

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

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

UNIT

1

WEEK 1



## Mark Current Concepts

Read the words. Underline blends with two or three separate lines. Underline digraphs with one line. Some words have digraph blends. The last row includes nonsense words.

**Example:** c l e n c h

slush

golf

pinch

split

flash

scrap

shred

quilt

drench

drosk

swaft

twend

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

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## Digraphs and Blends Detective

Read the words. Be a detective and find all the digraphs and underline the digraphs with one line. Also find the blends and underline each sound in the blend with a separate line. (Digraphs: **wh, ch, sh, th, ck**)

flash

wax

thud

trash

golf

gust

vest

cash

clump

moth

best

jump

dig

rich

quick

from

**WORDS TO KNOW**

As you read, look inside, around, and beyond these words to figure out what they mean.

- halter
- interactive

# Horses Helping Others

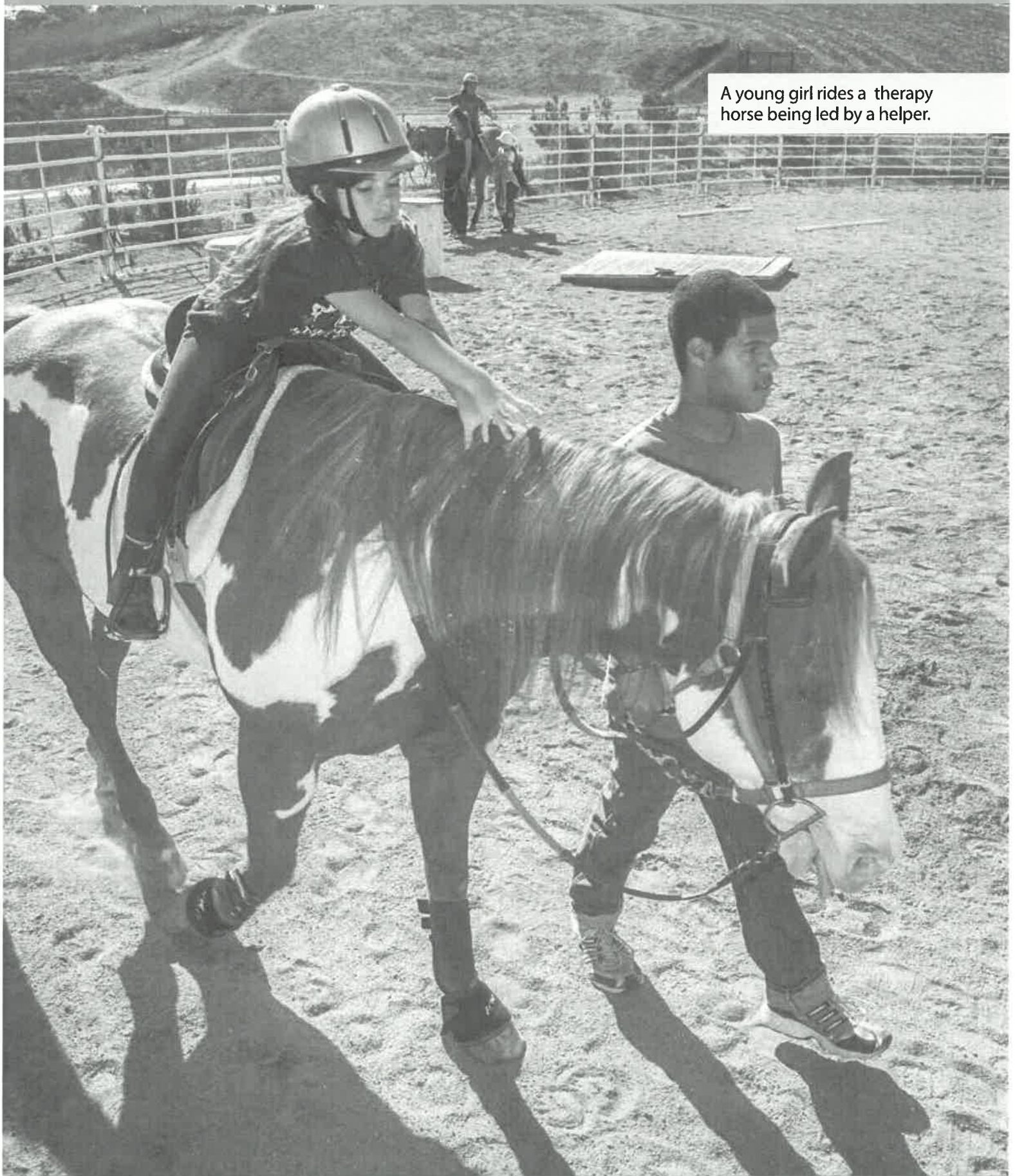
by Natasha Yim, *Appleseeds*



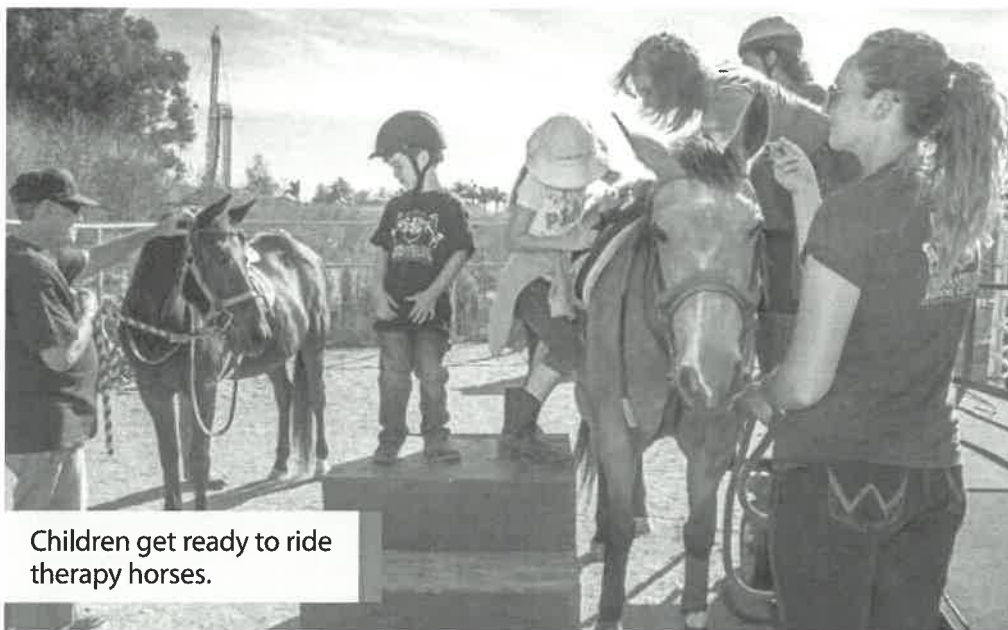
- 1 In 1993, when Erin Livingston was just 11, she had an idea. She wanted to use horses to help kids with special needs. Along with two friends, she researched different programs. With the support of the Mendocino County 4-H, Ridgewood T.R.A.I.L.<sup>1</sup> was born.
- 2 Freya, Kiss, Easy, Ginger, and Robin are horses with a very important job. They help kids with special needs. Some of these kids are in wheelchairs and walkers. Some can't talk. Some are very high energy and need to learn how to focus.
- 3 Erin uses games to help kids learn to communicate with horses. For example, a rope is attached to the halter of a horse. The student holds the other end and wiggles it to make the horse back up. Then the student wiggles it again to invite the horse back into his or her space.

<sup>1</sup> T.R.A.I.L. : Teaching Riding as an Access to Independence and Learning

A young girl rides a therapy horse being led by a helper.



- 4 Through interactive games, the horses help the kids learn about trust, keeping themselves safe, and being sensitive to a horse's feelings and body language. If kids are loud and too full of energy, the horse may not want to come over to them.
- 5 "The kids learn to protect their space, and also to invite the horse into their space," says Erin Livingston, the founder of Ridgewood T.R.A.I.L.
- 6 For a child who can't walk, riding works her leg muscles. A horse's walking motion is very similar to our own hip movements. Children who have a hard time staying on task learn to pay attention. If they turn to the left when they want to go right, the horse may not do what they want it to do. For a kid who has a hard time talking, Erin has her use words to command the horse. One boy uttered his first sentence, "Walk on, Woody," while riding a horse! Another student is now a helper in the program. "She has so much confidence and pride in what she does," says her mother.
- 7 "We focus on the kids' abilities, not their disabilities," Erin says.
- 8 Good program horses are calm, patient, and understanding. They have to be used to people (there could be up to two or three helpers walking alongside a rider), loud noises, and sudden movements. It's exhausting work. But the next day, they're back at it, patient as ever—just another day at the office for these amazing horses!



Children get ready to ride therapy horses.

**Think** Use what you learned from reading the selection to respond to these questions.

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

**Part A**

Reread paragraphs 3 and 4. What is the meaning of *interactive* in paragraph 4?

- A** acting apart from each other
- B** acting like each other
- C** acting in response to each other
- D** acting politely with each other

**Part B**

Write one sentence from paragraph 3 or 4 that helped you understand what *interactive* means.

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**2** Read this sentence from the article.

**Erin uses games to help kids learn to communicate with horses.**

Which words from paragraph 2 provide a clue to the meaning of *communicate*?

- A** "can't talk"
- B** "need to learn"
- C** "with special needs"
- D** "very high energy"

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

**Part A**

What is the meaning of the word *sensitive* in paragraph 4?

- A** unfeeling
- B** understanding
- C** fearful
- D** amazed

**Part B**

Underline the sentence in paragraph 4 that supports your answer in Part A.

**Through interactive games, the horses help the kids learn about trust, keeping themselves safe, and being sensitive to a horse’s feelings and body language. If kids are loud and too full of energy, the horse may not want to come over to them.**

**4** Read these sentences from paragraph 6 of the passage.

**For a kid who has a hard time talking, Erin has her use words to command the horse. One boy uttered his first sentence, “Walk on, Woody,” while riding a horse!**

What does the word *uttered* mean as used in this passage?

- A** spoke
- B** wrote
- C** understood
- D** heard

**5** In paragraph 7, Erin states, “We focus on the kids’ abilities, not their disabilities.” Explain what *disabilities* means. Tell what clue you used.

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 **Write**

**6 Short Response** Using evidence from the text, describe how working with horses helps build confidence in children with special needs. Use some of the new words you learned in your response.

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 **Learning Target**

**You've learned how to figure out the meaning of words you don't know. Describe some strategies that you could use to figure out the meaning of *migration* in the following paragraph.**

Every year, millions of monarch butterflies journey to California and Mexico to avoid the harsh winters in other parts of the country. This huge migration begins in fall, ahead of the cold weather. The journey can cover up to 3,000 miles.




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# Nouns

**Introduction** A **noun** is a word that names a person, place, or thing.

- A **common noun** names any person, place, or thing.
- A **proper noun** names a particular person, place, or thing. A proper noun begins with a capital letter.

	Common Nouns	Proper Nouns
<b>Person</b>	girl, teacher, president	Emily, Mr. Wong, Abraham Lincoln
<b>Place</b>	street, lake, country	Pine Street, Lake Mead, Mexico
<b>Thing</b>	cereal, month, holiday	Crispies, April, Thanksgiving

## Guided Practice

Underline the nouns in each sentence. Write *person, place, or thing* above each noun to tell what it names.

**HINT** A proper noun can be more than one word. Each important word in a proper noun begins with a capital letter.

- 1 Aunt Lisa takes us to Oak Park.
- 2 The big slide is near Vine Street.
- 3 Nicole climbs the ladder quickly.
- 4 Alex loves the green and blue swing.
- 5 My little brother plays in the sand.
- 6 My sister pulls her wagon beside the pond.
- 7 Our Koby Kite flies high in the sky.
- 8 My aunt always brings a Fruitybar to share.

 **Independent Practice**

For numbers 1–4, choose the correct word or words to answer each question.

- 1** Which words in this sentence are nouns?

Chase Pond is in the large park.

- A** Chase Pond, is
- B** the, park
- C** Chase Pond, park
- D** in, large

- 2** Which words in this sentence are nouns?

Mark and his sister often swim there.

- A** Mark, sister
- B** and, sister
- C** his, often
- D** Mark, swim

- 3** Which noun in this sentence names a person?

One day Meera saw a frog and a turtle.

- A** day
- B** Meera
- C** frog
- D** turtle

- 4** Which noun in this sentence names a place?

Ms. Patel and her friend enjoy having a picnic on the beach.

- A** Ms. Patel
- B** friend
- C** picnic
- D** beach

**Unit 1 Unit Assessment****Form A****Solve the problems.**

- 1** Find  $650 - 583$ .  
Show your work.

$$650 - 583 = \underline{\hspace{2cm}}$$

- 2** Which of the following numbers round to 540 when rounded to the nearest ten? Choose all the correct answers.
- Ⓐ 545
  - Ⓑ 534
  - Ⓒ 541
  - Ⓓ 535
  - Ⓔ 547



**Unit 1 Unit Assessment** *continued***Form A**

- 3** What is  $794 - 432$ ? Record your answer on the grid.  
Then fill in the bubbles.

●	●	●	●	●	●
0	0	0	0	0	0
1	1	1	1	1	1
2	2	2	2	2	2
3	3	3	3	3	3
4	4	4	4	4	4
5	5	5	5	5	5
6	6	6	6	6	6
7	7	7	7	7	7
8	8	8	8	8	8
9	9	9	9	9	9

- 4** What is  $161 + 127$ ?  
Show your work.

$$161 + 127 = \underline{\hspace{2cm}}$$



**Unit 1 Unit Assessment** *continued***Form A**

- 5** Decide if each statement about rounding is true.  
Choose *Yes* or *No* for each statement about rounding.

	<b>Yes</b>	<b>No</b>
384 rounded to the nearest ten is 380.	(A)	(B)
251 rounded to the nearest hundred is 250.	(C)	(D)
406 rounded to the nearest ten is 400.	(E)	(F)
545 rounded to the nearest hundred is 500.	(G)	(H)

- 6** Break apart numbers to add  $563 + 274$ .  
Show your work.



Name \_\_\_\_\_

Date \_\_\_\_\_

**Unit 1 Unit Assessment** *continued*

**Form A**

- 7** What two tens does 163 fall between?  
Show your work.

**Solution** \_\_\_\_\_

- 8** Add on to subtract.  
Write your answer in the blanks.

$$134 + 6 + \underline{\quad\quad} + 1 = 201, \text{ so } 201 - 134 = \underline{\quad\quad}$$

- 9** Clark scores 146 points bowling.  
Kia scores 179 points bowling.  
How many points do they score in all?  
Show your work.

**Solution** \_\_\_\_\_



**Unit 1 Unit Assessment** *continued***Form A**

- 10** There are 635 students at Lucas School. The principal rounds to tell people how many students are at Lucas School.

Write your answers in the blanks.

Rounded to the nearest ten, there are \_\_\_\_\_ students at Lucas School.

Rounded to the nearest hundred, there are \_\_\_\_\_ students at Lucas School.

- 11** The sum of the equation below is written using hundreds, tens, and ones. Complete the equation.

Write your answer in the blanks.

$437 + 286 =$  \_\_\_\_\_ hundreds + 11 tens + \_\_\_\_\_ ones

- 12** The difference of the equation below is written using hundreds, tens, and ones. Complete the equation.

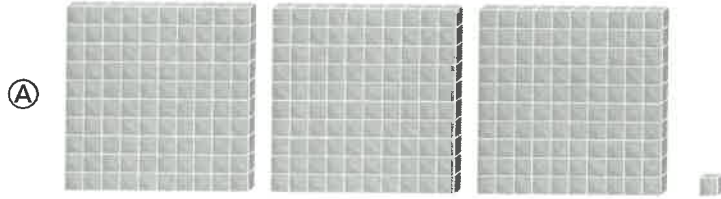
Write your answer in the blanks.

$526 - 397 =$  1 hundred + \_\_\_\_\_ tens + \_\_\_\_\_ ones



**Unit 1 Unit Assessment** *continued***Form A**

**13** Which of these diagrams or solutions represents  $243 + 158$ ?



(B) 
$$\begin{array}{r} 200 + 40 + 3 \\ 100 + 50 + 8 \\ \hline 300 + 90 + 1 \end{array}$$

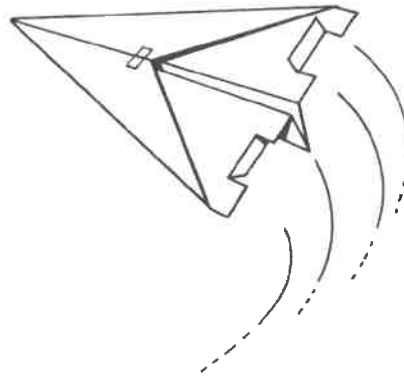
(C) 
$$\begin{array}{r} 243 \\ + 158 \\ \hline 11 \\ 90 \\ 300 \end{array}$$

- (D) 2 hundreds + 1 hundred = 3 hundreds  
40 tens + 50 tens = 90 tens  
3 ones + 8 ones = 11 ones



## What Is an Engineering Design Process?

- 1 What is the first step a student should take when designing a new boat?
- (A) Identify needs the boat will meet.
  - (B) Build a test model of the boat.
  - (C) Brainstorm solutions to problems with the boat.
  - (D) Test the design.
- 2 A company decides to make a new type of snow sled. The sled should slide easily but stop safely. What should the company do next?
- (A) make changes
  - (B) test the design
  - (C) make a prototype
  - (D) brainstorm solutions
- 3 What is the **most important** reason researchers keep careful notes when testing a new design?
- (A) to propose solutions to the problem
  - (B) so that the design can be duplicated
  - (C) so that others cannot copy the design
  - (D) to prove that they made the design
- 4 A company has just built a prototype of a camera. What should the company do next?
- (A) test the prototype
  - (B) compare the results of the tests
  - (C) produce a large number of cameras
  - (D) determine features they want the camera to have
- 5 Sarah and Lily are testing their prototype of a paper airplane. It rises up briefly but then crashes to the floor. What should they do next?



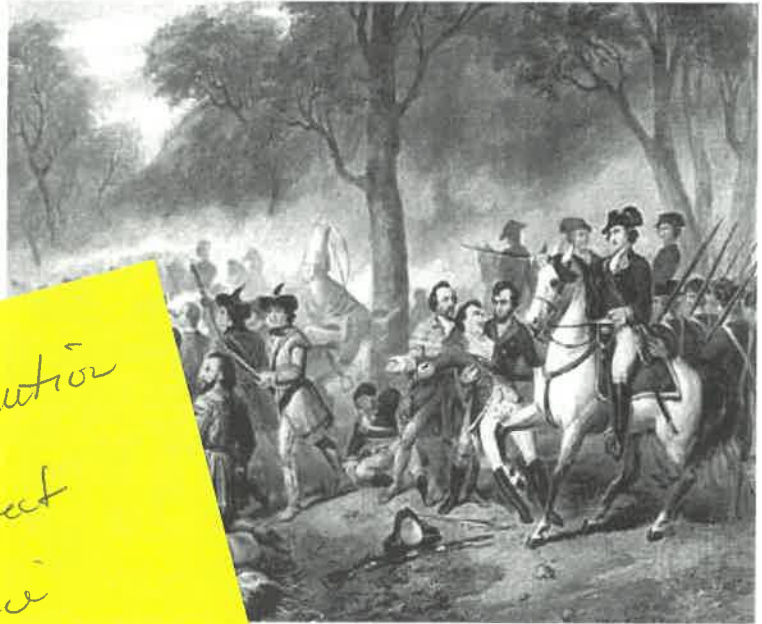
- (A) start over
- (B) redefine the need
- (C) keep better records
- (D) redesign the prototype

# The American Revolution

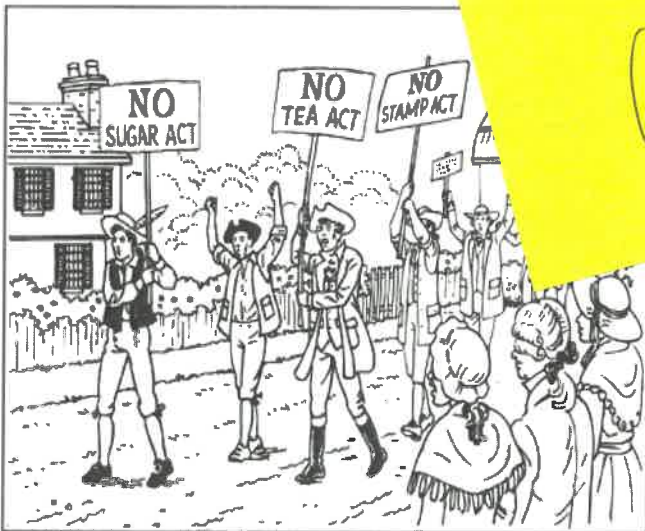
## My essential Question: What factors led to the American Revolution?

The American Revolution started because of the **French and Indian War** and began with shots fired at Lexington and Concord.

**French and Indian War** was fought between France and England (Britain) over lands in the Ohio River Valley, which both the French and the English claimed. The British won the war, and gained control of these lands, but had a large debt as a result of the war. The British Parliament (their government) determined that this debt (money owed) should be paid by the American colonists whose lands the British had been defending. The British government changed its colonial policy. Before the French and Indian War, the British government ignored what was happening in the colonies and tax themselves. After the war, the British Parliament passed laws that changed the colonial assemblies (the colonies had their own assemblies) to be subject to the Parliament. Colonists believed that their colonial assemblies took away their right of the King or of Parliament to tax them. This changed policy.



American Revolution  
Cause & Effect  
Practice  
(Day #1)



...all papers, such as legal documents, which the colonists were forced to buy from the British Parliament, and protested against this "taxation without representation." The colonists did not have a representative in Parliament, and therefore had no voice in Parliament. Colonists organized a **Stamp Act Congress**, which sent a **petition** to the King, and a declared a **boycott** on British goods that led to the **repeal** of the Stamp Act. They also organized the **Sons and Daughters of Liberty** in order to protest British taxes.

**The Tea Act** was not a tax. This act gave the British East India Company the rights to sell tea in the colonies. Colonists were boycotting tea because of a tax imposed under the **Townshend Acts**. The Sons of Liberty feared that the availability of cheap tea would threaten the effectiveness of the boycott. In Boston, they threw the tea overboard. The Boston Tea Party resulted in the Parliament passing what the colonists called the **Intolerable Acts**.





**The Intolerable Acts** closed Boston harbor and took away the right of the colony of Massachusetts to govern itself. The British named these acts the **Coercive Acts** because they were designed to coerce, or force, the colonists to pay for the dumped tea and recognize the right of the Parliament to make tax laws for the colonies. Colonists sent delegates to a **continental congress** in order to address the problem of the Intolerable Acts. The First Continental Congress established a boycott on all trade with Great Britain and sent a petition to the King. This congress also advised American colonists to arm themselves. **This led to the battle of Lexington and Concord and the start of the Revolutionary War.**

**Complete the cause and effect chart below:**

	So, the British had a large debt to pay.
The colonists believed it was the right of the colonial assembly to impose taxes.	As a result,
	So, the colonists protested with the cry of: "no taxation without representation."
The colonists thought that the Tea Act was unfair and unjust.	As a result,
	So, Parliament passed the Intolerable Acts
The First Continental Congress established a boycott on all trade with Great Britain and sent a petition to the King.	

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

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UNIT

1

WEEK 1



## Match the Digraphs

Read the words in the box. Draw a line to match the digraphs in the words.

thick      punch

shelf      lash

chip      block

pinch      thud

moth      chat

whip      whim

shun      lack

Jack      Chet

chum      nosh

munch      thump

cloth      ship

crash      crunch

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

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



## Match the Blends

Read the words in the box. Draw a line to match the blends in the words.

clip	mask
crush	click
skit	crunch

skip	crash
cost	task
crib	stick

tint	lump
drab	sent
dump	drum

smog	milk
silk	trip
trap	smug

# Pronouns

**Introduction** A **pronoun** is a word that can take the place of a noun. Use pronouns in your writing so you don't repeat the same noun over and over.

She  
Sonya rides horses. ~~Sonya~~ is a very good rider.

- **Subject pronouns** take the place of the subject of a sentence. The **subject** is the part of the sentence that tells whom or what the sentence is about.

He  
Mr. Alvarez gives riding lessons. ~~The lessons~~ are fun to learn.

- **Object pronouns** take the place of nouns that follow action verbs and words such as *to*, *in*, *at*, *on*, and *for*.

him  
Horses love Mr. Alvarez. Mr. Alvarez is kind to ~~horses~~.

	Subject Pronouns	Object Pronouns
Singular	I, you, he, she, it	me, you, him, her, it
Plural	we, you, they	us, you, them

## Guided Practice

Circle the correct pronoun to take the place of the underlined word or words.

**HINT** Use a singular pronoun to replace a noun that tells about one person, place, or thing. Use a plural pronoun to replace a noun that tells about two or more people, places, or things.

- 1 Sonya has been riding for six years.

Her It She

- 2 Mr. Alvarez found a gentle horse for Sonya's brother.

he him they

- 3 Asa got in the saddle. He sat up straight in the saddle.

him you it

- 4 Now Sonya and Asa go riding together.

them they she

 **Independent Practice**

For numbers 1–5, choose the correct pronoun to take the place of the underlined words in the sentence.

**1** The horses are beautiful.

- A It
- B They
- C Them
- D We

**2** The stable is my sister's favorite place.

- A Them
- B You
- C He
- D It

**3** The riding teachers love my sister.

- A it
- B they
- C us
- D her

**4** Mr. Chen gives fresh hay to the horses.

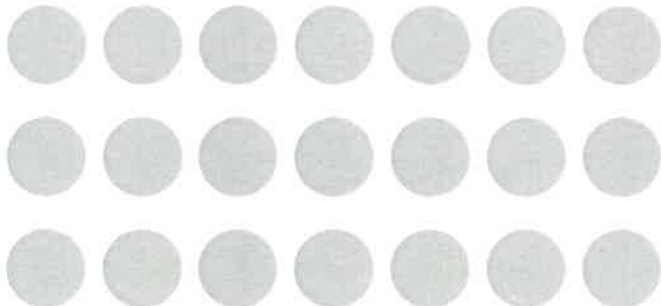
- A they
- B him
- C them
- D it

**5** Mr. Chen owns the stable.

- A He
- B They
- C Him
- D Them

**Unit 2 Mid-Unit Assessment****Form A****Solve the problems.**

- 1** The drawing shows Sara's stickers. She puts the same number of stickers in each row.



Write a multiplication equation about what the picture shows. Explain what each number in the equation means.

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- 2** Which expressions can be used to find the product of 2, 4, and 5? Choose all the correct answers.

- Ⓐ  $(4 \times 2) \times 5$
- Ⓑ  $(2 \times 5) \times 4$
- Ⓒ  $(5 + 4) \times 2$
- Ⓓ  $4 \times (5 \times 2)$
- Ⓔ  $2 + (4 \times 5)$
- Ⓕ  $5 + (4 + 2)$

- 3** Tomas finds  $6 \times 4$  by breaking 6 apart. Complete the equation to show his work. Write your answer in the blanks.

$$(3 \times 4) + (\quad \times 4) = \quad$$





**Unit 2 Mid-Unit Assessment** *continued***Form A**

- 4** Decide if each multiplication equation is true. Choose *Yes* or *No* for each equation.

	<b>Yes</b>	<b>No</b>
$0 \times 9 = 9$	(A)	(B)
$1 \times 7 = 7$	(C)	(D)
$2 \times 6 = 8$	(E)	(F)
$5 \times 5 = 25$	(G)	(H)
$10 \times 4 = 40$	(I)	(J)

- 5** There are 4 groups of 20 people walking on a trail. Each person walks 3 miles. How many total miles do all the people walk? Show your work.

**Solution** \_\_\_\_\_



**Unit 2 Mid-Unit Assessment** *continued***Form A**

- 6** Vinay breaks  $6 \times 7$  into  $(6 \times 3) + (6 \times 4)$  to solve the problem. What is another way Vinay could break apart  $6 \times 7$ ? Show your work.

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- 7** Draw a line to match each problem on the left with another way to write it.

**a.**  $4 \times 60$                        $(5 \times 2) \times 10$

**b.**  $5 \times 70$                        $10 \times (7 \times 4)$

**c.**  $6 \times 30$                        $(6 \times 3) \times 10$

**d.**  $7 \times 40$                        $10 \times (4 \times 5)$

$(5 \times 7) \times 10$

$10 \times (4 \times 6)$

- 8** Mrs. Hatch has 5 hooks. She places 8 jump ropes on each hook. Which expression represents the total number of jump ropes Mrs. Hatch places on hooks?

Ⓐ  $5 \times (4 \times 4)$

Ⓑ  $8 \times (3 \times 2)$

Ⓒ  $(5 \times 4) \times (5 \times 4)$

Ⓓ  $(3 \times 8) + (2 \times 8)$



**Unit 2 Mid-Unit Assessment** *continued*

**Form A**

- 9** Claire, Elisa, and Givon fill baskets with apples. Each basket holds 5 apples. Complete the table to show the total number of apples each person has. Write your answers in the blanks.

	Number of baskets filled	Number of apples
<b>Claire</b>	5	_____
<b>Elisa</b>	9	_____
<b>Givon</b>	6	_____

- 10** Find  $7 \times 9$ . Break apart one of the factors to make the problem easier to solve. Show your work.

**Solution** \_\_\_\_\_

- 11** What is the missing number in the equation?

$7 \times 4 = 4 \times$  \_\_\_\_\_

- (A) 4
- (B) 7
- (C) 11
- (D) 28



**Unit 2 Mid-Unit Assessment** *continued*

**Form A**

**12** Show one way to find  $4 \times 9 \times 2$ . Use parentheses to show how you grouped the numbers. Explain and show your work.

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**Solution** \_\_\_\_\_

**13** Hao likes to run. The table shows the number of days and the number of miles he runs in a week. How many miles does Hao run in a week?

Day	Number of Miles
Monday	2
Wednesday	2
Friday	2

Write a multiplication equation that can be used to answer the question. Write your answer in the blanks.

\_\_\_\_\_  $\times$  \_\_\_\_\_ = \_\_\_\_\_

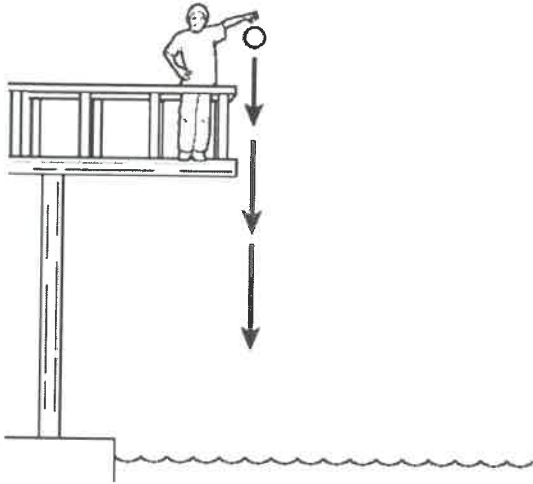
**14** Which expressions can be used to find  $5 \times 4$ ? Choose all the correct answers.

- (A)  $(3 \times 4) + (2 \times 4)$
- (B)  $(2 \times 5) + (2 \times 5)$
- (C)  $(5 \times 4) + (5 \times 4)$
- (D)  $(3 \times 2) + (2 \times 2)$
- (E)  $(4 \times 4) + (1 \times 4)$
- (F)  $(3 \times 5) + (1 \times 5)$



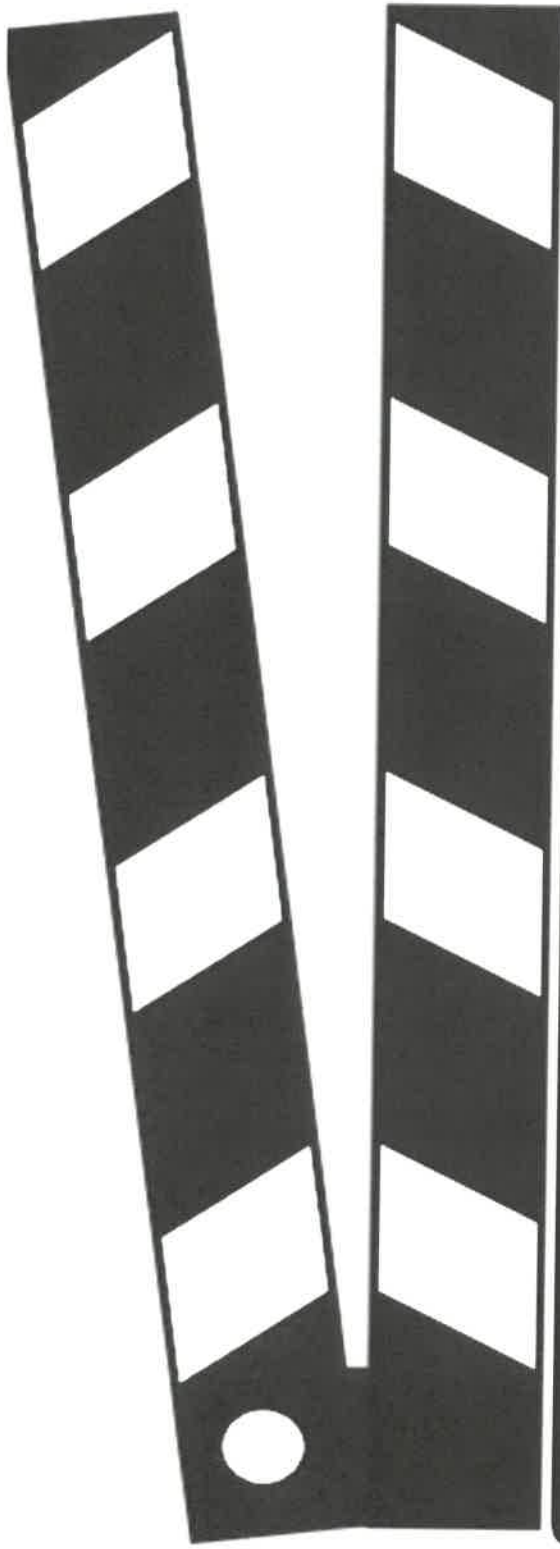
## How Can You Design a Solution to a Problem?

- 1 Benny designed a way to protect an egg inside a foam ball. To test his design, he drops the ball off a bridge into the water below, as shown in the picture.



What is Benny **most likely** testing when he drops the ball into the water?

- (A) whether the foam ball will float
- (B) whether the foam ball is waterproof
- (C) whether the foam ball will soften the landing
- (D) whether the foam ball will bounce when it hits the water
- 2 Lin built a prototype for a new toy racecar. During testing, the car would move only a short distance before coming to a sudden stop. What should Lin do next?
- (A) build and test a new toy car
- (B) build a paper plane instead
- (C) use her observations to redesign the car
- (D) redesign the racecar's track and make it shorter
- 3 Michael and Pablo have designed a parachute that is intended to slow the fall of a toy rocket. They have made sketches of their design. What should they do next?
- (A) test the model
- (B) construct the model parachute
- (C) evaluate the design for revision
- (D) collect and analyze the test results
- 4 Nina plays catcher on her softball team. She wants to design a mitt that will better absorb the force of the ball. She and her teammate Sasha are just beginning the design process. What should they do first?
- (A) build a prototype
- (B) test their prototype
- (C) keep careful records
- (D) brainstorm possible solutions
- 5 Tai is designing a capsule to prevent an egg from breaking when dropped from a distance of 2 meters. He has built a model of his design. What is the next step that Tai should take in the process?
- (A) test the model
- (B) construct the design capsule
- (C) evaluate the design for revision
- (D) collect and analyze the test results

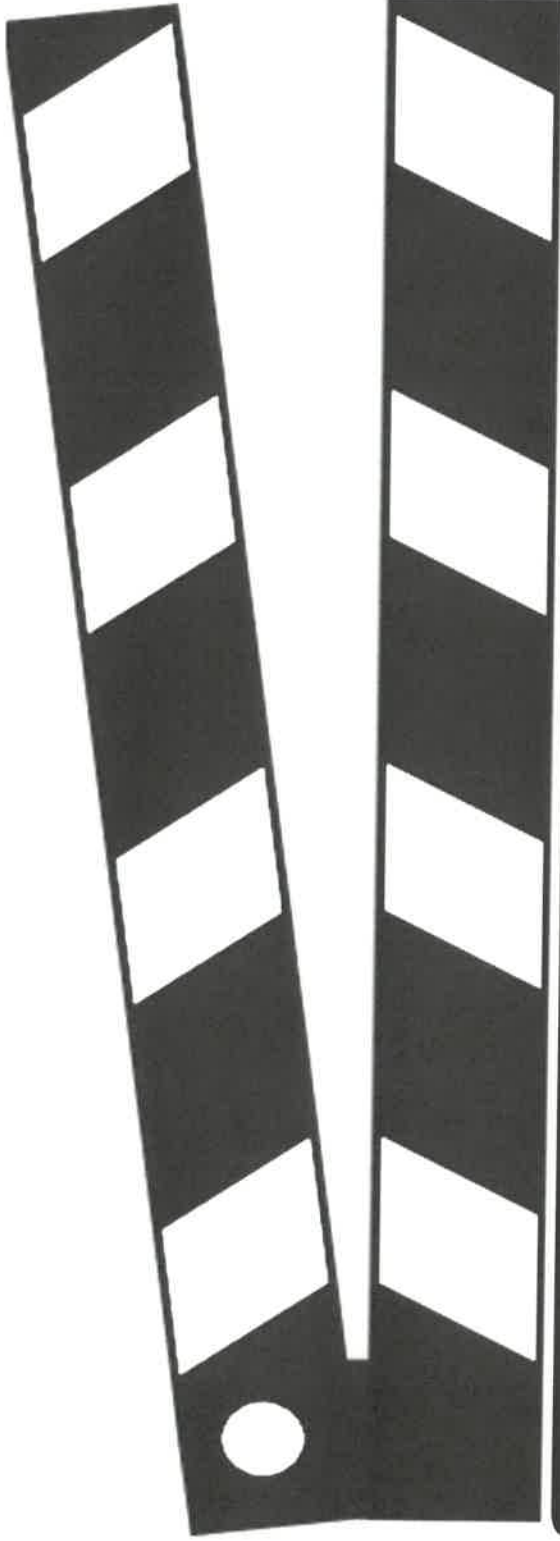


## The Road to Revolution

**Directions:** After reading and researching the major events leading up to the American Revolution, students cut out and arrange the event cards in sequential order. As students arrange the event cards with a partner or in small groups, they are encouraged to discuss the relationships between the events. Students can add illustrations to accompany each event card or contribute supporting details that relate to that major event.

Created by Rachel Mack at [thirdgradecupcakes.blogspot.com](http://thirdgradecupcakes.blogspot.com)

Graphics by [The 3am Teacher](#) Fonts by [Kevin and Amanda](#)



### Third Grade Common Core ELA Standards

R1 3.3 Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.

R1 3.5 Use text features and search tools (e.g. key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.

Historian: \_\_\_\_\_

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

## Road to Revolution

**Directions:** Cut out each event. Use the dates to help you arrange the events in order. Number each box. Check that they are in the correct order and then glue them in order.

**April 19, 1775**

**Battles at Lexington and Concord-** Minutemen force British troops back to Boston.

**1765**

**Stamp Act** is issued.

**1776**

**Betsy Ross** is believed to have sewn the first American flag—a symbol for the new country.

**1774**

**First Continental Congress** meets to discuss how to fight the British.

**December, 1773**

**Boston Tea Party-** Patriots dress as Mohawk Indians and protest the Tea Act by dumping crates of tea into Boston Harbor.

**1787**

Colonists win the American Revolution and write the **Constitution**, outlining their new government.

**March, 1770**

**Boston Massacre-** Five colonists are killed.

**April 18, 1775**

**Paul Revere's Ride** from Boston to Lexington and Concord

**July 4, 1776**

Second Continental Congress meets to write the **Declaration of Independence.**