



Brooke Intermediate North

3rd Grade Blizzard Bag

Day 5

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 5

Checklist

Date: _____ Due in 10 Days

Please check off as you complete each assignment

Math: **Multiplication Review; Rounding to tens & hundreds**

Reading/Language Arts: **The Big Hike; Language Arts Review**

Science: **Solar System**

Social Studies: **Flag of the US; Match the States**

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

Music: **Meet the Piano**

_____ I have completed all assignments in the Blizzard Bag Day 5 Packet.

My child has completed the assignments in the Blizzard Bag Day 5 Packet and I have checked over his/her work.

Child's Name: _____

Parent Signature: _____

Date: _____

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 do. 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 and 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 do it. 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 **gasp**ed with surprise, and the rabbit ran away at the sound."

As used in this sentence, what does the word "**gasp**ed" 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?

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

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.

Missing Numbers: Multiplication

$2 \times \bigcirc = 12$	$1 \times 2 = \bigcirc$
$\bigcirc \times 5 = 25$	$5 \times \bigcirc = 5$
$0 \times 2 = \bigcirc$	$\bigcirc \times 5 = 35$
$2 \times \bigcirc = 16$	$\bigcirc \times 2 = 8$
$\bigcirc \times 5 = 45$	$5 \times \bigcirc = 15$

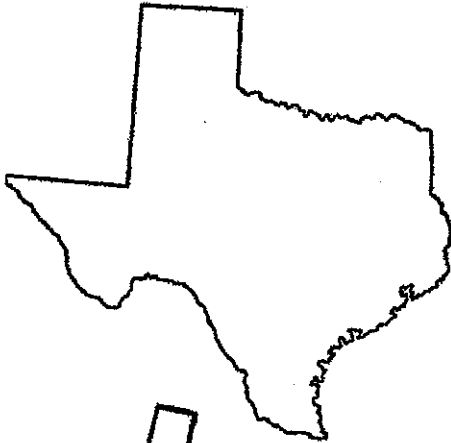
Draw a line from the state to its name.



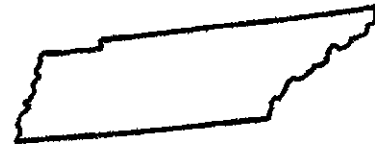
IDAHO



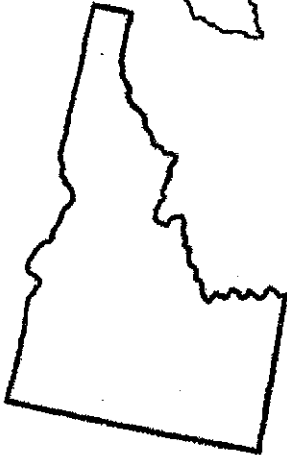
NEVADA



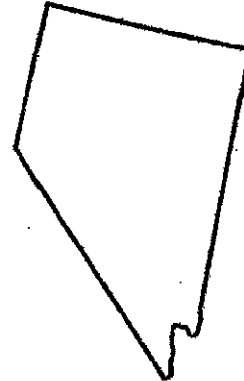
FLORIDA



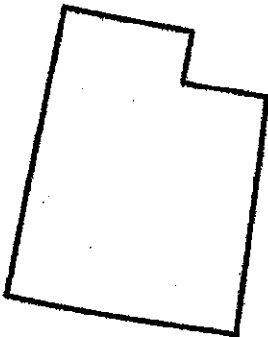
CALIFORNIA



LOUISIANA



TENNESSEE



UTAH



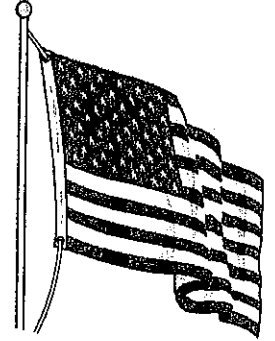
TEXAS

Name: _____

Flag of the United States

thirteen	fifty	blue	white	red	burned	ground
moon	died	light	dark	upside-down	Betsy Ross	

Use words from the word box above to complete the sentences.
Some words will be used more than once.

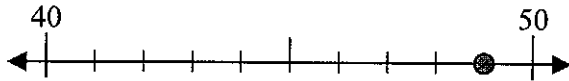


1. The United States flag has _____ stars and _____ stripes.
2. The stripes are colored _____ and _____.
3. The stars are colored _____ and they are on a _____ background.
4. The United States flag should never touch the _____.
5. _____ sewed the first American flag.
6. Neil Armstrong and Buzz Aldrin placed an American flag on the _____.
7. A flag should never be flown in the _____. At night, the flag should be taken down or a _____ should be shined on it.
8. When someone on a boat is in danger and needs help, they can fly the United States flag _____.
9. When a flag becomes worn out or torn, you should not throw it in the garbage. It should be _____ in an honorable way.
10. A flag is flown at half-staff to honor important people who have _____.

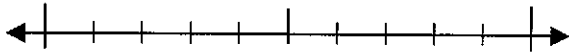


Use the numberlines to round each number to the nearest 10.

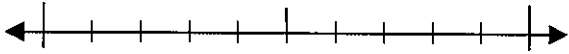
Ex) 49



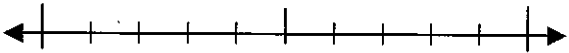
1) 39



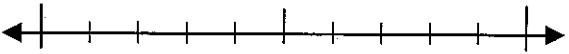
2) 85



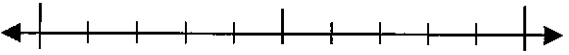
3) 35



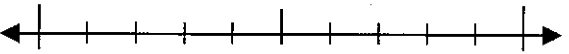
4) 76



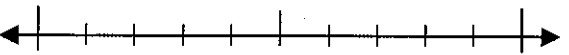
5) 640



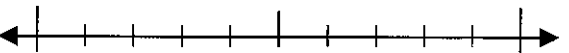
6) 892



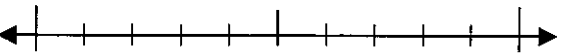
7) 771



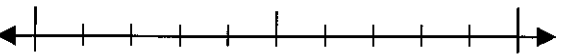
8) 849



9) 9,986



10) 1,590



Answers

Ex. 50

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

8. _____

9. _____

10. _____



Use the numberlines to round each number to the nearest 100.

Ex) 300



1) 567



2) 542



3) 882



4) 170



5) 8,123



6) 5,802



7) 1,455



8) 7,141



9) 20,129



10) 20,651



Answers

Ex. 300

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

8. _____

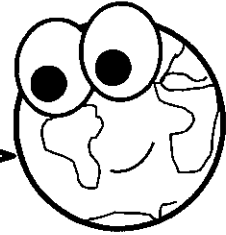
9. _____

10. _____

Name: _____

Date: _____

Use the word bank to help you choose the correct word to complete each sentence.



moons

coldest

Red Planet

second

Galileo

eighth

third

largest

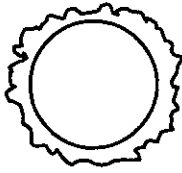
1. Earth is the _____ planet from the sun.
2. Jupiter is the _____ planet in the Solar System.
3. Neptune is the _____ planet from the sun.
4. Uranus is the _____ planet in our Solar System.
5. Venus is the _____ planet from the sun.
6. Mars is also known as the _____.
7. Mercury has no _____.
8. The rings of Saturn were first seen by _____.

Name: _____

Date: _____

Solar System Word Scramble

1.



nsu

2.



remcuyr

3.



svnue

4.



htera

5.



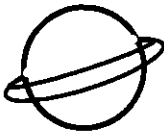
rsam

6.



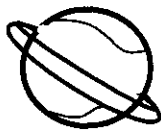
iptjeur

7.



rnstau

8.



sanuru

9.



teupnen

Name: _____

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

Week 11 Day 5

1. mrs dilliner was in the united states coast guard

2. i enjoyed reading waiting for the biblioburro said ethan

3. Circle the prefix or suffix. Write the root word on the line.

laziness _____ plentiful _____ harmless _____

4. Circle the correct present-tense verb to complete the sentence.

Dalton (like / likes) to go fishing.

5. Divide the words into syllables with a / .

w o n d e r f u l a n s w e r p r e d a t o r

Write a paragraph describing a book you have read.

Week 11 Writing

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.

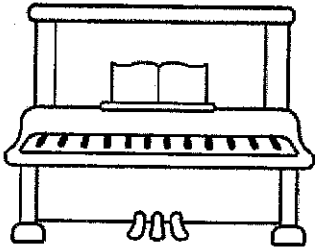
Try the modified lotus pose shown here. Sit in a cross-legged position: Put one foot on top of the opposite thigh. Do the same with the other foot.

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

11. Old-Fashioned Games

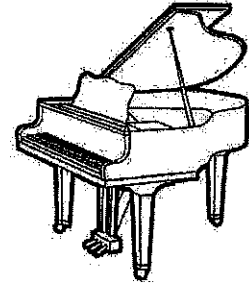
Your kids can have fun with the same games you played when you were their age. Simple activities like hide-and-seek and scavenger hunts can offer great exercise indoors. Give "Follow the Leader" a fitness makeover by focusing on aerobic activities such as jumping jacks or running up and down the stairs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



3rd Grade

Piano



The piano, as we know it today, has been around for more than 400 years, and is one of the most commonly known musical instruments. You can find pianos in homes, schools, concert halls, public gathering places, and even some businesses. There are certain kinds of pianos that are called upright pianos, while there are others that are called grand pianos.

The piano was invented by an Italian man named Bartolomeo Cristofori, in the year 1700. He originally called his invention a “piano et forte,” which means soft and loud. The name was later shortened to piano.

A typical piano has 88 keys. The sound of a piano is created when a key is pressed, which then moves a hammer on the inside of the instrument. The hammer hits off of the strings inside the body of the instrument, creating the sound we hear.



Name: _____

Class: _____

Meet the Piano

Directions: Read the information about the *piano* (on the information sheet provided), and answer the questions below

- How many keys does a typical piano have? _____
- Who invented the piano?

- How long has the piano been around?

- Name two certain kinds of pianos:
 1. _____
 2. _____
- What was the piano originally called?

