



## Distance Learning Packet

### 3<sup>rd</sup> Grade

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The Long County School System administrators and faculty understand that our students and families are experiencing difficult and uncertain times. The attached learning opportunities have been created by your child's teachers to provide educational review and practice activities. We understand that our students do not have direct access to the instructional support of their teachers, so we are asking students to complete these learning activities to the best of their abilities without creating undue anxiety or hardships.

#### Updates and Information

Long County Schools: <https://www.longcountyps.com/>

McClelland Elementary: <https://www.meslongco.com/>

<https://www.facebook.com/MESLongCo/>

# Free Educational Websites

1). Switcheroo Zoo

Site address: [www.switcheroozoo.com](http://www.switcheroozoo.com)

2). Nat Geo for Kids

Site address: [www.kids.nationalgeographic.com](http://www.kids.nationalgeographic.com)

3). Into the Book

Site address: [www.reading.ecb.org](http://www.reading.ecb.org)

4). Suessville

Site address: [www.seussville.com](http://www.seussville.com)

5). How Stuff Works

Site address: <https://www.howstuffworks.com/>

6). Fun Brain

Site address: [www.funbrain.com](http://www.funbrain.com)

7). PBS Kids

Site address: [www.pbs.org](http://www.pbs.org)

8). Scholastic Learn at Home

Site address: <https://classroommagazines.scholastic.com/support/learnathome.html>

9). Storyline online

Site address: [www.storylineonline.net](http://www.storylineonline.net)

10). Highlights Kids

Site address: [www.highlightskids.com](http://www.highlightskids.com)

# "The Lost Kitten"

## Understand It!

Answer the following questions after reading:

Sara loved kittens. She loved them almost as much as she loved her mom and dad. But there was a problem. Sara could not have her own kitten. Her mom was **allergic** to kittens. Every time her mom was near a kitten she started to sneeze. Her cheeks turned bright red and her eyes got **puffy**. Sara was sad about not being able to have a kitten. But she understood. One day Sara and her mom went to the store. When they got out of the car a kitten came **darting** up to Sara. The kitten purred and purred at Sara. Sara looked at her mom, wanting to ask if they could keep the kitten. Sara's mom told her to **scoop** up the kitten. They would make sure to find it a good home. The next day Sara's **neighbors** decided to keep the kitten. Now Sara can see it any time she wants. It's just like having her own kitten.

1. The main idea was...
  - a. going to the store
  - b. sneezing
  - c. getting Sara a kitten
  - d. puffy eyes
2. I predict Sara's mom would be \_\_\_ if the kitten lived with them.
  - a. allergic
  - b. happy
  - c. excited
  - d. healthy
3. Why didn't Sara ask to keep the kitten?
  - a. she was scared of cats
  - b. she didn't like cats
  - c. she thinks cats are mean
  - d. she knew her mom was allergic
4. Which word below best describes Sara's mom?
  - a. selfish
  - b. loving
  - c. mean
  - d. frustrated

**Word Work** Color the words in the passage that match each category below:



Contractions



Plurals



Adjectives



Proper Nouns

**Vocabulary** Copy the 5 **bold** words from the passage. Use context clues and what you know to define each word:

1	_____	_____
2	_____	_____
3	_____	_____
4	_____	_____
5	_____	_____

# Comprehension: Thinking Deeper About Fiction

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

Passage Title: \_\_\_\_\_ Passage Number: \_\_\_\_\_

Directions: Think deeper about the passage to answer the questions below.

-----

What is your opinion of the story? Why?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



Who is telling the story? How do you know?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



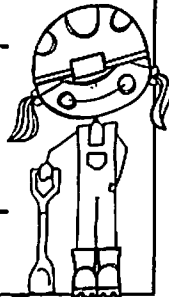
How would you have acted in the story? Why?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



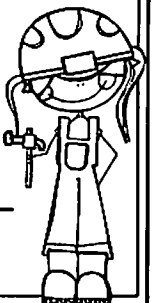
How are you alike and different from the main character?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



What big ideas can you infer and use in your own life?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



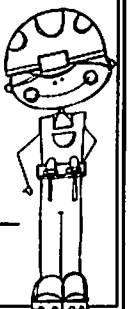
How did the characters change over time?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



# "A Surprise in the park"

Trey, Sam, and Matt were playing hide-and-seek in the park after school. Trey started counting to 100 as Matt and Sam ran off to hide. Sam was great at finding the best hiding places. It always took Trey and Matt forever to find him. But this time was different. Before Trey could count to 100 he heard Sam shout at the top of his lungs. He was **hollering** for Trey and Matt to hurry over. He didn't even pretend to hide. Trey and Matt looked at each other funny before running over. Sam didn't say anything when they got there. He **simply** pointed at the ground. There was a **fossil** in the dirt. It **appeared** to be a dinosaur foot! The boys rushed the fossil to their teacher the next day. Their teacher **confirmed** it was a dinosaur fossil. The boys went back to hunt for more fossils. But they never found another fossil again.

## Understand It!

Answer the following questions after reading:

- The word 'pretend' in the passage means...
  - really do something
  - hide
  - make believe
  - be quiet
- They probably found the fossil because...
  - the dirt washed away
  - it was hard to see
  - it was old
  - they were looking for fossils
- Finding a dinosaur fossil is the same as...
  - any other day
  - going on vacation
  - an unexpected surprise
  - following a routine
- What is the most important event?
  - pointing at the fossil
  - going to school
  - looking for fossils
  - finding the fossil

**Word Work** Color the words in the passage that match each category below:



Words with suffixes



Words with 2 vowels together



Words that end with a vowel



Conjunctions

## Vocabulary

Copy the 5 **bold** words from the passage. Use context clues and what you know to define each word:

1	_____	_____
2	_____	_____
3	_____	_____
4	_____	_____
5	_____	_____

# Comprehension: Thinking Deeper About Fiction

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

Passage Title: \_\_\_\_\_ Passage Number: \_\_\_\_\_

Directions: Think deeper about the passage to answer the questions below.

-----

What is your opinion of the story? Why?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



Who is telling the story? How do you know?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



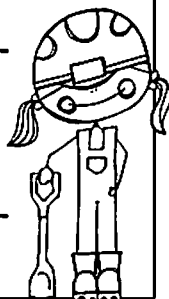
How would you have acted in the story? Why?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



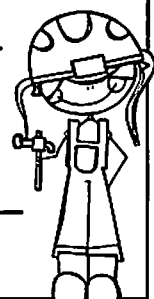
How are you alike and different from the main character?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



What big ideas can you infer and use in your own life?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



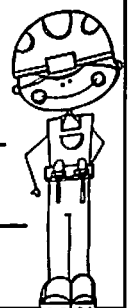
How did the characters change over time?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



# "career week"

## Understand It!

Answer the following questions after reading:

It's **career** week at school. All week adults from our **community** have come to visit our class and tell us what they do for a living. There was a banker, a firefighter, a police officer, and a dentist. My favorite was the banker because I loved learning about the **vault** and where all that money goes in the bank! Today was the last day of career day and everyone got to dress up as something they wanted to be when they grow up. I **struggled** with what to dress up as. At first I thought a librarian because I love to read. Then I thought a taxi driver would be fun because I could meet new people every day. I finally decided to dress up as a veterinarian because I love animals so much. I asked my teacher if I could bring my dog and she said no way. I chose to bring my stuffed animal dog **instead**. It was a really fun day!

1. The words 'dress up' in the passage means...
  - a. wear something special
  - b. wear a uniform
  - c. wear a dress or suit
  - d. wear gym clothes
2. Most kids probably ----- career.
  - a. have chosen a
  - b. think a lot about a
  - c. haven't chosen a
  - d. worry about a
3. A Banker's job is...
  - a. fighting fires
  - b. keeping money safe
  - c. organizing books
  - d. protecting animals
4. What is the most important idea?
  - a. careers don't matter
  - b. you must pick a career
  - c. taxi drivers are the best
  - d. there are many types of careers

**Word Work** Color the words in the passage that match each category below:



Words with suffixes



Words with 2 vowels together



Words that end with a vowel



Conjunctions

## Vocabulary

Copy the 5 **bold** words from the passage. Use context clues and what you know to define each word:

1 \_\_\_\_\_

2 \_\_\_\_\_

3 \_\_\_\_\_

4 \_\_\_\_\_

5 \_\_\_\_\_

# Comprehension: Thinking Deeper About Fiction

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

Passage Title: \_\_\_\_\_ Passage Number: \_\_\_\_\_

Directions: Think deeper about the passage to answer the questions below.


What is your opinion of the story? Why?

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Who is telling the story? How do you know?

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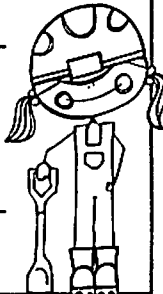
How would you have acted in the story? Why?

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How are you alike and different from the main character?

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What big ideas can you infer and use in your own life?

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How did the characters change over time?

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# "North America"

## Understand It!

Answer the following questions after reading:

North America is one of seven **continents** in the world. Did you know there are over 20 different countries in North America? The three biggest countries in North America are The United States, Canada, and Mexico. Greenland is the world's largest **island** and it is part of North America too! **Countless** rivers **flow** through different parts of North America. The biggest rivers most people know about are the Mississippi River, Colorado River, Ohio River, and Hudson River. Almost all of these rivers help divide states. All of them provide important ways for supplies to move from one place to the next. Way back before airplanes or even trains, people **relied** on moving things they needed up and down these mighty rivers. It's important to learn about the world. North America is just one continent we can learn about.

1. Which is an example of descriptive language?
  - a. move from one place
  - b. the biggest rivers are
  - c. mighty rivers
  - d. help divide states
2. The biggest fact from the text is...
  - a. There are rivers
  - b. There are countries
  - c. rivers divide states
  - d. North America is one of seven continents
3. One small fact from the text is...
  - a. Greenland is an island
  - b. rivers aren't needed
  - c. there are few rivers
  - d. there are 3 countries in North America
4. How are rivers helpful?
  - a. they carry diseases
  - b. they dry out
  - c. they flood
  - d. they divide land

**Word Work** Color the words in the passage that match each category below:



Descriptive language



Pronouns



Words with 3 or more syllables



Action verbs

**Vocabulary** Copy the 5 **bold** words from the passage. Use context clues and what you know to define each word:

1

\_\_\_\_\_

2

\_\_\_\_\_

3

\_\_\_\_\_

4

\_\_\_\_\_

5

\_\_\_\_\_

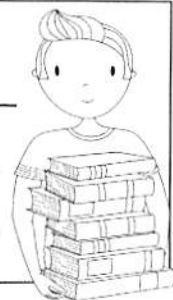
# Comprehension: Retelling Nonfiction

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

Passage Title: \_\_\_\_\_ Passage Number: \_\_\_\_\_

Directions: Think carefully about the passage to answer the questions below.

What was the main topic? \_\_\_\_\_



What were some key facts? \_\_\_\_\_



What are some new things you learned? \_\_\_\_\_



Describe the setting. \_\_\_\_\_



What were some new words you learned? \_\_\_\_\_



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

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

# Mixed Skills Word Study Learning Check

## Part 1: Nouns

Directions: Write the plural form of each noun.

1. child \_\_\_\_\_
2. friend \_\_\_\_\_
3. baby \_\_\_\_\_
4. lunch \_\_\_\_\_
5. bike \_\_\_\_\_

## Part 2: Verbs

Directions: Write the past tense form of each verb.

6. run \_\_\_\_\_
7. write \_\_\_\_\_
8. talk \_\_\_\_\_
9. smile \_\_\_\_\_
10. say \_\_\_\_\_

## Part 3: Subject-Verb Agreement

Directions: Choose the correct verb form that best completes the sentence.

11. My sister \_\_\_\_\_ on the track team at her school. (run, runs)
12. The car \_\_\_\_\_ slowly down the road. (drive, drives)
13. Lena and Jade \_\_\_\_\_ the ball back and forth. (throw, throws)
14. Our class \_\_\_\_\_ quietly at lunch. (talk, talks)
15. Third grade teachers \_\_\_\_\_ all the subjects. (teach, teaches)

## Part 4: Pronoun-Antecedent Agreement

Directions: Circle the pronoun and draw an arrow to the noun to which it refers.

16. The boy completed a puzzle at the library while he waited to be picked up.
17. Johnna attended the football game on Saturday with her friends.
18. My family and I played hide-and-go-seek and we had so much fun.

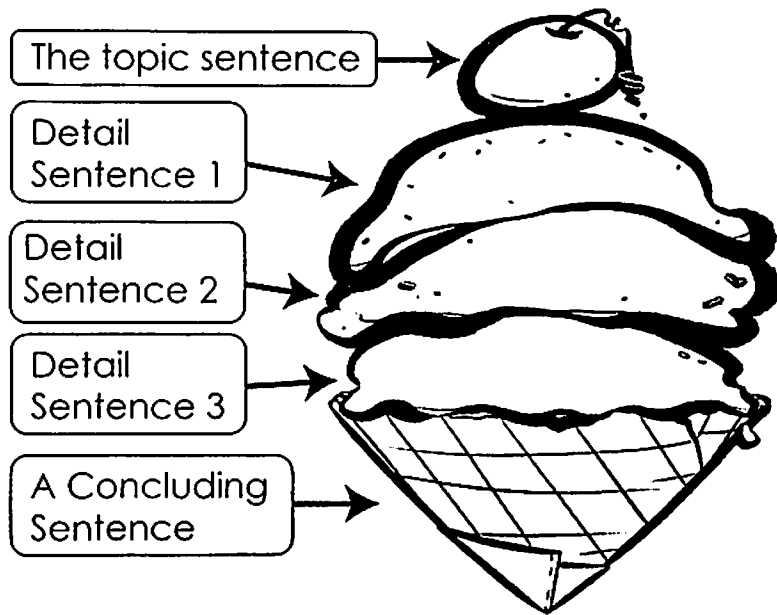
## Part 5: Possessives

Directions: Write the correct possessive form for the given phrase.

20. the toys of the baby
21. the teacher of the class
22. the flowers of the gardens
23. the jobs of the women

## Most paragraphs include 3 major parts:

1. **The topic sentence**...the main idea of the paragraph where a hook can be used.
2. **Detail sentences**...Parts that add details to the main idea, including examples or evidence that support the topic. Transition words help the sentences flow.
3. **A concluding sentence**...wrap up the main idea and lead into the next paragraph.



**Directions:** Think about a nonfiction topic you know a lot about. What is the main idea of that topic? Create a topic sentence stating the main idea. Add 3 sentences that support the main idea. Include evidence or examples that best match your main idea. End your paragraph with a concluding sentence that wraps up or summarizing the facts about your main idea. Don't forget to indent!

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Name \_\_\_\_\_ # \_\_\_\_\_

# Math See and Do #171

## Addition

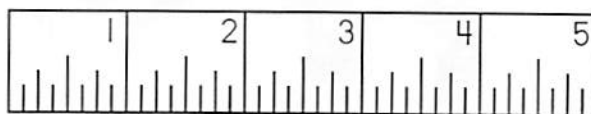
Add the following.



$$\begin{array}{r} 67 \\ 72 \\ + 19 \\ \hline \end{array} \quad \begin{array}{r} 83 \\ 24 \\ + 17 \\ \hline \end{array} \quad \begin{array}{r} 87 \\ 23 \\ + 56 \\ \hline \end{array}$$

## Measurement

How long is this object?



about \_\_\_\_\_ inches

## Charts/Graphs/Tables/Data

How many light bulbs did Gina turn on?

Light Bulbs

Steph			
Gina			
Rachel			

Key: Each = 10 light bulbs

## Multiplication

Multiply the following.

$$40 \times 7 = \square$$

$$70 \times \square = 140$$

$$\square \times 6 = 240$$

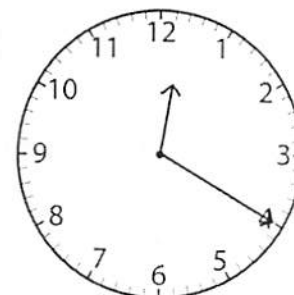
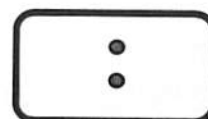
## Balancing Equations

Write the missing number to make this equation true.

$$492 - \square = 196 - 134$$

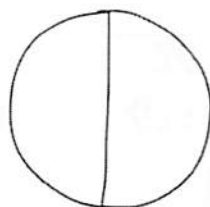
## Time

What time was it 5 hours and 10 minutes ago?



## Fractions

one-half is piece of the whole.



## Perimeter/Area

The perimeter of a triangle is 39 cm. The lengths of two sides of the triangle are 11 cm. and 14 cm. What is the length of the third side?

## Word Problems

Dale is building a 9 level building. He takes all his blocks and uses 10 blocks for each level. If he had used 9 blocks instead of 10, how many levels can he build?

Name \_\_\_\_\_ # \_\_\_\_\_

# Math See and Do #172

## Subtraction

Subtract the following.

$$\begin{array}{r} 583 \\ - 28 \\ \hline \end{array} \quad \begin{array}{r} 213 \\ - 43 \\ \hline \end{array} \quad \begin{array}{r} 625 \\ - 26 \\ \hline \end{array}$$



## Rounding

Round the following number to the nearest hundred.



## Number Patterns

The rule for the pattern in the table shown here is:

- ☐ Divide by 5.
- ☐ Subtract 5.
- ☐ Add 5.

Input	Output
260	255
259	254
258	253
257	252

## Division

Solve the following problems.

$$81 \div 9 = \boxed{\phantom{00}}$$

$$48 \div 8 = \boxed{\phantom{00}}$$

$$42 \div 7 = \boxed{\phantom{00}}$$

## Mixed Operations

Compare using  $<$ ,  $>$ , or  $=$ .

$$476 - 322 \quad \bigcirc \quad 336 + 563$$

## Time

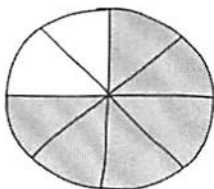
Zacharia played the drums for 13 minutes. Then he read for 25 minutes. Zacharia finished reading at 4:20 P.M. At what time did Zacharia begin playing the drums?



## Fractions

Write the fraction.

six of the eight equal parts



## Geometry

How many right angles does this shape have?

- ☐ 0
- ☐ 1
- ☐ 2
- ☐ 3



## Word Problems

Gianna made a bowl of Lucky Charms cereal. She counted 78 consonants and 45 vowels. After eating some of the cereal, she counted only 37 letters. How many letters did Gianna eat?

Name \_\_\_\_\_ # \_\_\_\_\_

# Math See and Do #173

## Addition

Add the following.

$$\begin{array}{r} 267 \\ + 7 \\ \hline \end{array} \quad \begin{array}{r} 602 \\ + 9 \\ \hline \end{array} \quad \begin{array}{r} 717 \\ + 8 \\ \hline \end{array}$$



## Measurement

Giovanni wants to find the mass of a crayon. Which unit should he use?

- ☐ inch
- ☐ kilogram
- ☐ gram
- ☐ liter



## Charts/Graphs/Tables/Data

How many more puppies were there than kittens?

Types of Baby Animals	# of Animals
puppies	125
joeys	23
kittens	73
kids	26

## Multiplication

Write the missing factors.

$$27 = 3 \times \square$$

$$4 \times \square = 16$$

$$\square \times 7 = 28$$

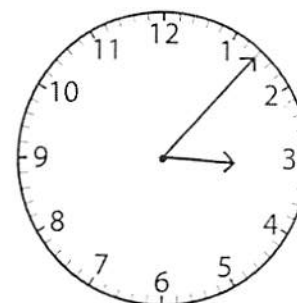
## Balancing Equations

Write the missing number to make this equation true.

$$766 + 139 = \square - 18$$

## Time

Write the time shown below.



## Fractions

A pizza is cut into 8 slices. If David ate two slices and his friend ate one slice, what part of the pizza did they eat?

## Perimeter/Area

Morganne wants to build a square bookshelf for her bedroom. If one of the sides equals 9 feet, what would be the area of her new bookshelf?

## Word Problems

Lily earned 6 extra minutes of recess every day for the past 9 days. Today, however, she earned 45 extra minutes of recess. How many minutes of extra recess did Lily earn?

Name \_\_\_\_\_ # \_\_\_\_\_

## Math See and Do #174

**Subtraction**

Subtract the following.



$$\begin{array}{r} 684 \\ - 291 \\ \hline \end{array} \quad \begin{array}{r} 568 \\ - 492 \\ \hline \end{array} \quad \begin{array}{r} 789 \\ - 366 \\ \hline \end{array}$$

**Rounding**

Round the following number to the nearest ten.

**Number Patterns**

The table shows how many edges on a triangle. Which rule describes the pattern shown in the table?

Triangles	3	4	5	6	7
Edges	9	12	15	18	21

- ☐ Add 3.  
☐ Multiply by 3.  
☐ Subtract 6.  
☐ Multiply by 2.

**Division- Partition Model**

42 carrot plants are to be planted in 6 equal rows. How many carrots are to be planted in each row?

**Mixed Operations**

Solve.

$$698 - 517 + 203 =$$

**Time**

Emily needed to meet her dad for lunch at a quarter past noon. What time did Emily meet her dad?

**Fractions**

Continue the pattern.

$$\frac{1}{3} \quad \frac{2}{6} \quad \frac{4}{12} \quad \frac{8}{24} \quad -$$

**Geometry**

Identify the following.

- ☐ point  
☐ line  
☐ line segment  
☐ ray

**Word Problems**

Jason went shopping and used all of his money. He bought 2 gifts for \$9 each. If he had bought 9 gifts instead, then how much would each gift have cost?



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

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

# Word Problems Learning Check

**Directions:** Solve the problems below. Be sure to show your work!

1. A group of friends had money to spend at the store on summer toys. They bought bags of water balloons and bubbles. Each bag of water balloons cost \$2.00 and each bottle of bubbles cost \$1.00. They purchased 3 bags of water balloons and 5 bottles of bubbles. How much money did they spend?

2. To prepare for swim team tryouts, Leann swam in the pool. On Monday, she swam for 24 minutes. On Tuesday, she swam for 18 minutes. On Wednesday, Thursday, and Friday, she swam for 30 minutes each day. How many minutes did Leann swim this week?

3. There were 34 people at the barbecue. 19 people are adults, and they ate hamburgers. The rest of the people are kids. If each kid ate 2 hot dogs, how many hot dogs were eaten?

4. On a beautiful day, there are 65 cars in the beach parking lot. 26 more cars parked in the parking lot before noon, but 17 cars left. How many cars are in the beach parking lot?

5. Gracie and Eleanor played in the ocean. Their mom said they could play in the water for 45 minutes. First, they jumped into the waves for 13 minutes. Then, they floated on their backs for 7 minutes. How many more minutes can they play in the ocean?

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

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

# Word Problems Learning Check

**Directions:** Solve the problems below. Be sure to show your work!

6. There are six crackers in each package. If the family brought seven packages on the road trip and had 4 crackers leftover, how many crackers did they eat?

7. Sasha made cups of lemonade to sell at her stand. She sold 9 cups of lemonade in the first hour. For each hour after that, she sold five cups. She was outside for a total of 4 hours. How many cups of lemonade did she sell?

8. The friends went strawberry picking for the birthday party. Erica picked 56 strawberries. Casey picked 47 strawberries. Katie picked 61 strawberries. Together, they ate 14 strawberries. How many strawberries did they pick all together?

9. Alyssa made 6 trays of popsicles. Each tray makes 8 popsicles. She gave 5 friends a popsicle. How many popsicles does she have left over?

10. Summer camp has 80 kids in the program. They have 15 preschoolers and 40 elementary school kids. How many middle school kids are in the program?

70	500	200	470	340	90	70	470	500	200
470	200	700	10	980	800	700	340	90	70
70	50	980	800	700	50	980	800	470	500
980	800	700	100	400	10	750	80	750	200 80
50	700	10	800	980	700 750	80	750	80	750
800	980	130	700	130	800	750	80 90	70	80 470
700	50	800	130	10	700	310	470	500	340
310	10	980	50	130	310	20	310	200	70
20	100	700	400	800	30	310	100	20	90
100	30	400	100	30	400	100	30	400	470

# Mystery Picture - Rounding Numbers

Date \_\_\_\_\_

Name \_\_\_\_\_

**Blue**

Round the numbers to the nearest hundred.

455: \_\_\_\_\_ 244: \_\_\_\_\_

Round the numbers to the nearest ten.

72: \_\_\_\_\_ 87: \_\_\_\_\_

341: \_\_\_\_\_ 474: \_\_\_\_\_

**White**

Round the numbers to the nearest hundred.

719: \_\_\_\_\_ 775: \_\_\_\_\_

Round the numbers to the nearest ten.

12: \_\_\_\_\_ 48: \_\_\_\_\_

978: \_\_\_\_\_ 132: \_\_\_\_\_

**Black**

Round the numbers to the nearest hundred

127: \_\_\_\_\_

385: \_\_\_\_\_

Round the numbers to the nearest ten.

33: \_\_\_\_\_

**Yellow**

Round the number to the nearest ten.

83: \_\_\_\_\_

754: \_\_\_\_\_

**Gray**

Round the number to the nearest ten.

18: \_\_\_\_\_

313: \_\_\_\_\_

742	941	335	742	710	590	742	335	742	941
941	335	742	401	590	710	401	742	941	335
335	742	710	783	817	545	420	710	335	742
710	590	401	545	420	817	783	590	401	710
401	545	420	823	912	783	817	912	823	420
335	590	783	817	545	420	783	817	401	742
941	742	710	420	912	783	817	912	545	710
742	710	420	817	783	545	420	783	590	941
590	783	545	710	742	335	590	545	817	710
710	590	401	742	335	941	742	710	590	401

# Mystery Picture - Addition

Date \_\_\_\_\_

Name \_\_\_\_\_

**Yellow**

$$\begin{array}{r} 147 \\ + 188 \\ \hline \end{array}$$

$$\begin{array}{r} 558 \\ + 184 \\ \hline \end{array}$$

$$\begin{array}{r} 787 \\ + 154 \\ \hline \end{array}$$

**Red**

$$\begin{array}{r} 198 \\ + 392 \\ \hline \end{array}$$

$$\begin{array}{r} 513 \\ + 197 \\ \hline \end{array}$$

$$\begin{array}{r} 214 \\ + 187 \\ \hline \end{array}$$

**Orange**

$$\begin{array}{r} 288 \\ + 257 \\ \hline \end{array}$$

$$\begin{array}{r} 289 \\ + 494 \\ \hline \end{array}$$

$$\begin{array}{r} 127 \\ + 293 \\ \hline \end{array}$$

$$\begin{array}{r} 358 \\ + 459 \\ \hline \end{array}$$

**White**

$$\begin{array}{r} 524 \\ + 299 \\ \hline \end{array}$$

**Black**

$$\begin{array}{r} 314 \\ + 598 \\ \hline \end{array}$$

# Multiplication Facts—Skills Practice

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

Multiply by 3, 4, 6, 7, 8, and 9

Form A

1  $8 \times 3 =$  \_\_\_\_\_

2  $6 \times 5 =$  \_\_\_\_\_

3  $9 \times 6 =$  \_\_\_\_\_

4  $4 \times 3 =$  \_\_\_\_\_

5  $7 \times 7 =$  \_\_\_\_\_

6  $10 \times 8 =$  \_\_\_\_\_

7  $6 \times 7 =$  \_\_\_\_\_

8  $8 \times 5 =$  \_\_\_\_\_

9  $7 \times 8 =$  \_\_\_\_\_

10  $2 \times 7 =$  \_\_\_\_\_

11  $10 \times 3 =$  \_\_\_\_\_

12  $4 \times 4 =$  \_\_\_\_\_

13  $8 \times 8 =$  \_\_\_\_\_

14  $3 \times 5 =$  \_\_\_\_\_

15  $6 \times 9 =$  \_\_\_\_\_

16  $9 \times 2 =$  \_\_\_\_\_

17  $0 \times 7 =$  \_\_\_\_\_

18  $9 \times 8 =$  \_\_\_\_\_

19  $10 \times 9 =$  \_\_\_\_\_

20  $8 \times 7 =$  \_\_\_\_\_

21  $5 \times 4 =$  \_\_\_\_\_

22  $3 \times 3 =$  \_\_\_\_\_

23  $9 \times 4 =$  \_\_\_\_\_

24  $6 \times 1 =$  \_\_\_\_\_

25  $7 \times 9 =$  \_\_\_\_\_

26  $4 \times 6 =$  \_\_\_\_\_

27  $9 \times 9 =$  \_\_\_\_\_

28  $1 \times 4 =$  \_\_\_\_\_

29  $7 \times 10 =$  \_\_\_\_\_

30  $4 \times 8 =$  \_\_\_\_\_

31  $6 \times 2 =$  \_\_\_\_\_

32  $9 \times 5 =$  \_\_\_\_\_

33  $8 \times 6 =$  \_\_\_\_\_

34  $9 \times 7 =$  \_\_\_\_\_

35  $6 \times 6 =$  \_\_\_\_\_

36  $3 \times 7 =$  \_\_\_\_\_

37  $8 \times 9 =$  \_\_\_\_\_

38  $5 \times 7 =$  \_\_\_\_\_

39  $6 \times 3 =$  \_\_\_\_\_

40  $7 \times 4 =$  \_\_\_\_\_

41  $6 \times 10 =$  \_\_\_\_\_

42  $3 \times 9 =$  \_\_\_\_\_

## Division Facts—Skills Practice

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

Divide by 2, 5, or 10.

Form A

1  $30 \div 5 =$  \_\_\_\_\_

2  $20 \div 2 =$  \_\_\_\_\_

3  $45 \div 5 =$  \_\_\_\_\_

4  $18 \div 2 =$  \_\_\_\_\_

5  $60 \div 10 =$  \_\_\_\_\_

6  $20 \div 5 =$  \_\_\_\_\_

7  $16 \div 2 =$  \_\_\_\_\_

8  $40 \div 10 =$  \_\_\_\_\_

9  $15 \div 5 =$  \_\_\_\_\_

10  $90 \div 10 =$  \_\_\_\_\_

11  $40 \div 5 =$  \_\_\_\_\_

12  $8 \div 2 =$  \_\_\_\_\_

13  $12 \div 2 =$  \_\_\_\_\_

14  $25 \div 5 =$  \_\_\_\_\_

15  $50 \div 10 =$  \_\_\_\_\_

16  $80 \div 10 =$  \_\_\_\_\_

17  $14 \div 2 =$  \_\_\_\_\_

18  $4 \div 2 =$  \_\_\_\_\_

19  $30 \div 10 =$  \_\_\_\_\_

20  $6 \div 2 =$  \_\_\_\_\_

21  $100 \div 10 =$  \_\_\_\_\_

22  $18 \div 2 =$  \_\_\_\_\_

23  $10 \div 2 =$  \_\_\_\_\_

24  $5 \div 5 =$  \_\_\_\_\_

25  $40 \div 5 =$  \_\_\_\_\_

26  $10 \div 5 =$  \_\_\_\_\_

27  $35 \div 5 =$  \_\_\_\_\_

28  $35 \div 5 =$  \_\_\_\_\_

29  $70 \div 10 =$  \_\_\_\_\_

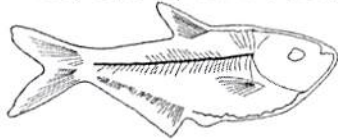
30  $45 \div 5 =$  \_\_\_\_\_

# What are Fossils?

Scientists know that the Earth is always changing. The best way to find out about these changes is to look at evidence from the past. One way that we can look at the past is by examining fossils. The word "fossil" covers a variety of preserved remains of once living organisms. These include imprints, traces, or remains of plants and animals.

When most living things die the soft parts decay. This means that they rot away with the help of bacteria and fungus. When this happens no fossils are formed. In fact, most organisms on Earth do not become fossilized. However, sometimes they do create a fossil.

Fossils are separated into four groups based on how they form. Mold fossils, cast fossils, trace fossils, and body fossils are among the most common types. Mold fossils form when a living thing dies and is buried by layers of sediment. The sediment surrounding the organism hardens. Water slowly finds it's way into the sediment and breaks down any bones, shells, and teeth. An imprint of the once living organism is left behind in the rock.



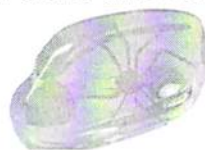
Occasionally the open area in a mold fossil will fill with dirt or mud. These new materials will harden. This creates a cast that is identical to the shape of the dead plant or animal. These are called cast fossils.



Some living things don't die and become covered with sediment to show us clues from the past. Instead they leave behind tracks. This may include a footprint left behind in soft mud. These are known as trace fossils. Trace fossils can tell a story about an animal's behaviors and activity, such as which direction they were traveling and if they were alone or with a group.



Rarely we are lucky enough to discover a body fossil. These are the fossils that you probably imagine being on display in a museum. Body fossils are rare and include the entire organism. Entire body fossils can be found in sediment, tar, or ice. Resin fossils are also included in this category. Some trees give off a very thick and sticky substance called amber. This golden-colored substance runs down the side of a tree and traps the entire organism. It slowly hardens and turns into a rock. This often happens to insects.



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

# Find the Evidence

Directions: Using the passage, find the text evidence for each question. Underline the evidence in the passage with the assigned color, then write your answer.



Create a definition for the word "fossil":

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What happens to most living things when they die?

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A cast fossil cannot exist without a mold fossil. Use evidence from the text to support this statement.

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A resin fossil is considered a body fossil. How do resin fossils form?

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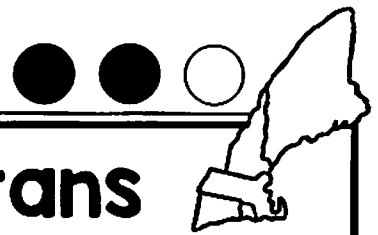
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Name: \_\_\_\_\_



# New England: The Puritans

Many people in New England were English Puritans. The Puritans came over to the New World in search of religious freedom. They believed the Church of England was too powerful. When they tried to change it, they were outcast. They sailed across the Atlantic Ocean in hopes of building a new community of their own.

In 1630, about 800 Puritans left England. One year later, 200 Puritans did not survive that first terrible winter. Many died from sickness or harsh weather. About 200 Puritans sailed back home to England. Soon, the Puritans needed more people to keep their colony in working order. However, they did not want just anyone, they wanted people who believed the same things they did. They believed in the Bible. They also valued hard work. They held town meetings to discuss business, government, and religion. They were very strict on people who did not follow their rules or believe the same way they did.



Roger Williams and Anne Hutchinson were two Puritans who were forced to leave the colony for sharing their own views. Many people followed them to establish new colonies. These became the colonies of Rhode Island and Connecticut.

Over the next several years, thousands of Puritans arrived in the Massachusetts Bay Colony. They settled up and down along the Atlantic coast. By 1679, many of them moved north and started the colony of New Hampshire. As the colonies grew, so did the need for them to unite to protect themselves.

Why did the Puritans come to the New World?

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Why did many of the Puritans not survive the first winter?

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



# Life in the New England Colonies



Life in the New England Colonies was difficult! The colonists in New England completely depended upon the natural resources available in the area. They used the lumber to build their simple homes. They ate fish and the limited crops they could grow there. New England was made up of four colonies: Massachusetts, Rhode Island, Connecticut, and New Hampshire.

## Crops:

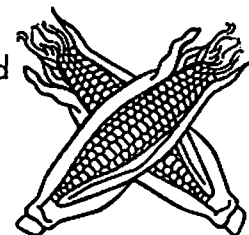
Corn was the favorite food of the day. It was boiled, dried, and ground to make everything from pudding to cornbread. Corn was often mixed with beans and squash and was called the "Three Sisters." The Native Americans often traded the "Three Sisters" with the colonists for other goods. The corn husks were braided to make moccasins and baskets. People also ate fish, turkey, chicken, duck, and deer meat. During the warm season, they picked all kinds of apples, berries, and nuts.

## Houses:

Early houses were simple wooden huts. Many families slept near the fireplace in the winter to keep warm. Later, colonists built single-story Cape Cod houses with huge fireplaces in the center.

## Responsibilities:

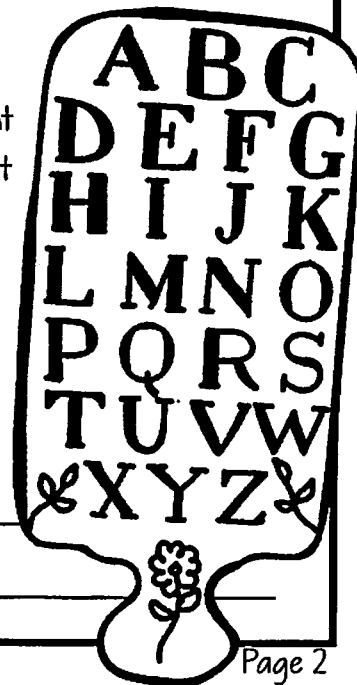
The colonists worked hard every day. Men and boys labored in the fields from dawn to dusk. They built homes, fished, hunted, and farmed the land. Girls worked at home with their mothers. They made candles and soap for the family, cooked, cleaned, and took care of the children. Everyone played an important part in the household team.



## Schooling:

Children attended a one-room school house where they were taught religion, reading, writing, and manners. The first reading book used in schools was brought over from England and was called a hornbook. However, it really wasn't a book at all. It was a sheet of paper with the alphabet, Roman numerals, and the Lord's Prayer. It was mounted on a board and covered with a transparent horn so you could see through it. School closed during the harvest season so that children could work in the fields.

Why do you think corn was an important crop for the colonists?



## Art at Home Choice Board – from Mrs. Thornton

High Tide Artists,

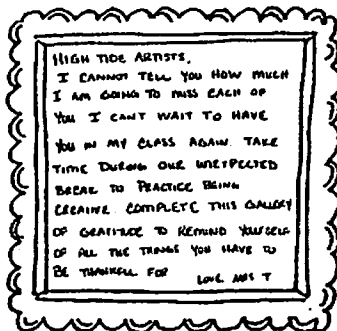
I miss all of you already. I cannot wait to see you all back in my classroom. In the meantime, I want you to continue to be creative, remember what we have learned, and have fun completing your art assignments. Complete 1-2 activities per week. Color in the box for each activity you complete. Use materials you have on hand, pencils, paper, crayons, or markers. Have a parent or guardian sign the box when you've finished your activities & bring this paper to school when we return. I would love to see how you are being creative, please feel free to send me pictures of your assignments to [lthornton@longcountyschools.org](mailto:lthornton@longcountyschools.org)

Create an Animal out of Play Doh, clay, or slime.	Draw a Picture of a friend or a family member.	Read a Book and Draw your favorite part of the story.	Draw a super cool Ice Cream Sundae.	Design a Paper Airplane. Color it with images or patterns.
Create a Chalk Drawing outside.	Make a Pattern out of objects you have around the house.	Draw your Name in bubble or block letters. Fill the letters with cool designs or patterns.	With Parents' permission Look Up 'Art with Mati and Dada' on YouTube. Watch a video about 1 of the famous Artists.	With Parents' permission Look Up 'Art for Kids Hub' on YouTube. Watch a Video & Draw Along with them.
Make a Robot from Recycled Materials or objects you have found inside or out.	Create a Craft with a family member. Make it a Spring or Summer Craft.	Draw a Really Big Hamburger with lots of crazy toppings.	Create a fun mask out of paper. Make it colorful.	Create a Sculpture out of any item. Make it as tall as you can.
Draw a Pop Tart lifting weights.	Draw a Donut caught in a rainstorm of Sprinkles.	Create a Collage of your favorite things. Use magazine photos.	Create a Puppet out of a Paper Bag.	Draw a fish swimming in something other than water.
Do a Google search for 'Op Art Hand.' See if you can create your own.	Make a list of all the words you can think of that have to do with Art. Try to think of at least 25.	Make a Color Wheel out of items in your house using the 6 main colors: Red, Orange, Yellow, Green, Blue, Purple. Take a photo of your finished color wheel	Create a picture of a wave out of outside materials (leaves, rocks, sand, sticks, flowers). Go Blue Tide!	Draw a Garden of Lollipops,
Design Your Own Emoji.	Draw your Favorite cartoon or video game character. Make sure it's school appropriate!	Use the numbers 1 through 10. Try to turn each number into a drawing.	Use all the letters from A-Z. Draw something for each letter that starts with that letter.	Create some kind of Art using a Paper Plate. Make it colorful!

Name \_\_\_\_\_ Homeroom Teacher \_\_\_\_\_

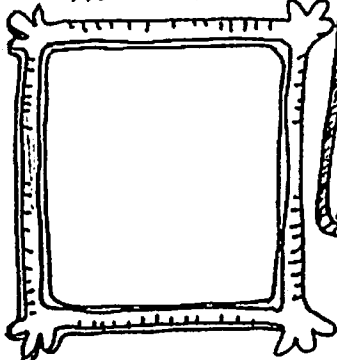


# GALLERY of GRATITUDE

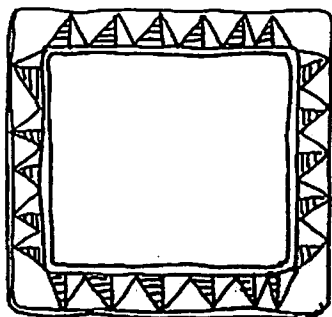
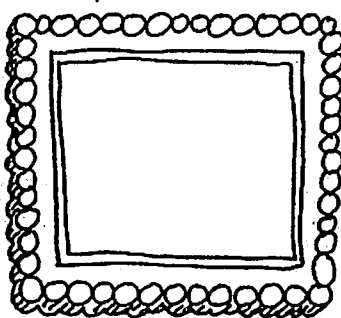


DRAW SOMETHING  
that makes you happy.

DRAW someone who  
HELPS YOU.

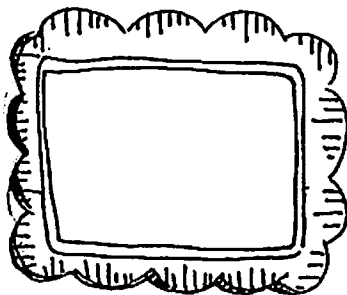


DRAW YOUR  
friends.

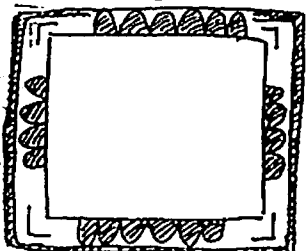


DRAW YOUR  
favorite food.

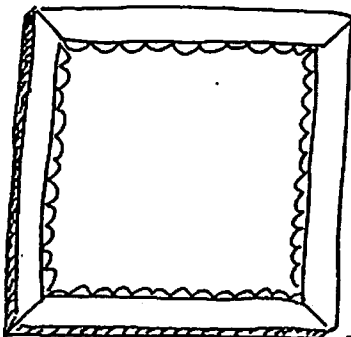
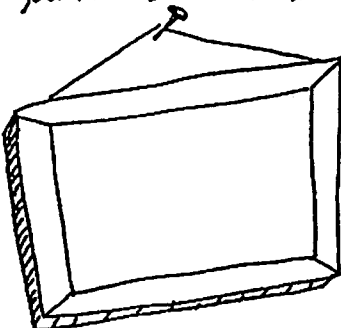
DRAW SOMETHING  
you are grateful for.



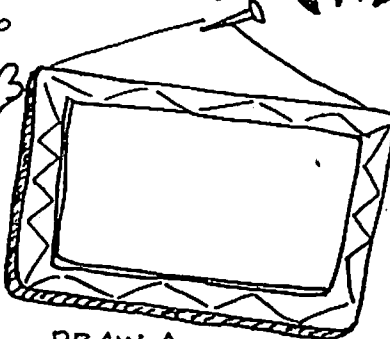
DRAW  
something  
that grows.



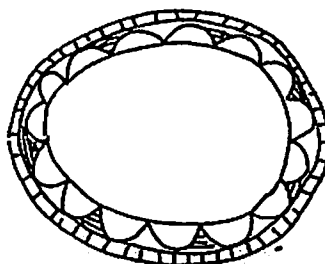
DRAW SOMETHING  
you like to do outside.



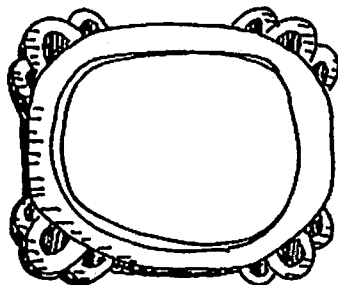
DRAW YOURSELF!



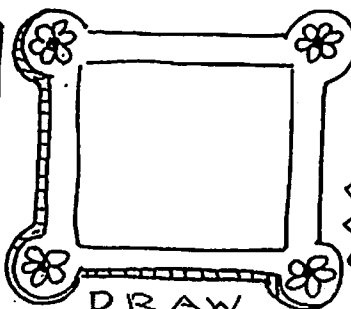
DRAW A  
happy memory.



DRAW YOUR  
favorite feature.



DRAW  
your favorite  
book.

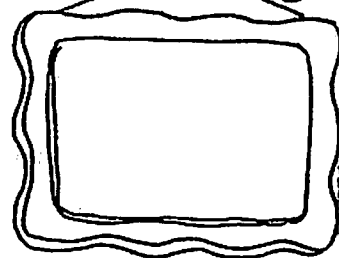


DRAW  
something  
that makes you  
SMILE.

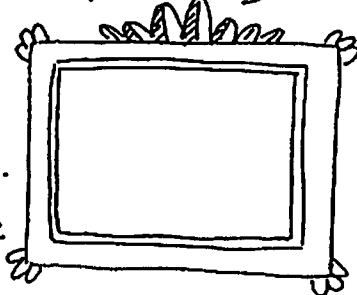
DRAW YOUR  
favorite place.



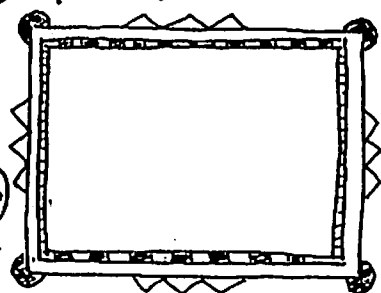
DRAW YOUR  
favorite candy.



DRAW  
your  
family.



DRAW YOUR  
favorite animal.

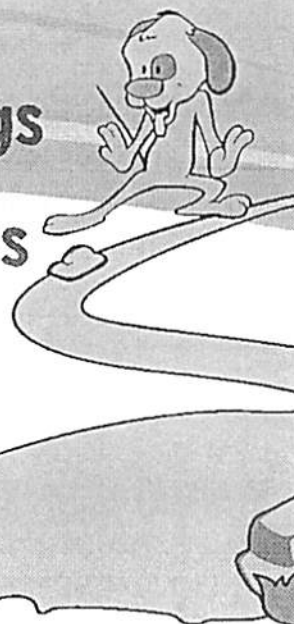


# BE ACTIVE KIDS®

and  
NC STATE Design



## 25 Fun Things to do on Pathways



### Primary pathway attributes:

(From the Natural Learning Initiative's  
Green Desk Designing Pathways InfoSheet)

- Looped. No dead ends.
- Curvy. Avoid sharp corners, straight-aways, and bottlenecks. Gently curving forms integrated with adjacent plantings and other play settings provide an interesting experience and stimulate exploration.
- The inside radius of the pathway should be no less than 10 ft.
- Connected to and centered on entrances and exits.
- Linked to primary play and learning settings and important landmarks.
- Wide enough to accommodate intense pedestrian and wheeled-toy traffic, helping children stay on the pathway and pass each other without conflict.
- Preschool: 5 ft. minimum width  
Infant/Toddler: 4 ft. minimum width
- Located to allow sufficient room for settings and plantings, both inside and outside the pathway.
- Offset from sand play, walls, ball courts, and fences. Provide a 3 ft. minimum buffer, planted or otherwise, between very active settings (i.e. ball courts), and immovable objects (i.e. fences, trees and walls).
- Provide buffers between hard surface pathways and sand play to avoid creating slippery surfaces.
- Smooth and flat. Longitudinal slopes should be gentle to accommodate the safe use of wheeled toys. In extremely flat areas provide positive drainage.

1. Ride a trike
2. Take a walk
3. Skip along the pathway
4. Chase a friend
5. Roll a hula-hoop
6. Putt a "golf ball"
7. Gallop like a horse
8. Dodge friends who are on the pathway
9. Play tag
10. Pretend to be driving a boat or flying an airplane
11. Create a racetrack and have a race
12. Walk backwards
13. Push a friend on a scooter board
14. Pull a friend in a wagon
15. Collect treasures and sticks in the wagon along the path
16. Pretend the pathway is a bridge and you have to dodge the alligators along the sides
17. Act out the Be Active Kids Characters along the path
18. Hop on one foot
19. Set up cones or other objects and make an obstacle course
20. Dribble a soccer or basketball
21. Play leapfrog with friends
22. Push a stroller or cart
23. Draw with sidewalk chalk
24. Push a truck around
25. Flip or roll a tire



NC Children and Nature Coalition

[www.beactivekids.org](http://www.beactivekids.org)  
[facebook.com/beactivekids](https://facebook.com/beactivekids)  
[pinterest.com/beactivekidsnc](https://pinterest.com/beactivekidsnc)



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# Fitness Fun!

My Goal: Complete each exercise every day.

Mon Tue Wed Thur Fri Sat Sun

15 Jumping Jacks \_\_\_\_\_

15 Sit Ups \_\_\_\_\_

15 Squats \_\_\_\_\_

15 Lunges \_\_\_\_\_

15 Push Ups \_\_\_\_\_

15 Toe Touches \_\_\_\_\_

15 Leg Raises \_\_\_\_\_

15 Arm Circles \_\_\_\_\_

15 Knee Raises \_\_\_\_\_

Play Outside 30 min. \_\_\_\_\_



[www.realadvicegal.com](http://www.realadvicegal.com)

