PREPARING STUDENTS
FOR LIFE
Through Academic Achievement · Personal Well-Being · Career Readiness

Cincinnati Public Schools

Remote Learning Plan

Grade 3

Building _____

Student Name_____

Weekly Learning Outcomes:

- SS: Personal Timelines
- Math: Spiral Review Worksheets
- ELA: RL.3.1: Ask and answer questions to demonstrate understanding of a text referring explicitly to the text as the basis for the answers.
- Visual Arts: Elements Sketchbook
    - Week One: **Line**
    - Week Two: **Shape**
    - Week Three: **Color**
    - Week Four: **Color**
    - Week Five**: Form**
    - Week Six:: **Value**
    - Week Seven: **Value**
    - Week Eight: **Texture**

PE at Home

Fitness at Home

Many families and kids think of organized sports when they think of fitness. Though there are many advantages to signing a child up for a sports team, practice and games once or twice a week will not be enough to reach activity goals. Also, parents can no longer rely on physical education in schools to provide enough physical activity for kids.

Here are some ways to keep your kids moving at home:

- Make physical activity part of the daily routine. From household chores to an after-dinner walk, keep your family active every day.
- Allow enough time for free play. Kids can burn more calories and have more fun when left to their own devices. Playing tag, riding bikes around the neighborhood, and building snowmen are fun and healthy.
- Keep a variety of games and sports equipment on hand. It doesn't have to be expensive — an assortment of balls, hula-hoops, and jump ropes can keep kids busy for hours.
- Be active together. It'll get you moving, and kids love to play with their parents.
- Limit time spent in sedentary activities, such as watching TV, using electronic devices, being online, and playing video games.
- If you run out of possibilities at home, take advantage of local playgrounds and athletic fields. Make family fitness outings part of your regular routine. Let family members choose an activity — go hiking, ice skating, or try out the rock-climbing gym. Anything goes, as long as everyone can participate.

And remember: You'll help show your kids that exercise is important by regularly exercising yourself.

OPEN TOOLS FOR LEARNING **FITNESS KNOWLEDGE** FF

FITT FORMULA ACTIVITY LOG

FITT Formula *(noun)* A personal fitness concept that includes 4 elements of fitness planning: frequency, intensity, time, and type. These elements create the foundation of a comprehensive fitness plan.

The FITT Formula helps us define and remember the 4 essential elements to a well-written personal fitness plan. Use the chart below to track your FITT status for 1 week.

Key: L = Light Intensity M=Moderate Intensity V=Vigorous Intensity
AC=Aerobic Capacity MF=Muscular Fitness FL=Flexibility

(Note: This can be done in real-time as a log, or as an activity recall exercise)

Day of the Week	Activity Name	Intensity			Time	Type		
Monday 1		L	M	V		AC	MF	FL
Monday 2		L	M	V		AC	MF	FL
Tuesday 1		L	M	V		AC	MF	FL
Tuesday 2		L	M	V		AC	MF	FL
Wednesday 1		L	M	V		AC	MF	FL
Wednesday 2		L	M	V		AC	MF	FL
Thursday 1		L	M	V		AC	MF	FL
Thursday 2		L	M	V		AC	MF	FL
Friday 1		L	M	V		AC	MF	FL
Friday 2		L	M	V		AC	MF	FL
Saturday 1		L	M	V		AC	MF	FL
Saturday 2		L	M	V		AC	MF	FL
Sunday 1		L	M	V		AC	MF	FL
Sunday 2		L	M	V		AC	MF	FL

How many days per week did you…? [Frequency]

- participate in an activity to improve aerobic capacity?
- participate in an activity to improve muscular fitness?
- participate in an activity to improve flexibility?

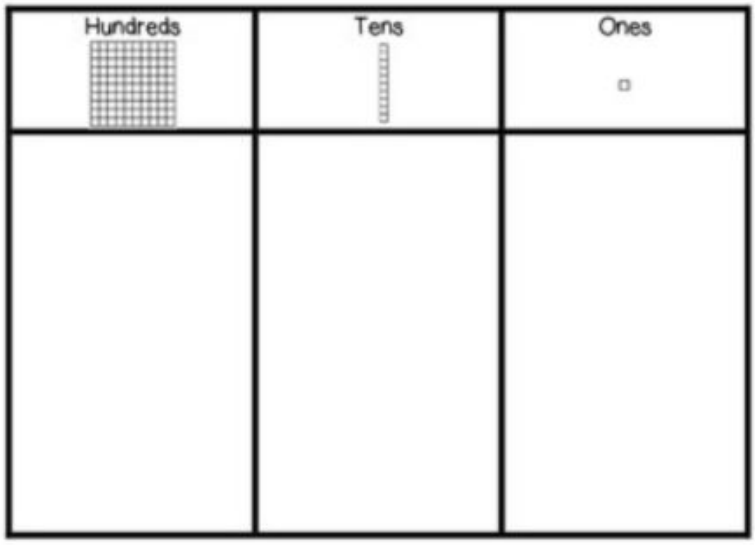
Week One: (insert date) _____

Math

- Directions: Complete the following worksheets.
- Learning Outcomes: Review third grade measurement, money, multiplication and fractions.
- Tasks:
    1. Identifying Fractions Worksheet
    2. Counting Money Worksheet
    3. Units of Length Worksheet
    4. Multiplication Worksheet
    5. Open Middle- Close to 1000

- How do I know if my work is good? (Self Assessment)
    - ❏ Did you do your best on all of your work?
    - ❏ Did you show your work when necessary?
    - ❏ Did you go back and check all of your work?
    - ❏ Complete the exit ticket on the bottom of each worksheet

- What if I need help?
  Counting Coins https://youtu.be/MbtmucV-U2c
  Math games by standard https://www.mathgames.com/grade3
  Naming fractions https://youtu.be/-QEFO8zWoz8



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11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

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Identifying fractions - using blocks

Grade 3 Fractions Worksheet

Color the fraction.

1. $\frac{1}{3}$ =
2. $\frac{1}{2}$ =
3. $\frac{2}{6}$ =
4. $\frac{4}{10}$ =
5. $\frac{2}{5}$ =
6. $\frac{6}{8}$ =
7. $\frac{1}{5}$ =
8. $\frac{3}{6}$ =
9. $\frac{6}{10}$ =
10. $\frac{2}{3}$ =
11. $\frac{2}{4}$ =
12. $\frac{1}{8}$ =
13. $\frac{4}{6}$ =
14. $\frac{2}{10}$ =
15. $\frac{4}{5}$ =
16. $\frac{1}{4}$ =
17. $\frac{1}{10}$ =
18. $\frac{7}{10}$ =
19. $\frac{3}{8}$ =
20. $\frac{5}{6}$ =

Sally cut her brownie into 6 equal pieces. She ate one piece. Draw a model below to show Sally's brownie.

Counting money - pennies, nickels, dimes & quarter

Grade 3 Counting Money Worksheet

Add the coins.

1.  = _____

2.  = _____

3.  = _____

4.  = _____

5.  = _____

6.  = _____

7.  = _____

Exit Ticket: Giovanni paid 89 cents for a pack of gum. Draw 3 different ways Giovanni could have paid for his gum.

Units of length: inches, feet, yards & miles

Grade 3 Measurement Worksheet

Circle the proper unit for each of the following.

Distance between two continents 	Distance of a marathon race 	Length of a baby's feet 
inches / yard / miles	feet / yards / miles	inches / feet / yards
Length of a dolphin 	Width of a towel 	Length of a sailboat 
inches / feet / yards	inches / yards / miles	inches / yards / miles
Size of a frying pan 	Length of golf course 	Height of door 
inches / feet / yards	inches / yards / miles	inches / feet / miles

Choose 1 item in your house and identify if you would measure its length in inches, feet or yards. Explain why.

Multiplication Tables - 6 to 9 practice

Grade 3 Multiplication Worksheet

Find the product.

1. 9 × 6 = _____
2. 7 × 9 = _____
3. 9 × 11 = _____
4. 7 × 3 = _____
5. 7 × 11 = _____
6. 6 × 8 = _____
7. 8 × 8 = _____
8. 6 × 12 = _____
9. 6 × 9 = _____
10. 6 × 5 = _____
11. 9 × 5 = _____
12. 8 × 11 = _____
13. 6 × 2 = _____
14. 7 × 4 = _____
15. 6 × 10 = _____
16. 7 × 8 = _____
17. 8 × 6 = _____
18. 6 × 6 = _____
19. 9 × 1 = _____
20. 6 × 7 = _____
21. 9 × 12 = _____
22. 9 × 7 = _____
23. 7 × 10 = _____
24. 7 × 12 = _____
25. 9 × 4 = _____
26. 7 × 2 = _____
27. 8 × 9 = _____

Choose one fact above. Write a story problem and show how to solve it using an area model or an array.

CLOSE TO 1000

Directions: Using the digits 1 to 9 exactly one time each, place a digit in each box to make the sum as close to 1000 as possible.

Hint

How do you know you can't get any closer to 1000? What should be true about the hundreds places of your three numbers? How do the tens places affect your answer?

Work Space:

ELA

Directions: Read the passage and answer questions.

Converting Energy to Motion

You use energy every day. Energy is the ability to cause change. Any time you move, you are using energy. When you bounce a ball or ride a bike, you use energy from your body to make the ball or the bike move. Your parents cook food for you to eat. They use heat energy to change the food from raw to cooked.

Not all energy is used as soon as you get it. Sometimes energy is stored to be used later. Stored energy can be chemical energy stored in a battery or in your body. It can also be potential energy. Potential energy is based on the position of the object. A ball at the top of a hill has potential energy. A soccer player standing ready to kick a ball has potential energy, too.

Energy of motion is also called kinetic energy. Potential energy converts, or changes into, kinetic energy when the thing or person begins to move. When the ball starts rolling down hill, kinetic energy is at work. When the soccer player kicks the ball, kinetic energy is at work there, too.

Energy often changes forms. When you switch on the light, electricity converts into light. When you eat, chemical energy from your food converts into thermal and mechanical energy that allows you to move and work. When you switch on a cell phone, chemical energy from the cell phone's battery converts into sound energy and light energy.

1) What is energy?
2) Energy that is based on an object's position is called
3) What is another name for energy of motion?
4) What is another way to say "changes into"?
5) What is kinetic energy?

Learning Outcomes RL.3.1: Ask and answer questions to demonstrate understanding of a text referring explicitly to the text as the basis for the answers.

How did I do on this assignment? Circle one face!

Social Studies

- Directions: Read Grandmas Pictures then create a personal timeline containing either your own pictures or pictures of an event that you draw yourself. Make sure it's colorful. Then write a report about your family and the events in your timeline, write it from your point of view 3-5 paragraphs.
- Learning Outcomes: Timelines, personal
- Task: Create a timeline of you and your life. Must contain at least 9 events

READ:

Student Reading 2.1: Grandma's Pictures

It was a rainy Saturday afternoon. Sally was bored. Her mom was cleaning out the old cedar chest, so Sally went to see how it was going.

Mom had pulled out stacks of old pictures. Sally started looking through them. The first one she picked up showed a little girl in a frilly dress. The picture was in black and white. "Who's this?" Sally asked her mom. "Why, that's your grandmother." Mom said. "No, it's not, THIS is Grandma" replied Sally, pointing to a color photograph of an older woman with white hair.

Mom laughed. "Actually, they are BOTH your grandmother. The pictures were just taken at different times of her life. Let's pull out several pictures of her and see the changes."

They spent a few minutes sifting through photos, until they had uncovered five different photos of Grandma, taken at five different points in her life.

"Now, Sally, see if you can put these pictures in the order that they were taken. Let's start with the youngest Grandma, and end with the oldest." Sally thought this was pretty easy, and she was soon finished with the challenge.

Mom looked over Sally's work. "This is great!" she said. "I remember this photograph – it was taken in the 80's." "The 80-whats?" wondered Sally. "The **decade** of the 80's.", Mom answered. "Huh?" wondered Sally, "What's a **decade**?"

"Well," explained Mom, "we divide time into chunks, don't we? You know about the difference between a second, a minute, an hour, a day, a week, a month, and a **year**. A group of 10 years is called a **decade**. We group decades using the tens place in their date. So the decade of the 80's was between 1980 and 1989."

“Oh, I get it!” exclaimed Sally excitedly. “What other group names do we use?” “Well, how many years would ten decades take up? That’s ten groups of ten.” “One hundred years! What’s that called?” “One hundred years is called a **century**.” Mom explained.

“Now I know just what to do with these pictures! Someone wrote the year in which they were taken on the back of each one. I am going to put them in order by the year, the decade, or maybe even the century!” Sally decided.

And that is exactly what she did. When she was done, she called Mom over to look.

“Wow, it’s like a timeline of Grandma’s life!” Mom said. “What’s a **timeline**?” asked Sally. “A timeline is a chart that shows a series of events put into the order in which they happened. It helps us to see the order of things, and how much time passed between events. How about if we take these photos and create a timeline? Let’s start by getting a piece of poster board and drawing a straight line down the middle of it. Then we will divide the line into equal sections, and draw a dividing line at the beginning of each section. Grandma is 70 years old, so let’s make our timeline show eight decades all together. We will divide it into eight even sections. What will the time covered by each section be called?” quizzed Mom.

“A decade!” shouted Sally.

“Perfect!” exclaimed Mom. Let’s label the decades. Grandma was born in 1945, so let’s start with the decade of the 1940’s. Then we will have the 1950’s, 1960’s, 1970’s, 1980’s, 1990’s, the 2000’s and the 2010’s. Phew! Now we are ready to put in some important dates.”

Mom and Sally filled in the dates when Grandma was born, when she graduated from high school, when she got married, when Mom was born, when Sally was born, and today’s date, when they made the timeline. Then they pasted the photos above the dates they were taken. When they were finished, Mom said, “Now we have a picture of Grandma’s life. A timeline helps us see how much time passed between important events, and sometimes we can see what things happened around the same time. It helps us make sense of the past.”

“I love it!” said Sally.

Fine Arts

- Directions: Follow Directions on the handout.
- Learning Outcomes: Students combine and apply artistic and reasoning skills to imagine, create, realize and refine artworks in conventional and innovative ways.
- The beauty of the line
    - Draw an interesting line design using all of these different types of lines check them off as you go

Straight Bumpy Twist Thin curvy	Squiggly Wavy Light Like hills	Zig zag Spiral Curvy Like the top of a castle

- How do I know if my work is good? (Self Assessment)
    - Did I take my time?
    - Does my work have good craftsmanship?
    - Did I create a variety of lines?

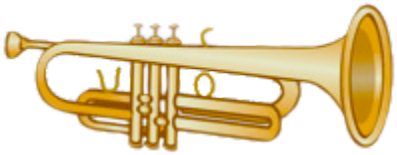
GENERAL MUSIC

- Directions – The student should study the picture below and memorize which instrument goes with which of the four groups.
- Learning Outcomes – The student will be able to visually identify an instrument and to which of the four families it belongs.
- Task - This ties into the Ohio Standard “1CE Visually and aurally, identify the four families of orchestral instruments.”

Which 4 instruments belong to the string family?

- violin, cello, flute, oboe
- violin, cello, trumpet, French horn
- violin, cello, double bass, viola
- violin, cello, piano, guitar

This instrument is a trumpet, and belongs to the _____ family.



a. Woodwind
b. Percussion
c. Brass
d. Strings

This instrument is part of which family?

a. Strings
b. Woodwinds
c. Brass
d. Percussion

The saxophone belongs to which family of instruments?
a. woodwind
b. brasswind
c. strings
d. percussion

Identify the 4 instrument families:
a. Soprano, Alto, Tenor, Bass
b. Woodwind, Brass, String, Percussion
c. Aerophone, idiophone, chordophone, electrophone
d. Treble, Alto, Contra, Bass

This instrument is a

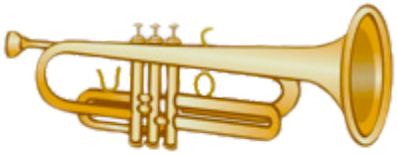
a. French horn
b. trumpet
c. oboe
d. snare drum

What is the name of this instrument?

Which instrument belongs to the Brass family?

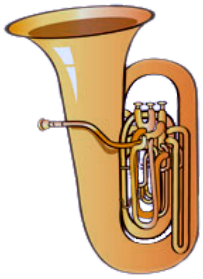
a. Snare Drum
b. Piano
c. Trumpet
d. Clarinet

What is the name of this instrument?



What is the smallest of the String family? _____

What is the name of this instrument? _____



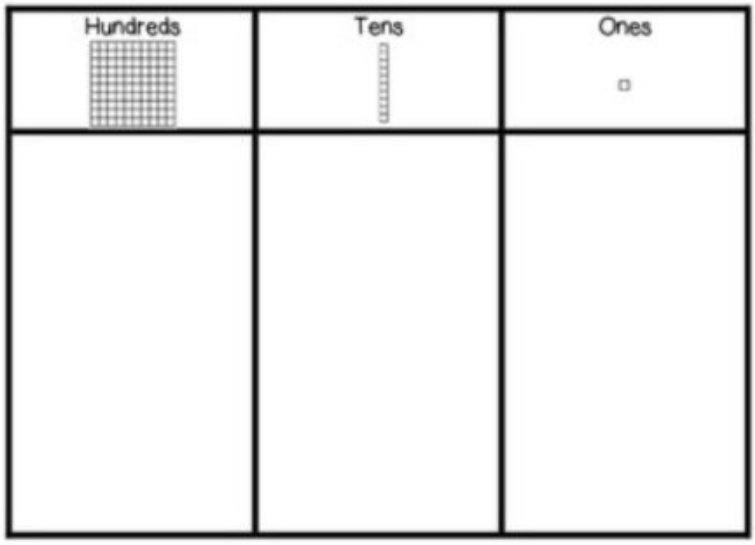
Week Two: (insert date) _____

Math

- Directions: Complete the following worksheets.
- Learning Outcomes: Review third grade addition, division, fractions and shapes.
- Tasks:
    1. Adding 3 digit numbers
    2. Identifying Fractions
    3. Identifying Quadrilaterals
    4. Meaning of Division

- How do I know if my work is good? (Self Assessment)
    - ❏ Did you do your best on all of your work?
    - ❏ Did you show your work when necessary?
    - ❏ Did you go back and check all of your work?
    - ❏ Complete the exit ticket on the bottom of each worksheet

- What if I need help?
  Math games by standard https://www.mathgames.com/grade3
  Adding and subtracting with place value chart https://tinyurl.com/qv8jowz



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51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

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Adding 3-digit numbers in columns (no regrouping)

Grade 3 Addition Worksheet

Find the sum.

1. 152 + 102 = _____

2. 720 + 139 = _____

3. 854 + 130 = _____

4. 220 + 542 = _____

5. 833 + 104 = _____

6. 395 + 103 = _____

7. 151 + 313 = _____

8. 226 + 622 = _____

9. 100 + 490 = _____

10. 790 + 104 = _____

11. 224 + 554 = _____

12. 631 + 241 = _____

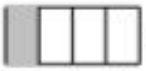
Exit ticket : Explain why you did not have to regroup in any of the problems above.

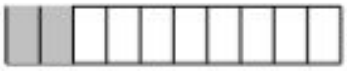
Identifying fractions - using blocks

Grade 3 Fractions Worksheet

Write the fraction.

1.  = _____

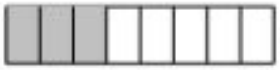
2.  = _____

3.  = _____

4.  = _____

5.  = _____

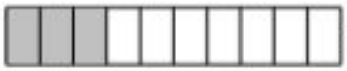
6.  = _____

7.  = _____

8.  = _____

9.  = _____

10.  = _____

11.  = _____

12.  = _____

13.  = _____

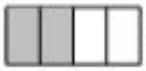
14.  = _____

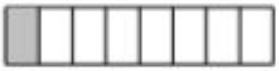
15.  = _____

16.  = _____

17.  = _____

18.  = _____

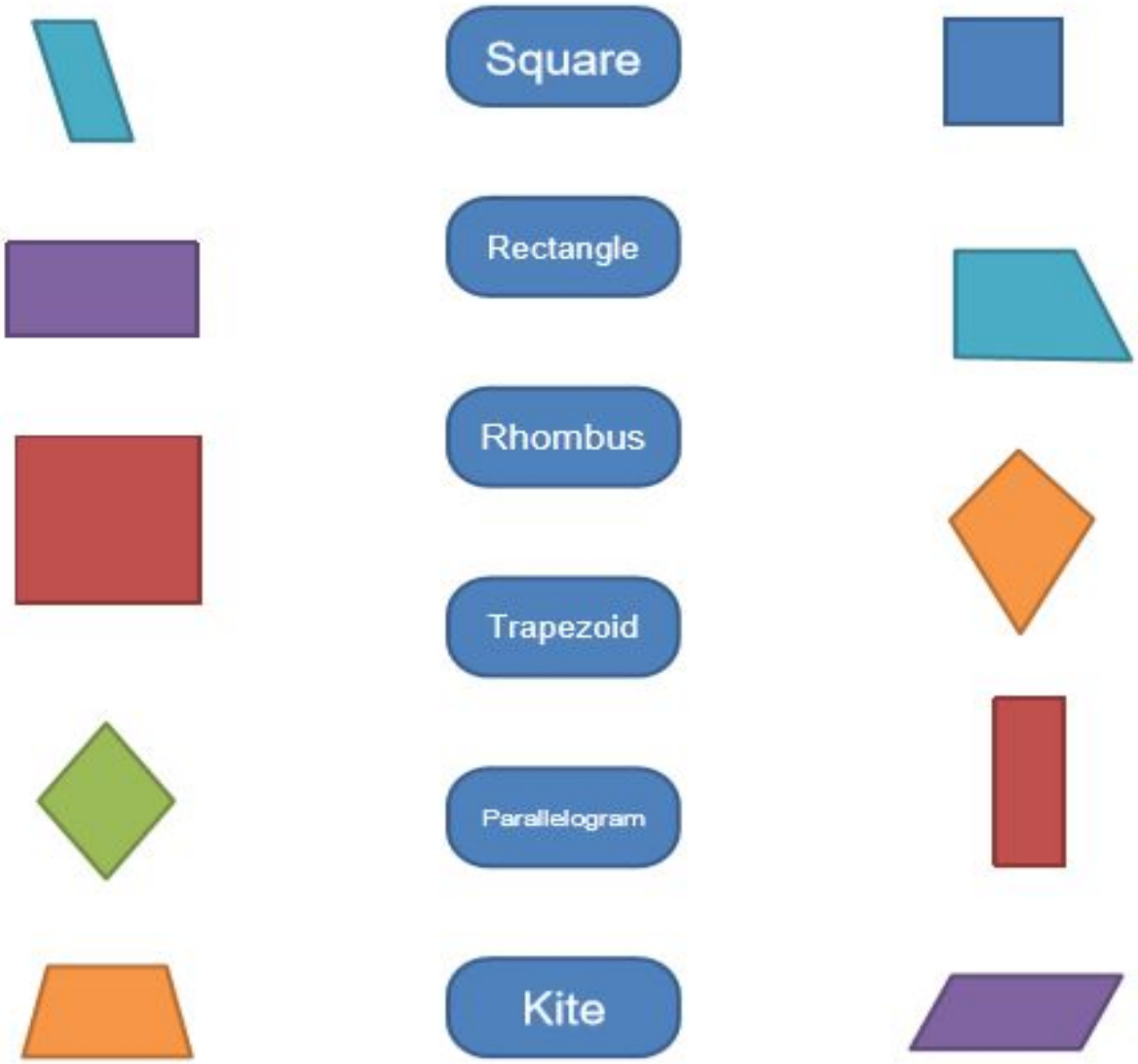
19.  = _____

20.  = _____

Identifying quadrilaterals

Grade 3 Geometry Worksheet

Match the shapes to their names.



Exit Ticket: What are the characteristics of a rectangle?

K5 Learning

Meaning of division

Grade 3 Division Worksheet

Divide the food between the kids. Circle the correct equation.

5 x 2 = 12 ÷ 4 =

8 ÷ 4 = 8 - 4 =

How many bananas does each kid get? ___

3 x 3 = 6 ÷ 2 =

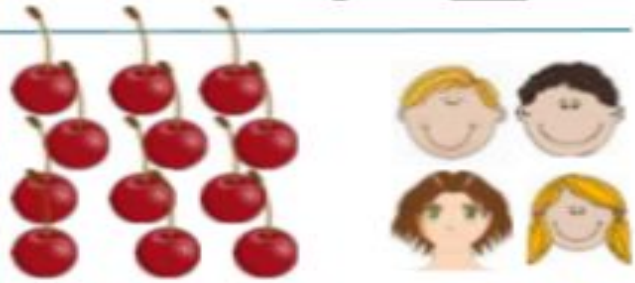
3 + 3 = 6 x 10 =

How many muffins does each kid get? ___

6 ÷ 2 = 6 ÷ 3 =

6 ÷ 4 = 6 ÷ 6 =

How many pretzels does each kid get? ___



3 x 4 = 12 ÷ 2 =

12 ÷ 4 = 12 - 4 =

How many cherries does each kid get? ___

Exit Ticket: Draw your own division situation

ELA

Directions
Read the passage and answer questions.

Evaluating in Math

You have learned to do all different kinds of math by now. You have probably heard the word solve used a lot. When you see the word solve, you understand that it means to figure out the answer to a math problem. As you get older, you may see other words used to give math directions. There may be some that you have never heard before.

You just need to learn the new vocabulary. It can be even more confusing when you see a word you think you understand. Surprise! It's being used in a different way. You may have learned the word evaluate when you were asked to decide if something was good or bad. You may have used it to decide if an author did a good job sending a message in his writing. This year, you may begin to see the word evaluate used in a different way.

Sometimes math directions will say something like "Evaluate the following problems." When it is used in math, evaluate can be a synonym for solve. Do you see the smaller word, value, inside the word evaluate? When you evaluate math, you say its final value. Value is the total after the equation is solved. So all it is asking you to do is solve the math problems and write down the answers.
As with any kind of math work or tests, it is always a good idea to show your work. This lets the teacher know what you understand. You may get credit even if you end up with a wrong answer.

1) What does it mean to solve a problem?
2) Why might the word evaluate be confusing when you see it in math for the first time?
3) What does the word synonym mean in the third paragraph?
4) Why is it important to always show your work when you do math?
5) What does evaluate mean in math?

Learning Outcomes
RL.3.1: Ask and answer questions to demonstrate understanding of a text referring explicitly to the text as the basis for the answers.
Read the passage and answer questions.

How did I do on this assignment? Circle one face!

Fine Arts

Visual Art

- Directions: Using a pencil and or colored pencils, markers and/or Crayons, students will complete each assigned sketchbook page
- Learning Outcomes: Students combine and apply artistic and reasoning skills to imagine, create, realize and refine artworks in conventional and innovative ways.
- Task: Follow directions on your sketchbook pages. Make sure your work is neat, detailed and interesting.
- How do I know if my work is good? (Self-Assessment) Does my work have good craftsmanship (Is it completed neatly?) Is my work interesting, does it have detail? Does my work complete the task required?
- What if I need help? Ask a grown up.

Line	
These are angular, jagged lines. Try drawing a repeating line design using straight, jagged, zig-zag an angular lines	

These curvy lines are expressive and varied. Try drawing your own curvy line design.	

GENERAL MUSIC

- Directions
  - The student should create two questions that he or she can ask a family member. Those questions should be in full sentence format and written in the spaces provided below.
  - The student should choose a person to ask and document the answers in full sentence format in the space provided below.
  - Then the student should practice each question and answer like a rap song and chant them over and over again to show that it is in rhythm.
  - Finally, the student should clap the rhythm of the words as a rhythmic pattern without speaking the words. At that point, the student has created his or her own rhythmic phrase.
- Learning Outcomes – The student will create several rhythmic phrases using simple call and response (question and answer) techniques.
- Task - This ties into the Ohio Standard "6PR Improvise and compose simple rhythmic and melodic phrases."
- How do I know if my work is good? (Self Assessment)
- What if I need help?

Example:
STEP 1 & 2

Question	What is your favorite color?
Answer	My favorite color is red.

STEP 3 & 4

Question	 What is your favorite color?
Answer	 My favorite color is red.

#1

Question
Answer

#2

Question
Answer

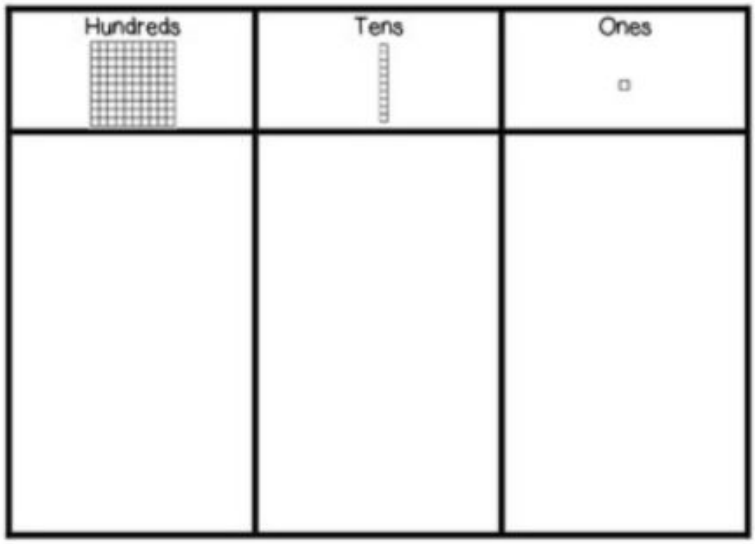
Week Three: (insert date) _____

Math

- Directions: Complete the following worksheets.
- Learning Outcomes: Review third grade subtraction, multiplication and fractions.
- Tasks:
    1. Equivalent Fractions
    2. Subtracting whole tens
    3. Multiplication Sentences and Arrays

- How do I know if my work is good? (Self Assessment)
    - ❏ Did you do your best on all of your work?
    - ❏ Did you show your work when necessary?
    - ❏ Did you go back and check all of your work?

- What if I need help?
  Math games by standard https://www.mathgames.com/grade3
  Equivalent Fractions https://youtu.be/G4VxHxwi6DY



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81	82	83	84	85	86	87	88	89	90
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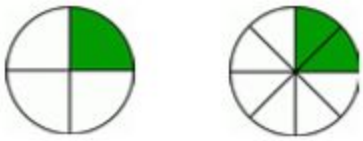
Equivalent fractions

Grade 3 Fractions Worksheet

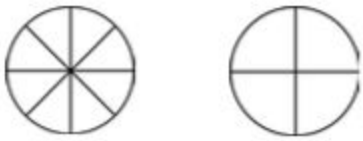
Color in the equivalent fractions as shown.

1)



$\frac{1}{4} = \frac{2}{8}$

2)



$\frac{6}{8} = \frac{3}{4}$

3)

$\frac{1}{3} = \frac{2}{6}$

4)

$\frac{1}{2} = \frac{4}{8}$

5)

$\frac{4}{16} = \frac{1}{4}$

6)

$\frac{2}{6} = \frac{1}{3}$

7)

$\frac{1}{4} = \frac{4}{16}$

8)

$\frac{2}{8} = \frac{4}{16}$

Subtracting whole tens from 3-digit numbers

Grade 3 Subtraction Worksheet

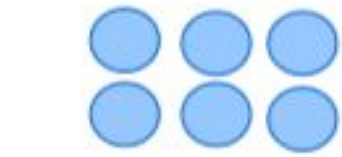
Find the difference.

1. 692 - 20 = _____
2. 509 - 60 = _____
3. 496 - 90 = _____
4. 194 - 10 = _____
5. 380 - 10 = _____
6. 594 - 80 = _____
7. 474 - 40 = _____
8. 218 - 10 = _____
9. 484 - 10 = _____
10. 416 - 30 = _____
11. 59 - 20 = _____
12. 479 - 20 = _____
13. 776 - 10 = _____
14. 676 - 50 = _____
15. 712 - 10 = _____
16. 406 - 70 = _____

Multiplication sentences and arrays

Grade 3 Multiplication Worksheet

Write a multiplication equation to find the number of shapes.



☐ x ☐ = ☐

☐ x ☐ = ☐

☐ x ☐ = ☐

☐ x ☐ = ☐

☐ x ☐ = ☐

☐ x ☐ = ☐

ELA

Directions: Read the passage and answer questions.

Forms of Matter

Everything around you is made of matter. Scientists group matter based on its properties, or characteristics: what it looks like and how it acts in different situations. Matter can take three different forms. The three forms are solid, liquid, and gas.

Solid matter has a definite shape. It also takes up a definite amount of space. This means it has a specific volume. If you could look at solid matter under a very powerful microscope, you would see its tiny particles moving back and forth. The particles are packed together, so they vibrate in place. Their overall shape does not change.

Liquid matter takes the shape of its container. When liquid is in a cup, it is shaped like the cup. When the liquid is in a vase, it is shaped like the vase. The volume of the liquid stays the same. If you were to look at liquid matter under the microscope, you would see its tiny particles sliding past each other. Because of this unique sliding movement, the liquid is able to change its shape so we can pour it.

In the form of a gas, matter is usually invisible. The air around us has several different gases, like the oxygen we breathe in and the carbon dioxide we breathe out. If you could look at gas matter under the microscope, you would see its tiny particles floating around with lots of space in between them. They spread out to fill any container the gas is placed in.

1) What does the word properties mean in the first paragraph?
2) What are the three forms that matter can take?
3) What does the word vibrate mean in the second paragraph?
4) What is one difference between a solid and a liquid?
5) Are the tiny particles closer together in a solid, a liquid, or a gas?

Learning Outcomes RL.3.1: Ask and answer questions to demonstrate understanding of a text referring explicitly to the text as the basis for the answers.

How did I do on this assignment? Circle one face!

Fine Arts

Visual Art
Directions: Using a pencil and or colored pencils, markers and/or Crayons, students will complete each assigned sketchbook page

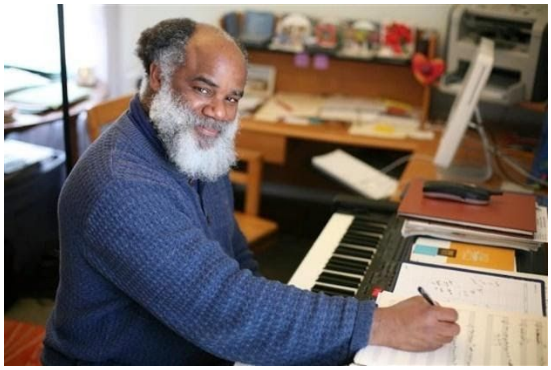
Learning Outcomes: Students combine and apply artistic and reasoning skills to imagine, create, realize and refine artworks in conventional and innovative ways.

- Task: Follow directions on your sketchbook pages. Make sure your work is neat, detailed and interesting.
    - Draw pictures using only geometric shapes and label them accurately.
- How do I know if my work is good? (Self-Assessment)
    - Does my work have good craftsmanship (Is it completed neatly?)
    - Is my work interesting, does it have detail?
    - Does my work complete the task required?

GENERAL MUSIC

- Directions - Read about each role that can lead a musician into a career in music. Once you have read about each one, answer the questions that follow.
- Learning Outcomes - Students will understand the main three careers in music and be able to identify someone who fits each career path. The student will then identify which of the three is the most interesting career to them and why.
- Task - This ties into the Ohio Standard “6CE Identify careers in music including composing, performing and conducting.”
- How do I know if my work is good? (Self Assessment)
- What if I need help?

COMPOSER – A composer is the musician who creates the music in his or her own mind and often writes it down for others to play and perform. You will often see them sitting at a piano with a pen or pencil or at a computer in more modern days. Composers create music for just about any purpose you can imagine including commercials, movies, and for performers of every style of music. Some are formally trained while others are highly motivated by their passions and musical ability to create new music that has never been done before.

CONDUCTOR – A conductor is a person who directs the performance of an orchestra or choir. It is the conductor's job to get the best performance from a group of performers who need someone to bring them all together as one ensemble. The conductor guides the group in technique, style, dynamics, beat, and accuracy. The conductor also studies the music in order to best convey the intentions of the composer using his or her own understanding and creativity.




PERFORMER – A performer is a person who makes music by playing an instrument or singing. Performers can work in the studios and other recording situations, or in live performance. Some become famous as solo artists or groups while

others make a career out of playing in the background for others. Live performers can work in places from local special events or entertainment venues to massive concert halls and exist in every style of music that has ever existed.

QUESTIONS:

1. **List one person that you either know or have heard of that fits each role below and write a sentence about what that person did in that role:**
    a. **Composer** _____

    _____

    b. **Conductor** _____

    _____

    c. **Performer** _____

    _____

2. **Identify which of the three roles you like the most and explain why it is your preference.**

    _____

    _____

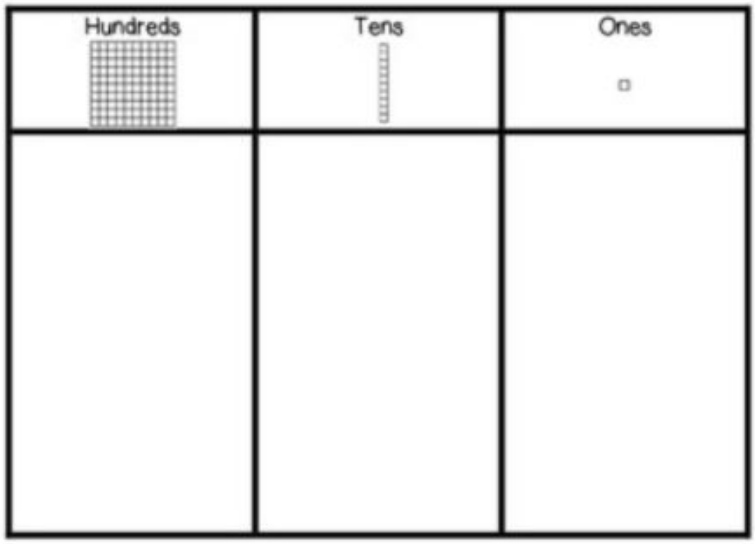
Week Four: (insert date) _____

Math

- Directions: Complete the following worksheets.
- Learning Outcomes: Review third grade fractions, money and multiplication.
- Tasks:
    1. Identify Equivalent Fractions

- How do I know if my work is good? (Self Assessment)
    - ❏ Did you do your best on all of your work?
    - ❏ Did you show your work when necessary?
    - ❏ Did you go back and check all of your work?

- What if I need help?
  Math games by standard https://www.mathgames.com/grade3
  Counting Coins https://youtu.be/pJ8KwRztfF0



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91	92	93	94	95	96	97	98	99	100

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Identify equivalent fractions

Grade 3 Fractions Worksheet

Write in the numerators and denominators of the equivalent fractions shown.

1)

$\frac{1}{4} = \frac{2}{8}$

2)

___ = ___

3)

___ = ___

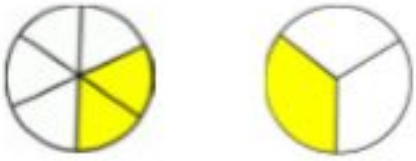
4)

___ = ___

5)

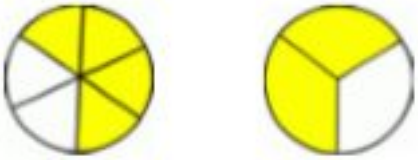
___ = ___

6)



___ = ___

7)



___ = ___

8)

___ = ___

Counting money - pennies, nickels, dimes & quarter

Grade 3 Counting Money Worksheet

Add the coins.

1.  = _____

2.  = _____

3.  = _____

4.  = _____

5.  = _____

6.  = _____

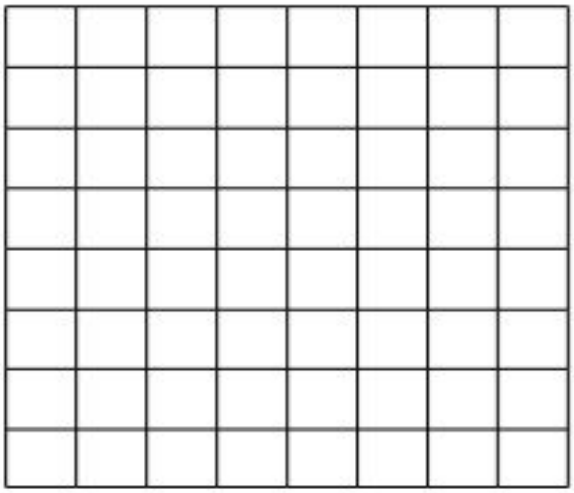
7.  = _____

Multiply with arrays

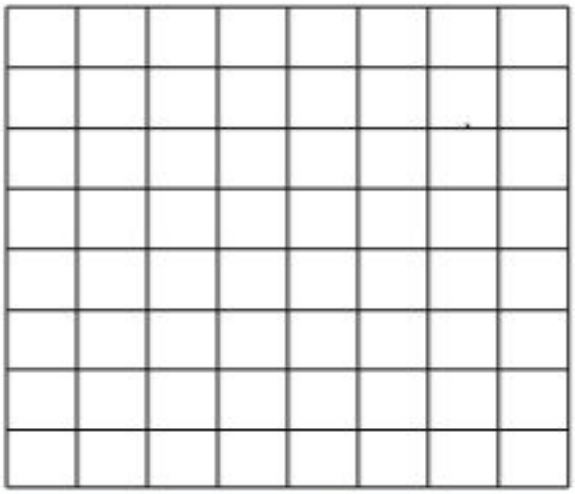
Grade 3 Multiplication Worksheet

Color in squares to solve the multiplication question.

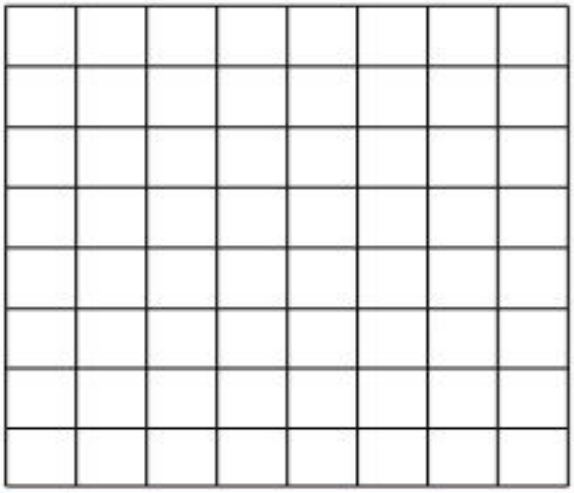
3 x 3 = _____



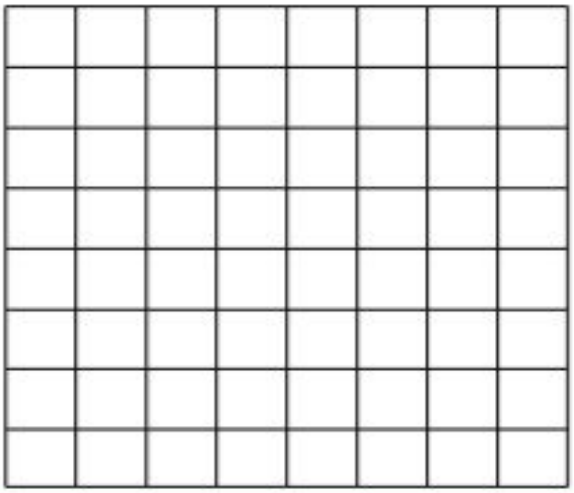
5 x 6 = _____



4 x 7 = _____



2 x 6 = _____



ELA

Read the passage and answer questions.

Galileo and the Telescope

Galileo Galilei was born in the year 1564. He was born in the town of Pisa, in what is now Italy. When he was 20 years old, he was studying in Pisa. His father wanted him to be a doctor. Galileo was bored with school. The only subject he really liked was math.

Because he was doing well in math, the court mathematician offered to tutor him privately He said he could become a qualified mathematician. Galileo's father was disappointed, but he agreed.

Because he needed to earn money, Galileo began experimenting with different things. He tried to come up with an invention he could sell for money. He had some success with one invention. It was like a compass that could be used to measure land. He experimented with pendulums, thermometers, and magnets.

He heard that a Dutch inventor had invented something called a spyglass. The inventor was trying to keep it a secret. Galileo decided to work on one of his own. Within 24 hours, he had invented a telescope. It could magnify things to make them appear ten times larger than real life. One night, he pointed his telescope toward the sky. He made his first of many space observations. Everyone thought the moon was smooth. Galileo saw that it wasn't. The moon was covered in bumps and craters.

As technology has improved, Galileo and many others have made improvements on the telescope. Today, the telescope is a wonderful device that lets us see objects far, far away.

1) Galileo's father was disappointed when he became a mathematician. What did he want him to be instead?
2) Why did Galileo become an inventor?
3) Where did Galileo get the idea for his telescope?
4) What did Galileo discover about the moon?

5) Do you think Galileo's inventions made a difference in the world? How?

Learning Outcomes RL.3.1 ELA : Ask and answer questions to demonstrate understanding of a text referring explicitly to the text as the basis for the answers.

How did I do on this assignment? Circle one face!

Fine Arts

Visual Art

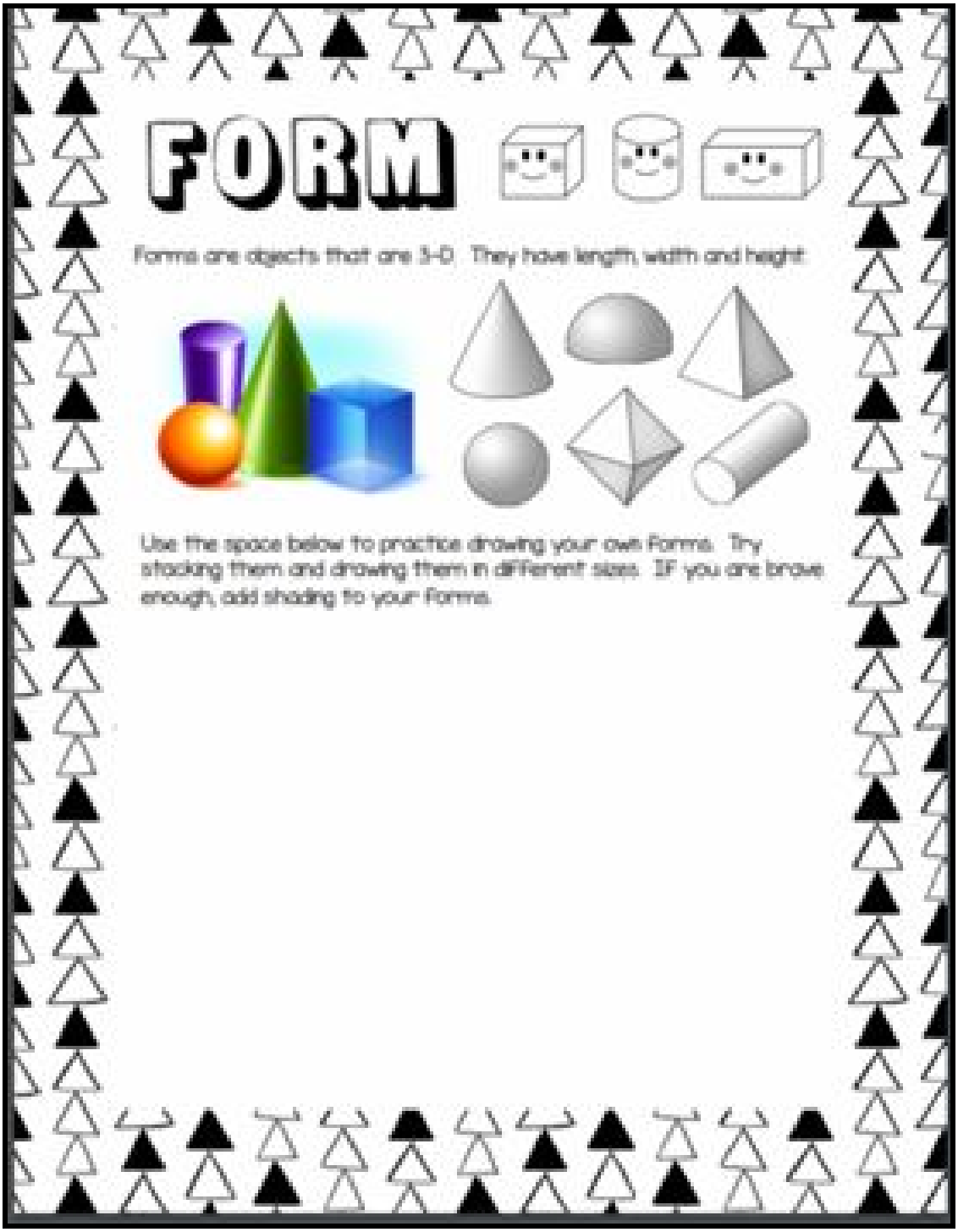
Directions: Using a pencil and or colored pencils, markers and/or Crayons, students will complete each assigned sketchbook page

Learning Outcomes: Students combine and apply artistic and reasoning skills to imagine, create, realize and refine artworks in conventional and innovative way.

Task: Follow directions on your sketchbook pages. Make sure your work is neat, detailed and interesting.

How do I know if my work is good? (Self-Assessment)

- Does my work have good craftsmanship (Is it completed neatly?)
- Is my work interesting, does it have detail?
- Does my work complete the task required?



GENERAL MUSIC

- Directions - Either do this with a family member, or find a friend and do this together. Listen to various pieces of music together and write down your observations of what you hear in the music (instruments, voices, rhythm patterns, tempo (speed), lyrics, use of words and music

together to share the meaning, etc. After you are finished, share your observations with each other to see how alike and different they are.

- Learning Outcomes - Student will learn to listen more closely to the details within any given piece of music.
- Task - This ties into the Ohio Standard “2RE Notice and describe what is heard in selected pieces of music, and compare the responses to those of others.”
- How do I know if my work is good? (Self Assessment)
- What if I need help?

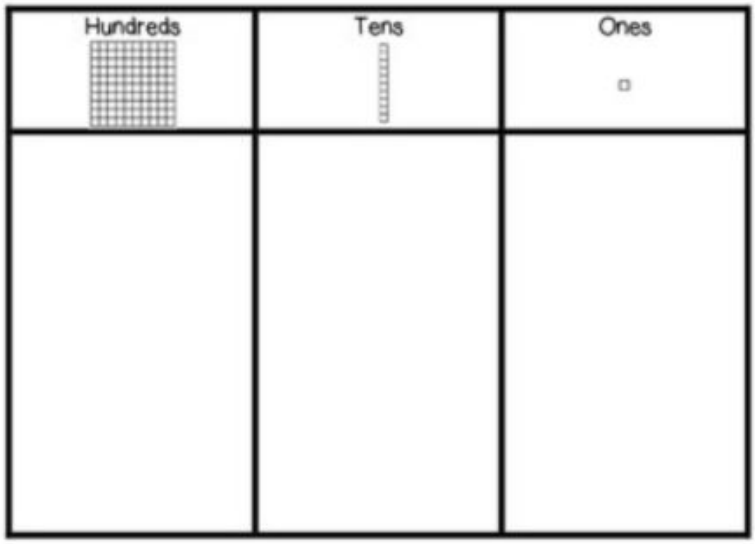
Week Five: (insert date) _____

Math

- Directions: Complete the following worksheets.
- Learning Outcomes: Review third grade multiplication, time and addition word problems.
- Tasks:
    1. Telling Time
    2. Addition word problems

- How do I know if my work is good? (Self Assessment)
    - ❏ Did you do your best on all of your work?
    - ❏ Did you show your work when necessary?
    - ❏ Did you go back and check all of your work?

- What if I need help?
  Math games by standard https://www.mathgames.com/grade3
  Telling Time https://youtu.be/Ll3QzXftlS0



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81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

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Telling time - 1 minute intervals (draw the clock)

Grade 3 Time Worksheet

Draw the time shown on each clock.

1. 

8:58

2. 

2:32

3. 

3:02

4. 

2:50

5. 

1:30

6. 

12:50

7. 

9:13

8. 

12:27

9. 

7:28

Addition word problems

Grade 3 Math Word Problems Worksheet

Read and answer each question.

Charlie and his father, an engineer, decided to build a treehouse in their backyard.

1. In order to start constructing the house, Charlie and his father needed to gather some wood from the forest. If they initially have 15 extra planks of wood in the house and Charlie and his father got 10 planks of wood each, how many pieces of wood do they have in total?

2. While building the house, Charlie noticed that they were running out of nails so he told his father he's going to buy some. If they still have 9 nails left and Charlie bought 2 boxes of nails, the big one containing 55 nails and the small one containing 31, how many nails will they have?

3. To have a more stable treehouse, Charlie's father decided to tie the corner posts of the house to the tree itself. He used 24 inches of rope for the first post, 20 inches on the second, 14 inches on the third and 12 inches on the fourth. He also had 15 feet of cable, but didn't use that. How many inches of rope were used?

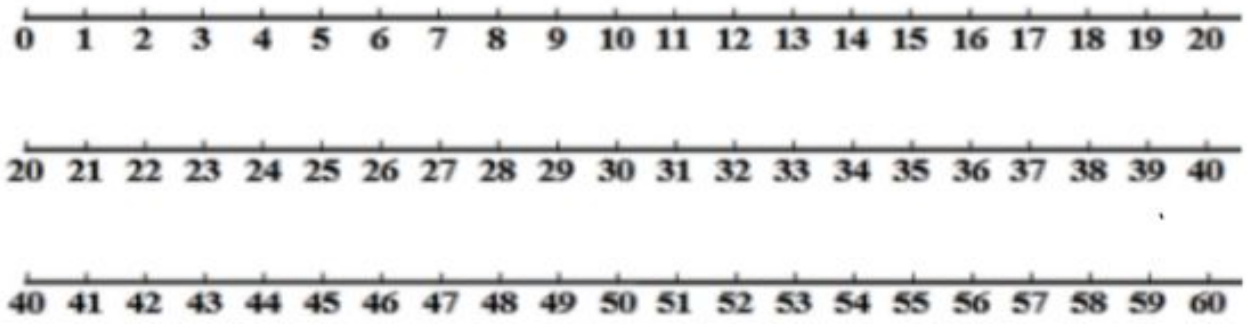
4. The treehouse is almost done; all they need is to paint it. His father estimated that they will use 20 ounces of white paint, 15 ounces of green paint and 34 ounces of brown paint. How many ounces of paint would they buy in total?

5. Upon finishing the treehouse, Charlie's mother served them freshly baked cookies. If Charlie ate 15 cookies, his father ate 10 and his mother only ate 5, please write an equation to show how many cookies were eaten in total?

Multiply by skip counting on a number line

Grade 3 Multiplication Worksheet

For each multiplication equation, use the number line and skip counting to find the answer.



4 X 5 = ____

2 X 4 = ____

3 X 3 = ____

5 X 1 = ____

2 X 3 = ____

4 X 3 = ____

4 X 4 = ____

5 X 2 = ____

5 X 5 = ____

4 X 1 = ____

ELA

Read the passage and answer questions.

Making Predictions

Before you start reading a story, it is a good idea to make some predictions. Read the title. Think about any connections you can make to the topic. Skim the part you will be reading. Look for any visual aids. A visual aid is something you can look at that helps you understand what you read. Some examples are charts, drawings, and pictures. Look for new vocabulary. Use all of this information to get an opinion about what you think is likely to happen in the story.

You can make a prediction when you read a textbook, too. The headings and visual aids help you. Think about everything you already know. Decide what you expect to read about. This helps prepare your brain to receive the information.

You cannot be certain about your predictions until you read the text. However, they are more likely to be correct if you have evidence to support your opinion. Many different predictions may seem true. As you read, each one is either proven to be an error or is proven to be true. You have to read all the text through to the conclusion.

When you make predictions, you give your brain places to put the information you will read. This helps you focus on the reading. Your predictions may have sparked some questions in your mind. Your brain searches for the answers to the questions as you read. You don't even have to think about it. Go back to your predictions after you read. Determine if they were correct. If they were incorrect, try to understand why.

1) What is an example of a visual aid?
2) What can you use to support your opinion about what is likely to happen?
3) What is one benefit of making predictions before you begin reading?
4) What should you do after you finish reading?
5) Name one reading passage or text chapter where you can make predictions before you read.

Learning Outcomes RL.3.1: Ask and answer questions to demonstrate understanding of a text referring explicitly to the text as the basis for the answers.

How do I know if my work is good? (Self Assessment)

Fine Arts

Directions: Using a pencil and or colored pencils, markers and/or Crayons, students will complete each assigned sketchbook page

Learning Outcomes: Students combine and apply artistic and reasoning skills to imagine, create, realize and refine artworks in conventional and innovative ways.

Task: Follow directions on your sketchbook pages.

- Make sure your work is neat, detailed and interesting.

How do I know if my work is good? (Self-Assessment)

- Does my work have good craftsmanship (Is it completed neatly?)
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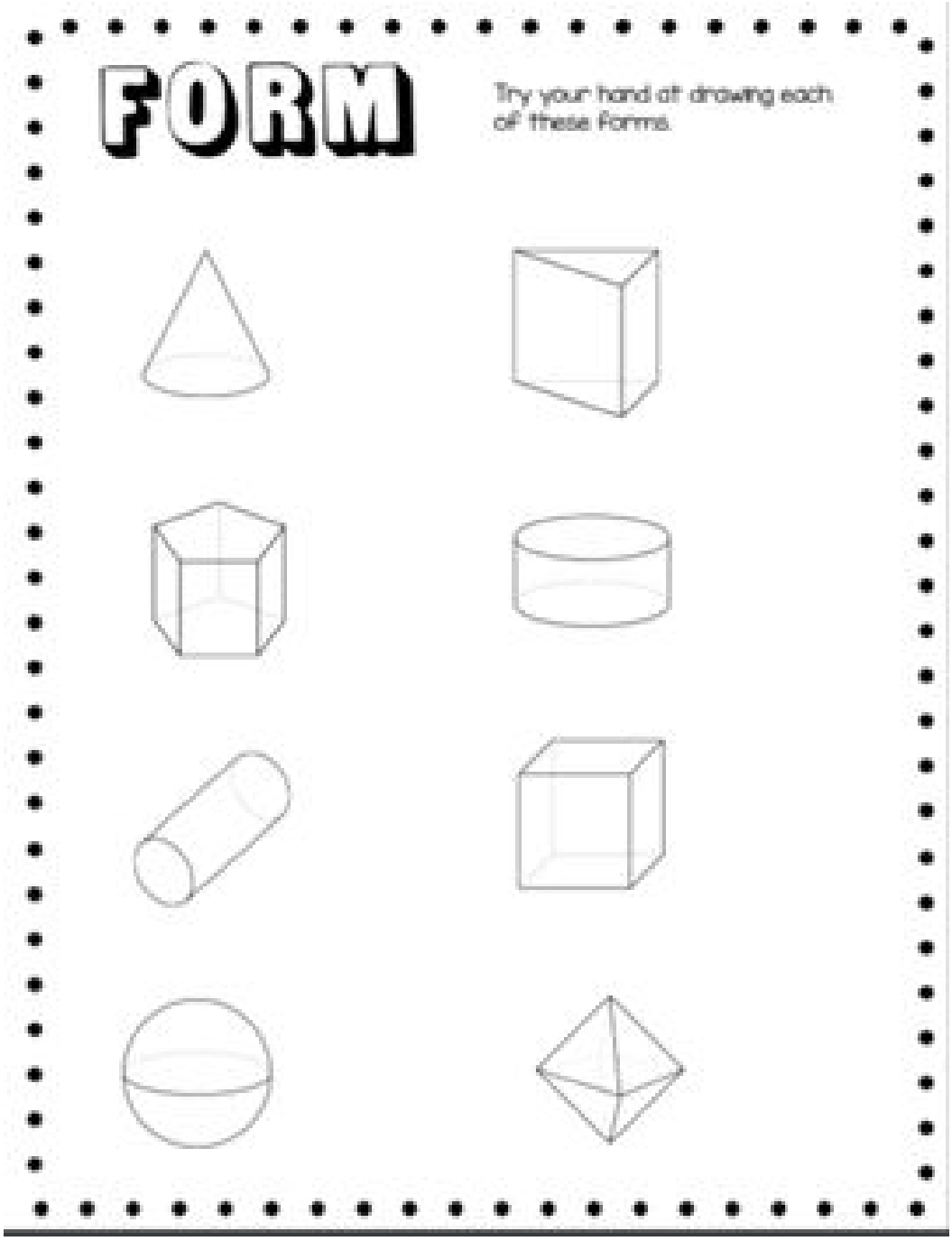

GENERAL MUSIC

- Directions
- Learning Outcomes
- Task - This ties into the Ohio Standard “5RE Analyze music in terms of how it communicates words, feelings, moods or images.”

Music is a powerful thing. It can tell a story, bring new meaning to something, and make us feel so many different ways. Have you ever been sad and heard a song that cheered you up? Or maybe you were happy and a song reminded you of something sad. People use music to express themselves all the time.

For the following activity, look at the feeling of the emoji and write a song that makes you feel that way.

 Happy	
 Sad	
 Sleepy	

Week Six: (insert date) _____

Math

- Directions: Complete the following worksheets.
- Learning Outcomes: Review third grade multiplication word problems and measurement.
- Tasks:
    1. Multiplication word problems
    2. Measurement

- How do I know if my work is good? (Self Assessment)
    - ❏ Did you do your best on all of your work?
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- What if I need help?
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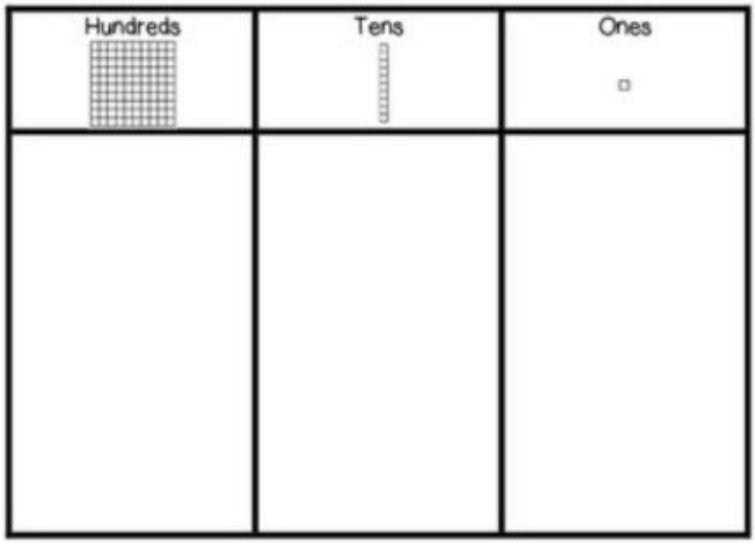

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91	92	93	94	95	96	97	98	99	100

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Multiplication word problems

Grade 3 Math Word Problems Worksheet

Read and answer each question.

Andrew is having his friends over for game night. So he decided to prepare snacks and games.

1. He started by making mini sandwiches. If he has 4 friends coming over and he made 3 sandwiches for each one of them, how many sandwiches did he make?

2. He also made some juice from fresh oranges. If he used 2 oranges per glass of juice and he made 6 glasses of juice, how many oranges did he use?

3. Then he started to prepare the games for his 4 friends. If each game takes 5 minutes to prepare and he prepared a total of 5 games, how many minutes did it take for Andrew to prepare all the games?

4. Andrew's 4 friends decided to bring food as well. If each of them brought 4 slices of pizza and 3 bags of chips, how many slices of pizza do they have in total?

5. Lastly, Andrew tried to compute his expenses for the game night. If he spent $9 for each game they played and they played a total of 5 games, write an equation for how much money he spend on games that night.

Metric units of length: centimeters, meters and kilometers

Grade 3 Measurement Worksheet

Circle the proper unit for each of the following.

Length of a calendar 	Length of track 	Distance travelled by a plane 
cm / m / km	cm / m / km	cm / m / km
Width of a shirt 	Height of a man 	Length of a pair of scissors 
cm / m / km	cm / m / km	cm / m / km
Distance travelled by a car 	Length of a soccer field 	Height of a tree 
cm / m / km	cm / m / km	cm / m / km

Note: We measure shorter lengths (smaller objects like pencils) in centimeters (cm) and longer lengths (like height) in meters (m). We measure longer distances in kilometers (km).

ELA

Read the passage and answer questions

National Symbols

A symbol is something that is a reminder of something else. A country often has national symbols. These symbols help bring people together. Communities get together for special events. Regional communities join together within states or provinces, which. unite as a whole nation. People throughout the nation share some traditional symbols. They are able to connect with each other through them. They share pride in the country.

The United States has many national symbols.The flag is a symbol that is easy for all Americans to recognize. It stands for the country. It has one star for each of the 50 states. There are 13 stripes to represent each of the original 13 colonies. Those colonies later became states. Thirty-seven more states joined them to make up the US.

The Bald Eagle is the national bird of the US. It was chosen because it is very independent and free. Choosing an eagle to represent the country tells everyone that the US values freedom and the courage to be independent.

The Statue of Liberty is another very famous American symbol. It was a gift to the people of the US from the people of France in 1885. It represents the spirit of friendship between the two countries. It also shows a shared vision for liberty, which is a synonym for freedom.

The American symbols unite people from many different states. The symbols help them feel like Americans instead of just citizens of their own individual states. They are united into one country.

1) What is the purpose of a symbol?
2) What do the thirteen stripes on the American flag represent?
3) We almost had the turkey as our national bird instead of the American Bald Eagle. Which do you prefer, and why?
4) What famous American symbol was a gift from a foreign country?

5) Which symbol do you think best represents our country? Why?

Learning Outcomes RL.3.1: Ask and answer questions to demonstrate understanding of a text referring explicitly to the text as the basis for the answers.

How did I do on this assignment? Circle one face!

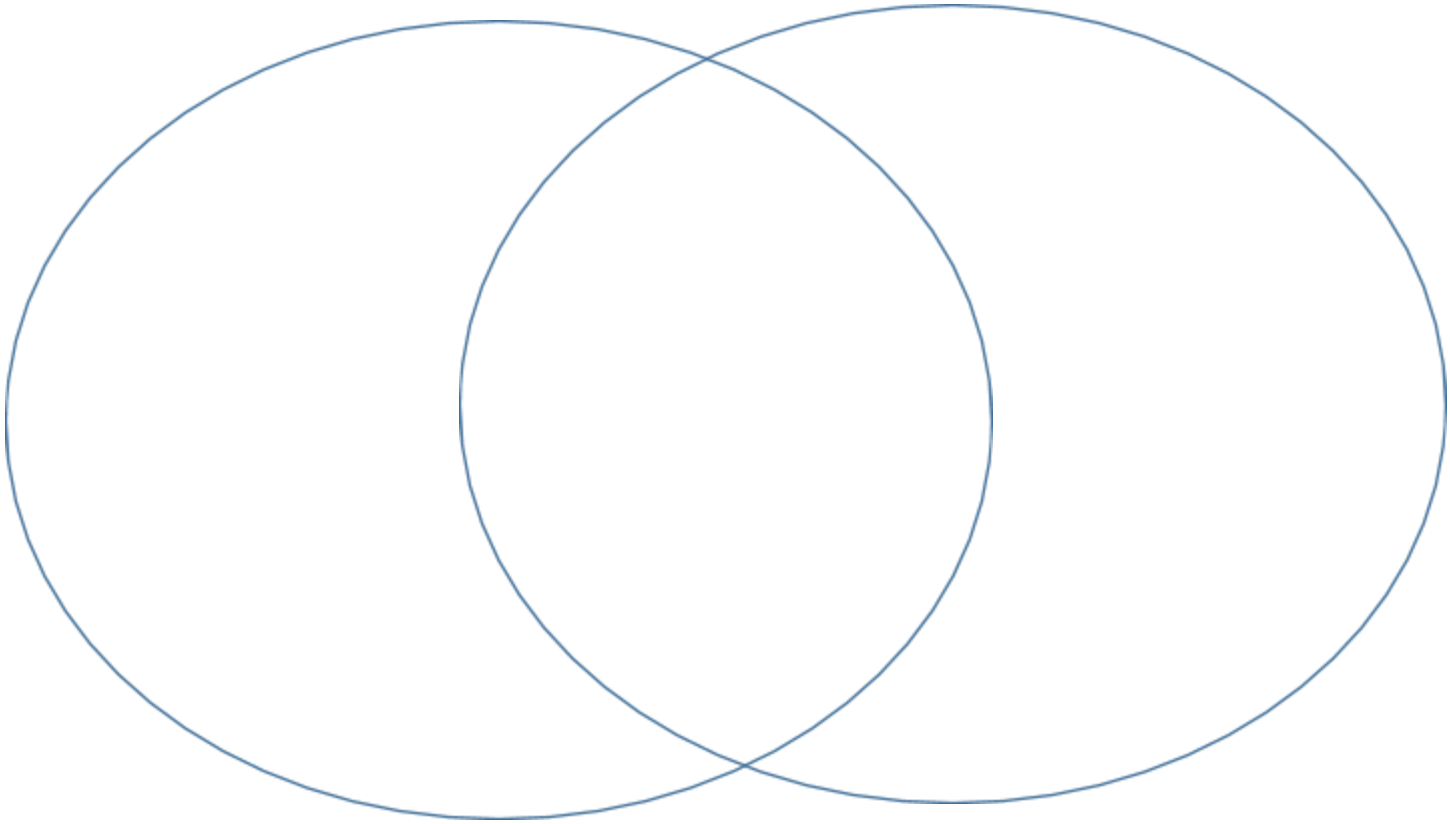
  

Fine Arts

GENERAL MUSIC

- Directions – You can use the internet or social media to find different interpretations of the same song OR you can use a family member and create your own. If using online resources, please do so with your parents' supervision.
    - ONLINE OPTION
        - Find two different artistic versions of the same musical selection (like two different performers that sing the same song, but are very different).
        - Compare the two and note the similarities and differences below in the Venn diagram
    - CREATE OPTION
        - Get another member of your family, choose a song, and go to separate locations to create either a work of art, dance or drama of that song. When both are complete, come together and share them
        - Compare the two and note the similarities and differences below in the Venn diagram
- Learning Outcomes – Students will critique two interpretations of the same song and discover how the same musical selection can create different reactions in different people.
- Task - This ties into the Ohio Standard "6RE Compare interpretations of the same piece of music as they occur through dance, drama and visual art."

Selection 1 Similarities Selection 2



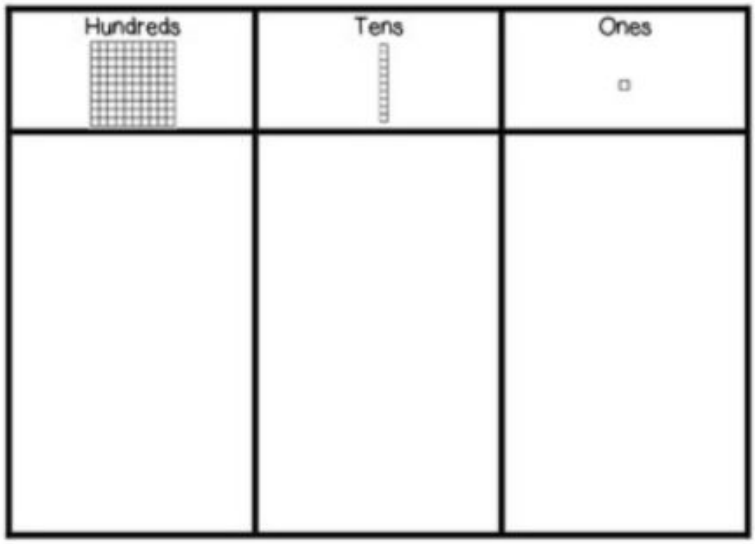
Week Seven: (insert date) _____

Math

- Directions: Complete the following worksheets.
- Learning Outcomes: Review third grade subtraction word problems and division.
- Tasks:
    1. Subtraction Word Problems
    2. FInding the Area

- How do I know if my work is good? (Self Assessment)
    - ❏ Did you do your best on all of your work?
    - ❏ Did you show your work when necessary?
    - ❏ Did you go back and check all of your work?

- What if I need help?
  Math games by standard https://www.mathgames.com/grade3
  Area https://youtu.be/LI3QzXftlS0



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31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

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Subtraction word problems

Grade 3 Math Word Problems Worksheet

Read and answer each question.

Winter is almost here and most animals are migrating to warmer countries.

1. There are 67 bird families living near the mountain. If 32 bird families flew away for winter, how many bird families were left near the mountain?

2. At the river, 25 out of 55 salmon families went to warmer waters to avoid being frozen. They had to swim 125 miles to get there! How many salmon families were left in the river?

3. The wolves, though accustomed to cold weather, also wanted to move away from the incoming winter. If there are 43 packs of wolves living in the forest and 31 packs went away, how many wolf packs were left in the forest?

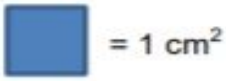
4. Some deer families are also moving out to avoid the shortage of grass that will result from the snow. If there are 79 deer families in the area and 45 of them stayed, how many deer families moved out?

5. Even the chipmunks tried to get away to find other warmer places to stay. They would have to walk for 14 days to get somewhere warmer. If 21 chipmunks were left from the original 86, how many chipmunk went away?

Finding the area of a rectangle using a rectangular grid

Grade 2 Geometry Worksheet

If each of the square is 1 cm (shown below), find the area for the shapes shown below.



= 1 cm^2

	
_____	_____
	
_____	_____
	
_____	_____
	
_____	_____

ELA

Phases of the Moon

Have you noticed that sometimes the moon looks like a tiny sliver of light in the night sky? Other times it is a big, brilliant circle. The moon has many different looks during the month. Each look is called a lunar phase. Lunar means “of the moon.” The moon has phases because it orbits Earth. The Earth revolves around the sun. The moon revolves separately around Earth. The moon itself does not actually change size. It appears to change size because different parts of it are in the shadow.

In the new moon phase, none of the part of the moon that is facing Earth is lit by the sun. It appears as only a dark outline. During the waxing crescent phase, the moon looks small. Only a tiny sliver of the moon’s side that is facing Earth is lit by the sun. The next phase is the first quarter phase. In it, half of the moon’s nearest side is lit by the sun. We see it as about one-fourth of a full moon. During the waxing gibbous phase, more of the moon is lit. Even so, it is not quite a full moon yet. In the full moon phase, all of the side of the moon that is facing Earth is lit by the sun. It appears as a large, bright circle. During the waning gibbous phase, some of the part that was lit as a full moon begins to fall into the shadows. In the last quarter phase, a different side of the moon is lit. Again, the moon appears as one-fourth full. During the waning crescent phase, the moon slips further into shadows. It is a thin crescent shape once more. After this phase, the entire lunar cycle begins again with a new moon.

1) What is meant by a “phase” of the moon?
2) Why does the moon appear to be different sizes?
3) What are the two phases during which the moon appears almost full, but not quite?
4) What are the two phases during which the moon appears as only a tiny sliver?
5) What is your favorite phase of the moon? Why?

Learning Outcomes RL.3.1: Ask and answer questions to demonstrate understanding of a text referring explicitly to the text as the basis for the answers.

How did I do on this assignment? Circle one face!

Fine Arts

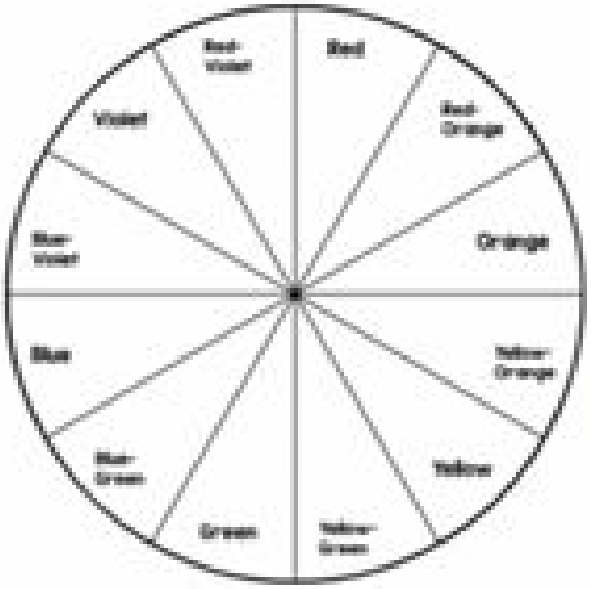
Visual Art:
Directions: Using a pencil and or colored pencils, markers and/or Crayons, students will complete each assigned sketchbook page

Learning Outcomes: Students combine and apply artistic and reasoning skills to imagine, create, realize and refine artworks in conventional and innovative ways.

Task: Follow directions on your sketchbook pages. Make sure your work is neat, detailed and interesting.

- How do I know if my work is good? (Self-Assessment)
    - Does my work have good craftsmanship (Is it completed neatly?)
    - Is my work interesting, does it have detail?
    - Does my work complete the task required?

COLOR



The traditional color wheel is how artists arrange colors.

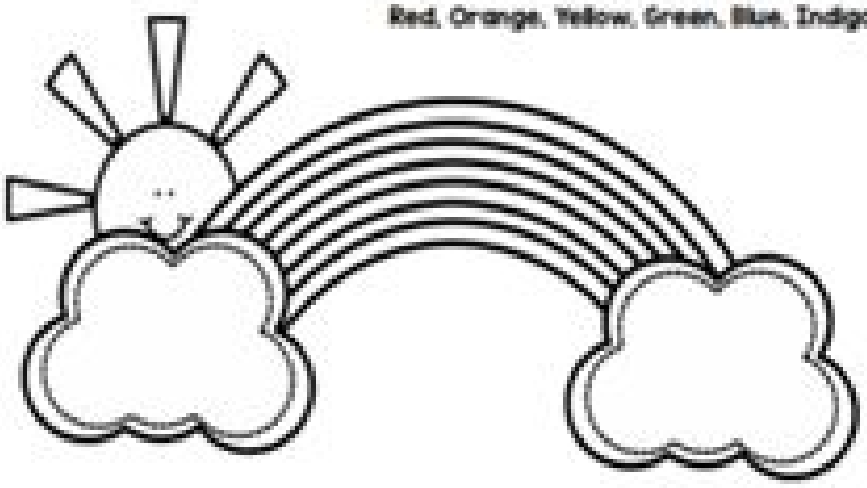
Red, yellow and blue are called **primary colors**. These colors are used to mix the other colors.

Orange, violet and green are called **secondary colors**.

Colors like blue-violet and yellow-orange are called **tertiary** or intermediate colors.

Color the rainbow in order: ROY G. BIV

Red, Orange, Yellow, Green, Blue, Indigo, Violet



GENERAL MUSIC

- Directions
    - Make a list of your favorite songs over the past several years and the things about them that you like the most.
    - Write a paragraph about your personal preferences of music using some of these descriptors and any other information that affects your personal choice of music.
- Learning Outcomes – Students will articulate their own personal preference of music using musical details and descriptors.
- Task - This ties into the Ohio Standard "3RE Explain personal preferences for specific musical selections using music vocabulary."
- How do I know if my work is good? (Self Assessment)
- What if I need help?

MY FAVORITE SONGS

- _____
- _____
- _____
- _____

What elements of these songs cause you to like them over others?

- _____
- _____
- _____
- _____

Write a paragraph about your personal preference in music using these ideas and sharing a clear, positively stated statement that someone could use to make a recommendation of a song you might like.

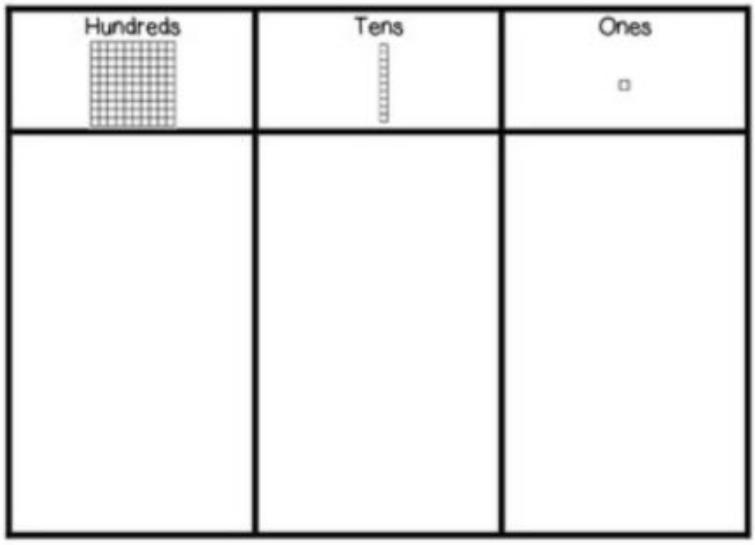
Week Eight: (insert date) _____

Math

- Directions: Complete the following worksheets.
- Learning Outcomes: Review third grade fact families and place value.
- Tasks:
    1. Finding the missing place value
    2. Fact Family

- How do I know if my work is good? (Self Assessment)
    - ❏ Did you do your best on all of your work?
    - ❏ Did you show your work when necessary?
    - ❏ Did you go back and check all of your work?

- What if I need help?
  Math games by standard https://www.mathgames.com/grade3
  Relating multiplication and division https://youtu.be/LI3QzXftlS0



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51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

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Find the missing place value from a 3-digit number

Grade 3 Place Value Worksheet

Find the missing numbers:

1) 1 + _____ + 100 = 191

2) _____ + 600 + 30 = 637

3) 1 + _____ + 70 = 271

4) 200 + _____ + 7 = 257

5) _____ + 60 + 700 = 761

6) 0 + _____ + 100 = 130

7) 50 + _____ + 200 = 256

8) 1 + 20 + _____ = 121

9) 300 + _____ + 4 = 384

10) 100 + 20 + _____ = 123

11) _____ + 30 + 600 = 635

12) _____ + 20 + 500 = 524

13) 700 + _____ + 4 = 784

14) 5 + _____ + 500 = 555

15) _____ + 50 + 900 = 954

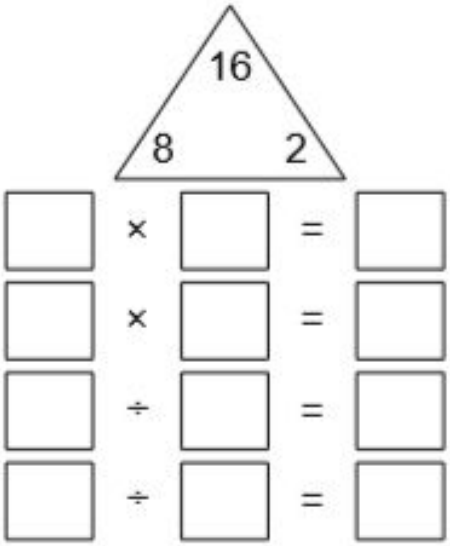
16) 1 + _____ + 100 = 161

Multiplication & division fact families

Grade 3 Division Worksheet

Complete each family of facts.

1.



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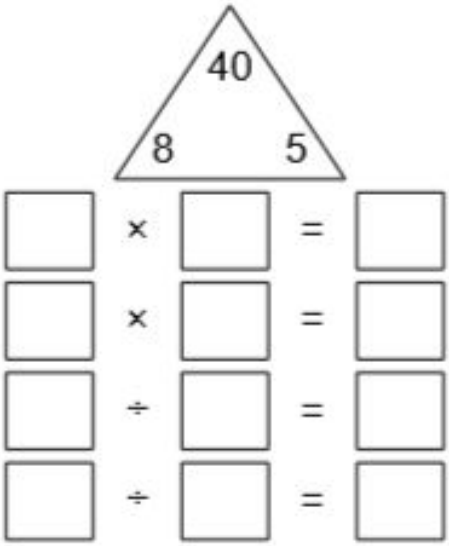

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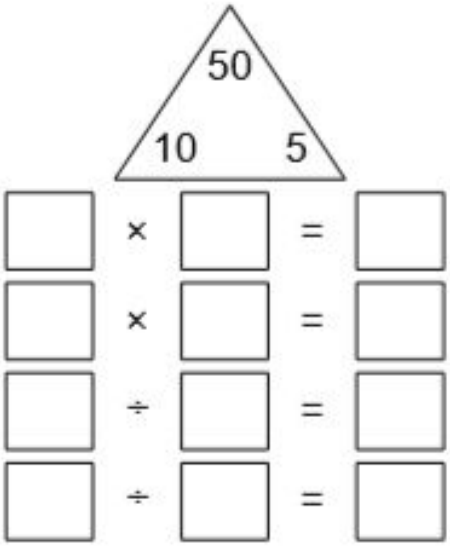

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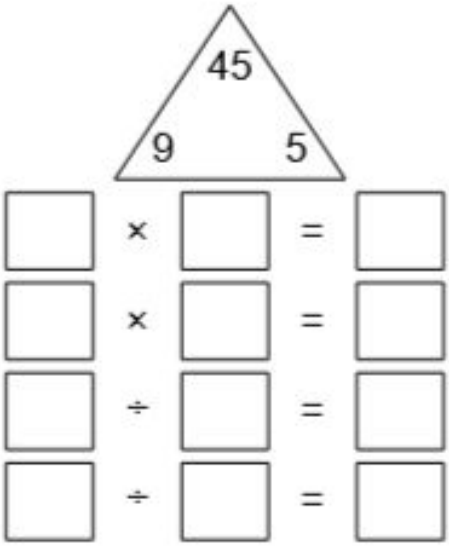


ELA

Directions
Read the passage and answer questions.

In Danger of Extinction

A species is the name for a group of animals that are alike, such as lions and tigers. If a species is endangered it means there are very few of those animals left in the world. If all the animals in a species die, the species becomes extinct. Those animals are gone forever.

Many species are protected. A protected species means governments have made laws against killing the animals.

The koala is close to being an endangered species. Interestingly, the koala is partly to blame for its decline. Koalas are too stubborn for their own good!

When you were younger, were you a picky eater? Did your parents have to force you to eat things that were good for you? Hopefully you listened to what they taught you and ate your dinner.

Koalas are picky eaters. They live in tall eucalyptus trees. Many of these trees are also called gum trees. Koalas eat the leaves of those trees. Since there are over 600 different types of eucalyptus trees, the koala should have no trouble finding food. But koalas are picky! They only want certain eucalyptus tree leaves to eat. Out of the 600 varieties of trees, koalas will only eat the leaves of about 120 kinds of eucalyptus tree. Some are even pickier than that. The koalas of a specific area will only eat about four or five kinds of eucalyptus leaves. They would rather starve than eat the other kinds. Now that's stubborn!

The biggest problem for koalas now is that the brush land in Australia is being cut down. Towns and cities are pushing farther into the brush. Since many koalas live there, they are losing their tree homes and the trees leaves that feed them.

1) What does it mean when an animal is extinct?
2) Imagine if you were like a koala and ate only one kind of food. What kind of food would it be?
3) What is another name for many gum trees?
4) Why do you think the koala is so picky?

5) What would you tell people to get them to stop cutting down the brush land where koalas live?

Learning Outcomes RL.3.1: Ask and answer questions to demonstrate understanding of a text referring explicitly to the text as the basis for the answers.

How did I do on this assignment? Circle one face!

Fine Arts

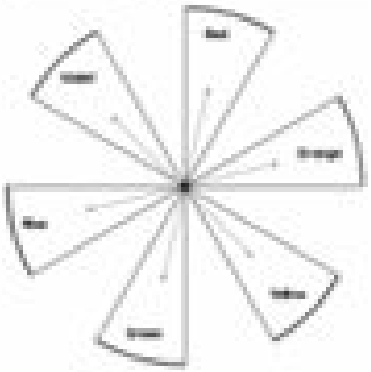
Visual Arts
Directions: Using a pencil and or colored pencils, markers and/or Crayons, students will complete each assigned sketchbook page

Learning Outcomes: Students combine and apply artistic and reasoning skills to imagine, create, realize and refine artworks in conventional and innovative ways.

- Task: Follow directions on your sketchbook pages. Make sure your work is neat, detailed and interesting.
- How do I know if my work is good? (Self-Assessment)
    - Does my work have good craftsmanship (Is it completed neatly?)
    - Is my work interesting, does it have detail?
    - Does my work complete the task required

COLOR

Complementary colors are colors that are across from each other on the color wheel. Complementary colors are more like opposite colors. They provide the greatest color contrast. When mixed together, a complementary pair would make a neutral color (brownish). This is a simplified color wheel to show you some of the pairs. The intermediate colors can also be complements. Color in the complementary pairs.



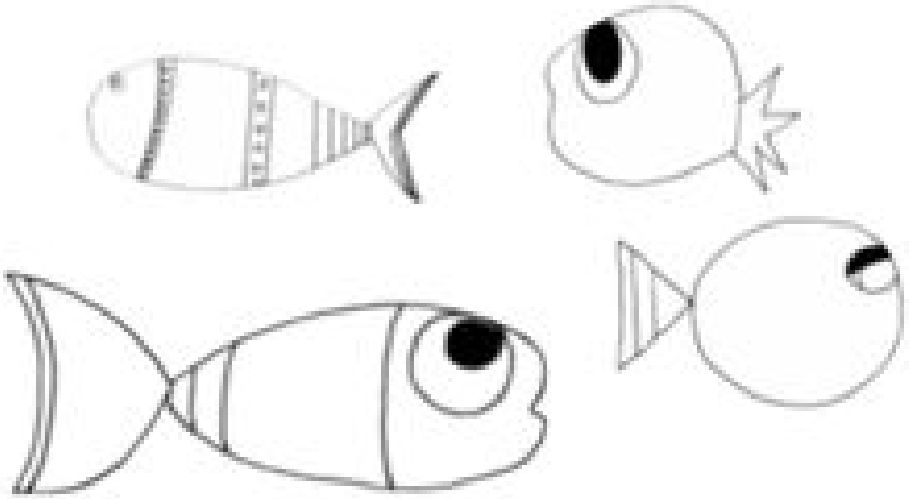
Complementary Pairs

Red & Green

Violet & Yellow

Blue & Orange

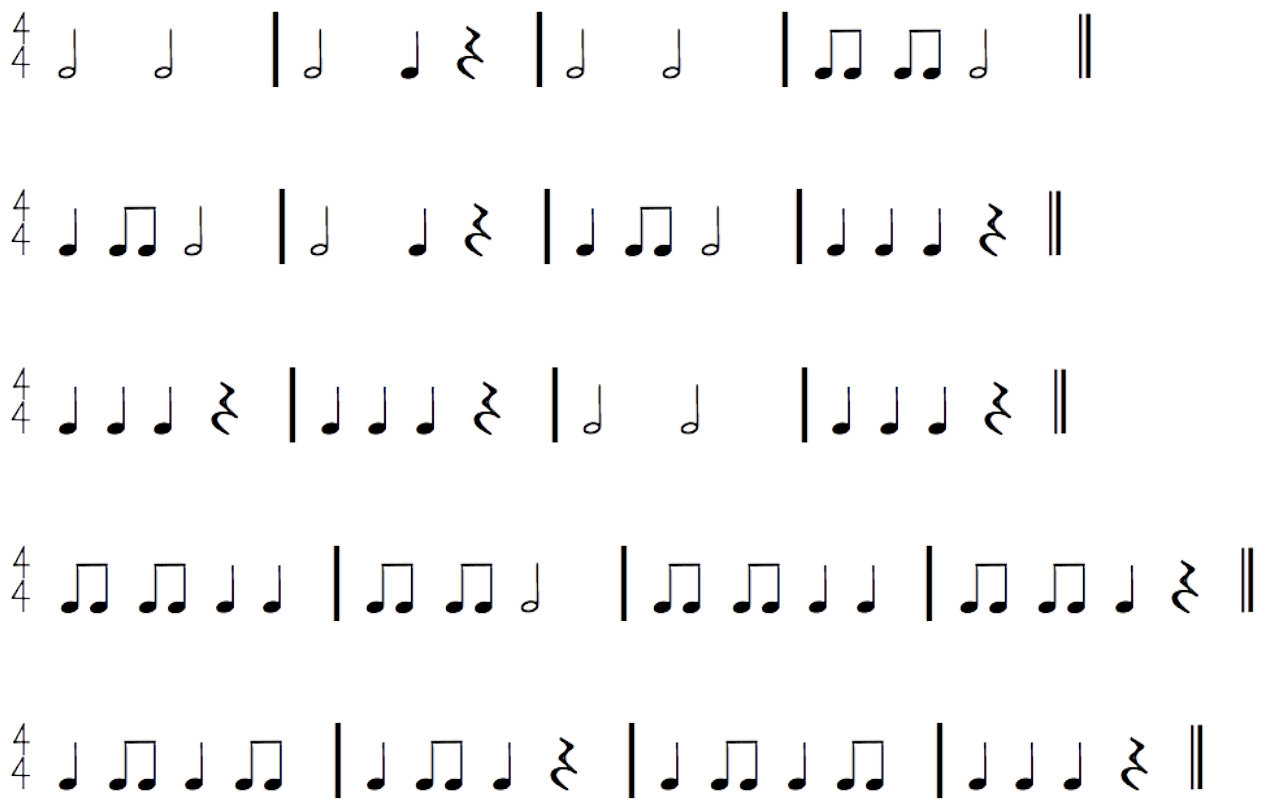
Decorate the fish with complementary color pairs.

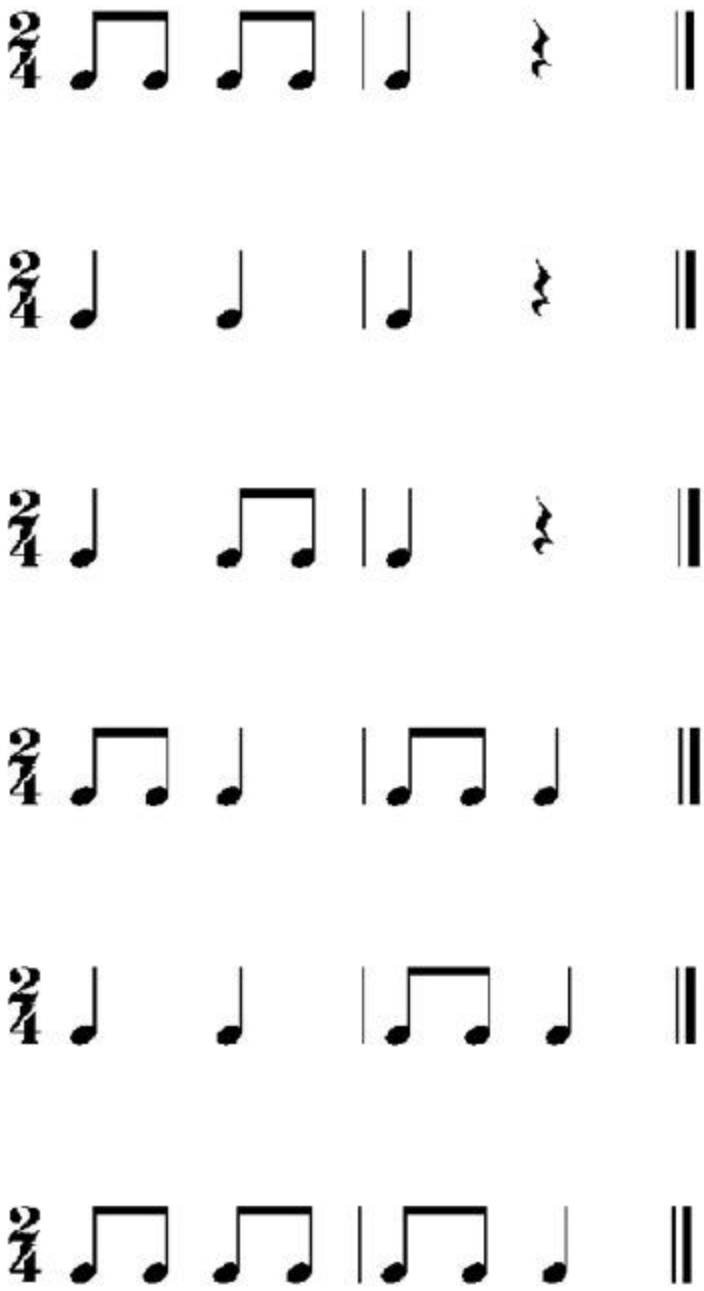


GENERAL MUSIC

- Directions - Practice these rhythms at home. Also, make up words to go with the patterns!
- Learning Outcomes - Students will perform rhythms in 2/4 and 4/4 meter.

- Task - This ties into the Ohio Standard “7PR Read, write and perform using eighth notes, quarter notes, half notes and quarter rests in 2/4, 3/4 and 4/4 meter.”
- How do I know if my work is good? (Self Assessment)
- What if I need help?





Reading other texts at home?

Consider these question stems alongside those items:

OST QUESTION STEMS for THIRD GRADE

- In Passage 1, _____ *(character's name)* suggests _____ How does this decision affect the rest of the story?
- How is _____ *(character's name)* experience different in Passage 2?
- Read these sentences from the passage. "_____"

What is the meaning of _____(*word)* as it is used in the sentence.

- Passage 1 and Passage 2 come from the same series of children's book. In some ways they are similar, and in other ways they are different.

Click on the table below to show where sentences describe _____(*Passage 1),* which ones describe _____*(Passage 2)* and which ones describe both.

Events	Title of Passage 1		Passage 2

- Read the sentences from the passage. _____

What does the phrase _____ mean as it is used in the passage?

- How is _____(*character's name)* experiences different in Passage 2?
- From which point of view are both stories told from?
- Select by highlighting two sentences from the excerpt below that shows _____(*character's name)* was not afraid of _____(*event).*
- This question has two parts. First answer Part A. Then answer Part B.

Part A:
What do the readers know about _____*(character or event)* based on Passage 1?

Part B:
Which statement from passage 1 best supports the answer in Part A?

- Which two facts from Passage 2 support the fact that _____ *(event)?*

List facts below.

- How does the illustration in Passage 1 give a clue about what will happen later in the story?
- In Passage 2, what is the purpose of the part where _____?
- What can the reader learn from the part of Passage 1 called "_____" (*subtitle)*
- What is the point of view of the passage?
- Select two sentences from the excerpt below that show how_____(*character's name)* was a _____ *(character trait or observation)*