3rd grade
NTI Daily Schedule

Day 1

- Reading- Fumi's House
- Language Arts- The Subject of a Simple Sentence
- Math- Telling Time to the Nearest Minute
- Science- Gravity
- Social Studies- Where Do You Live?

Name: _____

3.RL.1

Ask Questions

WEEK 5 DAY 1

READ THE PASSAGE Think about what you want to know about living in Japan.

Fumi's House

Kara likes getting e-mail from Fumi. Kara is a third-grader in Arizona, and Fumi is in third grade in Japan. They are e-pals who send e-mails every week. Fumi sent Kara photos and descriptions of her home.

The first room in Fumi's house is a small entryway. People who enter the home remove their shoes. They put on different shoes with soft soles. That seemed odd to Kara. She wears her street shoes in the house.

Kara likes the photo of Fumi and her family eating. They gather around a table, just like Kara and her family. Kara's family sits on chairs, but Fumi's family sits on cushions on a straw mat on the floor. The table is low to the ground. What seems to be a wall behind Fumi's family is actually a door without knobs. Fumi explained that the door slides open. It is made from strong paper glued to thin strips of wood. "I could never play ball in that house!" thought Kara.

STRATEGY PRACTICE Write a question you have about the passage.

_____

SKILL PRACTICE Read each question. Fill in the bubble next to the correct answer.

1. Why did the author write the passage?
   - Ⓐ to explain how to have an e-pal
   - Ⓑ to tell the history of e-mail
   - Ⓒ to compare homes in Japan and in the United States
   - Ⓓ to show that homes in Arizona are better than homes in Japan

2. What is the same about Fumi's and Kara's homes?
   - Ⓐ Families sit around a table to eat.
   - Ⓑ People wear soft-soled shoes inside.
   - Ⓒ The floors are covered with straw mats.
   - Ⓓ They are in the same country.

3. How is Fumi different from Kara?
   - Ⓐ Fumi lives in the United States.
   - Ⓑ Fumi's family sits on the floor to eat.
   - Ⓒ Fumi's family eats around a table.
   - Ⓓ Fumi is in the third grade.

4. Kara and Fumi both _____.
   - Ⓐ take their shoes off when they get home
   - Ⓑ live in houses with doors made from paper
   - Ⓒ learn about a new place from their e-pal
   - Ⓓ sit on chairs during dinner

Day 1

Name _____

3.1i

Grammar 1.1.1

The Subject of a Simple Sentence

A **sentence** is a group of words that tells a complete thought. The **subject** of a simple sentence tells whom or what the sentence is about.

The subject can be one word or more than one word. The **complete subject** includes all the words in the subject.

My grandmother was born in Michigan.

A **simple subject** has a single subject that completes the action in a sentence. A **compound subject** have two or more subjects joined by a **coordinating conjunction**.

My brother *and* his friend went to the movie theater.

Write the complete subject of each simple sentence. Identify whether the subject is simple or compound.

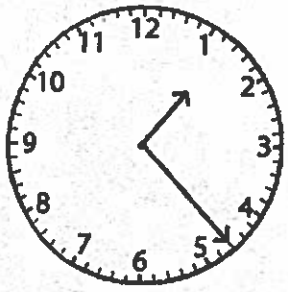
1. Saturday is my birthday. _____
2. My cousins and their parents live in New Jersey. _____
3. The snow in the mountains was melting. _____
4. My teacher and I like jazz. _____
5. Louise and her puppy live a block away from me. _____
6. The red notebook fell off the desk. _____
7. Mint chocolate chip and vanilla are my favorite ice cream flavors. _____
8. Max and his brother go to college in Maine. _____
9. I really love science fiction movies. _____
10. The kittens and their mother rolled around on the floor. _____

Revisit your piece of writing. Edit the draft to make sure all subjects in a simple sentence are used correctly.

Name _____ Day 1 MD.1 Module 2 Lesson 3

Telling Time to the Nearest Minute

Directions- Plot points on the number line for each time on the clocks. Then, draw lines to match the clocks with the points on the number line.



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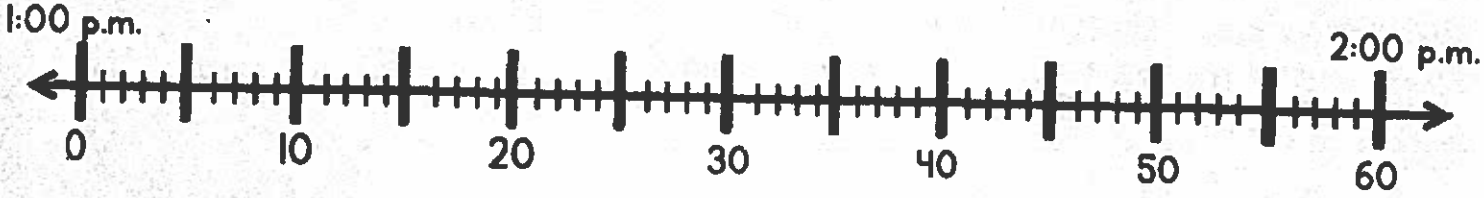
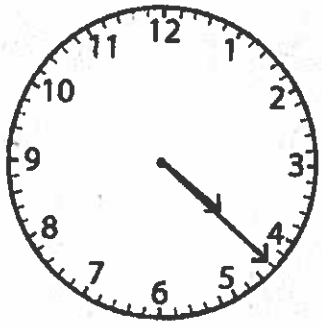


The clock shows what time Drew plays his video game.

What time does Drew start to play his video game?



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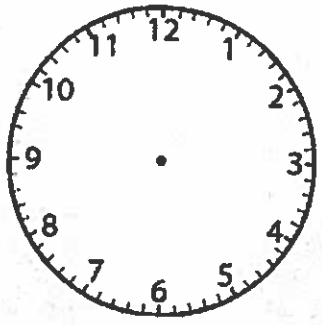
Drew plays his game for 24 minutes. Draw hands on the clock and write the time to show what time he finished playing



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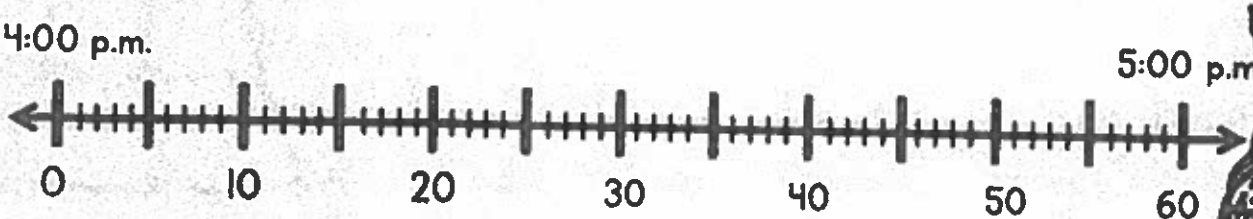
Label the number line below to show Drew's start and finish times. Label his start time S and his finish time F.



K5 Learning Day 1 3-PS2-2

Gravity

Grade 3 Science Worksheet

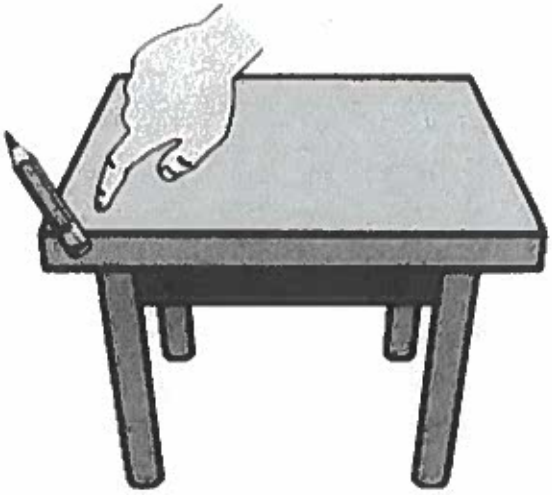
The force of **gravity** pulls things toward the center of Earth.

Try this: Put a pencil on a table.

Does it move? Why do you think this happens?

Try this: Gently push the pencil off the edge of the table.

What happens? Why do you think this happens?



Day 1

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Where Do You Live?

What do you say when someone asks you, "Where do you live?" Do you know which country you live in? Do you know what state you live in? Do you know the name of the town or city you live in? Do you know your street address? That's a lot to know!

First, do you know your mailing address? Look on some of your mom's or dad's mail. In the middle of the envelope, you will see your parent's name. Then you will see two more lines. The middle line is your street address. The third line says the name of your town and state. Instead of the whole name of the state, your address may have just two letters. Then there is the zip code.

The street address tells where you get your mail. It may be a number and street name. It may be a number and a county road number. Some mailing addresses just have a rural route number. These numbers tell your mail carrier where to deliver your mail. Your address answers the question "Where do you live?" It is an **exact** location. It can be found on a map.

Maps have four main directions. North, south, east, and west are called **cardinal directions.** There will be a symbol on the map that shows the directions. It may look like a plus sign. Or it may have more lines and arrows in between those four main lines. On most maps, the top arrow points to north. This tells you that north is at the top of the map. The bottom arrow points to south, which would be at the bottom of the map. West is on the left side, and east is on the right side.

There are different kinds of maps. You could find your house on a street map. If you wanted to find your town or city, you could use a state map. A state map would show all the towns and cities in one state. You would need a map of your state to find your town or city.

If you wanted to see the country you live in, you would need a country map. On a United States map, it would show all fifty states of the United States. A map of Canada would show all the provinces (like states) in Canada.

A world map would show all the countries of the world. You can look on a world map to see the United States and Canada. You can find all the other countries of the world on a world map, too.

At your home, try going outside with a street map that shows your location. Go outside on a sunny day. Don't go out around noontime. To find out which direction is which, find the sun. If it is morning, the sun will be in the east. Turn your map so that the right side of the map is pointing toward the east.

Day 1

Name: _____ edHelper

If it is afternoon, the sun will be in the west. Turn your map so that the left side is pointing toward the west where the sun is.

From these directions, you can tell where north and south are. Which direction does the front of your house face? Which direction does your bedroom window face?

Now you know the cardinal directions at your house. You can use a map to find your way to other places in your city or town. Try using the map to find your school or a friend's house. The next time someone asks you, "Where do you live?" you can tell them exactly!

Where Do You Live?

Questions

_____ 1. Where you get your mail is called your _____ address.
- A. street address
- B. national address
- C. phone address

_____ 2. An address found on your mail gives _____ location.
- A. a made-up
- B. an exact
- C. a cardinal

_____ 3. Maps have _____ main directions.
- A. one
- B. two
- C. three
- D. four

_____ 4. North, south, east, and west are called _____ directions.
- A. cardinal
- B. opposite
- C. exact

_____ 5. On most maps, which direction is at the top of the map?
- A. north
- B. east
- C. west
- D. south

_____ 6. Which direction is usually on the left side of a map?
- A. west
- B. east
- C. north
- D. south

_____ 7. Which direction is usually on the bottom of the map?
- A. east
- B. north
- C. south
- D. west

_____ 8. Which direction is usually on the right side of a map?
- A. north
- B. south
- C. west
- D. east

_____ 9. Which kind of map would show all the towns and cities in the state of Arkansas?
- A. a country map
- B. a state map of Arkansas
- C. a street map of Hunt, Arkansas

_____ 10. What kind of map shows all the countries in the world?
- A. a street map
- B. a world map
- C. a state map
- D. a country map

3rd grade
NTI Daily Schedule

Day 2

- Reading- Author's Purpose
- Language Arts- The Predicate of a Simple Sentence
- Math- Estimate and Measure Liquid Volume Using a Number Line
- Science-Gravity
- Social Studies-How Many Of These Can You Write About?

DAY 2 K1.3.0

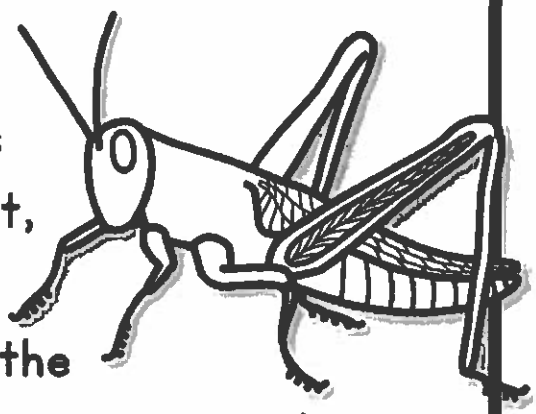
Name_____ Date_____

Author's Purpose

Read the passage, then determine the author's purpose.

All About Grasshoppers

Grasshoppers have an exoskeleton, jointed legs, and 3 segmented body parts. They also have 2 pairs of wings and large hind legs for jumping. In fact, they can leap up to 20 times their body length! They only eat plants and the males "sing" by rubbing a hind leg & forewing together.



Highlight the words or phrases that give clues about the author's purpose.

Check the box that best describes the author's purpose. Why did the author write the passage?

- ☐ Persuade
- ☐ Inform
- ☐ Entertain

Explain your thinking. What led you to this conclusion?

Name _____

Grammar 1.1.2

Day 2
L.3.1i

The Predicate of a Simple Sentence

Every simple sentence has two parts—the subject and the predicate.

The **predicate** is the part of a sentence that tells what the **subject** does or is.

Matt rides his bike. A **compound predicate** has two or more actions joined by a **coordinating conjunction**.
My cat runs and plays all day.

The **simple predicate** is the verb that shows the action. The complete predicate includes all the words in the predicate.

Write each simple predicate. Then underline the complete predicate. If the sentence contains a compound predicate, write "compound."

1. Kyle eats a juicy apple. _____
2. I sit and read under the tree. _____
3. Loretta swims in the lake. _____
4. My old dog sleeps all afternoon. _____
5. Yvette painted and framed her favorite picture. _____

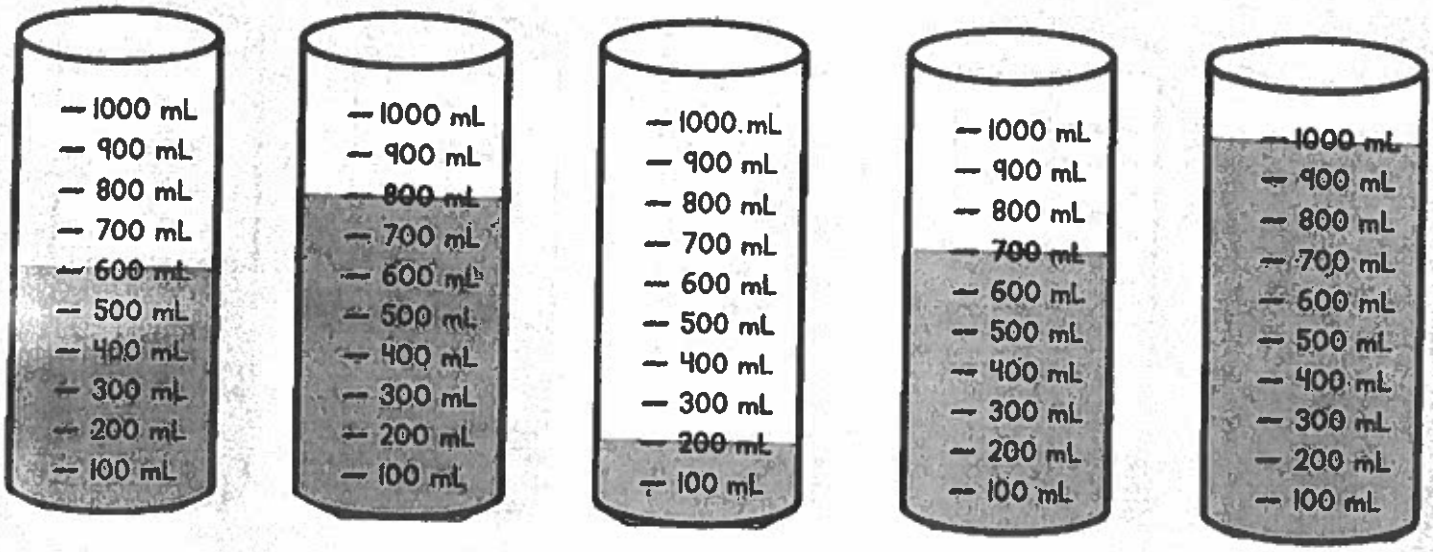
Revisit your piece of writing. Edit the draft to make sure all predicates in a simple sentence are used correctly.

Name _____ Day 2 - MD.2

Module 2 Lesson 10

Estimate and Measure Liquid Volume using a Number Line

Directions- Record how much liquid is in each container.



Directions- Finish labeling the container to the left. Then, mark the container as directed in the chart. The first one is done for you.

Container A	32 L
Container B	45 L
Container C	61 L
Container D	58 L

1. Which container has the smallest capacity? _____

2. Which container has the greatest capacity? _____

3. What is the difference between the capacity of container C and Container D?

_____

Day 2 3-PS2-2

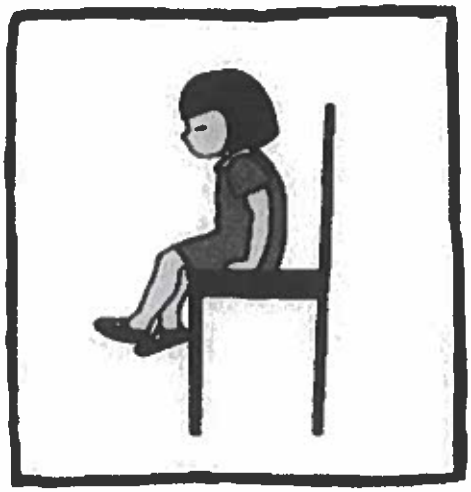
Gravity

Grade 3 Science Worksheet

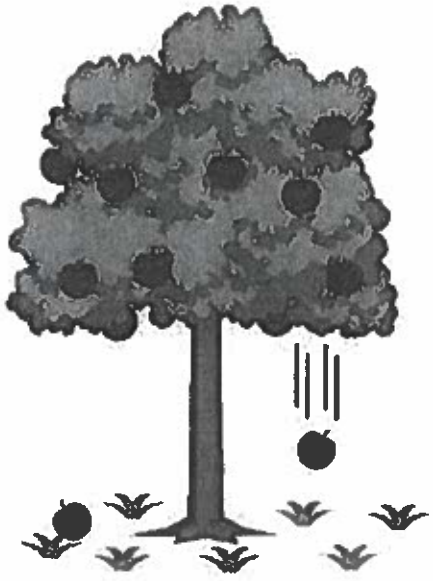
Draw an arrow to show which way gravity is pulling on the person.

Draw an arrow to show which way the chair is pushing on the person.

Why is the person not moving?



Why is the apple falling?



Day 2 Social Studies

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Name: _____

How many of these can you write about? Think! Write! Check all the ones you answered.

- ☐ Why do you think it might be good to know your street address? Please explain.
- ☐ When might you need to use a map? Can you tell why?

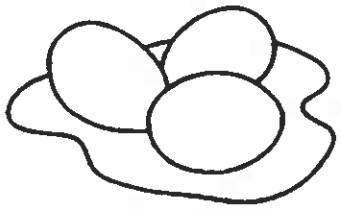
Don't stop writing. Use a blank piece of paper to continue.

3rd grade
NTI Daily Schedule

Day 3

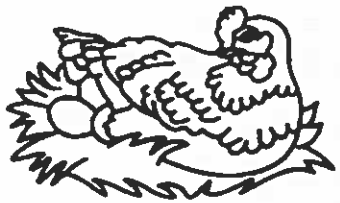
- Reading- The Amazing Journey from Egg to Baby Chick
- Language Arts- Sentence Fragments
- Math- Round Two Digits Measurements to the Nearest Tenths
- Science-Balanced or Unbalanced
- Social Studies-What's A Map?

The Amazing Journey from Egg to Baby Chick



1 Did you ever wonder how some eggs end up on your breakfast plate and others end up as chickens? Every chicken came from an egg. However, not every egg contains a chicken. An egg will only become a chicken if it has been fertilized by a cell from a rooster. If a rooster is around, it will perform a special dance. If a hen accepts his dance, the two birds will mate. Then the hen will lay fertilized eggs. Each fertilized egg will grow a baby chick inside. If no rooster is around, the eggs will never hatch into baby chickens. Instead, these are the eggs you buy at a supermarket or farmer's market. People use these eggs to make omelets, cookies, and other foods. No matter how warm you keep them or how well you care for them, these eggs cannot produce chicks.

2 Think about the last time you broke open an egg in your kitchen. What did it look like? The egg had a yellow or orange center called a yolk. The yolk was surrounded by a thick, clear liquid. Most people call this the egg white. Scientists call it the albumen. The outside of the egg is a hard shell. It takes a hen a full day to create an egg. Whether fertilized or not, the process for making an egg is the same.

3 

When a fertilized egg is laid, it takes 21 days to hatch. The baby chick is inside the shell. So the mother cannot feed it. But there is no need to worry. The yolk and albumen provide the chick with all the energy it will need. The mother hen sits on the eggs. She protects them. She keeps them warm. She turns the eggs several times a day. This keeps them from getting stuck to one side of the egg shell.

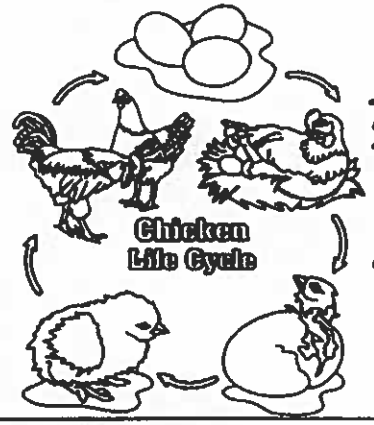
4 Inside the egg, the baby chick begins to develop very fast. The first day it begins to develop a brain and eyes. During the second day, the heart begins to beat. Blood vessels spread out over the yolk. Nutrition from the yolk is pulled in by the blood vessels. By the seventh day, the embryo has a head and a body. It has tiny wings and legs.

5 After a week of developing in the egg, the embryo has started forming a beak. After ten days, it is growing tiny feathers! During the second week, the embryo forms a small, hard bump on the end of its beak. This is called the egg tooth. When it is time to hatch, the baby chick uses the egg tooth. It uses the egg tooth to break open its shell.

6 By the start of the third week, the embryo fills up most of the egg. Its bones begin to harden. It pulls in calcium from the eggshell to do this. Two days before the chick hatches, it actually begins breathing air with its lungs. It breathes through tiny holes in the egg shell.

7 

After 21 days of growing, the chick begins to pick at the inside of its shell using its egg tooth. It breaks a hole in the shell. With a great push, the chick flings off the top of the shell. The chick falls out.



8 After a rest, the chick rises to its feet. It starts walking. Within six months, it will be a fully grown chicken.

Name _____

Grammar 1.1.3

Sentence Fragments

Day 3
L. 3.1i

A **sentence** is a group of words that tells a complete thought. It tells who or what, and it tells an action or state of being. A sentence that is not a complete thought is called a **fragment**.

Sentence: A woman drove her car to the grocery store.

Fragment: drove her car

Write the group of words that will complete each sentence.

1. The robin _____.
   looked for worms on the fence
2. Alexander _____.
   funny is good at telling jokes
3. _____ takes tap dance lessons.
   ran away Johanna
4. _____ jumped to a lily pad.
   Two small frogs hopped along
5. Mrs. Tartt _____.
   kind drove us home from school

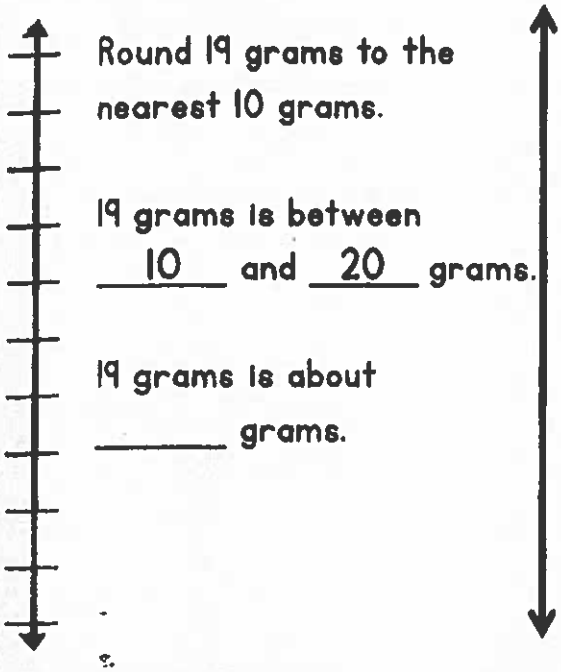
Revisit your piece of writing. Edit the draft to make sure all subjects in a simple sentence are used correctly.

Name _____ Day 3 - NOT 3

Module 2 Lesson 12

Round 2-Digit Measurements to the Nearest Tens

Directions- Label and use the number lines to help you round to the nearest tens.



Round 19 grams to the nearest 10 grams.

19 grams is between 10 and 20 grams.

19 grams is about _____ grams.

Round 32 cm to the nearest 10 cm.

32 cm is between _____ and _____ cm.

32 cm is about _____ cm.

Round 76 mL to the nearest 10 milliliter.

76 mL is between _____ and _____ mL.

76 mL is about _____ mL.

Directions- Complete the chart.

Container	Measurement	Measures between...	Rounded Measurement
Container A	47 grams	_____ and _____ g	
Container B	23 grams	_____ and _____ g	
Container C	65 grams	_____ and _____ g	
Container D	89 grams	_____ and _____ g	

K5 Learning Day 3 3-PS2-1

Balanced or unbalanced forces?

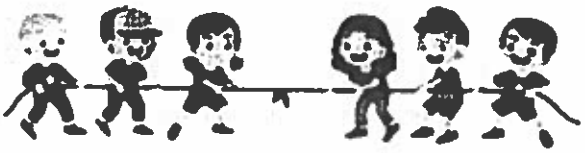
Grade 3 Science Worksheet

Look at each diagram. Write **balanced forces** or **unbalanced forces**.

_____

_____

_____



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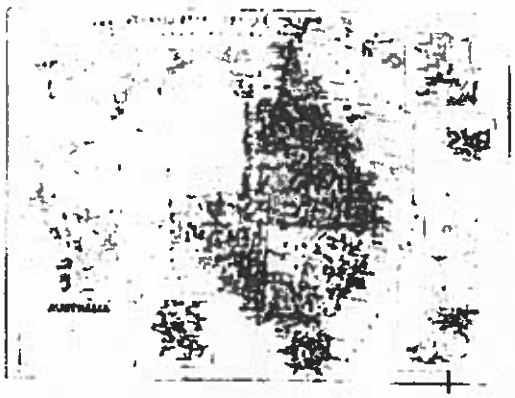
What's a Map?



A map is a drawing or a diagram of a place. The place might be a country. It might be a park or zoo. It might be the whole world. Maps show you **where** things are. A map is like a picture taken from the sky up above the place. Maps can help you find your way in a strange place.

There are different kinds of maps. A street map shows you all the streets and roads in a city or town. A subway map shows you where subway trains go. A floor plan is a map of rooms in a building. Your classroom may have a map showing exits to use in case of a fire. Weather reporters use maps to show the weather in a place.

Each map should have a title. The **title** tells you what the map shows. A map of the San Diego Zoo would have that name for the title. A map of the city of Denver would show you Denver's city streets. The title would be *Denver Street Map.* A map of Maine would have that as its title. People use different kinds of maps for different needs.

If you go to a zoo, you might need a map. A map could show you where each type of animal is. It could show you where the bathrooms and water fountains are. It could show you where you could buy food or ice cream.

If you go to a new city, you will need a street map. You can use a street map to plan a route to a certain place. You can see which streets to use to get there. A street map shows you where schools and parks are found. It shows hospitals. It shows where fire stations are. It shows fun places to visit.

Street maps also show landmarks that help you figure out where you are. All the drawings are simple. They are symbols. Maps use symbols to show many things in a small space. Symbols make maps easy to read.

How do you know what the symbols mean? You need to read the map key. Every map has a map key. A map key is the KEY to understanding the map! A **map key** shows what each symbol stands for. Sometimes different colors are used. Blue might be a symbol for a river or a street. Everyone can look at the map key and know what the symbol means.

There will be a symbol showing directions on the map. This symbol is called a **compass rose.** Most compass roses show the four main directions: north, south, east, and west. It may look like a plus sign with arrows. The arrow pointing up usually shows the direction of north.

A map shows a place. You must read the map title to know what the map shows. There are different kinds of maps. Maps use symbols. Symbols make maps easy to read. The map key shows what symbols on the map stand

Name: _____ Day 3

edHelper

for. A compass rose shows north, south, east, and west.

What's a Map?

Questions

_____ 1. A drawing or diagram of a place from above it is called a _____.

A. symbol
B. compass rose
C. floor plan
D. map

_____ 2. What question do maps answer for you?

A. Who are you?
B. When will we get there?
C. Where's my lunch?
D. Where are things located?

_____ 3. Which of these is NOT a type of map?

A. math map
B. weather map
C. street map
D. world map

_____ 4. Maps use symbols to _____.

A. confuse people
B. make maps harder to read
C. show many things in a small space
D. show directions

_____ 5. How do you know what symbols on a map mean?

A. You must read the compass rose.
B. You must read the map key.
C. You must read the title.

_____ 6. Which part of a map shows the direction of north?

A. the map key
B. the plus sign
C. the compass rose
D. the title

_____ 7. What are the four main directions?

A. north, northwest, west, east
B. north, south, east, west
C. north, west, east, northeast
D. north, southwest, west, east

_____ 8. Why do people need maps?

A. to know where things are
B. to know how to save money
C. to know how long it will take to get to a place
D. all of the above

3rd grade
NTI Daily Schedule

Day 4

- Reading- A Crayon is Born
- Language Arts- Common and Proper Nouns
- Math- Round Two Digits Measurements to the Nearest Tens and Hundreds
- Science-Magnetism is a force
- Social Studies- How Many Of These Can You Write About?

RI.3.1
RI.3.5 DAY 4

A Crayon Is Born

Nobody takes color more seriously than the makers of crayons

What if you could have jungle green hair and atomic tangerine eyes? Hot magenta pants with a blizzard blue shirt?

You can! When you use crayons, you can color yourself any way you want.

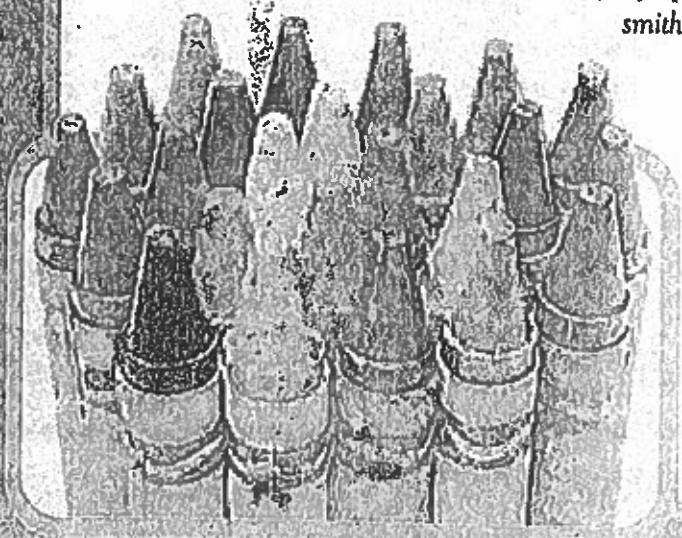
Life wasn't always so colorful, though. A hundred years ago, all crayons were black. They were used in factories and shipyards to label crates and lumber. Kids couldn't use them because they were toxic.

Then a company called Binney & Smith had an idea. They decided to make Crayola crayons for kids and teachers to use in school. They figured out a formula that was safe, and they also decided to add color. The first box of eight Crayola crayons included black, brown, blue, red, purple, orange, yellow, and green. All of the crayons were labeled by hand. The box cost five cents. The crayons were a huge hit!

Today, many companies make crayons, but Crayola is still the biggest. They take crayons very seriously, especially when it comes to color.

For example, Crayola has a team of seven chemists and chemical engineers who do nothing all day but develop new crayon colors. Their laboratory holds the unique, secret formula to every crayon color. They blend different colors to come up with new shades. Once the engineers discover a new color they like, they test it on hundreds of kids and parents to make sure it's really useful. Only then is a crayon ready for the box.

Then comes the hard part—figuring out what to name a new color. In 1993, Crayola introduced 16 new colors for its "Big Box" of 96 crayons. More than two million kids and adults wrote in with color name suggestions. Some winners were *tickle me pink* (bright pink), *timber wolf* (gray), *purple mountains majesty* (purple), *tropical rainforest* (bright green), *granny smith apple* (light green), and *mauvelous* (light pink).



Over the years, Crayola has changed some of its color names. In 1962 Crayola changed the name of its crayon color "flesh" to "peach." They recognized that not everyone's flesh is the same color. Despite all the work Crayola puts into developing new colors, kids' tastes haven't changed much. Around the globe, kids still say that red and blue are their favorite crayon colors. What are your favorites?

Name _____

Grammar 2.1.3

Day 4

L.3.1b

Common and Proper Nouns

Write the two nouns in each sentence. Circle the noun that is the subject of the sentence.

1. The children ran to see the elephants. _____
2. Courtney wore her new black dress. _____
3. The cat hid inside the closet. _____
4. Spinach is my favorite vegetable. _____
5. The cars were racing around the track. _____

Write *common* or *proper* for each underlined noun.

6. We picked two quarts of strawberries in one hour. _____
7. My mother is very interested in the Civil War. _____
8. In the spring, Loraine will visit her cousins in California. _____
9. Kevin loves to go to the Museum of Science in Boston. _____
10. Jorge is visiting his grandmother for Thanksgiving. _____

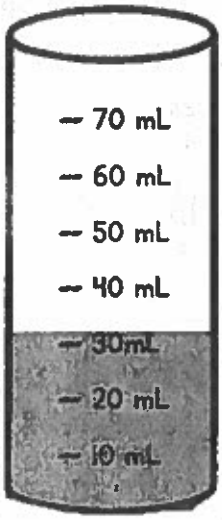
Revisit your piece of writing. Edit the draft to make sure all common and proper nouns are used correctly.

Name _____ Day 4-NBT.3

Module 2 Lesson 12

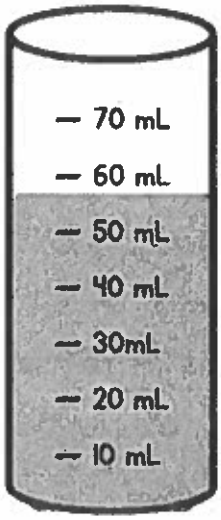
Round 2-Digit Measurements to the Nearest Tens

Directions- Measure the liquid in the beaker to the nearest 10 milliliters.



The beaker measures between _____ and _____ mL.

The liquid volume rounded to the nearest 10 mL is about _____mL.



The beaker measures between _____ and _____ mL.

The liquid volume rounded to the nearest 10 mL is about _____mL.

Directions- Label and use the number lines to help you round to the nearest tens.

Round 54 grams to the nearest 10 grams.

54 grams is between _____ and _____ grams.

54 grams is about _____ grams.

Round 97 kg to the nearest 10 kg.

97 kg is between _____ and _____kg.

97 kg is about _____ kg.

Day 4 3-PS2-3 3-PS2-4

Magnetism is a force

Grade 3 Science Worksheet

force	attract	repel	touching
field	north	south	poles

Magnetism is an invisible _____.

A magnet does not have to be _____ something to exert force on it.

Magnetic force is strongest at the _____ of a magnet.

The area around a magnet where it has force is called a magnetic _____.

Opposite poles _____ or pull toward each other.
So, a north pole will be attracted to a _____ pole.

Poles that are the same _____ or push away from each other. So, a north pole will repel a _____ pole.

What would happen if you put the south poles of two magnets near each other? _____

_____

You can't see magnetic force, so how do you know it exists?

_____

_____

Day 4 Social Studies edHelper

Name: _____

How many of these can you write about? Think! Write! Check all the ones you answered.

- ☐ Write five sentences about how to use a map.
- ☐ Make a table and list the parts of a map. List what each part tells you.

Don't stop writing. Use a blank piece of paper to continue.

3rd grade
NTI Daily Schedule

Day 5

- Reading- Kids in the Gold Fields
- Language Arts- Possessive Pronouns
- Math- Adding Measurements Using the Algorithm and Decomposing
- Science-Will it attract
- Social Studies- Using A Map

R1.3.1 DAYS

Kids in the Gold Fields

Imagine you were off to seek your fortune...

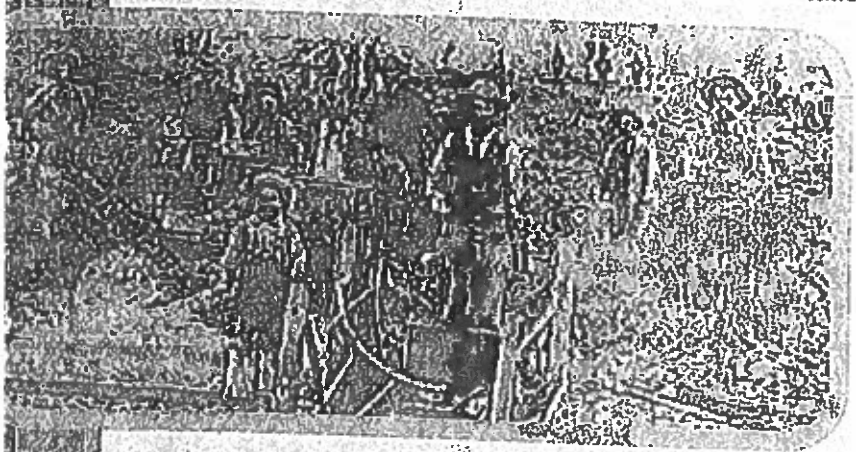
Close your eyes and imagine you can travel back in time. You're in California in 1850, just after the Gold Rush begins. You're still a child, but your life is completely different.

In the diggings, your family may live in a tent, a rough shelter of pine boughs, or a tiny cabin. Your chores begin early in the morning when you haul water from the river, collect wood for the fire, or feed your family's animals before you watch your younger brothers or sisters. There is no school, but you will work hard all day long. Your parents need all the help you can give them.

You might help your father pan for gold, or, if you're a boy, you may take his rifle and hunt for rabbits, quail, or squirrels. Girls might gather berries or edible plants in the forest.

If your mother runs a restaurant out of your family's tent, you may wait on tables or wash dishes. You might sing, dance, or play an instrument to entertain miners—and get paid in gold dust or coins. When the saloons are empty, you can run a wet pin along the cracks in the floorboards to pick up any gold dust spilled by miners the night before.

If you have any free time, you can play games with other kids. Or, if you're adventurous, you might sneak away to a Native American camp. The Pomo and Miwok Indians have lived in this area for generations. Maybe you could learn a few words of their languages, and trade gold dust or coins for deerskin moccasins. You might also learn how these Indians' lives have changed now that miners have taken over the land where the Indians hunt and fish.



Later, you could pay a visit to some miners. Don't be surprised if they fuss over you and tell you stories, make you toys, or teach you to read. Most miners have left their families behind, and they miss their children.

Every once in a while, you might go to a dance nearby. If you're a girl, you'll be very popular. There are very few women in the diggings, so girls of all ages dance. Watch your bare feet around all those heavy boots!

What do you think? Would you enjoy the danger, excitement, hardship, and the adventure of the California Gold Rush?

Name _____

Grammar 2.5.3

Day 5 L3.1a

Possessive Pronouns

Possessive pronouns can take the place of possessive nouns. Possessive pronouns show ownership: *my, your, his, her, its, our, their.*

Read the sentences below. Underline the possessive pronouns.

1. Loraine is our next door neighbor.
2. Is green your favorite color?
3. My mother is one of the funniest people I know.
4. I think that is her notebook.

Write a sentence for each of the possessive pronouns.

5. their _____
6. our _____
7. my _____

Revisit a piece of your writing. Edit the draft to make sure all possessive pronouns are used correctly.

Name _____ Day 5- M.D.2

Module 2 Lesson 15

Adding Measurements Using the Algorithm

Directions- Solve the addition problems. Choose either mental math or the algorithm.

48 mL + 23 mL	480 mL + 230 mL	483 mL + 236 mL
63 km + 17 km	603 km + 170 km	603 km + 178 km
58 cm + 32 cm	508 cm + 320 cm	584 cm + 325 cm

Allison's ribbon is 17 cm long. Her ribbon is 7 cm longer than Grace's. How long is Grace's ribbon?

What is the total length of Allison's and Grace's ribbon altogether?

Day 5 3-PS2-3 3-PS2-4

Magnets: Will it attract?

Grade 3 Science Worksheet

Draw a line from the magnet to the things it will attract.

Draw and label one thing that will be attracted to a magnet and one that will not.

attract	won't attract

Name _____ Date _____

Day 5

Using a Map

By Cindy Grigg

You and your family are going on a vacation to New York City. You have a list of places you want to visit. You want to go to the zoo in Central Park. You want to see the Statue of Liberty. You want to see Times Square. How will you get there? You need a map.

A map gives information about a place. It shows details like roads, rivers, or mountains. Maps are tools. They help us find places.

There are different kinds of maps. Some maps show roads. Some show famous buildings or monuments like the Statue of Liberty. Some show mountains and valleys. Some show different countries and their borders. Some show the whole Earth, its continents and oceans.

The **title** of the map will tell you what the map shows. A map of your city would show you city streets. The title would be the name of your city. For example, a map of New York City would have the title *New York City Map*. A map of the world would show all the countries of the world. The title would be *World Map*.

The whole world is a lot bigger than New York City. So to fit the whole world on one map, the scale must be smaller. Somewhere on every map there is a **scale.** Most maps use a scale where one inch or one centimeter on the map equals a number of miles or kilometers in the real world.

For instance, on a map of New York City, the scale might be one inch equals ten miles. In other words, to go from one place to another that is one inch apart on the map, you would really go ten miles. Then you would know that you could not walk from that place to the other. You'd better take the bus instead!

On a world map, one inch might be equal to five hundred miles or more! A map with this scale could not show city streets or Central Park. That is why different maps use different sized scales. To find out what the scale is on a map, you need to find the map legend.

A map **legend** or **key** shows what the symbols on the map mean. It is the *key* to reading the map! It is usually in a box in the bottom corner of the map. Mountains may be marked as little triangles. A blue line might represent a road or a river.

Using a Map

Day 5

Questions

____ 1. What does a map do?

A. It gives information about a place.
B. It shows details like roads, rivers, or mountains.
C. It helps us find places.
D. all of the above

____ 2. What part of the map will tell you what the map shows?

A. compass rose
B. the scale
C. the legend or key
D. the title

____ 3. What part of a map shows you directions?

A. the legend or key
B. compass rose
C. the scale
D. the title

____ 4. What part of a map tells you that a length like one inch on the map equals another distance like miles in the real world?

A. compass rose
B. the legend or key
C. the scale
D. the title

____ 5. If you see a blue line on a map, how can you find out what it means?

A. Read the title.
B. Read the legend or key.
C. Read the scale.
D. Look at the compass rose.

____ 6. Your hotel is two blocks south of where you are now. You know you are facing north. In which direction do you need to go?

A. left
B. right
C. directly in front of you
D. directly behind you

____ 7. You are facing north. You need to go west. In which direction should you turn?

A. to your right
B. to your left

____ 8. You are facing north. You need to go east. In which direction should you turn?

A. to your right
B. to your left

____ 9. You are facing south. You need to go east. In which direction should you turn?

A. to your right
B. to your left

____ 10. You are facing south. You need to go west. In which direction should you turn?

A. to your left
B. to your right

NTI Daily Schedule

Day 6

- Reading- Stella's New Home
- Language Arts- Statements, Questions, Commands, and Exclamations
- Math- Solving Word Problems on a Number Line and Estimating Weight
- Science- Inherited Traits
- Social Studies-

NTI Daily Schedule

Day 6

- Reading- Stella's New Home
- Language Arts- Statements, Questions, Commands, and Exclamations
- Math- Solving Word Problems on a Number Line and Estimating Weight
- Science- Inherited Traits
  Social Studies

Day 6 RI.3.10

Stella's New Home

Stella stood in the front of her new home. Her family was going to live with her grandma now. Stella just moved from New York to Phoenix so that her family could take care of her grandma. Her mom told her how they needed to be be in Phoenix to take care of grandma. Stella didn't want to move because she was going to miss her friends and being on her school's baseball team.

After helping her parents move all the boxes out of the car, Stella took out her baseball glove and started tossing the ball up in the air. She wondered about how she was going to make new friends and how she was going to play baseball.

Stella decided to explore the neighborhood. She took her glove and ball with her. She walked down the street and turned the corner. Suddenly, she heard screaming coming from down the street.

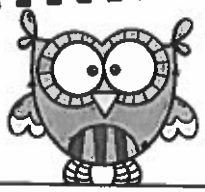
"What could that be?," she wondered. As she followed the noises, she realized she had stumbled upon a park. There were kids playing jump rope, running around, and most importantly, playing baseball!

One of the boys playing baseball saw Stella standing there and waved her over. "Come play with us," he said.

Stella walked over to the other kids playing baseball. She felt excitement rushing through her body now that she found a new group of friends to play baseball. Maybe her new home won't be so bad after all.

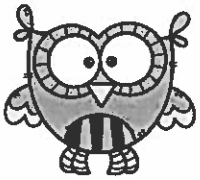
Day 6
Stella's New Home

Somebody



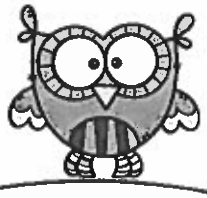
Who is the main character?

Wanted



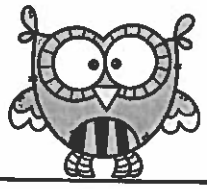
What does the character want?

But



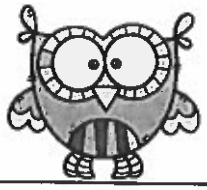
What gets in the way?

So



How does the main character solve the problem?

Then



How does the story end? What does the character learn?

L.3.1i

Day 6

Name _____

Grammar 1.2.3

Statements, Questions, Commands, and Exclamations

Write *statement* if the sentence tells something. Write *question* if the sentence asks something.

1. Susanna takes ballet lessons on Fridays. _____
2. What is your favorite thing to do after school? _____
3. How long do these cookies need to go in the oven? _____
4. Roger and I have been friends since kindergarten. _____
5. My grandmother made me a quilt for my bed. _____

Write *command* if the sentence tells someone to do something. Write *exclamation* if the sentence shows strong feeling.

6. That essay you wrote was amazing! _____
7. Please take the garbage outside. _____
8. I can't believe Jackie caught the ball! _____
9. What a great new dress you're wearing! _____
10. Don't stir the batter too much. _____

Revisit your piece of writing. Edit the draft to make sure all question types are used correctly.

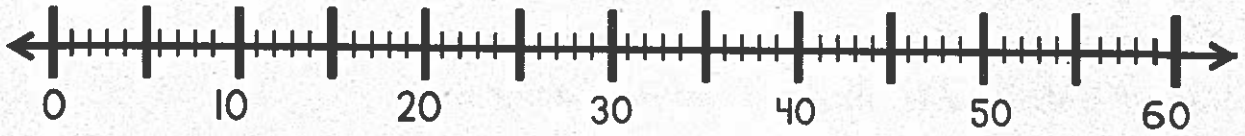
Name _____ Day 6- MD.1

Module 2 Lesson 5

Solving Word Problems on a Number Line

Directions- Use the number line to solve the problem and write an equation to match.

Penelope draws for 13 minutes, colors for 8 minutes, and reads for 17 minutes. How long in total did Penelope spend drawing, coloring, and reading?

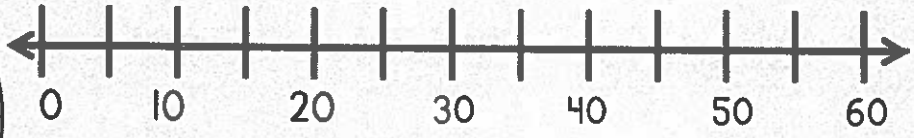


Penelope spent _____ minutes total.

Louis did his math homework in 32 minutes. Elijah spend 25 minutes on his homework. How many more minutes did Louis spend on his homework?

Louis spend _____ more minutes than Elijah on his homework.

Addison spent 36 minutes dancing. The clock shows the time she finished. What time did she start?



Addison started dancing at _____.

Name _____ Day 6 Module 2 Lesson 7

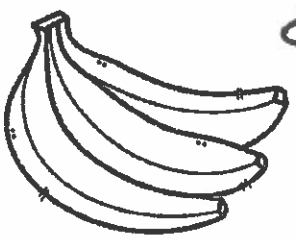
Estimating Weight

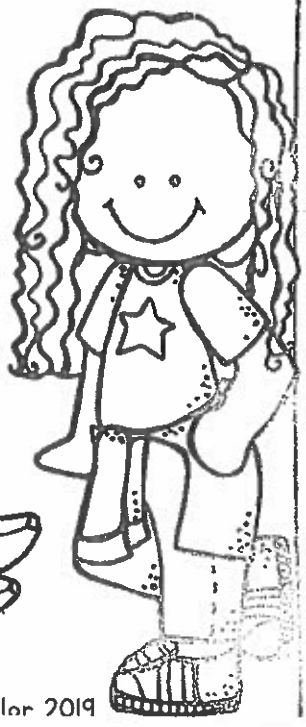
Directions- Circle grams or kilograms for each estimation.

1. The weight of a toothbrush is about 3 (grams/kilograms).
2. The weight of a bicycle is about 5 (grams/kilograms).
3. The weight of a box of paperclips is about 50 (grams/kilograms).
4. A bag of potatoes is about 4 (grams/kilograms).
5. A pumpkin weighs about 3 (grams/kilograms).
6. A water bottle weighs about 1 (gram/kilogram).
7. A watermelon weights about 4 (grams/kilograms).
8. Four pennies weighs about 10 (grams/kilograms).
9. The weight of one banana is about 100 (grams/kilograms).

Directions- Match the picture with its approximate weight.

300 grams 50 grams 3 grams 5 kilograms





Day 6

Inherited traits

Grade 3 Science Worksheet

All living things inherit traits from their parents.

A kitten will inherit its fur color and the shape of its ears from its cat parents.

A mature strawberry plant will pass on the shape of its leaves and the color of its fruit to its offspring.

Name two traits that an animal might pass on to its offspring.

_____

_____

Name two traits that a plant might inherit from its parents.

_____

_____

Name three traits that you inherited from your parents.

_____

_____

_____

What does inherit mean?

_____

_____

NTI Daily Schedule

Day 7

- Reading- Earth's Top and Bottom
- Language Arts- Present, Past, and Future Tense
- Math- Understanding the Unknown in Division
- Science- Variation of Traits
- Social Studies-

NTI Daily Schedule

Day 7

- Reading- Earth's Top and Bottom
- Language Arts- Present, Past, and Future Tense
- Math- Understanding the Unknown in Division
- Science- Variation of Traits

Social Studies-

RI.3.1

NTI WEEK 3 DAY 7

Name: _____ **Ask Questions**

READ THE PASSAGE Ask yourself what is the same and what is different about the Arctic and Antarctica.

Earth's Top and Bottom

Earth's top and bottom are more different than alike. The Arctic is the farthest place north. It is an icy ocean surrounded by land. Antarctica is the farthest place south. It is a frozen land surrounded by ocean. Both places are too cold to rain. Very little snow falls in either place because the air is as dry as a desert.

Large areas of land surround the Arctic Ocean. The land closest to the Arctic is always frozen deep down into the soil. But in the summer, the weather is mild. Some plants grow then, and wolves, foxes, and birds feed on them.

Unlike the Arctic, all of Antarctica is covered in ice that never melts. It is the coldest place on Earth. Only tiny insects live there. But sea animals live in the icy ocean around Antarctica. Emperor penguins live on ice packs near the coast.

STRATEGY PRACTICE Write a question about the passage. Have a partner answer it.

SKILL PRACTICE Read the question. Fill in the bubble next to the correct answer.

1. Why did the author write the passage?
   - Ⓐ to entertain you with a funny story
   - Ⓑ to get you to visit the Arctic and Antarctica
   - Ⓒ to tell how the Arctic and Antarctica are the same and different
   - Ⓓ to share facts about cold places

2. Which one is true about the Arctic?
   - Ⓐ The Arctic is an ocean surrounded by land.
   - Ⓑ The Arctic is at the bottom of Earth.
   - Ⓒ Penguins live in the Arctic.
   - Ⓓ The weather in the Arctic is mild

3. What is one way Antarctica is different from the Arctic?
   - Ⓐ Antarctica is farther north than the Arctic.
   - Ⓑ Antarctica is never mild, but the Arctic sometimes is.
   - Ⓒ Less snow falls in Antarctica than in the Arctic.
   - Ⓓ Antarctica is dry, but the Arctic is wet.

4. Which phrase describes both places?
   - Ⓐ sunny and mild
   - Ⓑ icy and frozen
   - Ⓒ snowy and icy

Name _____

Grammar
3.2.3

Present, Past, and Future Tense

Day 7 L.3.1g

A verb that explains an action that has already happened shows past tense.

A verb that tells about an action happening now shows present tense.

A verb that tells about an action that will happen in the future shows future tense.

Write *present* if the underlined verb shows present tense. Write *past* if the underlined verb shows past tense. Write *future* if the underlined verb shows future tense.

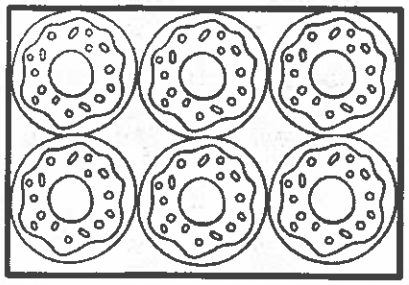
1. My mother and I walked in the woods. _____
2. Kyle shouted something, but I did not hear what he said. _____
3. We will see a movie this weekend. _____
4. We picked raspberries in my grandmother's backyard. _____
5. Julia ordered some new books. _____
6. My father votes in the election. _____
7. Denise will visit us in the summer. _____
8. Mr. Jacobs coached our softball team. _____
9. I will drink two glasses of water. _____
10. We listen to the sounds outside our window. _____

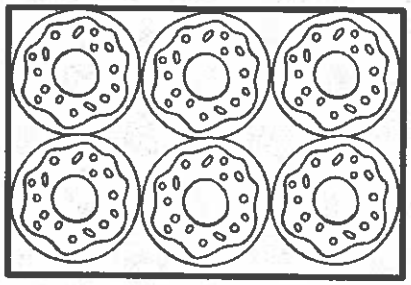
Revisit a piece of your writing. Edit the draft to make sure all verb tenses are used correctly.

Name _____ Day 7-OA.1 Lesson 4

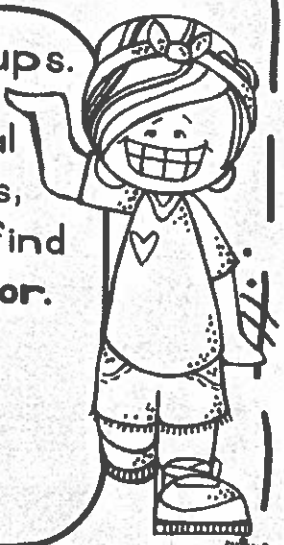
Understanding the Unknown in Division

Lucy bought 12 donuts and divided them into 2 equal groups.





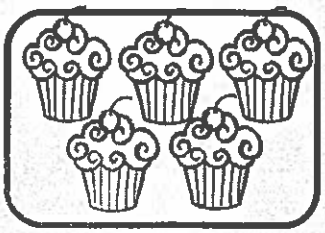
We know the total number of donuts, now we need to find the **unknown factor.**

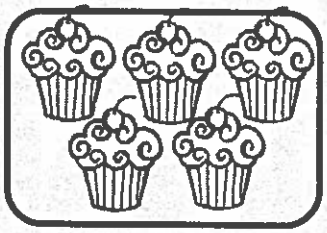


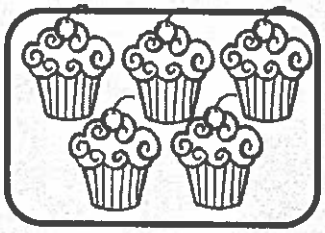
12 is our total and 2 represents our equal groups.

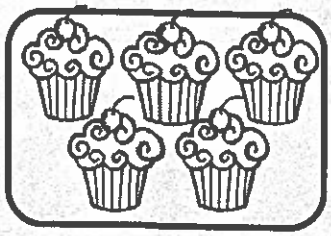
12 ÷ 2= _____ So, 12 ÷ 2= 6

Directions- Use the pictures to solve the following problems.



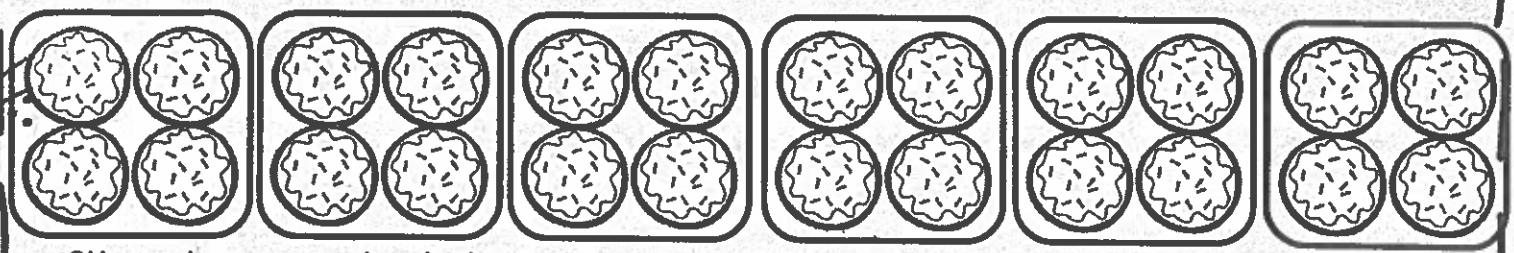






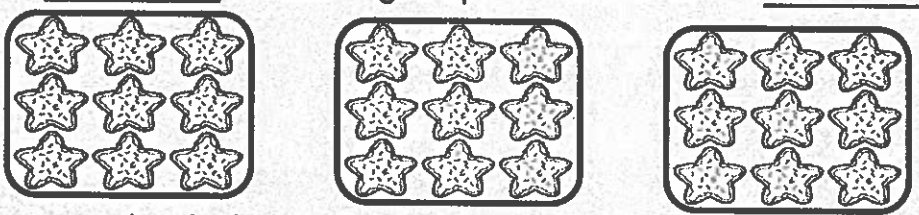
20 cupcakes are divided into 4 equal groups.

There are _____ in each group. 20 ÷ 4 = _____



24 cookies are divided into 6 equal groups.

There are _____ in each group. 24 ÷ 6 = _____



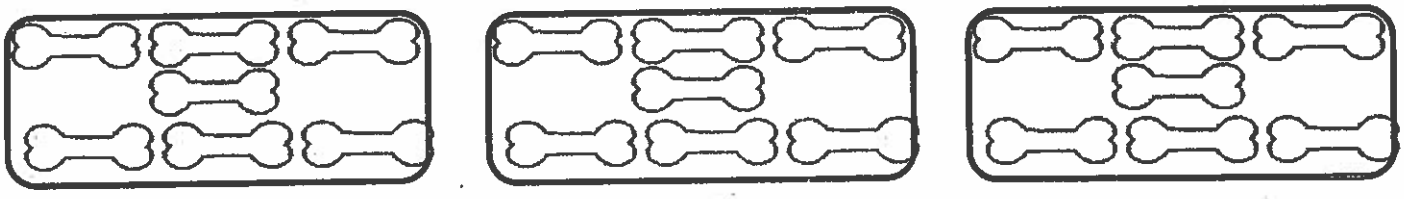
18 cookies are divided into 3 equal groups.

There are _____ in each group. 18 ÷ 3 = _____

Name _____ Day 7 continued Lesson 4

Understanding the Unknown in Division

Directions- Use the pictures to solve the following problems.

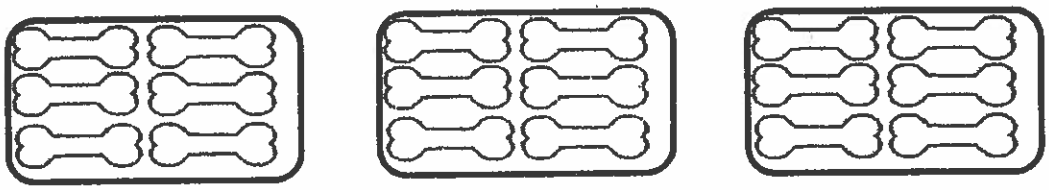


21 bones are divided into 3 equal groups.

There are _____ in each group. 21 ÷ 3 = _____

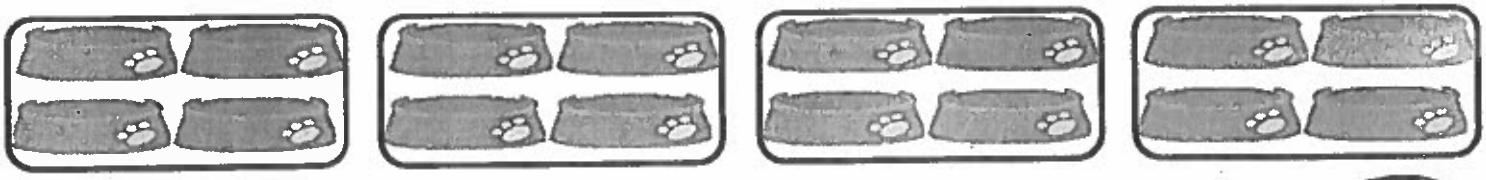
16 dog bowls are divided into 2 equal groups.

There are _____ in each group. 16 ÷ 2 = _____



_____ dog bones are divided into 3 equal groups.

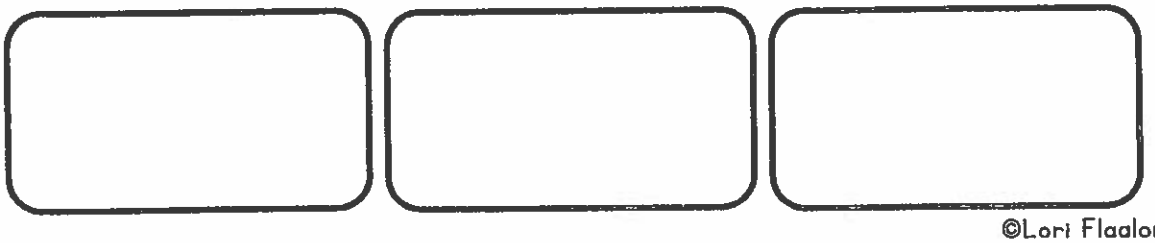
There are _____ in each group. _____ ÷ 3 = _____

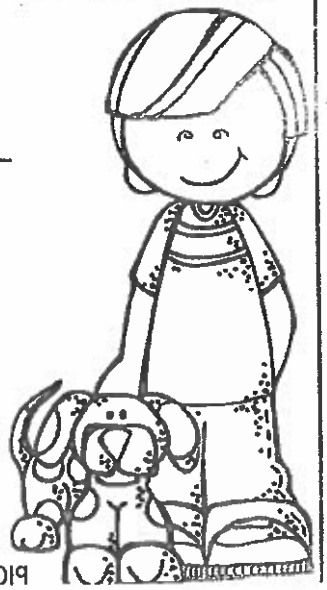


_____ dog bones are divided into 4 equal groups.

There are _____ in each group. 16 ÷ _____ = _____

Andrew bought 15 dog bones. He divided them equally among 3 boxes. Draw the bones in each box.





K5 Learning

Day 1

3-LS3-1

Variation of traits

Grade 3 Science Worksheet

Because offspring inherit traits from **both parents**, they don't always have exactly the same traits.

If these two dogs have puppies, what could they look like?

Mother Dog Traits

- floppy ears
- short, brown coat
- short legs
- downward-curling tail

Father Dog Traits

- pointed ears
- shaggy, black-and-white coat
- long legs
- upward-curling tail

What are some possible combinations of traits their offspring could have?

- Combination 1: _____
- Combination 2: _____
- Combination 3: _____

Draw a puppy with your favorite combination of traits.

Parts of a Map

Day 7
Social Studies

Maps are one of the most important tools on Earth. They help us find places. They show us Earth's mountains and oceans. To read a map, you need to understand its different parts.

Maps are diagrams of the Earth's surface. The first part of a map you need to know is its **title.** The title tells you what the map is showing. A map of the streets in your town has your town's name as its title. A **compass rose** is not a flower. It shows you directions. A simple compass rose may look like a plus sign with arrows. At the ends of the arrows, the four **cardinal directions** are listed. They are **north, south, east,** and **west.** The top arrow points to the top of the map, which is usually north. The bottom arrow points to the bottom of the map and tells which direction it represents.

Another important part of the map is the **symbols.** Maps show a smaller picture of the Earth's surface. You can't draw a life-size mountain on a small piece of paper. That is why cartographers use small pictures. Symbols are the points, lines, and patterns that are listed in the **map key.** The key is a box located in one of the bottom corners of the map. Symbols have different colors depending on the physical feature the drawing represents. For example, water features like rivers, lakes, and oceans are colored blue. Trees, woods, orchards, and shrubs are usually colored green. Red is used for important roads. What about buildings and mountains? Well, buildings are colored black, and mountains and hills are colored brown.

Cartographers also use a special way to measure distances on maps. They use **scale.** A scale is a smaller distance that is used to represent or show a larger distance. If maps were drawn showing the actual distance between places that are on Earth, you would not be able to fold a road map. Forget about putting it in your parents' car. Most maps use a scale with inches and miles. They can also use feet and kilometers. For example, one inch may equal fifty miles. So, let's say you are trying to measure the distance between your hometown and New York City. What will you do? Well, you can use a ruler. Line up the ruler on the map so that the two points are in a straight line. It may not be perfectly straight, but close enough. Make sure the mark labeled zero is at your starting point. Now measure in inches to your ending point, New York City. How many inches do you have? Let's say you measured five inches. Well, for every inch, the scale says it is about 50 miles on land. You can add 50 five times or multiply 50 times 5. Your hometown is about 250 miles from New York City. You have just used a **bar scale.**

The last part of a map is called a **grid.** A grid is a system of vertical and horizontal lines. **Street maps** may use grids to locate streets within a town or city. Each vertical line is labeled along the top of the map with letters from the alphabet. The horizontal lines will be labeled along the sides of the map with numbers, usually starting from one. If you want to find a certain location, there is an **index.** An index is a list of the locations and their letter/number spots. For example, your street may be located at A5 on the grid. That means you find "A" and

Name: _____ edHelper

move your finger down the map until it lines up with "5." You have found your street.

If you remember these important parts of a map, it should be easy to find your way.

Parts of a Map

Questions

_____ 1. Symbols that show water are colored _____.

A. Black
B. Blue
C. Brown
D. Red

2. What is a scale?

_____

_____

3. Why is a compass rose on a map?

_____

_____

_____ 4. The top of the compass rose usually points to south on the map.

A. false
B. true

5. What is a map grid?

_____

_____

_____ 6. On a map of your town, your school building would be what color?

A. blue
B. brown
C. black
D. green

_____ 7. A _____ tells what area the map is showing.

A. key
B. compass rose
C. title
D. symbol

_____ 8. Cartographers use scale so they can draw longer distances on Earth in a smaller size on maps.

A. false
B. true

NTI Daily Schedule

Day 8

- Reading- Follow our Light
- Language Arts- Action Verbs
- Math- Interpret the Unknown in Division Using the Array Model
- Science- My Traits
- Social Studies-

NTI Daily Schedule

Day 8

- Reading- Follow our Light
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- Social Studies-

Name: _____

RI.3.1 NTI

Week 2 DAY 8

Ask Questions

READ THE PASSAGE As you read, think of questions that help you imagine the characters and setting in the passage.

Follow Our Light

Fireflies sparked in the night sky. Zack grabbed a few and put them into a jar. He would bring them to show-and-tell tomorrow. He looked at the bugs in the jar. The fireflies flew in slow circles. Their quick flickers of light sparkled like stars.

Zack started walking home. He lived outside of town. There were no neighborhoods or streetlights. Zack was finding his way home without a problem until a cloud slid in front of the moon. That's when he wished he had his flashlight. Zack's stomach flip-flopped as he tried to find his way in the dark.

Zack heard tiny voices. The fireflies were calling to him! "Let us out and we will show you the way home," one firefly said. Zack opened the jar, and the fireflies flew out. They danced in the air in front of Zack. Their light turned the night into day. Zack's stomach settled down. Soon, he was back home. Zack thanked the fireflies. They flashed brightly before flying off into the night.

STRATEGY PRACTICE Write a question that helped you pay closer attention to the passage or helped you enjoy it more.

_____

SKILL PRACTICE Read the question. Fill in the bubble next to the correct answer.

1. **Which one is true about real fireflies?**
   - Ⓐ They give off light at night.
   - Ⓑ They can talk to people.
   - Ⓒ They help people who are lost.
   - Ⓓ They can dance.

2. **Which event in the story can really happen?**
   - Ⓐ Fireflies lead a person home.
   - Ⓑ Fireflies ask for and give help.
   - Ⓒ A boy gets lost in the dark.
   - Ⓓ A boy thanks bugs for their help.

3. **Which event in the story is fantasy?**
   - Ⓐ Fireflies fly at night.
   - Ⓑ A boy gets scared in the dark.
   - Ⓒ Fireflies lead a boy home.
   - Ⓓ A cloud hides the moon.

4. **The author wrote the story to _____.**
   - Ⓐ teach you about fireflies
   - Ⓑ tell you a story
   - Ⓒ explain how to find your way in the dark
   - Ⓓ compare two friends

Name _____

Day 8 L.3.1a

Action Verbs

Words that show action, or something that is done, are **action verbs**.

The dog ran across the yard.

The cat looked out the window.

Each sentence has one action verb. Write the action verb on the line.

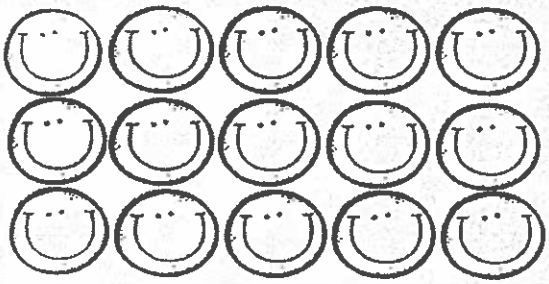
1. We ate dinner last night at seven. _____
2. The child slept in the nap room. _____
3. Janet played soccer with her teammates. _____
4. Please open the door for me. _____
5. What should we bring to the party? _____
6. The baby smiled at me. _____
7. Kaylie and I sing in the choir. _____
8. I helped my mother with the groceries. _____
9. Anthony threw the football to me. _____
10. The cat licked its paw. _____

Revisit a piece of your writing. Edit the draft to make sure all action verbs are used correctly.

Name _____ Day 8-OA.1 Lesson 6

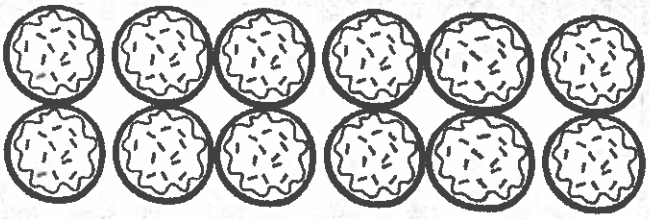
Interpret the Unknown in Division using the Array Model

Directions- Use the arrays to fill in the missing factors and the quotients.



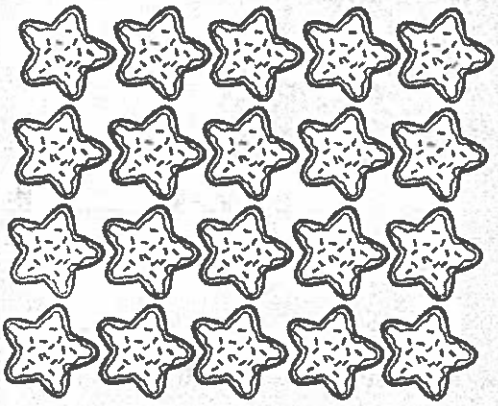
_____ X 5 = 15

15 ÷ 5 = _____



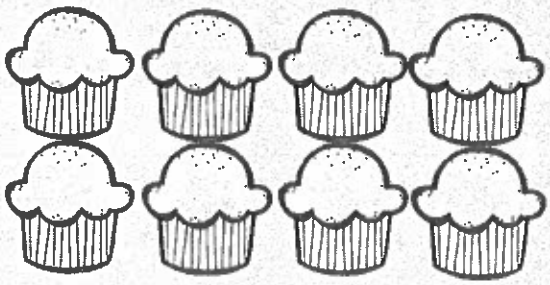
2 X _____ = 12

12 ÷ 2 = _____



_____ X 5 = 20

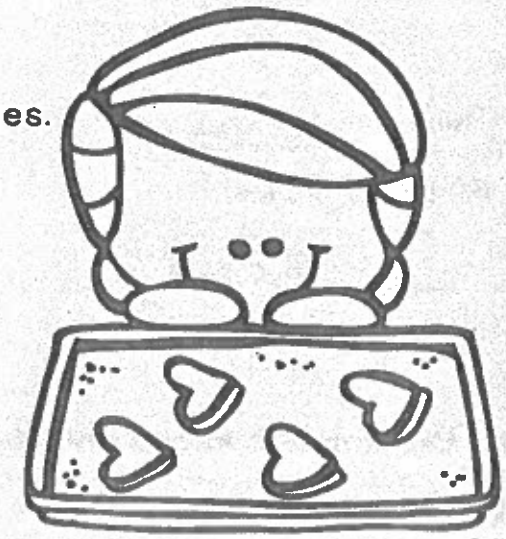
20 ÷ 5 = _____



2 X _____ = 8

8 ÷ 2 = _____

Douglas puts 18 cookies into bags. Each bag holds six cookies. Draw to show how many bags Douglas uses.



_____ X 6 = 18

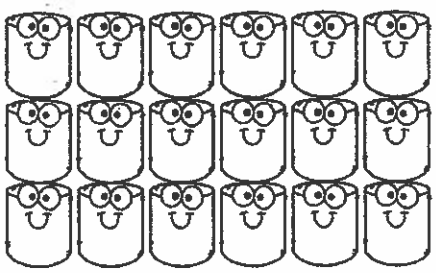
Douglas needs _____ bags.

18 ÷ 6 = _____

Name _____ Day 8 continued Lesson 6

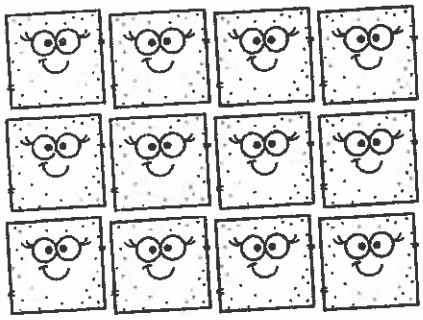
Interpret the Unknown in Division using the Array Model

Directions- Use the arrays to fill in the missing factors and the quotients.



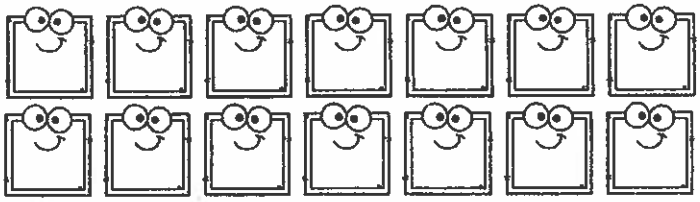
_____ X 6 = 18

18 ÷ 6 = _____



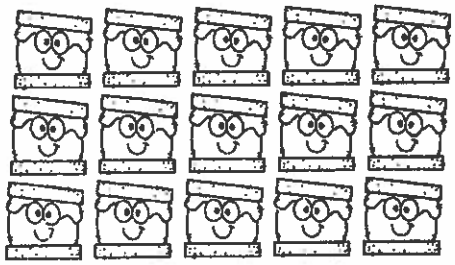
3 X _____ = 12

12 ÷ 3 = _____



2 X _____ = 14

14 ÷ 2 = _____



_____ X 5 = 15

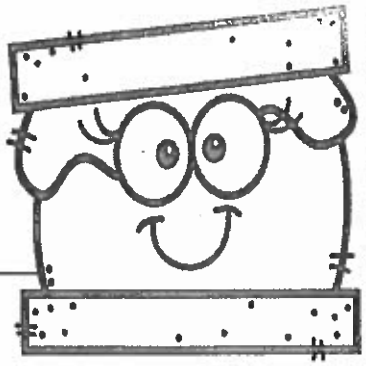
15 ÷ 5 = _____

Sam places 16 S'mores into 2 equal groups. Draw to show how many S'mores are in each group.

2 X _____ = 16

16 ÷ 2 = _____

There are _____ S'mores in each group.



Fill in the blanks.

_____ X 3 = 18

18 ÷ 3 = _____

The number in the blanks represents

_____

4 X _____ = 12

12 ÷ 4 = _____

The number in the blanks represents

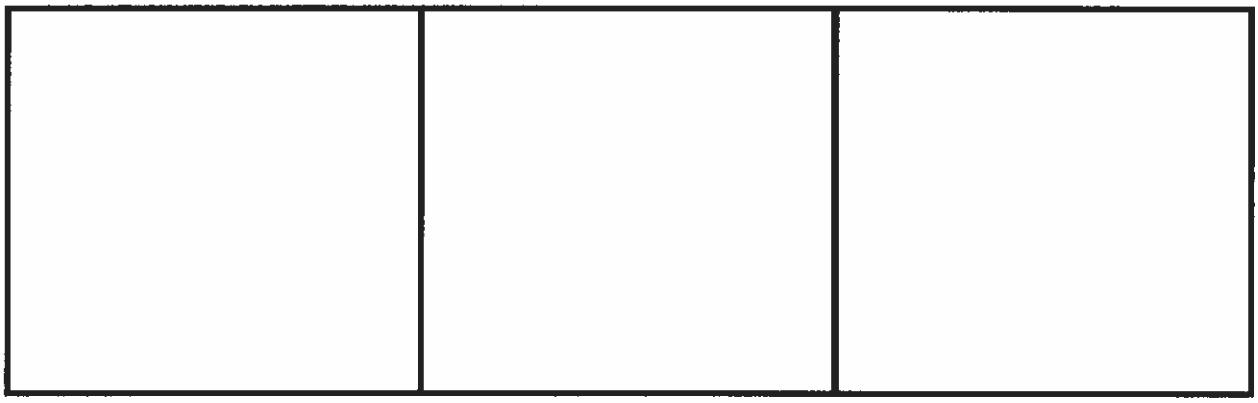
_____

Day 8

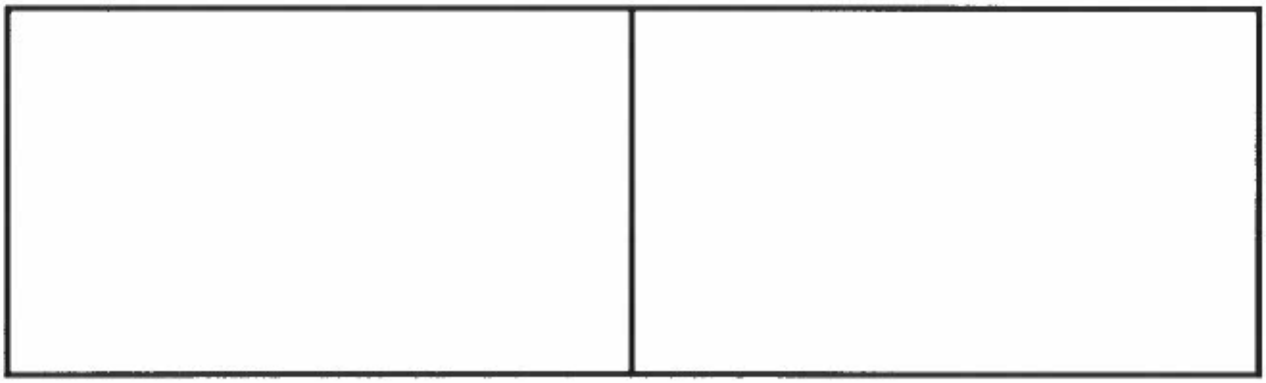
My traits

Grade 3 Science Worksheet

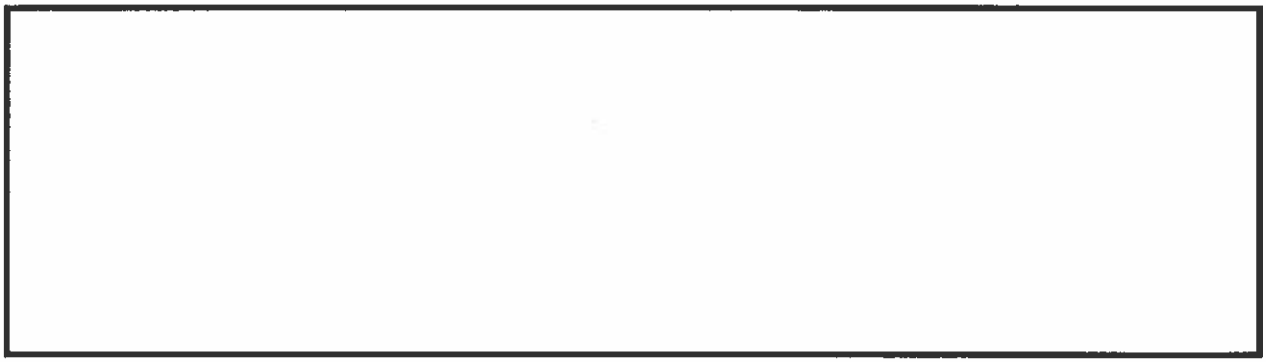
What are three traits you inherited from your parents? Draw and explain.



What are two traits you have learned or acquired as you have grown up? Draw and explain.



What is one trait that you inherited but has changed because of what you learned or did? Draw and explain.



Social Studies
Day 8

edHelper

Name: _____

How many of these can you write about? Think! Write! Check all the ones you answered.

- ☐ If you were to design a map of your town, what symbols would you include? Draw a map of your town. Make sure you include all of the parts of the map. Write a paragraph that explains why you included these symbols on your map.
- ☐ If you were to design a map of your classroom, what symbols would you include on your map? Draw a map of your classroom. Write a paragraph that describes and explains the symbols that you have used.

Don't stop writing. Use a blank piece of paper to continue.

NTI Daily Schedule

Day 9

- Reading- Birthday Blues
- Language Arts- Changing y to i
- Math- Commutative Property
- Science- Life Cycle of a Frog
- Social Studies-What does the Globe Show us?

NTI Daily Schedule

Day 9

- Reading- Birthday Blues
- Language Arts- Changing y to i
- Math- Commutative Property
- Science- Life Cycle of a Frog
- Social Studies-What does the Globe Show us?

Name: _____

RL.3.1 NTL

Monitor Comprehension DAY 9

READ THE PASSAGE Pay attention to how Nathan feels throughout the passage.

Birthday Blues

Nathan woke up early and raced into the kitchen. He saw his family eating cereal and toast just like every other day. Where were his birthday presents? Where was his birthday cake? Did his family forget his special day?

The doorbell rang. Nathan opened the door, but no one was there. All he saw was a note on the ground. The note said that Nathan was going on a treasure hunt, and he would need to find the clues. The first clue was in the desert. Nathan was confused. Then he smiled and headed to his sister's sandbox. There was the second clue. Nathan spent an hour following one clue after another. Finally, he got to the last note. All it said was *Happy Birthday*. There was no treasure!

Nathan wiped away his tears. He slowly walked back to his house with his head hung low. He couldn't see the balloons inside the house. He did not see the people quickly hiding.

STRATEGY PRACTICE Tell a partner what you visualized after you read the first paragraph and how you checked your mental image.

SKILL PRACTICE Read the question. Fill in the bubble next to the correct answer.

1. What will probably happen next?
   - Ⓐ Nathan will bury a treasure.
   - Ⓑ People will surprise Nathan.
   - Ⓒ Nathan will find a treasure.
   - Ⓓ Nathan will play in the yard.

2. How will Nathan probably feel when he is back inside his house?
   - Ⓐ disappointed
   - Ⓑ grumpy
   - Ⓒ cheerful
   - Ⓓ comfortable

3. Which one would be another good title for the passage?
   - Ⓐ "No Presents for Nathan"
   - Ⓑ "A Special Breakfast"
   - Ⓒ "Buried Treasure"
   - Ⓓ "A Birthday Surprise"

4. Which detail shows that Nathan was upset after the treasure hunt?
   - Ⓐ His head hung low.
   - Ⓑ He did not see the balloons.
   - Ⓒ He saw people hiding.
   - Ⓓ He raced into the house.

L.3.1b

Grammar 2.4.1

DAY 9

Changing *y* to *i*

Add *–s* or *–es* to most singular nouns to form regular plural nouns.

If a noun ends with a consonant and *y*, change the *y* to *i*, and add *–es* to form the plural.

Singular:	library	pony
Plural:	libraries	ponies

Write the plural form of each singular noun in parentheses. Then write a new sentence using the plural form of the noun.

1. There is a bush with _____ in our garden. (berry)

_____

2. I have only visited two large _____ so far. (city)

_____

3. My mother always says that _____ smell really good. (baby)

_____

4. We have a jar in our house that is full of _____. (penny)

_____

5. What kind of _____ do we need to make this poster? (supply)

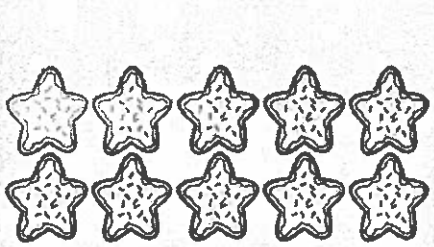
_____

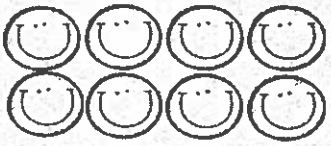
Revisit your piece of writing. Edit the draft to make sure all plural nouns are used correctly.

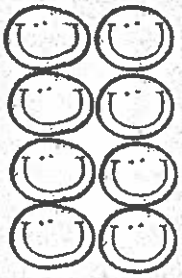
Name _____ Day 9-OA.7 Lesson 7

Commutative Property

Directions- Write a multiplication problem to match the arrays.







_____ _____ _____ _____

Directions- Fill in the missing factors to make the equation true.

2 X 4 = _____ X 2 2 X 6 = 6 X _____ 9 X _____ = 2 X 9

_____ X 2 = 2 X 5 2 X _____ = 7 X 2 8 X 2 = _____ X 8

3 X _____ = 2 X 3 2 X 10 = _____ X 2 1 X 2 = 2 X _____

Directions- Write a multiplication sentence.

5 twos 5 X 2 = 10 3 twos _____

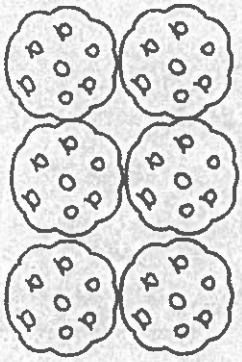
4 twos _____ 2 sixes _____

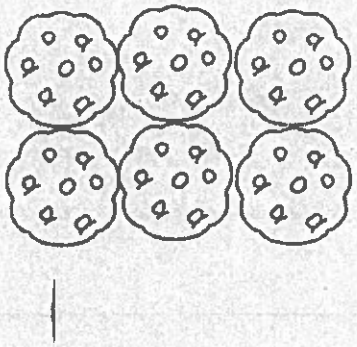
2 eights _____ 10 twos _____

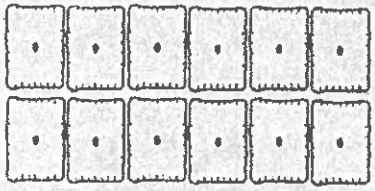
Name _____ Day 9 continued Lesson 7

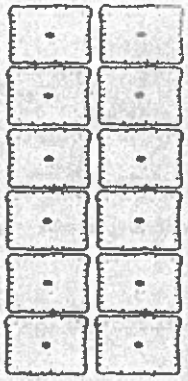
Commutative Property

Directions- Write a multiplication problem to match the arrays.









_____ _____ _____ _____

Directions- Fill in the missing factors to make the equation true.

2 X 5 = _____ X 2 2 X 8 = 8 X _____ 4 X _____ = 2 X 4

_____ X 2 = 2 X 1 2 X _____ = 10 X 2 3 X 2 = _____ X 3

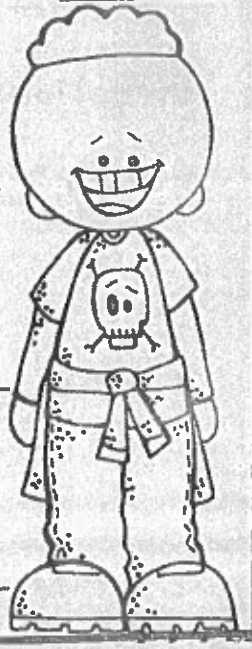
7 X _____ = 2 X 7 2 X 9 = _____ X 2 6 X 2 = 2 X _____

Directions- Write a multiplication sentence.

2 sevens 2 X 7 = 14 4 twos _____

5 twos _____ 2 nines _____

2 tens _____ 8 twos _____

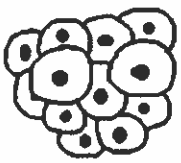


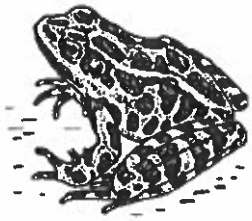
Day 9 3-LS1-1

Life Cycle of a Frog

Cut and paste the pictures and labels to show the life cycle of a frog.







adult frog	eggs	young frog
tadpole with legs	tadpole	

What Does a Globe Show Us?

By Cindy Grigg

Day 9
Social Studies

[1] A globe is a model of the Earth. The Earth is so large that we cannot see all of it at once. A model of the Earth helps us to see what the whole Earth looks like. A globe is a better model of the Earth than a flat map. That is because the Earth is a sphere, like a ball. So a sphere is more like the Earth than a flat piece of paper.

[2] Look at a globe. You can make it spin around and around. Why? Because the Earth itself spins around and around. Why don't we get dizzy? Because we're used to the Earth's motion. It has been spinning around since it first formed. Ever since you were born, you've been riding on a spinning Earth in space.

[3] Earth spins or rotates on its axis. You can see the axis on a globe. It is the metal piece or pole that runs through the globe from top to bottom. On the Earth, the axis is just an imaginary line. It is the line around which the Earth rotates or spins. The top of the axis is the North Pole. The bottom of the axis is the South Pole.

[4] The globe is tilted to one side. Why? Because the Earth itself is tilted. This tilt is what gives us the seasons of spring, summer, fall, and winter. When the North Pole is turned toward the sun, the northern part of Earth has summer. At the same time, the southern part of Earth has winter.

[5] About six months later, the Earth has traveled half the distance around the sun. Now the North Pole is pointed away from the sun. Now the northern parts of the Earth have winter. At the same time, the southern part of Earth has summer. With a globe, it is easier to see what makes the seasons change. It is also easier to see what causes night and day.

[6] When talking about the Earth, we need special words. The northern parts of Earth are called the **Northern Hemisphere**. "Hemisphere" is a word that means "half of sphere." We use it to describe half of the Earth. We can divide the Earth in two with a top and a bottom half. The line that divides the Earth here is called the **equator**. These two halves are the Northern Hemisphere and the Southern Hemisphere. The **Southern Hemisphere** is the bottom half.

[7] We can also divide the Earth into two different equal parts. They are the

west side and the east side. The left side is called the **Western Hemisphere**. The right side is called the **Eastern Hemisphere**. The line that divides the Earth into these hemispheres is the prime meridian. It is also called the line of 0° longitude. Day 9

[8] There are no lines drawn on the Earth, of course. But mapmakers put these lines on maps and globes to make it easy to find places. These two lines are used as a place to start when you are trying to find a point on a map or globe.

[9] All around the globe you will see lines. The lines that go around the globe from side to side are called **lines of latitude**. They look like the steps of a ladder. They are parallel to the equator and to each other. Parallel means that they never touch.

[10] The lines that go from top to bottom are **lines of longitude**. They all come together at the North Pole and the South Pole. They look like the sides of a ladder, going up and down. There are twenty-four lines of longitude around the Earth.

[11] You can easily see large land and water areas. Large bodies of water are oceans. Large areas of land are called continents. Most globes show every country on Earth.

[12] Globes are better than maps for showing all the Earth. You can easily see the sizes and shapes of continents. You can see different countries. You can see how one country is located in relation to another. For example, what country is on the opposite side of the world from the United States? This might be hard to answer with a map. It is much easier to see it with a globe. You can learn a lot about the Earth by looking at a globe.

Name _____ Date _____

What Does a Globe Show Us? Day 9

1. What is a globe?
   - (A) A model of the Earth
   - (B) An imaginary line that divides the Earth into eastern and western halves
   - (C) An imaginary line that divides the Earth into northern and southern halves
   - (D) An imaginary line around which the Earth rotates or spins

2. Which of these things does a globe **not** show?
   - (A) Land and ocean areas
   - (B) The Earth's equator
   - (C) The Earth's tilt
   - (D) Daytime and nighttime

3. The tilt of the Earth gives us _____.
   - (A) Daytime and nighttime
   - (B) Seasons
   - (C) Stormy weather
   - (D) All of the above

4. What does "hemisphere" mean?
   - (A) Half of sphere
   - (B) Half of Earth
   - (C) A boy sphere
   - (D) All of the above

5. When the Northern Hemisphere is tilted towards the sun, what happens?
   - (A) The Southern Hemisphere has summer.
   - (B) The Southern Hemisphere has winter.
   - (C) The Southern Hemisphere has hurricanes.
   - (D) The Southern Hemisphere has nighttime.

NTI Daily Schedule

Day 10

- Reading- Aquarium passage
- Language Arts- Review Common and Proper Nouns
- Math- Using the Distributive Property to Multiply
- Science-Inherited traits/variation
- Social Studies- What does the Globe Show us?

NTI Daily Schedule

Day 10

- Reading- Aquarium passage
- Language Arts- Review Common and Proper Nouns
- Math- Using the Distributive Property to Multiply
- Science- Inherited traits/ variation
- Social Studies-What does the Globe Show us?

Name: _____

R1.3.1 NTL

Monitor Comprehension DAY 10

READ THE PASSAGE As you read, underline the words you do not know or the parts you do not understand.

An aquarium is a building with a lot of water in a lot of tanks. People go there to see the water animals and plants that live in the tanks.

One morning, workers arrived at an aquarium in California. They were ready for work. They were not ready to mop. But that's what they had to do. Water was all over the floor outside the shark tank and the ray tank. Water squished under the workers' shoes as they walked. There were no leaks or broken tanks. What caused the flood?

The troublemaker turned out to be an eight-armed creature. The small octopus lived in its own tank. It weighed only one pound. But it was curious and quite active, too. During the night, the octopus crawled to the top of its tank. It pulled out a tube that was bringing in water. The tube sprayed seawater outside of the tank. The water flowed for almost 10 hours. About 200 gallons spilled onto the aquarium floor. That's a big mess for a one-pound octopus!

STRATEGY PRACTICE Ask questions about the words in the passage you do not know or the parts you do not understand.

SKILL PRACTICE Read the question. Fill in the bubble next to the correct answer.

1. What will the workers probably do next?
   - Ⓐ make visitors clean up the mess
   - Ⓑ fix the tubes in the tank so they cannot be pulled out
   - Ⓒ never display an octopus again
   - Ⓓ wait to see what the octopus will do

2. Which question does the passage answer?
   - Ⓐ What caused the flooding?
   - Ⓑ How does an aquarium get its animals?
   - Ⓒ What upsets an octopus?
   - Ⓓ How much water does a tank hold?

3. What is the passage mostly about?
   - Ⓐ an aquarium in California
   - Ⓑ an aquarium's problems with flooding
   - Ⓒ an octopus that floods an aquarium
   - Ⓓ an octopus that swims out of its tank

4. Which is the best title for the passage?
   - Ⓐ "Accidents Happen"
   - Ⓑ "A Curious Creature"
   - Ⓒ "A Cute Sea Creature"
   - Ⓓ "Cleaning up a Flood"

Name _____

Day 10
L.3.1b

Review Common and Proper Nouns

A word that names a person, a place, or a thing is a **noun**.

Common nouns name any person, place, or thing. **Proper nouns** name a particular person, place, or thing.

Proper nouns begin with capital letters and may have more than one word. People's titles and important words in titles of books are capitalized.

Write common or proper for each underlined noun.

1. When we went to California, we swam in the Pacific Ocean. _____
2. The last movie I saw was about a space colony on Mars. _____
3. Jackie threw pieces of bread to the ducks in Willow Pond. _____

Write the sentences correctly. Capitalize the appropriate underlined words.

4. Last week, ms. whittier took us to the museum of art.

_____

5. I have always wanted to visit the grand canyon in arizona.

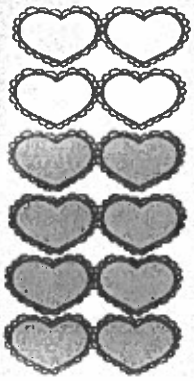
_____

Revisit your piece of writing. Edit the draft to make sure all nouns are used correctly.

Name _____ Day 10-OA.1 Lesson 10

Using the Distributive Property as a Strategy to Multiply

Directions- Use the arrays to solve the equations.



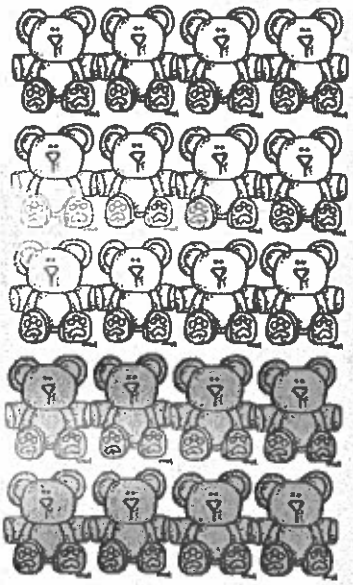
(2 X 2) = 4

(2 X 2) + (4 X 2) = 4 + _____

4 + _____ = _____

(4 X 2) = _____

So, 6 X 2 = (2 X 2) + (4 X 2) = _____



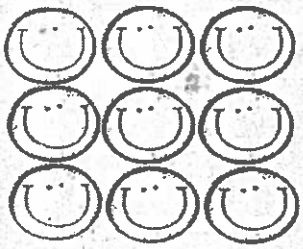
(3 X 4) = 12

(3 X 4) + (2 X 4) = 12 + _____

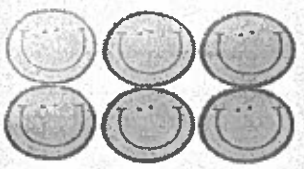
12 + _____ = _____

(2 X 4) = _____

So, 5 X 4 = (3 X 4) + (2 X 4) = _____



(3 X 3) = 9



(2 X 3) = _____

(3 X 3) + (2 X 3) = 9 + _____

9 + _____ = _____

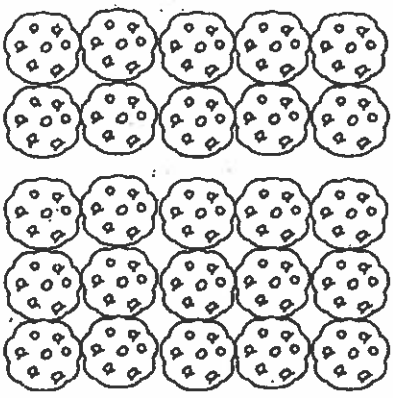
So, 5 X 3 = (3 X 3) + (2 X 3) =

Name _____ Day 10 continued

Lesson 10

Using the Distributive Property as a Strategy to Multiply

Directions- Use the arrays to solve the equations.



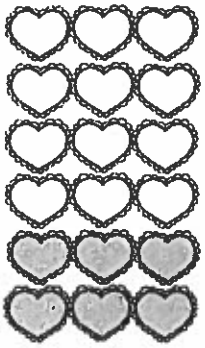
(2 X 5) = 10

(3 X 5) = _____

(2 X 5) + (3 X 5) = 10 + _____

10 + _____ = _____

So, 5 X 5 = (2 X 5) + (3 X 5) = _____



(4 X 3) = 12

(2 X 3) = _____

(4 X 3) + (2 X 3) = 12 + _____

12 + _____ = _____

So, 6 X 3 = (4 X 3) + (2 X 3) = _____

Krista bakes 15 cookies and puts them into 3 equal groups.
Draw Krista's bags of cookies.

Write a multiplication sentence that describes the cookies.

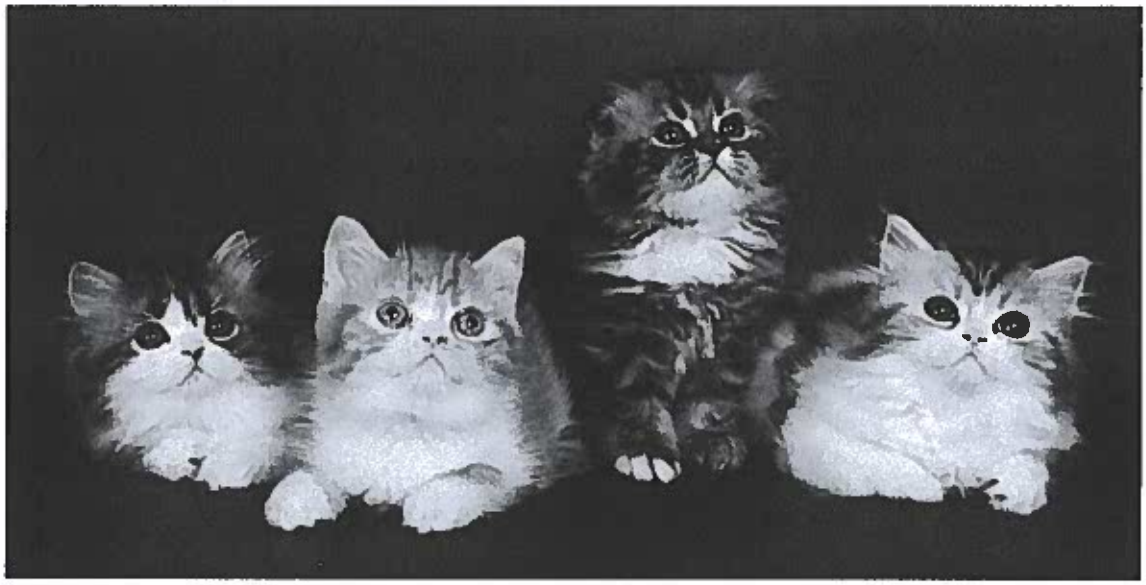
Write a division sentence that describes your drawing.

3-LS3-1

Inherited Variation Classwork Name: _____
Classwork #2

3rd Grade PSI

Look closely at this litter of kittens. They are all siblings, which means they have the same parents.



1. Make a list of three inherited traits that they have in common.

_____

_____

_____

_____

_____

_____

Day 10 3-LS3-1

Inherited Traits Homework
Homework #1

Name: _____

3rd Grade PSI

Match the offspring with the parent, based on inherited traits. Beside each offspring, list two inherited traits that helped you to determine its parent.

Parents	Offspring	Traits
		_____ _____ _____ _____
		_____ _____ _____ _____
		_____ _____ _____ _____

Day 10

Name _____ Date _____

Social Studies

What Does a Globe Show Us?

6. When the Southern Hemisphere is tilted towards the sun, what happens?
   - (A) The Northern Hemisphere has winter.
   - (B) The Northern Hemisphere has summer.
   - (C) The Northern Hemisphere has nighttime.
   - (D) The Northern Hemisphere has hurricanes.

7. What imaginary line divides the Earth into the Northern and Southern hemispheres?
   - (A) The prime meridian
   - (B) The Tropic of Cancer
   - (C) The equator
   - (D) The axis

8. What imaginary line divides the Earth into the Eastern and Western hemispheres?
   - (A) The Tropic of Cancer
   - (B) The axis
   - (C) The equator
   - (D) The prime meridian

9. The lines of latitude _____.
   - (A) Never touch
   - (B) Are parallel to the equator and to each other
   - (C) Look like the steps of a ladder
   - (D) All of the above

10. The lines of longitude _____.
    - (A) All come together at the poles
    - (B) Go around the globe from side to side
    - (C) Are parallel to each other
    - (D) All of the above