



# Compton USD Learning Packet #8

Third Grade

Name \_\_\_\_\_



# 3rd Grade Learning Packet

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	Social Studies: Read "Life in the American Colonies" Page 2	
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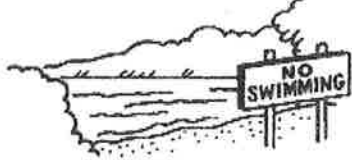


#### Recommended Online Usage

<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 \_\_\_\_\_

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
argue	I do not want to <u>argue</u> about which sport is best.	
astonished	I was <u>astonished</u> to receive a kitten on my birthday!	
complained	She <u>complained</u> about the very cold weather.	
forbidding	Why are they <u>forbidding</u> us from swimming?	
relief	A glass of ice water always provides <u>relief</u> on a hot day.	
stranded	What would it be like to be <u>stranded</u> on an island?	

Name \_\_\_\_\_

forecast

relief

forbidding

stranded

argue

astonished

conditions

complained

**A. Read each clue below. Then find the vocabulary word on the right that matches the clue. Draw a line from the clue to the word.**

1. surprised

a. forbidding

2. not allowing

b. argue

3. comfort

c. complained

4. in a helpless position

d. astonished

5. expressed unhappiness

e. relief

6. the state something is in

f. conditions

7. statement that tells what  
may happen

g. stranded

8. disagree

h. forecast

**B. Choose two vocabulary words from the box above. Use each word in a sentence of your own.**

9. \_\_\_\_\_  
\_\_\_\_\_

10. \_\_\_\_\_  
\_\_\_\_\_

Name \_\_\_\_\_

# Hour Before and Hour After

**Essential Question:** How do you tell the time 1 hour before and 1 hour after a given time?

## Model and Draw

For these times, the minute hand points to the same place. The hour hands point to different numbers.

The time is 8:00.



The hour hand points to 8.

1 hour before

7:00

The hour hand points to 7.



1 hour after

9:00

The hour hand points to 9.



## Share and Show



Write the time shown on the clock. Then write the time 1 hour before and 1 hour after.

1.



\_\_\_\_\_   
 1 hour before   
 \_\_\_\_\_   
 1 hour after

2.



\_\_\_\_\_   
 1 hour before   
 \_\_\_\_\_   
 1 hour after

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**Math Talk** How are the hands on a clock that shows 8 o'clock the same as the hands on a clock 1 hour after? How are they different?





## The Jamestown Settlement

The Jamestown was the first permanent English settlement in the new World. It was named after King James the first. It was founded on May 13, 1607 in the state of Virginia. IN 1696 English Entrepreneurs set sail with a chartered from the Virginia Company of London to establish a colony in the new World. The voyage lasted a total of five months on three ships named *The Discovery*, *the Godspeed*, and *Susan Constant* with Captain Christopher Newport in charge of all three. They hit land in April 1606 at a place called cape Henry. They then started exploring what is now present day Hampton Roads and a Chesapeake Bay outlet in which they named James River in honor of their king back in England.



On May 14, 1607 Captain Edward Wingfield , who was elected president of the governing council the day before, selected Jamestown island on the James River as a good location for their new settlement. Jamestown was 40 miles inward from the Atlantic Ocean. The island was swampy and isolated from outsiders and settlers saw this as an advantage. For years ships were brought in with supplies the settlers needed to survive. In 1614 John Rolfe began to successfully harvest tobacco which caused them to expand their planting lands into land that belong to the Indians that were there. He later married Pocahontas, daughter of Chief Powahtan bringing years of peace between the Indians and the Settlers.

Questions:

1. What was the first English Settlement in the New World?

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2. Who was this new settlement named after?

---

3. Name the three ships who set sail to America.

---

4. What did the settlers name the Chesapeake Bay outlet and why?

---

5. Who was captain and later elected president of the governing counsel?

---

6. How far was Jamestown from the Ocean?

---

7. What crop was first harvested by John Rolfe?

---

8. Who did John Rolfe marry?

---

Name \_\_\_\_\_

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

## Too Warm for Wheat

I live on a farm in the Middle Colonies. I was born here.

13 My family came here from England, though. I often ask Father  
24 why they moved here. He's happy to tell me the story. My family  
37 left all they knew to start a new life here. Father says that the  
51 weather helped them decide where to live.

58 My father likes to try new things. Mother says Father is at  
70 sixes and sevens if he isn't trying something new. He doesn't  
81 know what to do with himself! So when my Uncle Charles moved  
93 to New England, Father decided to move, too. A new place would  
105 mean adventure and a new life.

111 My family lived with Uncle Charles for a while. Uncle Charles  
122 was a fisherman in New England. Since it was so cold in the  
135 winter, it was hard to have a farm. The soil was rocky. It was  
149 covered in snow for months at a time, too. It was easier for them  
163 to fish than to grow food. They could trade the fish for other food.

Name \_\_\_\_\_

Father tried his hand at fishing. He did not have much luck. He did not like being on the boat! He must not have had sea legs. After thinking about it, he knew he wanted to be a farmer. He knew people from the Middle Colonies had farms. It sounded like the life he and Mother wanted.



After sleeping on it and giving it a lot of thought, my parents bought a farm in the Middle Colonies. The weather there was warmer than in New England. Better weather meant better farming. My family grew grains on the farm. In fact, the Middle Colonies are called the Bread Basket. My family could not have had such a grain farm in New England. It was too cold. Warmer weather led my family to the life they wanted.

The farm did well. My mother even opened a bakery in town. Soon after that, I was born. I've been helping on the farm and in the bakery ever since I can remember. The weather affected where my family lived. We could not have the same life up north. Our life is the best life I can think of—it takes the cake! I know my parents made the right choice.

Name \_\_\_\_\_

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

**1. In paragraph 1, what does the narrator say helped the family decide where to live?**

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**2. Why are there so many fishermen in New England?**

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**3. What is the theme of this story? Circle the letter of the best answer.**

- a. Everyone should try moving to a new country.
- b. It is easier to go fishing than to grow grains.
- c. Finding what you like is important to being happy.

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

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



## On Your Own

Write the time shown. Then write the time 1 hour before and 1 hour after.

3.



\_\_\_\_\_

1 hour before

\_\_\_\_\_

1 hour after

4.



\_\_\_\_\_

1 hour before

\_\_\_\_\_

1 hour after

5.



\_\_\_\_\_

1 hour before

\_\_\_\_\_

1 hour after

6.



\_\_\_\_\_

1 hour before

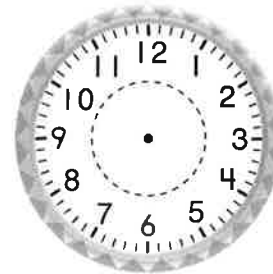
\_\_\_\_\_

1 hour after

## Problem Solving

Real World

7. Tim feeds the cat 1 hour after 7:00. Draw the hour hand and the minute hand to show 1 hour after 7:00. Then write the time.



Tim needs to feed the cat at \_\_\_\_\_.



**TAKE HOME ACTIVITY** • Ask your child what the time will be 1 hour after 3:30. What time was it 1 hour before 3:30? Have your child tell you how he or she knows.





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

# Life in the American Colonies

By Anita Kim Venegas

Imagine sailing across the Atlantic Ocean in the early 1600s. With hopes of owning land and religious freedom, people sailed for 60 days or more. Babies cried, food rotted, sailors shouted, and families waited on deck to catch sight of the New World.

"Land!" someone shouted and everyone looked west to the horizon. Parents lifted their small children to look over the rail. The long journey was about to end. Stepping cautiously onto the rocky shores, families

noticed endless forests and wilderness. People needed food, fresh water, shelter, and safety. Men chopped trees for timber to build log shelters, women searched nearby for edible plants while children chased one another.



**Painting depicting the James Fort construction in May-June 1607.**

The first attempt at colonization in 1607 was a failure.

Settlers in Jamestown were met with unfriendly Native Americans as well as a lack of fresh water. A second settlement in present-day Massachusetts became the setting and story of Thanksgiving. Colonists were fortunate to find fields ready for planting and a helpful Native American named Squanto to teach them to plant corn, beans, and squash. Even so, nearly half of the settlers died before the winter of 1620 ended. These first two settlements focused on survival while later settlements focused on making products and growing crops to sell to England.



**A Native American named Squanto helped teach colonists to plant crops in present day Massachusetts.**



Name \_\_\_\_\_

## Tigris River Valley Boy

The sun was shining over the dry valley. Ilulu had been digging for a long time. He was very tired. He stopped to rest. He looked at the canals that stretched across the valley. Work was going well, but there was still much to do. The rainy season was coming soon, and the canals had to be finished on time. The people of the valley needed the water to grow crops. If the canals were not finished, the river would flood and wash away the crops.



Answer the questions about the text.

1. Historical fiction tells a made-up story set in a real time and place. Where is this story set?

\_\_\_\_\_

2. What text feature is included in the text?

\_\_\_\_\_

3. How does the illustration show you that the story is not set in the present?

\_\_\_\_\_

4. What will happen if the canals are not finished on time?

\_\_\_\_\_

Name \_\_\_\_\_

**Idioms** are phrases that have a meaning different from the meaning of each word in them. To understand the meaning of an idiom, you need to use context clues, the words and phrases around the idiom. The underlined words below explain what *could eat a horse* means.

She was so hungry she could eat a horse.

**Underline the context clues in the sentences below that help you understand each idiom in bold. Then circle the letter of the best definition for each idiom.**

1. My father likes to try new things. Mother says Father is **at sixes and sevens** if he isn't trying something new. He doesn't know what to do with himself!
  - a. Father is good at counting.
  - b. Father is frustrated and confused.
  - c. Father is good at relaxing.
  
2. Father **tried his hand** at fishing. He did not have much luck.
  - a. to give up on an activity
  - b. to help someone with something
  - c. to attempt a task
  
3. After **sleeping on it** and giving it a lot of thought, my parents bought a farm in the Middle Colonies.
  - a. thinking carefully before making a choice
  - b. becoming bored and falling asleep
  - c. making a big purchase

Name \_\_\_\_\_

When a word ends in /e, the consonant before it plus the letters /e usually form the last syllable. This is also true for consonant + e/ and consonant + a/.

table = ta / ble

camel = ca / mel

metal = me / tal

**A. Read each word below. Circle the letter that shows the word correctly divided into syllables. The first one is done for you.**

1. able    **a.** a / ble    b. abl / e    3. global    a. glo / bal    b. glob / al

2. eagle    a. eag / le    b. ea / gle    4. travel    a. tra / vel    b. tr / avel

A suffix is a word part added to the end of a base word to make a new word. The suffix *-able* means “able to,” the suffix *-ous* means “full of,” and the suffix *-y* means “having the quality of.”

**B. Match each word in the box to the correct meaning below. Write the word on the line. The first one is done for you.**

likable

funny

washable

poisonous

1. able to be washed

washable

2. full of poison

\_\_\_\_\_

3. having the quality of fun

\_\_\_\_\_

4. able to be liked

\_\_\_\_\_

Name \_\_\_\_\_

**A. Read the draft model. Use the questions that follow the draft to help you think about how you can use linking words to connect ideas.**

### Draft Model

It was the middle of July. Summer is tornado season in Michigan. It was supposed to be a nice day. The sky started getting dark. Tornadoes can form quickly. My brother was surprised at how fast it appeared.

1. What linking word might connect the first two ideas?
2. What linking word might show how the third and fourth ideas are different?
3. What linking word might show the relationship between the last two ideas?

**B. Now revise the draft by adding linking words to show how ideas are connected.**

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Name \_\_\_\_\_

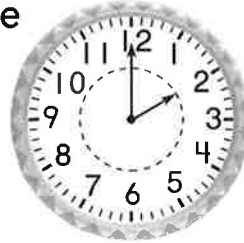
# Elapsed Time in Hours

**Essential Question** How do you find the number of hours between two times?

## Model and Draw

Baseball practice starts at 2:00. Everyone leaves practice at 4:00. How long does baseball practice last?

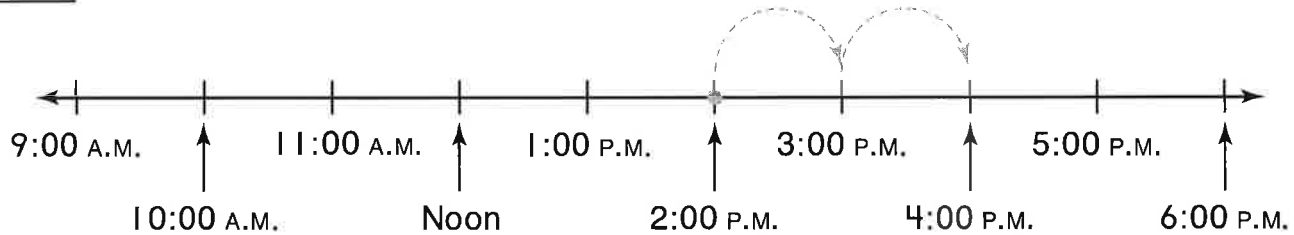
Use the time line to count how many hours passed from 2:00 P.M. to 4:00 P.M.



\_\_\_\_\_ hours

Starts at 2:00

Ends at 4:00



## Share and Show



Use the time line above. Solve.

1. The game starts at 3:00 P.M. It ends at 6:00 P.M. How long does the game last?

\_\_\_\_\_ hours

2. The plane leaves at 10:00 A.M. It arrives at 2:00 P.M. How long is the plane trip?

\_\_\_\_\_ hours

3. Max goes out at 2:00 P.M. He comes back in at 5:00 P.M. For how long was Max out?

\_\_\_\_\_ hours

4. Art class starts at 9:00 A.M. It ends at 11:00 A.M. How long is the art class?

\_\_\_\_\_ hours

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**Math Talk**  
Exercise 2.

Describe how you used the time line for





Near present-day Boston, a third attempt to establish a colony was an economic success. Throughout the Massachusetts Bay Colony, families built homes and started businesses. The town needed craftsmen to work as blacksmiths and shipbuilders, as well as fishermen and fur trappers.

Climate and geography influenced the type of work settlers did. Settlers in the north cleared forests for timber to build furniture and export it to England. Farmers in the south grew tobacco to export to England on the ships that were built in the north. As trade expanded in different directions, the colonies imported sugar and molasses from the islands, then exported these products to England. In exchange, England exported cloth, iron, and glass to the colonies.

Native Americans befriended the newcomers when they could trade with them to attain new items from England. Natives traded furs in exchange for axes and guns from the settlers. Violence erupted when either the Native Americans or the settlers felt cheated in some way. Perhaps an agreement was made, and then broken. Perhaps one or the other felt they did not get a fair trade.

For many years, the colonies were profitable for England. Settlers sent goods across the Atlantic, and the British sold them in the European market. When England raised their prices for the colonists, and colonists found they could pay less than what England charged, the colonists bought from other countries. England reminded the colonies that they were established to make a profit for the King of England and not for themselves. England began imposing restrictions on colonists, writing laws that forbade the colonists to buy from other countries besides England.

After leaving their homeland in search of new opportunities and freedoms, the English laws angered the colonists. While they had no voice in the laws that were made, they were forced by England to obey the laws, and pay the taxes. Colonists were unhappy and began to speak of independence; at first in whispers, and then in public meetings. Revolution was coming to the North American colonies.



**Drawing showing Native Americans trading with the first settlers.**





# Assignment

## Explain What the Sources Say About a Topic

**Topic: Best Holiday Traditions**

### Your Assignment:

Your class recently went on a field trip to a Chinese New Year celebration. You saw an amazing parade that included a dragon dance. You learned that this is a tradition that is believed to bring good luck to the community.

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

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

In Part 2, you will write an opinion piece using information you have read. (You will not do Part 2 as part of this task because this is just practice.)

### Directions for Beginning:

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

**Research Questions:**

After reviewing the research sources, use the rest of the time in Part 1 to answer the questions about them. Your answers to the questions will be scored. Also, your answers will help you think about the information you have read, which should help you write your opinion piece.

You may refer back to your scratch paper to review your notes when you think it would be helpful. Answer the questions in the spaces below the items.

Your written notes will be available to you in Part 1 and Part 2 of the performance task. (You will not do Part 2 as part of this task because this is just practice.)

**Sources for the Performance Task:**

## Source #1

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

### **It’s the Most Wonderful Time of the Year...Or is it?**

**By Ajurn S.**

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

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

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

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

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

## On Your Own

Use the time line below. Solve.



5. Paul's baby sister goes to sleep at 4:00 P.M. She wakes up at 6:00 P.M. How long does the baby sleep?

\_\_\_\_\_ hours

6. Julia goes to a friend's house at noon. She comes home at 3:00 P.M. How long is Julia gone?

\_\_\_\_\_ hours

7. Jeff starts raking leaves at 11:00 A.M. He stops at 1:00 P.M. How long does Jeff rake leaves?

\_\_\_\_\_ hours

8. Mom and Carrie arrive at the shopping mall at 1:00 P.M. They leave at 5:00 P.M. How long are they at the mall?

\_\_\_\_\_ hours

## Problem Solving



Solve. Draw or write to explain.

9. Mr. Norton writes the time for classes on the board.

Class	Time
Math	8:30 A.M.
Reading	9:30 A.M.
Music	11:30 A.M.

How long will reading class last?

\_\_\_\_\_ hours



**TAKE HOME ACTIVITY** • Ask your child how much time passes between 4:30 and 7:30. Have your child explain how he or she arrived at the answer.





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

# Life in the American Colonies

By Anita Kim Venegas

1. What is the author's purpose for writing this article?

- a. to persuade readers to move to America
- b. to teach readers how to establish a colony
- c. to entertain readers with an amusing story in American history
- d. to inform readers about the history of English colonists in America



2. List three items mentioned in the article that were exported from the American colonies to England.

\_\_\_\_\_, \_\_\_\_\_, and \_\_\_\_\_

3. List three items mentioned in the article that were imported from the England to the American colonies.

\_\_\_\_\_, \_\_\_\_\_, and \_\_\_\_\_

4. Which statement about life in the American colonies is an opinion?

- a. Life was difficult for all settlers in the American colonies.
- b. Native Americans traded furs in exchange for axes and guns from the settlers.
- c. England imposed laws and taxes on the American colonists.
- d. Farmers in the southern American colonies grew tobacco.

5. Reread the following sentence from the article.

**Climate and geography influenced the type of work the settlers did.**

What do the words climate and geography mean?

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



## + Source #2

You have found a Yelp review about Santa Claus:

## Yelp Review

**Name/s:**

Santa Claus, Saint Nick, Kris Kringle, Big Guy

**Job:**

Brings joy to children

**Age:**

Unverified

**Contact number:**

Number not listed

**Location:**

North Pole

**Overall Rating:****Client Reviews:**

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

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

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

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



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





Name \_\_\_\_\_

**Elapsed Time in Minutes****Essential Question** How do you find the number of minutes between two times?**Model and Draw**

You can use subtraction if the times are within the same hour.

Ken starts cleaning his room at 3:15 P.M. He finishes at 3:35 P.M. How long does it take Ken to clean his room?

$$\begin{array}{r} 35 \\ - 15 \\ \hline 20 \end{array}$$


Starts at 3:15 P.M. Ends at 3:35 P.M.

So it takes Ken 20 minutes.

**Share and Show**

Subtract to solve. Show your work.

- |   |   |
|---|---|
| <p>1. Leah starts eating lunch at 12:10 P.M. She finishes at 12:25 P.M. How long does it take for Leah to eat lunch?</p> <p>_____ minutes</p> | <p>2. Kwan gets on the school bus at 8:10 A.M. He gets to school at 8:55 A.M. How long is Kwan's bus ride?</p> <p>_____ minutes</p>               |
| <p>3. Carla takes her dog to the park at 2:05 P.M. She gets back at 2:40 P.M. How long does Carla walk her dog?</p> <p>_____ minutes</p>      | <p>4. Ethan starts his spelling homework at 6:25 P.M. He finishes at 6:45 P.M. How long does Ethan work on his spelling?</p> <p>_____ minutes</p> |

**Math Talk**

How could you check your answers by looking at a clock?





# Puritans



In the 16th and 17th century many people were seeking "purity" from religious control in England. These people were known as puritans or separatists because they left England to separate themselves from the Church of England which was under control of King James I. Most of the Puritans who left England to come to the New World settled in The New England states located on the Northern east coast of the United States. Between 1630 and 1640 Over 13,000 men, women, and children sailed to Massachusetts.

The Puritans had a good family life in the New World. Many children were being born which increased the population and everything was the way they thought it would be. Social order in the colony lay in the authority of husband over wife, parents over children, and masters over servants in the family. In their homes and in local churches they practiced their religious beliefs and also taught it to their children and the Native Americans who were there when they arrived. They taught that each person should be continually reformed by the grace of God to fight against sin and do what is right before God. Puritan culture emphasized the need for self examination and the strict accounting for ones feelings as well as ones deeds.

**True or False:** If false give the answer that makes it correct.

1. In the 16th and 17th century many people were seeking purity from religious control in England \_\_\_\_\_
2. People seeking purity from the church was known as Indians. \_\_\_\_\_
3. The New England states are located on the South western coast of the United States. \_\_\_\_\_
4. The birth of children in the New World increased the population a great deal. \_\_\_\_\_
5. The Puritans did not teach their beliefs to the Native Americans. \_\_\_\_\_
6. Puritan culture emphasized the need for self examination. \_\_\_\_\_



# 3rd Grade Learning Packet

## Answer Key

### Week 9

Day	Lesson
1	<p><b>Vocabulary</b> 1st Page: Answers will vary. 2nd Page:</p> <p>1. surprised</p> <p>2. not allowing</p> <p>3. comfort</p> <p>4. in a helpless position</p> <p>5. expressed unhappiness</p> <p>6. the state something is in</p> <p>7. statement that tells what may happen</p> <p>8. disagree</p> <p>a. forbidding</p> <p>b. argue</p> <p>c. complained</p> <p>d. astonished</p> <p>e. relief</p> <p>f. conditions</p> <p>g. stranded</p> <p>h. forecast</p> <p>9.</p> <p>Possible Response:</p> <p>9. My father said that he is forbidding us from playing outside until our homework is complete.</p> <p>10. Since I forgot some of my lines, I was astonished to hear that everyone thought I did well in the play.</p>

### Hour Before and Hour After

**Essential Question:** How do you tell the time 1 hour before and 1 hour after a given time?

#### Model and Draw

For these times, the minute hand points to the same place. The hour hands point to different numbers.

The time is 8:00.



The hour hand points to 8.

**1 hour before**

7:00

The hour hand points to 7.



**1 hour after**

9:00

The hour hand points to 9.



#### Share and Show



**Math Talk:** The minute hands are the same because they will both be pointing to 12. The hour hands are different because at 8 o'clock it will point to 8 but 1 hour after it will point to 9.

Write the time shown on the clock. Then write the time 1 hour before and 1 hour after.

1.



5:00

4:00

1 hour before

6:00

1 hour after

2.



2:30

1:30

1 hour before

3:30

1 hour after



**Math Talk** How are the hands on a clock that shows 8 o'clock the same as the hands on a clock 1 hour after? How are they different?

### Social Studies: The Jamestown Settlement

1. Jamestown
2. King James of England
3. Discovery, Godspeed, and Susan Constant
4. James River after the King
5. Captain Edward Wingfield
6. 40 miles
7. Tobacco
8. Pocahontas

**Day  
2**

#### “Too Warm for Wheat” (Possible Responses)

1. The narrator says the weather helped them decide where to live.
2. It is too difficult to be a farmer. It was easier to fish than to farm, and they could trade fish for other foods.
3. c

**On Your Own**

Write the time shown. Then write the time 1 hour before and 1 hour after.

3.



**10:00**

1 hour before

**12:00**

1 hour after

**11:00**

4.



**9:30**

1 hour before

**11:30**

1 hour after

**10:30**

5.



**12:00**

1 hour before

**2:00**

1 hour after

**1:00**

6.



**5:30**

1 hour before

**7:30**

1 hour after

**6:30**

**Problem Solving**



7. Tim feeds the cat 1 hour after 7:00. Draw the hour hand and the minute hand to show 1 hour after 7:00. Then write the time.



Tim needs to feed the cat at **8:00**.

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**Social Studies: No answer needed.**

**Day  
3**

**Genre/Text Feature**

1. The ancient Tigris River Valley
2. Illustration
3. Possible Response: The clothes seem to belong in ancient times.
4. The river will flood and ruin the crops.

**Vocabulary Strategy: Idioms**

1. b      2. c      3. a

**Consonant + le Syllables/ Latin Suffixes**

- A. 1. a      2. b      3. a      4. a  
B. 1. washable      2. poisonous      3. funny      4. likable

**Writing Trait: Word Choice**

Answers will vary, but should include linking words that show how the ideas are connected.

## Elapsed Time in Hours

**Essential Question** How do you find the number of hours between two times?

### Model and Draw

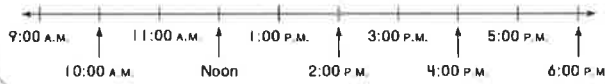
Baseball practice starts at 2:00. Everyone leaves practice at 4:00. How long does baseball practice last?  
Use the time line to count how many hours passed from 2:00 P.M. to 4:00 P.M.



2 hours

Starts at 2:00

Ends at 4:00



### Share and Show



Use the time line above. Solve.

- The game starts at 3:00 P.M. It ends at 6:00 P.M. How long does the game last?  
3 hours
- The plane leaves at 10:00 A.M. It arrives at 2:00 P.M. How long is the plane trip?  
4 hours
- Max goes out at 2:00 P.M. He comes back in at 5:00 P.M. For how long was Max out?  
3 hours
- Art class starts at 9:00 A.M. It ends at 11:00 A.M. How long is the art class?  
2 hours

**Possible answer:** I started at 10:00 because that's when the plane left. I counted each hour until I ended at 2:00 because that's



**Math Talk** Describe how you used the time line for when it landed.  
Exercise 2.

**Social Studies: No answer needed.**

**Day**  
**4**

**Explain What the Sources Say About a Topic - Topic: Best Holiday Traditions**  
No answer needed.

**On Your Own**

Use the time line below. Solve.



5. Paul's baby sister goes to sleep at 4:00 P.M. She wakes up at 6:00 P.M. How long does the baby sleep? 2 hours
6. Julia goes to a friend's house at noon. She comes home at 3:00 P.M. How long is Julia gone? 3 hours

7. Jeff starts raking leaves at 11:00 A.M. He stops at 1:00 P.M. How long does Jeff rake leaves? 2 hours
8. Mom and Carrie arrive at the shopping mall at 1:00 P.M. They leave at 5:00 P.M. How long are they at the mall? 4 hours

**Problem Solving**

Solve. Draw or write to explain.

9. Mr. Norton writes the time for classes on the board.

Class	Time
Math	8:30 A.M.
Reading	9:30 A.M.
Music	11:30 A.M.

Possible answer: I can start to count from when Reading begins and end when Music begins. 9:30 to 10:30 is 1 hour. 10:30 to 11:30 is 1 hour. Reading class will last 2 hours.

How long will reading class last? 2 hours



**TAKE HOME ACTIVITY** • Ask your child how much time passes between 4:30 and 7:30. Have your child explain how he or she arrived at the answer.

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**Social Studies: Life in the American Colonies**

1. d
2. timber (wood), tobacco, sugar
3. cloth, iron, glass
4. a
5. Climate is the general weather patterns in an area over a long period of time. Geography is the location of an area and its features.

**Day 5**

**Explain What the Sources Say About a Topic - Topic: Best Holiday Traditions**  
Answers will vary.

## Elapsed Time in Minutes

**Essential Question** How do you find the number of minutes between two times?

### Model and Draw

You can use subtraction if the times are within the same hour.

Ken starts cleaning his room at 3:15 P.M. He finishes at 3:35 P.M. How long does it take Ken to clean his room?

$$\begin{array}{r} 35 \\ -15 \\ \hline 20 \end{array}$$



Starts at 3:15 P.M. Ends at 3:35 P.M.

So it takes Ken 20 minutes.

### Share and Show



Subtract to solve. Show your work.

1. Leah starts eating lunch at 12:10 P.M. She finishes at 12:25 P.M. How long does it take for Leah to eat lunch?

$$\begin{array}{r} 25 \\ -10 \\ \hline 15 \end{array} \quad \underline{15} \text{ minutes}$$

2. Kwan gets on the school bus at 8:10 A.M. He gets to school at 8:55 A.M. How long is Kwan's bus ride?

$$\begin{array}{r} 55 \\ -10 \\ \hline 45 \end{array} \quad \underline{45} \text{ minutes}$$

3. Carla takes her dog to the park at 2:05 P.M. She gets back at 2:40 P.M. How long does Carla walk her dog?

$$\begin{array}{r} 40 \\ -5 \\ \hline 35 \end{array} \quad \underline{35} \text{ minutes}$$

4. Ethan starts his spelling homework at 6:25 P.M. He finishes at 6:45 P.M. How long does Ethan work on his spelling?

$$\begin{array}{r} 45 \\ -25 \\ \hline 20 \end{array} \quad \underline{20} \text{ minutes}$$



**Math Talk** How could you check your answers by looking at a clock?  
Possible answer: I could count by fives to find how many minutes the minute hand moves from one time to the next.

### Social Studies: Puritans

1. True
2. False - Puritans
3. False - North Eastern
4. True
5. False - They did
6. True





# Compton USD

## Learning Packet # 8

**ELD**

**Grade 3**

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



# 3rd Grade-ELD Learning Packet

## TABLE OF CONTENTS

### Week 9

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 Strategy: Idioms.</b> Read the information in the box. Then, complete items 1-3 following the directions given.	
	<b>Consonant + le Syllable/Latin Suffixes:</b> Read the information in the boxes. Then, complete sections A (questions 1-3) and B (questions 1-5).	
2	<b>Comprehension and Fluency:</b> Read the literary passage: <b>“Too Warm for Wheat”</b> . Answer questions in section A (1-3). Then, complete the table in section B.	
	<b>Comprehension: Theme:</b> Reread the passage <b>“Prometheus Brings Fire to Humans”</b> . Complete the <b>Theme</b> graphic organizer.	
3	<b>Genre/Text Feature.</b> Read the excerpts related to <b>“Tigris River Valley Boy”</b> . Then, answer questions 1-4 about the texts.	
	<b>Writing Traits: Word Choice.</b> Read the Draft Model. Use the questions to help you to revise the draft. Then, revise the draft by adding linking words to show how ideas are connected.	
	<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 passage <b>“The Tornado”</b> . Respond to the text using the sentence starters.	
5	<b>Leveled Readers:</b> Read the book <b>“The School Blizzard”</b> . Then, complete the following tasks: <ul style="list-style-type: none"> <li>● Complete activities on page 16</li> <li>● Read the passage <b>“The lion and the Boar”</b>, pages 17-19</li> <li>● complete activities on pages 20-21</li> </ul>	



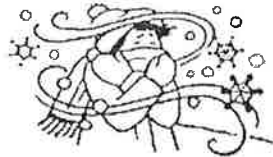
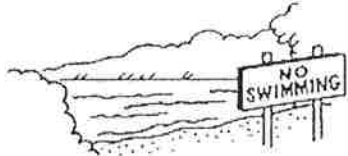


#### Recommended Online Usage

<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
argue	I do not want to <u>argue</u> about which sport is best.	
astonished	I was <u>astonished</u> to receive a kitten on my birthday!	
complained	She <u>complained</u> about the very cold weather.	
forbidding	Why are they <u>forbidding</u> us from swimming?	
relief	A glass of ice water always provides <u>relief</u> on a hot day.	
stranded	What would it be like to be <u>stranded</u> on an island?	

Name \_\_\_\_\_

**Idioms** are phrases that have a meaning different from the meaning of each word in them. To understand the meaning of an idiom, you need to use context clues, the words and phrases around the idiom. The underlined words below explain what *could eat a horse* means.

She is so hungry she **could eat a horse**.

Use the context clues in the sentences below to help you understand each idiom in bold. Then circle the letter of the best definition for each idiom.

1. He just did not like being on the boat! He did not **have sea legs**.
  - a. was not able to swim well
  - b. was not used to being on a boat
  - c. did not have long legs
  
2. So, after **sleeping on it** and giving it a lot of thought, my parents bought a farm in the Middle Colonies.
  - a. thinking about it carefully before making a decision
  - b. sleeping instead of making a decision
  - c. buying something very important
  
3. Our life is the best life I can think of—it **takes the cake!** I know my parents made the right choice.
  - a. it gives something for dessert
  - b. it is the worst choice possible
  - c. it is the best choice possible

Name \_\_\_\_\_

When a word ends in /e, the consonant before it plus the letters /e usually form the last syllable. This is also true for consonant + e/ and consonant + a/.

table = ta / blecamel = ca / melmetal = me / tal

**A. Read each word pair. Underline the word that has a final consonant + -le, -el, or -al syllable. Circle the final syllable. The first one has been done for you.**

1. able

alone

4. listed

global

2. gladly

eagle

5. purple

proper

3. tunnel

light

A suffix is a word part added to the end of a base word to make a new word. The suffix *-able* means "able to," the suffix *-ous* means "full of," and the suffix *-y* means "having the quality of."

**B. Read the definition in bold. Circle the letter of the word that matches its definition. The first one is done for you.**

1. **able to be washed**

a. washable

b. washing

2. **full of poison**

a. poisoning

b. poisonous

3. **having the quality of cheer**

a. cheery

b. cheerless

4. **having the quality of fun**

a. funnier

b. funny

5. **able to be liked**

a. likable

b. dislike





Name \_\_\_\_\_

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

## Too Warm for Wheat

15 I live on a farm in the Middle Colonies. I was born here. It is  
 27 all I have ever known. My parents and two sisters came here  
 40 from England. When I ask, Father tells me how we came to live  
 here. Strangely enough, the weather is a big part of the story.

52 My father likes adventure. Mother says that if he does  
 62 not explore, Father does not know what to do with his time!  
 74 So when my Uncle Charles moved  
 80 to New England, Father was ready  
 86 for a new life, too.

91 At first, my family lived with  
 97 Uncle Charles. He caught fish  
 102 where he lived in New England.  
 108 People could trade the fish for  
 114 other food. It was too cold to farm.  
 122 It was difficult to grow crops in the  
 130 rocky, snow-covered ground.



Name \_\_\_\_\_

Father tried his hand at fishing but he did not have much success. He just did not like being on the boat! He did not have sea legs. That is why he chose to be a farmer. He had heard that the Middle Colonies had good soil and weather for farms.

So, after sleeping on it and giving it a lot of thought, my parents bought a farm in the Middle Colonies. The weather was milder so crops could grow here. It had a warmer climate than New England. In fact, the Middle Colonies are called the Bread Basket because of all the grains grown here. Here, we farmed and grew grains for the next three years. We could not have done this without the warmer weather. My family had found the life they wanted.



The farm did quite well. My mother even opened a bakery in town. Not long after that, I was born. I help on the farm and in the bakery. The weather had an effect on where my family picked to live. We could not have had the same life in the north. My family found adventure, a new home, and a way of life. Our life is the best life I can think of—it takes the cake! I know my parents made the right choice.

Name \_\_\_\_\_

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

1. In paragraph 1, what does the narrator say helped the family decide where to live? Circle the letter of the best answer.

- a. The weather helped them decide where to live.
- b. The family has always lived on a farm.
- c. They wanted to start a new life.

2. Why are there so many fishermen in New England? Circle the letter of the best answer.

- a. Fishermen can trade fish for food.
- b. Fishing in cold weather is fun.
- c. It is too difficult to be a farmer in New England.

3. What is the theme of this story? Circle the letter of the best answer.

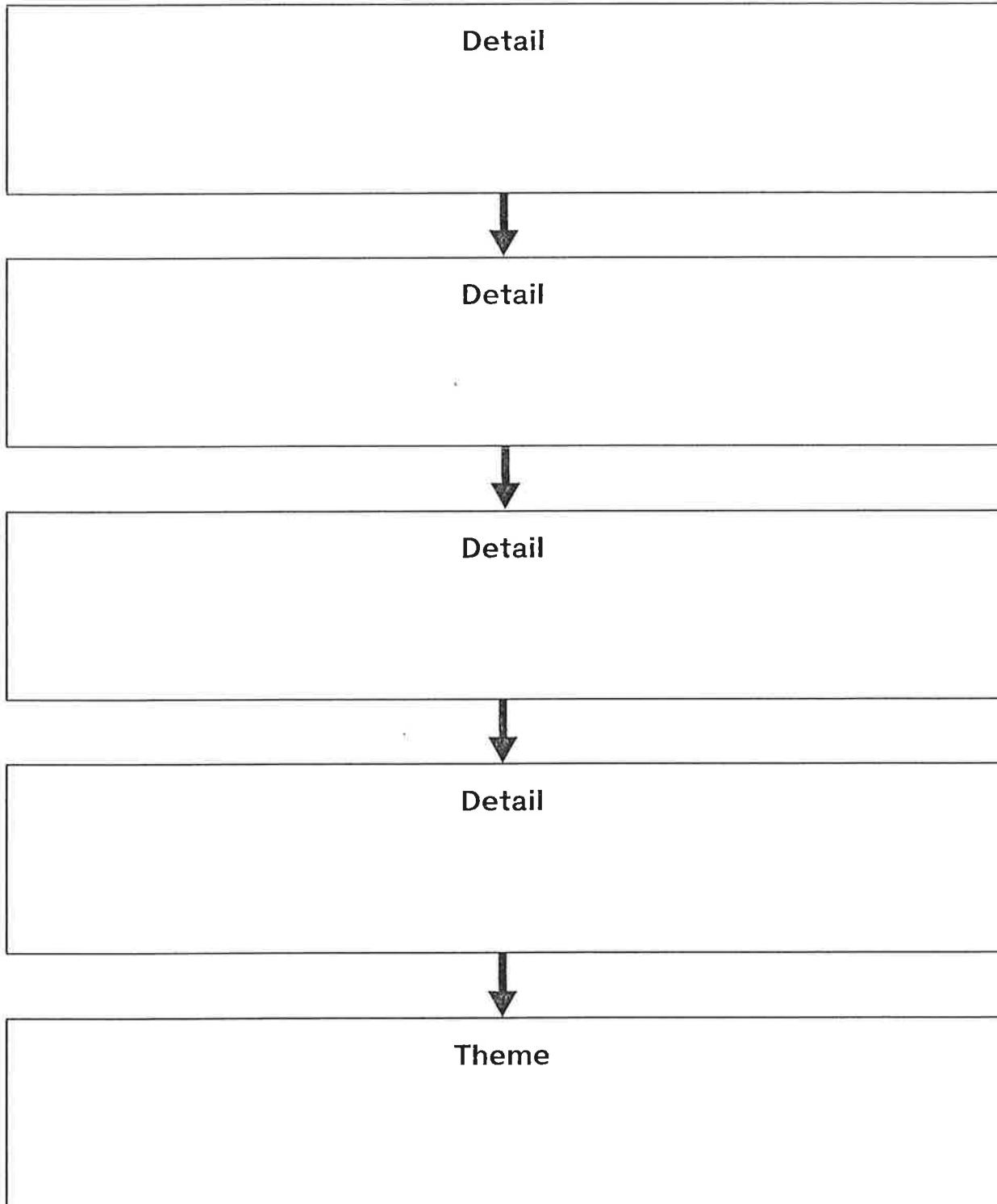
- a. Finding what you like is important.
- b. Fishing is better than farming.
- c. Starting a new life is too hard.

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

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

Name \_\_\_\_\_

Read the selection. Complete the theme graphic organizer.



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Name \_\_\_\_\_

## Tigris River Valley Boy

The hot sun was shining. A boy named Ilulu was digging a canal. He stopped to rest. He put down his tool and looked around. All over the valley, people were digging canals for water. His people needed canals to grow plants. The rainy season was coming soon, and the canals carried water from the river to the fields. If the people did not finish the canals, the river would flood. The water would ruin the plants. People would have nothing to eat.



Answer the questions about the text.

1. Historical fiction tells a made-up story about a real time and place. Do you think the Tigris River Valley is real or made-up?

---

2. What text feature is included in the text?

---

3. What does the illustration show?

---

4. What does the illustration tell you about the setting and the people of the time?

---

Name \_\_\_\_\_

**A. Read the draft model. Use the questions that follow the draft to help you think about how you can use linking words to connect ideas.**

### Draft Model

It was the middle of July. Summer is tornado season in Michigan. It was supposed to be a nice day. The sky started getting dark. Tornadoes can form quickly. My brother was surprised at how fast it appeared.

1. What linking word might connect the first two ideas?
2. What linking word might show how the third and fourth ideas are different?
3. What linking word might show the relationship between the last two ideas?

**B. Now revise the draft by adding linking words to show how ideas are connected.**

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Name \_\_\_\_\_

The student who wrote the letter below used text evidence from two different sources to respond to the prompt: *Write a letter from Wren to a friend living in another state, explaining how the flood affected her family. Use details from both texts.*

Dear Anna,

Don't worry, we're all OK! I'm sure you heard about the horrible floods that hit Vermont last month. Until then, I never realized how much the weather affects us. Now I understand it's one of the strongest forces we know! The weather decides how we dress and feel. It affects the food we grow, the animals we raise, and even where we live. Thank goodness Grandpa had been building Grandma a new house high above the river. We are living there now because our old house and barn washed away. There is mud everywhere. It's very sad to find dead animals and people's photos and books lying in strange places, but we are working hard to get back to normal again. As long as the sun stays out and the rain stays away, I think we'll get there soon. Stay dry!

Your Cousin,  
Wren

Reread the passage. Follow the directions below.

1. **Draw a box** around the student's strong opening sentence.
2. **Underline** an example of a linking word that was used to connect two ideas.
3. **Circle** a supporting detail or description from the text.
4. **Write** an example of an adjective that compares on the line.







## Essential Question

How can weather affect us?

Use Graphic Organizer 126 to take notes while you read.

# The Tornado

## Historical Fiction

April 6, 1882, started out as a normal day. Pa went to work in the field and Abby and her mother washed dirty clothes in the big wooden tub. Then Abby saw the sky turn a strange green color. The wind began to blow. Pa came running back.

“These are the perfect weather conditions for a tornado,” Pa said.

Ma and Pa taught Abby what to do in a tornado.

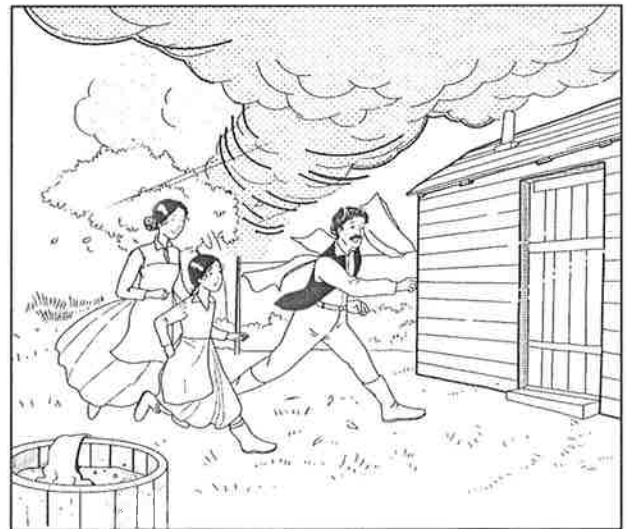
“We should all get into the storm cellar,” Abby said. The family ran and **huddled** in the storm cellar underneath the house.

Then, Abby remembered that their dog, Casper, was still outside! “I have to find Casper,” Abby said.

Pa said, “It is too **dangerous** to go outside. We have to remember to stay calm during a tornado. Casper will find a good place to hide.”

Abby was **unable** to stop worrying. The wind got stronger and louder. It sounded like a train!

After a few minutes, the tornado was gone. The family was astonished to see that the tornado had destroyed a tree and blown the wooden tub and clothes away. But the house was okay! Then Abby heard Casper’s **familiar** bark. Abby saw the dog and cried with relief, “I am happy we both stayed calm and found good places to hide.”



# 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. Discuss what the family does during the storm.


The family \_\_\_\_\_.

2. Describe how Abby feels during the tornado.

Abby feels \_\_\_\_\_ because \_\_\_\_\_.

3. Explain how the tornado affects the farm.

The tornado \_\_\_\_\_.

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

How does the weather affect Abby and her family?

Abby and her family \_\_\_\_\_.

Abby worries because \_\_\_\_\_. The tornado

\_\_\_\_\_. After the

tornado, Abby feels \_\_\_\_\_.

Historical  
Fiction

# The Schoolhouse BLIZZARD

by Mary Atkinson  
illustrated by Eric Reese



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Graw  
Hill  
Education

PAIRED  
READ

The Lion and the Boar

## STRATEGIES & SKILLS

### Comprehension

**Strategy:** Make Predictions

**Skill:** Theme

### ELL Vocabulary

calm, panic, sensible

### Vocabulary

argue, astonished,  
complained, conditions,  
forbid, forecast, relief,  
stranded

Word count: 1,157

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**Essential Question**

**How can weather affect us?**

**The Schoolhouse**  
**BLIZZARD**

by Mary Atkinson  
illustrated by Eric Reese

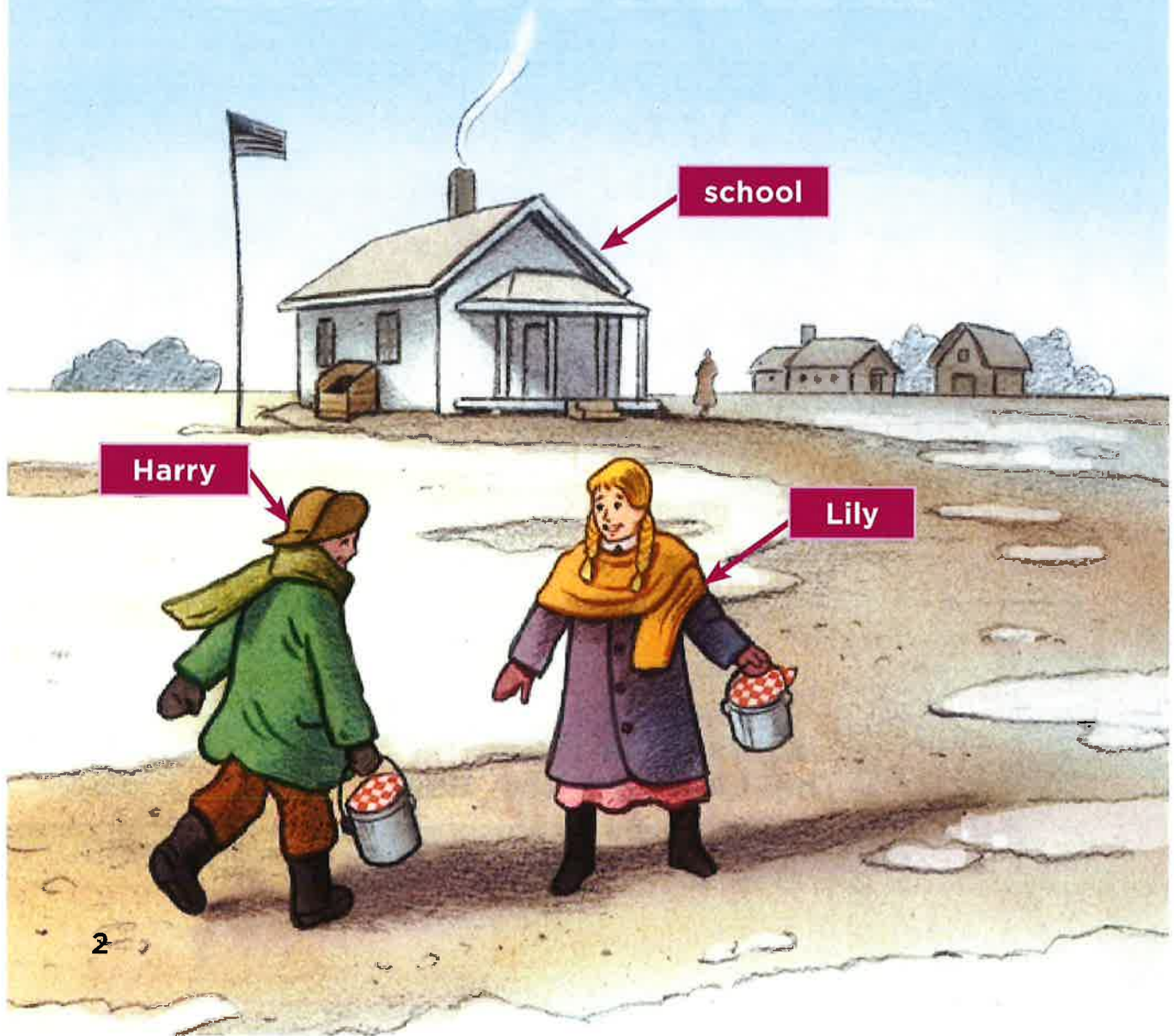
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## Chapter 1

# WITHOUT WARNING

Lily was getting ready for school. She said, "The weather is warmer today. I don't need my coat."

Pa said, "Keep your coat on. The conditions can change suddenly."



Lily and Harry walked to school. Lily thought about their old home in New York. People in New York did not worry about the weather forecast. Here in Nebraska, people worried about bad weather. People worried about blizzards.

Blizzards were bad snowstorms with strong winds. Lily hated blizzards. If there was a blizzard, people were stuck inside for days.

Pa and Ma tried to make blizzards fun. The family gathered around the stove to tell stories, pop corn, and sing songs.

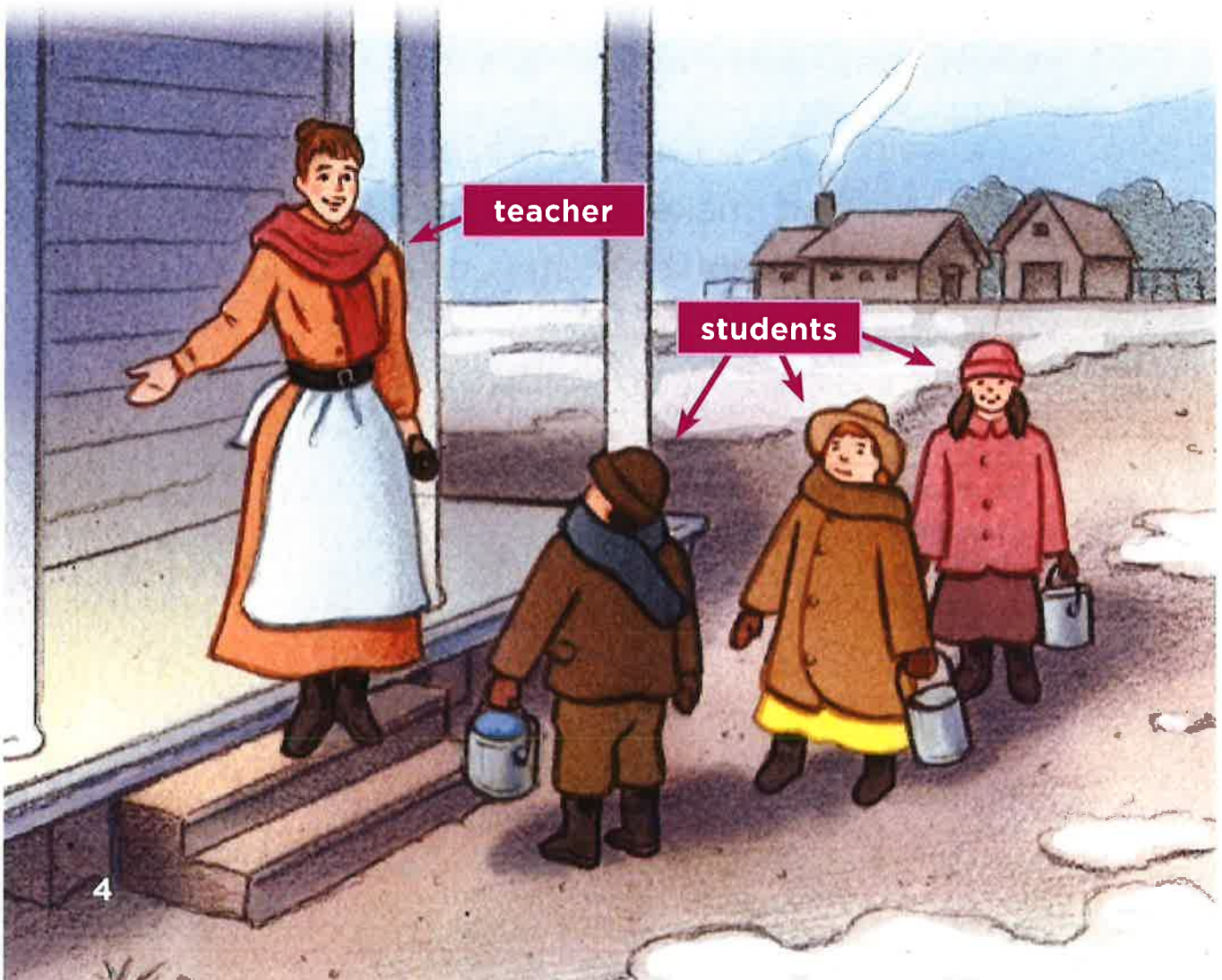
Pa said, "To survive a blizzard you must stay calm and make sensible decisions." Lily thought she could only stay calm if she was with Pa.

**In Other Words** unable to go out.  
En español *stuck inside* quiere decir *atrapada en el interior*.

Lily and Harry arrived at their one-room schoolhouse. Harry was the oldest boy in the class. It was Harry's job to get the coal and light the stove.

Miss Adams, the teacher, was 19 years old and lived next to the school.

“What a lovely day,” said Miss Adams as she opened the door for the other students.





The students worked on their lessons. Then, at about 11 o'clock, the wind blew very hard, and the room grew dark.

“Oh, no, a blizzard is coming!” said Miss Adams. “You cannot go home. I forbid you to leave. Stay here while I go get food and blankets.”

Miss Adams grabbed her coat and went home. Then the weather got worse as the blizzard arrived. Miss Adams could not get back to the school.



**STOP AND CHECK**

Why did Miss Adams leave the classroom?

## Chapter 2

# FIRE AND ICE

Lily knew that Miss Adams would not be able to get back to the school until the blizzard was over. Lily tried not to panic.

Lily asked Harry, "What would Pa do?"

Harry said, "Pa would tell us to keep calm and make sensible decisions. First, we need to keep warm. We don't have much coal."

Lily said, "Everyone put on your coats and gloves."

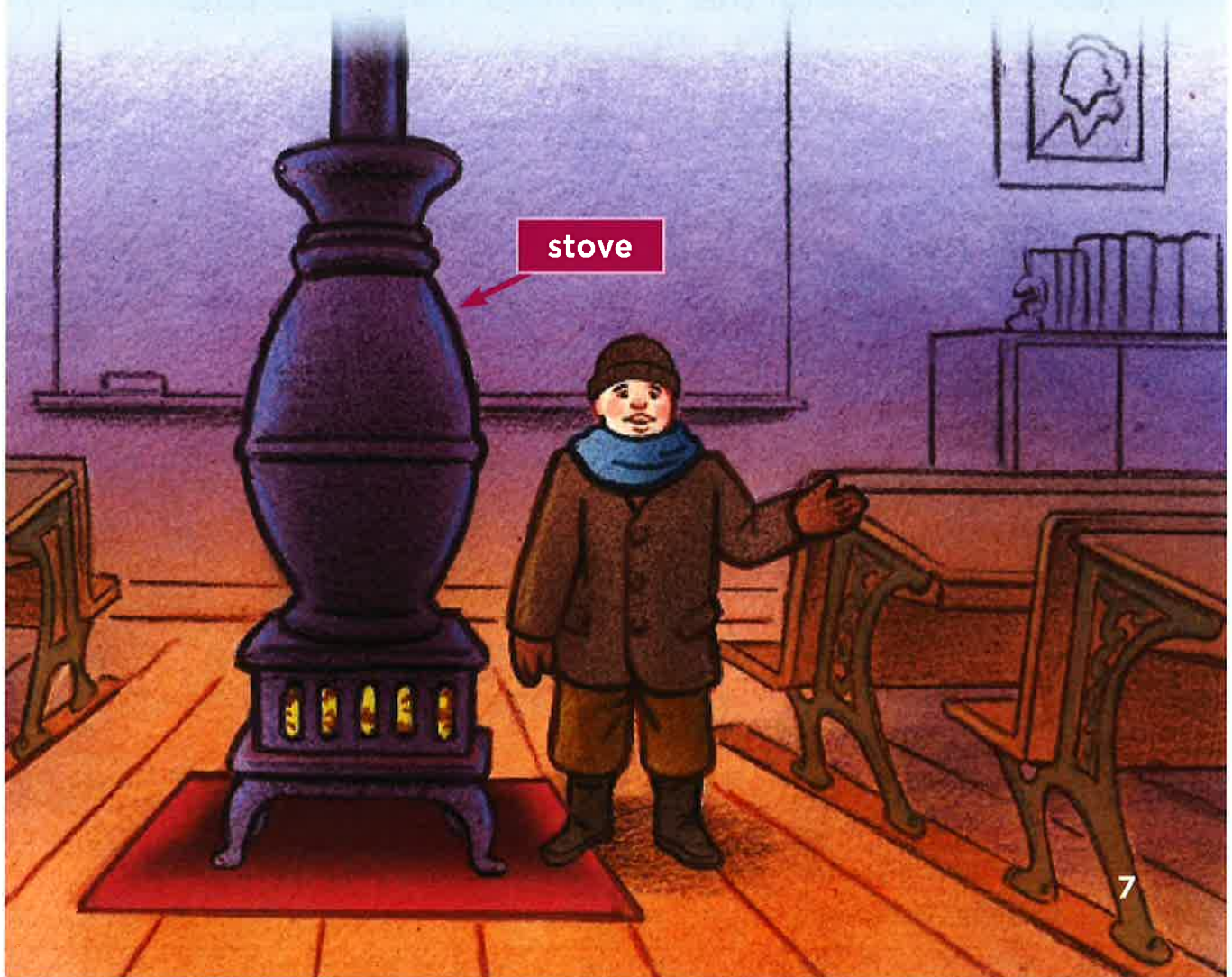
Peter said, "We could burn the desks."

Harry said, "No, they are too big for the stove. I will fetch more coal from the shed."

Lily said, "That's not sensible. You can't see in a blizzard. The snow is too heavy. You will get lost."

Then Lily had an idea. Lily found the jumping rope they used during recess.

Lily said, "Follow the rope to find your way back."

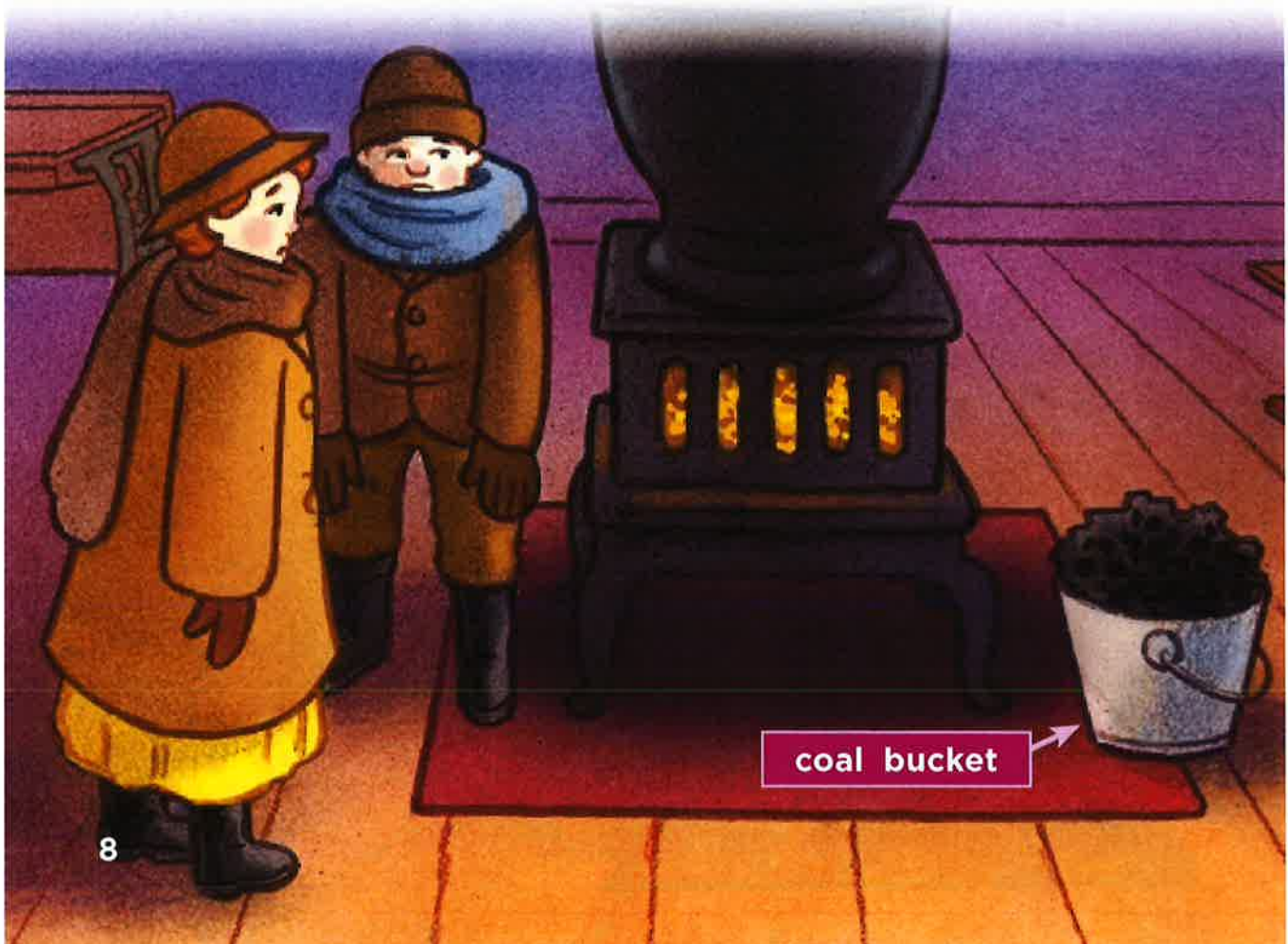


Lily tied one end of the rope to Harry's belt. Then she tied the other end to the stair rail.

Harry took the coal bucket and went out into the blizzard. The others could not see or hear Harry.

Harry came back a few minutes later. To the students it seemed he had been away for hours. Harry had filled the bucket and his pockets with coal.

Harry complained that he could not feel his feet. Lily worried that he might have frostbite.



Lily filled her lunch pail with snow and warmed it on the stove. Harry yelled out in pain as his feet warmed in the water.

Harry did not have frostbite, but Lily's relief did not last long. There was not much oil left for the lamp. Without oil, they would have no light.

**STOP AND CHECK**

How did Harry find his way back to the classroom?



## Chapter 3

# STORIES AND LETTERS

Lily sat by the stove and wished she were home with Ma and Pa. Then, Lily saw Alice watching her. Alice was fighting back tears. Lily knew she needed to be strong for the younger children.

Lily said, “Children, bring your chairs to the stove, and we will tell stories. You’ll be warm as toast.”

**In Other Words** trying not to cry.  
En español *fighting back tears* quiere decir *luchando por contener las lagrimas*.



Harry told the story of *The Three Little Pigs*. As Harry talked about the wolf, Peter said, "The wind sounds like a howling wolf coming to eat us." Alice and Amy looked scared.

Lily said, "There's nothing to be afraid of. I'll tell you another story."

Lily told a story about a princess in a hot country far away. The story calmed the children. Then Amy complained that she was hungry. Lily told the children to eat half their lunch.

"What if we run out of food?" Peter asked. "Will we die?"

"We are not going to die," Lily said. "We will all live long enough to be grandparents."

"I have an idea," said Lily.

Everyone stared at Lily as she took some paper from Miss Adams's desk. Only Miss Adams was allowed to use paper.



Lily said, "Let's write letters to our grandchildren. We can tell them we were in a blizzard. We can tell them what it was like to be stranded in our classroom."

They all wrote letters. It was a good way to pass time.

*Dear Grandchildren,*

*The year is 1888. Your great-uncle Harry and I are trapped in our schoolhouse. There is a blizzard outside. Our teacher is not here. We are all scared, but I know we will get through this.*

*With love,  
Grandma Lily*

**STOP AND CHECK**

Why did Lily want the children to write the letters?



## Chapter 4

# SNOWED IN

The children stayed busy writing their letters. When they finished the letters, the children needed more to do to pass the time. So Harry made up more stories.

Finally, one by one, the children fell asleep. Harry stayed awake longer than the younger children. Lily was awake the longest. When Lily woke up, the room was silent and warm.

How could the room be warm? Lily looked at the windows. The windows were covered with snow.



### Language Detective

Longer is an adjective that compares. What two nouns does longer compare?

Harry went to the door. Harry said, "I can't open the door. There's too much snow."

The snow was keeping out the wind. That made the room warm.

The children heard a scraping noise. The noise sounded louder each time the children heard it. Then the door burst open. Pa and Mr. Adams came in. Lily ran to her father.

Pa said, "You are safe and sound. Miss Adams was worried. I told her you and Harry would know what to do."

Lily was astonished. Then Lily thought that she had known what to do. Lily had been able to keep calm and make sensible decisions after all.

**Language  
Detective**

Louder is an adjective that compares.  
What does louder compare?



door

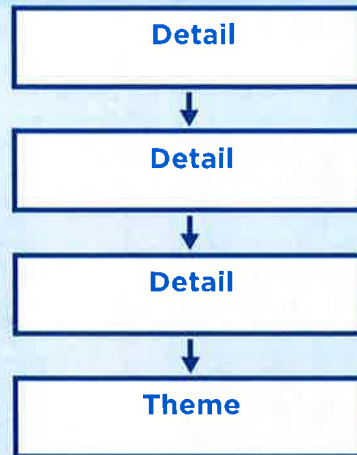
Pa

**STOP AND CHECK**  
Why did the classroom stay warm?

# Respond to Reading

## Summarize

Use details from *The Schoolhouse Blizzard* to summarize the story. Your graphic organizer may help you.



## Text Evidence

1. How can you tell this story is historical fiction? What is one feature in the story that tells you this? **GENRE**
2. What is the theme of this story? Look on page 3 and page 14 for clues. **THEME**
3. What does the phrase *safe and sound* on page 14 mean? Use clues in the text to find out. **IDIOMS**
4. Write about the details the author uses to show the story's theme. **WRITE ABOUT READING**

## Compare Texts

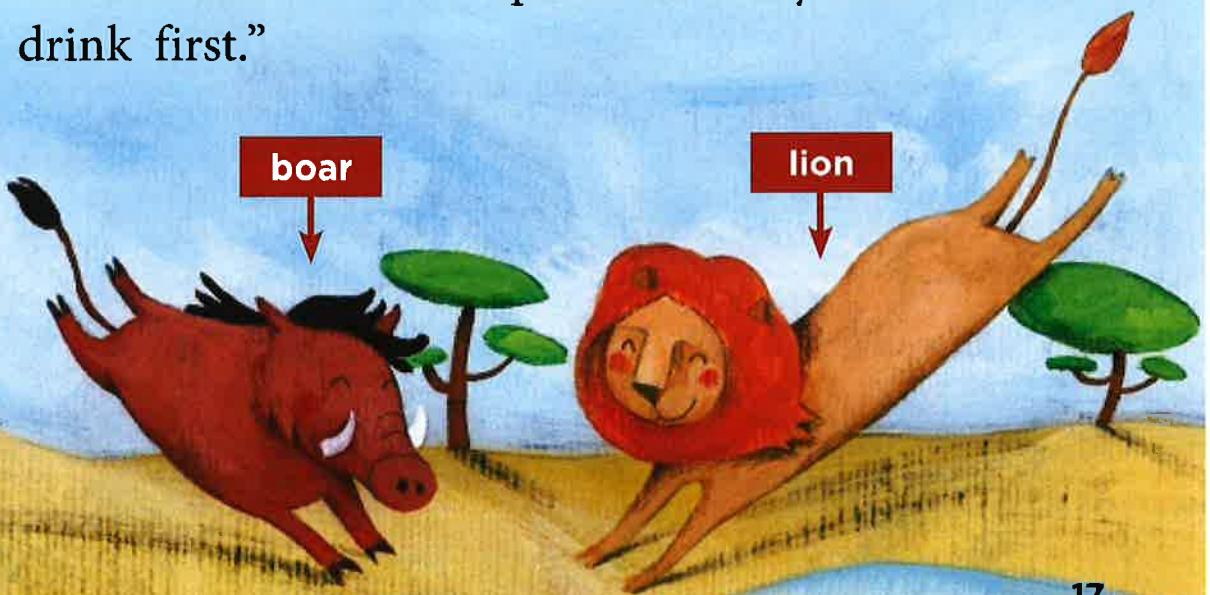
Read about how a drought affected the lion and the boar.

# The Lion and the Boar

There was a drought. The land was dry, and there was no rain. The animals were thirsty. Lion remembered a hidden pool of water. He hurried toward the pool. Boar had also remembered the pool. The two animals got to the pool at the same time.

Lion said, “I am the King of the Animals. I will drink first.”

Boar said, “No, the pool is on my land. I will drink first.”



The animals continued to argue. Soon they were fighting. Lion was big and fast and had sharp claws. Boar had long tusks, a strong body, and strong hooves. Lion and Boar both wanted to win, but they were tired and thirsty. They stopped for a short time to get their strength back.

Lion looked up. Hungry vultures were sitting in the trees watching Lion and Boar.



Lion said, “Those birds want to eat us. They are waiting for one of us to lose the fight.”

Boar saw the birds. Boar said, “There is enough water here for both of us. If we share the pool, we will both stay alive.”

Lion said, “Good idea.”

Boar and Lion drank the clean, fresh water. They had learned that two should work together if they are both in danger.



### **Make Connections**

How was the weather important in *The Lion and the Boar*? **ESSENTIAL QUESTION**

How can weather affect us? Use examples from *The Schoolhouse Blizzard* and *The Lion and the Boar* to support your response. **TEXT TO TEXT**

# Focus on Genre

**Historical Fiction** Historical fiction tells a story that is set in the past. The settings are realistic or can happen in real life. Some of the characters may be real people from the past. The main characters are usually made up.

**Read and Find** *The Schoolhouse Blizzard* tells a story that happened in the past. It happened in Nebraska in 1888. The author researched the way people lived in Nebraska. The author read stories of people who were snowed in by blizzards. The author used the facts she learned to write her story.

## Your Turn

With a partner, read about weather events that have happened in your town or state. Write a story set in the past. Use the facts you have researched. Have your characters do things that people in that time might have done.



# Thinkmark

## Setting

Where did *The Schoolhouse Blizzard* take place?

What time did the story take place?

## Sequence of Events

What happened in this story?

What happened *first, then, next,* and *finally*?

## Plot

What was Lily's problem in the story?

What was the end result?

## Make Connections

How is *The Schoolhouse Blizzard* like other historical fiction you have read?

# Weather

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3.6.2

# 3rd Grade-ELD Learning Packet

## ANSWER KEY

### Week 9

Day	Lesson
1	<b>Vocabulary: Model:</b> <ul style="list-style-type: none"><li>• Open response</li></ul>
	<b>Vocabulary Strategy: Idioms.</b> <ol style="list-style-type: none"><li>1. a</li><li>2. a</li><li>3. b</li></ol>
	<b>Consonant + le Syllable/Latin Suffixes:</b> <b>A.</b> 1. able    2. eagle    3. tunnel    4. global    5. purple <b>B.</b> 1. a    2. b    3. a    4. b    5. a
2	<b>Comprehension and Fluency:</b> <b>A.</b> 1.a 2.a 3.c  <b>B.</b> Open response
	<b>Comprehension: Theme:</b> Reread the passage “Too Warm for Wheat” again. Complete the <b>Theme</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. It is made-up.</li><li>2. A picture of the construction of the canal.</li><li>3. The construction of the canals in the Tigris river.</li><li>4. Open response</li></ol>
	<b>Writing Traits: Word Choice</b> <b>A. Possible responses:</b> <ol style="list-style-type: none"><li>1. and</li><li>2. however</li><li>3. Open response</li></ol> <b>B. Open response</b>
	<b>Write to Sources:</b> <b>Questions 1-4:</b> Open response
4	<b>Differentiated Text: “The Tornado”</b> <ol style="list-style-type: none"><li>1. The family huddled in the storm cellar underneath the house.</li><li>2. Abbie feels worried about Casper because it was still outside when the tornado started.</li><li>3. the tornado had destroyed a tree and blown the wooden tub and clothes away...</li></ol> <b>Write:</b> Open response

**5**

**Leveled Readers:** Read the book "The Schoolhouse Blizzard".

**Summarize:** Open response.

**Text Evidence:**

1. Open response.
2. How to stay safe during a blizzard storm.
3. They were safe then.
4. Open response

**Read the passage: "The Lion and the Boar"**

- A. Focus on Science--Open response
- B. Thinkmark -- Open response