

Summer Resources – 3rd Grade

Please continue using our online curriculum throughout the summer:

- Lexia <https://www.lexiacore5.com>
- Compass Learning <https://www.thelearningodyssey.com>
- IAR Practice Tests <https://www.isbe.net/iar>
- NWEA Practice Tests <https://www.nwea.org/map-growth/>

Additional resources:

- Edutopia <https://www.edutopia.org/blog/summer-learning-resources-matt-davis>
- Scholastic <https://classroommagazines.scholastic.com/support/learnathome.html>
- History for Kids <https://www.historyforkids.net/>
- Mystery Science <https://mysteryscience.com/school-closure-planning>
- National Geographic for Kids <https://kids.nationalgeographic.com/>

Using an Expanded Algorithm

You can use arrays of place-value blocks to multiply.

Find the product for 4×14 .

What You Show	What You Write
$4 \times 10 = 40$ $4 \times 4 = 16$ $40 + 16 = 56$ 	$\begin{array}{r} 14 \\ \times 4 \\ \hline 16 \\ +40 \\ \hline 56 \end{array}$ <p>4 X 4 ones 4 X 1 ten</p>

Draw an array for each problem to find the partial products and the product. Complete the calculation.

1.
$$\begin{array}{r} 16 \\ \times 4 \\ \hline \end{array}$$
 

2.
$$\begin{array}{r} 21 \\ \times 6 \\ \hline \end{array}$$
 

3.
$$\begin{array}{r} 17 \\ \times 6 \\ \hline \end{array}$$
 

4.
$$\begin{array}{r} 13 \\ \times 2 \\ \hline \end{array}$$
 

5.
$$\begin{array}{r} 22 \\ \times 5 \\ \hline \end{array}$$
 

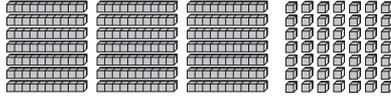
6.
$$\begin{array}{r} 14 \\ \times 3 \\ \hline \end{array}$$
 

7. **Reason** What two simpler problems can you use to find 7×38 ?
(Hint: Think about the tens and ones.)

Using an Expanded Algorithm

Use the array to find the partial products. Add the partial products to find the product.

1.
$$\begin{array}{r} 42 \\ \times 6 \\ \hline \end{array}$$


2.
$$\begin{array}{r} 37 \\ \times 7 \\ \hline \end{array}$$


3.
$$\begin{array}{r} 21 \\ \times 4 \\ \hline \end{array}$$


4.
$$\begin{array}{r} 35 \\ \times 4 \\ \hline \end{array}$$


5. $8 \times 14 =$ _____

6. $5 \times 52 =$ _____

7. $8 \times 42 =$ _____

8. $7 \times 26 =$ _____

9. $4 \times 62 =$ _____

10. $9 \times 76 =$ _____

11. Rodney can type 62 words per minute. How many words can Rodney type in 5 minutes? _____

12. Find 8×34 .

- A** 172 **B** 262 **C** 272 **D** 372

13. Explain how you can use an array to find partial products and the product for 6×36 .

Literary Elements • Plot and Theme

- The important events in a story make up the **plot** with a beginning, middle, and end.
- The “big idea” of the story is called the **theme**. It can be stated in a single sentence.

Directions Read the following story. Then fill in the chart below.

The ants felt sorry for the grasshopper. He'd saved no food and was starving. So they shared what they had. The grasshopper swore he'd remember their kindness and repay them someday. When summer came, the ants were playing outside and accidentally hurt themselves.

How would they gather their food? Just then the grasshopper stopped by. When he heard what happened, he told the ants to climb on his back. The ants told the grasshopper where to go and what to gather. Soon the trio had all the food they needed for the winter ahead.

What happened at the beginning of the story?

1. _____



What happened in the middle of the story?

2. _____



What happened at the end of the story?

3. _____

4. What is the “big idea” of this story?



Literary Elements • Plot and Theme

- The important events in a story make up the **plot** with a beginning, middle, and end.
- The “big idea” of the story is called the **theme**. It can be stated in a single sentence.

Directions Read the following story. Then fill in the chart below.

A crow was thirsty, but she couldn't find a drop of water. She spotted a broken pitcher on the side of the road. She looked inside. Some water lay at its bottom. The crow's beak was too short to reach down into the pitcher. She turned her head from

side to side. She walked in a circle around the pitcher. Finally, she pushed the pitcher with her beak until it fell over. At last, she could reach the water. With the pitcher on its side, she could drink all the water.

What happened at the beginning of the story?

1. _____

What happened in the middle of the story?

2. _____

What happened at the end of the story?

3. _____

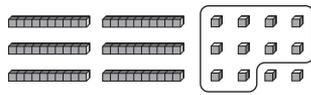
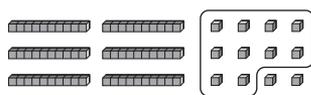
4. What is the “big idea” of this story?



Home Activity Your child identified the plot and theme of a story. Write a short story together about a real or imaginary pet. Help identify what happens at the beginning, middle, and end of the story. Ask your child to state the “big idea.”

Multiplying 2-Digit by 1-Digit Numbers

Here is how to multiply a 2-digit number by a 1-digit number using paper and pencil.

Find 3×24 .	What You Think	What You Write
Step 1 Multiply the ones. Regroup if necessary.	 <p>$3 \times 4 = 12$ ones Regroup 12 ones as 1 ten 2 ones.</p>	$\begin{array}{r} 1 \\ 24 \\ \times 3 \\ \hline 72 \end{array}$
Step 2 Multiply the tens. Add any extra tens.	 <p>3×2 tens = 6 tens 6 tens + 1 ten = 7 tens</p>	$\begin{array}{r} 1 \\ 24 \\ \times 3 \\ \hline 72 \end{array}$

Is your answer reasonable?

Exact: $3 \times 24 = 72$

Round 24 to 20.

Estimate: $3 \times 20 = 60$ Since 72 is close to 60, the answer is reasonable.

Find each product. Decide if your answer is reasonable.

1.
$$\begin{array}{r} 33 \\ \times 3 \\ \hline \end{array}$$

2.
$$\begin{array}{r} 17 \\ \times 5 \\ \hline \end{array}$$

3.
$$\begin{array}{r} 24 \\ \times 7 \\ \hline \end{array}$$

4.
$$\begin{array}{r} 48 \\ \times 6 \\ \hline \end{array}$$

5.
$$\begin{array}{r} 62 \\ \times 8 \\ \hline \end{array}$$

6.
$$\begin{array}{r} 36 \\ \times 6 \\ \hline \end{array}$$

7.
$$\begin{array}{r} 88 \\ \times 5 \\ \hline \end{array}$$

8.
$$\begin{array}{r} 52 \\ \times 9 \\ \hline \end{array}$$

9. **Estimation** Use estimation to decide which has the greater product: 813×5 or 907×4 . _____

Multiplying 2-Digit by 1-Digit Numbers

Find each product. Decide if your answer is reasonable.

1.
$$\begin{array}{r} 18 \\ \times 4 \\ \hline 7 \square \end{array}$$

2.
$$\begin{array}{r} 24 \\ \times 7 \\ \hline \square 6 \square \end{array}$$

3.
$$\begin{array}{r} 51 \\ \times 4 \\ \hline \square 0 \square \end{array}$$

4.
$$\begin{array}{r} 49 \\ \times 7 \\ \hline \end{array}$$

5.
$$\begin{array}{r} 48 \\ \times 5 \\ \hline \end{array}$$

6.
$$\begin{array}{r} 53 \\ \times 9 \\ \hline \end{array}$$

7.
$$\begin{array}{r} 29 \\ \times 6 \\ \hline \end{array}$$

8. $81 \times 6 =$ _____
9. $89 \times 8 =$ _____
10. $77 \times 8 =$ _____
11. $94 \times 5 =$ _____
12. **Reason** Kendra says that $6 \times 65 = 390$. Estimate to check Kendra's answer. Is she right? Explain.

13. A large truck uses about 18 gallons of fuel in 1 hour of work. How many gallons of fuel are needed for 7 hours of work? _____
14. Which of the following is a reasonable estimate for 8×62 ?
A 48 **B** 480 **C** 540 **D** 660
15. Tyrone has 6 times as many marbles as his sister Pam. Pam has 34 marbles. Louis has 202 marbles. Who has more marbles, Tyrone or Louis? Explain how you found your answer.

Name _____

Vocabulary

Directions Read each sentence. Write the meaning of the underlined word.

Check the Words You Know

___goal	___discovery
___scoop	___crystal
___journey	___joyful
___disappeared	___unaware

1. They used a scoop to pour the birdseed into the feeder. _____
2. The hikers were on a journey over the mountain. _____
3. My goal this summer is to learn how to swim. _____
4. I saw the ant carry a crystal of salt. _____
5. The chipmunk disappeared among the rocks. _____

Directions Match each word on the left with its meaning. Draw a line from the word to its definition.

- | | |
|----------------|------------------------|
| 6. discovery | not noticing |
| 7. joyful | something new you find |
| 8. unaware | full of happiness |
| 9. disappeared | was no longer seen |

Write a Narrative

On a separate sheet of paper, write a narrative about visiting another planet. Write about being very small compared with other things on the planet. Use as many vocabulary words as possible.



Name _____

Vocabulary

crystal	disappeared	discovery	goal
journey	joyful	scoop	unaware

Directions Answer each riddle with one of the words from the box above.

- Which word might you use if you suddenly can't find something? _____
- Which word would you use if you didn't know something was happening? _____
- Which word describes what happens when you go on vacation? _____
- Which word names the kitchen tool you use to get ice cream out of its container? _____
- Which word describes how you feel when something nice happens? _____
- Which word names the end toward which a person works? _____
- Which word names something you find for the first time? _____
- Which word might you use in science class to describe sugar or ice? _____

Directions Fill in the blank in each sentence with the correct word from the box above.

- I concentrated on my book, _____ that the cat had crept into the room.
- We had to pack lots of clothing for our two-week _____ along the coast.
- Please _____ up all that loose change you spilled on the floor.
- When ice cream has been in the freezer too long, it begins to form _____.



Home Activity Your child defined and used vocabulary words from the story *Two Bad Ants*. Have your child invent a story whose main character is an insect. Encourage your child to use as many of the vocabulary words as possible.

Using Models to Divide

You can use models to help you solve division problems.

The models below can help you find $59 \div 4$.

Find $59 \div 4$.

Estimate $60 \div 4 = 15$.

First divide the tens.

Now, change the tens into ones.

Next, divide the ones.

Write the remainder.

$$\begin{array}{r} 1 \\ 4 \overline{)59} \\ \underline{-4} \end{array}$$

4 tens

$$\begin{array}{r} 1 \\ 4 \overline{)59} \\ \underline{-4} \\ 19 \end{array}$$

4 tens
19 ones

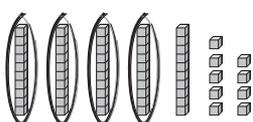
$$\begin{array}{r} 14 \\ 4 \overline{)59} \\ \underline{-4} \\ 19 \\ \underline{-16} \\ 3 \end{array}$$

4 tens
19 ones

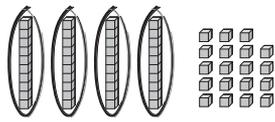
$$\begin{array}{r} 14 \text{ R}3 \\ 4 \overline{)59} \\ \underline{-4} \\ 19 \\ \underline{-16} \\ 3 \end{array}$$

4 tens
19 ones

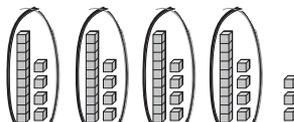
3 ← remainder



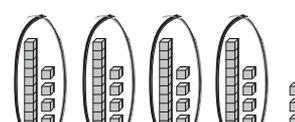
There is one tens block in each of 4 groups.



1 tens block and 9 ones blocks are equal to 19 ones blocks.



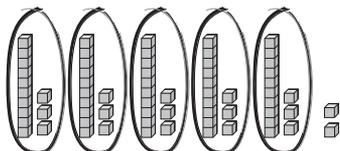
Each of the 4 groups has 1 tens block and 4 ones blocks.



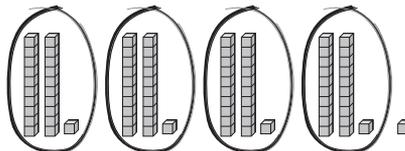
There are 3 ones blocks left. $59 \div 4 = 14 \text{ R}3$

Use the models below to help you fill in the boxes.

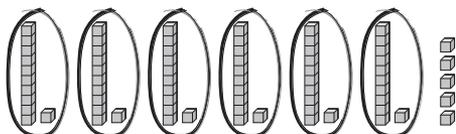
1. $67 \div \square = \square \text{ R}2$



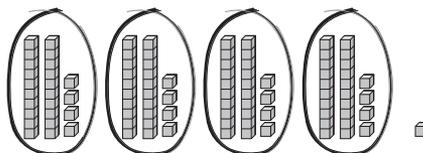
2. $85 \div 4 = \square \text{ R} \square$



3. $\square \div 6 = \square \text{ R}5$



4. $97 \div \square = \square \text{ R} \square$



Using Models to Divide

Find how many are in each group and how many are left over.

1. 72 CDs in 5 organizers

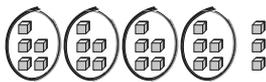
2. 54 stickers on 9 rolls

3. 62 plants in 7 rows

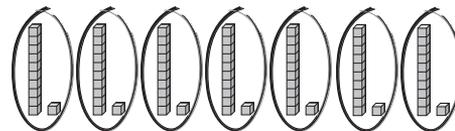
4. 98 chairs for 6 tables

In 5 through 8, use the model to complete each division sentence.

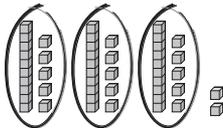
5. $23 \div \square = \square$ R3



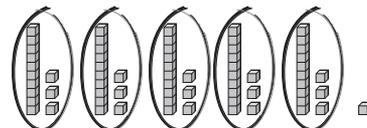
6. $\square \div 7 = \square$



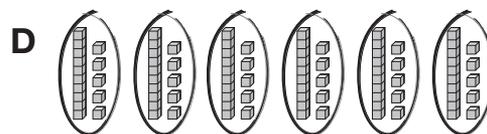
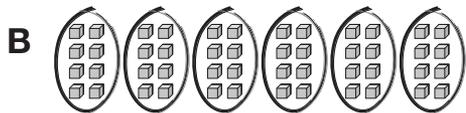
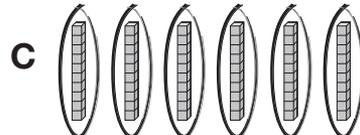
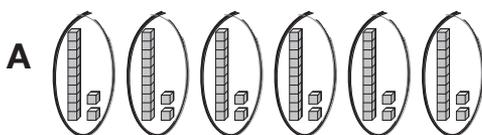
7. $\square \div \square = \square$ R2



8. $\square \div \square = \square$ R \square



9. Corey has 90 marbles. He decides to share them with his 6 friends so they can play a game. Which of the following models shows Corey sharing his marbles?



10. At Mr. Avery's farm there are 47 cows. There are 3 people who milk the cows each day. Does each person milk the same number of cows? Use a model to help you.

Commas

Use a **comma** and a conjunction to join two sentences.

There was a crumb on the table, and the ant crawled toward it.

Use **commas** to separate words in a series.

We had sandwiches, cookies, and fruit at the picnic.

Use a **comma** after the greeting and the closing of a friendly letter.

Dear Jake,
Your friend,

Use a **comma** between the name of a city and a state in an address.

Chico, CA 95926 Berea, Kentucky

Use a **comma** to separate the month and day from the year.

July 21, 2006

Directions Write *C* if commas are used correctly in the sentence. Write *NC* if commas are not used correctly.

1. Some kinds of ants are army ants, honey ants, and dairying ants. _____
2. Army ants travel in lines and they hunt other insects. _____
3. Dear Amy _____

Directions Write each sentence. Add commas where they are needed.

4. Some ants eat other insects but many do not.

5. The newspaper had an article about ants on November 14 2005.



Home Activity Your child learned about commas. Have your child point out five commas in a book that you are reading together.

Name _____

Commas

Directions Fix the comma errors in the sentences in the letter.

1. Dear Lisa

2. We looked at ants bees and butterflies in science class.

3. I love butterflies but I am not crazy about ants.

4. Tomorrow we will study frogs lizards and snakes.

Directions Write each sentence. Add commas where they are needed.

5. My brother went to camp on July 10 2005.

6. He loves insects and he was happy to live in a tent.

7. In his tent he saw spiders ants and flies.



Home Activity Your child reviewed commas. Have your child look at letters and envelopes in the mail and point out commas used in dates and addresses.

Name _____ Date 6/4/2020 # _____

video: <https://jr.brainpop.com/socialstudies/economics/savingandspending/>

Brain Pop Jr: Saving and Spending



Directions: Log into Brain Pop Jr.
Click Social Studies >> then Economics >>
then Saving and Spending. Watch the video.
Answer the questions using complete sentences.

1. How do people earn money?



2. What is an allowance?



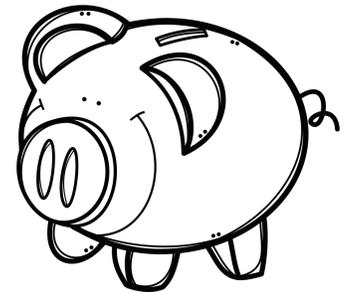
3. How do people spend money?

4. Why should you shop around and visit different stores before buying an item?

6/4/2020

5. What is a budget?

6. How can you save money?



7. Why do people save money?

8. How can you share money?

9. Quiz Score: ____/5 Circle one: Easy or Hard

Dividing 2-Digit by 1-Digit Numbers

Find $92 \div 6$.

Step 1:

To decide where to place the first digit in the quotient, compare the first digit of the dividend with the divisor.

$$6 \overline{)92}$$

$9 > 6$, so the first digit in the quotient will go in the tens place.

Step 2:

Divide the tens. Use multiplication facts and compatible numbers.

$$\text{Think: } 6 \times ? = 6$$

$$\text{Multiply. } 6 \times 1 = 6$$

Write 1 in the tens place of the quotient.

$$\begin{array}{r} 1 \\ 6 \overline{)92} \\ -6 \downarrow \\ \hline 32 \end{array}$$

$$\text{Subtract. } 9 - 6 = 3$$

$$\text{Compare. } 3 < 6$$

Bring down the ones.

Step 3:

Divide the ones. Use multiplication facts and compatible numbers.

$$\text{Think: } 6 \times ? \text{ is about } 32$$

$$\text{Multiply. } 6 \times 5 = 30$$

Write 5 in the ones place of the quotient.

$$\begin{array}{r} 15 \text{ R}2 \\ 6 \overline{)92} \\ -6 \downarrow \\ \hline 32 \\ -30 \\ \hline 2 \end{array}$$

$$\text{Subtract. } 32 - 30 = 2$$

$$\text{Compare. } 2 < 6$$

There are no more digits to bring down, so 2 is the remainder.

Step 4:

Check by multiplying and then adding the remainder.

$$6 \times 15 = 90$$

$$90 + 2 = 92$$

In **1** and **2** complete each division problem.

1.

$$\begin{array}{r} 1 \square \\ 6 \overline{)84} \\ - \square \\ \hline \square 4 \\ - \square \square \\ \hline 0 \end{array}$$

2.

$$\begin{array}{r} 3 \square \\ 2 \overline{)72} \\ - \square \\ \hline \square \square \\ - \square \square \\ \hline 0 \end{array}$$

Find each quotient. Check your answers.

3. $4 \overline{)86}$

4. $5 \overline{)91}$

5. $3 \overline{)76}$

Dividing 2-Digit by 1-Digit Numbers

In 1 through 3, complete each division problem.

1.

$$\begin{array}{r} 2 \square \\ 3 \overline{) 81} \\ - \square \\ \hline \square 1 \\ - \square \square \\ \hline 0 \end{array}$$

2.

$$\begin{array}{r} 1 \square \text{ R}3 \\ 5 \overline{) 68} \\ - \square \\ \hline \square 8 \\ - \square \square \\ \hline 3 \end{array}$$

3.

$$\begin{array}{r} \square 9 \\ 4 \overline{) 76} \\ - \square \\ \hline \square \square \\ - \square \square \\ \hline 0 \end{array}$$

For 4 through 11, find each quotient. Check your answers.

4. $2 \overline{) 89}$

5. $5 \overline{) 68}$

6. $4 \overline{) 92}$

7. $3 \overline{) 63}$

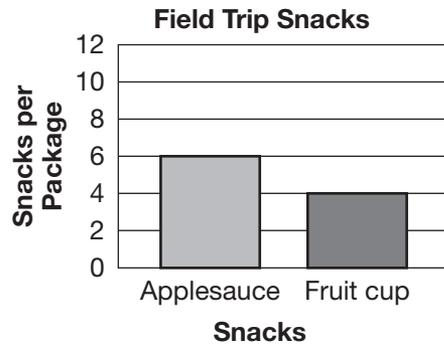
8. $6 \overline{) 96}$

9. $7 \overline{) 86}$

10. $2 \overline{) 92}$

11. $8 \overline{) 95}$

Mrs. Allen is planning to provide snacks for 72 fifth graders when they go on a field trip to the aquarium. Each student will receive 1 of each snack. Using the bar graph to the right, how many packages of each snack does Mrs. Allen need?



12. fruit cups _____

13. applesauce _____

14. Reason Which is the remainder of $37 \div 4$?

A 1

B 2

C 3

D 4

15. Explain how to find the number of left over pencils if Paula wants to give 25 pencils to 6 people.

Plot and Theme

- The important events in a story make up the **plot**. A plot has a beginning, a middle, and an end.
- The “big idea” of the story is called the **theme**. It can be stated in a single sentence.

Directions Read the following story. Then answer the questions below.

Two ants journeyed out with the goal of finding food. They saw a tiny door to a tunnel and disappeared inside. There they found piles and piles of delicious food. Each ant took as much as he could carry. Then the two turned back toward the doorway. When they got there, however, neither could get out.

Each had so much food that squeezing through the tunnel’s door was impossible. Try as they might, they could not squeeze through the tunnel’s door holding all the food they’d found. Finally, each ant let go of half of its load. Only then were they able to squeeze through the doorway and go home.

1. What happened at the beginning of the story?

2. What happened in the middle of the story?

3. What happened at the end of the story?

4. What is the “big idea” of the story?

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Home Activity Your child identified the plot and theme of a story. The next time you watch a movie with your child, have him or her tell you what happened at the beginning, middle, and end of the movie. Then help your child figure out the “big idea” of the movie.

Read the story.

Answer the questions.



The Wrong Colors

Zoe the Zebra was upset—very, very upset—and her father was trying to console her.

“Honey, it’s okay,” her father said, patting her gently on the back. “All of us are unique and special in some way.”

“Unique?” Zoe sniffed. “You don’t know what unique really is. You have black and white stripes, just as pretty as can be. I’m the only zebra in the world that’s striped brown and yellow!”

“Honey,” her father began again, but Zoe interrupted as if she hadn’t heard him.

“You said I would grow out of it, but I’m almost grown-up now, and look at me. I’m still brown and yellow.”

Suddenly, Zoe’s father had an idea. “You should go visit Geri. She’s very wise and she’ll be able to help you.”

Geri the Giraffe lived with her herd not far from Zoe, so Zoe went to see her. When Zoe got there, Geri was busy eating some leaves from the top of a tree. Zoe looked up to where Geri towered above her.

“So let me get this straight,” Geri said, her mouth full of leaves. “You’re upset because you’re brown and yellow. Honey, let me tell you, I think brown and yellow are terrific colors.”

“That’s because you’re a giraffe,” Zoe pointed out. “You’re supposed to be brown and yellow.”

Gerri thought for a minute. “I think there’s someone you should meet. Come with me.”

Gerri led Zoe back to the giraffe herd. There, sitting apart from the others, was a young giraffe about Zoe’s age, looking very glum.

Gerri made the introductions. “Zoe, this is Gina, and Gina, this is Zoe. I think you two might hit it off.”

Zoe looked at Gina and burst out laughing. Gina was a black and white giraffe. They were a perfect pair. So Zoe and Gina became the best of friends, and Zoe never complained about her colors again.

1. Why is Zoe unhappy at the beginning of the story?

2. What happened to make Zoe happy at the end of the story?

3. What do you think is the theme of this story?



Home Activity Your child analyzed the plot of a story and identified the theme. Read a short story with your child. Have your child tell you the theme of the story and what happened at the beginning, middle, and end.

Name _____

Date 6/5/2020

Rocks & Minerals NOTES Page

While watching the Brain Pop Jr. Video: *Rocks and Minerals*, fill in the blanks with important notes about rocks and minerals.

video: <https://jr.brainpop.com/science/land/rocksandminerals/>



Word Bank

texture gold luster rocks geologist
color property silver hardness

- 1) A _____ is a scientist who studies rocks and land
- 2) _____ are made of minerals.
- 3) Some rocks are made of ONE mineral, like _____ or _____.
- 4) A _____ is a trait that tells you something about an object.
- 5) Some properties of rocks are
 - a. _____ - dark gray or black
 - b. _____ - the way an object feels
 - c. _____ - how a rock or mineral reflects light
 - d. _____ - how hard or soft a rock really is
- 6) Illustrate three (3) ways we use rocks and minerals

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Factors

When multiplying two numbers, you know that both numbers are factors of the product.

Example 1

Find the factors of 24.

Factors Product



$1 \times 24 = 24$

$2 \times 12 = 24$

$3 \times 8 = 24$

$4 \times 6 = 24$

$6 \times 4 = 24$

$8 \times 3 = 24$

$12 \times 2 = 24$

$24 \times 1 = 24$

Factors of 24:

1, 2, 3, 4, 6, 8, 12, and 24

Example 2

Find the factors of 16.

$1 \times 16 = 16$

$2 \times 8 = 16$

$4 \times 4 = 16$

$8 \times 2 = 16$

$16 \times 1 = 16$

Factors of 16:

1, 2, 4, 8, and 16

List all the factors of each number. Use counters to help.

1. 16

2. 21

3. 13

4. 25

5. 3

6. 18

7. **Reason** Look at 2×7 and 3×6 . Are these numbers all factors of 18? Explain your answer.

Factors

For 1 through 12, find all the factors of each number.

1. 28

2. 19

3. 8

4. 37

5. 25

6. 11

7. 36

8. 73

9. 15

10. 17

11. 7

12. 21

13. Tina buys 36 party favors to give out at a picnic. Which number will NOT let her divide the party favors evenly among the guests?

A 4

B 6

C 8

D 9

14. Mrs. Quinn wants to arrange her students' artwork in an array on the wall. If Mrs. Quinn has 21 pictures to hang, describe the arrays she can make.

15. Mrs. Barry has 27 watches on display at her store. Mr. Barry says that she can make only 1 row with all 27 watches. Is Mr. Barry right? Explain.

Vocabulary • Prefixes and Suffixes

- A **prefix** is a word part added to the beginning of a word. A **suffix** is added to the end of a word. **Prefixes** and **suffixes** can help you figure out the meaning of a word you don't know.
- The **prefixes** *un-* and *dis-* mean "not" or "the opposite of." The **suffix** *-ful* means "full of."

Directions Read each pair of sentences. Circle the word that has the same meaning as the underlined words.

1. The girl pushed ahead of me in line. That is not fair.
unfair unhappy
2. Climbing this mountain is too hard. I am not able to do it.
disease unable
3. My father did not climb the ladder. He is full of fear high above the ground.
under fearful
4. He does not keep his word. That's why I do not trust him.
distrust untrue
5. That dog is mean. I do not like her.
hateful dislike

Directions Read each sentence. Circle the underlined word that best fits the sentence.

6. My room is in such disorder/unclear, I can't find anything.
7. A hammer is a very unused/useful tool for nailing things together.
8. My mother disapproves/unlike of my staying up late.
9. The strong man had a very unfair/powerful handshake.
10. Please unzip/disappear your jacket and hang it in the closet.



Home Activity Your child identified and used prefixes and suffixes to understand new words. Read a story or magazine article together and encourage looking for words with prefixes and suffixes. Help your child use prefixes and suffixes to understand the meaning of unfamiliar words.

Cause and Effect

- A **cause** is why something happens. An **effect** is what happens.
- A **cause** may have more than one **effect**. *Because I forgot to set my alarm clock, I overslept, and I was late for school.*
- An **effect** may have more than one **cause**. *Dad's computer crashed because it didn't have enough memory, and he was running too many programs at once.*

Directions Read the following story. Then answer the questions below.

Alex Ant got up late again today. He was always sleeping through his alarm. Mama Ant had to take him to school because he'd missed the bus. She was tired of it. So Mama sat down with a cup of tea and thought. The next morning, when Alex was late again, Mama did not take him to school and told him to walk. Alex hated

walking to school. He was mad. The next morning, the same thing happened—and the morning after that. Alex begged and pleaded for a ride, but Mama refused. On the fourth morning, guess what happened? Alex Ant got himself up on time and caught the bus. Mama smiled to herself over her cup of tea.

1. What effect did Alex's behavior have on Mama?

2. Why did Mama Ant refuse to take Alex to school?

3. What happened to Alex when Mama refused to take him to school?

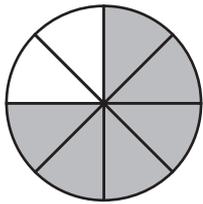
4. What effect did his mom not taking him to school have on Alex?



Modeling Addition of Fractions

Eight friends want to see a movie. Four of them want to see a comedy. Two want to see an action movie and two want to see a science-fiction movie. What fraction of the group wants to see either a comedy or a science-fiction movie?

You can use a model to add fractions.



Look at the circle. It is divided into eighths, because there are eight people in the group. Each person represents $\frac{1}{8}$ of the group. Four people want to see a comedy. Shade in four of the sections to represent $\frac{4}{8}$. Two people want to see a science-fiction movie. Shade in two more sections to represent $\frac{2}{8}$. Count the number of shaded sections. There are six. So, $\frac{6}{8}$ of the group wants to see either a comedy or a science fiction movie.

$$\frac{4}{8} + \frac{2}{8} = \frac{6}{8} \quad \text{Write the sum in simplest form.} \quad \frac{6 \div 2}{8 \div 2} = \frac{3}{4}$$

Find each sum. Simplify, if possible.

1. $\frac{3}{5} + \frac{1}{5}$ _____
2. $\frac{4}{6} + \frac{2}{6}$ _____
3. $\frac{3}{8} + \frac{3}{8}$ _____
4. $\frac{2}{6} + \frac{1}{6}$ _____
5. $\frac{2}{5} + \frac{2}{5}$ _____
6. $\frac{4}{10} + \frac{6}{10}$ _____
7. $\frac{5}{8} + \frac{3}{8}$ _____
8. $\frac{4}{10} + \frac{1}{10}$ _____
9. $\frac{3}{4} + \frac{1}{4}$ _____
10. $\frac{3}{10} + \frac{6}{10}$ _____
11. $\frac{2}{6} + \frac{1}{6} + \frac{2}{6}$ _____
12. $\frac{1}{12} + \frac{4}{12} + \frac{3}{12}$ _____
13. **Reason** We can express time as a fraction of an hour. For example, 15 minutes is $\frac{1}{4}$ hour. 30 minutes is $\frac{1}{2}$ hour. What fraction of an hour is 45 minutes? _____

Modeling Addition of Fractions

Find each sum. Simplify if possible. You may use fraction strips.

1. $\frac{2}{4} + \frac{1}{4}$ _____ 2. $\frac{1}{5} + \frac{1}{5}$ _____ 3. $\frac{3}{12} + \frac{8}{12}$ _____
4. $\frac{2}{6} + \frac{2}{6}$ _____ 5. $\frac{1}{2} + \frac{1}{2}$ _____ 6. $\frac{3}{8} + \frac{2}{8}$ _____
7. $\frac{3}{8} + \frac{4}{8}$ _____ 8. $\frac{4}{10} + \frac{1}{10}$ _____ 9. $\frac{1}{6} + \frac{4}{6}$ _____
10. **Model** A rectangular garden is divided into 8 equal parts. Draw a picture that shows $\frac{3}{8} + \frac{3}{8} = \frac{6}{8}$, or $\frac{3}{4}$.

11. Each day, Steven walked $\frac{1}{12}$ mile more than the previous day. The first day he walked $\frac{1}{12}$, the second day he walked $\frac{2}{12}$ mile, the third day he walked $\frac{3}{12}$ mile. On which day did the sum of his walks total at least 1 complete mile?
-

12. Find the missing value in the equation.

$$\frac{2}{12} + \frac{2}{12} + \frac{?}{12} = \frac{1}{2}$$

A 1**B** 2**C** 3**D** 4

13. There are five people sitting around the dinner table. Each person has $\frac{2}{10}$ of a pie on their plate. How much pie is left? Explain.
-
-
-

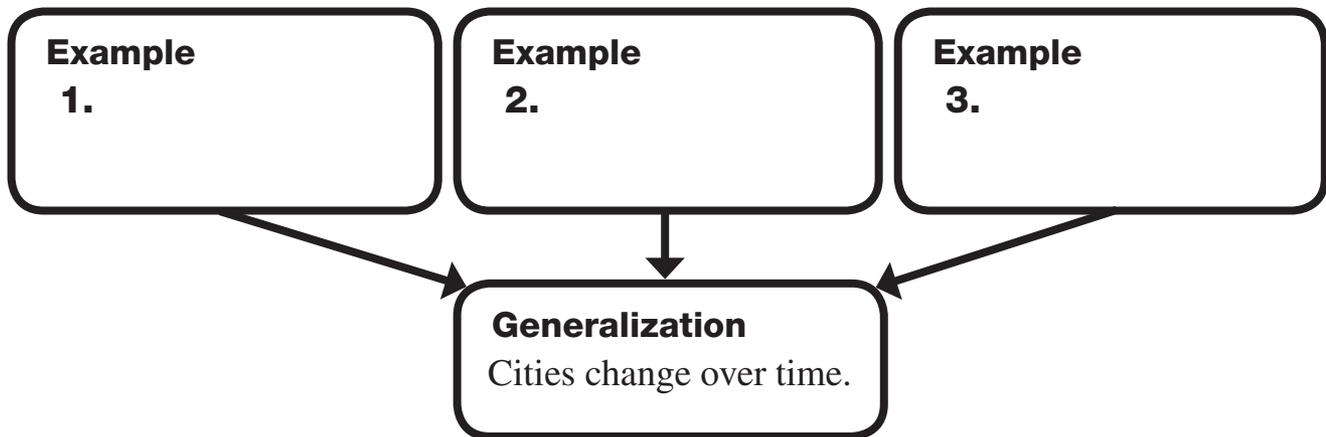
Generalize

- When you make a general statement, you **generalize**, or tell how some things are mostly alike or all alike.
- You can use what you already know to help you make a generalization.
- When you generalize, support your generalization with facts and logic.

Directions Read the following passage. Think about generalizations you can make from what you have read.

<p>Some cities, like New York, started small and grew larger. As more people and businesses moved in, New York became an important world center. Other cities did not do as well. Some cities in the West thrived during the Gold Rush years. But when the Gold Rush ended, people</p>	<p>abandoned those cities. They are now ghost towns. Then there are cities that suffer tragedy and remake themselves. San Francisco and Chicago both had terrible fires years ago. But the people in those cities decided to rebuild. Today, these two cities are bigger and better than ever.</p>
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Directions: Fill in the graphic organizer with ideas from the passage that lead to the generalization. Then answer the questions.



4. How did you use ideas from the passage?

5. What things that you already knew helped you connect to the generalization?



Home Activity Your child read a passage and identified ideas that led to a provided generalization. Read an article about a city with your child and work together to use what you read to make a generalization about all or most cities.

Generalize

- When you read, you can sometimes **generalize** about what you have read.
- A statement that generalizes, or a **generalization**, tells how some things are mostly alike or all alike.
- Make sure you can support your generalization with facts and logic.

Directions Read the following passage. Then complete the chart to make a generalization.

Once upon a time, there lived a boy who dwelled in a cave in a tall, misty mountain. The cave was not too large and not too small. It was a perfect home for the boy. He was alone, but he was never lonely because the animals were his friends. The

eagle brought him fish from the river far below. The ram showed him paths around rocky cliffs and through hidden canyons. The mountain lion told stories that made the boy laugh. The boy and the animals lived together happily on the mountain.

Example	Example	Example
1.	2.	3.
↓	↓	↓
Generalization		
4.		

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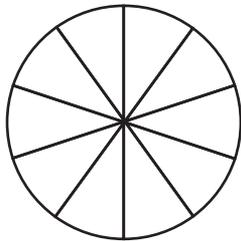


Home Activity Your child made a generalization by looking for examples in a story. To make a generalization, a reader thinks about related ideas and makes a general statement about them. With your child, think about characters in a favorite story or movie and make up a general statement about them.

Modeling Subtraction of Fractions

Karla made a pizza and cut it into 10 slices. She ate four slices. What fraction of the pizza is left?

You can use a model to subtract fractions.



Karla's pizza is divided into 10 slices. One way to show this is $\frac{10}{10} = 1$ whole pizza. Karla ate four slices of the pizza. Cross out four of the slices. Count the number of slices left. There are 6 slices or $\frac{6}{10}$ of the pizza left.

$$\frac{10}{10} - \frac{4}{10} = \frac{6}{10}$$

Write the answer in simplest form, if possible.

$$\frac{6 \div 2}{10 \div 2} = \frac{3}{5}$$

Use fraction strips or models to subtract. Simplify if possible.

$$1. \frac{4}{5} - \frac{1}{5} = \underline{\hspace{2cm}} \quad 2. \frac{8}{10} - \frac{3}{10} = \underline{\hspace{2cm}} \quad 3. \frac{4}{4} - \frac{3}{4} = \underline{\hspace{2cm}}$$

$$4. \frac{6}{10} - \frac{2}{10} = \underline{\hspace{2cm}} \quad 5. \frac{3}{6} - \frac{2}{6} = \underline{\hspace{2cm}} \quad 6. \frac{11}{12} - \frac{9}{12} = \underline{\hspace{2cm}}$$

$$7. \frac{6}{6} - \frac{3}{6} = \underline{\hspace{2cm}} \quad 8. \frac{8}{8} - \frac{6}{8} = \underline{\hspace{2cm}} \quad 9. \frac{15}{16} - \frac{7}{16} = \underline{\hspace{2cm}}$$

$$10. \frac{9}{12} - \frac{7}{12} = \underline{\hspace{2cm}} \quad 11. \frac{9}{10} - \frac{7}{10} = \underline{\hspace{2cm}} \quad 12. \frac{10}{12} - \frac{7}{12} = \underline{\hspace{2cm}}$$

13. Find n .

$$n - \frac{2}{6} = \frac{2}{6} \underline{\hspace{2cm}}$$

Modeling Subtraction of Fractions

Use fraction strips to subtract. Simplify if possible.

1. $\frac{9}{12} - \frac{5}{12}$ _____

2. $\frac{8}{12} - \frac{6}{12}$ _____

3. $\frac{2}{2} - \frac{2}{2}$ _____

4. $\frac{5}{6} - \frac{2}{6}$ _____

5. $\frac{6}{6} - \frac{5}{6}$ _____

6. $\frac{10}{10} - \frac{4}{10}$ _____

7. $\frac{7}{8} - \frac{4}{8}$ _____

8. $\frac{7}{8} - \frac{2}{8}$ _____

9. $\frac{4}{4} - \frac{3}{4}$ _____

10. $\frac{3}{5} - \frac{1}{5}$ _____

11. $\frac{3}{5} - \frac{2}{5}$ _____

12. $\frac{9}{12} - \frac{2}{12}$ _____

13. Find $\frac{13}{16} - n$ if $n = \frac{8}{16}$. _____

14. **Model** Harriet has $\frac{4}{5}$ tank of gas left in her car. If she needs $\frac{2}{5}$ tank to go to her friend's house and another $\frac{1}{5}$ tank to get back home, does she have enough gas? Draw a diagram and explain your answer.

15. Alicia had $\frac{9}{12}$ yard of fabric. She used $\frac{6}{12}$ for a pillow. How much fabric does she have left? Explain how you found your answer.

Vocabulary

Directions: Match each word on the left with its meaning on the right. Draw a line from the word to its meaning.

- | | |
|--------------|----------------------------|
| 1. aqueducts | squatted with bent knees |
| 2. thermal | advice or counseling |
| 3. pillar | channels for moving water |
| 4. guidance | a vertical column |
| 5. crouched | relating to heat or warmth |

Check the Words You Know

- ___ aqueducts
- ___ content
- ___ crouched
- ___ guidance
- ___ honor
- ___ pillar
- ___ thermal

Directions: Fill in the blank with the word from the box that fits the meaning of the sentence.

6. The people were _____ to live on their island.
7. The _____ currents in the ocean kept the weather fair and warm.
8. Stone _____ carried fresh water to all parts of the island.
9. The people looked to their kind queen for _____.
10. Once a year they held a huge feast to thank and _____ her.

Write a Description Write about your ideal place to live. Use as many vocabulary words from this week as you can.



Home Activity Your child identified and used new vocabulary words from *Atlantis: The Legend of a Lost City*. Read another myth or legend with your child. Then ask your child to talk about myths and legends using the vocabulary words on this page.

Vocabulary

aqueducts content crouched guidance
honor pillar thermal

Directions Write the word from the box next to its definition.

1. an upright support for a building _____
2. treat with great respect; an expression of respect
or affection _____
3. satisfied _____
4. the act or process of guiding or leading _____
5. causing heat or warmth _____
6. channels for carrying water long distances _____
7. stooped or bent down _____

Directions Fill in the blank in each sentence with a word from the box above.

8. Jed uses a _____ blanket on his bed in the winter.
9. National holidays _____ important people and events.
10. A system of _____ supplies water to homes and businesses.
11. The camp counselors provide _____ for the children.
12. If the _____ is not repaired, the building could collapse.
13. We _____ down to enter the low passageway.
14. The animals seemed _____ in their warm beds.



Home Activity Your child defined and used vocabulary words from the story *Atlantis: The Legend of a Lost City*. Ask your child to summarize the story, either orally or in writing. Have your child use the lesson vocabulary words.

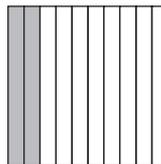
Fractions and Decimals

Fractions with a denominator of 10, 100, or 1,000 can be written as a decimal. Tenths, hundredths, and thousandths are written as digits to the right of the decimal point.

The shaded part is $\frac{2}{10}$.

Write it as a decimal: 0.2

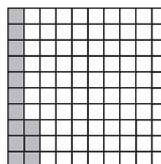
Word form: two tenths



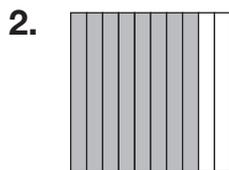
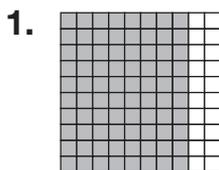
The shaded part is $\frac{13}{100}$.

Write it as a decimal: 0.13

Word form: thirteen hundredths



Write a fraction and a decimal to tell how much is shaded.



3. How are the two shaded grids alike?
How are they different?

Write each fraction as a decimal.

4. $\frac{9}{100}$

5. $\frac{275}{1,000}$

6. $\frac{3}{10}$

7. $\frac{9}{10}$

Write each decimal as a fraction.

8. 0.148

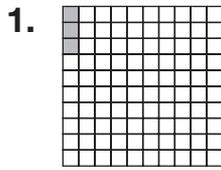
9. 0.07

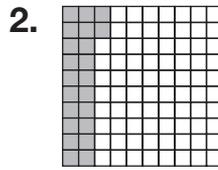
10. 0.40

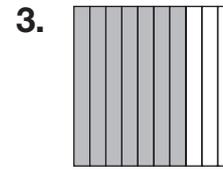
11. 0.76

Fractions and Decimals

Write a fraction and a decimal to show how much is shaded.







Draw a model that shows each decimal.

4. 0.78

5. 0.16

6. 0.3

Write each fraction as a decimal.

7. $\frac{165}{1,000}$

8. $\frac{17}{100}$

9. $\frac{1}{100}$

10. $\frac{4}{10}$

Write each decimal as a fraction.

11. 0.03

12. 0.036

13. 0.5

14. 0.78

15. In the decimal models, how many strips equal 10 small squares?

A 7

B 1

C 70

D 10

16. Explain the steps you would take to write $\frac{19}{100}$ as a decimal.

Quotations and Parentheses

Quotation marks (“ ”) show the exact words of a speaker in a conversation.

- Use a comma to separate the speaker’s exact words from the rest of the sentence.
- Use a capital letter to begin the first words inside the quotation marks.
- Put the punctuation mark that ends the quotation inside the quotation marks.

“I swim very well,” said Penny.

She asked, “Would you like to learn to swim?”

Quotation marks also indicate many kinds of titles, such as song, poem, story, and document titles.

We read “Atlantis.”

Parentheses show explanations or examples that are extra information.

That song (written in 1996) is my favorite.

Some singers (for example, Elton John) play the piano, too.

Directions Underline the part of each sentence that is a quotation.

1. “I want to learn about Atlantis,” said Jeremy.
2. “I will teach you,” replied Ms. Foster.
3. Ms. Foster said, “It is a very old story.”

Directions Write the sentences. Add quotation marks and commas where they are needed.

4. I like to read about many things said Jeremy.

5. Jeremy read a story called The Legend of Kala.



Quotations and Parentheses

Directions Write *C* if a sentence is correct. If it is not correct, make the corrections that are needed.

1. Mr. Sanchez said, "Atlantis is a famous lost city _____

2. "It is an interesting story," said Julio. _____

3. No one knows if Atlantis existed," Mr. Sanchez added. _____

4. I would love to find Atlantis! Carla exclaimed. _____

5. "People have searched for many years," Mr. Sanchez said. _____

Directions Write each sentence. Add a comma and quotation marks where they are needed.

6. People have been talking about Atlantis for centuries Ms. Rice said.

7. No one agrees where Atlantis might have been added Ms. Rice.

Directions Write each sentence. Draw a line under the word or words that are explained by the phrases in parentheses.

8. Some people think the story of Atlantis is based on Crete (an island off the Greek coast).

9. Many think the legend of Atlantis was created by Plato (an ancient Greek philosopher).



Home Activity Your child reviewed quotations. With your child, read aloud a conversation between two or more characters in a favorite storybook and point out and explain the punctuation marks in the dialogue.

A citizen is _____

A right is _____

Rights are given to us by _____

A responsibility is _____

List some rights and responsibilities that we have as citizens:

Rights	Responsibilities

Explain how we can be good citizens in our community:

Use the information below to answer Part A and Part B for Question 2.

The Franklin School Student Council is collecting food for a food drive. Their goal is to collect 1,000 pounds of food.

- On Monday, they collected 48 pounds of food.
- On Tuesday, they collected 112 pounds of food.
- At the end of the week, they had collected a **total** of 1,276 pounds of food.

2. Part A

How many pounds of food did they collect in all on Monday and Tuesday? Enter your answer in the box.

Part B

How many pounds of food did they collect on Wednesday, Thursday, and Friday in all? Enter your answer in the box.

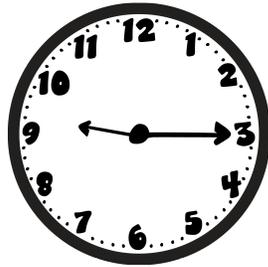
- 3.** Elsa's mom gives her 3 stickers every time she helps wash the dishes. If she helps wash dishes every day in one week, she gets 7 extra stickers.

What is the total number of stickers Elsa gets if she helps wash dishes every day in one week?

4. Which unit of weight would be best to weigh an adult?

- (A) tons
- (B) quarts
- (C) pounds
- (D) ounces
- (E) feet

5. Look at the clock below. How long will it take the minute hand to reach the 10?



- (A) 7 minutes
- (B) 25 minutes
- (C) one half hour
- (D) 50 minutes
- (E) 35 minutes

6. Choose the correct symbol to make the equation true.

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

- (A) =
- (B) <
- (C) >
- (D) Not enough information
7. What number completes both number sentences below?

$$88 + \square = 116 \qquad 48 = \square + 20$$

Enter your answer in the box.

8. Arthur is 46 inches tall. Choose **two statements** that are true about Arthur.
- (A) He is about 5 feet tall.
- (B) He is exactly 4 feet tall.
- (C) He is between 3 and 4 feet tall.
- (D) He is almost 4 feet tall.

Read the story. **Answer** the questions.

The Story of Echo

Long ago, the Greeks told the story of a girl named Echo. She was very beautiful, and when she smiled, it was as if a ray of sunshine had shot through the sky.

Echo had something that everyone loved—her voice. It sounded like liquid music, especially when she sang. She was an excellent storyteller, and her stories amused the gods and goddesses for hours. But the more Echo talked, the more she fell in love with the sound of her own voice.

Zeus, king of the gods, had Echo entertain his wife, Hera, so that he could steal away. At first, Hera was charmed by Echo's lovely voice. But when she found out that Zeus had told Echo to distract her, she was very angry.

"You have fooled me in the past, little Echo, but no longer," said Hera. "I shall teach you a lesson you'll never forget!"

With that, Hera took Echo's voice away. Echo could not speak unless someone else spoke first. Even then, Echo could only repeat what the other person said.

Echo regretted tricking Hera, but she could do nothing about it. Day after day she wandered, lonely and sad.

One day in the woods, she came upon a handsome young man gazing into his reflection in a pool. With all her heart, Echo wanted to speak to him, but she had to wait until he spoke first. He, too, was unhappy, because he was in love with only himself.

The young man heard Echo's footsteps. "Who's there?" he demanded.

“Who’s there?” Echo repeated his words.

The young man tried again. “What is your name?” he asked.

“What is your name?” Echo replied.

Finally Echo could stand it no longer. She ran to the man and tried to touch him, but he pushed her away.

Echo was so sad that she stopped eating altogether. Her body faded away until only her voice remained. To this day, you can hear Echo’s voice in some places, but only when you speak first.

1. Underline a generalization that tells about Echo’s voice. On the lines below, write a detail that supports the generalization.

2. Reread the fifth paragraph. It tells how Hera changed Echo’s life forever. Write two ways that Echo’s life was changed.

3. Underline the sentence that is the best generalization about the characters in “The Story of Echo.”

All the characters are magical creatures.

All the characters are either gods or people.

All the characters have beautiful singing voices.

All the characters get into trouble.



Home Activity Your child read a myth and found generalizations about the characters and the events. Say a generalization about your child’s favorite things; for example, *Chris loves most adventure stories*. Have your child give examples that support the generalization.

Name _____

Date 6/12/2020

Slow Land Changes Notes Page: WEATHERING & EROSION

video: <https://jr.brainpop.com/science/land/slowlandchanges/>

Directions: Using the word bank, fill in the blanks in the notes page.

sand

limestone

freeze

roots

wind

weathering

caves

split

_____ - when rocks and minerals break down in nature

Examples of weathering:

- The _____ of plants grow into rocks and _____ them apart.
- _____ blows _____ against rocks
- Water can get inside a rock and _____ and expands (gets bigger).
- Air and water can change the mineral, _____, to a green color!
- Weathering forms _____ when water runs in the cracks of limestone rock.

When you hear Annie ask "How can land change?"... turn the page over to the back!

Name _____

Date 6/12/2020

Slow Land Changes Notes Page: WEATHERING & EROSION

Directions: Using the word bank, fill in the blanks in the notes page.

roads	glacier	buildings
canyon	erosion	farms

1. _____-when rocks/soil are carried away by wind OR water
2. Over time water can wear away land and form a _____.
3. A _____ is a large piece of ice that slowly picks up bits of land as it moves.
4. Erosion happens faster when humans clear land for
5. _____, _____ OR _____.

6. Choose the correct symbol to make the equation true.

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

- (A) =
- (B) <
- (C) >
- (D) Not enough information
7. What number completes both number sentences below?

$$88 + \square = 116 \qquad 48 = \square + 20$$

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- (A) He is about 5 feet tall.
- (B) He is exactly 4 feet tall.
- (C) He is between 3 and 4 feet tall.
- (D) He is almost 4 feet tall.

9. Which combination of coins is equal to \$0.65? Choose **three** correct answers.
- (A) 6 dimes, 1 nickel
 - (B) 2 quarters, 1 dime, 5 pennies
 - (C) 3 quarters, 1 dime, one nickel
 - (D) 2 quarters, 3 nickels
 - (E) 6 dimes, 1 nickel, 5 pennies
10. How many dogs and people in all would have a total of 20 legs? Choose **two** possible combinations.
- (A) 6 people, 2 dogs
 - (B) 3 people, 2 dogs
 - (C) 4 people, 2 dogs
 - (D) 4 people, 3 dogs
 - (E) 5 people, 1 dog

11. Bella read before bed three nights in a row.
- The first night, she read 22 pages.
 - The second night, she read 17 pages.
 - The third night, she read DOUBLE the number of pages she read on the first night.

How many pages did Bella read in all?

- (A) 61
- (B) 83
- (C) 39
- (D) Not enough information
12. Greg bought 12 raffle tickets when he arrived at the Fun Fair. Later, he bought 10 more. Each raffle ticket cost \$0.25. How much did Greg spend on raffle tickets in all?
- (A) \$22.00
- (B) \$3.00
- (C) \$2.50
- (D) \$5.50
- (E) \$5.25

Vocabulary • Homographs

- **Homographs** are words that are spelled the same way but have different pronunciations and meanings.
- Use context clues, or the words around a homograph, to figure out which meaning and pronunciation to use.

Directions: Read the following passage. Then answer the questions below. Look for context clues that show the meanings and pronunciations of homographs as you read.

There are many myths and legends about ancient Greek gods. The stories are interesting because they are full of conflict. Many of the gods were not content with their lives. They caused trouble or fought with each other. When

problems arose on Earth, the gods tried to solve them. But different gods offered alternate solutions, and they usually did not agree. Each god wanted to lead the others.

1. If you read this passage aloud, would you pronounce *conflict* with the accent on the first or second syllable?

2. In this passage, does *content* mean “pleased with” or “what a speech or article is about”?

3. Is *lives* a noun or a verb? How do you know?

4. Does *alternate* mean “take turns” or “different”?

5. Does the word *lead* have a long *e* or a short *e* sound?



Home Activity Your child used context clues to understand homographs. Write sentences with homographs such as *close* (to shut/near) or *dove* (a kind of bird/jumped into the water). Ask your child to use context clues to determine the meaning of each homograph and then read the sentence aloud.

Plot and Theme

- The important events in a story make up the **plot**. A plot has a beginning, a middle, and an end.
- The “big idea” of the story is called the **theme**. It can be stated in a single sentence.

Directions Read the following story. Then answer the questions.

The ancient Greeks told a myth about Pandora, the first woman. All the gods and goddesses helped make Pandora. Hermes, the messenger of the gods, gave Pandora a golden box. With the box, he gave her a warning: “You may do as you please, Pandora, but you must *never* open this box.” Pandora promised she

would obey. At first she was content, but she kept wondering what could be in the box. Finally, her curiosity got the better of her. She opened the lid and peeked in. Right away she heard terrible noises as all kinds of terrible things escaped—hunger, war, greed, drought, storms. Pandora had released evil into the world of humans.

1. What happened at the beginning of the story?

2. What happened in the middle of the story?

3. What happened at the end of the story?

4. What is the theme of this story?

