



# Third Grade Math

Week of May 4, 2020  
[knoxschools.org/kcsathome](https://knoxschools.org/kcsathome)

Three friends are keeping track of their reading this fall. The table shows the number of pages each person has read.

Friend	Number of Pages
Beatrice	274
Roy	199
Kayla	205

Choose *True* or *False* for each statement.

- Beatrice and Roy have read 473 pages combined.  True  False
- Roy and Kayla have read 404 pages combined.  True  False
- Kayla has read 91 more pages than Roy.  True  False
- Beatrice has read 79 more pages than Kayla.  True  False

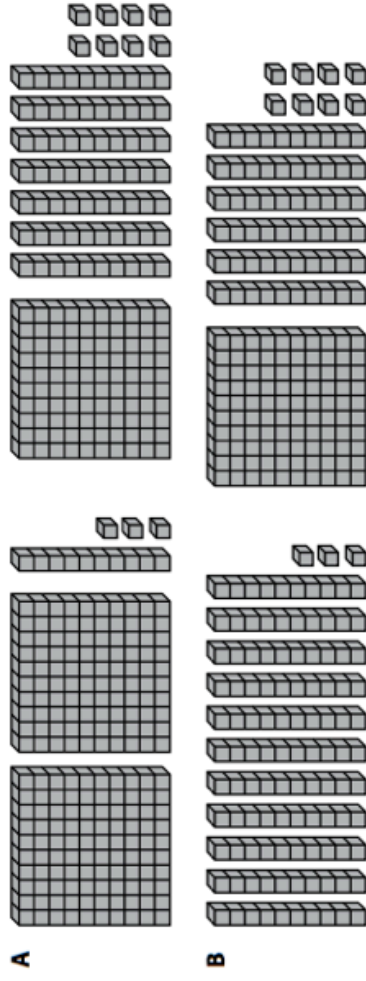
$$501 - 470 = \underline{\hspace{2cm}}$$

Explain how you can start with 470 and add on to solve.

At the recycling fair, 193 glasses of orange juice and 270 glasses of lemonade were sold. How many more glasses of lemonade were sold than glasses of orange juice?

$$\begin{array}{r} 636 \\ - 158 \\ \hline \end{array}$$

Which of these diagrams or solutions represent  $113 + 168$ ? Circle all the correct answers.



**C**

$$\begin{array}{r} 100 + 10 + 3 \\ + 100 + 60 + 8 \\ \hline 200 + 70 + 1 \end{array}$$

**D**

$$\begin{array}{r} 113 \\ + 168 \\ \hline 11 \\ 70 \\ 200 \end{array}$$

- E**
- 1 hundred + 1 hundred = 2 hundreds
  - 1 ten + 6 tens = 7 tens
  - 3 ones + 8 ones = 1 one



# Third Grade Social Studies

Week of May 4, 2020  
[knoxschools.org/kcsathome](https://knoxschools.org/kcsathome)

\*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.

Early American Indians in North America 3.19 & 3.20

Today we will be able to review the geographic locations and customs of the Northeast, Southeast, and Plains North American Indians. We will also review the conflicts between American Indian nations, including competing claims for the control of land.

**Map Skill-BUILDER** ★★★★★★★★★★★★

Complete each step.

1. Color the area where each American Indian cultural group lived a different color.
2. Color the boxes in the map legend to match the colors you used on the map.

**American Indians in North America**  
(three major cultural groups)

Plains Northeast Southeast

**Map Legend**

- Northeast
- Plains
- Southeast

Indigenous Peoples at First

After the ice age, people needed to adapt to their new environment. They did this by spreading out across North and South America. They settled in many different environments. This formed many different tribes and nations with many different ways of life.

Depending on where they settled the American Indians had to learn how to live in their environment and use their physical environment to meet their needs.

Resources American Indians Used:

- \*Shelter: trees, plants, ice, soil, or animals
- \*Food: nuts, berries, soil, or animals
- \*Clothing: animal hides or plant fibers

**Reading for Information** ★★★★★★★★★★★★

How did environment impact the lives of American Indians in North America?

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# THE NORTHEAST NORTH AMERICAN INDIANS

American Indians in the Northeast were known as the Eastern Woodlands Indians. The climate has four changing seasons. There is lots of rainfall and heavy snows. They fished, hunted, and gathered food from the forest. They wore hides, or skins, of animals. Deerskin was popular in the summer and clothing made of beaver and bear furs were worn in winter. Most Northeast Indians lived in permanent villages. They would often have a house for summer and a house for winter. They would build wigwams (a small round home made from young trees) or longhouses (rectangular wooden frame and a curved roof).



Complete the chart about the Northeast North American Indians:

<p>Climate</p>	<p>Natural Resources (food, animals, trees)</p>
<p>Shelter (house)</p>	<p>Clothing (wore)</p>

# THE SOUTHEAST NORTH AMERICAN INDIANS

American Indians in the Southeast were also known as the Eastern Woodland Indians. The climate was warm and humid because it is close to the Atlantic Ocean and the Gulf of Mexico. This region has four seasons. The summers are hot and winters are mild. Southeast Indians grew corn, beans, and squash. They also hunted, fished, and gathered berries and nuts. They wore clothing similar to the Northeast Indians. They made their clothing from deerskin. Men and women wore moccasins. American Indians in the Southeast lived in permanent villages. They had many different types of shelters. Winter houses used thatch roofs (circular house with a cone shape) and summer houses were known as wattle and dab (wood poles with a woven siding).



Complete the chart about the Southeast North American Indians:

<p>Climate</p>	<p>Natural Resources (food, animals, trees)</p>
<p>Shelter (house)</p>	<p>Clothing (wore)</p>

## THE PLAINS NORTH AMERICAN INDIANS

The environment of the Plains is very different than the Northeast and the Southeast. Land is flat and open. The area is mostly grassland, with few trees. The climate is cool and dry. There is not much rain. Winters are cold in the north. Plains Indians gathered wild plants, fished, and hunted herds of wild animals. They hunted elk, deer, and buffalo. Plains Indians wore leather clothing made from deerskin. Men and women wore buffalo-hide robes in winter to keep warm. Plains Indians lived in villages part of the year. They lived nomadic lives when they were hunting (this means they moved around). They made earth lodge shelters in villages or used teepees when hunting.



Complete the chart about the Plains North American Indians:

<p>Climate</p>	<p>Natural Resources (food, animals, trees)</p>
<p>Shelter (house)</p>	<p>Clothing (wore)</p>

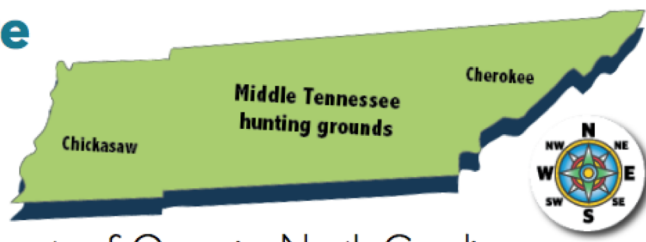
# Tennessee's Tribes Compete

American Indians living in the Tennessee area competed for natural resources.

The Cherokee lived in the East Tennessee

Appalachian region. Their territory included parts of Georgia, North Carolina, South Carolina, and Alabama. The Chickasaw lived in West Tennessee.

However, both tribes hunted in Middle Tennessee. This often led to conflict.



In the 1600s, the Shawnee built villages in Middle Tennessee. The Shawnee had conflicts with both the Cherokee and the Chickasaw. The Cherokee and Chickasaw even united to try to drive the Shawnee out of the area twice in the 1700s!

## Comprehensive Cross-Check

Answer the questions.

1. What caused conflict between the Cherokee and Chickasaw in Tennessee?

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2. What caused cooperation between the Cherokee and Chickasaw in Tennessee?

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### Extension Activity:

For this activity, you will go back in time. You are no longer a student in 2020. Instead, you are an American Indian living in Tennessee 500 years ago!

On a blank sheet of paper write a journal entry explaining how your physical environment influences your choices of what to eat, what to wear, and what kind of shelter you live in. Describe how you interact with other American Indian groups living in Tennessee.

\*Underlined text is for ELL support.\*

### Additional Links:

Customs of the Northeast Indians:

[https://www-gallopadeducurriculum-com.filesusr.com/html/399c74\\_4cd567ac4e342aa7d162cb1416973192.html](https://www-gallopadeducurriculum-com.filesusr.com/html/399c74_4cd567ac4e342aa7d162cb1416973192.html)

Customs of the Southeast Indians:

[https://www-gallopadeducurriculum-com.filesusr.com/html/399c74\\_5e265f5ecd04b407bb3ee514a8dca6c9.html](https://www-gallopadeducurriculum-com.filesusr.com/html/399c74_5e265f5ecd04b407bb3ee514a8dca6c9.html)

Customs of the Plains Indians:

[https://www-gallopadeducurriculum-com.filesusr.com/html/399c74\\_b0ae8b8c6250fc557b18c4beb3a7d10a.html](https://www-gallopadeducurriculum-com.filesusr.com/html/399c74_b0ae8b8c6250fc557b18c4beb3a7d10a.html)



# Third Grade

## ELA



## GRADE 3 ELA WEEK 5 – ONE OF A KIND

A video lesson of a Knox County 3rd grade teacher that accompanies this text is available on KCS YouTube Channel and KCS TV.



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

**TOPIC:** One of a Kind

**ESSENTIAL QUESTION:** Why is it valuable to have unique interests?

### **BUILDING BACKGROUND KNOWLEDGE:**

- Ask your child what it means to have unique interests. If they read last week's text, ask them what they learned about "nature's record holders" being unique.
- Tell them as they read this week, they will be looking for clues to explain what makes having unique interests valuable. Students will learn that unique interests, such as rock collecting, can be valuable.

### **READING THE TEXT:** *Rocks and More Rocks*

- 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. Use the questions to discuss and write about the text.

### **ASK QUESTIONS:**

- What two questions might you ask Mrs. Simpson about her job at the nature center?
- 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 sure your questions cannot be answered with a simple yes or no.

### **GATHER EVIDENCE:**

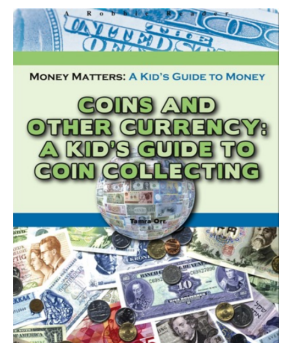
- You may ask your child to underline evidence for this question, make a list of their evidence, or you can discuss if Patrick's mom supported his desire to collect rocks. Be sure that students refer back to the details in the text. Also, refer back to the essential question – Why is it valuable to have unique interests?

### **MAKE YOUR CASE:**

- Do you think rocks or coins would make a more interesting collection?
- Cite at least two reasons to support your opinion/argument. This question is a written task.
- Your child should be able to write a paragraph stating their opinion, supply reasons or evidence to support their opinion.
- If you need more evidence for a coin collection, you can look for books on different sources, such as Epic.

### **EXTENSION IDEAS:**

- Tell about a collection. What is in the collection? What makes it unique? Draw or take pictures of your collection.
- Reread the text



# Rocks and More Rocks

“Patrick, your room looks like a rock quarry,” Mom said as she stepped over a pile of rocks.

“I know,” Patrick said. “It’s awesome!”

“It’s a neat collection, Patrick, but it’s taking over your room. Maybe it’s time to start weeding some out.”

“I wouldn’t know which ones to get rid of,” Patrick complained.

That afternoon Patrick and his mom were gardening when their neighbor Mrs. Simpson stopped by. Mrs.

Simpson worked at the nature center.

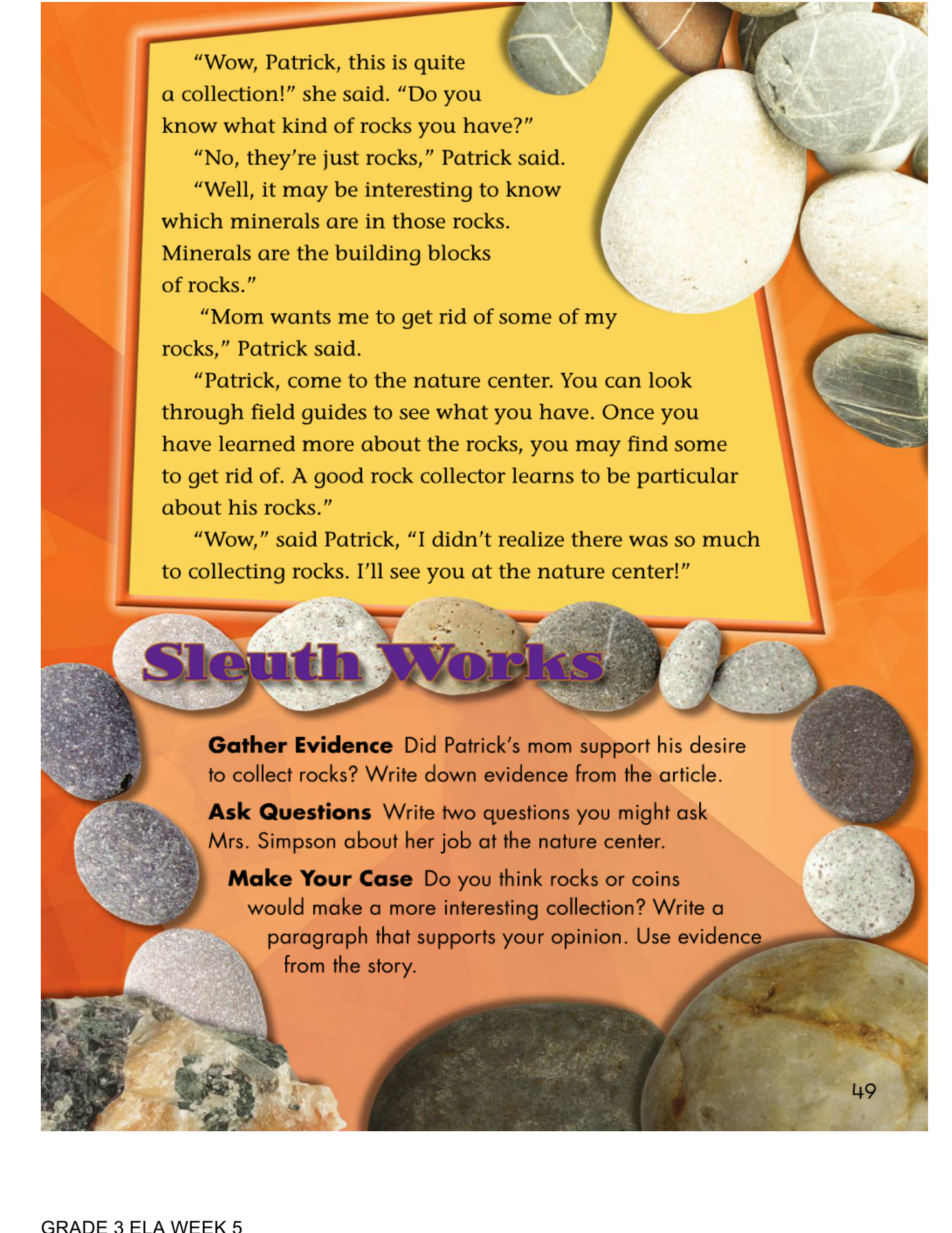
“What are you planting today?” she asked.

Patrick spoke up. “Mom’s planting peppers and I’m digging for rocks.”

“Patrick’s rock collection keeps growing,” Mom added. “Why don’t you show Mrs. Simpson your collection, Patrick?”

Patrick led Mrs. Simpson to his room. Mrs. Simpson’s eyes grew big when she saw all the rocks.





“Wow, Patrick, this is quite a collection!” she said. “Do you know what kind of rocks you have?”

“No, they’re just rocks,” Patrick said.

“Well, it may be interesting to know which minerals are in those rocks. Minerals are the building blocks of rocks.”

“Mom wants me to get rid of some of my rocks,” Patrick said.

“Patrick, come to the nature center. You can look through field guides to see what you have. Once you have learned more about the rocks, you may find some to get rid of. A good rock collector learns to be particular about his rocks.”

“Wow,” said Patrick, “I didn’t realize there was so much to collecting rocks. I’ll see you at the nature center!”

## Sleuth Works

**Gather Evidence** Did Patrick’s mom support his desire to collect rocks? Write down evidence from the article.

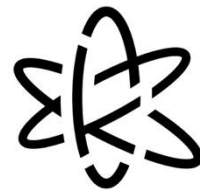
**Ask Questions** Write two questions you might ask Mrs. Simpson about her job at the nature center.

**Make Your Case** Do you think rocks or coins would make a more interesting collection? Write a paragraph that supports your opinion. Use evidence from the story.



# Third Grade Science

Week of May 4, 2020  
[knoxschools.org/kcsathome](https://knoxschools.org/kcsathome)



## How do scientists use tools to measure the weather?

**Directions:** This handout goes with a KCS Teacher Video. If you have access to the video, watch the video before doing this activity. Read below with your child.

### Using Weathervanes to Measure Wind Direction

**Meteorologists** analyze weather data using data collected by tools. They prepare forecasts, or reports, of what is likely to happen next. Let's practice being a meteorologist by creating a weathervane to collect data.

**Materials:** 1 pencil, 1 straw, 1 paper clip, 1 paper plate, colored/scratch paper, scissors, tape

**Directions:**

1. Label the cardinal directions (north, east, south, west) on the paper plate like a compass.
2. Cut out a triangle on colored/scratch paper to use as an arrowhead on straw.
3. Tape the arrowhead onto either end of the straw.
4. Stretch open the outermost point of the paper clip.
5. Poke the extended end of the paperclip through the middle of the straw.
6. Poke the same end of the paperclip into the eraser of a pencil.
7. Take the led side of the pencil and poke it through the center of the paper plate.



**Let's be meteorologists! Take your weathervane outside once a day to complete the following chart.**

Date	Time of day	Is it raining? (yes or no)	Is it cloudy? (yes or no)	Cardinal direction (north, south, east, west)
1.				
2.				
3.				
4.				
5.				