

# 3<sup>rd</sup> GRADE

## Week 3

Time	Monday	Tuesday	Wednesday	Thursday	Friday
<b>8:00</b>	<p><b>Learning Warm-Up and Independent Reading</b></p> <p>-Review a book from Scholastic Home (see login information under Online Learning)</p> <p>-Complete learning activity through Imagine Learning Literacy</p>	<p><b>Learning Warm-Up and Independent Reading</b></p> <p>-Independently Read, <i>Unlocking the Secrets</i></p> <p>-Complete learning pathway through Imagine Learning Literacy</p>	<p><b>Learning Warm-Up and Independent Reading</b></p> <p>-Complete Response Journal from <i>Unlocking the Secrets</i></p> <p>-Complete learning pathway through Imagine Learning Literacy</p>	<p><b>Learning Warm-Up and Independent Reading</b></p> <p>-Respond to Text: <i>Unlocking the Secrets</i> Comprehension Questions</p> <p>-Complete learning pathway thorough Imagine Learning Literacy</p>	<p><b>Learning Warm-Up and Independent Reading</b></p> <p>-Review a book from Scholastic Home (see login information under Online Learning)</p> <p>-Complete learning pathway through Imagine Learning Literacy</p>
<b>8:30</b>	<p><b>Language</b></p> <p>-Fun with Foldables See Prefix Foldables</p>	<p><b>Language</b></p> <p>-Daily Language Practice Journal</p>	<p><b>Language</b></p> <p>-Daily Language Practice Journal</p>	<p><b>Language</b></p> <p>-Daily Language Practice Journal</p>	<p><b>Language</b></p> <p>-Daily Language Practice Journal</p>
<b>9:00</b>	<p><b>Reading</b></p> <p>-Independently Read, <u>The Bad Guys</u>. Read chapter 2 this week. Use the provided anchor charts when you encounter an unfamiliar word.</p> <p>-Reading Comprehension Journal</p>	<p><b>Reading</b></p> <p>-Independently Read, <u>The Bad Guys</u>. Use the provided anchor charts when you encounter an unfamiliar word.</p> <p>-Reading Comprehension Journal</p>	<p><b>Reading</b></p> <p>-Independently Read, <u>The Bad Guys</u>. Use the provided anchor charts when you encounter an unfamiliar word.</p> <p>-Reading Comprehension Journal</p>	<p><b>Reading</b></p> <p>-Independently Read, <u>The Bad Guys</u>. Use the provided anchor charts when you encounter an unfamiliar word.</p> <p>-Reading Comprehension Journal</p>	<p><b>Reading</b></p> <p>-Independently Read, <u>The Bad Guys</u>. Use the provided anchor charts when you encounter an unfamiliar word.</p> <p>-Reading Comprehension Journal</p>

Time	Monday	Tuesday	Wednesday	Thursday	Friday
<b>10:00</b>	<p><b>Writing</b></p> <p>-Writing Journal – Frayer Model: Divide a page in your journal into four equal sections, label each section as 1- "Definition in your own words"; 2-"Characteristics"; 3 - "Non-examples"; 4-"Examples Divide another page of your journal the same. Complete each Frayer Model based on a vocabulary word. <b>Vocabulary Words: Wise, Reputation</b></p> <p>-Writing Prompt</p>	<p><b>Writing</b></p> <p>-Writing Journal Where does Mr. Wolf come from? Reread chapter 1, focus on his rap sheet to cite information about his background.</p> <p>-Writing Prompt</p>	<p><b>Writing</b></p> <p>-Writing Journal Where does Mr. Snake come from? Reread chapter 1, focus on his rap sheet to cite information about his background.</p> <p>-Writing Prompt</p>	<p><b>Writing</b></p> <p>-Writing Journal Where does Mr. Piranha come from? Reread chapter 1, focus on his rap sheet to cite information about his background.</p> <p>-Writing Prompt</p>	<p><b>Writing</b></p> <p>-Writing Journal Where does Mr. Shark come from? Reread chapter 1, focus on his rap sheet to cite information about his background.</p> <p>-Writing Prompt</p>
<b>11:00</b>	<b>LUNCH</b>	<b>LUNCH</b>	<b>LUNCH</b>	<b>LUNCH</b>	<b>LUNCH</b>
<b>12:00</b>	<p><b>Math</b></p> <p>Khan Academy Video: <a href="#">Telling Time to the Nearest Minute</a></p> <p>Activity: <a href="#">Tell and Write Time to the Minute</a> (12.1 More Practice/Homework)</p>	<p><b>Math</b></p> <p>Activities: <a href="#">Use a.m. &amp; p.m. to Describe Time</a> (12.2 Reteach) <a href="#">Which Clock</a> (12.2 Challenge)</p>	<p><b>Math</b></p> <p>Khan Academy Video: <a href="#">Telling Time with Number Line</a></p> <p>Activity: <a href="#">Measure Time Intervals</a> (12.3 Reteach)</p>	<p><b>Math</b></p> <p>Khan Academy Video: <a href="#">Elapsed Time</a></p> <p>Activities: <a href="#">Find Start and End Times</a> (12.4 Reteach) <a href="#">Find Start and End Times</a> (12.4 Additional Practice)</p>	<p><b>Math</b></p> <p>Khan Academy Video: <a href="#">Time Word Problems</a></p> <p>Activities: <a href="#">Solve Time Interval Problems</a> (12.5Reteach) <a href="#">Solve Problems Involving Addition and Subtraction of Time in Minutes</a></p>
<b>12:30</b>	<p><b>Art</b></p> <p>Begin Create your own comic book</p>	<p><b>Music</b></p> <p>Read and reflect on Ragtime music</p>	<p><b>Art</b></p> <p>Continue create your own comic book</p>	<p><b>Music</b></p> <p>Read about and listen to Scott Joplin</p>	<p><b>Art</b></p> <p>Continue your photo journal</p>
<b>1:30</b>	<p><b>Social Studies</b></p> <p>-Read, "What is the Common Good"</p>	<p><b>Social Studies</b></p> <p>- Read, "Being a Good Citizen" and "Influencing Others"</p>	<p><b>Social Studies</b></p> <p>-Read Civic Virtues: Helping in Your Community</p>	<p><b>Social Studies</b></p> <p>-Complete Activities: How Do Good Citizens Solve Problems? And Your Decide!</p>	<p><b>Social Studies</b></p> <p>-Complete Activities: Let's Write; Think and Review</p>
<b>2:00</b>	<p><b>Science</b></p> <p>Daily Science Journal Page</p>	<p><b>Science</b></p> <p>Daily Science Journal Page</p>	<p><b>Science</b></p> <p>Daily Science Journal Page</p>	<p><b>Science</b></p> <p>Daily Science Journal Page</p>	<p><b>Science</b></p> <p>Daily Science Journal Page</p>
<b>2:30</b>	<p><b>Brain Break</b></p> <p>Choose a Movement &amp; Mindfulness Break Option</p>	<p><b>Brain Break</b></p> <p>Choose a Movement &amp; Mindfulness Break Option</p>	<p><b>Brain Break</b></p> <p>Choose a Movement &amp; Mindfulness Break Option</p>	<p><b>Brain Break</b></p> <p>Choose a Movement &amp; Mindfulness Break Option</p>	<p><b>Brain Break</b></p> <p>Choose a Movement &amp; Mindfulness Break Option</p>

# Family and Student Supports:

Please review family letters for these content area assignments:

- Literacy
- Math
- Science
- Social Studies
- Art
- Music

## Student Learning Kits

Supplies: ruler, crayons, pencils, glue sticks, scissors, paper, markers, composition book

Math: Daily Math Practice Journal

Literacy: Daily Interactive Reading Comprehension Journal, Writing Prompt Journal, Daily Language Practice Book, Interactive Phonics Activities/Journal

Science: Daily Science Activity & Journal

Art: watercolor paint, paper



# Additional Student Supports:

## Individual Supports

Please reference the “Helping Your Child at Home in Reading” and “Helping Your Child at Home in Math” documents shared as well as the *Individual Supports* packet of information for additional access to individual student supports as needed.

## English Language Learners

Please reference the *Academic Enrichment Packet for English Language Learners* to access additional student supports as needed.



*Please reach out to your child’s school if you have any questions or need assistance with login information.*

# Online Learning:

Resource	Access Information
<b>Imagine Learning - Literacy</b> Online learning for literacy - 30 minutes daily (may replace portion of Reading block)	<b>Accessible through Clever</b> (Found on CMSD website student page)
<b>Imagine Learning - Math</b> Online learning for math - 30 minutes daily (may replace Math block)	<b>Accessible through Clever</b> (Found on CMSD website student page)
<b>BrainPop Junior</b> Online video clips that can be used for learning in all subject areas.	<a href="https://jr.brainpop.com/">https://jr.brainpop.com/</a>
<b>Scholastic Learn at Home</b> Access to books and read alouds along with literacy lessons to use at home.	<a href="http://www.scholastic.com/learnathome">http://www.scholastic.com/learnathome</a> Username: Learning20 Password: Clifford
<b>ExactPath (access through Clever)</b> Individualized instruction linked to student data that allows students to learn content as appropriate (intervention and enrichment supports)	<b>Accessible through Clever</b> (Found on CMSD website student page)
<b>Second and Seven Read Alouds</b> Online read alouds for grades K-2. No login is needed.	<a href="https://kids.secondandseven.com/">https://kids.secondandseven.com/</a>
<b>Khan Academy</b> Digital Math Instruction Videos - Free login	<a href="https://www.khanacademy.org/">https://www.khanacademy.org/</a>



# Movement & Mindfulness Break Options:

Outside Play Activities	Playground Visit
Go Noodle <a href="https://family.gonoodle.com/">https://family.gonoodle.com/</a>	Go for a Run or Walk (with an adult)
The OT Toolbox <a href="https://www.theotttoolbox.com/best-brain-breaks-videos-on-youtube/">https://www.theotttoolbox.com/best-brain-breaks-videos-on-youtube/</a>	Fluency and Fitness (free for 3 wks) <a href="https://fluencyandfitness.com/">https://fluencyandfitness.com/</a>
Mind Yeti <a href="https://www.mindyeti.com">https://www.mindyeti.com</a>	Positive Psychology <a href="https://positivepsychology.com/mindfulness-for-children-kids-activities/">https://positivepsychology.com/mindfulness-for-children-kids-activities/</a>
Calm (app available also) <a href="https://www.calm.com/schools">https://www.calm.com/schools</a>	Teach, Train, Love <a href="http://teachtrainlove.com/20-brain-break-clips-fight-the-fidgeting/">http://teachtrainlove.com/20-brain-break-clips-fight-the-fidgeting/</a>





Exact Path



Study Island

**edmentum™**

Dear Students & Families:

CMSD offers instruction through the programs Exact Path and Study Island. Exact Path includes K-12 assessment-driven math, reading, and language arts instruction; and Study Island provides instruction and assessments in math, reading, English Language arts, science, and social studies. The videos below are designed to assist with navigating both Exact Path and Study Island while working from home. Each video is approximately 10-15 minutes in length.

Please note that students access Exact Path through the CMSD Clever student portal using the login credentials they have been using all school year. The CMSD portal can be reached from this link:

<https://www.clevelandmetroschools.org/Page/15212>

As you will see, each video is specific to the grade range listed in the title.

[Exact Path & Study Island at Home: Grades K-2nd](#)

[Exact Path & Study Island at Home: Grades 3rd-5th](#)

[Exact Path & Study Island at Home: Grades 6th-12th](#)

Thank you,  
The Academic Offices  
Cleveland Metropolitan School District





## Daily Assignments Checklist

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

Dear Parents/Guardians,

In the work packet, you will find assignments for the below subjects. Most often there will be more than one assignment for a subject. After your child completes the assignment(s) in each area, he/she should place a check in the box. This checklist will help your child monitor his/her completion of tasks, as well as promote responsibility. --Thank you!

Assignments	Mon.	Tues.	Wed.	Thurs.	Fri.
Learning Warm-Up and Independent Reading					
Language					
Reading					
Writing					
Math					
Art					
Social Studies					
Science					

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

# Unlocking the Secrets

Written by Christine Graf

Illustrated by Mortimer L. Young

Lexile®: 710L, 493 words



"I came to ask about the detective job!" Steven told the professor.

Professor Enki said the job wasn't for a detective; it was for an assistant archaeologist.

"Oh, too bad! I want to be a detective," said Steven.

"But archaeologists are a lot like detectives," replied the professor.

"What exactly is an archaeologist?" Steven asked.

"You're looking at one," Enki said. "I'm one of the people who found some of the things you just saw in the museum. Archaeologists study people who lived long ago by looking at the things they left behind. We use tools to dig in the ground. We have to be really careful not to damage the artifacts, so sometimes we even dig with toothpicks!

"Sometimes we find bones, or coins, or jewels. Sometimes we find whole villages buried in the earth. Then we try to learn as much as we can about the things we find and about the people who made them.

"Right now, my team is studying the ancient people of Mesopotamia. They had a great civilization.

"Everything we know about them today comes from work done by archaeologists and other scientists.

"A lot of what we've learned about the Mesopotamians comes from reading what they wrote about themselves.

"Mesopotamians were amazing record-keepers. They wrote on slabs of clay, which dried in the hot sun. It's really exciting to read these notebooks from the past!

"They have everything from recipes to the names of the Mesopotamian kings. They tell us about laws, how they farmed, marriages, . . . and a whole lot more.

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

If it hadn't been for the people who discovered and translated these writings, much of Mesopotamian life would still be a mystery to us.

"Once, we found the tomb of a queen! It's amazing how much you can learn about people by how they bury their dead. This queen was buried with her most important possessions, including over 70 skeletons right outside her tomb. We believe they are the bodies of her servants.

"We've also discovered jewels from lands far away from Mesopotamia. That tells us that the Mesopotamians traded with people from other places.

"We also learn a lot by looking at art. In Mesopotamian art, we find images of people farming, praying, eating, holding hands, and bowing before their kings.

"Some archaeologists are specialists. One member of our team knows all about how the weather in Mesopotamia has changed over time. By studying soil samples from deep in the earth, we've learned that land that's now dry once had plenty of water for growing crops.

"For a long time, archaeologists were puzzled to find fish bones in desert areas. Then they discovered that the waters of the Persian Gulf once came much farther inland than they do today. That explained the bones.

"So, what do you think, Steven? Does archaeology sound like exciting detective work to you?" asked Professor Enki.

"I have just one thing to say," said Steven. "I'll take the job!"



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

# Unlocking the Secrets

## Comprehension Questions

<b>Glossary Words</b>	ancient, archaeologist, archaeology, artifact, assistant, civilization, damage, detective, discover, inland, Mesopotamia, Mesopotamian, Persian Gulf, possession, sample, slab, tomb, translate
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<b>Question Type</b>	<b>Question</b>
Inferential	<p>Using information from the story, how could you explain why an archaeologist is like a detective?</p> <p>a. They use clues, such as artifacts, to solve mysteries about people.            b. They mostly work to stop people from breaking the law.            c. They have to search for fingerprints and footprints as an important part of their job.</p>
Literal	<p>How did the archaeologists learn that Mesopotamia traded with people from far away?</p> <p>a. They found jewels from distant countries.            b. They read about it in the Mesopotamian records.            c. They saw it pictured in Mesopotamian art.</p>
Text Evidence	<p>Which detail from the text supports the idea that archaeologists are very careful when they dig for artifacts?</p> <p>a. ... sometimes we even dig with toothpicks!            b. ... we find whole villages buried in the earth.            c. We also learn a lot by looking at art.</p>

# Directions:

1. Cut on the lines to create 5 flaps.
  2. Glue in your notebook.
  3. Write examples of words with each prefix under the flap.
  4. You can also write sentences with the words under the flap.
- Use these prefixes to help you figure out the meanings of words.



# SUFFIXES

**un-**

**(not: opposite of)**

**re-**

**(again)**

**over-**

**(too much)**

**mis-**

**(in a wrong way: wrongly)**

**sub-**

**(under)**



Name \_\_\_\_\_

# Tell and Write Time to the Minute

**1** **MP Reason** Stephanie looks at the time on a computer. It reads 4:24. Which clock shows the time as 4:24? Explain.

Clock 1



Clock 2




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**MP Use Tools** Write the time shown on the clock. Then write the time as after the hour or before the hour.

**2**




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**3**




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**4 Math on the Spot** What time is it when the hour hand and the minute hand are both pointing to the same number? Aiden says it is 6:30. Camilla says it is 12:00. Who is correct? Explain.

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## Test Prep

5 Which clock shows the time twelve minutes after seven?

(A)



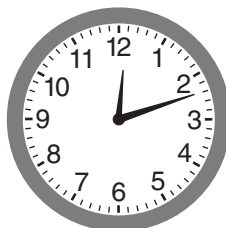
(C)



(B)



(D)



6 What time does the clock show?



\_\_\_\_\_

## Spiral Review

7 Jen reads 76 pages one week. She reads 115 pages the next week. Jen needs to read 300 pages. How many more pages does Jen need to read? Write two equations that can be used to find how many more pages,  $p$ , Jen needs to read. Solve.

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

8 Misha is building a new fence. He has 16 feet of wood. He cuts the wood into 4 equal pieces. What is the length of each piece of wood?

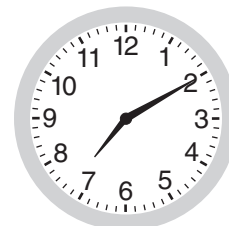
\_\_\_\_\_

Name \_\_\_\_\_

# Use a.m. and p.m. to Describe Time

An analog clock shows 12 hours, but there are 24 hours in a day. Use **a.m.** to tell if the time is between 12 midnight and 12 noon. Use **p.m.** to tell if the time is between 12 noon and 12 midnight.

The clock shows the time Nell gets up in the morning. It also shows the time she eats dinner.



Write the time for each activity. Use a.m. or p.m.

**A.** Read the time.

The time on the clock is 7:10.

**B.** Decide if the time is a.m. or p.m.

The morning is between midnight and noon.

Nell gets up at 7:10 a.m.

Nell eats dinner in the evening.

The evening is between noon and midnight.

Nell eats dinner at 7:10 p.m.

The time between midnight and noon includes nighttime and the morning.

The time between noon and midnight includes afternoon, evening, and some nighttime.

Write the time for the activity. Use a.m. or p.m.

**1** after-school soccer practice

The time on the clock is 3:45.

The time after school is between noon and \_\_\_\_\_.

Use a.m. or p.m.? p.m.

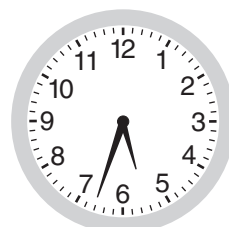


**2** visit the dentist



\_\_\_\_\_

**3** go to a movie



\_\_\_\_\_

Name \_\_\_\_\_

# Which Clock?

The clocks show four different times.

Pick a clock for the activity. Write the time using a.m. or p.m.

Use each clock at least once. Explain your thinking.



A



B



C



D

**1** Zach plays a basketball game after school.

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**2** Ines watches a meteor shower early in the morning.

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**3** Bob has a music lesson before school.

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**4** Nora goes to a movie on Saturday during the daytime.

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**5** Renzo takes a test before lunch.

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Name \_\_\_\_\_

## Measure Time Intervals

**Elapsed time** is the amount of time from the beginning of an activity to the end of an activity.

A cartoon starts at 4:02 p.m. and ends at 4:27 p.m.  
How long does the cartoon last?

Start time: 4:02 p.m.      End time: 4:27 p.m.

**A.** Compare the hours in the start and end time.

4:02 p.m.      4:27 p.m.

**B.** The hour is the same, so subtract the minutes.

$$\begin{array}{r} 27 \\ - 2 \\ \hline 25 \end{array}$$

← end minutes  
← start minutes

The elapsed time is 25 minutes.

The cartoon lasts 25 minutes.

**Find the elapsed time.**

**1** Start at 8:16 a.m.  
End at 8:53 a.m.

$$\begin{array}{r} 53 \\ - 16 \\ \hline \end{array} = \underline{\quad}$$

\_\_\_\_\_

**2** Start at 11:21 p.m.  
End at 11:45 p.m.

$$\begin{array}{r} \quad \\ - \quad \\ \hline \end{array} = \underline{\quad}$$

\_\_\_\_\_

**3** Start at 9:13 a.m.  
End at 9:45 a.m.

\_\_\_\_\_

**4** Start at 3:18 p.m.  
End at 3:37 p.m.

\_\_\_\_\_

**5** Start at 10:44 a.m.  
End at 10:50 a.m.

\_\_\_\_\_

Name \_\_\_\_\_

## Find Start and End Times

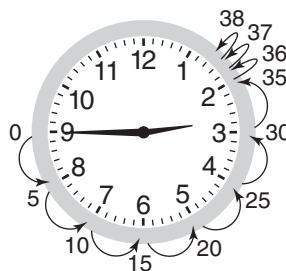
You can count on a clock face to subtract or add. You can subtract or add the elapsed time to find a start time or an end time.

Layla spends 38 minutes reading. She finishes at 2:45 p.m. At what time does Layla start reading?

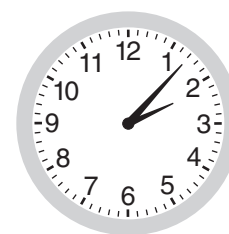
**A.** Set the clock face at 2:45.



**B.** Count backward 38 minutes on the clock. Count by fives first and then by ones.



**C.** Read the start time.



Layla starts reading at 2:07 p.m.

**1** Find the end time.

Start time: 9:10 a.m.

Elapsed time: 21 minutes

Start at 9:10 on the clock.

End time: \_\_\_\_\_



**2** Find the end time.

Start time: 4:25 p.m.

Elapsed time: 27 minutes

End time: \_\_\_\_\_

**3** Find the start time.

End time: 7:30 a.m.

Elapsed time: 16 minutes

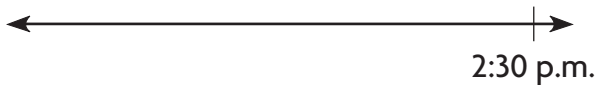
Start time: \_\_\_\_\_

Name \_\_\_\_\_

# Find Start and End Times

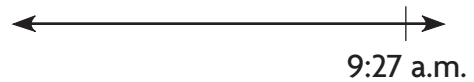
Use the number line to find the time.

- 1** Find the start time.  
End time: 2:30 p.m.  
Elapsed time: 46 minutes



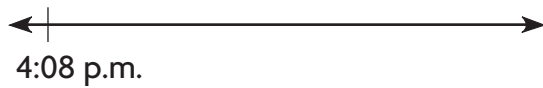
\_\_\_\_\_

- 2** Find the start time.  
End time: 9:27 a.m.  
Elapsed time: 17 minutes



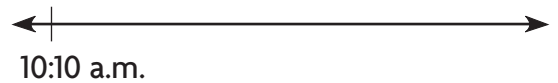
\_\_\_\_\_

- 3** Find the end time.  
Start time: 4:08 p.m.  
Elapsed time: 34 minutes



\_\_\_\_\_

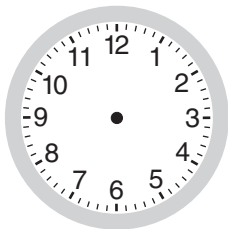
- 4** Find the end time.  
Start time: 10:10 a.m.  
Elapsed time: 48 minutes



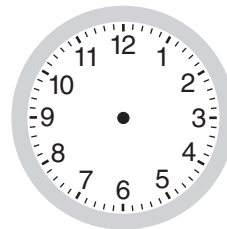
\_\_\_\_\_

Draw hands on the clock to show the time.

- 5** Show the start time.  
End time is 8:25 a.m.  
Elapsed time is 45 minutes.



- 6** Show the end time.  
Start time is 9:35 p.m.  
Elapsed time is 52 minutes.





Name \_\_\_\_\_

## Solve Time Interval Problems

To find a start time or an end time, choose easy time intervals to count up or down on a number line.

It takes Milo 5 minutes to walk to the park from home. He spends 13 minutes at the swings and 25 minutes playing ball. He needs to leave the park at 4:10 p.m. At what time should Milo leave home?

**A.** Find the total minutes.  $5 + 13 + 25 = 43$

**B.** Use a number line. Count easy time intervals. Start at 4:10. Count backward 43 minutes.

Count back 10 minutes.

Time is 4:00.



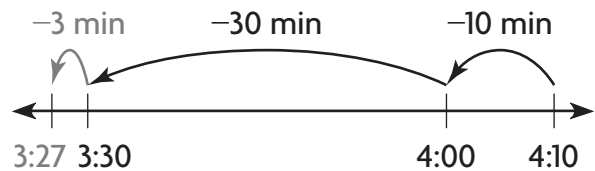
Count back 30 minutes.

Time is 3:30.



Count back 3 minutes.

Time is 3:27.

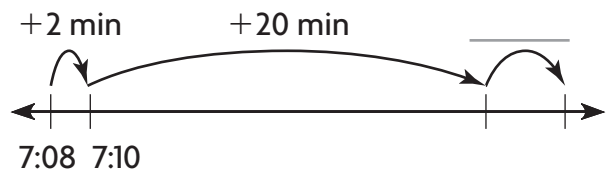


Milo should leave home at 3:27 p.m.

**1** A band starts playing at 7:08 p.m. The first song is 9 minutes long. The second song is 14 minutes long. The last song is 3 minutes long. Use the number line to find the time the last song ends.

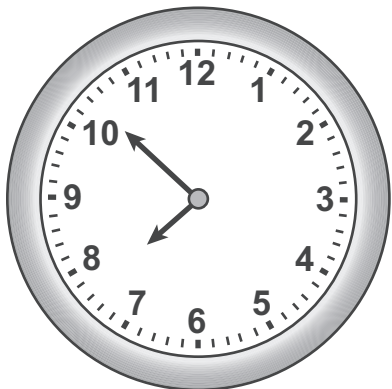
$$9 + 14 + 3 = 26$$

Count forward 26 minutes.



Name \_\_\_\_\_

- 1** Maria looked at her watch when it was time to leave for school.



What time did it show?

- (A) 7:12 a.m.      (C) 8:12 a.m.  
 (B) 7:52 a.m.      (D) 8:52 a.m.

- 2** Luz left for the park at 2:27 p.m. She arrived at 3:09 p.m. How long in minutes did it take Luz to get to the park?

- 3** Zane started painting a picture at 6:07 p.m. and finished at 6:42 p.m.

For how long did he paint his picture?

- (A) 25 minutes  
 (B) 35 minutes  
 (C) 42 minutes  
 (D) 49 minutes

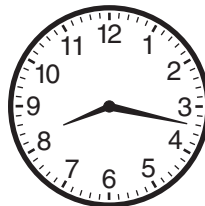
- 4** Chris left his house to walk his dog at 6:25 p.m. He returned home after 26 minutes. He talked to his neighbor outside for 10 minutes before going back inside.

Fill in the blanks with the correct answers.

Chris returned home at \_\_\_\_\_ p.m.

He went inside at \_\_\_\_\_ p.m.

- 5** Jasmine looks at a clock when she arrives at school.



At what time did Jasmine arrive?

- (A) 3:08                      (C) 8:05  
 (B) 3:41                      (D) 8:17

- 6** Rory started playing a computer game at 3:15 p.m. and finished playing at 3:51 p.m.

For how long did Rory play the game?

- (A) 35 minutes      (C) 46 minutes  
 (B) 36 minutes      (D) 66 minutes



# Ohio Communities Studies Weekly 3

PAST AND PRESENT, NEAR AND FAR

DISCOVER MORE!

Primary Source &amp; Bonus Media

## What is the Common Good?

**Steven:** A community is made of people. The more people help each other, the better a community can be! How can you make your community a better place to live? Have you ever thought about it? If people work together to do things that help each other, then a community can become a better place. When you help others, you are working for the common good. When you work for the common good, you try to solve problems in a way that helps everyone. That sounds like a win-win situation!

**Natalia:** The common good is something that helps many or all of the people in a community. That community might be your school, neighborhood, town, state, nation or even the world. Working to get a run-down park fixed up so all the neighborhood kids can play there is working for the common good.

**Steven:** Trying to get a new stoplight for a dangerous intersection is another way to work for the common good. If you or your parents have ever sent money or food to people after a natural disaster such as a hurricane, you have worked for the common good, too. When we elect someone to office, we expect them to work for the common good. If that person doesn't, people won't vote for them again.

### Working for the Common Good

**Natalia:** Let's look at three communities in Ohio that have worked for the common good in a big way:

#### Akron

After the September 11 terrorist attacks, it only took five days for James Crutchfield to meet with the Akron mayor and talk about how Akron citizens could help New York City. They set a goal to collect \$350,000 to buy New York City a new fire truck. Much to their surprise, in only a few days they not only collected that \$350,000 but also \$1 million more! Akron was able to buy an even better fire truck for New York City, as well as two Emergency Medical Services (EMS) vehicles and three Sport Utility Vehicles (SUVs) for the police force. Thousands of people of all ages helped earn the money— from kids and their lemonade

stands to senior citizens asking for donations door to door in their neighborhoods. Everyone worked together to help New York.



September 11th

#### Parma

Parma had an event for many years that people still hold in many places all over Ohio and the United States. It is called Relay for Life. Every year, citizens gather to walk around a track for 24 hours. They want to show others that in order to find a cure for cancer, it takes everyone working together and donating money to the cause. Sean Brennan put together Parma's Relay for Life event for many years. In 2010, his work was even more special because his mother had cancer, too. Each walker or runner in Parma was asked to raise \$100 to donate to the Cancer Society. In 2010, Parma's Relay for Life team raised more than \$100,000! Look around your community and you may find a Relay for Life team near you!



Relay for Life

#### Columbus

About 120,000 people in central Ohio don't know how to read. Some are people who had trouble learning how to read in school, and some are immigrants who speak other languages and are learning to read and speak English. The Columbus Literacy Council started in 1970 to help adults learn how to read. Teaching adults how to read allows them to vote, fill out job applications, read the newspaper and even read to their kids. Many Columbus citizens volunteer to tutor or donate money to help community members enjoy all the benefits of reading.



Columbus Literacy Council







# Being a Good Citizen

What does it mean to be a citizen? A citizen is an official member of a country, state or community. Citizens of the United States have special rights that are laid out in our ruling documents (the Constitution, the Declaration of Independence, etc.).

Along with these special rights, the citizens of the United States also have certain responsibilities that go along with them. A responsibility is something that we are expected to do.

## Working for the Common Good

What does it mean to be a good citizen? Good citizens are not only interested in themselves, but they are also interested in those they live with. A good citizen works for the common good. The word “common” can mean “belonging to the same community.” So when we work for the common good,

we are working for what is best for the whole community, not just for ourselves. A good citizen treats others the way they would like to be treated.

Sometimes, what might be good for us may not be good for the people around us. For example, if you are playing on the playground at school and you want to go down the slide, it may be best for you to cut in line so that you can have more turns on the slide. This would not be best for other children waiting to use the slide, however, because they might not get a turn at all. A good citizen tries to do what is best for everyone and to work for the common good.

## How can you be a good citizen?

A good citizen believes in being honest. This means that good citizens tell the truth and don't take things that don't belong to

them. If people lie, steal, cheat and stop paying attention to rules, no one can feel safe.

Good citizens also believe in treating people fairly and equally. People who treat others differently because of the color of their skin, the language they speak or the religion they believe in are not being good citizens.

Good citizens believe in justice. “Justice” means “being treated fairly by the law.” For example, we believe that all people are innocent until they are proven guilty. This means that we don't punish people for crimes unless we can prove that they actually did the things they have been accused of. Good citizens work to make sure everyone is being treated fairly by the law.

## Our Civic Responsibilities

The word “civic” means “about a city, town or community.” As good citizens, we also have civic responsibilities to take care of. A good citizen has the responsibility to vote. Good citizens should find out all they can about the people running in each election and then vote for the person they believe will do the best job.

Good citizens also serve in the military and sit on a jury (a group of people who listen during a court trial and vote on how the case should turn out) if they are asked to do so. A good citizen takes care of these responsibilities, even if they might not be pleasant.

# Influencing Others

What does it mean to influence others? When you influence others, you have an effect on their decisions. The effect can be good or bad. You can influence them to make the right choice or you can try to get them to make the wrong choice. Has anyone ever tried to get you to do something you know you shouldn't do? How did they try to convince you it was OK to break the rules? Did it work? That person was a negative influence. A real friend would try to be a positive influence. They would try to help you make the right choice.

Think about how others influence you. Do your parents, friends and teachers do or say things that try to get you to act in a certain manner? Of course, they do. As a matter of fact, it's your parents' and teachers' job to be a positive influence on you. Sometimes their influence is as simple as a look or as complicated as a long discussion about how to behave in public. It's important to listen to the people who have a positive influence on you and to ignore the ones who are trying to get you to do the wrong thing.

Now think about how you influence others. Maybe you've done something subtle (not really obvious), like laughing when your friends act silly in class. When you laugh, aren't you telling them it's OK to be silly when they should be listening? If you choose not to laugh, you may be a positive influence on your friends. You might even help them learn something!

If you think your influence will make a difference, you're right!



# Civic Virtues: Helping in Your Community

Civility (politeness), cooperation and volunteerism are civic virtues. When you help others, you are showing these civic virtues. Many groups work to provide food, water, medicine and education to people in need. Groups can be local, statewide, national or even international (worldwide). If everyone gives time, resources or a little bit of money to help

others, then communities improve. By the way, most people will tell you that doing nice things for others makes you feel good!

Here are some groups that show civility, cooperation and volunteerism. You may have heard of some of them. Habitat for Humanity, Heifer Project International and the American Red

Cross are groups that help people. You and your parents can volunteer with a group, too. Being a good citizen includes taking care of your community—in your hometown or in the world! As you read, draw a star next to the groups you've heard of and a question mark next to the groups you want to learn more about.

## Habitat for Humanity

Habitat for Humanity is a program that builds homes and helps improve communities for low-income families. Habitat for Humanity does not give away homes for free; it helps people in need afford nice homes. It can do this with the help of donations and volunteers.

Volunteers are people who do work for no pay.

Many people, clubs and businesses volunteer to help Habitat for Humanity. Families who buy the homes also help build them. Habitat for Humanity is trying to help fix the problems of poverty and homelessness. When they build, they often tear down ruined structures and help clean up areas that people have used for dumping. This makes neighborhoods safer and cleaner. So far, they have built more than 400,000 homes around the world!



## Heifer Project International

Heifer Project International (HPI) works with communities around the world to help end hunger and poverty. Their goal is for people to have lives of hope and independence. HPI does this by giving livestock (cows, goats, chickens and more) to families in need. They help families learn to care for the animals. They also teach families about eating healthier meals and show them how to make money from the animals. For example, families can sell extra

milk or eggs and use the money to buy more food or other needed items. This improves families' lives and gives children time to go to school. Each family who gets an animal agrees to give one of its offspring to another family in need. This is how the gift keeps growing and helping more families around the world!



## The American Red Cross

Clara Barton was a nurse who helped soldiers on the battlefields of the Civil War. Several years later, in 1881, she began the American Red Cross. Clara

learned about the International Red Cross in Europe, so she decided to create a Red Cross chapter in America. The American Red

Cross has been one of the nation's best emergency response groups ever since. It helps the needy, teaches people about health and safety, and shares supplies with people who have been through wars or natural disasters. The Red Cross also asks people to donate blood. The blood they collect helps save lives around the world.

Talk with your class about how each of these groups shows civic virtues. Do some research with your parents to see how your family can help groups like these. There are many choices and many ways to help!





Name \_\_\_\_\_

**Activity**

## How do good citizens solve problems?

Have you ever had a problem you needed to solve? Maybe you need to get a school project done with a group of classmates, or perhaps you and a friend can't decide

what game to play together. Good citizens can use this process to help find solutions, or answers, to problems.

1. Identify the problem
2. Gather information
3. Think about all the options
4. Consider each option
5. Choose a solution
6. Think about the results

Using a problem-solving process like this can help people solve problems without getting angry or frustrated. Give it a try!

Identify the problem — What exactly needs to be done or solved?

Gather information — Get all the facts. Everyone should listen to each other's ideas.

Think about all the options — What are all the possible ways to solve the problem?

Consider each option — What are the good things and bad things about every possible solution?

Choose a solution — Once everyone agrees, go ahead and solve the problem.

Think about the results — Did the plan work? Will you use the same plan next time? What could you do differently next time?

**Activity**

## You Decide!

Is it for the common good? Look at the activities listed in the box. If the activity is for the common good, write it on the lines below the box.

working at a homeless shelter  
 earning money for a new video game  
 doing your homework  
 cleaning up a neighborhood park  
 washing your dog

playing at the park  
 picking up trash on your school playground  
 selling brownies and donating the money to a charity  
 baking cookies to earn a prize  
 voting to increase taxes for a new school

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Let's Write**

Write a story about a time you helped solve a problem at school or in your neighborhood that was for the common good.

**Think & Review**

1. What is a responsibility you have?
2. Do you think your actions affect others? How?
3. What is an example of a civic organization that you could join?
4. What is the common good and why is it important?

## Art & Music Grade 3 Week 3 & 4

**M-W:**

Create a comic book: over 4 days, create your own comic book using the templates provided as your guide. Feel free to create your own version of the template as well.

Mon. Week 3 day 1: create your characters

Wed. week 3 day 3: create your story

Mon. week 4 day 1: illustrate your comic

Wed. week 4 day 3: complete your comic

For more information:

<https://comicsforbeginners.com/free-online-tools-for-comic-creators/>

**F: Photo journal**

Continue working on your photo journal, and use the following themes as inspiration.

Week 3: Stuck in place

Week 4: Family

**Music:** Read the information on Ragtime (week 3 Day 2) and Musical Theatre (week 4 day 2) and use YouTube, Spotify and other sources to listen to examples of the style of music. Pick a favorite and write why you liked it.

For Scott Joplin (week 3 day 4) & Leonard Bernstein (week 4 day 4): read the bio, listen to the songs by the composer, and write a reflection. Have you heard the music before? Where? Does it remind you of any modern songs? If yes, what song? The below links will take you to the songs.

Scott Joplin *Maple Leaf Rag* <https://www.youtube.com/watch?v=rBlnnwV21DM>

Scott Joplin *The Entertainer* <https://www.youtube.com/watch?v=TSoXBkF832I>

Leonard Bernstein *Cool from West Side Story* <https://www.youtube.com/watch?v=wugWGHltaQA>

**Once per week, use NY Philharmonic Young Peoples Concerts, conducted by Leonard Bernstein**

<https://www.youtube.com/watch?v=rxwWlQNGeKE&list=PLyPLVV5ZP3toAOnj7OcVXN8voaQKFazUY>

**Gr 3 week 3**

Monday	Tuesday	Wednesday	Thursday	Fri
Art Create a comic book	Music Ragtime	Art Create a comic book	Music Scott Joplin	Art Photo Journal

**Gr 3 week 4**

Monday	Tuesday	Wednesday	Thursday	Fri
Art Create a comic book	Music Musical Theater	Art Create a comic book	Music Leonard Bernstein	Art Photo Journal

### Ragtime Facts

Stylistic Origins: Cakewalk & African-American Folk music

Cultural origins: 1890's USA

Typical Instruments: Piano, sometimes Banjo

Mainstream Popularity: 1900's, 1910's, 1970's

Derivative Forms: Stride, novelty piano, quickstep, foxtrot, honky-tonk

Fusion Genres: Jazz, Boogie Woogie, Bluegrass

Ragtime (or rag-time) is a musical genre which enjoyed its peak popularity between 1897 and 1918.

Its main characteristic trait is its syncopated, or 'ragged', rhythm. It began as dance music in American cities such as St. Louis and New Orleans years before being published as popular sheet music for piano.

Ragtime was a modification of the march made popular by John Philip Sousa, with additional polyrhythms typical of African music. The ragtime composer Scott Joplin became famous through the publication in 1899 of the Maple Leaf Rag and a string of ragtime hits that followed. For at least 12 years after its publication, the Maple Leaf Rag heavily influenced subsequent ragtime composers with its melody lines, harmonic progressions or metric patterns.

Ragtime fell out of favor as jazz claimed the public's imagination after 1917, but there have been numerous revivals since. First, in the early 1940s many jazz bands began to include ragtime in their repertoire and put out ragtime recordings on 78 rpm records. A more significant revival occurred in the 1950s as a wider variety of ragtime styles of the past were made available on records, and new rags were composed, published, and recorded.

In 1971 Joshua Rifkin brought out a compilation of Scott Joplin's work which was nominated for a Grammy Award. In 1973, the motion picture *The Sting* brought ragtime to a wide audience with its soundtrack of Joplin tunes. Subsequently, the film's rendering of Joplin's 1902 rag *The Entertainer* was a Top 5 hit in 1974.

Ragtime (with Joplin's work in the forefront) has been cited as an American equivalent of minuets by Mozart, mazurkas by Chopin, or waltzes by Brahms. Ragtime influenced classical composers including Erik Satie, Claude Debussy and Igor Stravinsky. Ragtime was included in the dance styles of Vernon and Irene Castle, and influenced the English ballroom dances, the foxtrot and the quickstep.



## Hey Kids, Meet Scott Joplin

American Musician and Composer (1867 or 1868-1917)



**Scott Joplin**, the second of six children, was born sometime between June 1867 and January 1868 in Eastern Texas. His father was a slave, while his mother was born a free black woman. After 1871 Joplin and his family moved to Texarkana, Texas. It was then that young Scott taught himself music on a piano in a home where his mother worked.

Exhibiting musical ability at an early age, Joplin received free music lessons from a local German music teacher. His teacher not only trained him to play the piano well, but also gave him a well-rounded knowledge of classical music form. It was this training in classical form that served him in later years in developing his compositional style.

In the late 1880's Joplin left home to pursue his musical career. By 1898 Joplin had sold six pieces for the piano. By 1889 he had published his most celebrated composition, *Maple Leaf Rag* which placed Joplin at the top of the list of ragtime performers and established ragtime as an important musical form. In the early 1900's, Joplin and his new wife, Belle, moved to St. Louis, Missouri. While living there, he composed some of his best-known works including *The Entertainer* and *Elite Syncopations*.

Scott Joplin died April 1, 1917. He remains the best-known ragtime composer and performer. He also is regarded as one of the three most important composers of classic ragtime.