



Compton USD Learning Packet #5

Third Grade

Name _____

3rd Grade Learning Packet

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Recommended Online Usage

<input type="checkbox"/> I-Ready Reading - 45 minutes per week	<input type="checkbox"/> I-Ready Math - 45 minutes per week
<input type="checkbox"/> Imagine Learning for English Learners - 90 minutes per week	<input type="checkbox"/> Dreambox - 90 minutes per week

Name _____

If a word ends in a consonant + *y*, change the *y* to *i* before adding *-s*, *-es*, or *-ed*: *try, tries, tried*. If a word ends in a vowel + *y*, the spelling does not change: *play, plays, played*. There is no spelling change when adding *-ing* to a word ending in *y*: *trying, playing*.

A. Write a word from the box on the line to show the correct spelling of each *-s*, *-es*, *-ed*, or *-ing* word. The first one has been done for you.

flying

plays

dried

stays

1. play + s = plays

3. fly + ing = _____

2. dry + ed = _____

4. stay + s = _____

A suffix is a word part that can be added to the end of words. The suffixes *-ful*, *-less*, and *-able* change the meaning of words.

-ful means "full of"

thoughtful = full of thought

-less means "without"

helpless = without help

-ness means "the state of"

darkness = the state of being dark

B. Match a word in the box to each meaning below. Write the word on the line. The first one has been done for you.

fearless

joyful

wonderful

sadness

1. full of joy joyful

3. without fear _____

2. state of being sad _____

4. full of wonder _____

Name _____

drying	playing	dried	hurrying	plays
tried	hurries	trying	studied	dries
hurried	tries	studies	studying	played

A. Write the spelling words that match the spelling patterns.

change *y* to *i* and add *-es*

1. _____
2. _____
3. _____
4. _____

add *-s* or *-ed*

9. _____
10. _____

change *y* to *i* and add *-ed*

5. _____
6. _____
7. _____
8. _____

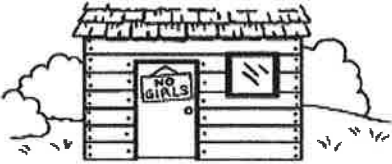





add *-ing*

11. _____
12. _____
13. _____
14. _____
15. _____

**B. Compare the words *tried* and *trying*. How are they alike?
How are they different?**

Name _____

Use the word chart to study this week's vocabulary words.
Write a sentence using each word in your writer's notebook.

Word	Context Sentence	Illustration
unfairness	Not allowing girls in the club is an example of <u>unfairness</u> .	
horrified	The girl was <u>horrified</u> when she saw the grade she received.	
continued	They <u>continued</u> to play the game late into the night.	
daring	Training lions is a <u>daring</u> job.	
proposed	She <u>proposed</u> that we stop at the store.	
waver	I did not <u>waver</u> when I placed the ballot in the box.	

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Name _____

citizenship	daring	participate	unfairness
continued	horrified	proposed	waver

A. Write each word next to its definition.

1. the state of being unfair _____
2. filled with fear or dislike _____
3. kept on going _____
4. suggested _____
5. courageous or bold _____
6. to stop for a moment when unsure _____
7. the position of being a citizen of a country _____
8. take part _____

B. Write two sentences. Use one vocabulary word in each sentence.

9. _____

10. _____

Name _____

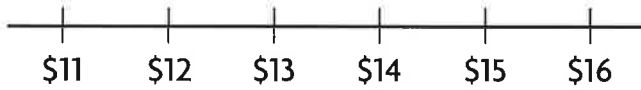
Use and Make Line Plots



COMMON CORE STANDARD—3.MD.4
Represent and interpret data.

Use the data in the table to make a line plot.

How Many Shirts Were Sold at Each Price?	
Price	Number Sold
\$11	1
\$12	4
\$13	6
\$14	4
\$15	0
\$16	2



How Many Shirts Were Sold at Each Price?

1. How many shirts sold for \$12?

4 shirts

2. At which price were the most shirts sold?

3. How many shirts in all were sold?

4. How many shirts were sold for \$13 or more?

Problem Solving



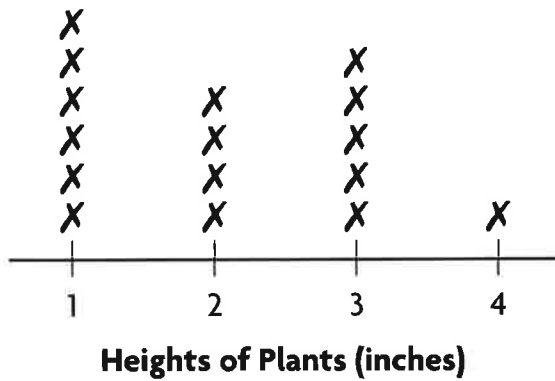
Use the line plot above for 5–6.

5. Were more shirts sold for less than \$13 or more than \$13? **Explain.**

6. Is there any price for which there are no data? **Explain.**

Lesson Check (3.MD.4)

1. Pedro made a line plot to show the heights of the plants in his garden. How many plants are less than 3 inches tall?



Spiral Review (3.NBT.1, 3.NBT.2)

2. Find the sum.

$$\begin{array}{r} 642 \\ + 259 \\ \hline \end{array}$$

3. Find the difference.

$$\begin{array}{r} 460 \\ - 309 \\ \hline \end{array}$$

4. There were 262 hamburgers cooked for the school fair. What is 262 rounded to the nearest hundred?

5. Makenzie has 517 stickers in her collection. What is 517 rounded to the nearest ten?

Unit 5 Week 4

SOURCE TITLE: Dolores Huerta: Growing Up Strong LEXILE: 750

Dolores Huerta
GROWING UP STRONG

Essential Question
What do good citizens do?
Read how Dolores Huerta's actions helped many people.

376

1. Claim 1, Target 9: Central Ideas, Standard: RI3.2

Read the first paragraph on page 377.

Which sentence describes what was most important to Dolores Huerta's mother?

- A Building relationships was most important.
- B Working in the fields was most important.
- C Reading was most important.
- D Good citizenship was most important.

2. Claim 1, Target 8: Key Details, Standard: RI3.1

Read the conclusion.

Dolores Huerta is a good citizen.

Which detail from the passage **best** supports this conclusion?

- A Dolores lived in a small town in New Mexico.
- B Dolores moved to California.
- C Dolores helped to organize the National Farm Workers Association that protected the rights of farm workers.
- D Dolores was born on April 10, 1930.

3. Claim 1, Target 11: Reasoning and Evidence, Standard: RI.3.1

This question has two parts. First, answer Part A. Then, answer Part B.

Part A

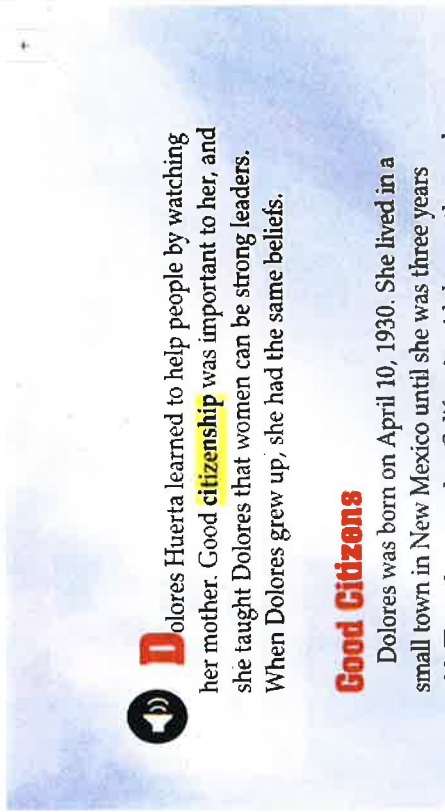
Which of these conclusions about Dolores Huerta is supported by the passage?

- (A) She wanted to help poor students whom she taught.
- (B) She became a teacher.
- (C) She moved to California.
- (D) She attended college.

Part B

Which sentence from the passage **best** supports your answer in Part A?

- (A) She donated her books to schools.
- (B) She fasted for one week.
- (C) She protested in the streets of New Mexico.
- (D) She tried to provide new clothes and shoes to poor children she taught.



Dolores Huerta learned to help people by watching her mother. Good citizenship was important to her, and she taught Dolores that women can be strong leaders. When Dolores grew up, she had the same beliefs.

Good Citizens

Dolores was born on April 10, 1930. She lived in a small town in New Mexico until she was three years old. Then she moved to California with her mother and two brothers. Dolores grew up watching her mother participate in community organizations. Her mother believed that all people deserved to be treated fairly.

When Dolores was a young girl, her mother owned a hotel and a restaurant. Many farm workers who lived in their town were poor and hungry. They were paid very little for their hard work. Dolores' mother let them stay at her hotel and eat at her restaurant for free. This taught Dolores and her brothers that good citizens get involved in the community by helping their neighbors.

Dolores Huerta helped farm workers who spent many hours working in fields.





Dolores Goes to School

Dolores saw how hard life was for farm workers in California. She wanted everyone to be treated fairly. This attitude **continued** as she attended college and studied to become a teacher.

Many of the students that Dolores taught were the children of farm workers. These students were often tired and hungry. They came to school barefoot because they had no shoes. Dolores knew she needed to help them. As a result, she went to her school's principal and **proposed** some good ideas. She tried to get free lunches and milk for the children. She tried to get them new clothes and shoes.

Trying to help the children was a **daring** thing for Dolores to do. The other teachers did not agree with her ideas. Dolores risked a lot, but her beliefs did not **waver**. She decided to do something about the **unfairness** she saw. She wanted to find a better way to help farm workers and their families.

Dolores: Strong and Fair

This time line shows important dates in Dolores Huerta's life.



4. Claim 1, Target 10: Word Meaning, Standard: RI.3.4

Read the sentence.

Trying to help the children was a daring thing for Dolores to do.

What is the meaning of the underlined word in the sentence?

- (A) easy
- (B) risky
- (C) lazy
- (D) successful

5. Claim 1, Target 12: Analysis within/across Texts, Standard: RI.3.6

Read the sentence.

Dolores risked a lot, but her beliefs did not waiver.

What does this information in the passage tell the reader about the author's point of view?

- (A) Dolores was a strong woman.
- (B) Dolores needed the support of others before trying anything.
- (C) Dolores was afraid of taking risks.
- (D) Dolores was a teacher.



Dolores Huerta speaks out for farm workers at a rally in 1969.

Dolores Stands Strong

Every day Dolores saw people working in unusually unsafe and disagreeable conditions. She was **horrified**. Many farm workers had little money to feed their families. Dolores decided to do something.

In 1955, Dolores met César Chávez. He wanted to make life better for farm workers, too. Dolores and César organized the workers into a group called the National Farm Workers Association. This group protected the rights of the farm workers. It helped make big farms treat them better. As a result, working conditions on the farms improved.

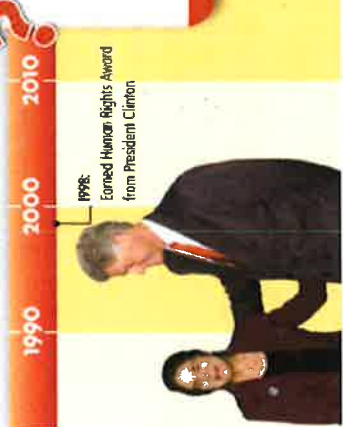
Growing up with a mother who cared about other people taught Dolores to be a good citizen. Her kind and brave acts helped farm workers and their families. Who is a good citizen? Dolores Huerta is!



Make Connections

How did Dolores Huerta's actions make her a good citizen? **ESSENTIAL QUESTION**

What can you do to improve people's lives? **TEXT TO SELF**



1998
Corneal Human Rights Award
from President Clinton

6. Claim 1, Target 13 Text Structures and Features, Standard: RI.3.5

What is the most likely reason the author included the timeline in the passage?

- A To tell the reader about the year she was born.
- B To show the reader what she accomplished in her pursuit of good citizenship.
- C To give information about where she lived.
- D To provide dates for her awards.

7. Claim 1, Target 14: Language Usage, Standard: L.3.5a

Read the sentence.

Every day Dolores saw people working in unusually unsafe and disagreeable conditions. She was horrified.

How does the author's use of these sentences help the reader understand the author's feelings about Dolores Huerta?

- A The author is doubtful of Dolores Huerta's commitment.
- B The author is excited for Dolores Huerta.
- C The author believes that she is overly cautious.
- D The author is proud that Dolores did not ignore the conditions she observed but found a way to help.

8. Claim 2, Target 9: Edit Clarify (conventions), Standard: L3.6

Choose **two** sentences that have errors in punctuation.

- Ⓐ Dolores was born on April 10 1930.
- Ⓑ These students were often tired and hungry.
- Ⓒ Who is a good citizen.
- Ⓓ Dolores decided to do something.

9. Claim 2, Target 9: Edit Clarify (conventions), Standard: L3.2

Choose the sentence with the correct capitalization.

- Ⓐ Many Farm workers who lived in their town were poor and hungry.
- Ⓑ Dolores and Cesar organized the workers into a group called the National Farm Workers Association.
- Ⓒ The other Teachers did not agree with her ideas.
- Ⓓ It helped make Big Farms treat them better.

Name _____

Time to the Minute



COMMON CORE STANDARD—3.MD.1
Solve problems involving measurement and estimation of intervals of time, liquid volumes, and masses of objects.

Write the time. Write one way you can read the time.

1.



1:16; sixteen
minutes after
one

2.



3.



4.



5.



6.



Write the time another way.

7. 23 minutes after 4

8. 18 minutes before 11

9. 10 minutes before 9

10. 7 minutes after 1

Problem Solving

11. What time is it when the hour hand is a little past the 3 and the minute hand is pointing to the 3?

12. Pete began practicing at twenty-five minutes before eight. What is another way to write this time?

Lesson Check (3.MD.1)

1. What is another way to write 13 minutes before 10?

2. What time does the clock show?



Spiral Review (3.OA.1, 3.OA.2, 3.OA.4, 3.OA.6)

3. Each bird has 2 wings. How many wings do 5 birds have?

4. Find the unknown factor.

$$8 \times \blacksquare = 56$$

5. Mr. Wren has 56 paintbrushes. He places 8 paintbrushes on each of the tables in the art room. How many tables are in the art room?

6. What number completes the equations?

$$4 \times \blacktriangle = 20 \quad 20 \div 4 = \blacktriangle$$



The Life Cycle of a Frog



The life cycle of a frog begins with eggs being laid and ends with adult frogs. There are many steps during this change.

First, a frog lays eggs in water. There can be up to 100 eggs in the group which is called an egg mass. The eggs have a clear jelly all around them with a black dot in the center.

Then, in a few days, the black dots turn into tadpoles. When they hatch, the tadpoles look a little bit like fish with a head and a tail. They live and swim underwater for a few weeks.

Next, in just a day, the tadpoles turn into frogs. They begin to grow back legs followed shortly by front legs. Also, their tadpole tails will start to get smaller and smaller until they are completely gone. Their heads start to take shape and look more like a frog. The baby frogs are now called froglets. These changes are important because frogs must go from tadpoles that can live underwater to frogs that live on land.

Other changes that can not be seen as easily include the gills disappearing and the lungs getting larger. The sharp teeth of the tadpole that were used to chew leaves have been replaced with a long, strong tongue that the frog will use to catch food.

Even though you may not be able to see all of them, a tadpole goes through many changes in a short amount of time to become an adult frog.

Frog Life Cycle

Name _____

Directions: Circle the correct answer to complete the sentence.

A group of eggs laid by a frog is also called an egg (pile, mass).

A baby frog is called a (froglet, froggie).

There can be up to (100, 10) eggs in a group of frog eggs.

A frog starts out as a (fish, tadpole).

The first thing to grow on a frog is its (back, front) legs.

The change from a tadpole to a frog takes about a (week, day).

Tadpoles live (on land, underwater).

Directions: Number the steps of the frog life cycle in the correct order.

_____ The tadpoles start to grow back legs and front legs.

_____ Tadpoles hatch from the eggs.

_____ The tadpoles' tails disappear.

_____ The tadpoles eat and swim around for a few weeks.

_____ The frog becomes an adult and lives on land.

_____ A frog lays eggs in water.

Name _____

Read the passage. Use the ask and answer questions strategy to help you understand the text.

Hiram Revels – The First African American Senator

11 Hiram Rhodes Revels was born in North Carolina in the year
 1827. Through his whole life he was a good citizen. He was a
 24 great leader. He was highly respected. Revels became the first
 34 African American to serve in the U.S. Senate.

42 A Hard Time for African Americans

48 Revels was born during a hard time for African Americans.
 58 African Americans were treated badly. Most African Americans
 66 in the South were enslaved. But Revels grew up as a free African
 79 American, or freedman. This meant he could make his own
 89 choices.

90 Still, the laws in the South were unfair. African Americans
 100 had to work hard jobs. They were not allowed to go to school.
 113 Though it was not legal, some freedmen ran schools for African
 124 American children. As a child, Revels went to one of these
 135 schools. But he was unable to go to college in the South. So he
 149 left home to go to college in the North.

158 Preaching and Teaching

161 After college, Revels became the pastor of a church. He was
 172 a good speaker. He was also a great teacher. He travelled all over
 185 the country. He taught fellow African Americans. He knew that
 195 this would make them good citizens.

Name _____

The First African American Senator

Revels moved to Natchez, Mississippi in 1866. By this time, slavery had been banned. Newly freed African Americans elected Revels to the State Senate. From there, he was elected to the U.S. Senate. He was the first African American to serve as a U.S. senator. It was a great achievement!

In the Senate, Revels tried to be fair to all the people in his state. He disliked rules that were unfair for African Americans. So he tried to change them. He made it legal for African Americans to work in the Navy's shipyards. He challenged rules that kept African Americans apart from other Americans. But he was also fair to people of all colors.

Hiram Revels helped many people throughout his life. He helped people learn. As a senator, he helped the country progress. He was truly a good citizen!



Hiram Rhodes Revels: the first African American to serve in the U.S. Senate.

Name _____

A. Reread the passage and answer the questions.

1. Reread paragraph 1. How does the author describe Hiram Revels?

2. According to paragraph 4, what was Revels “good” or “great” at?

3. Reread paragraph 5. What was Revels’s “great achievement”?

4. What is the author’s position about Hiram Revels?

B. Work with a partner. Read the passage aloud. Pay attention to phrasing and rate. Stop after one minute. Fill out the chart.

	Words Read	–	Number of Errors	=	Words Correct Score
First Read		–		=	
Second Read		–		=	

Name _____

A.M. and P.M.



COMMON CORE STANDARD—3.MD.1
Solve problems involving measurement and estimation of intervals of time, liquid volumes, and masses of objects.

Write the time for the activity. Use A.M. or P.M.

1. eat lunch



12:20 P.M.

2. go home after school



3. see the sunrise



4. go for a walk



5. go to school



6. get ready for art class



Write the time. Use A.M. or P.M.

7. 13 minutes after 5:00 in the morning

8. 19 minutes before 9:00 at night

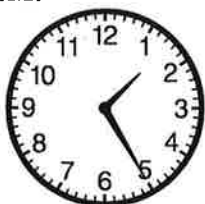
9. quarter before midnight

10. one-half hour after 4:00 in the morning

Problem Solving



11. Jaime is in math class. What time is it?
Use A.M. or P.M.



12. Pete began practicing his trumpet at fifteen minutes past three. Write this time using A.M. or P.M.

Lesson Check (3.MD.1)

1. Steven is doing his homework. What time is it? Use A.M. or P.M.
2. After he finished breakfast, Mr. Edwards left for work at fifteen minutes after seven. What time is this? Use A.M. or P.M.



Spiral Review (3.OA.6, 3.NBT.2, 3.NBT.3, 3.NF.3d)

3. What division equation is related to the multiplication equation
 $4 \times 6 = 24$?
4. There are 50 toothpicks in each box. Jaime buys 4 boxes for her party platter. How many toothpicks does Jaime buy?

5. A pet store sold 145 bags of beef-flavored dog food and 263 bags of cheese-flavored dog food. How many bags of dog food were sold?
6. Compare. Write $<$, $>$, or $=$.

$$\frac{3}{6} \bigcirc \frac{4}{6}$$

Name: _____

Directions: Use the text and the diagram above to answer the questions.

All living things have a life cycle. A cycle is the series of events that repeats. A life cycle begins at birth and ends at death. As living things grow and have babies, the life cycle repeats.

Butterflies have four stages in their life cycle. Their life cycle begins at the egg stage. Next, they grow and change into the caterpillar. Then, the caterpillar becomes a pupa. The final stage is when the butterfly breaks out of its shell and becomes an adult. The cycle repeats when the adult butterfly lays eggs.

1. In which stage of the life cycle is the the butterfly changing from one form to another?

- a. stage 1
- b. stage 2
- c. stage 3
- d. stage 4

2. How many stages does a butterfly life cycle have?

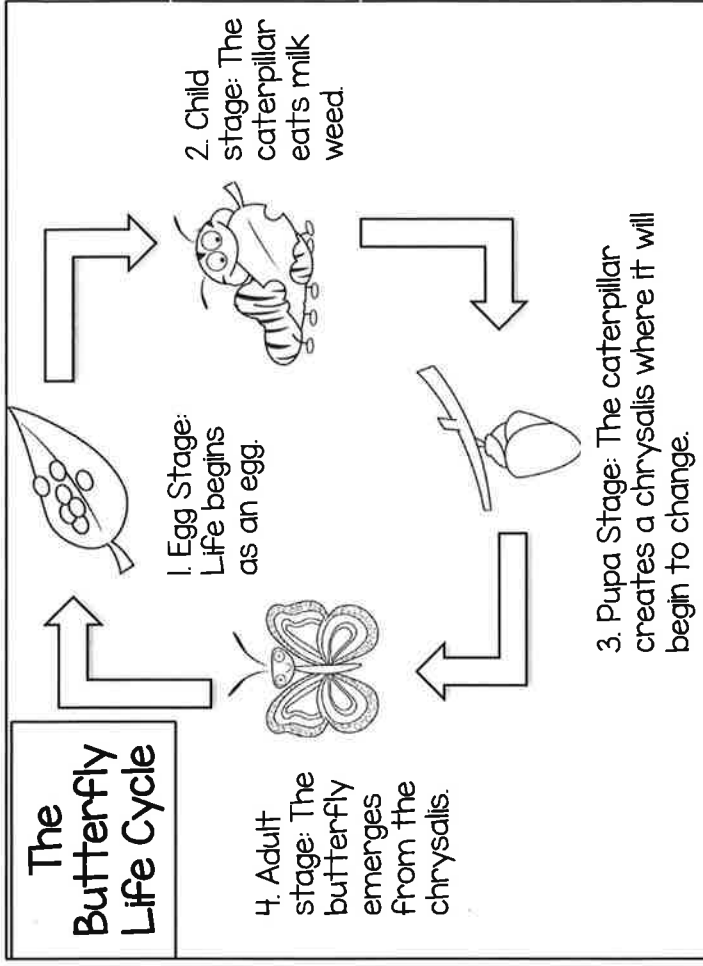
- a. 1
- b. 2
- c. 5
- d. 4

3. What does the word cycle mean?

4. What is the title of the diagram?

5. After which stage does the life cycle repeat?

- a. Stage 1: Egg stage
- b. Stage 2: Child stage
- c. Stage 3: Pupa stage
- d. Stage 4: adult stage



6. What information do you get from the diagram that you do not get from the text?

- a. All living things have a life cycle.
- b. living things grow
- c. A caterpillar creates a chrysalis where it will change.
- d. butterflies break out of a shell.

7. What is NOT information that is found on the diagram?

- a. life begins as an egg
- b. all living things have a life cycle.
- c. caterpillars eat milk weed.
- d. there are 4 stages in the life cycle.

8. What does the caterpillar become while in the chrysalis.

- a. butterfly
- b. egg
- c. pupa
- d. caterpillar

Name _____

- A **possessive pronoun** takes the place of a possessive noun.

That is **Jane's** backpack. That is **her** backpack.

- A possessive pronoun shows who or what owns something.

That is **his** notebook.

- Use these possessive pronouns before nouns: *my, his, her, its, our, your, their*.
- Make sure nouns and pronouns agree in simple and compound sentences.

Write the possessive pronouns on the line.

1. My family won a trip to Chicago. _____
2. We wrote an essay telling our reasons for wanting to go. _____
3. Dad spent most of his childhood there. _____
4. Mom used to visit her grandmother in Chicago. _____
5. Mom and Dad want us to see their favorite landmarks. _____
6. Dad asked his boss for a week off. _____
7. Mom said, "Help your sister find her camera." _____
8. I found the camera but I think its battery is dead. _____
9. Mom will take our car to the shop before we leave. _____
10. This will be my first trip to Chicago. _____

Name _____

- Some possessive pronouns can stand alone. Possessive pronouns that can stand alone include *mine, your, his, hers, its, ours, and theirs*.
- **Reflexive pronouns** are used when the subject and the object of a sentence are the same.

Read the sentences and the possessive pronouns in parentheses. Write the correct possessive pronoun.

1. The students in _____ class are painting pictures of sea life. (our, ours)
2. I am almost finished with _____. (my, mine)
3. Have you finished _____? (your, yours)
4. Staci showed me _____ painting. (her, hers)
5. Calvin showed me _____, too. (his, their)
6. I liked both of _____. (their, theirs)
7. Every painting has _____ own unique look. (its, ours)
8. _____ painting of the starfish is great. (Your, Yours)
9. Karen said she really liked _____. (my, mine)
10. I think _____ class worked really hard. (our, ours)

Name _____

- A possessive pronoun replaces a possessive noun. Use these possessive pronouns with nouns: *my, your, his, her, its, our, and their*.
- Make sure nouns and pronouns agree in simple and compound sentences.
- Use these possessive pronouns alone: *mine, yours, his, hers, its, ours, and theirs*.

Replace each underlined possessive noun with the correct possessive pronoun. Write the new sentences.

1. Jana left Jana's backpack on the bus.

2. Frank and Pia studied Frank's and Pia's spelling words together.

3. Tim asked Clara, "Is this Clara's notebook?"

4. Jason gave me Jason's camera and asked me to take a picture.

5. I looked at the red gloves and said, "I think these are my red gloves."

Name _____

- A possessive pronoun replaces a possessive noun. Use these possessive pronouns with nouns: *my, your, his, her, its, our, and their*. Use these possessive pronouns alone: *mine, yours, his, hers, its, ours, and theirs*.
- Make sure nouns and pronouns agree in simple and compound sentences.

A. Proofread the paragraph. Circle any pronouns that are used incorrectly.

Mine brother and I visited our grandparents on theirs farm last summer. They have a vegetable garden and they raise sheep. Theirs dogs help herd the sheep. My grandmother uses hers tomatoes to make delicious soup. Mine grandfather uses the sheep's milk to make cheese. We like the cheese sandwiches he makes from its. Theirs farm is a busy place in the summer. My brother and I had the best time on ours vacation.

B. Rewrite the paragraph with the correct pronouns.

Name _____

Measure Time Intervals



COMMON CORE STANDARD—3.MD.1
Solve problems involving measurement and estimation of intervals of time, liquid volumes, and masses of objects.

Find the elapsed time.

1. Start: 8:10 A.M. End: 8:45 A.M.



35 minutes

2. Start: 6:45 P.M. End: 6:54 P.M.



3. Start: 3:00 P.M. End: 3:37 P.M.



4. Start: 10:05 A.M. End: 10:21 A.M.



5. Start: 7:30 A.M. End: 7:53 A.M.



6. Start: 5:20 A.M. End: 5:47 A.M.



Problem Solving



7. A show at the museum starts at 7:40 P.M. and ends at 7:57 P.M. How long is the show?

8. The first train leaves the station at 6:15 A.M. The second train leaves at 6:55 A.M. How much later does the second train leave the station?

Lesson Check (3.MD.1)

1. Marcus began playing basketball at 3:30 P.M. and stopped playing at 3:55 P.M. For how many minutes did he play basketball?
2. The school play started at 8:15 P.M. and ended at 8:56 P.M. How long was the school play?

Spiral Review (3.OA.1, 3.OA.6, 3.NBT.2, 3.NBT.3)

3. Each car has 4 wheels. How many wheels do 7 cars have?
4. What number completes the equations?

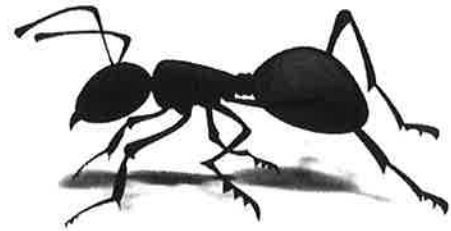
$$3 \times \square = 27 \quad 27 \div 3 = \square$$

5. There are 20 napkins in each package. Kelli bought 8 packages for her party. How many napkins did Kelli buy in all?
6. Mr. Martin drove 290 miles last week. This week he drove 125 miles more than last week. How many miles did Mr. Martin drive this week?

Insects

There are more insects on earth than any other kind of creature: insects make up over half of all the organisms on Earth. Insects are incredibly diverse. There are between six and ten million different kinds of insects. Insects can differ greatly from each other; however, all insects have certain things in common.

Insects are part of a larger group of organisms called arthropods, meaning that they all have a hard exoskeleton with joints and pairs of jointed legs. This absence of an internal skeleton or backbone means that insects are invertebrates.



The bodies of all insects are segmented into three parts: head, thorax, and abdomen. All insects have two antennae on their heads, and six legs. All insects are cold-blooded, which means that their body temperature depends on the temperature of the air around them. Almost all insects hatch from eggs.

Insects live all over the world in almost every kind of environment except the ocean. Different species of insects eat different things. About half of all insects are herbivores that eat leaves, roots, and nectar. Others are predators that feed on smaller insects (like preying mantis) and decomposers that feed on dead and decaying plants and animals (like flies and ants). Still others, like fleas and lice, are parasites, which feed off of a living host.

Insects are extremely important to human life. Wasps, bees, butterflies, and ants are pollinators, helping trees, flowers, and agricultural crops to reproduce, including many plants that we rely on to produce food. Ants also help to spread the seeds of some plants. Decomposers clean up waste like excrement and dead animals that would otherwise very quickly overwhelm the environment.

Name _____ *Insects, Spiders, and Bugs*

QUESTIONS: Insects

Circle the correct answer.

1. Insects make up _____ of all the organisms on Earth.
 - A. less than half
 - B. half
 - C. more than half
 - D. none of the above
2. Insects are part of a larger group of organisms that have which of the following in common?
 - A. a hard exoskeleton with joints
 - B. a hard exoskeleton with joints and jointed legs
 - C. a hard exoskeleton with joints, jointed legs, and antennae
 - D. a hard exoskeleton with joints, jointed legs, and wings
3. All insects have _____ and _____.
 - A. internal skeletons and three body parts
 - B. three body parts and six legs
 - C. internal skeletons and six legs
 - D. two wings and six legs
4. In which of the following environments will you NOT find insects?
 - A. the desert
 - B. the jungle
 - C. the ocean
 - D. the suburbs
5. Which of the following is NOT a benefit of insects?
 - A. pollination
 - B. being parasites
 - C. cleaning up waste
 - D. spreading seeds around



Assignment

Write an Opinion Piece Based on the Sources

Topic: Best Holiday Traditions

Note: This task uses the same sources as another task. But even if you did that task previously, please read the sources again before you start writing (the sources are repeated below).

Your Assignment:

Your class recently went on a field trip to a Chinese New Year celebration. You saw an amazing parade that included a dragon dance. You learned that this is a tradition that is believed to bring good luck to the community. This got you thinking about holiday traditions and which you think are the best. So, you did some research.

As part of your research you found some sources. After you reviewed these sources, you answered questions about them.

Now, in Part 2, you will write an opinion piece using information you have read.

Directions for Beginning:

You will now review several sources. You may review the sources as often as you like.

Sources for the Performance Task:

+ Source #1

You have found a "Time for Kids" article about holidays and traditions:

It's the Most Wonderful Time of the Year...Or is it?

By Ajurn S.

It's no secret that kids love holidays! Depending on your family, your background, and sometimes even your neighborhood, there are lots of traditions celebrated every year! A tradition is something you do over and over again. Some kids have a favorite! But, how can so many great things be narrowed down to "the best" one of all?

One well-loved holiday tradition is Dia de los Muertos. It is an annual holiday tradition that takes place on November 1st (with the eve on October 31st). Most kids know a little bit about this holiday, but they think of it as Halloween. Halloween is more popular, but it has its roots in Day of the Dead- the English translation for Dia de los Muertos. Many people, including adults, dress up in costumes of all kinds to celebrate. Some are celebrating their relatives that have already passed on, and others are just dressing up for a good time! Although they have separate origins and purposes, Dia de los Muertos and Halloween have basically become one giant celebration!

All around the world, many kids wait on Christmas Eve for the appearance of good 'ole Saint Nick! He is also known as Santa Claus. Again, just like Halloween, a religious tradition was transformed into a regular tradition over time. Santa is famous for bringing joy to little girls and boys. He is hauled around the world in a sleigh pulled by eight flying reindeer. Many kids try really hard to be good for Santa because apparently, according to legend and songs, he can see you when you are sleeping, he knows when you're awake, and he knows if you've been bad or good! That is one busy man!

Leprechauns are the main star of another holiday known as Saint Patrick's Day. March 17th is when all things are green. Kids are supposed to wear green so that they don't get pinched. Leprechauns are on the loose causing mischief and trouble (and sometimes some fun) wherever they go! Although they have not been recorded as being seen, some people claim that leprechauns have caused havoc in their homes and classrooms! Who else would topple chairs, scatter papers, and leave gold coins strewn about?

No matter who you talk to or where you go, you will get a story or two about a tradition. Sometimes traditions are little things that only family members know about such as an annual trip to the neighborhood New Year's parade where the kids on the street are the stars of the show, and sometimes the tradition is more widely known and practiced such as waiting for Santa on Christmas Eve. No matter the tradition, the importance is recognized by those who participate in it!

+ Source #2

You have found a Yelp review about Santa Claus:

Yelp Review

Name/s:

Santa Claus, Saint Nick, Kris Kringle, Big Guy

**Job:**

Brings joy to children

Age:

Unverified

Contact number:

Number not listed

Location:

North Pole

Overall Rating:**Client Reviews:**

★★★★☆ Santa is the best. I am 8 years old, and I love when he visits my house. Sometimes he puts an orange in my sock. My mom calls it a stocking, but I use an old sock.

★★★★☆ I believe in Santa. I think he is great. I don't usually get what I want from Santa, but he leaves me a note. I love him.

★★★☆☆ Santa is a good guy. I like that he is always smiling. I don't like him as much as the Easter Bunny, though, because I like candy more than presents.

★☆☆☆☆ I don't know much about Santa. I don't celebrate this. I don't think Santa is the reason for Christmas.



There is no better man than Santa. I try all year to be good for him. I think I succeed. Succeed is a big word. I bet Santa liked that!



The Assignment:

When your class returns from the parade, your classmates begin to share what they celebrate in their homes and communities. They also begin to discuss which holiday tradition they think is the best. Lots of people start to chant, "Santa!" Some people seem to disagree. Your teacher decides that this seems to be a "hot" topic, so he asks you to write a paper supporting your opinion.

In your paper, you will take a side as to whether you think Santa Claus is the best holiday tradition. Your paper will be read by your classmates. Make sure you clearly state your opinion and write several paragraphs supporting your opinion with reasons and details from the sources. Develop your ideas clearly and use your own words, except when quoting directly from the sources. Be sure to give the source title or number for the details or facts you use.

REMEMBER: A well-written opinion paper

- has a clear opinion
- is well-organized and stays on the topic
- has an introduction and conclusion
- uses transitions
- uses details or facts from the sources to support your opinion
- puts the information from the sources in your own words, except when using direct quotations from the sources
- gives the title or number of the source for the details or facts you included
- develops ideas clearly
- uses clear language
- follows rules of writing (spelling, punctuation, and grammar usage)

Your Response:



Name _____

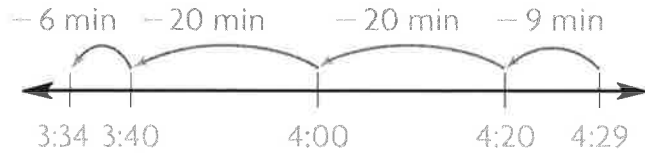
Use Time Intervals



COMMON CORE STANDARD—3.MD.1
Solve problems involving measurement and estimation of intervals of time, liquid volumes, and masses of objects.

Find the starting time.

1. Ending time: 4:29 P.M.
Elapsed time: 55 minutes



3:34 P.M.

2. Ending time: 10:08 A.M.
Elapsed time: 30 minutes



Find the ending time.

3. Starting time: 2:15 A.M.
Elapsed time: 45 minutes



4. Starting time: 6:57 P.M.
Elapsed time: 47 minutes



Problem Solving

Real World

5. Jenny spent 35 minutes doing research on the Internet. She finished at 7:10 P.M. At what time did Jenny start her research?
6. Clark left for school at 7:43 A.M. He got to school 36 minutes later. At what time did Clark get to school?

Lesson Check (3.MD.1)

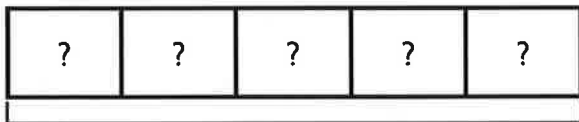
1. Cody and his friends started playing a game at 6:30 P.M. It took them 37 minutes to finish the game. At what time did they finish?

2. Delia worked for 45 minutes on her oil painting. She took a break at 10:35 A.M. At what time did Delia start working on the painting?

Spiral Review (3.OA.2, 3.OA.7, 3.MD.1)

3. Sierra has 30 collector's pins. She wants to put an equal number of pins in each of 5 boxes. How many pins should she put in each box?

4. What time is shown on the clock?



30 pins

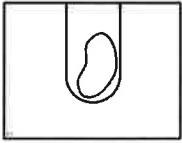


5. Ricardo has 32 books to put on 4 shelves. He puts the same number of books on each shelf. How many books does Ricardo put on each shelf?

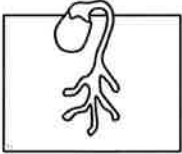
6. Jon started playing a computer game at 5:35 P.M. He finished the game at 5:52 P.M. How long did Jon play the game?

Name: _____ Date: _____

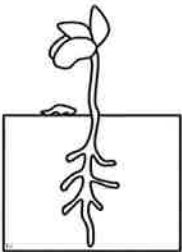
The Life Cycle of a Plant



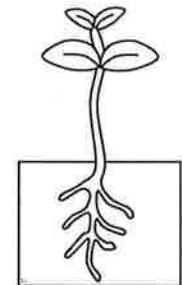
All plants are living. They have a life cycle. Plants start as a seed. The seed is planted in the ground.



Soon the seed begins to grow. Roots grow down into the soil. These roots will help get water for the plant.



A seedling is a baby plant. It grows leaves. The leaves help the plant begin to make food from air and water. Soon it will grow into a bigger plant. Seeds from different plants will grow to be different adult plants.



An adult plant starts to form. It can grow flowers or fruits. New seeds are made. These seeds can then be spread and planted. The life cycle begins again.

-
- | | | |
|---|------|-------|
| Plants are not alive. | TRUE | FALSE |
| Roots help the plant get sunlight. | TRUE | FALSE |
| Different kinds of seeds grow into different kinds of plants. | TRUE | FALSE |
| Seeds can come from fruits. | TRUE | FALSE |
| Adult plants make seeds, and the life cycle begins again. | TRUE | FALSE |



Compton USD

Learning Packet # 5

ELD

Grade 3

Name: _____

3rd Grade-ELD Learning Packet

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Week 6

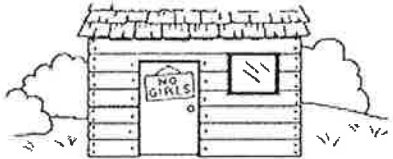


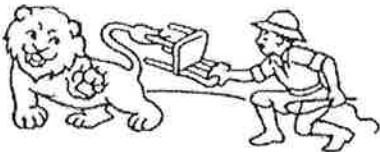


Day	Lesson	Date Completed
1	Vocabulary: Follow this steps: <ol style="list-style-type: none"> Say the word aloud Read the sentence aloud Find a cognate to the word and say it aloud Write a sentence using each word. 	
	Vocabulary: Prefixes and Suffixes. Read the information in the box. Then, complete items 1-4 following the directions given.	
	Inflectional Endings/Suffixes: Read the information in the boxes. Then, complete sections A (questions 1-4) and B (questions 1-4).	
2	Comprehension and Fluency: Read the literary passage: “Hiram Revels--The First African American Senator” . Answer questions in section A (1-4). Then, complete the table in section B.	
	Comprehension: Character: Reread the passage “Hiram Revels--The First African American Senator” . Complete the author’s point of view graphic organizer.	
3	Writing Traits: Organization. Read the Draft Model. Use the questions to help you to revise the draft. Then, revise the draft by adding a strong opening to make readers want to read more.	
	Genre/Text Feature. Read the excerpt “Jane Adams’s Early Years” . Then, answer questions 1-4 about the text.	
	Write to Sources: Read the paragraph. Then, follow the directions below to mark the text.	
4	Differentiated Text: Read the literary passage “Mother Jones” . Respond to the text using the sentence starters.	
5	Leveled Readers: Read the book “Eunice Kennedy Shriver” . Then, complete the following tasks: <ul style="list-style-type: none"> Complete activities on page 15 Read the biography “The Lifesaver” complete activities on pages 20-21 	

Recommended Online Usage

<input type="checkbox"/> I-Ready Reading - 45 minutes per week	<input type="checkbox"/> I-Ready Math - 45 minutes per week
<input type="checkbox"/> Imagine Learning for English Learners - 90 minutes per week	<input type="checkbox"/> Dreambox - 90 minutes per week

Name _____

Use the word chart to study this week's vocabulary words.
Write a sentence using each word in your writer's notebook.

Word	Context Sentence	Illustration
unfairness	Not allowing girls in the club is an example of <u>unfairness</u> .	
horrified	The girl was <u>horrified</u> when she saw the grade she received.	
continued	They <u>continued</u> to play the game late into the night.	
daring	Training lions is a <u>daring</u> job.	
proposed	She <u>proposed</u> that we stop at the store.	
waver	I did not <u>waver</u> when I placed the ballot in the box.	

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Name _____

A **prefix** is a word part added to the beginning of a word. A **suffix** is added at the end. The prefixes *un-* and *dis-* mean “not.” The suffix *-ly* means “in a way that.”

To figure out the meaning of a word with a prefix or a suffix, find the root word first.

Example: **unhappy**

The root word is “happy.” The prefix *un-* means “not.”

So **unhappy** means “not happy.”

Write the root word of each word in bold. Then circle the letter of the best answer for the meaning of the word in bold.

1. They were treated **badly**.

Root word: _____

badly means: **a.** in a way that is bad **b.** not bad

2. Still, the laws in the South were **unfair**.

Root word: _____

unfair means: **a.** somewhat fair **b.** not fair

3. He was **unable** to go to college in the South, though.

Root word: _____

unable means: **a.** somewhat able **b.** not able

4. He **disliked** rules that were not fair.

Root word: _____

disliked means: **a.** liked very much **b.** did not like

Name _____

If a word ends in a consonant + *y*, change the *y* to *i* before adding *-s*, *-es*, or *-ed*: *try, tries, tried*. If a word ends in a vowel + *y*, the spelling does not change: *play, plays, played*. There is no spelling change when adding *-ing* to a word ending in *y*: *trying, playing*.

A. Write a word from the box on the line to show the correct spelling of each *-s*, *-es*, *-ed*, or *-ing* word. The first one has been done for you.

flying plays dried stays

1. play + s = plays 3. fly + ing = _____
 2. dry + ed = _____ 4. stay + s = _____

A suffix is a word part that can be added to the end of words. The suffixes *-ful*, *-less*, and *-able* change the meaning of words.

- ful* means "full of" thoughtful = full of thought
-less means "without" helpless = without help
-ness means "the state of" darkness = the state of being dark

B. Match a word in the box to each meaning below. Write the word on the line. The first one has been done for you.

fearless joyful wonderful sadness

1. full of joy joyful 3. without fear _____
 2. state of being sad _____ 4. full of wonder _____

Name _____

Read the passage. Use the ask and answer questions strategy to help you understand the text.

Hiram Revels—The First African American Senator

Hiram Revels was born in the state of North Carolina in the year 1827. He was a great citizen, or member of his country. He was highly respected. Many people liked him. He became the first African American to serve in the Senate.

43 A Hard Time for African Americans

49 It was a hard time for African
56 Americans. They were treated
60 badly. In the South, most were
66 enslaved. But Revels grew up as a
73 free person, or freedman. He could
79 make his own choices.

83 Still, the laws in the South were
90 unfair. African Americans had to
95 work hard jobs. They could not go
102 to school. It was not legal, but Revels
110 did go to school. He was unable to go
119 to college in the South, though. He had to leave home.



Southern States During the Slavery Era.

130 Preaching and Teaching

133 After school, Revels became the pastor of a church. He was
144 a great teacher. He went all over the place. He taught other
156 African Americans. He wanted them to be good members of this
167 country, too.

Name _____

The First African American Senator

Later in his life, Revels moved back to the South. By this time, slavery had ended. Many people voted for Revels as a state senator. He then joined the U.S. Senate. He was the first African American to be a U.S. senator.

This was amazing!

In the Senate, Revels tried to be fair to all people. He disliked rules that were not fair. So he tried to change them. He made it so people of all colors could work in the Navy. He worked to make laws that were fair to all people.

Revels helped many people. As a pastor, he helped people learn. As a senator, he helped the country progress, or change for the better. He was truly a good citizen!



Hiram Rhodes Revels: the first African American to serve in the U.S. Senate.

Name _____

A. Reread the passage and answer the questions.

1. Reread paragraph 1. What does the author say about Hiram Revels?

2. Reread paragraph 4. What does the author say about Revels as a teacher?

3. Why was it special that Revels became a U.S. Senator?

4. What is the author's position about Hiram Revels?

B. Work with a partner. Read the passage aloud. Pay attention to phrasing and rate. Stop after one minute. Fill out the chart.

	Words Read	-	Number of Errors	=	Words Correct Score
First Read		-		=	
Second Read		-		=	

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Comprehension: Author's Point of View Graphic Organizer

Name _____

Read the selection. Complete the author's point of view graphic organizer.

Details

↓

Author's Point of View

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Name _____

A. Read the draft model. Use the questions that follow the draft to help you think about how you can grab the reader’s attention with a strong opening.

Draft Model

My grandmother is a good citizen because it improves our community. She volunteers at the park so kids have a safe place to play. My uncle is a good citizen because it keeps us safe. He volunteers as a firefighter to protect people and property.

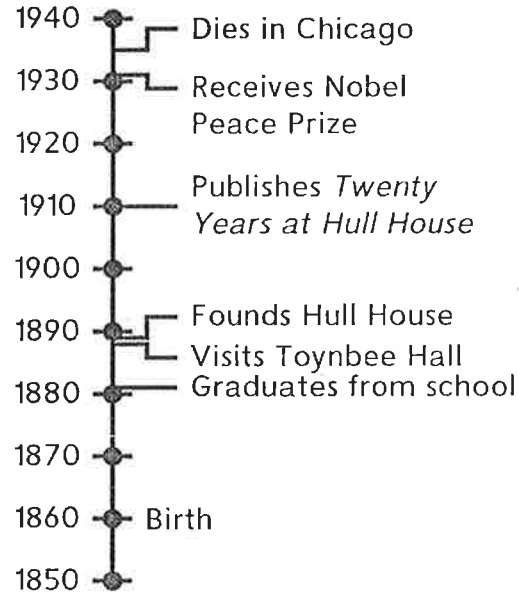
1. What is the purpose of this text?
2. What opening sentence would clearly state the topic and grab the reader’s attention?
3. What opening would make readers want to read more?

B. Now revise the draft by adding a strong opening to make readers want to read more.

Name _____

Jane Addams's Early Years

Some people know what they want to be when they grow up. Jane Addams did not know at first. However, she knew she wanted to help people. After college, she tried different things. She studied to be a doctor but did not finish. Then she took a trip to Europe. She visited Toynbee Hall in London, England. At Toynbee Hall, poor people without homes could take classes. Jane liked this idea. She would use the idea for a home for the poor in Chicago: Hull House.



Jane Addams

Answer the questions about the text.

1. A biography is about a person's life. Whom does this one tell about?

2. What text feature does this biography include? _____

3. What does the time line show?

4. When did Jane Addams visit Toynbee Hall?

Name _____

The student who wrote the paragraph below used text evidence from two different sources to answer the prompt: *What do Elizabeth Cady Stanton and Susan B. Anthony have in common?*

Elizabeth Cady Stanton and Susan B. Anthony were not actually sisters, but they were sisters in the fight for equality for women. Both women were born during the 1800s. Both were highly educated. In those days, most women received only a basic education. Both Stanton and Anthony believed it was unfair for men and women to have different rights, so they set out to do something about that. Their lives became connected in 1848. At a meeting in Seneca Falls, New York, Susan B. Anthony heard Elizabeth Cady Stanton give a speech about voting rights. After that, Susan B. Anthony and Elizabeth Cady Stanton began working together to help women gain equality and the right to vote. These two strong women got together and worked hard to improve women's rights. Without them, the world might be a different place.

Reread the passage. Follow the directions below.

1. **Underline** the strong sentence the writer uses to state the topic clearly.
2. **Draw a box** around supporting details in the paragraph that help develop the topic.
3. **Circle** the linking words that connect ideas.
4. **Write** an example of a possessive pronoun on the line.



Essential Question

What do good citizens do?

Use Graphic Organizer 146 to take notes while you read.

Mother Jones

Biography

Mary Harris Jones was born in Ireland in 1837. She moved to the United States as an adult. Mary met her husband in Memphis, Tennessee.

Mary's husband was a metal worker. Metal workers had to work in terrible conditions. The work was difficult and dangerous. The workers got little money. However, the owners of the metal companies were rich.

Mary was a good citizen and got **involved** with groups that helped workers. She wanted to protect workers' **rights**. Mary helped them get better payment by planning strikes. A strike is when workers refuse to work until they are paid more money or their working conditions improve. Mary also traveled across the country giving speeches to inspire workers.

Workers appreciated her help. They called her "Mother" Jones because she cared for them so much. She was a hero to workers everywhere!

Mother Jones also wanted to help child workers. At that time, the children of poor families sometimes

worked instead of going to school. Many children worked 12 hours a day in unsafe conditions. Mary told people about the bad conditions. Many people were horrified, and they decided to help.

Mother Jones tried to help workers everywhere. Thanks to her efforts, workers' conditions slowly **improved**.



Library of Congress, Prints and Photographs Division (LC-USZ62-50377)

Mother Jones was a hero to working people.

Respond to the Text

Name _____

Read the text. Use Graphic Organizer 146 to record your ideas and notes. Have a collaborative conversation with your partner. Use the sentences below to start the conversation. Cite text evidence and record your ideas on the graphic organizer. Present your ideas to the class.

1. Discuss how metal workers were treated unfairly.

Metal workers had to _____

They got _____, but _____.

2. Tell why workers appreciated Mother Jones.


Mother Jones _____.

She also _____.

3. Describe how Mother Jones helped child workers.

Mother Jones _____

_____.

 **Write Work** with a partner. Discuss your notes about “Mother Jones.” Then write your answer to the Essential Question.

How did Mother Jones’ actions make her a good citizen?

Mother Jones fought _____.

She helped workers _____

_____ and she _____.

She also helped child workers by _____

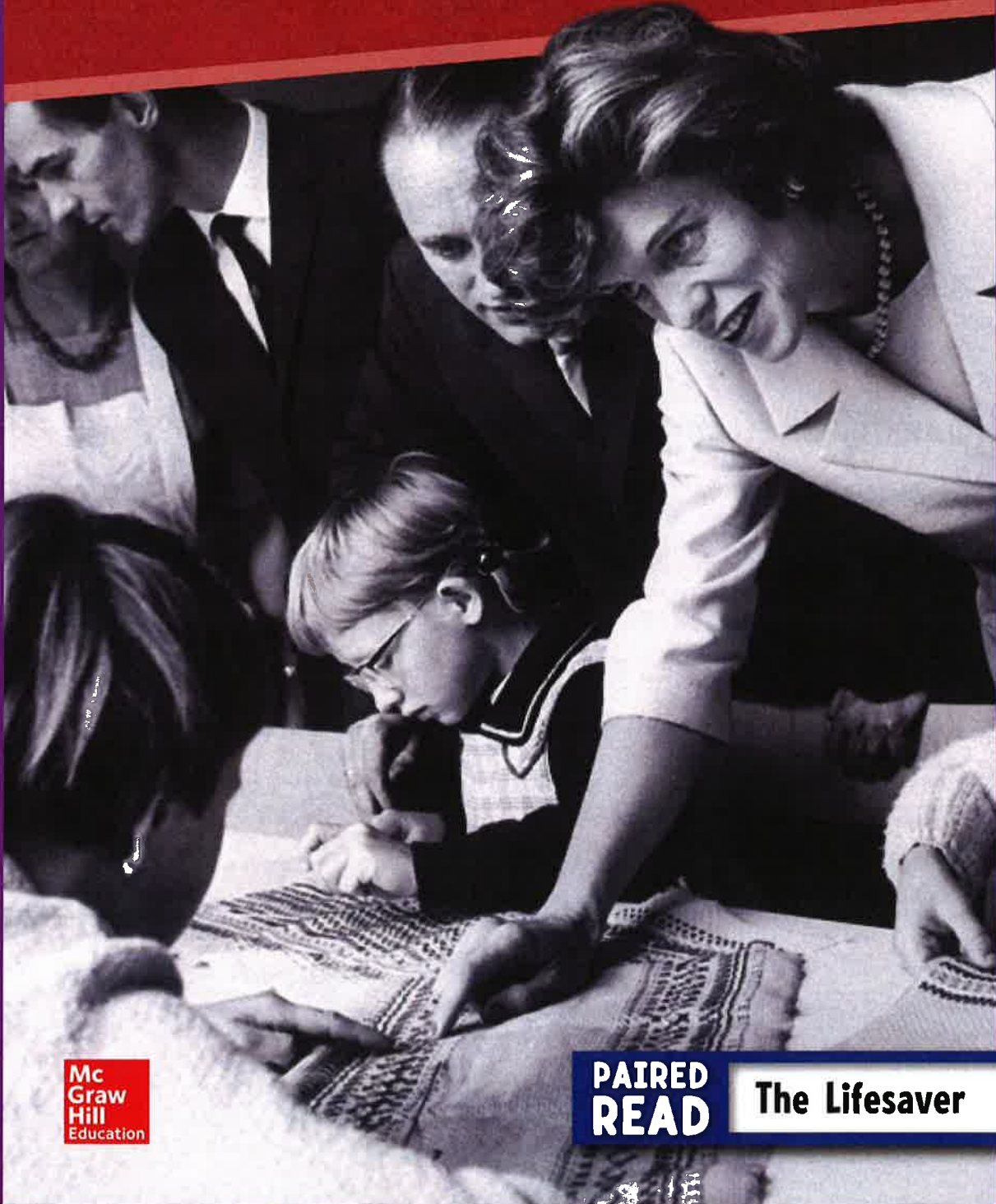
_____.

Biography

Eunice Kennedy Shriver



by Geoff Fairburn



Mc
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Education

**PAIRED
READ**

The Lifesaver

STRATEGIES & SKILLS

Comprehension

Strategy: Ask and Answer Questions

Skill: Author's Point of View

ELL Vocabulary

foundation, remarkable

Vocabulary

citizenship, continue, daring, horrified, participate, proposed, unfairness, waver

Content Standards

Social Studies

Civics and Government

Word count: 876**

Photography Credit: Cover John Loengard/The LIFE Picture Collection/Getty Images.

**The total word count is based on words in the running text and headings only. Numerals and words in captions, labels, diagrams, charts, and sidebars are not included.

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Essential Question

What do good citizens do?

Eunice Kennedy Shriver

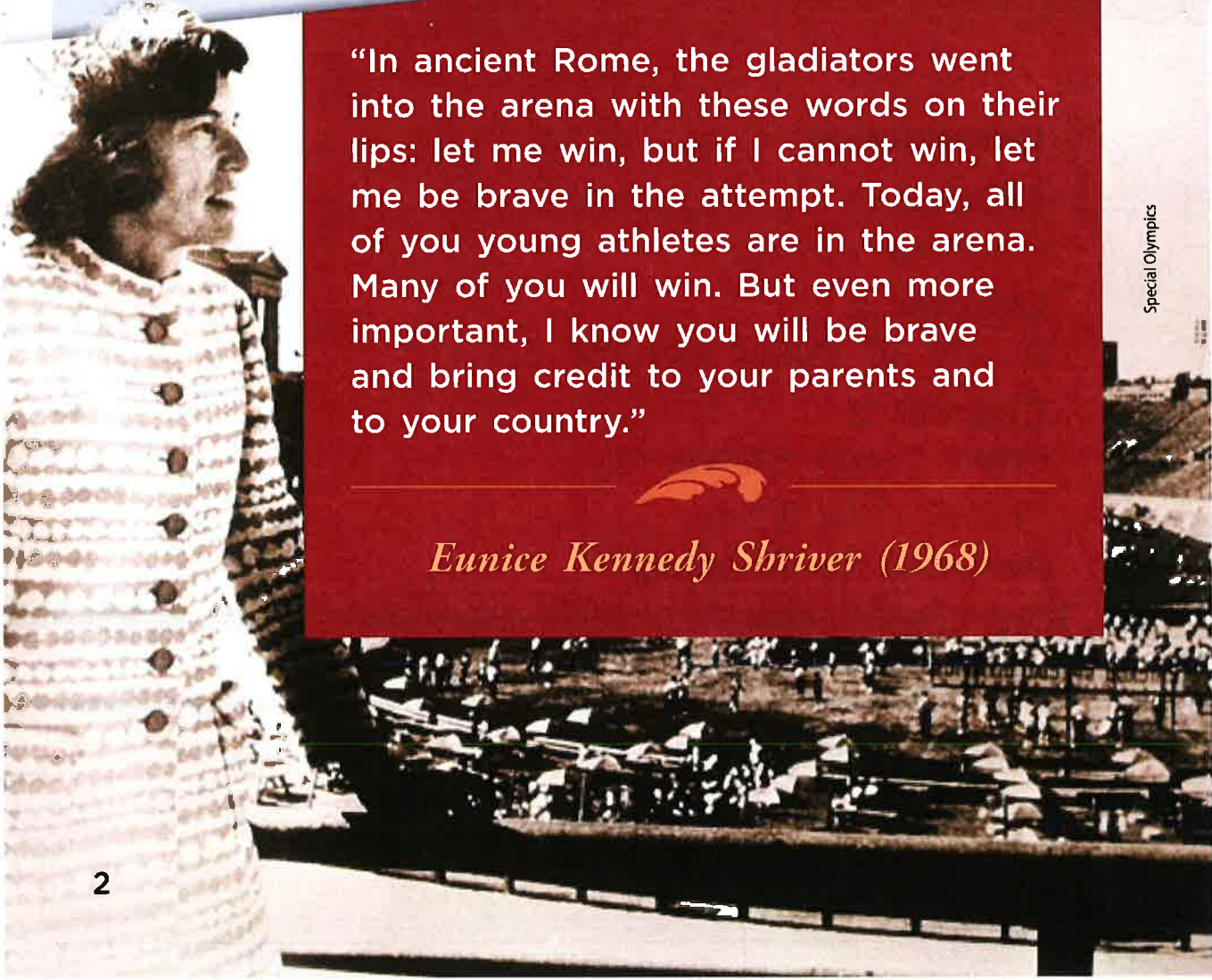


by Geoff Fairburn

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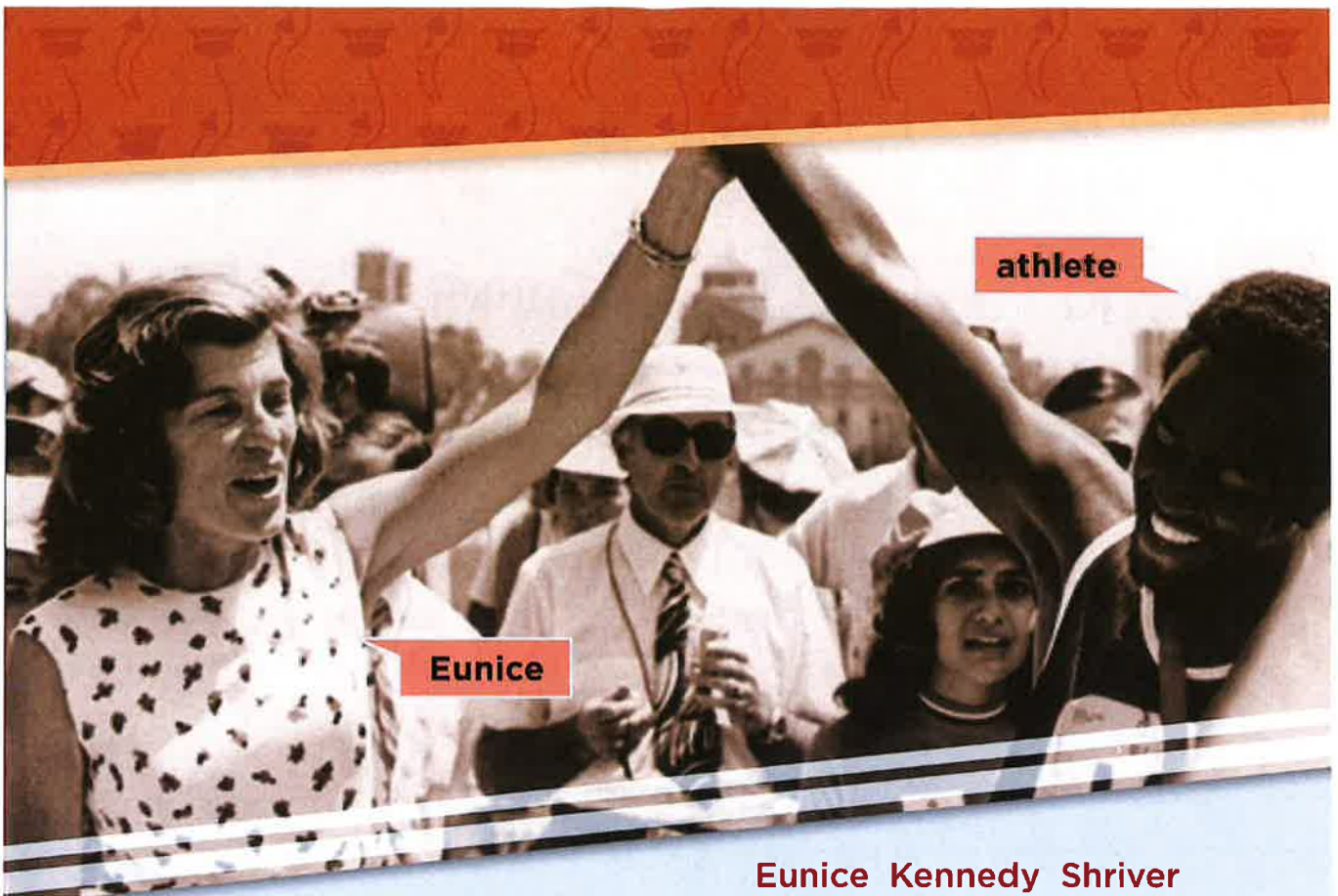
Introduction

One thousand **athletes** took part in a sports event in 1968. The event took place at Soldier Field in Chicago. There were about one hundred people watching the event. A woman spoke to the athletes. She told the athletes to be brave.



“In ancient Rome, the gladiators went into the arena with these words on their lips: let me win, but if I cannot win, let me be brave in the attempt. Today, all of you young athletes are in the arena. Many of you will win. But even more important, I know you will be brave and bring credit to your parents and to your country.”

Eunice Kennedy Shriver (1968)



Eunice Kennedy Shriver (left) was the founder of Special Olympics.

The sports event was the first Special Olympics. The speaker was Eunice Kennedy Shriver. The one thousand athletes were young people with **intellectual disabilities**. Before 1968, people with intellectual disabilities did not take part in sports. Eunice started the Special Olympics to help people with intellectual disabilities play sports. Eunice was a remarkable woman.

In Other Words participate. En español *take part* quiere decir *participaron*.

Chapter 1 Growing Up

Eunice Kennedy was born in 1921 in Massachusetts. Eunice's parents had nine children. The Kennedy children were told to love their family and do their best. Eunice once said that her father told her to "win, win, win."

Eunice was an excellent athlete. She enjoyed swimming and sailing. Eunice played touch football with her brothers. Eunice loved to go sailing with her sister Rosemary.

Language Detective

Her is a possessive pronoun. Find another possessive pronoun on this page.

Eunice (far right) loved to play football with her brothers.

Corbis/Corbis Historical/Getty Images





Eunice and her sister Rosemary had a special relationship.

Rosemary was born with mental challenges. By the time Rosemary was 20 years old, she could not be cared for at home. Rosemary had a brain operation, but the operation did not work. Rosemary lived in a special home. She loved to see her family. She loved to swim.

Eunice loved her sister Rosemary and was happy they grew up together. Rosemary showed Eunice what people with intellectual disabilities could do. At that time, many people with disabilities lived in **institutions**. They could not go to school or work. People with intellectual disabilities were not encouraged to play sports.

Eunice was struck by the unfairness of this. Eunice wanted to make life better for people like her sister Rosemary.

STOP AND CHECK

Why was Eunice happy to have grown up with Rosemary?

Today, people living with intellectual disabilities have the chance to go to schools and make friends.



Chapter 2 A Life of Public Service



Eunice thought that sports, exercise, and fun could make people's lives better.

In 1953, Eunice married Sargent Shriver and became Eunice Kennedy Shriver. Eunice had five children. She still found time for helping people with intellectual disabilities.

Eunice ran the Joseph P. Kennedy, Jr. Foundation. The foundation was a family **charity**. The foundation looked for better ways to help people with intellectual disabilities.

In Other Words had time for. En español, *found time* quiere decir *halló tiempo*.

Eunice's brother John F. Kennedy was president of the United States. Eunice asked her brother for help. Eunice wanted schools and training programs for people with intellectual disabilities.

In 1963, President Kennedy signed a bill to help with more schools and training programs.



Eunice (right) was there when President Kennedy (left) signed a bill to help people with intellectual disabilities.

Bettmann/Getty Images

THE KENNEDY BROTHERS

Many members of the Kennedy family were involved in government. Eunice's brother John F. Kennedy became president of the United States in 1961. He was killed in Dallas, Texas in 1963. Robert F. Kennedy was the U.S. attorney general from 1961 to 1964. After John's death Robert ran for president. Robert was killed in June 1968. Edward Kennedy was a U.S. senator for 47 years.

In 1962, Eunice wrote a magazine article. The article was about growing up with Rosemary. Eunice wrote that she was horrified at how people with disabilities were treated. She said that people with intellectual disabilities could do many things.

At the time, people did not know much about intellectual disabilities. Eunice helped people understand.



LEARNING FROM ROSEMARY

“Those of us who have seen children live in the shadows know that a country as rich as ours cannot possibly justify this neglect.”

*President John F. Kennedy
(1961)*

Chapter 3 From Camp Shriver to Special Olympics



Camp Shriver was a place to have fun and play sports.

In 1962, the mother of a child with an intellectual disability called Eunice on the phone. The mother said that there were no summer camps for her child. Eunice decided to start a summer camp at her home.

The camp was called Camp Shriver. The camp was free for intellectually disabled children. Eunice and her family swam and played ball with the children. Soon, more camps like Camp Shriver started around the country.

The charity that Eunice ran paid for the sports camps. The camps were a success. Next, Eunice proposed holding a sports event for children with disabilities. Children from all over the country would participate.

The sports event became the Special Olympics Games. The first Special Olympics Games took place in 1968.

Special Olympics



THE FIRST SPECIAL OLYMPICS GAMES

One thousand athletes from 26 states and Canada competed in track and swimming. There were 25-meter swim races. Other events were running races, ball throws, and long jump.



Eunice loved sports. She was a friend to all Special Olympics athletes.

Eunice believed in the athletes that took part in the first Special Olympics. She hoped others would believe in them, too. Today, the games continue to grow. Athletes in more than 171 countries take part in Special Olympics. They train and compete. They do their best to win.

The Special Olympics helped to change people's minds about the **capabilities** of people who live with intellectual disabilities.

Today, people with intellectual disabilities go to school and get jobs. People with intellectual disabilities are celebrated for their **achievements**.

Eunice Kennedy Shriver made things better. She spent her life working for people with intellectual disabilities. She did not waver.

**Language
Detective**

Their is a possessive pronoun.
Find another possessive pronoun
on this page.

Special Olympics



Eunice went to the 2007 Special Olympics World Summer Games in China.

“By your presence, you send a message to every village, every city, every nation. A message of hope, a message of victory. The right to play on any playing field? You have earned it. The right to study in any school? You have earned it. The right to hold a job? You have earned it. The right to be anyone’s neighbor? You have earned it.”

Eunice Kennedy Shriver (1987)



Nelson Mandela

Like Nelson Mandela, Eunice Kennedy Shriver sent a message of hope to the world.

Eunice got many awards. She was given the Presidential Medal of Freedom. The award was for her many achievements and good citizenship.

Eunice Kennedy Shriver died in 2009. Eunice changed lives. She gave people living with intellectual disabilities a chance to compete and to win.

STOP AND CHECK

What was Camp Shriver?

TIME LINE

- 1921 Born

- 1943 Graduates from Stanford University

- 1951 Moves to Chicago; marries Sargent Shriver, May 1953

- 1957 Becomes director of the Joseph P. Kennedy, Jr. Foundation

- 1961 Brother John F. Kennedy becomes President of the United States

- 1962 First Camp Shriver held

- 1963 Intellectual Disabilities Bill signed, October 24; John F. Kennedy dies, November 22

- 1968 Robert F. Kennedy dies, June 6; First Special Olympics held, July 20

- 1984 Presidential Medal of Freedom awarded by President Ronald Reagan

- 2009 Dies August 11

Respond to Reading

Summarize

Use details from *Eunice Kennedy Shriver* to summarize the text. Your graphic organizer may help you.

Details
↓
Point of View

Text Evidence

1. How do you know that *Eunice Kennedy Shriver* is an expository text? **GENRE**
2. What is the author's opinion of Eunice Kennedy Shriver? What words or phrases in the text tell you this? **AUTHOR'S POINT OF VIEW**
3. What does the word *encouraged* on page 6 mean? Use the prefix to help you figure out the meaning. **PREFIXES AND SUFFIXES**
4. Write about the type of language the author uses to show you how he feels about Eunice Kennedy Shriver. **WRITE ABOUT READING**

Compare Texts

Read about a man who dedicated his life to water safety.



THE LIFESAVER

Have you seen lifeguards at a pool or a beach? They are there because of Bert Longfellow. Bert helped to “waterproof” America.

In 1900, Bert wrote for a newspaper. Bert wrote a lot of stories about people who had drowned. At that time, people loved to have fun and be daring in the water, but not many people could swim. Bert was horrified that so many people drowned.

Bert wanted to help. Bert became a volunteer lifesaver. Volunteer lifesavers learned life-saving skills. Lifesavers helped rescue people who got into trouble in the water.

Bert began to teach people how to be safe in the water.



Bert Longfellow (center) shows trainees how to rescue people in the water.

Bert taught water safety until 1907. Then a doctor told Bert that he was very sick and needed to rest. Bert decided to spend time outside everyday. The sunshine helped Bert feel better.

In 1912, Bert wanted to teach water safety to everyone in America. Bert worked with the Red Cross to start a lifesaving service. Soon people around the country were learning lifesaving from the Red Cross.

Thanks to Bert there were not as many drowning deaths even though more and more people swam and played in the water. People all over the world began to learn lifesaving from the Red Cross. Today, the Red Cross trains lifeguards and teaches swimming to people of all ages.



Red Cross lifeguards watch pools, lakes, and beaches to keep swimmers safe.



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Make Connections

What made Bert Longfellow a good citizen?

ESSENTIAL QUESTION

How are Eunice Kennedy Shriver and Bert Longfellow the same? **TEXT TO TEXT**

Glossary

achievements things done with great effort and courage (*page 13*)

athletes people who are trained or skilled in sports or games (*page 2*)

capabilities skills and strengths that can be used and developed (*page 12*)

charity an organization that helps people who are poor, sick, or face other challenges (*page 7*)

institutions places that care for people who are unable to care for themselves (*page 6*)

intellectual disabilities conditions of the mind that make it difficult for people to do or understand things in the normal way (*page 3*)

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Focus on Social Studies

Purpose To make a time line of a person's life.

What to Do

Step 1

Work with a partner. Choose somebody who you think has been a good citizen. You can look in books, the newspaper, or the Internet to find a person to study.

Step 2

Find out about the life of the good citizen.

Step 3

Write down the key events in his or her life that show that person is a good citizen. Write the date for each event. Use the chart to help you.

Date	Event
Date	Event
Date	Event

Step 4

Put the events in the order they happened. Make a time line about your good citizen.

Conclusion What did the time line teach you about the life of your good citizen?

Thinkmark

The Topic

What is this book mostly about?

Sequence of Information

In what order does the author give us the information in this book?

Key Vocabulary

What are the key words in *Eunice Kennedy Shriver* that relate to the topic?

Author's Purpose

What is the author's purpose for writing *Eunice Kennedy Shriver*?

Make Connections

How is *Eunice Kennedy Shriver* like other biographies you have read?

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