



**Grade:** 3rd

**Teachers:** [melissa.hodgson@ops.org](mailto:melissa.hodgson@ops.org)  
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**Week:** May 4-8

**READING**

Monday	Tuesday	Wednesday	Thursday	Friday
<p><b>Learning Target:</b> I can make predictions within a realistic fiction story by connecting information found in the story.</p> <p><b>Activity with technology:</b> Read a realistic fiction story on EPIC. Make a prediction in the beginning of the story and in the middle of the story. After reading the story check to see if your predictions were correct.</p> <p><b>Activity without technology:</b> Read The <i>Science Fair</i> on pages 357-370 in StoryTown and answer the following questions BEFORE you read the specified page.</p> <p><b>358:</b> Predict how you think Kevin will feel at the science Fair?</p> <p><b>363:</b> Do you think Beany will call her mother?</p> <p><b>365:</b> Do you think Beany and Kevin will add gimmick to their project?</p> <p><b>367:</b> Do you think Kevin will be proved right?</p> <p><b>Where to learn:</b>  <a href="https://www.youtube.com/watch?time_continue=140&amp;v=k09Q8A6Bxco&amp;feature=emb_logo">https://www.youtube.com/watch?time_continue=140&amp;v=k09Q8A6Bxco&amp;feature=emb_logo</a></p>	<p><b>Learning Target:</b> I can recall the contraction for two words.</p> <p><b>Activity with technology:</b> Reading IXL RR.1-RR.2</p> <p><b>Activity without technology:</b> Read pages 352-353 in StoryTown. Then, write the contractions for the following words.</p> <ol style="list-style-type: none"> <li>1. will not</li> <li>2. would not</li> <li>3. I will</li> <li>4. did not</li> <li>5. they have</li> <li>6. they are</li> <li>7. you have</li> <li>8. are not</li> </ol> <p>Make a list of 6 more contractions and use each them in a sentence.</p> <p><b>Where to learn:</b>  <a href="https://www.youtube.com/watch?time_continue=86&amp;v=xrdznzrjF8&amp;feature=emb_logo">https://www.youtube.com/watch?time_continue=86&amp;v=xrdznzrjF8&amp;feature=emb_logo</a></p>	<p><b>Learning Target:</b> I can identify the beginning, middle and end of a story.</p> <p><b>Activity with technology:</b> Select &amp; read a fiction story on EPIC. After reading, identify what happened in the beginning, middle and end.</p> <p><b>Activity without technology:</b> Reread Science Fair on pages 357-370 in StoryTown. After reading, identify what happened in the beginning, middle and end.</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 determine the meaning of words with the suffixes -less and -able.</p> <p><b>Activity with technology:</b> Reading IXL W.4 and W.6</p> <p><b>Activity without technology:</b> Complete the worksheets below using suffixes -less and -able.</p> <p><b>Where to learn:</b>  <a href="https://www.youtube.com/watch?time_continue=4&amp;v=U6mfwXe3Bo&amp;feature=emb_log_o">https://www.youtube.com/watch?time_continue=4&amp;v=U6mfwXe3Bo&amp;feature=emb_log_o</a></p>	<p><b>Learning Target:</b> I can read a 3rd grade passage and focus on the important ideas within the text.</p> <p><b>Activity with technology:</b> Select a fiction story on EPIC. After reading, list the setting, characters, problem and solution.</p> <p><b>Activity without technology:</b> Reread <i>Science Fair</i> on pages 357-370 in StoryTown. After rereading, answer questions 1-4 on page 371.</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>



## Suffix Practice

The suffix "-less" means "without or less." When you add -less to the end of a root word it changes the meaning.

thought + less = thoughtless which means without thought

<u>Root word</u>	<u>Suffix</u>	<u>New Word</u>	<u>Definition</u>
1. color +	less=	_____	which means <u>without color</u>
2. pain +	less =	_____	which means _____
3. power +	less =	_____	which means _____
4. help +	less =	_____	which means _____
5. spot +	less =	_____	which means _____
6. tooth +	less =	_____	which means _____
7. sugar +	less =	_____	which means _____
8. home +	less =	_____	which means _____
9. care +	less =	_____	which means _____
10. use +	less =	_____	which means _____

Alphabetical Order (New words):

- |             |              |
|-------------|--------------|
| 1.<br>_____ | 6.<br>_____  |
| 2.<br>_____ | 7.<br>_____  |
| 3.<br>_____ | 8.<br>_____  |
| 4.<br>_____ | 9.<br>_____  |
| 5.<br>_____ | 10.<br>_____ |



## Suffix **-able**

**-able** - means able to be -  
Example: adorable - able to be adored

Word	Root Word	Suffix	Definition
washable			
	favor	able	
manageable			
	comfort	able	
allowable			
	accept	able	
understandable			
peaceable			
	depend	able	



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**Week:** May 4-8

## Math

*\*Due to time, we had skipped Chapter 10. We are going to catch up and learn that material this week! ☺*

<b>Monday</b> <i>Lesson 12.9</i>	<b>Tuesday</b> <i>Lesson 10.1</i>	<b>Wednesday</b> <i>Lesson 10.2</i>	<b>Thursday</b> <i>Lesson 10.3</i>	<b>Friday</b> <i>Lesson 10.4</i>
<p><b>Learning Target:</b> I can partition shapes into parts with equal areas and express the area as a unit fraction of the whole.</p> <p><b>Activity with technology:</b> Review Math IXL CC.1-CC.10</p> <p><b>Activity without technology:</b> Complete pages 517-520 (can follow along using video). Do enough sample problems until you understand. Then complete p.255-256 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 read, write, and tell time on analog and digital clocks to the nearest minute.</p> <p><b>Activity with technology:</b> Math IXL T.1, T.2, T.3</p> <p><b>Activity without technology:</b> Complete pages 389-392 (can follow along using video). Do enough sample problems until you understand. Then complete p.193-194 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 decide when to use A.M. and P.M. when telling time to the nearest minute.</p> <p><b>Activity with technology:</b> Math IXL T.4</p> <p><b>Activity without technology:</b> Complete pages 393-396 (can follow along using video). Do enough sample problems until you understand. Then complete p.195-196 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 use a number line or an analog clock to measure time intervals in minutes.</p> <p><b>Activity with technology:</b> Math IXL T.6</p> <p><b>Activity without technology:</b> Complete pages 397-400 (can follow along using video). Do enough sample problems until you understand. Then complete p.197-198 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 use a number line or an analog clock to add or subtract time intervals to find starting times or ending times.</p> <p><b>Activity with technology:</b> Math IXL T.7 &amp; T.8</p> <p><b>Activity without technology:</b> Complete pages 401-404 (can follow along using video). Do enough sample problems until you understand. Then complete p.199-200 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 demonstrate how to stay safe in severe weather.

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

\*"What is a Hurricane?" by Robin Johnson

\*"How to Survive a Tornado" by Marne Ventura

\*"Tornado" by Elizabeth Raum

\*"Biggest, Baddest, Book of Storms" by Mary Elizabeth Salzmann

\*"The Awesome Book of Tornadoes and Other Storms" by Kate Perry

**Activity without technology:**

1. Read pg. 112 in your science book titled "Storms." In your science notebook, answer the following questions:

- What is the difference between a storm and a flood?
- How is a hurricane different from a rainstorm?
- Explain why hurricanes do not form around Earth's poles.
- What are some ways that a roof can keep you safe in a storm?
- In the section you just read, underline two details that tell why a storm can have a big impact.

2. Read pg. 113 in your science book titled "Reduce the Impact." Answer the "Plan It" question below the paragraph.

3. How can you make a roof that withstands different weather conditions? Make the walls of a house out of LEGOs, boxes, or blocks. Gather different materials (cardboard, wax paper, foil, sticks, waterproof material, etc...) that you can test out for a roof that would withstand a rainstorm or heavy snow. Make a plan, test your plan, and record what happens to your roof. Test out your roof using water for a rainstorm or ice cubes for a heavy snow.

- *Sentence Frame:* I made my house out of \_\_\_\_\_. When I tested the roof with \_\_\_\_\_, I noticed \_\_\_\_\_.

**Where to learn:**

[Click here to learn how to stay safe in a tornado!](#)

[Click here to learn how to prepare for a flood!](#)

[Click here to learn how to stay safe in a hurricane!](#)



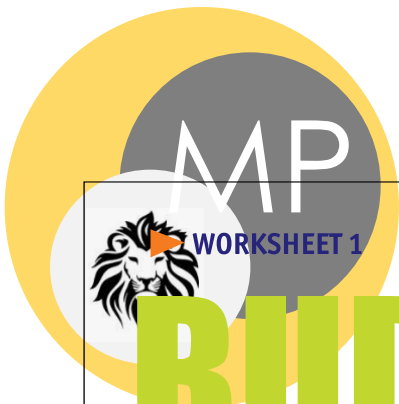
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## Social Studies

Tuesday	Thursday
<p><b>Learning Target:</b> I can explain the function of a bank.</p> <p><b>Activity with technology:</b> *Read “Where Do We Keep Money?: How Banks Work” by Jennifer S. Larson</p> <p><b>Activity without technology:</b> Answer the following questions on a piece of paper.</p> <ol style="list-style-type: none"><li>1. What is interest?</li><li>2. Why would you want to save money?</li><li>3. Would you rather put your money in a checking account or a savings account?</li><li>4. Is there a bank in your community where people can keep their money safe? Interview an adult family member. Find out whether he or she uses a bank, and, if so, why.</li></ol> <p><b>Vocabulary:</b></p> <ul style="list-style-type: none"><li>• <u>Bank</u>- a business that looks after people’s money</li><li>• <u>Deposits</u>- put money into savings or checking accounts</li><li>• <u>Interest</u>- the money a bank pays people to use their money while it is in the bank</li><li>• <u>Investment</u>-to buy something that people believe will grow in value</li></ul> <p><b>Where to learn:</b> <a href="#">Click here to learn about banks!</a></p>	<p><b>Learning Target:</b> I can explain why making a budget is important for good money management.</p> <p><b>Activity with technology:</b> *Read “<u>Kyle Keeps Track of Cash</u>” by Lisa Bullard &amp; “<u>Super Smart Shopping</u>” by Mattie Reynolds on EPIC.</p> <p><b>Activity without technology:</b> Complete the attached worksheet titled “Budget Basics” If you do not have a printer, you can write your answers to the two questions on a piece of paper.</p> <p><b>Vocabulary:</b></p> <ul style="list-style-type: none"><li>• <u>Budget</u>- a person’s plan for spending and saving money</li></ul> <p><b>Where to learn:</b> <a href="#">Click here to learn about budgeting!</a></p>



# BUDGET BASICS

Jason and Amy Hunter, 14-year-old twins, couldn't believe it! Their parents had agreed to let them look for a car that they could purchase in two years when they both got their licenses at 16. The only catch was they had to save enough over two years to buy the car themselves, and to also pay for costs like gas, repairs, and insurance.

Jason and Amy decided to "window shop" for cars at Friendly Fred's Autorama. Friendly Fred himself helped them find a reasonably priced car for \$6,000, an amount that they thought they could afford. "Remember," said Fred, "You won't be buying the car for two years, and with inflation, a similar car will probably cost about 5% more, or \$6,300. When you're ready, Friendly Fred will be here to help you!"

"Now that we know what we want, how can we possibly come up with \$6,300?" wondered Jason. Amy had an idea: "Let's figure out where we stand and make a budget—an estimate of our expected income and expenses. Then we can make adjustments to make sure we can save \$6,300 over the next two years." Jason and Amy got down to work and made a list of the money they expected to receive and spend each month.



## QUESTIONS

Use the chart on the right. Show your work on separate paper.

- Prepare a monthly budget (a listing of expected income and expenses) for Amy and one for Jason.
  - How do their expenses compare to their incomes?
  - After two years, will they have enough to buy the car?
  - How much more money does each sibling need to save each month to afford to buy the car?
  - What would you suggest they do to make sure they save enough for the car?
- Jason and Amy are budgeting to make sure they save enough to buy the car. They also have to consider the expenses they will face to operate the car after they buy it. What kinds of operating expenses should they include?

Monthly Income or Expense Item	Jason	Amy
Allowance	\$40	\$40
Video Games	\$10	\$0
Babysitting Earnings	\$0	\$20 (2 jobs per month for 2 hours each at \$5 per hour)
Snacks	\$14	\$0
Art Supplies	\$0	\$44
Donation to Animal Shelter	\$0	\$5
Batting Cage Rentals	\$16	\$0

## NOW TRY THIS!

Make a list of the income you receive and the expenses you have each month and prepare a budget for yourself. If your income and expenses are equal, you aren't saving anything. Do you think this is a problem? Explain your thinking.

## DEFINITIONS:

- Budget:** An estimate of expected income and expenses for a future period of time.
- Income:** Money received during a period of time from wages, interest, and other sources.
- Expenses:** Money spent during a period of time to pay for goods or services.



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**Week:** May 4-8

## WRITING

Monday	Tuesday	Wednesday	Thursday	Friday
<p><b>Learning Target:</b> I can apply the correct capitalization in written language.</p> <p><b>Activity without technology:</b> Write about a time you did something really well and describe it in detail. Be sure to use correct capitalization within your story. Save your writing for Tuesday's activity.</p> <p><b>Where to learn:</b> <a href="https://www.youtube.com/watch?v=MwUjGtdTxVo">https://www.youtube.com/watch?v=MwUjGtdTxVo</a></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 story from yesterday using cursive. Share your story 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 construct a paragraph using correct punctuation.</p> <p><b>Activity without technology:</b> Write about a time you stayed up late. What did you do with the extra time? Illustrate your story. Save your story for Thursday's activity.</p> <p><b>Where to learn:</b> <a href="https://www.youtube.com/watch?time_continue=6&amp;v=LdCOswMeXFQ&amp;feature=emb_logo">https://www.youtube.com/watch?time_continue=6&amp;v=LdCOswMeXFQ&amp;feature=emb_logo</a></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 story from yesterday using cursive. Share your story 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 use the correct sequencing words within a writing prompt.</p> <p><b>Activity without technology:</b> Write a recipe for your favorite pizza. Include a list of ingredients and instructions. Also include sequencing words: first, next, then, and finally. Illustrate a picture of your pizza to go with the recipe. Share the recipe and illustration with your family.</p>