

# 3<sup>rd</sup> Grade

Snow

Packet

Day 4

**SNOW DAY PACKET DAY #4**

**Teacher will SCORE \_\_\_\_\_**

**NAME \_\_\_\_\_**

**DATE \_\_\_\_\_**

**Reading:**

- Complete the "Magnets" passage and questions **Page 1-4 \_\_\_\_\_**
  - 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 5 \_\_\_\_\_**
- Challenge paragraph – Write directions on how you did "Make a Temporary Magnet" **Page 2 \_\_\_\_\_**

**English:**

- Complete page of Exclamations and Commands **Page 6 \_\_\_\_\_**

**Math:**

- Complete Math Minute #21 **Page 7 \_\_\_\_\_**
- Complete Practice #6 word problem page **Page 8 \_\_\_\_\_**
- Complete Multiplication activity **Page 9 \_\_\_\_\_**

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

- Read "Through the Year" **Page 10 \_\_\_\_\_**
- Perform the Movements **Page 10 \_\_\_\_\_**

**Social Studies:**

- Complete "The World of Work" activity **Page 11 \_\_\_\_\_**
- Complete Bonus Box activity **Page 11 \_\_\_\_\_**

**PARENT SIGNATURE \_\_\_\_\_**

# Magnets

A magnet is an object that can attract (pull toward itself) or repel (push away) other objects. These objects must contain iron.

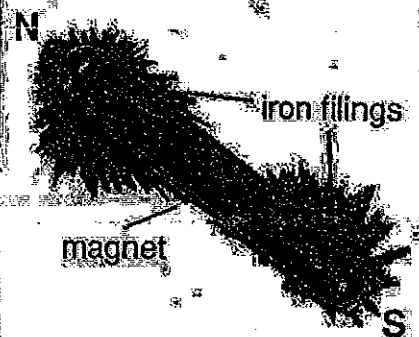
The force (push or pull) of a magnet is the strongest at its poles (the two ends). If a magnet is hanging loosely from something, the ends will point toward the Earth's poles. One end will point toward the North Pole. The other end will point toward the South Pole. A magnetic field surrounds the magnet. This is the space where the force of the magnet can be felt.

What will happen if you bring two magnets close together? The opposite poles will attract each other. That means that the south pole of one magnet will attract the north pole of the other magnet. If you put the same poles together, they will repel each other.

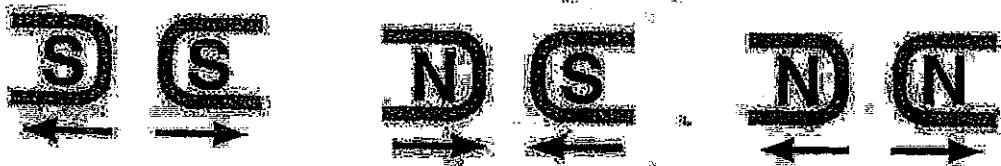
Everything that sticks to a magnet is metal, but not all metals stick to a magnet.



A Magnetic Field

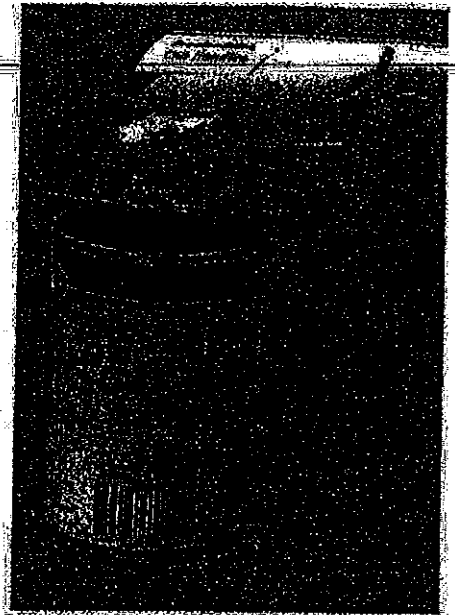


The magnetic field is strongest at the poles.



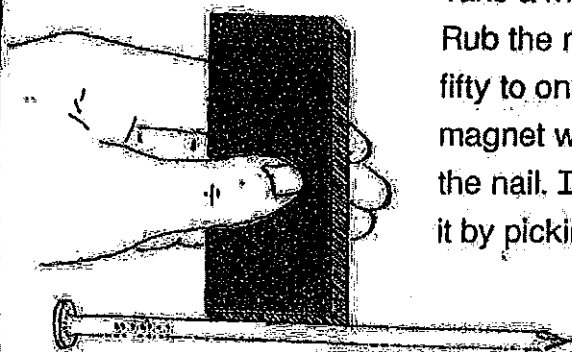
If you cut a magnet in half, each of the new magnets will have a north pole and a south pole. No matter how many times the magnet is cut, each piece will have both poles.

Magnets are used by businesses and in homes every day. Magnets are a part of telephones and computers. Can openers have magnets to hold the can in place. Refrigerator doors have magnets to keep them closed. Magnets are used to make doorbells ring and to turn machines such as washers off and on. Large, powerful magnets are used in junkyards to lift heavy objects.

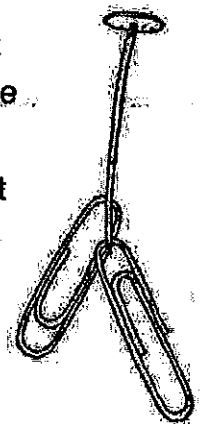


A magnet holds the can in place when you are using the can opener.

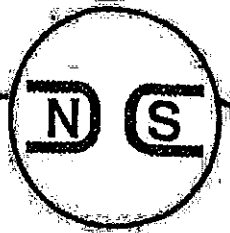
### Make a Temporary Magnet



Take a magnet. Rub it across a nail. Rub the nail in one direction only. Rub it fifty to one hundred times. The pull of the magnet will slowly line up the atoms in the nail. It will become magnetized. Test it by picking up one or more paper clips.



Name \_\_\_\_\_



## Questions about Magnets

1. What is a magnet?

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2. Where is the force of a magnet the strongest?

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3. What metal is attracted to magnets? \_\_\_\_\_

4. Circle the places magnets are used.

to hold the can in a can opener

to peel an apple

to keep the refrigerator door closed

to keep the classroom door closed

in a computer.

in a telephone

to fasten a jacket

5. Which of these magnets will be attracted to each other?



3

Name \_\_\_\_\_



## Vocabulary

Write each word by its meaning.

attract

magnet

repel

poles

magnetic field

iron

1. a kind of metal that is attracted to a magnet
2. to pull toward itself
3. to push away
4. the two ends of a magnet
5. the space around a magnet where the force can be felt
6. an object that can attract or repel other objects

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

## Cursive Writing Worksheets: Sentences

Write the sentences:

*A long trip begins with a single step.*

*To have a good friend, be a good friend.*

*Mistakes are proof that you are trying.*

A sentence tells a complete thought. It tells who or what and it tells what happens.

# EXCLAMATIONS AND COMMANDS

A. Draw a line between the words in Column A and Column B to form complete sentences. Then write the complete sentences on the lines below. Remember to add an exclamation mark or a period.

### Column A

There's a

Look at

Pack

### Column B

the buffaloes

your toys and games

Gila monster at the airport

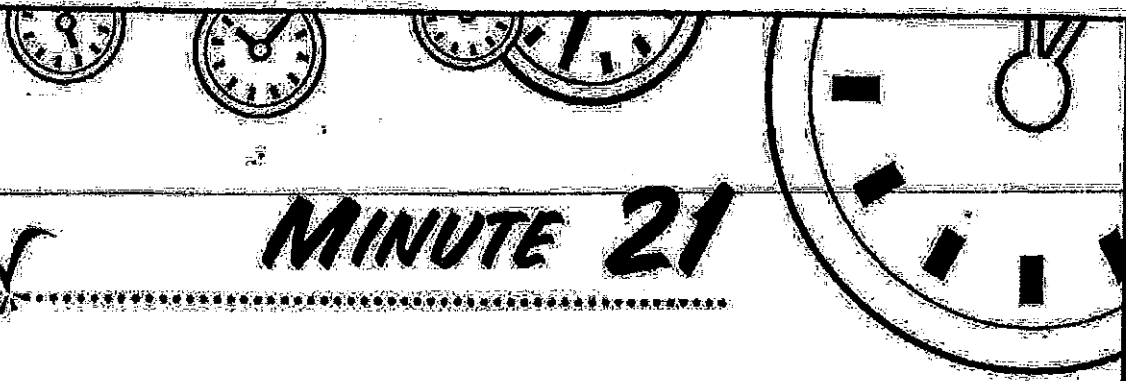
1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

B. Write *sentence* after each complete thought. Write *not a sentence* after each incomplete thought. Then make each incomplete thought into a sentence.

1. I ate a salami sandwich. \_\_\_\_\_
2. I like to ride horses. \_\_\_\_\_
3. Subway driver. \_\_\_\_\_
4. There are horned toads. \_\_\_\_\_
5. Kids on our street \_\_\_\_\_
6. We are moving tomorrow. \_\_\_\_\_

6





# MINUTE 21

NAME \_\_\_\_\_

1.  $3 \times 3 =$

2. Write 42, 420, 242, and 24 in order from least to greatest.

\_\_\_\_\_

3. 
$$\begin{array}{r} 54 \\ -33 \\ \hline \end{array}$$

4. There are four angles and \_\_\_\_\_ sides on a rectangle.

5. 
$$\begin{array}{r} 53 \\ +10 \\ \hline \end{array}$$

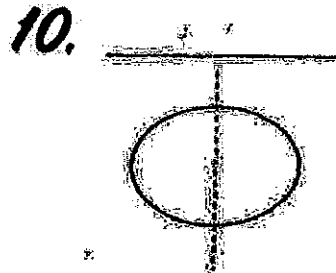
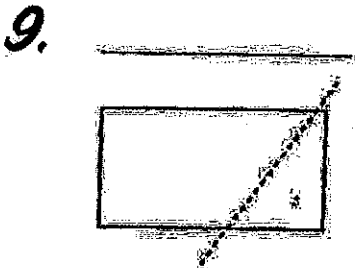
6. Circle the abbreviation for inch: ft yd in.

7.  $6 \div 3 =$



8. Haley bought 14 caramels and 12 mints. How many pieces of candy did she buy in all? \_\_\_\_\_ pieces of candy

In questions 9 and 10, is this a line of symmetry? Write *yes* or *no*.



7

# Practice 6



Solve each word problem.

1. Ronnie had 9,131 pennies in his piggy bank. He rolled 9,050 of the pennies. How many pennies does Ronnie have left?

$$\begin{array}{r} 9,131 \\ - 9,050 \\ \hline \end{array}$$

Ronnie has \_\_\_\_\_ pennies left.

2. Matthew Henson was born in 1866 and died in 1955. How old was Matthew Henson when he died?

Matthew Henson was \_\_\_\_\_ years old when he died.

3. Frederick Douglass was born in 1817 and died in 1895. How old was Frederick Douglass when he died?

Frederick Douglass was \_\_\_\_\_ years old when he died.

4. Jim Brown rushed for 12,312 yards. Franco Harris rushed for 12,120 yards. How many more yards did Jim Brown rush?

Jim Brown rushed \_\_\_\_\_ more yards.

5. Sharnelle's house number is 3197. Vance's house number is 364 lower than Sharnelle's. What is Vance's house number?

Vance's house number is \_\_\_\_\_

6. Bert needs to drive his truck to its next destination 5,145 miles away. He has already driven 3,728 miles. How many miles does Bert have left to drive?

Bert has \_\_\_\_\_ miles left to drive.

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

Score : \_\_\_\_\_

Teacher : \_\_\_\_\_

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

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

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

$$\begin{array}{r} 3 \\ \times 4 \\ \hline \end{array}$$

$$\begin{array}{r} 7 \\ \times 1 \\ \hline \end{array}$$

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

$$\begin{array}{r} 6 \\ \times 5 \\ \hline \end{array}$$

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

$$\begin{array}{r} 3 \\ \times 5 \\ \hline \end{array}$$

$$\begin{array}{r} 3 \\ \times 6 \\ \hline \end{array}$$

$$\begin{array}{r} 5 \\ \times 2 \\ \hline \end{array}$$

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

$$\begin{array}{r} 5 \\ \times 8 \\ \hline \end{array}$$

$$\begin{array}{r} 7 \\ \times 9 \\ \hline \end{array}$$

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

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

$$\begin{array}{r} 8 \\ \times 5 \\ \hline \end{array}$$

$$\begin{array}{r} 3 \\ \times 2 \\ \hline \end{array}$$

$$\begin{array}{r} 6 \\ \times 4 \\ \hline \end{array}$$

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

$$\begin{array}{r} 5 \\ \times 8 \\ \hline \end{array}$$

$$\begin{array}{r} 7 \\ \times 2 \\ \hline \end{array}$$

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

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

$$\begin{array}{r} 5 \\ \times 6 \\ \hline \end{array}$$

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

$$\begin{array}{r} 5 \\ \times 8 \\ \hline \end{array}$$

$$\begin{array}{r} 6 \\ \times 2 \\ \hline \end{array}$$

$$\begin{array}{r} 5 \\ \times 2 \\ \hline \end{array}$$

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

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



# Through the Year



## The Months Sara Coleridge



January brings the snow,  
Makes our feet and fingers glow.

(Stamp your feet and rub your hands.)

February brings the rain,  
Thaws the frozen lake again.

(Pretend to open an umbrella.)

March brings breezes, loud and shrill,  
Stirs the dancing daffodil.

(Pretend to walk in a strong wind.)

April brings the primrose sweet,  
Scatters daisies at our feet.

(Pretend to pick some flowers.)

May brings flocks of pretty lambs  
Skipping by their fleecy dams.

(Skip.)

June brings tulips, lilies, roses,  
Fills the children's hands with posies.

(Pretend to be smelling flowers.)

Hot July brings cooling showers,  
Apricots and gillyflowers.

(Stretch arms as though cooling off in the rain.)

August brings the sheaves of corn  
Then the harvest home is borne.

(Pretend to husk an ear of corn.)

Warm September brings the fruit,  
Sportsmen then begin to shoot.

(Pretend to pick apples from a tree.)

Fresh October brings the pheasant;  
Then to gather nuts is pleasant.

(Pretend you are cracking a walnut.)

Dull November brings the blast;  
Then the leaves are whirling fast.

(Whirl like a leaf in the wind.)

Chill December brings the sleet,  
Blazing fire, and Christmas treat.

(Pretend to warm your hands.)

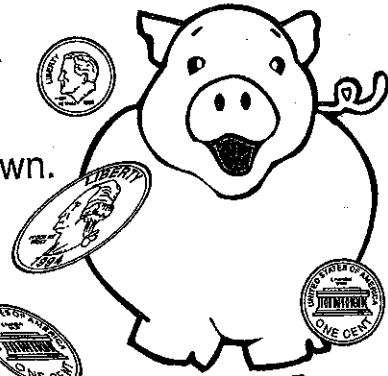
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Write a two-line rhyme about your favorite month.

Name \_\_\_\_\_

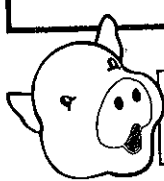
# The World Of Work

Read the newspaper pages below.  
 Make a wish list of things you would like to do at Fun Town.  
 Then make another list of ways to earn the money.

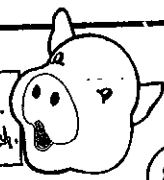


Entertainment Section	Help-Wanted Section
<p><b>Now Open</b> <b>FUN TOWN!</b>            Come see us for fun!</p> <p>Movie ticket ..... \$3.00            Bowling ..... \$3.00            Video tokens ..... \$5.00            Face painting ..... \$2.00            Pizza &amp; soda ..... \$4.00            Ice cream ..... \$1.00</p>	<p>Now hiring part-time help.</p> <p>Wash dishes ..... \$1.00            Rake leaves ..... \$5.00            Weed garden ..... \$3.00            Sweep and mop .. \$4.00            Walk the dog ..... \$2.00            Dust furniture ..... \$1.00            Fold laundry ..... \$2.00            Water plants ..... \$2.00</p>

My Wish List	Cost	Ways To Earn Money	Payment
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
<b>Total</b>	\$ _____	<b>Total</b>	\$ _____



**Bonus Box:** On the back of this paper, write about something you would like to have. Then explain how you could earn the money for it, and draw a picture to match.



# 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 4

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 (3<sup>rd</sup>)

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
--

### 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: \_\_\_\_\_