

Brooke Intermediate North

3rd Grade Blizzard Bag

Day 4

These assignments will take place of the schoolwork that you are missing today. Please make sure that you read all the directions carefully. After you complete the assignment, check it off the checklist. When the day's assignments are completed, please show them to your parents and have them sign the signature line verifying that you have completed each assignment.

You have ten (10) days to complete each day's Blizzard Bag assignments. Paper packets have been provided to you – **DO NOT LOSE THEM!!** Do your best because this work will be graded and recorded.

If you do not complete the lessons within 10 days, you will receive an incomplete or a failing grade for these assignments. An explanation for all assignments is included, but if you need help, you may look up the information on the Internet or ask a parent for assistance.

BIN ~ 3rd Grade
Blizzard Bag Day 4
Checklist

Date: _____ Due in 10 Days

Please check off as you complete each assignment

Math: **Pencil Survey; Adding up to 1,000**

Reading/Language Arts: **Should School Be Year-Round? Language Arts Review**

Science: **Solar System**

Social Studies: **The Island of Hope & Tears**

Physical Education: **Physical Education Activities Grades K-4**

Art: **Space & Form**

_____ I have completed all assignments in the Blizzard Bag Day 4 Packet.

My child has completed the assignments in the Blizzard Bag Day 4 Packet and I have checked over his/her work.

Child's Name: _____

Parent Signature: _____

Date: _____

NAME _____

DATE Day 4

Set E1 ★ Independent Worksheet 2



INDEPENDENT WORKSHEET

The Pencil Survey

One day last spring, Miss Brown asked her third graders to clean out their desks. She couldn't believe how many pencils most of the kids pulled out. "So that's where all the pencils have been!" she thought.

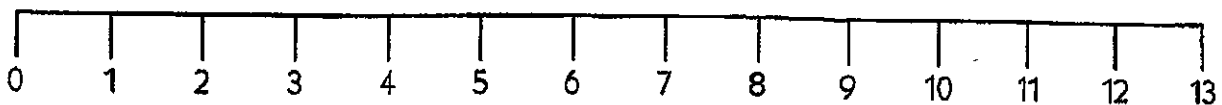
Miss Brown decided to take a survey to find out how many pencils had been hiding in the kids' desks. The table below shows the survey results.

Number of Pencils	Number of Students
1	2
2	7
3	8
4	5
7	3
8	2
10	1
12	1

1 Record the data on the line plot below.

Miss Brown's Spring Pencil Survey

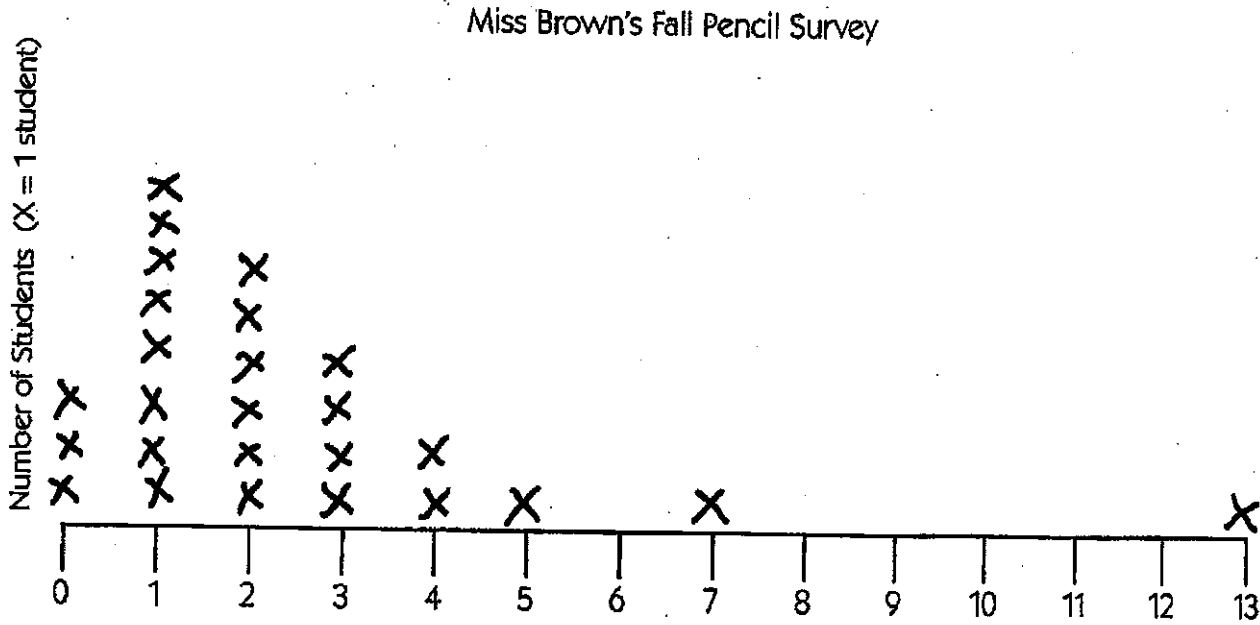
Number of Students (X = 1 student)



(Continued on back.)

Independent Worksheet 2 The Pencil Survey (cont.)

2 The next year, Miss Brown thought, "I will ask the children to clean out their desks earlier this year so we don't run out of pencils so fast." The line plot below shows how many pencils the kids found in their desks that time.



- 3** How many pencils did most of the kids have in their desks last spring?
- 4** How many pencils did most of the kids have in their desks in the fall?
- 5** Were there more pencils hiding in the kids' desks last spring or in the fall? Explain how you figured it out.
- 6** Why did the pencil survey turn out to be different in the fall than last spring? Give at least 2 possible explanations.

Should School Be Year-Round?

Many students say that June is the best time of year. In most places, school lets out as summer begins. Some students don't spend summers at home or at camp, though. They are in school instead. That is because they go to year-round schools.

Students in some year-round schools go to school the same number of days as students in schools with a long summer break. They get mini-breaks throughout the year instead of one long summer vacation. The mini-breaks are a few weeks long. For example, students at some year-round schools get a few weeks off at Thanksgiving instead of just a few days.

More and more schools are becoming year-round places of learning. The National Association for Year-Round Education states that the number of students in year-round schools tripled from 1990 to 2000. By 2001, there were about 3,000 year-round schools.

Is your school year-round? If not, would you want it to be? Read the arguments that follow.

Yes, Schools Should Be Year-Round

Year-round schools are better than schools with a long summer break. Students in year-round schools have more breaks. They get to enjoy time off in every season.

Year-round schools allow families to plan vacations at times other than summer. Students in year-round schools are less likely to have to miss school for a trip that isn't in the summer.

Frequent breaks are good for students. They have less stress when they go back to school after a short break. They become more eager to learn. One student said, "I love it. Just about the time I'm really tired, I get a break."

Breaks also give teachers time to plan better lessons. Teachers in schools with a long summer break are so busy teaching that they have less time to plan lessons for their classes. Students in year-round schools tend to remember what they learn. That is because their breaks aren't too long. Teachers don't have to spend time going over things that students have forgotten over the summer. All schools should be year-round.

No, Schools Should Not Be Year-Round

Year-round schools are a bad idea. Summer is a great season. Students should be able to enjoy their summers fully.

Most families plan vacations over the summer. Year-round schools restrict summer family vacations. They also don't allow students to go away to camp or take on summer jobs to earn money for the future.

Too many breaks disrupt learning. The breaks allow teachers to focus on a topic for only a few weeks. During mini-breaks, students are away from school long enough to forget what they learned.

In schools with a long summer break, lessons are not broken up by frequent breaks. Teachers can spend more time on one topic. Teachers also don't have to plan around as many breaks. Summer can also be very hot. Many schools don't have air conditioning. How can students learn in a hot classroom?

Christopher Newland, a researcher at Auburn University, said that year-round schools do not help students learn. Newland said, "The evidence is that it would be as useful as changing the color of the school buses."

Schools with a long summer break work just fine. There is no need to change to year-round schools.

Name: _____ Date: _____

1. According to the passage, why might students have trouble learning in school during the summer?

- A Many students would rather be at the beach than inside a classroom.
- B Many schools do not have air conditioning, and students would be too hot to learn.
- C Year-round schools make students more tired than schools with a long summer break.
- D Many students are more likely to daydream when the weather outside is hot.

2. How does the author organize the information in this passage?

- A The author describes a problem and several possible solutions.
- B The author defines several different terms.
- C The author describes an argument and then presents evidence to support both sides.
- D The author gives evidence to support his opinion but ignores other opinions.

3. Read this statement: "Students feel like they need frequent breaks." Which piece of evidence from the text supports this statement?

- A the information from the National Association for Year-Round Education
- B the quote from a student
- C the quote from the researchers
- D the information about air conditioners

4. It can be inferred from the passage that

- A students do not remember material after breaks
- B students do not read during breaks
- C teachers do not teach well enough during the school sessions
- D teachers can get better at teaching during breaks

5. Read these sentences from the introduction:

"Is your school year-round? If not, would you want it to be? Read the arguments that follow."

In these sentences the author is

- A summarizing his arguments
- B stating his opinion and supporting it with evidence
- C speaking directly to readers to increase their interest
- D creating a mood of anger within the passage

6. This passage is mostly about

- A reasons why nine-month schools should offer longer vacations
- B reasons why all schools should be year-round schools
- C reasons why year-round schools are or are not a good idea
- D reasons why teachers would prefer to teach in year-round schools

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

Students at a year-round school might get several weeks off at Thanksgiving _____ a year-round schedule includes mini-breaks throughout the year rather than one long summer break.

- A but
- B although
- C because
- D however

8. What evidence is presented in the text to show that year-round schools are becoming more popular?

9. Summarize the five arguments for more year-round schools.

10. The author suggests that the decision about school schedules affects multiple groups of people. List the groups of people and describe why this decision may affect each group.

Physical Education Activities grades K-4.

Before engaging in fitness fun activities always do our warm-up activities: 20 jumping jacks; Arm circles forward/reverse (10 each); Neck Rolls forward/reverse (10 each); Jog in place/high knees (30 seconds each); Frog Hops (10)

1. Move to Your Imagination

Offer up a few ideas for creative ways to move and then let your kids' imaginations run free. Encourage kids to bend all around like a tree swaying in the wind. Have kids use their arms to spin like a helicopter or zoom like a fire truck through the streets. Show kids how to use arms and legs to cut like scissors. Help kids twist into shapes of letters in the alphabet.

2. Do-It-Yourself Indoor Olympics

Compete in family indoor Olympic events with items around your house (clear away the breakables first!):

Bowling: Set up empty water bottles and knock 'em down with a ball.

Hockey: Grab a squishy ball for a puck and brooms for sticks.

Volleyball: Stretch a piece of string or yarn between two chairs. Hit a balloon back and forth over the net while sitting. Mix it up by playing on your knees, or hitting the balloon with your feet.

3. Gather a Hula-Hoop Group

Head to the garage -- or clear some space -- for some hula-hoop fun. Kids can exercise different parts of the body by hooping around their waists, arms, or legs. Lay hoops on the floor in patterns so kids can jump from one to another. You can also toss hoops trying to loop them over stationary items. Or see who can roll their hoop the farthest.

4. Follow the Bouncing Ball

How many ways can your kids bounce a ball? Find out in a room with space to move, a good bouncing floor, and not a lot of breakable stuff. Let kids try dribbling close to themselves and far away. Dribble fast and slow. Gather a group and try to bounce balls in sync

5. Get Up and Dance

When it's nasty or dark outside, you can dance up a storm inside. Take turns having family members make up their own dances. Teach kids a line dance. Put on music and play "statues" where all the dancers must freeze like a statue whenever the music stops. Or just have an impromptu dance party with family or friends.

6. Make a Circus

Turn your family room into the big top. Do balancing stunts, juggle, create tumbling routines, and even get the family pet in the act. If you're feeling especially ambitious, make it a week-long physical activity. Family members can practice each day to polish their acts. Then create costumes, invite neighbors, and put on a show.

7. Get Your Exergame On

Any gaming system can become more active when you encourage kids to stand and move while playing. Or chose an "exergame" that requires movement such as Dance Dance Revolution, a high-intensity dance game used by some school PE classes. Kids dance on colored arrows on a step pad, following visual and musical cues. Other gaming systems let you play various sports, including snowboarding and boxing.

8. Let Your Kids Go Wild

You say your house is a zoo? Then get your kids moving by pretending they're different animals. They can inch along the floor like worms, jump like kangaroos, kick and buck like wild horses, or creep like crocodiles, dragging their legs behind them. Have them slither or hop under, on, and around furniture as if your house were home to a moving menagerie.

9. A Day at the Races

These fun races can help build strength and balance:

Wheelbarrow race: Walk on your hands while your partner "steers" by holding your legs.

Beanbag race: Walk-race with a beanbag on your head or clutched between your legs.

Crab race: Sit on the floor so your feet are flat, put your hands on the floor a little behind you, and push your bottom up off the floor. On your hands and feet, scuttle backward or forward to the finish line.

10. Get Bendy With Yoga

Help kids get a good stretch by striking some yoga poses. It promotes body awareness, balance, posture, and concentration.

Try the modified lotus pose shown here. Sit in a cross-legged position: Put one foot on top of the opposite thigh. Do the same with the other foot.

Or place feet in a way that is comfortable (like the photo) to keep knees touching the ground.

11. Old-Fashioned Games

Your kids can have fun with the same games you played when you were their age. Simple activities like hide-and-seek and scavenger hunts can offer great exercise indoors. Give "Follow the Leader" a fitness makeover by focusing on aerobic activities such as jumping jacks or running up and down the stairs to improve heart and lung fitness.

12. Outside Fitness Fun Activities Build a Snowman; Go Sled Riding; Build a Snow Fort; or Make Snow Angels. (Always remember to dress warm and appropriately for the weather.)

The Island of Hope and Tears

By Kate Paixão



Many people have moved to America over the centuries. Some people have ancestors who moved to America long ago. Others have relatives who moved to America more recently.

Maybe someone related to you moved to America long ago. That person might have arrived at Ellis Island. It is an island in New York City's harbor. Long ago, Ellis Island was the first stop in the United States for many newcomers.

These newcomers were called immigrants. From 1892 to 1924, more than twelve million immigrants came through Ellis Island. Nearly all immigrants came to America by ship. They were examined at Ellis Island before they were allowed to enter the United States.

Many people who entered the United States through Ellis Island nicknamed it "The Island of Hope." But not everyone was allowed into the United States. Some people were turned away. They gave Ellis Island another, sadder nickname: "The Island of Tears."

Today, millions of people come to the United States on airplanes. Ellis Island stopped accepting immigrants many years ago. The island is now home to a museum. It has a collection that tells the story of immigration.

The museum shows immigrants' photographs, letters, documents, clothing, and much more. At the museum's American Family Immigration History Center, you can use a computer to see if anyone in your family came through Ellis Island.

Name: _____ Date: _____

1. Who had to come through Ellis Island before getting to the United States?

- A) New Yorkers
- B) immigrants
- C) business people

2. What does the author describe in the last paragraph of the article?

- A) things that immigrants used to see at the immigration museum on Ellis Island
- B) things that you can see or do at the immigration museum on Ellis Island today
- C) the way that immigrants lived when they first came to the United States

3. Some immigrants were upset when they were not allowed to enter the United States.

What evidence in the article supports this statement?

- A) "From 1892 to 1924, more than twelve million immigrants came through Ellis Island."
- B) "Many people who entered the United States through Ellis Island nicknamed it 'The Island of Hope.'"
- C) "Some people were turned away. They gave Ellis Island another, sadder nickname: 'The Island of Tears.'"

4. What is one reason why some people probably called Ellis Island "The Island of Hope?"

- A) because they hoped they would find a way back to their home countries
- B) because they hoped they could live on Ellis Island for a long time
- C) because they hoped they would be allowed to enter the United States

5. What is the main idea of this article?

- A) Ellis Island was once the first stop for immigrants coming to the United States.
- B) Ellis Island has a museum that tells people today about immigration.
- C) You can use a computer to see if anyone in your family came through Ellis Island.

6. Read these sentences from the first part of the article.

"Maybe someone related to you moved to America long ago. That person might have arrived at Ellis Island. It is an island in New York City's harbor. Long ago, Ellis Island was the first stop in the United States for many newcomers."

Why might the author have mentioned that someone related to you might have moved to America long ago?

- A) to find out how your family came to America
- B) to give you an idea for an important research project
- C) to get you interested in learning about how people came to America

7. Choose the answer that best completes this sentence.

Many immigrants came through Ellis Island, _____ not everyone was allowed into the United States.

- A) so
- B) because
- C) but

8. What did immigrants have to do before they were allowed to enter the United States?

9. Why did some people call Ellis Island "The Island of Tears?"

10. Think about the nicknames people gave Ellis Island. Based on these, how did most immigrants probably feel about the United States? Use evidence from the text to support your answer.



Solve each problem.

Answers

929

177

340

289

494

932

974

772

754

547

766

977

380

696

957

955

$$\begin{array}{r} 1) \quad 373 \\ + 174 \\ \hline \end{array}$$

$$\begin{array}{r} 2) \quad 490 \\ + 264 \\ \hline \end{array}$$

$$\begin{array}{r} 3) \quad 602 \\ + 170 \\ \hline \end{array}$$

$$\begin{array}{r} 4) \quad 878 \\ + 77 \\ \hline \end{array}$$

$$\begin{array}{r} 5) \quad 286 \\ + 208 \\ \hline \end{array}$$

$$\begin{array}{r} 6) \quad 133 \\ + 44 \\ \hline \end{array}$$

$$\begin{array}{r} 7) \quad 819 \\ + 138 \\ \hline \end{array}$$

$$\begin{array}{r} 8) \quad 594 \\ + 102 \\ \hline \end{array}$$

$$\begin{array}{r} 9) \quad 297 \\ + 43 \\ \hline \end{array}$$

$$\begin{array}{r} 10) \quad 179 \\ + 110 \\ \hline \end{array}$$

$$\begin{array}{r} 11) \quad 621 \\ + 311 \\ \hline \end{array}$$

$$\begin{array}{r} 12) \quad 358 \\ + 22 \\ \hline \end{array}$$

$$\begin{array}{r} 13) \quad 954 \\ + 23 \\ \hline \end{array}$$

$$\begin{array}{r} 14) \quad 593 \\ + 173 \\ \hline \end{array}$$

$$\begin{array}{r} 15) \quad 824 \\ + 105 \\ \hline \end{array}$$

$$\begin{array}{r} 16) \quad 907 \\ + 67 \\ \hline \end{array}$$

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____
13. _____
14. _____
15. _____
16. _____

Name: _____ Date: _____

Cut and paste the planets name in order.



Earth



Mercury



Neptune



Venus



Saturn



Uranus



Jupiter



Mars

1.

2.

3.

4.

5.

6.

7.

8.

Name: _____

Date: _____



Mercury



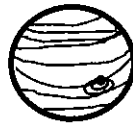
Venus



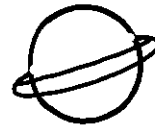
Earth



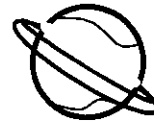
Mars



Jupiter



Saturn



Uranus



Neptune

Solve each riddle.

1. I am between Earth and Saturn but I am not Mars.
Which planet am I?

2. Humans are constantly walking on me.
Which planet am I?

3. I have a huge "Red Spot" on me.
Which planet am I?

4. I have many rings. I sit between Jupiter and Neptune but I am not Uranus.
Which planet am I?

5. I am between Venus and Jupiter and I was named after the Roman god of war.
Which planet am I?

Name: _____

Use editing marks to correct the sentences. Rewrite the sentences.

Week 11 Day 3

1. we readed rain school in our class room

2. bella and alli forgeted there coats

3. Circle the adverb in the sentence. Underline the verb it is describing.

I will gladly carry your books for you.

4. Circle the adjective in the sentence. Underline the noun it is describing.

There were many shoppers at the store.

5. Write the abbreviations correctly.

oct _____

October

mstr _____

Mister

wens _____

Wednesday

Use editing marks to correct the sentences. Rewrite the sentences.

Week 11 Day 4

1. jackson goed to the beech for vacashun.

2. can you help me carry this asked braiden

3. Use context clues to figure out the underlined word. Write a synonym for the word.

Ask someone to assist you if you are not sure how to cut the paper.

4. Add the suffix *able* to the words below. Write the new words on the lines.

print _____

love _____

Form

A. Matching

Match the words in Column 1 to their meanings in Column 2.

Column 1

- ___ 1. sculpture
- ___ 2. two-dimensional
- ___ 3. three-dimensional
- ___ 4. form

Column 2

- a. three-dimensional shapes
- b. artwork that is three-dimensional
- c. objects that have height and width
- d. objects that have height, width, and depth

B. Identifying

Use the words below to label the basic forms.

- sphere** **cone** **pyramid**
cube/block **cylinder** **free-form**

