

Student Name _____ Teacher _____

Landis Elementary 3rd Grade Virtual Learning

~ Day 3 ~ Verification Sheet

Submit this verification form & completed work to your classroom teacher

Activity	Maximum Time	Actual Time Spent	Parent Signature	Teacher Verification
Reading Activity	30 minutes			
Reading Skills Activity	10 minutes			
Math Facts	10 minutes			
Math Skills Practice Worksheets	20 minutes			
Music Activity	20 minutes			
Writing Activity Prompt	20 minutes			
Writing Grammar Skills	10 minutes			
Independent Reading - Extra reading time	20 minutes			

Independent Reading – Students are encouraged to spend 20 minutes a day reading independently over and above assigned times.

Moby Max – Students may access the Moby Max using the following website: www.mobymax.com

Spelling City – Students may access help in spelling and spelling activities. www.spellingcity.com

Typing Web – Student can complete keyboarding practice: www.typingweb.com

Art - Students may explore and create art using: www.crayola.com or www.artsmartin.org

Teachers are available for student questions from 8:00 until 3:10. If your students have any questions about their assignment, they are welcome to email their teacher to help them.

Miss Bender – benderh@lcsc.k12.in.us

Mr. Crozier – crozierj@lcsc.k12.in.us

Miss Hellman – hellmanr@lcsc.k12.in.us

Mr. Crozier – crozierj@lcsc.k12.in.us

Mrs. McGrew – mcgrewm@lcsc.k12.in.us

Mrs. Sweet – sweetj@lcsc.k12.in.us

Mrs. Bennett – bennette@lcsc.k12.in.us

Mr. Thompson – thompsona@lcsc.k12.in.us

To find your activities online, please go to:

www.lcsc.k12.in.us and click on Virtual Learning or to the Landis website. Any password questions may be answered by calling our office at 574-722-LION (5466) or contact the teacher at their above email address for any questions on your passwords. Thank you for your flexibility and support as we work through our Virtual Learning!

Famous Inventors Zip it Up

Look at what you're wearing today. Are you wearing any zippers? Do you have zippers on your pants or your skirt? Any on your shirt or jacket? Zippers are everywhere. Did you ever wonder who invented the zipper?

A man named Whitcomb Judson did not like shoelaces. He wanted to create something faster and easier. Judson invented an object he called a clasp locker. At first, no one was interested in clasp lockers. He tried to sell them to the post office for their mailbags, but they jammed too much. He gave up.

Another man named Gideon Sundback made the clasp locker better. He made it lighter and smaller, and eventually everyone had zippers on their **money belts**¹.

Zippers did not become popular until the Goodrich Company named them "zippers". The company improved them and put them on boots. By the 1930s, zippers had become a part of everyday life.

¹ money belt – a pouch worn under clothes to hide money

Name: _____

Date: _____

1. Who invented the first clasp locker?
 - a. Whitcomb Judson
 - b. Gideon Sundback
 - c. The Goodrich Company
 - d. None of the above

2. Why does the author discuss multiple people instead of just the first inventor?
 - a. to explain how the zipper was improved over time
 - b. because the zipper was stolen from the Goodrich Company
 - c. to compare the inventor of the zipper with other inventors
 - d. because multiple people invented the zipper at the same time

3. How were zippers “a part of everyday life” by the 1930s?
 - a. everyone had heard of them
 - b. factory workers everywhere were making them
 - c. the post office had started using them on mailbags
 - d. they were on common items like boots

4. Read the following sentences: “Another man named Gideon Sundback made the clasp locker better. He made it lighter and smaller, and eventually everyone had zippers on their money belts.”

The word **eventually** means

 - a. for a celebration
 - b. before
 - c. after a long time
 - d. never happening

5. This passage is mostly about
 - a. how the zipper was invented by the post office.
 - b. how the zipper was invented and improved.
 - c. the fact that most inventions are failures at first.
 - d. the different ways that zippers have been used.

6. According to the passage, how did people use zippers in the past?

7. Based on the passage, why were zippers popular by the 1930s even though they had not been popular earlier?

8. The question below is an incomplete sentence. Choose the answer that best completes the sentence.

Judson gave up on zippers _____ he had trouble selling them.

- a. even though
- b. before
- c. so
- d. because

9. Read the following sentence.

By the 1930s, zippers were a part of everyday life because the Goodrich Company improved them and put them on boots.

Answer the questions below based on the information provided in the sentence you just read. One of the questions has already been answered for you.

1. What? zippers
2. What were zippers? _____
3. When? _____
4. Why? _____

10. **Vocabulary Word:** jammed: to get stuck.

Use the vocabulary word in a sentence: _____

3.1.2

Multiple Choice

Identify the choice that best completes the statement or answers the question.

____ 1. In 725, what is the value of the 7?

- a. 700
- b. 7
- c. 70
- d. 7,000

____ 2. In 523, what is the value of the 2?

- a. 2
- b. 200
- c. 20
- d. 2,000

____ 3. In 398, what is the value of the 8?

- a. 800
- b. 80
- c. 8
- d. 8,000

____ 4. What number shows a 2 in the hundreds place?

- a. 296
- b. 692
- c. 322
- d. 582

____ 5. What number shows a 5 in the tens place?

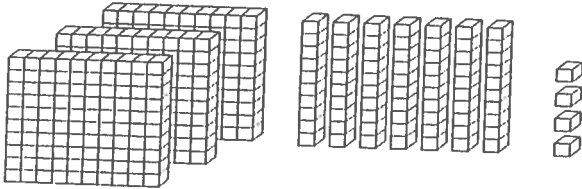
- a. 50
- b. 485
- c. 569
- d. 5,005

3.1.3

Multiple Choice

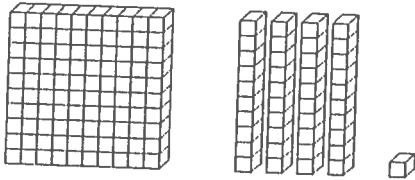
Identify the choice that best completes the statement or answers the question.

- ___ 1. What number does this model show in standard form?



- a. 374
b. 41
c. 14
d. 3,740

- ___ 2. What number is shown by this model in standard form?



- a. 6
b. 14
c. 141
d. 1,041

- ___ 3. What is the word form of 165?

- a. One hundred and six
b. One six five
c. Sixteen five
d. One hundred sixty-five

- ___ 4. What is the expanded form of the number 586?

- a. $5+8+6$
b. $500+86$
c. $500+80+6$
d. $50+80+6$

- ___ 5. What number is represented by the words three hundred fifty eight?

- a. 30,058
b. 358
c. 3,508
d. 385

3.1.4

Multiple Choice

Identify the choice that best completes the statement or answers the question.

___ 1. There are 116 fans who attend a baseball game. Which is another way to write 116?

- a. $1,000 + 100 + 10 + 6$
- b. $116,000 + 3,000 + 11 + 6$
- c. one hundred sixteen
- d. eleven-six

___ 2. The Statue of Liberty has 354 steps. What number makes the sentence true?

$$300 + \underline{\quad} + 4 = 354$$

- a. 5
- b. 35
- c. 50
- d. 500

___ 3. The St. Louis Gateway Arch is 630 feet tall. What number makes the sentence true?

$$600 + \underline{\quad} = 630$$

- a. 0
- b. 3
- c. 30
- d. 300

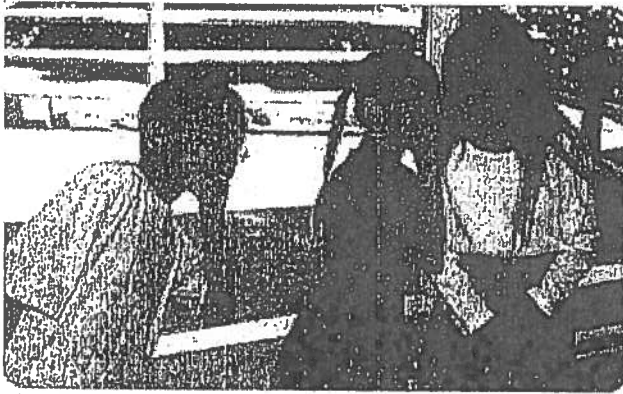
___ 4. The population of Wichita, Kansas, is 344 people per square mile. What is another way to write 344?

- a. $30,000 + 40,000 + 4,000$
- b. $300,000 + 4,000 + 200 + 80 + 4$
- c. $300 + 40 + 4$
- d. Thirty four-four

___ 5. Ethan estimates there are 625 beads in a bin at the craft store. What is another way to write 625?

- a. $600 + 25$
- b. $600 + 62 + 5$
- c. Sixty two-five
- d. six hundred twenty-five

Stop Bullying!



photos.com

Teasing and name-calling are forms of bullying.

Kids who tease and threaten others are bullies. Now there are new laws to stop them.

Drew Landry from Maine knows what it's like to be bullied. When Drew was in sixth grade, he was bullied by an eighth grader. "It was hard to get through," Drew told *Weekly Reader*. With the help of his parents and school officials, the bullying has stopped.

Drew is not alone. Many kids are victims of bullying. That is why states across the country have enacted anti-bullying laws. **Enact** means "to sign into law." Some schools already have rules to stop bullying. However, many lawmakers felt those rules were not tough enough.

Maine is the 18th state to enact such a law. The law requires schools to create a plan to prevent and deal with bullying. All adults who work with students must be trained to handle bullying problems.

Tips to Fight Bullying

If you are being bullied, you can do something about it! Here are three tips from the National Center for School Safety.

No!

If you are being bullied, tell the bully in a firm voice that you do not like what he or she is doing.

Go!

Walk away quickly.

Tell!

Find an adult right away, and tell the adult what happened.

No More Bullies!

A bully picks on another person again and again. Many kids think of bullying as hitting or pushing, but it is more than that. It often takes the form of name-calling, teasing, and threatening.

Drew wants to make sure no other kids are bullied. He spoke in front of lawmakers to support Maine's new law. "I helped change the law to help other kids feel better about themselves," says Drew. "The new law also makes me feel safer."

Name _____

Common and proper nouns

Day 3

Person, Place, or Thing?

3.6.7
F2

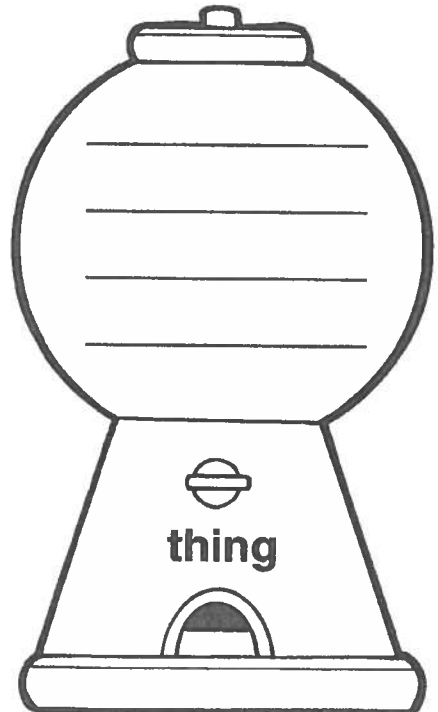
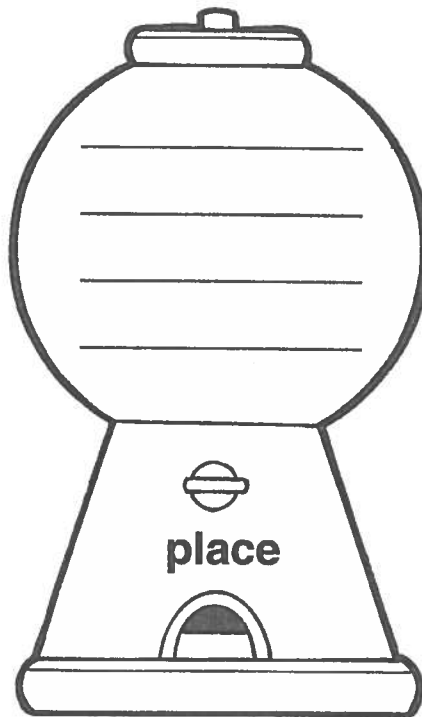
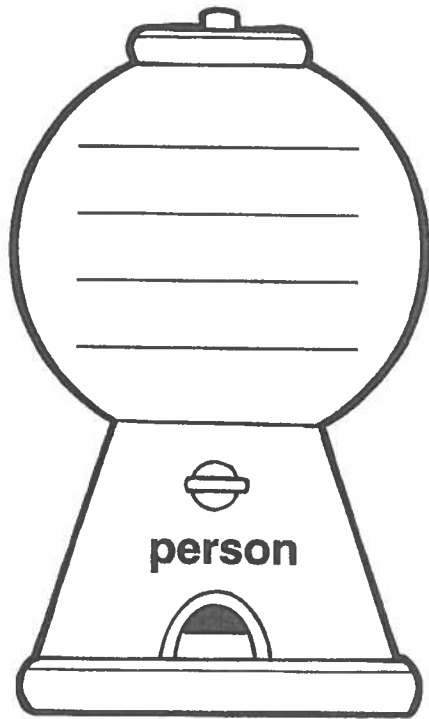
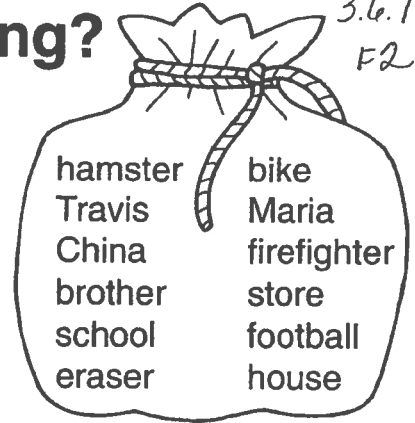
A **common noun** names any person, place, or thing.

Example: girl

A **proper noun** names a special person, place, or thing.

Example: Joyce

Look at the nouns in the bag of gumballs.
Write each noun in the correct gumball machine.



Circle the common nouns and underline the proper nouns.

- | | | |
|------------------------------|----------------------------|-------------------|
| 1. <u>Linda</u> , come here. | 5. The clock ticked. | 9. Balls bounce. |
| 2. Draw the picture, please. | 6. LaNell is happy. | 10. Buy that car. |
| 3. Grandma is sleeping. | 7. Max laughed. | 11. Mice play. |
| 4. Patterson School is fun. | 8. Did you find your book? | 12. Hit the net! |

Try This! Look around your house. Make a list of 15 nouns, including five people, five places, and five things.

Music Vocab

X S S E M W C V H B U J G D T
D F G L N U L K Z R G V E O T
Q U B M I L I K P W M R V U Y
Z C Z C E P K G L R U Y S B I
R E R K J I F V U T G A W L K
J Z F E V D U S A Y G J H E N
P I X K S D O N E D U J R B Y
Z X D P B C G R Y R S B H A S
Y V R H A I E N M S U S L R I
Y V A D S C A N Z Y K S I I D
L S E E Y M F A D S B U A T C
N A M K I J H E X O F T B E O
L I R C D E C R E S E N D O M
T N S W C J S V E N I L R A B
P Y G Q B C D E H A Y H L J S

BARLINE
DOUBLEBAR
TIMESIGNATURE

CRESCENDO
DYNAMICS

DECRESENDO
MEASURE