Directions: Read the passage and answer the questions below.

“Access to Freshwater”

It is a desperately worrying statistic that nearly one billion people in the world lack clean, healthy drinking water. Residents in the UK can turn on a tap and access safe drinking water whenever they like, but the situation is very different for the people of Africa.

Every day millions of people in Africa, usually women and girls, walk miles to have access to any water at all. The length of time it takes to collect the little water they can get means that they do not have time to do anything else during the day. Children do not get the chance to have an education simply because they are too busy collecting water.

To make matters worse, the only water they have access to is from streams and ponds. That water is usually full of diseases and makes themselves and their families very sick. Adults face the decision on a daily basis between dehydration and sickness from the water they drink. Even worse, they have to face this decision for their children.


<table>
<thead>
<tr>
<th>Issue: What is the issue people are facing with water?</th>
<th>Impact: How does the problem affect people?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Action: What are some ways to solve it?</th>
<th>Call to Action: Why is it important to solve the problem?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

|                                                      |                                             |

Writing Prompts:

- Why are the world’s freshwater sources threatened?
- Imagine that you came upon a pond that had water with magical properties. Write about what happens next.
- Describe a lake or a pond. What animals or plants live in it or around it? Write about what you see, hear, smell or feel near the water.
American Indians Today

Where and how do American Indians live today? They live all over our nation. As in most families, the children go to school. Adults work at jobs. Families spend time together.

American Indians also study and remember the past. There is much sadness in their past. Over the years, ships brought more and more settlers from over the sea. Many American Indians died in wars with these new settlers. Many others died of sickness that the settlers brought. The United States forced many American Indians onto reservations. This was land set aside just for these native people. Some reservations were far from the tribal home. Often, life there was hard.

But there is much good in the American Indians' past, too. Many tribes work to keep alive all that was good. They honor the traditions of their past. They play games and music from earlier times. They try to keep alive the language that their people, or their ancestors, spoke long ago.

The Lenapes were a tribe that lived in the Northeast before the settlers came. Today, many of them live on a reservation in Oklahoma. They call themselves the Delaware Nation, from the English name for the Delaware River. That is where they lived before they were forced to move west.

On the reservation today, the Lenapes (or Delaware) choose their own leaders. They elect a tribal council to lead them. The tribe is like a “nation within a nation.” It has its own tax system. The tribe does get some money from the United States government to help with housing.

Like many American Indians, the Lenapes teach their children the old ways. They hold dances they call Stomp Dances. For these dances, they beat time with a water drum. This is a drum that has water inside to change the sound it makes.

This year in third grade you have been learning about migration of people. In your take home learning opportunities you will continue this exploration. Some information may be review and some may be new. Feel free to use any resources you have (such as the internet or books) to explore the topics more each week. Each week will connect to the last as much as possible.
Many Lenapes also go to pow-wows. These are dances where people go to honor their culture. At a pow-wow, some dancers dress in deerskin clothes, the way Lenapes did long ago.

Another tradition the Lenapes keep alive is an old game called Pahsah'man. Like football, this game is played on a field. The ball is made of deerskin. It is stuffed with deer hair. The women play against the men. Each side follows different rules. Men can only kick the ball. They cannot tackle the women. But women can tackle the men. And women can carry, pass, or kick the ball. Sometimes the women use tricks to win. They give the ball to an old woman and walk with her through the goal. They know the men will not slap the ball away from an old person.

All Lenapes speak English today. But they don't want to lose their native language forever. The tribe has made recordings that show how to say the old words. They have written lessons to help young people learn the words of their ancestors.

The Chumash and the Comanches are two other American Indian tribes. Today, the Chumash live along the California coast, as they always have. Their reservation is near Santa Barbara. The center of the modern Comanche Nation is in Oklahoma. Many Comanches still live on the Great Plains, where their ancestors once hunted buffalo.

The Lenapes, the Chumash, and the Comanches are just three of many Native American tribes living in the United States today. They are all an important part of our diverse culture.

Reflection Questions:

1. How are the Lenape (or Delaware) remembering and honoring their past?

2. Why is it important to study American Indian cultures? What other questions do you have about American Indians? How can you find answers to those questions?
**TASK:** For this task you will interview someone in your house about a cultural or family tradition they celebrate. Then you will create a piece of art based upon a family or cultural tradition using materials of your choice.

<table>
<thead>
<tr>
<th><strong>Step 1:</strong> Select someone in your household to interview.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Step 2:</strong> Ask and record their answers to the following questions: 1) What is a tradition that you celebrate every year? 2) Can you describe that tradition? 3) What does that tradition look like? 4) How does celebrating that tradition make you feel? 5) What one word would you use to describe the tradition?</td>
</tr>
<tr>
<td><strong>Step 3:</strong> Brainstorm different ways you could create a visual representation of this tradition by sketching out ideas.</td>
</tr>
<tr>
<td><strong>Step 4:</strong> Select one sketch to create a final work of art using art materials of your choice.</td>
</tr>
<tr>
<td><strong>Step 5:</strong> Share your art with someone in your household</td>
</tr>
</tbody>
</table>

**REFLECTION QUESTIONS:**

What do you like best about your artwork?

How does your artwork reflect a cultural tradition?

What would you change about your artwork if you did this task again?

Ask the household member you interviewed what they notice about your artwork.
Grade 3 Week 4 Additional Language and Literacy Practice

Directions: ✓ Check off each task as you go.

Learning Target: Read and understand text. Practice reading fluency. Remember to:
- Read at a speed that is appropriate
- Correct and reread words I read wrong or that don’t make sense
- Notice and read punctuation correctly

<table>
<thead>
<tr>
<th>Task</th>
</tr>
</thead>
<tbody>
<tr>
<td>Read the passage silently to yourself.</td>
</tr>
<tr>
<td>Read the passage in a whisper voice to yourself.</td>
</tr>
<tr>
<td>Read the passage in a speaking voice to yourself.</td>
</tr>
<tr>
<td>Read the passage aloud to someone / something (parent, sibling, pet, stuffed animal, plant).</td>
</tr>
<tr>
<td>Circle any words you don’t know the meaning. Using the context, see if you can figure them out.</td>
</tr>
<tr>
<td>Tell the gist of the story to someone.</td>
</tr>
<tr>
<td>Write a summary of the story.</td>
</tr>
</tbody>
</table>

Story

The Water in the Well
An excerpt from One Well: The Story of Our Water on Earth
by Rochelle Strauss

We live on a watery planet. Almost 70 percent of Earth’s surface is covered with water. This surface water is found in oceans, lakes, rivers, streams, marshes, even in puddles and the morning dew. There is so much water that if you looked down at Earth from space, it would appear blue.

But there is also water we can’t see, beneath the Earth’s surface. This “groundwater” can be found just about everywhere—it fills the cracks in rocks and the space between rocks, grains of sand and soil. Most groundwater is close to the Earth’s surface, but some of it is buried quite deep. Water is also frozen in glaciers and polar icecaps. And there is water in the atmosphere.

Every one of these water sources feeds Earth’s One Well.

WHERE IS THE WATER ON EARTH?

<table>
<thead>
<tr>
<th>Source</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Oceans</td>
<td>97.23 percent</td>
</tr>
<tr>
<td>Icecaps and Glaciers</td>
<td>2.14 percent</td>
</tr>
<tr>
<td>Groundwater</td>
<td>0.61 percent</td>
</tr>
<tr>
<td>Freshwater lakes</td>
<td>0.009 percent</td>
</tr>
<tr>
<td>Inland saltwater sea</td>
<td>0.008 percent</td>
</tr>
<tr>
<td>Moisture in the soil</td>
<td>0.005 percent</td>
</tr>
<tr>
<td>Water in the atmosphere</td>
<td>0.001 percent</td>
</tr>
<tr>
<td>Rivers</td>
<td>0.0001 percent</td>
</tr>
</tbody>
</table>

Yes, there is more water in the atmosphere and soil than in all of Earth’s rivers.
Adding Adjectives

An adjective is a word that describes something. Choose an adjective from the box to complete the sentence and make it more interesting.

naughty  hilarious  playful  scary
blazing  glittering  purple  heavy
stunning  plump  peaceful  bright

1. A _________ squirrel jumped on a branch.
2. We went to a _________ movie after school.
3. In the morning, the _________ snow was covering the ground.
4. I went out in the garden and found _________ tomatoes.
5. We saw _________ birds on the _________ forest path.
6. The _________ kitten was scratching on the chair.
7. My friends sat near the _________ fire and told _________ stories.
8. All night the _________ rain pounded the roof.
9. The _________ sun came out after the rain.
10. I bought a _________ sweater to go with my hat.

Write your own adjective to describe each noun.

1. _________ building  2. _________ clothes  3. _________ boat
4. _________ trees  5. _________ ocean  6. _________ moon
### Physical Education Activity

<table>
<thead>
<tr>
<th>B</th>
<th>I</th>
<th>N</th>
<th>G</th>
<th>O</th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="image" alt="10– Crab Walk Steps" /></td>
<td><img src="image" alt="Jog in Place Count to 50" /></td>
<td><img src="image" alt="Superhero Hold Count to 10, repeat 3 times" /></td>
<td><img src="image" alt="Wall Sit Count to 20" /></td>
<td><img src="image" alt="15—Push Ups" /></td>
</tr>
<tr>
<td><img src="image" alt="V-Sit Hold Count to 20" /></td>
<td><img src="image" alt="Rub your Belly, Pat your Head 10 Times" /></td>
<td><img src="image" alt="5—Inchworms" /></td>
<td><img src="image" alt="20—Forward Arm Circles 20—Backward Arm Circles" /></td>
<td></td>
</tr>
<tr>
<td><img src="image" alt="15—Heel Raises" /></td>
<td><img src="image" alt="20—Bear Walk Steps" /></td>
<td><img src="image" alt="10—Tuck Jumps" /></td>
<td><img src="image" alt="20—Trunk Twists" /></td>
<td><img src="image" alt="25—Knee to Chest Curls" /></td>
</tr>
<tr>
<td><img src="image" alt="10– Ski Jumps" /></td>
<td><img src="image" alt="25—Jumping Jacks" /></td>
<td><img src="image" alt="20—Twisting Crunches" /></td>
<td><img src="image" alt="30—Mountain Climbers" /></td>
<td><img src="image" alt="25—Squats" /></td>
</tr>
<tr>
<td><img src="image" alt="15—Burpees" /></td>
<td><img src="image" alt="10—Hops on Each Foot" /></td>
<td><img src="image" alt="Plank Hold Count to 20" /></td>
<td><img src="image" alt="20—Forward Arm Circles 20—Backward Arm Circles" /></td>
<td></td>
</tr>
</tbody>
</table>

**Directions:**
Place an X in each box (or cover it with a coin) when you complete an exercise.

See how many different BINGO’s you can get!
Is Water Likeable?
Water can be fun and at times not so fun. Splashing in the puddles after a rain is fun water. Rain pouring down while you wait at the bus stop is no fun at all. There are some things that also either like or not like water.

Materials:
- Watercolor paints and paint brushes/cotton swabs or Washable markers or Colored drink (Kool-aid, tea, coffee, Hi-C, dark colored fruit juice etc.)
- Wax Crayons- lighter colors (white, gray, yellow etc.)
- Paper

Activity:
1. Use a light white or light-colored wax crayons to make a drawing.
2. Fill your paper.
3. Then paint over your whole drawing with the watercolor, markers or colored drink
4. Observe how the ‘paint’ responds or acts when it gets close to the wax crayon.
   a. Any absorbing, beading, or repelling?
   b. Do you think crayons like water? How do you know?
5. Tell your guardian about what you noticed.
7. Write your name and date on your artwork.
8. Display your artwork or have your guardian share on social media #likeablewater
1) **Fact Practice:**

Find the unknown factor

\[ 8 \times _____ = 56 \]

\[ _____ \times 7 = 14 \]

Write the numbers to complete the equations:

\[ 4 \times _____ = 20 \]

\[ 20 \div 4 = _____ \]

\[ 3 \times _____ = 27 \]

\[ 27 \div 3 = _____ \]

2) **Skip Counting:** Practice skip counting by 5's - Fill in the missing numbers

15, 20, _____, 30, _____, _____, 45, _____, 55, _____, _____

70, _____, 80, _____, _____, 95, _____, 105, _____, _____

Practice skip counting by 5's - Backwards

50, 45, _____, 35, _____, _____, 20, _____, _____, _____

3) Cameron made a pattern by counting back from 60 by 5's. First he says 60. What is the 6 \text{th} number he says?

60, _____, _____, _____, _____, _____?
4) **Telling Time to the Minute**

Fill in the circle next to the time shown on each clock.

- 8:30
- 7:27
- 5:35
- 7:05

- 7:55
- 11:08
- 11:38
- 11:40

Write the time shown on each clock

- ______ : _____
- ______ : _____

5) **Story Problem**: Each car has 4 wheels. How many wheels do 7 cars have?
6) **Elapsed Time**- Elapsed time is the amount of time that passes from the start of an activity to the end of an activity.

Use the analog clock to find the elapsed time from 6:45 P.M. to 6:54 P.M.

The elapsed time is ________ minutes

Use the number line to find the elapsed time from 4:10 P.M. to 4:36 P.M.

The elapsed time is ________ minutes

Use the number line to find the elapsed time from 8:10 A.M. to 8:45 A.M

The elapsed time is ___________ minutes

7) **Story Problems**: Use a number line or clock to find the elapsed time

Caleb got home from school at 3:45. He worked on his science project for 20 minutes. Then he studied for a test for 30 minutes. What time did Caleb finished his school work?