**Somerset County Public Schools**  
**3rd Grade Modified Reading/ Lang. Arts Activities**  
**Week 6**

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<th>Student’s Name ____________________________         Teacher _______________________</th>
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**READING/LANG. ARTS**

**Activity #1**

Read the attached passage “Thunderstorms” and answer the comprehension questions on a separate sheet of paper.

**Activity #2**

Each of the following underlined words can serve as nouns in some sentences and verbs in other sentences. Read each sentence and determine whether the underlined word is acting as a noun or verb. Write NOUN or VERB beside the sentence. Remember, a NOUN is a person, place, or thing; a VERB is an action that takes place.

1. Abby used too much **glue** on her project. __________  
2. Cut out the two shapes, and then **glue** the triangle above the square. ________  
3. It takes hours for Janelle to **color** a picture. ________  
4. My favorite **color** is blue. __________  
5. “Be sure to **bookmark** this page, so you can easily find it later when you do your homework, “ instructed Mrs. Beachum. __________  
6. Ms. Taylor gives everyone a **bookmark** on their birthday. _______________
7. A **staple** is stuck in the front of the stapler. Now it won’t work. __________  
8. When you finish both worksheets, **staple** them together and place them in the tray. _______________  
9. May I borrow your **tape** Mr. Boyal?” asked Ryan. ____________________  
10. I accidentally ripped my workbook pages, and I’d like to **tape** the two pages back together,” the boy explained. __________

**BONUS:** Use the word “paint” in two sentences. In sentence 1 use it as a noun, and in sentence 2 use it as a verb. Write the sentences on a separate sheet of paper.
Activity #3

A **cause and effect** relationship is when something happens that makes something else happen. For **example**, if Mae is late to school, she might lose recess time. In that case, being late to school is the **cause** and the **effect**, or result, is her losing recess time.

Breathe on a mirror or window for 2-4 seconds. Watch what happens. On a separate piece of paper write about what happened, how long it took, and why you think it happened. Be sure to include the cause and the effect of your experiment.

Use this as a starter - **When I blew on the mirror**…. You will then complete the sentence.

Use this organizer to assist you with your writing. Just answer the following questions.

I breathed on the mirror for _______ seconds.

What did you see on the mirror?

Did it stay on the mirror?

What was the cause?

What was the effect?
Activity #1

Read the passage “Thunderstorms.” Use 3-4 sentences to summarize the passage “Thunderstorms.” Write your summary on a separate sheet of paper.

Sentence starter - In the passage “Thunderstorms”... (or you can use) The passage “Thunderstorms” is about ...

Activity #2

Try the following experiment below and answer questions on a separate sheet of paper.

-Do your feet hold electricity? Write down your hypothesis.
-Take off your shoes and thoroughly rub your feet (with socks on) on the soft carpet for a few seconds.
-Immediately touch something metal after you rub your foot. What happens?

Conclusion: How would you define static electricity?

Activity #3

On a separate sheet of paper explain how a lightning rod protects a house from lightning.

Draw a picture of a house with a lightning rod on top. Show or write about where the charges will go if lightning strikes.
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Activity #1
Go on a walk with your parents or a family member. Take turns finding things from each color of the rainbow (ROYGBIV). Record what you found on a separate sheet of paper.

Activity #2
Play some freeze dance with your family! Put on some of your favorite music and have everyone participate. Dance while the music is playing and freeze when it stops. Take turns being the DJ and enjoy a family fun game! Write down the song(s) you used to play the game. Who was the best freeze dancer in your house?

Activity #3
Become a foley artist for one of your favorite cartoons. Foley artists recreate sound effects to improve sound quality after recording. To do this activity watch a scene from one of your favorite shows. While watching, list all the different things that make sounds (i.e. shoes walking, creaking door, etc.). Then on a separate piece of paper, brainstorm how to recreate those sounds with things in your house.
Activity #1
Complete the attached multiplication and division worksheet.

Activity #2
Create your own flashcards

All you need is paper and a pencil. If you have scissors you could cut your paper into squares for flashcards. If not, you can fold your paper and tear it into squares.

Choose a multiplication fact that has been tricky for you to master. Write down all the facts on your flashcards and practice with someone at home. You can also practice by yourself until you master them! Refer to the multiplication chart to check your answers!

Example:
0x8; 1x8; 2x8; 3x8; 4x8; 5x8; 6x8; 7x8; 8x8; 9x8; 10x8; 11x8; 12x8

Remember, you should have all of your multiplication facts memorized by the end of 3rd grade.

Activity #3
Solve these word problems on a separate sheet of paper.

1. Maria’s lunch costs $3.24. She gives the waiter $4.00. How much change does she get back?
2. Kayla buys a bottle of shampoo for $1.78. She gives the clerk $5.00. How much change does she get back?
3. How many different ways can you make 45¢ using pennies, nickels, dimes, and quarters?
4. Jamie wants to buy a toy for $3.42. She only has $2.27. How much more money does she need?

Challenge- Create your own word problem involving money and solve it.
Activity #1
Complete the attached Natural Resources of the NE Region of the US activity on a separate sheet of paper.

Activity #2
Map and Legend
Think of 5 things in your room and list them below with symbols to represent those items.

For example: TV = □ or rectangle

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<th>Item</th>
<th>Symbol</th>
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Optional: Using a blank sheet of paper, imagine the space is your room. Locate where your door is and use only the symbols from your legend to place those items where they are in your room.
Activity #3

A **good** is something you buy and consume. **Goods are things you can keep, eat, and/or use.** Example: If you go to the store and buy apples, you get to keep them and take them home with you to eat. This is a “good.”

**A service is something that someone does for you.** When you buy a service you hire people to perform work. You are not buying something you can touch or hold. Example: If your car is broken, you hire someone to fix it. This is an example of a service.

Complete the following on a separate sheet of paper:

1. Write two examples of services:

2. Write two examples of goods:

3. If a taxi driver buys fruit from a farmer, who is the producer? Who is the consumer?

4. Eighty customers want a new video game and the store only has a supply of thirty copies. Is there a high or low demand for the video game? Explain your answer.
Activity #1

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Draw a picture of a house with a lightning rod on top. Show or write about where the charges will go if lightning strikes.
Check My Progress  
(Lessons 4 through 6)

Multiply.
1. 9 × 7 =  
2. 8 × 3 =  
3. 5 × 9 =  

Divide. Write a related multiplication fact.
4. 54 ÷ 9 =  
5. 90 ÷ 9 =  
6. 32 ÷ 8 =  

Find each unknown.
7. 4 × 8 =  
8. 8 ×  = 64  
9. 18 ÷ 9 =  
10. 72 ÷  = 9  

Solve.
11. Michael bought 8 boxes of granola bars. Each box has 6 bars. How many granola bars did he buy altogether?  
12. Lucy has 4 cats. They all eat the same amount of food. If she has a 36-ounce bag of cat food, how much of the food will each cat eat?
Thunderstorms

For many people around the world, summer brings thunderstorms. Warm wet air and string winds help to create thunderstorms. But thunderstorms don’t happen in every part of the United States. The states along the Pacific Ocean don’t get as many thunderstorms as the states along the Gulf of Mexico. Some areas of Florida have thunderstorms once a day for most of the summer!

The best place to be during a thunderstorm is inside a building. Lightning from a thunderstorm can be very dangerous. Just before a thunderstorm, the air may feel like there is electricity in it. When people start feeling electricity in the air, they know a thunderstorm is on the way. People start heading inside buildings so they can be safe during a thunderstorm.

So how are thunderstorms created? You can read about it here without getting wet!

Hot Air, Cold Air

Part of what makes summers so hot is also what causes thunderstorms. As heat from the sun beats down on Earth, the heat evaporates some of the water in lakes and oceans. This evaporated water stays in the air. This evaporated water makes the air feel heavy and humid. Humid air is what makes you feel hot and sticky during the summer.

Warm humid air usually does not stay in one place. The wind can move it higher in the sky where it will cool off. When warm humid air cools, it forms clouds. As more water is moved from lakes and oceans to the air, the clouds get bigger and bigger.

In summer, the air near the ground is hotter than it is during other seasons of the year. When this hot air mixes with cool air from another area, there will be changes in the weather. Greater differences between the temperatures of the hot and cold air will cause greater changes in the weather. Imagine putting an ice cube in a cool drink. It will not be some popping and cracking as the weather changes. There may be more clouds of storms. A thunderstorm may be on its way.
Answer the questions below using the text.

1. What does summer bring for many people?

________________________________________________________________________
________________________________________________________________________

2. Why is the inside of a building the “best place to be during a thunderstorm”?

________________________________________________________________________
________________________________________________________________________

3. The text is divided into two sections. What is the main idea of the “Thunderstorms” section?

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

4. What causes thunderstorms?

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
The Northeast Region of the United States

Natural Resources of the Northeast

Forests and trees are plentiful and logging is an important industry. Buildings, furniture, and paper are made from trees. Wood is also used for fuel. Vermont is known for maple syrup. There is an abundance of sugar maple trees, in which the sap is used to make maple syrup.

Some resources are found underground. Granite, marble, and coal are resources found in the Northeast. Massachusetts and New Hampshire are rich in granite, which is used for buildings, statues, tiles, and counter tops. Marble, found in Vermont, is also used in buildings, statues, tiles, and stairs. Large deposits of coal are located in Pennsylvania. Coal is mainly used as a fuel.

The Northeast also produces cranberries in Massachusetts, blueberries, concord grapes, corn, soybeans, apples, potatoes, wheat, chickens and eggs, and dairy cows.

The Atlantic Ocean and Chesapeake Bay are huge resources for the Northeast. Lobster, crab, oysters, clams, American eel, rockfish, mackerel, herring, menhaden, cod, shrimp, and scallops are just a few of the sea life found here.

Using the information above, answer the following questions.

1. How many states make up the Northeast Region?
2. What are the names of the two smaller regions of the Northeast Region?
   1.
   2.
3. What natural resources are found in Vermont?
4. What two bodies of water have an abundance of natural resources for the Northeast Region?
   1.
   2.
5. Name three of the natural resources listed above that you have eaten.
Check My Progress  (Lessons 4 through 6)

Multiply.
1. $9 \times 7 = \underline{63}$
2. $8 \times 3 = \underline{24}$
3. $5 \times 9 = \underline{45}$

Divide. Write a related multiplication fact.
4. $54 \div 9 = \underline{6}$
5. $90 \div 9 = \underline{10}$
6. $32 \div 8 = \underline{4}$

Find each unknown.
7. $4 \times 8 = \underline{32}$
8. $8 \times \underline{8} = 64$
9. $18 \div 9 = \underline{2}$
10. $72 \div \underline{8} = 9$

Solve.
11. Michael bought 8 boxes of granola bars. Each box has 6 bars. How many granola bars did he buy altogether?
   11. ________

12. Lucy has 4 cats. They all eat the same amount of food. If she has a 36-ounce bag of cat food, how much of the food will each cat eat?
   12. ________