### Reading

**Reading EPIC class codes:**
- Hodgson: WLM5307
- Johnson: EDY3343

**Week:** April 27-May 1

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<thead>
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<th>Monday</th>
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<tr>
<td><strong>Learning Target:</strong> I can clarify information in a text by using inferences.</td>
<td><strong>Learning Target:</strong> I can create a KWL chart to monitor comprehension of a topic from a nonfiction text.</td>
<td><strong>Learning Target:</strong> I can read a 3rd grade passage and focus on the important ideas within the text.</td>
<td><strong>Learning Target:</strong> I can identify similes and metaphors within a poem.</td>
<td><strong>Learning Target:</strong> I can distinguish the difference between a simile and metaphor.</td>
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<tr>
<td><strong>Activity with technology:</strong> Reading IXL H.3</td>
<td><strong>Activity with technology:</strong> Select a non-fiction story about Spiders on EPIC. Complete the KWL chart on the following page; before, during &amp; after reading.</td>
<td><strong>Activity with technology:</strong> Reading Animal Engineers: Spiderwebs on EPIC. Complete the KWL chart on the following page; before, during and after reading.</td>
<td><strong>Activity with technology:</strong> Reading IXL F. &amp; F.2</td>
<td><strong>Activity with technology:</strong> Read Similes and Metaphors by Ann Heinrichs in EPIC. Complete the worksheet attached on page 3.</td>
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<td><strong>Activity without technology:</strong> Read the article about Spiders on page 325 in your StoryTown text book. Copy the simple graphic organizer from page 325 and complete.</td>
<td><strong>Activity without technology:</strong> Read Spiders and Their Webs on pages 329-343 in your StoryTown text book. Complete the KWL chart on the following page; before, during &amp; after reading.</td>
<td><strong>Activity without technology:</strong> Reread Spiders and Their Webs on pages 329-343 in your StoryTown text book. Answer questions 1-4 on page 344.</td>
<td><strong>Activity without technology:</strong> Compete the worksheet on the attached page 3.</td>
<td><strong>Where to learn:</strong> <a href="https://www.youtube.com/watch?v=gp4y0cezpk">https://www.youtube.com/watch?v=gp4y0cezpk</a></td>
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<td>Where to learn: <a href="https://www.youtube.com/watch?v=i_hbzv2EacM">link</a></td>
<td>Where to learn: <a href="https://www.youtube.com/watch?v=nAr7FDY1lg">link</a></td>
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<td>Where to learn: <a href="https://www.youtube.com/watch?v=yuf3ryZ7Td4&amp;feature=emblogo">link</a></td>
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## K-W-L Chart

In the first two columns write what you think you already know about the topic or issue (K) and what you want to know (W). After completing your research write what you learned in the third column (L).

<table>
<thead>
<tr>
<th>What I Know (K)</th>
<th>What I Want to Know (W)</th>
<th>What I Learned (L)</th>
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Similes and Metaphors

Directions: Identify each statement as a simile or metaphor and then circle the two things that are being compared.

Example - **Simile** The baby is as cute as a kitten.

1. Her hair was as black as coal.
2. Life is a highway.
3. He is strong like an ox.
4. She has a heart of gold.
5. After school, my sister and I are couch potatoes.
6. Your backpack is as light as a feather.
7. My sister is an angel.
8. The cat's fur felt like a warm blanket.
9. My hands are cold as ice.
10. You are a pain in the neck.
11. That girl is one beautiful fox.
12. Just do it Jessica, stop being a cry baby.
13. His arms are weak and felt like noodles.
14. My room is so messy, it's practically a pigpen.
15. Cindy is like a fish when she swims.
16. My brother was a pig during last night's dinner.
17. Life is like a box of chocolates.
18. My brother's face turned red as a tomato.

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**Math**

*If you need IXL usernames and passwords, please email Mrs. Johnson or Mrs. Hodgson*

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<td><strong>Lesson 12.5</strong>&lt;br&gt;Learning Target: I can describe, classify, and compare quadrilaterals based on their sides and angles.&lt;br&gt;Activity with technology: Math IXL CC.2&lt;br&gt;Activity without technology:&lt;br&gt;Complete pages 501-504 (can follow along using video). Do enough sample problems until you understand. Then complete p.247-248 in your standards practice book. Where to learn: <a href="#">Click here to learn!</a></td>
<td><strong>Lesson 12.6</strong>&lt;br&gt;Learning Target: I can classify quadrilaterals by drawing them.&lt;br&gt;Activity with technology: Math IXL CC.2&lt;br&gt;Activity without technology:&lt;br&gt;Complete pages 505-508 (can follow along using video). Do enough sample problems until you understand. Then complete p.249-250 in your standards practice book. Where to learn: <a href="#">Click here to learn!</a></td>
<td><strong>Lesson 12.7</strong>&lt;br&gt;Learning Target: I can describe and compare triangles based on the number of sides that have equal length and by their angles.&lt;br&gt;Activity with technology: Math IXL CC.2&lt;br&gt;Activity without technology:&lt;br&gt;Complete pages 509-512 (can follow along using video). Do enough sample problems until you understand. Then complete p.251-252 in your standards practice book. Where to learn: <a href="#">Click here to learn!</a></td>
<td><strong>Lesson 12.8</strong>&lt;br&gt;Learning Target: I can solve problems by using the strategy draw a diagram to classify plane shapes.&lt;br&gt;Activity with technology: Math IXL CC.2&lt;br&gt;Activity without technology:&lt;br&gt;Complete pages 495-498 (can follow along using video). Do enough sample problems until you understand. Then complete p.245-246 in your standards practice book. Where to learn: <a href="#">Click here to learn!</a></td>
<td>Review Day</td>
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Properties of Polygons

Grade 3 Geometry Worksheet

Circle the shapes that are polygons.

Circle the number of sides each type of polygon has.

<table>
<thead>
<tr>
<th>Polygon</th>
<th>Sides</th>
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<tbody>
<tr>
<td>Heptagon</td>
<td>2 3 4 5 6 7 8</td>
</tr>
<tr>
<td>Triangle</td>
<td>2 3 4 5 6 7 8</td>
</tr>
<tr>
<td>Pentagon</td>
<td>2 3 4 5 6 7 8</td>
</tr>
<tr>
<td>Quadrilateral</td>
<td>2 3 4 5 6 7 8</td>
</tr>
<tr>
<td>Hexagon</td>
<td>2 3 4 5 6 7 8</td>
</tr>
<tr>
<td><strong>Grade:</strong> 3rd</td>
<td><strong>Teachers:</strong> <a href="mailto:melissa.hodgson@ops.org">melissa.hodgson@ops.org</a> <a href="mailto:morgan.johnson@ops.org">morgan.johnson@ops.org</a> <strong>Week:</strong> April 27-May 1</td>
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## Science

**Monday, Wednesday, Friday**

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<tr>
<th><strong>Learning Target:</strong></th>
<th>I can describe climates in different parts of the world.</th>
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**Activity with technology:** Read TWO of the following books on EPIC.

*"What is a Climate" by Jennifer Boothroyd
*"What is Climate" by Ellen Lawrence
*"Safety in Extreme Climates" by Kaitlyn Duling
*"Climate Scientist" by R.J. Bailey
*"Climate Maps" by Cynthia O’Brien

* Science IXL S.8 and S.9

**Activity without technology:**

1. Complete the lab on page 153 titled “How do Mountains affect climate?” *Directions: Make a mountain with different materials, such as a stack of books or boxes. Plug in a small fan and turn it on. On the same side of the mountain as the fan, drop cotton balls from a sufficient height above the model mountain. Observe what happens as the cotton balls fall to the mountain in the wind. Make different obstacles, such as making the mountain taller or shorter. Evaluate how these changes affect rainfall, which is represented by the cotton balls falling.*

2. Read pages 154-157 about Wet Climates, Dry Climates, and World Climate Zones. Answer the *Infer* question on page 154, the *Identify* question on page 155, and the questions on page 157.

3. In your science notebook, answer the following questions. Choose a different climate that you would like to live in. Why did you choose this climate? How does this climate compare to the one you currently live in? *(I would like to live in a _______ climate because ________.)*

**Where to learn:**

[Click here to learn about climate zones!](#)

[Click here to learn about climate zones of the world!](#)
Social Studies

<table>
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**Learning Target:** I can explain how supply and demand affect the price of goods or services.

**Activity with technology:**
*Read “Supply and Demand” by Linda Crotta Brennan on EPIC.*
*Social Studies IXL I.1*

**Activity without technology:** Answer the following questions on a piece of paper.

1. What is the difference between supply and demand?
2. Write a sentence to explain scarcity.
3. Synonyms are words that mean the same thing. Come up with synonyms for consumer, demand, and supply.

**Vocabulary:**
- Consumer- a person who buys a product or service
- Demand-the desire or need for a product or service
- Supply-the amount of goods offered for sale by a business
- Scarcity-a shortage, or lack of supply, of a product

**Where to learn:** [Click here to learn about supply and demand!](#)

**Learning Target:** I can explain how supply and demand affect the price of goods or services.

**Activity with technology:**
*Read “Who's Buying? Who's Selling?” by Jennifer S. Larson on EPIC.*
*Social Studies IXL I.2*

**Activity without technology:** Complete the attached worksheet titled “Identifying Goods and Services.” If you do not have a printer, you can write your answers on a piece of paper.

**Vocabulary:**
- Good- a thing you can touch that can be bought and sold
- Service-work done by someone for others
- Resources- things used to create goods and services

**Where to learn:** [Click here to learn about goods and services!](#)
Identifying Goods & Services

Observe each picture and circle the correct answer.

1) Goods      Service

2) Goods      Service

3) Goods      Service

4) Goods      Service

5) Goods      Service

6) Goods      Service
**Grade:** 3rd  
**Teachers:** melissa.hodgson@ops.org  
morgan.johnson@ops.org  
**Week:** April 27-May 1

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<td><strong>Learning Target:</strong> I can explain the Opinion Writing Process.</td>
<td><strong>Learning Target:</strong> I can organize my opinions by completing the graphic organizer.</td>
<td><strong>Learning Target:</strong> I can write my opinion based on a topic.</td>
<td><strong>Learning Target:</strong> I can revise and edit my opinion writing.</td>
<td><strong>Learning Target:</strong> I can copy my story in cursive.</td>
</tr>
<tr>
<td><strong>Activity without technology:</strong> Watch the video links below on the process of Opinion Writing.</td>
<td><strong>Activity without technology:</strong> Use the graphic organizer to write your Opinion paper. Review the video links below if needed. Save your paper for Thursday’s activity.</td>
<td><strong>Activity without technology:</strong> Reread your Opinion Writing from Wednesday. Revise and make edits as needed. Illustrate your writing. Re-watch the videos if needed. Save your paper for Friday’s activity.</td>
<td><strong>Activity without technology:</strong> Copy your Opinion Writing in cursive. Share your story with your family. Use correct fluency and expression while reading aloud.</td>
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<td><strong>Activity without technology:</strong> Make a list of reasons why or why not the school lunch time should be longer. Save the list for Tuesday’s activity.</td>
<td><strong>Activity without technology:</strong> Complate the graphic organizer listed below on Opinion Writing using the prompt: Should the school lunch time be longer? Re-watch the videos if needed. Save the graphic organizer for Wednesday’s activity.</td>
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Here are a total of 8 very short videos on the process of Opinion Writing. Please watch all 8 videos before starting.

#1 https://www.youtube.com/watch?time_continue=4&v=KEK2oGBSsHk&feature=emb_logo  
#2 https://www.youtube.com/watch?v=qv4rHG6rr8  
#3 https://www.youtube.com/watch?v=7kYtkqfXMOg  
#4 https://www.youtube.com/watch?v=ImEWpwbB5E0  
#5 https://www.youtube.com/watch?v=X1e8Zq-tYqE  
#6 https://www.youtube.com/watch?v=3Xq9C8XgWE  
#7 https://www.youtube.com/watch?time_continue=2&v=6sZao2fUJhSw&feature=emb_logo  
#8 https://www.youtube.com/watch?v=LSmjkSkqR70
Name:

Opinion Writing

Topic: _____________________________

Purpose: ___________________________

State your opinion clearly:

__________________________________________________________________________

__________________________________________________________________________

Use linking words and phrases like because, therefore, since, for example, and for instance to connect your opinion and reasons.

Reason One

__________________________________________________________________________

Reason Two

__________________________________________________________________________

Reason Three

__________________________________________________________________________

Concluding Statement:

__________________________________________________________________________

__________________________________________________________________________