Health Related School Closure

Student Packet

Teacher Name: Mrs. Iuele, Ms. Fantozzi, Ms. James, Mrs. Rose

Grade Level: 3

Course: Math, English Language Arts, Science, Social Studies

School: School #9

Phase/Days: Phase 4, Days 31-40

Student Name:
3RD Grade Daily Instruction Sheet Days 31-40

Day 31-

Math- 1. Choose one activity from each choice board and complete it on a separate piece of paper or notebook. Once you have completed that activity, cross it off your choice board.

2. Successmaker--one round of successmaker daily. Log onto your Digital Learning Tracker.

3. Practice your 2 times tables for 10 minutes in your notebook or use flash cards.

4. Optional: Happy Numbers and/or Imagine Math Facts (if you do not have your passcode, reach out to Mrs. Iuele or Mrs. Rose) Log onto your Tracker.

Language Arts & Science- Read Simple Machine article. Take notes. Underline unfamiliar words. Write 2 new things learned about simple machines.

Read on any online platform (Raz Kids, Wonders) or a book from home for 20 mins and write a summary of what you read in a notebook. Log onto Digital Learning Tracker.

Social Studies- Work at your own pace but research should take no more than 2 days. Begin research on simple machines. Take notes.

Day 32-

Math- 1. Choose one activity from each choice board and complete it on a separate piece of paper or notebook. Once you have completed that activity, cross it off your choice board.

2. Successmaker--one round of successmaker daily. Log onto your Digital Learning Tracker.

3. Practice your 3 times table for 10 minutes in your notebook or use flash cards.

4. Optional: Happy Numbers and/or Imagine Math Facts (if you do not have your passcode, reach out to Mrs. Iuele or Mrs. Rose) Log onto your Tracker.

Language Arts & Science- Identify simple machines using worksheet provided

Read on any online platform (Raz Kids, Wonders) or a book from home for 20 mins and write a summary of what you read in a notebook. Log onto Digital Learning Tracker.

Social Studies- Write a paragraph about simple machines based on your research. Be sure to list the types of simple machines and what they can be used for.

Day 33--

Math- 1. Choose one activity from each choice board and complete it on a separate piece of paper or notebook. Once you have completed that activity, cross it off your choice board.

2. Successmaker--one round of successmaker daily. Log onto your Digital Learning Tracker.

3. Practice your 4 times table for 10 minutes in your notebook or use flash cards.
4. Optional: Happy Numbers and/or Imagine Math Facts (if you do not have your passcode, reach out to Mrs. Iuele or Mrs. Rose) Log onto your Tracker.

**Language Arts & Science**- Draw levers and fulcrum using sheet provided. Explain the purpose of a lever and a fulcrum.

Read on any online platform (Raz Kids, Wonders) or a book from home for 20 mins and write a summary of what you read in a notebook. Log onto Digital Learning Tracker.

**Social Studies**- Using your research create a new simple machine by drawing a picture. Brainstorm ideas today.

**Day 34**

**Math**- 1. Choose one activity from each choice board and complete it on a separate piece of paper or notebook. Once you have completed that activity, cross it off your choice board.

2. Successmaker--one round of successmaker daily. Log onto your Digital Learning Tracker.

3. Practice your 5 times table for 10 minutes in your notebook or use flash cards.

4. Optional: Happy Numbers and/or Imagine Math Facts (if you do not have your passcode, reach out to Mrs. Iuele or Mrs. Rose) Log onto your Tracker.

**Language Arts & Science**- Answer the multiple choice questions on simple machines

Read on any online platform (Raz Kids, Wonders) or a book from home for 20 mins and write a summary of what you read in a notebook. Log onto Digital Learning Tracker.

**Social Studies** – Using your research continue creating your simple machine. Use labels to show what your machine will be used for.

**Day 35**

**Math**- 1. Choose one activity from each choice board and complete it on a separate piece of paper or notebook. Once you have completed that activity, cross it off your choice board.

2. Successmaker--one round of successmaker daily. Log onto your Digital Learning Tracker.

3. Practice your 6 times table for 10 minutes in your notebook or use flash cards.

4. Optional: Happy Numbers and/or Imagine Math Facts (if you do not have your passcode, reach out to Mrs. Iuele or Mrs. Rose) Log onto your Tracker.

**Language Arts & Science**- Complete the simple crossword puzzle. Write sentences with the words

Read on any online platform (Raz Kids, Wonders) or a book from home for 20 mins and write a summary of what you read in a notebook. Log onto Digital Learning Tracker.
Social Studies- Using your research write an opinion paragraph that states what you think the best simple machine is and why

Day 36-

Math- 1. Choose one activity from each choice board and complete it on a separate piece of paper or notebook. Once you have completed that activity, cross it off your choice board.

2. Successmaker--one round successmaker daily. Log onto your Digital Learning Tracker.

3. Practice your 7 times table for 10 minutes in your notebook or use flash cards.

4. Optional: Happy Numbers and/or Imagine Math Facts (if you do not have your passcode, reach out to Mrs. Iuele or Mrs. Rose) Log onto your Tracker.

Language Arts & Science- Read Hurricane article. Underline and research unfamiliar vocabulary. Take notes about facts learned about hurricanes.

Read on any online platform (Raz Kids, Wonders) or a book from home for 20 mins and write a summary of what you read in a notebook. Log onto Digital Learning Tracker.

Social Studies- Work at your own pace. Research should be completed by the middle of the week. Research Hurricane Katrina. Write 5 facts that you learned based on your research.

Day 37-

Math- 1. Choose one activity from each choice board and complete it on a separate piece of paper or notebook. Once you have completed that activity, cross it off your choice board.

2. Successmaker--one round of successmaker daily. Log onto your Digital Learning Tracker.

3. Practice your 8 times table for 10 minutes in your notebook or use flash cards.

4. Optional: Happy Numbers and/or Imagine Math Facts (if you do not have your passcode, reach out to Mrs. Iuele or Mrs. Rose) Log onto your Tracker.

Language Arts & Science- Complete hurricane worksheet questions Set A & B. Research unfamiliar vocabulary and draw a picture and use words in sentences.

Read on any online platform (Raz Kids, Wonders) or a book from home for 20 mins and write a summary of what you read in a notebook. Log onto Digital Learning Tracker.

Social Studies- Write a paragraph that explains how hurricane Katrina affected the community. Use details from your research to make your writing interesting.
Day 38-

Math- 1. Choose one activity from each choice board and complete it on a separate piece of paper or notebook. Once you have completed that activity, cross it off your choice board.

2. Successmaker--one round of successmaker daily. Log onto your Digital Learning Tracker.

3. Practice your 9 times table for 10 minutes in your notebook or use flash cards.

4. Optional: Happy Numbers and/or Imagine Math Facts (if you do not have your passcode, reach out to Mrs. Iuele or Mrs. Rose) Log onto your Tracker.

Language Arts & Science- Complete Hurricane questions Set C. Research unfamiliar vocabulary and write sentences with words once you know the meaning.

Read on any online platform (Raz Kids, Wonders) or a book from home for 20 mins and write a summary of what you read in a notebook. Log onto Digital Learning Tracker.

Social Studies- Based on your research draw a well detailed picture that shows a before and after scene of the community affected by the hurricane.

Day 39-

Math- 1. Choose one activity from each choice board and complete it on a separate piece of paper or notebook. Once you have completed that activity, cross it off your choice board.Log onto your Digital Learning Tracker.

2. Successmaker--one round of successmaker daily. Log onto your Digital Learning Tracker.

3. Practice your 10 times table for 10 minutes in your notebook or use flash cards.

4. Optional: Happy Numbers and/or Imagine Math Facts (if you do not have your passcode, reach out to Mrs. Iuele or Mrs. Rose) Log onto your Tracker.

Language Arts & Science- Complete Set D questions.

Read on any online platform (Raz Kids, Wonders) or a book from home for 20 mins and write a summary of what you read in a notebook. Log onto Digital Learning Tracker.

Social Studies- Research ways to stay safe during a hurricane. Make a list of your findings.
Day 40-

Math- 1. Choose one activity from each choice board and complete it on a separate piece of paper or notebook. Once you have completed that activity, cross it off your choice board.

2. Successmaker--one round of successmaker daily. Log onto your Digital Learning Tracker.

3. Practice your 11 times table for 10 minutes in your notebook or use flash cards.

4. Optional: Happy Numbers and/or Imagine Math Facts (if you do not have your passcode, reach out to Mrs. Juele or Mrs. Rose) Log onto your Tracker.

Language Arts & Science – Complete Set E questions.

Read on any online platform (Raz Kids, Wonders) or a book from home for 20 mins and write a summary of what you read in a notebook. Log onto Digital Learning Tracker.

Social Studies- Based on your research from the previous day create a safety brochure for the city of Paterson. Be sure to include words and pictures to show how people in Paterson can stay safe during a hurricane.

***Please log into your google classroom to communicate with your teachers***

Google Classroom Codes

Ms. Fantozzi – pezbhwu Ms. James - 7fafmx4
Mrs. Juele - 4sg4q7n Mrs. Rose- qicouws

Grading:

All Math, Science, Social Studies and Language Arts assignments will be graded on 100 point scale.

Math Resource Students: Choose 2 activities daily to complete from each choice board.
# Digital Learning Tracker

<table>
<thead>
<tr>
<th>Name</th>
<th>Grade</th>
</tr>
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<tbody>
<tr>
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</table>

<table>
<thead>
<tr>
<th>Date</th>
<th>Program Used (RAZ Kids, ALEKS, Successmaker, Achieve 3000, etc.)</th>
<th>Time Started</th>
<th>Time Ended</th>
<th>Topics Learned/Texts Read</th>
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</tbody>
</table>
# Numbers, Operations, and Fractions 1

<table>
<thead>
<tr>
<th><strong>What are fractions?</strong></th>
<th><strong>Sophia says she can multiply 40 x 8 quickly since 40 is a multiple of 10. What does she mean? Use words and pictures to show your thinking.</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>If you were going to give each student in your class a pencil, how many pencils would you need? Round that number to the nearest 10.</td>
<td>Create a poster explaining fractions that you could use to help teach a younger student. Include labeled pictures, vocabulary, and examples on your poster!</td>
</tr>
<tr>
<td>Create a fractions number line diagram for fourths. Start at 0 and end at 1, including: $\frac{2}{4}$, $\frac{3}{4}$, and $\frac{1}{4}$.</td>
<td>Hudson says $\frac{1}{2}$ and $\frac{2}{4}$ are equivalent. Is that true? First, explain what “equivalent” means, and then draw a picture to prove your thinking.</td>
</tr>
<tr>
<td>What is $\frac{4}{4}$? Give an example using a number line diagram or by drawing a picture.</td>
<td><strong>You invite everyone in your class to your birthday party. When you cut the cake, how fraction of the cake will each person get? Draw a picture to prove your answer.</strong></td>
</tr>
<tr>
<td>Write a creative story about multiples of 10 and 100.</td>
<td>Your class is going to the aquarium. It costs $10.00 per student. How much money will it cost to take your whole class?</td>
</tr>
</tbody>
</table>

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**Math Choice Boards**  
Days 31-35
# Measurement and Data 1

<table>
<thead>
<tr>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Create a drink pyramid for how much of each liquid you should have: Water, Juice, Soda/Sports Drink, Milk. Note: Bottom of the pyramid means MORE/top means LESS.</td>
</tr>
<tr>
<td>Measure 10 things in your classroom. Then, draw a ruler to scale in your notebook, and draw and label the objects you measured in the classroom.</td>
</tr>
<tr>
<td>Make a schedule of your school day including subject, start and end time, and length of class (e.g. Reading 9:30-10:15, 45 minutes). Then, determine how long your school day is in hours and minutes.</td>
</tr>
<tr>
<td>Collect data from your class asking what kind of pets they have and how many of that pet. Then, create a bar graph where each square represents 2 of that pet.</td>
</tr>
<tr>
<td>Trace this square onto a piece of paper and cut it out. Then, use it to find the area of 5 different rectangle or square-shaped objects in your class. Draw and record your findings in square units. Example: Notebook = 35 square units.</td>
</tr>
<tr>
<td>Your class is selling teddy bear keychains to raise money for your field trip. Each box has 5 rows of keychains and 6 keychains in each row. If you have 4 boxes of keychains, how many keychains are there in all?</td>
</tr>
<tr>
<td>Jake says he will count the squares to find the total number of quilt squares. Rebecca says she will just multiply 4 x 4. Show how each student would solve this problem and explain which strategy you like better, and why.</td>
</tr>
<tr>
<td>CHALLENGE: Can you find two objects in your classroom with the SAME area but DIFFERENT perimeters? Draw and label what you find.</td>
</tr>
<tr>
<td>Measure the length and width of a book in your classroom in inches. Multiply the 2 sides to find the total number of square inches. If 1 inch = 2.5 cm, how many centimeters squared is your book?</td>
</tr>
</tbody>
</table>

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**Math Choice Boards**

**Days 31-35**
# Geometry 1

<table>
<thead>
<tr>
<th>![Book]</th>
<th>![Venn Diagram]</th>
<th>![Rectangle]</th>
</tr>
</thead>
<tbody>
<tr>
<td>Write a fictional book about quadrilaterals! Use your imagination and knowledge of quadrilaterals to add detail to your story!</td>
<td>Create a Venn diagram OR a T-chart comparing and contrasting squares and rectangles.</td>
<td>Draw a rectangle and divide it into 6 equal squares. Then, turn your divided rectangle into a full picture. Don’t forget to color it!</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>![Pizza]</th>
<th>![Dice]</th>
<th>![Lollipops]</th>
</tr>
</thead>
<tbody>
<tr>
<td>How would you divide a pizza between three people? How much pizza could each person get? Use a picture, numbers, AND words to describe your answer.</td>
<td>Create a geometry game that you could play with a friend! Make sure your game practices a geometry topic you have been learning about in class!</td>
<td>Your teacher brings in a bag of 50 lollipops for the class. How many lollipops could each student have? Would there be any leftover? Prove your answer.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>![Triangle]</th>
<th>![Rectangles]</th>
<th>![Circle]</th>
</tr>
</thead>
<tbody>
<tr>
<td>How many shapes do you know? Draw and label as many shapes as you can!</td>
<td>Jillian builds a block tower with 12 blocks. All the rows and columns are equal. What could Jillian’s tower look like? Draw at least 3 ways!</td>
<td>Polygons are shapes with at least 3 straight sides and angles. Are circles polygons? Why, or why not? Include a drawing to prove your answer!</td>
</tr>
</tbody>
</table>

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**Math Choice Boards**  
**Days 31-35**
Simple Machines
by Sandie Lee

We use simple machines every day. They help us lift, pull, transport, and hold objects together. Without these very basic machines our lives would be much harder.

**Amp Up Your Ramp - Inclined Plane**

Imagine trying to carry a heavy box up a ladder. It would probably be difficult and perhaps even dangerous. But if you were to place a long sheet of plywood on the ladder and push the box up, it would take less effort and energy.

You can see people using inclined planes, or ramps, all the time in their daily lives. Have you ever seen a delivery truck with a long ramp? The ramp helps people load or unload products more easily. Have you ever seen a building with a ramp that leads to a door? This is an inclined plane for people using wheelchairs.

A ladder leaning on a wall is an inclined plane. Stairs are sloped to make an inclined plane. The bottom of your bathtub is also an inclined plane because it is sloped to force water toward the drain.

**Get the ‘Wedge’ Edge**

What has at least one slanting side and ends in a sharp edge? A wedge. A wedge is similar to a ramp, but instead of moving an object from here to there, it pushes it apart. The narrower the wedge is, the easier it is to divide something.

Wedges can be sharp like axes, knives, or shovels. They can also be round, like the tip of a nail or the tines of a fork. Just imagine how difficult it would be to eat dinner without the help of knives and forks to cut and pick up your food.
Simply Screwy

Even a basic screw is a simple machine. A screw is made of two simple machines combined together. An inclined plane is wrapped around a wedge to form a screw. This wrapped inclined plane is called a thread.

When the thread of a screw is wide, it will be harder to turn. If it is narrow, it will be easier to turn but it will take longer to fasten.

Jars, bottles, and their lids are also considered screws. Drill bits are screws too.

The Clever Lever

Levers are able to help us lift heavy objects. It's easy to recognize a lever - many tools with a handle attached are considered one.

Levers consist of a stick and a fulcrum (fuul-kruhm). The fulcrum is the point on which the lever moves. By changing the position of the fulcrum you will either gain or lose power - the closer the fulcrum is to the object the easier it is to lift.

Seesaws, shovels, and crow bars are all levers.

The Wheel Deal

The wheel and axle is one of the oldest simple machines around. In fact, a wheel was found dating back 5,500 years. A true simple wheel and axle machine consists of a rod (axle) secured to a wheel.

A water faucet has a wheel and axle on it. The knob that you turn is the wheel. When you turn the knob, you are also turning an axle that it's attached to.

A fan is another example of a wheel and axle. The fan blades (wheel) are attached to a rod (axle). When the motor is turned on, the fan blades will spin and produce a nice cooling breeze on a hot day.
Pull That Pulley

Take a wheel with a groove running around and it. Add an axle and a rope or cable. Put them together and you have a pulley.

When you work with a pulley, lifting becomes a cinch. Why? The rope on each side of the pulley supports half of the entire weight of the object being lifted. With one pulley, you only need to use half the force required to lift the object.

Imagine raising a flag to the top of the pole without a pulley. How would you do it? You could take a ladder and climb to the top and fasten the flag. You could use a ramp and push it to the top. The easiest way would be to simply attach it to a pulley and hoist away. Letting pulleys do the job is safe, simple, and fun!
Simple Machines
by Sandie Lee

1. What type of simple machine is found on a water bottle cap?
   a. lever  
   b. pulley  
   c. wheel and axle  
   d. screw

2. How is a wedge like an inclined plane? How is it different?

3. On which type of simple machine would you find a fulcrum? Explain what a fulcrum is.

4. Which is an example of a wheel and axle?
   a. shovel  
   b. water faucet knob  
   c. seesaw  
   d. crow bar

5. What type of simple machine is shown in the picture to the right?
   a. inclined plane  
   b. pulley  
   c. wheel and axle  
   d. wedge
The six types of simple machines are:

- inclined plane
- wedge
- screw
- lever
- pulley
- wheel and axle

1. An ax is used to chop wood. The metal part chops through the wood, pushing it apart into two smaller sections.

   Which simple machine is found on the head of this ax?  

2. The center of this seesaw is used to balance the board with the seats. The children can easily move up and down without much force.

   The seesaw is an example of which simple machine?

3. The cap on this water bottle has a spiral shape. When you place it on the bottle and twist, the cap pulls itself toward the bottle.

   The bottle cap is an example of which simple machine?
4. When you turn the large knob on a door, a rod on the inside releases a latch that holds the door closed. It would be difficult to turn the rod, if the knob wasn’t attached to it.

The door knob and rod make up which simple machine?

5. A wheel with a rope is used to hoist a flag up to the top of a tall flagpole. This simple machine can also be used to help lift heavy objects with less force.

The wheel and rope make up which simple machine?

6. A ramp is used for loading this truck. A mover can pull a cart with a heavy object up the ramp. This is much easier than lifting heavy objects into the truck.

Which simple machine is on the back of this truck?

7. What types of simple machines do you see in the picture?

The slide is ________________________________.

The shovel is ________________________________.

The broom is ________________________________.

The screwdriver is ________________________________.
## Pictures of Levers and Fulcrums

| A seesaw is an example of a lever. Draw a pencil sketch of two people on a seesaw. Label the fulcrum. | Levers can be used to move heavy objects. Draw a pencil sketch of a person moving a heavy rock with a lever. Draw and label the fulcrum. |
| A broom is a lever. The hand that holds the top of the broom is the fixed point that doesn't move. Draw a pencil sketch of a person sweeping the floor. Label the fulcrum. | A pair of scissors is made up of two levers that are attached to each other. Draw a pencil sketch of a pair of scissors. Label the fulcrum. |
Simple Machines

Choose the best answer for each multiple choice question. Write the best answer on the line.

1. Which is not a type of simple machine?
   a. spring       b. screw
   c. pulley       d. wedge

2. Work is...
   a. energy from the sun   b. a force that moves an object
   b. a type of machine     d. a force that pulls you towards the Earth

3. What type of simple machine is found on the cap of a pickle jar?
   a. lever       b. inclined plane
   c. screw       d. wheel and axle

4. What is the fixed point upon which a lever rotates?
   a. fulcrum
   b. fulcrum
   c. fulmen
   d. fulcrum

5. What type of simple machine is found on the floor of a bathtub?
   a. screw
   b. inclined plane
   c. wedge
   d. pulley

6. Which of these is an example of a wedge?
   a. skateboard
   b. broom
   c. stairs
   d. butter knife

7. A screw is made up of ____ wrapped around a post or rod.
   a. treads
   b. springs
   c. threads
   d. strings
8. Which of these is **not** an example of an inclined plane?
   a. ladder
   b. stairs
   c. wall
   d. driveway

9. Which is an example of someone using a simple machine to do work?
   a. a boy runs across a football field
   b. a banker counts money
   c. a mother pushes a stroller up a ramp into a building
   d. a girl eats a sandwich

10. Jan is using a screwdriver to insert a screw. The screwdriver is being used as...
    a. a pulley
    b. a screw
    c. a lever
    d. a wheel and axle

11. Thomas is using a screwdriver to pry open a paint can. The screwdriver is being used as...
    a. a pulley
    b. an inclined plane
    c. a screw
    d. a lever

12. Which is a characteristic of simple machines?
    a. They run on electricity.
    b. They take a long time to make.
    c. They have few or no moving parts.
    d. They are not very large.

13. Which type of simple machine would be found on the bottom of a wagon.
    a. a pulley
    b. a screw
    c. a wedge
    d. a wheel and axle

14. What two parts might make a pulley?
    a. wheel and axle
    b. wheel and wire
    c. wheel and screw
    d. wheel and fulcrum
Simple Machines Crossword Puzzle

Across
1. tool with two levers attached together for cutting paper
5. wheel and axle device that is turned when you open a door
6. wedge used for cutting food
8. fixed point on a lever that doesn’t move
10. number of different types of simple machines
11. type of simple machine that is made of a wheel with a rope or chain
13. inclined plane that is often found on a playground
14. type of simple machine that is made of a wheel attached to a rod
16. pulleys are used to raise this on a sailboat
17. lever used for digging holes in the ground

Down
2. part of a water bottle with a screw
3. wheel and axle tool that is often used with screws
4. type of simple machine that is a flat surface with one end higher than the other
7. When you push, pull, or turn something you are applying this.
9. Pulleys are used to raise a flag up this tall object.
10. lever that kids sit on; often found on a playground
12. type of simple machine made up of a bar that moves on a fixed point, or fulcrum
13. type of simple machine that is spiral-shaped and pulls two things together
14. a simple machine used to separate something; made up of two inclined planes back-to-back
15. wedge used for chopping wood

Word Bank on next page
Teachers: Copy this word box on the back of the crossword puzzle, if necessary.

<table>
<thead>
<tr>
<th>ax</th>
<th>force</th>
<th>pulley</th>
<th>seven</th>
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<tbody>
<tr>
<td>bottom</td>
<td>four</td>
<td>rake</td>
<td>shovel</td>
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<tr>
<td>broom</td>
<td>fulcrum</td>
<td>sail</td>
<td>six</td>
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<tr>
<td>building</td>
<td>hammer</td>
<td>sail</td>
<td>slide</td>
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<td>cap</td>
<td>inclined plane</td>
<td>scissors</td>
<td>swing</td>
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<td>doorknob</td>
<td>knife</td>
<td>screw</td>
<td>wedge</td>
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<tr>
<td>five</td>
<td>lever</td>
<td>screwdriver</td>
<td>wheel and axle</td>
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<tr>
<td>flagpole</td>
<td>nail</td>
<td>seesaw</td>
<td>wrench</td>
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### Operations and Algebraic Thinking 2

<table>
<thead>
<tr>
<th>Nate says multiplication and division are opposites. What does he mean? Give an example to prove your answer.</th>
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<tbody>
<tr>
<td>Percy has 52 pieces of candy for Halloween. He gets 18 more pieces. Then, Percy decides to divide his candy into piles of 10. How many piles of candy will he have?</td>
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<tr>
<td>Jackson brags that he can hold his breath underwater for 150 seconds. Do you think he can do that? Why, or why not? Estimate how long you think YOU can hold your breath underwater.</td>
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<tr>
<td>Write a division story problem. Solve it yourself. Then, have a friend solve it and give them feedback!</td>
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<tr>
<td>Casey says that if you multiply 4 by ANY number, the product (answer) will always be even. Is this true? Give an example.</td>
</tr>
<tr>
<td>$9 \times r = 54$ What is $r$? Prove your answer. Then, write a story problem to go with the equation.</td>
</tr>
<tr>
<td>Math About Me: Teach others about yourself using numbers. (For example - I’ve eaten at least 14 marshmallows.)</td>
</tr>
<tr>
<td>$8 \times ? = 48$</td>
</tr>
<tr>
<td>$5 = ? \div 3$</td>
</tr>
<tr>
<td>$6 \times 6 = ?$</td>
</tr>
<tr>
<td>What number can go in all 3 spots?</td>
</tr>
<tr>
<td>Jy’shon read for 10 minutes every day during the month of October. How many hours and minutes did Jy’shon read in all?</td>
</tr>
</tbody>
</table>

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**Math Choice Boards**
**Days 36-40**
| **Draw a square, rectangle and circle. Divide them into thirds. Color each third a different color.** |
| **Draw a building using 20 squares. Make sure you have equal rows and columns. Can you create 3 different buildings using 20 squares?** |
| **Create a picture using rectangles, triangles, pentagons, and hexagons.** |
| **Eight people are sharing a pie. How can they share it equally? Draw a picture!** |
| **Draw 5 different shapes that have 3 sides and 3 angles.** |
| **What is the difference between 2D and 3D shapes? Draw examples of each.** |
| **What is a quadrilateral? Give at least 3 REAL-LIFE examples of quadrilaterals.** |
| **Kiley, Anderson, and Jade are sharing 48 stickers equally. How many stickers will each person get?** |
| **Write a story problem about fourths. Have a friend try and solve it!** |

_**Math Choice Boards**
**Days 36-40**

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<table>
<thead>
<tr>
<th>Equation</th>
<th>Measurement</th>
<th>Book</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Valerie says $\frac{4}{6}$ and $\frac{2}{3}$ are equivalent. Is that true? First, explain what &quot;equivalent&quot; means, and then draw a number line diagram to prove your thinking.</td>
<td>Create a fractions number line diagram for eighths. Start at 0 and end at 1, including: $\frac{2}{8}, \frac{3}{8}, \frac{1}{8}$, etc.</td>
<td>If you read for 60 minutes before bed every night for a week, how many minutes do you read in all? How many hours is that? Show your work and create an equation.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Currency</th>
<th>Dice</th>
<th>Less Than</th>
</tr>
</thead>
<tbody>
<tr>
<td>Marcus has 220¢ in dimes. How many dimes does Marcus have? Show your work and write an equation.</td>
<td>Write a math story problem to go with this equation: $845 - 390 = _ _ _$.</td>
<td>Reid says that $\frac{1}{4}$ is greater than $\frac{1}{2}$ because 4 is greater than 2. Is he right? Prove your thinking in 2 ways.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Fruits</th>
<th>Question</th>
<th>Calculator</th>
</tr>
</thead>
<tbody>
<tr>
<td>$\frac{3}{6}, \frac{1}{2}, \frac{2}{4}$ What do all of these fractions have in common?</td>
<td>Are $\frac{6}{1}$ and the same thing? Prove your thinking.</td>
<td>$600 + 144 + 210 + 19 = _ _ _$. Solve the number string using a strategy. Show your work!</td>
</tr>
</tbody>
</table>

Math Choice Boards
Days 36-40
Hurricanes: Nature's Wildest Storms

by Erin Ryan

You may already know that hurricanes are major tropical storms that can cause devastating waves, wind, and rain. They happen during "Hurricane Season," which is from June 1st until November 30th in the Atlantic Ocean and from May 15th until November 30th in the Pacific Ocean. A hurricane that forms in the Atlantic Ocean begins as tropical disturbance. This is a large area of windy thunderstorms that forms over the warm ocean, near the equator. When the storms grow larger, rains and wind pick up, and the "disturbance" can develop into a full-fledged hurricane.

Stages of a Hurricane: Simple Storms Grow Into Giants

A storm progresses through four different stages before it is actually considered a hurricane. First is a tropical disturbance, which has thunderstorms and rotating winds, or what scientists call cyclonic circulation. Next is a tropical depression, which is similar to a tropical disturbance, but has winds between 23 and 39 miles per hour. A tropical storm is the next level, which has stronger wind speeds between 40 and 73 miles per hour. Once winds reach 74 miles per hour, the storm is officially classified as a hurricane. The winds pick up energy from the warm surface ocean water.

Hurricanes rotate counterclockwise in the Northern Hemisphere and clockwise in the Southern Hemisphere. Hurricanes can vary in size and can grow to have a diameter of up to 600 miles, which is longer than the entire state of Florida!

As a hurricane crosses over land, it begins to dissipate, or break apart and reduce in strength. This is because it is no longer over the warm ocean water that it needs for energy. At this point, a hurricane can still cause a lot of damage because of high winds, rain, and flooding, but unless it makes its way back over the open ocean, it is downgraded from a hurricane back to a tropical storm.

Hurricane Dangers

When a hurricane makes landfall, it can be very dangerous along coastlines because of a storm surge, where ocean waters rush onto land. When this is combined with heavy rainfall, there can be devastating floods.

The center of a hurricane is called the eye. While most of a hurricane contains dangerously strong winds, the eye is actually a calm area in the storm. When the eye of a hurricane passes over land, people might think that it's over, but before long the wind and rain increase again as the second part of the hurricane moves through.
Furious Hurricanes
by Erin Ryan

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.

Can 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.
Wild, Wicked Hurricanes

by Erin Ryan

What's Your Name, Hurricane?

 Hurricanes and tropical storms are given names to help people identify them. Scientists refer to hurricanes and storms by name as they track them across the ocean.

Before 1953, hurricanes were not given official names. From 1953 through 1978, hurricanes were only given female names, like Isabel, Camille, Claudette, and Wilma. Beginning in 1979, hurricanes were given the names of both women and men. Today, the names alternate by gender, and they are named alphabetically.

For example, in 2010, storms were named as follows:

Alex (male)
Bonnie (female)
Colin (male)
Danielle (female)
Earl (male)
and so on...

There are six different lists of names that change, so the same names are used every six years. The only way that a new name is added is when a hurricane has been particularly deadly or costly and the name is retired, then replaced with a new one.

Hurricane Katrina: One of the Deadliest Storms in History

Hurricanes can leave behind lots of destruction. In 2005, Hurricane Katrina ripped through Louisiana, Alabama, Mississippi and Texas. This was the sixth windiest hurricane on record, and it was one of the deadliest hurricanes in history.

Many people are surprised to learn that Katrina's wind didn't cause most of the damage. The wind had caused levees in New Orleans to break. (Levees are embankments that hold water away from cities.) When the levees broke, water from the Gulf of Mexico rushed into the low-lying land. Over 80% of the city of New Orleans was buried in flood water.

Hurricane Katrina hurricane took 1,833 lives and caused over 76 billion dollars in damages.

Tornado versus Hurricane: Which is stronger?

Hurricanes can cover an area hundreds of miles wide, while tornadoes are almost always less than a mile wide. While they are smaller than hurricanes, tornado winds can be stronger and more powerful. Some tornadoes have winds of over 300 miles per hour, while hurricanes rarely exceed 200 miles per hour.
Wild, Wicked Hurricanes

by Erin Ryan

Hurricane Safety Tips

There is no way to stop a hurricane or make it change direction, so if you ever find yourself in the path of a hurricane, be sure to follow any emergency procedures that your community has in place. Here are some other hurricane safety tips.

- Be sure you have a battery-powered radio, batteries, fresh drinking water, and a supply of food. Also, if anyone in your family needs special medication, be sure you have a full supply.

- Tell neighbors, friends, and family members your emergency plans. Tell them where you'll go if you need to leave your home.

- If you live near the ocean, in low-lying area, or in a mobile home, leave your home and travel inland to a safe place. You could stay with a friend or family member, in an inland hotel/motel, or in an emergency shelter area.

- Keep listening to the radio if a hurricane is approaching. If local authorities instruct you to evacuate, do it immediately.

- Before a hurricane arrives, be sure your family's car is filled with fuel. If the electricity goes out, the fuel pumps at gas stations will not work.

- Stay inside during the storm. You could be seriously injured if you go outside.

But what about my pets?

We should always take good care of our pets and keep them indoors during a storm. If you have to evacuate your home, remember that pets are not allowed in most emergency shelters and hotel rooms. If you leave a pet behind, be sure you set out plenty of food and water for them. Also, be sure they're wearing a collar with your family's name and phone number on it.

The Five Worst Hurricanes in U.S. History

| 5. | Sea Islands | 1893 | South Carolina, Georgia | 3 | 1,000 |
| 4. | Cheniere Caminanda | 1893 | Louisiana | 4 | 1,100 |
| 3. | Hurricane Katrina | 2005 | Louisiana, Mississippi, Texas, Alabama | 5 | 1,833 |
| 2. | Lake Okeechobee Hurricane | 1928 | Florida | 4 | 2,500 |
| 1. | Great Galveston Hurricane | 1900 | Texas | 4 | 8,000 |
1. Complete the chart by listing the correct category for each hurricane.

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

2. Explain the difference between a hurricane watch and a hurricane warning.

______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________

3. Billy tells his teacher that his grandfather lived in the state of Florida in 1969 and survived Hurricane Michael. His teacher does not believe him. Why not? Use information from the hurricane packet to support your answer.

______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
1. Which of these hurricanes had the strongest winds?
   a. Sea Islands Hurricane, in 1893
   b. Hurricane Katrina, in 2005
   c. Lake Okeechobee Hurricane, in 1928

2. What does a hurricane hunter do?
   a. use computers with satellite images to predict the paths of hurricanes
   b. issue official watches and warnings to notify people of danger
   c. fly airplanes through hurricanes

3. Which sequence of storm stages is in the correct order?
   a. tropical depression, tropical disturbance, tropical storm, hurricane
   b. tropical disturbance, tropical depression, tropical storm, hurricane
   c. tropical storm, tropical depression, tropical disturbance, hurricane

4. What would you observe if you were in the eye of a hurricane?
   a. strong, spinning winds
   b. calm or very little wind
   c. heavy rain, thunder, and lightning

5. What caused the most destruction during Hurricane Katrina in 2005?
   a. floods due to breaking levees
   b. houses being blown away
   c. people going outdoors during the storm

6. In 2011, the first tropical storm will be named Arlene, then Brett, then Cindy, then Don. Which storm name might come next?
   a. Eric
   b. Emily
   c. Olivia

7. What happens when a hurricane crosses over land?
   a. it breaks apart and forms tornadoes
   b. it moves more quickly
   c. it loses strength
Hurricanes

Tell whether each statement is true or false.

1. When a hurricane warning is issued, a hurricane will definitely hit landfall within 24 hours.
2. From 1953 through 1978, all tropical storms were given male names.
3. The Great Galveston Hurricane hit Florida in 1903.
4. Hurricanes form over warm, ocean water.
5. Hurricanes begin to lose strength when they hit land.
6. More people were killed by Hurricane Katrina than by the Great Galveston Hurricane.
8. The center of a hurricane is called the eye.
9. Hurricanes are given names and tropical storms are not.
10. Category 4 hurricane has winds over 155 miles per hour.
11. Mobile homes are a safe place to stay during a hurricane.
12. Hurricanes were not given official names before 1953.
14. Scientists can make hurricanes change direction.
15. A levee keeps ocean water away from cities.
Hurricanes

Complete each statement with a word from the box at the bottom of the page. Not all words from the box will be used.

1. In the Atlantic Ocean, hurricane season runs from ____________ 1st through November 30th.

2. A tropical ________________ has winds between 29 and 39 miles per hour.

3. A tropical ________________ has winds between 40 and 73 miles per hour.

4. In the Southern Hemisphere, hurricanes rotate ____________________________.

5. Hurricane names are reused every ________________ years.

6. Hurricane Katrina flooded the city of ____________________________.

7. During a hurricane ________________, there is a possibility that a hurricane will reach landfall.

8. During a hurricane ________________, a hurricane will definitely reach landfall.

9. The National Hurricane Center is located in the city of ____________________________

10. If a hurricane is strong enough, citizens might be required to ________________, or leave their homes.

Word Box

four June Louisiana Miami clockwise disturbance
ten May New York Florida counterclockwise depression
six April New Orleans storm evacuate tornado
watch warning satellite weather category eye
Hurricanes

Match each vocabulary word on the left, to its definition on the right.

1. _____ levee
   a. area where the ocean meets the shore

2. _____ hurricane hunter
   b. to be forced to leave a home because of danger

3. _____ equator
   c. a wall or embankment that holds ocean water away from a city

4. _____ tropical depression
   d. a pilot who flies airplanes through hurricanes to measure the wind speed

5. _____ tropical storm
   e. an area of swirling thunderstorms over the ocean with wind speeds between 23 and 39 miles per hour

6. _____ hurricane
   f. an area of thunderstorms over the ocean with wind speeds between 40 and 73 miles per hour

7. _____ dissipate
   g. a giant wind and rain storm that forms over warm water with winds between 74 and 155 miles per hour

8. _____ coastline
   h. an imaginary line around the center of the Earth

9. _____ evacuate
   i. a spinning storm that is less than one mile wide, with swirling winds that can reach over 300 miles per hour

10. _____ tornado
    j. to break apart and reduce in strength