



# SOUTHWEST VALLEY

## # TWOLVESTERRITORY

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[southwestvalley.org](http://southwestvalley.org)

Liz Timmerman | West Campus PreK-8 Principal  
Allen Naugle | Director of Secondary Student Services/Activities Director  
Jessie Forsythe | West Campus Business Manager

Allison Thomas | Corning Elementary Principal  
Jennifer Bissell | Southwest Valley HS Principal  
Jodi Lyddon | East Campus Business Manager

January 22, 2024

3rd  
grade

Dear Parents/Guardians,

Winter has hit us hard! We have built-in snow days that we have now used. We want to be prepared differently for any other upcoming winter weather. All four buildings in the district will provide virtual learning opportunities for the students if we have another snow day. At Corning Elementary and Enarson Elementary, we are sending home a packet of activities from your child's teacher. If school is canceled, your child can work on reviewing skills or enrichment activities. Keep this in a safe place in your house until the next snow day arrives. If the packet is lost before the next snow day and you have access to a printer, it can be found on our website, <https://www.southwestvalley.org>, under Corning or Enarson Elementary, then click the grade level for the packet. We have provided 3 days worth of activities. Each day is separated into Day 1, Day 2, Day 3. When your child finishes the packet and school resumes, please return it to school.

Thanks for understanding that Mother Nature has a mind of her own.

Sincerely,

Allison Thomas  
Corning Elementary Principal  
641-322-4020  
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Enarson Elementary  
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# **Virtual Learning Snow Day 1**

Name: \_\_\_\_\_

# Monday



**Correct these sentences.**

1. red yellow and blue are primary colors

\_\_\_\_\_

2. it was time for dinner i set the table

\_\_\_\_\_

**Which is the adjective in each sentence?**

3. There was a gold ring in the window.

4. Joe has four sisters who live in Nebraska.

**Complete this analogy.**

5. interesting : dull :: open : \_\_\_\_\_

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Name: \_\_\_\_\_

# Tuesday



**Synonyms or antonyms?**

1. now, later \_\_\_\_\_

2. normal, unusual \_\_\_\_\_

**Correct these sentences.**

3. have you read the enormous crocodile, a book by roald dahl

\_\_\_\_\_

\_\_\_\_\_

4. i really like to listen to the radio while I jog

\_\_\_\_\_

**Is the underlined word a noun, verb, or adjective?**

5. Amelia Bedelia took the class to see her house. \_\_\_\_\_

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# How a Gray Bird Became a Cardinal

**DIRECTIONS**

Read the story, and complete the activity on page 4.

1 Long ago, birds had brightly colored feathers. They had feathers as green as grass, as orange as sunsets, as blue as sky, and as white as snow. The birds had lovely names too, like *Goldfinch*, *Blue Jay*, and *Kingfisher*. One bird was different, though. His feathers were dull gray, and he was simply called *Gray Bird*.

2 Gray Bird was **embarrassed** about his feathers. So every day he sat alone and watched the other animals play below his tree. They asked him to join them, but Gray Bird wouldn't.

**embarrassed:** shy, uncomfortable, upset

3 One day, Gray Bird saw Raccoon racing near a stream. Wolf was chasing Raccoon! But Wolf looked tired. His tongue was hanging out, he **stumbled** once or twice, and he began to slow down.

**stumbled:** tripped or almost fell when walking or running

4 Soon Wolf gave up completely and went to sleep next to the stream. While Wolf slept, Raccoon crept up and covered Wolf's eyes with mud. Then he walked away, laughing. Gray Bird laughed, too. When Wolf awoke, he tried to open his eyes but couldn't. He rubbed his right eye first and then his left eye. But the mud had dried, and he couldn't get it off.

5 After a while, Gray Bird began to feel sorry for Wolf. He knew Wolf wouldn't like it if he couldn't open his eyes, so Gray Bird **pecked** the mud off of Wolf's eyes.

**pecked:** hit with a bird's beak

6 When Wolf opened his eyes, he stared at Gray Bird and said, rudely "Oh, my! Your feathers are so dull." When Gray Bird hung his head in shame, Wolf said, "Now it's my turn to help you!"

7 Wolf pointed to a rock with streaks of red in it. He told Gray Bird to peck at the red rock and use the color to paint his feathers. First, Gray Bird painted the feathers on his chest. Then, he painted his wings. Last, he painted his head. Gray Bird was as red as a cherry now! His feathers were so bright the other birds decided to give him a new name—Cardinal.



# Describe the Beginning, Middle, and End

Write what happens during the beginning, middle, and end of **How a Gray Bird Became a Cardinal**.

Beginning



Middle



End

Name \_\_\_\_\_

Date \_\_\_\_\_

# Fact vs. Opinion

## What Makes a Better Pet, Cats or Dogs?

Highlight or underline the facts in the paragraphs below.

Without a doubt, cats make much better pets than dogs. We all know that cats are adorable and lovable animals. Cats groom, clean themselves, and do not emit any type of smell. This could save you significant amounts of money on the cost of pet grooming fees. Cats are much funnier than dogs too! If you've ever seen a cat chase the light on a laser pointer, you know what I'm talking about! Unlike dogs, cats do not need to be taken on a walk to use the restroom. Indoor cats are trained to use a litter box inside a house.

We all know that dogs make much better pets than cats. It's easy to see that dogs are the friendliest and sweetest of all animals. Many dogs are protective by nature, which means they're born with a desire to protect. They could protect your house while you are away. Dogs are much more loving than cats too! Every time you walk in a room a dog runs to greet you like you've been away for years! Unlike cats, dogs are taken on walks to use the restroom, rather than using a litter box. This encourages a healthier lifestyle for the pet owners.

Write an opinion stating why cats/dogs make the best pets.

---

---

Write a fact stating why cats/dogs make the best pets.

---

---



Partner A:

Partner B:

## Complete a Fact Family Recording Sheet

$28 \div \underline{\quad} = 7$

$\underline{\quad} \bigcirc \underline{\quad} = \underline{\quad}$

$\underline{\quad} \bigcirc \underline{\quad} = \underline{\quad}$

$\underline{\quad} \bigcirc \underline{\quad} = \underline{\quad}$

$48 \div \underline{\quad} = 8$

$\underline{\quad} \bigcirc \underline{\quad} = \underline{\quad}$

$\underline{\quad} \bigcirc \underline{\quad} = \underline{\quad}$

$\underline{\quad} \bigcirc \underline{\quad} = \underline{\quad}$

$32 \div \underline{\quad} = 4$

$\underline{\quad} \bigcirc \underline{\quad} = \underline{\quad}$

$\underline{\quad} \bigcirc \underline{\quad} = \underline{\quad}$

$\underline{\quad} \bigcirc \underline{\quad} = \underline{\quad}$

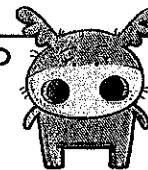
$45 \div \underline{\quad} = 9$

$\underline{\quad} \bigcirc \underline{\quad} = \underline{\quad}$

$\underline{\quad} \bigcirc \underline{\quad} = \underline{\quad}$

$\underline{\quad} \bigcirc \underline{\quad} = \underline{\quad}$

Where will the greatest number go for the division equations?

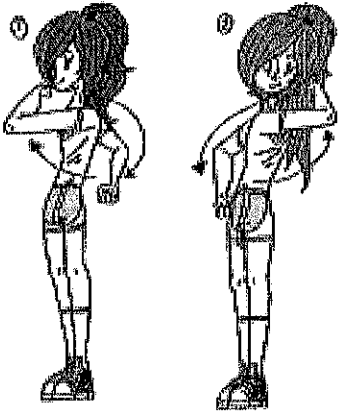






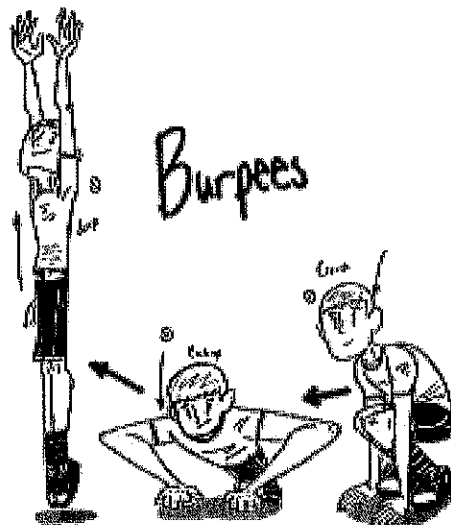
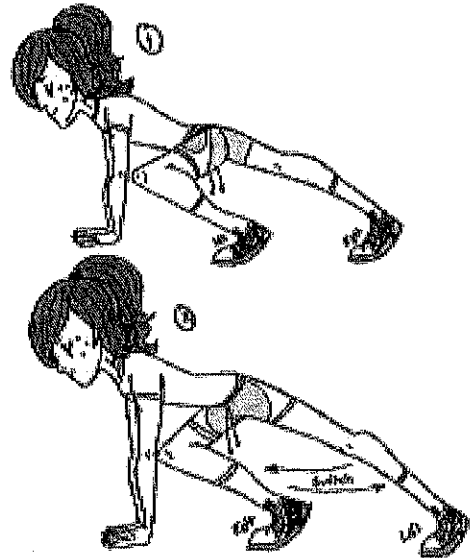
# Day 1

Washing Machine



Complete each activity for a 20 second count 3 different times.

Mountain Climbers



Burpees



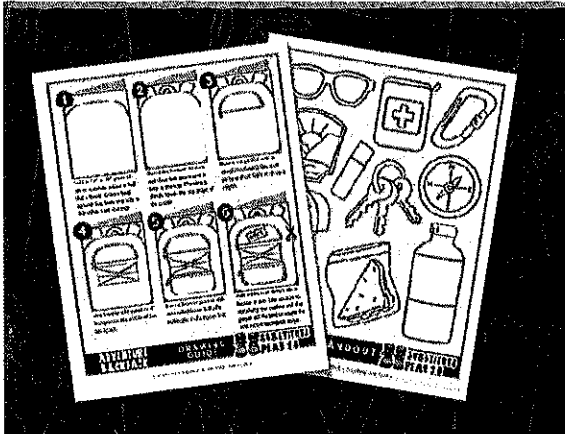
**DRAW ALONG**  
**VIDEO**  
INCLUDED

**3-4**



# ADVENTURE BACKPACK

DRAW ALONG

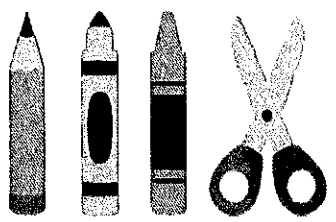


**Time Needed**  
1 Session at  
45 Minutes

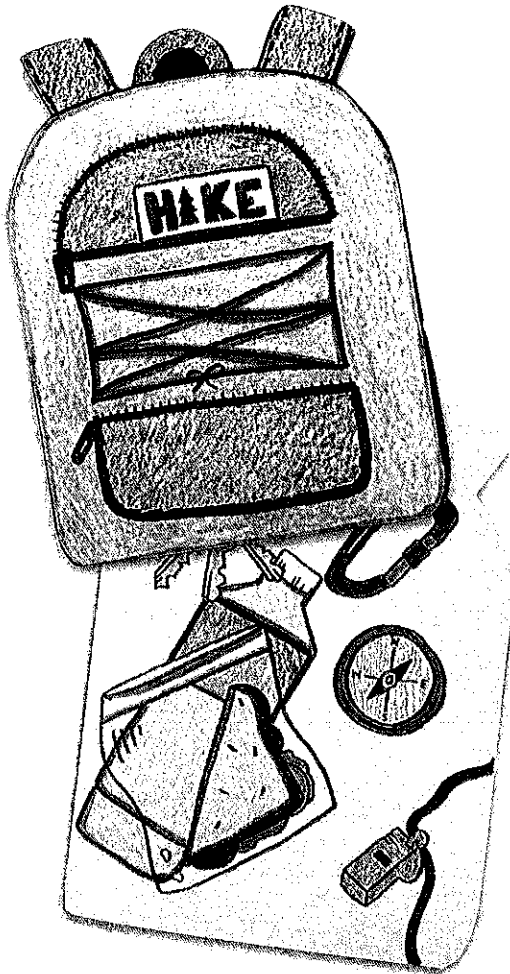


**Topics Covered**  
Line & Shape

**What You'll Need**



# ADVENTURE BACKPACK



\* Today I will learn about **LINE** and **SHAPE** so that **I CAN** draw an adventure backpack with things inside.

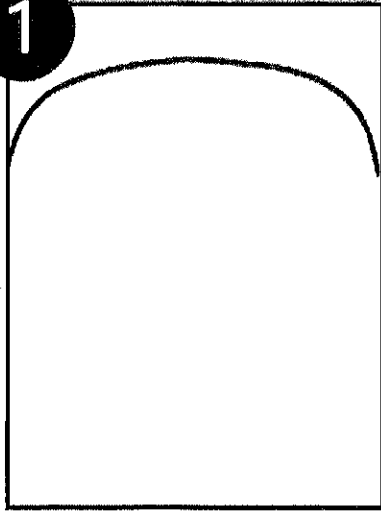
\* **NCAS: CREATING** Anchor Standard #1: Generate and conceptualize artistic ideas and work.

1. Give each student a piece of **white paper** and pass out **pencils, markers** and **crayons**.
2. Turn the paper horizontal and then fold it in half. For a single-layer version, use one 9" x 12" piece of white paper and work front and back.
3. Either draw an example of the backpack on the board with students following along or play the draw along video.
4. Students can use a **pencil** to draw and then trace over the lines with a **black marker** later or use the black marker to begin with.
5. Draw a backpack with the students using the "**Adventure Backpack Drawing Guide**" on the next page.
6. With the paper still folded, cut along the top outline to create a more realistic backpack shape.
7. Once the backpack is cut out, add additional details to the front of the backpack and objects "inside" by using the "**Adventure Backpack Handout**" as inspiration.
8. Students can use combination of **crayons** and **markers** to add color. Crayons work great for filling in large areas with color quickly.
9. Provide instructions for art (*take home, portfolio, etc.*) as outlined on the line below:

## WHAT YOU'LL NEED

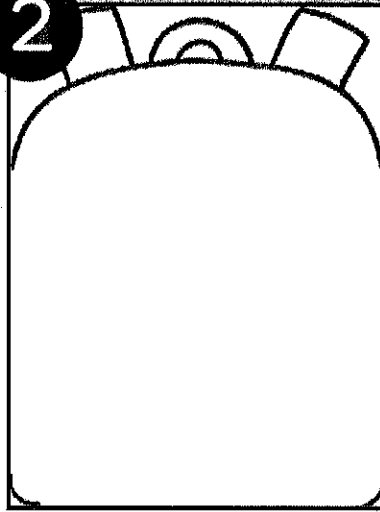
- 12" x 18" or 9" x 12" white sulphite paper
- Pencils, markers and crayons
- Black permanent marker (optional)
- Scissors (optional)
- Backpack Drawing Guide
- Adventure Backpack Handout

1



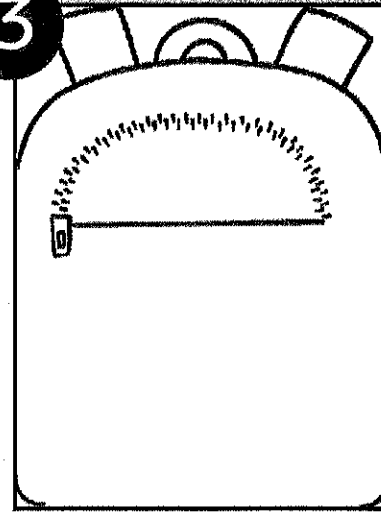
Fold a 12" x 18" piece of white sulphite paper in half like a book. Draw a long curved line from one side to the other near the top.

2



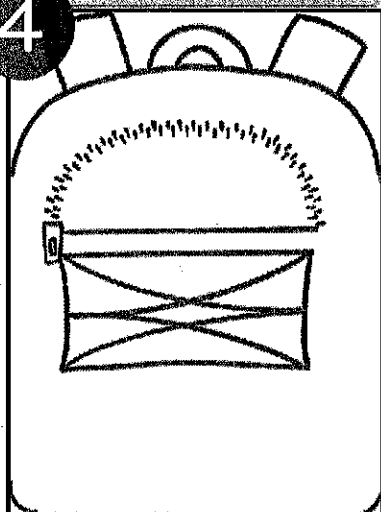
Round the bottom corners and draw two straps and a loop at the top. The straps should touch the top edge of the paper.

3



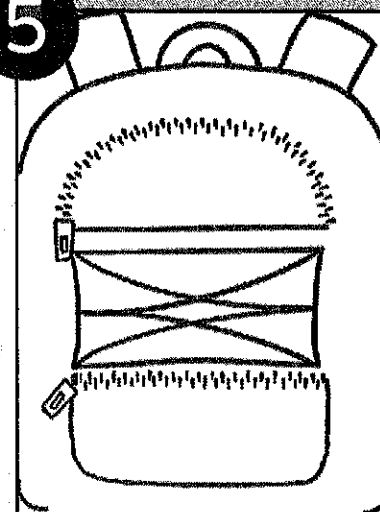
Draw a top pocket with a straight horizontal line and series of short lines to show a zipper.

4



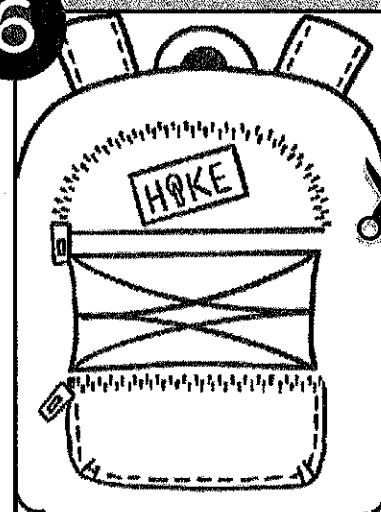
Use lines to add a section of bungees in the middle of the backpack.

5



Draw a bottom pocket with a rounded lower half of a rectangle and a zipper line.

6



Add additional details like a badge or pin. Use scissors to cut along the outline with the paper still folded to create the interactive backpack shape.

# ADVENTURE BACKPACK

## DRAWING GUIDE



# SUBSTITUTE PLAN 3.0



**ADVENTURE  
BACKPACK**

**HANDOUT**



**SUBSTITUTE  
PLAN 3.0**



# **Virtual Learning Snow Day 2**

Name: \_\_\_\_\_

# Wednesday



**Underline the cause and circle the effect.**

1. Maria's tire was flat because it had a nail in it.

**Correct these sentences.**

2. pedro, the owner, walked marsha and me to our table

3. if i give you five nickels, will you give me a quarter

**Use context clues to determine the meaning of the bolded words below.**

4. When Rachel won the prize she had always wanted, she was **elated**.

5. She was **persistent** and didn't give up trying out for the team.

Name: \_\_\_\_\_

# Thursday



**Correct these sentences.**

1. did allison broke her leg yesterday

2. shelton watched as the zookeeper feeds the animals

**Which word is not spelled correctly?**

3. odd    redy    magnet    speedy

4. story    handle    gane    fair

**Which word does not belong in the group?**

5. sandals    socks    gloves    sneakers





## Zel, the Gentle Donkey

**DIRECTIONS**

Read the story, and complete the activity on page 5.

- 1 Once there was a gentle donkey named Zel. Everyone loved her. Zel's owner, Charity, was cruel. She threw rocks at birds. She yelled at children. But she was the meanest of all to Zel.
- 2 Every Saturday, Charity sold sugar at a market. Whoever arrived early sold the most. Charity always woke up late. Then she got angry and yelled at Zel.
- 3 Charity would load heavy bags of sugar onto Zel's back. "Hurry, Zel! Go!" Zel never trotted fast enough.
- 4 One day, Zel's friend Touloulou the crab visited. "Did you have a good day?" asked Touloulou.
- 5 "Charity was mad," Zel replied. "I work hard, but she is always mean to me."
- 6 "Charity is always late. She won't blame herself, so she blames you," said Touloulou.
- 7 "Yes," said Zel. "And because everyone is afraid of her, she never sells much."
- 8 "I will help you," said Touloulou.
- 9 That Saturday, Charity woke up late. "Oh, no!" she yelled. She tossed her bags onto Zel's back and climbed on. Touloulou grabbed the **hem** of her long skirt.
- 10 Charity opened her mouth to yell at Zel, but Touloulou pinched her ankle.
- 11 "Ouch!" Charity rubbed her ankle. She forgot she was late.
- 12 At the market, Charity saw someone in her **stall**. She got angry, but Touloulou pinched her ankle. "Ouch!"

**hem:** the bottom edge of a skirt or dress

**stall:** a space where people put goods they want to sell

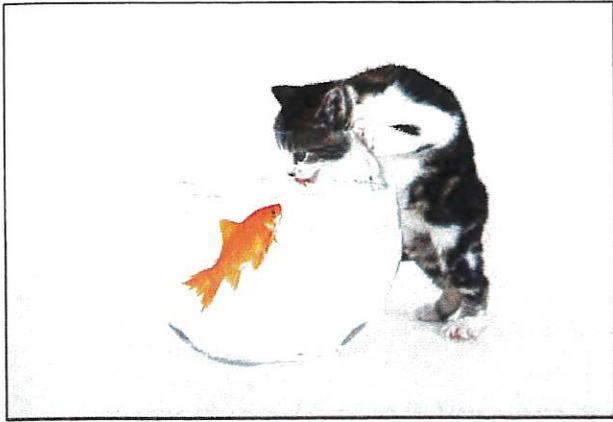


# Answer Questions

Answer questions about **Zel, the Giant Donkey**. Look back at the story to find text details.

Who is the story about?	Where does the story take place?	Why does Touloulou help Zel?

# Caption Writing



A large, empty rounded rectangle with a dashed border, intended for writing a caption for the image above.

A large, empty rounded rectangle with a dashed border, intended for writing a caption for the image above.



A large, empty rounded rectangle with a dashed border, intended for writing a caption for the image above.

A large, empty rounded rectangle with a dashed border, intended for writing a caption for the image above.



## Round numbers to the nearest 10 or 100

### Grade 3 Rounding Worksheet

Example: 4,689 rounded to the nearest 1,000 is 5,000

Round to the accuracy of the underlined digit.

1. 1,311 = \_\_\_\_\_ 2. 4,862 = \_\_\_\_\_ 3. 412 = \_\_\_\_\_

4. 1,042 = \_\_\_\_\_ 5. 9,785 = \_\_\_\_\_ 6. 1,032 = \_\_\_\_\_

7. 576 = \_\_\_\_\_ 8. 6,350 = \_\_\_\_\_ 9. 6,895 = \_\_\_\_\_

10. 3,328 = \_\_\_\_\_ 11. 706 = \_\_\_\_\_ 12. 9,521 = \_\_\_\_\_

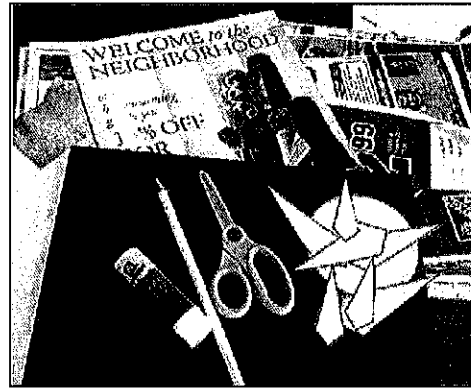
13. 5,469 = \_\_\_\_\_ 14. 9,182 = \_\_\_\_\_ 15. 9,579 = \_\_\_\_\_

16. 5,914 = \_\_\_\_\_ 17. 6,287 = \_\_\_\_\_ 18. 1,873 = \_\_\_\_\_

19. 323 = \_\_\_\_\_ 20. 6,923 = \_\_\_\_\_ 21. 185 = \_\_\_\_\_

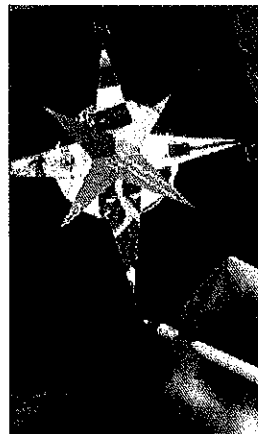
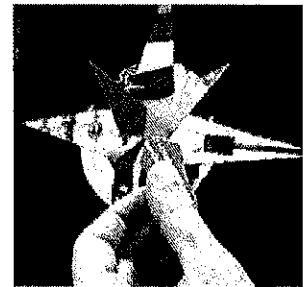
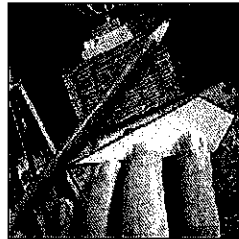
# materials

- template pieces printed and cut out
- old magazines
- glue
- scissors
- background paper
- white colored pencil or crayon

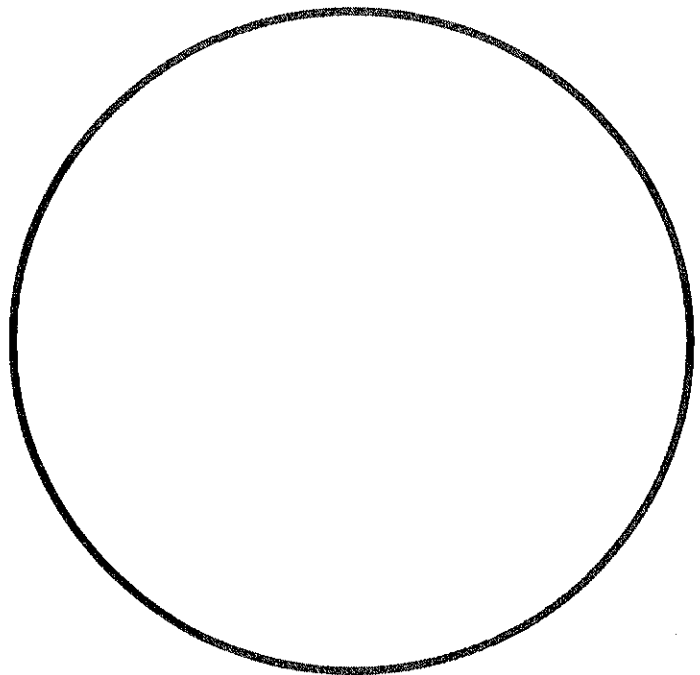
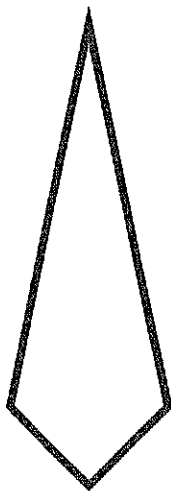
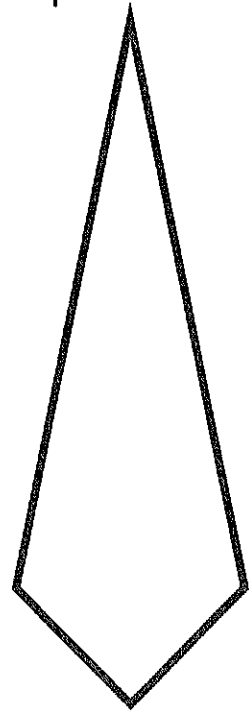
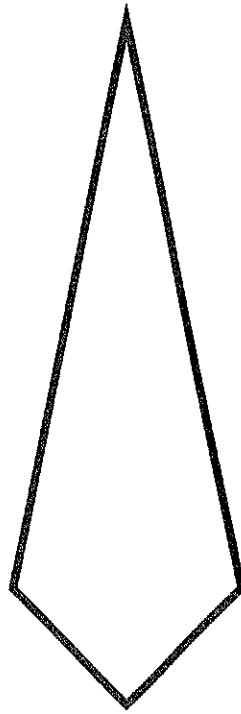
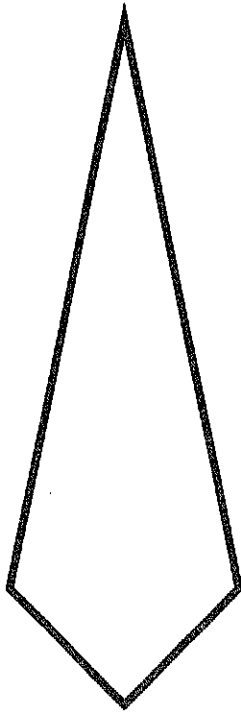
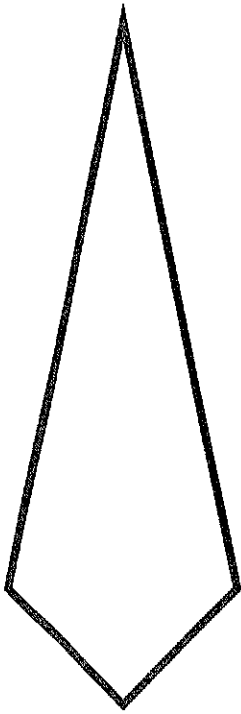


# instructions

1. Trace template pieces onto interesting colors and patterns in old magazines.
2. Cut out the traced pieces.
3. Glue down the big circle on the background paper. Then glue down the large points.
4. Glue down the smaller points. (You'll skip this step if you're using the simple template pieces)
5. Use the white colored pencil or crayon to write in the cardinal directions.

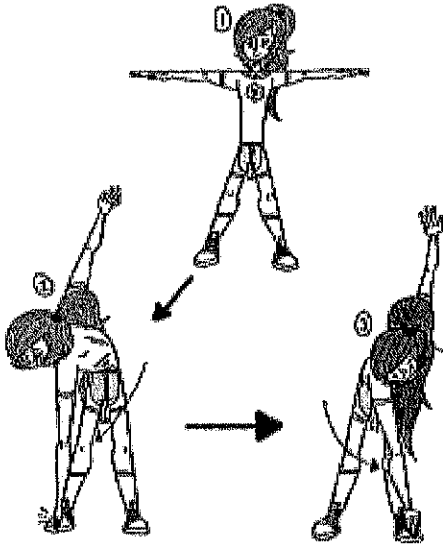


complex version



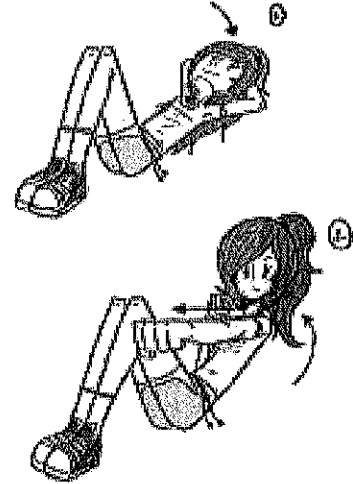
# Day 2

Windmill Toe Touch

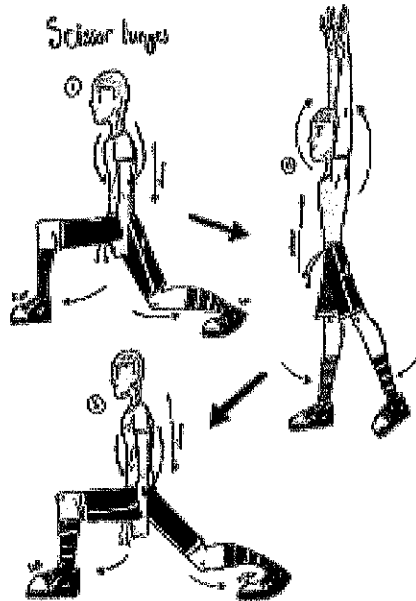


Complete each activity for a 20 second count 3 different times.

Sit-up punches



Scissor lunges







# **Virtual Learning Snow Day 3**

Name: \_\_\_\_\_

**Friday**



Read the following paragraph and decide if the underlined part has a capitalization error, punctuation error, spelling error, or no mistake. Fill in the circle beside the answer you choose.

australia is the smallest continent. It is the only continent located entirely inn the Southern Hemisphere. The kangaroo is the national symbol of Australia? Australia's capital is Canberra, located in the eastern parte of the country.

- |                                         |                                   |                                |                                  |
|-----------------------------------------|-----------------------------------|--------------------------------|----------------------------------|
| 1. <input type="radio"/> capitalization | <input type="radio"/> punctuation | <input type="radio"/> spelling | <input type="radio"/> no mistake |
| 2. <input type="radio"/> capitalization | <input type="radio"/> punctuation | <input type="radio"/> spelling | <input type="radio"/> no mistake |
| 3. <input type="radio"/> capitalization | <input type="radio"/> punctuation | <input type="radio"/> spelling | <input type="radio"/> no mistake |
| 4. <input type="radio"/> capitalization | <input type="radio"/> punctuation | <input type="radio"/> spelling | <input type="radio"/> no mistake |
| 5. <input type="radio"/> capitalization | <input type="radio"/> punctuation | <input type="radio"/> spelling | <input type="radio"/> no mistake |

Name: \_\_\_\_\_

**Daily Progress Record**



How many did you get correct each day? Color the squares.

5					
4					
3					
2					
1					
	Monday	Tuesday	Wednesday	Thursday	Friday



## Beary Scared

### DIRECTIONS

As you read, underline words that people say. Use a star to mark important ideas in the story. Put a star\* next to the name of the character who says each thing.

Then, complete the activity on page 2.

**hiking:** to take a long walk through a forest or mountains

**scrambled:** to move by climbing or crawling

**terrified:** to be very afraid

- 1 Jamal and David were **hiking** together. They climbed up a hill and crossed a stream. Then, they followed a path into the woods.
- 2 In the woods, they heard a noise. It sounded like a large animal stepping on the dry leaves. "It could be a bear," Jamal whimpered. "We have to get out of here!"
- 3 "We don't have time," David said. "Let's climb a tree."
- 4 "That's a good idea!" said Jamal. The friends ran deeper into the woods. First, they came to a tree that was too short. It wouldn't keep them safe from the bear. Next, they came to a tree that didn't have any branches to climb. Finally, they came to a tree that was tall and had low branches they could climb.
- 5 Jamal quickly **scrambled** up the branches. As he climbed, some of the branches broke below him.
- 6 Suddenly, the bushes next to the tree shook. A huge brown bear stepped onto the path. It growled loudly.
- 7 David tried to climb the tree, but he couldn't. Jamal had broken the branches. David asked Jamal for help. But Jamal was **terrified**. He was worried the bear would hurt him.
- 8 David got ready for the worst. He threw himself on the ground and waited.
- 9 Something very surprising happened! First, the bear sniffed David's head. Then, it licked his ear. Finally, the bear wandered away.
- 10 When Jamal was sure the bear was gone, he climbed down the tree. He said to his friend, "It looked like that bear whispered something in your ear."
- 11 "The bear did tell me something. He told me to choose a better friend to hike with," David said as he walked away.



# Learn from What Characters Say

Look back at what you underlined and starred in **Beary Scared**. Write the character's name and what he says on the left. Then, on the right, write how the character feels.

What the Character Says	How the Character Feels

Name \_\_\_\_\_

Date \_\_\_\_\_

# Stretch Your Sentences

**Who**

Who is the sentence about?

**What**

is doing what?

**When**

Where?

**Why**

Why is it being done?

Stretch each of the sentences below into a strong sentence.

1. I walked the dog. \_\_\_\_\_

\_\_\_\_\_

2. The girl solved a math problem. \_\_\_\_\_

\_\_\_\_\_

3. He went fishing. \_\_\_\_\_

\_\_\_\_\_

4. She stresses me out. \_\_\_\_\_

\_\_\_\_\_

5. They missed the school bus. \_\_\_\_\_

\_\_\_\_\_

# Adding on a Grid (A)

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Calculate each sum.

	1	3	8
+	5	2	8

	8	8	4
+	3	9	3

	9	7	1
+	8	5	5

	9	3	7
+	6	1	2

	6	8	0
+	2	4	6

	5	0	2
+	8	2	7

	2	0	4
+	5	7	2

	5	0	4
+	5	0	6

	6	2	9
+	2	2	5

	9	1	9
+	1	9	5

	2	4	5
+	4	6	3

	9	8	5
+	1	8	6

	5	9	8
+	6	1	1

	7	5	2
+	9	5	6

	4	8	5
+	6	8	5

	8	3	7
+	5	5	8

	4	7	3
+	4	7	7

	5	3	6
+	6	7	2

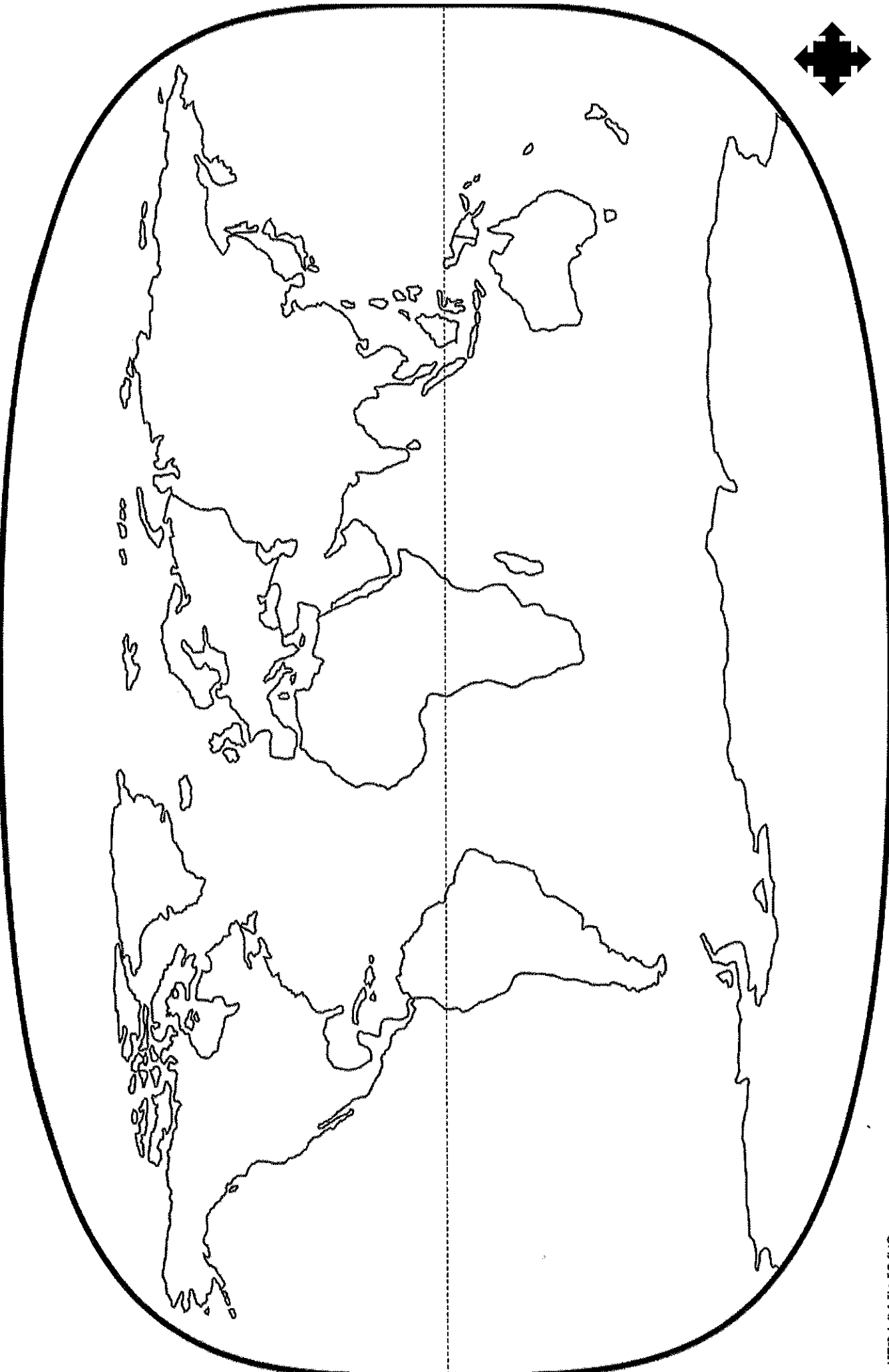
	5	4	8
+	3	3	8

	9	1	5
+	4	8	2

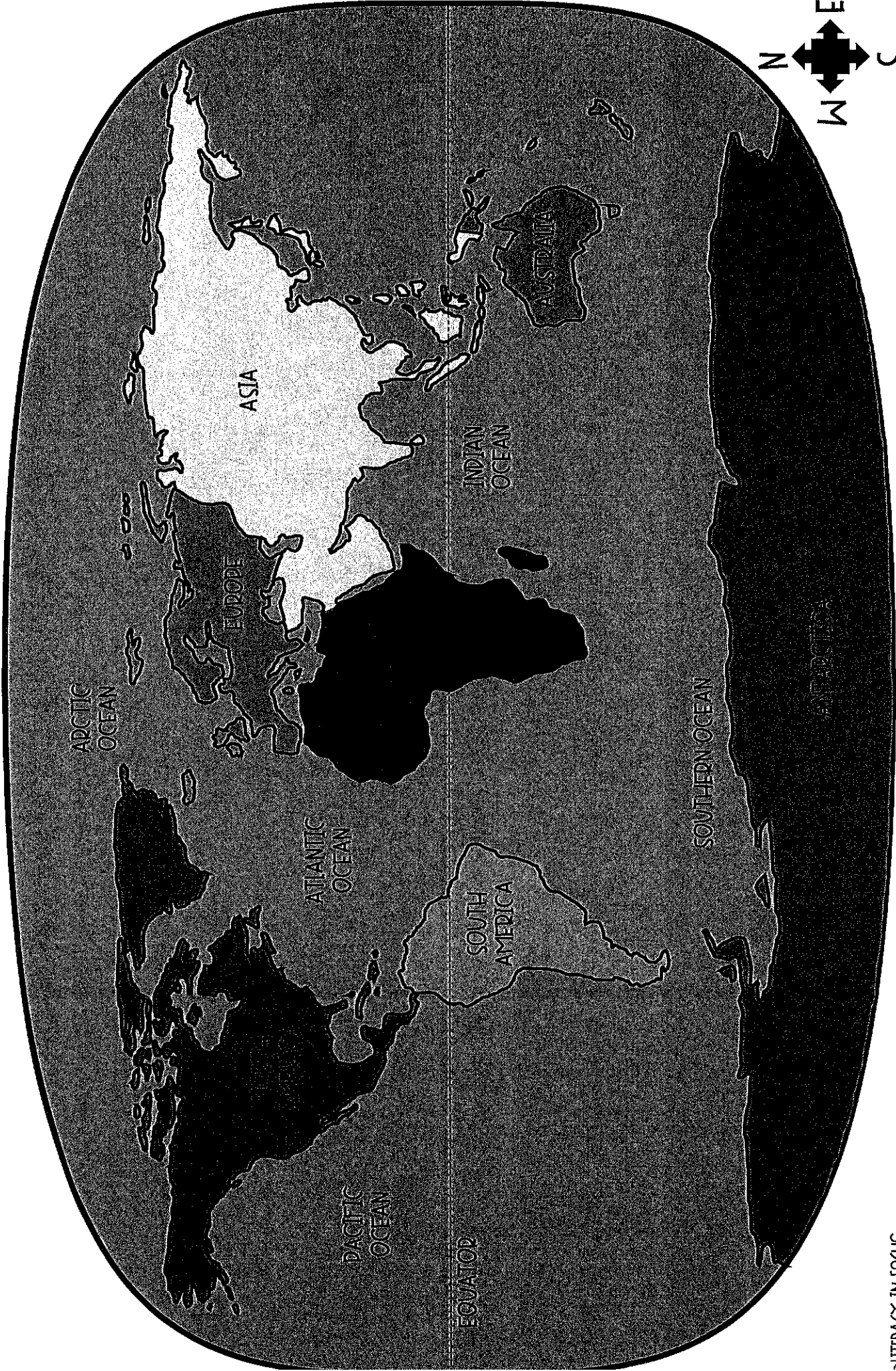
# WORLD MAP

Name: \_\_\_\_\_

Date: \_\_\_\_\_



# WORLD REFERENCE MAP





Name: \_\_\_\_\_

Date: \_\_\_\_\_

## WORLD MAP DIRECTIONS

1. Label and color each continent listed below.

AFRICA	RED
ASIA	YELLOW
EUROPE	ORANGE
AUSTRALIA	PURPLE
NORTH AMERICA	DARK GREEN
SOUTH AMERICA	LIGHT GREEN
ANTARCTICA	GRAY

2. Label the following oceans and shade blue:

Pacific Ocean, Atlantic Ocean, Indian Ocean, Arctic Ocean, Southern Ocean

3. Label the equator.

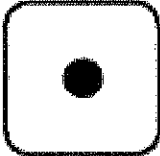






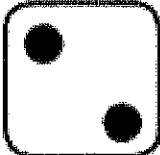






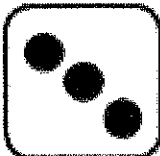






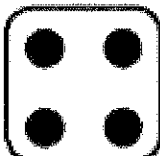






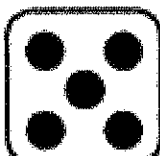

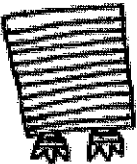








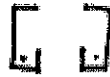


4. Label the compass rose in the bottom right corner of your map with north, south, east, & west

## WORLD MAP QUESTIONS

1. The \_\_\_\_\_ Ocean lies to the west of North America.
2. The continent of Africa lies to the \_\_\_\_\_ of North America.
3. Europe is located to the \_\_\_\_\_ of the Equator.
4. The \_\_\_\_\_ Ocean lies to the north of all continents.
5. The continent of \_\_\_\_\_ lies to the south of Australia.

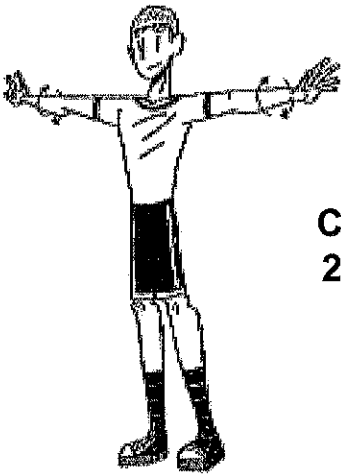
# Roll a Drawing: Monsters

Roll the die. On each turn, draw the image next to your number!

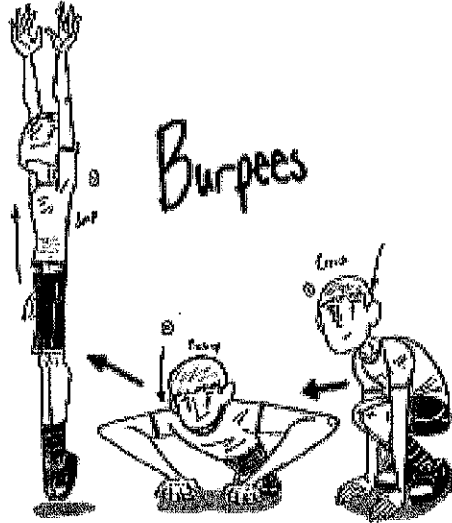
	Roll One: Face	Roll Two: Body	Roll Three: Arms	Roll Four: Ears	Roll Five: Eyes	Roll Six: Snout
						
						
						
						
						
						

# Day 3

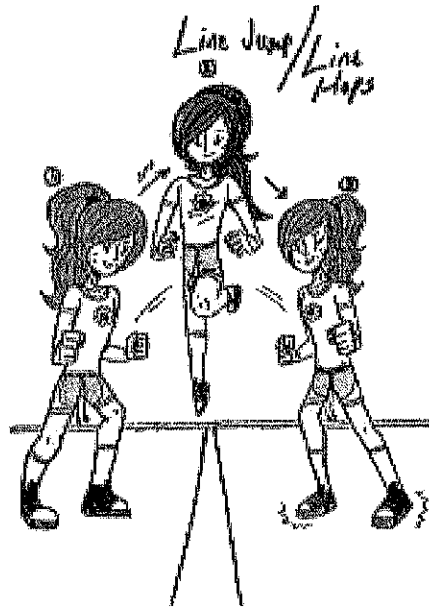
Arm Curls



Complete each activity for a 20 second count 3 different times.



Burpees

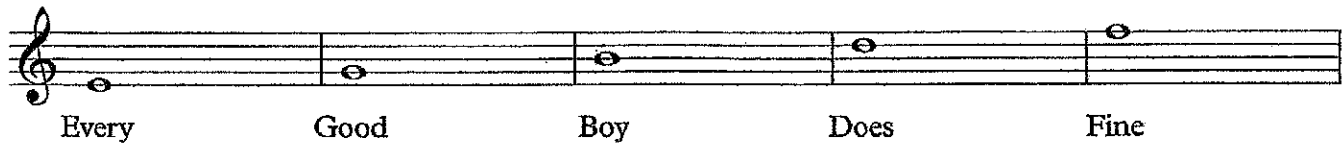


Line Jump/Line Hops

# Treble Clef Note Identification

Use the following mnemonic devices to identify notes on the treble clef:

Line Notes: Every Good Boy Does Fine (Line = Fine)



A musical staff with a treble clef. It contains five measures, each with a single note on a line. The notes are: F (first line), G (second line), A (third line), B (fourth line), and C (fifth line). Below each note is its corresponding word: Every, Good, Boy, Does, and Fine.

Space Notes: F-A-C-E (Space = Face)



A musical staff with a treble clef. It contains four measures, each with a single note in a space. The notes are: F (first space), A (second space), C (third space), and E (fourth space). Below each note is its corresponding letter: F, A, C, and E.

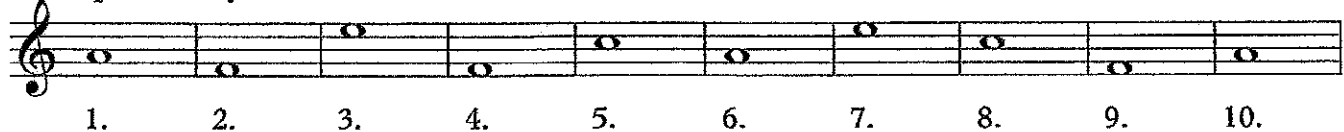
Please identify each note by writing its name in the blank below.

Lines Only:



A musical staff with a treble clef. It contains ten measures, each with a single note on a line. The notes are: F (1st line), G (2nd line), A (3rd line), B (4th line), C (5th line), D (1st line), E (2nd line), F (3rd line), G (4th line), and A (5th line). Below each measure is a number from 1 to 10.

Spaces Only:



A musical staff with a treble clef. It contains ten measures, each with a single note in a space. The notes are: F (1st space), G (2nd space), A (3rd space), B (4th space), C (5th space), D (1st space), E (2nd space), F (3rd space), G (4th space), and A (5th space). Below each measure is a number from 1 to 10.

Lines and Spaces:



A musical staff with a treble clef. It contains ten measures, each with a single note. The notes are: F (1st line), G (2nd space), A (3rd line), B (4th space), C (5th line), D (1st space), E (2nd line), F (3rd space), G (4th line), and A (5th space). Below each measure is a number from 1 to 10.



A musical staff with a treble clef. It contains ten measures, each with a single note. The notes are: B (4th line), C (5th space), D (1st line), E (2nd space), F (3rd line), G (4th space), A (5th line), B (4th space), C (5th line), and D (1st space). Below each measure is a number from 11 to 20.