying racks were made and firewood was gathered for smoking the fish that would be preserved.

Weirs are large fish traps made from a mixture of sticks and rocks, with a woven net at the end to prevent the fish from escaping. As the fish make their way through the trap, looking for a way out, they end up bunched at the end, with no way out. As the fish continued to pile up upon each other, they would be speared or netted by the hundreds.



By Gossman75 at Wikibooks, CC BY-SA 3.0,  
<https://commons.wikimedia.org/w/index.php?curid=3854165>

Another way to capture fish was to gather at the base of Pawtucket Falls. The fish swim upstream in the spring to lay their eggs in Lake Winnepesaukee in New Hampshire. As they struggle to get up the falls and leap out of the water, they are easy to catch with spears or nets.

(Adapted from "A Year in the Life: The People of the Lower Merrimack Valley" by Dana Benner)

Watch this video to see how a weir is made:

<https://www.youtube.com/watch?v=8vcy9mp0p7o>



Design your own weir across this river! Fish swim in the direction of the arrow. Explain how it works on the lines below:

---

---

---

---

---

---

# ESL at Home 3-5 Weeks 7-8

Use notebook paper to complete these activities. Do one each day!

Monday	Tuesday	Wednesday	Thursday	Friday
<p>Choose a book page, magazine, or newspaper article. Tally how many times you find the words that start with letters:</p> <p>S A T</p>	<p>Go on a shape hunt. Find five things in your house for each shape:</p> <p>Rhombus Trapezoid Equilateral</p>	<p>How many words can you make from this word?</p> <p>educational</p>	<p>List 5 things in your home that are <b>solids</b>.</p> <p>List 5 things in your home that are <b>liquids</b>.</p> <p>List 5 things in your home that are <b>gases</b>.</p>	<p>Imagine two of your friends went to your school when no one was there. Write or draw their adventure.</p>
Monday	Tuesday	Wednesday	Thursday	Friday
<p>Hide something in your home. Make a treasure map and let a family member try to find it.</p>	<p>Find four things in your home that are <b>magnetic</b>.</p> <p>Find four things in your home that are <b>mixtures</b>.</p> <p>Find four things in your home that are <b>transparent</b>.</p>	<p>Imagine you ran a zoo. Write an advertisement telling people why they should come to your zoo.</p> 	<p>Line up all the soap, shampoo, and lotion in your house from smallest to tallest.</p>	<p>Put a little bit of soap into a cup. Fill the cup with water. Count how many minutes it takes for the bubbles to disappear.</p>