

3rd Grade

Snow

Packet

Day 3

SNOW DAY PACKET DAY #3

Teacher will SCORE _____

NAME _____

DATE _____

Reading:

- Complete the "Thomas Jefferson" passage and questions **Page 1/2 _____**
 - 30 minutes of sustained reading and/or read-a-loud (such as AR books/weekly texts) _____
- ** Write a summary, using transition words (first, next, then, last), summarizing your book/chapter/text. _____**

If time allows and you have the resources:

- *Complete 30 minutes of ReadTheory – students have their username and password information _____*

Writing:

- Third grade handwriting activity **Page 3 _____**
- Challenge paragraph of "Thomas Jefferson" passage **Page 2 _____**

English:

- Complete page of Statements and Questions **Page 4 _____**

Math:

- Complete Math Minute #20 **Page 5 _____**
- Complete Practice #4 word problem page **Page 6 _____**
- Complete Multiplication activity **Page 7 _____**

Science:

- Read "How Magnetic" **Page 8 _____**
- Complete activity **Page 8 _____**

<p>ALSO COMPLETE:</p> <ul style="list-style-type: none">• ___ ART• ___ MUSIC• ___ PHYSICAL EDUCATION

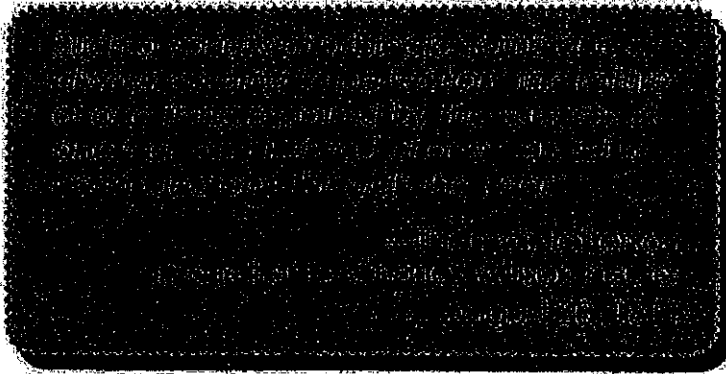
Social Studies:

- Complete "Down to Basics" activity **Page 9 _____**
- Complete Choice Board activity **Page 10 _____**

PARENT SIGNATURE _____

Thomas Jefferson, Farm Scientist

Thomas Jefferson loved to experiment in the garden. He collected seeds from around the world. Some were for plants not usually grown in the United States. He planted some of the seeds in his own garden. He gave some of the seeds away. Along with new plants, Jefferson liked to try new ways of farming. He was always trying to find the secret to success.



Jefferson loved to eat fruits and vegetables as much as he liked to grow them. Most of his meals came from a garden. In Washington, D.C., they had a farmers' market. Local farmers brought the foods they raised to sell. President Jefferson shopped there. He often offered some of his seeds to the farmers. When he was no longer president, he moved back to Monticello, his home in Virginia. He still shared his seeds. Often his neighbor, who was a good farmer, received the seeds. This was a good idea. If Jefferson's plants died, he could ask his neighbor for seeds or clippings from his plants. Then Jefferson could try to grow the plants again.

Jefferson wrote about his garden. He used a calendar to track the day-to-day happenings. He logged chores like sowing the seeds. He recorded the weather. He wrote about how much the plants had grown. He tracked how many

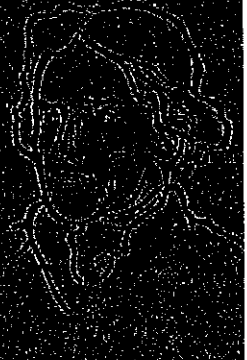
fruits or vegetables a plant produced. He also wrote when he harvested the food crop or when the plants died. Studying his records helped him know what to grow and when and where to grow it.

Most of the nearby farms had a growing season. They only planted during certain months. Jefferson's garden was like a scientist's lab. Jefferson tried to grow plants all year. He looked for warm, sunny spots on his land in the cool seasons. He looked for cool spots in the hot seasons. He also spread his plantings over time. He would plant small amounts of the same seeds every day for weeks. That way, the plants would not be ready to be picked at the same time. Instead of growing only one kind of pea or bean, he grew many. His goal was to find the best ones for the area. He would grow up to 20 types of beans and 15 types of peas at a time. Then he tracked how well the plants did. This way he could grow the strongest ones again and remove the ones that grew poorly. Many of his experiments failed, but that didn't stop him.

Jefferson never seemed to tire of his garden. He continued to grow plants in it and eat from it the rest of his life.

What Did Jefferson Grow?

Jefferson grew hundreds of plants from all over the world. He grew corn from Mexico and oranges from Florida. He planted about 100 kinds of fruit plants and 30 kinds of vegetable and herb plants.



Reading

1. What did Jefferson do with the seeds he collected?

- a) He traded them for plants.
- b) He sold them at a farmers' market.
- c) He planted some and gave some away.
- d) He mixed them together and made new plants.

2. What is the main idea of the passage?

- a) Jefferson was a president and a farmer.
- b) There are many kinds of pea and bean plants.
- c) Jefferson mostly ate fruits and vegetables.
- d) Jefferson loved to study and experiment with the plants in his garden.

3. Why didn't Jefferson let his failures stop him from trying new things?

- a) He didn't like the old way.
- b) He also had many successes.
- c) His friends told him not to give up.
- d) His records showed he never really failed.

4. What does "the secret to success" mean in the first paragraph?

- a) the best way to grow plants
- b) the job that he would be best at
- c) the book that showed how different plants grow
- d) the person who could teach him how to farm

On a separate piece of paper

5. The passage says, "Jefferson's garden was like a scientist's lab." Explain why this is true. Include details from the passage.

6. What idea in the passage is best supported by the sidebar What Did Jefferson Grow?

7. Why did Jefferson look for warm spots on his land in cool seasons and cool spots on his land during warm seasons?

Writing

2

Cursive Writing Worksheets: Sentences

Write the sentences:

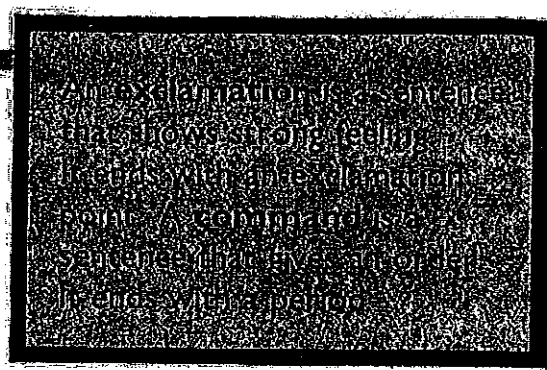
Welcome every morning with a smile.

No act of kindness is never wasted.

Success is dependent on effort.

Name _____

EXCLAMATIONS AND COMMANDS



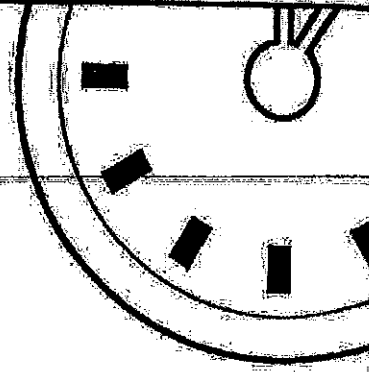
A. Read each sentence. Write *E* on the line if the sentence is an exclamation. Write *C* if the sentence is a command.

1. They chase buffaloes!
2. You have to go, too.
3. Wait at the airport.
4. It snows all the time!
5. Alligators live in the sewers!
6. Look at the horse.
7. That's a great-looking horse!
8. Write a letter to Seymour.

B. Complete each exclamation and command. The punctuation mark at the end of each line is a clue.

1. I feel _____
2. Help your _____
3. That's a _____
4. I lost _____
5. Turn the _____
6. Come watch the _____
7. Please let me _____

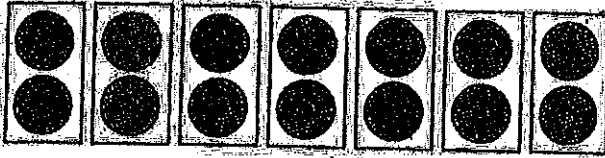
4



MINUTE 20

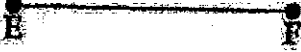
NAME _____

1. There are _____ sets of two in 14. $14 \div 2 =$



2. $2 \times 4 =$

3. This line segment has two names. The names are _____ and FE.



4. $\begin{array}{r} 63 \\ -21 \\ \hline \end{array}$

5. 1 pint = _____ cups

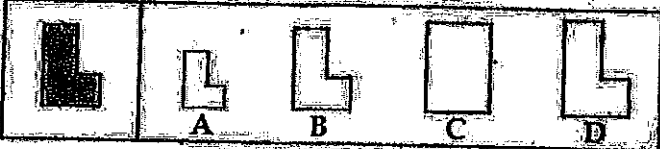
6. $\begin{array}{r} 14 \\ +13 \\ \hline \end{array}$

7. At the park, Sue counted 4 geese and 12 ducks. How many fewer geese than ducks were there? _____ fewer geese

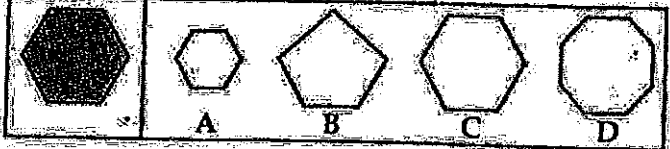
8. $7 \times 6 = 42$. Which number is the product? _____

For questions 9 and 10, circle the figure that is congruent to the shaded figure.

9.



10.



5

Practice 4

Solve each word problem.

1. Cheryl is trying to collect 8,431 pennies. Her parents gave her 1,301 pennies. How many more pennies does Cheryl need to collect to meet her goal?

$$\begin{array}{r} 8,431 \\ - 1,301 \\ \hline \end{array}$$

Cheryl needs to collect _____ more pennies.

2. On Monday, Dwight collected 3,050 pennies. On Tuesday, Dwight collected 3,438 pennies. How many pennies did Dwight collect in all?

$$\begin{array}{r} 3,050 \\ + 3,438 \\ \hline \end{array}$$

Dwight collected _____ pennies in all.

3. Kirby found 5,211 pennies in his piggy bank and 2,506 pennies in his lucky sock. How many pennies did Kirby find in all?

Kirby found _____ pennies in all.

4. Alexandria collected pennies from her neighbors. Mrs. Gibbs gave her 2,102 pennies and Mr. Brown gave her 1,886 pennies. How many pennies did Alexandria collect?

Alexandria collected _____ pennies.

5. Jenny collected 6,533 pennies from the fountain. She collected 3,301 pennies from the top part of the fountain. How many pennies did she collect from the bottom part of the fountain?

She collected _____ pennies from the bottom part of the fountain.

6. Joshua earns a penny for every page he reads. He read 2,110 pages last week and 3,239 pages this week. How many pennies has Joshua earned?

Joshua has earned _____ pennies.

Name : _____

Score : _____

Teacher : _____

Date : _____

$$\begin{array}{r} 9 \\ \times 9 \\ \hline \end{array}$$

$$\begin{array}{r} 7 \\ \times 7 \\ \hline \end{array}$$

$$\begin{array}{r} 9 \\ \times 2 \\ \hline \end{array}$$

$$\begin{array}{r} 9 \\ \times 0 \\ \hline \end{array}$$

$$\begin{array}{r} 7 \\ \times 8 \\ \hline \end{array}$$

$$\begin{array}{r} 9 \\ \times 5 \\ \hline \end{array}$$

$$\begin{array}{r} 7 \\ \times 7 \\ \hline \end{array}$$

$$\begin{array}{r} 7 \\ \times 8 \\ \hline \end{array}$$

$$\begin{array}{r} 9 \\ \times 3 \\ \hline \end{array}$$

$$\begin{array}{r} 8 \\ \times 2 \\ \hline \end{array}$$

$$\begin{array}{r} 9 \\ \times 2 \\ \hline \end{array}$$

$$\begin{array}{r} 7 \\ \times 3 \\ \hline \end{array}$$

$$\begin{array}{r} 8 \\ \times 4 \\ \hline \end{array}$$

$$\begin{array}{r} 8 \\ \times 3 \\ \hline \end{array}$$

$$\begin{array}{r} 8 \\ \times 9 \\ \hline \end{array}$$

$$\begin{array}{r} 8 \\ \times 1 \\ \hline \end{array}$$

$$\begin{array}{r} 8 \\ \times 8 \\ \hline \end{array}$$

$$\begin{array}{r} 7 \\ \times 4 \\ \hline \end{array}$$

$$\begin{array}{r} 7 \\ \times 6 \\ \hline \end{array}$$

$$\begin{array}{r} 9 \\ \times 2 \\ \hline \end{array}$$

$$\begin{array}{r} 9 \\ \times 2 \\ \hline \end{array}$$

$$\begin{array}{r} 7 \\ \times 6 \\ \hline \end{array}$$

$$\begin{array}{r} 7 \\ \times 0 \\ \hline \end{array}$$

$$\begin{array}{r} 8 \\ \times 0 \\ \hline \end{array}$$

$$\begin{array}{r} 8 \\ \times 1 \\ \hline \end{array}$$

$$\begin{array}{r} 9 \\ \times 4 \\ \hline \end{array}$$

$$\begin{array}{r} 9 \\ \times 6 \\ \hline \end{array}$$

$$\begin{array}{r} 7 \\ \times 5 \\ \hline \end{array}$$

$$\begin{array}{r} 9 \\ \times 4 \\ \hline \end{array}$$

$$\begin{array}{r} 9 \\ \times 4 \\ \hline \end{array}$$

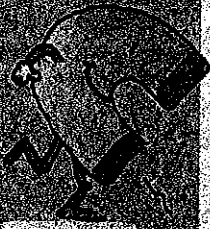


How Magnetic!

Magnets have two poles: a north pole and a south pole. When two magnets are placed near each other, their poles have a force that will either pull the two magnets together or push the two magnets apart. If the poles are the same, they will push apart (be repelled). If the poles are different, they will pull together (be attracted).



Will these two magnets pull together or push apart?



Will these two magnets pull together or push apart?



Magnets can attract or pick up many metal objects. Put an M in front of those objects that are attracted or can be picked up by a magnet.

_____ paper clip

_____ safety pin

_____ plastic fork

_____ rubber band

_____ candle

_____ nail

_____ bolt

_____ crayon

_____ metal spoon

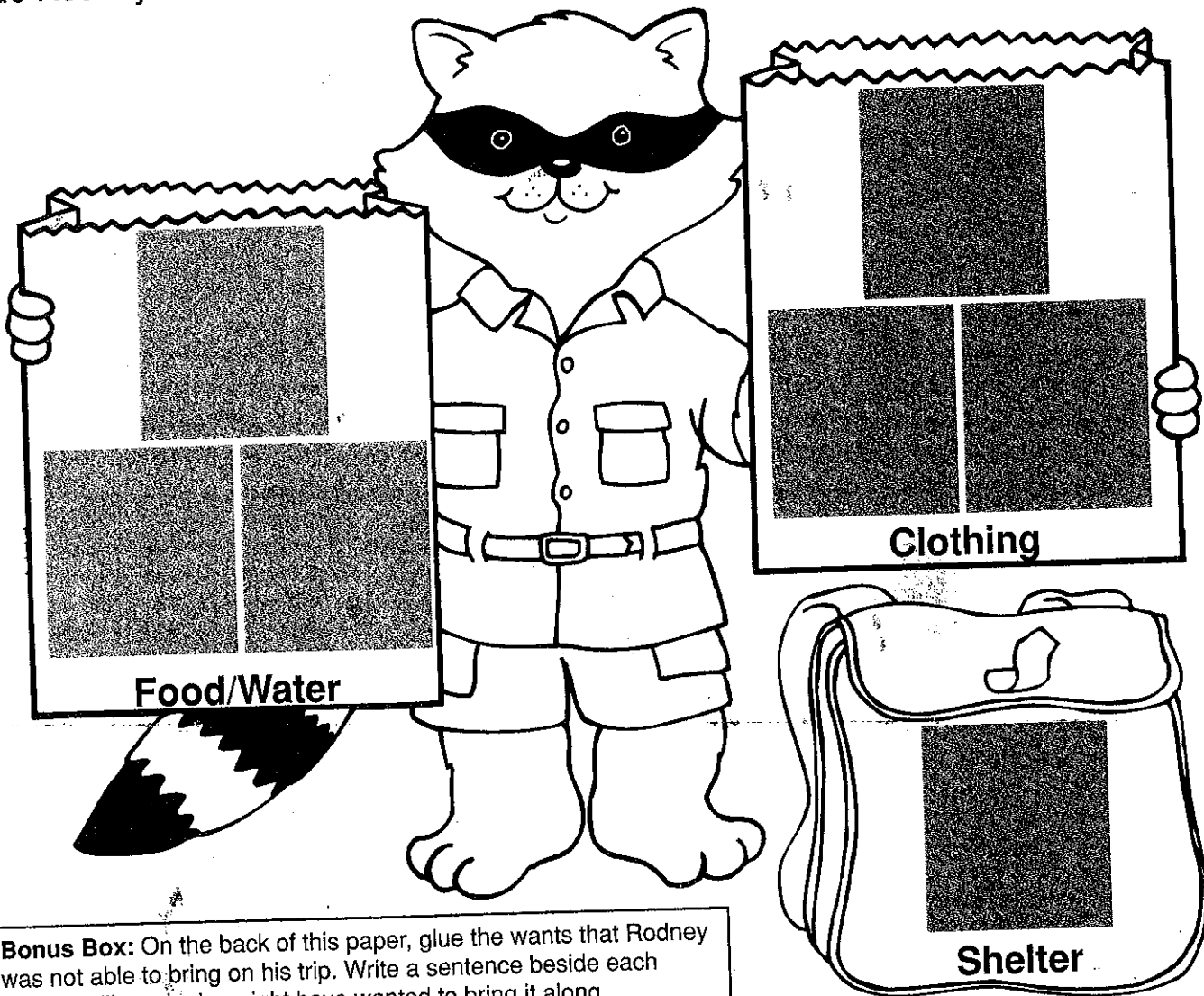
Are all metal objects attracted by magnets? _____



Name _____







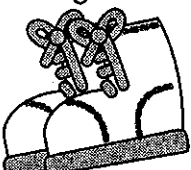

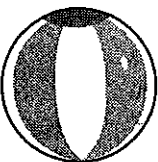
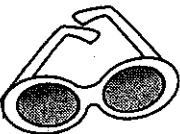


Down To Basics

Rodney Raccoon is shopping for his camping trip.
He only has room to pack his basic needs.
Color and cut out each picture.
Glue Rodney's basic needs to the appropriate shopping bags.



Bonus Box: On the back of this paper, glue the wants that Rodney was not able to bring on his trip. Write a sentence beside each picture telling why he might have wanted to bring it along.

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radio 	comic book 	deck of cards 	granola bar 	hat 	water 
hiking boots 	jacket 	beach ball 	sunglasses 	tent 	trail mix 

Choice Board Activity

Unit/Theme: Down to Basics

Choose 3 squares in a row to complete!

<p>Create a paragraph describing one basic you could not live without and why.</p>	<p>Create a Venn Diagram comparing and contrasting your basics to Rodney Raccoon's basics.</p>	<p>Pretend you are living in the Sahara Desert, what you need and why. Write a paragraph.</p>
<p>Write a menu about the food you could eat if you lived at a beach.</p>	<p>Draw a poster describing your basic needs of living in WV.</p>	<p>Draw a comic strip of Rodney Raccoon's shopping trip.</p>
<p>Write a narrative story describing your life if you lived on another planet. What would you need, how would you get it, how would you live, etc. . .</p>	<p>Write a paragraph describing a time when you did not have a basic need.</p>	<p>Draw a comic strip showing a recent trip to a store (Walmart, IGA, etc. . .)</p>

3rd Grade Art: Reimagined Time

Name: _____ Date _____ Homeroom Teacher _____

Day 1

I can explore portrait, illustration and architecture as subject matter for art. (VA.O. 3.3.0.)

Activity:

The student will create a superhero and draw a comic strip. (Use examples of proportion and architecture) _____ Parent/guardian signature

Day 2

I can create patterns using line, shape, and or color, e.g., weaving, surface design.

Activity:

The student will draw snowflakes and a winter scene using line, shape, pattern and color.

_____ Parent/guardian signature

Day 3

I can use architecture in my local environment as subject matter. (VA.O 3.3.02)

Activity:

The student will go outside or look out his or her window and draw the building he or she sees.

The student will go outside and draw his or her house. _____ Parent/guardian signature

Day 4

I can create a three-dimensional model and or and architectural structure. (VA.O. 3.3.04)

Activity:

The student will create a three- dimensional model using found objects in his or her home. Use paper towel tubes, small empty cereal boxes, small, empty cans. After assembling the structure, the student will draw a picture of the finished product. _____ Parent/guardian signature

Day 5

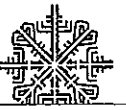
I can create illustrations for a story. (VA.0.3.3.05)

Activity:

The student will re-read his or her current reading- text story and create 6-8 illustrations for the story using sequencing. _____ Parent/guardian signature



MUSIC



REIMAGINED TIME - DAY 3

Name _____ Homeroom _____

GRADE 3 - 5

Body Percussion and Composition

CSO MU.O.GM3-5.1.2, MU.O.GM3-5.1.9, MU.O.GM3-5.1.9

I can create music using my body and found sound objects.
I can notate music.

Choose one activity or activities that total for 15 min.. Have a parent or gardian sign and date your completed activity.

- Explore different sounds your body can make, try clapping, snapping, stomping and other sounds. Organize these sounds into rhythm patterns that you can play along with a favorite song on your music player. _____ date _____
parent/guardian signature
- Find interesting sounds around the house. *example:* Boxes, plastic bowls, spoons, pots & pans. Do not choose anything breakable. Organize these sounds into different rhythm patterns. Keep a steady beat and try to play different patterns.
_____ date _____
parent/guardian signature
- Notate your rhythms with notes and rests or graphicly as pictures. _____ date _____
parent/guardian signature

Clay County Physical Education Reimagined Time (Snow Packet) For Elementary Students (3rd)

Clay County Schools Elementary Physical Education teachers have compiled a list of activities that your child can complete while at home. The list consist of exercises, stretches and cardio activities. It is suggested that children have 60 minutes of physical education a day. However, our goal is for children to get 30 minutes of exercise a day and we want to keep that going during snow days.

I can actively engage in physical activities

I can engage in moderate to multiple activities in a variety of settings.

I can work independently on my fitness level.

Stretches (Pick three) (minimum of 1 minutes per stretch)

Make sure to stretch before getting started so our body is prepared for the activity. (Do 20 of each stretch)

Arm circles	Butterflies	Toe touches	Shoulder stretch	Trunk lift	Hurdler stretch	Calf raises
V stretch						

Exercises (Pick two) (minimum of 2 minutes per exercise)

We want to keep our body strength up and these will help us. (Do 20 of exercises)

Push-ups	Set-up	Windmills	Jumping jacks	One legged jumps	leg raises
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Cardio (Pick one) (minimum of 2 minutes per cardio activity)

These will keep us in shape. (Do three one minute periods with breaks in between)

Skipping	Galloping	Hopping	Side to side hops	Lunges	Running in place
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Activities (Pick two) (minimum of 10 minutes per activity)

Make and obstacle course and run through it.	Turn on some music and dance.	Make a snowman.
Jump rope.	Use a hula hoop.	Make a snow angel.
Find three object's that can be used for juggling and juggle.	Find a balloon and see how long you can keep it in the air.	Website gonoodle.com
Practicing balancing on one foot then try the other one.	Shovel the drive way.	Cup stacking
Have a snowball distance throw	Go sledding	Other

Signature: _____

Date: _____

List Stretches: _____

List exercises: _____

List Activities: _____