Activity #1

Symmetrical Name Creature

**Symmetry** is the quality of being made up of exactly similar parts facing each other or arranged around an axis.

**Step 1:** Start with a piece of white paper folded in half long ways (hot dog way). On one side of the fold write your name with the bottom sitting on the fold, in cursive if possible. Write big! Any “hangers” that go below the fold can just be erased and ignored (think G’s, J’s, & Y’s.) It’s okay if it does not look perfect.

**Step 2:** Transfer image: Make sure the pencil line of your drawing is nice and thick. Close the paper and use the closed lid of a Sharpie to rub over the pencil line. You will be rubbing on the back of the side of the paper that has no image. You should be able to see through that one layer of paper to see where your lines are. That pressure will transfer enough pencil lead to the blank side of the paper that your image can be seen.

**Step 3:** Once the name image is transferred you have this weird, awesome symmetrical shape. Set your imagination loose as you add parts, patterns, and pieces to your design to turn it into an imaginary creature. Use the same method as above. Draw only on one side and transfer the image to the opposite side.

**Step 4:** Trace with black marker and color.
Activity #2

Choose a song and draw a picture of the story it tells. See if someone else can guess the song you drew.

Activity #3

Fitness countdown

Pick 4 exercises that you can do. Start by doing 10 of each, then do 9 of each, 8, 7, etc all the way down to one.
Student’s Name ____________________________         Teacher _______________________

READING/LANG. ARTS

Activity #1
Read the article *Building Landmarks*, then complete the questions about main ideas & details.

Activity #2
Reread the article *Building Landmarks* and complete the questions about multiple meaning words.

Activity #3
A suffix is added to the end of the word that changes the meaning of the original, base word. Break each word apart and put the correct part in the correct box. Then choose the correct word to use in each sentence.

Example:

<table>
<thead>
<tr>
<th>craziest</th>
</tr>
</thead>
<tbody>
<tr>
<td>base word</td>
</tr>
<tr>
<td>crazy</td>
</tr>
</tbody>
</table>

Definition of craziest
most crazy
Read each sentence. Use the correct word from above to use in place of the **bold** words. cutest, happiest, bravest, slowest, craziest

1. He always finishes dinner the **most slow**.
   He always finishes dinner the ____________________.

2. I think the brown puppy is the **most cute**.
   I think the brown puppy is the ________________.

3. Only the **most brave** kids compete in the competition.
   Only the ____________________ kids compete in the competition.

4. Yesterday was the **most crazy** day I’ve ever had.
   Yesterday was the _________________ day I’ve ever had.

5. Bria is the **most happy** baby I’ve ever seen, she’s always smiling.
   Bria is the _________________ baby I’ve ever seen, she’s always smiling.
Activity #1
Read the article about cultures and answer the questions.

Activity #2
Culture is the way of life for a group of people. It includes things like language, music, sports, clothing, food, customs, and traditions. Answer the questions below about your family’s culture.

1. How do you and your family celebrate holidays? Choose a holiday you celebrate and explain what you and your family do to celebrate.

2. What language or languages do you and your family speak at home?

3. What foods do you eat?

4. What is your home like?

5. What types of music do you enjoy?

6. What do you do for fun?
Activity #3

My Life on the Eastern Shore of Maryland

What would you tell a 3rd grade student in another state or country about yourself and life living here on the Eastern Shore? Write a one-paragraph biography (facts about you and your life here) to give a student from another state or country an idea of what it is like here.

Example: I’m Tia, and I live in Jamaica. My whole world is surrounded by water! I like to go fishing with my parents. I help them make meals with the fresh seafood we catch. Our special recipe has been passed down through my mother’s family for many years. I also like to paint the beautiful plants and animals of my island!
# Third Grade Activities
## Week 10

| Student’s Name ____________________________ | Teacher _______________________
|---------------------------------------------|----------------------------------|

## Activity #1

**Answer the fact and write the turnaround fact that can help you solve it.**

1. \(54 \div 9 = \) ______  ______ x 9 = 54
2. \(14 \div 2 = \) ______  ______ x 2 = 14
3. \(80 \div 10 = \) ______  ______ x 10 = 80
4. \(24 \div 8 = \) ______  ______ x 8 = 24
5. \(45 \div 5 = \) ______  ______ x 5 = 45
6. \(42 \div 7 = \) ______  ______ x 7 = 42
7. \(72 \div 8 = \) ______  ______ x 8 = 72
8. \(30 \div 3 = \) ______  ______ x 3 = 30
9. \(12 \div 1 = \) ______  ______ x 1 = 12
10. \(22 \div 2 = \) ______  ______ x 2 = 22

## Activity #2

**Solve each addition and subtraction problem.**

1. \(9741 - 5684=\)
2. \(7354 + 91=\)
3. \(1602 + 4563=\)
4. \(3078 + 15=\)
5. \(5681 - 543=\)
6. \(9048 - 711=\)
7. \(6147 - 4285=\)
8. \(9076 + 148=\)
9. \(6805 + 348=\)
10. \(4594 + 5914=\)
11. \(2752 - 1492=\)
12. \(9324 - 53=\)
Activity #3

Use the data in the pictograph to answer the questions.

1. How many people like fashion magazines? __________
2. How many more people like sports magazines than music magazines? __________
3. Which type of magazine is the most popular? _______________________________
4. How many people took part in the survey? __________
5. Do more or less than 5 people like cooking magazines? __________
6. Which two types of magazines do people like the least? __________________________
Activity #1

Read the passage *Furious Hurricanes* and on a separate sheet of paper or in your google doc answer sheet, explain the difference between a hurricane watch and a hurricane warning.

Activity #2

Complete the chart below. Use the Furious Hurricanes passage to help you.

<table>
<thead>
<tr>
<th>Hurricane Name</th>
<th>Top Wind Speed</th>
<th>Category</th>
</tr>
</thead>
<tbody>
<tr>
<td>Arthur</td>
<td>102 mph</td>
<td></td>
</tr>
<tr>
<td>Cristobal</td>
<td>160 mph</td>
<td></td>
</tr>
<tr>
<td>Fey</td>
<td>80 mph</td>
<td></td>
</tr>
<tr>
<td>Hanna</td>
<td>129 mph</td>
<td></td>
</tr>
<tr>
<td>Sebastien</td>
<td>113 mph</td>
<td></td>
</tr>
</tbody>
</table>

Activity #3

Think about all the different types of weather you have learned about this school year. Create a story about a specific type of weather. This could be your favorite kind of weather, a true story about a time you were stuck in a certain kind of weather, or just a made up story about the weather.

Don’t forget to add details about how your weather was formed, what you can do to be protected from this weather, and how your family was able to survive it.

Be creative and have fun!!
One way to learn about different cultures is to study history, or the events of the past. The first people who lived in North America were Native Americans. They lived in the areas that are now Canada, the United States, Mexico, and the islands of the Caribbean. Native Americans had different ways of life, depending on their environment.

Some Native Americans lived in the area that is now Florida and the Caribbean. They fished in the streams, rivers, lakes, and oceans near their homes. They also ate animals and plants that lived near their homes. They built homes and created tools from things they found in the environment. Homes were built out of trees and other

Read the passage above. Then answer the questions that follow.

1. When people study the past, they are learning about ___.
   - North America
   - Florida
   - history
   - Native Americans

2. Native Americans in Florida and the Caribbean made their tools out of ____.
   - plants
   - fish bones
   - sand
   - stone

3. How did the environment in Florida and the Caribbean affect the lives of the Native Americans who lived there? Give at least two examples from the passage.

__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________
Building Landmarks

Have you ever made a sandcastle? Maybe you’ve built something in the snow or dirt. Have you thought that something you made on land would last for a long time, though? In Ohio, there are Native American mounds on the land. These mounds have been there for thousands of years. The Ohio mounds act as landmarks or important sites. They also help us understand our country’s history.

Native American tribes created Ohio’s mounds. Today, there are over 70 mounds left. People visit them each year. One of these mounds is called Serpent Mound. It is 1,370 feet long. The mound looks like a big snake. This is the world’s longest burial mound! Objects from other tribes are in Serpent Mound. This makes researchers think that many tribes made the mound. A lot of tribes might have made this one mound to share.

The mounds are different shapes. Miamisburg Mound is shaped like a cone. It is the largest cone mound in Ohio. It is believed that the Adena tribe made this mound. There are 116 steps. Visitors can climb them to the top.

How did the tribes make these mounds? At Fort Ancient Mounds, people used clamshells to dig the dirt. They also used sticks. They carried the dirt for the mounds in baskets. The baskets weighed about 40 pounds. Do you know why a tribe would want to build these mounds? Some people say they were used as a calendar. The mounds have walls that total 18,000 feet in length. This means carrying dirt to build them was a lot of hard work.
The Newark Earthworks are geometric mounds. They are the world’s largest set like this. Researchers think these mounds were used to study stars. They might have been used for gatherings, too.

Cultures leave behind stories. Some stories are in books. Some are in artwork. In Ohio, Native American tribes left behind mounds. Not all questions about the mounds have been answered. But these landmarks have still helped us learn more of our country’s history.

Social and Sacred Places

Some researchers think that the Ohio River Valley mounds were used for social reasons. Others think they were for ceremonial reasons. Today, you can visit them. Maybe you can come up with your own answer about how the mounds were used.

Answer the following questions after reading the article.

1.) What is the main idea of the whole passage?
   a.) Native Americans built mounds that were different shapes.
   b.) Studying landmarks like the mounds can help us learn about our country’s history.
   c.) Native Americans mounds may have been a kind of calendar.

2.) In the second paragraph, which sentence is a detail that tells more about the main idea of the passage?
   a.) The mound looks like a big snake.
   b.) This makes researchers think that many tribes made the mound.
   c.) It is 1,370 feet long.

3.) What is the main idea of the fourth paragraph?
   a.) Making the mounds was hard work.
   b.) The mounds were used as a calendar.
   c.) People carried dirt for the mounds in baskets.

4.) Read these details: They are geometric mounds. They are the world’s largest set like this. What do these details tell more about?
   a.) Fort Ancient Mounds
Multiple Meaning Words

Multiple-meaning words have more than one meaning. Find context clues and use them to find the meaning of each multiple-meaning word in bold.

Read each passage, then answer the questions.

The mounds have walls that total 18,000 feet in length. This means carrying dirt to build them was a lot of hard work.

6.) Which words are clues that help find the meaning of hard?
   a.) Native Americans built mounds that were different shapes.
   b.) Studying landmarks like the mounds can help us learn about our country’s history.
   c.) Native Americans mounds may have been a kind of calendar.

7.) Which is the meaning of hard?
   a.) not easily broken
   b.) not easy to do
   c.) solid like wood

Cultures leave behind stories. Some stories are in books. Some are in artwork. In Ohio, Native American tribes left behind mounds.

8.) Which words are clues that help find the meaning of stories?
   a.) in books, in artwork
   b.) tribes, mounds
c.) In Ohio, tribes

9.) Which is the meaning of stories?
   a.) the telling of events
   b.) levels of a building
   c.) articles in a newspaper

Native American tribes created Ohio’s mounds. Today, there are over 70 Native American mounds left. People visit them each year.

10.) Which is the meaning of left?
   a.) a direction, opposite of right
   b.) remaining
   c.) take action
Predicting Hurricanes and Protecting People!

What’s the difference between a hurricane watch and a hurricane warning? During a hurricane watch, there is the possibility that a hurricane will make landfall within 36 hours, and people are advised to prepare for a possible storm ahead. When a hurricane warning is issued, a hurricane is definitely on the way, and will make landfall within 24 hours.

The National Hurricane Center, located in Miami, Florida issues watches and warnings before hurricanes approach the coastline. They use computers with satellite images to figure out where and when a hurricane will come on shore. Sometimes, if a hurricane is strong enough, officials may require citizens to evacuate, or leave their homes, and travel to a safer place.

Could you imagine flying a plane through a hurricane? If you’re a hurricane hunter, it’s your job! Hurricane Hunters, who work for the Air Force Reserve, fly airplanes called WC-130’s on weather missions to help the National Hurricane Center make predictions about hurricanes, and gives them the information needed to issue accurate warnings. Pilots determine how fast the winds are blowing, how big the hurricane is, and which direction it’s moving. This helps people to be better prepared for hurricanes as they approach shore.

Categories of Hurricanes

There are five categories of hurricanes, which are based on wind speeds. The categories help to make people aware of how much damage a hurricane may cause because the greater the wind speed, the more dangerous the storm.

**Category 1 – Winds 74 – 95 mph** Winds snap branches, uproot trees, and overturn mobile homes that aren't secured to the ground.

**Category 2 – Winds 96 -110 mph** Winds are strong enough to destroy weak doors and windows, and create 8-foot ocean waves.

**Category 3 – Winds 111 - 130 mph** Intense winds cause major flooding near the coast, which can destroy homes and businesses.

**Category 4 – Winds 131 - 155 mph** Winds are strong enough to destroy some buildings. Causes heavy damages to building roofs.

**Category 5 – Winds greater than 155 mph** Buildings along the shorelines are washed away. Buildings can be completely destroyed.