

3rd



Hampshire County Schools 2019-2020 Snow Ice Packet (SIP)

Day 1

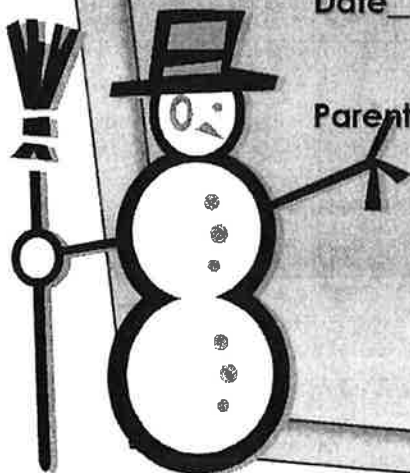
When inclement weather occurs each PreK–12 student is responsible to complete assignments on SIP Days as designated by the superintendent. The SIP Days will be counted as instructional days. To be "present" the student must submit the completed SIP work to the teacher on the next day school is in session. Failure to submit completed work constitutes an "absence".

Teachers are available at the schools to support students on SIP Days. Students will double-check their work and parents will sign below.

Name _____

Date _____ Grade _____

Parent signature _____





ANIMAL INVESTIGATION



Your mission is to closely investigate two different animals. Record your findings on the page below. Once you have collected all of the evidence, the real fun begins. You will compare and contrast the animals to see how, even though they may be from different parts of the world, they can have things in common. For a real challenge, choose three animals to compare. Happy investigating!

#1 Animal Name: _____

Circle its animal class:

mammal, bird, reptile, amphibian, insect, fish

Habitat: _____

How big is it? _____

Describe it with at least 4 adjectives:

1. _____
2. _____
3. _____
4. _____

What is its diet:

Does it live alone or in groups? _____

What are its babies called? _____

How does it protect itself? _____

One interesting fact:





ANIMAL



Grade 3
SCIENCE

INVESTIGATION

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How does it protect itself? _____

One interesting fact:

Created by Two Tangled Teachers

S.3.GS.11 Use evidence to support the explanation that traits can be influenced by environment

6. What was the author’s purpose in writing this article?

7. Based on the passage, what did the Iroquois most likely think about family? Why?

8. The question below is an incomplete sentence. Choose the word that best completes the sentence.

Most people think of teepees when they think of traditional Native American homes, _____, different tribes had different types of homes.

- a. so
- b. after
- c. however
- d. because

9. Answer the following questions based on the sentence below.

In the Midwest, girls learn how to build wigwams early because women were in charge of building wigwams.

Who? girls

What? _____

Where? _____

Why? _____

10. **Vocabulary Word:** planks: long wide rectangular pieces of wood

Use the vocabulary word in a sentence: _____

Name: _____ Date: _____

1. What is the main idea of this passage?

- a. Native Americans all lived in the same kind of house.
- b. Different tribes built different kinds of houses.
- c. In most tribes, women always built the houses.
- d. Traditional Native American houses were very small.

2. Which is the largest house mentioned in this passage?

- a. wigwam
- b. long house
- c. redwood plank house
- d. slant-roofed house

3. Who probably wouldn't live in a family's long house?

- a. a son
- b. a cousin
- c. a grandmother
- d. a stranger

4. The drawing with this passage most likely shows

- a. tepees and longhouses
- b. wigwams and pueblos
- c. pueblos and longhouses
- d. wigwams and tepees

5. Based on the passage, tribes in the Midwest most likely built wigwams

- a. because they wanted to fit many family members into them
- b. because they could be packed up easily when they moved
- c. out of adobe and stone
- d. out of redwood planks

Farming tribes in the Southwest built pueblos. Pueblos looked a lot like apartment houses. They were made out of stone or adobe. Adobe is a clay mixture. It is usually made into bricks. The bricks are dried in the sun.

In the Midwest, around the Great Lakes, women were in charge of building wigwams. Even the young girls made tiny wigwams for their dolls. Wigwams are tent-like houses. They have **frames**¹ made of wooden poles. A lot of these tribes moved from place to place. Everyone had to carry their belongings on their backs. When they moved, all they left behind were the frames of their wigwams.

¹ frames: strong bases that other things are laid over

Directions - Read the article and answer the questions

Native Americans Traditional Native American Homes

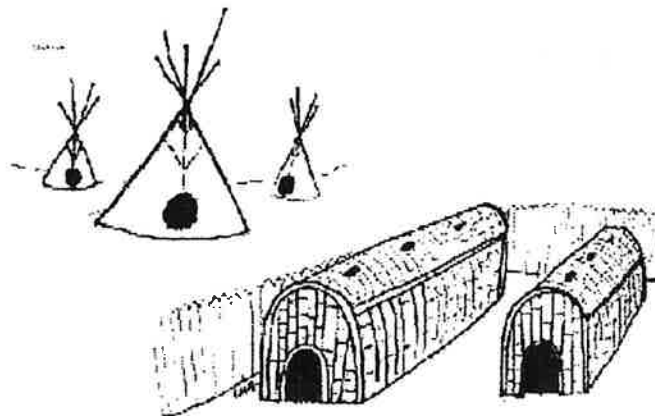


Illustration by Lynn M. Hanousek

Many people have heard of cone-shaped teepees. They are probably the most well-recognized traditional Native American home. However, traditional Native American houses came in many other shapes and sizes.

On the Northwest coast, tribes lived in slant-roofed houses. These houses were built out of cedar **planks**¹. The houses were huge – around 40 feet wide and 10 feet high.

The Iroquois built even bigger houses. They were called longhouses. Longhouses were about 100 feet long. There was enough room in them for a large **extended family**². Parents, children, grandparents, uncles, aunts, and cousins all lived together. No one was left out.

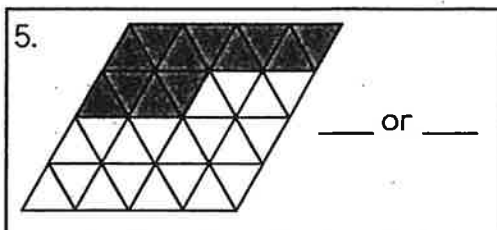
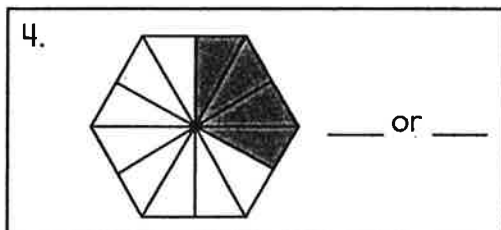
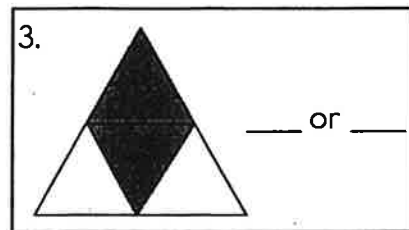
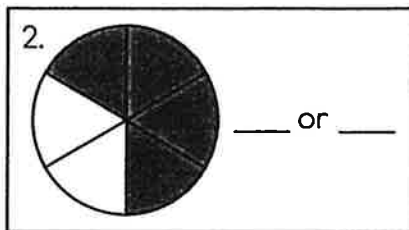
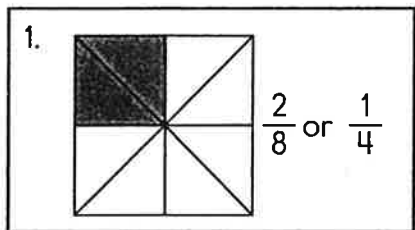
In California, most tribes dwelled in simpler houses. Small shelters were covered in earth or brush. Other California tribes built redwood plank houses.

¹ **planks**: long wide rectangular pieces of wood

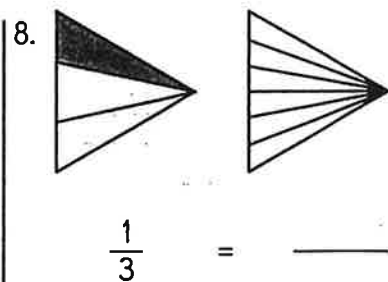
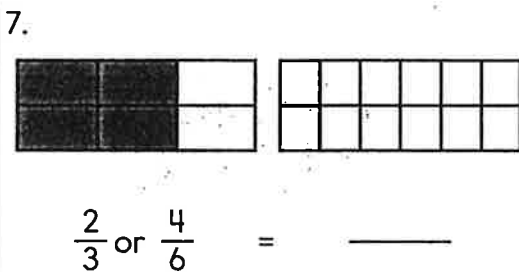
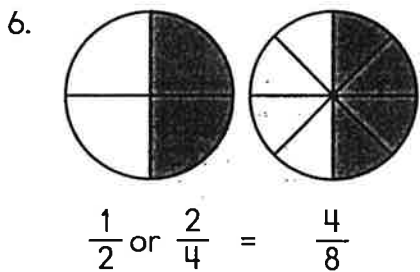
² **extended family**: not just parents and children but also uncles, aunts, cousins, and grandparents

Name _____

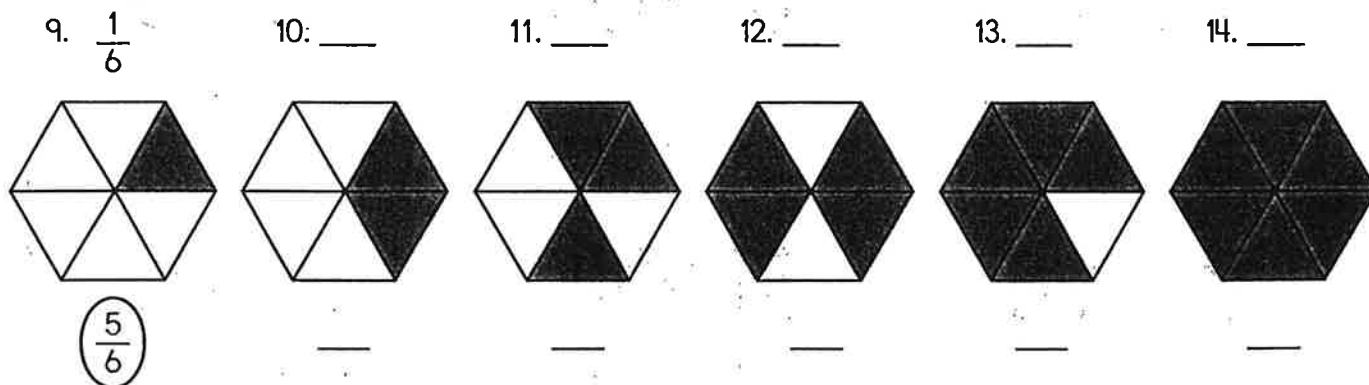
Write the correct fractions.



Shade in the shapes to make equivalent fractions.



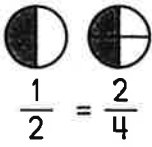
Write the fraction for the shaded part above each shape. Then, write the fraction for the unshaded part below each shape. Circle the greater fraction.



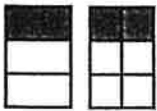
- I can compare fractions.
- I understand what makes fractions equivalent.

Fractions that equal the same amount are called **equivalent fractions**.

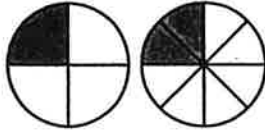
Example:



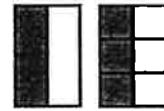
Write the equivalent fractions.



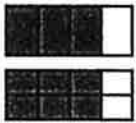
1. _____ = _____



2. _____ = _____



3. _____ = _____



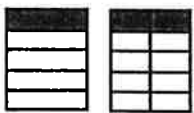
4. _____ = _____



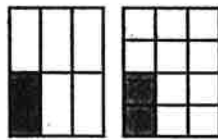
5. _____ = _____



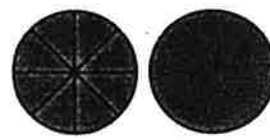
6. _____ = _____



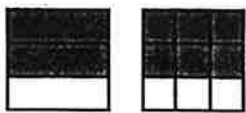
7. _____ = _____



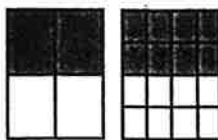
8. _____ = _____



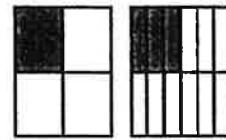
9. _____ = _____



10. _____ = _____



11. _____ = _____



12. _____ = _____

- I can compare fractions.
- I understand what makes fractions equivalent.

Name _____

3.OA.8

Solve each problem.

1. Kristin made half as many sundaes as Reese. If they made 30 sundaes in all, how many did Kristin make?

2. Chang has 36 dog bones. He has 5 dogs. If he buys 4 more bones, how many bones will each dog get?

3. Alex has 11 apples. He needs 5 apples to make 1 pie. If he has to make 5 pies, how many more apples does he need?

4. Upton and Nassim were playing basketball. Upton won twice as many times as he lost. He won 14 games. How many games did the boys play?

5. Jenny has 19 walnuts. She wants to divide them evenly into 4 bags. If she eats 3 walnuts, how many will she put into each bag?

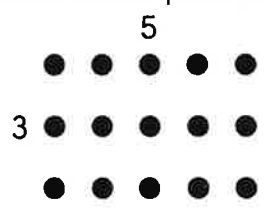
6. Mom bought 15 cookies for dessert. There are 4 people in the family. How many cookies will each person get? How many will be left over?

- I can use the four operations to solve two-step word problems where a variable is used to represent an unknown quantity.
- I can use strategies to decide if my answer is reasonable.

Name _____

Draw an array to help you solve a multiplication problem. Then, count the number of marks you made.

$3 \times 5 = \underline{15}$



Solve each problem. Draw an array in the box to help you. Write your answer on the line.

1. The store display had 9 shelves. The stock boy placed 9 boxes of cereal on each shelf. How many boxes of cereal were on display?

2. The third graders formed 8 relay teams. Seven students were on each team. How many students were running the relay?

3. Ms. Martinez made a scrapbook for her daughter. The scrapbook had 7 pages. Each page had 6 pictures. How many pictures were in the scrapbook?

4. John keeps his baseball cards in a notebook. His notebook has 8 pages. Each page has 9 cards. How many cards does John have?

5. Jenna wrote 2 pages in her diary each day of the week. How many pages did she write each week?

6. Carlos has 5 jars of marbles. He has 8 marbles in each jar. How many marbles does he have?

I can multiply to solve word problems.

Name _____

3.L.1a

An **adverb** describes how, when, or where the action of a verb takes place. Adverbs that tell how usually end with *ly*.

Draw a circle around each adverb. Underline the verb it modifies. Write *how*, *when*, or *where* to tell how the adverb modifies the verb.

how

- _____ 1. The knight bravely fought the dragon.
- _____ 2. The clown foolishly chased the little dog.
- _____ 3. Mike walked downstairs.
- _____ 4. The class played today.
- _____ 5. I lost my ring somewhere.
- _____ 6. The boat sailed away.
- _____ 7. She played the game honestly.
- _____ 8. The teacher carefully fed the fish.
- _____ 9. My sister is coming tomorrow.
- _____ 10. Mom planted the flowers outside.

Complete each sentence with an adverb that tells how, when, or where.

11. Lisa took the dog _____, (how)
12. Lisa took the dog _____, (when)
13. Lisa took the dog _____, (where)
14. Danny _____ watched the dog. (how)

I understand where and when to use adverbs.

Name _____

An **adjective** is a word that **describes a noun**. It can tell how many or what kind. An adjective often appears in front of the noun it describes.

Example: Lou raises woolly llamas on his ranch. (Woolly describes the llamas.)

An adjective can appear after a linking verb. A linking verb can link the subject of a sentence with an adjective in the predicate.

Example: Llamas are lovable. (Are links the noun llamas in the subject with the adjective lovable in the predicate.)

A noun may have more than one adjective.

Example: Lou raises lovable, woolly llamas on his ranch.

Write the adjective or adjectives that describe each underlined noun.

1. Llamas are usually gentle and friendly. _____

2. They have big, beautiful eyes. _____

3. Llamas have split upper lips like camels. _____

4. They have thick wool coats. _____

5. Their hair can be made into soft sweaters and blankets. _____

6. Llamas are smart and can be trained easily. _____

7. Lou can lead a llama on a long leash. _____

8. Llamas are sure-footed on trails. _____

9. They are wonderful pack animals. _____

10. Llamas have two-toed feet that do not damage trails. _____

Write the adjective in parentheses to complete each sentence.

11. Llamas are _____ animals that love to run and leap. (play, playful)

12. Llamas make _____ sounds when they get upset. (hum, humming)

I understand where and when to use nouns, pronouns, verbs, adjectives, and adverbs.

Name _____

Read the poem.

Heroes

Heroes are people like you and me,
Who choose to act selflessly.

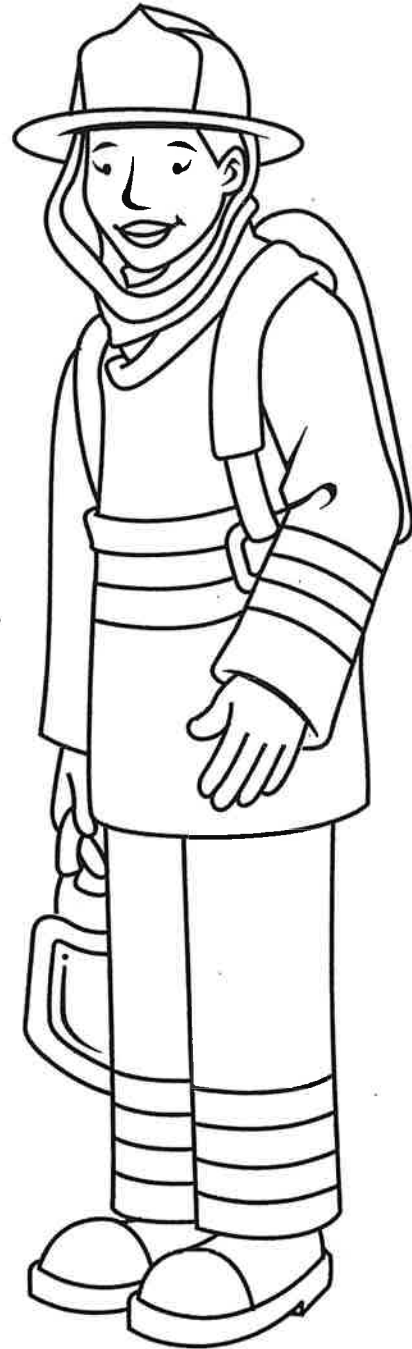
Heroes give all they have, then give some more.
Heroes take action when action's called for.

Heroes pick themselves up when they make mistakes.
Heroes keep trying. They've got what it takes.

Heroes are willing to give their all.
They stop, look, and listen, then answer the call.

We look to heroes to show us the way,
To go the extra mile, to seize the day.

So, be kind and helpful wherever you go.
For someone may look to you as a hero.



I can read and comprehend third-grade fiction texts.

Name _____

3.RL.1, 3.RL.4, 3.L.5

Answer the questions using the poem on page 28.

1. Write an **X** if the sentence describes a hero.

_____ Heroes choose to act selflessly.

_____ Heroes give it their all.

_____ Heroes make a lot of money.

_____ Heroes keep trying.

_____ Heroes are very tall.

_____ Heroes go the extra mile.

2. Why should you be kind and helpful?

A. because someone may think you are a hero

B. because your mom wants you to be

C. because other people will be kind to you

3. Who is your hero? Write two things that make this person a hero.

4. What does *Heroes pick themselves up when they make mistakes* mean?

A. They stand up when they fall down.

B. They try again when they make a mistake.

C. They always do things right.

5. "Give it their all," "Go the extra mile," and "Seize the day" are all sayings that mean the same thing. What do they mean?

A. be a good friend

B. never give up

C. believe in yourself

- I can ask and answer questions about a text and look back at the text to find my answers.
- I can tell the difference between the literal and nonliteral meanings of words and phrases.

Name _____

Read the passage.

Benjamin Franklin

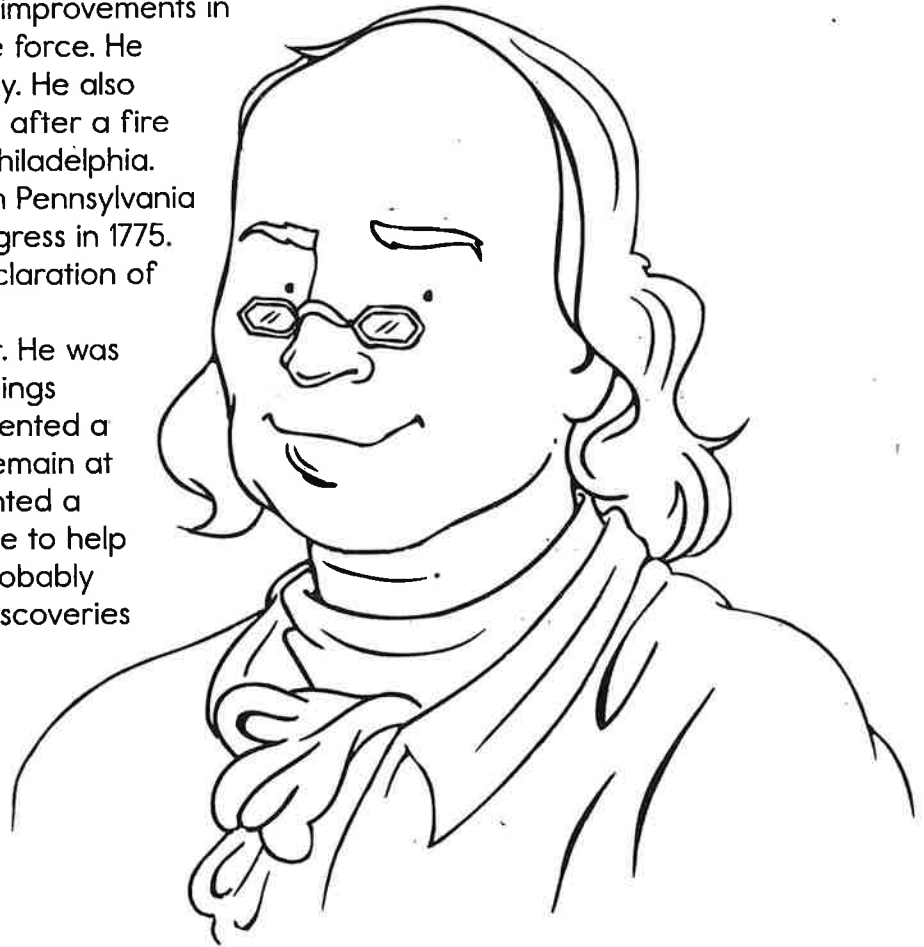
Benjamin Franklin was born on January 17, 1705. He was a printer, a statesman, and an inventor.

At the age of 17, Franklin began working as a printer. He printed newspapers and books. He wrote many of the things he printed. In 1732, Franklin wrote and published *Poor Richard's Almanac*. He also printed all of the money for the state of Pennsylvania.

Franklin worked hard to make his state, Pennsylvania, a better place to live. He made improvements in the postal system and the police force. He established the first public library. He also helped start the first fire station after a fire destroyed much of the city of Philadelphia. He was elected a delegate from Pennsylvania to the Second Continental Congress in 1775. In 1776, he helped write the Declaration of Independence.

Franklin was also an inventor. He was always thinking of ways to do things faster and better. In 1741, he invented a stove that would heat up and remain at a certain temperature. He invented a type of glasses that he could use to help him read in his old age. He is probably best known for the important discoveries he made concerning electricity in 1752.

Benjamin Franklin died on April 17, 1790, at the age of 84. More than 20,000 people attended his funeral. He was an American hero who is still remembered today.



I can read and comprehend third-grade informational texts.

Name _____

3.RI.2, 3.RI.3, 3.L.1i, 3.L.4b

Answer the following questions using the passage on page 42.

1. What is the main idea?

- A. Ben Franklin was an American hero.
- B. Ben Franklin should have been president of the United States.
- C. Ben Franklin was a great inventor.

2. Put an **X** by the things that are true about Benjamin Franklin.

- _____ He wrote books and newspaper articles.
- _____ He worked as a mail carrier.
- _____ He was the president of the United States.
- _____ He helped write the Declaration of Independence.
- _____ He discovered new facts about electricity.

3. Number the events in the order they occurred in Ben Franklin's life.

- _____ He died at the age of 84.
- _____ He became a delegate from Pennsylvania.
- _____ He worked as a printer.
- _____ He was born on January 17, 1705.
- _____ He made important discoveries about electricity.

4. An obituary is a notice about someone's death that usually includes details about the life they lived and major accomplishments.

On another sheet of paper, write an obituary for Benjamin Franklin describing his life and his accomplishments.

The suffixes *-er* and *-or* mean "one who does." Add the correct suffix to each underlined word.

5. One who invents is called an _____.

6. One who prints is called a _____.

7. One who writes is called a _____.

8. One who helps is called a _____.

Words like *after*, *although*, *because*, *until*, and *while* can be used to combine two sentences. Circle the word that can be used to combine two sentences into one. Write the new sentence.

9. Franklin invented a type of glasses. He wanted to be able to read in his old age.

because after

10. Franklin helped to start the first fire station. A fire destroyed much of Philadelphia.

after while

11. Franklin is still an American hero today. He died on April 17, 1790.

although while

- I can tell the main idea and supporting details of a text.
- I can describe the relationship between ideas using key words to show time, sequence, and cause and effect.
- I can produce compound and complex sentences.
- I can determine the meaning of a word that has an added prefix or suffix.