

A.W. James Elementary School

Continued
...learning
CAUSE LEARNING NEVER STOPS!

3rd Grade

ELA, Math, & Science

Week 2

Student Name _____



The Wind and the Leaves

by George Cooper

1 “Come, little leaves,” said the wind one day,
 “Come over the meadows with me and play.
 Put on your dresses of red and gold, —
 For summer is gone, and the days grow cold.”

5 Soon as the leaves heard the wind’s loud call,
 Down they came fluttering one and all.
 Over the brown fields they danced and flew,
 Singing the soft little songs they knew.

Dancing and whirling, the little leaves went;
 10 Winter had called them, and they were content;
 Soon fast asleep in their earthy beds,
 The snow laid a coverlet over their heads.

Close Reader Habits

What words in the last stanza have nonliteral meanings? **Underline** words in lines 9–12 that would normally be used to describe people. **Circle** clues that help you figure out what the words may mean here.



This is a poem, so look for words used in unusual and creative ways.

Think

- 1 How does the poet use the word *dresses* in line 3 of the poem?
 - A to describe leaves changing color in the fall
 - B to describe girls getting dressed for a party
 - C to describe the sky changing colors at sunset
 - D to describe the movement of the wind

- 2 Read these lines from the poem.

**Soon fast asleep in their earthy beds,
The snow laid a coverlet over their heads.**

The poet uses the word *coverlet* to show that

- A the snow looks like a blanket.
- B the leaves have fallen.
- C the snow looks like a dress.
- D the singing has stopped.

Talk

- 3 How do the words the poet uses help you picture what is happening to the leaves?

Write

- 4 **Short Response** Tell how the poet uses nonliteral word meanings to describe how the leaves look and sound when they fall. Use the space provided on page 207 to write your answer.

HINT Look at lines 5–9 for words that tell how the leaves move.

WORDS TO KNOW

As you read, look inside, around, and beyond these words to figure out what they mean.

- massive
- boulders
- exploration
- granite

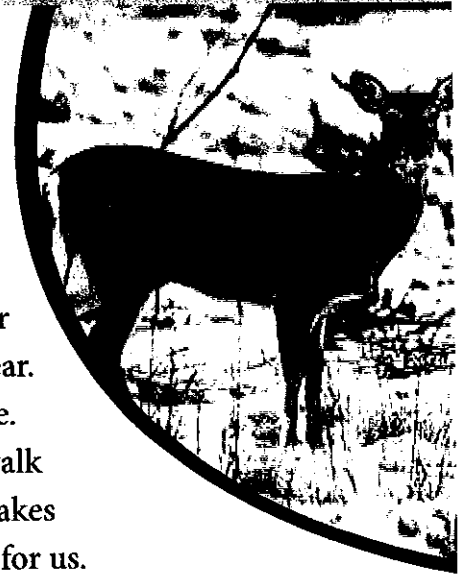
Yosemite Morning


by Hilary Dumitrescu

- 1 It is quiet in the park when my brother and I wake up. We pretend we are the only ones here, and not one of thousands of tourists. Fresh snow has fallen overnight and blankets the ground, the rocks, and the massive boulders with a silent quilt of white. I take a deep breath. The air smells green and icy. Suddenly, nearby, I hear a soft thump. I hear my brother gasp. When I turn around, he is standing there with his head covered in a thick crown of snow. He laughs and points up. The branches above him hold armfuls of snow. They are ready to have a snowball fight with us.
- 2 We walk further into the woods, our boots crunch, crunch, crunching in the snow. My brother walks ahead. At one point, his entire left leg sinks down into the snow. I run to help, and I, too, sink completely into the surprisingly deep snowbank. We are laughing, trying to free our legs from the snow's grip. I pull my foot out, finally, only to find that it's just my sock that has escaped. My boot is still buried. The forest echoes with our giggles, clear as bells.
- 3 We finally roll, exhausted, away from the deep snow. We continue our exploration. We wander deep into the woods. It feels like we are all alone. I wonder what it must have been like for the first people who lived here. What was it like before the cars, the tour buses, and the fancy hotels came along? Did they walk, quiet as rabbits, on the new-fallen snow? Did they stare up in awe at the great granite face of Half-Dome?

4 We come to a clearing. My brother holds up a hand, signaling me to stop. At the far edge of the clearing is a small creek, cutting an icy path through the snow. At the creek's edge, a deer is watching us. We freeze. The deer freezes. Slowly, never taking her eyes off of us, she dips her head quickly to the water. She takes a long drink. Her head suddenly shoots up, alerted to sounds only her deer ears can hear. In a flash, she is gone. In the woods, her white tail waves her goodbye.

5 We decide to head back to our cabin, as the cold air and snowy walk have left us famished. We talk about the breakfast we will have, pancakes with golden butter and syrup. Our parents, we know, will be waiting for us. They have been watching all along, sipping steamy cups of coffee on the porch of our cabin. Later, we will take them into the woods and show them the silence.



 **Think** Use what you learned from reading the story to respond to the following questions.

1 Read the following sentence from paragraph 1.

Fresh snow has fallen overnight and blankets the ground, the rocks, and the massive boulders with a silent quilt of white.

What do the words *quilt of white* mean in this sentence?

- A** warm blanket
- B** layer of snow
- C** slippery ice
- D** pebbles and dust

2 The following question has two parts. First, answer Part A. Then answer Part B.

Part A

Read this sentence from paragraph 1 about the author's brother.

When I turn around, he is standing there with his head covered in a thick crown of snow.

What does this sentence really mean?

- A** The brother has made a crown from the branches.
- B** The brother has a pile of snow on his head.
- C** The brother is turning in circles to look at the snow.
- D** The brother is wearing a thick cap to keep off the snow.

Part B

Underline **two** details in these sentences from paragraph 1 that support the answer you chose in Part A.

Suddenly, nearby, I hear a soft thump. I hear my brother gasp. When I turn around, he is standing there with his head covered in a thick crown of snow. He laughs and points up. The branches above him hold armfuls of snow. They are ready to have a snowball fight with us.

- 3 Read these sentences from paragraph 2:

I pull my foot out, finally, only to find that it's just my sock that has escaped. My boot is still buried.

What has happened to the narrator?

- A The narrator has buried her boot and sock in the snow.
- B The narrator has lost her sock during the hike.
- C The narrator's boot is still stuck in the snow.
- D The narrator's boot and sock have been taken.

- 4 Read the following sentence from paragraph 4.

In a flash, she is gone.

The author uses the words *in a flash* to show that the deer runs

- A through a bright light.
- B in a clumsy way.
- C very quickly.
- D when lightning struck.

- 5 When the deer runs away, the narrator says, "In the woods, her white tail waves her goodbye." Which is the **best** literal restatement of this idea?

- A The deer turns and waves goodbye from the woods.
- B The deer's tail begins twitching as she enters the woods.
- C The deer uses her tail to wave goodbye to the children.
- D The deer's tail is the last thing the narrator sees as the animal leaves.

6 What does the word *famished* mean in paragraph 5?

- A tired
- B hungry
- C unhappy
- D confused

7 Read these two sentences from the story. Both use words in nonliteral ways. Write what you think each sentence means.

The air smells green and icy.

Later, we will take them into the woods and show them the silence.

Model Two-Step Word Problems Using the Four Operations

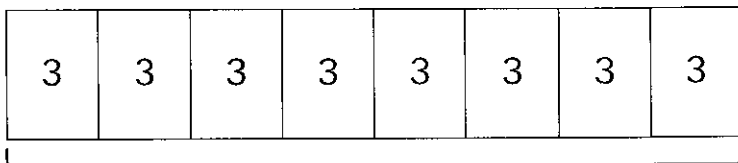
Name: _____

Prerequisite:

Study the example showing how to model a one-step word problem. Then solve problems 1–10.

Example

Eight students in art class each made 3 paper flowers. How many paper flowers did the students make altogether?



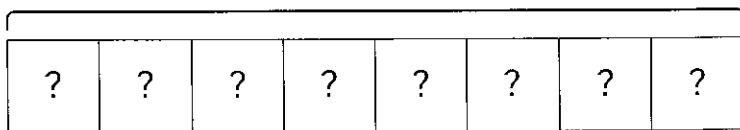
$$8 \times 3 = ?$$

The students made 24 flowers.

32 students sat in equal groups at 8 lunch tables. How many students sat at each table?

- 1** Look at the model. Fill in the blank in the number sentence.

$$\underline{\hspace{2cm}} \div 8 = ?$$

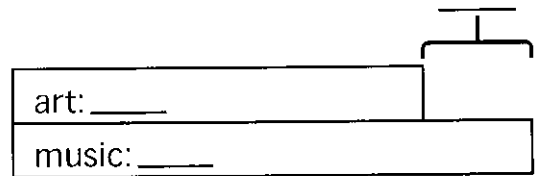


- 2** What is $32 \div 8$? _____
- 3** How many students sat at each table? _____

Solve.

Art class has 27 students and music class has 34 students. How many more students are in music class than in art class?

4 Fill in the labels on the model for this problem.

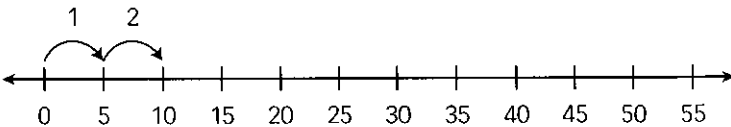


5 Write a number sentence you could use to solve the problem.

6 How many more students are there in music class than in art class? _____

Students practiced 9 songs for the school concert. They practiced each song for 5 minutes. How many minutes did they practice?

7 Complete the model for this problem on the number line.



8 Write a number sentence you could use to solve the problem. _____

9 How many minutes did the students practice? _____

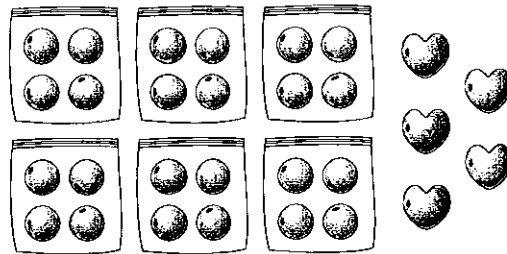
10 Draw another model you could use to solve this problem.

Study the example showing how to model two-step problems when one operation is multiplication. Then solve problems 1–8.

Example

Sally bought 6 bags of round beads to make bracelets. There are 4 round beads in each bag. She also bought 5 heart-shaped beads. How many beads did Sally buy?

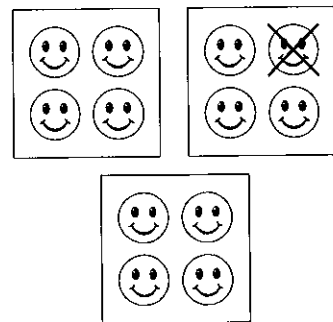
Round beads:
6 groups of 4
 6×4



All beads:
round beads + heart beads
 $6 \times 4 + 5 = 29$

Sally bought 29 beads.

Jeff bought 3 cards of smile pins with 4 pins on each card. He gave one pin to his sister. How many smile pins did he have left?



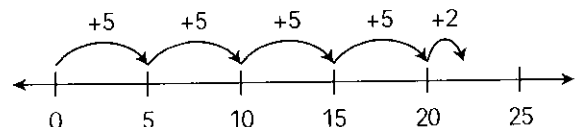
1 Complete the number sentence for this problem.

$$\square \times 4 - 1 = \square$$

2 Jeff had _____ smile pins left.

Mary bought 4 boxes of markers and 2 extra markers. Each box had 5 markers. How many markers did she buy in all?

3 How many markers did Mary buy? _____



Solve.

The store had 4 baskets of apples with 8 apples in each basket. They sold 10 apples. How many apples were left?

4 Draw a model for the problem. Label the model.

5 Write a number sentence for the problem above.

6 How many apples were left? _____

7 Each package has 8 straws. Denise bought 8 packages. She used 61 straws to make a model of a house. How many straws did she have left?

Show your work.

Solution: She had _____ straws left.

8 The art teacher bought 6 boxes of colored pencils. Each box cost \$8. She also bought a case for the pencils for \$10. How much did she spend in all?

Show your work.

Solution: She spent _____

Study Island

Copyright © 2020 Edmentum - All rights reserved.

Generation Date: **05/19/2020**

Generated By: **Amy Hendon**

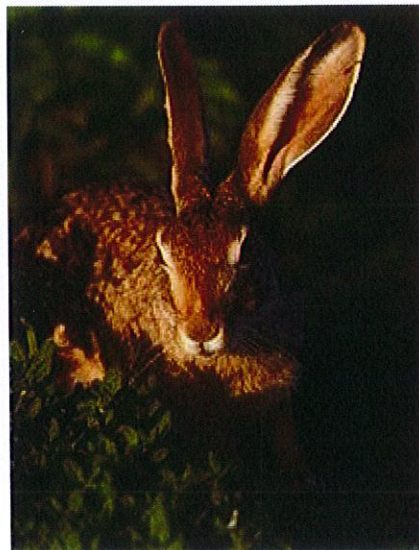
1.



The arrow is pointing to part of an ant. This structure helps the ant

- A. take in air.
- B. fly like a bird.
- C. run from predators.
- D. make its own water.

2.



For their size, rabbits and hares have enormous ears. How do these ears help the animals survive?

- A. Their ears help them climb trees.
 - B. They use their ears like horns to scare off predators.
 - C. Their ears allow them to track prey far away.
 - D. Their ears allow them to hear predators coming from far away.
-

3.



The arrow is pointing to part of a bird. What is that part mainly used for?

- A. moving
 - B. hearing
 - C. warmth
 - D. eating
-

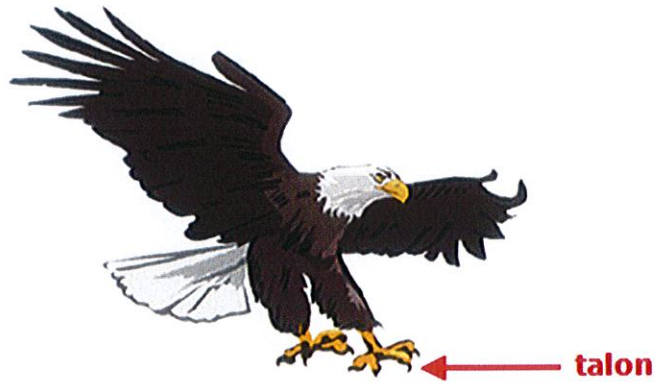
4. A chameleon is a kind of lizard. It has special structures in its skin that allows the chameleon to change colors for several reasons, including communication with other chameleons.



What purpose do the special skin structures have for the chameleon?

- A. they attract other chameleons for mating
- B. they make other chameleons aware of its mood
- C. they scare other chameleons
- D. all of these

5. Eagles have sharp talons on their feet.



How do these talons help the eagles survive?

- A. They help the eagle to swim.
- B. They help the eagle to hear.
- C. They help the eagle to find shelter.
- D. They help the eagle to pick up food.

6. Squirrels are very good at climbing trees. This helps them to escape predators.



Which part of a squirrel's body helps it to escape predators by climbing?

- A. its tail
- B. its teeth
- C. its fur
- D. its claws

7. All living things have parts that help them survive, grow, and reproduce. Animals that live in different environments use different parts to survive. Which of these describes different parts that animals use for the same purpose?

- A. Land animals use legs and fish use fins to walk.
 - B. Land animals use fur and fish use scales to stay warm.
 - C. Land animals use lungs and fish use gills to breathe.
 - D. Land animals use ears and fish use tails to hear.
-

8. A rabbit is running across a field. Which two parts of the rabbit are functioning together to allow the rabbit to move?

- A. brain and stomach
 - B. bones and muscles
 - C. skin and fur
 - D. nose and mouth
-

9. Some crab species have hard outer shells.



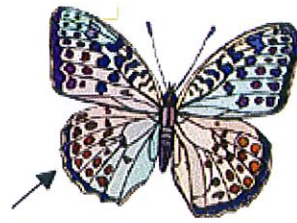
The hard shell of a crab most likely functions to help the crab

- A. store water.
 - B. find food.
 - C. protect itself.
 - D. find shelter.
-

10. Look at the two organisms shown below.



Guppy



Butterfly

The arrows are pointing at structures that help these organisms _____.

- A. see
 - B. chew
 - C. remove wastes
 - D. move
-

Study Island

Copyright © 2020 Edmentum - All rights reserved.

Generation Date: **05/18/2020**

Generated By: **Amy Hendon**

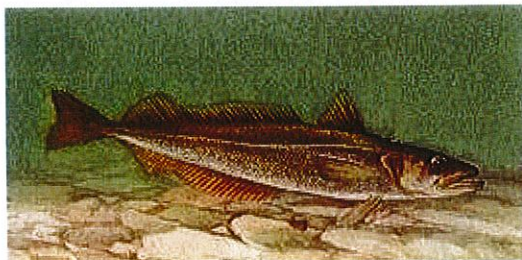
1. The picture below shows a skunk. Skunks have structures called *scent glands* which help the skunks produce very bad-smelling odors.



Why do skunks use their scent glands to produce the odors?

- A. to blend in better with the environment
 - B. to attract a mate
 - C. to protect themselves
 - D. to feed other animals
-

2. A sand whiting is a fish that lives on the sandy ocean floor.



How do the colored scales on the sand whiting help it to survive?

- A. They help it take in air.
- B. They help it hide from predators.

- C. They help it find a mate.
 - D. They help it stay warm.
-

3. Some crab species have hard outer shells.



The hard shell of a crab most likely functions to help the crab

- A. protect itself.
 - B. find food.
 - C. find shelter.
 - D. store water.
-

4. A chameleon is a kind of lizard. It has special structures in its skin that allows the chameleon to change colors for several reasons, including communication with other chameleons.



What purpose do the special skin structures have for the chameleon?

- A. they make other chameleons aware of its mood
 - B. they scare other chameleons
 - C. they attract other chameleons for mating
 - D. all of these
-

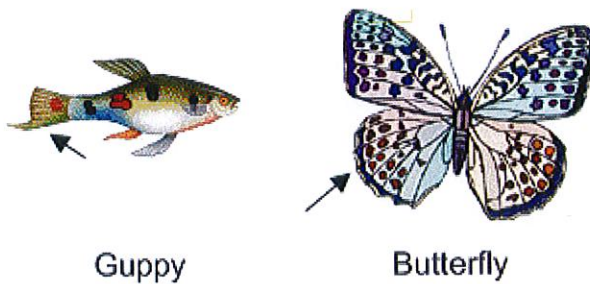
5. Squirrels are very good at climbing trees. This helps them to escape predators.



Which part of a squirrel's body helps it to escape predators by climbing?

- A. its tail
 - B. its teeth
 - C. its fur
 - D. its claws
-

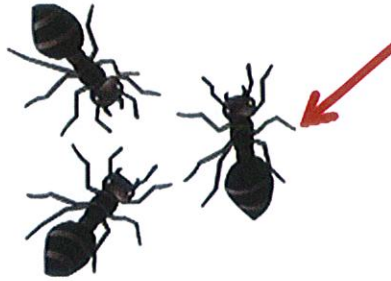
6. Look at the two organisms shown below.



The arrows are pointing at structures that help these organisms _____.

- A. see
 - B. chew
 - C. move
 - D. remove wastes
-

7.



The arrow is pointing to part of an ant. This structure helps the ant

- A. run from predators.
 - B. take in air.
 - C. make its own water.
 - D. fly like a bird.
-

8.



The arrow is pointing to part of a bird. What is that part mainly used for?

- A. moving
 - B. warmth
 - C. hearing
 - D. eating
-

9. The skull and the rib cage are both made up of bones. What function do the skull and the rib cage share?

- A. protecting the organs of the body
 - B. allowing the movement of the body
 - C. blood providing the body with water
 - D. helping the body digest food
-

10. Whales live underwater, but they have to come to the surface to breathe air. They have different ways to stay in control of their breathing. One way that they do this is by never falling

completely asleep because they must go to the surface to get air. Which of these structures would help a whale know when it needs to come up to the surface to breathe?

- A. brain
 - B. heart
 - C. ear
 - D. stomach
-