# Third Grade
# Math

# KCS @ home

Read this problem that uses rounding with addition. Then look at Alex's solution to this problem.

## Adopt an Animal

The Wildlife Protectors save endangered animals. Alex helps them raise money. Her goal is to raise at least $750. Alex asks her neighbors to buy adoption kits. Here are her notes.

**My Notes**
· Two people will spend up to $200.
· Two people will spend about $100.
· Others will spend less than $75.

**Adopt an Animal Kits**

**Tiger**
$59 kit
$95 kit
$199 kit

**Snowy Owl**
$29 kit
$55 kit
$99 kit

Use the information in the notes.
Show what kits and how many of each
Alex can sell to reach her goal. Explain your choices.

Look at Alex's solution on the right to see how he did it. Can you do it a different way?

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Hi, I'm Alex. Here's how I solved the problem.

## Alex's Solution

▷ **I can round the prices. Then I can estimate how many kits to sell.**

$59 → $60    $95 → $100    $199 → $200
$29 → $30    $55 → $60    $99 → $100

▷ **The 2 people who will spend up to $200 can buy the $199 kits.**
$200 + $200 = $400

▷ **The 2 people who will spend up to $100 can buy the $99 kits. That's about $200 more.**
Now I have $400 + $200, or $600.

▷ **$59 < $75. If 2 people buy $59 kits, I'll have about $120 more.**
Now I have about $600 + $120, or $720.

▷ **$29 < $75. If 2 people buy $29 kits, I'll have about $60 more.**
Now I have about $720 + $60, or $780. This is at least $750.

▷ **Now I can find the actual prices.**
Two kits for $199: $199 + $199 = $398
Two kits for $99:  $99 + $99 = $198
Two kits for $59:  $59 + $59 = $118
Two kits for $29:  $29 + $29 = $58

```
  2 3
  $398
  $198
  $118
+ $ 58
 ‾‾‾‾‾
  $772
```

$772 > $750, so the plan works.

*I can use rounded numbers first. I can get an idea of what numbers will work before doing all the adding.*

*Each addend is 1 less than the rounded numbers. That means that each actual sum is 2 less than the estimated sum.*

Read the problem. Write a solution on a separate sheet of paper. Remember, there can be lots of ways to solve a problem!

## Better Farms

One way to help endangered animals is to make better farms. When land is cleared for farming, it is taken away from wild animals. Alex wants to help farms grow more food so new farms are not needed.

The Wildlife Protectors raise money to buy farming supplies.

**Compost: $10 each bag**

**Wooden Planters: $5 each box**

**Garden Washing Station: $40**

**Wooden Raised Bed: $79**

Alex wants to know what the money from a $99 animal adoption kit can buy. The kit costs $8 to make. The rest of the money can buy farming supplies. Show Alex what the money from a $99 kit can buy.

### Plan It and Solve It  Find a solution for the Better Farms problem.

- Find how much money the sale of one kit makes.
- Find at least two different items that this money can buy.
- Tell how much money is left, if there is any.

You may want to use the problem-solving tips to get started.

### Reflect

**Use Mathematical Practices**  As you work through the problem, discuss these questions with a partner.

- **Make Sense of Problems**  What will you do first? Why?
- **Persevere**  What are some different ways that you might solve this problem?

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Read the problem. Write a solution on a separate sheet of paper. Remember, there are many different ways to solve a problem!

## Monthly Gifts

People can sign up to make monthly gifts to the Wildlife Protectors. Alex asks people in her town to make monthly gifts. She wants to raise at least $800 in 6 months.

Here are the gift amounts.

**WILDLIFE PROTECTORS**

I can help animals like these.

I will pay . . .
- ☐ $10 each month
- ☐ $20 each month
- ☐ $50 each month

How can Alex raise at least $800 in 6 months?

### Solve It  Help Alex find a way to raise money.

- Find how much each monthly gift raises in 6 months.
- Then find a way to raise at least $800 in 6 months.
- Tell how you know that your answer works.

### Reflect

**Use Mathematical Practices**  After you complete the task, choose one of these questions to discuss with a partner.

- **Use Structure**  How did you use basic facts to help solve this problem?
- **Reason Mathematically**  What computation strategies did you use?

# Ticket Sales

Alex works at a zoo. The zoo donates money to the Wildlife Protectors for every ticket sold on Saturday morning. They donate $2 for each children's ticket and $3 for each adult ticket.

Alex looks at ticket records for the past 5 weeks.

| Saturday Morning Ticket Sales | | | | | |
|---|---|---|---|---|---|
| | Week 1 | Week 2 | Week 3 | Week 4 | Week 5 |
| Adult Tickets Sold | 64 | 62 | 59 | 63 | 60 |
| Children's Tickets Sold | 88 | 90 | 89 | 94 | 94 |

Estimate how much money the zoo will donate to the Wildlife Protectors for Week 6.

## Solve It  Help Alex estimate the donation amount.

- Find the usual number of adult and children's tickets that are sold on Saturday mornings. Use rounding.
- Then use the ticket numbers to estimate the amount of money that the zoo will donate.

## Reflect

### Use Mathematical Practices  After you complete the task, choose one of these questions to discuss with a partner.

- **Make an Argument**  Why do the numbers you used make sense with the problem?

- **Be Precise**  Can you find an exact answer for this problem? Why or why not?

# Possible Solutions
*Remember that with our Math in Action lessons there may be multiple solutions!

## Adopt an Animal

Alex wants to raise at least $750. I know 2 people will spend up to $200, 2 people will spend about $100, and some people will spend less than $75.

The $199 Tiger Kit costs almost $200. The $95 Tiger kit and $99 Owl kit cost about $100 each. The $29, $59, and $55 kits each cost less than $75.

I used mental math and made a table.

| Person spends | Person buys | Total cost so far |
|---|---|---|
| Up to $200 | $199 Tiger kit | $199 |
| Up to $200 | $199 Tiger kit | $199 + $199 = $398 |
| About $100 | $95 Tiger kit | $398 + $95 = $493 |
| About $100 | $99 Owl kit | $493 + $99 = $592 |
| Less than $75 | $29 Owl kit | $592 + $29 = $621 |
| Less than $75 | $55 Owl kit | $621 + $55 = $676 |
| Less than $75 | $59 Tiger kit | $676 + $59 = $735 |
| Less than $75 | $55 Owl kit | $735 + $55 = $790 |

The final total is greater than $750 so this works.

## Better Farms

I need to show how much you can buy with the money raised from one $99 kit. The kit costs $8 to make, so I have $99 − $8 = $91 for farming supplies.

I could get two garden washing stations. Each costs $40, so that's $80 so far because 40 + 40 = 80. I would have $91 − $80 = $11 left. I can buy a bag of compost for $10. Now I have $1 left over because $11 − $10 = $1.

Or I could buy two wooden planter instead of the bag of compost. These cost $5 each. $5 + $5 = $10, so I still would have $1 left over.

## Monthly Gifts

I am trying to raise $800 in 6 months with monthly gifts. A $10 monthly gift raises 6 × $10 = $60 in 6 months. A $20 monthly gift raises 6 × $20 = $120 in 6 months. A $50 monthly gift raises 6 × $50 = $300 in 6 months.

I can get two $50 monthly gifts. These will raise $600 in 6 months. I need at least $200 more.

If I get two people to give $20 a month, that's $120 + $120 = $240. Add that to $600 and I raised $840, which is more than $800.

## Ticket Sales

I know how many adult and children's tickets were sold on other Saturday mornings. I need to find out how many might be sold on the sixth Saturday morning. Then I can estimate how much the zoo will donate.

They will donate $2 for a children's ticket and $3 for an adult ticket. I rounded the ticket numbers in the table.

| | Week 1 | Week 2 | Week 3 | Week 4 | Week 5 |
|---|---|---|---|---|---|
| Adult tickets sold | 60 | 60 | 60 | 60 | 60 |
| Children's tickets sold | 90 | 90 | 90 | 90 | 90 |

Each week shows about 60 adult tickets and about 90 children's tickets were sold. I will use that as the usual number.

The estimated donation for the adult tickets is $3 × 60 = $180. The estimated donation for the children's tickets is $2 × 90 = $180. So the estimated total is $180 + $180 = $360.

# Third Grade
# Social Studies

# Third Grade Geography

**Task: To be able to name and locate the continents and oceans of the world.**
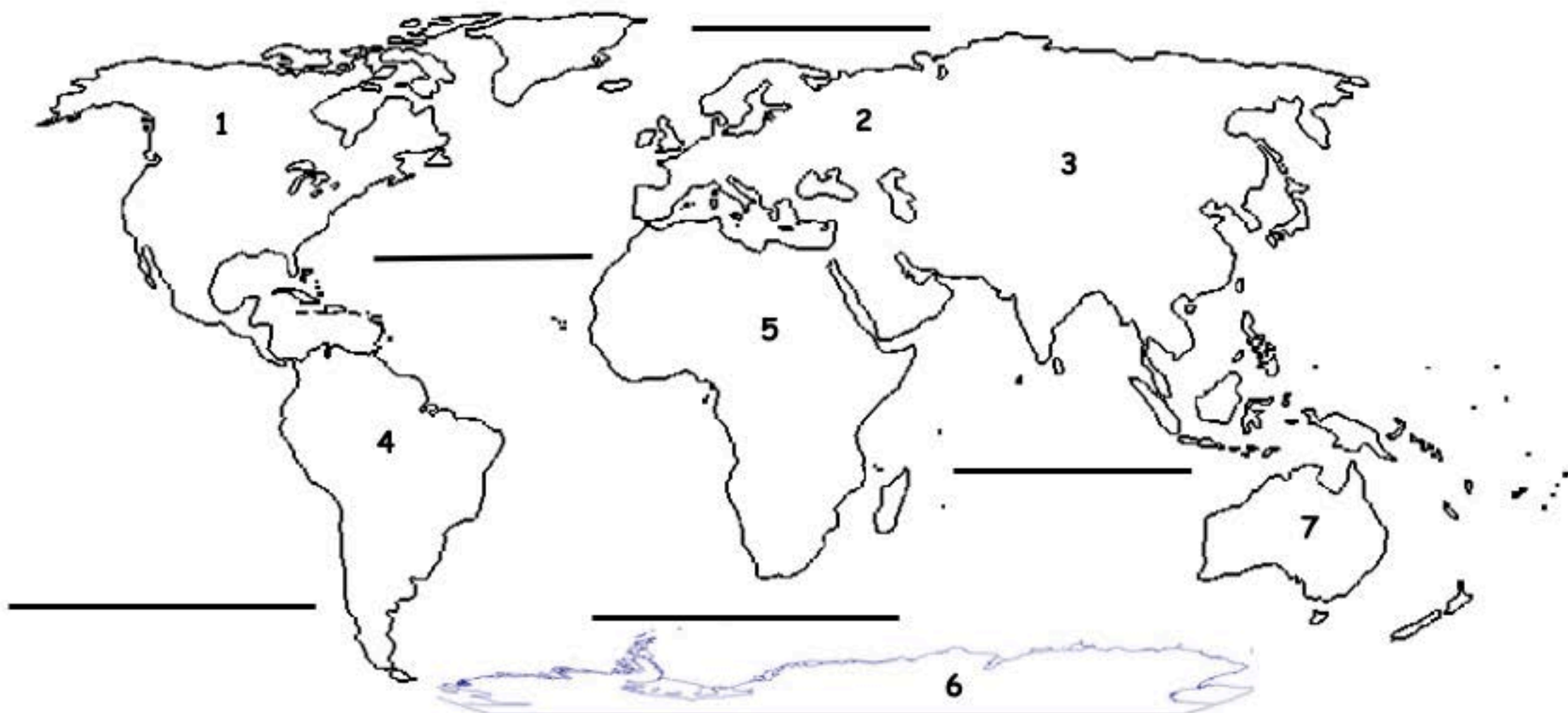
**Continents**
Africa
Antarctica
Asia
Australasia
Europe
North America
South America

**Oceans**
Pacific
Atlantic
Indian
Arctic
Southern

1 2 3 5 4 7 6

1) _____

2) _____

3) _____

4) _____

5) _____

6) _____

7) _____

Put a * on the continent you live on.

# Third Grade
# ELA

**There will be a short video lesson of a Knox County 3ʳᵈ Grade Teacher to accompany this text available on the KCS YouTube Channel and KCS TV.**

Tennessee's English Language Arts (ELA) standards ask students to read, talk, and write about a variety of texts.  This activity packet page will offer some guidance on how to look at the text from last week in a deeper way.

This week will include a recap of the text read last week.  Your child will continue focusing on:

**TOPIC:** One of a Kind          **ESSENTIAL QUESTION:**  What does it mean to be unique?

**READ!** ▸ ------------------------------------------------------------

You may choose to take turns reading the text with your child, read the text at the same time, or have your child read independently.

**TALK!** ▸ ------------------------------------------------------------

| INFORMATIONAL TEXT TALK | |
|---|---|
| **English** | **Spanish** |
| A key idea in the text is that _____. | La idea clave en el texto es que _____. |
| Two interesting facts in the text are:<br>#1_____ and #2_____ | Dos factores interesantes en el texto son:<br>#1_____ y #2_____ |
| Something I already knew about this is that _____.<br>Something new I learned about this is that _____. | Algo que ya sabía sobre esto es _____.<br>Algo nuevo que aprendí de esto es _____. |

**WRITE!** Opinion ▸ ------------------------------------------------------------

- **Are street games important?  Why or why not?  Include examples from the text and your current experiences in your response.**

| To write a strong opinion paragraph: | | | |
|---|---|---|---|
| 1. State the **opinion** in a topic sentence. | 2. Support the opinion with **reasons.** | 3. Support reasons with **facts** and **details.** | 4. Provide a **concluding statement.** |

- **Support your student if needed:**

| | |
|---|---|
| Street games are/are not important.  One reason is _____.  Another reason is _____. | Juegos al aire libre son/no son importantes.  Una razón por esto es _____.  Otra razón es _____. |
| Your student can write their answer, tell it to you, or draw a picture and label it! | ¡Tu estudiante puede escribir, decir, o etiquetar su dibujo para compartir su respuesta! |

**EXTEND!** ------------------------------------------------------------

-Create a game. Teach it to your family members.
-Create a poster! Draw, design, and illustrate to show other students street games they can play while at home.
-Improve a game mentioned in the text.
-Research other classic street games.
-Research the inventors of some of your favorite games and explore how those games originated.

# Third Grade
# Science

# 3rd Grade Science: Week 2, April 13th
# Camouflage and Survival

**Part 1: Students read alone or with a parent and then follow directions:**

Many animals and plants have adaptations used for survival. Animals and plants use a structure or behavior that helps the organism to survive in its environment. For example, some animals, like bees live in groups called colonies to support survival. Another example is that animals may have camouflage that they use to survive in their environment. Animals and plants also have to use adaptations to survive in a particular habitat. For example, a polar bear grows thick fur to keep warm in the arctic. Another example, birds migrate to warmer weather during the winter in order to survive. A stick insect uses mimicry, to look like a stick, so other animals don't notice it like an animal.

Think about these animals below: snake and geese

Snakes use camouflage to stay hidden from predators.

Geese migrate to stay warm and find food.

**Review Vocabulary:**

1. Adaptation - a structure or behavior that helps an organism survive in its environment
2. Competition - the struggle among organisms for water, food, or other needs.
   a. Example - kudzu plants take over an environment and leave animals/plants without food or water
3. Variation - the way one living thing is different from another
   Example - one deer may run faster than others
   Example - one frog can jump further than others
   Example - giraffes have longer tongues to get more food
4. Mimicry - when one living thing looks like another

**Part 2: Activity**
**How can animals use adaptations to help them survive?**
**What happens when an animal is the same color as its environment?**

**Materials needed:**
This activity can be done with anything you have at home that has multiple different colors. For example, it can consist of different colors of construction paper, legos, pipe cleaners, beads, marbles or anything that has multiple color options
- M&M's, at least 10 of each color (here is where you could use the construction paper, legos, pipe cleaners, beads, marbles or anything with multiple colors)
  - Use plain M&M (six colors) or you can use anything that has different colors that you have at home. It doesn't have to be 6 it could be 3 just make sure whatever you use has different colors - it doesn't have to be 6 it could be 3).
  - To make sure you have at least 10 of each color, if you use M&M's you will need two 1.69 oz packages
- Skittles, at least 60 of each color (here this could be different colors of legos, construction paper, pipe cleaners, or beads; just make sure it is different colors than the ones used for M&M's)
  - Use plain skittles (the red bag), which has five colors: yellow, orange, red, green, and purple (or whatever you have chosen); You will want to get at least 1 16 oz package
- Paper plate or any type of plate
- Timer (phone, stopwatch, etc)
- 2 - 4 People (sibling, family member, or parents)

**Prior to set up: Write a Hypothesis**
If an animal is the same color as its environment, then:

_____

_____

_____

**Step 1:** Get out one bag for the M&M's or object that you choose that has different colors. For example, put 10 yellow, 10 orange, 10 green, 10 blue, 10 red, 10 brown in a bag or on a coffee filter. I cut construction paper out and put on the counter.



M&M's          Construction Paper

**Step 2**: Get out the skittles or other objects you have at home. For example, put 60 yellow skittles, legos, paper, beads in one bag or plate etc. I cut construction paper out and put it on coffee filters (you could just put on the table/surface)



Skittles                Construction Paper

**Step 3:** Explain the rules to all that are participating: Those participating are going to be birds that like to eat M&M's, legos, or whatever object you have at home. They need to make a "beak" using their pointer finger and their thumb to collect the objects. Tell the participants that they will have 20 seconds to use their beaks to pick up the objects and put them in the other hand. Try to encourage them to be fast. They need to avoid picking up the skittles because they will make them sick. The M&M's are the prey and the Skittles are the habitat that the M&M's live in.
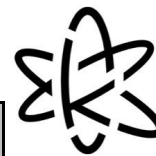
**Step 4**: Pour one bag of Skittles (or object) into the paper plate, plate, or a flat surface. Mix the bag of M&M's (or objects) in with the skittles (or objects). Put the plate in the middle of the group. Make sure everyone can reach the plate.

**Step 5**: Set your timer for 20 seconds.



**Step 6**: When the timer goes off, have everyone stop picking up the candy. Have everyone count the number of M&M's or objects and color of each they collected. Count any of the other objects that were picked up.

1. Which M&M or object color was the least-picked up? What do you think this has to do with camouflage?
2. Put all the M&M's or objects back in the bag you started with them in; even the one's everyone picked up. Take away the skittles for this habitat.
3. Pour a new color of skittles onto the paper plate along with the M&M's and hunt for those for 20 seconds. Repeat these steps until you finish all of the skittles habitats.

| Candies Collected | Red Habitat | Yellow Habitat | Green Habitat | Orange Habitat | Purple Habitat |
|---|---|---|---|---|---|
| Yellow | | | | | |
| Blue | | | | | |
| Green | | | | | |
| Brown | | | | | |
| Red | | | | | |
| Orange | | | | | |
| Skittles/ legos/other options | | | | | |

| Candies Collected | Red Habitat | Yellow Habitat | Green Habitat | Orange Habitat | Purple Habitat |
|---|---|---|---|---|---|
| Yellow | | | | | |
| Blue | | | | | |
| Green | | | | | |
| Brown | | | | | |
| Red | | | | | |
| Orange | | | | | |
| Skittles/ legos/other options | | | | | |

**Step 7: Reflect**

1. Looking back at your hypothesis and your data collection, what would you change? If an animal is the same color as its environment, then:

_____

_____

_____

2. Did you and your partner pick up more of _____ color? Did you or your partner pick up more of ____ color in a certain color habitat?

_____

_____

_____

3. Which items were camouflaged? How did this help them "survive"?

_____

_____

_____

_____