



# Compton USD Learning Packet #6

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 \_\_\_\_\_

When a syllable ends in a vowel, it is called an open syllable. Open syllables have a long-vowel sound. Words with an open first syllable are divided after the vowel.

ba / sic

pi / lot

mu / sic

**A. Read each word in bold. Circle the answer that shows the word correctly divided into syllables. The first one has been done for you.**

1. **open**      a. o / pen      b. ope / n

2. **polar**      a. pol / ar      b. po / lar

3. **favor**      a. fa / vor      b. fav / or

4. **tiger**      a. tig / er      b. ti / ger

A prefix is a word part added to the beginning of a word. A suffix is a word part added to the end of a word. Both prefixes and suffixes change the meaning of the root word.

**B. Add the prefix or suffix to the root word. Write the new word on the line. The first one has been done for you.**

1. un + zip =         unzip        

2. re + write =                                 

3. sad + ly =                                 

4. care + ful =

Name \_\_\_\_\_

pilot	favor	cover	tiny	silent
shady	lemon	diner	label	spider
tiger	planet	robot	cozy	frozen

**A. Write the spelling word that belongs with each group below.**







1. restaurant, cafe, \_\_\_\_\_
2. lion, cheetah, \_\_\_\_\_
3. insect, bug, \_\_\_\_\_
4. star, moon, \_\_\_\_\_
5. orange, lime, \_\_\_\_\_

**B. Write the spelling word that best completes each sentence.**

6. The oak tree is a cool and \_\_\_\_\_ place for a picnic.
7. After the ice at the skating rink is \_\_\_\_\_, hockey season will begin.
8. The cabin is warm and \_\_\_\_\_ with a fire in the fireplace.
9. The jet \_\_\_\_\_ told us about his exciting job.
10. Can you do me a \_\_\_\_\_ and help me with this heavy box?
11. Put a \_\_\_\_\_ on the pot.
12. I got a toy \_\_\_\_\_ for my birthday.
13. Our kitten is \_\_\_\_\_ now, but he will grow quickly.
14. The owl was as \_\_\_\_\_ as a mouse as it landed in a tree.
15. Before I go to camp, I have to \_\_\_\_\_ my clothes.

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
replace	My dad wants to <u>replace</u> his old car with a new one.	
natural	We always make an effort to eat all <u>natural</u> foods.	
produce	Our garden can <u>produce</u> enough food for the whole family.	
renewable	Water is a <u>renewable</u> energy source.	
sources	Remember to note your <u>sources</u> when writing the article.	
pollution	The old factory down the street lets out a lot of <u>pollution</u> .	





Name \_\_\_\_\_

# Time to the Minute

**Essential Question** How can you tell time to the nearest minute?



Measurement and Data—**3.MD.1**

**MATHEMATICAL PRACTICES**  
MP.2, MP.3, MP.6

## Unlock the Problem Real World

Groundhog Day is February 2. People say that if a groundhog can see its shadow on that morning, winter will last another 6 weeks. The clock shows the time when the groundhog saw its shadow. What time was it?

- Underline the question.
- Where will you look to find the time?

### **Example**

Look at the time on this clock face.

- What does the hour hand tell you?

\_\_\_\_\_

- What does the minute hand tell you?

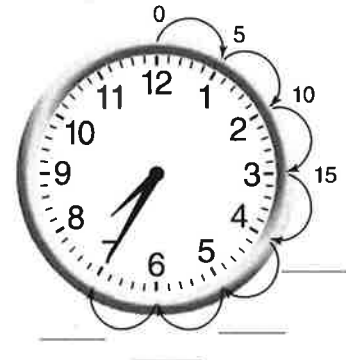
\_\_\_\_\_

In 1 **minute**, the minute hand moves from one mark to the next on a clock. It takes 5 minutes for the minute hand to move from one number to the next on a clock.

You can count on by fives to tell time to five minutes. Count zero at the 12.

0, 5, 10, 15, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_

So, the groundhog saw its shadow at \_\_\_\_\_.



**Write:** 7:35

**Read:**

- seven \_\_\_\_\_
- thirty-five minutes after \_\_\_\_\_

### Math Talk

#### Mathematical Practices

How does skip counting by fives help you tell the time when the minute hand points to a number?

- Is 7:35 a reasonable answer? Explain. \_\_\_\_\_

## Time to the Minute

Count by fives and ones to help you.

### **One Way** Find minutes after the hour.

Look at the time on this clock face.

- What does the hour hand tell you?

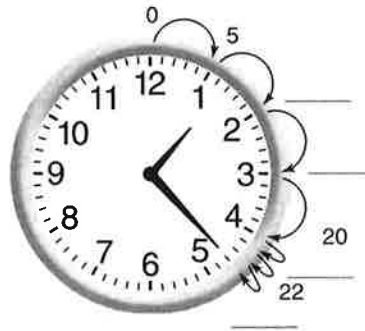
\_\_\_\_\_

- What does the minute hand tell you?

\_\_\_\_\_

Count on by fives and ones from the 12 on the clock to where the minute hand is pointing. Write the missing counting numbers next to the clock.

When a clock shows 30 or fewer minutes after the hour, you can read the time as a number of minutes *after* the hour.



Write: \_\_\_\_\_

Read:

- twenty-three minutes after \_\_\_\_\_
- one \_\_\_\_\_

### **Another Way** Find minutes before the hour.

Look at the time on this clock face.

- What does the hour hand tell you?

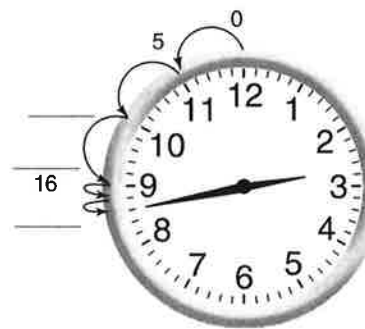
\_\_\_\_\_

- What does the minute hand tell you?

\_\_\_\_\_

Now count by fives and ones from the 12 on the clock back to where the minute hand is pointing. Write the missing counting numbers next to the clock.

When a clock shows 31 or more minutes after the hour, you can read the time as a number of minutes *before* the next hour.



Write: 2:43

Read:

- seventeen \_\_\_\_\_ before three
- two \_\_\_\_\_



### **ERROR Alert**

Remember that time *after* the hour uses the previous hour, and time *before* the hour uses the next hour.

Name \_\_\_\_\_ Citizenship

## Citizenship Defined

A citizen is an individual that is legally recognized as a participating member of a political community such as a state, country, or local government. Citizenship of countries is most often acquired by birth, but can also be obtained by a process called naturalization, which requires meeting the legal requirements of the country's government.

There are four ways that a person can become a U.S. citizen. The first, and most common, is to be born to parents who are U.S. citizens, even if you are not born in the United States. Another way is naturalization, which requires applying to the U.S. government for citizenship. A third way is to marry a U.S. citizen and then apply for naturalization. A fourth way is to serve honorably in the U.S. military prior to applying for naturalization.



Citizenship confers many benefits. U.S. citizens all enjoy certain rights, like the right to a fair trial by jury, the right to vote for their political representatives, the right to work for the federal government, and the right to run for elected office. U.S. citizens have freedom of speech, and the freedom to worship in whatever way they choose. U.S. citizens can also apply for help at U.S. embassies if they run into trouble in a foreign country.

Citizens also have responsibilities to their country. They are expected to support and defend the Constitution, participate in the democratic process, obey laws, respect the rights, beliefs, and opinions of others, and to pay income taxes. Citizens are expected to be informed about what is going on in their community and their country, and to participate, when needed. U.S. citizens are also expected to serve on a jury when called upon. Lastly, citizens are expected to help defend the country when needed, by serving in the military if necessary.

Name \_\_\_\_\_ Citizenship

### QUESTIONS: Citizenship Defined

Circle the correct answer.

1. A citizen is:
  - A. an individual who has certain responsibilities in a political community
  - B. an individual who enjoys certain rights in a political community
  - C. an individual that is legally recognized as a participating member of a political community
  - D. all of the above
  
2. Which of the following is NOT a way a person can become a U.S. citizen?
  - A. be born to parents who are U.S. citizens
  - B. naturalization
  - C. marry a U.S. citizen while in the U.S.
  - D. marry a U.S. citizen and apply for naturalization
  
3. Which of the following is NOT a right that U.S. citizens enjoy?
  - A. right to a fair trial
  - B. right to vote for political representatives
  - C. right to diplomatic immunity
  - D. freedom to worship any way they choose
  
4. Which of the following is NOT a responsibility of U.S. citizens?
  - A. running for elective office
  - B. supporting and defending the Constitution
  - C. participating in the democratic process
  - D. serving on a jury
  
5. Obtaining citizenship through an application process is called:
  - A. military service
  - B. naturalization
  - C. assimilation
  - D. immigration

## Unit 5 Week 5

SOURCE TITLE: Here Comes Solar Power LEXILE: 710



### Essential Question

What are different kinds of energy?

Read why solar energy is a good source of power.

390

### 1. Claim 1, Target 9: Central Ideas, Standard: RI.3.2

Read the paragraph.

What do you have in common with a car and a factory? You both need energy to run. Energy keeps things moving.

Which sentence **best** tells the main idea of the paragraph?

- (A) Breathing requires energy.
- (B) Energy makes all things move.
- (C) Physical activity requires energy.
- (D) Sunlight helps increase energy.

### 2. Claim 1, Target 10: Root Words, Standard L.3.4.c

Determine the root word for **renewable** on page 392. What does **renewable** mean?

- (A) to restore; replace
- (B) to destroy
- (C) to plant
- (D) to compress

**3. Claim 1, Target 11: Reasoning and Evidence, Standard: RI3.8**

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

**Part A**

How does the author compare the energy humans use with the energy used by cars and other machines?

- (A) Humans don't need energy to function.
- (B) They both use the same amount of energy.
- (C) They both need energy to run.
- (D) Machines need manpower to function.

**Part B**

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

- (A) You get your energy from eating healthful foods and factories, homes, and cars get their energy from fossil fuels.
- (B) Once a fossil fuel is gone, it's gone forever.
- (C) Solar power is one source of renewable energy.
- (D) Energy keeps things moving.

# Here Comes Solar Power



What do you have in common with a car and a factory? You both need energy to run. Energy keeps things moving.

## Energy Today

You get your energy from eating healthful foods. Most factories, homes, and cars get their energy from fossil fuels. Coal, petroleum, and natural gas are fossil fuels. They have been the traditional, or usual, energy sources for more than a century. Today, most of the energy we use in the United States comes from burning fossil fuels.

But these fuels come from deep under the Earth's surface, and they are running out. They cannot be reused. Once a fossil fuel is gone, it's gone forever. So we need alternative energy sources to replace them. Scientists know that there is no other way to keep our country going and growing. So they are looking for new, alternative sources of energy that won't run out.



## Cheaper and Cleaner

Solar power is one source of **renewable** energy. And it is not expensive. As a result, many people are placing solar panels on the roofs of homes and large buildings. Solar panels look like giant mirrors, and they capture energy from the Sun.

On a bright day, the Sun's rays hit the solar panel and cause it to **produce** electricity. Then the electricity flows into the building. As a result, there is enough energy to raise the temperature inside homes, and turn on lights, stoves, and computers.

## The Future

More companies are turning to solar power to replace fossil fuels. It's **natural**. That means it isn't made, or changed, by people. Solar power is cheaper than fossil fuels, and it does not create **pollution**.

Today there are millions of people around the world using solar power to produce electricity for their homes and businesses. Someday solar power may completely replace fossil fuels.

Solar panels are placed on the roofs of buildings.



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

Read the sentence.

On a bright day, the Sun's rays hit the solar panel and cause it to **produce** electricity.

What does the word **produce** **most likely** mean? Choose **two** answers.

- A to come to an end
- B to create
- C to confuse
- D to cause to happen

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

Read the paragraph.

More companies are turning to solar power to replace fossil fuels. It's natural. That means it isn't made, or changed, by people. Solar power is cheaper than fossil fuels, and it does not create pollution.

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

- A Solar power is costly and requires a lot of manpower.
- B Electrical power has more advantages.
- C Electrical power is equal to solar power.
- D Solar power is the wave of the future for a clean environment.

**GO SUNSHINE!**

Renewable energy is where it's at. And solar power is at the top of our list. Here are the top reasons why solar energy is so hot!

- Solar power is cheaper than fossil fuels.
- It is renewable.
- It doesn't cause pollution and is good for our environment.
- Power from the Sun is always available.
- Solar power is natural.

Solar energy can do just about everything that fossil fuels do. Everyone should use solar power. It's good news for the planet!

**Make Connections**

Why is solar power a good source of energy? **ESSENTIAL QUESTION**

What are some ways you might use solar power? **TEXT TO SELF**

Thanks to solar power, Paul can power up and listen to his MP3 player.

393

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

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

- (A) Solar power is natural?
- (B) What do you have in common with a car and a factory!
- (C) Power from the Sun is always available.
- (D) Energy keeps things moving.

**7. Claim 1, Target 13 Text Structures and Features, Standard: RI3.5**

What is the most likely reason the author included the bulleted list on page 393?

- (A) To explain fossil fuels
- (B) To provide types of renewable energy
- (C) To give information about pollution.
- (D) To provide reasons for why solar energy is the best

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

Choose the **one** sentence that contains a spelling error.

- (A) Solar power is one source of renewable energy.
- (B) It's good news for the planet.
- (C) You get your energy from eating healthful foods.
- (D) You both need energy to run.



**9. Claim 2, Target 9: Edit Clarify (conventions), Standard: L3.1**

Which of the following sentences uses correct punctuation and capitalization?

- Ⓐ Some cars use electricity to run instead of gasoline?
- Ⓑ Have you ever seen someone plug in a car?
- Ⓒ but there are also some downsides to keep in mind.
- Ⓓ .Have you ever seen someone plug in a Car?

**10. Claim 1, Target 11 (TM3): Constructed Response, Standard: RI3.6**

What are the advantages of recycling? Use at least two vocabulary words in your response to support your answer.

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Name \_\_\_\_\_

# Share and Show



1. How would you use counting and the minute hand to find the time shown on this clock? Write the time.



\_\_\_\_\_

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

2.



\_\_\_\_\_  
\_\_\_\_\_

3.



\_\_\_\_\_  
\_\_\_\_\_

4.



\_\_\_\_\_  
\_\_\_\_\_



### Mathematical Practices

Explain how you know when to stop counting by fives and start counting by ones when counting minutes after an hour.

# On Your Own

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

5.



\_\_\_\_\_  
\_\_\_\_\_

6.



\_\_\_\_\_  
\_\_\_\_\_

7.



\_\_\_\_\_  
\_\_\_\_\_

### MATHEMATICAL PRACTICE 2 Represent a Problem Write the time another way.

8. 34 minutes after 5

\_\_\_\_\_

9. 11 minutes before 6

\_\_\_\_\_

10. 22 minutes after 11

\_\_\_\_\_

11. 5 minutes before 12

\_\_\_\_\_

# Problem Solving • Applications Real World

Use the clocks for 12–13.

12. How many minutes later in the day did the groundhog in Pennsylvania see its shadow than the groundhog in New York?

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13. **GO DEEPER** What if the groundhog in Pennsylvania saw its shadow 5 minutes later? What time would this be?

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14. If you look at your watch and the hour hand is between the 8 and the 9 and the minute hand is on the 11, what time is it?

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15. **THINK SMARTER** What time is it when the hour hand and the minute hand are both pointing to the same number? Aiden says it is 6:30. Camilla says it is 12:00. Who is correct? Explain.

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16. **MATHEMATICAL PRACTICE 3** **Verify the Reasoning of Others** Lucy said the time is 4:46 on her digital watch. Explain where the hands on an analog clock are pointing when it is 4:46.

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Time of Day the Groundhog Saw Its Shadow	
 <p>NY</p>	 <p>PA</p>



17. **THINK SMARTER** Write the time that is shown on the clock. Then write the time another way.

---



Name \_\_\_\_\_

Read the passage. Use the ask and answer questions strategy to find answers to your questions in the passage.

## The Electric Car

13 Have you ever seen a person plug in a car? Some cars use  
23 electricity to run instead of gasoline. There are many good  
33 reasons to buy an electric-powered car. But there are also  
some downsides.

### 35 Electric Car History

38 An electric car runs on an electric motor. It has foot pedals  
50 like other cars. But it uses a battery to power the motor, not gas.  
64 Common electricity is used to recharge the battery.

72 Electric engines got their start in the 1830s. For years they  
83 were improved. Better batteries were made. By the 1890s the cars  
94 were used by many people in the United States. They were easy  
106 to drive. Drivers did not have to change gears. Gas-powered cars  
117 needed a hand crank to start. Electric cars did not.

127 Many people used electric cars in cities. The cars drove  
137 smoothly. They made little noise. They didn't have the smell of  
148 gas cars.

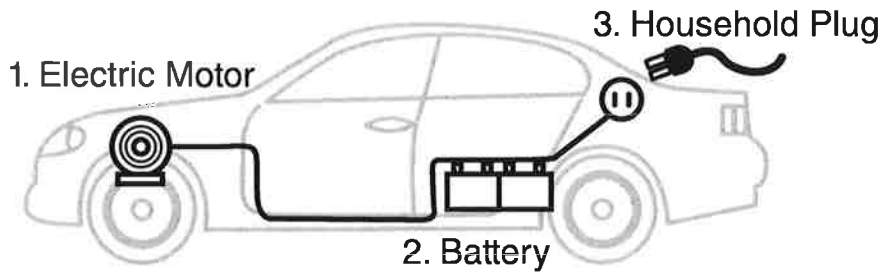
150 Then Henry Ford made the Model T in 1908. It was gas  
162 powered. It ran better than the old gas cars. It was cheaper to  
175 produce than electric cars. It ended the rule of the electric car.

Name \_\_\_\_\_

### Pros and Cons

Today electric cars offer a lot. They are good for the planet. They do not pollute the air.

Electric cars don't need the upkeep that gas cars need. No oil changes. No trips to the gas station. There are fewer parts to an electric engine. This often means fewer problems.



### The Main Parts of the Electric Car

There are a few drawbacks to an electric-powered car though. One thing is that it has to be charged. Charging times can vary. A full charge can take a few hours.

Most electric cars can only go so far on one charge. There are not many places to recharge your car. A car can go farther on a full tank of gas.

Electric car batteries may also need to be replaced. They cost a lot of money. They are also big and heavy.

The electric car has been around a long time. Today car makers are working to make them better. The future is bright.

Name \_\_\_\_\_

**A. Reread the passage and answer the questions.**

1. A cause is why something happens. In paragraphs 3 and 4, what were two causes of people driving electric cars in cities?

\_\_\_\_\_

\_\_\_\_\_

2. An effect is what happens. In paragraph 5, what was the effect of the Model T?

\_\_\_\_\_

\_\_\_\_\_

3. Under the heading **Pros and Cons**, what is a possible effect of the fact that an electric car cannot go as far on one charge as a gas-powered car can go on a tank of gas?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**B. Work with a partner. Read the passage aloud. Pay attention to 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.

**Essential Question** How can you tell when to use A.M. and P.M. with time?



Measurement and Data—**3.MD.1**

**MATHEMATICAL PRACTICES**  
MP.1, MP.2, MP.4

## Unlock the Problem Real World

Lauren's family is going hiking tomorrow at 7:00. How should Lauren write the time to show that they are going in the morning, not in the evening?

You can use a number line to show the sequence or order of events. It can help you understand the number of hours in a day.

Think: The distance from one mark to the next mark represents one hour.



- Circle the helpful information that tells about the hiking time.
- What do you need to find?



**Tell time after midnight.**

**Midnight** is 12:00 at night.

The times after midnight and before noon are written with **A.M.**

7:00 in the morning is written as

7:00 \_\_\_\_\_

After Midnight and Before Noon



So, Lauren should write the hiking time as 7:00 \_\_\_\_\_

- Find the mark that shows 7:00 A.M. on the number line above. Circle the mark.

**Math Talk**

**Mathematical Practices**

How are the number line on this page and the clock face alike?  
How are they different?



**Tell time after noon.**

Callie's family is going for a canoe ride at 3:00 in the afternoon. How should Callie write the time?

**Noon** is 12:00 in the daytime.

The times after noon and before midnight are written with **P.M.**

3:00 in the afternoon is written as 3:00 \_\_\_\_\_

After Noon and Before Midnight



So, Callie should write the time as 3:00 \_\_\_\_\_

## Share and Show



- Name two things you do in the A.M. hours.  
Name two things you do in the P.M. hours.

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

- ride a bicycle




---

3. make a sandwich




---

4. get ready for bed




---

- This morning Sam woke up at the time shown on this clock. Write the time using A.M. or P.M. \_\_\_\_\_



**Math Talk**

**Mathematical Practices**

Explain how you decide whether to use A.M. or P.M. when you write the time.

Name \_\_\_\_\_ Democracy

## Constitutions



A constitution is a document that sets out the legal structure on which the power or authority of a government rests. It outlines how it will be organized and run. It describes its powers and limitations. A constitution also sets down the rights and obligations of a society's citizens. It essentially documents the values that a society holds.

A constitution is an important instrument in a democracy. It is a "top-down" view of a country which establishes what is meant by public order. A constitution clearly defines the circumstances in which public order can be said to have been lost. The public order is then carried out in a "bottom-up" fashion by the participation of individuals in the government process, for example, by voting.

While most democratic countries have a constitution, a country can be democratic without having a constitution. However, these countries all have some kind of documented guidelines that replace a constitution. For example, the United Kingdom does not have a written constitution, though it has a collection of documents which collectively serve the same purpose. These documents include the English Bill of Rights, the Magna Carta, the Petition of Right, the Habeas Corpus Act 1679 and the Parliament Acts 1911 and 1949. Similarly, Israel has no constitution, though it is generally counted among the democratic nations. Instead, it functions according to a set of basic laws.

The Constitution of the United States was signed on September 17, 1787, by delegates to the Constitutional Convention in Philadelphia. It replaced the Articles of Confederation, and was created specifically to establish what powers would be granted to the federal government (vs. the states).

Name \_\_\_\_\_ Democracy

### QUESTIONS: Constitutions

Circle the correct answer.

1. A constitution establishes the \_\_\_\_\_ on which the authority of a government rests.
  - A. powers and limitations
  - B. legal structure
  - C. values
  - D. documents
  
2. A constitution sets down the \_\_\_\_\_ of a society's citizens.
  - A. powers and limitations
  - B. circumstances
  - C. rights and obligations
  - D. power and authority
  
3. Which of the following does a constitution NOT do?
  - A. establish what is meant by public order
  - B. carries out public order in a "bottom-up" fashion
  - C. carries out public order in a "top-down" fashion
  - D. outlines how a government will be organized and run.
  
4. \_\_\_\_\_ democratic country has a constitution.
  - A. every
  - B. no
  - C. not every
  - D. It is imperative that a
  
5. The main objective of the U.S. constitution was to:
  - A. replace the Articles of Confederations
  - B. limit the power of the people
  - C. outline how the U.S. government would be run
  - D. establish what powers would be granted to the federal government

Name \_\_\_\_\_

## Energy from Recycled Plastic

Some kinds of plastic can only be recycled a certain number of times. Afterward, they cannot be used anymore. They must be taken to a landfill like other garbage. But there is good news. Some scientists have proved that we can burn this useless plastic to create energy. Now they want to put this process into practice. They are working to help power plants in the United States burn these plastics as fuel.

## The Search for New Energy

Today, it is very important to find new sources of energy. The wind, the sun, and water are all good sources of alternative energy. Now we can use recycled plastic as well. But as we work to build power plants that burn these plastics, we should keep looking for new energy sources.

**Answer the questions about the text.**

**1. How can you tell that this is an informational text?**

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**2. What text feature is included?**

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**3. What is the topic of the text feature?**

---

**4. What opinion does the author express in the text feature?**

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Name \_\_\_\_\_

**Homophones** are words that sound the same but have different meanings and different spellings.

For example, the word *rain* means “water that falls in drops from clouds.” The word *reign* sounds the same but is spelled differently. It means “a period in which a person or thing is dominant.” Look at the sentence below.

The introduction of the Model T helped to end the **reign** of the electric car.

In this case, the underlined context clues help you to understand that *reign* means “a period in which a person or thing is dominant.”

**Read each sentence below. Underline the context clues that help you understand the meaning of each homophone in bold. Then circle the letter of the correct definition of the homophone.**

1. Have you ever **seen** a person plug in a car?

a. plugged in

b. looked at with one's eyes

c. the place where something happens

2. It has foot **pedals** like other cars.

a. a part of a flower

b. a part of the foot

c. a device used to run or control something

3. **One** thing that the electric car needs is to be charged.

a. a single thing or unit

b. something difficult

c. to do better than any other in a race or contest

Name \_\_\_\_\_

**A. Read the draft model. Use the questions that follow the draft to help you think about how you can use voice to show your thoughts about a topic.**

## Draft Model

Regular cars waste energy. Electric cars run on electricity. Regular cars pollute the air. Electric cars can be charged right on the street. I want to have an electric car when I'm old enough to drive.

1. What does the author probably believe about wasting energy?
2. Why does the author think we should care about pollution?
3. What important things does the author believe electric cars can help with?
4. What is the writer's viewpoint about electric cars?

**B. Now revise the draft by adding beliefs and reasons to help the writer voice an opinion.**

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---

Name \_\_\_\_\_

The student who wrote the paragraph below used text evidence from two different sources to answer the question: *What is your opinion about using alternative energy sources, such as wind and sun, instead of oil and coal?*

I believe that it's far better to use alternative energy than nonrenewable resources. Wind and solar power are less expensive than coal and oil. Wind and solar power do not produce much pollution, but coal and oil are very dirty sources of energy. And they're safer, too. Wind and solar power can't make people sick, and it is not dangerous or flammable to transport wind or sun energy. No one has to dig them from the ground, either. Plus, there is plenty of wind and plenty of sunlight, but coal and oil will run out one day. I hope more and more communities will use energy sources like wind and solar power in the future because these power sources are plentiful and clean.

**Reread the passage. Follow the directions below.**

1. **Draw a box** around the student's opinion sentence.
2. **Underline** text evidence that helps support the student's opinion.
3. **Circle** a linking word that helps support the student's opinion in the last sentence.
4. **Write** an example of a pronoun-verb contraction on the line.



Name \_\_\_\_\_

**On Your Own**

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

6. eat breakfast



\_\_\_\_\_

7. have science class



\_\_\_\_\_

8. play softball



\_\_\_\_\_

9. go to the store



\_\_\_\_\_

10. leave on a morning airplane flight



\_\_\_\_\_

11. look up at stars



\_\_\_\_\_

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

12. quarter after 9:00 in the morning

\_\_\_\_\_

13. 6 minutes after 7:00 in the morning

\_\_\_\_\_

14. one half hour past midnight

\_\_\_\_\_

15. 18 minutes before noon

\_\_\_\_\_

16. Daylight saving time begins on the second Sunday in March at 2:00 in the morning. Write the time.

Use A.M. or P.M. \_\_\_\_\_

17. **THINK SMARTER** From midnight to noon each day, how many times does the minute hand on a clock pass 6? Explain how you found your answer.

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



**Unlock the Problem** **Real World**

18. Lea and her father arrived at the scenic overlook 15 minutes before noon and left 12 minutes after noon. Using A.M. or P.M., write the time when Lea and her father arrived at the scenic overlook and the time when they left.



a. What do you need to find? \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

b. What do you need to find first? \_\_\_\_\_

c. **MATHEMATICAL PRACTICE 6** **Describe a Method** Show the steps you used to solve the problem.

d. They arrived at \_\_\_\_\_ .M.  
 They left at \_\_\_\_\_ .M.

19. **THINK SMARTER** The Davis family spent the day at the lake. Write the letter for each activity next to the time they did it.

(A) Went swimming soon after lunch.

(B) Ate breakfast at home.

(C) Watched the sunset over the lake.

(D) Got to the lake cabin in the morning.

(E) Had sandwiches for lunch.

9:50 A.M.

7:00 P.M.

12:15 P.M.

1:30 P.M.

7:00 A.M.

Name \_\_\_\_\_ Democracy



# Democracy

A democracy is a system of government in which the people have a direct say in what is going on. A democracy is different from a monarchy or a dictatorship. In these forms of government all the power is concentrated in just one person (the monarch or the dictator).

There are two kinds of democracies. In a direct democracy, each individual citizen votes on every important decision. This kind of democracy originated in Athens, Greece, where all the citizens would gather in a central place to cast their votes on major issues. A direct democracy works best with a limited number of people, since as the population grows, it becomes increasingly more difficult and then impossible for every citizen to gather in one place. In a representative democracy, citizens elect people to represent them in the government, and then these elected representatives vote for or against the actual issues. The United States has a representative democracy. Our elected representatives include the president, the members of congress, and the members of the senate.

Democratic governments tend to have certain things in common. As described above, the citizens have power over what the country does, either by voting directly for or against an issue, or through elected representatives. In a democratic society, elections are conducted fairly, and citizens are free to vote however they want. Results are on the basis of majority rule, however, each individual, whether in the majority or the minority, has the same individual rights and freedoms. Democracies also impose limitations on what elected officials can do and how long each can serve. These limitations prevent any one elected official from becoming too powerful. Finally, a democracy is characterized by the participation of its citizens. This participation includes understanding the issues and exercising their right to vote.

Name \_\_\_\_\_ Democracy

### QUESTIONS: Democracy

Circle the correct answer.

1. In every form of democratic government:
  - A. individual citizens vote on every important decision
  - B. citizens elect people to represent them in the government
  - C. people have a direct say in what is going on
  - D. elected officials have unlimited power
  
2. Which form of democracy does the United States have?
  - A. ancient Greek democracy
  - B. direct democracy
  - C. the United States does not have a democracy
  - D. representative democracy
  
3. A direct democracy works best with:
  - A. political parties
  - B. a limited number of people
  - C. limitations on what elected officials can do
  - D. the participation of its citizens
  
4. Which of the following is NOT something that most democratic governments have in common?
  - A. the citizens have power over what the country does
  - B. all citizens gather in a central place to cast their votes
  - C. elections are conducted fairly
  - D. citizens are free to vote however they want
  
5. Why do democracies impose on elected officials?
  - A. to preserve the majority rule
  - B. to encourage citizens to run for office
  - C. to help citizens to understand the issues
  - D. prevent any one elected official from becoming too powerful



# Assignment

## Determine a Main Idea from Informational Text

**Topic: Careers with animals**

### Your Assignment:

*Read the passage. Then answer the question.*

#### **A Career That is Right for You**

**By Cal Smith**

Do you have a passion for animals? Do you wonder what you are going to do when you grow up? It may be possible for you to earn a salary (make money) by working with animals. There are many careers, or jobs, that involve working with and helping animals.

If you have a pet, you may be familiar with the first job, a veterinarian. Veterinarians are animal doctors. Many people use the term “vet” instead of the longer word. Vets go to a special school to learn how to take care of animals. Some vets are small animal doctors. This means that they take care of dogs, cats, birds, etc. Other vets are large animal doctors. These vets help with elephants, giraffes, etc. All vets help keep animals healthy. They give them vaccinations, which is the formal word for shots, and sometimes they perform surgery. To become a vet, it takes a lot of time in school and a lot of specialized training.

Another way to make a living and help animals is to become an animal shelter manager. An animal shelter manager is in charge of a place where animals are taken when they need a temporary place to live. Sometimes animals get lost, and the person who finds the animal will take it to the shelter until the real family comes to pick it up. Other times animals don't really have a home, so the shelter takes care of them until a family can come to adopt the animal. Adopt means that the people take the animal home and make

it a part of the family! Animal shelter managers do a lot of different things during the day. They make schedules for the workers, they order supplies such as food, they go to meetings, etc. They usually work for a county or a city. To become an animal shelter manager, a person needs to go to college to get a business degree or maybe a degree in animal science.

One job that allows people to work with animals without too much training is a pet sitter. Pet sitters are usually people who have lots of actual “hands-on” experience working with animals and want to make some money by helping out with animals around the town! You don’t have to be an adult to be a pet sitter; you just have to be responsible! Pet sitters can be any age. The pet sitter can work full-time (that means all day like a regular job), or the pet sitter can work part-time (that means a part of the day or from time to time). They are in charge of caring for an animal while the owner is away. You may have heard the term babysitter. That is a person who takes care of children while the parents are away! A pet sitter is a person who does that for pets! Pet sitters give animals food and water, take them for walks, change their litter boxes, etc. To become a pet sitter, a person needs to love animals and be willing to do what it takes to make sure that they are happy and safe.

Even if you are not that interested in animals, there are ways to make a living doing anything you love. All you need to do is match your passion (things you like) with your skills to get the job that is right for you!

## ***Read the sentences:***

*Even if you are not that interested in animals, there are ways to make a living doing anything you love. All you need to do is match your passion (things you like) with your skills to get the job that is right for you!*

***What is the author’s main idea in these two sentences?***

***Explain using key details from the text to support your answer.***

# Stem Starters:

*You may want to consider starting your response using one of these stems. You do not have to do so, but they are here to help you if you need them.*

The author's main idea is...

In this section, the main idea is...

## Your Response:

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Name \_\_\_\_\_

# Measure Time Intervals

**Essential Question** How can you measure elapsed time in minutes?



Measurement and Data—  
3.MD.1

MATHEMATICAL PRACTICES  
MP.1, MP.3, MP.4, MP.8

## Unlock the Problem Real World



Alicia and her family visited the Kennedy Space Center. They watched a movie that began at 4:10 P.M. and ended at 4:53 P.M. How long did the movie last?

- Circle the times the movie began and ended.
- Underline the question.

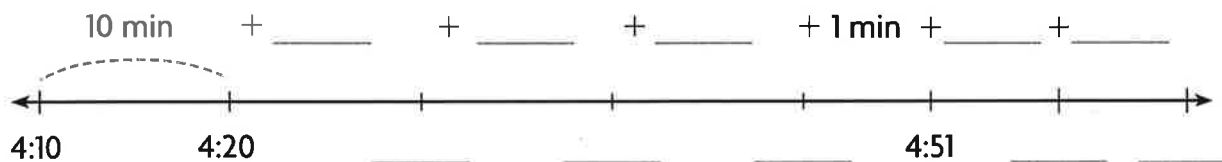
To find **elapsed time**, find the amount of time that passes from the start of an activity to the end of the activity.

**One Way** Use a number line.

**STEP 1** Find the time on the number line that the movie began.

**STEP 2** Count on to the ending time, 4:53. Count on by tens for each 10 minutes. Count on by ones for each minute. Write the times below the number line.

**STEP 3** Draw the jumps on the number line to show the minutes from 4:10 to 4:53. Record the minutes. Then add them.



$10 + 10 + 10 + 10 + 1 + 1 + 1 = \underline{\hspace{2cm}}$

The elapsed time from 4:10 P.M. to

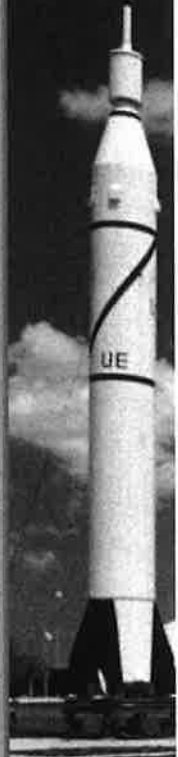
4:53 P.M. is \_\_\_\_\_ minutes.

So, the movie lasted \_\_\_\_\_ minutes.

**Math Talk**

Mathematical Practices

Describe another way you can use jumps on the number line to find the elapsed time from 4:10 P.M. to 4:53 P.M.



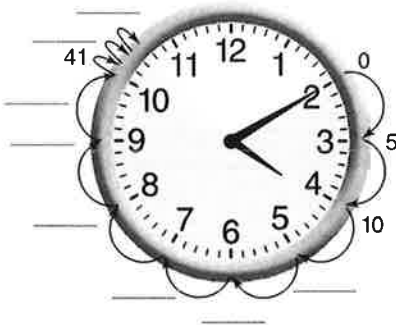
## Other Ways

Start time: 4:10 P.M. End time: 4:53 P.M.

### **A** Use an analog clock.

**STEP 1** Find the starting time on the clock.

**STEP 2** Count the minutes by counting on by fives and ones to 4:53 P.M. Write the missing counting numbers next to the clock.



So, the elapsed time is \_\_\_\_\_ minutes.

### **B** Use subtraction.

**STEP 1** Write the ending time. Then write the starting time so that the hours and minutes line up.

**STEP 2** The hours are the same, so subtract the minutes.

$$\begin{array}{r}
 4 : \quad \quad \quad \leftarrow \text{end time} \\
 - 4 : \quad \quad \quad \leftarrow \text{start time} \\
 \hline
 \quad \quad \quad \leftarrow \text{elapsed time}
 \end{array}$$

## Try This! Find the elapsed time in minutes two ways.

Start time: 10:05 A.M. End time: 10:30 A.M.

### **A** Use a number line.

**STEP 1** Find 10:05 on the number line. Count on from 10:05 to 10:30. Draw marks and record the times on the number line. Then draw and label the jumps.

Think: Count on using longer amounts of time that make sense.



**STEP 2** Add to find the total minutes from 10:05 to 10:30.

From 10:05 A.M. to \_\_\_\_\_ is \_\_\_\_\_ minutes.

So, the elapsed time is \_\_\_\_\_ minutes.

### **B** Use subtraction.

Think: The hours are the same, so subtract the minutes.

$$\begin{array}{r}
 10:30 \\
 - 10:05 \\
 \hline
 \end{array}$$

**Math Talk**

**Mathematical Practices**

Which method do you prefer to use to find elapsed time? Explain.



## Chapter 1

# Rules Protect Us



The government makes rules to keep people safe.

Rules help people get along. They make life safer. When everyone follows rules, people know what to expect. They have the same goals. This can make life better.

Our country's government formed rules that you and your family follow every day. Some rules protect public places. Some rules help keep foods and medicines safe. Some rules protect people's ideas or inventions. Some help protect our environment. These rules help protect animals in their natural habitats.

2



People visit Yellowstone National Park to see the geyser known as "Old Faithful."

## National Parks

Have you ever visited a national park? Rules protect these parks. They are built on land that is open to the public. The world's first national park was Yellowstone National Park. It was founded in the United States in 1872.

Every state except Delaware has at least one national park. The state with the most national parks is California. Washington, D.C., has four national parks. America's largest national park is in Alaska. It stretches over more than 13 million acres of land!

3

### Top 5 Most Visited National Parks (2015)

- Great Smoky Mountains
- Grand Canyon
- Rocky Mountains
- Yosemite
- Yellowstone



When people think of parks, they may picture green trees, mountains, or even deserts. But some national parks don't look like this. They are built around monuments, battlefields, or other sites from history. Even roads can be national parks. That's why some roads are called parkways.

Today, the United States has more than 400 national parks. Some are places of natural beauty, such as the Grand Canyon. Others, such as the Statue of Liberty, are part of our country's history. The National Park Service has rules to protect these important places. That way people can enjoy them in the future.

**Directions:** Read each question. Then, circle the correct answer choice(s).

1. Which is true about rules? Circle all that apply.
  - a. Rules help people get along.
  - b. Rules take away people's freedom.
  - c. Rules set expectations for everyone.
  - d. Rules do not apply to everyone.
2. Our country's government makes rules to: (Circle all that apply)
  - a. protect public places
  - b. protect a few people
  - c. protect people's inventions
  - d. protect animals in their habitats
3. Public parks also need to be protected.  
True or False
4. \_\_\_\_\_ was the first National Park.
  - a. Grand Canyon
  - b. Yosemite
  - c. Yellowstone
  - d. Joshua Tree
5. Why is it important to protect national parks?
  - a. Because there are too many
  - b. So people can enjoy them in the future
  - c. So people can use them for free
  - d. Because the government owns them

# 3rd Grade Learning Packet

## Answer Key


### Week 7

Day	Lesson	
1	Open Syllables/ Prefixes and Suffixes	
	A. 1. a 2. b 3. a 4. b	B. 1. unzip 2. rewrite 3. sadly 4. careful
	Spelling: Open Syllables	
	A. 1. diner 2. tiger 3. spider 4. planet 5. lime	B. 6. shady 7. frozen 8. cozy 9. pilot 10. favor 11. cover 12. robot 13. tiny 14. silent 15. label
	Vocabulary: Answers will vary	

Name \_\_\_\_\_

## Time to the Minute

Essential Question How can you tell time to the nearest minute?


 Measurement and Data—  
 1.MD.1  
 MATHEMATICAL PRACTICES  
 MP.2, MP.3, MP.6


 Unlock the Problem

Groundhog Day is February 2. People say that if a groundhog can see its shadow on that morning, winter will last another 6 weeks. The clock shows the time when the groundhog saw its shadow. What time was it?

- Underline the question.
- Where will you look to find the time?

at the picture of the clock.


 Example

Look at the time on this clock face.

- What does the hour hand tell you?

The time is between 7 and 8 o'clock.

- What does the minute hand tell you?

Possible answer: it is after 7:30.

In 1 minute, the minute hand moves from one mark to the next on a clock. It takes 5 minutes for the minute hand to move from one number to the next on a clock.

You can count on by fives to tell time to five minutes. Count zero at the 12.

0, 5, 10, 15, 20, 25, 30, 35

So, the groundhog saw its shadow at 7:35.



Write: 7:35

Read:

- seven thirty-five

- thirty-five minutes after seven


 Math Talk


 Mathematical Practices

How does skip counting by fives help you tell the time when the minute hand points to a number?

Possible answer: when the minute hand moves from one number to the next number, 5 minutes have passed. So, skip counting by fives around the clock is a quick way to tell time to 5 minutes.

- Is 7:35 a reasonable answer? Explain. Yes; possible explanation: because the hour is between 7 and 8 and it is after 7:30, the answer is reasonable.

### Time to the Minute

Count by fives and ones to help you.

#### **One Way** Find minutes after the hour.

Look at the time on this clock face.

- What does the hour hand tell you?

**The time is between 1 and 2 o'clock.**

- What does the minute hand tell you?

**Possible answer: it is before 1:30.**

Count on by fives and ones from the 12 on the clock to where the minute hand is pointing. Write the missing counting numbers next to the clock.

When a clock shows 30 or fewer minutes after the hour, you can read the time as a number of minutes *after* the hour.



Write: 1:23

Read:

- twenty-three minutes after **one**
- one **twenty-three**

#### **Another Way** Find minutes before the hour.

Look at the time on this clock face.

- What does the hour hand tell you?

**The time is between 2 and 3 o'clock.**

- What does the minute hand tell you?

**Possible answer: it is after 2:30.**

Now count by fives and ones from the 12 on the clock back to where the minute hand is pointing. Write the missing counting numbers next to the clock.

When a clock shows 31 or more minutes after the hour, you can read the time as a number of minutes *before* the next hour.



Write: 2:43

Read:

- seventeen **minutes** before three
- two **forty-three**



#### **ERROR Alert**

Remember that time after the hour uses the previous hour, and time before the hour uses the next hour.

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## Social Studies: Citizenship Defined

1. D
2. C
3. C
4. A
5. B

1. B
2. A
3. C, A
4. B, D
5. D

6. A, B
7. D
8. B
9. B
10. Answers will vary

Name \_\_\_\_\_

**Share and Show**



1. How would you use counting and the minute hand to find the time shown on this clock? Write the time.

1:24. Possible answer: count by fives and ones to find the minutes.  
6:10, 16:20, 21:22, 23:24. twenty-four minutes after one, or 1:24.



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

Possible answers are given.

2.



2:56. four minutes  
before three

3.



6:17. seventeen minutes  
after six

4.



10:45. fifteen minutes  
before eleven

Possible explanation: stop counting by fives and start counting by ones when the next five counted would pass where the minute hand is pointing.

**Math Talk**

**Mathematical Practices**

Explain how you know when to stop counting by fives and start counting by ones when counting minutes after an hour.

**On Your Own**

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

Possible answers are given.

5.



3:12. twelve minutes  
after three

6.



10:48. twelve minutes  
before eleven

7.



6:10. ten minutes  
after six

**Represent a Problem** Write the time another way.

Possible answers are given.

B. 34 minutes after 5

9. 11 minutes before 6

5:34

5:59

10. 22 minutes after 11

11. 5 minutes before 12

11:22

11:55



**Problem Solving • Applications** 

Use the clocks for 12–13.

12. How many minutes later in the day did the groundhog in Pennsylvania see its shadow than the groundhog in New York?

3 minutes

Time of Day the Groundhog Saw Its Shadow




13.  What if the groundhog in Pennsylvania saw its shadow 5 minutes later? What time would this be?

7:35, or 27 minutes before 8

14. If you look at your watch and the hour hand is between the 8 and the 9 and the minute hand is on the 11, what time is it?

8:55, or 5 minutes before 9

15.  What time is it when the hour hand and the minute hand are both pointing to the same number? Aiden says it is 6:30. Camilla says it is 12:00. Who is correct? Explain.

Camilla is correct; possible explanation: when it is 6:30, the minute hand will be at 30, but the hour hand will be between the 6 and the 7.



16.  **Verify the Reasoning of Others** Lacy said the time is 4:46 on her digital watch. Explain where the hands on an analog clock are pointing when it is 4:46.

Possible explanation: the hour hand is pointing between the 4 and the 5, and the minute hand is pointing to the first minute mark past the 9.

17.  Write the time that is shown on the clock. Then write the time another way.

9:25; 25 minutes after 9



“The Electric Car” Possible Responses

1. The electric cars were easy to drive. They also made much less noise than gas cars.
2. It ended the rule of the electric car.
3. People might decide not to buy an electric car.

Name \_\_\_\_\_

**A.M. and P.M.**

**Essential Question** How do you tell time with A.M. and P.M.?

**Lesson 10.2**

**Measurement and Data—  
3.MD.1**

**MATHEMATICAL PRACTICES**  
MP.1, MP.2, MP.4

**Unlock the Problem**

Lauren's family is going hiking tomorrow at 7:00. How should Lauren write the time to show that they are going in the morning, not in the evening?

• Circle the helpful information that tells about the hiking time.

• What do you need to find?

How Lauren should write the time for 7:00 in the morning

You can use a number line to show the sequence or order of events. It can help you understand the number of hours in a day.

**Think:** The distance from one mark to the next mark represents one hour.

**Tell time after midnight.**

**Midnight** is 12:00 at night.

The times after midnight and before noon are written with **A.M.**

7:00 in the morning is written as 7:00 A.M.

So, Lauren should write the hiking time as 7:00 A.M.

**Math Talk**

**Mathematical Practices**

How are the number line on this page and the clock face alike? How are they different?

**Math Talk:** Possible answer: alike—both show time from 12:00 to 12:00; different—the clock face shows minutes as well as hours, and the number line shows all 24 hours in 1 day.

Chapter 10 411

**Tell time after noon.**

Callie's family is going for a canoe ride at 3:00 in the afternoon. How should Callie write the time?

Noon is 12:00 in the daytime.

The times after noon and before midnight are written with P.M.

3:00 in the afternoon is written as 3:00 P.M.

After Noon and Before Midnight



**Share and Show**



1. Name two things you do in the A.M. hours.  
Name two things you do in the P.M. hours.

Possible answers: A.M.—sleep, walk to school, eat breakfast; P.M.—do my homework,

play outside, sleep

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

2. ride a bicycle



4:20 P.M.

3. make a sandwich



11:34 A.M.

4. get ready for bed



8:12 P.M.

5. This morning Sam woke up at the time shown on this clock. Write the time using A.M. or P.M. 7:53 A.M.



**Math Talk**

**Mathematical Practices**  
Explain how you decide whether to use A.M. or P.M. when you write the time.

Possible explanation: if something happens after midnight and before noon, use A.M. If it happens after noon and before midnight, use P.M.

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**Social Studies: "Constitutions"**

1. B
2. C
3. B
4. C
5. D

Day 4

4

Genre/Text Feature

1. It presents facts about a topic.
2. sidebar
3. finding new sources of energy
4. The author thinks we should keep looking for new sources of energy.

Vocabulary Strategy: Homophones

1. b                      2. c                      3. a

Writing Traits: Voice - Answers will vary

Write to Sources

I believe that it's far better to use alternative energy than nonrenewable resources. Wind and solar power are less expensive than coal and oil. Wind and solar power do not produce much pollution, but coal and oil are very dirty sources of energy. And they're safer, too. Wind and solar power can't make people sick, and it is not dangerous or flammable to transport wind or sun energy. No one has to dig them from the ground, either. Plus, there is plenty of wind and plenty of sunlight, but coal and oil will run out one day. I hope more and more communities will use energy sources like wind and solar power in the future because these power sources are plentiful and clean.

4. Possible answers: it's, they're

Name \_\_\_\_\_

**On Your Own**

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

6. eat breakfast



7:17 A.M.

7. have science class



1:30 P.M.

8. play softball



4:08 P.M.

9. go to the store



5:55 P.M.

10. leave on a morning airplane flight



9:36 A.M.

11. look up at stars



9:23 P.M.

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

12. quarter after 9:00 in the morning

9:15 A.M.

13. 6 minutes after 7:00 in the morning

7:06 A.M.

14. one half hour past midnight

12:30 A.M.

15. 18 minutes before noon

11:42 A.M.

16. Daylight saving time begins on the second Sunday in March at 2:00 in the morning. Write the time.

Use A.M. or P.M. 2:00 A.M.

17. **Challenge!** From midnight to noon each day, how many times does the minute hand on a clock pass 6? Explain how you found your answer.

12 times; Possible explanation: 12 hours pass from midnight to noon, so the minute hand will go around the clock 12 times and pass the 6 each time.



**Unlock the Problem** *Real World*

18. Lea and her father arrived at the scenic overlook 15 minutes before noon and left 12 minutes after noon. Using A.M. or P.M., write the time when Lea and her father arrived at the scenic overlook and the time when they left.



- a. What do you need to find? *the time, including A.M. or P.M., that Lea and her father arrived at the scenic overlook and the time they left*
- b. What do you need to find first? *the time Lea and her father arrived*
- c. **Describe a Method** Show the steps you used to solve the problem.  
*They arrived at 15 minutes before noon, which is 11:45. Because it is before noon, it is 11:45 A.M.  
 They left 12 minutes after noon, which is 12:12. Because it is after noon, it is 12:12 P.M.*
- d. They arrived at 11:45 A.M.  
 They left at 12:12 P.M.

19. **Fun Facts** The Davis family spent the day at the lake. Write the letter for each activity next to the time they did it.

- |  |                     |
|--|---------------------|
| <b>A</b> Went swimming soon after lunch.       | <b>D</b> 8:50 A.M.  |
| <b>B</b> Ate breakfast at home.                | <b>C</b> 7:00 P.M.  |
| <b>C</b> Watched the sunset over the lake.     | <b>E</b> 12:15 P.M. |
| <b>D</b> Got to the lake cabin in the morning. | <b>A</b> 1:30 P.M.  |
| <b>E</b> Had sandwiches for lunch.             | <b>B</b> 7:00 A.M.  |

414 **FOR MORE PRACTICE**  
Standards Practice Book

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**Social Studies: "Democracy"**

1. C
2. D
3. B
4. B
5. D

Name \_\_\_\_\_

### Lesson 10.3

#### Measure Time Intervals

**Essential Question** How can you measure elapsed time in minutes?

**Measurement and Data—**  
**1.MD.1**  
**Mathematical Practices**  
**MP.1, MP.3, MP.4, MP.8**

1

#### Unlock the Problem

Alicia and her family visited the Kennedy Space Center. They watched a movie that began at 4:10 P.M. and ended at 4:53 P.M. How long did the movie last?

To find **elapsed time**, find the amount of time that passes from the start of an activity to the end of the activity.

**1 One Way** Use a number line.

**STEP 1** Find the time on the number line that the movie begins.

**STEP 2** Count on to the ending time, 4:53. Count on by tens for each 10 minutes. Count on by ones for each minute. Write the times below the number line.

**STEP 3** Draw the jumps on the number line to show the minutes from 4:10 to 4:53. Record the minutes. Then add them.

$10 \text{ min} + 10 \text{ min} + 10 \text{ min} + 10 \text{ min} + 1 \text{ min} + 1 \text{ min} + 1 \text{ min}$

$10 + 10 + 10 + 10 + 1 + 1 + 1 = 43$

The elapsed time from 4:10 P.M. to 4:53 P.M. is **43** minutes.

So, the movie lasted **43** minutes.

**Moth Talk** **Mathematical Practices**

**Describe** another way you can use jumps on the number line to find the elapsed time from 4:10 P.M. to 4:53 P.M.

**Possible description:** start at 4:10, jump 20 minutes to 4:30 to get to the half hour, jump 20 minutes to 4:50, and then jump 3 minutes to 4:53 for an elapsed time of  $20 + 20 + 3 = 43$  minutes.

Chapter 10 415

## Other Ways

Start time: 4:10 P.M. End time: 4:53 P.M.

**A Use an analog clock.**

**STEP 1** Find the starting time on the clock.

**STEP 2** Count the minutes by counting on by fives and ones to 4:53 P.M. Write the missing counting numbers next to the clock.



So, the elapsed time is 43 minutes.

**B Use subtraction.**

**STEP 1** Write the ending time. Then write the starting time so that the hours and minutes line up.

**STEP 2** The hours are the same, so subtract the minutes.

$$\begin{array}{r} 4 \quad 5 \quad 3 \\ - 4 \quad 1 \quad 0 \\ \hline 4 \quad 3 \end{array}$$

← end time  
← start time  
← elapsed time

**Try This!** Find the elapsed time in minutes two ways.

Start time: 10:05 A.M. End time: 10:30 A.M.

**A Use a number line.** Possible drawing and labels are given.

**STEP 1** Find 10:05 on the number line. Count on from 10:05 to 10:30. Draw marks and record the times on the number line. Then draw and label the jumps.

**Think** Count on using equal amounts of time that make sense.



**STEP 2** Add to find the total minutes from 10:05 to 10:30.

From 10:05 A.M. to 10:30 A.M. is 25 minutes.

So, the elapsed time is 25 minutes.

**B Use subtraction.**

**Think** The hours are the same, so subtract the minutes.

$$\begin{array}{r} 10:30 \\ - 10:05 \\ \hline 25 \end{array}$$

**Possible explanation:** a number line; I can count on using amounts of time that make sense to me.

**Math Talk**

**Mathematical Practices**  
Which method do you prefer to use to find elapsed time? Explain.

416

## Social Studies: "Rules Protect Us"

1. A, C
2. A, C, D
3. True
4. Yellowstone
5. B





# Compton USD

## Learning Packet # 6

# ELD

## Grade 3

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



# 3rd Grade-ELD Learning Packet

## TABLE OF CONTENTS

### Week 7







Day	Lesson	Date Completed
1	<b>Vocabulary:</b> Follow this steps: a. Say the word aloud b. Read the sentence aloud c. Write a sentence using each word.	
	<b>Vocabulary: Homophones.</b> Read the information in the box. Then, complete items 1-3 following the directions given.	
	<b>Open Syllables/Prefixes and Suffixes:</b> Read the information in the boxes. Then, complete sections A (questions 1-5) and B (questions 1-5).	
2	<b>Comprehension and Fluency:</b> Read the literary passage: “The electric Car”. Answer questions in section A (1-3). Then, complete the table in section B.	
	<b>Comprehension: Cause and Effect:</b> Reread the passage “The Electric Car”. Complete the Cause and Effect graphic organizer.	
3	<b>Genre/Text Feature.</b> Read the excerpts related to “Energy”. Then, answer questions 1-3 about the texts.	
	<b>Writing Traits: Organization.</b> Read the Draft Model. Use the questions to help you to revise the draft. Then, revise the draft by adding beliefs and reasons to help the writer voice an opinion.	
	<b>Write to Sources:</b> Read the paragraph in the box. Then, follow the directions below to mark the text.	
4	<b>Differentiated Text:</b> Read the expository passage “The Power of Water”. Respond to the text using the sentence starters.	
5	<b>Leveled Readers:</b> Read the book “The Fuel of the Future”. Then, complete the following tasks: <ul style="list-style-type: none"> <li>● Complete activities on page 15</li> <li>● Read the passage “Saving Energy”, pages 16-19</li> <li>● complete activities on pages 20-21</li> </ul>	

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
replace	My dad wants to <u>replace</u> his old car with a new one.	
natural	We always make an effort to eat all <u>natural</u> foods.	
produce	Our garden can <u>produce</u> enough food for the whole family.	
renewable	Water is a <u>renewable</u> energy source.	
sources	Remember to note your <u>sources</u> when writing the article.	
pollution	The old factory down the street lets out a lot of <u>pollution</u> .	

Name \_\_\_\_\_

**Homophones** are words that sound the same but have different meanings and different spellings.

For example, the word *rain* means “water that falls in drops from clouds.” The word *reign* sounds the same but is spelled differently. It means “a period in which a person or thing is dominant.” Look at the sentence below.

The introduction of the Model T helped to end the reign of the electric car.

In this case, the underlined context clues help you to understand that *reign* means “a period in which a person or thing is dominant.”

Read each sentence below. The underlined context clues help you understand the meaning of each homophone in bold. Circle the letter of the correct definition of the homophone.

1. Have you ever seen **a person charge** his or her car?
  - a. plugged in
  - b. looked at with one’s eyes
  - c. the place where something happens
2. **In the 1890s**, many people used electric cars.
  - a. a small hotel
  - b. a decade
  - c. while or during
3. Most electric cars do not go very far on just one charge.
  - a. a single thing or unit
  - b. something difficult
  - c. to do better than any other in a race or contest

Name \_\_\_\_\_

When a syllable ends in a vowel, it is called an open syllable. Open syllables have a long-vowel sound. Words with an open first syllable are divided after the vowel.

ba / sic

pi / lot

mu / sic

**A. Read each word below. Divide the word into syllables and write the syllables on the lines. The first one has been done for you.**

- |          |               |                 |
|----------|---------------|-----------------|
| 1. open  | _____ o _____ | _____ pen _____ |
| 2. favor | _____         | _____           |
| 3. paper | _____         | _____           |
| 4. tiger | _____         | _____           |
| 5. label | _____         | _____           |

A prefix is a word part added to the beginning of a word. A suffix is a word part added to the end of a word. Both prefixes and suffixes change the meaning of the root word.

**B. Read each word below. Circle the prefix or suffix in the word. The first one has been done for you.**

- |               |           |
|---------------|-----------|
| 1. peace(ful) | 4. unkind |
| 2. sadly      | 5. rework |
| 3. likable    |           |





Name \_\_\_\_\_

Read the passage. Use the ask and answer questions strategy to find answers to your questions in the passage.

## The Electric Car

11 We charge our phones. We charge our computers. But have you  
 24 ever seen a person charge his or her car? Some cars use electricity  
 38 to run instead of gas. An electric car uses a battery. It is plugged  
 in to recharge. Would you buy an electric-powered car?

### 47 History

48 In the 1890s, many people used  
 54 electric cars. They were easy to  
 60 drive. They were great in cities.  
 66 The cars drove smoothly. They  
 71 made little noise. They did not  
 77 smell like gas cars.



A woman charges her electric car.

Nancy Honey/Cultura/Getty Images

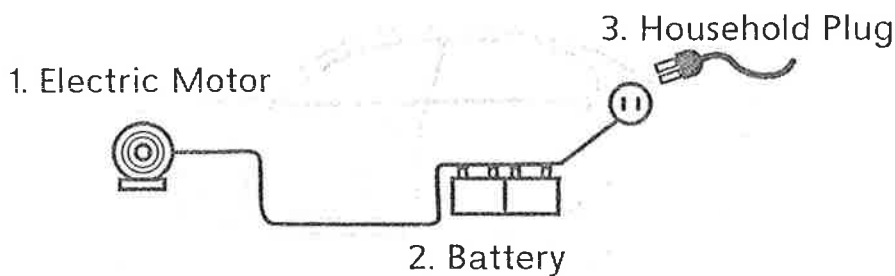
81 Then, in 1908, Henry Ford made the Model T. It was  
 92 gas-powered. It ran better than the old gas cars. Many were  
 103 made. And they were cheap. People could buy them. People  
 113 stopped using the electric car.

Name \_\_\_\_\_

118 **Benefits**

119 Today, more people are driving electric cars. They are good for  
 130 the planet. They do not pollute the air. They are easy to care for.  
 144 There are fewer parts to their engines. This often means fewer  
 155 problems.

156 These cars do not need oil changes or trips to the gas station.



**The Main Parts of the Electric Car**

The McGraw-Hill Companies

**Problems**

There are a few problems with the electric-powered car. There are only a few places to recharge these cars. A full charge can take a few hours. Most electric cars do not go very far on just one charge. A car can go farther on a full tank of gas.

The batteries may also need to be changed or replaced. They are also big and heavy. They cost a lot of money.

**Future**

The electric car has a long history. Today, electric cars are working better. We will soon see more of these cars on the road!

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Name \_\_\_\_\_

**A. Reread the passage and answer the questions.**

1. A cause is why something happens. In paragraph 2, what was a possible cause of people driving electric cars in cities? Circle the letter of your answer.
  - a. Electric cars were used by many people in the 1890s.
  - b. Electric cars were easy to drive.
  - c. People liked the smell of gas-powered cars.
  
2. An effect is what happens. In paragraph 3, what was the effect of the Model T? Circle the letter of your answer.
  - a. Electric cars became more popular.
  - b. Gas-powered cars became less popular.
  - c. Electric cars became less popular.
  
3. Under the heading **Benefits**, what is a possible cause of a person choosing an electric car over a gas-powered car? Circle the letter of your answer.
  - a. Electric cars do not pollute the air.
  - b. Electric car batteries cost a lot of money to replace.
  - c. Electric cars are hard to care for.

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

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

Comprehension: Cause and Effect Graphic Organizer

Name \_\_\_\_\_

Read the selection. Complete the cause and effect graphic organizer.

Cause	Effect
First	
Next	
Then	
Finally	

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Name \_\_\_\_\_

## Energy from Recycled Plastic

We recycle plastic. When we recycle it, we use it for something else. But the plastic cannot be recycled forever. At some point it becomes useless. The plastic must be thrown away. However, scientists have made a discovery. If we burn the useless plastic, we can create energy. Scientists want to find ways to put this discovery into practice. They need to build power plants that can burn these plastics. Then the useless plastic can become useful again.

## The Search for New Energy

It is very important to find new sources of energy. We are able to get energy from the wind, the sun, and water. Now we can get energy from plastic, too. We should work to build power plants that burn recycled plastic for energy. But we should also keep looking for new sources of energy.

Answer the questions about the text.

1. Informational text tells true facts about a topic. What is the topic of this text?

---

2. What text feature does it include?

---

3. Does the author of the text feature have an opinion? If so, what is it?

---

Name \_\_\_\_\_

**A. Read the draft model. Use the questions that follow the draft to help you think about how you can use voice to show your thoughts about a topic.**

### Draft Model

Regular cars waste energy. Electric cars run on electricity. Regular cars pollute the air. Electric cars can be charged right on the street. I want to have an electric car when I'm old enough to drive.

1. What does the author probably believe about wasting energy?
2. Why does the author think we should care about pollution?
3. What important things does the author believe electric cars can help with?
4. What is the writer's viewpoint about electric cars?

**B. Now revise the draft by adding beliefs and reasons to help the writer voice an opinion.**

---



---



---



---



---



---

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Name \_\_\_\_\_

The student who wrote the paragraph below used text evidence from two different sources to answer the question: *What is your opinion about using alternative energy sources, such as wind and sun, instead of oil and coal?*

I believe that it's far better to use alternative energy than nonrenewable resources. Wind and solar power are less expensive than coal and oil. Wind and solar power do not produce much pollution, but coal and oil are very dirty sources of energy. And they're safer, too. Wind and solar power can't make people sick, and it is not dangerous or flammable to transport wind or sun energy. No one has to dig them from the ground, either. Plus, there is plenty of wind and plenty of sunlight, but coal and oil will run out one day. I hope more and more communities will use energy sources like wind and solar power in the future because these power sources are plentiful and clean.

Reread the passage. Follow the directions below.

1. Draw a box around the student's opinion sentence.
  2. Underline text evidence that helps support the student's opinion.
  3. Circle a linking word that helps support the student's opinion in the last sentence.
  4. Write an example of a pronoun-verb contraction on the line.
-







## Essential Question

What are different kinds of energy?

Use Graphic Organizer 143 to take notes while you read.

# The Power of Water

## Expository Text

Electricity causes lamps, fans, and televisions to work. But where does it come from? One source of electricity is hydropower. Hydropower comes from moving water. The equipment that produces hydropower is called a hydro plant.

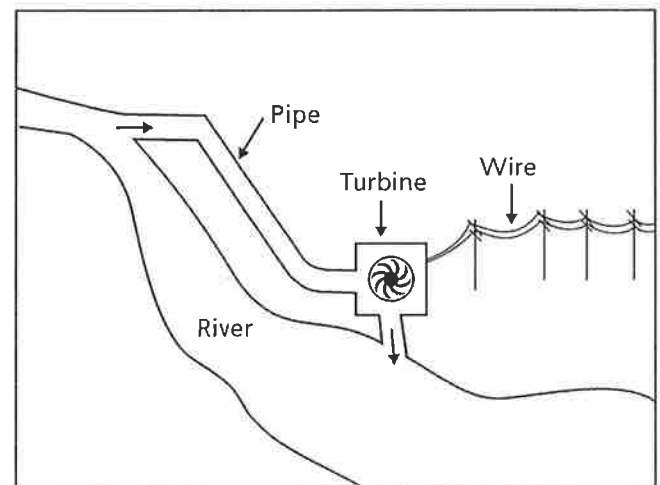
Some hydro plants use rivers. First, the hydro plants put a pipe and a turbine in a river. A turbine is like a big fan. Some of the river water moves through the pipe to the turbine. The moving water pushes the blades of the turbine, so the turbine turns. When the turbine turns, it produces electricity. Wires carry the electricity from the turbine. As a result, people get electricity.

Hydropower is a good **alternative** to burning fossil fuels, such as coal and gas. Burning fossil fuels makes the air dirty. Hydropower does not make a lot of pollution. Hydropower is clean.

After people burn fossil fuels, the fossil fuels are gone forever. But the water used for hydropower is still there. After the water turns the turbines, the water returns to the river. As a result, the water can be used again.

Finally, water is everywhere, so hydropower is not **expensive**. It costs money to put the equipment in the water, but the moving water is free.

## How a Hydro Plant Works



The moving water goes through the pipe and turns the turbine to make electricity.

# Respond to the Text

Name \_\_\_\_\_

Read the text. Use Graphic Organizer 143 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 hydro plants make electricity.

First, a pipe and turbine are \_\_\_\_\_ . The river water \_\_\_\_\_ .

When the turbine moves, \_\_\_\_\_ .

2. Explain why hydropower is clean.

Hydropower does not \_\_\_\_\_ .

3. Tell why hydropower is cheaper than fossil fuels.

Hydropower is cheaper because \_\_\_\_\_ .

**Write Work with a partner. Discuss your notes about "The Power of Water." Then write your answer to the Essential Question.**

**Why is hydropower a good source of energy?**

Hydropower uses \_\_\_\_\_ to \_\_\_\_\_ .

As a result, Hydropower \_\_\_\_\_ .

Hydropower is also a better choice than \_\_\_\_\_ .

That is because \_\_\_\_\_ .

Argumentative  
Text

# The Fuel of the *Future*

by Vanessa York



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**PAIRED  
READ**

**Saving Energy**

## STRATEGIES & SKILLS

### Comprehension

**Strategy:** Ask and Answer Questions

**Skill:** Cause and Effect

### Vocabulary

energy, natural, pollution, produce, renewable, replace, source, traditional

### ELL Vocabulary

available, bacteria

### Content Standards

Science

Earth and Space Science

Word count: 838\*\*

**Photography Credit:** Cover Bill Philpot/Alamy Stock Photo

\*\*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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Send all inquiries to:  
McGraw-Hill Education  
Two Penn Plaza  
New York, New York 10121

ISBN: 978-0-07-903117-4  
MHID: 0-07-903117-X

Printed in the United States.

1 2 3 4 5 6 7 8 9 DRY 22 21 20 19 18

A



**Essential Question**

What are different kinds of energy?

# The Fuel of the *Future*

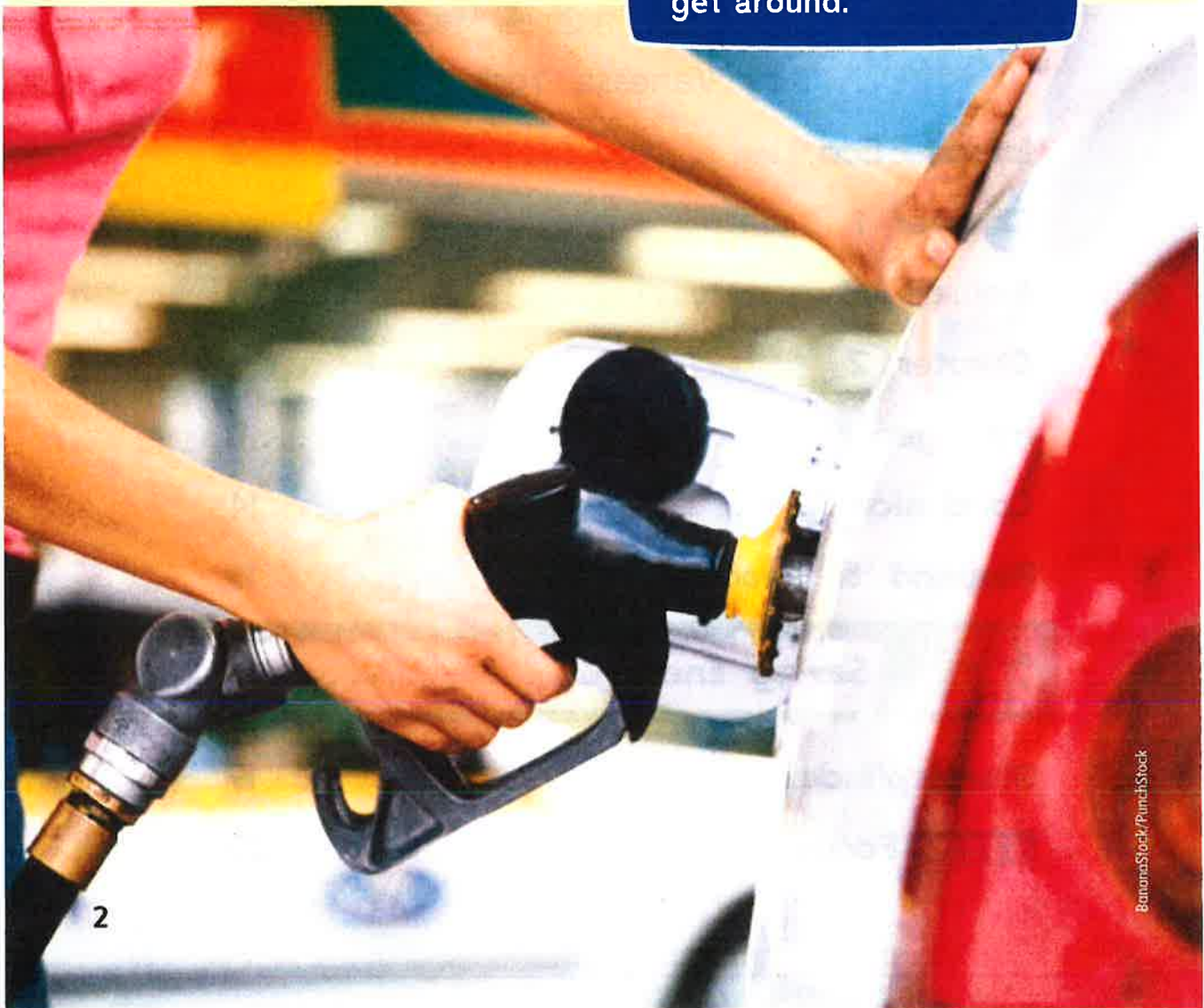
by Vanessa York

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# Introduction

Fuel is any material that stores energy that can be **extracted** and then used. We use fuel to run vehicles and machines. We also use fuel to make electricity.

We need fuel to help us get around.





**Fossil fuels** are fuels such as coal, natural gas, and oil. We find these fuels in the ground. There are some big problems with fossil fuels. Fossil fuels cause pollution. Fossil fuels also produce **greenhouse gases**. Greenhouse gases may cause **global warming**. We are also running out of fossil fuels. Many people think finding other kinds of fuels is a smart thing to do.

**In Other Words** becoming harder to find. En español, *running out of* quiere decir *acabándose*.

## CHAPTER 1

# Biofuels

Biofuel is a renewable fuel. Biofuel is made from plants such as soy beans. Biofuel is also made from natural waste products such as animal fat and used vegetable oil. Biofuel produces less pollution than traditional fuels.

## *Plant Sugars*

Plants are full of sugar. The sugar can be extracted to make a biofuel called ethanol. Ethanol can be used in cars.

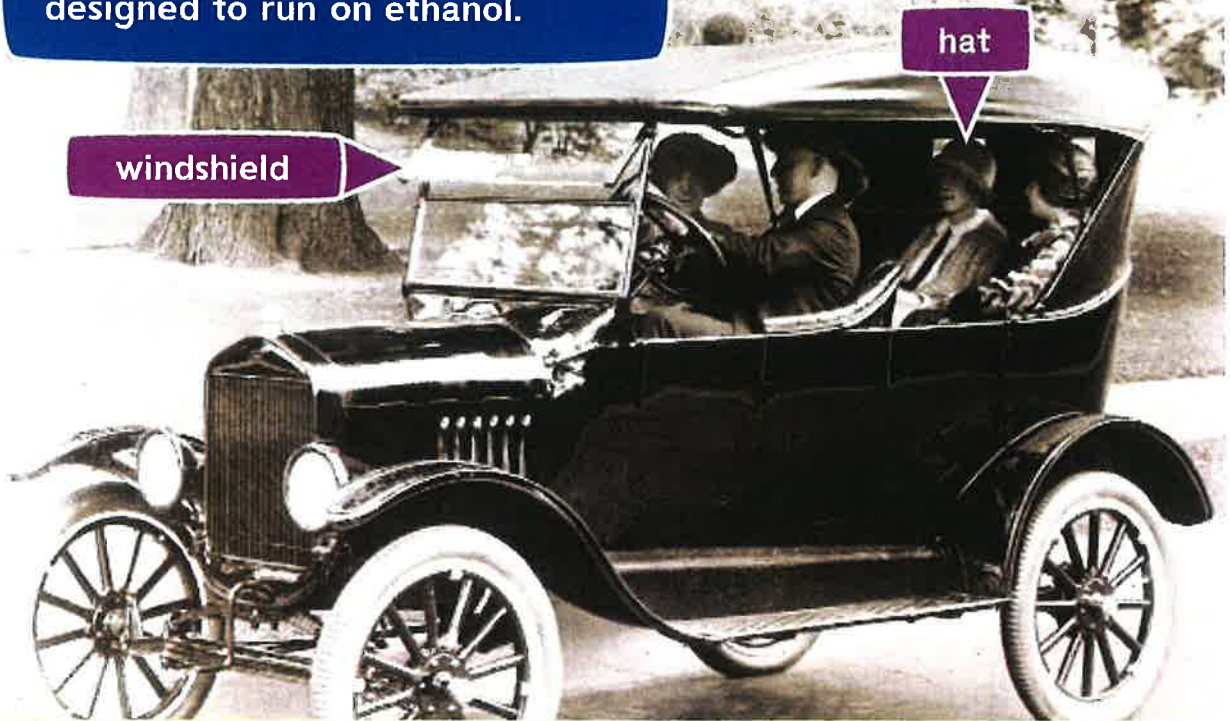
Corn is processed at this bioethanol plant in Iowa.



David Numuk/Science Source



Henry Ford's Model T was first designed to run on ethanol.



Biofuel is not a new idea. Rudolf Diesel invented the diesel engine. Diesel knew gasoline was not easily available at that time. In 1900, Diesel showed his engine running on peanut oil. Henry Ford expected his Model T car to run on ethanol produced from corn. Today, people are trying to use biofuels again.



Some buses use biofuel.

The most common type of biofuel used is bioethanol. Bioethanol is made from plants such as wheat, potatoes, corn, and sugar beets. Bioethanol can also be made from seaweed.

Ethanol is mostly used to run cars. In Brazil, about one out of every two cars runs on ethanol.

Oramstock/Alamy Stock Photo

## Ethanol Fuel Production in 2015



Biofuel, such as bioethanol, does not pollute the environment as much as gasoline does. However, it can still harm the environment. It takes seven acres of corn to produce enough bioethanol to run one car for one year. That's a lot of land that could also be used to produce food. In some places, forests have been cut down to make room for biofuel crops.

**Language  
Detective**

That's is a pronoun-verb contraction. What two words make up *that's*?





scientist

plants

This scientist is researching plant bacteria that may be useful in making biofuel.

Biobutanol is made from plants. Scientists are excited by this biofuel. They've found that biobutanol can be made by bacteria such as *E. coli*. *E. coli* can cause an upset stomach!

Biobutanol costs a lot to produce. But if scientists keep studying this fuel, they may improve the way they make biobutanol. That would make it a renewable fuel that could replace fossil fuels.

### Language Detective

They've is a pronoun-verb contraction. What two words make up *they've*?

Biodiesel is made from oils or fats, such as soybean and palm oil. Scientists have even made biodiesel from coffee grounds!

Biodiesel looks like ordinary diesel. Diesel is a fuel made from oil. Ordinary diesel is harmful to Earth. Biodiesel is better than diesel because it is **nontoxic** and **biodegradable**.

Diesel is used to run heavy machinery as well as many cars and trucks.

Steve Allen/Stockbyte/Getty Images



Some people can buy biodiesel at their gas stations. Biodiesel causes less pollution than ordinary diesel, but biodiesel still produces pollution. Biodiesel costs a lot to make. Scientists are looking at ways to improve this fuel. But maybe there are other clean fuels out there.

## **Earthrace**

### *Around the World*

The powerboat **Earthrace** ran on biodiesel. In 2008, **Earthrace** broke the world speed record for going around the world.



Bill Philippon/Alamy Stock Photo

#### STOP AND CHECK

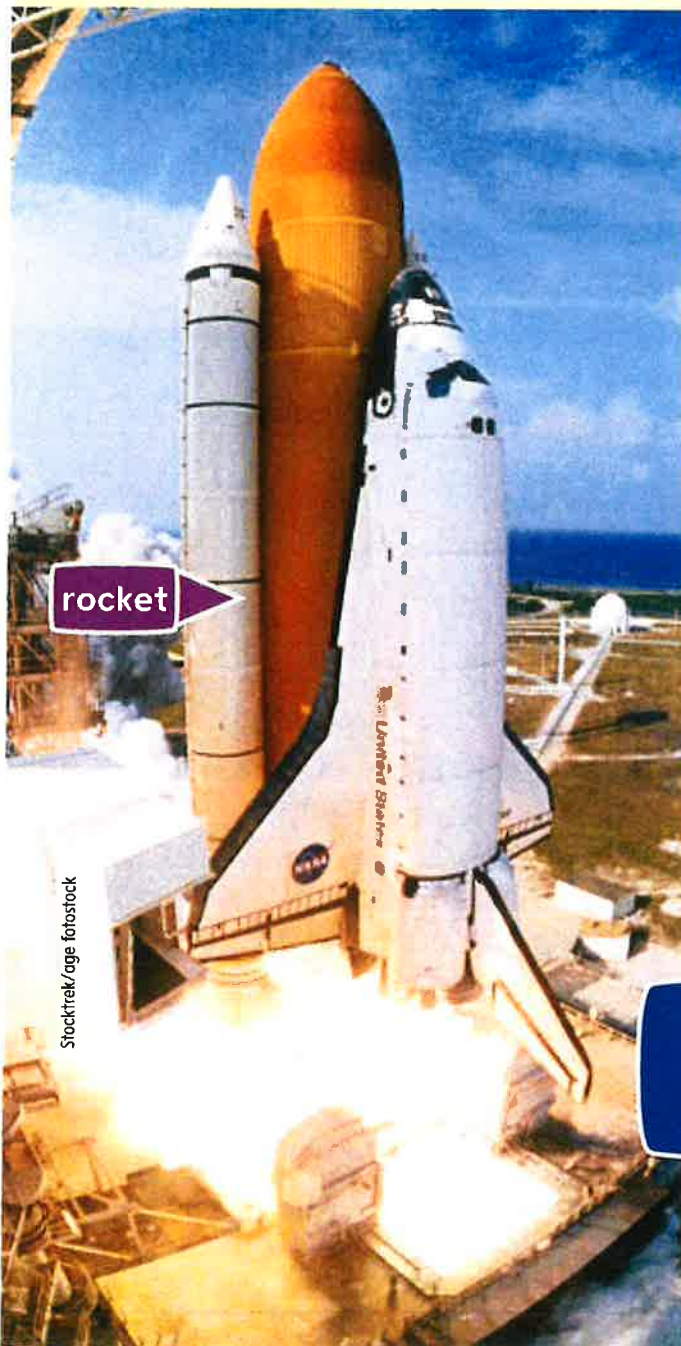
What are some of the problems with biofuels?

## CHAPTER 2

# Hydrogen Fuel

In the future, all cars may run on water. Hydrogen is a gas with no color and no smell. Hydrogen can be burned as a fuel. It produces almost no pollution.

Hydrogen is found in water. Hydrogen is also found in **hydrocarbons**. Hydrocarbons are in many fuels, such as gasoline and natural gas.



Stocktrek/age fotostock

NASA uses hydrogen fuel to launch rockets.

Making hydrogen fuel takes a lot of energy. It also costs a lot of money. If scientists keep researching hydrogen fuel, it will be easier to make.

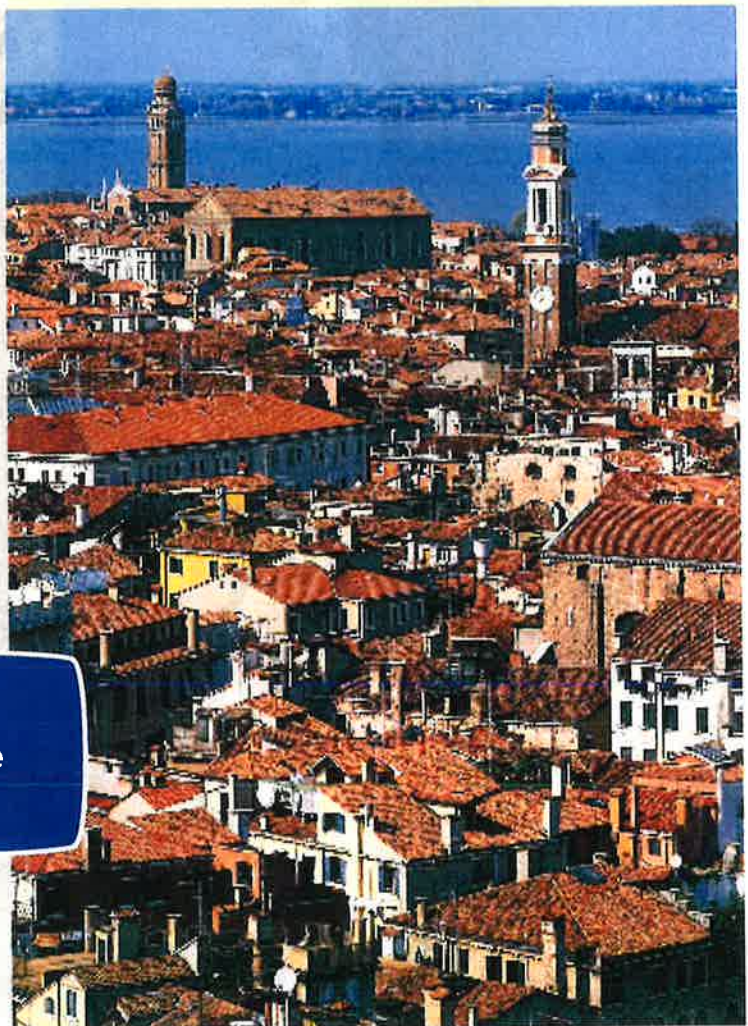
Today, hydrogen fuel is mostly used in fuel cells. Fuel cells combine, or bring together, hydrogen and oxygen. This causes a chemical reaction. Fuel cells produce electricity.

Michelangelo Gratton/Digital Vision/Getty Images

## Hydrogen

Italy has a hydrogen power plant giving power to 20,000 homes. It prevents thousands of tons of greenhouse gases each year.

Hydrogen power helps provide electricity to the city of Venice, Italy.





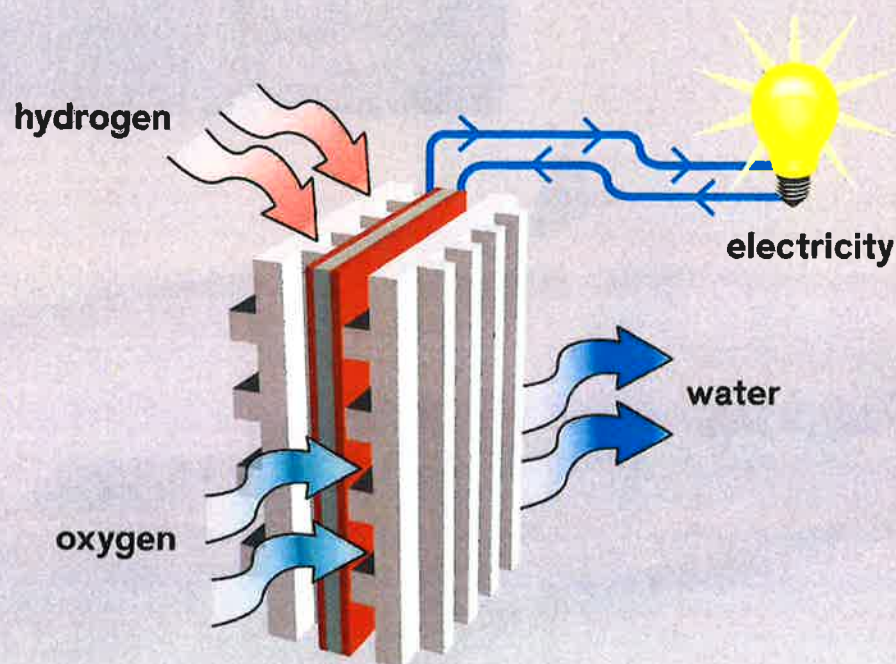
Hydrogen fuel may be a fuel of the future. Biofuels cause pollution, but hydrogen fuel does not. In fact, some cars and airplanes already run on hydrogen fuel.

**STOP AND CHECK**

What is one benefit of hydrogen as a fuel?  
What is one problem with it?

## *A Hydrogen Fuel Cell*

**Hydrogen fuel cells produce electricity and water. This water is so clean that astronauts in space drink it!**



# Conclusion

The fuels of the future must be renewable, or always available. Scientists are looking for new ways to do things. Their work will make fuels cost less to produce.

We must make good use of Earth's resources. Not all of Earth's resources are renewable.

This racing car is powered by hydrogen fuel.

Car Culture/Corbis



# Respond to Reading

## Summarize

Use details from *The Fuel of the Future* to summarize the text. Your graphic organizer may help you.

Cause	→	Effect
First	→	
Next	→	
Then	→	
Finally	→	

## Text Evidence

1. *The Fuel of the Future* is an argumentative text. Argumentative texts give facts and examples to make the reader agree with the author's opinion. Find two pieces of information the author uses to persuade the reader. **GENRE**
2. How does using fossil fuels affect the environment? **CAUSE AND EFFECT**
3. Homophones are words that sound the same but have different meanings. Find the homophones on page 5. **HOMOPHONES**
4. Write a paragraph about the effects hydrogen would have if it became a popular fuel. **WRITE ABOUT READING**

### Compare Texts

Read about ways you and your family can save energy.

# Saving Energy

Using more energy uses more resources. Using less energy helps the planet. It saves money, too.

There are many simple ways we can save energy. Often these ways are just common sense. All you need to do is think about it.

Keeping doors, curtains, and blinds closed when it is cold saves energy. Keeping doors and windows open when it is hot cools the air without using energy.

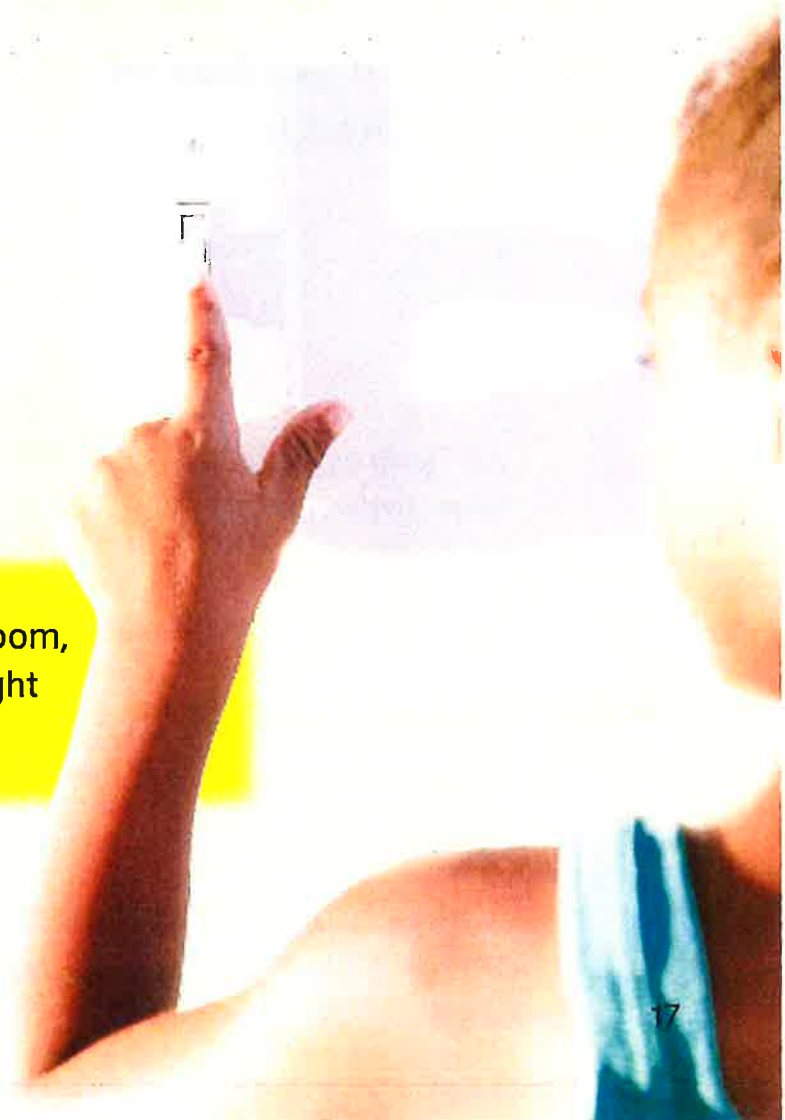
**In Other Words** reasonable ideas. En español, *common sense* quiere decir *ideas razonables*.

Wasting water also wastes energy. It takes a lot of electricity to supply water and take away dirty water.

Wasting electricity also wastes energy. Turn off the lights if you are leaving a room. Use energy-saving lightbulbs. Turn off televisions. Computers should be turned off when you aren't using them.



If you leave a room, switch off the light behind you.



# TOP TIPS TO SAVE ENERGY

1. **Turn it off!** If you're finished with the lights, the television, or the stereo, turn it off.
2. **Keep it closed!** The refrigerator and the oven both work better when their doors are closed. Closing doors inside the house keeps heat in.
3. **Look for the label!**

Washing machines, refrigerators, and dryers that use less energy have a special "energy star" label. You can also get lightbulbs that save energy.

lightbulb



An energy-efficient lightbulb uses little electricity.

Mike Kemp/Rubberball/Getty Images



## Make Connections

What do you think was the main idea in *Saving Energy*? **ESSENTIAL QUESTION**

What theme does *The Fuel of the Future* share with *Saving Energy*? **TEXT TO TEXT**

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## Glossary

**biodegradable** able to decompose, or break down, naturally (*page 9*)

**extracted** taken out of something or from somewhere (*page 2*)

**fossil fuels** fuels, such as coal, that are found in the ground (*page 3*)

**global warming** the increase in Earth's surface temperature due to the greenhouse effect (*page 3*)

**greenhouse gases** gases, such as carbon dioxide, that get trapped in Earth's atmosphere, which makes the atmosphere hotter (*page 3*)

**hydrocarbons** organic compounds of hydrogen and carbon, found in crude oil (*page 11*)

**nontoxic** safe or harmless to the environment (*page 9*)

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# Focus on Science

**Purpose** To find out how a gas (carbon dioxide) rises from liquid

## What You Need

- a bottle of soda
- a balloon
- a watch or clock

## What to Do

**Step 1**

Open a bottle of soda.

**Step 2**

Put the end of the balloon over the neck of the bottle. Make sure it fits tightly.

**Step 3**

Check the balloon every ten minutes for changes.

**Step 4**

Record what you see.

**Conclusion** What happened to the balloon?



Nonfiction

# Thinkmark

## The Topic

What is *The Fuel of the Future* mostly about?

## Vocabulary

Find three key words in the text that relate to the topic.

What new words did you learn?

## Author's Purpose

What is the author's purpose in writing *The Fuel of the Future* and *Saving Energy*?

## Conclusions

What is the most important thing you learned in *The Fuel of the Future*?  
What is the most important thing you learned in *Saving Energy*?

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# 3rd Grade-ELD Learning Packet

## Answer Key

### Week 7

Day	Lesson									
1	<b>Vocabulary: Model:</b> <ol style="list-style-type: none"><li>1. My Mom replaced our sofa in the living room for a new one.</li><li>2. At home we always eat natural foods.</li><li>3. Farmers produce strawberries in their fields.</li><li>4. Wind is a renewable source of energy.</li><li>5. Please check all your sources before starting your writing.</li><li>6. Cars produce a lot of pollution in the environment.</li></ol>									
	<b>Vocabulary: Homophones.</b> <ol style="list-style-type: none"><li>1. b</li><li>2. c</li><li>3. a</li></ol>									
	<b>Open Syllables/Prefixes and Suffixes:</b> <table><tr><td>A. 1. o/open</td><td>2. fa/vor</td><td>3. pa/per</td><td>4. ti/ger</td><td>5. la/bel</td></tr><tr><td>B. 1. -ful</td><td>2. -ly</td><td>3. -able</td><td>4. un-</td><td>5. re-</td></tr></table>	A. 1. o/open	2. fa/vor	3. pa/per	4. ti/ger	5. la/bel	B. 1. -ful	2. -ly	3. -able	4. un-
A. 1. o/open	2. fa/vor	3. pa/per	4. ti/ger	5. la/bel						
B. 1. -ful	2. -ly	3. -able	4. un-	5. re-						
2	<b>Comprehension and Fluency:</b> <ol style="list-style-type: none"><li>1. b</li><li>2. c</li><li>3. a</li></ol> <p>B. Open response</p>									
	<b>Comprehension: Cause and Effect:</b> Reread the passage "The Electric Car". Complete the <b>Cause and Effect</b> graphic organizer. <ul style="list-style-type: none"><li>• Open response</li></ul>									
3	<b>Genre/Text Feature.</b> <ol style="list-style-type: none"><li>1. New source of energy</li><li>2. Making connections</li><li>3. It is important to find new sources of energy</li></ol>									
	<b>Writing Traits: Voice</b> <p><b>A. Possible responses:</b></p> <ol style="list-style-type: none"><li>1. The author probably does not like the waste of energy.</li><li>2. To preserve the environment.</li><li>3. They can charge right on the street and they do not pollute the air.</li><li>4. They are a better option than the regular cars.</li></ol> <p><b>B. Possible response:</b> Regular cars waste energy. Electric cars run on electricity thus, they do not create air pollution and preserve the environment. Regular cars pollute the air harming the environment. Electric cars can be charged on the street while regular cars need to be taken to a gas station when it runs out of gas. I want to have an electric car when I', old enough to drive.</p>									
	<b>Write to Sources:</b> <p><b>Open response:</b> Mark the text following the directions given in questions 1-3.</p> <p><b>Question 4:</b> it's, they're</p>									
4	<b>Differentiated Text:</b>									

	<ol style="list-style-type: none"><li>1. A pipe and turbine are put in a river. Moving water makes the turbine turn. When the turbine turns, it produces electricity.</li><li>2. Hydropower is clean. It does not make the air dirty like fossil fuels.</li><li>3. Hydropower is made from moving water. Moving water is free.</li><li>4. Hydropower uses moving water to make electricity, so it is cheap. Hydropower is clean and the water can be reused, too. That makes it a good alternative to burning fossil fuels.</li></ol>
<b>5</b>	<p><b>Leveled Readers:</b> Read the book “The Fuel of the Future”.</p> <p><b>Summarize:</b> Open response.</p> <p><b>Text Evidence:</b></p> <ol style="list-style-type: none"><li>1. Fossil Fuels produce pollution. Fossil fuels also produce greenhouse gases that may cause global warming.</li><li>2. Fossil fuels produce greenhouse gasses that may cause global warming.</li><li>3. Diesel/diesel</li><li>4. Open response</li></ol> <p><b>Saving Energy</b></p> <ol style="list-style-type: none"><li>A. Focus on Science--Open response</li><li>B. Thinkmark -- Open response</li></ol>