**3rd Grade
AMI
Assignments**

Directions: Complete the activities for each AMI day. Reach out to your classroom teacher if you have any questions. Keep all completed work together to be returned to school.

Day 1	**Reading** ● Read "Making Friends with Pizza" (see below) and answer the comprehension questions on notebook paper. Click the story title for access online. **Math** ● Answer the following math problems on notebook paper. 　1. Create 3 different shapes that can represent the area of 36 cm. 　2. If this pattern continues, what will be the next 5 numbers? 9,18,27,36,............... 　3. Imagine that there are 1,217 students in your school. On a piece of paper, write the number of students in expanded form. What would the student population be if you rounded to the nearest 10 and the nearest 100? Be sure to show your thinking. **Science** ● On a piece of paper, make a list of some of the living things that you see outside in your yard. What characteristics help these living things survive? If you are able to, watch this video about animal adaptations?
Day 2	**Reading** ● Reread "Making Friends with Pizza" (see below). Answer the following questions on notebook paper. Click the story title for access online. -Write a retelling of what you read in your own words including key details. -List 5 words with 2 syllables and 5 with more than 2 syllables. -What is the lesson/moral of the story? **Math** ● Practice your multiplication math facts (2s, 3s, 4s, 5s, 10s) with a fun game of basketball! Ask an adult to write some multiplication facts on different pieces of scratch paper. For each fact you answer correctly, crumple up the piece of paper with the fact written on it. When you are finished practicing, take turns making "baskets" into the trash can. ● Practice your addition and subtraction skills with the attached worksheet. You can complete on a piece of notebook paper. Write the problems, then solve. **Science** ● On a piece of paper, create a t-chart, write down objects that can be pushed or pulled (objects at home, in the classroom, on the playground). If you are able to, watch this Brainpop video for more background information.
Day 3	**Writing** ● Respond to the following prompt on a piece of paper. You are going to write a story about a time that you were helpful around your own household. What did you do? Here are some questions to help you think about and plan your story: • What did you do around your household to be helpful? • Why did your offer to help? • What happened as a result of your help? • Did this experience change the way you think about helping around your household? Now write a story that describes a time when you were helpful around your household. Your story should tell your reader what you learned about being helpful.

Math

- Answer the following math problems on notebook paper.

    1. Maria needs to buy pencils for 388 students. What is this number rounded to the nearest hundred? Explain the strategy you used to check your answer

    2. The city is building a fence around a park. The park is 20 feet by 50 feet. How many feet of fencing do they need. Rewrite this word problem and use the CUBE method before you solve it. Circle the important words Underline the question Box the action words Explain your answer.

    3. Sam's pet mouse had babies. Five of the babies were grey and two were white. The father mouse was grey. The mother mouse was white. Why do you think some of the baby mice were grey and some were white?

Science

- Answer the following science question on notebook paper.
- Adam and Sara are talking about forces. Adam says, "I think two things have to touch in order to have a force between them." Sara disagrees and says that two things do not have to touch to have a force between them. Who do you most agree with? Explain your thinking and provide examples that support your ideas about forces.

| Day 4 | **Reading/Social Studies** |

- Read "Walking Tall", a story about Ruby Bridges (see below) and answer the comprehension questions on notebook paper. Click the story title for access online.

Math

- Imagine your teacher was just awarded $1,000 to spend on materials for your classroom. She needs your help to decide which supplies to buy. Use the supply list on the next page to make a list of what you think your teacher should buy. On a piece of paper, write down the different items (and how many) from each category that you would choose. Find the total for each category (supplies, books and maps, puzzles and games, special items). Then create a bar graph that represents the amount of money that would be spent for each category.

Science

- A life cycle shows how living things grow and change over time. Make a list of 5 organisms that go through a life cycle and describe the stages of each. Write your response on notebook paper.

| Day 5 | **Reading/Social Studies** |

- Reread "Walking Tall", (see below). Answer the following questions on notebook paper. Click the story title for access online.

    -Write five interesting things you learned while reading the article.

    -Write a paragraph summarizing the article.

Math

- Answer the following math problems on notebook paper.
    1. A recipe calls for ⅘ of a cup of flour to make muffins. If your only measuring scoop is ⅕ of a cup, how many times will you need to fill the scoop in order to measure ⅘ of a cup of flour? Show your thinking on a piece of paper.

    2. A third grade class decided to sell boxes of cookies to help raise money for a school trip. Each box has two bags of cookies inside, and each bag holds 14 cookies. If each student needed to sell 4 boxes of cookies, how many cookies did each student need to sell?

    3. There were 54 apples set aside as a snack for 3 classes of students. The teachers divided up the apples and placed equal amounts on 9 separate trays. If each of the 3 classes received the same number of trays, how many apples did each class get?

Science

- Answer the two questions on the "Friction is forceful" worksheet below. Use notebook paper.

Making Friends with Pizza

by W.M. Akers

Roger is new in town, and it has been hard to make friends. The kids at school are nice, but Roger is shy. His birthday is coming up soon. He is planning a big party. It will be a lot of fun. There will be cake, and ice cream, and a treasure hunt. But what if none of the other kids want to come?

One week before his party, Roger and his dad go to their favorite restaurant. Benny's Pizza Parlor makes the best pizza in town. Roger orders a large pie, with four kinds of cheese and extra pepperoni. He loves every bite. When he is finished, Roger and his dad go to the kitchen to talk to Benny.

"How was the pie?" Benny asks.

"It was an ooey-gooey mess!" says Roger. "That means I liked it."

"Thank you!" says Benny.

Suddenly, Roger gets a great idea. "Benny," he says. "Will you cook pizza for my birthday party?"

"Hold on, Roger," says Roger's dad. "Benny is very busy. He might not have time to make pizza for your party."

"But everyone loves his pizza!" says Roger. "If we have it, I'll be the most popular boy in school."

"I know what to do," says Benny. "I won't cook pizza for your party. Instead, I'll show you how to make it yourself!"

That week, Roger goes to Benny's Pizza Parlor every day after school. Benny shows him how to combine

flour and yeast and water into a dough. Then, after the dough has had time to sit, they pound it down and roll it as flat as a quarter. The most exciting part is when they get to throw the dough up into the air. When Benny throws the dough, it looks easy. But Roger is afraid to try.

"Don't worry!" says Benny. "If you drop it, we can make more."

But Roger doesn't drop it. He throws the dough way up into the air. It spins around like a top. Before it hits the counter, Roger catches it on his knuckles-just like Benny showed him.

Next, they talk about toppings. Making cheese pizza is easy. You just choose all the cheese you want and sprinkle it on the dough. Then there is Roger's favorite: pepperoni. That's not hard either. Benny slices the pepperoni and lays it on top of the cheese. After that, it starts to get complicated. There is a meat lover's pizza. There is Hawaiian, with ham and pineapple. There is even anchovy pizza, which Roger does not want to try.

"Come on," says Benny. "Have a bite. It's good."

Roger takes a tiny bite. The anchovies taste like cat food. He makes a face, and says, "I think I'll stick to pepperoni for now."

They sprinkle the cheese on the dough. On top of the cheese, they put pepperoni-lots and lots of it. When Benny takes the pizza out of the oven, it is an ooey-gooey mess. It is also the best pizza Roger has ever tasted.

"Very nice," says Benny. "I could not have done it better myself."

Roger tells the kids at school that his party will have pizza from Benny's. Everyone is excited. Everyone loves Benny's pizza. But when they come to his house, Benny isn't there. Instead, they see Roger, wearing an apron and a chef's hat. The kids don't believe that Roger knows how to make pizza. He's ready to prove them wrong. Roger pounds down the dough, rolls it out, and throws it up into the air.

"Wow!" they say. "You look just like Benny."

Roger makes them his favorite pie, with four kinds of cheese, and extra pepperoni. Everyone agrees the pizza tastes just like Benny's. It might even be just a little bit better.

Name: _____ **Date:** _____

1. Who suggests that Roger make his own pizza for the party?

    A. his father

    B. his friends

    C. Roger

    D. Benny

2. Why is Roger worried in the beginning of the story?

    A. He is afraid none of the other kids at school will want to come to his birthday party.

    B. He doesn't know how to make pizza like Benny for his birthday party.

    C. He is new in town and is unsure if any of his old friends will make it to his birthday party.

    D. He doesn't know if the other kids at school will want to have a treasure hunt at his birthday party.

3. Roger wants Benny to make pizza for his birthday party. Roger says that everyone loves Benny's pizza. Roger states, "If we have it, I'll be the most popular boy in school."

What can be concluded based on this information?

    A. Roger wants Benny to make pizza for his birthday party mainly because Roger loves Benny's pizza so much.

    B. Roger thinks the kids at school will not like him if they have Benny's pizza at Roger's birthday party.

    C. Roger thinks the kids at school will like him if they have Benny's pizza at Roger's birthday party.

    D. Roger does not care if the kids at school like him or not.

4. Why does Roger want the other kids at school to come to his birthday party?

    A. It will give him a chance to make pizza for them.

    B. It will give him a chance to become friends with them.

    C. It will give him a chance to learn more about his new town.

    D. It will give him a chance to hang out with his friends.

5. What is this story mainly about?

    A. how to make pizza

    B. how Roger learned to make pizza for his birthday party

    C. why Roger has had a hard time making friends

    D. the new town Roger lives in

6. Read the sentences: "The kids don't believe that Roger knows how to make pizza. He's ready to **prove them wrong.**"

What does the author mean by the phrase **"prove them wrong"**?

    A. Roger will show the kids he can't make pizza.

    B. Roger will show the kids he can make pizza.

    C. Roger will start an argument with the kids.

    D. Roger will beat the kids in a cooking competition.

7. Choose the answer that best completes the sentence below.

Benny and Roger roll the dough very flat. _____, Benny throws the dough in the air.

    A. Next

    B. In conclusion

    C. However

    D. But

8. How does Roger learn to make pizza?

9. Why does Roger learn how to make pizza?

10. Explain why the story might be titled "Making Friends with Pizza." Use information from the story to support your answer.

Two-Digit Addition and Subtraction (Q)

89 - 25	17 - 13	21 + 67	51 + 59	45 + 60	28 + 64	16 + 90
99 - 42	77 + 93	22 - 12	97 + 40	13 - 12	83 + 13	14 - 11
63 - 20	99 - 13	64 + 40	53 + 52	82 + 82	24 + 19	17 - 17
55 + 46	70 - 43	48 - 35	79 + 37	24 + 70	54 - 10	35 + 77
88 - 21	44 - 27	87 + 80	28 + 91	24 + 54	80 - 34	53 + 59
28 + 10	42 - 16	18 + 34	17 + 69	62 + 49	21 - 12	45 - 27
92 - 25	38 - 21	35 - 32	83 - 27	69 + 90	96 + 35	74 - 50

Walking Tall

How did Ruby Bridges make history?

Many years ago, a little girl named Ruby Bridges arrived at her new elementary school. The school was in New Orleans, Louisiana.

As she walked toward the school's front doors, an angry crowd of people shouted at her. United States **marshals** walked with her. A marshal is an officer. They were there to protect the first grader. That's because the people didn't want Ruby to go inside. But the 6-year-old walked into the school anyway. As she did, she marched into history books.

Bettmann/Corbis

Ruby Bridges started first grade in 1960.

The day was Nov. 14, 1960. On that morning, little Ruby became one of the first African Americans to attend an all-white elementary school in the South.

Before then, the law in many states said that black children could not attend the same schools as white children. People of different races also had to use separate public restrooms. It was called **segregation**. That is when people of different races are kept separate.

U.S. leaders worked to end segregation. They helped bring **civil rights** to all Americans. Those are the rights to be treated equally. A few months before Ruby started school, a federal court ordered an end to school segregation in New Orleans.

By the time Ruby started the second grade, there were no more angry people outside her school. There were other African American students in her class. Today, children of all races go to school together.

Bridges says she was never scared to go to school during the first grade. "I wasn't really afraid," she told *WR News*. "I didn't really know what was going on at the time, and I loved school."

Meet Ruby Bridges

WR News student reporter Kaelin Ray recently asked Ruby Bridges how it feels to make a difference.

Kaelin Ray: What was your first day at the school like?
Ruby Bridges: My first day I spent sitting in the principal's office, so it was very confusing.

KR: How does it feel to know that you are a part of U.S. history?
RB: I'm [very] proud of that fact. My mother was really happy about me being able to attend that school. My father was more concerned about my safety.

Name: _____ Date: _____

1. What happened to the state segregation law in Louisiana a few months before Ruby started school?

    A. Some U.S. marshals helped Ruby enter the segregated school.

    B. U.S. leaders worked to bring civil rights to all Americans.

    C. A federal court ordered that school segregation must end.

    D. A state court said that public bathrooms must be segregated.

2. Which of the following does the author describe first in the passage?

    A. The author describes how Ruby Bridges feels to be a part of U.S. history.

    B. The author describes Ruby Bridges' first day of school.

    C. The author describes how Ruby's second grade year was.

    D. The author describes the laws of segregation.

3. The passage implies that

    A. Ruby and her family were very brave

    B. Ruby and her family did not understand what was happening

    C. Ruby and her family were worried about her safety

    D. Ruby and her family were happy to have U.S. marshals help them

4. Read the following sentence: That morning, Ruby became one of the first African Americans to attend an all-white elementary school in the South.

In this sentence **attend** means

    A. to shout angrily

    B. to be present

    C. to be confused

    D. to wait a long time

5. What would be another good title for this passage?

    A. Ruby Bridges Makes a Difference

    B. Ruby Bridges and Her First Day of School

    C. Ruby Bridges in the Principal's Office

    D. Ruby Bridges Loves History Books

6. Why were United States marshals walking Ruby to school?

7. What word would the author probably use to describe Ruby Bridges?

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

Ruby Bridges says that she wasn't scared to go to school as a first grader _____ she didn't really understand what was going on.

    A. but

    B. and

    C. because

    D. although

Supplies	Cost
A box of 20 markers **A**	$5
box of **1** 00 crayons A	$8
box of 60 pencils	$5
A box of 5,000 pieces of printer paper	**$40**
A package of 10 pads of li ned paper	$15
A box of 50 pieces of construction paper	$32

Books and maps	
A set of 20 books about sdence	$250
A set of books about the 50 states	$400
A story book (there are 80 to choose from)	$8
A map: there is one of your city, one for every state, one of the country, and one of the world to choose from	$45

Puzzles and games	
Puzzles (there are 30 to choose from)	$12
Board games (there are 40 to ,choose from)	$15
I nte ract ive computer games (math and reading)	$75

Special Items	
A bean bag cha i r for the reading corner	$65
A class pet	$150
Three month's supply of food for a class pet	$55
A field tri p to the zoo	$350

Friction is forceful

Background knowledge

When you kick a ball, it does not move forever. It gradually slows down and stops. The force that makes the ball slow down is *friction*. Friction is a force that opposes motion. Friction occurs between two surfaces that are touching, such as the surface of the ball and the ground. Some surfaces produce more friction than others.

Science activity

Jamal and Megan rolled marbles down a tube and measured how fast each marble rolled. They tried rolling the marbles over different surfaces. They kept the angle of the tube the same each time. Here are the results.

Surface	Distance marble rolls
Gravel path	21 cm
Grass	3 cm
Kitchen floor	163 cm
Carpet	32 cm
Pavement	85 cm

Which surface produced the most friction?

....

How was this surface different from the other surfaces?

....