



Third Grade Math

3.OA.C.7- Fluently multiply and divide within 100. By the end of 3rd grade know from memory all products of two one digit numbers and related division facts.

Mr. Alan writes the expression 6×3 on the whiteboard. Which of the following expressions have the same product as Mr. Alan's expression? Circle all that apply.

- A $(3 \times 2) \times 3$
- B 6×4
- C 3×6
- D $3 \times (2 \times 4)$
- E $2 \times 3 \times 3$

You know $9 \times 6 = 54$. Use the numbers 9, 6, and 54 to fill in the blanks below.

$$9 \times \underline{\quad} = 54 \qquad 54 \div 6 = \underline{\quad}$$

$$6 \times \underline{\quad} = 54 \qquad \underline{\quad} \div 9 = 6$$

Brian says he can make 4 different equations using the numbers 7, 8, and 56. Write the four equations Brian can make.

$$\underline{\quad} \times \underline{\quad} = \underline{\quad}$$

$$\underline{\quad} \times \underline{\quad} = \underline{\quad}$$

$$\underline{\quad} \div \underline{\quad} = \underline{\quad}$$

$$\underline{\quad} \div \underline{\quad} = \underline{\quad}$$

Select all equations that are **true**.

- A. $5 \times 8 = 40$
- B. $8 \times 6 = 48$
- C. $7 \times 4 = 35$
- D. $9 \times 9 = 82$

What pattern do you notice in the products when multiplying the same factors by 10 and then by 5?

$$4 \times 10 = \qquad 4 \times 5 =$$

$$5 \times 10 = \qquad 5 \times 5 =$$

$$6 \times 10 = \qquad 6 \times 5 =$$



Third Grade Social Studies

*There will be a short video lesson of a Knox County teacher to accompany this task available on the KCS YouTube Channel and KCS TV.

Directions: Use this page to work through the clues on the following pages. Page two includes a review of major land and water features. Pages three and four include clues to help you figure out the task below.

WHERE WAS HANK?

Place an X on each capital and state that can be eliminated by a clue. The states are listed in alphabetical order. The capital and state that is left when you have completed all the slides is where Hank was hiding if you answered each one correctly.

Montgomery, Alabama	Honolulu, Hawaii	Boston, Massachusetts	Santa Fe, New Mexico	Pierre, South Dakota
Juneau, Alaska	Boise, Idaho	Lansing, Michigan	Albany, New York	Nashville, Tennessee
Phoenix, Arizona	Springfield, Illinois	St. Paul, Minnesota	Raleigh, North Carolina	Austin, Texas
Little Rock, Arkansas	Indianapolis, Indiana	Jackson, Mississippi	Bismark, North Dakota	Salt Lake City, Utah
Sacramento, California	Des Moines, Iowa	Jefferson City, Missouri	Columbus, Ohio	Montpelier, Vermont
Denver, Colorado	Topka, Kansas	Helena, Montana	Oklahoma City, Oklahoma	Richmond, Virginia
Hartford, Connecticut	Frankfort, Kentucky	Lincoln, Nebraska	Salem, Oregon	Olympia, Washington
Dover, Delaware	Baton Rouge, Louisiana	Carson City, Nevada	Harrisburg, Pennsylvania	Charleston, West Virginia
Tallahassee, Florida	Augusta, Maine	Concord, New Hampshire	Providence, Rhode Island	Madison, Wisconsin
Atlanta, Georgia	Annapolis, Maryland	Trenton, New Jersey	Columbia, South Carolina	Cheyenne, Wyoming

The only capital left is _____ in the state of _____.

This is where Hank was hiding if you answered each slide correctly!

THIRD GRADE SOCIAL STUDIES

Today we will be reviewing geography in the United States and Tennessee. To help us review we will play a game to find what city and state Hank wanted to learn more about.

WHERE WAS HANK?

Hello! My name is Mrs. Hill. I am a 3rd grade teacher at Northshore Elementary School. Today we are going to be reviewing some Tennessee and U.S. Geography. To help me I have enlisted the help from my dog Hank.



U.S and Tennessee Geography

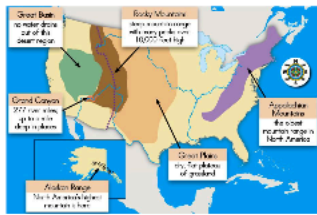
REVIEW STANDARDS

United States and Tennessee Geography

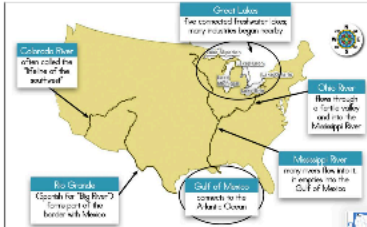
Overview: Students will utilize their geographic content knowledge to study physical and political geography of the United States and Tennessee.

Standard	Description	Grade
3.09	Identify and locate the fifty states of the U.S.	C, T
3.10	Identify and locate major cities in the U.S., including: <ul style="list-style-type: none"> Chicago Los Angeles Miami New York City Seattle Washington, D.C. 	KS
3.11	Identify major physical features of the U.S., including: <ul style="list-style-type: none"> Alaska Arizona California Colorado Florida Georgia Illinois Indiana Iowa Kansas Michigan Minnesota Mississippi Montana Nebraska Nevada New Hampshire New Jersey New Mexico New York North Carolina North Dakota Ohio Oklahoma Oregon Pennsylvania Rhode Island South Carolina South Dakota Tennessee Texas Utah Vermont Virginia Washington West Virginia Wisconsin Wyoming 	KS, T
3.12	Identify the following states and physical features of Tennessee: <ul style="list-style-type: none"> Atlanta Charlotte Chicago Dallas Denver Detroit Houston Los Angeles Memphis Minneapolis Miami New York City Philadelphia Portland San Francisco Seattle Washington, D.C. 	C, T
3.13	Recognize geographic challenges and events: <ul style="list-style-type: none"> Blizzards Droughts Dams Protein-rich crops Innovation systems Landscape Tornadoes 	C, E, C, II

MAJOR LAND FEATURES IN THE UNITED STATES



MAJOR WATER FEATURES IN THE UNITED STATES



MAJOR U.S. CITIES



WHAT DO YOU NEED?

- You need the copy of the United States. If you want to make it more challenging use the blank map!



WHAT DO YOU NEED?

- You will need the Where Was Hank? recording sheet.

WHERE WAS HANK?

Please fill in each state where Hank can be eliminated by a clue. The states you eliminate are indicated by underlining the capital that we have given you. You have completed all the clues to where Hank was hiding if you crossed out each one correctly.

State	Capital	State	Capital	State	Capital
Alabama	Montgomery	California	Sacramento	Florida	Tallahassee
Alaska	Juneau	Colorado	Denver	Georgia	Atlanta
Arizona	Phoenix	Connecticut	Hartford	Illinois	Springfield
Arkansas	Little Rock	Delaware	Dover	Indiana	Indianapolis
California	Sacramento	District of Columbia	Washington	Iowa	Des Moines
Colorado	Denver	Florida	Tallahassee	Kansas	Topeka
Connecticut	Hartford	Georgia	Atlanta	Kentucky	Frankfort
Delaware	Dover	Idaho	Boise	Louisiana	Baton Rouge
District of Columbia	Washington	Illinois	Springfield	Maine	Oxford
Florida	Tallahassee	Indiana	Indianapolis	Massachusetts	Springfield
Georgia	Atlanta	Iowa	Des Moines	Michigan	Lansing
Idaho	Boise	Kansas	Topeka	Minnesota	St. Paul
Illinois	Springfield	Kentucky	Frankfort	Mississippi	Jackson
Indiana	Indianapolis	Louisiana	Baton Rouge	Montana	Helena
Iowa	Des Moines	Maine	Oxford	Nebraska	Lincoln
Kansas	Topeka	Massachusetts	Springfield	Nevada	Carson City
Kentucky	Frankfort	Michigan	Lansing	New Hampshire	Concord
Louisiana	Baton Rouge	Minnesota	St. Paul	New Jersey	Trenton
Maine	Oxford	Mississippi	Jackson	New Mexico	Santa Fe
Massachusetts	Springfield	Montana	Helena	New York	Albany
Michigan	Lansing	Nebraska	Lincoln	North Carolina	Raleigh
Minnesota	St. Paul	Nevada	Carson City	North Dakota	Bismarck
Mississippi	Jackson	New Hampshire	Concord	Ohio	Columbus
Montana	Helena	New Jersey	Trenton	Oklahoma	Norman
Nebraska	Lincoln	New Mexico	Santa Fe	Oregon	Salem
Nevada	Carson City	New York	Albany	South Carolina	Columbia
New Hampshire	Concord	North Carolina	Raleigh	South Dakota	Sioux Falls
New Jersey	Trenton	North Dakota	Bismarck	Tennessee	Nashville
New Mexico	Santa Fe	Ohio	Columbus	Texas	Austin
New York	Albany	Oklahoma	Norman	Utah	Salt Lake City
North Carolina	Raleigh	Oregon	Salem	Vermont	Montpelier
North Dakota	Bismarck	South Carolina	Columbia	Virginia	Richmond
Ohio	Columbus	South Dakota	Sioux Falls	Washington	Olympia
Oklahoma	Norman	Tennessee	Nashville	West Virginia	Charleston
Oregon	Salem	Texas	Austin	Wisconsin	Madison
South Carolina	Columbia	Utah	Salt Lake City	Wyoming	Cheyenne
South Dakota	Sioux Falls	Vermont	Montpelier		
Tennessee	Nashville	Virginia	Richmond		
Texas	Austin	Washington	Olympia		
Utah	Salt Lake City	West Virginia	Charleston		
Vermont	Montpelier	Wisconsin	Madison		
Virginia	Richmond	Wyoming	Cheyenne		
Washington	Olympia				
West Virginia	Charleston				
Wisconsin	Madison				
Wyoming	Cheyenne				

LET'S GET STARTED!!

- Make sure you have the two worksheets in front of you.
- I will ask you a review question about our states, capitals, geographical features, or human modifications to meet the needs of people.
- Each slide will give you a hint to where Hank was not. When you figure out that capital and state cross it off your worksheet.
- When we get to the last slide we will know what capital and state Hank was hiding in.

HANK

I took Hank the Great Dane on a road trip to visit the United States capitals and geographical features. Along the way Hank was amazed by a state and its capital that he had never been to before. He decided to hide there so he could learn more about this place and it's capital. After using my map skills I finally found Hank. He was in his new favorite State! Where was Hank hiding??



#1 WHERE WAS HANK?

Hank was not in the smallest state.

#2 WHERE WAS HANK?

Hank was not in either of the capitals of the two states that have the word North in their names.

#3 WHERE WAS HANK?

Hank is not where North America's highest mountain range is. (Hint: Hank does not like really cold states!)

#4 WHERE WAS HANK?

Hank was not in either of the capitals of the two states that are directly west of Idaho.

#5 WHERE WAS HANK?

Hank was not in the capitals of the three states whose names start with the letter C.

#6 WHERE WAS HANK?

Hank cannot swim. He was not in the state that is made up of islands and was the last state admitted to the Union.

#7 WHERE WAS HANK?

Hank was not in the state with the Grand Canyon.

#8 WHERE WAS HANK?

Hank was not in the states that touch the Gulf of Mexico.

(Hint: This is five different states.)

#9 WHERE WAS HANK?

Hank was not in the capitals of the eight states that touch the Great Lakes.

#10 WHERE WAS HANK?

Hank was not in the state where the Hoover Dam is located.

#11 WHERE WAS HANK?

Hank was not in the capitals of the states that start with the letter M.

#12 WHERE WAS HANK?

Hank was not in Nashville.

#13 WHERE WAS HANK?

Hank was not in any of the capitals with New in the states name.

(Hint: There are three states with New in their name.)

#14 WHERE WAS HANK?

Hank was not in the two states that are East of Kentucky.



#15 WHERE WAS HANK?

Hank was not in the four capitals North of Texas.

#16 WHERE WAS HANK?

Hank was not in a state that touched the ocean.

(Hint: This rules out four more states.)



#17 WHERE WAS HANK?

Hank is not in the state with the Great Salt Lake.

#18 WHERE WAS HANK?

Hank is not in the state known for racing horses.



#19 WHERE WAS HANK?

Hank is not in the capital that is North of Baton Rouge.

#20 WHERE WAS HANK?

Hank is not in the state that is between Minnesota and Missouri.

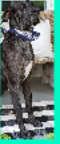


#21 WHERE WAS HANK?

Hank is not in the state that has a college with blue turf.

WHERE WAS HANK?

We made it. Where does Hank want to learn more about?



WHERE WAS HANK?

Cheyenne, Wyoming



GREAT JOB!!

I am so proud of each of you. We used our knowledge of states, capitals, geographical features, and human modifications to land to find out where Hank had been!

FUN ONLINE ACTIVITIES

To practice your states and capitals go to:

<https://online.seterra.com/en/vgp/3003>

To hear a fun song about the fifty states go to:

https://www-gallopdecriculum-com.filesusr.com/html/399c74_ea3b87599b2c7f8863624da92c4f947d.html

50 STATE CHOICE BOARD

Compare and Contrast Two states	State History: Create storyboards	Biography Study
Weather: One State's Climate	One State: Six Reasons to Visit	True or False Activity: The 50 States
Sports: Name one state's teams and the cities where each stadium is located	Land Features: Name and draw one state's land features	Water Features: Name and draw one state's water features



Third Grade

ELA

3.ELA.Week 3

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. In this activity packet, your child will have the chance to do just that as they work to solve a mystery.

First, your child will encounter a letter introducing them to the idea of becoming a "Super Sleuthhound." You can discuss the picture clues – camera, keys, flashlight, compass. Think about how these things might be tools for a detective or sleuth.

In this week's text, your child will be looking for specific clues about:

TOPIC: One of a Kind

ESSENTIAL QUESTION: What makes nature's record-holders unique?

Ask your child what "nature's record-holders" means. If they read last week's text, ask them what they learned about being unique. Tell them as they read, they will be looking for clues to explain what makes nature's record-holders unique.

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.

At the end of the text, there is a "Be a Sleuth" section containing questions to discuss and write about the text.

- Look for Clues – You may ask your child to underline evidence for this question, make a list of their evidence, or you can discuss what evidence is factual and which are opinions. Be sure that students refer back to the details in the text. Also, refer back to the essential question – What does it mean to be unique?
- Ask Questions – This question is always a good question to discuss. As your child generates a question, you may choose to add a question you have as well. If your child struggles to ask a question, you may make a question as a model and then create one together.
- Make Your Case – This question is a written task. Your child should be able to write a paragraph stating their opinion, supplying reasons or evidence, and providing a concluding or closing statement. They can also create an illustration of their writing.

EXTENSION IDEAS:



- Create your own advertisement using facts from the text to share what makes Mt. Waialeale unique. What would make people want to visit this island? You can fold your paper to make a brochure or just make a sign.
- Share your advertisement with a family member.
- Reread the text to someone at home.



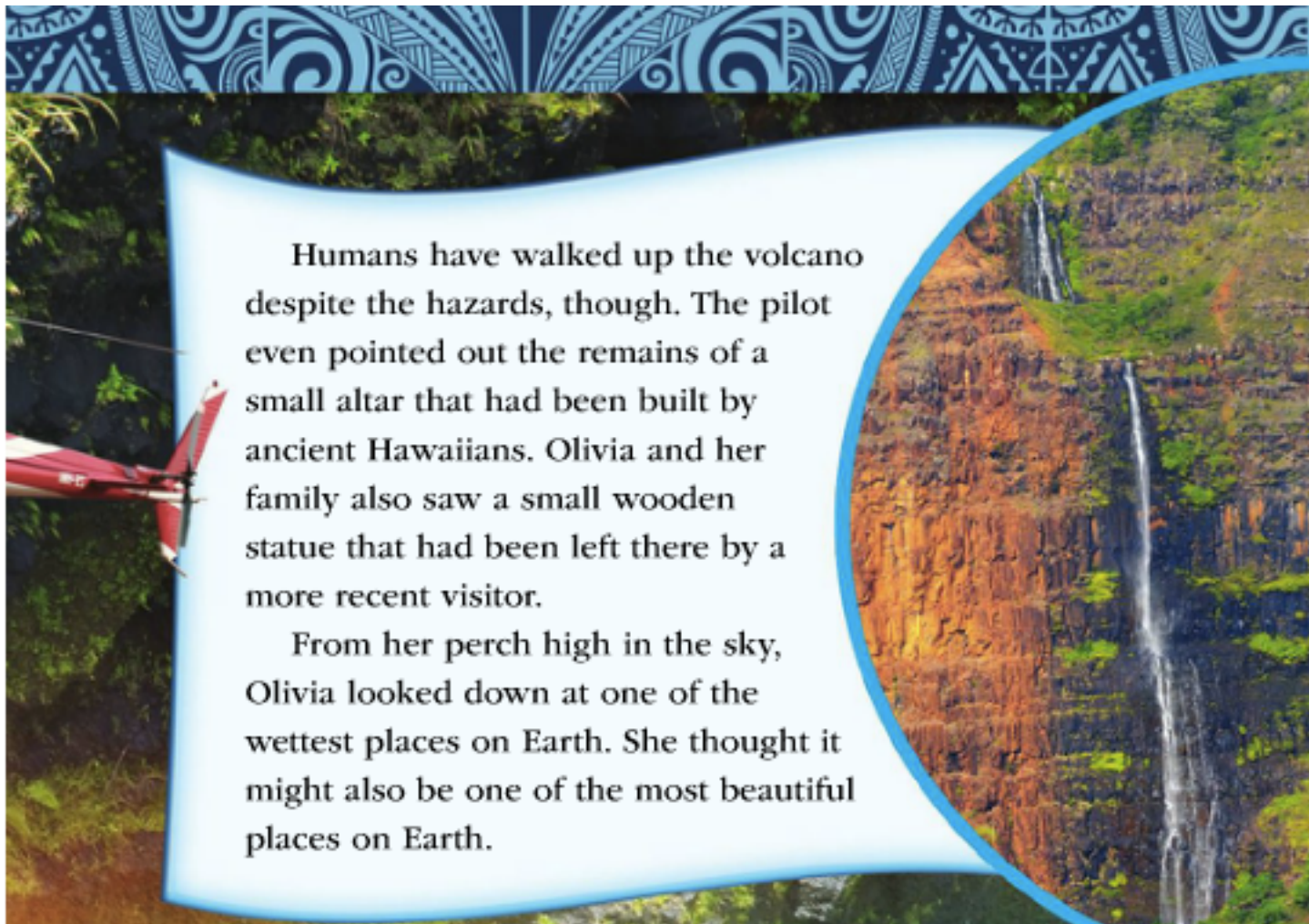
The Wettest Place on Earth

Olivia and her family were on vacation in Hawaii. They were staying on the island of Kauai (kuh WY ee). Today they were taking a helicopter tour of the island. They would be flying over its jagged mountains and steep cliffs.

Olivia couldn't wait to see Mt. Waialeale (wy ALL ay ALL ay). That means "rippling waters" in Hawaiian. Waialeale is one of the wettest places on Earth because of the amount of rain it gets. It gets more than 450 inches (1,143 centimeters) a year! There is a small lake at the top of an extinct volcano.



The plane flew toward the center of the island. Olivia looked down at the lush green forests that her family loved so much. Soon the helicopter reached Mt. Waialeale. The pilot pointed out where the official rain gauge is set up to measure the rainfall. He said that scientists have to fly in to check the gauge because it's nearly impossible to hike up the volcano. The sides of the old volcano are very steep and slippery because they're so wet.



Humans have walked up the volcano despite the hazards, though. The pilot even pointed out the remains of a small altar that had been built by ancient Hawaiians. Olivia and her family also saw a small wooden statue that had been left there by a more recent visitor.

From her perch high in the sky, Olivia looked down at one of the wettest places on Earth. She thought it might also be one of the most beautiful places on Earth.

Sleuth Work

Gather Evidence Which parts of this story might be fact? Which parts are opinion? Make a T-chart that lists the facts and opinions of this story.

Ask Questions If you could talk to someone who managed to make the difficult hike up to Mt. Waialeale, what would you ask that person? Write down three questions you would ask.

Make Your Case What is the best way to explore a place you're visiting for the first time? Write reasons that support your answer.



Third Grade Science

3rd Grade Science: Week 3 April 20th

Water Cycle



Part 1: Students will create a model of the water cycle

The Water Cycle:

Heat from the sun causes water to **evaporate** from Earth's surface. The water vapor rises into the air. Once the water vapor reaches cool air, it **condenses** to form clouds. After the clouds become full of water molecules, the cloud will release the rain in a form of **precipitation**. Water also **collects** on the Earth's surface. It can stay in streams, rivers, lakes or oceans. It can also go deep in the ground as ground water.

You will need:

- A large bowl
- Water
- A sheet of clear plastic wrap
- A coffee mug
- A large string/rubber band

Steps:

1. Put the bowl in a sunny place.
2. Pour water into the bowl until the bowl is about 2/3 full.
3. Place the mug in the center of the bowl. Be careful to not splash water into the mug!
4. Cover the top of the bowl with plastic wrap. Make sure to seal tightly.
5. Use string or rubber band to secure the plastic wrap around bowl.
6. Let the bowl sit in the sunny area for several hours!
7. Record your observations below!

Draw a model of your observations. Use the back of this paper or another sheet if you need more space.

After 1 hour in Sun	After 3 hours in Sun	After 5 hours

Part 2: Create a Comic Strip

After creating your own model of the water cycle, use the back of the paper to create a comic strip to show a story as if you were a molecule of water on Earth's surface! As a molecule of water, you will travel through all the parts of the water cycle. Remember, you are part of a cycle and may begin at any part of the cycle. Comic strips use your creative art skills to tell a story, so be expressive!

