Instructional Packet

3rd Grade

Week 3

This book belongs to

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Genesee Intermediate School District
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Week 3

Please work with your child to complete the activities in the packet.

Your child may do these on their own or you may support them as needed.

Bug Power

Teamwork

How do some insects work together?

What do termites, ants, and honeybees have in common? They are all **social (SOH-shuhl) insects**. Social insects live together in large groups called **colonies**. Social insects always have at least one queen. The queen is the mother. She lays the eggs. The rest of the group divides the work.

Amazing Ants

Ants often live in underground nests. The nests have thousands of rooms connected by tunnels. Millions of ants may live together in a nest. It can contain more than one queen. Worker ants take care of all the other ants. Larger worker ants are called soldier ants. Their job is to guard the nest.

Busy Bees

Gerry Ellis/Getty Images

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Life in a honeybee hive is busy. Up to 60,000 bees may live together. Only one queen bee lives in a hive. Worker bees do all the chores. They care for the young bees and the queen. They clean and guard the hive and control the hive's temperature. The workers also make food for all the bees in the hive.

Talented Termites

Oxford Scientific/Jupiter Images

Termites build tall nests in wood or soil. A nest can be up to 40 feet high. Millions of termites may live in one nest. Every colony has a king and a queen. They make the eggs. Worker termites build the nest and care for the eggs. Soldier termites protect the colony.

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Name: _____ **Date:** _____

1. According to the text, what do termites, ants, and honeybees have in common?

A. They are all social insects.

B. They are all antisocial insects.

C. They are all worker insects.

D. They are all soldier insects.

2. To organize this text, the author divides it into sections with subheadings. What does the author describe in the section with the subheading "How do some insects work together?"

A. what social insects are

B. an ant colony's underground nest

C. all of the chores that worker bees do

D. the job of soldier termites

3. Read these sentences from the text.

"Ants often live in underground nests. The nests have thousands of rooms connected by tunnels. Millions of ants may live together in a nest.

[...]

Termites build tall nests in wood or soil. A nest can be up to 40 feet high. Millions of termites may live in one nest."

Based on this information, how are ants and termites different?

A. Ants live underground, whereas termites live above ground.

B. Ants live in nests, whereas termites live in hives.

C. Ants only have one queen, whereas termites can have more than one queen.

D. Ants have soldier ants that protect the colony, whereas termites do not.

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4. Based on the information in the text, how are worker ants and worker bees similar?

A. Worker ants and worker bees both care for the other insects in their colonies.

B. Worker ants and worker bees both lay eggs for their colonies.

C. Worker ants and worker bees both build homes for their colonies.

D. Worker ants and worker bees both make food for their colonies.

5. What is a main idea of this text?

A. Soldier termites protect the colony.

B. Social insects always have at least one queen.

C. Social insects live and work together in colonies.

D. Ants often live in underground nests.

6. Read this sentence from the text.

"How do some insects work together?"

Why might the author have begun the text with this question?

A. to introduce a key question that the text will answer

B. to signal an argument that the text will be making

C. to persuade readers to answer the question

D. to show the author's confusion about how insects work together

7. Choose the answer that best completes the sentence.

An ant nest can contain more than one queen, _____ a beehive only contains one queen.

A. like

B. if

C. but

D. then

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8. Social insects always have at least one queen. What does the queen do?

9. Describe the work of worker ants, worker bees, and worker termites.

Support your answer with evidence from the text.

10. Worker insects are just as important as queen insects.

Form an argument for or against this statement.

Support your answer with evidence from the text.

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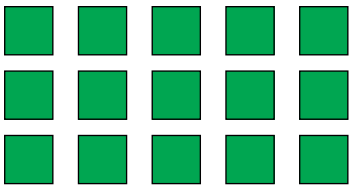
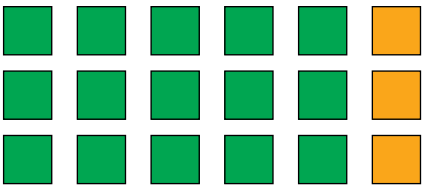
WRITING PROMPT

Week 3

Make a list of 5 things you like to do to get exercise. Check off each one as you complete it throughout the week.

CCSS.MATH.CONTENT.3.OA.A.1
Interpret products of whole numbers, e.g., interpret 5 × 7 as the total number of objects in 5 groups of 7 objects each. For example, describe a context in which a total number of objects can be expressed as 5 × 7.

Uses five facts to help solve these problems. Draw an array that models the multiplication fact. Then, double the array. Then, double the array again.

Array 1	Array 2
 3 × 5 = 15	 3 × 6 = 18
6 × 5 = _____	6 × 6 = _____
5 × 2 = _____	4 × 2 = _____
8 × 5 = _____	8 × 4 = _____
7 × 5 = _____	6 × 7 = _____

Solve each problem using five facts.
Draw the array that helped you solve it.

Array 1	Array 2
$6 \times 3 =$ _____	$8 \times 4 =$ _____
$4 \times 4 =$ _____	$6 \times 4 =$ _____
$9 \times 6 =$ _____	$6 \times 2 =$ _____
$7 \times 4 =$ _____	$6 \times 8 =$ _____
$6 \times 7 =$ _____	$4 \times 9 =$ _____

MOON MISSION

CCSS.MATH.CONTENT.3.OA.D.9
Identify arithmetic patterns (including patterns in the addition table or multiplication table), and explain them using properties of operations. For example, observe that 4 times a number is always even, and explain why 4 times a number can be decomposed into two equal addends.

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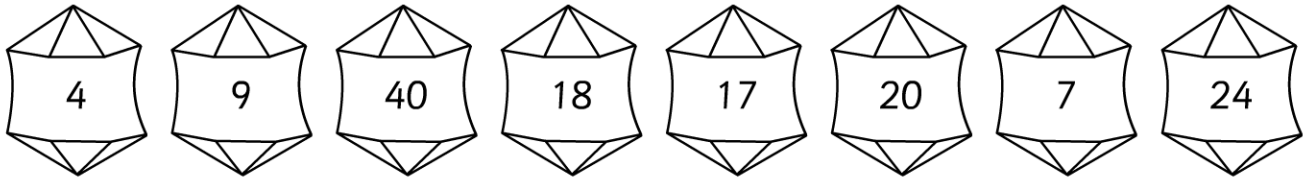
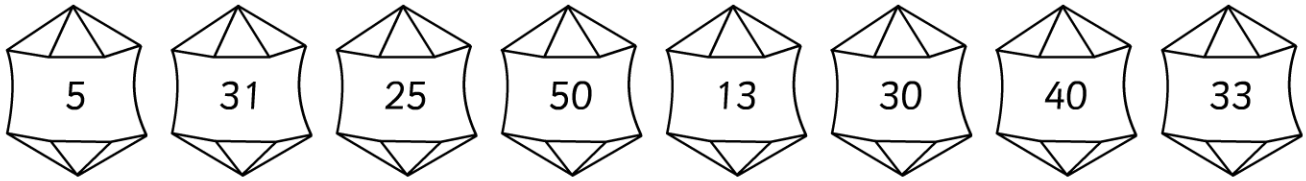
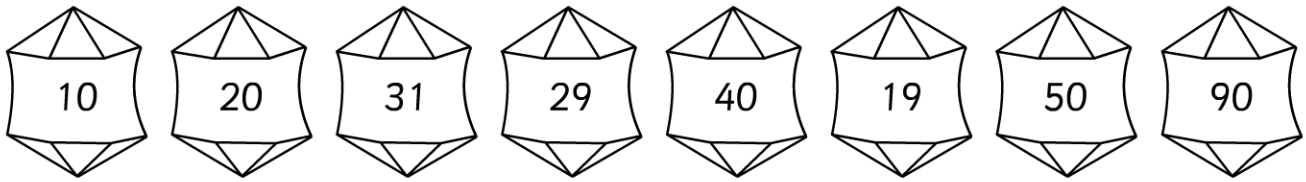
Stig only wants to use crystals that are multiples of 2.
Help him by circling the crystals that are multiples of 2.



Stig only wants to use crystals that are multiples of 5.
Help him by circling the crystals that are multiples of 5.



Stig only wants to use crystals that are multiples of 10.
Help him by circling the crystals that are multiples of 10.



Color in all the numbers that are multiples of 10, multiples of 5 and finally multiples of 2.
Write down which numbers are not colored in below.

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50

The numbers not colored in are:

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CCSS.MATH.CONTENT.3.OA.D.9
Identify arithmetic patterns (including patterns in the addition table or multiplication table), and explain them using properties of operations. For example, observe that 4 times a number is always even, and explain why 4 times a number can be decomposed into two equal addends.

10 times table

Count in 10s, color, and find a pattern.

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

Write the answers.

1 x 10 = 10 | 2 x 10 = | 3 x 10 = | 4 x 10 =

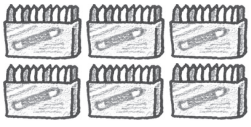
5 x 10 = | 6 x 10 = | 7 x 10 = | 8 x 10 =

10 x 10 = | 9 x 10 =

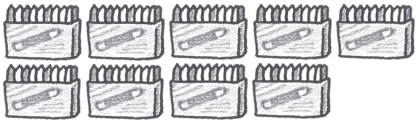
Each box contains 10 crayons. How many crayons are there altogether?

2 sets of 10 | 2 x 10 = 20 crayons

sets of 10 | x | = crayons



sets of 10 | x | = crayons



sets of 10 | x | = crayons

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GREAT SCHOOLS

CCSS.MATH.CONTENT.3.OA.D.9
Identify arithmetic patterns (including patterns in the addition table or multiplication table), and explain them using properties of operations. For example, observe that 4 times a number is always even, and explain why 4 times a number can be decomposed into two equal addends.

2 times table

Count in 2s, color, and find a pattern.

1	2	3	4	5
6	7	8	9	10
11	12	13	14	15
16	17	18	19	20
21	22	23	24	25

Write the answers.

1 x 2 = 2 | 2 x 2 = | 3 x 2 = | 4 x 2 =

5 x 2 = | 6 x 2 = | 7 x 2 = | 8 x 2 =

9 x 2 = | 10 x 2 =

How many ears?

5 sets of 2 | 5 x 2 = 10 ears

sets of 2 | x | = ears

sets of 2 | x | = ears

sets of 2 | x | = ears

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Name:

See, Feel and Hear

For each of the character traits, what do you see, hear and do? See the example:

Kindness see: *helping hand for tidying, being a friend to someone looking lonely, lending a pencil*

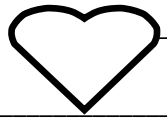
Kindness feel: *you belong, others care, feel good.*

Kindness hear: *a compliment, an offer to play, offer to help with a project.*

Name a trait and complete the 'see, hear and do'.

_____

trait



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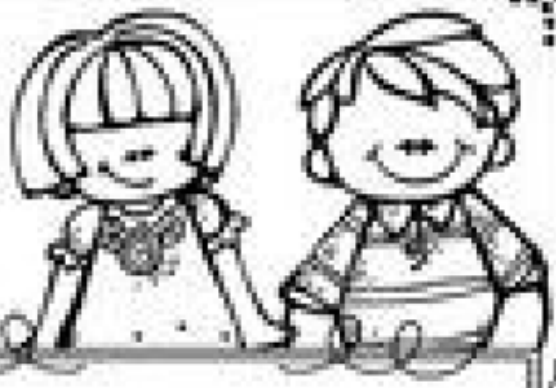
When I grow up...



I'm going to ...

_____

_____

_____

_____

I'll probably look like this...

I'm going to be a _____

I'll probably live _____