



Silver Bluff Elementary

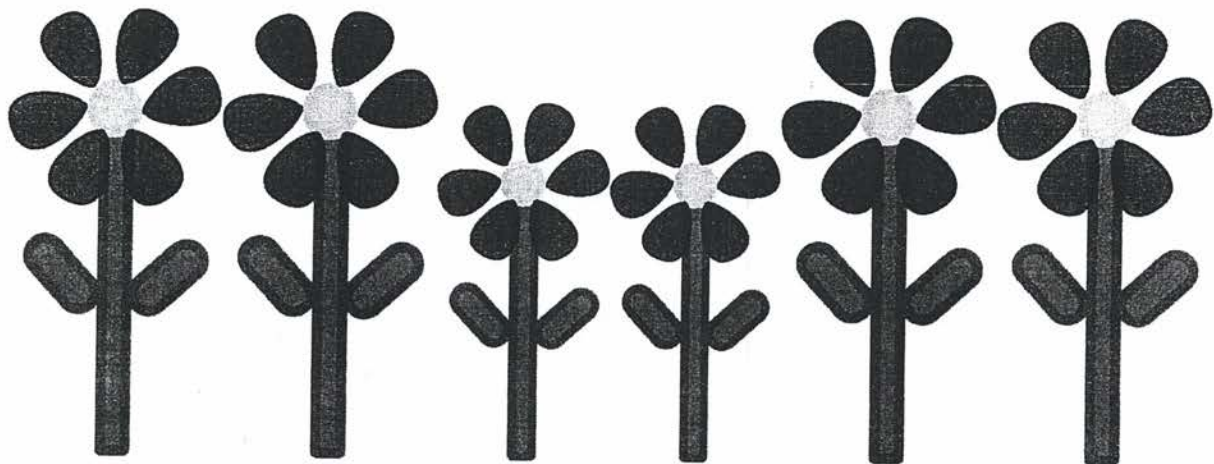
SPRING BREAK PACKET

2024

3rd Grade



Name: _____



Dear Parents,

Research has shown that students can experience learning loss during extended breaks from school, such as over spring break. Providing learning materials and activities can help prevent this loss by keeping students engaged and mentally active during the break. Please use this home learning packet as an opportunity to reinforce what your child has learned and solidify their understanding of key concepts. Parents can support their child's learning by supervising activities, providing assistance when needed, and engaging in discussions about the material.

Reading Activity #1

Students are to read the texts and use text evidence to answer the questions.

Reading Activity #2

Students are to complete i-Ready Reading Student Pathway Lessons: 45 minutes in total for the week and read a book on myON (see Spring Break challenge flyer attached).

Math Activity #1

Students are to complete the unit assessments attached.

Math Activity #2

Students are to complete i-Ready Math Student Pathway Lessons: 45 minutes in total for the week and earn 5 green lights on Reflex Math (see Spring Break challenge flyer attached).

Completed packets are due to your child's teacher when we return on Monday, April 1, 2024. We wish you all a safe and enjoyable spring break recess.

Reporting Category: Reading Prose and Poetry

Perspective and Point of View: Explain Different Characters' Perspectives

Authors use details in a story to explain a **character's perspective**. Perspective is the attitude, thoughts, or feelings a character has about a topic or event. Readers must use the details the author provides to determine a character's perspective.

One way an author shows a character's perspective is by describing the character's thoughts and feelings. The author may tell readers exactly how the character feels, or the character may share his or her feelings directly.

Example: Cato said, "I am so happy it's Monday! Grandma is coming to visit!"

This detail explains that he feels very excited about her visit. So Cato's perspective about his grandmother might be that he is looking forward to his grandmother's visit.

Another way an author explains a character's perspective is based on the character's actions. Look for details about what a character does, why the character does it, or the character's response to events.

Example: Cato's eyes opened wide, and he frowned. Grandma had brought her dog Rocko.

This detail describes Cato's unhappy expression. So Cato's perspective is that he doesn't like the dog.

Authors always give clues to help readers know a character's perspective. Think about the following questions as you read: *What does the character think or feel? What does the character say? How does the character say the words? How does the character respond to events?* Understanding a character's perspective helps you understand a story better.

Read the passage "Buying Books with Grandpa" and then answer Numbers 1 through 4.

Buying Books with Grandpa

- 1 One Saturday, Grandpa and Luca went to the shop to buy a book.
- 2 "Which kind do you like to read best?" Grandpa asked Luca. Grandpa picked up a book with a dinosaur in space on the cover.
- 3 "I like dinosaurs, but that is a comic book," Luca said. "I want to read a book about real dinosaurs."
- 4 Grandpa looked at some other books and found a picture book about dinosaurs. "What about this one?" he asked.
- 5 "That one is for babies," Luca said with a frown. "I guess I'll try the comic book," Luca said.
- 6 "I used to dislike comic books, too," Grandpa replied. "But then after I read one, I discovered that I really enjoy them!"

1. At the beginning of the passage, how does Luca feel about comic books? How do you know?

2. Circle the paragraph number that shows Luca's perspective on picture books. Then underline the detail in the passage that supports your answer.

Paragraph 3

Paragraph 4

Paragraph 5

3. What is Grandpa's perspective about comic books? How do you know?

4. How is Luca's perspective like Grandpa's at the end of the story?



Reporting Category: Reading Prose and Poetry

Poetry: Identify Types of Poems

A **poem** can tell a story, create a picture with words, or express feelings and emotions, using a structure of lines grouped together into stanzas. Stanzas group ideas together the way paragraphs group ideas in stories and informational text.

There are different types of poems. These types are based on the number of lines or stanzas, the rhyming pattern, or even how the poem looks.

Rhymed verse is a form of poetry that uses rhyme. In rhymed verse, words that appear at the end of two or more lines in the poem have the same sound.

The river in winter
Is frozen and cold.
It cracks and creaks
Like bones growing old.

A **limerick** is a kind of rhymed verse. Each stanza has five lines. The first, second, and fifth lines rhyme. The third and fourth lines rhyme. This pattern of rhyme is called the poem's rhyme scheme. A limerick has a rhyme scheme, or pattern of rhyme, that makes it sound funny. Here is an example of a limerick:

Mouse scurried as fast as can be
Past Cat, stretching under a tree.
"What's your hurry?" asked Cat.
"You know better than that.
No mouse can run faster than me!"

Free-verse poetry does not always rhyme. It can have stanzas of different lengths. It can tell a story or express a feeling. A free-verse poem can be funny or serious.

Skylar on the scooter,
Brandon on the bike,
Saturday pioneers headed for the hills!
Two-wheeled racers
That are different in so many ways.

Haikus use three lines to describe a scene or idea and don't usually rhyme. The first and last lines have five syllables, and the middle line has seven.

Snap, snap goes the gum
Bigger, the bubble inflates
Pop! All on my face.

Looking at the ends of lines or the number of stanzas in a poem can help you identify the different types of poems.

Answer Numbers 1 through 4.

1. How are free verse poems and rhymed verse poems different?

2. How are limericks and haikus alike?

3. Read this poem.

Hickory, Dickory, Dock!
The mouse ran up the clock.
The clock struck one,
The mouse ran down,
Hickory, Dickory, Dock!

What kind of poem is this?

- Ⓐ haiku
- Ⓑ limerick
- Ⓒ free verse
- Ⓓ rhymed verse

4. Which lines from the poem support your answer in Number 3?



Reporting Category: Reading Informational Text

Structure: Identify Chronology, Comparison, and Cause/Effect Text Structures and Explain How Text Features Contribute to Meaning

A **text structure** is the way authors present ideas and information. Authors choose specific text structures to support and contribute to the meaning of the topic or to support the author's purpose. The most common types of text structures for informational texts are chronology, comparison, and cause and effect.

- **Chronology:** This text structure presents facts, events, or details in order so readers understand what happened during a certain period of time. Signal words for chronology include *earlier, eventually, soon, until, last, before, later, then, recently, and next.*

Example: *Last year, Sam finished first grade. Then he moved to a new town. Then he started at a new school.*

- **Comparison:** This text structure, which is also called **compare and contrast**, helps readers understand how people, animals, objects, or ideas are related. When authors compare things, they show how those things are alike. When authors contrast things, they show how those things are different. Signal words for compare include *same, like, and both.* Signal words for contrast include *different and but.*

Example: *The fish both had orange scales and black stripes. But one had large fins and the other had small ones.*

- **Cause and Effect:** This text structure shows readers how one thing leads to another. Authors use this structure to explain why something happens, or the cause. What happens as a result is the effect. Cause-and-effect signal words or phrases include *such as, because, due to, so, and as a result of.*

Example: *Because of the cold weather, we stayed inside.*

Authors tell readers their ideas in different ways. Sometimes authors organize facts using **text features**. Here are a few text features you might come see in passages:

- **Headings** help to organize the information in the text.
- **Bold** and ***italicized*** print help to show words that are important to understanding the topic and central idea of a text. Bold and italic print can also provide definitions to help the reader understand important details related to the topic.
- **Sidebars** are small sections offset apart from the main text. Sidebars provide additional information about the topic. A sidebar can include more text, an image, or a chart.
- **Illustrations**, like **photographs** and other kinds of **images**, also help explain a text. If an author includes a picture of a piece of technology in a passage, the reader has a better idea of what the technology looks like and how it might be used.
- **Captions** are short explanations of what illustrations show. They usually add information that is not found in the text.
- **Diagrams** are detailed images that give more information about a topic. **Maps, graphs, timelines, and charts** are types of diagrams. Even when a text describes how something works, a diagram can help the reader to visualize what the words mean.

Text features contribute to the meaning of a passage by making information easier to understand or more interesting to read. Sometimes they give additional information about the topic that is not included in the main body of the text.

Use the passage "Cloud Forests" to answer Numbers 1 and 2.

Cloud Forests

- 1 Usually, clouds are high above you in the sky, but not in a cloud forest! A cloud forest has clouds that hang low most of the time like mist or fog. This type of forest is also called a water forest because it feels like it is always raining. The clouds seem to rise up from the ground. This makes the forest feel humid with air that is heavy and wet. You can find cloud forests around the world. They are in places like Central America, Africa, and Asia.

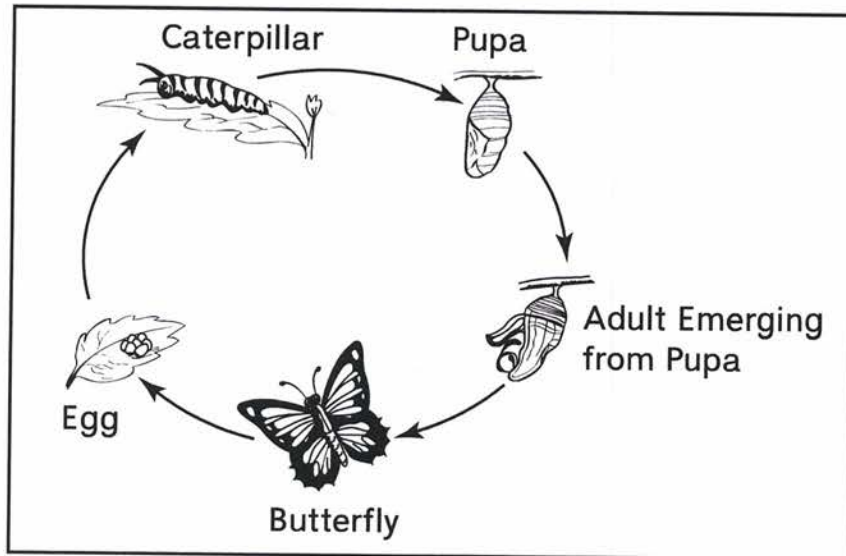
How Do Clouds Form?

- 2 A lot of rain falls in cloud forests. This creates cloud layers. Rivers flowing through cloud forests also add water. Then, mountains help clouds form. Winds move warm air against mountains. The warm air cools, and as a result, water droplets appear as clouds. Some cloud forests are found four thousand feet high in the mountains.

1. What text structure does the author use in paragraph 2?
chronology comparison cause and effect

2. What detail in paragraph 2 supports your answer to Number 1?

Use the diagram to answer Numbers 3 and 4.



A caterpillar turns into a butterfly.

3. Circle the heading that is the best match for this diagram.

Life Cycle of a Butterfly What They Eat Butterflies and Moths

4. What does the diagram help readers understand?

- (A) when the stages take place
- (B) how long each stage lasts
- (C) what each stage looks like
- (D) where the stages happen

Renaissance

Spring Into Reading

2024 Spring myON Challenge

March 22 – March 31, 2024

Instructional Technology and the English Language Arts/Reading Department, in collaboration with Renaissance myON, are encouraging **all students in grades K through 8** to participate in the **2024 myON Spring Reading Challenge** to promote the continued development of critical reading skills and a love for reading.

No Registration is Required

myON by Renaissance is accessible to students year-round via *Schoology* or *Clever!*

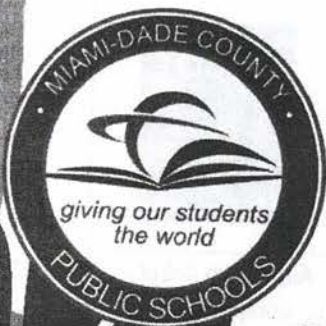
The Challenge:

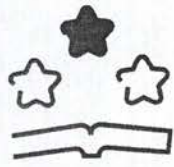
The **top reader** from each grade level (K through 8) will be recognized who excels in all four of the following categories:

- Most Time Spent Reading
- Most Lexile Level Growth
- Completed 80% of books read
- Score 80% or higher on Book Quizzes

The Prize:

\$25 gift card





Supporting At-Home Reading with Families

Parental involvement in a child's literacy practices is a more powerful force than other family background variables, such as social class, family size, and level of parental education.

Here five things families should know about their child's reading practice:

1. **Read Every Day:** Time spent reading directly impacts student achievement.
2. **Let Kids Choose Books:** Kids read more when they get to pick out their own books.
3. **Read Together:** Reading TO and WITH your child is a powerful motivator.
4. **Listen To Read-Alouds:** Using audio texts can improve comprehension, build vocabulary, and much more.
5. **Talk About Reading Growth:** Ask your child how their reading level is improving.




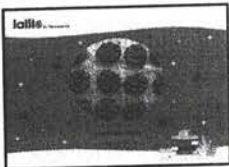








"Children are made readers on the laps of their parents."
Emily Buchwald (Author)

Want to learn more? **Download** our Family Tip handout in Arabic, Bangla, Chinese, English, French, Haitian Creole, Korean, Russian, Spanish, and Urdu.

STEAM Books on myON

Reading books with **Science, Technology, Engineering, Arts, and Math (STEAM)** is a great way to keep readers engaged and curious about the world around them. Here are some great STEAM books on myON:

				
Camila the Invention Star	The Shocking Journey from Comets to Oceans	Read All About the Human Body	Math Munchies	El viaje de un germen (A Germ's Journey)
				
Football Stats and the Stories Behind Them	La tripulación del Capitán Kidd Experimentos con hundirse y flotar	3D Pen Projects	Science of Machu Picchu	Astonishin Robot Competitions

Ready® Mathematics**Unit 2 Unit Assessment****Form A****Solve the problems.****1** Which numbers are multiples of 9?

Ⓐ 18

Ⓑ 24

Ⓒ 27

Ⓓ 30

Ⓔ 33

Ⓕ 36

2 Write each product or quotient.

$7 \times 10 = \underline{\hspace{2cm}}$

$45 \div 9 = \underline{\hspace{2cm}}$

$11 \times 12 = \underline{\hspace{2cm}}$

$56 \div 8 = \underline{\hspace{2cm}}$

3 Determine whether the numbers are even or odd.

	Even	Odd
329	Ⓐ	Ⓑ
890	Ⓒ	Ⓓ
927	Ⓔ	Ⓕ
238	Ⓖ	Ⓕ



Unit 2 Unit Assessment continued**Form A**

- 4** There are 42 students in band. The band director puts the students into 7 equal groups. How many students are in each group?

	/	/	/	/	/	/	
0	0	0	0	0	0	0	0
1	1	1	1	1	1	1	1
2	2	2	2	2	2	2	2
3	3	3	3	3	3	3	3
4	4	4	4	4	4	4	4
5	5	5	5	5	5	5	5
6	6	6	6	6	6	6	6
7	7	7	7	7	7	7	7
8	8	8	8	8	8	8	8
9	9	9	9	9	9	9	9

- 5** Is the equation $6 \times 2 = 120 \div 10$ a true equation? Explain.



Unit 2 Unit Assessment *continued*

Form A

6 Dolores has 13 marbles. She buys 4 more packs of marbles. Each pack has 12 marbles. Complete the sentences to find the number of marbles Dolores has now. For each box, fill in the bubble before the expression, phrase, or number that is correct.

You can find the number of marbles Dolores buys using the expression

- | | |
|-----|---------------|
| (A) | $4 + 12$ |
| (B) | 4×12 |
| (C) | $12 \div 4$ |

Then _____ the number of marbles Dolores already has.

- | | |
|-----|-------------|
| (A) | add |
| (B) | subtract |
| (C) | multiply by |
| (D) | divide by |

Dolores has _____ marbles now.

- | | |
|-----|----|
| (A) | 35 |
| (B) | 48 |
| (C) | 61 |

7 The array shows $24 \div 3$. What quotient does it show?



- (A) 7
- (B) 8
- (C) 24
- (D) 27



Unit 2 Unit Assessment continued**Form A**

- 8** Is the product of the multiplication expression equal to 400? Select yes or no for each expression.

	Yes	No
4×100	(A)	(B)
2×200	(C)	(D)
8×50	(E)	(F)
2×20	(G)	(H)

- 9** Badru buys 4 pencils every month. He makes a numerical pattern to show the number of pencils he has at the end of each month. Write the first six numbers in the pattern, starting with 4. How many pencils does Badru have at the end of the 8th month?
- _____

- 10** Which expressions have the same value as 9×6 ?

- (A) 6×9
- (B) $(3 \times 3) \times 9$
- (C) $9 \times (3 + 3)$
- (D) $(3 \times 3) \times 6$
- (E) $(9 \times 3) + (9 \times 3)$
- (F) $(9 + 3) \times (9 + 3)$



Unit 2 Unit Assessment *continued***Form A**

11 Is the number 129 an even or odd number? Explain.

12 What is the value of n in each equation?

	9	10	12
$110 \div 11 = n$	(A)	(B)	(C)
$n \times 8 = 72$	(D)	(E)	(F)
$144 \div n = 12$	(G)	(H)	(I)
$7 \times n = 84$	(J)	(K)	(L)

13 Consider the numerical pattern shown. Which is a true statement about the pattern?

7, 14, 21, 28, 35, ...

- (A) To get from one number to the next, add 7.
- (B) All the numbers in the pattern are odd.
- (C) All the numbers in the pattern are multiples of 6.
- (D) The next number in the pattern is 40.



Unit 2 Unit Assessment continued**Form A**

14 Which division problem can be solved using the equation $5 \times \square = 35$?

Ⓐ $5 \div 35 = \square$

Ⓑ $35 \div 5 = \square$

Ⓒ $\square \div 35 = 5$

Ⓓ $\square \div 5 = 35$

15 What are the fourth and fifth numbers in the pattern shown that follows the rule "subtract 8"?

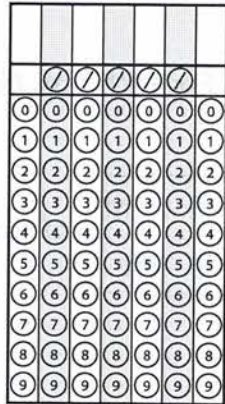
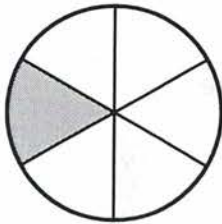
68, 60, 52, _____, _____

Show your work.

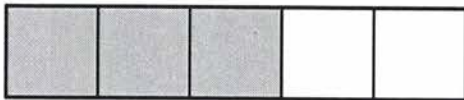


Ready® Mathematics**Unit 3 Unit Assessment****Form A****Solve the problems.**

- 1** What fraction does the shaded part of the model show?



- 2** The rectangle shows $\frac{3}{5}$.



Which sum is equal to $\frac{3}{5}$?

- (A) $\frac{1}{3} + \frac{1}{3} + \frac{1}{3}$
 (B) $\frac{1}{3} + \frac{1}{3} + \frac{1}{3} + \frac{1}{3} + \frac{1}{3}$
 (C) $\frac{1}{5} + \frac{1}{5} + \frac{1}{5}$
 (D) $\frac{1}{5} + \frac{1}{5} + \frac{1}{5} + \frac{1}{5} + \frac{1}{5}$

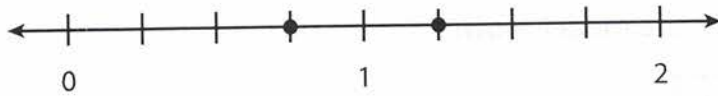


Unit 3 Unit Assessment continued

Form A

- 3 Carlota plots $1\frac{1}{4}$ and $\frac{3}{4}$ on the number line. She writes $\frac{3}{4} < 1\frac{1}{4}$.

Is Carlota correct?



Complete the sentence to make a true statement. For each box, fill in the bubble before the word that is correct.

Carlota is

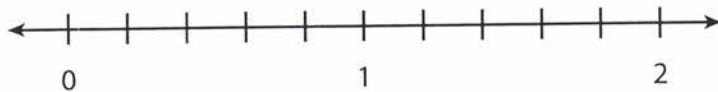
<input type="radio"/> (A) correct
<input type="radio"/> (B) incorrect

 because $1\frac{1}{4}$ is to the

<input type="radio"/> (A) right
<input type="radio"/> (B) left

 of $\frac{3}{4}$ on the number line.

- 4 Plot and label points at $\frac{10}{5}$, $\frac{2}{5}$, and $\frac{6}{5}$ on the number line below.



- 5 What is another way to write $\frac{7}{10}$? Select all that apply.

- (A) 7 tenths
- (B) 10 sevenths
- (C) seven tenths
- (D) ten sevenths
- (E) ten tenths



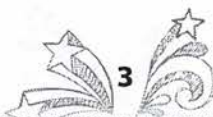
Unit 3 Unit Assessment *continued***Form A**

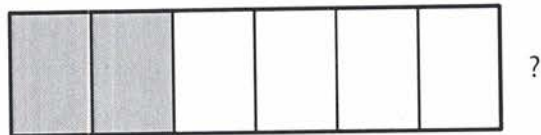
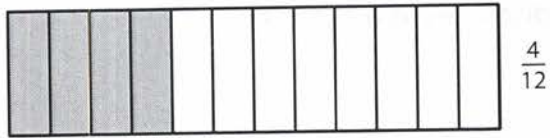
- 6** Antonio jogs $\frac{11}{8}$ miles to the park. Alexis jogs $\frac{7}{8}$ mile to her friend's house. Arya jogs $1\frac{1}{8}$ miles around the track. Write these distances in order from least to greatest.

Show your work.

- 7** Rodrigo makes a pizza. He eats $\frac{3}{8}$ of his pizza. Serafina makes a pizza that is the same size as Rodrigo's pizza. Serafina eats $\frac{3}{6}$ of her pizza.

Who eats more pizza? Explain how you found your answer.



Unit 3 Unit Assessment continued**Form A****8** Look at the models below.**Part A**Which fraction is equivalent to $\frac{4}{12}$?

- Ⓐ $\frac{2}{12}$
- Ⓑ $\frac{3}{12}$
- Ⓒ $\frac{1}{6}$
- Ⓓ $\frac{2}{6}$

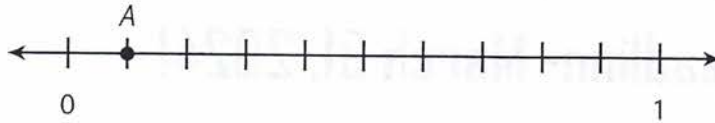
Part B

Explain why the fractions are equivalent.



Unit 3 Unit Assessment continued**Form A**

- 9** The number line shows a walking path that starts at 0 and is 1 mile long. Point A shows where there is a park bench along the path. How far is the park bench from the start of the walking path?



The park bench is _____ mile(s) from the start of the walking path.

- 10** Select $>$, $<$, or $=$ to complete a true comparison for each pair of fractions.

	$>$	$<$	$=$
$\frac{4}{5} \square \frac{4}{8}$	(A)	(B)	(C)
$\frac{6}{10} \square \frac{9}{10}$	(D)	(E)	(F)
$1 \frac{3}{12} \square \frac{15}{12}$	(G)	(H)	(I)
$\frac{5}{6} \square \frac{5}{3}$	(J)	(K)	(L)

Calling all M-DCPS Fraxionauts!

Announcing the M-DCPS Frax Spring Sector Challenge

Open to all M-DCPS students in grades 3-6.
(Elementary & K-8 Schools Only)



No Special Registration is required to participate.

The Mission Deadline- March 31, 2024!

Mission- Complete Sector 1 (27 missions) or Sector 2 (30 missions)

Mission Details- Any student who has completed Sector 1 or Sector 2 by the deadline (3-31-24) will be entered into a raffle to win prizes.

*Student data will be collected automatically from the start of the school year, 8.17.23, until the deadline, 3.31.24.

The Federated Ship Sable Prizes

- 3 Region Fraxionauts - (1 North, 1 Central, and 1 South) will be randomly selected through a raffle to receive:

The Big Dipper Prize Package: An Amazon Fire Tablet and a Frax Swag Bag

- 3 Runner-up Fraxionauts - will be randomly selected through a raffle to receive:

The Little Dipper Prize Package: A Frax Swag Bag



Questions? Email Maira Maguire mmaguire@explorellearning.com

Follow Us: [@inst_technology](https://twitter.com/inst_technology) [@MDCPSMath](https://twitter.com/MDCPSMath) [@ELMaguireReflex](https://twitter.com/ELMaguireReflex)

F Frax

Make fractions finally make sense.

Kick Off Spring Break with a Reflex Math GOAL

Join the Reflex Spring Break Math Challenge
Open to all M-DCPS Students in Grades 1-8.
No Special Registration is Required.

Starts:

March 22, 2024



Ends:

March 31, 2024

4 District-Wide Math Superstars will each receive a
2024 Spring Break Goal Prize Package that includes...

An Amazon Fire Tablet - A Reflex Goal Swag Bag – Trophy

2 Ways to Score Prizes

WAY #1

2 Math Superstars will
be selected based
on all 3 categories below:

- Greatest Green Light Days
- Greatest Facts Gained
- Greatest Facts Solved

WAY #2

Any student with
8 or more

Green Light Days

will be placed in a raffle &
2 Math Superstars will be
selected at random.

Questions? Email Maira Maguire mmaguire@explorellearning.com

Follow Us:  @inst_technology  @MDCPSMath  @ELMaguireReflex

R

Reflex

Math fact fluency- problem solved!

Name _____

Student Directions: Using the green light goal tracker below, color in a soccer ball for each green light you receive while completing the challenge.

KICK OFF SPRING BREAK WITH A REFLEX GOAL MATH CHALLENGE
MARCH 22, 2024 - MARCH 31, 2024

