



**Grade:** 3rd

**Teachers:** [melissa.hodgson@ops.org](mailto:melissa.hodgson@ops.org)  
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**Week:** May 11-15

## Reading

**Reading EPIC class codes:**

**Hodgson:** WLM5307

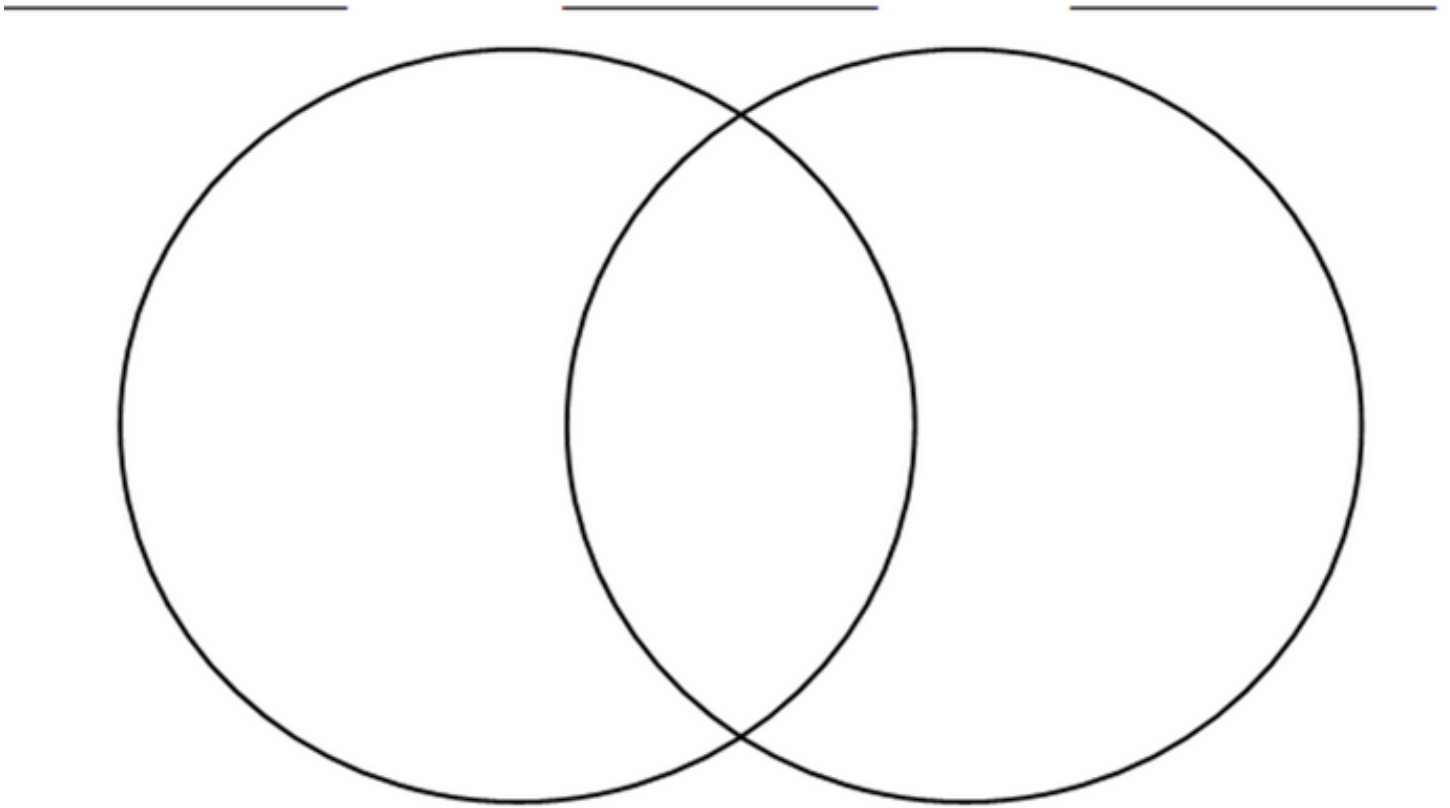
**Johnson:** EDY3343

Monday	Tuesday	Wednesday	Thursday	Friday
<p><b>Learning Target:</b> I can monitor my reading comprehension during an expository nonfiction story.</p> <p><b>Activity with technology:</b> Select one of the listed books on EPIC and complete the KWL chart before, during and after reading the book. 1. <i>National Geographic: Planets</i> 2. <i>Meet the Planets</i> 3. <i>The Outer Planets</i></p> <p><b>Activity without technology:</b> Read <i>The Planets</i> on pages 384-403 in your StoryTown text book. Complete the KWL chart before, during and after the story.</p> <p><b>Where to learn:</b> <a href="https://www.youtube.com/watch?v=nArZF7iDYlg">https://www.youtube.com/watch?v=nArZF7iDYlg</a></p>	<p><b>Learning Target:</b> I can determine the meaning of words with the prefixes: dis-, un-, &amp; non-.</p> <p><b>Activity with technology:</b> Reading IXL skills W.8 &amp; W.9</p> <p><b>Activity without technology:</b> Complete the worksheet on the prefixes dis-, un-, and non-.</p> <p><b>Where to learn:</b> <a href="https://www.youtube.com/watch?v=txNARc6bCxl">https://www.youtube.com/watch?v=txNARc6bCxl</a></p>	<p><b>Learning Target:</b> I can read a 3<sup>rd</sup> grade passage and focus on the important ideas within the text.</p> <p><b>Activity with technology:</b> Reading IXL skill N.2</p> <p><b>Activity without technology:</b> Reread <i>The Planets</i> on pages 384-403 in your StoryTown textbook. Answer questions 1-4 on page 404.</p> <p><b>Where to learn:</b> <a href="https://www.youtube.com/watch?time_continue=65&amp;v=IKAYXhIWcvE&amp;feature=emblogo">https://www.youtube.com/watch?time_continue=65&amp;v=IKAYXhIWcvE&amp;feature=emblogo</a></p>	<p><b>Learning Target:</b> I can make connections between information in texts and poetry.</p> <p><b>Activity with technology:</b> Reading IXL (The skill I want you to work on is a new skill that was just added &amp; it doesn't have a code next to it) The skill is under the letter <b>M &amp;</b> titled "Analyzing Literature New! Read Poetry."</p> <p><b>Activity without technology:</b> Read the poem <i>Jeremy's House</i> on pages 406-407 of your StoryTown text book. After you read the poem, answer the following questions.</p> <ol style="list-style-type: none"> <li>1. Why does Jeremy live in a house without a roof?</li> <li>2. Do you think counting the stars, the way Jeremy does, is worth doing? Why or why not?</li> <li>3. How is this selection different from a nonfiction?</li> </ol>	<p><b>Learning Target:</b> I can compare and contrast two planets.</p> <p><b>Activity with technology:</b> Use Reading EPIC as a resource to learn more about planets. Select two planets and compare and contrast them using the Venn Diagram below.</p> <p><b>Activity without technology:</b> Reread <i>The Planets</i> on pages 384-403 in your StoryTown textbook. Select two planets and compare and contrast them using the Venn Diagram.</p> <p><b>Where to learn:</b> <a href="http://www.youtube.com/watch?v=CkV_uRErlqk&amp;feature=emb_logo">http://www.youtube.com/watch?v=CkV_uRErlqk&amp;feature=emb_logo</a></p>





## Venn Diagram Template





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

## Prefixes: dis- non- un-



A prefix is a word part that is added to the front of a base word to change the meaning of that word. More than one prefix may mean the same thing.

Examples:

The prefixes *dis-*, *non-*, and *un-* mean "not" or "the opposite of"

dis + approve = disapprove (not approve)

non + toxic = nontoxic (not toxic)

un + happy = unhappy (not happy)

A. Add the correct prefix to the front of each base word to make a new word.

dis- non- un-

- |                 |                   |
|-----------------|-------------------|
| 1. zip _____    | 6. pleasant _____ |
| 2. honest _____ | 7. stop _____     |
| 3. fat _____    | 8. respect _____  |
| 4. agree _____  | 9. fair _____     |
| 5. ripe _____   | 10. obey _____    |

B. Use the words you made above to complete each sentence.

- Haley knew it was \_\_\_\_\_ to copy her sister's homework.
- Luke could not \_\_\_\_\_ his jacket.
- Claire ate some \_\_\_\_\_ yogurt before going for a run.
- Gloria did not tolerate \_\_\_\_\_ from anyone.
- Phil worked \_\_\_\_\_ on his project.
- Cameron and Mitchell \_\_\_\_\_ about everything.
- Jay had an \_\_\_\_\_ time at the party.
- Manny would never \_\_\_\_\_ his mother.
- Lily ate the banana even though it was still \_\_\_\_\_.
- Alex felt her teacher was being \_\_\_\_\_.



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## Math

*\*If you need your IXL password, please email Mrs. Johnson or Mrs. Hodgson.*

<b>Monday</b> <i>Lesson 10.5</i>	<b>Tuesday</b> <i>Lesson 10.6</i>	<b>Wednesday</b> <i>Lesson 10.7</i>	<b>Thursday</b> <i>Lesson 10.8</i>	<b>Friday</b> <i>Lesson 10.9</i>
<p><b>Learning Target:</b> I can solve problems involving addition and subtraction of time intervals by using the strategy draw a diagram.</p> <p><b>Activity with technology:</b> Math IXL T.6</p> <p><b>Activity without technology:</b> Complete pages 405-408 (can follow along using video). Do enough sample problems until you understand. Then complete p.201-202 in your standards practice book.</p> <p><b>Where to learn:</b> <a href="#">Click here to learn!</a></p>	<p><b>Learning Target:</b> I can measure length to the nearest half or fourth inch and use measurement data to make a line plot.</p> <p><b>Activity with technology:</b> Math IXL BB.3</p> <p><b>Activity without technology:</b> Complete pages 411-414 (can follow along using video). Do enough sample problems until you understand. Then complete p.203-204 in your standards practice book.</p> <p><b>Where to learn:</b> <a href="#">Click here to learn!</a></p>	<p><b>Learning Target:</b> I can estimate and measure liquid volume in liters.</p> <p><b>Activity with technology:</b> Math IXL BB.16</p> <p><b>Activity without technology:</b> Complete pages 415-418 (can follow along using video). Do enough sample problems until you understand. Then complete p.205-206 in your standards practice book.</p> <p><b>Where to learn:</b> <a href="#">Click here to learn!</a></p>	<p><b>Learning Target:</b> I can estimate and measure mass in grams and kilograms.</p> <p><b>Activity with technology:</b> Math IXL BB.17</p> <p><b>Activity without technology:</b> Complete pages 419-422 (can follow along using video). Do enough sample problems until you understand. Then complete p.207-208 in your standards practice book.</p> <p><b>Where to learn:</b> <a href="#">Click here to learn!</a></p>	<p><b>Learning Target:</b> I can add, subtract, multiply, or divide to solve problems involving liquid volumes or masses.</p> <p><b>Activity with technology:</b> Math IXL BB.4</p> <p><b>Activity without technology:</b> Complete pages 423-426 (can follow along using video). Do enough sample problems until you understand. Then complete p.209-210 in your standards practice book.</p> <p><b>Where to learn:</b> <a href="#">Click here to learn!</a></p>



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## Science

**Monday, Wednesday, Friday**

**Learning Target:** I can determine how well my solution solves a problem by providing evidence about how it reduces the impact of a weather-related hazard.

**Activity with technology:** Read THREE of the following books on EPIC.

- \*"Survive a Tornado" by Chris Bowman
- \*"What is Wind" by Robin Johnson
- \*"Tornado" by Jessica Rudolph
- \*"Tornado!" by Elizabeth Raum
- \*"What is Severe Weather" by Jennifer Boothroyd
- \*"Survive a Flood" by Patrick Perish

**Activity without technology:**

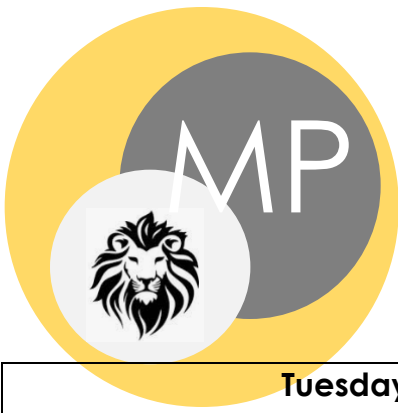
1. Complete the lab titled "How can a roof be improved?" on pages 116-117.
  - Procedure: Observe the available materials. Talk to a sibling or one of your parents about the effectiveness of each material to withstand strong winds. Then, use cardboard, construction paper, craft sticks, and glue to build a roof that will fit on top of the model house. Finally, place the model house and your roof model near a fan. Use a fan to stimulate wind. If the fan has different settings, record which setting it took to blow off the roof. If the fan has only one setting, record the time it takes for the roof to blow off. When done, complete the questions 1-5.
2. Complete the following lab in your science journal.
  - Weather can cause many hazards, such as flooding. Flooding can happen from a heavy snowmelt and long rains that cause rivers and lakes to overflow and flood. Strong barriers are needed to keep the water from spilling over onto land. For this activity, you will be building a dam. Gather a rectangular plastic container, water, and materials (wax paper, foil, clay, cardboard, sticks, rocks, sand, etc...) and build a barrier strong enough to stop the overflow of water. Once you have built your wall in the rectangular container, pour water on one side of your structure. Did your barrier stop the water? If not, how could you design your barrier to be stronger and more durable?
  - Sentence Frames: I used \_\_\_\_ to build my barrier. When I poured water onto my structure, I noticed \_\_\_\_\_.

**Where to learn:**

[Click here to learn about floods!](#)

[Click here to learn about wind!](#)

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## Social Studies

Tuesday	Thursday
<p><b>Learning Target:</b> I can explain the meaning of patriotic symbols, songs, actions, celebrations, and holidays.</p> <p><b>Activity with technology:</b> Read "Let's Celebrate Memorial Day" by Barbara de Rubertis on EPIC.</p> <p><b>Activity without technology:</b> Write three reasons why people celebrate Memorial Day.</p> <p><i>Sentence Frame:</i> We celebrate Memorial Day because _____. It is important because _____.</p> <p><b>Vocabulary:</b></p> <ul style="list-style-type: none"> <li>• <u>Monument</u>- something built to honor and remember a person or an event</li> <li>• <u>Memorial</u>-something that keeps a memory alive</li> <li>• <u>Appreciation</u>- a feeling of being grateful</li> <li>• <u>Honor</u>-to highly respect</li> <li>• <u>Patriotic</u>- showing love that a person feels for their country</li> <li>• <u>Soldier</u>- a member of the military</li> <li>• <u>Tradition</u>- a belief handed down from one generation to another</li> <li>• <u>Ceremony</u>- a formal activity conducted for a specific reason</li> <li>• <u>Military</u>- the armed forces who protect our country</li> <li>• <u>Service</u>- an action that a person does for someone else</li> <li>• <u>Defend</u>- to protect from danger or attack</li> </ul> <p><b>Where to learn:</b> <a href="#">Click here to learn about Memorial Day!</a></p>	<p><b>Learning Target:</b> I can explain the meaning of patriotic symbols, songs, actions, celebrations, and holidays.</p> <p><b>Activity with technology:</b> Read "Celebrating Holidays: Memorial Day" by Rachel Grack on EPIC.</p> <p><b>Activity without technology:</b> Read the attached worksheet titled "Memorial Day" and answer the following questions on a piece of paper.</p> <ol style="list-style-type: none"> <li>1. When is Memorial Day?</li> <li>2. Before 1967, Memorial Day was a special day to _____.</li> <li>3. Why do we celebrate Memorial Day today?</li> <li>4. Memorial Day was once called Decoration Day. Why?</li> <li>5. What would you like to do this Memorial Day to remember and honor those who have served in the military?</li> </ol> <p><b>Where to learn:</b> <a href="#">Click here to learn about Memorial Day!</a></p>

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

# Memorial Day

by Mikki Sadil

Memorial Day is a big holiday for American families. Everybody gets together for pool parties, barbeques, and all kinds of family fun. While it's wonderful to see people having fun on Memorial Day weekend, it's important to remember the real meaning of the holiday. It is a day to honor and remember all the military men and women who have died serving our country.



Memorial Day got its start after the Civil War ended, except then it was called Decoration Day. Everyone decided upon one day (at that time, it was May 30<sup>th</sup>) to go to the cemeteries and decorate the graves of Union soldiers with flowers, notes, and sometimes even handmade toys. This was in 1868.

In 1882, Decoration Day was changed to "Memorial Day" when the North and South came together to honor both Union and Confederate soldiers who had died during the Civil War. However, the US has been involved in many wars since the Civil War, so in 1967, it became the official day to honor all of the military who had died serving their country. In 1971, Memorial Day was legally changed to the last Monday in May, which is when we celebrate it now.

Do you know someone whose mother, father, brother or sister is in the military? Some servicemen are fighting overseas and won't be home for Memorial Day. How about doing something special to show support for your friends and their families who are in the military?

1. Get some of your friends together and make funny get-well cards to take to veterans in your local hospital, and maybe bake some cookies and take them along.
2. Organize your own Memorial Day Parade with your bikes and skateboards. Wear red, white, and blue clothes, and put small American flags on your handlebars or put a miniature one on your baseball cap.
3. Get your parents to teach you how to display a large American flag, and put one up in your front yard or in a stand on the garage wall.
4. Write letters to send to soldiers overseas: Tell jokes, funny stories, your dog's latest antics, anything to make a soldier laugh. They'll love you for it. You can get soldiers' names and PO addresses from a local Veteran's Administration.
5. Talk to someone who has served in the military. Ask them to tell you what it was like. Many veterans love to tell stories about their experiences.

We're lucky to live in such a free country. However, our country wouldn't be safe and free if it were not for the brave men and women who have served in the military. The purpose of Memorial Day is to remember those who have died fighting for our country, and we can also give special thanks to the men and women who serve today.





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### Writing

Monday	Tuesday	Wednesday	Thursday	Friday
<p><b>Learning Target:</b> I can respond to a writing prompt using written language.</p> <p><b>Activity without technology:</b> Type a response to the following writing prompt: <i>You wake up and realize you can talk to animals. What would you say to the animals? What would your family &amp; friends think?</i> Use descriptive words and figurative language within your response. Illustrate your response and save for Tuesday's activity.</p> <p><b>Activity without technology:</b> Write a response to the following writing prompt: <i>You wake up and realize you can talk to animals. What would you say to the animals? What would your family &amp; friends think?</i> Use descriptive words and figurative language within your response. Illustrate your response and save for Tuesday's activity.</p>	<p><b>Learning Target:</b> I can reproduce a copy of a story using cursive.</p> <p><b>Activity without technology.</b> Recopy your response from yesterday using cursive. Share your response and illustration with family members.</p> <p><b>Where to learn:</b> <a href="https://www.youtube.com/watch?v=MHzkAF7ttwA&amp;feature=emb_logo">https://www.youtube.com/watch?v=MHzkAF7ttwA&amp;feature=emb_logo</a></p>	<p><b>Learning Target:</b> I can respond to a writing prompt using written language.</p> <p><b>Activity without technology:</b> Type a response to the following writing prompt: <i>Write about a day at school in space. Who would be in your class? What would you learn? How would you keep things from floating away?</i> Use descriptive words and figurative language within your response. Illustrate and save for Thursday's activity.</p>	<p><b>Learning Target:</b> I can reproduce a copy of a story using cursive.</p> <p><b>Activity without technology.</b> Recopy your response from yesterday using cursive. Share your response and illustration with family members.</p> <p><b>Where to learn:</b> <a href="https://www.youtube.com/watch?v=MHzkAF7ttwA&amp;feature=emb_logo">https://www.youtube.com/watch?v=MHzkAF7ttwA&amp;feature=emb_logo</a></p>	<p><b>Learning Target:</b> I can summarize with facts and information about a topic in a nonfiction text.</p> <p><b>Activity with technology:</b> Use Reading EPIC as a resource to locate facts &amp; information about one planet. Draw a picture of the planet you selected and include 4 facts about the planet. Share with your family.</p> <p><b>Activity without technology:</b> Use the story <i>The Planets</i> on pages 384-403 as a resource to locate facts &amp; information about one planet. Draw a picture of the planet you selected and include 4 facts about the planet. Share with your family.</p>