3rd Grade Packet Directions: Complete the work, take a picture of only the completed activity, and email it to Mrs. Soterakis

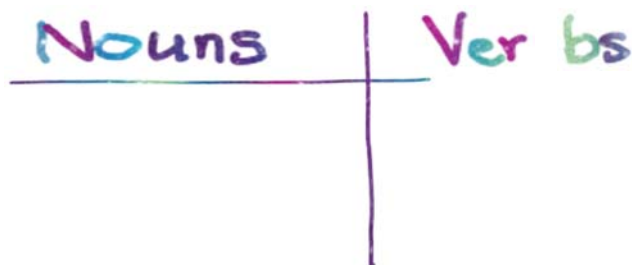---

READING INSTRUCTIONS:
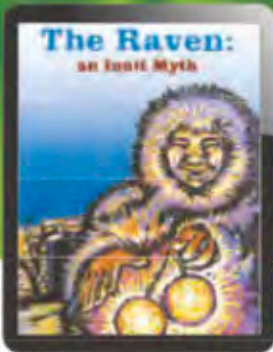
- Read the folktales Paca and the Beetle and The Raven; An Inuit Myth

- Complete *Discuss the Selection* on pg. 5 of Paca and the Beetle (Answer the questions in complete sentences)

- Create a Venn Diagram to compare and contrast the two folktales. Think about the elements of folktales (personification of inanimate objects or animals, the theme or moral of the story)

- Goodness Grows in Gardens – Read the selection and think about how the passage, which is an informational text, gives facts about real things. Create a list of facts from the selection. See how many you can find!

- Goodness Grows in Gardens – Write a statement to explain how the headings of the selection help you understand what you read.

- Goodness Grows in Gardens – Create a T-Chart of Nouns and Verbs from the selection

MYTH

GENRE

A **myth,** such as this Readers' Theater, is a story that tells what a group of people believes about the world.

TEXT FOCUS

The **story message** of a myth may explain why or how something in nature came to be.

RL.3.2 recount stories and determine the message, lesson, or moral; **RL.3.10** read and comprehend literature

COMMON CORE

Go Digital

Readers' Theater

The Raven:
An Inuit Myth

retold by Peter Case

Cast of Characters

Narrator	**Person**
Old Man	**Raven**

Narrator: Long ago, the People lived in darkness. There was no sun to help things grow. The People called to Raven for help.

Person: Oh, Raven, help us. Our lives are a constant struggle.

Raven: I have heard of an Old Man who has two glowing globes of light. I will try to get these globes.

Narrator: Raven went gliding over the dark wilderness. He came to the shelter where the Old Man lived with his daughter. There, Raven turned himself into a human child.

Old Man: I have a grandson! How wonderful!

Narrator: Raven spoke in the voice of a small child.

Raven: May I please play with the globes of light?

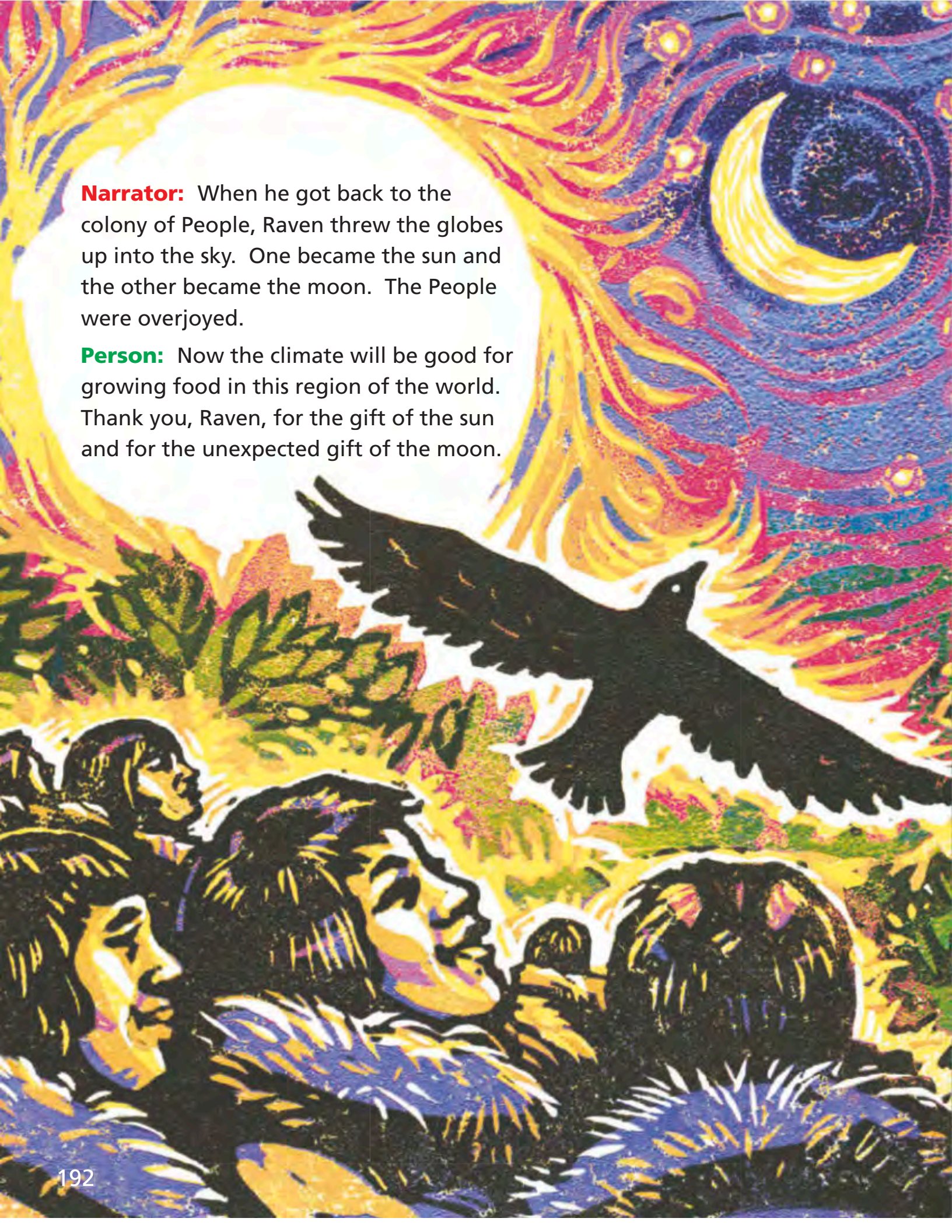**Old Man:** Here, grandson, you can play with them.

Narrator: Raven thought of a trick to steal the globes. He pretended he was overheated inside the warm shelter.

Raven: It's so hot inside. I want to take the globes outside.

Old Man: Yes, grandson. You can play outside with the globes.

Narrator: Once Raven was outside, he put on his layer of feathers and flew off with the globes.

Narrator: When he got back to the colony of People, Raven threw the globes up into the sky. One became the sun and the other became the moon. The People were overjoyed.

Person: Now the climate will be good for growing food in this region of the world. Thank you, Raven, for the gift of the sun and for the unexpected gift of the moon.

Paca and the Beetle

A Folktale from Brazil

A beautiful red, blue, gold, and green macaw watched a brown beetle as it crawled across the jungle floor.

"Where are you going, my friend?" Macaw called out.

"I am going to the sea."

Just then, a paca skittered by. "You?" Paca laughed. "You're so slow it will take you a hundred years!" Macaw looked down. "You shouldn't brag, Paca. Why don't you race him? I'll give a new coat to whoever first reaches the big tree beside the river."

Paca laughed harder. "This is no race!" he giggled. "You may as well give me the yellow coat and black spots of a jaguar right now!"

"I will race," Beetle said. "If I win, I would like a coat like yours, Macaw."

Paca dashed away. Then he thought, "Why should I hurry? I am so much faster than slow Beetle. I can take my time." He smiled, thinking of the fine new coat he would soon wear.

When Paca neared the tree, however, he was amazed to see Beetle on a branch waiting for him.

Scarlet macaws are found throughout South America. These spectacular birds are about three feet long from head to tail.

The Ceiba borer, or "living jewel," of Brazil is one of the world's most beautiful insects. People use the wing covers of its shell in jewelry.

Paca gasped. "How did *you* get here?" he demanded.

"I flew," Beetle answered with a smile.

"You have wings?" Paca asked.

Macaw answered. "Beetle doesn't brag about his wings, but he can use them when he needs to. Beetle is the winner."

Paca hung his head and slunk away, still wearing the brown coat with white spots he had always had. Then Macaw smiled at Beetle, and Beetle's hard back began to shine with the colors of Macaw's feathers. The beetle's shell has gleamed with a rainbow of colors ever since.

The spotted paca lives in the jungles of Brazil. It weighs between twelve and twenty-five pounds and is the world's second-largest rodent.

Discuss the Selection
- What is the moral, or lesson, in this story? Which story details explain this lesson?
- Compare and contrast "Paca and the Beetle" and *The Raven: An Inuit Myth* from Lesson 20. How are the characters, settings, and plots alike and different?

Name _____

Relate Fractions and Whole Numbers

Essential Question When might you use a fraction greater than 1 or a whole number?

🔑 Unlock the Problem · Real World

Steve ran 1 mile and Jenna ran $\frac{4}{4}$ of a mile. Did Steve and Jenna run the same distance?

🔒 **Locate 1 and $\frac{4}{4}$ on a number line.**

- Shade 4 lengths of $\frac{1}{4}$ and label the number line.

- Draw a point at 1 and $\frac{4}{4}$.

> **Math Idea**
> If two numbers are located at the same point on a number line, then they are equal and represent the same distance.

0				1
$\frac{1}{4}$	$\frac{1}{4}$	$\frac{1}{4}$	$\frac{1}{4}$	

$\dfrac{}{4}$ $\dfrac{}{}$ $\dfrac{}{4}$ $\dfrac{}{4}$ $\dfrac{}{4}$

Since the distance _____ and _____ end at the same point, they are equal.

So, Steve and Jenna ran the _____ distance.

Try This! Complete the number line. Locate and draw points at $\frac{3}{6}$, $\frac{6}{6}$, and 1.

0					1
$\frac{0}{6}$					$\frac{6}{6}$

$\dfrac{}{6}$ $\dfrac{}{6}$ $\dfrac{}{6}$ $\dfrac{}{6}$ $\dfrac{}{6}$
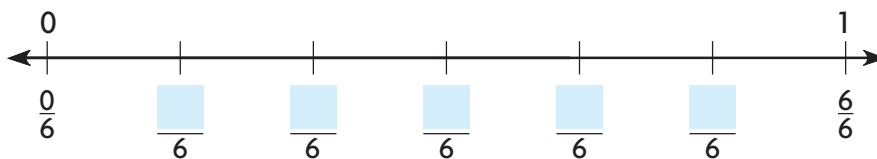
A Are $\frac{3}{6}$ and 1 equal? Explain.

Think: Do the distances end at the same point?

_____

_____

So, $\frac{3}{6}$ and 1 are _____.

B Are $\frac{6}{6}$ and 1 equal? Explain.

Think: Do the distances end at the same point?

_____

_____

So, $\frac{6}{6}$ and 1 are _____.
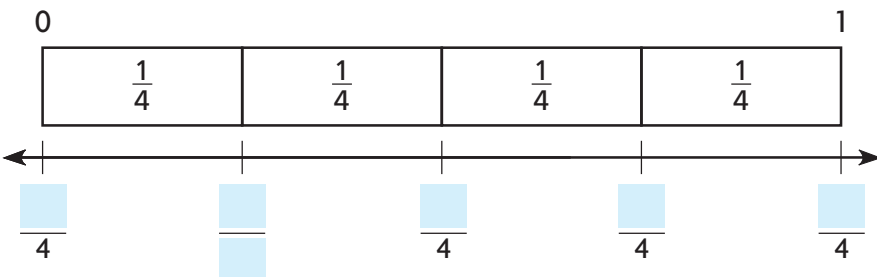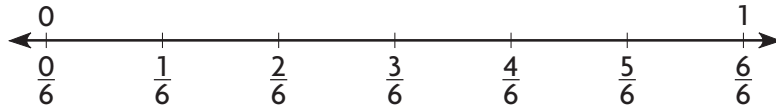
Relate Fractions and Whole Numbers

Learning Objective You will locate and draw points as fractions and whole numbers on a number line and then use models to write fractions greater than 1.

Use the number line to find whether the two numbers are equal. Write *equal* or *not equal*.

0   1
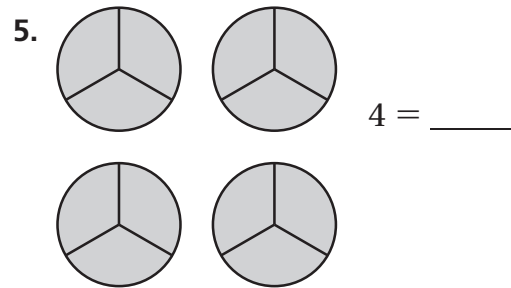$\frac{0}{6}$ $\frac{1}{6}$ $\frac{2}{6}$ $\frac{3}{6}$ $\frac{4}{6}$ $\frac{5}{6}$ $\frac{6}{6}$

1. $\frac{0}{6}$ and 1

2. 1 and $\frac{6}{6}$

3. $\frac{1}{6}$ and $\frac{6}{6}$

_____ **not equal** _____   _____   _____

Each shape is 1 whole. Write a fraction for the parts that are shaded.

4.

1 = _____

5.

4 = _____

Problem Solving *Real World*
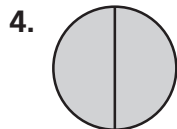
6. Rachel jogged along a trail that was $\frac{1}{4}$ of a mile long. She jogged along the trail 8 times. How many miles did Rachel jog?

_____

7. Jon ran around a track that was $\frac{1}{8}$ of a mile long. He ran around the track 24 times. How many miles did Jon run?

_____

8. **WRITE** ▸*Math* Write a problem that uses a fraction greater than 1.
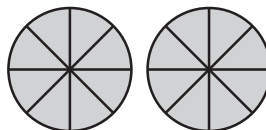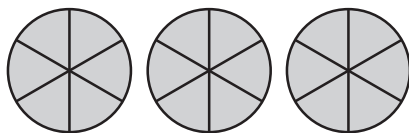
_____

_____

Lesson Check

1. Each shape is 1 whole. What fraction greater than 1 names the parts that are shaded?

   _____

2. Each shape is 1 whole. What fraction greater than 1 names the parts that are shaded?

   _____

Spiral Review

3. Tara has 598 pennies and 231 nickels. How many pennies and nickels does she have?

$$598 + 231$$

   _____

   _____

4. Dylan read 6 books. Kylie read double the number of books that Dylan read. How many books did Kylie read?

   _____

   _____

5. Alyssa divides a granola bar into halves. How many equal parts are there?

   _____

6. There are 4 students in each small reading group. If there are 24 students in all, how many reading groups are there?

   _____

FOR MORE PRACTICE GO TO THE Personal Math Trainer

Problem Solving • Compare Fractions

Essential Question How can you use the strategy *act it out* to solve comparison problems?

Learning Objective You will use the strategy *act it out* to solve comparison problems by modeling and comparing with fraction strips or fraction circles.

🔑 Unlock the Problem 🌎 Real World

Mary and Vincent climbed up a rock wall at the park. Mary climbed $\frac{3}{4}$ of the way up the wall. Vincent climbed $\frac{3}{8}$ of the way up the wall. Who climbed higher?

You can act out the problem by using manipulatives to help you compare fractions.

Remember
$<$ is less than
$>$ is greater than
$=$ is equal to

Read the Problem

What do I need to find?

_____

What information do I need to use?

Mary climbed _____ of the way.

Vincent climbed _____ of the way.

How will I use the information?

I will use _____

and _____ the lengths of

the models to find who climbed

_____.

Solve the Problem

Record the steps you used to solve the problem.

1

$\frac{1}{4}$	$\frac{1}{4}$	$\frac{1}{4}$

$\frac{1}{8}$	$\frac{1}{8}$	$\frac{1}{8}$

Compare the lengths.

_____ ◯ _____

The length of the $\frac{3}{4}$ model is _____

than the length of the $\frac{3}{8}$ model.

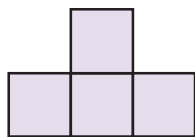So, _____ climbed higher on the rock wall.

Math Talk

Math Processes and Practices ④

Use Models When comparing fractions using fraction strips, how do you know which fraction is the lesser fraction?
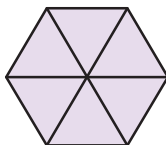
Try This! Write whether the shape is divided into *equal* parts or *unequal* parts.
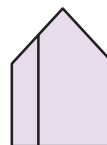
A

4 _____ parts
fourths

B

6 _____ parts
sixths

C

2 _____ parts
These are not halves.

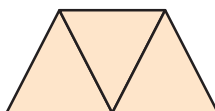> **! ERROR Alert**
> Be sure the parts are equal in size.
>
> equal   unequal

Share and Show MATH BOARD

1. This shape is divided into 3 equal parts. What is the name for the parts?

_____

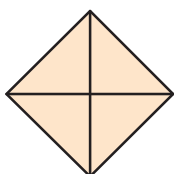**Math Talk** Math Processes and Practices ③

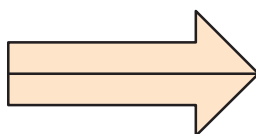**Apply** How do you determine if the shapes are divided into equal parts?

Write the number of equal parts. Then write the name for the parts.
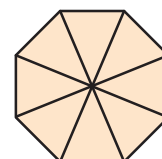
2.
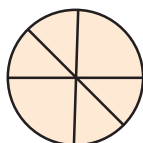
_____ equal parts

_____

3.

_____ equal parts

_____

✓4.

_____ equal parts

_____

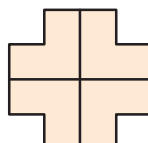**Write whether the shape is divided into *equal* parts or *unequal* parts.**

5.

_____ parts

6.

_____ parts

✓7.
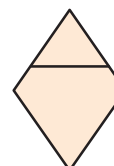
_____ parts

A **government** is all the people who run a community, state, or country.

Write a sentence using the word *government*.

The **President** is the leader of our country.

Circle the words that belong with the word *President*.

map	nation	street
metal	cause	leader

The **Constitution** is the plan for our nation's government.

Write a sentence using the word *Constitution*.

A **mayor** is the leader of a local government.

Write a sentence using the word *mayor*.

A **citizen** is a person who is a member of a community, state, or country.

Describe a citizen in your own words.

Civility is showing respect and kindness.

Write a synonym for the word *civility*.

A **volunteer** is a person who chooses to do a job without getting paid.

List two places in a community where people volunteer.

_____   _____

Cooperation is working together to meet goals.

Write about a time you used cooperation.

FOLD

Government

? Essential Question

Why is government important?

What do you think?

_____

_____

_____

_____

_____

_____

Words To Know

Draw a symbol on each line to show how much you know about the meaning of each word.

? = I have no idea!

▲ = I know a little.

★ = I know a lot!

_____ **government**

_____ **representative democracy**

_____ ***establish**

NGSS Standards
SS.3.A.1.3 Define terms related to the social sciences.
SS.3.C.1.1 Explain the purpose and need for government.

Rules and Laws

Have you ever been in a classroom discussion where everyone was talking at once? Maybe you had something you wanted to say, but nobody was listening. Or maybe you couldn't hear because of all the noise. It's hard to pay attention when we all talk at once. It is a lot easier to discuss things when people take turns speaking. Classroom rules help us have better discussions. They also help us get along in other ways at school.

What is one rule that would change how students are acting in this picture?

_____

Get Out and Vote

Now we know that government leaders are elected by the people. But how do they keep their jobs as leaders? If people think their leaders are doing a good job, they vote for them again. If people think their leaders are doing a bad job, they vote for someone else. One day, you will be able to vote. The people you vote for will make laws that affect you!

What would our government be like if the people didn't elect their leaders?

_____

_____

_____

▲ Today almost every legal resident of the United States who is 18 or older can vote.

Lesson 1

? **Essential Question** **Why is government important?**

_____

_____

_____

_____

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How do the people choose their leaders? Write it on the arrow!

People Power

It might seem like our government makes all the laws, and the people don't have any say. But that isn't true! In our country, the government gains its power from the people. How does this work?

When the Founders of the United States were creating a new government, they decided the government should be run by the people. The government they created is a **representative democracy**. In a representative democracy, the people vote for a group of leaders. These leaders represent the people. They **establish** the rules and laws for everyone to follow.
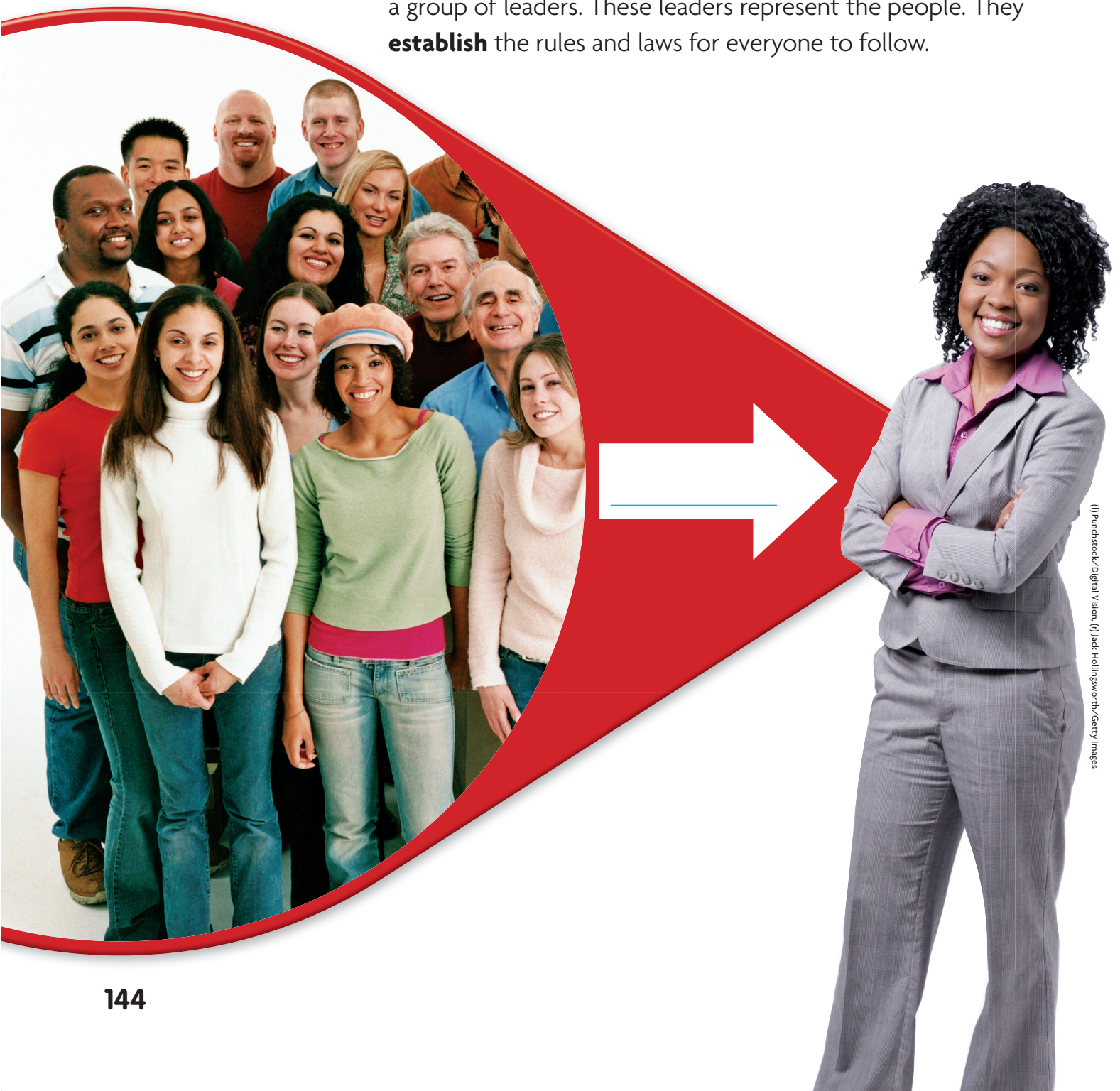
(l) Punchstock/Digital Vision, (r) Jack Hollingsworth/Getty Images

Our government doesn't just promote safety and organization by creating laws. It also provides many different services. Police officers keep streets, highways, and neighborhoods safe. Firefighters protect us and our property from fire damage. City workers clean our streets and collect garbage, which helps to keep us healthy. Just imagine what our lives would be like if trash piled up in the street!

Some government services help people do work or improve their lives. The United States Postal Service delivers our mail all over the world. Public libraries across our country provide access to information. They are paid for by our government. Public schools are provided by the government, too, to make sure everyone gets an education!

Write the service that is being provided on the line below each picture.

Reading Skill

Meaning of Words

Promote is a word that means to support or put forward. What is one rule you could promote in your school?

Communities have rules, too. These rules are called laws. Laws come from our **government**. A government is all the people who run a community, state, or country. Governments make laws to keep communities safe, healthy, and organized. What rules do you follow to stay organized at school?

The people pictured on this page are following laws. Write why each law is needed below each picture.

Draw a picture of you following a law.

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INFORMATIONAL TEXT

☑ **GENRE**

Informational text gives facts and information about a topic.

☑ **TEXT FOCUS**

Headings tell the reader what a section of text is mostly about.

Go Digital

Goodness Grows in Gardens

by Tina Brigham

Community gardens come in many shapes and sizes. They are found in big cities, suburbs, and small country towns. These gardens are tended by people of all ages. Some gardeners grow beautiful flowers, but many choose to grow food. There are good reasons for having community gardens.

Good for You

You know that fruits and vegetables are good for you. You can buy these foods in grocery stores, so why take the trouble to grow them yourself? Instead of sitting inside while other people grow the food you eat, you can enjoy being outdoors. Growing a garden is a lot of work, so you get lots of exercise. Many people say they are more excited about eating food that they have grown themselves.

Good for Communities

There are thousands of community gardens in the United States. They can be found in cities like Boston, Massachusetts, and small towns like Winter Garden, Florida. Wherever they are, community gardens help people make new friends and grow good food to eat. Gardens improve communities by turning empty or overgrown plots of land into something useful and attractive. Children and adults work together and learn from one another. Volunteer gardeners provide food for those in need.

Good for Our Country

In the spring of 2009, a community garden sprang up at the White House. The White House is the official home of the President. Soon after Barack Obama and his family moved into the White House, Mrs. Obama decided to plant a garden. Everyone would share the garden, and that meant sharing the work that went with it. Even the President would have to help.

White House gardeners prepared the land, and elementary students from Washington, D.C., helped Mrs. Obama to plant seeds. They planted carrots, potatoes, strawberries, tomatoes, and other foods. The White House Kitchen Garden has fed the President and his family, special guests, and also homeless families in Washington, D.C. Our nation's Kitchen Garden has set a good example for others to follow.

Mrs. Obama believes it is important to get children involved in growing fresh fruits and vegetables.

Quiz: Growing Plants: Science in a School Garden

Student Name: _____

INSTRUCTIONS

Please answer each question carefully

---

1. What do plants use water and sunlight to produce?

    ○ **A.** chlorophyll and carbon dioxide

    ○ **B.** oxygen and food

    ○ **C.** food and carbon dioxide

    ○ **D.** oxygen and chlorophyll

---

2. Why do gardeners till the soil before they plant their gardens?

    ○ **A.** to sprout the seeds

    ○ **B.** to find worms that help the plants grow

    ○ **C.** to help water and air enter the soil

    ○ **D.** to provide the plants with shade

---

3. According to the video, what is the most important way that plants help humans survive?

    ○ **A.** They are home to animals.

    ○ **B.** They provide shade.

    ○ **C.** They are used for food.

    ○ **D.** They are used to make clothing.

---

4. Weeds steal nutrients and _____ from healthy plants in a garden.

    ○ **A.** water

    ○ **B.** flowers

    ○ **C.** insects

    ○ **D.** air

5. Bugs can be helpful to a garden.

    ○ **A.** true

    ○ **B.** false

6. What does a plant's stem do to help the plant survive?

    ○ **A.** The stem moves water and nutrients to the leaves.

    ○ **B.** The stem holds the plant in the ground.

    ○ **C.** The stem uses sunlight to make food.

    ○ **D.** The stem makes seeds that sprout new plants.

7. How does a plant propagate, or make new plants?

    ○ **A.** Plants make seeds.

    ○ **B.** Plants lay eggs.

    ○ **C.** Plants shed their leaves.

    ○ **D.** Plants move to new places.

8. After it rains, what happens next in the water cycle?

    ○ **A.** Clouds form.

    ○ **B.** Plants suck up water.

    ○ **C.** Plants release water into the air.

    ○ **D.** Water evaporates into the air.

---

9. Which of the following items is NOT a part of the soil?

    ○ **A.** water

    ○ **B.** microorganisms

    ○ **C.** seeds

    ○ **D.** dead plants

Name_____

PK-5 Art Lesson Plans

Week of MAY 11th 2020: Lesson / Instruction: Fruit bowl drawing. Draw a "Still life" of fruit. Place fruit together to draw them in a group. If you do not have fruit you can copy the example below. Try do draw fruit that has different colors. **Bananas, limes, grapes, apples, lemons, cherries, oranges, etc.** Use lots of color! Have fun!!!

How to draw a fruit bowl
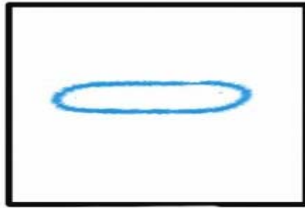
Draw Ellipse

Draw Bottom of Bowl
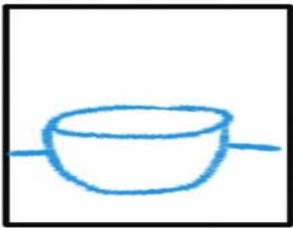
Draw Line For Table

Draw Fruit Overlapping

Color Fruit

Add Shading & Highlights

Week of May 18th Lesson / Instruction: **"Animals with homes on their backs"** Draw an animal that carries the home on their back. Snails, Turtles, crabs. Use simple shapes and lines. See example below.

©Sheri Amsel
www.exploringnature.org
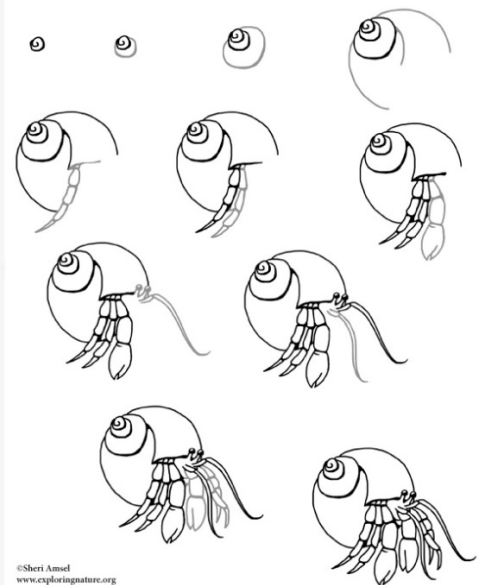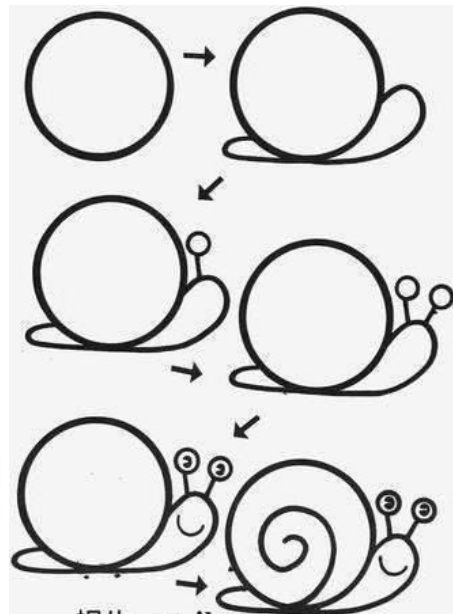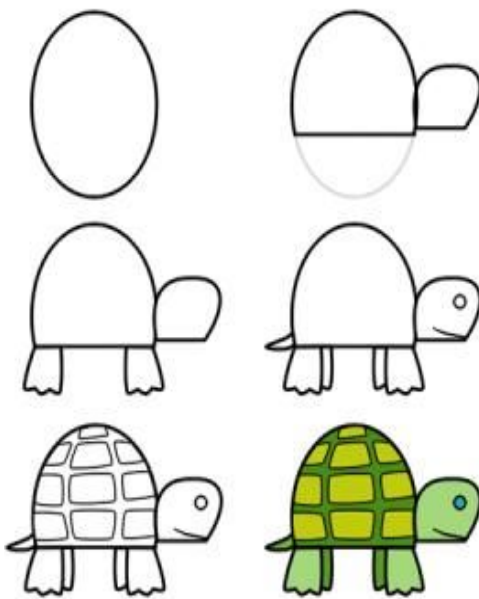
Follow the steps using simple shapes and lines. Try the turtle first, then the snail and last the hermit crab!

Then you can put them in an environment if you wish. Turtle near a pond. Snail in a garden. Crab on the beach. Have fun! Miss you all!!!

Media Special

Fiction Book Report Directions

Grades 3-5

1. **Choose a fiction book to read for the week of (May 11-May 15).**
2. **Write your name and the date at the top of the fiction book report form.**
3. **Complete the book report form.**
4. **Take a picture of your finished product and send it to Mrs. Horrell at**

   MicheleHorrell@semtribe.com .

Name _____

Date _____

#_____

Book Report: Fiction

Title: _____ Author: _____

Write a summary statement for this book.

Using transitions, write an informal outline. Include only the main events from the story. *Don't forget sequence of events, setting, characters, problem, solution, ending*

Choose one character from the book, and answer the following questions.

Character Name: _____

Describe the character's personality.

Compare yourself to this character.

Alike: _____

Different: _____

Media Special

Nonfiction (Informational) Book Report Directions

Grades 3-5

1. **Choose a nonfiction (informational) book to read for the week of (May 18-May 22).**
2. **Write your name and the date at the top of the book report form.**

3. **Complete the book report form.**

4. **Take a picture of your finished product and send it to Mrs. Horrell at**

   MicheleHorrell@semtribe.com .

   Happy Reading!   Mrs. Horrell

Name _____

Date _____

#_____

Book Report: Informational Text

Title: _____   Author: _____

Write a summary statement for this book.	Using complete sentences, write 5 interesting facts that you learned.
-------------------------------	-------------------------------

Did you enjoy this book or would you have preferred to read another book? Give two reasons why or why not.

How is this text organized? _____

List 5 new vocabulary words you read about. _____

What did some of the illustrations, graphs, and/or diagrams describe or explain. *Hint: Read the captions* _____

Write an unanswered question about this topic. _____

Music 3-12
Common music symbol word search

1. Below is a word search with common musical terms.
2. Please complete the word search.

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M U Q Z K D T F Q M C W N R U A T J H R D A I E T O P X Y V
X D R F B T F B P I F E L Q Q Q O O Y L I O U C K X E G P O
I H P B I O E V S O E E D S K Y O I G I D Z S E A I C J F V
J A D Q H Y R U C T Z H T V H I U P H N Q C R X O C O R V S
O S Z L A U M U L E W H O L E A X O A E F W B N M G U V E T
A E X K T V A E E M M Z W U N T R D E S F U A A W S P C V A
Q J X P Z Y T F F O R T E X C I R P B Q B R R P F Z C T K F
E B A D I Q A D U W D X A F C A W E E L P R L A U Y E Z H F
T V P F W A I J E E Z B C E T E L P B O U N I F G X E O S Q
P I A N O P N O G J P U Q I U R B T S L N P N R Q O Q Q B S
K A R N C C I I J R I P R W D A E H O M E H E H B P W J F B
N A T U R A L K S T E N O R C B R P A L F Q V N Y K M P C O
G P U V A S S V E S L T Q Z M I R Q E U O H B L H C P I Z C
L V S K N W Y I D Z I A N P B H X R C A R A P P F T G Q C X
Q A E E W V P P X F O M D R J T N Z R I T Z S P A D C L G X
N J Y N X N J A F T O S O Q U A R T E R I K O O X K A P L U
H P S L S B H J O N E E M Y I A K B S E S S X T X D C B V L
H M N B H S U P H K R E Y F B E G I C S S F L E D G E R U C
B B V U E C M J F U J Y N L H P P C E A I I D C O B Y Q R L
L R C C P E A M S N R T C T O O V V N N M Y J U U F P V Y Q
Y D A P T U W A J V A C H E H G V H D U O C X W B I H J Q G
A P O O U S E C V L W H O P W U S I O O K N M J L R M X X N
S C N G L M N P F D X G I T E O O I A V B A E C E V U A G M
X P W J C B Z Y Q U S Z R X V I S X Q Z J E Z R B I C L F Q
Z A J Y N I H F D S M Z P N V V B T Q Y L I Z L A V P Y R S
E V C X B D L A C N T R A U O Z H U M S Z G O O R E X X R X
I Y R S J A B E J M I I V E F G W E R H B H B C L M B M L L
G J S K H G G B N R F P I H R K E Q K T D T N H I J W Q S M
T A L P F Q Q V U D W P K H L J Q L D M J H I Z N J K S X X
B S Y K C E E U B A L K R V U E G B V C P Z N M E Y A O Y X
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Alto	Choir	Doublebarline	Flat	Half	MeasureNatural
Quarter Sharp	Spaces	Tenor	Barline Clef	Eighth Forte	
Ledger Mezzo Pianissimo	Repeat Sixteenth	Staff	Treble Bass		
Crescendo	Fermata Fortissimo	Lines	Music	Piano Ritardando	
Soprano Tempo Whole					

Music 3-12
Common music symbol word search

1. Below is a word search with common musical terms.
2. Please complete the word search.

Y	Z	A	S	I	N	G	D	Q	O	T	K	P	P	V
E	U	U	W	A	J	P	J	C	Q	P	B	S	A	H
G	J	O	F	R	I	F	G	N	A	N	T	H	E	M
S	A	C	C	O	M	P	A	N	I	M	E	N	T	A
V	O	S	O	L	O	R	C	N	M	P	S	I	D	W
U	D	P	Z	O	I	S	A	Q	A	L	T	O	I	K
M	E	U	R	O	M	D	P	U	O	G	U	Q	R	S
N	V	S	H	A	Y	J	P	A	B	B	N	C	E	M
R	O	C	K	W	N	S	E	R	A	A	I	H	C	V
E	I	H	E	Y	A	O	L	T	S	R	S	O	T	J
U	C	O	T	L	D	D	L	E	S	I	O	R	O	D
T	E	R	Y	Y	U	H	A	T	N	T	N	A	R	E
R	Z	U	U	O	E	H	H	J	S	O	Q	L	R	E
I	X	S	S	H	T	I	Q	J	Z	N	R	R	F	S
O	S	O	N	G	Q	W	Z	J	T	E	N	O	R	U

Acappella Accompaniment Alto Anthem Baritone

Bass Choir Choral Chorus Director Duet Quartet

Sing Solo Song Soprano Tenor Trio Unison

Voice