



At Home Learning Resources

Grade 3 - Week 4

Grab and Go Meals
*Available for Lowell Public Schools Students
on Weekdays While School is Closed*

Butler (12:45 - 1:30pm) 1140 Gorham St.	Murkland (12:45 - 1:15pm) 350 Adams St.
Greenhalge (10:30 - 11:15am) 149 Ennell St.	Pawtucketville (12 - 12:30pm) 425 West Meadow Rd.
Lincoln (1:30 - 2pm) 300 Chelmsford St.	Robinson (11:30 - 11:45am) 110 June St.
Moody (12 - 12:30pm) 158 Rogers St.	STEM Academy (10:30am - 1pm) 43 Highland St. <i>Meal service at South St. entrance</i>
NEW: Morey (12 - 12:30pm) 130 Pine St.	NEW: Stoklosa (11 - 11:30am) 560 Broadway St.
NEW: Westminster Village Apartments (12.45 - 1:15pm) 1307 Pawtucket Blvd.	

When you pick up that day's lunch, you can also pick up breakfast for the next morning.

Grade 3 ELA - Week 4

Students can always continue any of the below activities from Weeks 1-3. Those include reading, talking about reading, writing, playing word games, and learning new vocabulary. Students can also go online and practice reading or completing lessons using iReady or Lexia via Clever or Raz Kids or Scholastic Learn or Get Epic!

After these reminders, possible Week 4 activities follow.

If this article is too tricky for your child right now, please feel free to use the Kindergarten - Grade 2 articles.

If this is too easy for your child, please feel free to use the Grade 4 articles.

Students in Grade 3 should be reading for 20 minutes or more each day. They can read, be read to by family, watch a read aloud on tv or YouTube, listen to an audio book, or use any of the great resources online.

Talking about Books

Talk about your books with your family. You can retell what you read. Use these stems to help you...

"This reminds me of..."

"I wonder..."

"The theme was..."

"One thing I learned is..."

"The character was..."

"This makes me realize..."

Writing Activities

- Write a realistic fiction story. Don't forget to add details. Show some of your feelings. Add some dialogue. What did your characters say? How did they feel?
- Make an informational Book. You can write many chapters about your favorite topics or research and choose a new one. Be sure to use text features like pictures, labels, captions, and diagrams. Make sure you use expert language like important vocabulary.
- Write a poem or song. Perform it.
- Write a speech. What is something that is important to you? Practice delivering it to your family or record yourself. Are you convincing?
- Compare two books, a book and a movie, a book and an article on the same topic. How are they alike? How are they different?

Vocabulary

- Choose 5 new words in each book or article you read. Practice using them with your family.
- Draw pictures to match your new vocabulary. Write a sentence to match.
- Look up some new sparkle words (adjectives). Describe your family using the fancy words.
- Write sentences that have more than 6 words. Try a 7 word sentence. 8 words? 10 words? Be sure it makes sense.
- Play Scrabble or Words with Friends or Boggle or another word games.

These articles are from *Time for Kids*. You can find them [online](#) as well. If you read *Counting Penguins* online, you can have the text read aloud or hear it read in Spanish.

<https://www.timeforkids.com/g2/counting-penguins/>

The second article, *Ready, Set, Count!* is also [online](#), but does not have the read aloud option.

<https://www.timeforkids.com/g34/ready-set-count/>

Read both texts and complete the activities that follows. Enjoy!

Counting Penguins | TimeForKids

EnvironmentAnimals

Counting Penguins

March 13, 2020

Aryn Baker



CHRISTIAN ASLUND—GREENPEACE

***Click. Click click. Click.* Meet Steve Forrest. He's in Antarctica. He's standing on a cliff. Below him are hundreds of penguins. They are chinstrap penguins.**



Chinstrap penguins are named for the black band that runs around their throat. Can you see it?

CHRISTIAN ASLUND—GREENPEACE

Forrest is part of a team. The team is working on a penguin census. The census will help scientists understand Antarctica.

The number of chinstrap penguins in Antarctica is going down. “Our best guess on why that could be is **climate change**,” Noah Strycker says. He’s a scientist. He’s on the **census** team.

Scientists say climate change is warming the ocean. This may be hurting krill. Chinstraps eat these tiny creatures. But krill are hard to study. So scientists focus on penguins. If penguins aren’t doing well, it probably means krill aren’t either. “Penguins give us an idea about what is going on in the ocean around us,” Forrest says.



CHRISTIAN ASLUND—GREENPEACE

Drone Solution

This year, robotics engineers are helping with the penguin census. They fly a drone. It flies over the penguins. The drone takes pictures. Forrest's team will use the photos as a record of each colony's location and size. The team will also use the photos to teach computers to spot penguin nests. That way, computers could one day use satellite cameras to count penguins. For now? Forrest and his team will keep clicking.

United States Government

Ready, Set, Count!

January 31, 2020

Shay Maunz



A CHILLY CHALLENGE Census workers in Toksook Bay, Alaska, check their maps on January 20.

GREGORY BULL—AP

On an island in Alaska, the 2020 U.S. Census is underway. Census workers started counting residents of Toksook Bay on January 21. The census happens every 10 years. It's an official count of people living in the U.S. The first U.S. Census was in 1790.

Since Alaska became a state, in 1959, the count has started there in January. Postal service and Internet are unreliable in rural parts of the state, so workers go door to door with a questionnaire. It's easier for them to get around when the ground is frozen.

Most people in the U.S. will get the questionnaire in March. In May, census workers will visit people who haven't responded. "Our goal is to count everyone once, only once, and to count them in the right place," says Steven Dillingham. He leads the U.S. Census Bureau.

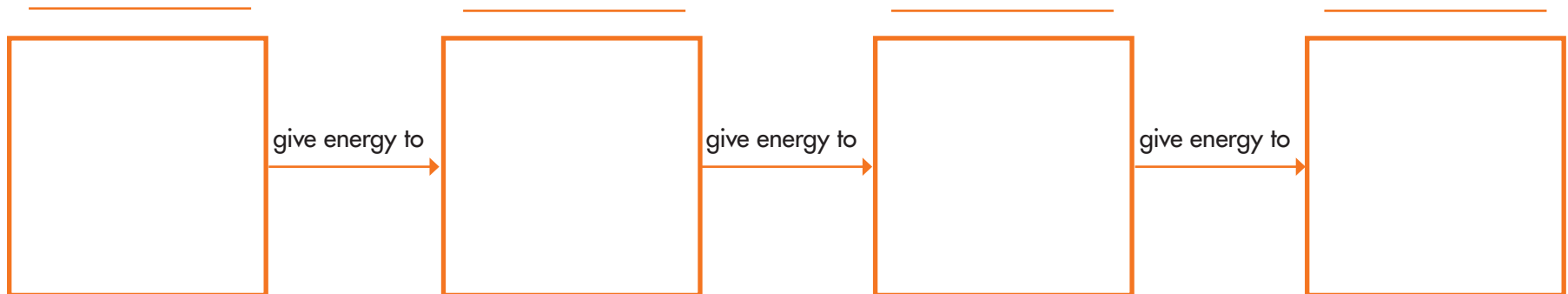
Name _____ Date _____

Dining in Antarctica

Read “Counting Penguins” (April 2020), a story about taking a penguin census in Antarctica. Then learn about the Antarctic food chain below.

Phytoplankton are tiny organisms that grow in the waters of Antarctica. Krill are animals that live in the ocean and feed on phytoplankton. Penguins eat krill and small fish. To get their food, penguins must dive into the water. When they are in the water, they must watch out for killer whales. Killer whales hunt penguins, seals, and other fish.

A food chain shows how animals get energy from what they eat. Use the information above to draw and label a food chain of Antarctica.



*Top of the food chain

Think and Discuss: Krill need sea ice to grow in safety. Climate change is causing sea ice to melt. What might happen to krill?





Solving Two-Step Word Problems Using Two Equations

Name: _____

Read and solve each problem by writing an equation for each step. Use letters for the unknown numbers. Show your work.

- 1** Hiram has 12 cups of flour in a bag and 6 cups of flour in a jar. He is making batches of bread that each call for 3 cups of flour. How many batches of bread can Hiram make?

Hiram can make _____ batches of bread.

- 2** Cassi bought 50 pounds of dirt. She used 10 pounds to fill a hole in her yard. Then she filled pots with 5 pounds of soil in each pot. How many pots could she fill?

Cassi can fill _____ pots.

- 3** Becky has 6 packages of clay that each weigh 5 pounds. To make a bowl, she needs 3 pounds of clay. How many bowls can Becky make?

Becky can make _____ bowls.

- 4** Marc has 36 pounds of apples to use to make pies. He uses 4 pounds of apples for each pie. Marc uses all of the apples to make pies, and then sells each pie for \$8. How much money does Marc collect for all the pies?

Marc collects \$ _____ for all the pies.

- 5** Choose one problem. Tell how you could solve the problem in a different way.

Solving Two-Step Word Problems Using One Equation

Name: _____

Read and solve each problem by writing one equation. Show your work.

- 1** Mrs. Nelson has one \$10-bill and one \$20-bill. She wants to buy as many movie tickets as she can with this money. If movie tickets cost \$6 each, how many tickets, t , can she buy?

Mrs. Nelson can buy _____ tickets.

- 2** Daisy has a goal of reading 75 minutes in one week. She reads 9 minutes a day for 5 days. How many more minutes, m , will she have to read to reach her goal?

Daisy will have to read _____ more minutes.

- 3** Mr. Garcia buys 3 bags of cat food that each weigh 9 pounds and another bag of cat food that weighs 7 pounds. How many pounds, p , of cat food did Mr. Garcia buy?

Mr. Garcia bought _____ pounds of cat food.

- 4** Jackson has 48 trading cards. His sister gives him 12 more cards. Then he puts all his trading cards in 6 equal stacks. How many cards, c , are in each stack?

There are _____ cards in each stack.

- 5** Choose one problem. Explain how you decided which operations to use to solve it.

Read each problem. Estimate the answer by rounding to the nearest ten. Then find the actual answer. Show your work.

- 1** Marie has 231 toothpicks in one box and 175 toothpicks in another box. She uses 319 toothpicks to make a bridge. How many toothpicks does she have left?

Estimate: There are about _____ toothpicks left.

Marie has _____ toothpicks left.

- 2** Kennedy School has 124 third-grade students. Carter School has 16 fewer third-grade students than Kennedy School. How many third-grade students in all are at Kennedy School and Carter School?

Estimate: There are about _____ students.

There are _____ students.

- 3** There are 197 oak trees in the park. There are 27 more pine trees than oak trees in the park. How many trees are there in all?

Estimate: There are about _____ trees.

There are _____ trees in all.

- 4** On the first day of a bus trip, Brian and his dad traveled 341 miles. On the second day, they traveled 39 fewer miles. How many miles did they travel in all after two days?

Estimate: They traveled about _____ miles.

They traveled _____ miles.

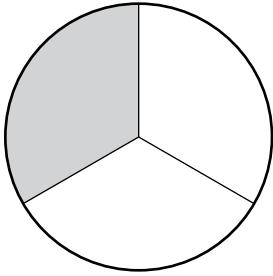
- 5** How does an estimate help you decide if your answer is reasonable?

Describing Parts of a Whole with Fractions

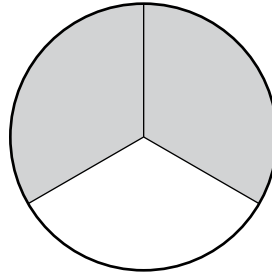
Name: _____

Write the fraction of the figure that is shaded.

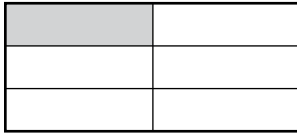
1



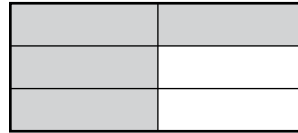
2



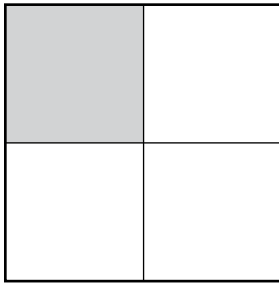
3



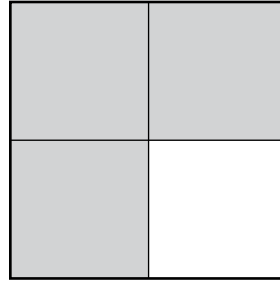
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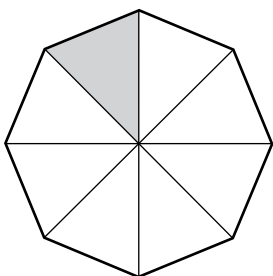
5



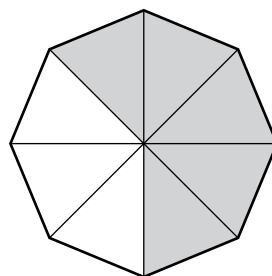
6



7



8



Describing Parts of a Whole with Fractions *continued*

Name: _____

9 Draw a circle that shows 4 equal parts. Then shade to show $\frac{2}{4}$.

10 Draw a rectangle that shows 3 equal parts. Then shade to show $\frac{2}{3}$.

11 Draw a square that shows 8 equal parts. Then shade to show $\frac{3}{8}$.

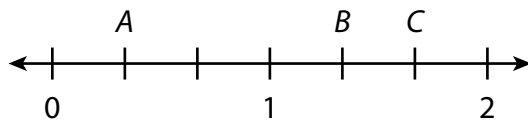
12 Draw a circle that shows 6 equal parts. Then shade to show $\frac{5}{6}$.

Understanding of Fractions on a Number Line *continued*

Name: _____

Set C

Use this number line to solve problems 5–7.



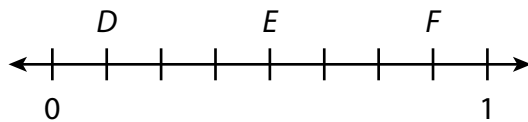
5 A is _____.

6 B is _____.

7 C is _____.

Set D

Use this number line to solve problems 8–10.



8 D is _____.

9 E is _____.

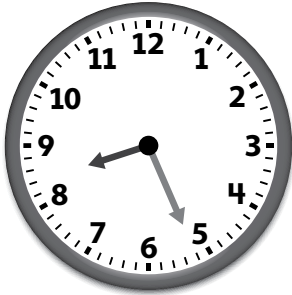
10 F is _____.

Telling Time to the Minute

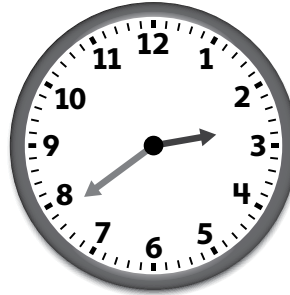
Name: _____

Write the time the clock shows.

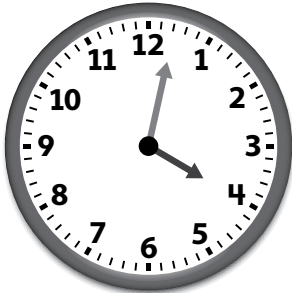
1



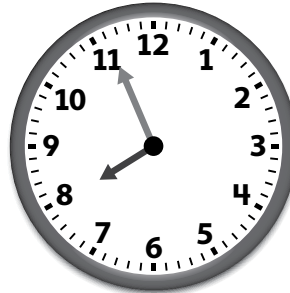
2



3



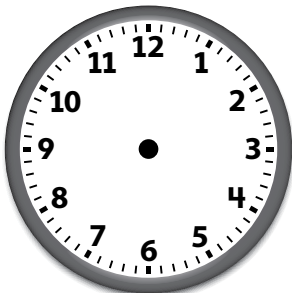
4



Draw hands on the clock to show the given time.

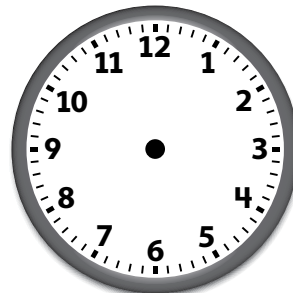
5

16 minutes after 1

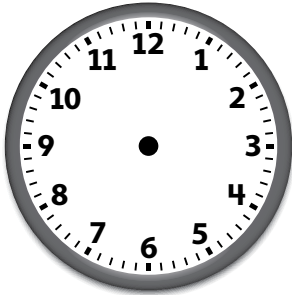


6

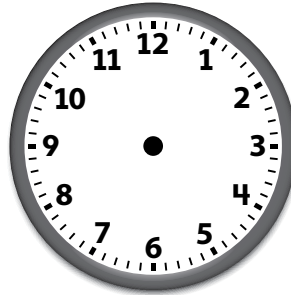
7 minutes before 9



7 35 minutes after 3



8 26 minutes before 8



9 Write a word problem that could use one of the times shown on one of the clocks.

Magnet Exploration

What are the properties of magnets?

To begin, complete the first two columns of the chart below. What do you think you know about magnets, and what questions do you have? Then collect any magnets that you have at home. Magnets may be found on refrigerators, electric can openers, spice and knife racks, cabinet door latches, some building toys and game pieces, some bags and jewelry closures, some bottoms of shower curtains. Once you have your collection, then complete the third column to plan investigations to answer your questions. What did you learn about magnets today?

What I <i>think</i> I know about magnets	<i>Questions</i> I have about magnets	Investigation plans to answer my questions	What I learned about magnets today

MAKER PROJECTS FOR ELEMENTARY STUDENTS

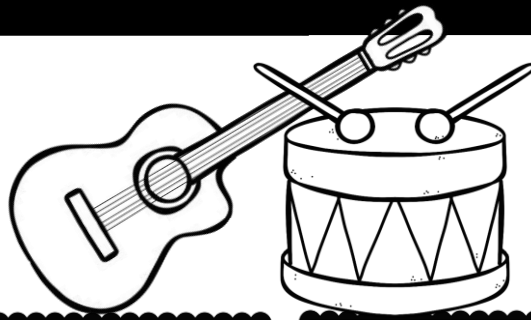
There are three choices of maker projects this week. You can make a Tall Tower, a Musical Instrument, or a Parachute. Pick the one at the right level of challenge for you! When you're done, take a picture of your work and share it with your teacher using your class's remote learning platform.

Each project shows material options, a blueprint space for planning, and a space to report your results. Best of all, there are two QR codes to show examples of how other people completed the challenge. Just hold your phone's camera up to the QR code, and it will take you to a useful website.

Have fun!

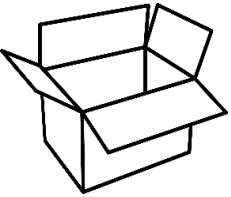
MAKER STATION

Make a musical instrument.



MATERIAL OPTIONS

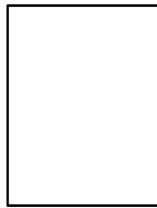
empty tissue boxes



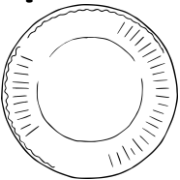
paper rolls



paper



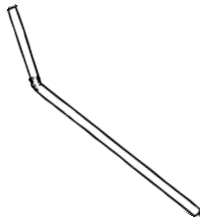
paper plates



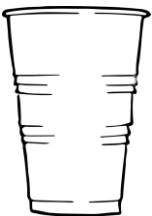
rubber bands



straws



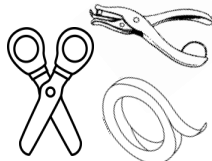
cups



dry beans or rice



hole puncher, scissors, and tape

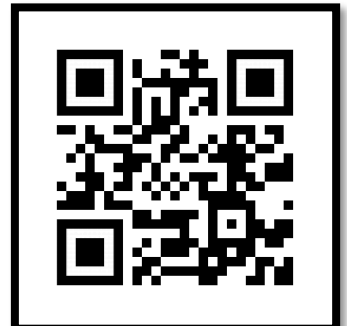


RESOURCES

STRING INSTRUMENTS



PERCUSSION INSTRUMENTS

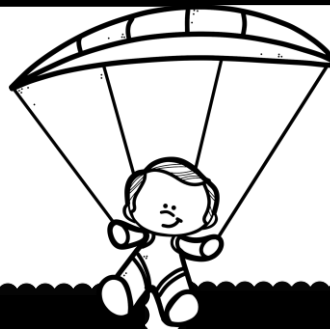


HOW-TO VIDEO PLAYLIST



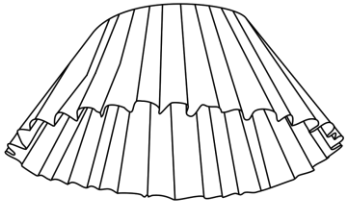
MAKER STATION

Make a parachute and basket for a mini figure.



MATERIALS

coffee filters



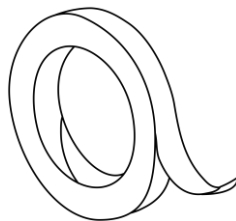
mini cups



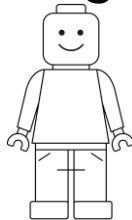
string



tape



mini figures

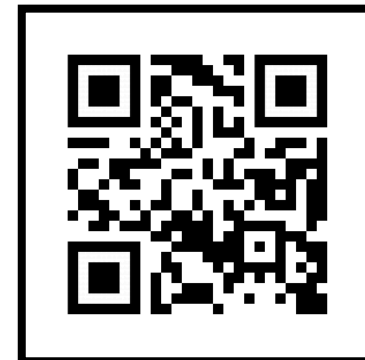


RESOURCES

HOW PARACHUTES WORK



MAKING PARACHUTES

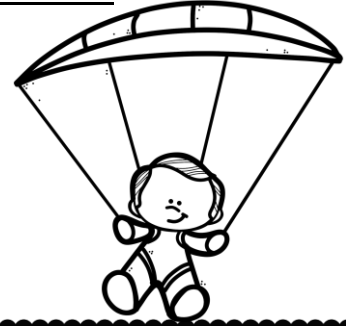


PARACHUTE

Maker Station Creation

Name: _____

Blueprint



MATERIALS

Blank space for listing materials.

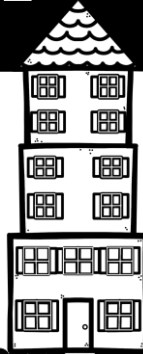
Did your mini figure land safely?

YES **NO**

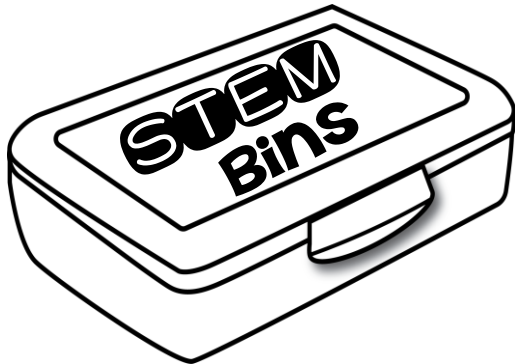
What else can your basket hold?

MAKER STATION

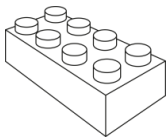
Make a tall tower.



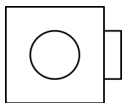
MATERIAL OPTIONS



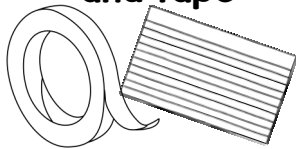
building bricks



linking cubes



index cards and tape



mini cups



wooden planks

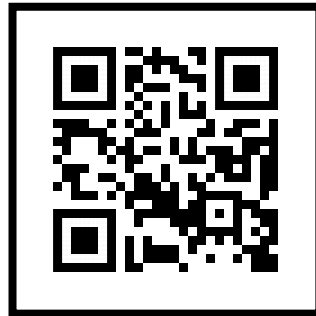


magnetic blocks



RESOURCES

STRONG TRIANGLES



TALLEST BUILDINGS IN THE WORLD



SKYSCRAPERS



CUP TOWERS

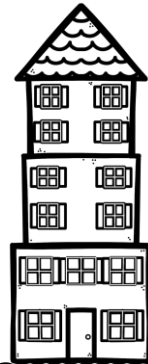
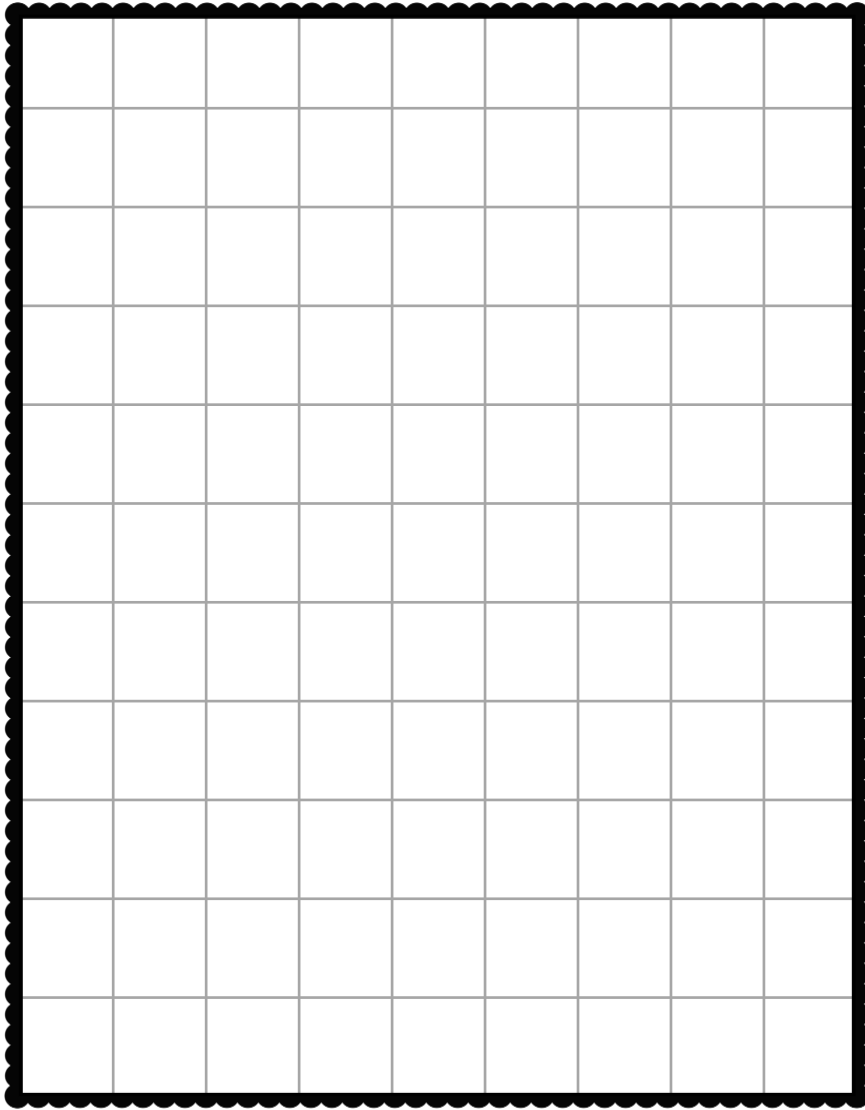


TALL TOWER

Maker Station Creation

Name: _____

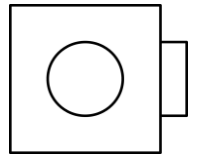
Blueprint



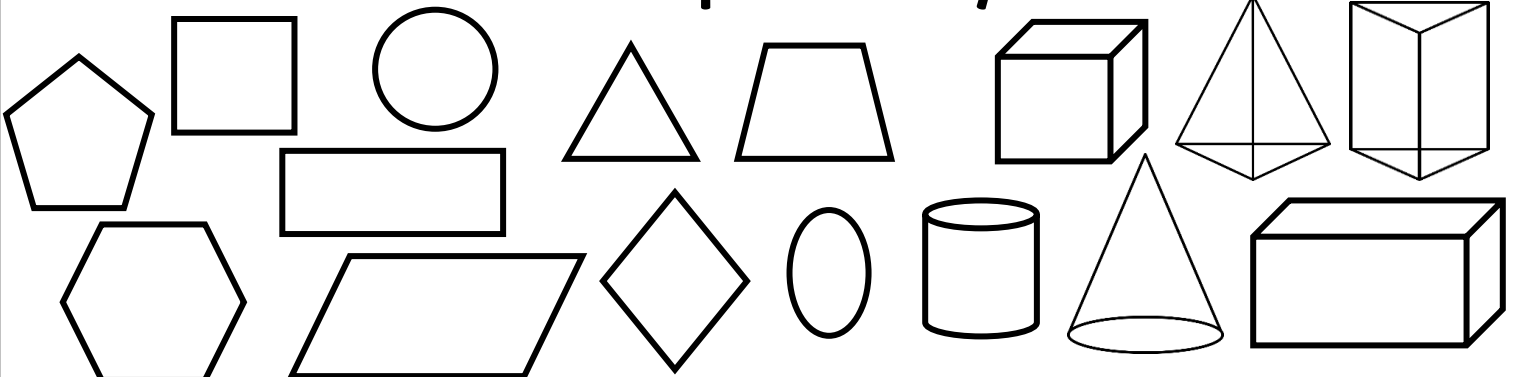
MATERIALS

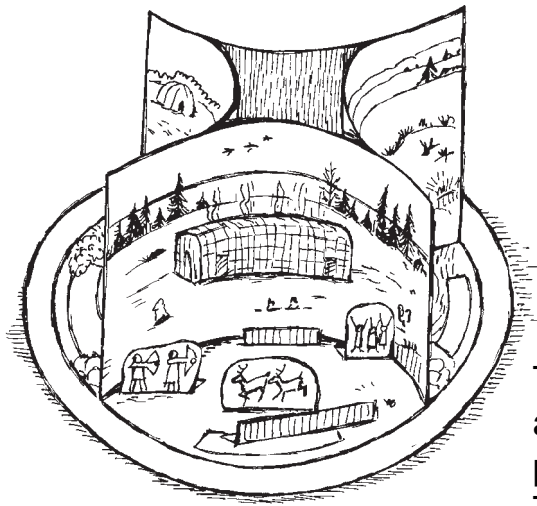
How tall is your tower?

_____ cubes



Color the shapes that you used.





Four Seasons With the Pequot

(PEQUOT)



The Penacook Indians that were living in the Lowell area when the settlers arrived are considered to be part of the same larger tribe as the Pequot Indians. They both speak the Algonquian language. This activity illustrates how the Penacook Indians' way of life changed with the seasons.

NATIVE TRADITIONS

Along the Atlantic coast, many Indian tribes, such as the Algonquian-language speaking Pequot, moved with the seasons. They knew which seasons were best for planting, hunting, harvesting, and gathering.

In the spring, they set up inland camps near rivers and streams. The women gathered foods such as fiddlehead ferns and cattail shoots, while the men speared and netted fish, and hunted animals that included birds, rabbits, opossums, and deer. To facilitate hunting, they erected temporary fences that they used to corral deer into small areas.

As summer approached, the Pequot moved to villages along the coast. One or two families lived in a round wigwam built of saplings and covered with bark or woven mats. In nearby fields, the women planted corn, beans, and squash. They gathered berries and other plants for food and dug for clams and other shellfish when the tide was low. The men hunted and fished in the coastal waters.

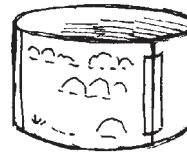
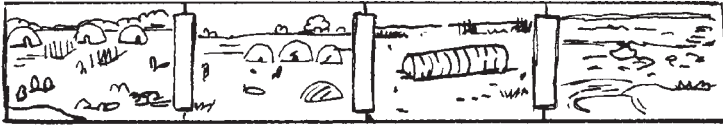
In autumn, the women harvested crops and dried most of the yield to eat in the winter. They also gathered acorns and other nuts. The men hunted for deer, bears, and moose for food and skins.

As winter drew near, the Pequot packed up and moved inland to forest villages where there was protection from winds, snow, and cold. Some families lived in wigwams, but others built longhouses that held a number of related families. When cold weather arrived, the families relied on food they had stored. They sat around fires for storytelling, singing, and dancing. When the weather allowed, the men hunted for deer and trapped beavers for fur. The women worked indoors, making clothes and preparing for the return of spring.

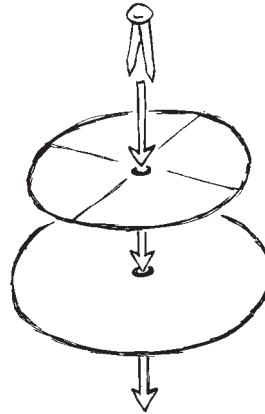
MAKING THE MODEL

Guide students in following these steps to make the model:

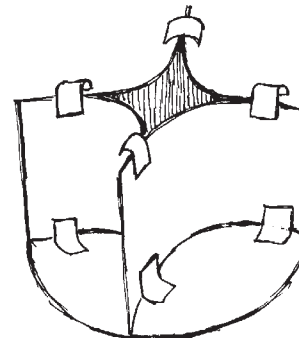
- 1 Color the four SEASONAL SCENES on pages 4–5 using colors appropriate to each season, and cut them out.
- 2 Tape the SEASONAL SCENES in order as follows: summer, autumn, winter, spring. Then tape spring to summer to form a circle.



- 3 Color pages 6–7 using colors appropriate to each season, and cut out the two circles. Use the point of a pencil to punch a hole through the dot in the center of each circle. Then use a brass fastener to attach the smaller FOUR SEASONS CIRCLE to the larger CIRCLE BASE.



- 4 Pinch and tape together the four SEASONAL SCENES as shown, and tape them to the FOUR SEASONS CIRCLE in the corresponding quadrants.



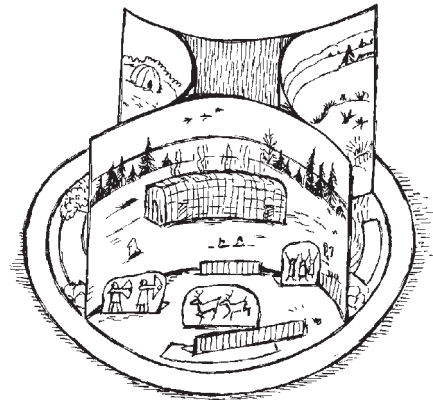
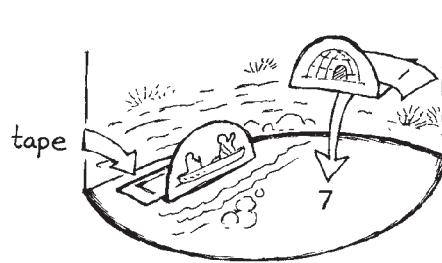
Materials

- ☼ photocopies of pages 4–7 for each student
- ☼ scissors
- ☼ tape
- ☼ brass fasteners
- ☼ crayons, colored pencils, or markers (optional)

**Do
More!**

The lives of the Pequot and other Northeast Indians changed with the seasons. So did the lives of the animals and plants that lived around them. Have each student select an animal or a plant native to the Northeast and research how its life changes with the seasons. Challenge students to present their findings in a way that clearly distinguishes each seasonal change or changes. Invite students to compare their findings with those of their classmates. How are they alike and different?

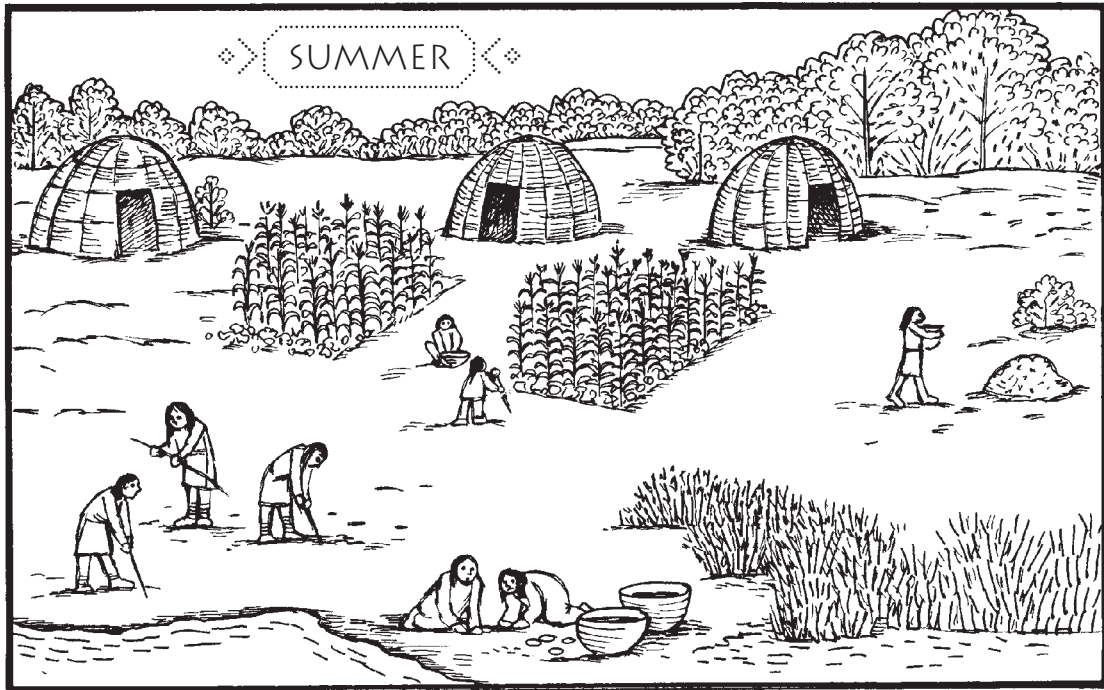
5 Cut out the PEOPLE, WIGWAM, FENCES, and DEER pieces on pages 6-7, fold back the flaps, and then tape to the corresponding numbers of the FOUR SEASONS CIRCLE as shown.



TEACHING WITH THE MODEL

- 1 Why did tribes such as the Pequot move with the seasons? (*They knew which seasons were best for planting, harvesting, hunting, and fishing. They also moved to locations where they would be protected from the weather.*)
- 2 Challenge students to turn the top wheel of the model and describe life in each season. Ask questions such as the following: What are the people doing? Where are they living? What kinds of houses have they built? (*Answers will vary.*)
- 3 What kind of work did the men do? What kind of work did the women do? (*Men hunted, fished, and trapped beavers. Women planted and harvested crops, prepared food for storage, and made clothes.*)
- 4 Why did the Pequot move inland in winter? (*They sought protection from winds, snow, and bitter cold.*)

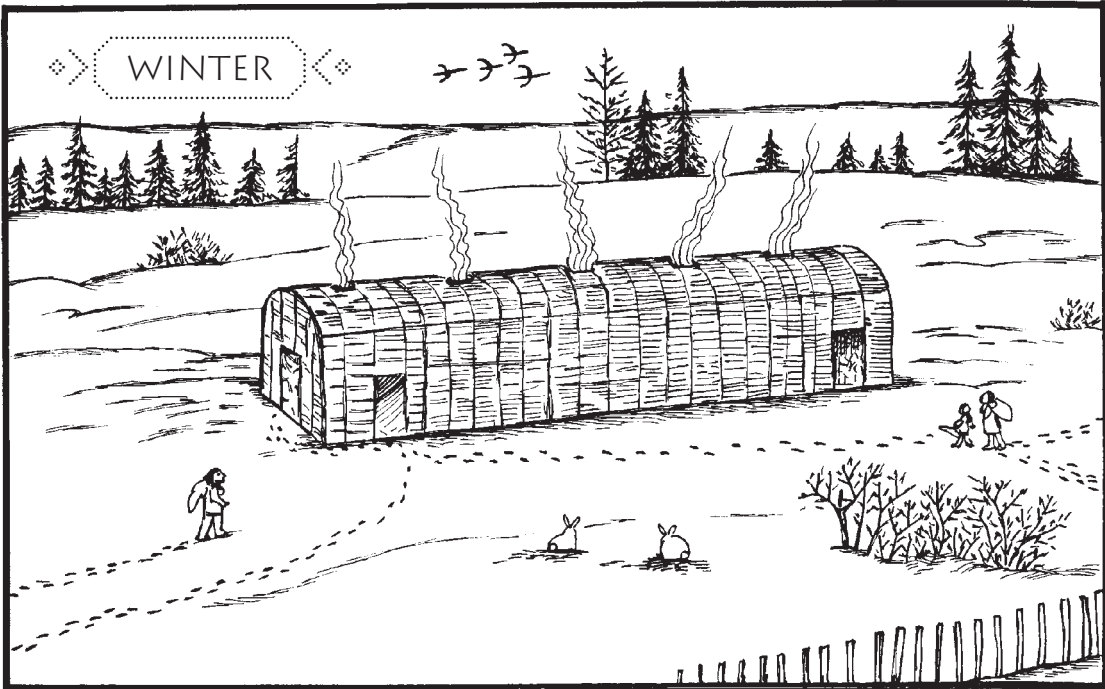
FOUR SEASONS WITH THE PEQUOT (PEQUOT)



seasonal scenes



FOUR SEASONS WITH THE PEQUOT (PEQUOT)



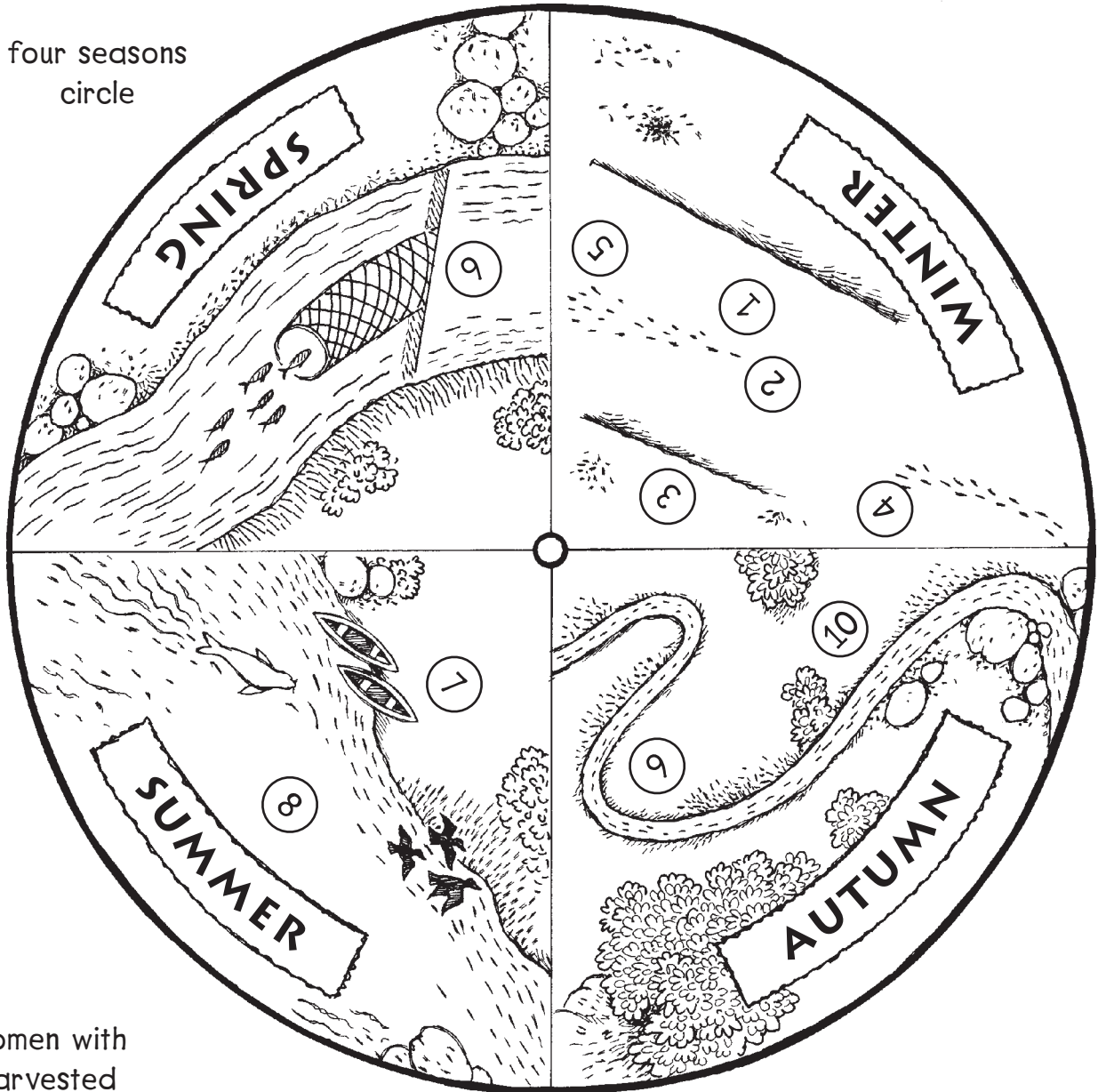
seasonal scenes



FOUR SEASONS WITH THE PEQUOT (PEQUOT)



four seasons
circle



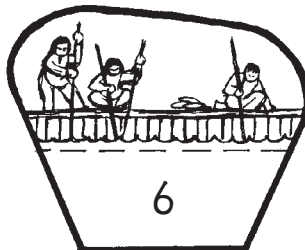
women with
harvested
crops



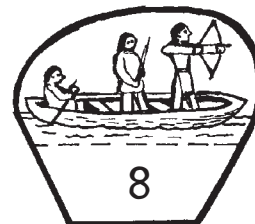
hunter



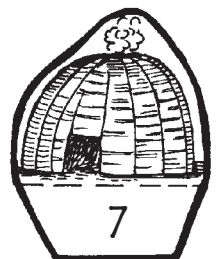
fishermen



hunters



wigwam

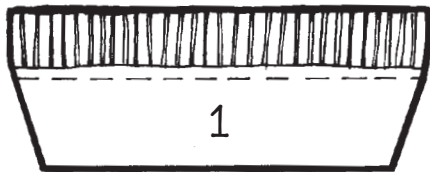
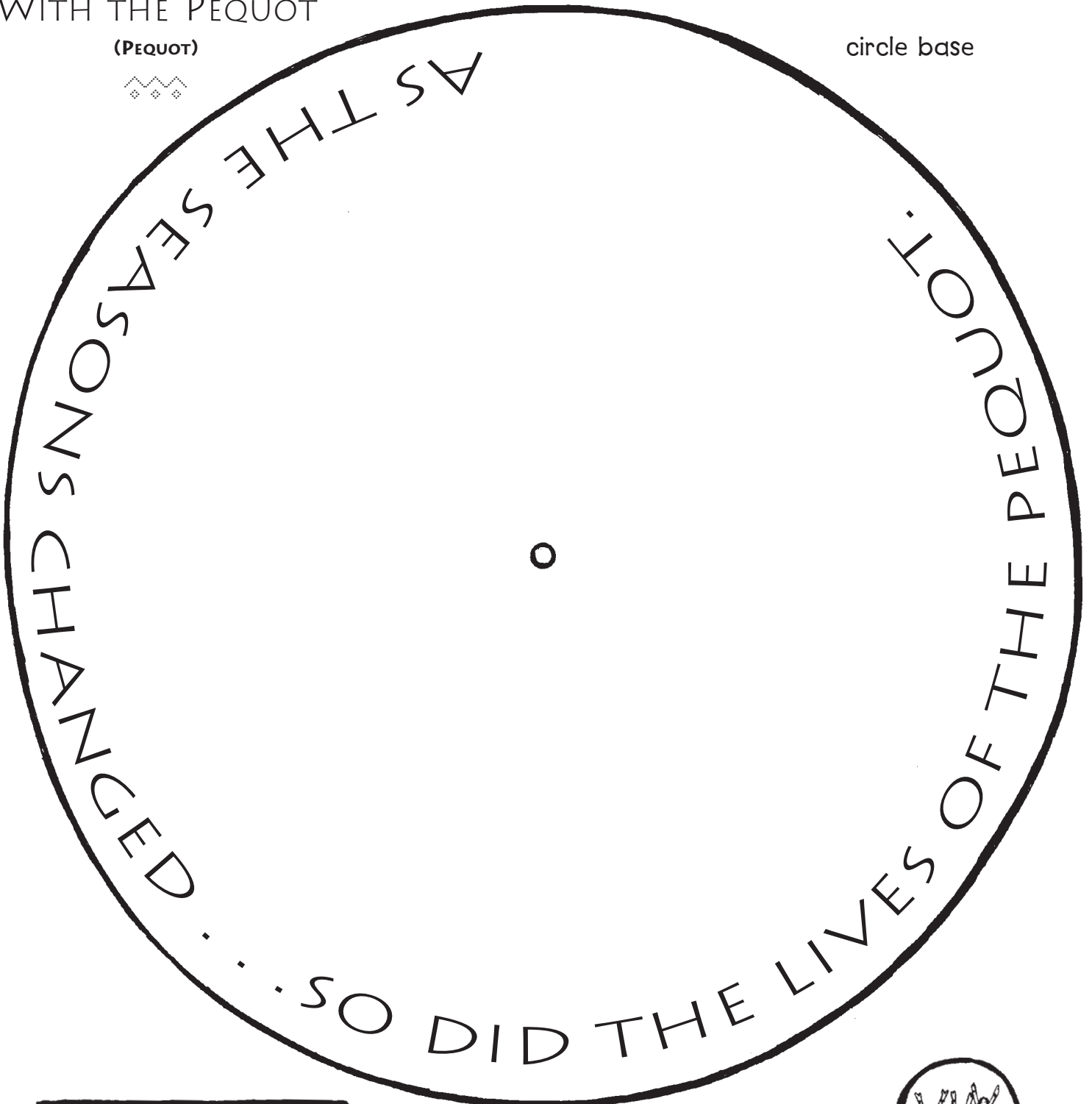


FOUR SEASONS WITH THE PEQUOT

(PEQUOT)

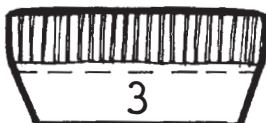


circle base

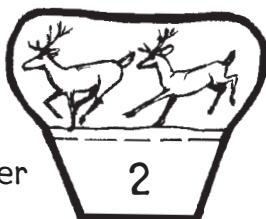


1

fences

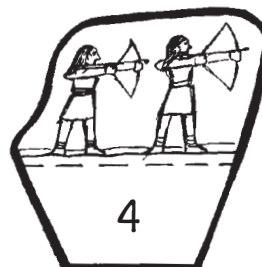


3



deer

2



4

hunters

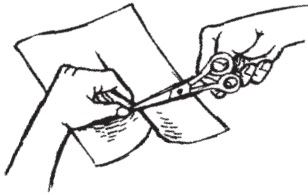


5

Helpful Hints for Model-Making



- ❖ If possible, enlarge the pattern pages to make the models easier for students to assemble.
- ❖ The thickest black lines on the reproducible pages are CUT lines.
- ❖ Dotted lines on the reproducible pages are FOLD lines. When folding, be sure to crease well.
- ❖ Some models have slits or windows to cut out. An easy way to make these cuts is to fold the paper at a right angle to the solid cut lines. Then snip along the lines from the crease of the fold inward.
- ❖ Often glue sticks can be substituted for tape. Some situations, such as creating flaps, will require tape.
- ❖ If students will be coloring and taping the models, have them color first so they won't have to color over the tape.
- ❖ Some models are more challenging to assemble than others. Read through each Making the Model section (or make the model yourself) beforehand to determine if it's appropriate for your students to do on their own. You can make a more challenging model yourself and use it as a classroom demonstration tool.
- ❖ If a single model will be handled a great deal, use heavier paper to create it. Either photocopy the reproducible patterns onto heavyweight paper or glue them onto construction paper before beginning assembly.



Model Coloring Tips

If students wish to color the models, point out that Native Americans used natural materials from plants, animals, rocks, and soil to build their homes, make their clothes, and so on. Students can use different shades of the colors described below to color their models.

deerskin: tan

bear fur: black

beaver fur: dark brown

wolf fur: gray

fox fur: reddish-orange

weasel tail: brown or white with black tips

bear claws: cream-colored

porcupine quills: white with black tips

shell beads: white, purple, or brown.



wood and bark: pale brown, yellow brown, grayish-brown, grayish-white

baskets: yellow-brown

Materials were also colored using natural dyes from plants, soil, and minerals. For example, reds were made from cranberries, cherries, and red clay; yellows from pollen, marigolds, tree sap, and yellow clay; purples from elderberries and grapes; browns from soil; black from the charcoal from burned sticks; greens from grasses; and white from natural chalk.

ESL at Home Grades 3-5 Weeks 3-4

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

<p>Monday</p> <p>Read a book to your family, but don't let them see the title. Let them take turns to guess the title.</p>	<p>Tuesday</p> <p>Make a T-chart. Make a list of opposites in your home.</p> <table border="1" data-bbox="927 464 1133 827"> <tr> <td>washer spoon</td> <td>dryer fork</td> </tr> </table>	washer spoon	dryer fork	<p>Wednesday</p> <p>Find food in your house, like crackers or water bottles. Write or draw a word problem. Omar has 36 crackers. Neveah ate twenty-three. How many are left?</p>	<p>Thursday</p> <p>Go outside. Write and draw what you see, hear, think, feel, and smell.</p>	<p>Friday</p> <p>Choose two animals. Draw and label their body parts. Create a venn diagram to compare them.</p>
washer spoon	dryer fork					
<p>Monday</p> <p>Create a shadow puppet story on the wall. Write the title, characters, problem, solution, and ending to your story.</p>	<p>Tuesday</p> <p>Use crackers or candy to write words you find in your home.</p> 	<p>Wednesday</p> <p>Take a walk in your neighborhood. Use sticks, leaves, and rocks to leave messages for your neighbors.</p> 	<p>Thursday</p> <p>Think of someone you would like to interview. Write them a letter with your questions.</p>	<p>Friday</p> <p>Use the food in your house to create a menu with prices. Use them to write word problems. Example: Milk = \$2.00 Bananas = \$3.00 Ice cream = \$1.00</p>		

Family Descriptions My name is _____

Draw pictures and describe your family



My Father

My father has _____ hair.
My father has a _____ nose.
My father has _____ ears.
My father has _____ eyes.



My mother

My mother has _____ hair.
My mother has a _____ nose.
My mother has _____ ears.
My mother has _____ eyes.



_____ (your name)

I have _____ hair.
I have a _____ nose.
I have _____ ears.
I have _____ eyes.

long short big small