

# Third Grade ELA Academic Packet



Week 1  
March 30-April 3, 2020



OCPS Distance Learning Packet  
Grade 3 ELA  
Week of Monday, March 30th

Day	Packet Pages	Skill	Instructions
Monday	10-11	Central Message	<ul style="list-style-type: none"><li>• Read skill Introduction.</li><li>• Complete the Think chart.</li><li>• Complete the Talk activity</li><li>• Read for 30 minutes.</li></ul>
Tuesday	12-13	Central Message	<ul style="list-style-type: none"><li>• Read <i>The Girl and the Apples</i>.</li><li>• Complete the Think graphic organizer and Talk activity.</li><li>• Read for 30 minutes.</li></ul>
Wednesday	12, 14	Central Message	<ul style="list-style-type: none"><li>• Reread <i>The Girl and the Apples</i>.</li><li>• Complete Write activity.</li><li>• Read for 30 minutes.</li></ul>
Thursday	17-19	Central Message	<ul style="list-style-type: none"><li>• Read <i>Sharing the Crops</i>.</li><li>• Answer the multiple choice questions.</li><li>• Complete the Talk and Write activities.</li><li>• Read for 30 minutes.</li></ul>
Friday	20-21	Real Life Connections	<ul style="list-style-type: none"><li>• Read skill introduction.</li><li>• Complete the Guided Practice.</li><li>• Complete the Independent Practice.</li><li>• Read for 30 minutes.</li></ul>



# Lesson 8

## Determining the Central Message



### Learning Target

Use the key details and events of a story to figure out the central message, or lesson, that the author wants to share with readers.

- **Read** Many stories have a **central message**, or lesson, the author wants to share. The story teaches the lesson through the characters, the events that happen, and what the characters learn.

As you read, looking for the **key details** will help you to find the central message and understand what you read.

**Look at the cartoon. Think about a lesson the boy learns by the end.**





- **Think** The events in the cartoon tell about a problem the boy has and what he does. Complete the chart by adding the key details. Use those details to figure out the central message of the cartoon.

Key Detail	Key Detail	Key Detail
↓	↓	↓
What Is the Central Message?		

- **Talk** Using the key details in the chart, talk about the central message of the cartoon.

**Academic Talk**

Use these phrases to talk about the text.

- **central message**
- **key details**



# The Girl and the Apples

by Tala Rutchel

- 1 One fall afternoon, a girl went to a farm to pick apples. She was in a hurry, so she picked carelessly both ripe apples and unripe ones. When she finished, her wagon was filled with a small mountain of apples.
- 2 The girl asked the farmer, "Quick, tell me how long you think it will take me to get back home."
- 3 The farmer thought carefully. Then he said, "Be patient. If you go slowly, you will be back soon. If you go fast, you will not get back until night. It's your choice."
- 4 The girl thought, "How can that be? How can it take so long if I go fast?"
- 5 The girl wanted to get back home as soon as possible, so she rushed her horse and wagon onto the road. She made her horse walk very fast.
- 6 And suddenly . . . bump! Off fell some apples.
- 7 Every time she hit a bump, more apples rolled off her wagon. Then she had to stop and put them back on the wagon. Because of all the delays, it was night before she got home.



## Close Reader Habits

**Underline** key details that help you figure out the central message.



## Explore

How can key details help you figure out what lesson the girl in the story learns?



To find the central message, think about what each key character says and does.

### Think

- 1 Complete the chart by writing some key details about what the characters say and do. Then write the central message, or lesson.

Key Details (the Girl)

Key Details (the Farmer)

What Is the Central Message?

### Talk

- 2 Think about the message of the story. Talk about what the girl learned.



### Write

- 3 **Short Response** What is another lesson the girl might learn from what happened? Use the space provided on page 126 to write your answer.

**HINT** What might the girl think about the farmer's advice by the end of the story?





**Write** Use the space below to write your answer to the question on page 123.

# The Girl and the Apples

- 3 Short Response** What is another lesson the girl might learn from what happened?

**HINT** What might the girl think about the farmer's advice by the end of the story?

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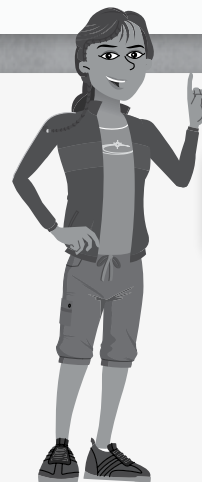
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Don't forget to check your writing.



# Sharing the Crops

a folktale from England

- 1 Once a farmer rented some land. “How much does it cost to use this land?” the farmer asked the landowner.
- 2 The owner wanted to get the better part of the deal. So he said, “I’ll take the top half of the crop, and you can take the bottom half.”
- 3 But the farmer was clever. He planted potatoes because they grow in the ground. At harvest time, he gave the owner the potato tops, which are not good for anything.
- 4 The owner knew he had been outsmarted. He said, “Next year, I want the bottom half of your crops.”
- 5 So the next year the farmer planted oats, which grow at the top of long grasses. The bottom half is useless grassy straw. That’s what the farmer gave to the owner.
- 6 This time the owner said, “Next year, I’ll take the top and the bottom. You can have the middle.”
- 7 So this time, the farmer planted corn. At the top of each corn stalk are tassels. At the bottom are woody stalks. In the middle is where the tasty sweet corn grows.
- 8 For a third time, the owner had been outsmarted. Now it was the farmer’s turn to suggest a deal. “From now on,” he said, “why don’t you take half of whatever I grow? Whatever I get, you will get the same.”
- 9 This was a fair deal at last. From that day on, the owner and the farmer shared the crops equally.

## Close Reader Habits

Why does the landowner keep changing the deal he made with the farmer? **Underline** the key details about the first deal between the landowner and the farmer.







To find the central message of a story, think about which character learns a lesson.

## Think

- 1 This question has two parts. Answer Part A. Then answer Part B.

### Part A

What is the central message of “Sharing the Crops”?

- A It is wrong to try to cheat others.
- B Never make a deal with a clever farmer.
- C The best part of a crop is usually at the top.
- D If a plan doesn’t succeed, keep trying.

### Part B

Which sentence from the story **best** supports the answer you chose for Part A above?

- A “Once a farmer rented some land.”
- B “The owner wanted to get the better part of the deal.”
- C “This was a fair deal at last.”
- D “So this time, the farmer planted corn.”

## Talk

- 2 Using key details from the text, talk to your partner about how the farmer outsmarts the landowner.



## Write

- 3 **Short Response** Explain which character in “Sharing the Crops” learns a lesson. Use one detail from the folktale to support your response. Use the space provided on page 127 to write your answer.

**HINT** Reread to look for the character who learns a lesson.





**Write** Use the space below to write your answer to the question on page 125.

# Sharing the Crops

- 3 Short Response** Explain which character in “Sharing the Crops” learns a lesson. Use one detail from the folktale to support your response.

**HINT** Reread to look for the character who learns a lesson.

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## Check Your Writing


- ☐ Did you read the prompt carefully?
- ☐ Did you put the prompt in your own words?
- ☐ Did you use the best evidence from the text to support your ideas?
- ☐ Are your ideas clearly organized?
- ☐ Did you write in clear and complete sentences?
- ☐ Did you check your spelling and punctuation?





## Lesson 31

# Real-Life Connections

 **Introduction** When reading, you can connect the words on the page to your own life or to the wider world. Connecting words with real-life events can make their meaning clearer.

- What do you think of when you read the word *friendly*? You might remember a time when a friendly classmate smiled at you.

A friendly classmate smiled and said, "Hi."

- When you think about the word *friendly*, you might also remember what friendly people and animals in your town or city have done.

A friendly lady in town gives neighbors vegetables from her garden.

Friendly dogs wag their tails and want to be patted.

## Guided Practice

**Circle the correct words to complete each sentence. Then work with a partner to think of more ways to complete each sentence.**

**HINT** To help think of more ways to complete each sentence, ask your partner questions like these.

- When were you helpful?
- What do you do when you are curious about something?

**1** A helpful person might \_\_\_\_\_.

**do chores      break a glass      trip and fall**

**2** If a person is curious, she might \_\_\_\_\_.

**go to sleep      read a book      wrap a gift**

**3** It would be selfish to \_\_\_\_\_.

**take all the toys      give presents      help others**

**4** A student could interrupt a class by \_\_\_\_\_.

**writing a story      doing math      talking loudly**



## Independent Practice

For numbers 1–5, choose the correct answer to each question.

**1** How might a **patient** person act?

- A** tell a friend to hurry up
- B** run to be first in line
- C** refuse to wait for someone
- D** teach a baby something new

**2** What might a **stubborn** person say?

- A** "I like this new food after all."
- B** "I won't eat that even if it's good for me."
- C** "I agree with you about that."
- D** "I'll stay home because you need my help."

**3** What might a **generous** person do?

- A** help a friend with homework
- B** eat candy without sharing
- C** disobey his parents
- D** scare a friend's dog

**4** How might someone cause **confusion**?

- A** by solving a problem
- B** by telling the truth
- C** by giving poor directions
- D** by speaking clearly

**5** What is a **rude** thing to do?

- A** invite a friend to a party
- B** talk while others are talking
- C** offer to wash the dishes
- D** help a neighbor plant a garden



# Third Grade Math Academic Packet



Week 1  
March 30-April 3, 2020



## Third Grade Recommended Pacing

<u>Day</u>	<u>Skill</u>	<u>Page</u>
Monday	Understanding of Multiplication Models Multiplying with 2, 5, and 10	4-5
Tuesday	Multiplying with 0 and 1 Multiplying with 3	6-7
Wednesday	Multiplying with 4 Multiplying with 6	8-9
Thursday	Multiplying with 7	10
Friday	Multiplying with 8	11





# Understanding of Multiplication Models

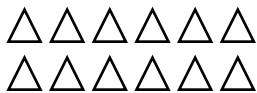
Name: \_\_\_\_\_

- 1** Show  $3 \times 5$  by drawing equal groups of 5.

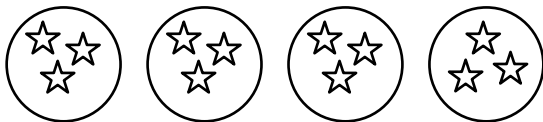
Show  $3 \times 5$  by drawing an array.

Complete the equation.  $3 \times 5 =$  \_\_\_\_\_

- 2** Write an equation that matches the array.



- 3** Write an equation that matches the picture.



- 4** Use words to describe the drawing for problem 3.



## Multiplying with 2, 5, and 10

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

**Multiply.**

**1**  $5 \times 2 =$  \_\_\_\_\_ **2**  $2 \times 5 =$  \_\_\_\_\_ **3**  $2 \times 10 =$  \_\_\_\_\_ **4**  $10 \times 2 =$  \_\_\_\_\_

**5**  $10 \times 5 =$  \_\_\_\_\_ **6**  $5 \times 10 =$  \_\_\_\_\_ **7**  $6 \times 2 =$  \_\_\_\_\_ **8**  $2 \times 6 =$  \_\_\_\_\_

**9**  $3 \times 10 =$  \_\_\_\_\_ **10**  $10 \times 3 =$  \_\_\_\_\_ **11**  $7 \times 2 =$  \_\_\_\_\_ **12**  $2 \times 7 =$  \_\_\_\_\_

**13**  $4 \times 10 =$  \_\_\_\_\_ **14**  $10 \times 4 =$  \_\_\_\_\_ **15**  $5 \times 4 =$  \_\_\_\_\_ **16**  $4 \times 5 =$  \_\_\_\_\_

**17**  $2 \times 2 =$  \_\_\_\_\_ **18**  $5 \times 5 =$  \_\_\_\_\_ **19**  $10 \times 10 =$  \_\_\_\_\_

**20** What patterns do you notice in the problems? Explain.

**21** Draw a model to show how you solved one of the problems.



**Write the missing digits in the boxes to make each multiplication problem true.**

$3 \times 1 = \square$

$0 \times 7 = \square$

$5 \times 1 = \square$

$1 \times 0 = \square$

$1 \times 7 = \square$

$4 \times \square = 0$

$4 \times \square = 4$

$9 \times \square = 0$

$\square \times 1 = 3$

$\square \times 9 = 9$

$\square \times 8 = 0$

$\square \times 6 = 0$

**Write two factors to make each multiplication problem true.**

$\square \times \square = 5$

$\square \times \square = 7$

$\square \times \square = 2$

$\square \times \square = 1$

**Write a digit in the box to make the multiplication problem true. Then use words to write about the groups.**

$\square \times 0 = 0$



## Multiplying with 3

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

**Multiply.**

**1**  $2 \times 3 =$  \_\_\_\_\_ **2**  $3 \times 2 =$  \_\_\_\_\_ **3**  $10 \times 3 =$  \_\_\_\_\_ **4**  $3 \times 10 =$  \_\_\_\_\_

**5**  $5 \times 3 =$  \_\_\_\_\_ **6**  $3 \times 5 =$  \_\_\_\_\_ **7**  $4 \times 3 =$  \_\_\_\_\_ **8**  $3 \times 4 =$  \_\_\_\_\_

**9**  $9 \times 3 =$  \_\_\_\_\_ **10**  $3 \times 9 =$  \_\_\_\_\_ **11**  $1 \times 3 =$  \_\_\_\_\_ **12**  $3 \times 1 =$  \_\_\_\_\_

**13**  $8 \times 3 =$  \_\_\_\_\_ **14**  $3 \times 8 =$  \_\_\_\_\_ **15**  $6 \times 3 =$  \_\_\_\_\_ **16**  $3 \times 6 =$  \_\_\_\_\_

**17**  $7 \times 3 =$  \_\_\_\_\_ **18**  $3 \times 7 =$  \_\_\_\_\_ **19**  $0 \times 3 =$  \_\_\_\_\_ **20**  $3 \times 3 =$  \_\_\_\_\_

**21** Tell how you could check that your answer to problem 9 is correct.

**22** Draw a model to show how you solved one of the problems.



## Multiplying with 4

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

**Multiply.**

**1**  $2 \times 4 =$  \_\_\_\_\_ **2**  $3 \times 4 =$  \_\_\_\_\_ **3**  $10 \times 4 =$  \_\_\_\_\_ **4**  $5 \times 4 =$  \_\_\_\_\_

**5**  $7 \times 4 =$  \_\_\_\_\_ **6**  $6 \times 4 =$  \_\_\_\_\_ **7**  $8 \times 4 =$  \_\_\_\_\_ **8**  $9 \times 4 =$  \_\_\_\_\_

**9**  $1 \times 4 =$  \_\_\_\_\_ **10**  $4 \times 5 =$  \_\_\_\_\_ **11**  $0 \times 4 =$  \_\_\_\_\_ **12**  $4 \times 10 =$  \_\_\_\_\_

**13**  $4 \times 3 =$  \_\_\_\_\_ **14**  $4 \times 2 =$  \_\_\_\_\_ **15**  $4 \times 1 =$  \_\_\_\_\_ **16**  $4 \times 4 =$  \_\_\_\_\_

**17** Tell what strategy you used to solve  $6 \times 4$ .

**18** Draw a model to show how you solved one of the problems.



## Multiplying with 6

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

**Multiply.**

**1**  $5 \times 6 =$  \_\_\_\_\_ **2**  $3 \times 6 =$  \_\_\_\_\_ **3**  $10 \times 6 =$  \_\_\_\_\_ **4**  $2 \times 6 =$  \_\_\_\_\_

**5**  $7 \times 6 =$  \_\_\_\_\_ **6**  $4 \times 6 =$  \_\_\_\_\_ **7**  $8 \times 6 =$  \_\_\_\_\_ **8**  $1 \times 6 =$  \_\_\_\_\_

**9**  $9 \times 6 =$  \_\_\_\_\_ **10**  $6 \times 5 =$  \_\_\_\_\_ **11**  $0 \times 6 =$  \_\_\_\_\_ **12**  $6 \times 10 =$  \_\_\_\_\_

**13**  $6 \times 3 =$  \_\_\_\_\_ **14**  $6 \times 2 =$  \_\_\_\_\_ **15**  $6 \times 5 =$  \_\_\_\_\_ **16**  $6 \times 6 =$  \_\_\_\_\_

**17** Tell a strategy you can use to show  $5 \times 6$ .

**18** Explain how problem 2 and problem 13 are related.



## Multiplying with 7

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

The answers are mixed up at the bottom of the page. Cross out the answers as you complete the problems.

1  $3 \times 7 =$  \_\_\_\_\_

2  $6 \times 7 =$  \_\_\_\_\_

3  $8 \times 7 =$  \_\_\_\_\_

4  $2 \times 7 =$  \_\_\_\_\_

5  $9 \times 7 =$  \_\_\_\_\_

6  $1 \times 7 =$  \_\_\_\_\_

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

8  $10 \times 7 =$  \_\_\_\_\_

9  $4 \times 7 =$  \_\_\_\_\_

10  $5 \times 7 =$  \_\_\_\_\_

11  $7 \times 3 =$  \_\_\_\_\_

12  $0 \times 7 =$  \_\_\_\_\_

13  $7 \times 2 =$  \_\_\_\_\_

14  $7 \times 10 =$  \_\_\_\_\_

15  $7 \times 4 =$  \_\_\_\_\_

16  $7 \times 1 =$  \_\_\_\_\_

17  $7 \times 5 =$  \_\_\_\_\_

18  $7 \times 7 =$  \_\_\_\_\_

### Answers

14	63	35	70	0	42
7	28	14	21	56	21
28	0	70	49	35	7



## Multiplying with 8

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

The answers are mixed up at the bottom of the page. Cross out the answers as you complete the problems.

1  $2 \times 8 =$  \_\_\_\_\_

2  $6 \times 8 =$  \_\_\_\_\_

3  $7 \times 8 =$  \_\_\_\_\_

4  $3 \times 8 =$  \_\_\_\_\_

5  $9 \times 8 =$  \_\_\_\_\_

6  $1 \times 8 =$  \_\_\_\_\_

7  $0 \times 8 =$  \_\_\_\_\_

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

9  $4 \times 8 =$  \_\_\_\_\_

10  $5 \times 8 =$  \_\_\_\_\_

11  $8 \times 3 =$  \_\_\_\_\_

12  $8 \times 0 =$  \_\_\_\_\_

13  $8 \times 2 =$  \_\_\_\_\_

14  $8 \times 10 =$  \_\_\_\_\_

15  $8 \times 4 =$  \_\_\_\_\_

16  $8 \times 7 =$  \_\_\_\_\_

17  $8 \times 5 =$  \_\_\_\_\_

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

### Answers

64	40	48	8	0	56
72	80	24	32	16	32
24	0	80	40	56	16



# Third Grade Science Academic Packet



Week 1  
March 30-April 3, 2020



## Third Grade Recommended Pacing

<u>Day</u>	<u>Skill</u>	<u>Page</u>
<b>Monday</b>	<b>Big Idea 1: The Practice of Science</b> <b>Big Idea 3: The Roles of Theories, Laws, Hypotheses, Models</b>  <b>Study Island: Topic 1. Pretest</b> <b>Topic 2a. Scientific Investigations</b>	<b>3</b>
<b>Tuesday</b>	<b>Big Idea 1: The Practice of Science</b> <b>Big Idea 3: The Roles of Theories, Laws, Hypotheses, Models</b>  <b>Study Island: Topic 2b. Collecting, Recording, &amp; Communicating Data</b> <b>Topic 2c. Organizing and Interpreting Data</b>	<b>4</b>
<b>Wednesday</b>	<b>Big Idea 8: Properties of Matter</b>  <b>Study Island: Topic 4a. Properties of Matter</b>	<b>5</b>
<b>Thursday</b>	<b>Big Idea 8: Properties of Matter</b>  <b>Study Island: Topic 4a. Properties of Matter</b>	<b>6</b>
<b>Friday</b>	<b>Big Idea 9: Changes in Matter</b>  <b>Study Island: Topic 4b. Water &amp; States of Matter</b>	<b>7</b>



## Big Ideas 1 & 3 Study Guide: Nature of Science

\_\_\_\_\_ is the study of the natural world.

Scientists ask \_\_\_\_\_ about the natural world and conduct \_\_\_\_\_ to answer their questions.

It is important to note that scientific investigations do not always follow the same steps. Investigations follow steps necessary to find an answer to the question being investigated. The table below shows some steps that are often used in an experiment.

Step	Description
Problem/Purpose	The question being investigated is identified.
Research	Look for information about your topic using trustworthy sources.
Prediction (Hypothesis)	A prediction, based on research, is made about what you think the evidence is going to show. All predictions should include the words If... then.. because....
Experiment	Write a procedure and carry out the steps. Make sure to record data.
Analyze Results	Examine the data and look for patterns.
Conclusion	Compare the results with your prediction. Was your prediction supported by the evidence? Or did the evidence disprove your prediction?

All types of scientific investigations include making \_\_\_\_\_ and collecting \_\_\_\_\_.

Scientists \_\_\_\_\_ the world around them by using their five senses. An observation is something you \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, or \_\_\_\_\_. Observations cause scientists to ask questions. Sometimes scientists use measurement tools to make observations.




\_\_\_\_\_ is the observations or measurements that are used to help justify a scientist's explanation of what happened in an investigation. A scientific investigation is only valid if it is based on observations and evidence.

Scientists compare the observations made by different groups using the same tools. When scientists follow the same steps and use the same tools, what they \_\_\_\_\_ should be similar. If the observations are different, then the scientists should try to find reasons for the differences.

An \_\_\_\_\_ is a statement that explains an observation. Scientists infer how things work by thinking about their \_\_\_\_\_.

Make an observation and an inference based on the observation for each of the photos in the table.



Photo	Observation	Inference
		
		
		

During investigations, scientists keep records through pictures, writing, charts, or graphs.

Scientists explain what happened in their investigation using the information in the pictures, notes, charts, or graphs as evidence.

It is important for scientists to communicate with other scientists so that they can question, discuss, and check each others' evidence and explanations.



## Big Idea 8 Study Guide: Properties of Matter

Matter is anything that has \_\_\_\_\_ and \_\_\_\_\_.

The three \_\_\_\_\_ of matter include \_\_\_\_\_, \_\_\_\_\_, and \_\_\_\_\_.

Solids have a definite \_\_\_\_\_ and \_\_\_\_\_.

Liquids have a definite \_\_\_\_\_, but no definite \_\_\_\_\_.

Gases don't have a definite \_\_\_\_\_ or \_\_\_\_\_.

Matter can be described by its \_\_\_\_\_.

\_\_\_\_\_ is the amount of matter in an object.

Mass is measured with what science tool? \_\_\_\_\_

\_\_\_\_\_ is the amount of space an object or material takes up.

What are three ways to measure volume?

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

\_\_\_\_\_ is measured in \_\_\_\_\_ or degrees \_\_\_\_\_.

It is measured using a \_\_\_\_\_.

- When the temperature is increasing, it is getting \_\_\_\_\_.
- When the temperature is decreasing, it is getting \_\_\_\_\_.



Do a quick draw comparing two objects with the same mass and same volume. Include a balance in your drawing.

Do a quick draw comparing two objects with the same volume, but different mass. Include a balance in your drawing.

Do a quick draw comparing two objects with the same mass, but different volume. Include a balance in your drawing.

Quickly describe each of the following properties of matter:

- Size - \_\_\_\_\_
- Shape - \_\_\_\_\_
- Color - \_\_\_\_\_
- Texture - \_\_\_\_\_
- Hardness - \_\_\_\_\_

Describe the size, shape, color, texture, and hardness of the object below.



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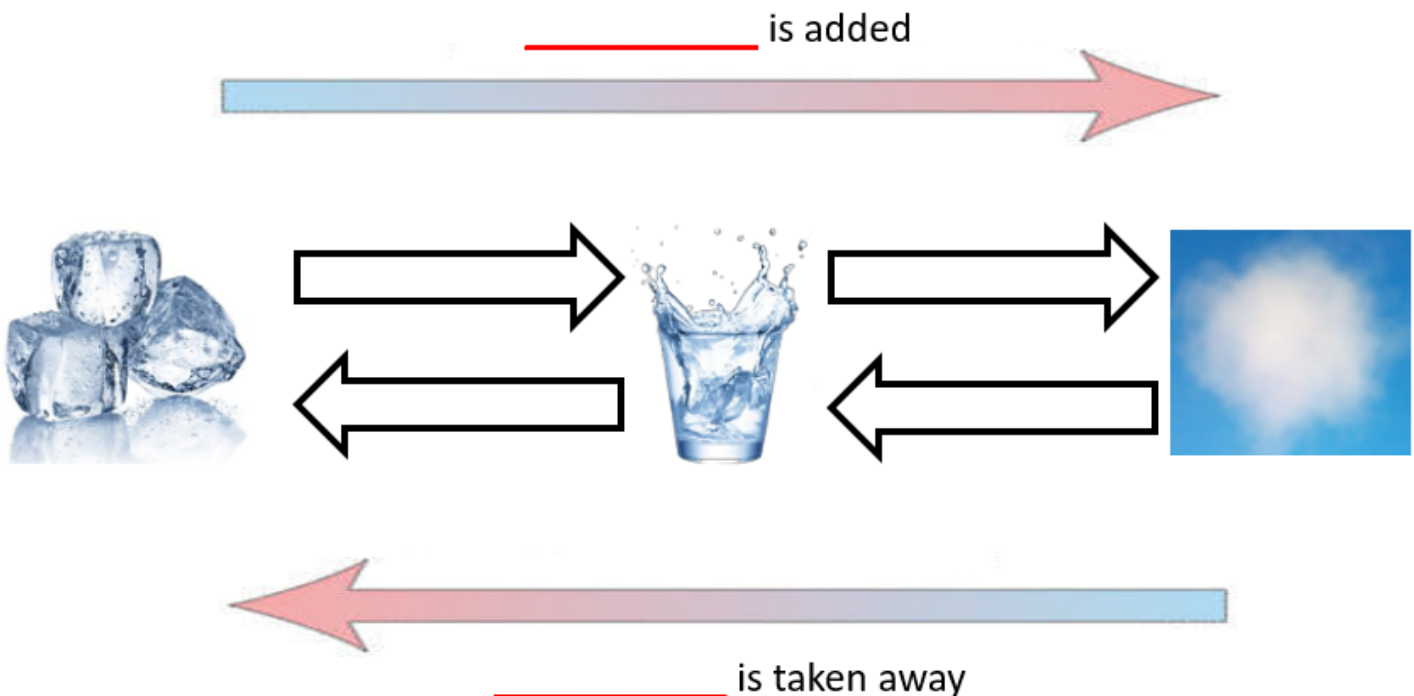
## Big Idea 9 Study Guide: Changes in Matter

Water changes state through \_\_\_\_\_ and \_\_\_\_\_.

Water can be either a \_\_\_\_\_ (ice), \_\_\_\_\_, or a \_\_\_\_\_ (water vapor).

Changes Water Undergoes	
Heat is Added	Heat is Taken Away
_____ Water going from a solid to a liquid	_____ Water going from a liquid to a solid:
_____ Water going from a liquid to a gas	_____ Water going from a gas to a liquid

Fill in the diagram below with the correct scientific terms.





3-5 Visual and Performing Arts

WEEK 3-30-2020

Art

Music

Theatre





# ART





# Be an Art Critic!

Closely examine the artwork below and complete each step of the art criticism worksheet.





Names

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# Be an art critic!

## Feldman's Model

Describe the artwork.

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Analyze how the artwork is organized.

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Interpret the artist's purpose for the artwork.

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Judge the artwork.

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# Feldman's Model of Art Criticism

## Description

- Who is the artist?
- What is the title of the artwork?
- What do you see in the artwork?
- What did the artist use to create the artwork? (paint, drawing tools, paper collage, photography)

## Analysis

- What elements of art did the artist mostly use?
  - Line, Shape, Form, Texture, Space, Value, Color
- What principle of design did the artist use to organize the artwork?
  - Balance, Pattern, Movement, Unity, variety, Emphasis, Pattern

## Interpretation

- What do you think the meaning of the artwork is?
- How does the artwork make you feel?
- What was the artist's purpose for creating the artwork?
  - Persuade, Inform, Entertain


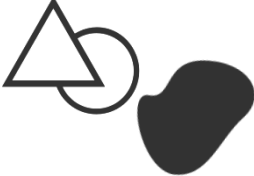


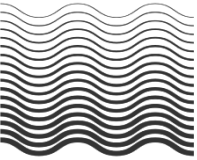


## Judgement

- Do you like the artwork?
- What do you like or dislike about the artwork?



# The Elements of Art








The building blocks of making art

<b>Line</b>		A line is a path made by a moving point through space. It is one-dimensional and can vary in width, direction, and length.
<b>Shape</b>		Shapes are flat, enclosed areas that are two-dimensional (length and height). Artists use both geometric and organic shapes.
<b>Color</b>		Color is perceived by the way light reflects off a surface. There are three properties of color: hue (color name), intensity (strength/purity), and value (lightness and darkness).
<b>Value</b>		Value describes the lightness or darkness of a surface.
<b>Texture</b>		Texture describes the surface quality of an object. Artists use both actual texture (how things feel) and implied texture (how things look like they feel).
<b>Space</b>		Space is used to create the illusion of depth within an artwork. It can also refer to the positive and negative space between, around, or within objects.
<b>Form</b>		Forms are three-dimensional (length, width, height) and can be viewed from many angles. Forms have volume and take up space.



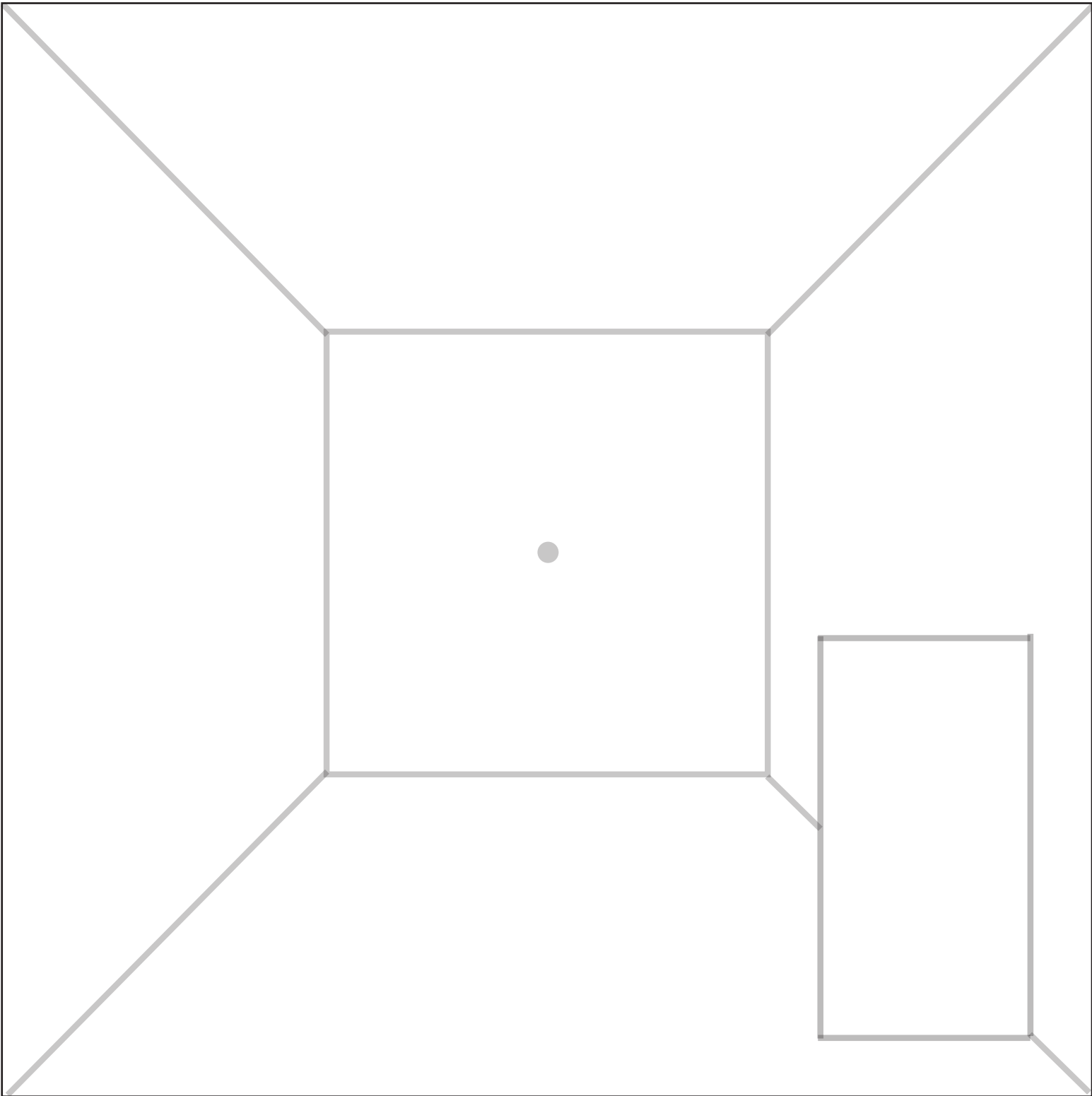
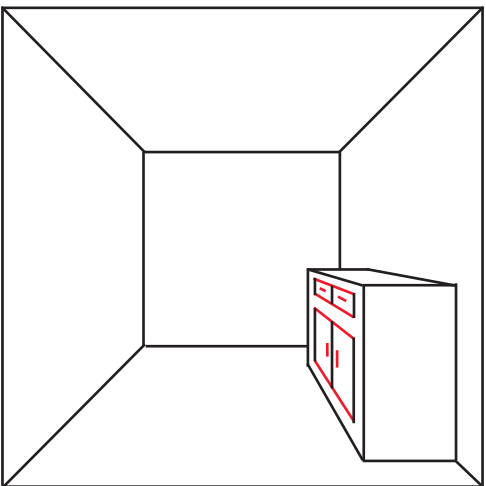
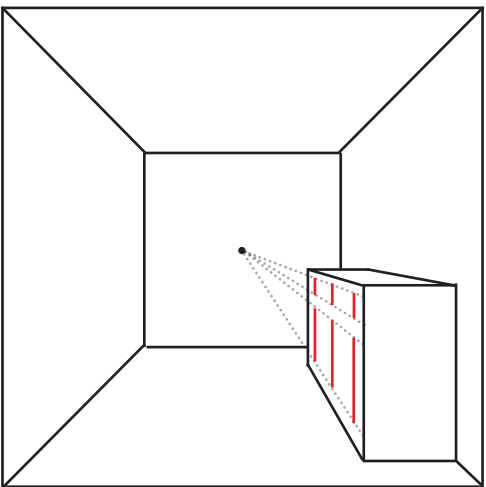
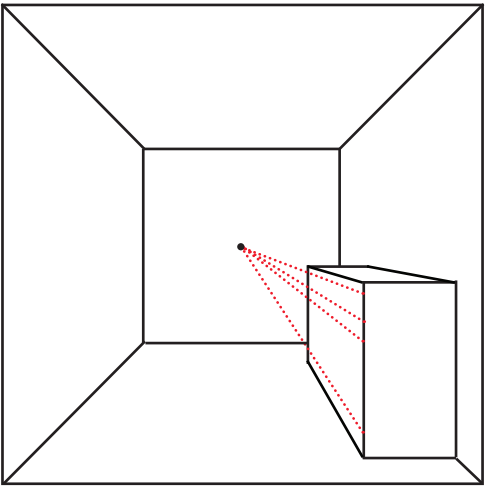
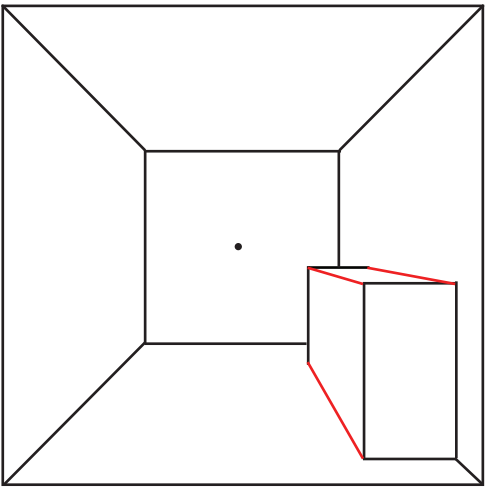
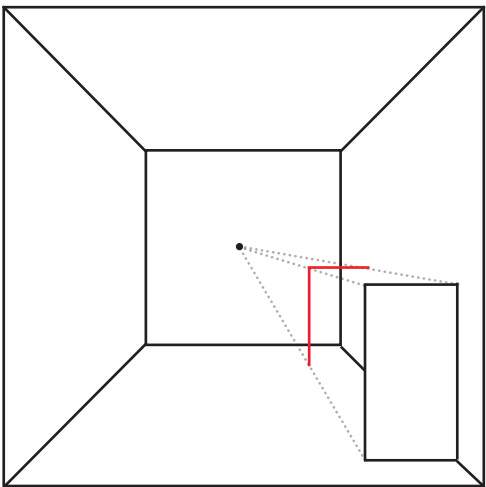
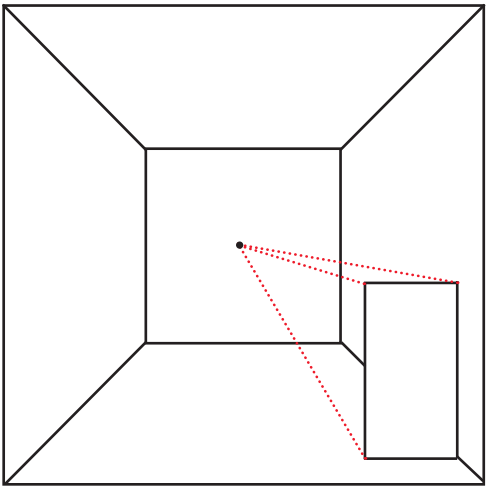
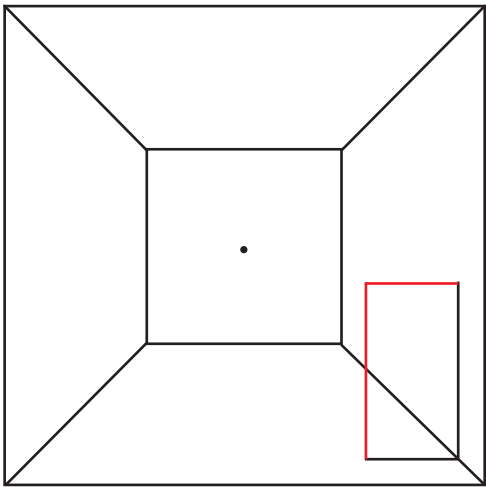
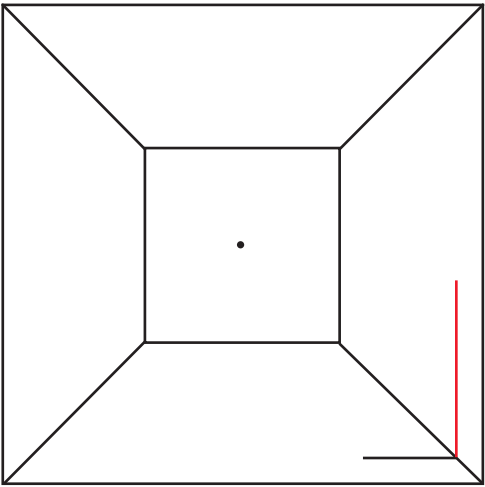
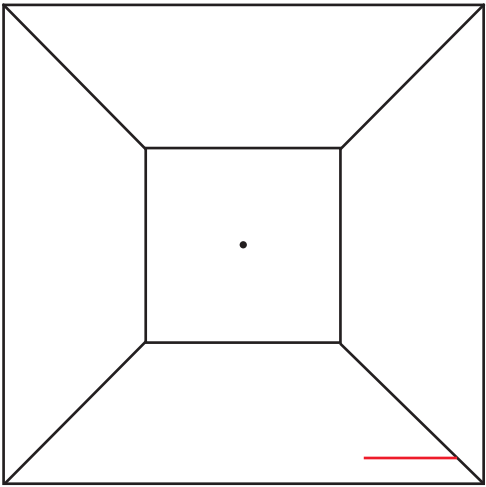
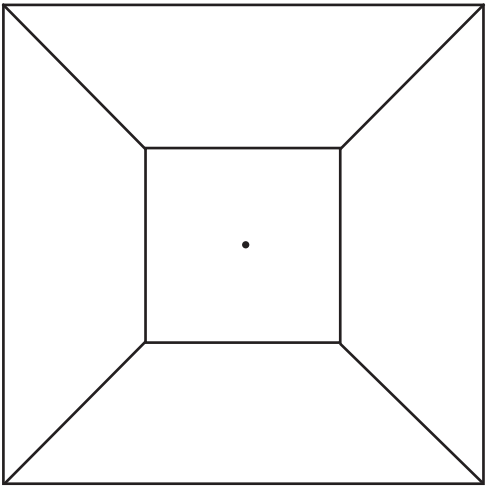
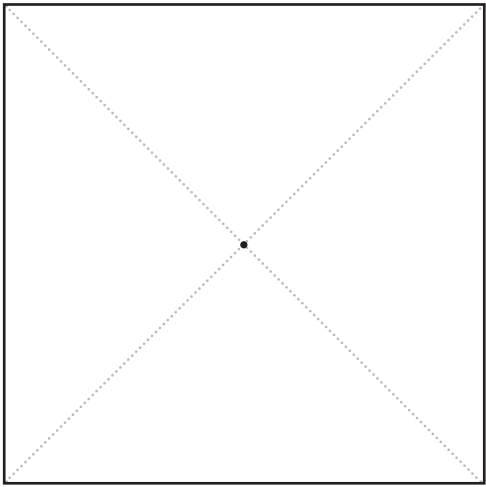
# The Principles of Design

The tools to plan and organize artwork

<b>Balance</b>		Balance is the distribution of visual weight in an artwork. The three types of balance are symmetrical (two sides are the same), asymmetrical (two sides are different but visually weighted equally) and radial (design emerges from center point).
<b>Contrast</b>		Contrast is the difference between elements in a composition. This can happen through a variety of elements such as value change, size difference, etc.
<b>Emphasis</b>		Emphasis is the creation of a focal point in an artwork. Emphasis draws the viewer's eye to particular areas of the artwork first.
<b>Pattern</b>		Pattern decorates the artwork with regularly repeated elements such as shapes or color.
<b>Unity</b>		Unity means that all elements within the artwork are in harmony. Variety within elements adds interest to the composition.
<b>Movement</b>		Movement is how the eye travels through an artwork. Movement can lead the viewer from one aspect to another within the composition.
<b>Rhythm</b>		Rhythm is the regular repetition of elements such as line, shape and forms to create interest and consistency.

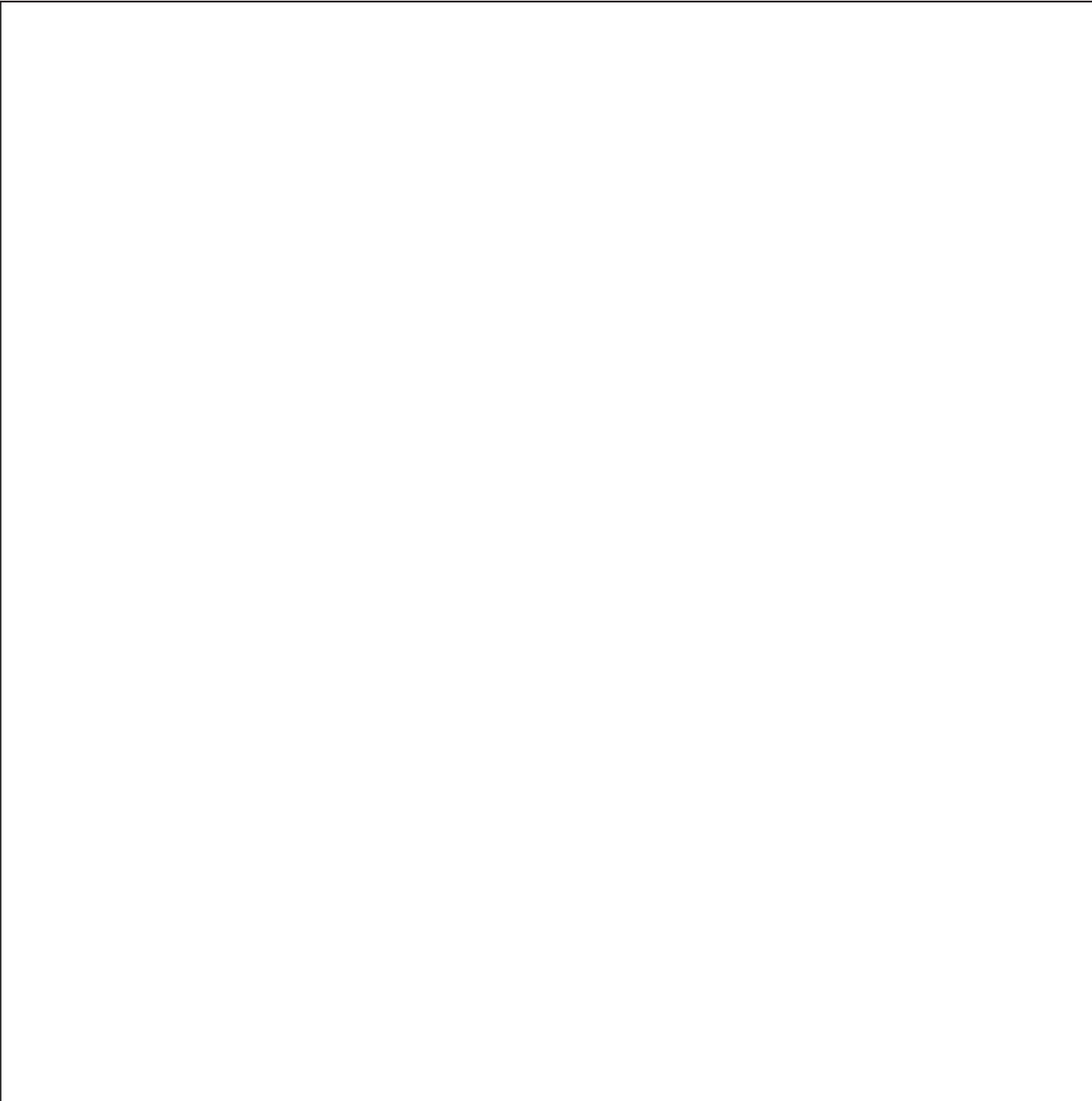
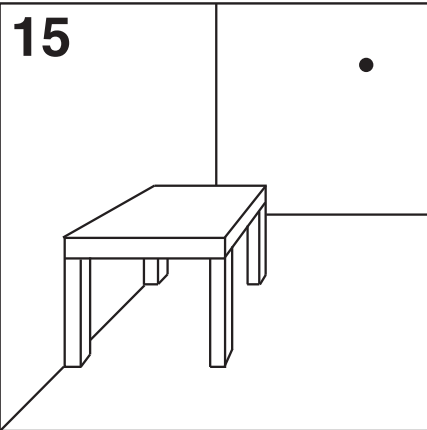
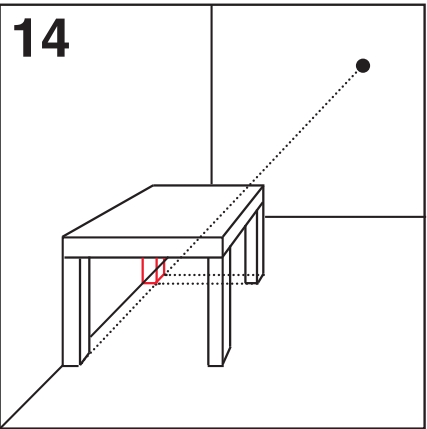
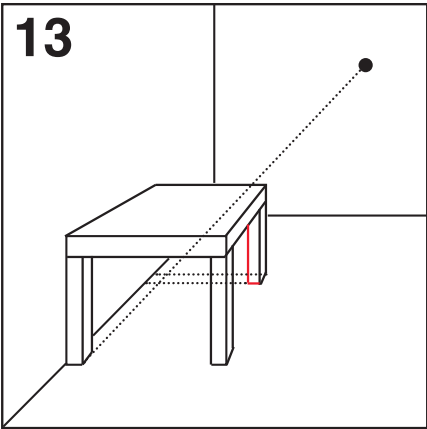
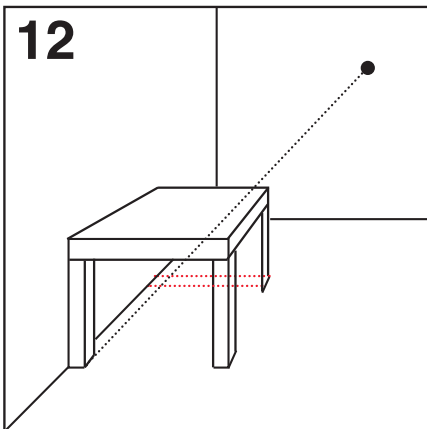
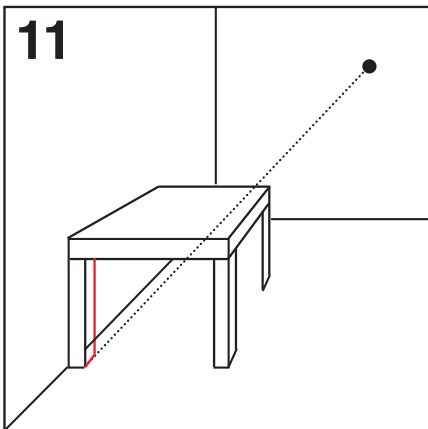
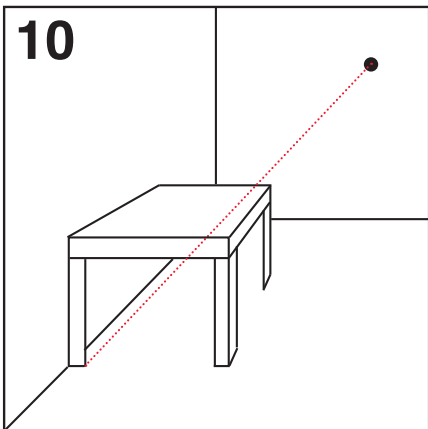
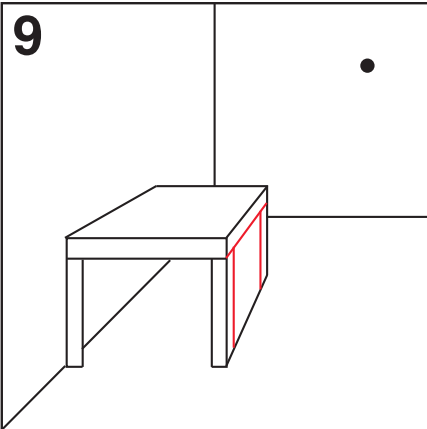
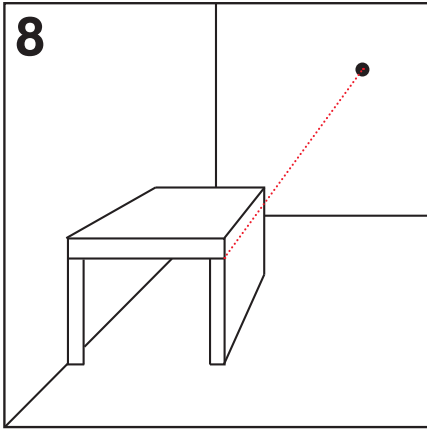
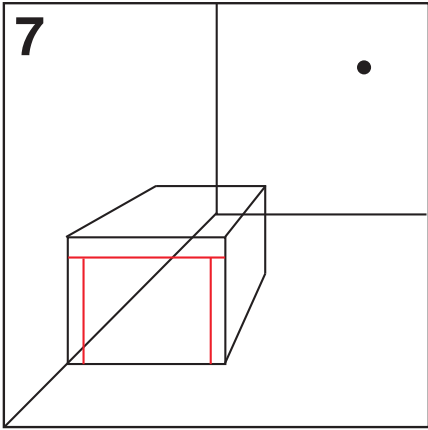
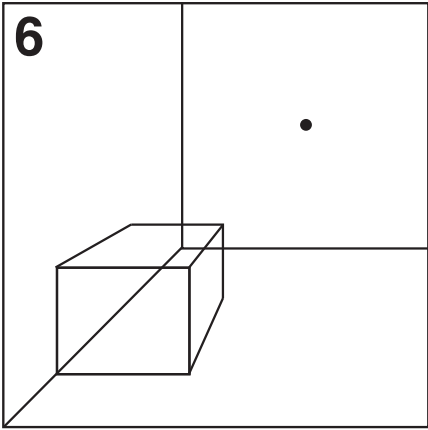
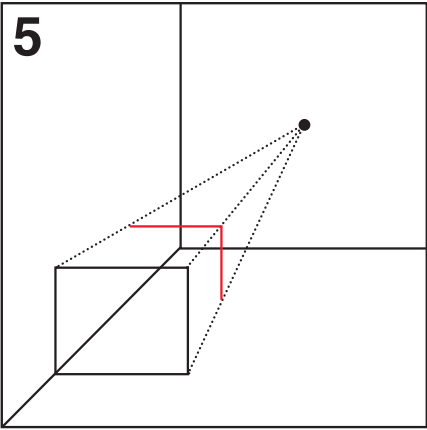
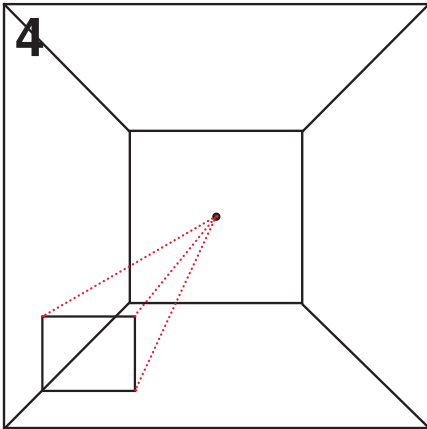
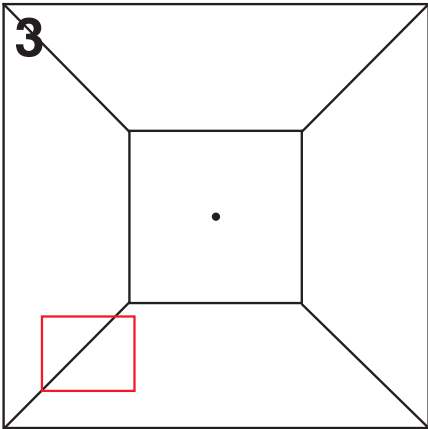
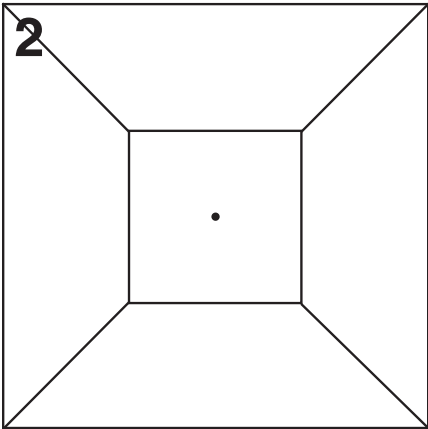
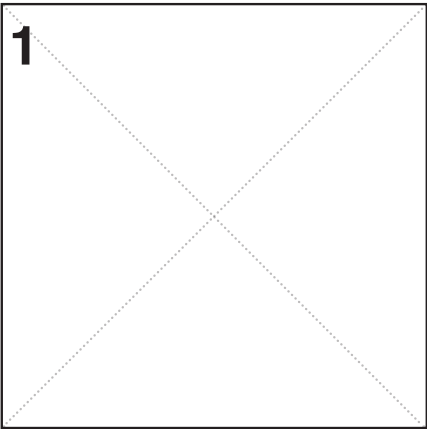


# One-point perspective: Unit





# One-point perspective: Table





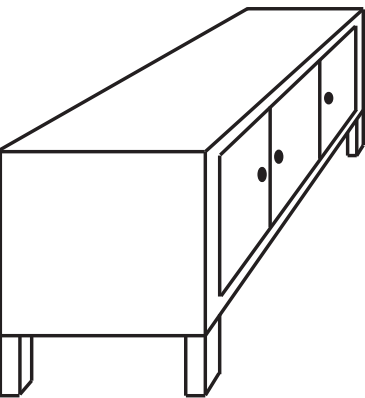
# One-point perspective: Furniture #1

Can you draw this furniture without instructions?

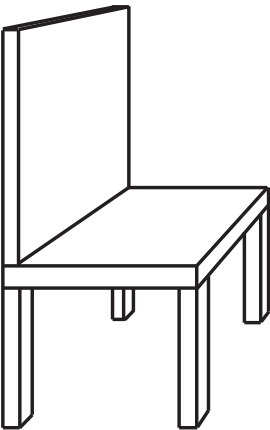
Choose one piece to go on the **left** side of your room, and one to go on the **right**.

**Tip:** start by drawing a cross from corner to corner to mark your vanishing point, and then draw in the back wall of your room.

## Left side

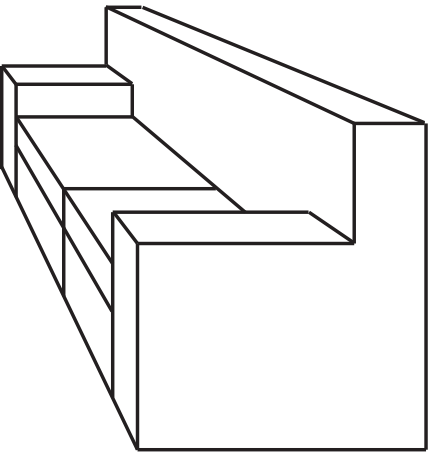


Side unit

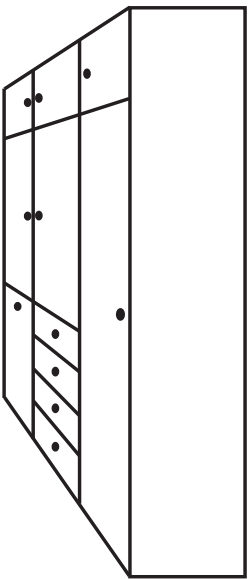


Chair

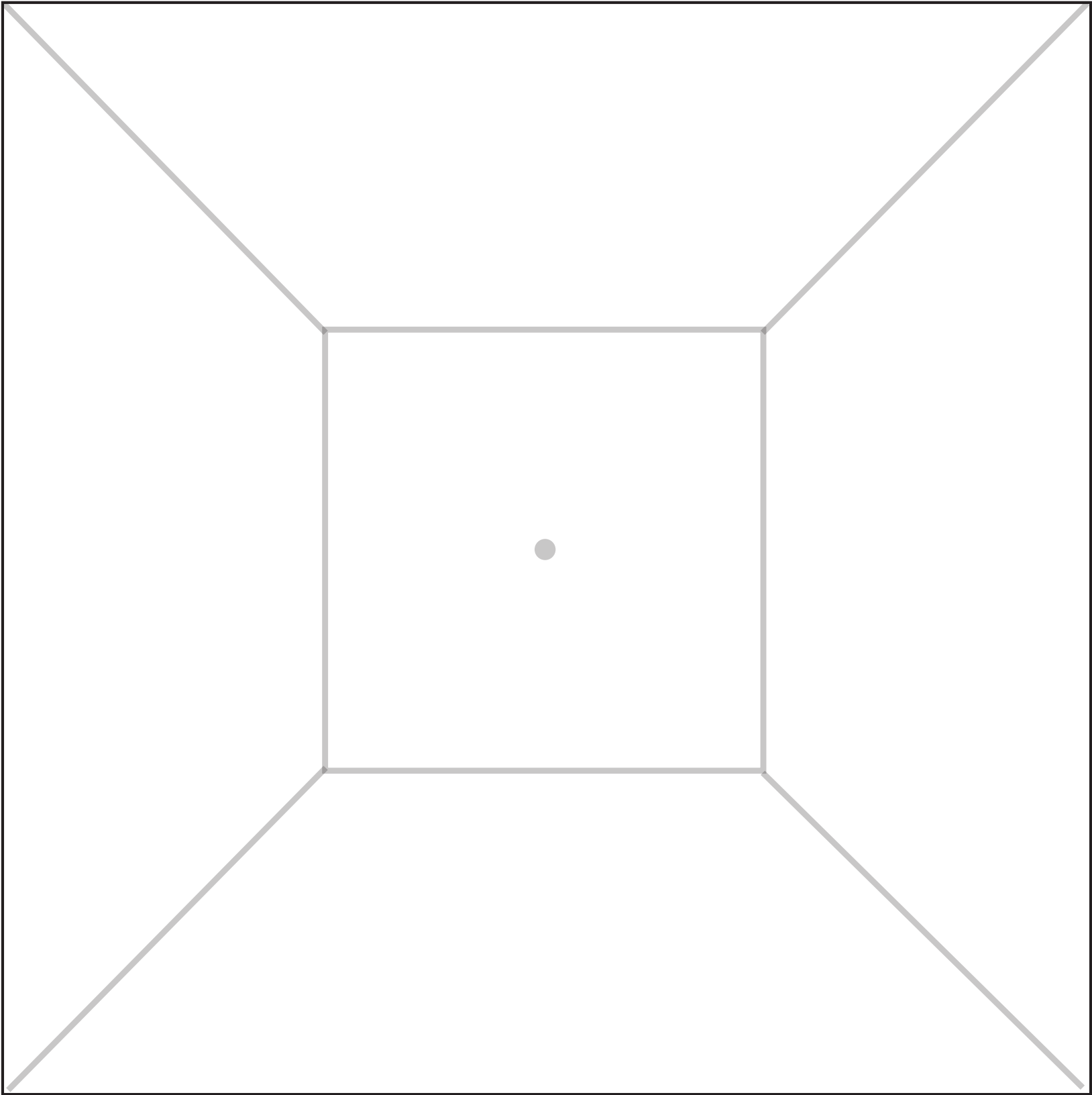
## Right side



Sofa



Wardrobe





# Music













# I SPY: MUSIC NOTES





# I SPY: MUSIC NOTES

Write down the number of each item that you found.

_____	Whole Note	
_____	Dotted Half Note	
_____	Half Note	
_____	Dotted Quarter Note	
_____	Quarter Note	
_____	Beamed Eighth Notes	
_____	Eighth Note	
_____	Sixteenth Note	








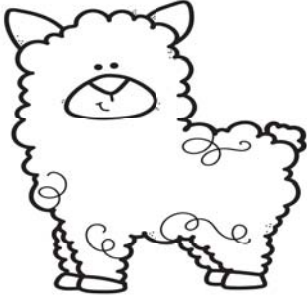
Name\_\_\_\_\_

Class\_\_\_\_\_



# Llama, llama, what do you see?

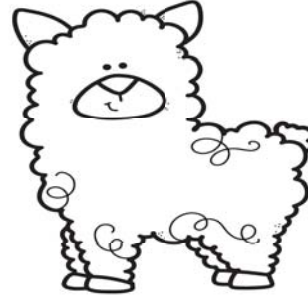
**Directions:** Read the poem and clap the rhythm of the words. Then write the rhythm for each word on the llamas using quarter notes, eighth notes and quarter rests.. (    )



Lla -



ma,



lla -



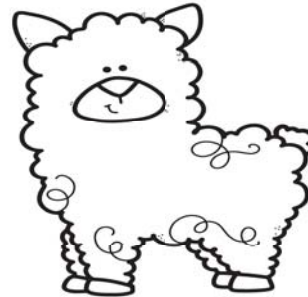
ma,



What



do you



see?

-----



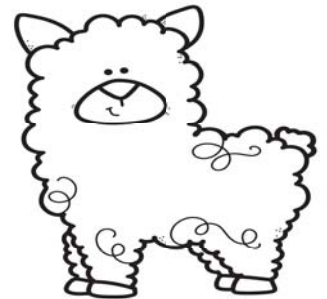
I



see



spring -



time



look-ing



at



me!

-----

Lyrics by Gael Berberick, ASCAP © 2019

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# Meet the ORCHESTRA



Match the names of the musical instruments in the box to the pictures below.



## Musical Instruments



- ☐ bagpipes
- ☐ bassoon
- ☐ clarinet
- ☐ double bass
- ☐ drums
- ☐ electric guitar
- ☐ flute
- ☐ guitar
- ☐ harp
- ☐ keyboards
- ☐ oboe
- ☐ piano
- ☐ saxophone
- ☐ tambourine
- ☐ trombone
- ☐ trumpet
- ☐ tuba
- ☐ violin



**brass   woodwinds   strings   percussion**





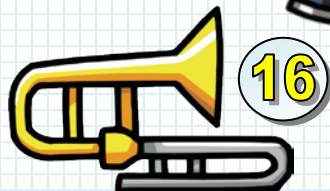
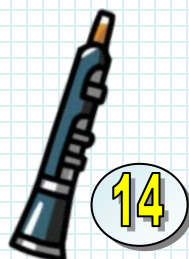
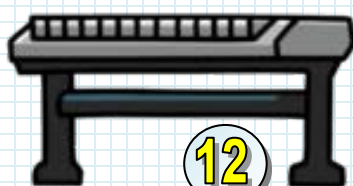
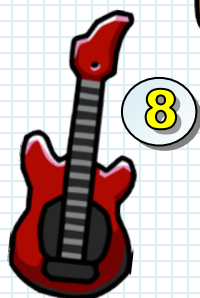
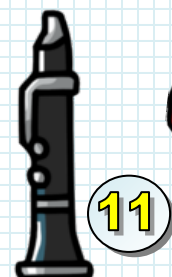
# Meet the ORCHESTRA



Match the names of the musical instruments in the box to the pictures below.

## Keys

## Musical Instruments



- |    |                 |
|----|-----------------|
| 7  | bagpipes        |
| 9  | bassoon         |
| 11 | clarinet        |
| 13 | double bass     |
| 1  | drums           |
| 8  | electric guitar |
| 2  | flute           |
| 3  | guitar          |
| 15 | harp            |
| 12 | keyboards       |
| 14 | oboe            |
| 10 | piano           |
| 4  | saxophone       |
| 17 | tambourine      |
| 16 | trombone        |
| 5  | trumpet         |
| 6  | tuba            |
| 18 | violin          |



brass woodwinds strings percussion



# Word Search Puzzle Musical Instruments

G	I	G	G	V	I	O	L	I	N
R	A	U	E	C	N	E	S	E	R
F	E	I	R	A	O	R	D	D	B
T	R	T	H	S	C	O	E	R	O
I	T	A	I	I	A	P	A	U	N
H	A	R	M	O	N	I	U	M	G
L	B	E	O	P	R	A	D	B	O
P	L	O	C	F	R	N	D	U	T
S	A	T	A	D	H	O	L	A	K
F	L	U	T	E	T	E	R	F	L



Violin



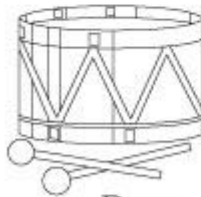
Bongo



Flute



Dholak



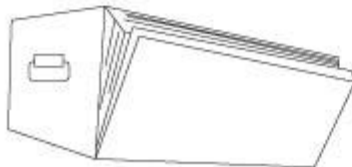
Drum



Casio



Guitar



Harmonium



Piano



Tabla



# Theatre





# STORY MAP

Title

Setting

Characters

Problem

Solution





# my character



create your own character to write a story about!

1. What is your character's name?

---

2. What are your character's favorite things?

---

---

---

3. Where is your character from?

---

4. How does your character act around other people?

---

---

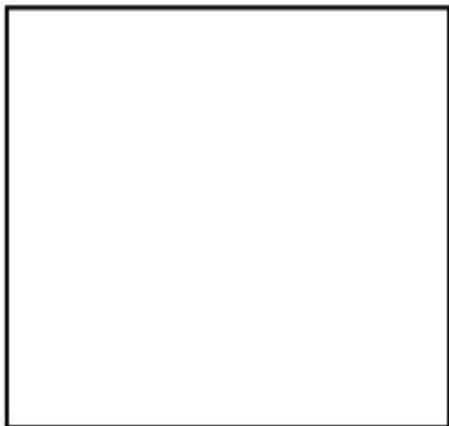
5. What does your character like to do?

---

---

---

6. Draw  
your  
character!



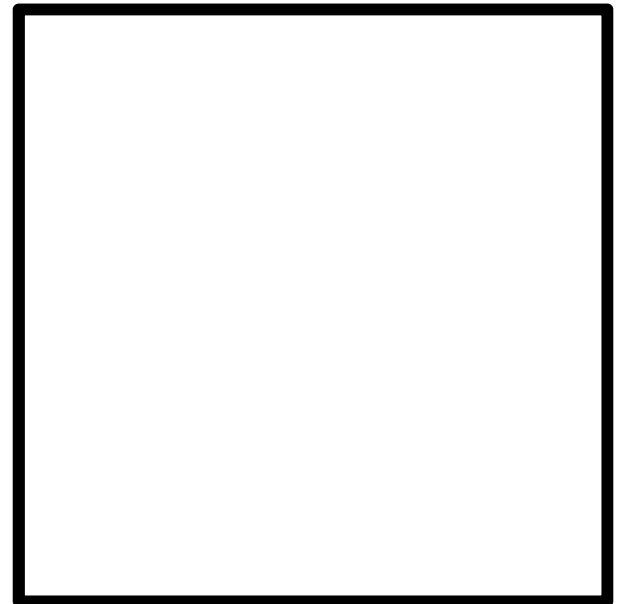
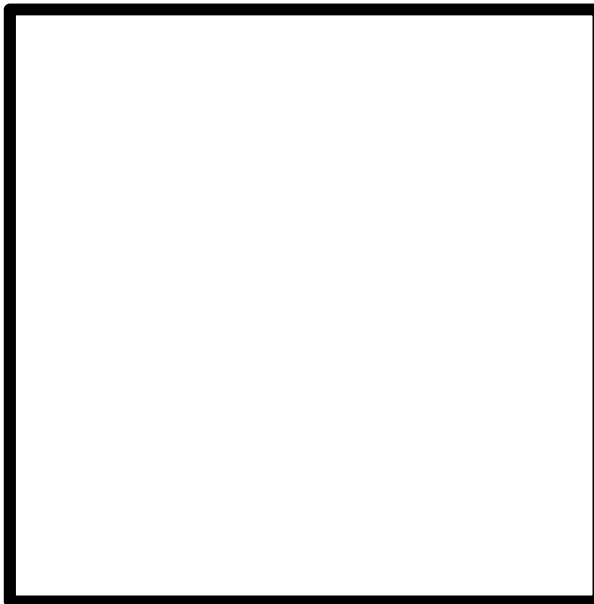
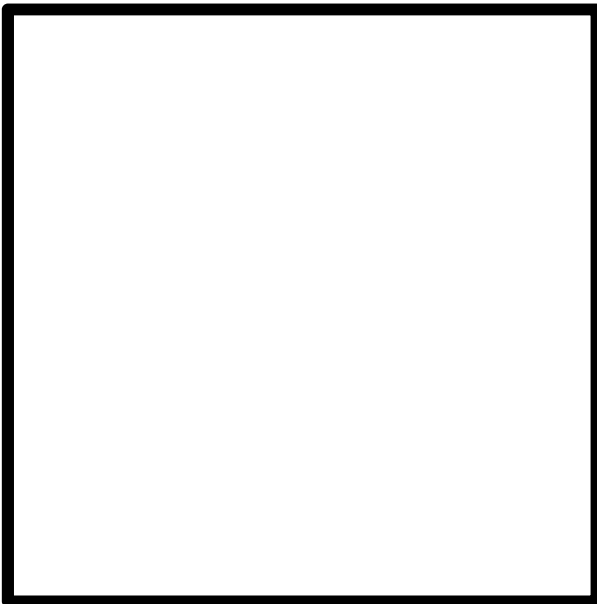
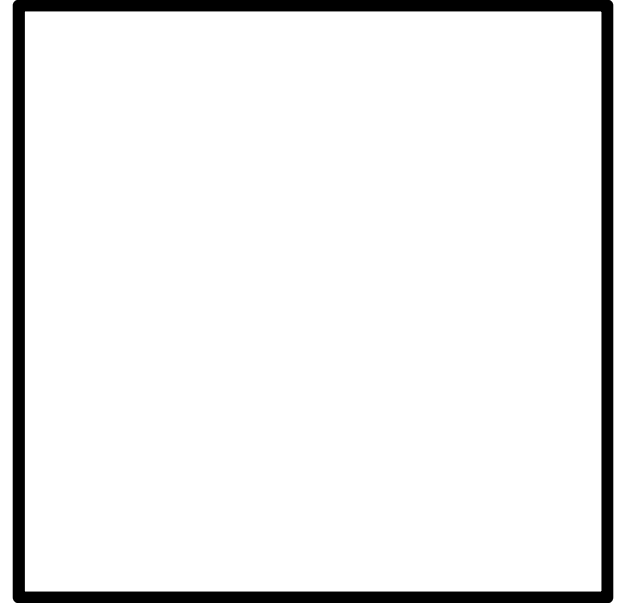
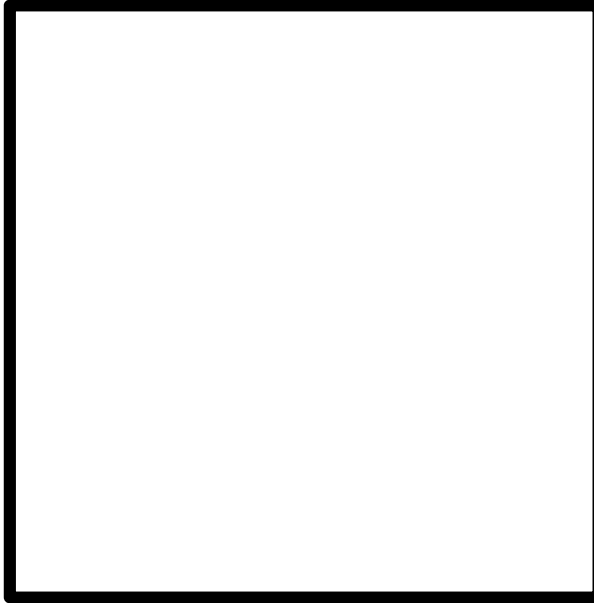
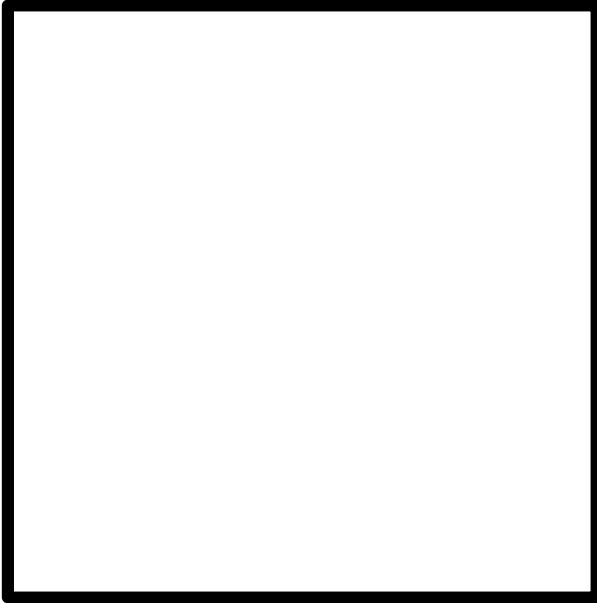


Name: \_\_\_\_\_

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

# Comic Strip Story

Title of Story: \_\_\_\_\_ Author: \_\_\_\_\_





# Emotions

My name is \_\_\_\_\_

## Draw the faces



I'm happy



I'm sad



I'm sleepy



I'm afraid



I'm angry



I'm hot

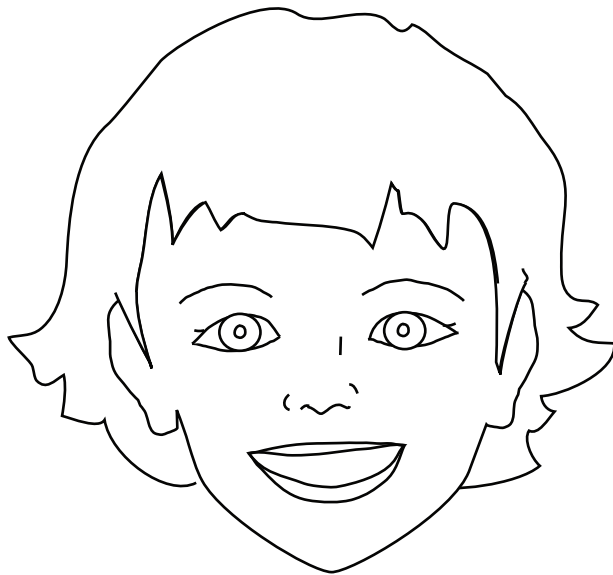


# Stage Makeup

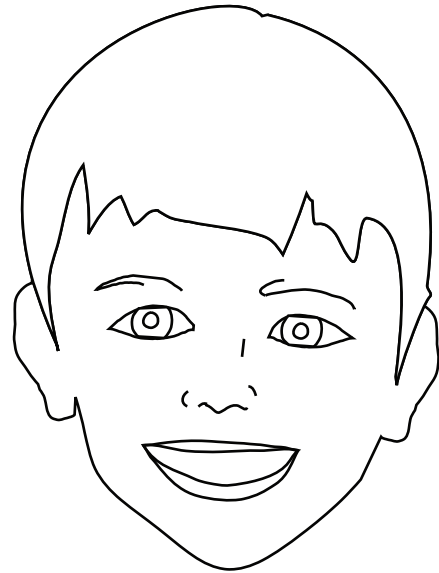


Stage makeup is an important part of any performance. Whether you use it to create a character, or just to make your own features stand out, makeup is what makes you visible to the people all the way into the back row of the audience.

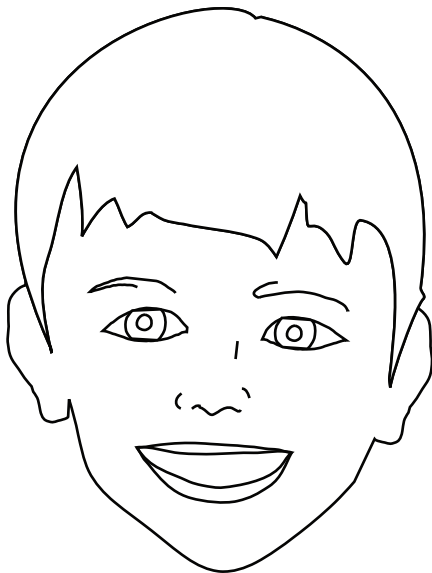
Use the faces below to practice your stage makeup skills! Grab your pens, pencils, or paints and make up each face according to the caption.



***A ballerina***



***An old man***



***A rock star***



***A cat***



# Third Grade

## English Language Learners Academic Packet



Week 1  
March 30-April 3, 2020



---

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

---



## **Good Luck**

**There was a lock on the truck.**

**So the crook used a rock to get in.**

**Then he took a sack out of it.**

**He shook the sack. Yes! Money.**

**Then he looked back to see if anyone saw him.**

**Good luck. He was safe.**

**Just then, a big hook came down from the sky.**

**The hook got the crook and took him back to the truck.**

**He was stuck. He couldn't get away from the hook.**

**Soon they came and took the crook to jail.**

**And where did the hook come from?**

**Up here. We saw it all.**



Name \_\_\_\_\_

**WORD CARDS**

Cut out the cards and practice learning the words.

money

used

looked

anyone

out

him

\* New Word

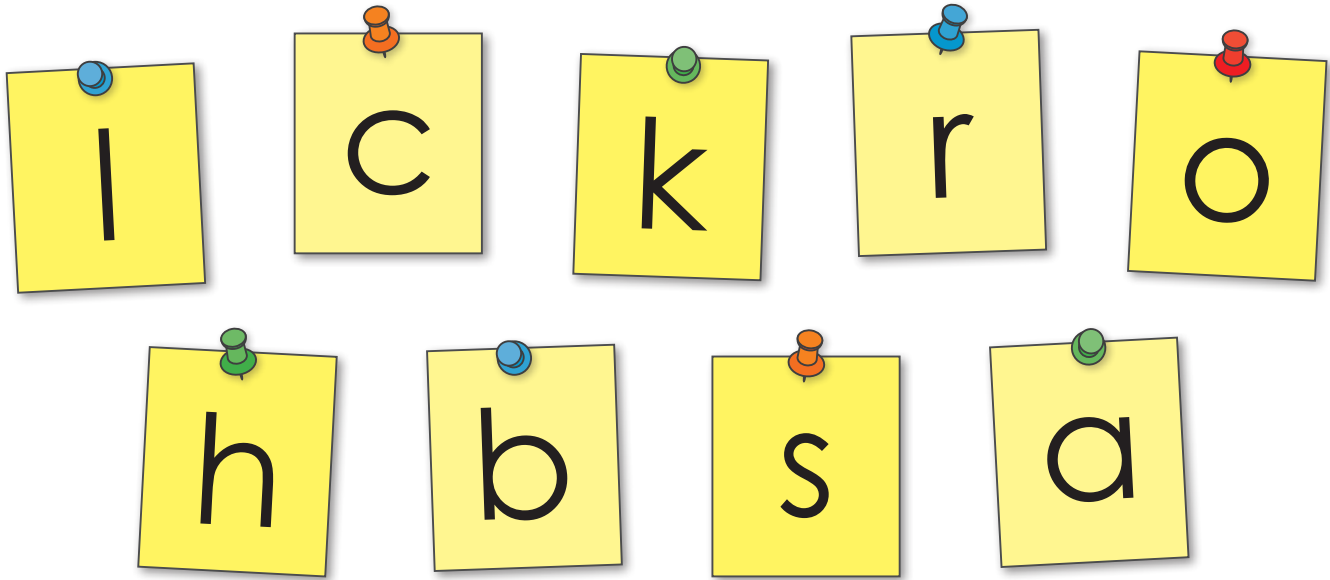




# Name \_\_\_\_\_

ready  
to spell

## Words to Spell

Use the letters below to practice spelling the words from Ready to Spell. Write your words under the clue words. You may use a letter more than once.



<p>-ock</p> 	<p>-ack</p> 
<p>rock</p>	<p>sack</p>

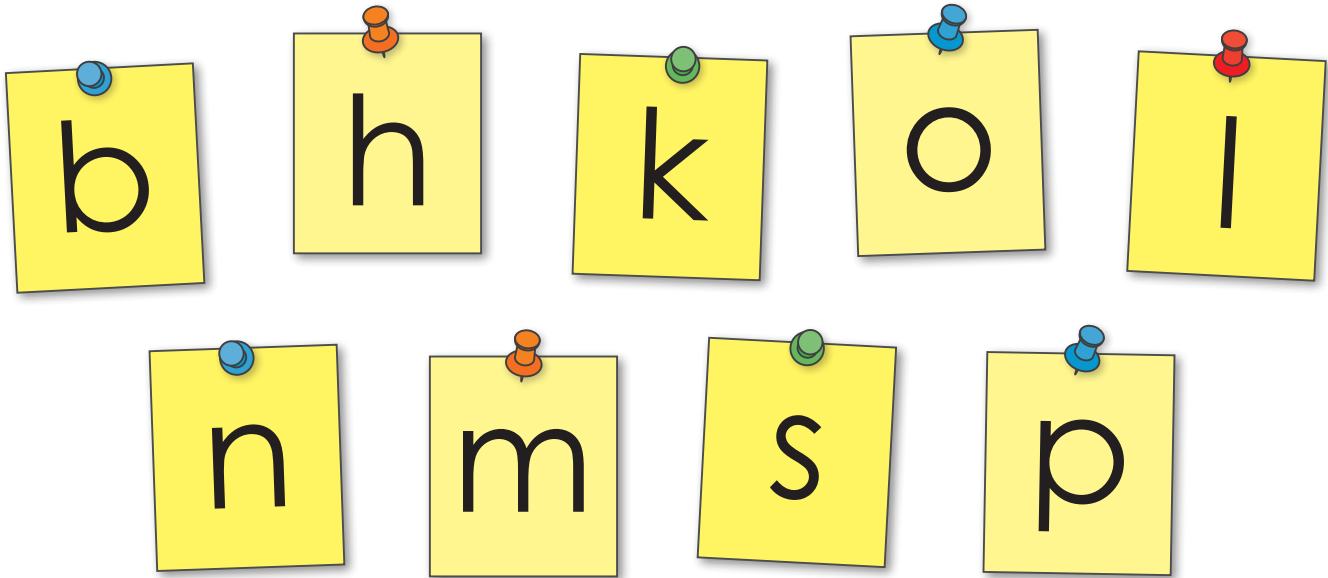




# Name \_\_\_\_\_

ready  
to spell

## Words to Spell

Use the letters below to practice spelling the words from Ready to Spell. Write your words under the clue words. You may use a letter more than once.



<p>-ook </p> <hr/> <p>book</p>	<p>-oon </p> <hr/> <p>moon</p>
---	---

**Remember,** when two o's are together, they can sound like **oo** as in **moon**, or **oo** as in **look**.



Name \_\_\_\_\_

**Words to Sort**

Write these words under the correct clue word.



**CLUE  
WORDS**

hay

book

rock

look

shock

may

flock

tray

crook



clock



hook



gray



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



**CLUE  
WORDS**

## Words to Sort

Write these words under the correct clue word.

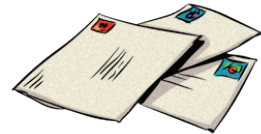
duck      jack      struck  
buck      jail      rack  
snail      fail      smack



black



truck



mail



Name \_\_\_\_\_



## **Sick and Bored**

**I had been sick for a long time.**

**I was so sick that I couldn't even get out of bed.**

**The doctor was hopeful that I'd be better soon.**

**But for now, I was bored out of my mind.**

**I watched shows, but they were not very helpful.**

**Even action shows were boring.**

**Then my mother got me a cool present—a new puppy.**

**This puppy was so playful and fun that I was never bored.**

**Watching his happiness made me happy, too.**

**Soon, I was over my sickness and back in school.**

**But I'm still thankful for my playful puppy.**



Name \_\_\_\_\_

**WORD CARDS**

Cut out the cards and practice learning the words.

even

I'd

watched

wildly

quietly

water

\* New Word



Name \_\_\_\_\_

**WORD CARDS**

Cut out the cards and practice learning the words.

watching

mother

present

even

I'd

catching

\* New Word

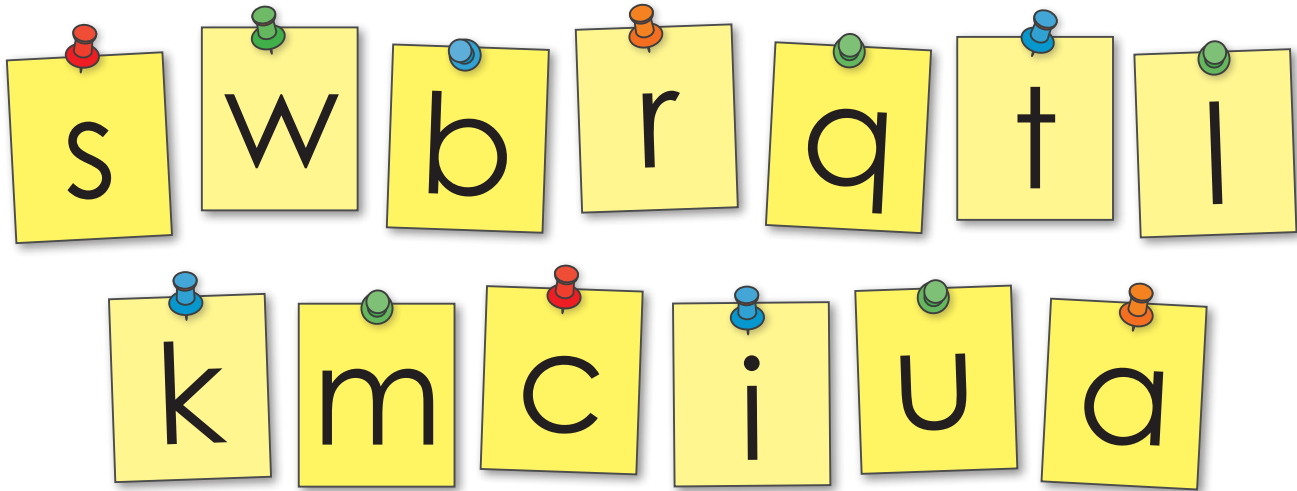


# Name \_\_\_\_\_

ready  
to spell

## Words to Spell

Use the letters below to practice spelling the words from Ready to Spell. Write your words under the clue words. You may use a letter more than once.



-ick



sick

-un



run

Remember,

when the letters **c** and **k** are together, the **c** is silent, as in **sick**.

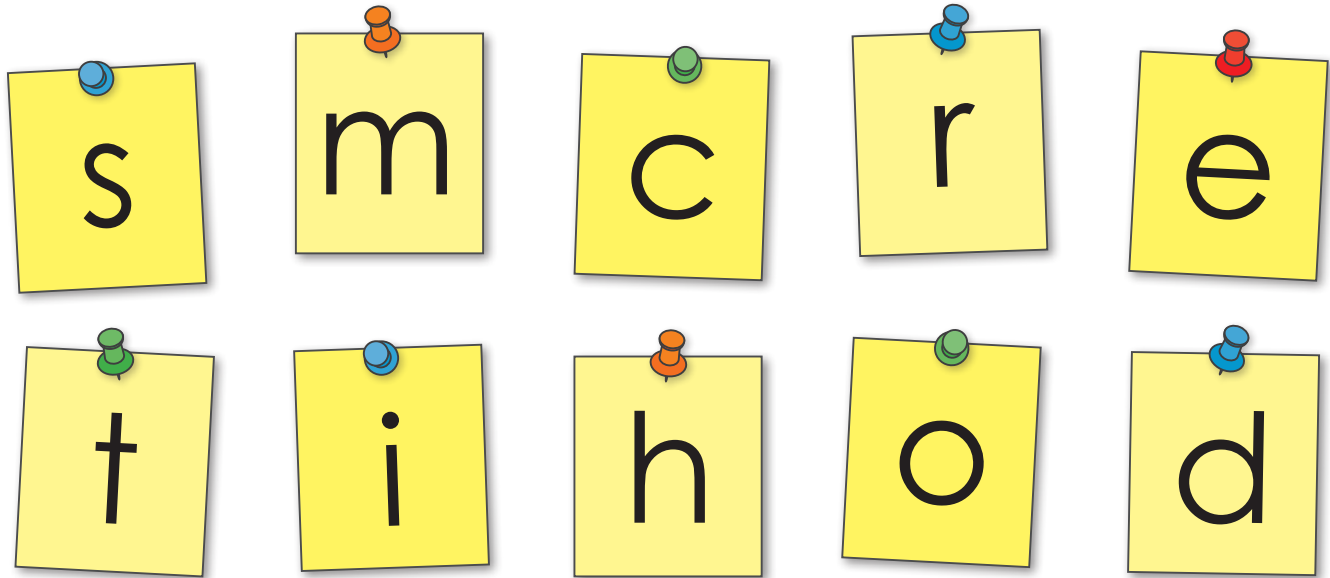




# Name \_\_\_\_\_

ready  
to spell

## Words to Spell

Use the letters below to practice spelling the words from Ready to Spell. Write your words under the clue words. You may use a letter more than once.



<p>-ore</p>  <p>score</p>	<p>-irt</p>  <p>shirt</p>
--	--

**Remember,** when the letter **r** follows a vowel, it changes the sound of the vowel. Say **cat**, and then say **cart**.



Name \_\_\_\_\_



## **Vote!**

The note was by the phone. "Vote!"

Pam saw the note.

"Is this a joke? Can I vote?" said Pam.

"Oh yes. I can vote for the best star."

"I can vote from home with the phone."

"At the tone, push a number to vote for the star you like."

"I will vote for number five. She is so cool."

"Mom, I saw the note by the phone."

"I hope number five wins."

"What? That note was for me," said Mom.

"I need to vote."

"Well," said Pam. "I got to vote, too."



Name \_\_\_\_\_

**WORD CARDS**

Cut out the cards and practice learning the words.

number

she

push

saw

was

star

\* New Word



Name \_\_\_\_\_

**WORD CARDS**

Cut out the cards and practice learning the words.

saw

was

star

clouds

moon

room

\* New Word

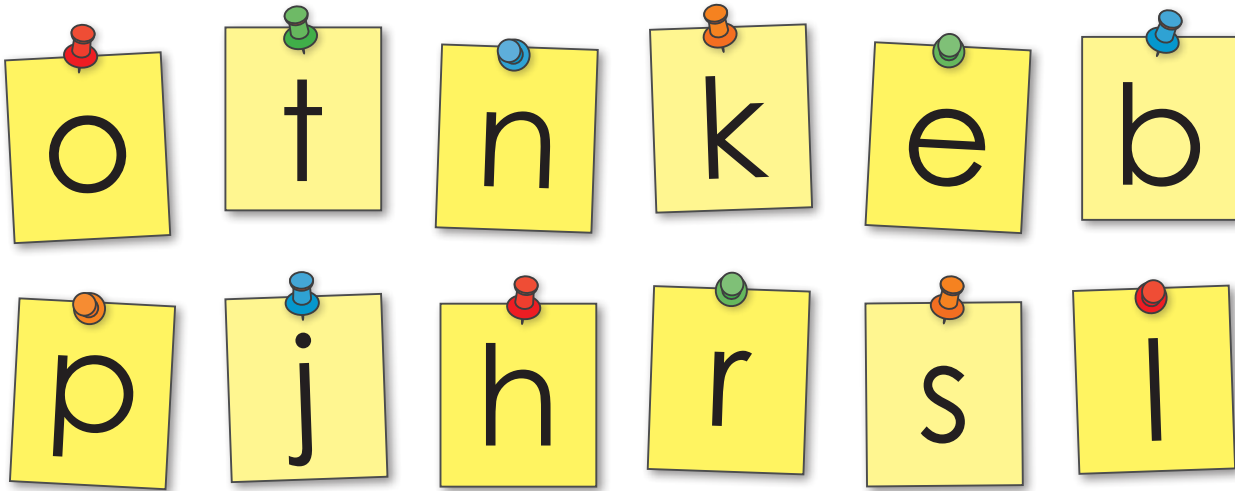


# Name \_\_\_\_\_

ready  
to spell

## Words to Spell

Use the letters below to practice spelling the words from Ready to Spell. Write your words under the clue words. You may use a letter more than once.



-oke



poke

-one



bone



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



**CLUE  
WORDS**

## Words to Sort

Write these words under the correct clue word.

yoke      zone      ride  
bone      tide      poke  
glide      smoke      stone



phone



joke



slide



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

# Reduce. Reuse. Recycle.

Grade 3, Article 1

Lexile®: 590L, 59 words



No one likes to see garbage on the ground. No one likes to see garbage filling up oceans and landfills, either. There's a lot you can do to help keep the earth clean.

## Reduce

The best way to keep garbage from piling up is to limit how much you make. Think about how often you throw a box or wrapper away. Buy snacks that come in bulk instead of little snack bags. Help plant a garden so your family can eat fresh, unpackaged foods. When you use less packaging, you reduce the garbage you create.

## Reuse

Need to buy something new? Try reusing what you have instead. Learn to sew and turn your old clothes into bags or toys. Save your plastic food containers for storing leftovers. Or decorate them. Then you can use them for holding toys or pens and pencils. Anything you do to keep your stuff out of the garbage will help the earth.

## Recycle

Paper, plastic bags, bottles, and other items can be made into new stuff. Save your recyclables, and turn them in to your city's recycling center. You can even earn money by recycling soda cans and plastic bottles.

You can make a big difference by practicing the three Rs regularly!

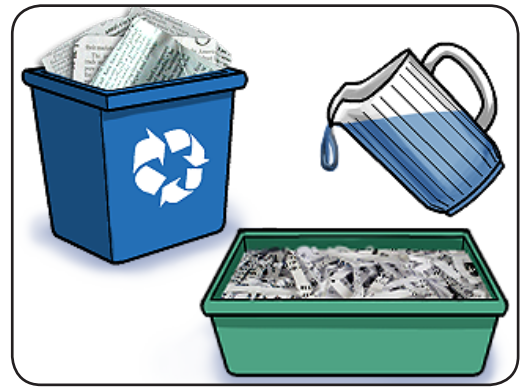


Name: \_\_\_\_\_

# Make Your Own Recycled Paper

Grade 3, Article 2

Lexile®: 700L, 190 words



Did you know that you can make your own recycled paper at home? Here's what you will need:

- newspaper, paper towels, or construction paper
- a dishpan
- a blender
- an 8 x 10 inch piece of small-holed screen
- a towel
- a smooth board
- a cotton cloth

## Step 1:

Tear the paper into small pieces. Then fill a dishpan with warm water and soak the pieces in it all night.

## Step 2:

The next day, add more warm water to the dishpan and break the mixture apart.

## Step 3:

Place the mixture in your blender and add enough water to fill it halfway. Blend the mixture in short bursts until it looks like mushy soup. You've created pulp.

## Step 4:

Cover the screen evenly with your pulp. Then lay a towel out and place the screen on top. Press the board firmly onto the pulp, squeezing out the water. Set the board aside when done.



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

**Step 5:**

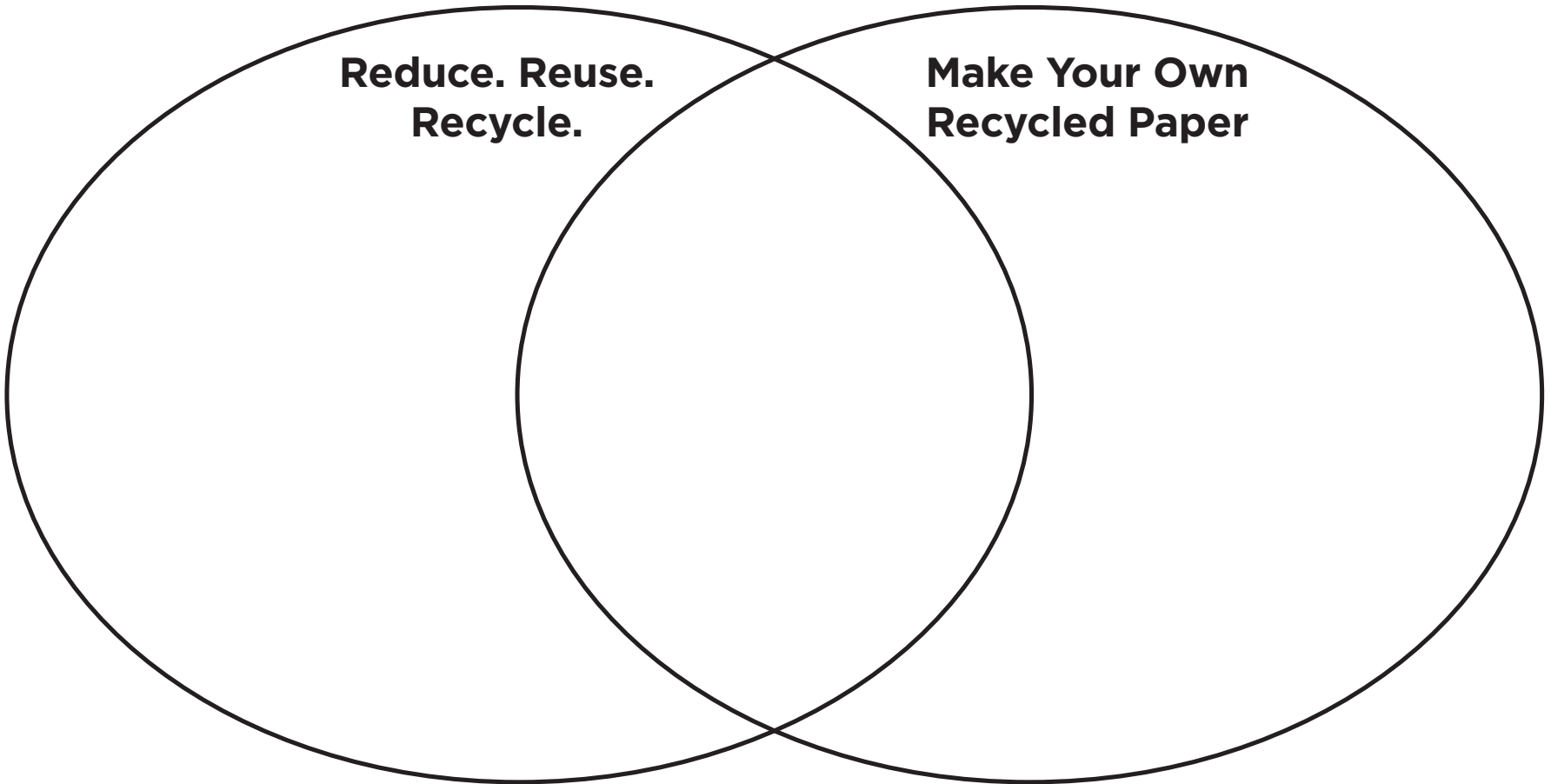
Place the cotton cloth on a flat surface. Turn the screen over onto the cloth and carefully remove it, leaving the paper on the cloth. You may need to use a spatula to separate the paper from the screen.

**Step 6:**

Lay your paper out to dry. You can experiment by adding dried flowers, glitter, or other add-ins when creating your pulp. Just think of all the different kinds of paper you can make!



# Venn Diagram

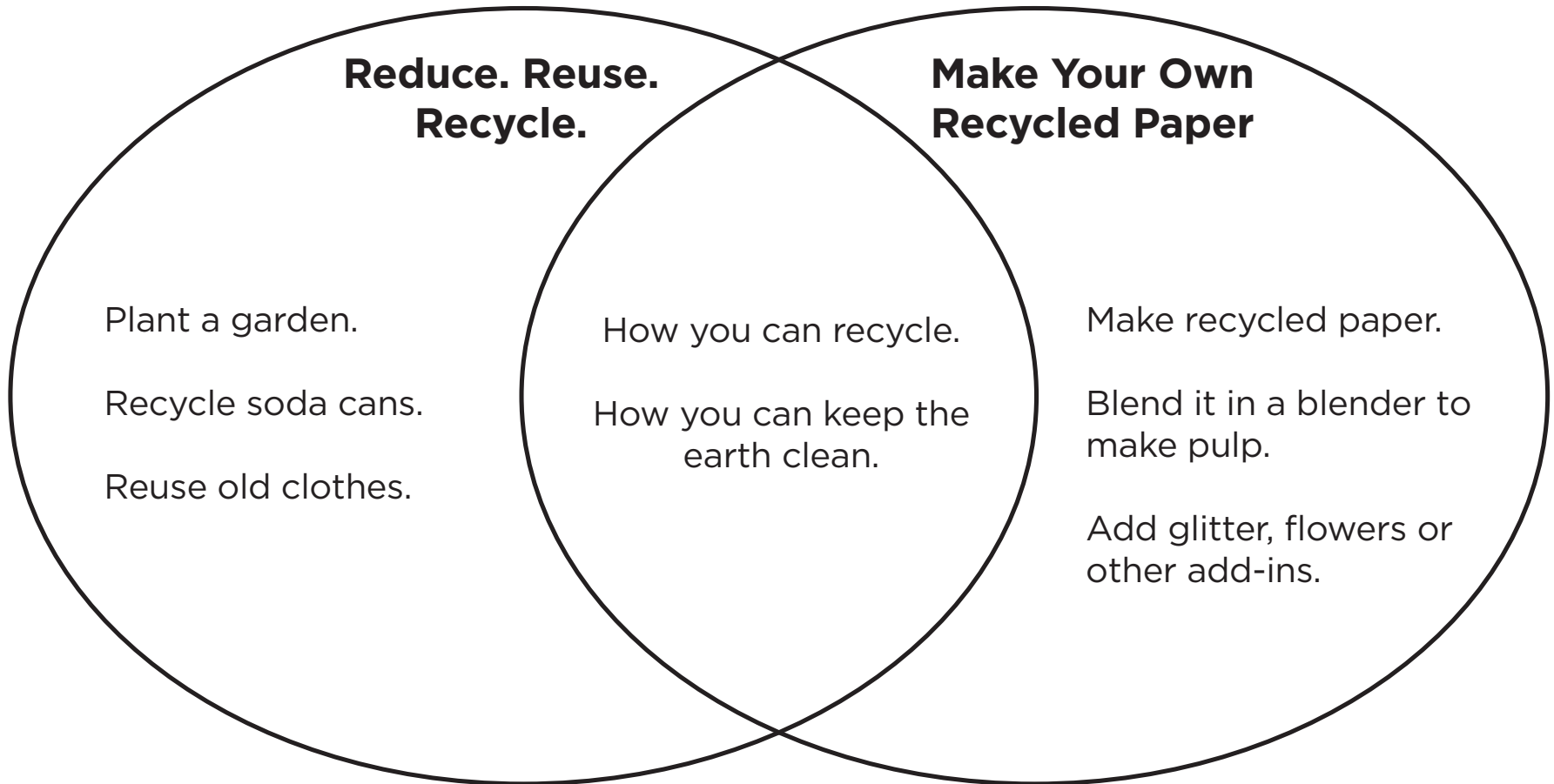


Name \_\_\_\_\_



# Venn Diagram

Name \_\_\_\_\_





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

# The Fossil Hunter

Grade 3, Story 1

Lexile®: 700L, 486 words



I can't believe that I have to stay with Aunt Megan. She's really nice, but she always wants me to go to work with her. She's a ranger at a big state park called Fossil Butte. She spends all day hiking up and down trails and showing people around. My idea of a good time is to stay inside and play video games.

Aunt Megan thinks it will be good for me to spend the whole day outside enjoying the fresh air. What do I think? I think that walking for miles and miles will be very boring.

She wants me to find a fossil. How do you find a fossil? Aunt Megan says I need to investigate rocks very carefully. Looking at rocks is not fun.

But the sooner I find a fossil, the sooner I can get back to my video games. I keep my eyes open, but all I see is regular old rocks.

We're pretty high up the mountain now, heading into the trees. Aunt Megan shows me jagged lines scratched into the trees where mountain lions have sharpened their claws. I have to admit, it would be cool to see a mountain lion. I look around. Aunt Megan is gone.

"Come on up here!"

I breathe a big sigh of relief. Aunt Megan is not a mountain lion's dinner. I scramble up toward the top of the mountain and toward Aunt Megan.

Since a lot of paleontologists have already been here searching for fossils, I doubt that I will ever find one. I look down. I can't believe that this was once a huge lake full of fish and tropical plants and even alligators.

I'm trying to imagine an alligator climbing this mountain. Then I see something through the trees that looks like rock on the ground with faint



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

marks on it. As I get closer, I can hardly believe what I see. A fish fossil! That little fish was hiding there in the rock for maybe a million years until I found it.

“Have you discovered anything yet?” Aunt Megan calls. “If we don’t hurry, you’ll miss your favorite TV show.”

“Who cares about TV? You won’t believe what I just found.”



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

## City Search

Grade 3, Story 2

Lexile®: 680L, 533 words



“What do you think?” Dad asked as he looked over Jade’s shoulder.

Jade looked at the schedule one more time to make sure. “I think that we should take the 8:55 train. Then we can get off at 83rd Street.”

Dad nodded. “Good job reading the schedule; we’ll get there in no time with you in charge. Have you decided what to get for your brother once we’re there?”

Jade shook his head, and his shoulders slumped a little.

“Cheer up—we’ll find something that’s just right for him.” Dad walked with Jade to the right train. While they waited to get on, they chatted about what they might find for Martin’s birthday.

Once on the train, the world zoomed by just like the birthday ideas zoomed through Jade’s head.

At the station on 83rd, they got out and walked toward the sports shop. “Maybe we should get Martin a baseball hat or a sweatshirt,” Dad said. “He would love some kind of baseball gift.”

“Maybe,” Jade said, but he was thinking that he needed something better than a sweatshirt. Dozens of sweatshirts hung on the rack, and they all looked the same. Jade wanted to get Martin something special.

When they left the sports store, Jade noticed a bus stop across the street. He pulled out their bus schedule.

“Look, Dad. We could catch the 9:45 bus to Charleston Street.” There were plenty of stores on Charleston Street, but Jade was thinking of one store in particular.



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

They boarded the bus, rode for a few blocks, and then got off at their stop. Jade began walking toward a pet shop when his dad gently stopped him.

"I'm sorry, Jade, but Martin can't have a pet. Pets aren't allowed in his apartment building."

"Not even a fish?"

Dad shook his head and then said, "We can get on the trolley and go to a bookstore. Martin needs a break sometimes at college, and he might like a fun book." Jade shrugged, checked the schedule, and found a trolley that would be going past soon.

When they got to the store, Jade held his breath. What if they ran out of time before finding something for Martin's birthday?

He looked through the mysteries, adventure stories, and graphic novels, but he couldn't find anything that was just right. He needed something Martin was interested in. Something he would enjoy. But also something different and one-of-a-kind.

Out of the corner of his eye, Jade noticed a group of people. They looked excited, and he wondered what could be so interesting at a bookstore.

A lady who worked there was telling customers about a new book that they could have signed by the author. "In fact," she told them, "this specific book is about baseball, so both the author and a major league baseball player are here to sign copies of it."

Jade walked forward as if a magnet were pulling him. There sat a real author and a real baseball player together at the same table.

Jade grabbed his dad's arm. "Dad, we have to get it for Martin."

Dad smiled and said, "Let's get in line. I have a feeling that you found the perfect gift."

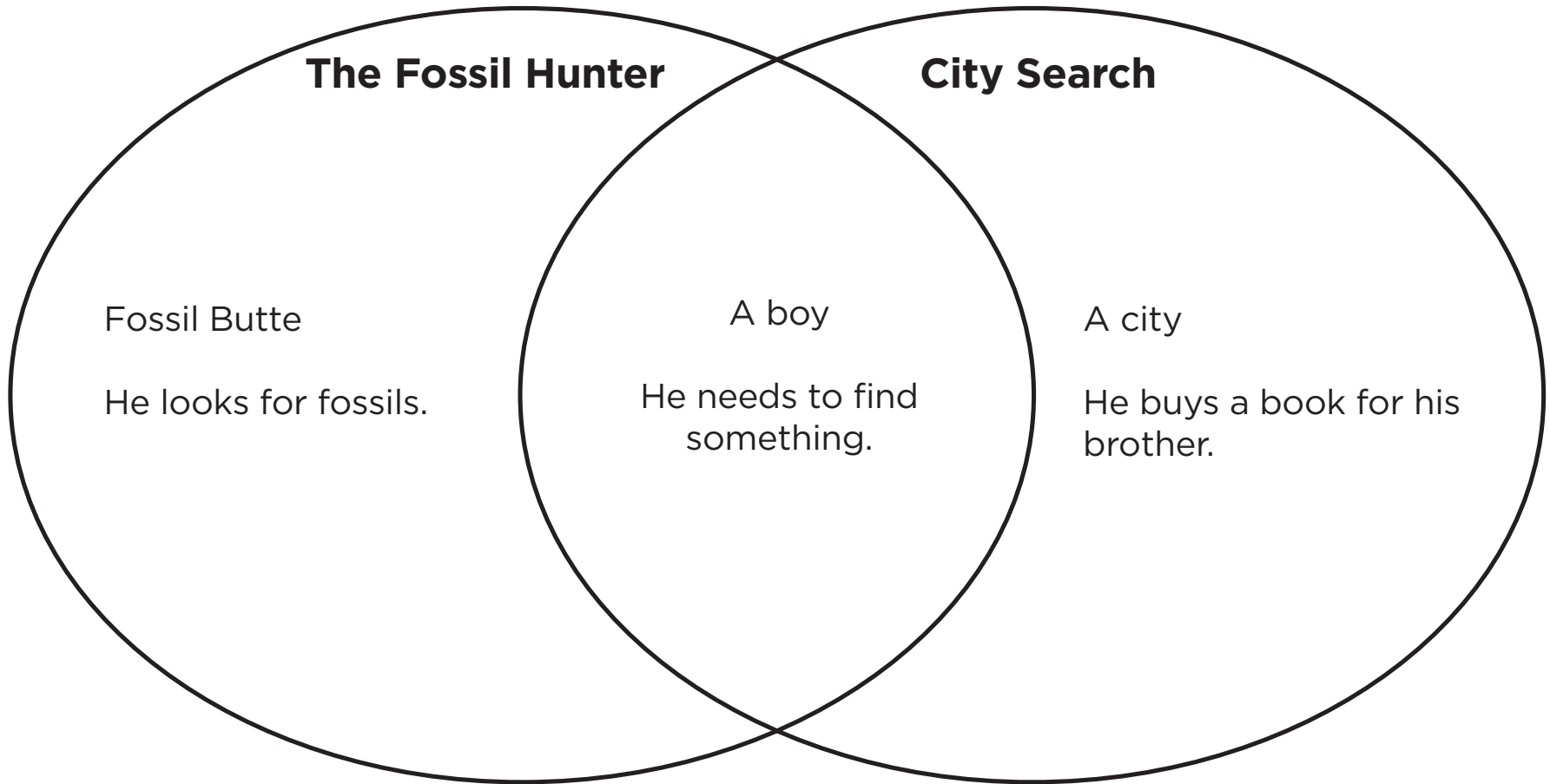


# Venn Diagram





# Venn Diagram





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

# A Tugboat Race on the Hudson

**Written by Nari Carter**

**Illustrated by Hollie Hibbert**

Lexile®: 300L, 105 words



The people look at the boats.

These boats aren't fancy or fast. They are tugboats. Their job is to push or pull big ships along the narrow river.

The tugboats can also break up the ice on the river.

But today, they are waiting to race.

The tugboat captains are excited. Each hopes his boat will win.

At noon, the horn sounds. The people cheer.

The tugboats race up the Hudson River.

Soon the boat named Ross Sea is leading. It wins first place with a time of 4:44. All of the other boats were slower.

The captain is proud. His boat is the best!



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

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Accuracy: # of reading errors: \_\_\_\_\_ (Indep. = 0–2, Instr. = 3–6, Frust. = 7+)  
Speed: To calculate:  $6300 \div$  \_\_\_\_\_ (Reading time in seconds) = \_\_\_\_\_ WPM



Name \_\_\_\_\_

## A Tugboat Race on the Hudson

### Comprehension Questions



1. **What are the tugboats waiting to do?**
  - a. pull big ships
  - b. race each other
  - c. break up the ice
  - d. take people on a ride
2. **Where does the race take place?**
  - a. on a river
  - b. on the ocean
  - c. on a lake
  - d. on the sea
3. **Why was the captain of the Ross Sea proud?**
  - a. His boat broke up the most ice.
  - b. His boat could push ships through narrow spaces.
  - c. His boat was the fastest on the Hudson.
  - d. His boat could pull the biggest ships.
4. **Why do the people cheer?**
  - a. They want to ride on a tugboat.
  - b. They are waiting for their turn to race.
  - c. They think the boats are fancy.
  - d. They are excited to see the boats race.



Name \_\_\_\_\_

## A Tugboat Race on the Hudson

### Comprehension Questions (Answer Key)



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Name \_\_\_\_\_

word cards

Cut out the cards and practice learning the words.

tugboats

narrow

waiting

captains

river

fancy

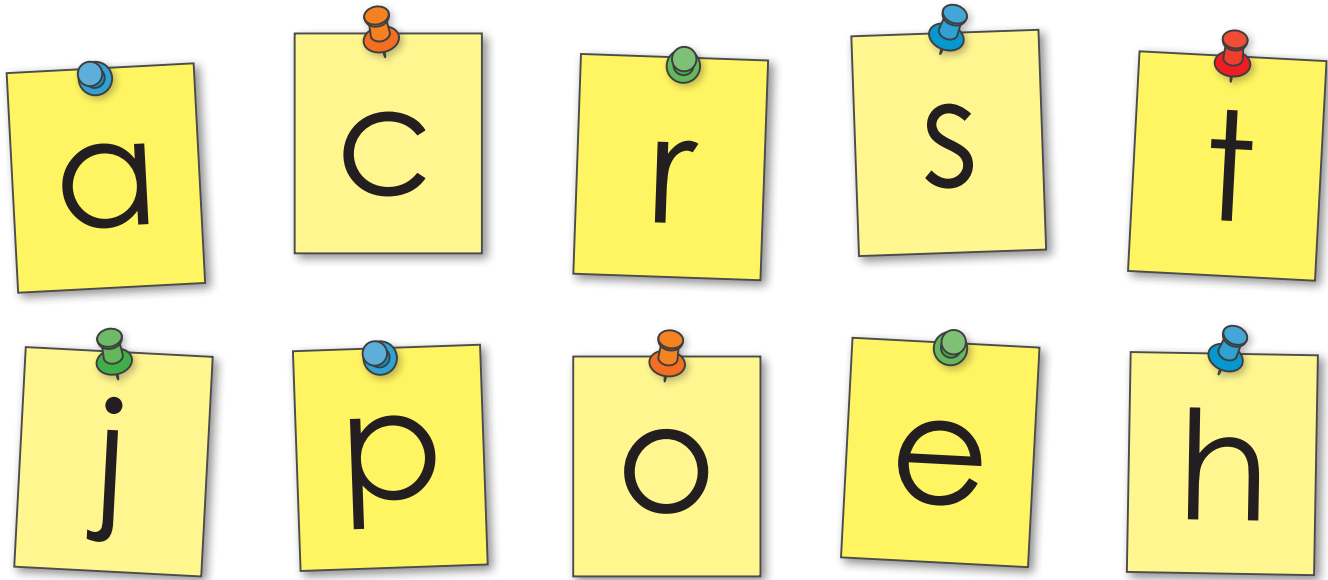




# Name \_\_\_\_\_

ready  
to spell

## Words to Spell

Use the letters below to practice spelling the words from Ready to Spell. Write your words under the clue words. You may use a letter more than once.



<p>-ar</p> 	<p>-art</p> 
<p>jar</p>	<p>cart</p>



Name \_\_\_\_\_



**CLUE  
WORDS**

raw

cart

star

part

jar

paw

bar

claw

start



car



dart



draw



Name \_\_\_\_\_



**CLUE  
WORDS**

more      white      chart

bite      smart      tore

tart      kite      snore



write



score



dart



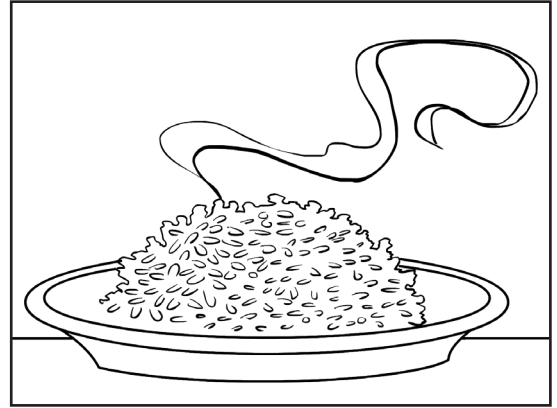
Name: \_\_\_\_\_

# Making Sushi

**Written by Sherry Carr**

**Illustrated by Jim Madsen**

Lexile®: 440L, 80 words



Making sushi is easy! First, cook some rice.

When it is done, put it on a plate to cool.

Then lay a long bamboo mat on the table.

Put a sheet of seaweed down on the mat. Brush the seaweed with oil.

Cover the seaweed with rice.

Add fish, crabmeat, peppers, or anything you like.

Roll it up. Then, press it tightly.

Now, cut the roll into many small bites.

It's ready to eat, so grab some chopsticks and enjoy!



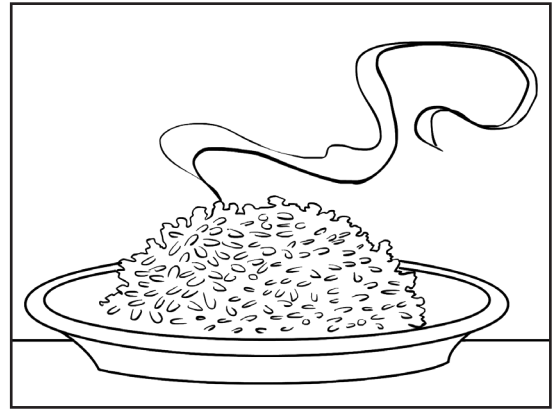
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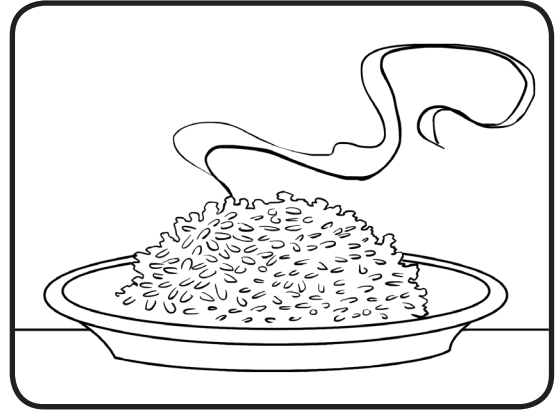
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Speed: To calculate:  $4800 \div$  \_\_\_\_\_ (Reading time in seconds) = \_\_\_\_\_ WPM



Name \_\_\_\_\_

## Making Sushi

### Comprehension Questions



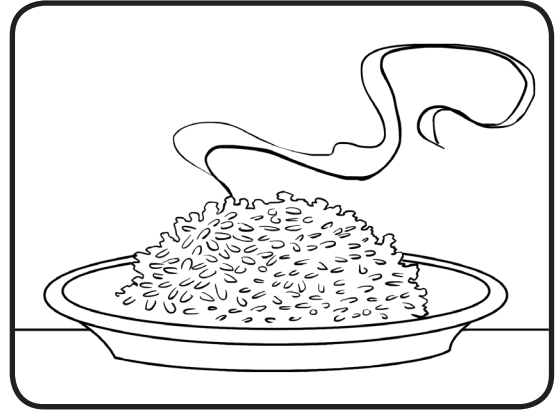
1. What is the first step for making sushi?
  - a. roll up the sushi
  - b. cook the rice
  - c. brush the seaweed with oil
  - d. cut the peppers and crabmeat
2. What do you put on the bamboo mat first?
  - a. seaweed
  - b. crabmeat
  - c. peppers
  - d. rice
3. To make fresh sushi, it would be good to live \_\_\_\_\_.
  - a. in the desert
  - b. on a mountain
  - c. near the sea
  - d. on a farm
4. The author of the story is trying to teach you \_\_\_\_\_.
  - a. how to use chopsticks
  - b. how to make a bamboo mat
  - c. how to cook rice
  - d. how to make sushi



Name \_\_\_\_\_

## Making Sushi

### Comprehension Questions (Answer Key)



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  - d. how to make sushi**



Name \_\_\_\_\_

word cards

Cut out the cards and practice learning the words.

seaweed

crabmeat

chopsticks

sushi

tightly

enjoy






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

ready  
to spell

## Words to Spell

Use the letters below to practice spelling the words from Ready to Spell. Write your words under the clue words. You may use a letter more than once.



<div>-ice </div> <div>mice</div>	<div>-ife </div> <div>wife</div>	<div>-id </div> <div>kid</div>
---	---	---

Remember,

when **c** is followed by **e**, together they make the **s** sound.



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



**CLUE  
WORDS**

## Words to Sort

Write these words under the correct clue word.

life

nice

did

rife

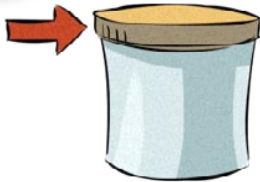
kid

rice

skid

strife

twice



lid



mice



wife



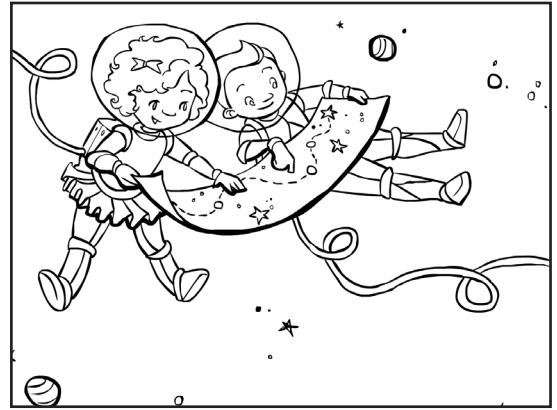
Name: \_\_\_\_\_

# What Happened to Pluto?

Written by Nari Carter

Illustrated by Hollie Hibbert

Lexile®: 440L, 96 words



Earth is a planet. Mars is a planet.

Pluto **was** a planet. Now it is not.

Pluto was the farthest and smallest planet in our solar system.

Then, scientists said it wasn't a planet. So, what's up with that?

It's not that Pluto dropped out of space. Pluto is still out there.

Scientists just changed their ideas about what a planet is. Now, Pluto is called a dwarf planet.

Dwarf planets are too small to be planets.

Scientists believe there are other dwarf planets in our solar system.

Maybe you will find the next dwarf planet.



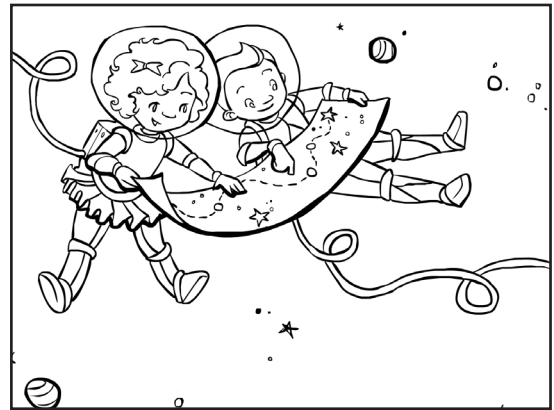
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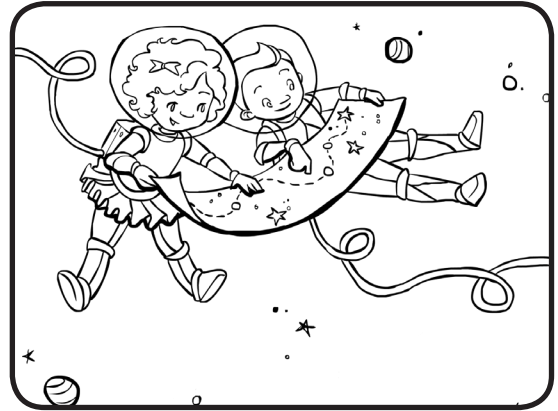
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Accuracy: # of reading errors: \_\_\_\_\_ (Indep. = 0–2, Instr. = 3–5, Frust. = 6+)  
Speed: To calculate:  $5760 \div$  \_\_\_\_\_ (Reading time in seconds) = \_\_\_\_\_ WPM



Name \_\_\_\_\_

## What Happened to Pluto? Comprehension Questions



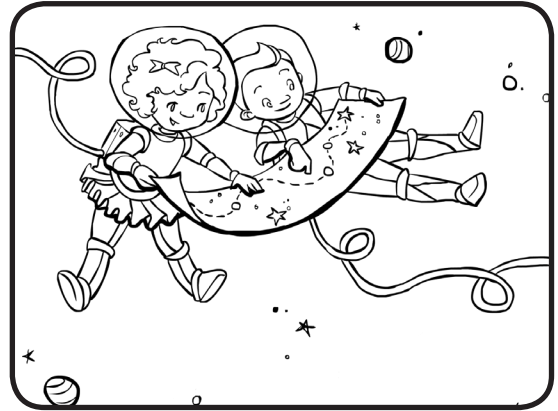
1. **What is Pluto called now?**
  - a. a dwarf planet
  - b. a solar system
  - c. a space dwarf
  - d. a solar dwarf
2. **Dwarf Planets are \_\_\_\_\_ than other planets.**
  - a. bigger
  - b. hotter
  - c. smaller
  - d. colder
3. **What do we learn about scientists from this passage?**
  - a. They go into space.
  - b. They change their ideas.
  - c. They think there is only one dwarf planet.
  - d. They think Pluto is a planet.
4. **What is the main idea of this passage?**
  - a. Pluto is too small to be a planet.
  - b. Pluto is far away.
  - c. Dwarf planets drop out of space every year.
  - d. All dwarf planets are called Pluto.



Name \_\_\_\_\_

## What Happened to Pluto?

### Comprehension Questions (Answer Key)



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Name \_\_\_\_\_

word cards

Cut out the cards and practice learning the words.

planet

farthest

system

smallest

solar

scientists