

Dear Parents,

We are excited to share that Henry County R-1 School District has been granted approval to offer "Alternative Methods of Instruction" or AMI days during the 2020-2021 school year. This plan will allow the opportunity for all students to be engaged in meaningful learning on inclement weather days or emergency days when conditions prevent schools from being in session. In the event that we should need to cancel due to weather at the beginning of the week, we will utilize this means of instruction in order to avoid having to make up another day.

Each of you have already been contacted and you are aware of what mode of instruction (virtual/packet) that your child will use for these days. It is essential that you pay attention to due dates and time. Work will need to be completed within the time frame in order to be counted as attendance for that day.

Like you, if we need to use AMI, we will not be at school either. The best way to contact us is via email. Each 4th grade teacher will be available during the AMI day during the hours of 9-10. If you have any questions, please email during that time period and we will get back to you.

Keely Kuehner- [kuehnerk@henrycountyr1.k12.mo.us](mailto:kuehnerk@henrycountyr1.k12.mo.us)

Sasha Phelps- [phelpss@henrycountyr1.k12.mo.us](mailto:phelpss@henrycountyr1.k12.mo.us)

Eden Guy- [guye@henrycountyr1.k12.mo.us](mailto:guye@henrycountyr1.k12.mo.us)

You may also contact one of the three Title teachers via email from 9:00-10:00 when we have AMI days. Please include your phone number in the email and we will contact you to help your child with any questions they have on their AMI work.

Title Reading: Pam French [frenchp@henrycountyr1.k12.mo.us](mailto:frenchp@henrycountyr1.k12.mo.us)

Title Reading: Penny Williams [williamsp@henrycountyr1.k12.mo.us](mailto:williamsp@henrycountyr1.k12.mo.us)

Title Math: Erica Holtmeyer [holtmeyere@henrycountyr1.k12.mo.us](mailto:holtmeyere@henrycountyr1.k12.mo.us)

Thank you! As always, reach out if you need anything!

4th Grade

Mrs. Kuehner, Ms. Phelps, and Mrs. Guy

# WES Specials Bingo

WES Families: The special teachers have put together a Bingo card of educational activities pertaining to our subject areas for you to complete together during AMI days. Complete any two activities for each AMI day. Return the Bingo card to Mrs. Forrest or Ms. Rhoads. All specials teachers will be available by email from 9:00-11:00 each AMI day to answer questions.

Computer Lab Mrs. Forrest	Library Ms. Rhoads	Art Mrs. Bowen	Music Mrs. Fitzgerald	PE Coach Monaco
Pick a learning game on <a href="http://toytheater.com">toytheater.com</a> .	Get comfy in your PJ's and read for at least 15 minutes.	Look outside and draw a picture of something that you see.	"What Louis Armstrong Taught Me Scat"-Go to youtube and type this in the search bar.	Do 10 sets of 5 push-ups and 5 sit-ups (50 total of each)
Access <a href="http://wideopenschool.org">wideopenschool.org</a> choose the family option and access different virtual field trips to places around the world!	Read with an adult or sibling for 15 minutes.	Draw a self-portrait.	Cup Game (song)! Go to youtube and type "The easiest cup song tutorial".	Play a game for 20 minutes that involves moving around the house.
Write or type about a virtual field trip you take OR about a place you visited on Google Earth.	Draw a picture or write about a book you are reading.	Draw one place you would like to visit (real or make-believe).	Learn to play guitar at <a href="https://recursivearts.com/online-guitar/#play">https://recursivearts.com/online-guitar/#play</a> .	Do 5 sets of 10 jumping jacks. Repeat twice.
Pick a person, place, or thing and research. Write or type a short description about it.	Read to your pet or stuffed animal using a funny voice.	Draw a character from a book that you are reading.	Go to <a href="http://www.musicteacher.com">www.musicteacher.com</a> and play one of the games.	Jog in place for 5 minutes. Repeat twice.
Do coding on Code.org, Tynker, Santa Tracker, Codecombat, or Kodable-Hour of Code.	Read a recipe and make yourself a snack.	Draw your favorite spot.	Get pots and pans and play beautiful music for your family. Make up some lyrics.	Create your own 4-day workout and share it with your family. Try it next week.

# Multiplication Chart

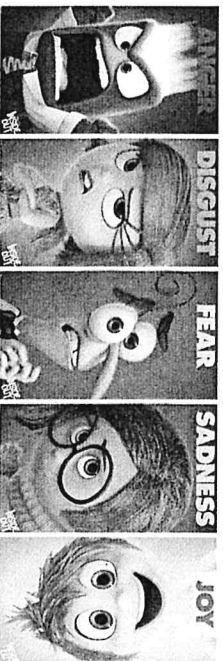
X	1	2	3	4	5	6	7	8	9	10	11	12
1	1	2	3	4	5	6	7	8	9	10	11	12
2	2	4	6	8	10	12	14	16	18	20	22	24
3	3	6	9	12	15	18	21	24	27	30	33	36
4	4	8	12	16	20	24	28	32	36	40	44	48
5	5	10	15	20	25	30	35	40	45	50	55	60
6	6	12	18	24	30	36	42	48	54	60	66	72
7	7	14	21	28	35	42	49	56	63	70	77	84
8	8	16	24	32	40	48	56	64	72	80	88	96
9	9	18	27	36	45	54	63	72	81	90	99	108
10	10	20	30	40	50	60	70	80	90	100	110	120
11	11	22	33	44	55	66	77	88	99	110	121	132
12	12	24	36	48	60	72	84	96	108	120	132	144

# Social-Emotional Learning Choice Board

Please select one choice box to do for each AMI day. To show your students attendance by completing an activity, please send me a picture of your child's work or them doing their activity through google hangout by adding my email as a contact (dayh@henrycountyr1.k12.mo.us), through your child's teacher class dojo, or upload a picture in google classroom under the AMI assignment.



Make a list of 10 acts of kindness you can do. Do them! Then under each listed act of kindness write how people felt or reacted to these kind acts.



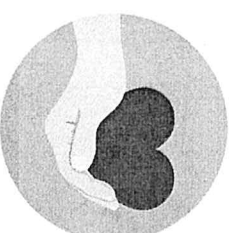
Pick a movie to watch and write a list of major emotions, it might be helpful to use a different color for each. While watching the movie make a tally list of each emotion. Afterward reflect on what you think the overall emotional theme of the movie was.

Practice positive coping skills by choosing a strategy below to do for 30 minutes next time you feel angry, frustrated, or stressed.

- Color a picture
- Cuddle with a pet
- Listening to music
- Exercising



Keep a gratitude log. Start a list of 5 things you are thankful for and then throughout your day add to the list if you think of something new.

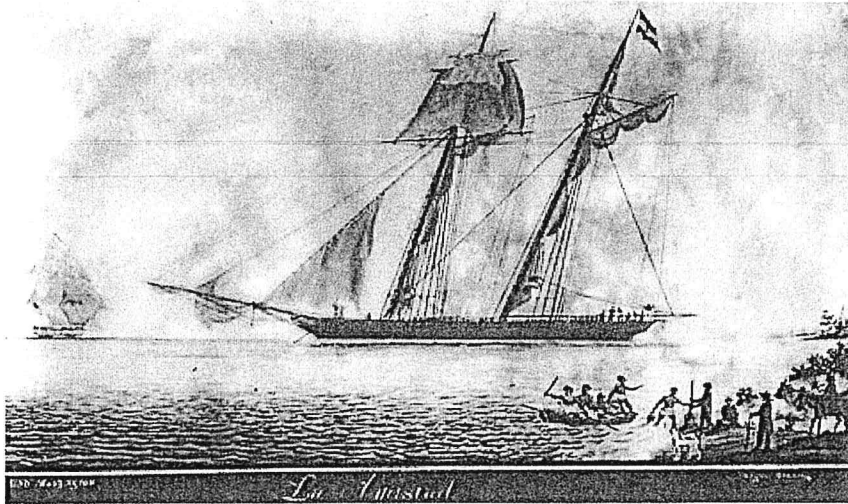




**WES AMI**

**DAY 1**

## Sailing for Freedom



### The world remembers the heroes aboard the *Amistad*.

An old-fashioned ship is traveling the world to share an important story. The ship is called the *Amistad*. It is a reproduction, or copy, of the original *Amistad*.

In 1839, a group of Africans was forced aboard the original ship. The Africans had been kidnapped and sold into slavery. Their owners were taking them to work on an island in the Caribbean Sea. However, the Africans rebelled and took control of the ship. To rebel is to fight back.

The Africans wanted to return home. They tried to steer the ship back to Sierra Leone. That is a country in Africa. They ended up in the United States instead. After a long court trial, the Africans were finally allowed to return to Sierra Leone in January 1842.

## A Brave Leader

The most famous person aboard the *Amistad* was Joseph Cinque (SING-kay). He led the rebellion on the ship. Cinque used a nail to unlock the other Africans' chains. Then he ordered the captain of the ship to sail back to Africa. At night, though, the captain secretly steered the ship the wrong way. That is how the *Amistad* ended up in the United States.

The Africans were put on trial in the United States. Some people thought they should not have rebelled. However, the U.S. Supreme Court justices ruled that the Africans could go home. They returned to Africa in 1842.

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

1. According to the text, what did the United States Supreme Court decide in the case against the Africans on the *Amistad*?

- A. The Supreme Court ruled that children need to learn about slavery.
- B. The Supreme Court ruled that the *Amistad* was a slave ship.
- C. The Supreme Court ruled that the Africans could go back to Africa.
- D. The Supreme Court ruled that the Africans should not have rebelled.

2. In this text, a sequence of events related to the *Amistad* is described. What happened right after Joseph Cinque led the rebellion on the *Amistad*?

- A. Cinque ordered the captain of the ship to sail back to Africa.
- B. The Africans returned to Sierra Leone.
- C. The Africans were taken from Sierra Leone.
- D. Cinque steered the ship to the United States.

3. The captain of the *Amistad* did not want the Africans to return to Sierra Leone and escape slavery.

What evidence from the text supports this conclusion?

- A. "At night, though, the captain secretly steered the ship the wrong way. That is how the *Amistad* ended up in the United States."
- B. "In 1839, a group of Africans was forced aboard the original ship. The Africans had been kidnapped and sold into slavery."
- C. "The Africans wanted to return home. They tried to steer the ship back to Sierra Leone."
- D. "Cinque used a nail to unlock the other Africans' chains. Then he ordered the captain of the ship to sail back to Africa."

4. Based on the text, what words best describe the Africans aboard the *Amistad*?

- A. scared and confused
- B. brave and determined
- C. happy and enthusiastic
- D. uncertain and sad

5. What is this text mostly about?

- A. how to sail a ship from Sierre Leone to the United States
- B. the voyage of the *Amistad* and ways to honor the Africans who rebelled
- C. a present-day ship that tells an important story from history
- D. why the Supreme Court let the Africans go back to Sierra Leone

6. Read this sentence from the text.

At night, though, the captain secretly                      **steered**    the ship the wrong way.

As used in the sentence, what does the word "**steered**" most nearly mean?

- A. told someone to do something
- B. controlled the direction in which something moves
- C. went somewhere very quickly
- D. fought back against someone

7. Choose the answer that best completes the sentence.

The Africans wanted to go back to Africa, \_\_\_\_\_ they rebelled and took over the ship.

- A. because
- B. but
- C. so
- D. after

8. Based on the text, why did the Africans aboard the original *Amistad* rebel and take control of the ship?

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9. The sub-heading of the text states, "The world remembers the heroes aboard the *Amistad*." The "heroes" referred to in this sentence are the Africans aboard the *Amistad*.

Explain why the Africans aboard the *Amistad* should be considered heroes. Use evidence from the text to support your answer.

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

## Hamburger Writing

Topic Sentence: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Detail #1: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Detail #2: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Detail #3: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Closing Sentence: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



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

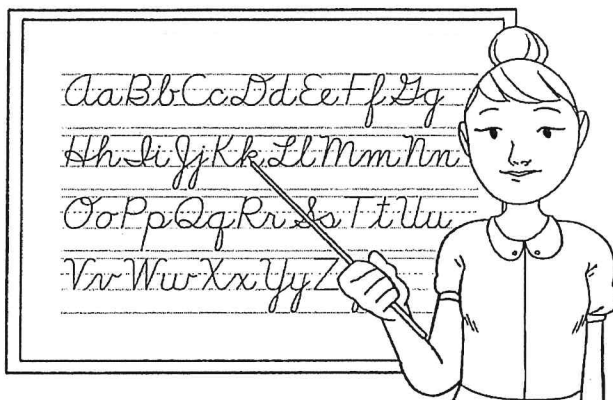
Persuasive Writing

## Cursive Handwriting

Do you agree or disagree with the statement below?

It is important for all students to learn and use proper cursive handwriting.

State your opinion and use details to support your point of view.



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

Page \_\_\_\_\_

# Cursive Handwriting

This image shows a single sheet of white paper with horizontal blue or grey ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

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

## Cursive Handwriting

Draw a picture to supplement your persuasive essay.

## TEACHER NOTES

### **Cursive Handwriting**

#### **Recommendations for Lesson:**

Before presenting this persuasive writing prompt to students, you may choose to have a class discussion to present both sides of the issue.

Arguments in favor of teaching cursive in schools might include:

- Cursive handwriting looks more "grown-up."
- Once learned properly, writing in cursive handwriting is usually faster than printing.
- Students should learn cursive so they can read cursive documents. Not being able to read cursive handwriting could put someone at a disadvantage in life.
- If people don't learn cursive, they won't be able to sign their name.

Arguments in against of teaching cursive in schools might include:

- Most people don't write in cursive any more.
- More and more things are typed, eliminating the need for cursive.
- There are many different version of cursive, which can make it confusing to read.
- Cursive handwriting is more difficult to read than printing for most people.
- Classroom time that is spent learning cursive could be better spent doing other things.

When writing their persuasive essays, students should be encouraged to include a topic sentence (or topic paragraph) stating their opinion, followed by persuasive details to support their point of view. Writers can also acknowledge the opinions of those who might have a different view, and follow up with an argument to make their case.

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

### Greek and Latin Roots; Test 1

1. a chemical substance that is harmful to humans and the environment \_\_\_\_\_

2. making things happen at the same time and speed \_\_\_\_\_

3. of or relating to sound heard on a broadcast \_\_\_\_\_

4. a person who travels to outer space \_\_\_\_\_

5. something good that is more than what is expected or required \_\_\_\_\_

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6. a symbol used to tell someone that a note can be found at the bottom of the page \_\_\_\_\_

7. occurring again and again for a long time \_\_\_\_\_

8. not causing death or serious injury; not cancerous \_\_\_\_\_

9. a short performance to show someone's talents \_\_\_\_\_

10. capable of breaking down slowly into small pieces \_\_\_\_\_

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

11. a drug used to kill bacteria and cure infections \_\_\_\_\_

12. extremely large; relating to astronomy \_\_\_\_\_

13. a description of events in order that they  
happened; often in printed text \_\_\_\_\_

14. providing many desired things in large quantities \_\_\_\_\_

15. able to be heard \_\_\_\_\_

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16. a watch or clock that measures time precisely \_\_\_\_\_

17. scientific study of living things \_\_\_\_\_

18. a group of people who gather together to listen  
to or watch something \_\_\_\_\_

19. one of thousands of small bodies that circle  
around the sun \_\_\_\_\_

20. producing good or helpful results/effects \_\_\_\_\_  
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Name: \_\_\_\_\_ Date: \_\_\_\_\_

21. a person who studies stars, planets, and other  
small objects in outer space

\_\_\_\_\_

22. the story of a real person's life written by  
another person

\_\_\_\_\_

23. Kind and generous

\_\_\_\_\_

24. a large room or building where people gather  
to hear a speech or watch a performance

\_\_\_\_\_

25. arranged in order of the way things came to be;  
often represented in a timeline

\_\_\_\_\_

## Greek and Latin Roots - Word Bank

astronomer  
asterisk  
astronaut  
astronomical  
asteroid

audible  
audio  
audience  
audition  
auditorium

benevolent  
benign  
beneficial  
bountiful  
bonus

biohazard  
biodegradable  
biology  
antibiotic  
biography

chronometer  
chronic  
chronological  
chronicle  
synchronize

# Multiplication Chart

X	1	2	3	4	5	6	7	8	9	10	11	12
1	1	2	3	4	5	6	7	8	9	10	11	12
2	2	4	6	8	10	12	14	16	18	20	22	24
3	3	6	9	12	15	18	21	24	27	30	33	36
4	4	8	12	16	20	24	28	32	36	40	44	48
5	5	10	15	20	25	30	35	40	45	50	55	60
6	6	12	18	24	30	36	42	48	54	60	66	72
7	7	14	21	28	35	42	49	56	63	70	77	84
8	8	16	24	32	40	48	56	64	72	80	88	96
9	9	18	27	36	45	54	63	72	81	90	99	108
10	10	20	30	40	50	60	70	80	90	100	110	120
11	11	22	33	44	55	66	77	88	99	110	121	132
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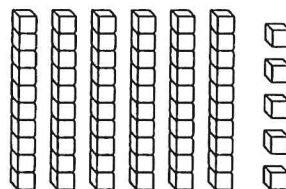
Name \_\_\_\_\_

## Model Division with Regrouping

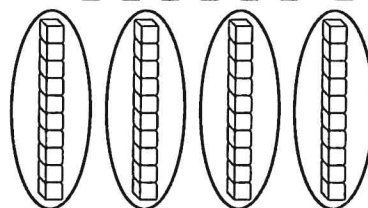
You can use base-ten blocks to model division with regrouping.

**Use base-ten blocks to find the quotient  $65 \div 4$ .**

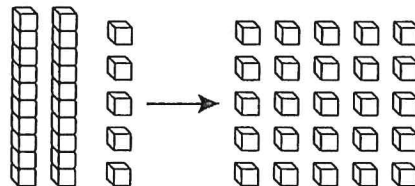
**Step 1** Show 65 with base-ten blocks.



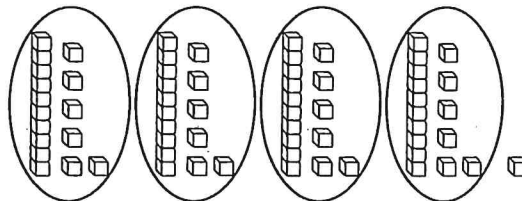
**Step 2** Draw 4 circles to represent dividing 65 into 4 equal groups. Share the tens equally among the 4 groups.



**Step 3** Regroup leftover tens as ones.



**Step 4** Share the ones equally among the 4 groups.



There are 1 ten(s) and 6 one(s) in each group with 1 left over.

So, the quotient is 16 r1.

**Divide. Use base-ten blocks.**

1.  $37 \div 2$

\_\_\_\_\_

2.  $74 \div 3$

\_\_\_\_\_

3.  $66 \div 5$

\_\_\_\_\_



**WES AMI**

**DAY 2**



# U.S. Presidents: Andrew Jackson

by ReadWorks



Andrew Jackson was the seventh president of the United States. He was also the first president to be born in a log cabin. He grew up on the frontier of the Carolinas. His parents were a poor farm couple from northern Ireland. Jackson's father died before he was born. His mother died when Jackson was 14 years old, leaving him an orphan. Despite Jackson's difficult childhood, he eventually moved to Tennessee and became a lawyer and landowner.

Jackson was nicknamed "Old Hickory" because of his toughness. He became famous for his skill as a general in the War of 1812. But his resilience was apparent years earlier when he served his country during the Revolutionary War. Thirteen-year-old Jackson and his younger brother were captured by the British. When a British commander ordered Jackson to scrub his boots, he refused. He argued he had rights as a prisoner of war. The commander got angry and lashed out with his sword. Jackson tried to protect himself with his arms. Jackson's hand was cut to the bone, and he suffered a gash to the head.

Soon after, Jackson and his brother were forced to march 40 miles to a military prison. Both of them contracted smallpox in prison. Jackson survived, but his brother was not so fortunate. Eventually, Jackson's mother arranged for his freedom. Tragically, she died soon after. "I felt utterly alone," Jackson said years later about losing his family.

Jackson stayed active in the military until he reached the age of 54. Although he was not interested, his friends nominated him for president. Leading up to the election, Jackson

promised to represent America's "common man." His promises appealed to many, and he was elected president. He was a founder of the Democratic Party, and he also supported efforts to give workers more rights.

Although Jackson was liked by many Americans, his legacy is not devoid of controversy. Jackson is notorious for his support of the forceful and harsh removal of Native American tribes from their lands. In May of 1830, he signed into law the Indian Removal Act which authorized the removal of Native Americans from their lands within existing state borders. This land was then taken over by the United States government. As a result of this removal policy, 15,000 Cherokee Native Americans were displaced. Four thousand out of the 15,000 Cherokee people died due to the hunger, exhaustion, and disease they faced on their forced march from their lands to present-day Oklahoma.

Despite Jackson's incredible mistreatment of the Cherokee, he is also remembered as a champion of American workers and individual liberty. Jackson served as president for two terms from 1829 to 1837. He died in June of 1845 in Tennessee.

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

1. Andrew Jackson was the first U.S. president to be born where?

- A. in a hospital
- B. in a log cabin
- C. in a brick house
- D. in a large mansion

2. Which of the following events happened first?

- A. Jackson and his brother were captured by British soldiers.
- B. Jackson and his brother marched 40 miles.
- C. Jackson and his brother contracted smallpox.
- D. Jackson refused to scrub the British commander's boots.

3. Andrew Jackson had a difficult childhood. What evidence from the passage supports this conclusion?

- A. Jackson grew up on the frontier of the Carolinas.
- B. Jackson's parents were from Northern Ireland.
- C. Jackson was born in a log cabin.
- D. Jackson became an orphan when he was a teen.

4. Based on the text, what makes part of Jackson's legacy controversial?

- A. his difficult childhood on the frontier of the Carolinas
- B. his support of the removal of Native American tribes from their lands
- C. his support of American workers and individual liberty
- D. his skill as a general in the War of 1812

5. What is this passage mostly about?

- A. military prisons during the Revolutionary War
- B. how Jackson founded the Democratic Party
- C. Andrew Jackson's life and presidency
- D. Andrew Jackson's long military career

6. Read the following sentences: "Both of them contracted smallpox in prison. Jackson survived, but his brother was not so fortunate." As used in this sentence, what does "**contracted**" mean?

- A. became ill with a disease
- B. became cured of a disease
- C. learned about a subject
- D. fought an enemy

7. Choose the answer that best completes the sentence below.

\_\_\_\_\_ not being interested in politics, Jackson was nominated for office.

- A. Ultimately
- B. Therefore
- C. Since
- D. Despite

8. Jackson signed the Indian Removal Act in May of 1830. What occurred as a result of this act?

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**9.** How did Andrew Jackson show resilience and toughness throughout his life? Support your answer with two examples from the passage.

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**10.** The author explains Andrew Jackson was "nicknamed 'Old Hickory' because of his toughness." The word tough can mean strong and resilient. It can also mean harsh and severe.

Explain whether one of these definitions or both of these definitions accurately describe Andrew Jackson. Use information from the text to support your answer.

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

## Hamburger Writing

Topic Sentence: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Detail #1: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Detail #2: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Detail #3: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Closing Sentence: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



## Persuasive Writing

Do you agree or disagree with the statement below?

Super Teacher Worksheets - [www.superteacherworksheets.com](http://www.superteacherworksheets.com)

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

Page \_\_\_\_\_

# School Uniforms

[illegible]

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

## School Uniforms

Draw a picture to go supplement your persuasive essay.

## TEACHER NOTES

### School Uniforms

#### **Recommendations for Lesson:**

Before presenting this persuasive writing prompt to students, you may want to have a class discussion to present both sides of the issue.

Arguments in favor of school uniforms might include:

- Uniforms prevent students from being judged by their clothing.
- Uniforms look nice and neat. It's more like "dressing up."
- A wardrobe full of trendy, name-brand clothes can cost more.

Arguments against school uniforms might include:

- Uniforms restrict a student's freedom to be creative.
- Uniforms can be expensive for parents.
- Wearing the same thing to school every day might get boring.

If students are not familiar with the concept of school uniforms, you may want to use the Internet to show pictures of students wearing uniforms. Ask individuals in your class to share their thoughts.

- Do the uniforms look nice?
- Would they want to wear a uniform to school? Why or why not?
- Why might some schools require uniforms?

When writing their persuasive essays, students should be encouraged to include a topic sentence (or topic paragraph) stating their opinion, followed by persuasive details to support their point of view. Writers can also acknowledge the opinions of those who might have a different view, followed by an argument to make their case.

# Multiplication Chart

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5	5	10	15	20	25	30	35	40	45	50	55	60
6	6	12	18	24	30	36	42	48	54	60	66	72
7	7	14	21	28	35	42	49	56	63	70	77	84
8	8	16	24	32	40	48	56	64	72	80	88	96
9	9	18	27	36	45	54	63	72	81	90	99	108
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12	12	24	36	48	60	72	84	96	108	120	132	144

# Multiplication & division fact families

## Grade 3 Division Worksheet

Complete each family of facts.

1.

<div style="text-align: center;"> <div style="border: 1px solid black; width: 150px; height: 100px; margin: 0 auto; position: relative;"> <div style="position: absolute; top: 10px; left: 50%; transform: translate(-50%, -50%); font-weight: bold;">70</div> <div style="position: absolute; bottom: 10px; left: 10%; font-weight: bold;">7</div> <div style="position: absolute; bottom: 10px; right: 10%; font-weight: bold;">10</div> </div> </div>				
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2.

<div style="text-align: center;"> <div style="border: 1px solid black; width: 150px; height: 100px; margin: 0 auto; position: relative;"> <div style="position: absolute; top: 10px; left: 50%; transform: translate(-50%, -50%); font-weight: bold;">24</div> <div style="position: absolute; bottom: 10px; left: 10%; font-weight: bold;">6</div> <div style="position: absolute; bottom: 10px; right: 10%; font-weight: bold;">4</div> </div> </div>				
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**WES AMI**

**DAY 3**

# The Big Hike

by ReadWorks



Tamara opened her eyes and jumped out of bed. Most days she hated getting up early. But today was different. Today Tamara was wide awake and excited. Today her family was going on a hike. This was Tamara's first hike. She pulled on her new shoes and tied the laces. Tamara's mother had bought the new shoes just for the hike. They were brown boots. The bottom of the boots was made of rubber and had curves to help Tamara walk on rocky ground. Tamara put on pants, a shirt, and a big jacket. She was ready to go hiking.

"Tamara," her mother called. "Are you ready?"

"Yes, I am!" Tamara said.

Tamara ran down the stairs. Her mother and older brother James were there at the bottom. They were all wearing new boots like Tamara's. James was hopping up and down impatiently. Everyone was ready for the hike.

Tamara's family got into the car. They drove for two hours until they were far away from the city. Once they



left the city and the suburbs, there weren't many buildings beside the road. Instead there were trees and fields. Tamara saw herds of cows chewing on grass. The road climbed up. They were driving into the mountains. Tamara rolled down her window. The air was cool, and she liked it. It smelled like leaves and flowers. Soon, Tamara's mother parked the car.

"Are we here? Is this the hike?" asked Tamara.

"Yes," said James. "See that trail? That's where we'll start hiking." James had hiked this trail before, and it was one of his favorites.

Tamara looked at the trail. It was a dirt path and went into the forest. Tall trees and tiny flowers lined both sides of the path. Tamara, her mother, and her brother began to walk. Butterflies and bumblebees flew over the flowers. At first the bees made Tamara nervous, but soon she saw that they were more interested in the flowers than they were in her.

Tamara's mother talked about the other times the family had gone hiking. James talked about the time he went camping with the Boy Scouts. Tamara wanted to talk, but she felt out of breath. The trail was steep. They had been walking uphill for an hour by now. Tamara took hold of her mother's hand. "I'm tired," she said.

"Come on, Tamara," said her brother. "You can do it! You're ten years old. That's old enough to hike."

Tamara kept going. If her brother said she could do it, Tamara knew she could. James never lied. They kept walking uphill. Tamara looked around at the plants to keep her mind off of how tired she felt. There was green everywhere. There were trees with long draping leaves that Tamara had never seen before. She saw a small and furry rabbit by the side of the trail. Tamara gasped with surprise, and the rabbit ran away at the sound.

"Look, Tamara!" her brother called suddenly. The trail had ended. Tamara and her family were at a pool at the bottom of a waterfall. Tamara looked up at the water rushing down at the fish swimming in the pool. Her mother sat on a rock at the edge of the pool and began to unpack their picnic. There were peanut butter and banana sandwiches, baby carrots, and chocolate chip cookies. Tamara took off her boots and sat on the edge of the rock. As she bit into her sandwich, she dipped her toes into the cool water.

"Congratulations, Tamara!" said her mother. "You just finished your first hike!" Tamara smiled. She decided that she liked hiking.

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

1. In the story, Tamara goes on her first what?

- A. bike ride
- B. school trip
- C. hike
- D. camping trip

2. While Tamara is hiking up the trail, she looks around at all of the different plants. What motivates this action?

- A. Tamara wants to keep her mind off of how tired she feels.
- B. Tamara wants to study the plants for a test at school.
- C. Tamara wants to try to find a rabbit in the plants and bushes.
- D. Tamara wants to keep her mind off of how scared she is.

3. Tamara is able to experience new things on the hike. What information from the passage best supports this conclusion?

- A. Tamara's mother talks about the other times the family has gone hiking.
- B. Tamara hikes on a trail that is far away from the city where she lives.
- C. Tamara and her family end up at a pool at the bottom of a waterfall.
- D. Tamara sees trees with long draping leaves she has never seen before.

4. Read the following sentences: "If her brother said she could do it, Tamara knew she could. James never lied." Based on this information, how does Tamara feel about her brother?

- A. Tamara dislikes her brother.
- B. Tamara trusts her brother.
- C. Tamara thinks her brother is cool.
- D. Tamara doesn't trust her brother.

5. What is this story mostly about?

- A. Tamara sees a rabbit on the trail.
- B. Tamara has a picnic with her family.
- C. Tamara goes on her first hike.
- D. Tamara sees a waterfall and a pool.

6. Read the following sentences: "She saw a small and furry rabbit by the side of the trail. Tamara **gasped** with surprise, and the rabbit ran away at the sound."

As used in this sentence, what does the word "**gasped**" most nearly mean?

- A. took in and let out a long breath to show boredom
- B. said something quietly so that only one person would hear
- C. said something very loudly because of anger
- D. breathed in suddenly and loudly because of surprise or shock

7. Choose the answer that best completes the sentence below.

Tamara gets tired after hiking for an hour, \_\_\_\_\_ she keeps hiking anyway.

- A. but
- B. so
- C. after
- D. like

8. How does Tamara feel when she wakes up?

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9. Most days Tamara hates getting up early, but today is different. Why does Tamara feel differently today?

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10. The author states at the end of the passage that Tamara "decided that she liked hiking." What may have made Tamara feel this way? Use information from the passage to support your answer.

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

# Hamburger Writing

Topic Sentence: \_\_\_\_\_

\_\_\_\_\_

Detail #1: \_\_\_\_\_

\_\_\_\_\_

Detail #2: \_\_\_\_\_

\_\_\_\_\_

Detail #3: \_\_\_\_\_


\_\_\_\_\_

Closing Sentence: \_\_\_\_\_

\_\_\_\_\_

## Persuasive Writing

Do you agree or disagree with the statement below?



This image shows a single sheet of white paper with horizontal blue or grey ruling lines. The lines are evenly spaced and run across the width of the page. There are approximately 20 lines visible. The paper appears to be a standard notebook page.

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

Page \_\_\_\_\_

# Cell Phones In School

This image shows a single page of white paper with horizontal blue or grey ruling lines. The lines are evenly spaced and run across the width of the page, leaving small margins at the top and bottom. There is no handwriting or other markings on the paper.

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

## Cell Phones In School

Draw a picture to supplement your persuasive essay.



## TEACHER NOTES

### Cell Phones In School

#### Recommendations for Lesson:

Before presenting this persuasive writing prompt to students, you may choose to have a class discussion to present both sides of the issue.

Arguments in favor of allowing cell phones in school might include:

- Phones enable students to contact parents if they forgot to bring something to school or if they need to arrange transportation.
- Smart phones can be used as a learning tool. Students can use the Internet to look up information.
- Phones are a harmless form of entertainment and communication for use during lunch, study hall, recess, bus rides, or other down times.

Arguments against allowing cell phones in school might include:

- Phones are expensive pieces of equipment that can be lost or stolen.
- Students could cheat with a phone.
- Phones are a distraction. Students could text or play games while a teacher is trying to teach.

When writing their persuasive essays, students should be encouraged to include a topic sentence (or topic paragraph) stating their opinion, followed by persuasive details to support their point of view. Writers can also acknowledge the opinions of those who might have a different view, and follow up with an argument to make their case.

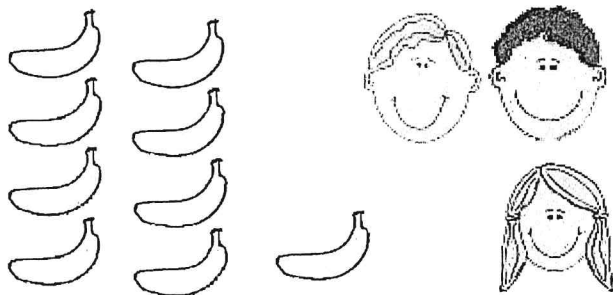
# Multiplication Chart

X	1	2	3	4	5	6	7	8	9	10	11	12
1	1	2	3	4	5	6	7	8	9	10	11	12
2	2	4	6	8	10	12	14	16	18	20	22	24
3	3	6	9	12	15	18	21	24	27	30	33	36
4	4	8	12	16	20	24	28	32	36	40	44	48
5	5	10	15	20	25	30	35	40	45	50	55	60
6	6	12	18	24	30	36	42	48	54	60	66	72
7	7	14	21	28	35	42	49	56	63	70	77	84
8	8	16	24	32	40	48	56	64	72	80	88	96
9	9	18	27	36	45	54	63	72	81	90	99	108
10	10	20	30	40	50	60	70	80	90	100	110	120
11	11	22	33	44	55	66	77	88	99	110	121	132
12	12	24	36	48	60	72	84	96	108	120	132	144

# Dividing into equal groups

## Grade 3 Division Worksheet

Divide the food between the kids & write the division equation.



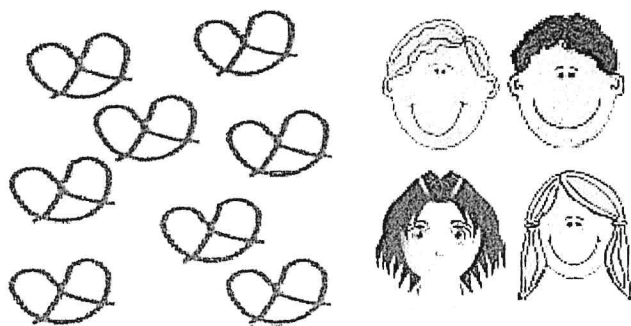
$$\underline{\hspace{1cm}} \div \underline{\hspace{1cm}} = \underline{\hspace{1cm}}$$

How many bananas does each kid get?           



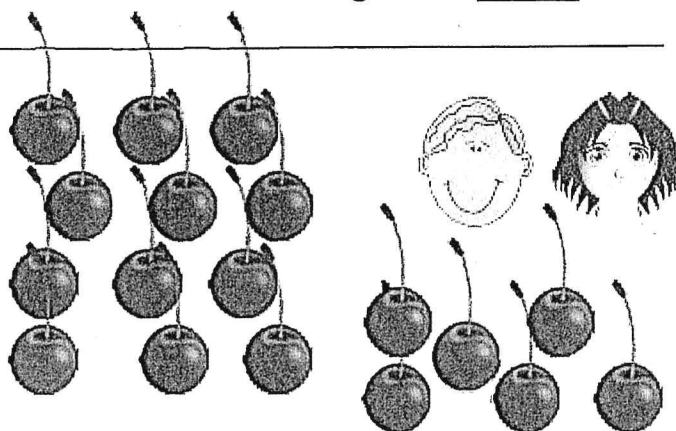
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How many muffins does each kid get?           



$$\underline{\hspace{1cm}} \div \underline{\hspace{1cm}} = \underline{\hspace{1cm}}$$

How many pretzels does each kid get?           



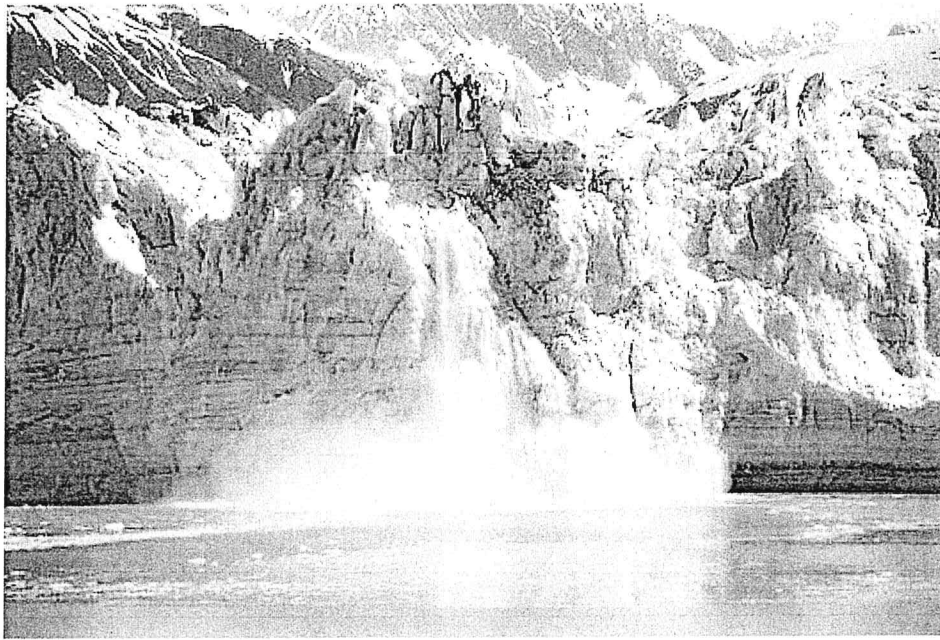
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How many cherries does each kid get?

**WES AMI**

**DAY 4**

## Ice Ages



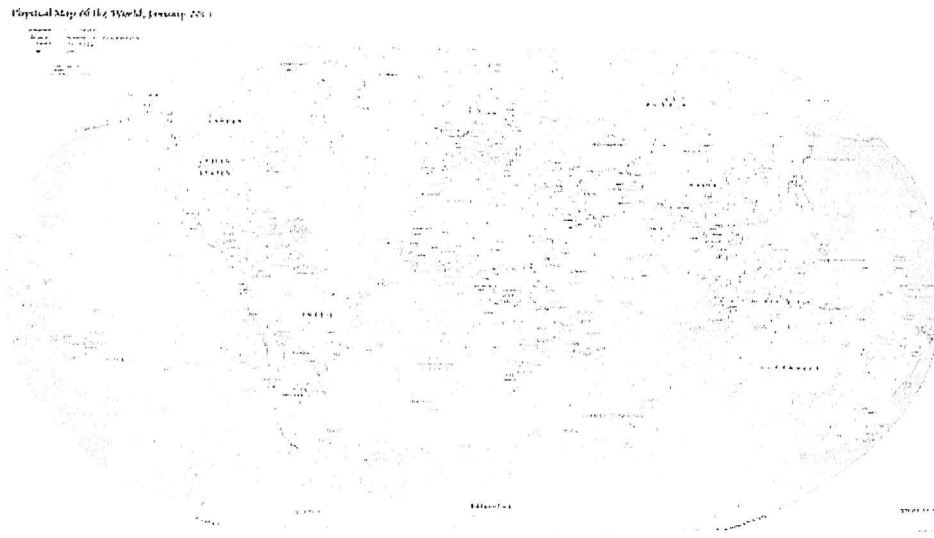
*Glacier*

Have you ever heard the phrase "ice age"? It refers to a long period of time when glaciers and ice sheets cover large parts of the Earth. We are actually living in an ice age right now! This ice age began about 2.5 million years ago. Today, large areas of ice cover regions of Antarctica, the Arctic, and Greenland.

The climate changes multiple times during an ice age. It alternates between glacial periods and interglacial periods. During glacial periods of an ice age, temperatures are much colder than they are today. Ice sheets and glaciers expand, covering more of the planet. These periods can last tens of thousands of years. The last glacial period started about 120,000 years ago and ended about 11,500 years ago. During interglacial periods of an ice age, the average global temperature increases. Ice sheets and glaciers get smaller. The climate is warmer and wetter than it is during glacial periods. We are currently living in an interglacial period. It started about 11,500 years ago - when the last glacial period ended. During an ice age, glacial periods generally last much longer than interglacial periods.

Scientists don't completely understand what causes ice ages. But they do believe that one important factor is the amount of light Earth receives from the sun. When the northern part of the world receives less sunlight, temperatures drop, and more water freezes into ice. This can lead to the start of an ice age. When the northern part of the world receives more sunlight,

temperatures rise, and ice sheets melt. This can lead to the end of an ice age. However, there are other factors, too, including changes in the water flow of our oceans. Scientists are working to learn more about how different factors may cause an ice age to begin and end.



CIA World Factbook

The current ice age we're in is not the first the Earth has experienced. At least five major ice ages have occurred throughout Earth's history. The earliest one started over 2 billion years ago!

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

1. Throughout the Earth's history, there have been long periods of time when glaciers and ice sheets cover large parts of the Earth. What are these periods called?

- A. dark ages
- B. ice ages
- C. cold ages
- D. winter ages

2. The text describes and compares the glacial periods and interglacial periods of an ice age. What is one way these periods are different?

- A. The average global temperature is lower during an interglacial period than a glacial one.
- B. The average global temperature is higher during an interglacial period than a glacial one.
- C. Interglacial periods normally last longer than glacial periods.
- D. More of the Earth is covered by ice sheets during an interglacial period than a glacial one.

3. The Earth has undergone many changes throughout its history. What information from the text best supports this statement?

- A. The Earth may enter an ice age when the northern part of the world receives less sunlight.
- B. During glacial periods, ice sheets and glaciers cover more of the Earth.
- C. The Earth has had at least five major ice ages over billions of years.
- D. Scientists are working to learn more about how different factors may cause an ice age to begin and end.

4. Based on information in the text, what can be concluded about the Earth and the sunlight it received 2.5 million years ago?

- A. The northern part of the Earth was receiving more sunlight.
- B. The Earth was receiving the same amount of sunlight throughout its different parts.
- C. The southern part of the Earth was receiving no sunlight.
- D. The northern part of the Earth was receiving less sunlight.

5. What is the main idea of this text?

- A. Today, large areas of ice cover regions of Antarctica, the Arctic, and Greenland.
- B. Ice ages alternate between glacial and interglacial periods as the Earth's climate changes.
- C. During an ice age, glacial periods generally last much longer than interglacial periods.
- D. One important factor that may cause ice ages is the amount of light Earth receives from the sun.

6. Read the following sentences from the text.

"During glacial periods of an ice age, temperatures are much colder than they are today. Ice sheets and glaciers expand, covering more of the planet."

Based on the text, what does the word "expand" mean?

- A. get bigger
- B. get smaller
- C. get warmer
- D. get lost

7. Choose the answer that best completes this sentence.

Ice ages alternate between two different periods, \_\_\_\_\_ glacial periods and interglacial periods.

- A. namely
- B. on the other hand
- C. for example
- D. meanwhile



8. What happens when the northern part of the world receives less sunlight?

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9. Describe two ways glacial periods compare to interglacial periods. Use information from the text to support your answer.

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10. How might the way the Earth is today compare to the way it was 100,000 years ago? Use information from the text to support your answer.

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

# Hamburger Writing

Topic Sentence: \_\_\_\_\_

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

Detail #1: \_\_\_\_\_

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

Detail #2: \_\_\_\_\_

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

Detail #3: \_\_\_\_\_

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

Closing Sentence: \_\_\_\_\_

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

## Persuasive Writing

Do you agree or disagree with the statement below?

A black and white line drawing of a bear sitting on a tree branch. The bear is facing forward, holding a stick in its paws. The background consists of vertical lines representing a forest.

This image shows a single sheet of white paper with horizontal blue or grey ruling lines. The lines are evenly spaced and run across the width of the page. There are approximately 20 lines visible. The paper appears to be a standard notebook page.

Page \_\_\_\_\_

## This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

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

## Zoo Animals

Draw a picture to supplement your persuasive essay.

## TEACHER NOTES

### Zoo Animals

#### **Recommendations for Lesson:**

Before presenting this persuasive writing prompt to students, you may choose to have a class discussion to present both sides of the issue.

Arguments in favor of animals being kept in zoos might include:

- Zoos breed animals. This allows endangered animals to be brought back from near extinction.
- People can learn about wild animals from all over the world by visiting zoos.
- Zookeepers tend to treat animals well by providing plenty of food, water, veterinary services, and a safe habitat.
- Animals in zoos are often safer than in the wild because they are protected from predators and other natural dangers.

Arguments against animals being kept in zoos might include:

- Animals in zoos do not have as much space as they would in the wild.
- Animals often do not get to interact with large family groups, or in large groups of the same species (large herds, flocks, etc.). They can not migrate or find mates, as they would in the wild.
- Zoo animals usually do not get to hunt in a natural way.

When writing their persuasive essays, students should be encouraged to include a topic sentence (or topic paragraph) stating their opinion, followed by persuasive details to support their point of view. Writers can also acknowledge the opinions of those who might have a different view, and follow up with an argument to make their case.

# Multiplication Chart

X	1	2	3	4	5	6	7	8	9	10	11	12
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5	5	10	15	20	25	30	35	40	45	50	55	60
6	6	12	18	24	30	36	42	48	54	60	66	72
7	7	14	21	28	35	42	49	56	63	70	77	84
8	8	16	24	32	40	48	56	64	72	80	88	96
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11	11	22	33	44	55	66	77	88	99	110	121	132
12	12	24	36	48	60	72	84	96	108	120	132	144



Solve each problem.

1)  $5 \overline{) 352}$

3	5	2	

2)  $3 \overline{) 377}$

3	7	7	

3)  $4 \overline{) 940}$

9	4	0	

4)  $7 \overline{) 161}$

1	6	1	

5)  $4 \overline{) 868}$

8	6	8	

6)  $5 \overline{) 850}$

8	5	0	

7)  $4 \overline{) 682}$

6	8	2	

8)  $9 \overline{) 411}$

4	1	1	

9)  $8 \overline{) 529}$

5	2	9	

Answers

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
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