

ISD Grade Level: 3rd Grade  
ISD Content: ELA  
Week: April 27 - May 1






# Work Page



# Choice Board

Directions: After 20 minutes of reading your independent book each day, choose one of these activities to complete.

<p><u>Draw &amp; Write</u> Draw a picture of yourself on the television talking about the book you are currently reading. Under your illustration, write down three reasons someone should read your book.</p>	<p><u>Plurals</u> Find 5 plural (more than one) nouns in your book. Write down the plural form, then write the singular (one) form of the noun.</p>	<p><u>Dialog exchange</u> Draw two or more characters from your story. Write a brief dialog exchange between the characters.</p>
<p><u>New Character:</u> Create an original character and tell how that character would fit into the story.</p>		<p><u>New Ending:</u> Rewrite the ending of the story.</p>
<p><u>Questions:</u> Write 2 questions a character in the story would ask. Start: _____ would ask..</p>	<p><u>Most Wanted Poster</u> Create a small "most wanted" poster of the meanest character in your book. Remember to include what he/she looks like and why they are wanted.</p>	<p><u>Letter</u> Write a letter to the author of your book. Make sure to include any questions you have about the story, and talk about what your favorite part was.</p>

# fiction stories

\*using ordinal words

name \_\_\_\_\_

Read a story you have, and sequence the story. Write in the box what happened first, next, then, and last.

first

next

then

last

name \_\_\_\_\_

# Central Message

What message or lesson does the author want you to take away from the story?

text: \_\_\_\_\_

What is the central message?

How do you know?

What did the characters learn?

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

An **analogy** shows a relationship between two sets of words. The words in the first pair must have the same relationship as the words in the second pair. To complete an analogy with a missing word, you must first discover the relationship between the completed pair. (Example: *Cat* is to *meow* as *dog* is to *bark*.)

**movie****headband****teeth****season****hair****deer****chicken noodle****sit****11****listen**

**INSTRUCTIONS:** Determine the relationship between the first pair of words. Then use the words in the word box to complete the second pair of words.

1. **Thirteen** is to *13* ...as... **eleven** is to \_\_\_\_\_.
2. **Shower** is to *stand* ...as... **bathtub** is to \_\_\_\_\_.
3. **Whisper** is to *shout* ...as... **speak** is to \_\_\_\_\_.
4. **Chapter** is to *book* ...as... **scene** is to \_\_\_\_\_.
5. **Neck** is to *necklace* ...as... **head** is to \_\_\_\_\_.
6. **Sandwich** is to *peanut butter and jelly* ...as... **soup** is to \_\_\_\_\_.
7. **Chicken** is to *bird* ...as... **elk** is to \_\_\_\_\_.
8. **Shampoo** is to *hair* ...as... **toothpaste** is to \_\_\_\_\_.

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

## Find the Meaning from the Text

“The Velveteen Rabbit” is a story of a stuffed toy that is given to a little boy for Christmas. At first the rabbit is not played with very much. But later, the little boy finds he likes the rabbit best of all. Below is a paragraph from the beginning of the story.

### The Velveteen Rabbit *by Margery Williams*

For a long time he lived in the toy cupboard or on the nursery floor. No one thought very much about him. He was **naturally** shy. Being only made of **velveteen**, some of the more **expensive** toys quite **snubbed** him. The mechanical toys were very **superior** and looked down upon everyone else. They were full of modern ideas, and they pretended they were real. The model boat, who had lived through two **seasons** and lost most of his paint, caught the tone from them. He never missed an **opportunity** of **referring** to his rigging in technical terms. The Rabbit could not claim to be a model of anything, for he didn't know that real rabbits existed. He thought they were all stuffed with **sawdust** like himself. He understood that sawdust was quite **out-of-date** and should never be mentioned in modern circles.

### Match the Meanings

Write the letter of the word on the right which has almost the same meaning as the word or phrase on the left. Use the words in the text to understand the meaning.

- |                       |                        |
|-----------------------|------------------------|
| _____ 1. naturally    | A. talking about       |
| _____ 2. velveteen    | B. chance              |
| _____ 3. expensive    | C. old fashioned       |
| _____ 4. snubbed      | D. soft wood chips     |
| _____ 5. superior     | E. times of the year   |
| _____ 6. seasons      | F. soft cloth          |
| _____ 7. opportunity  | G. usually             |
| _____ 8. referring to | H. lived               |
| _____ 9. technical    | I. special knowledge   |
| _____ 10. existed     | J. ignored             |
| _____ 11. sawdust     | K. cost a lot of money |
| _____ 12. out-of-date | L. stuck up            |



Write a friendly letter to an author of a fairy tale book explaining why you like their book.

\_\_\_\_\_

\_\_\_\_\_,

\_\_\_\_\_

\_\_\_\_\_

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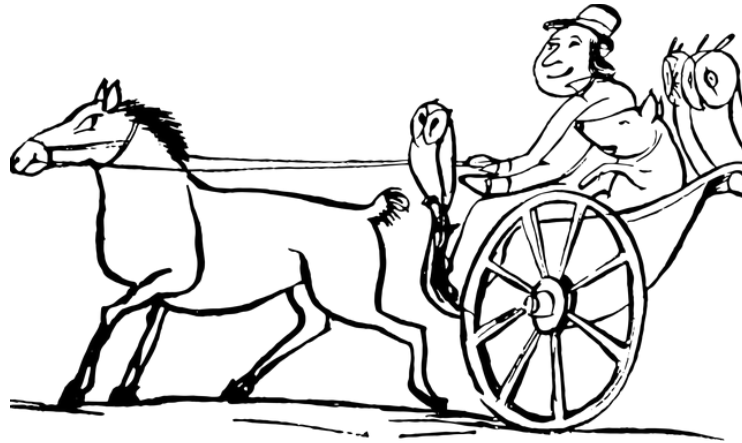
\_\_\_\_\_

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

<b>health</b>	<b>mushroom</b>	<b>thunder</b>	<b>wheel</b>
<b>jacket</b>	<b>nonprofit</b>	<b>thunderstorm</b>	<b>within</b>

**INSTRUCTIONS:** Use the vocabulary words in the word box above to complete the sentences below.

1. \_\_\_\_\_ a twenty-minute drive of my home is an amazing science museum.
2. My winter \_\_\_\_\_ has a hood on it.
3. A \_\_\_\_\_ is a storm with thunder and lightning that often happens in the summer.
4. There was a lot of \_\_\_\_\_ and lightning during the storm.
5. Never eat a wild \_\_\_\_\_ because it might be a poisonous toadstool.
6. \_\_\_\_\_ organizations do not make a profit from their actions.
7. Smoking is extremely harmful to a person's \_\_\_\_\_.
8. The bike's front \_\_\_\_\_ needs more air.



## Going to Market

It had been a horrible summer. There had hardly been any rain, and none of Mr. Purty's crops had come in. He, his wife, and his six children, had finally eaten through their store of potatoes, oats, and wheat, and Mr. Purty had taken up hunting in the evenings in hopes that there might be a quail or a squirrel for the pot. The dogs, who ate a lot, had been turned out some time ago to fend for themselves. One evening, when Mr. Purty returned home from hunting once again empty-handed, he announced to his wife and his children that there was nothing else for it, and that tomorrow he had no choice but to make a trip into town. The next morning, Mr. Purty hitched up his old horse, who had grown thin with only parched grass to sustain him. Mr. Purty put his hog, Herbert, into the carriage, along with a family of barn owls that he had recently discovered, and with a wave to his family, which suggested more optimistic cheer than he actually felt, Mr. Purty set off for town. He hoped that...

**DIRECTIONS:** What do you think happens next? Explain your answer using evidence from the text.

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**Pretend that you are the villain, or the bad character, in a fairy tale.**

**Write an apology letter to the good character(s) in the story.**

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# Work Page

ISD Grade Level: 3rd Grade  
ISD Content: Social Studies  
Week: April 27 - May 1



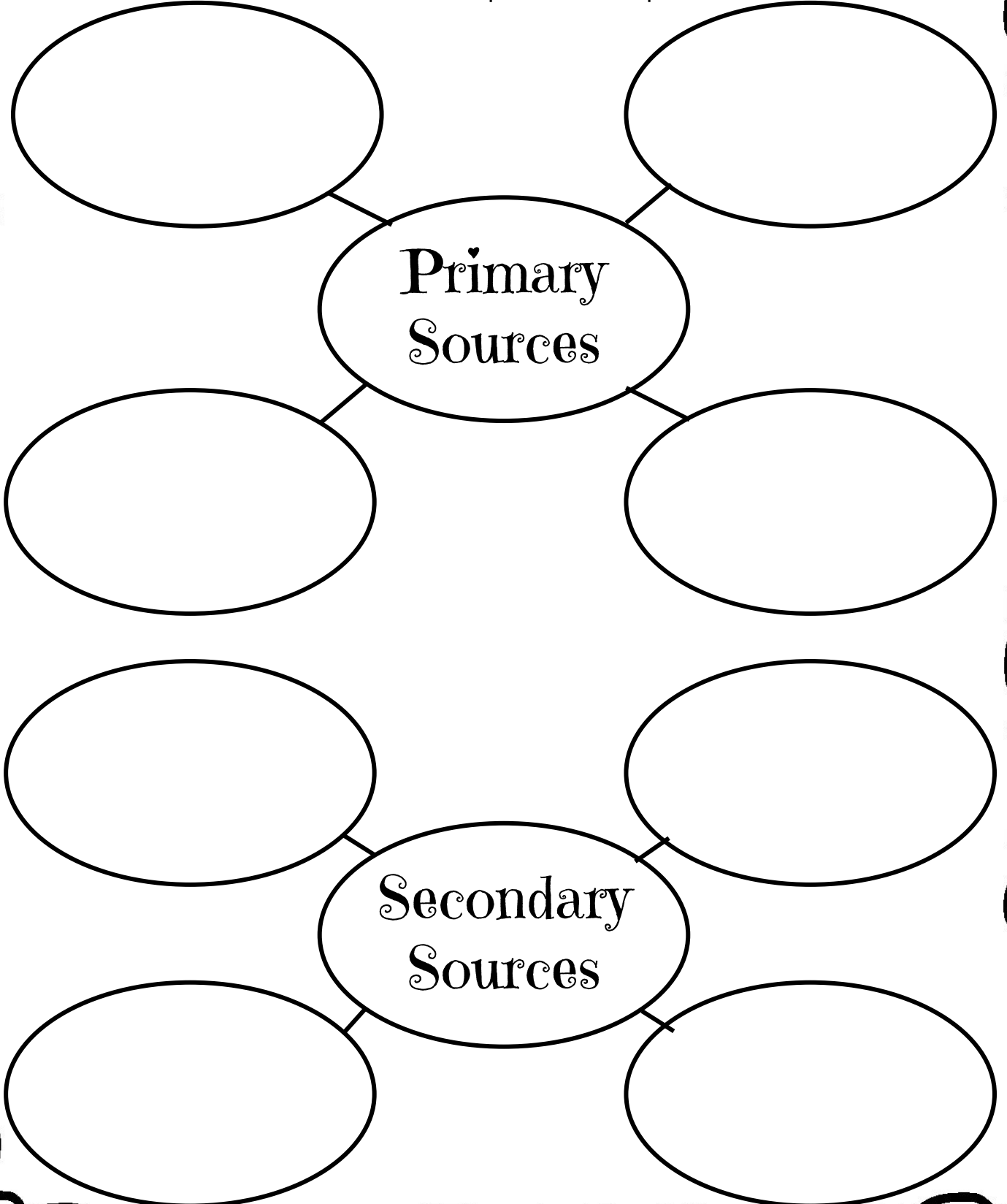


# Work Page



# Primary and Secondary Sources

Directions: Come up 4 examples of primary (first-hand account of a topic- like photographs or a letter) and secondary sources (textbooks, nonfiction text, documentaries). Write some specific examples in the bubbles.



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

# Create Your Own Museum Exhibit

Find something in your home that is important to you and your family. This could be a picture, a souvenir, or something used in a traditional celebration. Create an exhibit for this artifact!



My artifact is: \_\_\_\_\_

It is important to me and my family because:

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The thing I would like for you to know most about my artifact is:

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Picture of My Exhibit:

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

# Missouri State Parks

## Elephant Rocks State Park - Belleview, MO

One of the most curious formations in Missouri is found at Elephant Rocks State Park. Giant boulders of ancient granite stand end-to-end like a train of circus elephants. Dumbo, the largest rock, is 27 feet tall, 34 feet long, 17 feet wide and tips the scales at a hefty 680 tons. No official number of the herd has been taken so the exact number of “elephants” inhabiting the park is unknown. Many of the elephant rocks lie within the seven-acre Elephant Rocks Natural Area, which is recognized for its outstanding geologic value.



## Harry S. Truman State Park - Warsaw, MO

Harry S Truman State Park is a prime example of what the western Ozarks looked like when the first European settlers came on the scene. The landscape is a mix of trees and natural grasslands. An alert visitor can observe close-up the abundant wildlife that is present here. The park is home to foxes, coyotes, beaver and woodpeckers. It is not uncommon to see white-tailed deer and wild turkeys feeding near the campground in the state park. Visitors can enjoy boat rides, swimming, and hiking throughout the summer months.

## Johnson Shut-Ins State Park - Middle Brook, MO

The rugged terrain of the St. Francois Mountains and Johnson’s Shut-Ins State Park is home to many natural landscapes like woodlands, glades and rivers. The signature feature of the park is the shut-ins with its spectacular chutes and waterfalls confined within the canyon-like gorges of the Black River. It is one of Missouri’s most outstanding examples of a shut-in and is the principal feature of the 180-acre Johnson’s Shut-Ins Natural Area. A walkway leads to an observation deck overlooking the scenic pothole shut-ins and gives great views of the shut-ins and valley.



**Question:** Now that you have read about these three Missouri State Parks, why are state parks important to the state of Missouri? Write 4 to 5 sentences on a separate piece of paper.



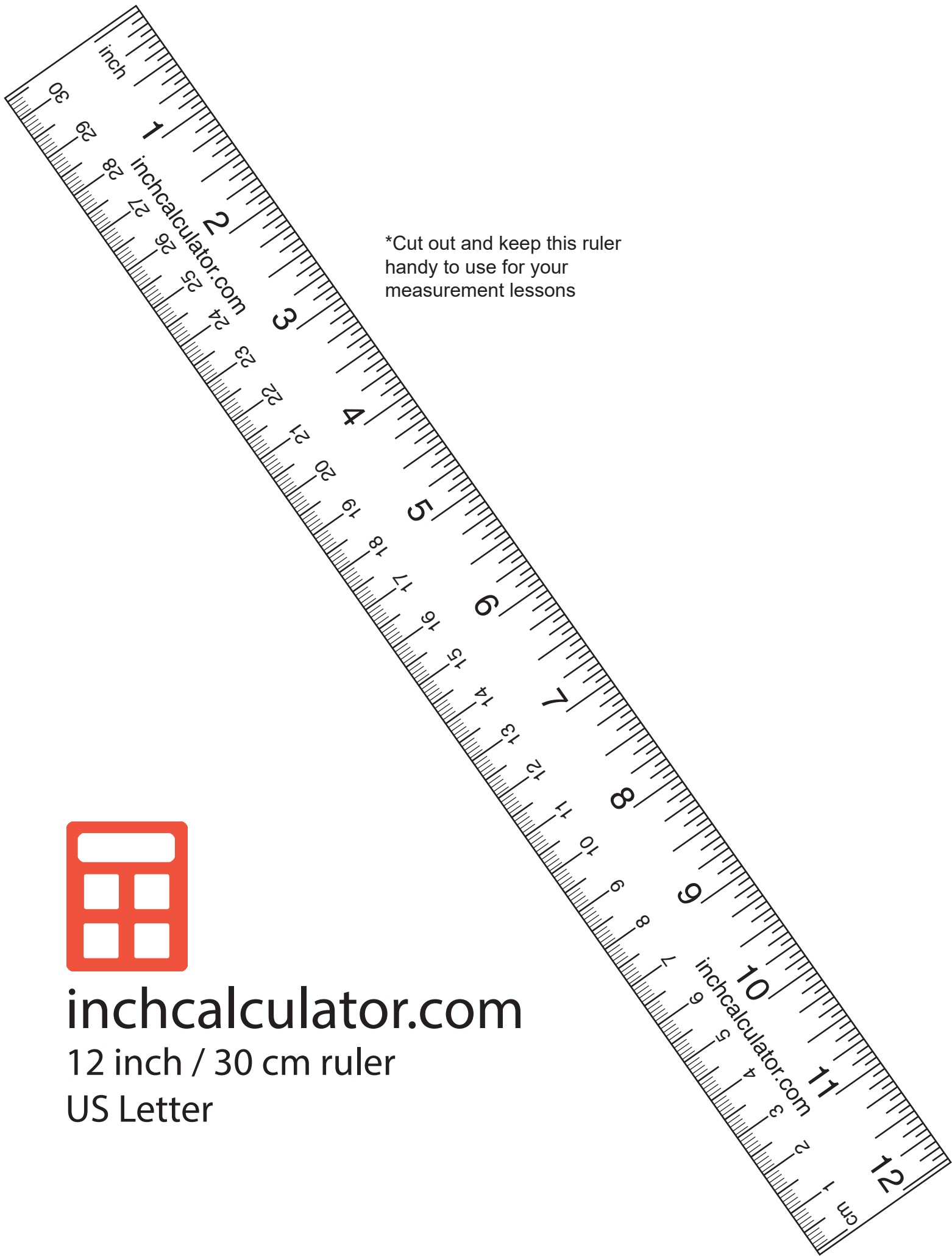
# Work Page

ISD Grade Level: 3rd Grade  
ISD Content: Math  
Week: April 27 - May 1





# Work Page



\*Cut out and keep this ruler handy to use for your measurement lessons



[inchcalculator.com](http://inchcalculator.com)

12 inch / 30 cm ruler

US Letter









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



## Subitizing 4 Ways

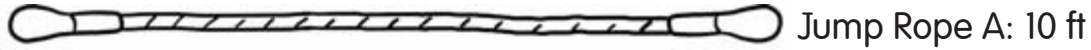
Show four ways you can group the dots to find out how many there are in the set. Circle the way you grouped them to show your thinking and then write a number sentence that matches the way you grouped them.

## Practice 2 Comparing Lengths in Feet

Fill in the blanks.

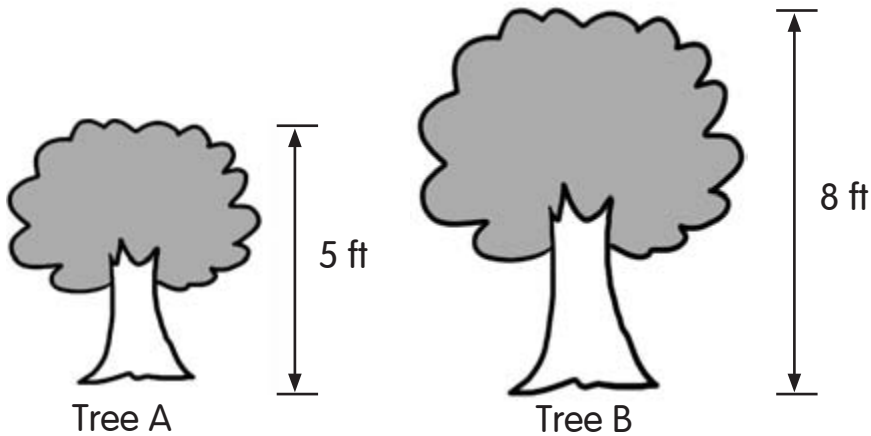
1. Look at the two jump ropes.



- a. Which jump rope is longer? Jump Rope \_\_\_\_\_

- b. How much longer is it? \_\_\_\_\_ ft

2. Look at the trees.



- a. Which tree is taller? Tree \_\_\_\_\_

- b. How much taller is it? \_\_\_\_\_ ft

# How Many?

When you look at the picture of pencils below, how many do you see without counting each one?

Circle how you saw the groups you used to count.



Write a sentence explaining how you grouped the pencils. What math number sentence can you make to describe how you grouped them?

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# Measure

name: \_\_\_\_\_



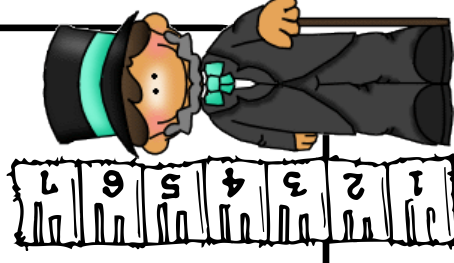
# PRESIDENTS

President	Height in inches	Height in feet and inches
George Washington	74 inches	Ex: 6 feet 2 inches
John Adams	67 inches	
Thomas Jefferson	74 inches	
James Madison	64 inches	
Abraham Lincoln	76 inches	
Ulysses S. Grant	68 inches	
Theodore Roosevelt	70 inches	
John F. Kennedy	72 inches	
George W. Bush	71 inches	
Barack Obama	73 inches	

**EXAMPLE:** Washington = 74 inches  
 $12 + 12 + 12 + 12 + 12 + 12 = 72 = 6 \text{ feet}$   
 $72 + 2 = 74 \text{ inches}$   
Washington = 6 feet 2 inches

Sally May is doing a class report about the presidents. She has to find the height of the presidents in feet and inches. Unfortunately, the Internet source she used only told her the height in inches. Help her complete her report by converting the inches to feet and inches.

Use the box to work out your problems.



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



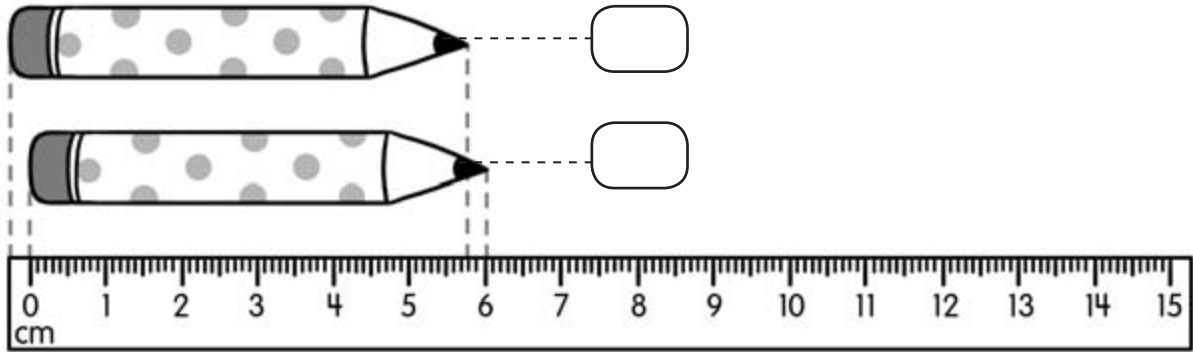
## Subitizing 4 Ways

Show four ways you can group the dots to find out how many there are in the set. Circle the way you grouped them to show your thinking and then write a number sentence that matches the way you grouped them.


# Practice 3 Measuring in Centimeters

Check (✓) the correct way to measure the length of the pencil.

1.



Use your centimeter ruler to draw.

2. A line that is 5 centimeters long

3. A line that is 12 centimeters long

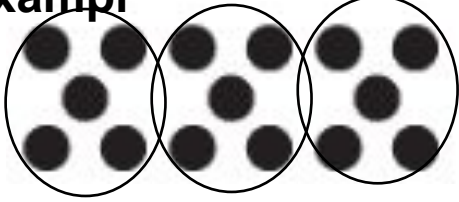

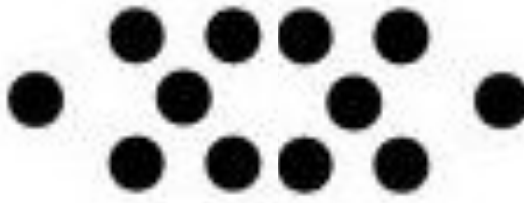
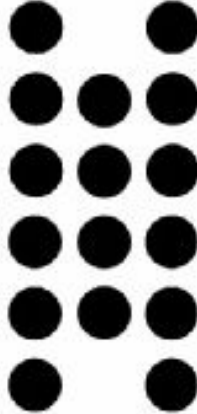
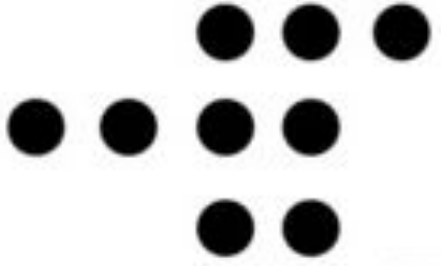
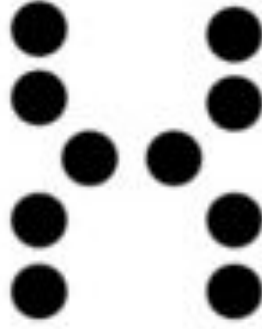
4. A line that is 9 centimeters long



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

# SUBITIZING




For each picture below illustrate how to group dots in order to count. Write a number sentence to show how you used subitizing to count the dots.

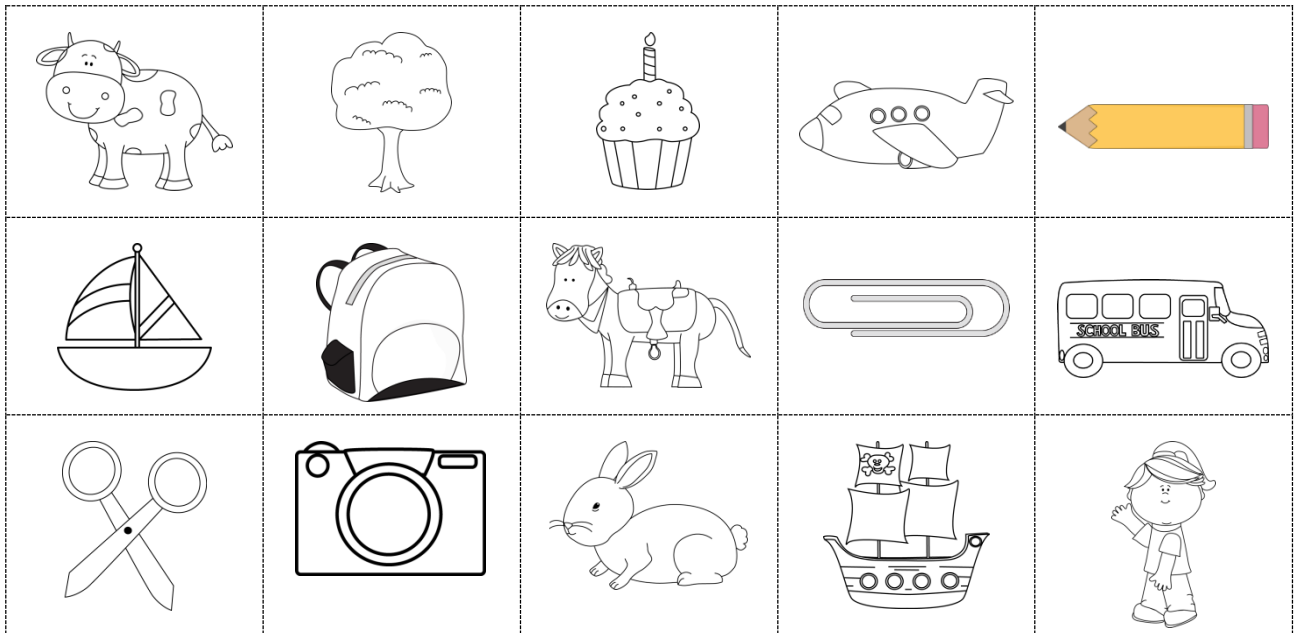
<p><b>Example:</b></p>  <p><b>5 groups of 3</b> <b><math>5 \times 3 = 15</math></b></p>	
	
	

Name \_\_\_\_\_

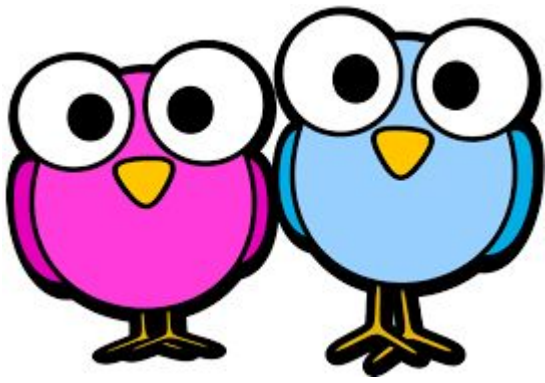
# What unit of measure would you use?

Cut and paste the objects on the bottom of the page into the appropriate boxes.

Inches 	Feet 	Yards 



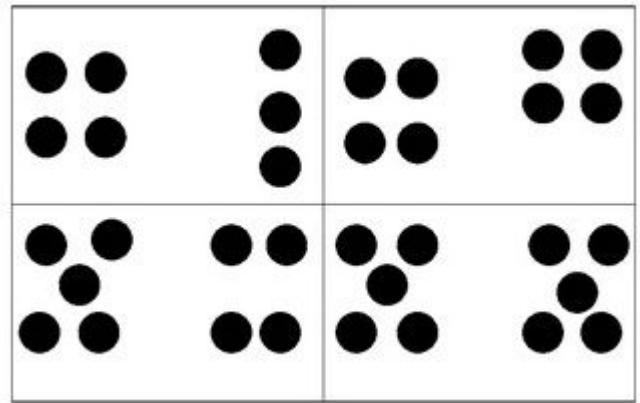
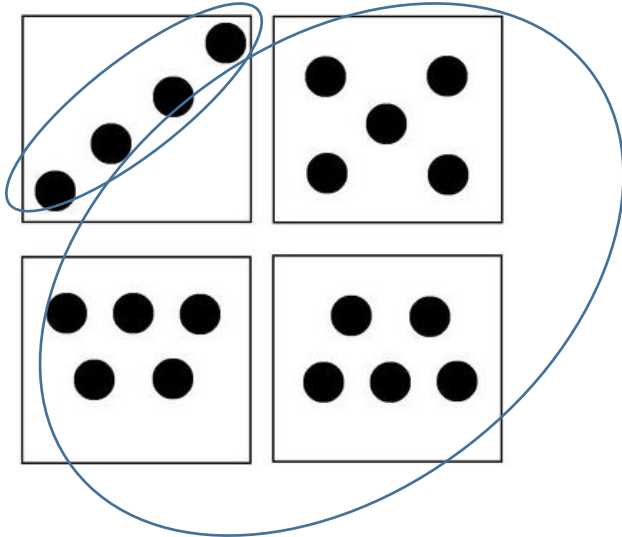




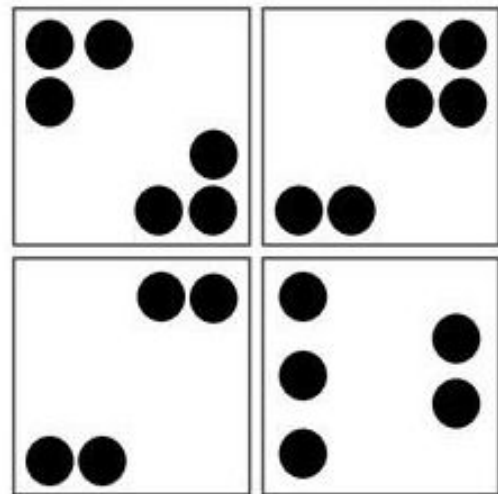
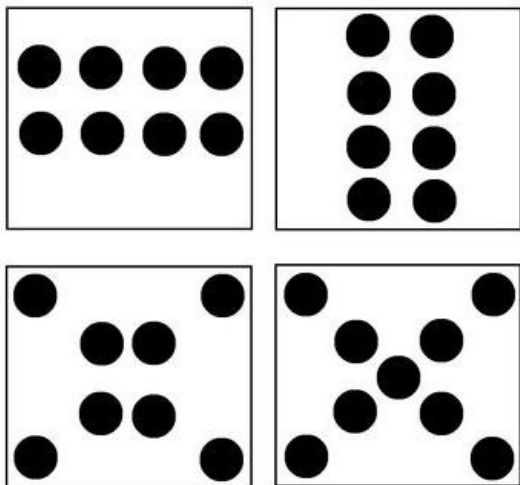
Name: \_\_\_\_\_

# Subitizing

Illustrate and write a number sentence to find the total of dots.



1.  $4 + (5 \times 3) = 19$



## Measuring Length

Find the best answer for each item below.

NAME : \_\_\_\_\_

CLASS : \_\_\_\_\_

DATE : \_\_\_\_\_

1. I can use a \_\_\_\_\_ to measure the length of my pencil

a) clock

b) ruler

c) weighing scale

d) magnifying glass

2. What would you use to measure the length of a small piece of paper?

a) Kilogram

b) centimeter

c) meter

d) Litre

3.



What is a reasonable height for a cereal box?

a) 10 centimeters

b) 30 centimeters

c) 3 centimeters

d) 60 centimeters

ISD Grade Level: 3rd Grade  
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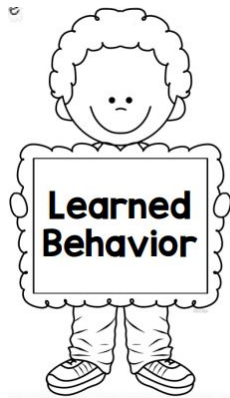




# Work Page

# Inherited or Learned Behavior?

Directions: Choose from the traits below to sort them into each column.



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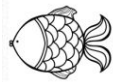
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A bird has brown feathers..



A dog fetching a ball.



Fish with gills to breathe.



A bee has a black and yellow body.



A killer whale doing tricks.



A parrot talking.



A songbird learning to sing by listening to other birds.



A chimpanzee learning to eat using tools.



A male elephant has tusks.

1. Electrical charges can be either positive or \_\_\_\_\_.

- a. Closed
- b. Negative
- c. Balanced
- d. Absorbed



2. Rubbing objects together produces \_\_\_\_\_ static electricity.

- a. More
- b. Less
- c. Neutral
- d. The same

3. What happens to charged particles when two objects touch?

- a. Nothing ever happens.
- b. They are released into the air.
- c. They lose their charge.
- d. They can move from one object to the other.

Name \_\_\_\_\_

Date \_\_\_\_\_

# Electricity in Nature

## What forms of electricity occur in nature?

Electricity can be natural. Lightning is electricity. Lightning happens when electric charges build up in clouds. The charges are released. The release makes a flash of lightning. Lightning strikes are powerful. They carry 30,000 amps of electric current. Your desk lamp carries 15 or 20 amps of electric current.



©Jason Weingart Photography



Yutakapong chuynugul/123RF

Animals also make electricity. Electric fish light up the deep ocean. They attract prey to the light. That is how they hunt. Some fish use electricity to get food. Electric eels swim into schools of fish. The eels give off electricity. It kills the fish, and the eels have dinner.


Geckos use electricity to help them climb. Geckos have electric forces in their toe pads. A charge forms between a gecko's toes and the wall. It lets the gecko climb a slick wall.

Your body uses electricity. Nerves use electricity to send signals. Signals move quickly. Nerves let your brain talk to parts of your body. Think about touching a hot stove. In less than a second, you pull your finger away from the stove. Your nerves sent a message to your brain. Your brain reacted. That message was sent by electricity.



## Research, Investigate, and Communicate

### Electricity in Nature

 Read *Electricity in Nature* on the forms of electricity that occur in nature. Answer the questions after you have finished reading.

1. How are lightning and a static electricity spark similar?

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2. Describe how animals use electricity.

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### Inquiry Activity Make Lightning

You will make sparks of “lightning” using static electricity.

**Make a Prediction** How will you make sparks?

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### Inherited vs. Acquired Traits

Read each trait that is listed and decide whether it is an inherited (passed from parent to offspring) or an acquired (learned) trait. Place a check mark in which box it fits in, then in the why box justify your answer.

Trait	Inherited	Acquired	Why? Justify your answer
Being Tall			
Playing basket ball well			
Doing a front hand spring			
Being able to hold your breath for more than a minute (large lung capacity)			
Having blue eyes			
Having webbed feet			
Short legs			
Playing the piano			
Writing left handed			
Being able to throw the perfect spiral football			
Having curly hair			
Type of music you like			
Hunting well			
Shape of your nose			
Having lots of body hair			
Going bald			
Ability to sink a three pointer			
Ability to hit a home run			
Size shoe you wear			
Ability to roll your tongue			

Picture #1:

Think of two living things to compare. First, draw a picture of each living thing in the boxes. Second, compare and contrast their **learned behaviors** (behaviors an organism wouldn't know how to do without some outside influence).

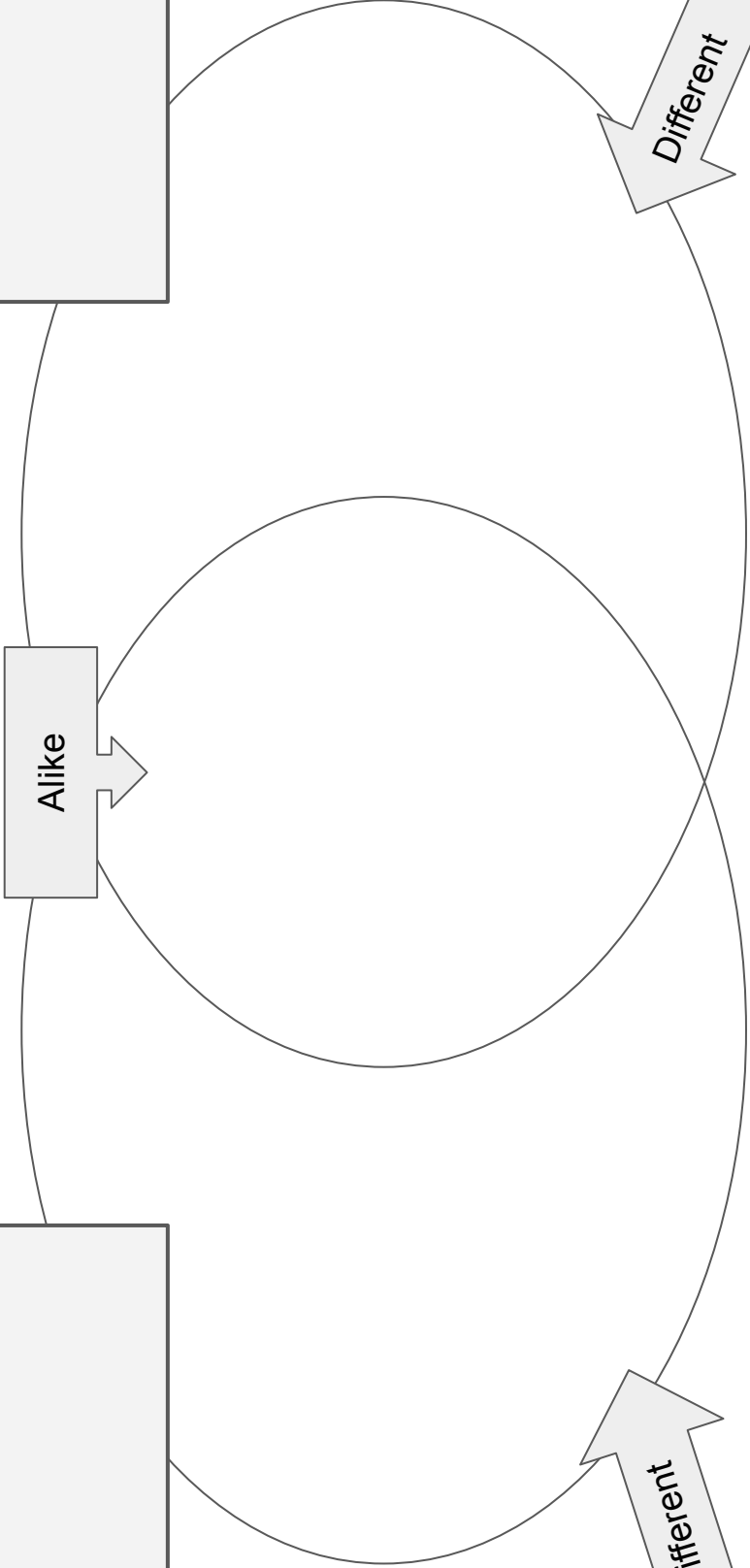
Picture #2:

Alike



Different

Different



A bird building a nest.

Monarch butterflies migrating for winter.

A dog fetching a ball.

A songbird learning to sing by listening to other birds.

A fish swimming.

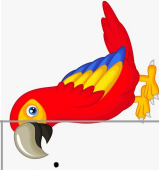


A bee building a hive.

An elephant using its trunk to drink water.

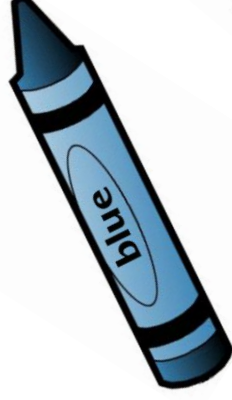
A killer whale doing tricks.

A parrot talking.



## Inherited or Learned Behavior?

- Color the learned behaviors **blue**.
- Color the inherited behaviors **green**.





# Work Page



# Work Page



# Work Page



# Work Page



# Work Page





# Work Page



# Work Page