Home

Independent

Curriculum Packet

Grade 3

Packet 1

May 4 – May 15

Curriculum Packet Instructions and Overview

Dear CVESD Families,
The Chula Vista Elementary School District (CVESD) is committed to ongoing learning and continued success for each and every student. During this time of school closures, we are engaged in distance learning. Distance learning means that the teacher and student are not in the same space for instruction. Distance learning may include technology such as computer, iPads, phones, etc. or it can include paper/pencil work. This curriculum packet may be used with/without technology. Each packet is intended to last two weeks (10 school days).

- ***Establish a daily routine*** for your child with a schedule. Plan for times in the day when the child will work on the packet, when they will have a break, when they will use technology, when they will have snacks and lunch.

- ***Create a plan for work completion.*** Divide up the work for the packet day by day for 10 days.

- ***Engage with your teacher*** *via phone, email, or another method for support.* Your teacher wants to help! Contact your teacher if you have any questions.

- **Additional Support** - Learning can be challenging, especially when one is trying to learn a new language or help with accessing the student curriculum packet due to language needs, special education needs, or access needs (i.e. a 504 plan), please connect with your general education teacher or special education teacher.

Curriculum Packets Instructions- Packet 1

Math

- **Complete one worksheet** per day. There are extra worksheets that can be used for additional practice. Grade 6 will complete one worksheet every two days (5 tasks for the two weeks).
- **Select one of the following activities** to do in addition to the one worksheet per day.
    - ***Be the Teacher!*** Select one problem from the worksheet each day. Teach someone in your house (brother, sister, mom, dad) how to solve the problem. Ask them how you did as a teacher. What did you do well? What might you do better next time?
    - ***Multiple Representations:*** Select one problem from the worksheet and show it in multiple ways. Write a word problem. Draw how you solved it. Write a number sentence (equation). Write a word sentence (your answer in a complete sentence).
    - ***Prove It!*** Select one problem from the worksheet and explain how you know your answer is correct. How can you prove it? Convince someone in your house that your answer is correct.
    - ***Compare and Connect:*** Select one problem from the worksheet. Solve it a different way. Explain how the two ways you solved it are the same and/or different.
    - ***Reflect-*** What was easy about today's math lesson? What was hard? What did you learn? How might you use what you learned today in the future or in real life?
- **Play the Family Game** multiple times throughout the two weeks. Think about what you are learning, what strategies you are using, what strategies you modified, is it a fair game?

English Language Arts

- **Complete Benchmark tasks**
- **Select one of the following activities** to do in addition to the Benchmark task each day.
    - Read a book.
    - Write a story about your adventures at home.
    - Create a comic book.
    - Find parts of speech or high frequency words in junk mail.
    - Write a Choose Your Own Adventure story.
    - Document how you are spending your time.
    - If able to watch television, turn on captions and watch for errors. (Turn on subtitles and learn another language.) Turn the sound off and read the captions to follow along.
    - Write quizzes to go with your favorite movie or show.
    - Practice public speaking. Give presentations to family members on favorite topics.

Science

Physical Science

1. Select a toy in your house that has moving parts.
2. In your journal, record why you chose this toy. Why is this toy important to you? Draw a detailed picture of your toy.
3. Play with the toy for two minutes. Explore how the toy works.
4. **Grades K-3**
    a. What do you notice? What do you wonder?
    b. Record (write and draw) your observations. How does your toy move?
    c. Share your thinking with your family.
        i. What do they think? How does your thinking compare to theirs?
        ii. How many parts does your toy have? Count the parts.
        iii. What parts does your toy have? Label the parts on your drawing.
5. **Grades 4-6**
    a. What do you notice? What do you wonder?
    b. Record your observations. Share with your thinking with your family.
        i. What do they think? How does your thinking compare to theirs?
        ii. Think of your toy as a system. What are the parts (components) of the system? How are the components within the system interacting (working together)?
        iii. Can you identify any subsystems in the toy system? If so, describe one subsystem.
        iv. Share your thinking with your family. What do they think? How does your thinking compare to theirs?

Social Studies

Complete the first 5 pages of COVID 19 journal over the two weeks.

NAME _____ DATE _____

True or False?

1 An equation is true if both sides are equal. It is false if both sides are not equal. Circle *true* or *false* for each equation. You do not need to explain all your answers.

Equation	Circle One	Optional Explanation
ex $32 \div 4 = 3 \times 3$	true (false)	$32 \div 4 = 8$ $3 \times 3 = 9$ 8 and 9 are not equal.
a $4 \times 3 = 360 - 348$	true false	
b $0 \times 3{,}471 = 674 \times 0$	true false	
c $9 \times 3 = 40 - 23$	true false	
d $36 \div 4 = 64 \div 8$	true false	
e $40 \div 8 = 35 \div 5$	true false	

2 Use <, >, or = to complete each number sentence.

ex $32 + 876 \; > \; 870 + 24$

a $400 \div 10 \quad 400 \div 5$

b $8 \times 2 \quad 4 \times 4$

c $845 - 208 \quad 845 - 32$

3 Pick the equation that will help you solve the problem. Then solve the problem.

a Sara got 5 packs of baseball cards from each of her 3 cousins. She gave 2 packs to her brother. How many packs of baseball cards did she have left?

○ $5 - 3 = ?$ ○ $5 - 3 + 2 = ?$ ○ $(5 \times 3) - 2 = ?$ ○ $(5 - 2) \times 3 = ?$

Sara has _____ packs of baseball cards.

CHALLENGE

b The pet shop got 84 fish. They sold 34 of the fish right away. They divided the rest of the fish into 2 tanks. How many fish were in each tank?

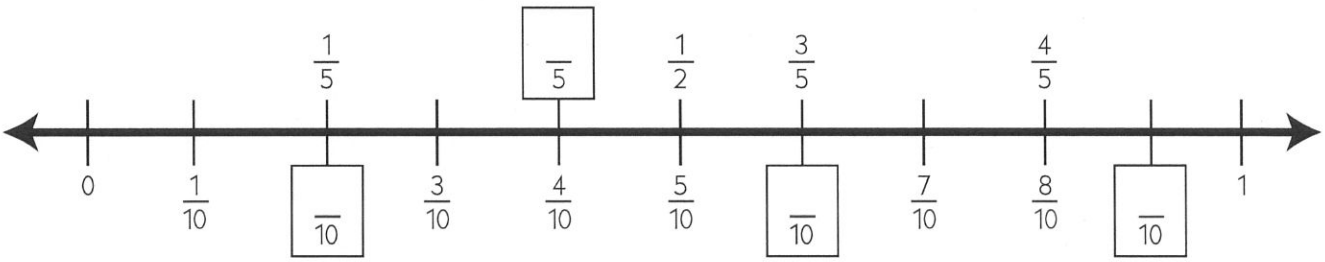
○ $84 - 34 = ?$ ○ $(84 - 34) \div 2 = ?$ ○ $(84 + 34) \times 2 = ?$ ○ $84 + 34 + 2 = ?$

There are _____ fish in each tank.

NAME _____ **DATE** _____

Fractions on the Number Line

1 Fill in the missing numerators on the number line below.



2 When you are comparing fractions, it can help to think about how close those fractions are to landmarks like one whole and one-half. Use the number line to help complete the tables below.

Circle the fraction that is greater than $\frac{1}{2}$.	Write a number sentence showing which fraction is greater.
example $\frac{3}{5}$ or $\frac{3}{10}$	$\frac{3}{5} > \frac{3}{10}$
a $\frac{2}{5}$ or $\frac{8}{10}$	
b $\frac{4}{5}$ or $\frac{4}{10}$	

Circle the fraction that is greater.	Write a number sentence showing which fraction is greater.
c $\frac{3}{5}$ or $\frac{7}{10}$	
d $\frac{9}{10}$ or $\frac{4}{5}$	
e $\frac{6}{10}$ or $\frac{4}{5}$	

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Working with Equations

1 Fill in the missing numbers to make each equation true.

example $35 \div 7 = 20 \div \underline{4}$

a $8 \times 3 = 40 - \_\_\_\_$

b $8 \times \_\_\_\_ = 36 + 28$

c $0 \times 67 = \_\_\_\_ \times 45$

d $19 + \_\_\_\_ = 9 \times 5$

e $9 \times \_\_\_\_ = 668 - 587$

f $3 \times 9 = 68 - \_\_\_\_$

g $42 \div 6 = 63 - \_\_\_\_$

2 Use <, >, or = to complete each number sentence.

example $54 \div 6 < 54 \div 2$	**a** 32×10 13×100
b $125 + 230$ $100 + 255$	**c** $144 \div 12$ $144 \div 6$
d $197 + 326$ $284 + 139$	**e** $300 - 250$ $350 - 300$

CHALLENGE

3 Fill in the missing number to make each equation true.

a $(20 \times \_\_\_\_) \div 4 = 25$	**b** $(36 \div 4) \times \_\_\_\_ = 81$
c $350 = (\_\_\_\_ \times 50) - 50$	**d** $1{,}826 = (10 \times \_\_\_\_) - 100 - 74$
e $(245 + \_\_\_\_) \times 3 = 900$	**f** $(1{,}008 - 508) \div \_\_\_\_ = 5$

4 Use <, >, or = to complete each number sentence.

a $(25 \times 4) \div 10$ $81 \div 9$	**b** $(514 - 489) \times 6$ 50×3
c $(75 \times 2) - 51$ $(100 \div 2) \times 4$	**d** $(328 + 22) - 150$ $500 \div 2$
e $(739 + 261) \div 10$ 20×5	**f** $5 \times 5 \times 5$ $(200 \div 2) + 50$

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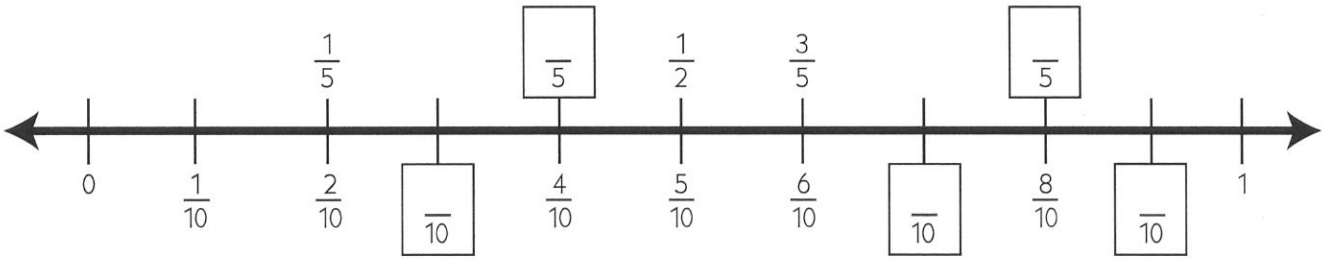
Fraction Problems

1 Fill in the missing numerators on the number line below.



2 Use the number line above to help answer the questions below.

a Chris ran $\frac{8}{10}$ of a mile. Dan ran $\frac{3}{5}$ of a mile. Who ran farther?

b Jenny has $\frac{4}{10}$ of a meter of yarn. Sue has $\frac{4}{5}$ of a meter of yarn. Who has more yarn?

c Lewis and his brother Sam were walking to their grandma's house. Lewis walked $\frac{7}{10}$ of the way and then stopped to rest. Sam walked half the way there and then stopped to rest. Who walked farther before stopping to rest?

3 Use the number line above to compare the fractions below. Use the symbols <, >, or = to complete each number sentence.

ex $\frac{7}{10} > \frac{3}{10}$	**a** $\frac{1}{5}$ $\quad$ $\frac{4}{5}$	**b** $\frac{7}{10}$ $\quad$ $\frac{4}{5}$
c $\frac{3}{5}$ $\quad$ $\frac{5}{10}$	**d** $\frac{2}{5}$ $\quad$ $\frac{4}{10}$	**e** $\frac{1}{5}$ $\quad$ $\frac{3}{10}$

CHALLENGE

4 Fill in the missing numerals below.

a $\frac{1}{10} = \frac{\square}{20}$	**b** $\frac{1}{5} = \frac{\square}{20}$	**c** $\frac{3}{5} = \frac{\square}{20}$

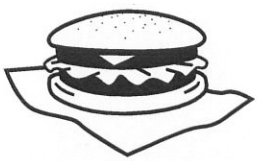
NAME _____ **DATE** _____

Thinking About Fractions

1 Marty ordered a small milk at lunch. His brother Bob ordered a large milk. They each drank three-fourths of their milk. Who drank more milk, Marty or Bob? Explain how you know.

2 At the movies Laura got a large popcorn. Her sister Susan got a small popcorn. They each ate half their popcorn. Who ate more popcorn, Laura or Susan? Explain how you know.

3 At lunch Steven ate a third of a jumbo burger. His mother ate a third of a regular burger. Who ate more, Steven or his mom?



CHALLENGE

4 Jim drank $\frac{2}{3}$ of a bottle of juice that was 24 ounces. Frank drank $\frac{3}{4}$ of a bottle of juice that was 16 ounces. Who drank more juice? Use pictures, numbers, and/or words to explain how you know.

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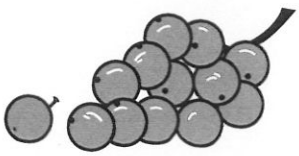
Fruit Fractions

1 A farm stand was selling 2-pound boxes of strawberries. Noah's family ate $\frac{2}{5}$ of a box. Zach's family ate $\frac{3}{4}$ of a box. Which family ate more strawberries? Use pictures, numbers, and/or words to explain how you know.

2 Ronda and Shawna bought a bunch of grapes. Ronda ate $\frac{5}{16}$ of the grapes and Shawna ate $\frac{1}{2}$ of the grapes. Who ate more grapes? Use pictures, numbers, and/or words to explain how you know.



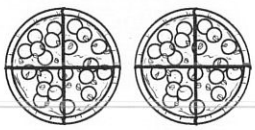
3 Violet's mom got a melon at the store and cut it into 8 equal pieces. Violet ate $\frac{3}{8}$ of the melon. Her mom ate $\frac{1}{4}$ of the melon. Who ate more melon? Use pictures, numbers, and/or words to explain how you know.

NAME _____ DATE _____

Pizza Problems

1 Jim and Emma were eating pizza for lunch. Jim ate $\frac{2}{6}$ of the pizza. Emma ate $\frac{3}{6}$ of the pizza. How much pizza did they eat altogether? Use pictures, numbers, and/or words to explain how you got the answer.

2 Rosa and Carmen made two mini-pizzas for lunch. They cut both pizzas into fourths. Rosa ate $\frac{3}{4}$ of a pizza. Carmen ate $\frac{3}{4}$ of a pizza. Altogether, how much pizza did they eat? Use pictures, numbers, and/or words to explain how you got the answer.



CHALLENGE

3a Carl and his brother Noel ordered a pizza. Carl ate $\frac{1}{4}$ of the pizza. Noel ate $\frac{3}{8}$ of the pizza. How much of the pizza did they eat altogether? Use pictures, numbers, and/or words to explain how you got the answer.

b How much of the pizza was left after Carl and Noel were done eating? Use pictures, numbers, and/or words to explain how you got the answer.

NAME _____ DATE _____

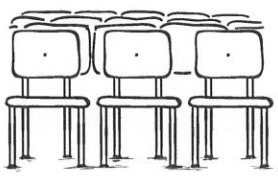
Money & Chair Problems

1 Jasmine's neighbor paid her $32 for helping with some yard work. Jasmine gave her brother $8 because he helped her with some of the work. Then she went shopping with the rest of the money. She bought 3 books that were $6 each and a bottle of juice for $1.89. How much money did she have left? Show all your work.

2a The third graders are putting on a play for the fourth and fifth graders. They need to set up chairs in the gym for the fourth and fifth graders to sit on. There are 86 fourth graders, 79 fifth graders, 3 fourth grade teachers, and 3 fifth grade teachers. How many chairs will the third graders need to set up? Show all your work.

CHALLENGE

b The third graders can put no more than 20 chairs in a row. How many rows of chairs will they need? Show all your work.



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Multiplication, Division & Perimeter Practice

1 Complete the multiplication facts.

10 × 8 = ____	9 × 1 = ____	5 × 7 = ____	3 × 0 = ____	4 × 8 = ____	5 × 6 = ____	9 × 2 = ____
2 × 7 = ____	9 × 5 = ____	4 × 10 = ____	3 × 4 = ____	5 × 8 = ____	4 × 7 = ____	10 × 10 = ____

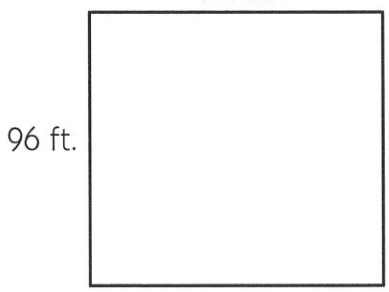
2 Complete the division facts.

40 ÷ 5 = _____ 12 ÷ 2 = _____ 90 ÷ 10 = _____

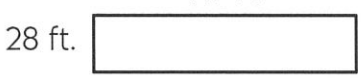
8 ÷ 1 = _____ 25 ÷ 5 = _____ 14 ÷ 2 = _____

3 Find the perimeter of each rectangle.

a Perimeter = _____



b Perimeter = _____



4 What is the difference between the perimeters of rectangles above?

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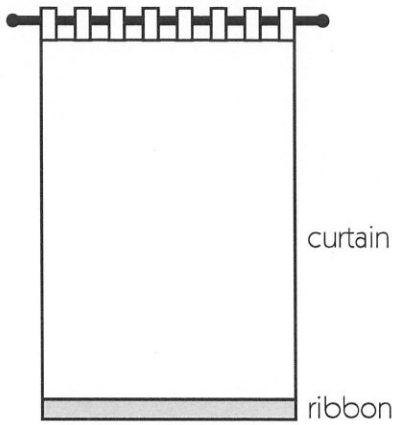
Curtains & Movies

1 Maddie is making 6 curtains for her room. She wants to put a strip of ribbon at the bottom of each curtain. She needs 36 inches of ribbon for each one. The ribbon she wants to use costs 60¢ per foot. How much will it cost it her to buy enough ribbon for all 6 curtains? Show all your work. Remember that there are 12 inches in 1 foot.



2 Ralph's mom said he and his brother could go to a movie while she went shopping. She dropped them off at the theater at 1:45 and said she would be back at 4:00 to get them. They had three choices of movies. Which movie could they see and be done by the time their mom came to get them? Show all your work.

Movie	Start Time	Length (Including Previews)
Beetle Goes to Town	1:55	130 minutes
Arctic Adventure	2:00	125 minutes
Rainy Day Dog	2:15	100 minutes

NAME _____ DATE _____

Multiplying & Dividing

1 Complete the multiplication facts.

5 × 6	2 × 7	1 × 2	5 × 7	3 × 5	8 × 5	5 × 9
4 × 2	2 × 2	9 × 2	2 × 5	10 × 3	10 × 5	4 × 6
10 × 0	1 × 8	2 × 3	7 × 4	6 × 6	10 × 8	3 × 9

2 Complete the division facts.

100 ÷ 10 = _____ 16 ÷ 2 = _____ 25 ÷ 5 = _____

12 ÷ 2 = _____ 3 ÷ 1 = _____ 20 ÷ 2 = _____

CHALLENGE

3 Use what you know about basic fact strategies to solve these multiplication problems.

24 × 5	42 × 5	329 × 0	13 × 10	1,946 × 1	500 × 2	25 × 6

4 Answer these questions.

a Would the product of these two numbers be odd or even?	**b** How do you know?
3,407 × 10	

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Larger Multiplication

You can break a two-digit number into tens and ones to multiply it by another number. Use this method to solve the multiplication problems below.

Problem	Break larger numbers into tens and ones. Then multiply.	Add the two products.	Your Answer
ex 16 × 4	10 × 4 = 40 and 6 × 4 = 24 Break 16 into 10 and 6. Multiply both by 4	40 + 24 = 64	16 × 4 = 64
1 14 × 4			14 × 4
2 13 × 6			13 × 6
3 15 × 7			15 × 7
4 18 × 8			18 × 8

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Operations Review Add, Subtract, Multiply & Divide

1 Complete the multiplication facts.

5 × 3 =	2 × 6 =	10 × 4 =	5 × 9 =	1 × 6 =	10 × 10 =	6 × 4 =
4 × 5 =	2 × 3 =	1 × 1 =	10 × 6 =	5 × 5 =	9 × 0 =	2 × 9 =
8 × 2 =	10 × 7 =	2 × 5 =	8 × 4 =	7 × 3 =	10 × 6 =	3 × 8 =

2 Complete the division facts.

40 ÷ 5 = _____ 70 ÷ 10 = _____ 8 ÷ 8 = _____

10 ÷ 2 = _____ 35 ÷ 5 = _____ 14 ÷ 2 = _____

3 Solve the addition and subtraction problems.

357 + 88 =	208 + 153 =	326 + 692 =	436 + 289 =	285 + 196 =	716 + 384 =
537 − 129 =	403 − 266 =	638 − 409 =	400 − 299 =	350 − 107 =	697 − 523 =

NAME _____ DATE _____

Even More Multiplication Story Problems

1 Jose and his three cousins helped their grandma work in her garden on Saturday. She gave them each $16 to thank them for their help. How much money did she give them altogether? Show all your work.

2 Laura and her four sisters went apple picking. They each picked 14 apples. How many apples did they pick altogether? Show all your work.

CHALLENGE

3a Gregory's mom said to him, "You drink too much soda!" Gregory said, "I only drink 3 cans of soda a day." His mom said that was way too much. If there are 12 ounces of soda in each can, how many ounces of soda does Gregory drink every week? Show all your work.

b Gregory's mom said, "You drink gallons of soda each week!" There are 128 ounces in a gallon. Was his mom correct? Explain your answer.

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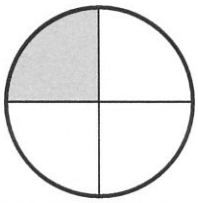
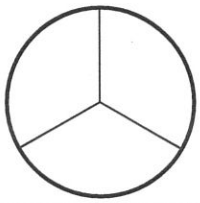
Fractions of a Circle

1 Fill in the circle to show each fraction.

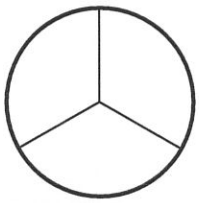
example $\frac{1}{4}$



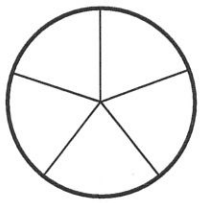
a $\frac{1}{3}$



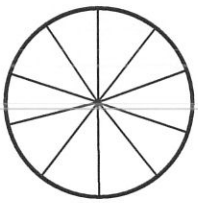
b $\frac{2}{3}$



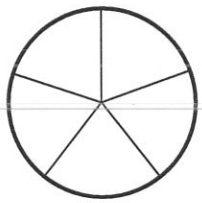
c $\frac{1}{5}$



d $\frac{2}{10}$



e $\frac{2}{5}$



2 Look at the fractions you shaded in above. Use them to help complete each number sentence by writing <, >, or =.

ex $\frac{1}{3}$ > $\frac{1}{5}$	**a** $\frac{2}{5}$ ___ $\frac{2}{3}$	**b** $\frac{2}{3}$ ___ $\frac{2}{10}$
c $\frac{2}{10}$ ___ $\frac{1}{5}$	**d** $\frac{2}{5}$ ___ $\frac{2}{10}$	**e** $\frac{1}{4}$ ___ $\frac{2}{10}$

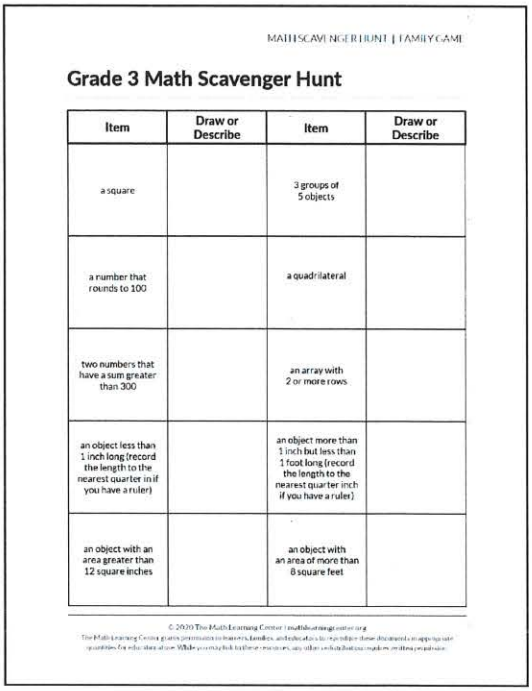
CHALLENGE

f $\frac{1}{18}$ ___ $\frac{1}{9}$	**g** $\frac{2}{18}$ ___ $\frac{1}{9}$	**h** $\frac{1}{9}$ ___ $\frac{2}{20}$

Math Scavenger Hunt

Object of the Game

Are you ready for a scavenger hunt?
Find 15 of the 18 items from the list to be a Scavenger Scholar!



MATH SCAVENGER HUNT | FAMILY GAME

Grade 3 Math Scavenger Hunt

Item	Draw or Describe	Item	Draw or Describe
a square		3 groups of 5 objects	
a number that rounds to 100		a quadrilateral	
two numbers that have a sum greater than 300		an array with 2 or more rows	
an object less than 1 inch long (record the length to the nearest quarter inch if you have a ruler)		an object more than 1 inch but less than 1 foot long (record the length to the nearest quarter inch if you have a ruler)	
an object with an area greater than 12 square inches		an object with an area of more than 8 square feet	

Materials

- Scavenger Hunt List
  Print the record sheet or write the numbers 1–18 on paper.
- Something to write with (a pen, pencil, crayon, or marker)
- A curious mind

Skills

This game helps us practice

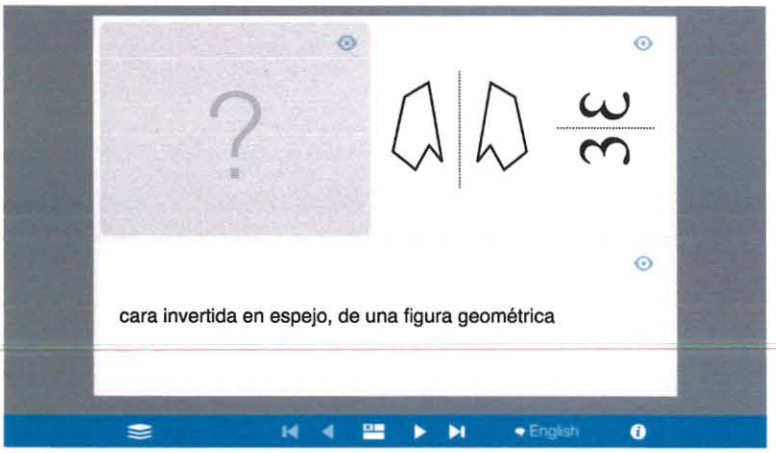
- Recognizing math in our world

How to Play

1. Let's begin. Search your home for examples of the items on the list.
2. Draw a picture or describe where you find each item.
   Hint: *If you can't find an item, try arranging household objects to make or represent it.*
3. Find or make 15 of the 18 items to win.
4. For an extra challenge, try to find every one.
5. Have fun!

Tips for Families

- If you don't have a copy of the record sheet or can't print a copy right now, have your child make a numbered list from 1 to 18 on a sheet of paper.
- You don't have to complete the scavenger hunt all at once. You can come back to it later.
- If you can't find something, remember that it's okay to make it by arranging household objects.
- If you don't have a ruler, use your best estimation skills. Ask someone else if they agree with you.
- If you need help remembering what some math words mean, check out the free Math Vocabulary Cards app. You can download the app or use the web version in your browser.



Math Vocabulary Cards is available for iPad, Web and Chrome.

You can get it here: Math Vocabulary Cards

Change It Up

Making even small changes to a game can invite new ways of thinking about the math. Try making one of the changes below.

- Set a timer! How long does it take you to find 15 items? Did it take you more or less than 20 minutes?
- Make your own math scavenger hunt list. Help your family members find the items.
- Make a list of several objects in your home that you see math in. Help your family members guess the math it shows.

Grade 3 Math Scavenger Hunt

Draw or Describe the following

a square

a quadrilateral

3 groups of 5 objects

two numbers that have a sum greater than 300

a number that rounds to 100

an array with 2 or more rows

Grade 3 Math Scavenger Hunt (continued)

Draw or Describe the following

an object less than 1 inch long (record the length to the nearest quarter inch if you have a ruler)

an object with an area greater than 8 square feet

an object more than 1 inch but less than 1 foot long (record the length to the nearest quarter inch if you have a ruler)

a trapezoid

an object with an area greater than 12 square inches

an object with a perimeter greater than 12 inches

Grade 3 Math Scavenger Hunt (continued)

Draw or Describe the following

three quadrilaterals that have different attributes

an object that is about 1 kilogram

a shape that is divided into equal parts

an object that holds about 1 liter

a clock that shows time using hands (draw a picture to show the time to the nearest minute)

a grid, like a tile floor (record the number of shapes in the grid and how you found the total)

Directions: Read and annotate the text for the key details.

The Spring Fair Banner

1 For Seth, Spring Fair was the best event of the school year. He loved everything about it—the races, the food, and the music. So he was glad that his art club voted to paint the banner for this year's fair.

2 With a month to go, the nine club members had a plan of action. Eight students, including Seth, would each paint a spring-themed picture on the banner. The ninth student, Becca, would paint the border.

3 They got to work, sketching their ideas. Their art teacher, Mr. Chang, helped them trace each design onto the long banner. Then the kids started painting. They decided to work on Tuesdays and Thursdays after school. That would give them just enough time to finish.

4 In the first two weeks everyone made good progress. But the third week Becca didn't show up. Seth called her to see what was wrong. He learned that she had hurt her leg and wouldn't be back for a few weeks.

5 "I'm sorry about Becca," said Levi, "but who's going to finish her border? We're all too busy trying to finish our own pictures."

The Spring Fair Banner (page 2)

6 "Maybe Mr. Chang should do it," said Molly.

7 A few other club members agreed—but not Seth.

8 "We offered to paint the **whole** banner," he reminded them, "and that's what we should do."

9 "But Becca's border design is so complex," replied Henry.

10 Seth nodded. "True, but Becca only painted the corners. We could make the rest of the border simpler," he said. "If we did, it would take less time to paint it. Each of us could take one section."

11 Seth's solution made sense to the others. So that's what they did. The kids finished the banner on time—and it looked great. Even Becca, who came to Spring Fair on crutches, praised the art club members for a job well done.

Directions: Reread <u>The Spring Fair Banner</u>, and then answer the questions below. Remember to answer in a complete sentence.

1. Why was Levi worried?

2. Why didn't Seth want Mr. Chang to paint the banner's border?

3. Do you think Seth made the right decision? Why or why not?

Directions: Read and annotate the text for the key details.

The Fix-Up Kids

1 With camera in hand, Seth joined the other volunteers. This afternoon they were touring the school grounds with their teacher, Ms. Montoya. Today's goal was to find areas that needed fixing up.

2 Seth took photos of three areas. There was the weedy patch by the parking lot, and the bare spot at the school entrance. There was also the overgrown rock garden beside the lunchroom.

3 When the group went back inside, they reviewed Seth's photos. Then they discussed how to fix each area. Some kids wanted to plant grass, while others preferred new trees and bushes.

4 "We need to plant flowers, too," said Seth. "Each area should have its own colorful design."

5 Everyone liked that idea. A few kids even asked Seth to be the designer. He was all for it, and Ms. Montoya agreed, too.

6 "But first we have to ask local plant stores to donate all these things," she said.

The Fix-Up Kids (page 2)

7 Seth and two other students offered to meet with the storeowners. Ms. Montoya helped by driving them from place to place. In each store, the kids talked about their school project—and why it was worthwhile.

8 The storeowners all agreed to donate, but they donated much less than what the kids asked for.

9 "What's the point of doing any of it if we don't have enough plants?" complained Anna. Many other students agreed—but not Seth.

10 "We have enough to fix **one** area at least," he said. "I'd suggest that we do the school entrance so people can see it."

11 His idea made sense to the group, so they got to work. Within two weeks, the entrance looked great with its new bushes and colorful flowers. And Seth was right. People in the community noticed it. Soon more donations came in, which was good news for Seth's group. They could now fix the two other areas on their list.

Directions: Reread <u>The Fix-Up Kids</u>, and then answer the questions below. Remember to answer in a complete sentence.

1. Which areas of the school did the students want to fix up?

2. Why was Anna upset?

3. When they do not get enough donations, what does Seth suggest they do? Was it a good idea? Why or why not?

Directions: Using both texts. fill in the story map.

Story Map

The Spring Fair Banner	The Fix-Up Kids
Beginning:	**Beginning:**
Middle:	**Middle:**
End:	**End:**

Prompt: You have read two stories about the character Seth. In your opinion, what kind of person is Seth? State a clear opinion, give reasons for your opinion, and use evidence from "The Spring Fair Banner" and "The Fix-Up Kids" to support your opinion.

Analyze the Prompt

What type of text or genre are you being asked to write? Circle your answer. Opinon Narrative Informative

What does the prompt ask you to do?	
What details/evidence from the sources will you need to look for?	

Opinion, Reasons, and Evidence

My Opinion:		
Reason:	**Evidence:**	**Source:** **Paragraph:**
Reason:	**Evidence:**	**Source:** **Paragraph:**

Directions: Now that you have analyzed the prompt, use the following pages to write a rough draft. You may look back at the text and your charts to help you.

Prompt: You have read two stories about the character Seth. In your opinion, what kind of person is Seth? State a clear opinion, give reasons for your opinion, and use evidence from "The Spring Fair Banner" and "The Fix-Up Kids" to support your opinion.

Directions: Use this chart to help you with your work on the next page.

Compound Sentences Chart

Coordinating Conjunction	Purpose	Compound Sentence
and	connect similar ideas	I went to the library for a book, and I also checked out a movie.
or	show an alternative	Should I read the book first, or should I go ahead and watch the movie?
but	show a contrast	I could ask my brother to watch the movie with me, but he'd probably rather play basketball.
yet	show a contrast	My brother and I hardly ever spend time together, yet he always treats me kindly.
so	show a cause and effect	I'd like to do something with my brother, so I'll see if he wants to come watch the movie.
nor	show a negative	My brother can't watch the movie today, nor will he be able to watch it tomorrow.
for	introduce a reason	I'm as happy as can be, for my brother said he'd watch the movie with me on Saturday!

Use Coordinating Conjunctions to Produce Compound Sentences

Directions: Combine each pair of simple sentences into a compound sentence. Use the coordinating conjunction that best fits the meaning of the sentence. Remember to use a comma before the coordinating conjunction.

COORDINATING CONJUNCTIONS:
for and nor but or yet so

1. Tracy doesn't like broccoli. She doesn't like spinach.

2. We're supposed to have a blizzard tomorrow. Our field trip is cancelled.

3. I will give a recital at my grandmother's house. She loves to hear me play piano.

4. Paul is an excellent soccer player. He did not try out for the team.

Directions: Use this chart to help you with your work on the next page.

Subordinating Conjunctions Chart

after	although	as	as if
as long as	as though	because	before
even if	even though	if	if only
in order to	now that	once	rather than
since	so that	than	that
though	unless	until	when
whenever	where	wherever	while

Use Subordinating Conjunctions to Produce Complex Sentences

Directions: Combine each pair of simple sentences into a complex sentence using a subordinating conjunction from the Subordinating Conjunctions Chart. Remember to use a comma if the dependent clause comes first in the sentence.

1. We did our homework. We went to the movies.

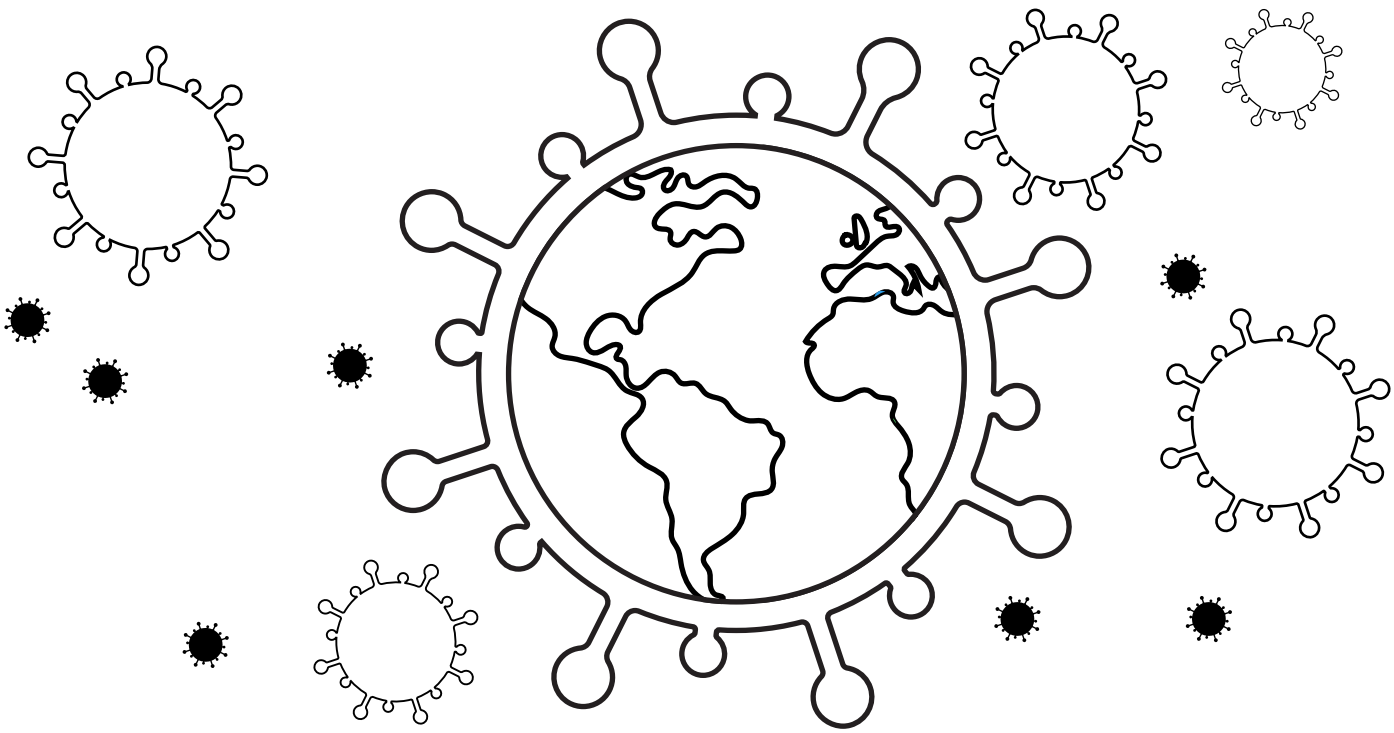
2. I'll put my lunch money in my backpack. I won't lose it.

3. We need to set up for Parent's Night. We will meet at 6:00.

4. You can play my video game. You must log off when you finish.

5. We had chicken noodle soup last time. Let's have vegetable soup today.

MY 2020 COVID-19 TIME CAPSULE



BY: _____

YOU ARE LIVING THROUGH HISTORY RIGHT NOW

TAKE A MOMENT TO FILL IN THESE PAGES FOR YOUR FUTURE SELF TO LOOK BACK ON. AND HERE ARE SOME OTHER IDEAS OF THINGS TO INCLUDE:

- ☐ SOME PHOTOS FROM THIS TIME
- ☐ A JOURNAL OF YOUR DAYS
- ☐ LOCAL NEWSPAPER PAGES OR CLIPPING
- ☐ ANY ART WORK YOU CREATED
- ☐ FAMILY / PET PICTURES
- ☐ SPECIAL MEMORIES

DRAW A PICTURE OF THE PEOPLE YOU ARE SOCIAL DISTANCING WITH HERE

ALL ABOUT ME

I AM

YEARS OLD

I STAND

INCHES TALL

I WEIGH

POUNDS

SHOE SIZE

_____ MY FAVORITES _____

TOY: _____

COLOR: _____

ANIMAL: _____

FOOD: _____

SHOW: _____

MOVIE: _____

BOOK: _____

ACTIVITY: _____

PLACE: _____

SONG: _____

MY BEST FRIEND/S:

_____

_____

_____

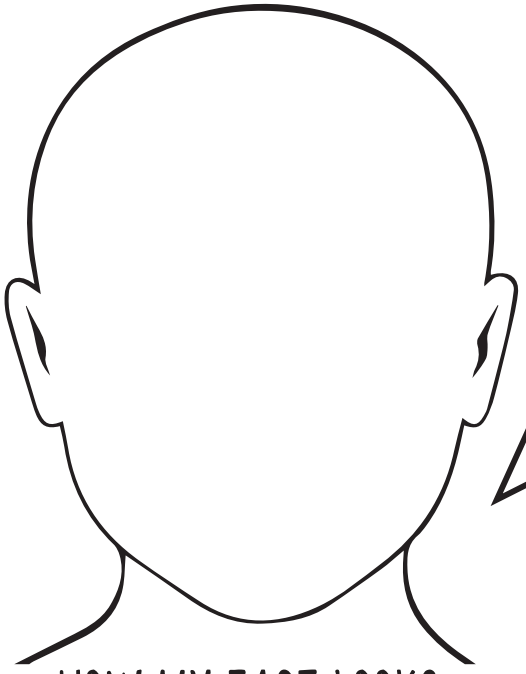
WHEN I GROW UP I WANT TO BE:

_____

_____

DATE:

HOW I'M FEELING



WORDS TO DESCRIBE HOW I FEEL:

HOW MY FACE LOOKS

I AM MOST THANKFUL FOR

WHAT I HAVE LEARNED MOST FROM THIS EXPERIENCE:

THE 3 THINGS I AM MOST EXCITED TO DO WHEN THIS IS OVER:

1

2

3

MY COMMUNITY

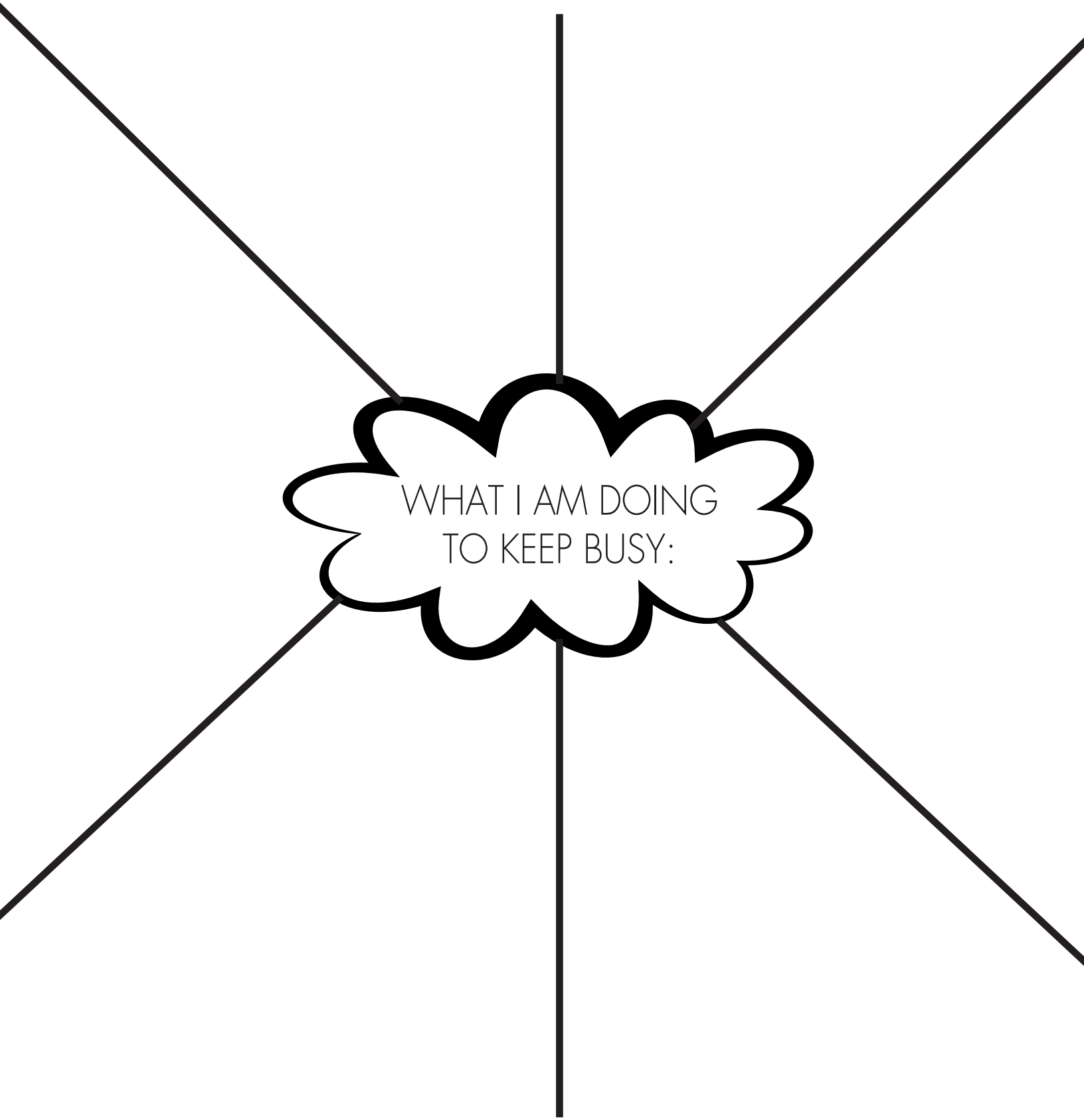
COLOR THIS HOUSE TO LOOK LIKE YOURS

WHERE I AM LIVING DURING THIS TIME:

WHAT THINGS ARE YOU DOING TO HELP FEEL CONNECTED/HAVE FUN OUTSIDE (e.g hearts in windows, chalk notes on sidewalk, etc)

HOW ARE YOU CONNECTING WITH OTHERS?

YOU ARE NOT STUCK AT HOME, YOU ARE SAFE AT HOME!



OUR HANDPRINTS

PRINT THE HANDS OF ALL THE PEOPLE LIVING IN YOUR HOME
(IN DIFFERENT COLORS) AND PLACE YOUR HANDS HERE

SPECIAL OCCASIONS

WHAT OCCASIONS DID YOU CELEBRATE DURING THIS TIME?
WRITE THE LIST DOWN HERE AND WHAT YOU DID TO CELEBRATE
(E.G. ST. PATRICK'S DAY, EASTER, BIRTHDAYS, ANNIVERSARIES)

EVENT	DATE	HOW YOU CELEBRATED

LETTER TO MYSELF

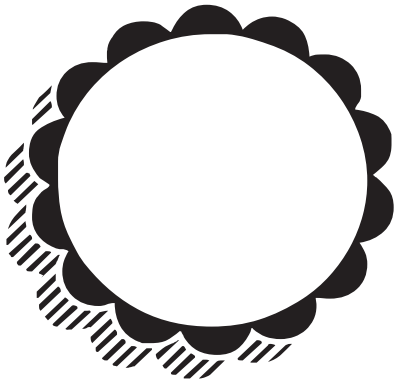
DEAR, _____

LOVE, _____

INTERVIEW YOUR HOUSEHOLD

WHAT HAS BEEN THE BIGGEST CHANGE?

HOW ARE YOU FINDING HOMESCHOOLING?



DAYS SPENT INSIDE

HOW ARE YOU FEELING?

YOUR TOP 3 MOMENTS FROM THIS EXPERIENCE:

1. _____
2. _____
3. _____

WHAT ACTIVITIES/HOBBIES HAVE YOU MOST ENJOYED DOING?

WHAT ARE YOU MOST THANKFUL FOR?

WHAT TV SHOW YOU WATCHED : _____

YOUR NEW FOUND FAVORITE INSIDE HOUSEHOLD ACTIVITY:

_____

FAVORITE FOOD TO BAKE: _____

FAVORITE TIME OF DAY: _____

GOAL/S FOR AFTER THIS:

LETTER FROM YOUR HOUSEHOLD

DEAR,

LOVE,