



Compton USD Learning Packet #7

Third Grade

Name _____

3rd Grade Learning Packet

TABLE OF CONTENTS

Week 8







Day	Lesson	Date Completed
1	Vocabulary Prefixes/Roots in related Words	
	Share & Show, pg. 417-418	
	Science: Food Web	
2	Read "Prometheus Brings Life to Humans" and answer the questions.	
	Finding Start Times, pg. 420-421	
	Science: Energy to Live: Food Chains, Food Webs, and Energy Pyramids p.1 Producers and Consumers	
3	Spelling: Prefixes un-, re-, pre-, and dis- Genre/Text Feature Vocabulary Strategy: Root Words	
	Lesson 10.5: Problem Solving - Time Intervals	
	Science: Energy to Live: Food Chains, Food Webs, and Energy Pyramids p.2 Producers and Consumers	
4	Writing Traits: Sentence Fluency, Write to Sources Grammar: Adjectives, Grammar: Articles	
	Share & Show, pg. 425	
	Science: Food Chain	
5	Making an Inference from Literary Text - Topic: Sea Lions	
	Mathematical Practices, #5-8	
	Science: Food Chain Questions	

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
alarmed	I was <u>alarmed</u> to find that my dog had chewed my shoe!	
possess	The museum wanted to <u>possess</u> the valuable painting.	
obsessed	During the summer I become <u>obsessed</u> with swimming.	
necessary	It is <u>necessary</u> to water the plants twice a week.	
anguish	Losing the contest caused her to feel <u>anguish</u> .	
reward	The <u>reward</u> for perfect attendance is a field trip to the state park.	

Copyright © McGraw-Hill Education

Name _____

possess	necessary	treasure	alarmed
obsessed	reward	anguish	wealth

A. Write each word next to its definition.

1. a great amount of money _____
2. have or own _____
3. something valuable _____
4. prize _____
5. needing to be done _____
6. frightened _____
7. great suffering or agony _____
8. thinking about one thing all the time _____

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

9. _____

10. _____

Name _____

A prefix is a word part added to the beginning of a word to make a new word. The prefixes *un-* and *dis-* mean “not,” *pre-* means “before,” *re-* means “again,” and *mis-* means “wrong.”

A. Write a word from the box on the line to match each meaning. The first one has been done for you.

mislead

resell

dislike

precook

unlucky

1. to cook before

precook

2. to sell again

3. not lucky

4. to not like

5. to lead wrongly

Words that share a common root or base word are called related words. For example, the words *rebuild*, *building*, and *builder* are related words because they share the common root *build*.

B. Read each pair of related words. Underline the common root or base word in each word. The first one has been done for you.

1. return

overturn

2. unkind

kindness

3. luckily

unlucky

4. review

viewing

5. resell

outsell

Name _____

Share and Show



1. Use the number line to find the elapsed time

from 1:15 P.M. to 1:40 P.M. _____



Find the elapsed time.

2. Start: 11:35 A.M. End: 11:54 A.M.



3. Start: 4:20 P.M. End: 5:00 P.M.



Math Talk **Mathematical Practices**
Explain how to use a number line to find the elapsed time from 11:10 A.M. until noon.

On Your Own

MATHEMATICAL PRACTICE 5 Use Appropriate Tools Find the elapsed time.

4. Start: 8:35 P.M. End: 8:55 P.M.



6. Start: 9:25 A.M. End: 9:43 A.M.



5. Start: 10:10 A.M. End: 10:41 A.M.



7. Start: 2:15 P.M. End: 2:52 P.M.



Problem Solving • Applications 



8. John started reading his book about outer space at quarter after nine in the morning. He read until quarter to ten in the morning. How long did John read his book?

9. **MATHEMATICAL PRACTICE 2 Use Reasoning** Tim and Alicia arrived at the rocket display at 3:40 P.M. Alicia left the display at 3:56 P.M. Tim left at 3:49 P.M. If the answer is Alicia, what is the question?

10. **GO DEEPER** At the space center, Karen bought a model of a shuttle. She started working on the model the next day at 11:13 A.M. She worked until leaving for lunch at 11:51 A.M. After lunch, she worked on the model again from 1:29 P.M. until 1:48 P.M. How long did Karen work on the model?

11. **THINK SMARTER** Aiden arrived at the rocket display at 3:35 P.M. and left at 3:49 P.M. Ava arrived at the rocket display at 3:30 P.M. and left at 3:56 P.M. Ava spent how many more minutes at the rocket display than Aiden?



WRITE *Math* • Show Your Work •

12. **THINK SMARTER** Kira got on the tour bus at 5:15 P.M. She got off the bus at 5:37 P.M. How long was Kira on the bus? Select the number to make the sentence true.

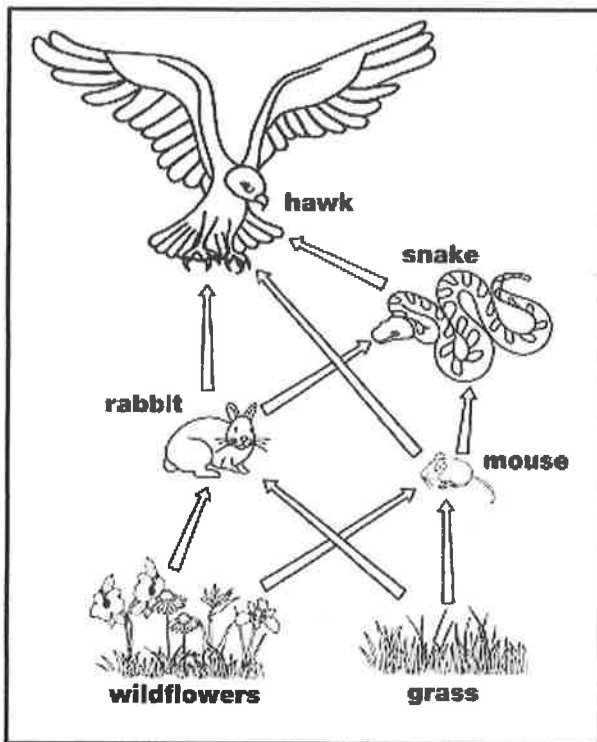
- 15
- 22
- 37
- 52

Kira was on the bus for _____ minutes.

FOR MORE PRACTICE:
Standards Practice Book

Name: _____

Food Web



A food web shows how energy is passed on from one living thing to the next. It shows the feeding habits of different animals that live together in an ecosystem.

In the food web pictured on the left, energy is passed from the grass to the mouse to the snake to the hawk.

Producers are living things that make their own food with sun and air. The producers are pictured at the bottom of the food web.

Consumers are living things that eat other living things.

Use the food web in the picture above to answer the questions.

1. Name the living things in the food web that are producers. _____

2. Name the living things in the food web that are consumers. _____

3. Which living things does the snake eat? _____
4. Which living things does the hawk eat? _____
5. What is eaten by the rabbit? _____

Name _____

Read the passage. Use the make predictions strategy to check your understanding as you read.

Prometheus Brings Fire to Humans

Cast:

1 Narrator | Prometheus | Zeus | Human 1 | Human 2

8 Scene 1

10 *Setting: Mount Olympus, the home of the ancient Greek gods.*

20 *Zeus sits on a throne in the middle of the stage. There is a*
34 *fireplace with a roaring fire in it to his left. Prometheus enters.*

46 **Zeus:** Prometheus! Welcome to my throne room! I trust
55 everything is good.

58 **Prometheus:** I'm afraid not, Lord Zeus. I have been to Earth
69 and lived among the people. They are miserable. They live in
80 caves and eat raw meat. They die of cold and starvation in the
93 winter. I would like to ask you to share fire with them.

105 **Zeus:** Absolutely not! If humans have fire, they might become
115 strong and wise like the gods. They could force us from our
127 kingdom. I am happy to keep them cold and uninformed. That
138 way we gods can rule the world unthreatened and happy.

148 **Prometheus:** *(under his breath)* But I am not a god. I am a
161 Titan. If you will not help them, I will! *(he exits)*

Name _____

Scene 2

Narrator: (Voice over) Prometheus wanted to do something to help humans. So he traveled to the end of the earth, where the morning sun lives. He took some of the fire that lights the sun. Then he quickly carried it back to his homeland, so he could share the fire with the humans he knew.

Setting: Prometheus is standing outside of a cave with some humans dressed in animal furs.

Prometheus: Look! (*he points to a fire on the ground*) I have brought you the secret to your empowerment! This is the fire that will change your life! You can use it to cook meat or keep warm. It will let you leave your caves to see the world. When you are warm and well fed, it is much easier to do anything you want! I know how hard it is to live someplace that does not seem to want you. It is important to me that I can help you become the creatures I know you must become. I only ask that you also help those less fortunate when you have the chance.



Narrator: The humans agreed to Prometheus's request. Then they began the slow process of bringing about a world in which they could live in happiness without suffering.

Name _____

A. Reread the passage and answer the questions.

1. What two problems does Prometheus see with the way people live?

2. What does Prometheus ask Zeus to do?

3. In Scene 2, how does Prometheus think fire will help humans?

4. What is the theme of this story? Circle the letter of your answer.

- a. It is good to help those who are less fortunate.
- b. It is best not to challenge authority.
- c. Great suffering eventually leads to happiness.

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

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



Find Starting Times

Whitney went swimming in the ocean for 25 minutes. She finished swimming at 11:15 A.M. At what time did Whitney start swimming?

One Way Use a number line to find the starting time.

STEP 1 Find the time on the number line when Whitney finished swimming in the ocean.

STEP 2 Count back on the number line to subtract the elapsed time. Draw and label the jumps to show the minutes.

STEP 3 Write the times below the number line.



You jumped back to _____

So, Whitney started swimming at _____

Math Talk

Mathematical Practices

Explain how the problem on this page is different from the problem on page 419.

Another Way Use a clock to find the starting time.

STEP 1 Find the ending time on the clock.

STEP 2 Count back by fives for the elapsed time of 25 minutes. Write the missing counting numbers next to the clock.

So, the starting time is _____



Share and Show



Math Talk

Mathematical Practices

Explain how to find the starting time when you know the ending time and the elapsed time.

1. Use the number line to find the starting time if the elapsed time is 35 minutes. _____



Name _____

Find the ending time.

2. Starting time: 1:40 P.M.
Elapsed time: 33 minutes



3. Starting time: 9:55 A.M.
Elapsed time: 27 minutes



On Your Own

Find the starting time.

4. Ending time: 3:05 P.M.
Elapsed time: 40 minutes



5. Ending time: 8:06 A.M.
Elapsed time: 16 minutes



Problem Solving • Applications



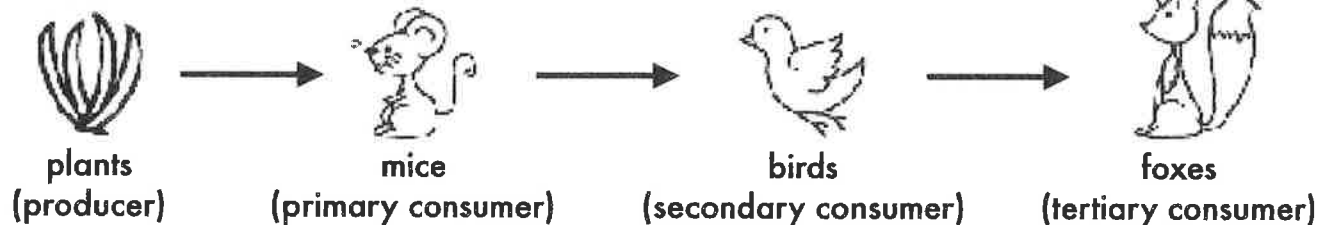
6. **THINK SMARTER** Suzi began fishing at 10:30 A.M. and fished until 11:10 A.M. James finished fishing at 11:45 A.M. He fished for the same length of time as Suzi. At what time did James start fishing? **Explain.**



Energy to Live: Food Chains, Food Webs, and Energy Pyramids

Every organism on Earth needs energy to live. Except for newly discovered species living in the deepest parts of the ocean, every species on Earth gets the energy they need to live from the sun. Food chains and food webs can both be used to show how energy moves from the sun to different animals.

Food Chains



A *food chain* shows the path of energy through a chain of different organisms. The first link on a food chain is a *producer*. Producers include plants, bacteria, and algae. Plants are an important producer for humans. They use energy from the sun, water, and carbon dioxide in a process called *photosynthesis* to create energy. The plants use some of this energy to live and grow; the rest is stored for later use.

The organism that eats the plant is called the *primary consumer* in the food chain. Both herbivores and omnivores eat plants. *Herbivores* only eat producers such as plants. *Omnivores* will eat both producers and other consumers (meat).

The next link in the food chain is the *secondary consumer*. Secondary consumers are either carnivores or omnivores that eat the primary consumers. *Carnivores* only eat meat (other consumers). Another carnivore or omnivore will eat the secondary consumer. These are called *tertiary consumers*.

There can be many links a food chain, but most food chains have a limited number of consumers. This is because a lot of energy is lost with every link of the chain. Each organism will use some of the energy it gets from eating, meaning that less energy is available to the next organism along the chain. This means that there is a lot less energy available to the tertiary consumer than the primary consumer.

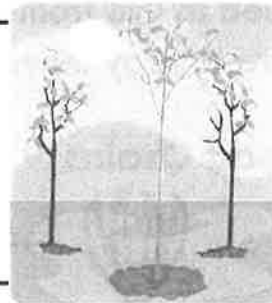
This explains why there are so many more plant-eating fish than fish-eating sharks in the ocean. Currently, there are about 19 billion chickens living on Earth. Compare this number to the 7 billion humans who eat the chickens.

Name: _____

Producers and Consumers

A **producer** is a living thing that makes its own food from sunlight, air, and soil. Green plants are producers who make food in their leaves.

A **consumer** is a living thing that cannot make its own food. Consumers get their energy by eating food. All animals are consumers.



Tell whether each living thing below is a producer or consumer.

a. pine tree - _____

b. eagle - _____

c. chipmunk - _____

d. wasp - _____

e. grass - _____

f. cactus - _____

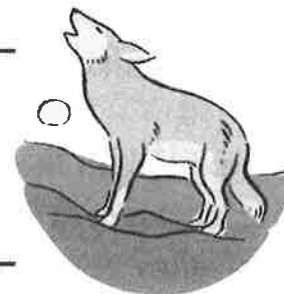
g. cow - _____

h. palm tree - _____

A **herbivore** is a consumer that eats only plants.

A **carnivore** is a consumer that eats only animals.

An **omnivore** is a consumer that eats both plants and animals.



Tell whether each consumer listed below is a carnivore, herbivore, or omnivore.

i. bear - _____

j. bison - _____

k. wolf - _____

l. human - _____

m. beaver - _____

n. tiger - _____

o. horse - _____

p. raccoon - _____

Name _____

disagreed	prepaid	previous	resell	unlucky
dislike	preschool	rebuild	reprint	untied
disappear	precook	return	unwrap	unbeaten

A. Write the spelling word that completes each sentence.

- I like oranges and limes, but I _____ lemons.
- I saw the latest movie, but I didn't see the _____ movie.
- Once the sun came out, the snow began to _____.
- My old bike is still good, so I will _____ it.
- The wind damaged our treehouse, so we will _____ it.
- I want to _____ the gift and see what's inside.
- After missing the bus, I think this is an _____ day.
- Mom takes my little sister to _____ every morning.
- The puppy _____ my shoe and chewed the shoelace.
- I will _____ the library book when I finish reading it.

B. Write a spelling word that matches each meaning.

- not agreed _____
- paid before _____
- not beaten _____
- to print again _____
- to cook before _____

Name _____

A. There are six spelling mistakes in the paragraphs below. Underline the misspelled words. Write the words correctly on the lines.

Once there was a princess who went to prischool. She always forgot her lunch, and usually she forgot her homework, too. She thought she was a very unlukee princess. But her teacher desagreed. One day Miss Dora said, "I can make all this bad luck desappear, if you want."

The princess said, "Yes, please!" Miss Dora gave the princess a package. The princess unitted the red ribbon and began to unrap the package. Inside was a beautiful notebook and pencil. The princess wrote a note about bringing her homework and lunch to school. She never forgot them again.

- | | |
|----------|----------|
| 1. _____ | 4. _____ |
| 2. _____ | 5. _____ |
| 3. _____ | 6. _____ |

Writing Activity**B. Write about what you do to help you remember things. Use at least four spelling words.**

Name _____

Scene 3: The Fall of Icarus

The king of the island Crete had locked Daedalus and his son, Icarus, in his palace. Daedalus built two pairs of wings out of wax and feathers. Now he and Icarus are using the wings to escape. Icarus is flying a little higher than Daedalus.

DAEDALUS: Stay close to me, Icarus. We still have a long way to fly!

ICARUS: But Father, I want to use these wings! I want to see the sun up close!

DAEDALUS: If you fly too high, the sun will melt the wax! Your wings will fall apart!

ICARUS: I'll be careful. If the wax starts to melt, I'll come down.

DAEDALUS: If the wax starts to melt, you'll fall! Come down now.

ICARUS: *Flying higher.* The view here is wonderful! I can see every island in the sea! *The wax in Icarus's wings begins to melt; his wings stop working. He begins to fall.*

DAEDALUS: *Shouting.* Icarus! Your wings!

Answer the questions about the text.

1. This text is a drama. How is a drama meant to be experienced?

2. How do the actors know who should speak lines and how?

3. Which is more important to Icarus, being safe or seeing the world?

Name _____

A **root word** is the simplest form of a word. It helps you figure out the meaning of a related word. Look at the example in this sentence.

The sun has given the earth years of **illumination**.

The root word is *illuminate*. *Illuminate* means “to light up.” *Illumination* means “light.”

Read each sentence below. Read the root word of the word in bold. Then circle the letter of the best definition of the word in bold.

1. I have been to Earth and lived among the people. They are **miserable**.

root: misery

a. unhappy

b. thrilled

c. tired

2. I am happy to keep them cold and **uninformed**.

root: inform

a. to be told

b. not having information

c. wet

3. I only ask that you also help those less **fortunate** when you have the chance.

root: fortune

a. having no luck

b. happy

c. having luck

Name _____

Problem Solving • Time Intervals

Essential Question How can you use the strategy *draw a diagram* to solve problems about time?



Measurement and Data—
3.MD.1 Also 3.OA.8, 3.NBT.2

MATHEMATICAL PRACTICES
MP.1, MP.3, MP.4, MP.6



Unlock the Problem

Zach and his family are going to New York City. Their airplane leaves at 9:15 A.M. They need to arrive at the airport 60 minutes before their flight. It takes 15 minutes to get to the airport. The family needs 30 minutes to get ready to leave. At what time should Zach’s family start getting ready?

Read the Problem

What do I need to find?

I need to find
what _____
Zach’s family
should start
_____.

What information do I need to use?

the time the _____ leaves;
the time the family needs to arrive
at the _____; the time it takes
to get to the _____; and the time
the family needs to _____

How will I use the information?

I will use a
number line to find
the answer.

Solve the Problem

- Find 9:15 A.M. on the number line. Draw the jumps to show the time.
- Count back _____ minutes for the time they need to arrive at the airport.
- Count back _____ minutes for the time to get to the airport.
- Count back _____ minutes for the time to get ready.



So, Zach’s family should start getting ready at _____ .M.

Math Talk

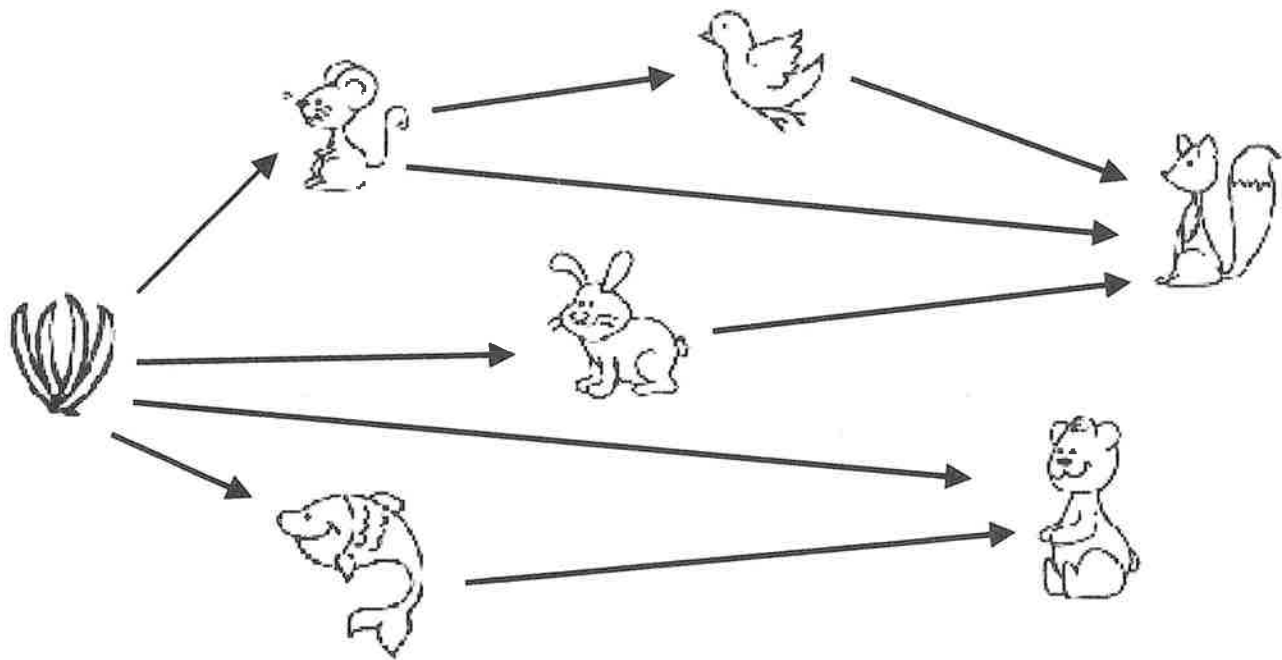
Mathematical Practices

How can you check your answer by starting with the time the family starts getting ready?

The last link in the food chain is a *decomposer*. Decomposers include bacteria and fungi. These organisms break down dead plants and animals. The nutrients from the dead plants and animals are then left in the soil. The next generation of plants will use these nutrients to grow and develop.

Food Webs

A *food web* is similar to a food chain, but instead of showing just one energy path, it shows many possible energy paths. For example, an owl (secondary consumer) eats mice (primary consumer), but it also eats rabbits (another primary consumer). Similarly, a goat (primary consumer) is eaten by both a jackal and a lion. Instead of showing just one set of relationships, a food web shows many different relationships between plants and animals.



Drawing Food Chains and Food Webs

When drawing a food chain or food web it is important to remember to draw an arrow from the plant or animal that is being eaten to the animal that eats it. The arrows show the direction energy is moving through the food web or food chain. Also, decomposers are not usually shown in food chains or food webs. Even though they are an important part of the ecosystem, drawing decomposers can be confusing because they decompose all plants and animals. This means they don't have a specific place on a food web or food chain.

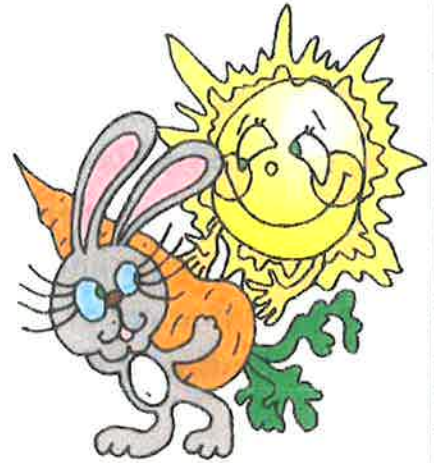
Name: _____

Producers and Consumers

A **producer** is a living thing that makes its own food from sunlight, air, and soil. Green plants are producers who make food in their leaves.

A **consumer** is a living thing that cannot make its own food. Consumers get their energy by eating food. All animals are consumers.

A **decomposer** is a living thing that gets energy by breaking down dead plants and animals. Fungi and bacteria are the most common decomposers.



Tell whether each living thing below is a producer, consumer, or decomposer.

a. apple tree - _____

b. hawk - _____

c. mushroom - _____

d. carrot - _____

e. dragonfly - _____

f. bamboo - _____

g. cougar - _____

h. bacteria - _____

i. daffodil - _____

j. pigeon - _____

k. snake - _____

l. catfish - _____

Name _____

A. Read the draft model. Use the questions that follow the draft to help you vary sentence lengths.

Draft Model

My apron is important to me. My mother wore it when she was a girl.
I wear it now when I am spending time with my mother, just like she did.

1. How could the writer combine the first and second sentences?
2. What short fourth sentence could the writer add after the long third sentence to vary the rhythm?
3. Can any of the sentences be deleted?
4. How might you improve the rhythm of the writing? How might you vary sentence length?

B. Now revise the draft by creating sentence fluency with a combination of long and short sentences about something the writer values.

Name _____

The student who wrote the paragraphs below used text evidence from two different sources to answer the question: *In your opinion, what is the lesson the main characters from both texts learned?*

I believe both main characters learned the same lesson, that the most valuable things may not cost the most. King Midas seemed to love gold more than anything, even his daughter. When a stranger granted him a wish, he chose to be able to turn anything he touches into gold. This wish ended sadly when he touched his daughter and turned her into gold. That made him realize that he loved being rich, but having his daughter alive was more valuable to him than gold.

Carlos learned the same kind of lesson. Carlos thought he wanted an expensive bulldog puppy until he spent time working at an animal shelter. He learned that unwanted older animals can be just as special as expensive puppies. Carlos decided he would rather own Pepper the shelter dog than a bulldog puppy. In both stories, the main characters realized that just because something is more expensive, that doesn't mean it is better.

Reread the passage. Follow the directions below.

1. **Draw a box** around the sentence that states the writer's opinion.
2. **Circle** an example of two sentences that were combined into one longer sentence with a linking word.
3. **Underline** details about Carlos that support the writer's opinion.
4. **Write** an example of an article and an example of an adjective on the line.

Name _____

- An **adjective** is a word that describes a noun. An adjective usually comes before the noun it describes.
- Some adjectives are descriptive. They tell what kind of person, place, or thing the noun is.
- Some adjectives tell how many.
- Some adjectives are limiting, such as *this*, *that*, *these*, and *those*.

Draw one line under each adjective. Circle the noun that the adjective describes.

1. Gramps has a brown horse.
2. Rex is the name of this big animal.
3. I am a good helper when I visit Gramps.
4. I take Rex out for long rides.
5. I feed Rex juicy apples.
6. Gramps lets me polish the heavy saddle.
7. In June I will help him paint the old barn.
8. Gramps let me pick out the new color.
9. I chose a bright red.
10. I think Rex will like that color.

Name _____

- The **articles** *a*, *an*, and *the* are special adjectives.
- Use *an* before an adjective or a nonspecific singular noun that begins with a vowel.
- Use *the* before singular and plural nouns when referring to something specific.
- Some adjectives are limiting, such as *this*, *that*, *these*, and *those*.

Write *a*, *an*, or *the* to finish each sentence.

1. I went to see _____ first game of the World Series.
2. I wrote _____ essay about my exciting day.
3. I took _____ baseball with me in hopes of getting it signed.
4. After _____ game, I looked around for my favorite pitcher.
5. I didn't see him, but I did get _____ first baseman's autograph.
6. I told him that I was _____ big fan.
7. He asked me if I was _____ good student.
8. I told _____ guy that I always did my very best.
9. He shook hands with me and said that I was _____ awesome kid.
10. On our way home, I smiled as I thought about _____ best day ever.

Name _____

Share and Show



Unlock the Problem

- ✓ Circle the question.
- ✓ Underline important facts.
- ✓ Choose a strategy you know.

1. Patty went to the shopping mall at 11:30 A.M. She shopped for 25 minutes. She spent 40 minutes eating lunch. Then she met a friend at a movie. At what time did Patty meet her friend?

First, begin with _____ on the number line.

Then, count forward _____ and _____.

Think: I can break apart the times into shorter amounts of time that make sense.



So, Patty met her friend at _____ M.

2. What if Patty goes to the mall at 11:30 A.M. and meets a friend at a movie at 1:15 P.M.? Patty wants to shop and have 45 minutes for lunch before meeting her friend. How much time can Patty spend shopping?
- _____

3. Avery got on the bus at 1:10 P.M. The trip took 90 minutes. Then she walked for 32 minutes to get home. At what time did Avery arrive at home?
- _____

On Your Own

4. **GO DEEPER** Kyle and Josh have a total of 64 CDs. Kyle has 12 more CDs than Josh. How many CDs does each boy have?
- _____

Name: _____

Food Chains

consumer	decomposer	producer	carnivore
herbivore	omnivore	food chain	food web



Choose the best word from the word bank to complete each sentence.

1. A _____ is an illustration that shows how energy is passed from one living thing to another.
2. A _____ is an illustration that shows how animals are connected in their search for food within an ecosystem.
3. Green plants can make food in their leaves. A living thing that can make food with energy from the sun is called a _____.
4. Animals get their energy by eating plants and animals. A living thing that needs to eat to obtain energy is called a _____.
5. Mushrooms cannot make their own food and they do not eat food. Instead, they get their energy by breaking down and absorbing dead organic matter. These types of living things are called _____.
6. A leopard seal eats fish and penguins. It never eats plants. Since the leopard seal eats only meat, it is a _____.
7. A deer eats grass and plants found in its habitat. Since the deer eats only plants, it is a _____.
8. A raccoon eats other animals like crayfish, as well as plant life. Since the raccoon eats both plants and animals it is an _____.



Assignment

Making an Inference from Literary Text

Topic: Sea Lions

Your Assignment:

Read the story below. What inference can be made about the narrator's feelings toward the city trying to make the sea lions leave the harbor? Use key details from the passage to support and explain your answer.

Missing Old Friends

Every summer I go to visit my grandparents. They live about 15 minutes from a harbor where there are lots of boats. People store their boats there when they are not using them. A harbor is a protected area. The harbor by my Pop and Mop's house is connected to the ocean.

One of Pop and Mop's favorite things to do is to hang out with me! That is what they always tell me, but I would think that they say this to all of their grandkids! Anyway, they take me down to the harbor so that I can see my "friends". Apparently when I was very little I decided that the sea lions were my "best friends". I gave them names (even though it is almost impossible for the average person to tell them apart). I talked to them (even though they couldn't hear me). I waved goodbye when I was leaving (one always looked like he was waving back)!

^

I'm a lot older now. It's been about 5 years now since I first met Flip, Flop, and Star. (I know...I named them when I was three!) When we arrived at the harbor this year, I waited like always for my friends to swim by. It usually only takes about 3 minutes before I see one of them. I waited at least 15 minutes before I said anything to Pop and Mop, but I could see that they had already said something to each other. As I turned to ask them what was going on, I could see Pop walking toward the man who works at the marina. His name is Benny, and we've known him forever, too.

As it turns out, Benny said that the city has decided to use windsocks to keep the sea lions out of the harbor because some people believe that they were causing trouble for the boat owners. The sea lions don't come in the harbor anymore like they used to do. They are forced out by the windsocks because they are afraid of them. The windsocks can't do anything to Flip, Flop, Star, and the others, but they don't know that. So, they don't come around.

I was hoping Benny was totally wrong. I was hoping that my friends would come by anyway. They know me. They know I won't hurt them. Unfortunately, they did not come around. We waited another hour hoping to see one of them. With every passing moment, I knew that I would not see my friends again. I hope they are okay out on the other side of the harbor wall. But, the harbor doesn't just protect the boats. It protects all the animals that live there, too. Unfortunately, that no longer includes Flip, Flop, and Star.

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.

I infer that the author thinks...

The author thinks that...

I can tell that the author thinks...

Your Response:



5. Jamal spent 60 minutes using the computer. He spent a half hour of the time playing games and the rest of the time researching his report. How many minutes did Jamal spend researching his report?
-



6. **THINK SMARTER** When Caleb got home from school, he worked on his science project for 20 minutes. Then he studied for a test for 30 minutes. He finished at 4:35 P.M. At what time did Caleb get home from school?
-



7. **MATHEMATICAL PRACTICE 6** Miguel played video games each day for a week. On Monday, he scored 83 points. His score went up 5 points each day. On what day did Miguel score 103 points? **Explain** how you found your answer.
-
-

8. **THINK SMARTER** When Laura arrived at the library, she spent 40 minutes reading a book. Then she spent 15 minutes reading a magazine. She left the library at 4:15 P.M.

Circle the time that makes the sentence true.

Laura arrived at the library at

3:20 P.M.
3:35 P.M.
5:10 P.M.

Name: _____

Food Chain Questions



1. Draw a food chain that shows how a mouse, an owl, and grass are connected.

2. Explain how plants get their food.

3. Can an animal be both a predator and prey? Explain and give an example.

4. Name two animals that are omnivores. Give an example of a plant and an animal that each one might eat.

3rd Grade Learning Packet

Answer Key

Week 8

Day	Lesson
1	<p>Vocabulary 1st Page: Answers will vary. 2nd Page:</p> <p>1. wealth 2. possess 3. treasure 4. reward 5. necessary 6. alarmed 7. anguish 8. obsessed</p> <p>9. Possible Response: The second I saw the book in the store, I knew I would do anything to possess it. 10. We were obsessed with solving the riddle and it was all we could think about.</p> <p>Prefixes/Roots in Related Words</p> <p>A. 1. precook 2. resell 3. unlucky 4. dislike 5. mislead B. 1. turn 2. kind 3. luck 4. view 5. sell</p>

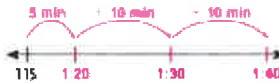
Name _____

Share and Show



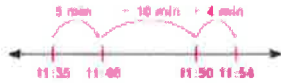
1. Use the number line to find the elapsed time.

from 1:15 P.M. to 1:40 P.M. 25 minutes
Possible drawing and labels are given.



Find the elapsed time. Possible drawing and labels are given.

2. Start: 11:35 A.M. End: 11:54 A.M.



19 minutes

Possible explanation: start at 11:30. Draw a jump for the 20 min from 11:30 to 11:50. Draw a jump for the 4 min from 11:50 to 11:54. Add the min: $20 + 4 = 24$. So, the elapsed time is 24 min.

3. Start: 4:20 P.M. End: 5:00 P.M.



40 minutes

Math Talk

Mathematical Practices

Explain how to use a number line to find the elapsed time from 11:10 A.M. until noon.

On Your Own

Use Appropriate Tools Find the elapsed time.

Possible drawings and labels are given.

4. Start: 8:35 P.M. End: 8:55 P.M.



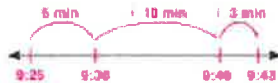
20 minutes

5. Start: 10:10 A.M. End: 10:41 A.M.



31 minutes

6. Start: 9:25 A.M. End: 9:43 A.M.



18 minutes

7. Start: 2:15 P.M. End: 2:52 P.M.



37 minutes

Problem Solving • Applications 

8. John started reading his book about outer space at quarter after nine in the morning. He read until quarter to ten in the morning. How long did John read his book?

30 minutes



9. **Problem Solving** **Use Reasoning** Tim and Alicia arrived at the rocket display at 3:40 P.M. Alicia left the display at 3:56 P.M. Tim left at 3:49 P.M. If the answer is Alicia, what is the question?

Possible question: Who spent more time at the rocket display?

10. **Learn More** At the space center, Karen bought a model of a shuttle. She started working on the model the next day at 11:13 A.M. She worked until leaving for lunch at 11:51 A.M. After lunch, she worked on the model again from 1:29 P.M. until 1:48 P.M. How long did Karen work on the model?

57 minutes

11. **Problem Solving** Aiden arrived at the rocket display at 3:35 P.M. and left at 3:49 P.M. Ava arrived at the rocket display at 3:30 P.M. and left at 3:56 P.M. Ava spent how many more minutes at the rocket display than Aiden?

12 more minutes



12. **Problem Solving** Kira got on the tour bus at 5:15 P.M. She got off the bus at 5:37 P.M. How long was Kira on the bus? Select the number to make the sentence true. Kira was on the bus for **22** minutes.

15
22
37
52

418

FOR MORE PRACTICE:
Standards Practice Book

Copyright © The McGraw-Hill Companies, Inc.

Science: Food Web

1. grass and wildflowers
2. rabbit, mouse, snake, and hawk
3. rabbit and mouse
4. rabbit, mouse, and snake

2

“Prometheus Brings Life to Humans” (Possible Responses)

1. They eat raw meat; they live in caves.
2. Prometheus asks Zeus to share fire with humans.
3. Fire will keep humans warm; humans can use fire to cook meat.
4. a

Find Starting Times

Whitney went swimming in the ocean for 25 minutes. She finished swimming at 11:15 A.M. At what time did Whitney start swimming?

1 One Way Use a number line to find the starting time.

STEP 1 Find the time on the number line when Whitney finished swimming in the ocean.

STEP 2 Count back on the number line to subtract the elapsed time. Draw and label the jumps to show the minutes.

STEP 3 Write the times below the number line. Possible drawing and labels are given.



You jumped back to 10:50 A.M.

So, Whitney started swimming at 10:50 A.M.

Math Talk

Mathematical Practices

Explain how the problem on this page is different from the problem on page 419.

2 Another Way Use a clock to find the starting time.

STEP 1 Find the ending time on the clock.

STEP 2 Count back by fives for the elapsed time of 25 minutes. Write the missing counting numbers next to the clock.

So, the starting time is 10:50 A.M.



Share and Show



1. Use the number line to find the starting time if the

elapsed time is 35 minutes. 4:35 P.M.

Possible drawing and labels are given.



Possible explanation: label the ending time on the number line. Then count backward to subtract the elapsed time. Your jumps end at the starting time.

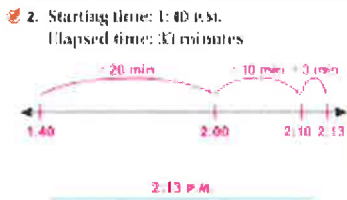
Math Talk

Mathematical Practices

Explain how to find the starting time when you know the ending time and the elapsed time.

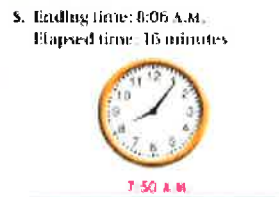
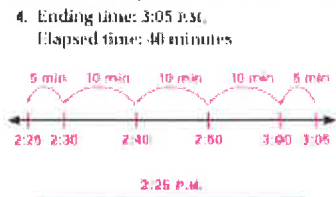
Name _____

Find the ending time. Possible drawing and labels are given.



On Your Own

Find the starting time. Possible drawing and labels are given.



Problem Solving • Applications

6. Suzi began fishing at 10:30 A.M. and fished until 11:10 A.M. James finished fishing at 11:45 A.M. He fished for the same length of time as Suzi. At what time did James start fishing? **Explain.**



11:05 A.M.; possible explanation: 10:30 A.M. until 11:10 A.M.

is 40 minutes; 40 minutes before 11:45 A.M. is 11:05 A.M.

Science: Energy to Live: Food Chains, Food Webs, and Energy Pyramids p.1 Producers and Consumers

- | | |
|--------------|--------------|
| a. producer | b. consumer |
| c. consumer | d. consumer |
| e. producer | f. producer |
| g. consumer | h. producer |
| i. omnivore | j. herbivore |
| k. carnivore | l. omnivore |
| m. herbivore | n. carnivore |
| o. herbivore | p. omnivore |

3

Spelling: Prefixes un-, re-, pre-, and dis-

- | | | | | |
|---------------|-------------|--------------|-------------|-------------|
| 1. dislike | 2. previous | 3. disappear | 4. resell | 5. rebuild |
| 6. unwrap | 7. unlucky | 8. preschool | 9. untied | 10. return |
| 11. disagreed | 12. prepaid | 13. unbeaten | 14. reprint | 15. precook |

Spelling: Prefixes un-, re-, pre-, and dis-

- A. 1. preschool 2. unlucky 3. disagreed
4. disappear 5. untied 6. unwrap
- B. Answers will vary.

Genre/Text Feature

1. It is meant to be performed by actors on stage.

2. from the bold names at the beginning of lines and from stage directions.
3. Seeing more of the world.

Vocabulary Strategy: Root Words

1. a
2. b
3. c

Name _____


Problem Solving • Time Intervals

Essential Question How can you use the number line to solve a problem?

PROBLEM SOLVING
Lesson 10.5

Measurement and Data—
3 MD-1, 4-O, 5-O, 7, 1-MD-2

MATHEMATICAL PRACTICES
MP.1, MP.3, MP.4, MP.6



Unlock the Problem

Zach and his family are going to New York City. Their airplane leaves at 9:15 A.M. They need to arrive at the airport 60 minutes before their flight. It takes 15 minutes to get to the airport. The family needs 30 minutes to get ready to leave. At what time should Zach's family start getting ready?

Read the Problem		
<p>What do I need to find?</p> <p>I need to find what time Zach's family should start getting ready.</p>	<p>What information do I need to use?</p> <p>the time the airplane leaves; the time the family needs to arrive at the airport; the time it takes to get to the airport; and the time the family needs to get ready.</p>	<p>How will I use the information?</p> <p>I will use a number line to find the answer.</p>

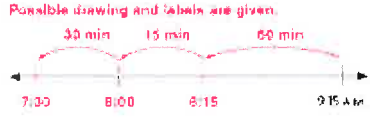
Solve the Problem

- Find 9:15 A.M. on the number line. Draw the jumps to show the time.
- Count back **60** minutes for the time they need to arrive at the airport.
- Count back **15** minutes for the time to get to the airport.
- Count back **30** minutes for the time to get ready.

So, Zach's family should start getting ready at **7:30** A.M.

Possible answers: start with 7:30 and count forward 30 min, 15 min, and 60 min, to get the time the airplane leaves, 9:15.

Possible drawing and labels are given.



Math Talk Mathematical Practices

How can you check your answer by starting with the time the family starts getting ready?

Chapter 10 423

Science: Energy to Live: Food Chains, Food Webs, and Energy Pyramids p.2

Producers and Consumers

a. producer	b. consumer
c. decomposer	d. producer
e. consumer	f. producer
g. consumer	h. decomposer
i. producer	j. consumer
k. consumer	l. consumer

Writing Traits: Sentence Fluency - Answers will vary.

Write to Sources

I believe both main characters learned the same lesson, that the most valuable things may not cost the most. King Midas seemed to love gold more than anything, even his daughter. When a stranger granted him a wish, he chose to be able to turn anything he touches into gold. This wish ended sadly when he touched his daughter and turned her into gold. That made him realize that he loved being rich, but having his daughter alive was more valuable to him than gold.

Carlos learned the same kind of lesson. Carlos thought he wanted an expensive bulldog puppy until he spent time working at an animal shelter. He learned that unwanted older animals can be just as special as expensive puppies. Carlos decided he would rather own Pepper the shelter dog than a bulldog puppy. In both stories, the main characters realized that just because something is more expensive, that doesn't mean it is better.

4. Possible answers: a, an, the; main, valuable, expensive, rich, unwanted, older, special, better

Grammar: Adjectives

1. Gramps has a brown horse.
2. Rex is the name of this big animal.
3. I am a good helper when I visit Gramps.
4. I take Rex out for long rides.
5. I feed Rex juicy apples.
6. Gramps lets me polish the heavy saddle.
7. In June I will help him paint the old barn.
8. Gramps let me pick out the new color.
9. I chose a bright red.
10. I think Rex will like that color.

Grammar: Articles

- | | | | | |
|--------|-------|--------|--------|---------|
| 1. the | 2. an | 3. a | 4. the | 5. the |
| 6. a | 7. a | 8. the | 9. an | 10. the |

Name _____

Share and Show



Unlock the Problem

- ✓ Circle the question.
- ✓ Underline important facts.
- ✓ Choose a strategy you know.

1. Patty went to the shopping mall at 11:30 a.m. She shopped for 25 minutes. She spent 40 minutes eating lunch. Then she met a friend at a movie. At what time did Patty meet her friend?

First, begin with 11:30 on the number line.

Then, count forward 25 minutes and 40 minutes.

Possible drawing and labels are given.

Think: I can break down the time into smaller amounts of time that make sense.



So, Patty met her friend at 12:35 P. M.

2. What if Patty goes to the mall at 11:30 a.m. and meets a friend at a movie at 1:15 p.m.? Patty wants to shop and have 45 minutes for lunch before meeting her friend. How much time can Patty spend shopping?

60 minutes, or 1 hour

3. Avery got on the bus at 1:10 p.m. The trip took 90 minutes. Then she walked for 32 minutes to get home. At what time did Avery arrive at home?

3:12 P.M.

On Your Own

4. **Problem** Kyle and Josh have a total of 64 CDs. Kyle has 12 more CDs than Josh. How many CDs does each boy have?

Kyle: 38 CDs; Josh: 26 CDs

© Houghton Mifflin Harcourt Publishing Company

Science: Food Chain

- | | | | |
|---------------|--------------|--------------|-------------|
| 1. food chain | 2. food web | 3. producer | 4. consumer |
| 5. decomposer | 6. carnivore | 7. herbivore | 8. omnivore |

5

Making an Inference from Literary Text - Topic: Sea Lions

Answers will vary.

5. Jamal spent 60 minutes using the computer. He spent a half hour of the time playing games and the rest of the time researching his report. How many minutes did Jamal spend researching his report?



30 minutes

6. **Problem Solving** When Caleb got home from school, he worked on his science project for 20 minutes. Then he studied for a test for 30 minutes. He finished at 4:35 p.m. At what time did Caleb get home from school?



3:45 p.m.

7. **Reasonable Answer** Miguel played video games each day for a week. On Monday, he scored 83 points. His score went up 5 points each day. On what day did Miguel score 103 points? **Explain** how you found your answer. **Friday:**

possible explanation: I added 5 until I got a sum of 103. Since

I added 4 fives, I counted 4 days after Monday to reach Friday.

8. **Problem Solving** When Laura arrived at the library, she spent 30 minutes reading a book. Then she spent 15 minutes reading a magazine. She left the library at 4:15 p.m.

Circle the time that makes the sentence true.

Laura arrived at the library at

3:20 p.m.

3:35 p.m.

5:10 p.m.

426

FOR MORE PRACTICE,
Standards Practice Book

© Harcourt, with material copyright by Pearson

Science: Food Chain Questions

- grass ----- (eaten by) \longrightarrow mouse ----- (eaten by) \longrightarrow owl
- Plants make their own food in their leaves. They use sun, air, and water to make their food.
- Yes, an animal can be both a predator and a prey. For example: A frog is a predator when it eats an insect. If a hawk eats the frog, it becomes prey.
- A grizzly bear is an omnivore. It eats nuts and berries (plants). It also eats fish (animals). A raccoon is also an omnivore. It might eat wildflowers (plants). It also eats crayfish (animals).



Compton USD

Learning Packet # 7

ELD

Grade 3

Name: _____

3rd Grade-ELD Learning Packet

TABLE OF CONTENTS

Week 8


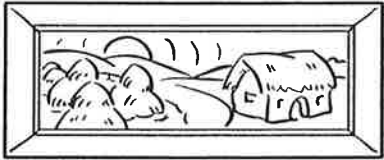




Day	Lesson	Date Completed
1	Vocabulary: Follow this steps: <ol style="list-style-type: none"> Say the word aloud Read the sentence aloud Write a sentence using each word. 	
	Vocabulary Strategy: Root Words. Read the information in the box. Then, complete items 1-3 following the directions given.	
	Prefixes/Roots in Related Words: Read the information in the boxes. Then, complete sections A (questions 1-5) and B (questions 1-5).	
2	Comprehension and Fluency: Read the literary passage: “ Prometheus Brings Fire to Humans ”. Answer questions in section A (1-34). Then, complete the table in section B.	
	Comprehension: Theme: Reread the passage “ Prometheus Brings Fire to Humans ”. Complete the Theme graphic organizer.	
3	Genre/Text Feature. Read the excerpts related to “ The Fall of Icarus ”. Then, answer questions 1-4 about the texts.	
	Writing Traits: Sentence Fluency. Read the Draft Model. Use the questions to help you to revise the draft. Then, revise the draft by creating sentence fluency with a combination of long and short sentences about something the writer values.	
	Write to Sources: Read the paragraph in the box. Then, follow the directions below to mark the text.	
4	Differentiated Text: Read the passage “ The Tired Travellers ”. Respond to the text using the sentence starters.	
5	Leveled Readers: Read the book “ The Naming of Athens ”. Then, complete the following tasks: <ul style="list-style-type: none"> Complete activities on page 16 Read the passage “The Perfect Present”, pages 17-19 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
alarmed	I was <u>alarmed</u> to find that my dog had chewed my shoe!	
possess	The museum wanted to <u>possess</u> the valuable painting.	
obsessed	During the summer I become <u>obsessed</u> with swimming.	
necessary	It is <u>necessary</u> to water the plants twice a week.	
anguish	Losing the contest caused her to feel <u>anguish</u> .	
reward	The <u>reward</u> for perfect attendance is a field trip to the state park.	

Copyright © McGraw-Hill Education

Name _____

A **root word** is the simplest form of a word. It helps you figure out the meaning of a related word. Look at the example in this sentence.

The sun has given the earth years of **illumination**.

The root word is *illuminate*. *Illuminate* means "to light up."
Illumination means "light."

Read each sentence below. Read the root word of the word in bold. Then circle the letter of the best definition of the word in bold.

1. People on Earth are **miserable**. They live in caves and eat raw meat.

root: misery

- a. unhappy b. thrilled

2. It is better if humans are cold and **uninformed**.

root: inform

- a. having no shape b. not having information

3. I only ask that you also help those less **fortunate** than you.

root: fortune

- a. having luck b. excited

Name _____

A prefix is a word part added to the beginning of a word to make a new word. The prefixes *un-* and *dis-* mean "not," *pre-* means "before," *re-* means "again," and *mis-* means "wrong."

A. Draw a line from each word to the correct meaning. The first one has been done for you.

- | | |
|------------|--------------------|
| 1. prepaid | a. not lucky |
| 2. resell | b. to lead wrongly |
| 3. unlucky | c. to not like |
| 4. mislead | d. paid before |
| 5. dislike | e. to sell again |

Words that share a common root or base word are called related words. For example, the words *rebuild*, *building*, and *builder* are related words because they share the common root *build*.

B. Read each pair of related words. Choose a word from the box that is the common root or base word for each pair of words. Write the word on the line. The first one has been done for you.

- | | | | |
|-------|-------------------|------------------|--------------|
| | 1. <u>unhappy</u> | <u>happiness</u> | <u>happy</u> |
| fold | | | _____ |
| view | 2. review | preview | _____ |
| like | 3. folding | unfold | _____ |
| kind | 4. kindness | unkind | _____ |
| happy | 5. alike | likable | _____ |

Copyright © McGraw-Hill Education

Name _____

Read the passage. Use the make predictions strategy to check your understanding as you read.

Prometheus Brings Fire to Humans

Cast:

1 Narrator | Prometheus | Zeus | Human 1 | Human 2

8 Scene 1

10 *Setting: Mount Olympus, home*
 14 *of the ancient Greek gods. Zeus*
 20 *sits on a throne. There is a fire*
 28 *roaring. Prometheus enters.*

31 **Zeus:** Prometheus! Welcome!
 34 I trust everything is good.

39 **Prometheus:** I am afraid not,
 44 Lord Zeus. People on Earth are
 50 miserable. They live in caves and
 56 eat raw meat. They die of cold
 63 and starvation in the winter. Would you share fire with them?

74 **Zeus:** Absolutely not! With fire, they might become like
 83 the gods. They could force us from our kingdom. It is better
 95 if humans are cold and uninformed. That way the gods are
 106 unthreatened.

107 **Prometheus:** *(under his breath)* But I am not a god. If you will
 120 not help them, I will! *(he exits)*



Name _____

Scene 2

Narrator: (Voice over) Prometheus wanted to help the humans. He traveled to a far away place to find the morning sun. He took some of the fire that lights the sun. Then he quickly went back to share it with the humans he knew.

Setting: Prometheus is standing outside of the humans' cave. He speaks to a few people wearing furs.

Prometheus: Look! *(he points to a fire on the ground)* I have brought you fire, the secret to empowerment! This will change your lives! You can cook meat with fire. It will keep you warm and help you see the world. When you are warm and well fed, it is much easier to do anything you want! I only ask that you also help those less fortunate than you.

Narrator: The humans agreed to what Prometheus wanted of them. They knew it was important to him that they lead better lives. So, they began the slow process of bringing about a world in which they could live in happiness without suffering.



Name _____

A. Reread the passage and answer the questions.

1. What problems does Prometheus see with human life?

2. What does Prometheus ask Zeus to do?

3. According to Prometheus, what can humans do with fire?

4. What is the theme of this story? Circle the letter of your answer.

- a. It is good to help those who are less fortunate.
- b. It is best not to challenge authority.
- c. Great suffering eventually leads to happiness.

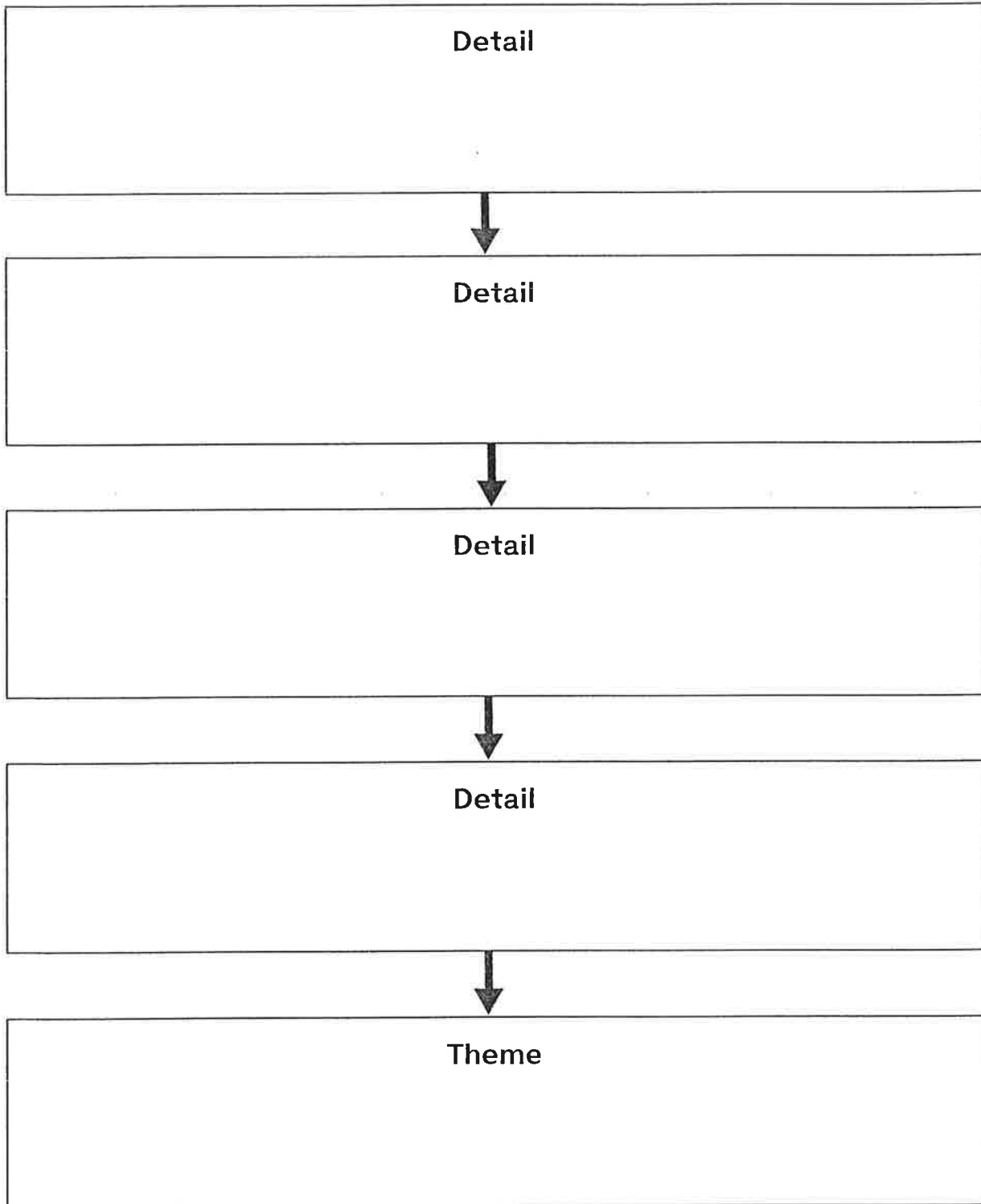
B. Work with a partner. Read the passage aloud. Pay attention to expression. Stop after one minute. Fill out the chart.

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

Copyright © McGraw-Hill Education

Name _____

Read the selection. Complete the theme graphic organizer.



Copyright © McGraw-Hill Education

Name _____

Scene 3: The Fall of Icarus

An evil king had locked Daedalus and his son, Icarus, in his castle. Daedalus made wings out of feathers and wax. Daedalus and Icarus used the wings to escape from the king's island. Now they are flying above the sea. Icarus flies a little higher than Daedalus.

DAEDALUS: Fly close to me, Icarus. We need to be careful and get home safely.

ICARUS: But I want to use the wings, Father! I want to see the sun up close!

DAEDALUS: If you fly too high, the sun will melt the wax in your wings!

ICARUS: Don't worry, I'll be careful. I'll fly lower if the wax melts.

DAEDALUS: You'll fall if the wax melts! Come down now!

ICARUS: *Flying higher.* I can see every island in the sea! *His wings start to melt.*

DAEDALUS: *Shouting.* Icarus! You're going to fall!

Answer the questions about the text.

1. A drama is a play. It is written so that readers can perform it. Which words tell who is saying a line?

2. Which words tell how to read the words and what to do?

3. Why is Daedalus worried about Icarus?

4. Why does Icarus fly so high?

Name _____

A. Read the draft model. Use the questions that follow the draft to help you vary sentence lengths.

Draft Model

My apron is important to me. My mother wore it when she was a girl. I wear it now when I am spending time with my mother, just like she did.

1. How could the writer combine the first and second sentences?
2. What short fourth sentence could the writer add after the long third sentence to vary the rhythm?
3. Can any of the sentences be deleted?
4. How might you improve the rhythm of the writing? How might you vary sentence length?

B. Now revise the draft by creating sentence fluency with a combination of long and short sentences about something the writer values.

Copyright © McGraw-Hill Education

Name _____

The student who wrote the paragraphs below used text evidence from two different sources to answer the question: *In your opinion, what is the lesson the main characters from both texts learned?*

I believe both main characters learned the same lesson, that the most valuable things may not cost the most. King Midas seemed to love gold more than anything, even his daughter. When a stranger granted him a wish, he chose to be able to turn anything he touches into gold. This wish ended sadly when he touched his daughter and turned her into gold. That made him realize that he loved being rich, but having his daughter alive was more valuable to him than gold.

Carlos learned the same kind of lesson. Carlos thought he wanted an expensive bulldog puppy until he spent time working at an animal shelter. He learned that unwanted older animals can be just as special as expensive puppies. Carlos decided he would rather own Pepper the shelter dog than a bulldog puppy. In both stories, the main characters realized that just because something is more expensive, that doesn't mean it is better.

Reread the passage. Follow the directions below.

1. **Draw a box** around the sentence that states the writer's opinion.
2. **Circle** an example of two sentences that were combined into one longer sentence with a linking word.
3. **Underline** details about Carlos that support the writer's opinion.
4. **Write** an example of an article and an example of an adjective on the line.



Essential Question

How do you decide what's important?

Use Graphic Organizer 126 to take notes while you read.

The Tired Travelers

Myth

An old man and an old woman lived a long time ago in Greece. The old couple didn't have many **possessions**, but they were very happy.

One day, the man looked out the window and saw two tired travelers.

The old woman said, "Those travelers look hungry and tired. But can we **afford** to give them our food? We do not have great wealth."

The two old people talked about it. They decided that being kind and helping others was more important than money or food. The old man opened the door and smiled.

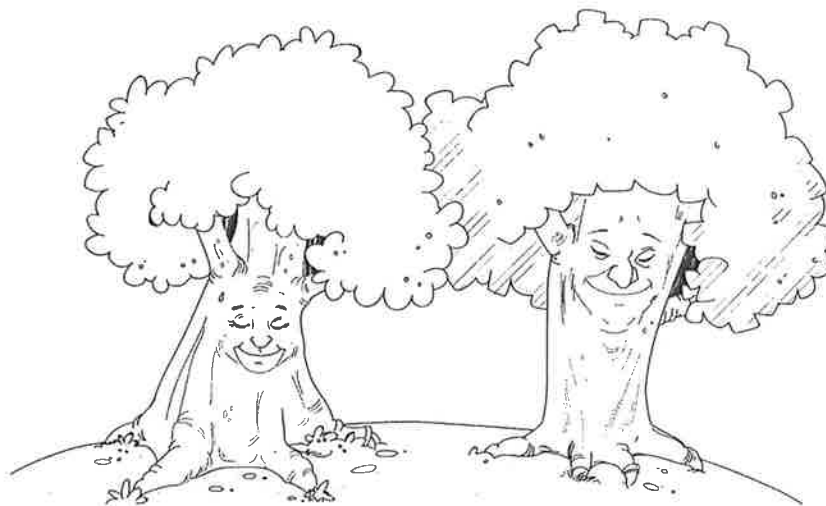
"Come in and sit down," he said.

The old man poured cool drinks for the travelers. The old woman gave them bread, butter, and her last piece of cheese.

After they ate, the travelers said, "It is time for you to know the truth. We are not poor travelers. We are the gods Zeus and Hermes!"

Zeus said, "I will give you a reward because you were kind to us. I know you love and **value** each other, so I will let you stay together forever."

Years later, the old man and the old woman came to the end of their lives. Zeus turned them into two beautiful trees growing together.



Respond to the Text

Name _____

Read the text. Use Graphic Organizer 126 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. Explain the problem the old couple has.


The old couple wants to _____ but they
_____.

2. Discuss why the husband and wife decide to help the travelers.

They decide that _____
_____.

3. Describe how the old man and old woman help the travelers.

The old man and old woman give _____
_____ to the travelers.

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

How do the old man and old woman decide what is important?

The old couple has to decide _____
_____.

The old man and old woman do not _____.

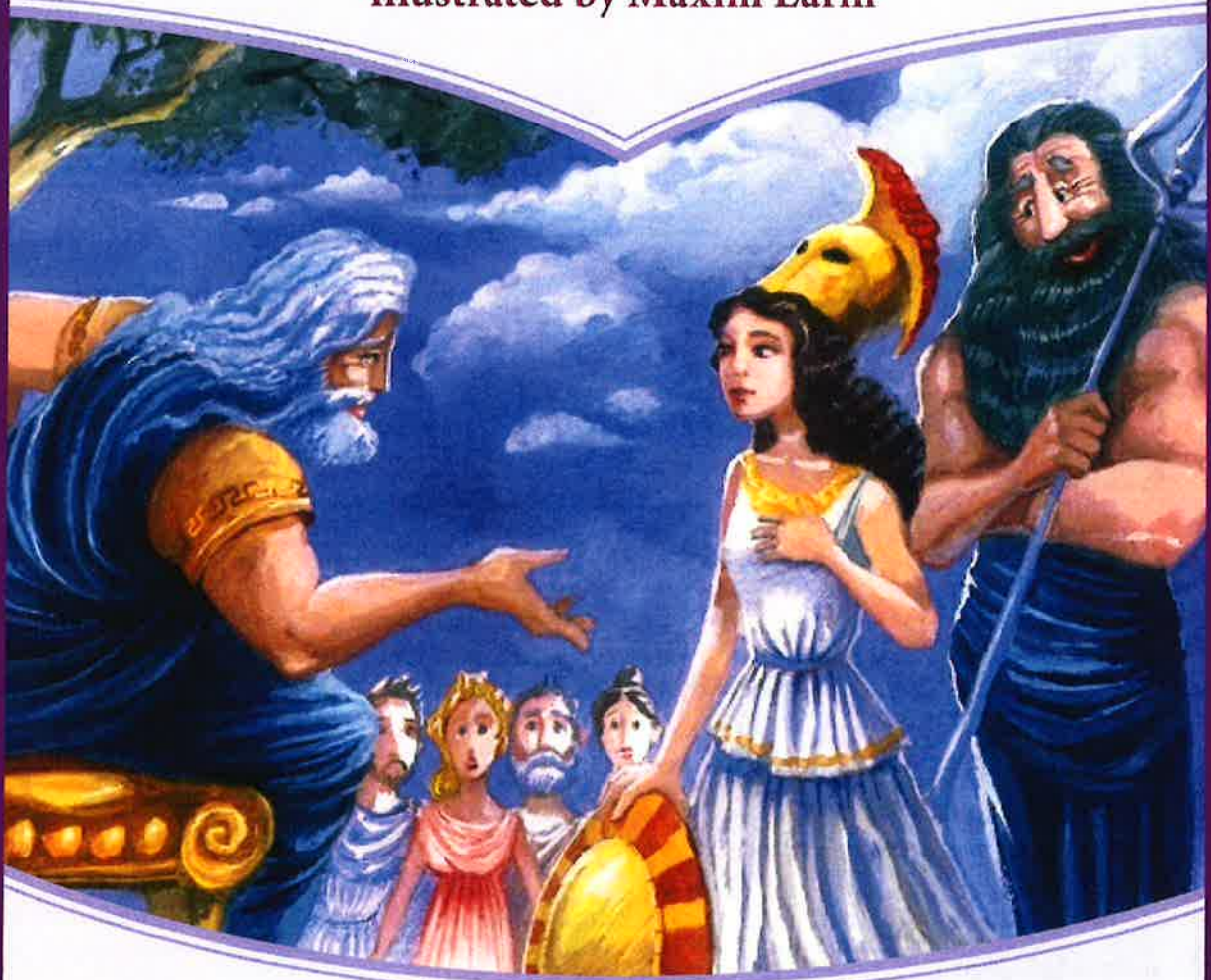
They _____ and decide that _____
_____.

Drama

THE NAMING OF ATHENS

A PLAY

by Dawn McMillan
illustrated by Maxim Larin



Mc
Graw
Hill
Education

PAIRED
READ

The Perfect Present

STRATEGIES & SKILLS

Comprehension

Strategy: Make Predictions

Skill: Theme

ELL Vocabulary

beginnings, miracle

Vocabulary

alarmed, anguish,
necessary, obsessed,
possess, reward,
treasure, wealth

Word count: 1,253

mheducation.com/prek-12



Copyright © 2014 McGraw-Hill Education

All rights reserved. No part of this publication may be reproduced or distributed in any form or by any means, or stored in a database or retrieval system, without the prior written consent of McGraw-Hill Education, including, but not limited to, network storage or transmission, or broadcast for distance learning.

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

ISBN: 978-0-02-118606-8
MHID: 0-02-118606-5

Printed in the United States of America.

9 10 11 12 13 DOC 22 21 20 19 18

E



Essential Question

How do you decide what is important?

THE NAMING OF ATHENS

A PLAY



by Dawn McMillan
illustrated by Maxim Larin

Characters 2

Scene One

The New City 3

Scene Two

The Gods' Gifts 8

Respond to Reading 16

**PAIRED
READ**

The Perfect Present 17

Focus on Genre 20

THE NAMING OF ATHENS

Characters

Reader

Cecrops, a half-man, half-serpent, who will be the king of the new city

Gods and Goddesses of Olympia, including:

Zeus, king of the gods

Poseidon, god of the sea

Athena, goddess of wisdom

Citizen One

Other Citizens

List of Props

Poseidon's trident, a large rock, water jars, an olive seed, an olive tree



Scene One

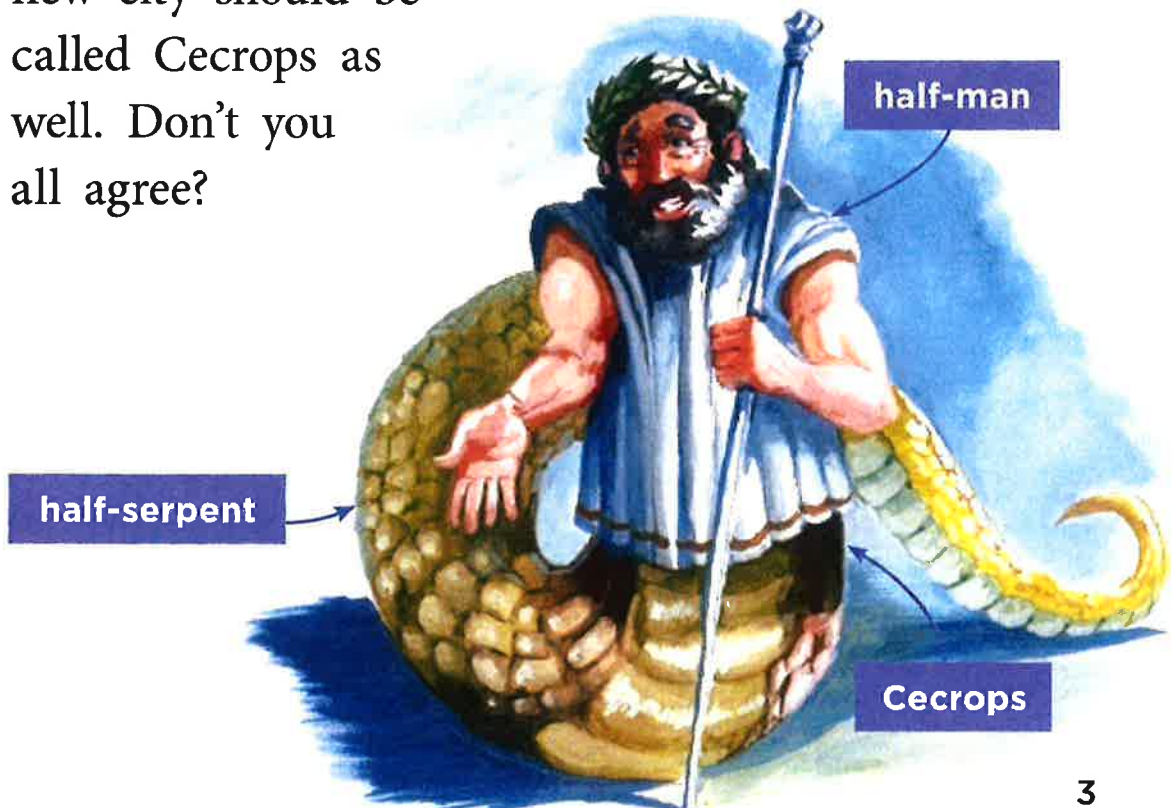
The New City



On a rocky hilltop in ancient Greece

READER: Athens was the most powerful city in ancient Greece. The people of Athens had a civilization that is still admired today. This is how the city got its name.

CECROPS: *(to the gods and goddesses)* Gods and goddesses, look at the beautiful land below us. I've named the land after myself, Cecrops. Now I see the beginnings of a wonderful new city. The new city should be called Cecrops as well. Don't you all agree?



GODS AND GODDESSES: (*together*) No! No!

We want to name this new city after one of us.

Call it after me!

No, me!

The city should have *my* name.

I'll name the city.

POSEIDON: Listen, my friends! The city should have my name. I am Poseidon, god of the sea.

Everyone knows how powerful the ocean is.

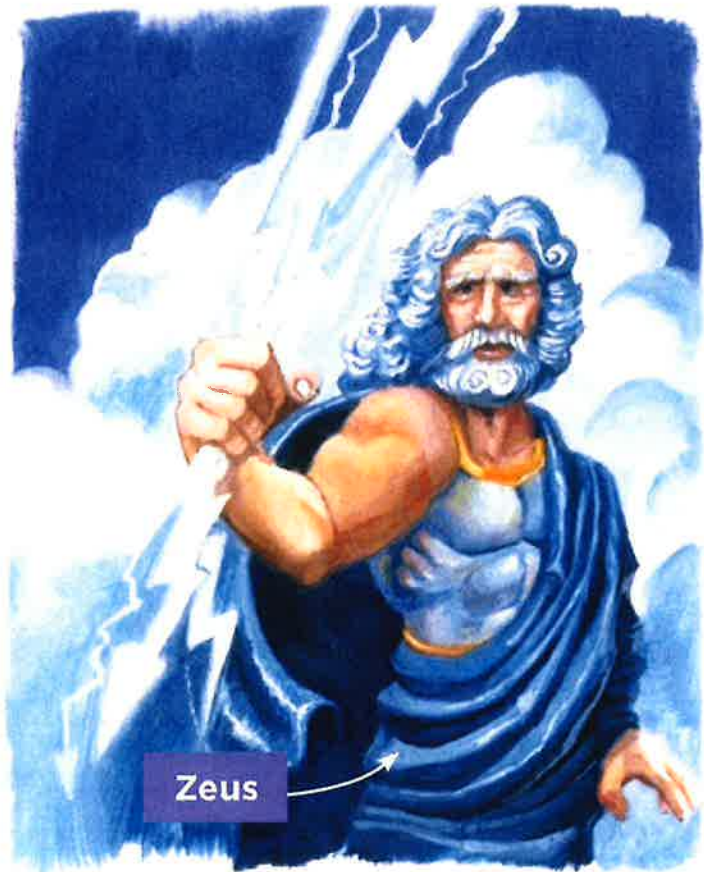
This city is surrounded by ocean water. The city should be called Poseidon!



ATHENA: Poseidon, I can see that you are obsessed with the idea of the city having your name. But I don't think it's a good idea. The ocean can be wild and angry. The city should have a quieter name, like mine. I am the goddess of wisdom. The people in our new city will need to be wise.

POSEIDON: That is nonsense! I...

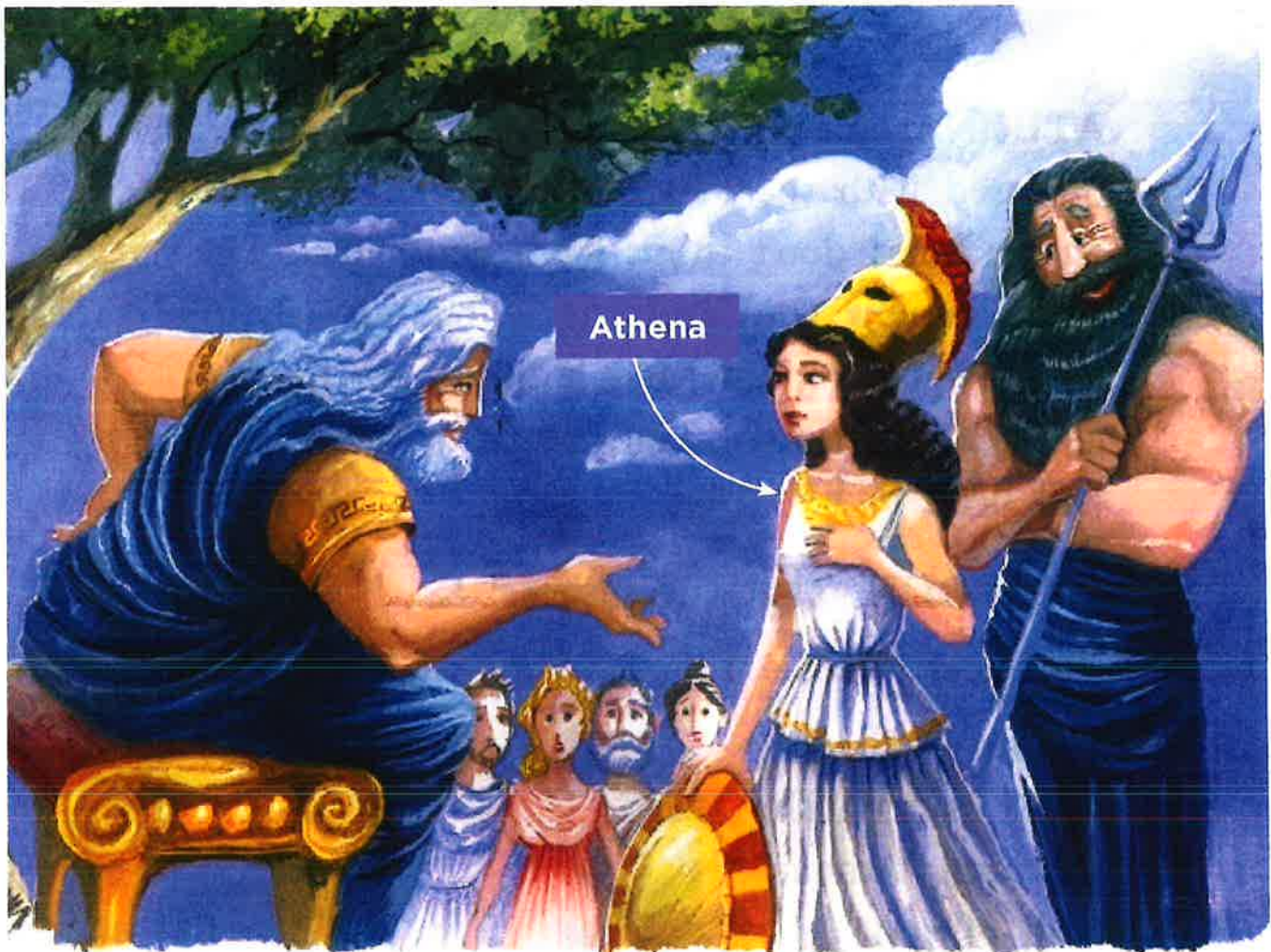
ZEUS: Wait!
Arguing will only bring us anguish. Poseidon, Athena, both of you deserve to have the city named after you. I need to find a way to decide between you. I will ask the thunder to help me.



Thunder rolls.

**Language
Detective**

New is an adjective. Find another adjective on this page.



ZEUS: Gods and goddesses, do not be alarmed! The thunder speaks great wisdom. Poseidon and Athena, you will each bring a gift for the city. Tomorrow we will all meet here again. Bring us the best gift, and the city will be named after you.

GODS OF OLYMPUS: *(together)* Good idea! Bring us your gifts. Tomorrow we will decide.

ZEUS: I think it's necessary for the citizens of the new city to see Poseidon and Athena's gifts. I will send a rainbow to lead them here.

GODS OF OLYMPUS: Yes!

Of course!

The citizens must agree!

Fair enough!

The citizens must decide!

ZEUS: See you tomorrow, then.



STOP AND CHECK

How will Zeus decide who the city will be named after?

Scene Two

The Gods' Gifts



READER: The next day, the citizens of the city and the gods of Olympus gathered together.

CECROPS: Welcome! Welcome, everyone! Hello, Zeus. Here, sit by me. It is a good morning. Just a little rain earlier, to help make your rainbow. Now the sun is shining brightly. It is a good day for deciding the name of our new city.

ZEUS: Greetings, all. Gods, goddesses, and citizens... We are here to see the gifts that Poseidon and Athena have brought for our city. Poseidon will present his gift first. Welcome, Poseidon!

Poseidon steps forward and bows. Everyone claps.

POSEIDON: I possess great powers. See the magic that happens when I strike this rock!

Poseidon marches forward and strikes a large rock with his trident, then turns to face the citizens.

Look at the water coming from the rock!
Citizens of the new city, I bring you a source of water that will never dry up! Your crops will not dry up and die in the hot summer sun. You will never go thirsty. This gift is a miracle. It is what the city needs!

CITIZEN 1: Is it fresh water?

POSEIDON: Of course! It is fresh, clean water. Taste it for yourselves!

CITIZEN 1: This water tastes terrible! It's salty,
like the sea!

CITIZENS: (*tasting the water*)

Dreadful!

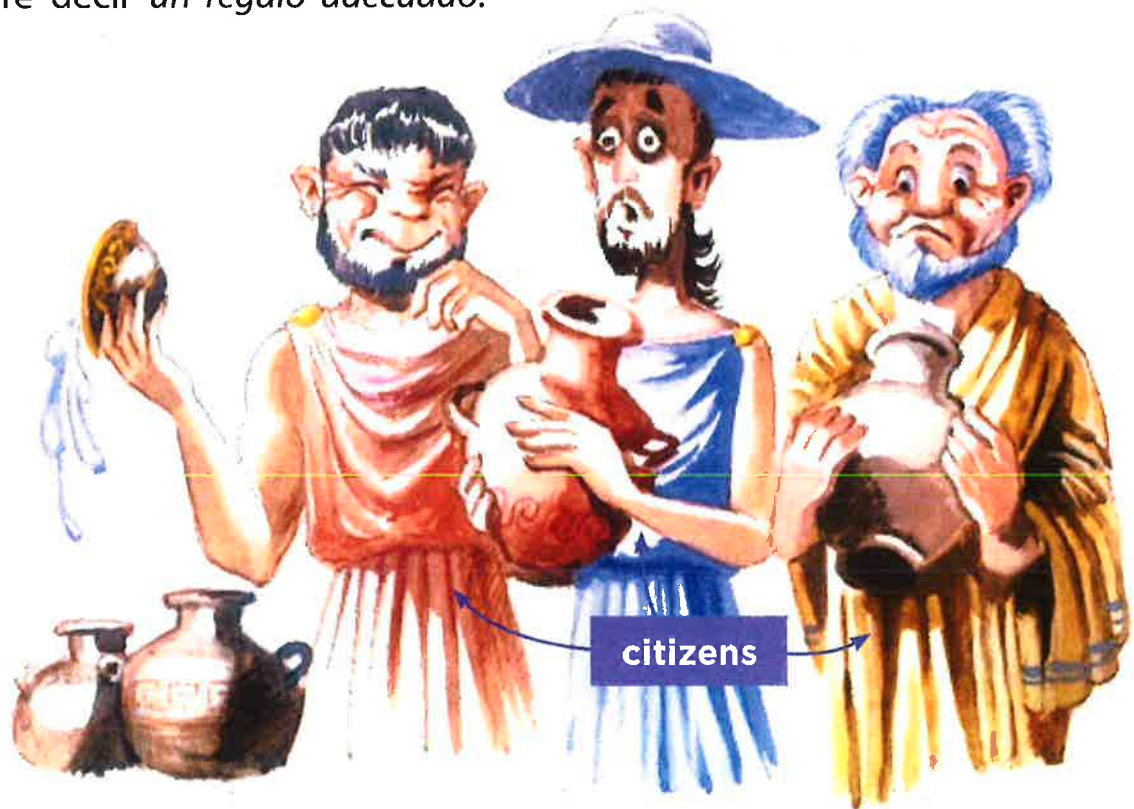
Disgusting!

We cannot drink this water!

CITIZEN 1: Poseidon, we can't drink seawater.
This will not do! This water is not a suitable gift
for our city.

*The citizens shake their heads and pour the water
from their jars.*

In Other Words appropriate
present. En español, *suitable gift*
quiere decir *un regalo adecuado*.



CECROPS: Indeed, it will not do!

ZEUS: Poseidon, your power as god of the sea is too strong. Strike the rock again and stop the flow of this salty water!

Poseidon strikes the rock. Then he leaves the stage angrily.

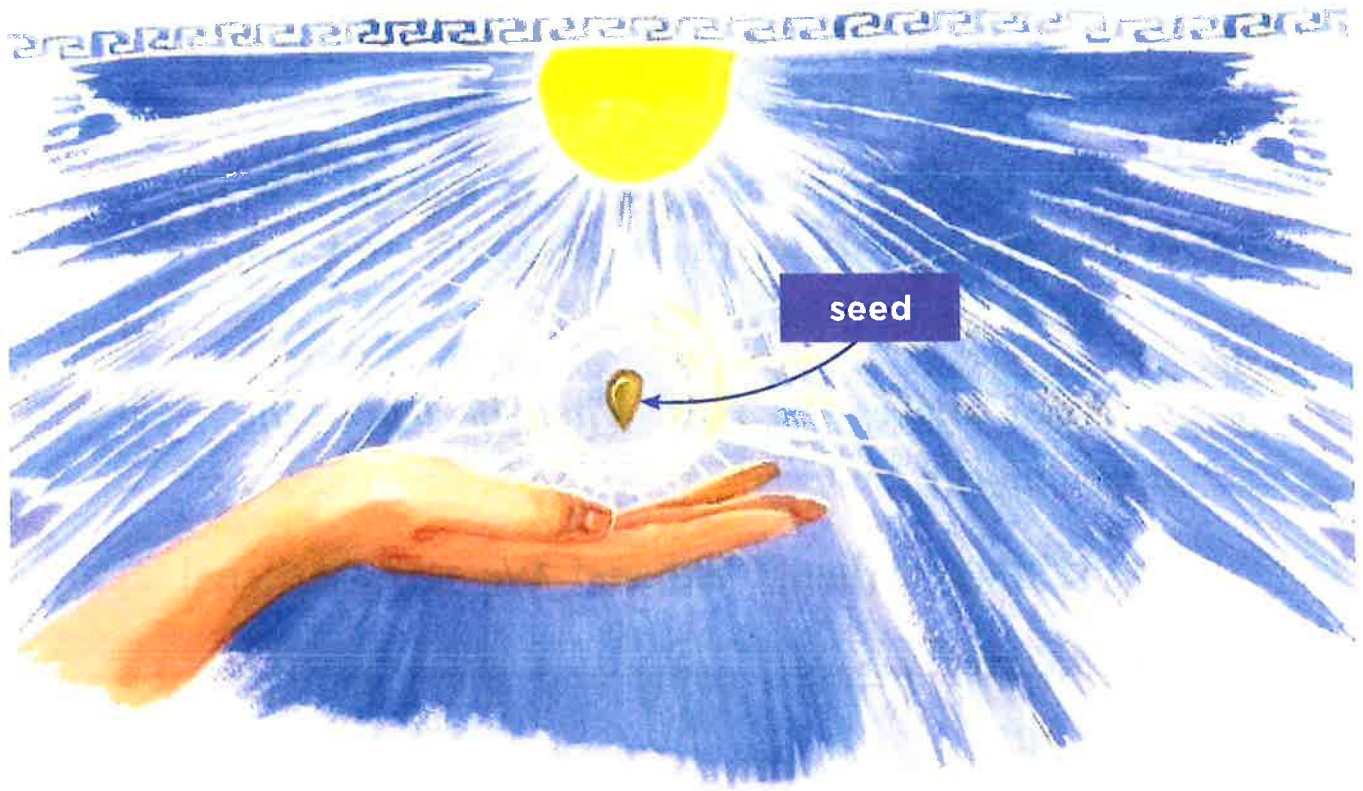
CITIZENS: Athena! Athena! We want Athena!

ZEUS: Yes. Athena, come and show us your gift.

Athena comes to stand in front of the citizens, gods, and goddesses. Everyone is excited to see what Athena will bring.

ZEUS: *(looking confused)* Where is your gift, Athena?

Athena opens her hand to show an olive seed. She turns to face the citizens.



ATHENA: Here is my gift for your city. This olive seed will give you food and oil to cook with. This seed will give you firewood to keep you warm in winter. These things are necessary for a good life in our new city. Watch as I plant this seed.

The citizens, gods, and goddesses gather around as Athena plants the seed in the ground.

ATHENA: See how the seed grows!

An olive tree prop is pushed onto the stage.

**Language
Detective**

This is a limiting adjective. Can you find another one on this page?

GODS AND GODDESSES: It is a miracle!

CITIZENS: Incredible!

Everyone claps.

CITIZEN 1: This is a gift we need. It will bring our city wealth. Athena, we will name the city after you.

CITIZENS: Athena! Athena! Athena!



ZEUS: Our problem is solved. Cecrops, announce the name of the new city.

CECROPS: Athena, naming the city after you is a great reward for bringing us such a perfect gift! Our new city will be named Athens. We will build beautiful temples and present you with treasure. Our new city is to be called Athens!

CITIZENS: (*dancing around*) Athens! A great name for a new city!

Athena bows, and everyone applauds.

STOP AND CHECK

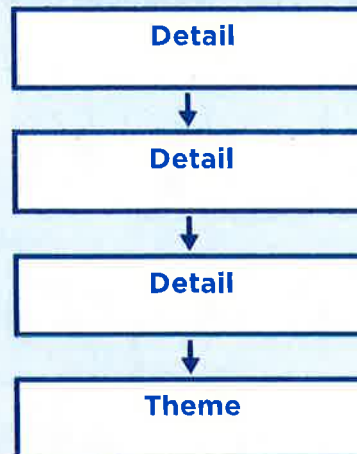
Why was Poseidon's gift rejected by the citizens and the gods?



Respond to Reading

Summarize

Use details from *The Naming of Athens* to summarize the story. Your graphic organizer may help you.



Text Evidence

1. How can you tell *The Naming of Athens* is a play and a myth? List two things that are special about this kind of text. **GENRE**
2. What did the citizens think of the gifts Poseidon and Athena chose for the citizens?
THEME
3. Find the word powerful on page 4. What is the root word of powerful? What do you think the word means? **ROOT WORDS**
4. Write a new ending to the play in which Poseidon was the winner. What would be different? **WRITE ABOUT READING**

Compare Texts

Read how Luke finds a perfect present for his mother.

The Perfect Present

The day before Mom's birthday, I went to the mall with my dad.

"I haven't got a clue what to buy for your mother!" Dad said.

I sighed and said, "I don't know what to get either. I've got \$5.50. I can't get too many things with my amount of money."

Dad bought a shirt for Mom. I looked in all the shops, but I couldn't find anything. I thought about making a card and buying Mom a bar of soap.

In Other Words I don't know. En español, *I haven't got a clue* quiere decir *no tengo ni remota idea*.

Illustration: Soledad Otero



On the way home, we went to the grocery store. I found a better present for Mom. I could afford strawberries! Strawberries were my mother's favorite fruit.

Before we left, I paid for the strawberries. At home, I hid the strawberries in my room. I made Mom a beautiful birthday card shaped like a strawberry.

The next morning, I washed the strawberries and put them in a bowl. Then I opened the bedroom door.

"Happy Birthday, Mom," I said. I gave her the strawberries and the card.



Mom sat up. “Strawberries are my favorite! And what a beautiful card!” said Mom.

“Eat your strawberries, Mom, and I’ll bring you some coffee,” I said. Then I saw Dad’s hand move.

“Watch out, Mom!” I yelled. “Dad is after your strawberries!”

Mom laughed. “If Dad helps you make the coffee, I might give him one strawberry,” she said.

Dad and I made coffee in the kitchen. Dad said, “You got your mother a great present.”

I was really happy I had found something special for my special mom.



Make Connections

In *The Perfect Present*, how did Luke decide what to buy for his mother? **ESSENTIAL QUESTION**

What helps the citizens in *The Naming of Athens* and Luke in *The Perfect Present* get what they want? **TEXT TO TEXT**

Focus on Genre

Plays A play is a story that is written to be performed rather than read. The people that perform in a play are called actors. Sets show the audience where the action is taking place. Props, such as the olive tree in *The Naming of Athens*, also help make the story come alive.

Read and Find In *The Naming of Athens*, the names of the characters are written in upper case and bold. A colon separates the name of the character from the words that the character speaks. The stage directions are written in italics. These directions tell the characters what to do.

Your Turn

Imagine if Apollo, the god of the sun, also entered the competition in the play. What gift might he have offered? Write another scene for *The Naming of Athens*. Remember to use text features to show which character is speaking and what the character is saying and doing.

Fiction

Thinkmark

Plot

What is *The Naming of Athens* mostly about?

What is *The Perfect Present* mostly about?

Author's Purpose

Why do you think the author wrote *The Perfect Present*?

Characters

Who are the main characters in *The Naming of Athens*?

Who are the supporting characters?

Setting

Where is *The Naming of Athens* set?

Treasures

GR O • Benchmark 34 • Lexile NP

WondersMHE.com

Mc
Graw
Hill
Education

MHID 0-02-118606-5
978-0-02-118606-8

EAN



9 780021 186068



99701

3.6.1

3rd Grade-ELD Learning Packet

ANSWER KEY

Week 8

Day	Lesson
1	Vocabulary: Model: <ul style="list-style-type: none">• Open response
	Vocabulary: Homophones. <ol style="list-style-type: none">1. a2. b3. a
	Prefixes/Roots in Related Words: A. 1. d 2. e 3. a 4. b 5. c B. 1. happy 2. view 3. fold 4. kind 5. like
2	Comprehension and Fluency: A. <ol style="list-style-type: none">1. People on Earth are miserable. They live in caves and eat raw meat. They die of cold and starvation in the winter.2. If he would share fire with people.3. With fire, humans can cook meat and keep warm.4. a B. Open response
	Comprehension: Theme: Reread the passage “Prometheus Brings Fire to Humans” . Complete the Theme graphic organizer. <ul style="list-style-type: none">• Open response
3	Genre/Text Feature. <ol style="list-style-type: none">1. The names in capital letters at the beginning of the lines.2. The words in italic3. He is flying too high and the sun will melt the wax in his wings.4. He can see every island in the sea.
	Writing Traits: Sentence Fluency A. Possible responses: <ol style="list-style-type: none">1. My apron is important to me because my mother wore it when I was a girl..2. Open response3. No4. Open response B. Open response
	Write to Sources: Questions 1-4: Open response
4	Differentiated Text: “The Tired Travelers” <ol style="list-style-type: none">1. They want to give food to the poor travellers but they cannot afford to give them their food.2. They decided that being kind and helping others was more important than money and food..

	<p>3. The old man and the old woman give cool drinks, bread, butter, and their last piece of cheese to the travelers..</p> <p>Write: Open response</p>
<p>5</p>	<p>Leveled Readers: Read the book “The Naming of ATHENS”.</p> <p>Summarize: Open response.</p> <p>Text Evidence:</p> <ol style="list-style-type: none"> 1. r It is a play because there is a list of characters and props. Evidence A list of characters and props needed appears on page 2. 2. Poseidon gives the people water. Athena gives them food and warmth through the olive tree. These are the necessities of life. Evidence Poseidon presents his gift of water as what the city needs on page 9. Athena presents her gift on page 12. 3. The word wisdom has the root word wise. Evidence The word wisdom appears on page 5, along with the root word wise. 4. Responses will vary but students might say the message of the play is that the best gifts are those that help people live a good and healthy life. Poseidon’s gift was water from the sea. The sea helps people to live because they can eat fish that live in the sea. They can travel on the sea. Poseidon could explain how the sea helps people to live. <p>READ THE PASSAGE: “The Perfect Present”</p> <ol style="list-style-type: none"> A. Focus on Science--Open response B. Thinkmark -- Open response