



**TULSA PUBLIC
SCHOOLS**

3rd Grade

Distance Learning Activities



Caring Connections Calendar

Authentic connection provides a buffer that softens the negative effects of stressful situations. As you and your family cope with the life changes and anxiety caused by COVID-19, use activities from this Caring Connections Calendar to enjoy restorative moments of bonding, beauty and joy.

Created by Master Instructor Kim Hughes, the Caring Connections Calendar features activities that strengthen relationships by practicing kindness, being grateful and spending quality time with those we love. Each activity builds connection while encouraging kind acts, helpfulness and positivity.

Like connection, being kind and helpful to others is a biological imperative that is required for optimal brain development. It also releases feel-good chemicals and hormones, something we could all benefit from right now.

Similarly, focusing on the positive creates more positivity. Practicing gratitude offers significant benefits for our mental and physical health, including enhanced empathy, better sleep and improved self-esteem. The activities included in the Caring Connections Calendar may seem simple, but the impact they'll have on you and your family is powerful.

CARING CONNECTIONS: Strengthening Relationships by Practicing Kindness, Being Grateful, and Spending Quality Time With Those We LOVE

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
<p>Do something helpful for a family member or friend.</p> 	<p>Connect with a relative to say hello and chat.</p> 	<p>Count your blessings: List the kind things others have done for you.</p> 	<p>Create and then share a card or a piece of art with someone you love.</p> 	<p>Go outside and find one thing that reminds you of someone. Share what you find and your why.</p>	<p>Create a cell phone / device parking lot so you can enjoy device-free moments together each day.</p>	<p>Find a deck of cards and play a game like Crazy Eights, Spoons or Go Fish.</p> 
<p>Find a joke that you love and share it with 2 other people in person, by phone, or virtually.</p>	<p>Work together to plan a 3-course meal. Write down / draw each part of the meal to share as the menu for the evening.</p>	<p>Go outside and find materials to create a centerpiece for others to enjoy!</p> 	<p>Name 3 things you are grateful for. Draw a picture or write a list of these things and then post in a prominent place.</p>	<p>Work to create 5 "happy cards" for seniors that are in a local nursing home. Drop them off for them to enjoy.</p>	<p>While washing your hands look at yourself in the mirror and tell yourself one thing you like about YOU!</p>	<p>Do one act of kindness to make life easier for someone.</p> 
<p>Thank 3 people you are grateful to and tell them why.</p> 	<p>Smile at the people you are with to brighten their day.</p> 	<p>Learn one new thing today and share what you learned with someone.</p> 	<p>Choose a favorite song(s) and enjoy a spontaneous dance party.</p> 	<p>Get a deck or two of cards and build a home. Talk about what makes a home safe and what connects us to others.</p>	<p>Go outside and enjoy a game of "Red Light, Green Light." Be sure to run, walk, slide, jump and enjoy other creative ways to move.</p>	<p>Design and create a musical instrument. Enjoy a sharing concert.</p> 
<p>Ask someone to do what you LOVE to do today.</p> 	<p>Send a message or letter to someone you cannot be with today.</p> 	<p>Find a favorite book and read it or share it with someone.</p> 	<p>Enjoy a scavenger hunt with someone. Both write lists of 5 things the other person will look for, switch lists and then GO!</p>	<p>Notice 5 things that are beautiful within your world. Share your ideas with someone.</p> 	<p>Learn how to play hopscotch and then PLAY!</p> 	<p>Thank someone and tell them how they make a difference for you.</p> 

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
<p>National Health Observances</p> <ul style="list-style-type: none"> National Autism Awareness Month National Minority Health Month National Distracted Driving Awareness Month Stress Awareness Month April 7: World Health Day 			<p>1</p> <p>Yoga is a great way to relieve stress. Try Savasana, considered to be the hardest yoga pose! Fully relax & clear your mind.</p> 	<p>2 Star Jumps</p> <p>Jump up with your arms and legs spread out like a star. Do 10 then rest and repeat.</p>	<p>3 Crane Pose</p> <p>Here's a challenge! Put your hands on the ground, lean forward & balance your knees on your elbows.</p> 	<p>4 4 Walls</p> <p>Face each wall in a room and do a different exercise for 30 seconds</p> <ul style="list-style-type: none"> -side shuffle -grapevine to left then right -wide stance punches -vertical jumps
<p>5 Mindful Snack</p> <p>When eating a snack today, really pay attention to the taste, feel, sound, smell and look of the snack you're eating. What do you notice?</p>	<p>6 Teacup Tip-ups</p> <p>Place your hands on the ground and gently touch your forehead to the ground balancing your elbows on your knees.</p>	<p>7 World Health Day</p> <p>Did you know regular, moderate-intensity physical activity can help prevent diabetes? Go for a walk with an adult & discuss other ways to prevent diabetes.</p>	<p>8 Musical Frogs</p> <p>This game is just like musical chairs except players hop around like frogs and sit on lily pads (pillows).</p>	<p>9 Bear Walk</p> <p>With your bottom in the air, step forward with your right hand & step forward with your left foot. Step forward with the left hand then the right foot. Continue to move across the room.</p>	<p>10 Before Bed Breathing</p> <p>While lying in bed, place your hands on your stomach and pay attention to the up and down of your belly as you breathe.</p>	<p>11 Dribble Challenge</p> <p>Dribble a ball 100 times with each hand. Can you successfully dribble 100 times with each hand while moving?</p>
<p>12 Fish Pose</p> <p>Hold fish pose for 60 seconds. Take a break and hold for another 60 seconds</p> 	<p>13 Play Catch</p> <p>Grab any kind of ball and play catch with a family member. Keep your eyes on the ball and catch it with your hands not your body.</p>	<p>14 Wild Arms</p> <p>As fast as you can complete:</p> <ul style="list-style-type: none"> 10 Arm Circles front & back 10 Forward punches 10 Raise the Roof's <p>Repeat 3x</p>	<p>15 Mindful Senses</p> <p>What do you notice around you? Find:</p> <ul style="list-style-type: none"> 5 things you see 4 things you feel 3 things you hear 2 things smell 1 thing you taste 	<p>16 Crawl Like a Seal</p> <p>Lie on your stomach, arms straight out front. Use your arms to pull your lower body along keeping your legs and back straight.</p>	<p>17 How Fast Can You Go?</p> <p>Pick a distance and see how fast you can run the distance.</p>	<p>18 Inchworms</p> <p>Keeping your legs straight place your hands on the ground, walk them into push-up position, and walk your legs up.</p>
<p>19 Garland Pose</p> <p>Practice your balance with this pose!</p> 	<p>20 Rock Paper Scissors Tag</p> <p>Meet in the middle, shoot, loser chases the winner back to safe zone. If tagged, join the other team.</p>	<p>21 Commercial Break</p> <p>Can you hold a plank for an entire TV commercial break?</p>	<p>22 Wake and Shake</p> <p>As soon as you get out of bed shake your body any way you like for 10 seconds. Are you up now? Good! Now jump up and down 10 times.</p>	<p>23 Chair Pose</p> <p>Hold for 30 seconds, relax then repeat.</p> 	<p>24 Positive Talk</p> <p>Be sure to talk to yourself today like you would talk to someone you love.</p>	<p>25 Jump, Jump</p> <p>Jump side-to-side over an object or line for 1 minute straight. Go again but jump front to back. Repeat each jump twice.</p>
<p>26</p> <p>Put your favorite song on and make up a dance or fitness routine!</p>	<p>27 Paper Plate Planks</p> <p>In plank position with paper plates under your feet. Complete 30s each:</p> <ul style="list-style-type: none"> -mountain climbers -in and out feet -knees to chest 	<p>28 Step Jumps</p> <p>Find a step or a bench and jump up and down 50 times. Be careful. Take a break if you need to.</p>	<p>29 A Gratitude Attitude</p> <p>Write down something you're thankful for and why.</p>	<p>30</p> <p>Try Savasana again. Use this to relax and wind down all year!</p> 	<p>SHAPE America recommends school-age children accumulate at least 60 minutes and up to several hours of physical activity per day. Each bout of physical activity should be followed by cool-down stretches that help reduce soreness and avoid injury. Happy exercising!</p> <p>Yoga photos from www.forteyoga.com</p>	



Grade 3 Reading

Student At-Home Activity Packet 1

This At-Home Activity Packet includes Section 1 with approximately 10 lessons in it. We recommend that your student complete one lesson each day.

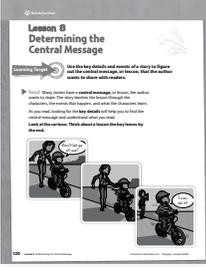
Most lessons can be completed independently. However, there are some lessons that would benefit from the support of an adult. If there is not an adult available to help, don't worry! Just skip those lessons.

Encourage your student to do the best they can with this content. The most important thing is that they continue to work on their reading!

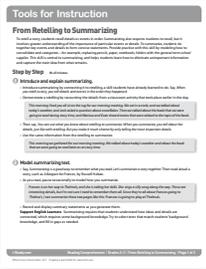
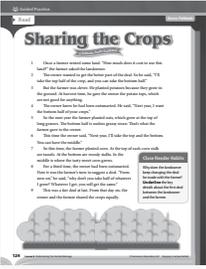
Flip to see the Grade 3
Reading activities
included in this packet!



Grade 3 Reading Activities in Section 1

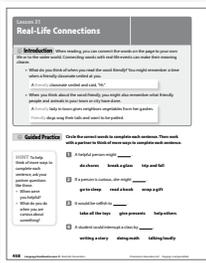
Lesson	Resource	Instructions	Page(s)
1	<p>Grade 3 Ready Reading Lesson 8 Determining the Central Message Part 1</p> 	<ul style="list-style-type: none"> • Read the Introduction. • Complete the Think chart. • Complete the Talk activity. 	<p>10–11</p>
2	<p>Grade 3 Ready Reading Lesson 8 Part 2</p> 	<ul style="list-style-type: none"> • Read “The Girl and the Apples.” • Complete the Think chart and the Talk activity. • Complete the Write activity. 	<p>12–14</p>

Grade 3 Reading Activities in Section 1 (Cont.)

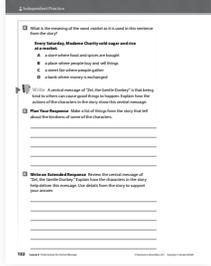
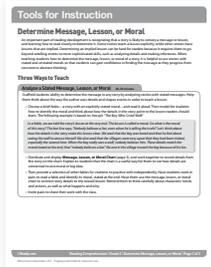
Lesson	Resource	Instructions	Page(s)
3	<p>Tools for Instruction From Retelling to Summarizing</p> 	<ul style="list-style-type: none"> • Parent/Guardian: Read the instructions and guide the student through the exercise. When the activity requires a text, choose the text the student read in the previous lesson. 	15–16
4	<p>Grade 3 Ready Reading Lesson 8 Part 3</p> 	<ul style="list-style-type: none"> • Read “Sharing the Crops.” • Complete the Think and Talk activities. • Complete the Write activity. 	17–19

Section 1 Table of Contents

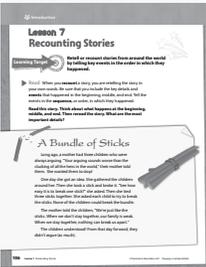
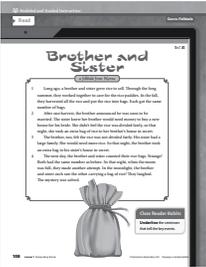
Grade 3 Reading Activities in Section 1 (Cont.)

Lesson	Resource	Instructions	Page(s)
5	<p>Grade 3 Ready Language Handbook Lesson 31 Real-Life Connections</p> 	<ul style="list-style-type: none"> • Read the Introduction. • Complete the Guided Practice. • Complete the Independent Practice. 	20–21
6	<p>Grade 3 Ready Reading Lesson 8 Part 4</p> 	<ul style="list-style-type: none"> • Read “Zel, the Gentle Donkey.” • Complete the Think activity. 	22–26

Grade 3 Reading Activities in Section 1 (Cont.)

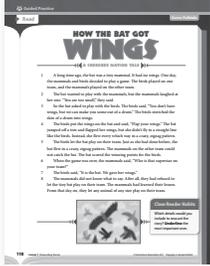
Lesson	Resource	Instructions	Page(s)
7	<p>Grade 3 Ready Reading Lesson 8 Part 5</p> 	<ul style="list-style-type: none"> • Reread “Zel, the Gentle Donkey.” • Complete the Write activities. 	26–27
8	<p>Tools for Instruction Determine Lesson, Message, or Moral</p> 	<ul style="list-style-type: none"> • Parent/Guardian: Read the instructions and guide the student through the activity. Use this with a text the student read in a previous lesson. 	28–30

Grade 3 Reading Activities in Section 2

Lesson	Resource	Instructions	Page(s)
1	<p>Grade 3 Ready Language Handbook Lesson 33</p> 	<ul style="list-style-type: none"> • Read the Introduction. • Complete Guided Practice and Independent Practice. 	31–32
2	<p>Grade 3 Ready Reading Lesson 7 Part 1</p> 	<ul style="list-style-type: none"> • Read the Introduction. • Complete the Think and Talk activities. 	33–34
3	<p>Grade 3 Ready Reading Lesson 7 Part 2</p> 	<ul style="list-style-type: none"> • Read “Brother and Sister.” • Complete Think, Talk, and Write activities. 	35–37

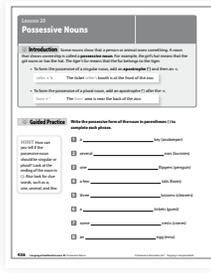
Section 2 Table of Contents

Grade 3 Reading Activities in Section 2 (Cont.)

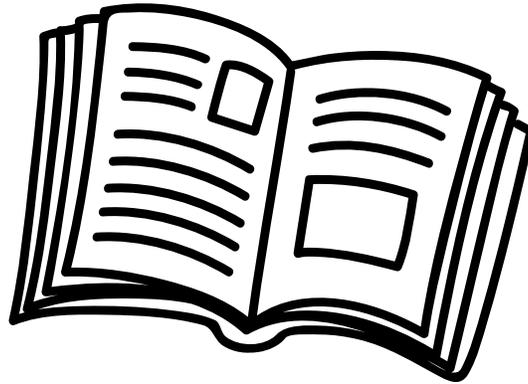
Lesson	Resource	Instructions	Page(s)
4	<p>Grade 3 Ready Reading Lesson 7 Part 3</p> 	<ul style="list-style-type: none"> • Read “How the Bat Got Wings.” • Complete Think, Talk, and Write activities. 	38–40
5	<p>Grade 3 Ready Reading Lesson 7 Part 4</p> 	<ul style="list-style-type: none"> • Read “True and False.” • Complete the Think activity. 	41–45
6	<p>Grade 3 Ready Reading Lesson 7 Part 5</p> 	<ul style="list-style-type: none"> • Reread the passage “True and False.” • Complete the Write activity. 	46

Section 2 Table of Contents

Grade 3 Reading Activities in Section 2 (Cont.)

Lesson	Resource	Instructions	Page(s)
7	<p>Practice Assessment</p> 	<ul style="list-style-type: none"> • Read "Following the Stars." • Answer items 1–5. 	47–51
8	<p>Grade 3 Ready Language Handbook Lesson 20 Possessive Nouns</p> 	<ul style="list-style-type: none"> • Read the Introduction. • Complete Guided Practice and Independent Practice. 	52–53
9	<p>Practice Assessment</p> 	<ul style="list-style-type: none"> • Read "Baby Bird." • Complete items 23–26. 	54–56

Independent Reading!



See pages
57 and 58
of this
packet.



Use the questions/ prompts on the Discourse Card resource to start a conversation about something the student has read. You may talk about a text the student read in one of the lessons above, or anything else the student is reading.

Encourage daily reading. And remember, reading isn't just about the books on the shelves—it's about anything around you with letters! Turn on the closed captioning feature on your TV or read catalogs that come in the mail. The backs of cereal boxes work, too, as do directions to board games!

Running out of stuff to read? **Grab some sticky notes, and label household objects, or make up new, silly names for things!** Communicating with sticky notes, instead of talking, is fun, too—start with a half hour and see if you can go all afternoon. Reading is everywhere!

Don't worry about right/wrong answers when you talk about text—the important thing is that you and your student share a reading experience and have fun!

Here are some websites that offer fun, free, high-quality material for kids:

www.starfall.com

www.storyplace.org

www.uniteforliteracy.com

www.storynory.com

www.freekidsbooks.org

en.childrenslibrary.org

Lesson 8

Determining the Central Message



Learning Target

Use the key details and events of a story to figure out the central message, or lesson, that the author wants to share with readers.

- **Read** Many stories have a **central message**, or lesson, the author wants to share. The story teaches the lesson through the characters, the events that happen, and what the characters learn.

As you read, looking for the **key details** will help you to find the central message and understand what you read.

Look at the cartoon. Think about a lesson the boy learns by the end.



► **Think** The events in the cartoon tell about a problem the boy has and what he does. Complete the chart by adding the key details. Use those details to figure out the central message of the cartoon.

Key Detail	Key Detail	Key Detail
↓	↓	↓
What Is the Central Message?		

► **Talk** Using the key details in the chart, talk about the central message of the cartoon.

 **Academic Talk**
Use these phrases to talk about the text.

- **central message**
- **key details**

The Girl and the Apples

by Tala Rutchel

- 1 One fall afternoon, a girl went to a farm to pick apples. She was in a hurry, so she picked carelessly both ripe apples and unripe ones. When she finished, her wagon was filled with a small mountain of apples.
- 2 The girl asked the farmer, “Quick, tell me how long you think it will take me to get back home.”
- 3 The farmer thought carefully. Then he said, “Be patient. If you go slowly, you will be back soon. If you go fast, you will not get back until night. It’s your choice.”
- 4 The girl thought, “How can that be? How can it take so long if I go fast?”
- 5 The girl wanted to get back home as soon as possible, so she rushed her horse and wagon onto the road. She made her horse walk very fast.
- 6 And suddenly . . . bump! Off fell some apples.
- 7 Every time she hit a bump, more apples rolled off her wagon. Then she had to stop and put them back on the wagon. Because of all the delays, it was night before she got home.



Close Reader Habits

Underline key details that help you figure out the central message.

Explore

How can key details help you figure out what lesson the girl in the story learns?



To find the central message, think about what each key character says and does.

Think

- 1 Complete the chart by writing some key details about what the characters say and do. Then write the central message, or lesson.

Key Details (the Girl)

Key Details (the Farmer)

What Is the Central Message?

Talk

- 2 Think about the message of the story. Talk about what the girl learned.



Write

- 3 **Short Response** What is another lesson the girl might learn from what happened? Use the space provided on page 126 to write your answer.

HINT What might the girl think about the farmer's advice by the end of the story?

Tools for Instruction

From Retelling to Summarizing

To retell a story, students recall details or events in order. Summarizing also requires students to recall, but it involves greater understanding of the importance of particular events or details. To summarize, students tie together key events and details to form concise statements. Provide practice with this skill by modeling how to consolidate and categorize—for example, replacing *pencils, paper, notebooks, folders* with the general term *school supplies*. This skill is central to summarizing, and helps students learn how to eliminate unimportant information and capture the main idea from what remains.

Step by Step 30–45 minutes

1 Introduce and explain summarizing.

- Introduce summarizing by connecting it to retelling, a skill students have already learned to do. Say, *When you retell a story, you tell details and events in the order they happened.*
- Demonstrate a retelling by recounting the details from a classroom activity that took place earlier in the day.

This morning I had you all sit on the rug for our morning meeting. We sat in a circle, and we talked about today's weather, and Josh asked a question about snowflakes. Then we talked about the book that we were going to read during story time, and Marissa and Evan shared stories that were related to the topic of the book.

- Then say, *You can use what you know about retelling to summarize. When you summarize, you tell about the details, just like with retelling. But you make it much shorter by only telling the most important details.*
- Use the same information from the retelling to summarize.

This morning we gathered for our morning meeting. We talked about today's weather and about the book that we were going to read later on at story time.

2 Model summarizing text.

- Say, *Summarizing is a good way to remember what you read. Let's summarize a story together.* Then read aloud a story, such as *A Bargain for Frances*, by Russell Hoban.
- As you read, pause occasionally to model how you summarize.

Frances is on her way to Thelma's, and she is taking her dolls. She sings a silly song along the way. These are interesting details, but I'm not sure I need to remember them all. Since they're all about Frances going to Thelma's, I can summarize these two pages like this: Frances is going to play at Thelma's.

- Record and display summary statements as you generate them.

Support English Learners Summarizing requires that students understand how ideas and details are connected, which requires some background knowledge. Try to select texts that match students' background knowledge, and fill in gaps as needed.

3 Provide guided practice with summarizing text.

- Continue reading, and pause to engage students in summarizing with you. Focus attention on specific summarizing skills, such as combining related information.

Thelma offers to sell Frances her cups and saucers, sugar bowl, cream pitcher, and teapot. This is a long list to remember! When readers summarize, they think about how lists like this are related. Think about how these things Thelma is selling are alike. What is a name we can give them? (tea set) So how can we summarize this page? (Thelma offers to sell Frances her tea set.)

- Continue to record summary statements.
- When you have finished reading, read the summary statements in order for a summary of the entire story.

4 Provide repeated practice with summarizing text.

- Use additional read alouds to provide frequent practice with summarizing.
- Provide these question prompts to help students transfer summarizing to independent reading.

- What are the most important things about _____?
- What's interesting about _____ but not so important?
- Can you think of one word to describe _____, _____, and _____?
- What is a shorter way to tell what happened when _____?

Connect to Writing Have students divide a sheet of paper into as many boxes as chapters in the book, or into three sections for beginning, middle, and end. As they read independently or listen to read alouds, have students draw and/or write the most important ideas, one per box.

Check for Understanding

If you observe...	Then try...
difficulty distinguishing important ideas and details	using stories from the day to provide practice. Revisit a recent class activity. Provide two details, and have students think about which is more important. As the student demonstrates understanding, transfer the process to practicing with a story or poem.
difficulty determining how ideas or events in a story can be condensed	using relatable examples. You might say, <i>What's another way to tell what's happening when students tidy up their desks, put on their jackets, and line up by the door? (It's time to go home.)</i> Relate this to combining events in a story.

Sharing the Crops

a folktale from England

- 1 Once a farmer rented some land. “How much does it cost to use this land?” the farmer asked the landowner.
- 2 The owner wanted to get the better part of the deal. So he said, “I’ll take the top half of the crop, and you can take the bottom half.”
- 3 But the farmer was clever. He planted potatoes because they grow in the ground. At harvest time, he gave the owner the potato tops, which are not good for anything.
- 4 The owner knew he had been outsmarted. He said, “Next year, I want the bottom half of your crops.”
- 5 So the next year the farmer planted oats, which grow at the top of long grasses. The bottom half is useless grassy straw. That’s what the farmer gave to the owner.
- 6 This time the owner said, “Next year, I’ll take the top and the bottom. You can have the middle.”
- 7 So this time, the farmer planted corn. At the top of each corn stalk are tassels. At the bottom are woody stalks. In the middle is where the tasty sweet corn grows.
- 8 For a third time, the owner had been outsmarted. Now it was the farmer’s turn to suggest a deal. “From now on,” he said, “why don’t you take half of whatever I grow? Whatever I get, you will get the same.”
- 9 This was a fair deal at last. From that day on, the owner and the farmer shared the crops equally.

Close Reader Habits

Why does the landowner keep changing the deal he made with the farmer? **Underline** the key details about the first deal between the landowner and the farmer.





To find the central message of a story, think about which character learns a lesson.

Think

- 1 This question has two parts. Answer Part A. Then answer Part B.

Part A

What is the central message of “Sharing the Crops”?

- A It is wrong to try to cheat others.
- B Never make a deal with a clever farmer.
- C The best part of a crop is usually at the top.
- D If a plan doesn’t succeed, keep trying.

Part B

Which sentence from the story **best** supports the answer you chose for Part A above?

- A “Once a farmer rented some land.”
- B “The owner wanted to get the better part of the deal.”
- C “This was a fair deal at last.”
- D “So this time, the farmer planted corn.”

Talk

- 2 Using key details from the text, talk to your partner about how the farmer outsmarts the landowner.



Write

- 3 **Short Response** Explain which character in “Sharing the Crops” learns a lesson. Use one detail from the folktale to support your response. Use the space provided on page 127 to write your answer.

HINT Reread to look for the character who learns a lesson.

Reading Discourse Cards

UNDERSTANDING LITERATURE 

How does a character change in the story?

First, the character _____.
Then, the character _____.

Ready | Reading ©Curriculum Associates, LLC 5

UNDERSTANDING LITERATURE 

If the story were told by a different character, which details might be different?

Ready | Reading ©Curriculum Associates, LLC 11

UNDERSTANDING LITERATURE 

How do the illustrations help you understand the characters, setting, or events in the story?

Ready | Reading ©Curriculum Associates, LLC 14

UNDERSTANDING INFORMATIONAL TEXTS 

What is the main topic of this text?
How do you know?

Ready | Reading ©Curriculum Associates, LLC 16

KNOWLEDGE BUILDING 

What does this text help you understand?

Now I know _____.

Ready | Reading ©Curriculum Associates, LLC 32

KNOWLEDGE BUILDING 

What does this part of the text make you want to learn more about?

The text makes me want to know _____.

Ready | Reading ©Curriculum Associates, LLC 33

KNOWLEDGE BUILDING 

What do you already know about this topic?
Where have you learned about this topic?

I already know _____
from _____.

Ready | Reading ©Curriculum Associates, LLC 37

KNOWLEDGE BUILDING 

What were you surprised to learn from the text?

Ready | Reading ©Curriculum Associates, LLC 40

ACADEMIC TALK  

I'm curious about _____.

Ready | Reading ©Curriculum Associates, LLC 70

ACADEMIC TALK  

Can you tell me more about _____?

Ready | Reading ©Curriculum Associates, LLC 77

Tarjetas de discusión

TEXTOS LITERARIOS 

¿Cómo cambia un personaje a lo largo de la historia?

Primero, el personaje _____.
Luego, el personaje _____.

Ready | Reading ©Curriculum Associates, LLC 5

TEXTOS LITERARIOS 

Si la historia la contara un personaje diferente, ¿qué detalles podrían ser distintos?

Ready | Reading ©Curriculum Associates, LLC 11

TEXTOS LITERARIOS 

¿Cómo te ayudan las ilustraciones a comprender los personajes, el escenario o los sucesos de la historia?

Ready | Reading ©Curriculum Associates, LLC 14

TEXTOS INFORMATIVOS 

¿Cuál es el tema principal de este texto?
¿Cómo lo sabes?

Ready | Reading ©Curriculum Associates, LLC 16

ASIMILAR CONOCIMIENTOS 

¿Qué te ayuda a entender este texto?

Ahora sé _____.

Ready | Reading ©Curriculum Associates, LLC 32

ASIMILAR CONOCIMIENTOS 

¿Sobre qué te anima a aprender más esta parte del texto?

El texto hace que quiera saber _____.

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ASIMILAR CONOCIMIENTOS 

¿Qué sabes ya sobre este tema?
¿Dónde has aprendido sobre este tema?

Ya sé _____
Lo aprendí _____.

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ASIMILAR CONOCIMIENTOS 

¿Qué aprendiste en el texto que te haya sorprendido?

Ready | Reading ©Curriculum Associates, LLC 40

LENGUAJE ACADÉMICO  

Siento curiosidad por _____.

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LENGUAJE ACADÉMICO  

¿Puedes decirme algo más sobre _____?

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KEY CONCEPT OVERVIEW

In Lessons 1 through 4, students learn how to **partition** a line or shape into equal parts. They create displays of **unit fractions** (e.g., $\frac{1}{2}$, $\frac{1}{3}$, $\frac{1}{4}$) by using items such as paper strips, clay, cups of water, paper circles and rectangles, and yarn.

You can expect to see homework that asks your child to do the following:

- Represent unit fractions in multiple ways (e.g., with circles, beakers, paper strips, or rectangles).
- Understand and represent objects that are “cut” into equal parts.
- Label the **fractional unit** on objects based on the number of equal cuts and identify how many parts are shaded.

SAMPLE PROBLEM (From Lesson 3)

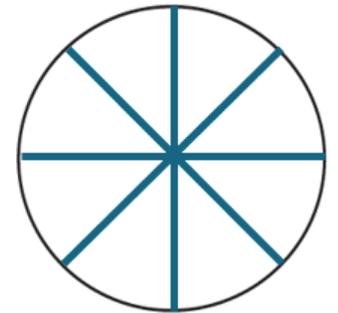
Each shape is one whole. Estimate to divide each into equal parts by using a different fractional unit. Write the name of the fractional unit below the shape.



Thirds



Sixths



Eighths

Additional sample problems with detailed answer steps are found in the *Eureka Math Homework Helpers* books. Learn more at GreatMinds.org.

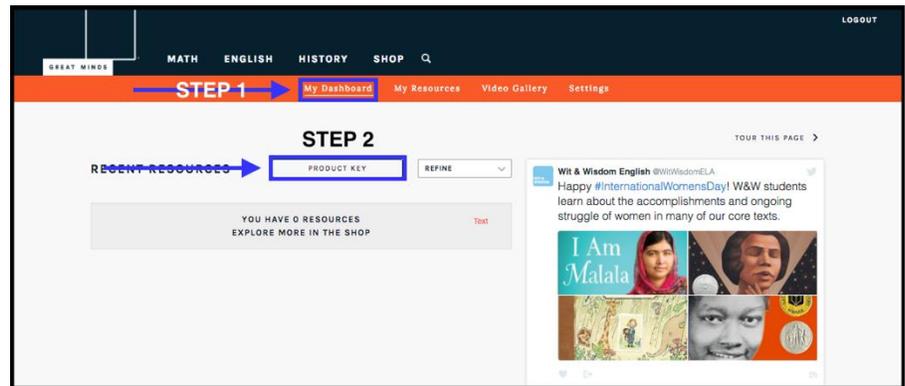
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STEP 1: CREATE AN ACCOUNT

Sign up for a free account at GreatMinds.org/store/signup.

STEP 2: ACCESS YOUR DASHBOARD

Once you have created an account at GreatMinds.org, you will be taken to your Dashboard.



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Questions? Contact us at 202.223.1854 or via email at helpdesk@GreatMinds.org.

HOW YOU CAN HELP AT HOME

- Chocolate bars are always fun and motivating for kids! Get a chocolate bar that has 12 sections. Ask your child to break up the chocolate bar and display it in different ways, such as halves, thirds, fourths, or sixths.
- Tape a string across a doorway so your child can reach it. Make sure the string is taut and parallel with the floor (not slanted). Using the door frame as the endpoints of the string, ask your child to show where to partition the string with clothespins to create different fractional units such as halves, thirds, fourths, sixths, eighths, or tenths. (Miniature clothespins can be found at hobby stores.) Alternatively, your child can thread O-shaped cereal or beads on the string before you tape the string to the door frame and then slide the beads or cereal into place based on fractional units you suggest.

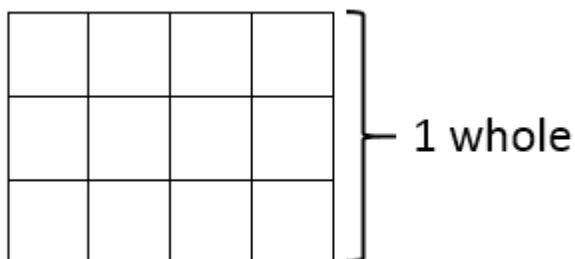
TERMS

Fractional unit: The number of parts in a whole, written in word form (e.g., halves, thirds, fourths, sixths, eighths).

Unit fractions: Fractions with a numerator of 1. For example, $\frac{1}{2}$, $\frac{1}{3}$, and $\frac{1}{4}$ are all unit fractions.

MODELS

Partition: To divide or “cut up” a whole into equal parts.



A

Number Correct: _____

Multiply with Six

1.	$1 \times 6 =$	
2.	$6 \times 1 =$	
3.	$2 \times 6 =$	
4.	$6 \times 2 =$	
5.	$3 \times 6 =$	
6.	$6 \times 3 =$	
7.	$4 \times 6 =$	
8.	$6 \times 4 =$	
9.	$5 \times 6 =$	
10.	$6 \times 5 =$	
11.	$6 \times 6 =$	
12.	$7 \times 6 =$	
13.	$6 \times 7 =$	
14.	$8 \times 6 =$	
15.	$6 \times 8 =$	
16.	$9 \times 6 =$	
17.	$6 \times 9 =$	
18.	$10 \times 6 =$	
19.	$6 \times 10 =$	
20.	$6 \times 3 =$	
21.	$1 \times 6 =$	
22.	$2 \times 6 =$	

23.	$10 \times 6 =$	
24.	$9 \times 6 =$	
25.	$4 \times 6 =$	
26.	$8 \times 6 =$	
27.	$3 \times 6 =$	
28.	$7 \times 6 =$	
29.	$6 \times 6 =$	
30.	$6 \times 10 =$	
31.	$6 \times 5 =$	
32.	$6 \times 4 =$	
33.	$6 \times 1 =$	
34.	$6 \times 9 =$	
35.	$6 \times 6 =$	
36.	$6 \times 3 =$	
37.	$6 \times 2 =$	
38.	$6 \times 7 =$	
39.	$6 \times 8 =$	
40.	$11 \times 6 =$	
41.	$6 \times 11 =$	
42.	$12 \times 6 =$	
43.	$6 \times 12 =$	
44.	$13 \times 6 =$	

B

Number Correct: _____

Improvement: _____

Multiply with Six

1.	$6 \times 1 =$	
2.	$1 \times 6 =$	
3.	$6 \times 2 =$	
4.	$2 \times 6 =$	
5.	$6 \times 3 =$	
6.	$3 \times 6 =$	
7.	$6 \times 4 =$	
8.	$4 \times 6 =$	
9.	$6 \times 5 =$	
10.	$5 \times 6 =$	
11.	$6 \times 6 =$	
12.	$6 \times 7 =$	
13.	$7 \times 6 =$	
14.	$6 \times 8 =$	
15.	$8 \times 6 =$	
16.	$6 \times 9 =$	
17.	$9 \times 6 =$	
18.	$6 \times 10 =$	
19.	$10 \times 6 =$	
20.	$1 \times 6 =$	
21.	$10 \times 6 =$	
22.	$2 \times 6 =$	

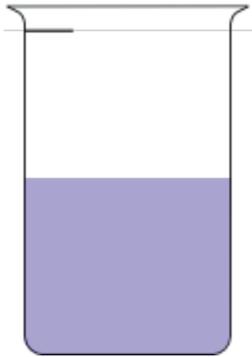
23.	$9 \times 6 =$	
24.	$3 \times 6 =$	
25.	$8 \times 6 =$	
26.	$4 \times 6 =$	
27.	$7 \times 6 =$	
28.	$5 \times 6 =$	
29.	$6 \times 6 =$	
30.	$6 \times 5 =$	
31.	$6 \times 10 =$	
32.	$6 \times 1 =$	
33.	$6 \times 6 =$	
34.	$6 \times 4 =$	
35.	$6 \times 9 =$	
36.	$6 \times 2 =$	
37.	$6 \times 7 =$	
38.	$6 \times 3 =$	
39.	$6 \times 8 =$	
40.	$11 \times 6 =$	
41.	$6 \times 11 =$	
42.	$12 \times 6 =$	
43.	$6 \times 12 =$	
44.	$13 \times 6 =$	



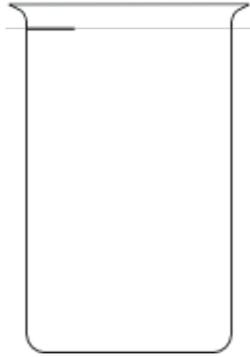
Name _____

Date _____

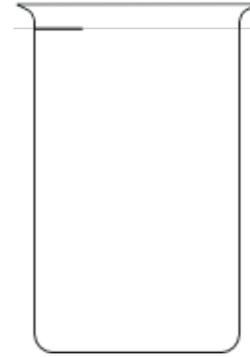
1. A beaker is considered full when the liquid reaches the fill line shown near the top. Estimate the amount of water in the beaker by shading the drawing as indicated. The first one is done for you.



1 half



1 fourth



1 third

2. Juanita cut her string cheese into equal pieces as shown in the rectangles below. In the blanks below, name the fraction of the string cheese represented by the shaded part.







3. a. In the space below, draw a small rectangle. Estimate to split it into 2 equal parts. How many lines did you draw to make 2 equal parts? What is the name of each fractional unit?
- b. Draw another small rectangle. Estimate to split it into 3 equal parts. How many lines did you draw to make 3 equal parts? What is the name of each fractional unit?
- c. Draw another small rectangle. Estimate to split it into 4 equal parts. How many lines did you draw to make 4 equal parts? What is the name of each fractional unit?
4. Each rectangle represents 1 sheet of paper.
- a. Estimate to show how you would cut the paper into fractional units as indicated below.



sevenths



ninths

- b. What do you notice? How many lines do you think you would draw to make a rectangle with 20 equal parts?
5. Rochelle has a strip of wood 12 inches long. She cuts it into pieces that are each 6 inches in length. What fraction of the wood is one piece? Use your strip from the lesson to help you. Draw a picture to show the piece of wood and how Rochelle cut it.



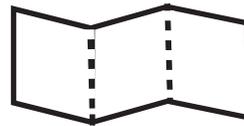
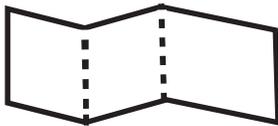
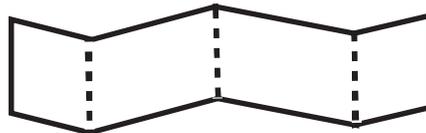
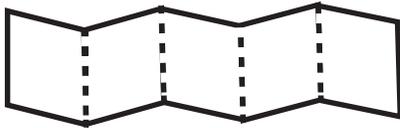
Scan Here to access the
answer key for 3rd grade



Name _____

Date _____

1. Circle the strips that are folded to make equal parts.



2.



a. There are _____ equal parts in all. _____ are shaded.



b. There are _____ equal parts in all. _____ are shaded.



c. There are _____ equal parts in all. _____ are shaded.



d. There are _____ equal parts in all. _____ are shaded.

Use your fraction strips as tools to help you solve the following problems.

3. Noah, Pedro, and Sharon share a whole candy bar fairly. Which of your fraction strips shows how they each get an equal part? Draw the candy bar below. Then, label Sharon's fraction of the candy bar.

4. To make a garage for his toy truck, Zeno bends a rectangular piece of cardboard in half. He then bends each half in half again. Which of your fraction strips best matches this story?
 - a. What fraction of the original cardboard is each part? Draw and label the matching fraction strip below.

 - b. Zeno bends a different piece of cardboard in thirds. He then bends each third in half again. Which of your fraction strips best matches this story? Draw and label the matching fraction strip in the space below.



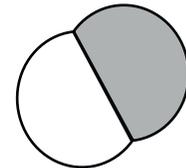
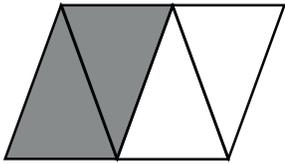
Scan Here to access the
answer key for 3rd grade



Name _____

Date _____

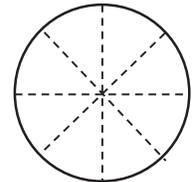
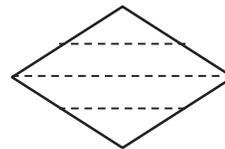
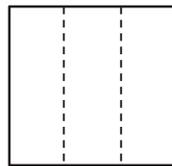
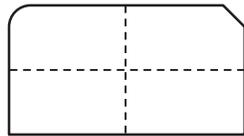
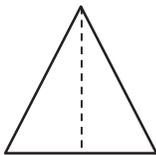
1. Each shape is a whole divided into equal parts. Name the fractional unit, and then count and tell how many of those units are shaded. The first one is done for you.



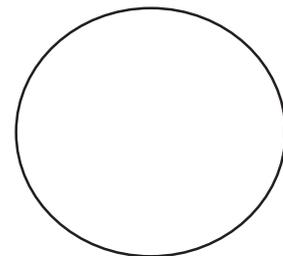
Fourths

2 fourths are shaded.

2. Circle the shapes that are divided into equal parts. Write a sentence telling what *equal parts* means.



3. Each shape is 1 whole. Estimate to divide each into 4 equal parts. Name the fractional unit below.



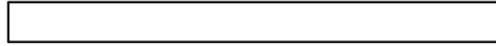
Fractional unit: _____

4. Each shape is 1 whole. Divide and shade to show the given fraction.

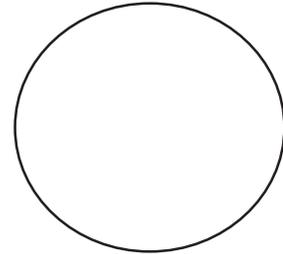
1 half



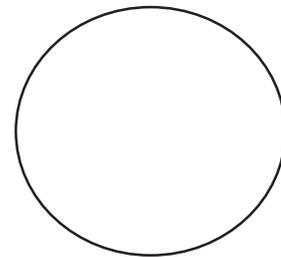
1 sixth



1 third



5. Each shape is 1 whole. Estimate to divide each into equal parts (do not draw fourths). Divide each whole using a different fractional unit. Write the name of the fractional unit on the line below the shape.



6. Charlotte wants to equally share a candy bar with 4 friends. Draw Charlotte's candy bar. Show how she can divide her candy bar so everyone gets an equal share. What fraction of the candy bar does each person receive?



Scan Here to access the
answer key for 3rd grade

Each person receives _____.



Name _____

Date _____

1. Draw a picture of the yellow strip at 3 (or 4) different stations. Shade and label 1 fractional unit of each.

2. Draw a picture of the brown bar at 3 (or 4) different stations. Shade and label 1 fractional unit of each.

3. Draw a picture of the square at 3 (or 4) different stations. Shade and label 1 fractional unit of each.

4. Draw a picture of the clay at 3 (or 4) different stations. Shade and label 1 fractional unit of each.
5. Draw a picture of the water at 3 (or 4) different stations. Shade and label 1 fractional unit of each.
6. Extension: Draw a picture of the yarn at 3 (or 4) different stations.



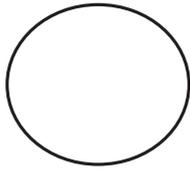
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answer key for 3rd grade

Name _____

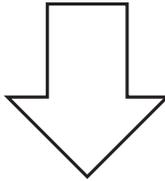
Date _____

Each shape is 1 whole. Estimate to equally partition the shape and shade to show the given fraction.

1. 1 half



A



B

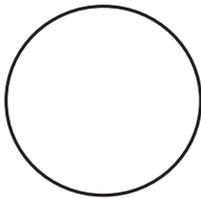


C



D

2. 1 fourth



A



B

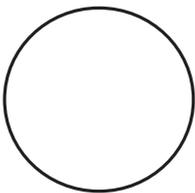


C



D

3. 1 third



A



B



C



D



KEY CONCEPT OVERVIEW

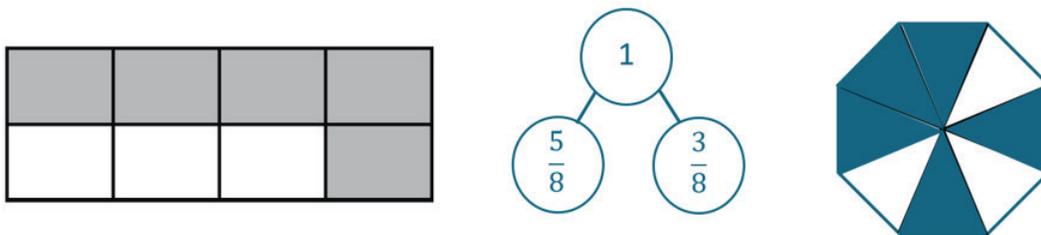
In Lessons 5 through 9, students continue to work with equal parts of a whole. They use **number bonds** to learn that any **non-unit fraction** is created by a series of unit fractions (e.g., 3 fourths is three copies of 1 fourth). Students also receive an introduction to fractions greater than one whole.

You can expect to see homework that asks your child to do the following:

- Identify the equal parts in **unit form** and **fraction form** in an image.
- Partition objects into equal parts and draw number bonds to match the images.
- Identify the number of shaded parts as well as the number of unshaded parts.

SAMPLE PROBLEM (From Lesson 8)

Show a number bond that represents the shaded and unshaded parts in the rectangle shown below. Draw a different visual model that the same number bond could represent.



In the number bond, $\frac{5}{8}$ represents the shaded part in one whole.

The $\frac{3}{8}$ represents the unshaded part.

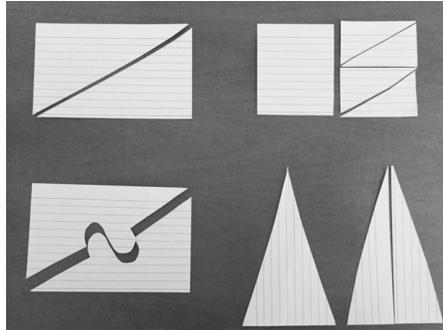
Additional sample problems with detailed answer steps are found in the *Eureka Math Homework Helpers* books. Learn more at GreatMinds.org.

HOW YOU CAN HELP AT HOME

- Ask your child to break apart a chocolate bar that has an even number of equal sections and display it in different ways, such as halves, thirds, fourths, and sixths. Ask him to show you different non-unit fractional amounts, such as $\frac{2}{6}$, $\frac{2}{3}$, $\frac{3}{4}$, $\frac{2}{4}$, and $\frac{5}{6}$. By adding a second chocolate bar, your child can create fractions larger than one whole, such as $\frac{11}{6}$, $\frac{5}{3}$, and $\frac{5}{4}$.

HOW YOU CAN HELP AT HOME

- Get a package of index cards and work with your child to see how many different “halves” you can cut out of the index cards. Challenge each other to get creative and defend why the images you create are (or are not) halves! Repeat this for other fractional units, such as thirds, fourths, sixths, and eighths.



TERMS

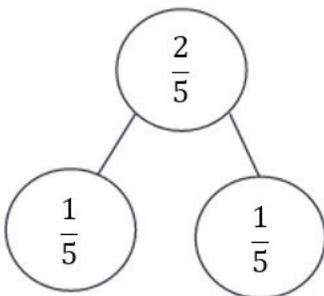
Fraction form: A number written in the form of a fraction, for example, $\frac{1}{2}$ or $\frac{19}{8}$.

Non-unit fraction: A fraction with a numerator other than 1. For example, $\frac{3}{4}$, $\frac{9}{8}$ and $\frac{2}{6}$ are all non-unit fractions.

Unit form: A number expressed in terms of its fractional unit. For example, 1 half, 2 thirds, and 4 fifths are all numbers written in unit form.

MODELS

Number Bond: A model that demonstrates a part–part–whole relationship.

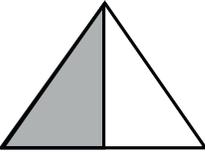
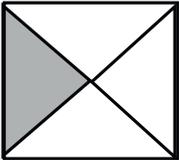
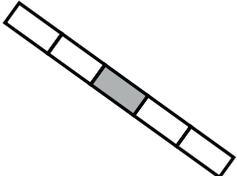
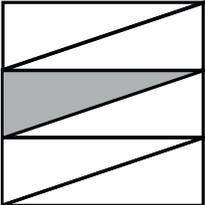
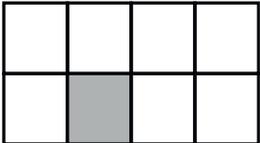




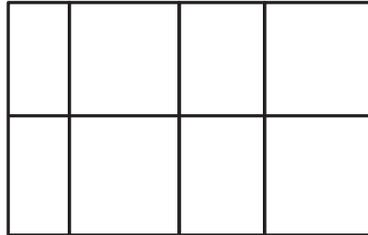
Name _____

Date _____

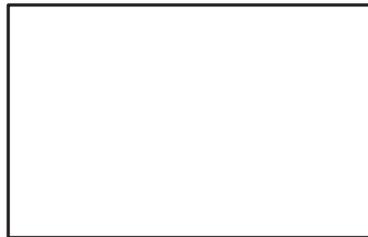
1. Fill in the chart. Each image is one whole.

	Total Number of Equal Parts	Total Number of Equal Parts Shaded	Unit Form	Fraction Form
a. 				
b. 				
c. 				
d. 				
e. 				
f. 				

2. Andre's mom baked his 2 favorite cakes for his birthday party. The cakes were the exact same size. Andre cut his first cake into 8 pieces for him and his 7 friends. The picture below shows how he cut it. Did Andre cut the cake into eighths? Explain your answer.



3. Two of Andre's friends came late to his party. They decide they will all share the second cake. Show how Andre can slice the second cake so that he and his nine friends can each get an equal amount with none leftover. What fraction of the second cake will they each receive?



4. Andre thinks it's strange that $\frac{1}{10}$ of the cake would be less than $\frac{1}{8}$ of the cake since ten is bigger than eight. To explain to Andre, draw 2 identical rectangles to represent the cakes. Show 1 tenth shaded on one and 1 eighth shaded on the other. Label the unit fractions and explain to him which slice is bigger.



What are the life cycles of some plants?

Plant Life Cycles

Living things change during their lives. Most living things begin their lives small and then grow larger. They may develop certain features as they change into adults. They reproduce to make more living things of the same kind. Eventually, living things die. The stages through which a living thing passes during its life are called a **life cycle**.

Most plants go through similar stages during their life cycles. But plant life cycles can differ in important ways. For example, plants reproduce in different ways. Most plants make seeds that can grow into new plants. Some plants reproduce by making spores instead of seeds. Plants that reproduce in different ways have different life cycles.

Text Features Circle three text features on this page.

Life Cycle of a Flowering Plant

A pumpkin plant is a kind of flowering plant. The life cycle of a pumpkin plant has several stages, as shown in the diagram.



Infer In stage 3, what likely moves pollen from one flower to another?

Life Cycle of a Conifer Plant

Pine trees are conifers. Conifer plants grow cones instead of flowers to make seeds.



Text Features Compare the two life cycles shown on these pages. Then, in the blank spaces, write titles for stage 2 and stage 3 in the life cycle of the pine tree.

Stage 2

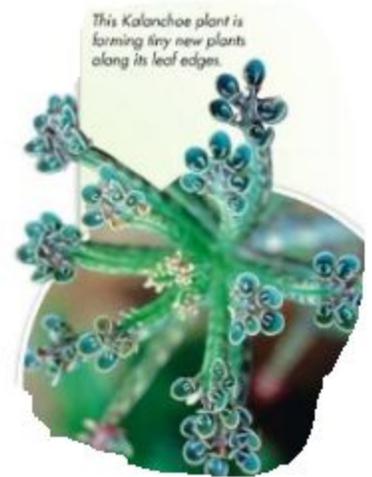
Stage 3

Other Plant Life Cycles

Some plants have two kinds of life cycles. They make seeds that can grow into new plants. But they can also reproduce another way. The stem of a strawberry plant can bend over and touch the soil. New roots form on the stem. They grow into the soil and a new strawberry plant forms. Dandelion plants use their roots to reproduce. Their roots send stems up out of the soil. The stems grow into new dandelion plants.

Some plants use leaves to reproduce. The Kalanchoe plant shown reproduces this way. Tiny new plants grow from the edges of the adult's leaves. The tiny plants fall off and send roots into the soil.

Ferns and mosses make spores instead of seeds. A spore can start to grow when it falls to the ground.



Draw In the box, draw a simple life cycle for a Kalanchoe plant.

Life Cycle Length

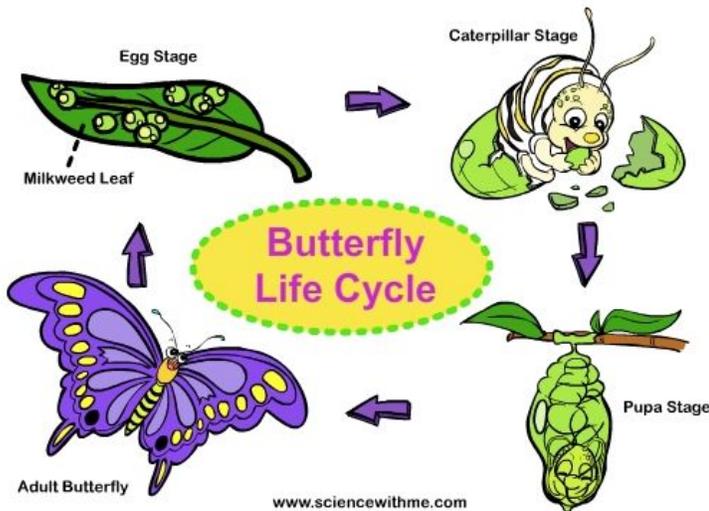
Some plants live for only a short time. For example, many desert plants grow, flower, and make seeds over a period of a few weeks. Their seeds germinate only when rain falls. Other plants have a one-year or two-year life cycle. For example, farmers have to plant new green bean seeds every spring.

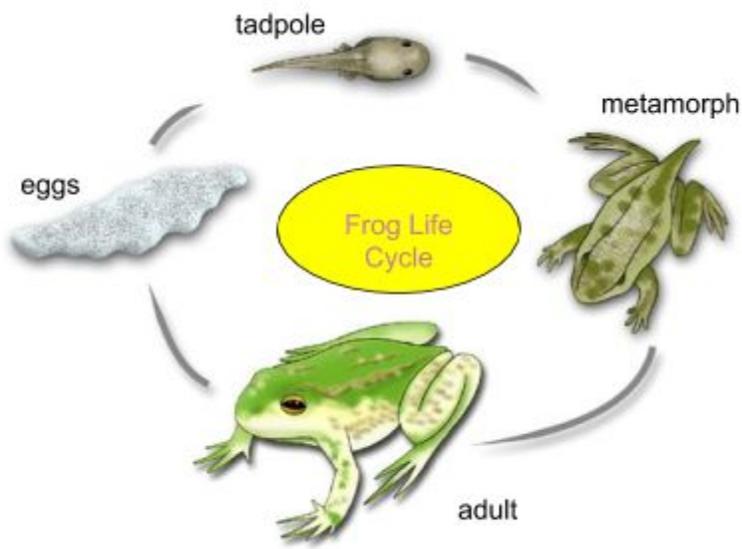
Many trees can live longer than humans do. The chart shows the average length of the life cycles of some of these trees.

Type of Tree	Average Length of Life Cycle
American elm	175 to 200 years
Bristlecone pine	3,000 years
Douglas fir	300 years
Redwood	500 years

Sequence Look at the chart. List the tree names in order from the shortest life cycle to the longest.

Look at the stages of a butterfly and a frog's life cycles. Then answer the questions below.





How are these alike? How are they different?

3rd Grade, Social Studies, Learning Activities and Resources

Directions: K- 4th graders can work on Social Studies three times per week.

Activity 1	Studies Weekly K-4	<p><i>Studies Weekly</i> is a newspaper-like reading with activities for students to complete. Parents and students can sign up for a free digital trial of Studies Weekly for 90 days. Click here to sign up.</p> <p>https://app.studiesweekly.com/online/free_trial</p>
Activity 2	Smithsonian Tween Tribune	<p>The Smithsonian Tween Tribune has articles on a variety of topics with questions and quizzes at the end for students to complete. At the top of each article are different Lexile scores, the lower the score the easier the reading.</p> <p>https://www.tweentribune.com/</p>
Activity 3	Time for Kids K-4	<p>Time for Kids- this has digital articles, videos, and some assessments, often with information in Spanish. The resources are available for students in grades Kindergarten to 6th. There are free resources available.</p> <p>https://www.timeforkids.com/</p>
Activity 4	Journal	<p>Write a journal entry to someone who lives outside of Oklahoma and describe what they would experience.</p>
Activity 5	Oral History	<p>Students can interview a family or community member to write, or draw, an oral history. Students should ask about a historical event (including questions such as who, what, when, where, why and how). The student can also ask how the historical event impacted the life of the person they are interviewing.</p>
Activity 6	Maps	<p>Draw a detailed map of a room in your house and share it with someone.</p> <p>Or, create a mental map of your home, neighborhood, and surrounding area by memory. Be sure and indicate cardinal directions, the names of streets, and the names of places/objects. If you have access to the internet, double-check your map against Google Earth once you finish yours to see how well you did!</p>

Activity 7	BrainPOP Jr. K-3	<p>BrainPop Jr. for Grades K-3. BrainPOP Jr. sets the bar for top-quality online learning supplements and includes a large menu of resources for parents to engage in with their students in social studies content. Students can select a topic of interest and then complete a number of learning activities related to each topic.</p> <p>https://jr.brainpop.com/socialstudies/</p>
Activity 8	National Geographic for Kids K-4	<p>National Geographic for Kids- This large collection of multimedia resources teaches younger students about animals, habitats, countries, and cultures. There are multiple activities and learning games available for parents and students to engage in together.</p> <p>https://kids.nationalgeographic.com/</p>
Activity 9	Habitat Activity On Google Earth K-4	<p>Habitat activity: Have your child type in the name of the following habitats into Google Earth and virtually explore the area and answer the following questions for each habitat.</p> <ol style="list-style-type: none"> 1. What would an animal need to survive in this habitat? 2. What did you notice about the habitat? <p>Habitats to explore:</p> <ul style="list-style-type: none"> *Desert- Chihuahuan desert, Mexico *Rainforest- Hoh Rain forest, WA *Forest- Tongass National forest, AK *Ocean- Arctic Ocean <p>https://www.google.com/earth/</p>
Activity 10	Smithsonian Learning Lab Grades 3-4	<p>Discover, create, remix, and share first-rate museum artifacts The Smithsonian Learning Lab is a free, interactive platform that gives you and your children access to millions of Smithsonian digital resources and provides easy-to-use tools to create school or at home projects. Easily find something of interest to your child or set them loose to discover on their own. The Lab is designed to be a safe environment for everyone.</p> <p>https://learninglab.si.edu/</p>
Activity 11	Pen Pal Schools Grade 3-4	<p>Give students global perspective with pen pal projects in any subject. A thoughtful, ready-to-go platform that facilitates authentic, cross-cultural collaboration that parents can</p>

		engage in with their students to build cultural awareness and develop writing skills. https://www.penpalschools.com/parents.html
Activity 12	EdSitement Grades 3-4	Extensive humanities resources offers deep well of great content. The National Endowment for the Humanities has put together an outstanding place for art, history, language, and literature. Parents can utilize the student resources section to assign grade level activities for their students. https://edsitement.neh.gov/student-activities
Activity 13	Create Good Citizen Posters Kindergarten	Ask your student these questions: How can you help people at home? What can you do to take turns in school? How can you show respect for people in the community? Then have your student make posters that show ways to be a good citizen at home, in school, or in the community.
Activity 14	Historical Figure Timeline 1st Grade	Select a historical figure to research and create a visual timeline of the person's life.
Activity 15	Make a Chart About U.S. Government Branches 2nd Grade	Show students how to make a chart with three columns, one for each branch of the U.S. government. Then have them fill in the columns with information they learn from reading this magazine about leaders and government . The chart should explain the responsibilities of the executive, legislative, and judicial branches and include the names of important positions for each branch. Encourage students to use color and pictures to communicate their ideas. https://hnhco.app.box.com/v/G2-Student-sampler?utm_source=WeAreTeachers&utm_medium=Article&utm_campaign=MH_KD_Article&utm_content=LeadersGovernment
Activity 16	Write an Invitation to Early Settlers 3rd Grade	Students get show what they've learned from reading this magazine about settling the land by imagining they're early settlers in your community and writing a letter to a friend or relative in another part of the country. Students should invite that person to come and visit by describing the area, explaining why the person might want to settle there.

		https://hnhco.app.box.com/v/G3-Student-sampler?utm_source=WeAreTeachers&utm_medium=Article&utm_campaign=MH_KD_Article&utm_content=SettlingTheLand
Activity 17	<p>Create a Museum Exhibit About Landforms</p> <p>4th Grade</p>	<p>Students can create museum exhibits and pamphlets after reading this magazine about U.S. landscapes. Have kids imagine they work for a museum that specializes in exhibits about your area and let them create a two-part exhibit. One part is a model of the landforms and bodies of water in your area. The other part is a written report about these features, as well as the climate, plants, and wildlife. You can also ask them to compare your area with other areas. Students can review the information in the magazine, and do additional research as needed.</p> <p> https://hnhco.app.box.com/v/G4-Student-sampler?utm_source=WeAreTeachers&utm_medium=Article&utm_campaign=MH_KD_Article&utm_content=Landscapes </p>