

# Reading: Week 2

Reading every day keeps your brain strong! Check each day off as you hit your 30-minute reading goal.  
→

**MONDAY**

Read a just-right book for

**30**  
minutes

**TUESDAY**

Read a just-right book for

**30**  
minutes

**WEDNESDAY**

Read a just-right book for

**30**  
minutes

**THURSDAY**

Read a just-right book for

**30**  
minutes









**FRIDAY**

Read a just-right book for

**30**  
minutes

## Choice Board

After reading, choose one activity from the choice board each day. Check off each choice after you have completed it. You can turn in your work when you have completed 5 activities by Friday. If you want, you can choose to stretch your brain and complete all of them, but that's optional!

<p>A</p>  <p><b>Character Traits:</b> Tell me about the main character in your just-right book</p>	<p>B</p>  <p><b>Fluency Practice:</b> Record an audio clip while you read a just-right book out loud</p>	<p>C</p>  <p><b>Nonfiction Passage:</b> Read the passage about <i>Velociraptors</i> and answer two questions</p>	<p>D</p>  <p><b>Visualize:</b> Draw a scene from your just-right book and create a caption</p>
<p>E</p>  <p><b>Summarize:</b> Write a summary of what you read today in your just-right book</p>	<p>F</p> <p><small>* You need to do this activity if you are going to complete any of the other Storyline Online activities!</small></p>  <p><b>Storyline Online:</b> Listen to <i>Enemy Pie</i> from Camryn Manheim</p>	<p>G</p>  <p><b>Storyline Online:</b> Write a summary of <i>Enemy Pie</i></p>	<p>H</p>  <p><b>Storyline Online:</b> Make a claim about the theme of <i>Enemy Pie</i></p>



# CHARACTER TRAITS

Think of the main character in the just-right book you're reading and what kind of person they are.



My Book:



Main Character's Name:

What kind of person is your character?

Remember to:

- ☐ Tell the character's trait
- ☐ Use details from the story to support your answer



## FLUENCY PRACTICE

Choose at least two paragraphs in the just-right book you're reading. Record an audio clip of yourself reading out loud and share it with your teacher or someone at your house.

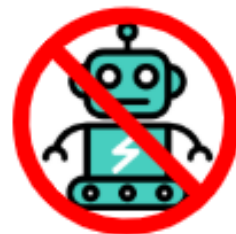


My Book:



### TIPS:

- Try to find a quiet place to record
- Tell family members or other people nearby that you're going to be recording
- Remember to read with expression, not like a robot!





# NONFICTION PASSAGE

Read the nonfiction passage below. Then answer both questions about the passage.

## **Carnivorous Dinosaurs: *Velociraptor***

The *Velociraptor* was a type of dinosaur that lived on Earth during the Cretaceous period (85-70 million years ago). The dinosaur was approximately the size of a small turkey and only weighed about 30 pounds. However, the *Velociraptor* had a long tail, meaning adults could be as long as 6.8 feet.

The *Velociraptor* was a carnivore, or meat-eater. The dinosaur is known for having sharp talons on its two feet, which helped them hunt and trap their prey. Most of the time, *Velociraptor* ate things like reptiles, insects, and small mammals.

The first *Velociraptor* fossil was found in 1923 in Mongolia, a country in Asia. At first, scientists thought that these dinosaurs were covered in scales like a reptile. In 2007, paleontologists discovered a *Velociraptor* fossil that showed that the dinosaur actually had feathers. Because *Velociraptor's* arms were not long enough for it to fly, scientists think the dinosaur used its feathers to control its body temperature, shield its nest, and help with agility.

What is the main idea of the passage?

According to the text, how did having feathers help *Velociraptor*?

- A. The dinosaur looked more interesting
- B. The dinosaur could fly to escape predators
- C. The dinosaur could better control its body temperature
- D. The dinosaur could communicate with other dinosaurs

CHOICE

D

## VISUALIZE

Choose an important scene in your just-right book. It could be something you read today or another day.



My Book:

- ☐ Draw the scene.
- ☐ Write a caption explaining what is happening in the scene
- ☐ Record an audio clip explaining how this scene fits into the whole story (think story structure) - share the clip with your teacher or someone else at home.

Draw:

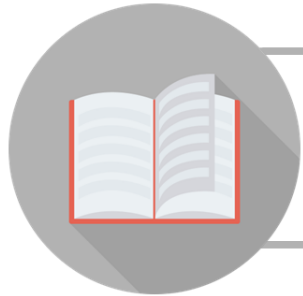
Caption:





# SUMMARIZE

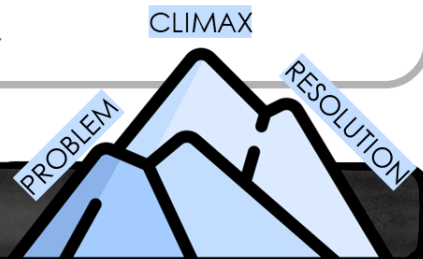
Think back over what you read today in your just-right book. Summarize what you read.



My Book:

## Remember to:

- ☐ Include important story elements (like character, setting, problem)
- ☐ Talk about where this part fits into the whole story (plot mountain)
- ☐ Include important details
- ☐ Leave out unimportant parts
- ☐ Use transition/sequencing words
- ☐ If the character learned a life lesson, include that



Summary:

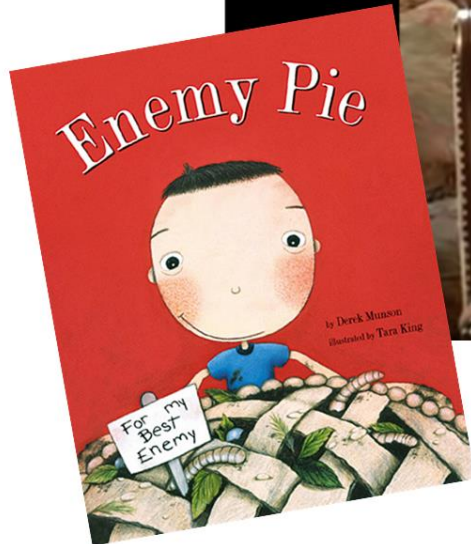
A large, empty rectangular box with a black border, intended for writing the summary.





# STORYLINE ONLINE

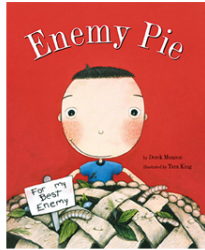
Visit the Storyline Online website. Listen to actress Camryn Manheim read *Enemy Pie*!





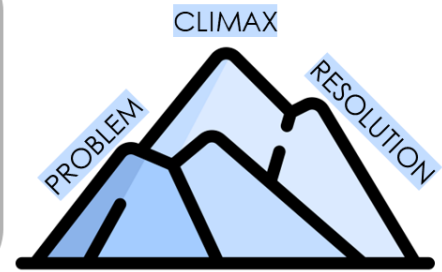
# STORYLINE ONLINE

After listening to actress Camryn Manheim read aloud *Enemy Pie*, write a summary of the story.



## Remember to:

- ☐ Include important story elements (like setting, problem)
- ☐ Talk about characters, their traits, and motivation (wants)
- ☐ Include important details from across the story (plot mountain)
- ☐ Leave out unimportant parts
- ☐ Use transition/sequencing words
- ☐ If the character learned a life lesson, include that



Summary:



CHOICE

H

## STORYLINE ONLINE

After listening to the read aloud of *Enemy Pie*, make a claim about the theme of the story. Choose ONE way to respond to this activity! Be sure to use details from the text.



**Written response:**

Write out your answer in the box below.

**Audio response:**

Record an audio clip of your answer. Share it with your teacher or someone at home.

**Video response:**

Record a video clip of your answer. Share it with your teacher or someone at home.



**THE MESSAGE/**  
life lesson

What is the theme of the story?

# Math: Week 2

Complete these tasks by Friday, in any order. The extension task is an extra challenge and is optional. Check off each task as you have completed it. Work hard and have fun!

Task		Done?
1	Multiplication & Division Problems	
2	Story Problem: Division	
3	Comparing Fractions	
4	Story Problem: Fractions	
5	Multi-step Story Problem	
6	<b>Extension:</b> Addition & Money	



Solve the multiplication and division problems shown below. Show your work!

$4 \times 5 = \underline{\quad}$   $32 \div 8 = \underline{\quad}$   $9 \times 3 = \underline{\quad}$

$36 \div 9 = \underline{\quad}$   $11 \times 7 = \underline{\quad}$   $12 \div 4 = \underline{\quad}$

$8 \times 5 = \underline{\quad}$   $28 \div 7 = \underline{\quad}$   $9 \times 2 = \underline{\quad}$

## Task 2

Read the story problem shown below. **Write an equation** with a variable. Show your work on paper to **solve**.

Nora is getting a snack ready for herself and her two brothers. She washes 27 grapes. If she wants to share the grapes evenly with her brothers, how many grapes can they each have?



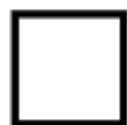
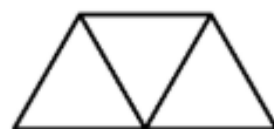
Equation

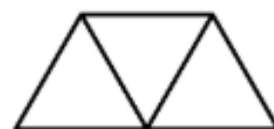
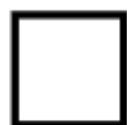


Solve:

# Task 3

First, color the fractions shown below. Then, compare the fractions using greater than, less than, and equal.


 $\frac{2}{5}$ 

 $\frac{4}{5}$ 

 $\frac{1}{3}$ 

 $\frac{3}{3}$ 

 $\frac{1}{5}$ 

 $\frac{2}{10}$ 

 $\frac{2}{4}$ 

 $\frac{4}{8}$ 


## Task 4

Read the story problem shown below. Show your work on paper to **solve**.

Joshua is sharing a pizza with some friends. The pizza is cut into 8 slices. Joshua eats two slices, Marcus eats one slice, and Betty eats two slices. How many slices of pizza are left over?



➤ Solve:



## Task 5

Read the story problem shown below. **Write an equation** with a variable. Show your work on paper to **solve**.

Hafsa has 75 books on her bookshelf. She realizes that 15 of the books are from the library, and returns them. Hafsa wants to reorganize the rest of her books so that the same amount of books are on each of her 5 shelves. How many books can she put on each shelf?

Equation(s)



Solve:




# EXTENSION, PART 1

Stretch your brain! Show your work!

You and a friend visit a frozen yogurt shop. The menu (below) shows the different kinds of cone, yogurt, and toppings you can buy.

How many different combinations of cones, yogurt, and topping could you possibly make?




Cone	Yogurt	Topping
<ul style="list-style-type: none"><li>•Waffle cone \$2</li><li>•Cake cone \$1</li></ul>	<ul style="list-style-type: none"><li>•Cheesecake \$4.50</li><li>•Strawberry \$3.75</li><li>•Chocolate \$2.80</li></ul>	<ul style="list-style-type: none"><li>•Sprinkles 65¢</li><li>•Cherries 73¢</li><li>•Gummy candies 90¢</li><li>•Cookie crumbs \$1.05</li></ul>



# EXTENSION, PART 2

Stretch your brain! Show your work!

What would you order at the frozen yogurt shop? If your friend gets a waffle cone with chocolate ice cream and sprinkles, what will be the total cost of your order together?



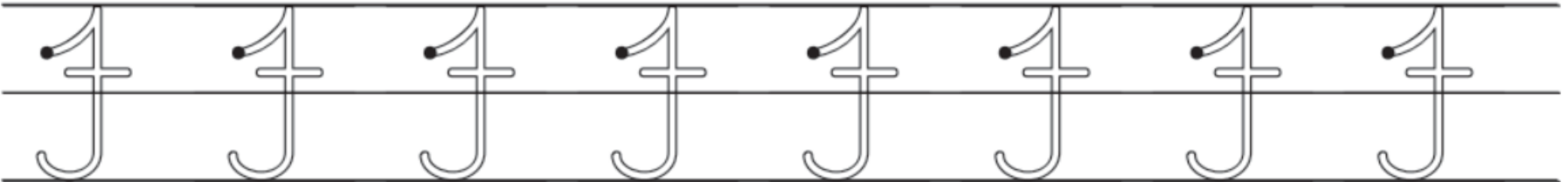
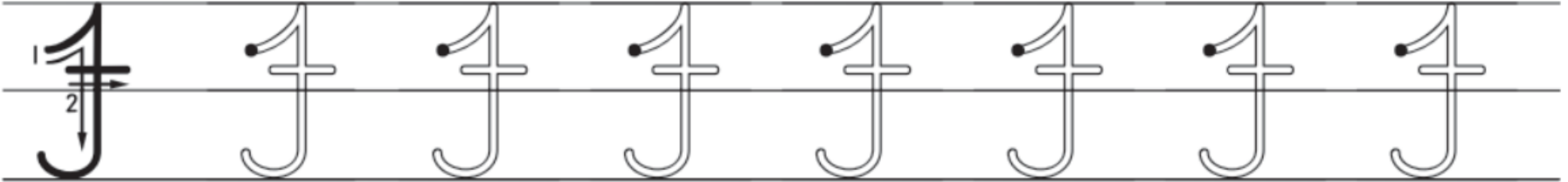
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My Order

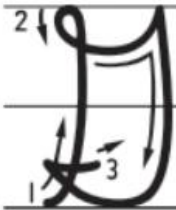


Total Cost:

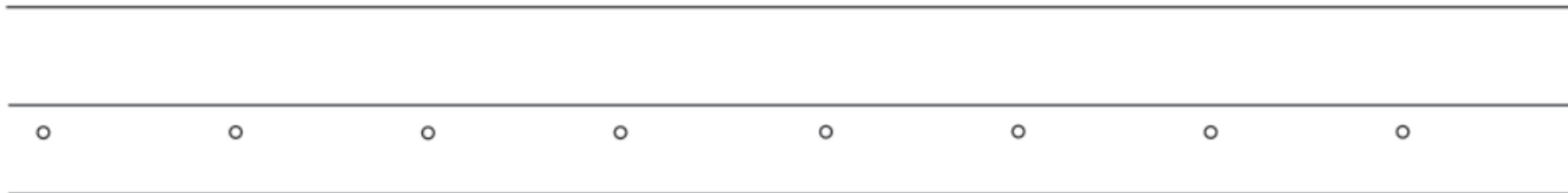
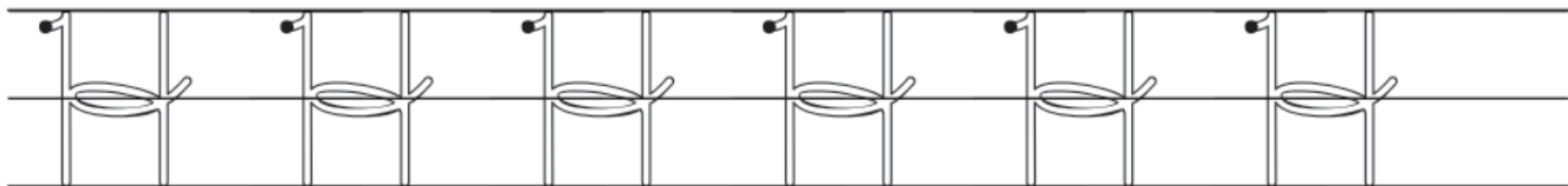
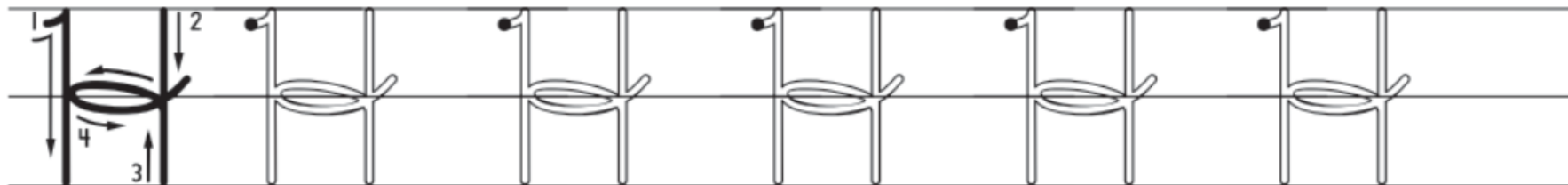
F is f



G is J



H is H

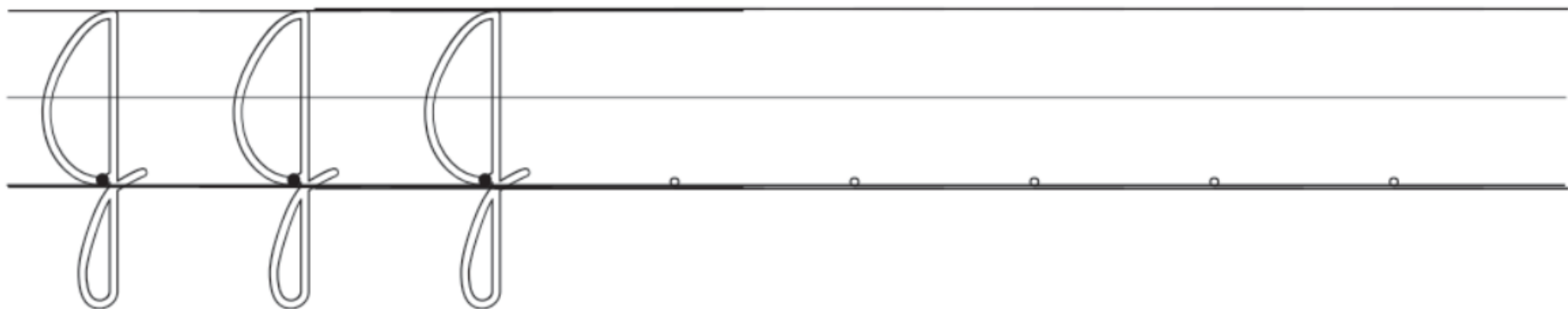
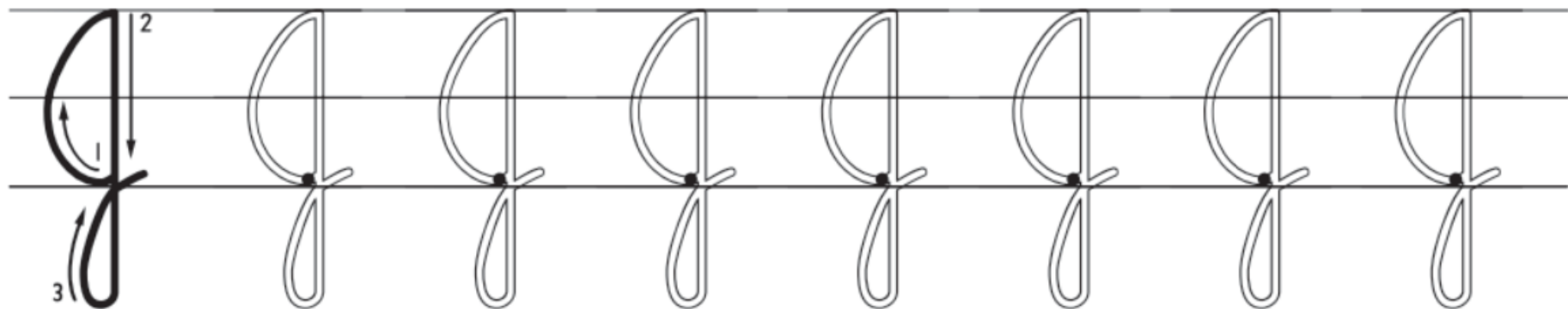




I i s l



J is Q



## W

Do you think students should be allowed to chew gum in school?

Write an opinion piece that states your belief and give reasons why you feel that way.

Would you rather be the teacher or the student?

Write an opinion piece that states your belief and give reasons why you feel that way.

Do you think students should have to do homework?

Write an opinion piece that states your belief and give reasons why you feel that way.

## R

If you could have a superpower, would you rather have the ability to read people's minds, or the ability to fly?  
Write an opinion piece that states your belief and give reasons why you feel that way.

Do you think students should have a set bedtime on school nights?

Write an opinion piece that states your belief and give reasons why you feel that way.

What flavor of ice cream do you think is the best?

Write an opinion piece trying to convince your friend that your favorite flavor is the best.

## I

What is the best thing to do at recess?  
Write an opinion piece trying to convince your friend that your favorite activity is the best.

Would you rather be known for being super smart or incredibly kind?  
Write an opinion piece that states your belief and give reasons why you feel that way.

What is your favorite thing to eat for dinner?  
Write a letter to your mom stating reasons about why she should serve your favorite meal every night?

## T

Do you think you have what it takes to be the principal for a day?  
Write an letter to your principal stating reasons about why he or she should let you be in charge for one day.

Do you think there should be a candy machine in the lunchroom?  
Write an opinion piece that states your belief and give reasons why you feel that way.

Do you think you should be able to pick your teacher?  
Write an opinion piece that states your belief and give reasons why you feel that way.

## E

Would you rather be a shark or a whale?  
Write an opinion piece that states your belief and give reasons why you feel that way.

Would you like to change the food that is served in the cafeteria?  
Write an opinion piece that states your belief and give reasons why you feel that way.

Would you rather have all of your hair fall out or all of your teeth fall out?  
Write an opinion piece that states your belief and give reasons why you feel that way.

# TIME FOR KIDS

Go to the following link:

[https://digital.emagazines.com/TIME\\_for\\_Kids\\_Gr\\_3/20200320/index.html?t=2dd44efb-39ff-4574-a50f-01c2001abbdcc#p=1](https://digital.emagazines.com/TIME_for_Kids_Gr_3/20200320/index.html?t=2dd44efb-39ff-4574-a50f-01c2001abbdcc#p=1)

Read pages 2-3: *Coronavirus Questions?* and *Protecting the Public*.

Answer the questions about the articles below and on the following page.

1. What are the three main symptoms of COVID-19?

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

2. How can you avoid getting COVID-19? \_\_\_\_\_

\_\_\_\_\_

3. What is one thing you can do to boost your immune system? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
4. Where and when was the virus first discovered? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
5. Who does COVID-19 affect the most? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
6. What does the word quarantine mean? \_\_\_\_\_  
\_\_\_\_\_
7. What is a pandemic? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

# MYSTERY DOUG

Craving some science? Follow these links for some Mystery Science mini-lessons:

<https://mysteryscience.com/mini-lessons/tears?code=1354284f757fe57e58a6fc25bdadcd6b>

<https://mysteryscience.com/mini-lessons/rainbows?code=bec9fbe2733b984d06258d671d757659>

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Want more? Here are some links to full lessons and printables:

<https://mysteryscience.com/water/mystery-1/mapping-earth-s-surface-features/112?code=NDkyMTI4OA&t=student>

<https://mysteryscience.com/water/mystery-2/rocks-sand-erosion/113?code=NDkyMTI4OA&t=student>

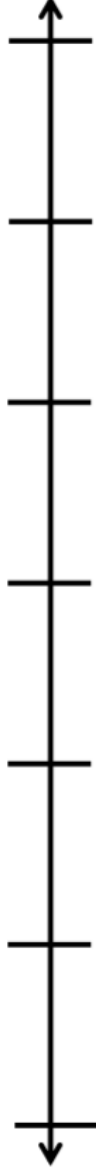


Name: \_\_\_\_\_ Date: \_\_\_\_\_

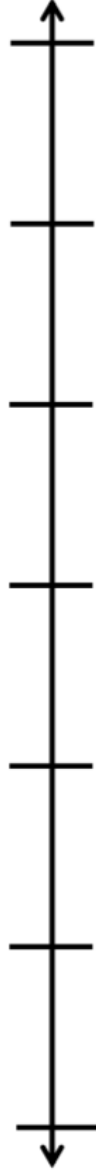
## Elapsed Time with Number Lines

Use the time number lines to solve each word problem.

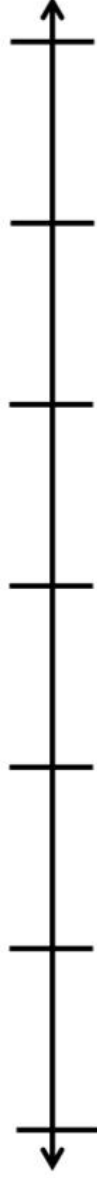
1. Jefferson played basketball in the park. He started playing basketball at 1:15 P.M. and played for 1 hour and 25 minutes. What time did Jefferson play basketball until? \_\_\_\_\_



2. Danielle and Alyssa made friendship bracelets. They worked from 3:55 P.M. until 4:35 P.M. How long were Danielle and Alyssa making friendship bracelets? \_\_\_\_\_



3. Lorraine and her family went to the beach for 4 hours on Sunday. They left the beach at 4:20 P.M. What time did they arrive at the beach that day? \_\_\_\_\_



4. Catherine had to run a few errands. She started her errands at 11:35 A.M. She first went to the bank for 20 minutes. Then she shopped at the grocery store for 1 hour and 15 minutes. Last she went to the gas station for 15 minutes. When was Catherine finished with her errands? \_\_\_\_\_



# PLACE VALUE : COMPARE & ORDER

NAME: \_\_\_\_\_  
DATE: \_\_\_\_\_

## Compare & Order

When we **compare** numbers we write an expression to show if one is greater than, less than, or equal to the other. We line the numbers up by their places, and move left to right looking for differences. Then, we use the symbols  $>$ ,  $<$ , or  $=$  to show their relationship.

**Example** 3,499 50... 3,499 < 3,527  
3,527

When we **order** numbers, we use comparing them to put them in order from least to greatest or greatest to least. If you compare and find one is the highest or lowest, mark it out and continue from left to right to compare the remaining two numbers.

3,408 to right to compare the remaining two numbers.  
~~3,380~~ L to G: 3,380 < 3,408 < 3,459  
3,459

### #1- 4 : Use the numbers to answer the questions about comparing:

1. Circle the first place the digits are different.
2. Look at the place you circled, what two digits are in that place (one for each number).
3. Which digit is larger? What is its value compared to the other digit? ( $40 > 30$ )
4. Which number is larger then, 2,483 or 2,459? Write this by using a symbol.

Write  $>$ ,  $<$  or  $=$  for each comparison.

5. 398 ☐ 389
6. 4,590 ☐ 4,588
7. 3,809 ☐ 3,892
8. 2,450 ☐ 2,450
9. 1,295 ☐ 1,209
10. 3,455 ☐ 3,670
11. 209 ☐ 205
12. 3,112 ☐ 3,112
13. 6,782 ☐ 6,782

Write each set of numbers from least to greatest.

14. 2,504 2,455 2,549
15. 3,495 3,298 3,493

Write each set of numbers from greatest to least.

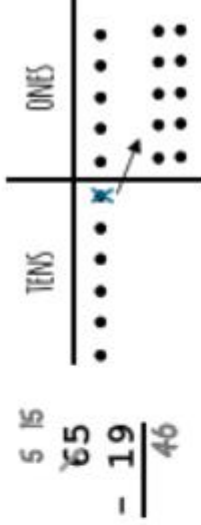
16. 1,298 1,288 1,340
17. 8,290 8,295 8,278

# ADDITION & SUBTRACTION : "BORROWING"

NAME: \_\_\_\_\_  
DATE: \_\_\_\_\_

## "Borrowing" Subtraction Algorithm

When we subtract, we sometimes find that the top digit of a place is lower than the digit we are taking away. To help us subtract, we can "borrow" from the place to the left. To do this, you go to the place to the left and subtract 1. Write the new digit above the one you subtracted from, and add 10 to the top digit in the place on the right (where you were unable to subtract). Write this new number above, and subtract as you normally would. This works because the place to the left is always 10 times more. If you borrow 1 from it, it becomes 10 of the place to the right.



The chart shows what you are doing to the 65.

**Use what you know about the place value and "borrowing" to answer:**

1. Look at the chart above in the example. Explain how we can borrow "1" from the tens and it becomes "10" in the ones place.

**Subtract. Be sure to show where you borrow by writing your new numbers on top. Remember, sometimes you may need to borrow more than once.**

2. 
$$\begin{array}{r} 52 \\ - 17 \\ \hline \end{array}$$

3. 
$$\begin{array}{r} 75 \\ - 27 \\ \hline \end{array}$$

4. 
$$\begin{array}{r} 43 \\ - 28 \\ \hline \end{array}$$

5. 
$$\begin{array}{r} 87 \\ - 19 \\ \hline \end{array}$$

6. 
$$\begin{array}{r} 206 \\ - 52 \\ \hline \end{array}$$

7. 
$$\begin{array}{r} 435 \\ - 47 \\ \hline \end{array}$$

8. 
$$\begin{array}{r} 218 \\ - 198 \\ \hline \end{array}$$

9. 
$$\begin{array}{r} 824 \\ - 379 \\ \hline \end{array}$$

10.  $382 - 79 =$

11.  $625 - 48 =$

12.  $421 - 235 =$

13.  $912 - 333 =$