FCES

Third Grade NTI Day 5 Check Class Dojo Daily

Reading & Writing	1. Read or listen to the story, "Me and Uncle Romie" on pages 328- 350 with your parents or guardian. (Story will be posted to Class Dojo) Discuss the questions on page 350 out loud. 2. Select one activity from the choice board. Parents should sign the box and students color. 3. Complete pages 360, 361, 362 in the Readers Writers Notebook. 4. Read AR book or any other book for at least 20 minutes. (Please take an AR quiz on your books as you finish reading. Students may also listen to books from "Storyline Online" and test on those- The Public Library is a great place to get new books!
Math	1. Complete math handouts for NTI Day 5. (See the top of paper for pages to complete.) 2. Math Reflex Online (Students know how to access their account)
Project Based Learning	4H Communications Day Study the Communications Day packet that was sent home. Choose either a speech or demonstration. There will be NO team demonstrations permitted this year. Each student will complete the project on their own. Write your speech or design your demonstration using the guidelines, rules and rubric attached to the packet. Students should be prepared to tell teachers their topic and share their project status. https://4-h.ca.uky.edu/content/state-4-h-communications-day

Me and Uncle Romie Story Choice Board

Choose one new activity a day. Ask your parent or guardian to sign when the activity is finished. Place the paper with the Choice Board and color the selected box.

Write the spelling words from the story three times a piece. (Extra points if you write them in cursive) Signature: Date:	**Write the definitions of the vocabulary words and draw a picture of each word.** Signature: Date:
Draw a picture to represent one part of the book including key details in the picture. Signature: Date:	**Write a sentence with the spelling words.** Signature: Date:
Ask a parent or guardian to give you a practice spelling test. Use the word list to score the test. Signature: Date:	**Write a sentence OR a short story using the vocabulary words on page 452.** Signature: Date:

Spelling Words:

rocky	foolish	rainy	childhood	selfish
treatment	movement	childish	parenthood	shipment
crunchy	bumpy	payment	sleepy	neighborhood

Vocabulary Words:

flights pitcher fierce feast stoops ruined treasure cardboard

Name _____

Suffixes -y, -ish, -hood, -ment

Directions Combine the base word and suffix. Write the new word on the line.

1. pay + -ment = _____
2. cloud + -y = _____
3. self + -ish = _____
4. boy + -hood = _____
5. storm + -y = _____
6. excite + -ment = _____
7. false + -hood = _____
8. baby + -ish = _____

Directions Add **-y**, **-ish**, **-hood**, or **-ment** to the base word in ( ) to best complete each sentence. Use the word box for help. Write the new word on the line.

childhood	entertainment	foolish	frosty
movement	neighborhood	snowy	

_____ 9. During my (child) we moved often.

_____ 10. We moved to a (neighbor) with woods and a pond nearby.

_____ 11. Playing outdoors provided plenty of (entertain).

_____ 12. One (snow) day, my brother and I decided to go skating.

_____ 13. We were scared by (move) along the edge of the pond.

_____ 14. How (fool) we felt when we saw it was Ben, our new neighbor.

_____ 15. We thought it was a (frost) snowman come to life.

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School + Home

Home Activity Your child added the suffixes *-y, -ish, -hood,* and *-ment* to base words to form new words. Work together to form other words with these suffixes, such as *thirsty, childish,* and *shipment*. Have your child write sentences using the new words.

Name _____

Author's Purpose

- The **author's purpose** is the author's reason for writing.
- An author usually writes to inform, to persuade, to entertain, or to express an opinion.

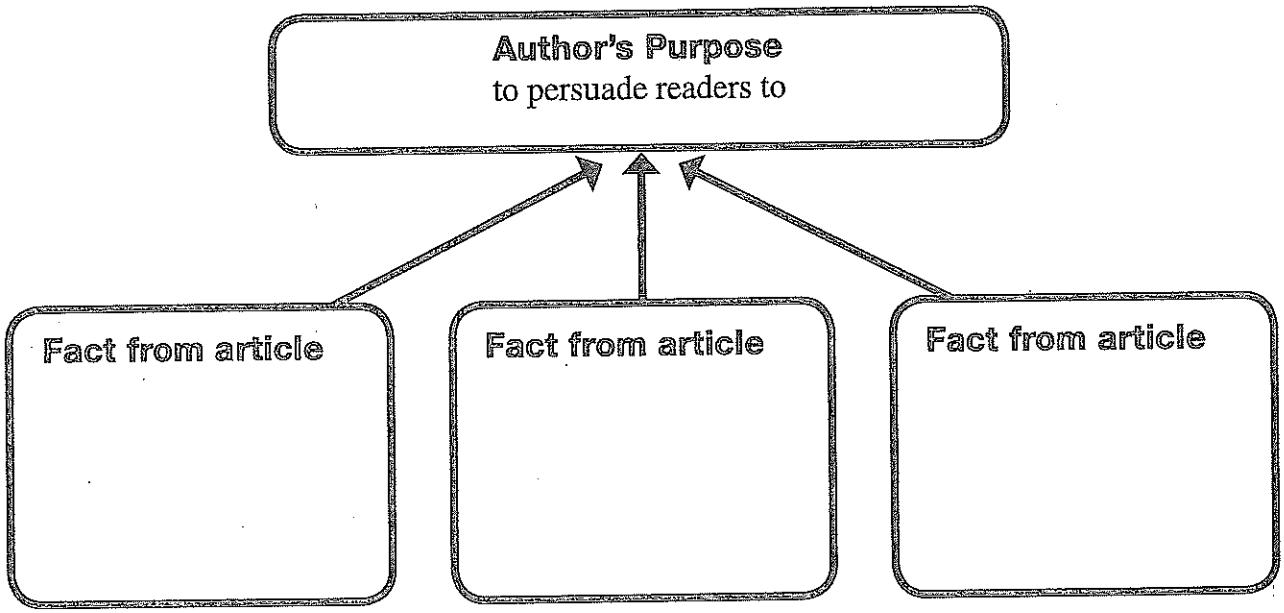
Directions Read the following passage.

Philadelphia is a wonderful place to visit. It is a beautiful city with lots of history. The Declaration of Independence and the U.S. Constitution were signed in Philadelphia. You can tour Independence Hall, where these documents were written.

The downtown area has several beautiful parks. You can sit in a park and hear live music while you eat ice cream and watch people.

Philadelphia has theaters, concert halls, great restaurants, and stores. You can always find something interesting to do in Philadelphia.

Directions Fill in the graphic organizer to tell the author's purpose and support your response. Then answer the question.



Do you think the author accomplished his or her purpose? Why or why not?

_____

_____

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School + Home

Home Activity Your child identified an author's purpose for writing. Read a story or article together. Talk about why the author might have written it.

Name _____

Writing • Book Review

Key Features of a Book Review

- tells the name of the book and what the book is about
- gives an opinion about the story or subject
- often urges others to read, or avoid, the book
- demonstrates an understanding of the text

Name: Rita Pein
Book Review: My Colors, My World/Mis colores, mi mundo

Everyone will love the amazing colors in My Colors, My World/Mis colores, mi mundo. The book is about a young girl who lives in a desert area. When people think about deserts, they usually think of different shades of brown. The desert can seem very plain. But the desert in this book is filled with beautiful pinks, oranges, and greens.

This book is fun to read for many reasons. The illustrations are lively and beautiful to behold. The colors seem to jump off the pages. The narrator tells how the colors relate to the world around her. She shows examples of where they each appear.

The best part about this book is that it's written in both English and Spanish. If you can read Spanish, you can read the Spanish side. If you can read English, you can read the English side. If you want to learn one of these languages, you can read both sides to learn new words. In conclusion, this book has so much to offer—vibrant colors and beautiful words. You will love it!

1. Circle the title of the book that appears in the review.

2. Write one sentence summarizing the book.

_____

3. Does the writer think readers will like the book? How do you know?

_____

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Tuesday March 24th

Multiplication Facts to 144 (D)

Find each product.

11 × 10	8 × 8	7 × 12	6 × 4	6 × 4	11 × 4	8 × 12	4 × 7	5 × 9	10 × 10
7 × 10	3 × 9	10 × 3	5 × 5	11 × 5	8 × 6	6 × 9	8 × 8	7 × 9	3 × 6
8 × 3	4 × 4	8 × 10	12 × 4	4 × 11	2 × 6	2 × 7	9 × 11	5 × 2	7 × 12
4 × 2	12 × 6	7 × 5	10 × 6	11 × 6	11 × 2	9 × 9	8 × 7	10 × 9	4 × 3
7 × 8	7 × 6	4 × 9	10 × 6	8 × 4	3 × 12	5 × 6	11 × 7	2 × 3	3 × 3
7 × 3	5 × 2	6 × 6	8 × 5	7 × 2	3 × 5	3 × 12	4 × 5	12 × 9	12 × 5
11 × 8	10 × 12	5 × 7	3 × 12	4 × 8	12 × 12	10 × 8	10 × 10	12 × 10	10 × 5
6 × 7	2 × 9	7 × 7	5 × 8	2 × 11	11 × 12	9 × 3	2 × 7	5 × 2	12 × 2
2 × 8	11 × 11	2 × 10	7 × 6	6 × 9	8 × 9	8 × 3	5 × 3	2 × 2	2 × 11
7 × 3	12 × 12	10 × 4	9 × 11	11 × 9	7 × 8	7 × 9	2 × 12	3 × 11	11 × 6

Name _____

Algebra • Find Unknown Numbers

Tuesday, March 24th

Lily has 20 stuffed animals. She wants to put the same number of stuffed animals on each of 5 shelves. How many stuffed animals will Lily put on each shelf?

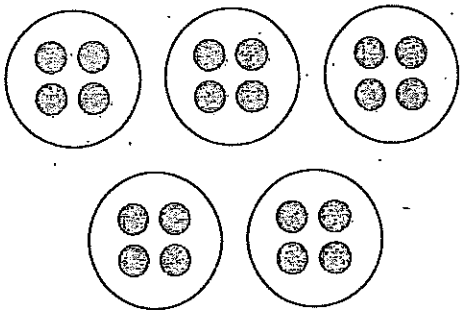
Find the unknown number. $5 \times c = 20$

You can use counters to find the unknown number.

Step 1 Use 20 counters.

Step 2 Make **5** equal groups. Place 1 counter in each of the groups until you have placed all 20 counters.

Step 3 Count the number of counters in each group.
4 counters



$c = 4$

$5 \times 4 = 20$

So, Lily will put 4 stuffed animals on each of the 5 shelves.

Find the unknown number.

1. $3 \times b = 24$

$b =$ _____

2. $n \times 7 = 21$

$n =$ _____

3. $36 = 4 \times z$

$z =$ _____

4. $7 \times 8 = s$

$s =$ _____

5. $r \times 5 = 45$

$r =$ _____

6. $\square \times 4 = 40$

$\square =$ _____

7. $p = 3 \times 4$

$p =$ _____

8. $m \times 6 = 42$

$m =$ _____

9. $6 \times h = 36$

$h =$ _____

10. $63 = 7 \times d$

$d =$ _____

11. $3 \times y = 6$

$y =$ _____

12. $32 = 4 \times \triangle$

$\triangle =$ _____

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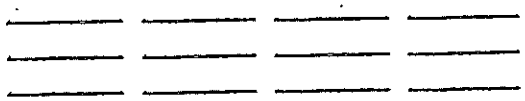
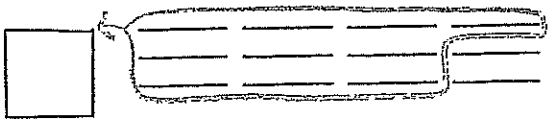
Name _____

Multiply Multiples of 10 by 1-Digit Numbers

You can use place value and regrouping to multiply multiples of 10.

Find 3 × 40.

	THINK	RECORD
Step 1 Use quick pictures to draw 3 groups of 40. 	Multiply the ones. 3 × 0 ones = **0** ones.	40 × 3 **0**
Step 2 Regroup the 12 tens. 	Multiply the tens. 3 × **4** tens = **12** tens Regroup the **12** tens as **1** hundred **2** tens	40 × 3 **120**

So, 3 × 40 = **120**.

Find the product. Draw a quick picture.

1. 4 × 50 = _____

2. 7 × 30 = _____

3. _____ = 9 × 20

4. 6 × 70 = _____

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Name _____

Test Out

3.OA.5

Properties of Multiplication

Tuesday March 24th

Austin wants to find the total amount of money he will make mowing yards if he makes $17 a week for 3 weeks. He writes the expression below to show the total amount he would make.

3 x 17

Which expression could Austin use instead to find the total amount he would make?

a. (10 x 10) + (10 x 7)
b. (3 x 10) + (3 x 7)
c. (7 x 10) + (7 x 3)
d. (3 x 10) + (10 x 7)

Natalie reads the same number of pages per day for 3 days. She writes the expression 3 x 9 to show the total number of pages she read.

Which number sentence could she use to find the total number of pages?

a. (3 x 9) + (9x 3) = 53
b. 9 – 3 = 6
c. 3(3 +9) = 36
d. 9 x 3 = 27

Which expression has the same value as (3 x 2) x 10 ?

a. 3 x (2 x 10)
b. (3 x 2) x (3 x 10)
c. (3 + 2) x 10
d. (3 x 2) + (3 x 10)

Lee has four pages of baseball cards. There are nine cards on each page. He writes the number sentence 9 x 4 = 36 to find how many cards he has. Which number sentence could he use instead?

a. 9 ÷ 3 = 3
b. 4 + 9 = 13
c. 4 x 4 = 16
d. 4 x 9 = 36

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