

Tercer Grado Aprendizaje Digital - Tareas

Semana del 4 de Mayo

Complete una actividad por materia cada día.

Lunes 5/4	Martes 5/5	Miércoles 5/6	Jueves 5/7	Viernes 5/8
RELA / Lectura y Lenguaje				
<ul style="list-style-type: none"> Lea Kingdoms of Gold. Use el organizador gráfico principal idea-box y viñetas para ayudarlo a pensar sobre la idea principal y los detalles del texto. 	<ul style="list-style-type: none"> Usando Kingdoms of Gold, identifique una estructura de texto que el autor utilizó para organizar el texto. Use la tabla de estructura de texto (adjunta) para ayudarlo. Complete el organizador gráfico (visual) del cuadro para demostrar que ha seleccionado una estructura de texto que se utilizó 	<ul style="list-style-type: none"> Usando Kingdoms of Gold, identifique otra estructura de texto que el autor usó para organizar el texto. Complete el organizador gráfico (visual) del cuadro para demostrar que ha seleccionado una estructura de texto que se utilizó. 	<ul style="list-style-type: none"> Usando Kingdoms of Gold, explique cómo cada una de las características del texto en el pasaje lo ayudan a comprender mejor el texto. Características de texto que están presentes: título, subtítulos y mapa. 	<ul style="list-style-type: none"> Joseph Bruchac - Para calificación (adjunto). Las respuestas no tienen que estar escritas en la hoja adjunta. Envíe una foto por correo electrónico a su maestro de lectura.
Math / Matemáticas				
<p>Búsqueda de Área y Perímetro</p> <p>Y</p> <p>1 lección de matemáticas en i-Ready</p>	<p>Lado perdido: Área Y</p> <p>1 lección de matemáticas en i-Ready</p>	<p>Lado perdido: Perímetro</p> <p>Y</p> <p>1 lección de matemáticas en i-Ready</p>	<p>Problemas verbales de área y perímetro Y</p> <p>1 lección de matemáticas en i-Ready</p>	<p>Quiz de Área and Perímetro</p> <p>Y</p> <p>1 lección de matemáticas en i-Ready</p>

Text 19 Which part of Africa was known as the Land of Gold?

Kingdoms of Gold: The Empires of West Africa

The kingdoms of West Africa are not nearly as well known as those of ancient Egypt and Nubia. Yet there was a time when rulers of this region were thought to be the richest kings in all the world. From about A.D. 300 to 1700, three great empires flourished in the lands just to the south of the Sahara Desert. These were the empires of Ghana, Mali, and Songhay.

The Empire of Ghana

Today, *Ghana* is the name of a West African country on the Atlantic coast. It was not part of the ancient empire of Ghana, though. The country of Ghana adopted the name in 1957 in honor of the ancient empire of Ghana.

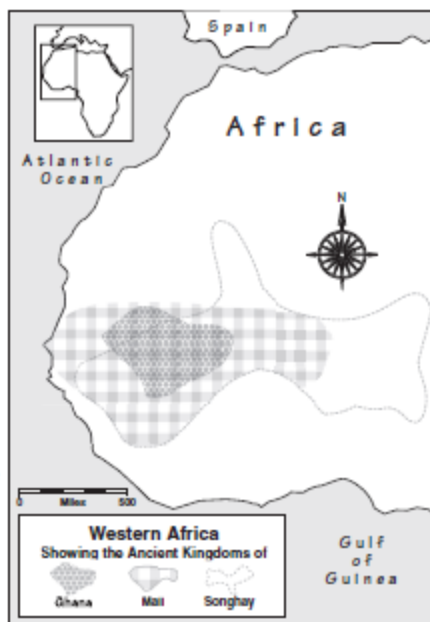
The word *Ghana* actually means "warrior-king." It was a title given to the rulers of the Soninke people who called their homeland *Wagadu*. *Wagadu* was located at the edge of the Sahara Desert, far from the ocean.

The Soninke people were highly skilled in metal working. For many years they were the only people in the region who knew how to forge iron. This skill helped them become powerful. Metal tools made their farms more productive. One farmer could grow enough food for many people. This left more people free to follow other occupations. Many men became soldiers. Using metal swords and spears, they easily conquered rivals whose weapons were made of wood or stone.

As *Wagadu* grew in size and power, it became an important center of trade. The regions around it had a variety of

resources. The most important of these were gold and salt. Gold came from secret locations in the south. There was so much gold that the Ghana king had to control the supply carefully. Otherwise, it might become too common and lose its value.

Salt, on the other hand, was very scarce. Because people need salt to live, it was literally worth its weight in gold. Most of the salt came from the Taghaza mines in the Sahara Desert. Traders bringing salt through *Wagadu* had to pay a large tax in gold. The gold went to the king, who used it to keep the army and the government strong. *Wagadu* had so much gold that the first Arabic writer to write about it called it the *Land of Gold*.



Influence of the Arabs

By the year 680, powerful Arab armies had conquered most of North Africa. When they reached Morocco, they heard about a land of gold across the desert. They sent an army south to conquer it. The Arabs were surprised by the power of the *Wagadu* army. They decided it would be wiser to trade with these people than to fight them.

The people of *Wagadu* had no written language until the Arabs came. The earliest accounts of life in *Wagadu* were written by Arabs. They called the kingdom *Biland Ghana*, "the land of the warrior-king." This was shortened to *Ghana*. That is why the first great West African kingdom is called Ghana rather than *Wagadu*.

Main Idea and Details Graphic Organizer: Box and Bullets

Idea principal y organizador gráfico de detalles: caja y viñetas

****Remember, the main idea should not be a few words (that is a topic). The main idea should be very specific to what they text teaches. / Recuerde, la idea principal no debe ser unas pocas palabras (ese es un tema). La idea principal debe ser muy específica de lo que el texto enseña.**

Ex/Ejemplo: Topic- Dogs Main Idea/Idea principal: How to take care of dogs.

Main Idea/Idea principal

- Detail/*Detalle* 1-
- Detail/*Detalle* 2-
- Detail/ *Detalle* 3-
- Detail / *Detalle* 4-

Text Structure Notes and Reminders/

Notas de estructura de texto y recordatorios

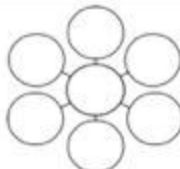
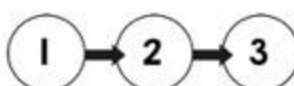
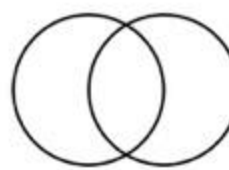
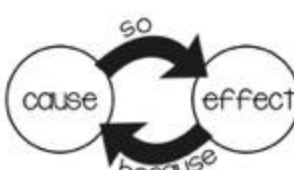
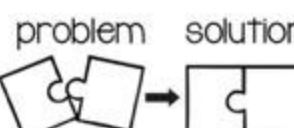
- Los autores usan diferentes estructuras de texto a lo largo de su escritura.
- Los autores a menudo cambian la estructura del texto de un párrafo a otro para ayudar al lector a comprender mejor lo que están enseñando.
- Busque pistas o palabras clave.
- La columna visual del cuadro que está a continuación es el organizador gráfico para ayudarlo a demostrar cual es la estructura del texto.
- La idea principal y los detalles también es una estructura de texto que usan los autores. Box and Bullets/Cuadro y Viñetas es el organizador visual o gráfico para ayudarlo a demostrar que.

Nonfiction

TEXT STRUCTURE

What is nonfiction text structure?

The text structure is how the information in a text is organized for the reader.

Text Structure	Explanation	Clue Words	Visual
Descriptive	This text describes characteristics of something.	<ul style="list-style-type: none">• for example• such as• adjectives	
Chronological Order	This text describes a sequence of events, or a list of steps.	<ul style="list-style-type: none">• first, next, last• before, after• dates, years	
Compare & Contrast	This text discusses similarities and differences between two or more things.	<ul style="list-style-type: none">• like/ unlike• similarly• on the other hand	
Cause & Effect	This text explains events (causes) the results of these events (effects).	<ul style="list-style-type: none">• because• consequently• this is why• so	
Problem & Solution	The text describes a problem and how it was solved.	<ul style="list-style-type: none">• because• since• this led to	

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Joseph Bruchac

Growing Up Near Mountains

Joseph Bruchac grew up in the mountains of New York. He lived with his grandmother and grandfather. Young Joseph loved to go with his grandfather everywhere he went. His grandfather showed him how to walk softly through the woods and how to fish in the lakes and rivers.

As a child, Joseph spent time working in his grandparents' store. When he made mistakes, his grandfather would never shout or yell at him. Instead, he would talk to Joseph about what had happened. That way Joseph could know how to do better the next time. During the winter, farmers would come to the store. They would sit around the stove and tell Joseph stories.

While growing up, Joseph loved to read and write. Joseph's grandmother kept bookshelves in the house full of books. There was always plenty to read. He liked to read storybooks about animals. He also liked reading poetry. He even wrote some poems of his own! One time, he wrote a poem for his teacher. She was very proud.

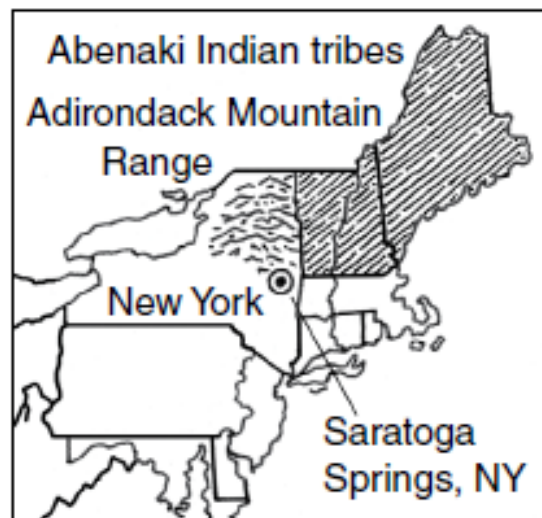
Abenaki Storyteller

Joseph's grandfather was an Abenaki Native American. Joseph became interested in stories told by the Abenaki. When he was in college, Joseph would sometimes visit Native American elders. He would listen to them tell stories. These stories were fun to listen to. But they also taught great lessons about life. Later, Joseph started to have children of his own. He wrote down the stories he heard. Then he read them to his two sons. Soon after that, Joseph began to write children's books. These books told the stories of the Abenaki and other Native American peoples.

Helping Others

In the fourth grade, Joseph's teacher told him, "Whatever you want to do, you should do it." Joseph wanted to write and help others. And that's just what he did. First, he began to write stories. These stories taught children about being kind. They also taught children to care for the Earth. Then, Joseph went to schools all over the United States. He read his stories to children. Now, Joseph helps other writers share their stories.

Today, Joseph spends time in his garden. He has gardens all around his house. The inside of his house is full of many plants. Joseph has been all over the world. But he still lives in the hometown where he grew up. "It is a place I love," says Joseph. He still likes to walk through the woods and mountains. Every day he gets ideas for brand-new stories.



Map of Joseph Bruchac's homeland

Joseph Bruchac Questions (for a grade)

1. What is the main idea of the text Joseph Bruchac? How do you know? _____

2. What text structures do paragraphs 1-3 show? How do you know? _____

3. How does the map help you better understand the text? _____

4. Write a summary of the text Joseph Bruchac. _____

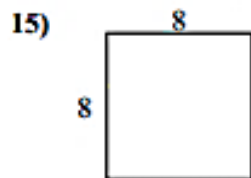
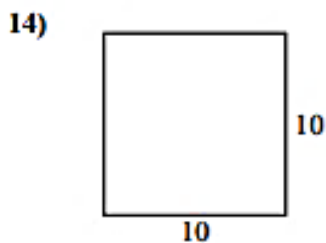
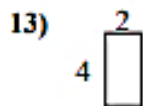
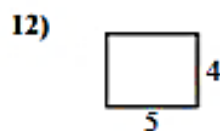
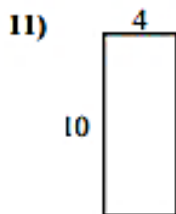
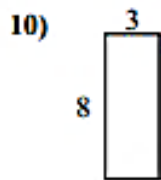
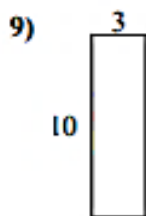
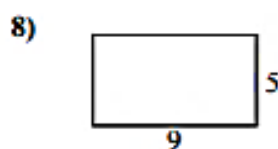
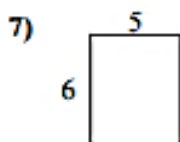
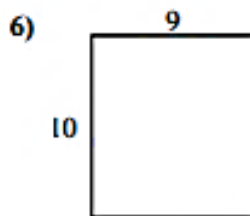
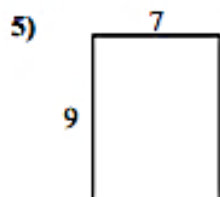
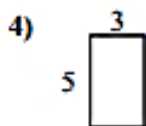
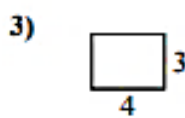
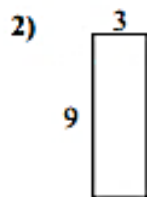
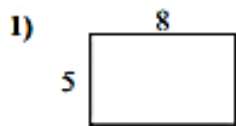


Finding Perimeter & Area

Name: _____

Find the perimeter and area of each figure. Each figure is in centimeters (cm). Not to scale.

Answers



1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____
13. _____
14. _____
15. _____

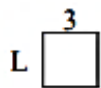


Finding Side Length (Given Area)

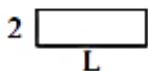
Name: _____

Determine the value of 'L'.

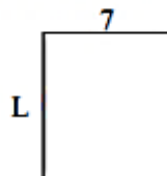
1) Area = $9 u^2$



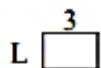
2) Area = $12 u^2$



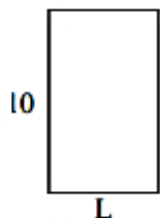
3) Area = $56 u^2$



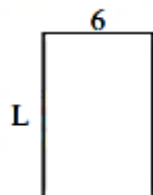
4) Area = $6 u^2$



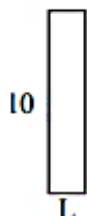
5) Area = $60 u^2$



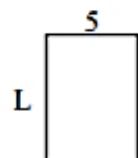
6) Area = $54 u^2$



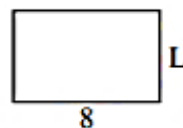
7) Area = $20 u^2$



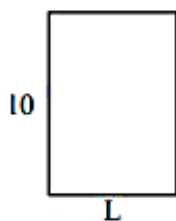
8) Area = $35 u^2$



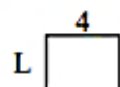
9) Area = $40 u^2$



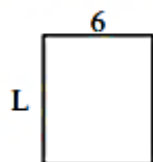
10) Area = $70 u^2$



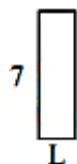
11) Area = $12 u^2$



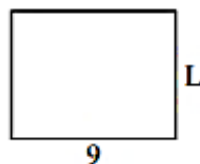
12) Area = $42 u^2$



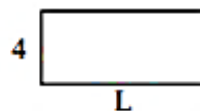
13) Area = $14 u^2$



14) Area = $63 u^2$



15) Area = $36 u^2$



Answers

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____
13. _____
14. _____
15. _____



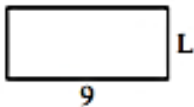
Finding Side Length (Given Perimeter)

Name: _____

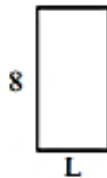
Determine the value of 'L'. Lengths are in cm (not to scale).

Answers

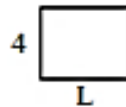
1) Perimeter = 26



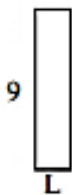
2) Perimeter = 24



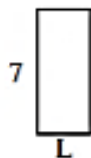
3) Perimeter = 18



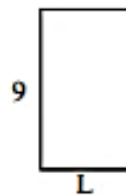
4) Perimeter = 22



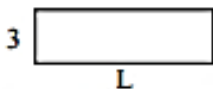
5) Perimeter = 20



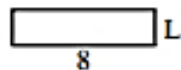
6) Perimeter = 28



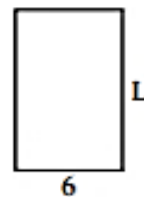
7) Perimeter = 26



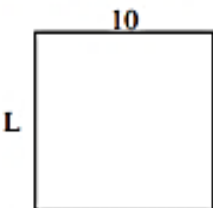
8) Perimeter = 20



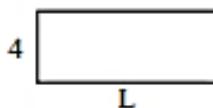
9) Perimeter = 30



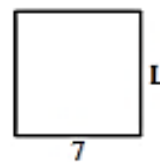
10) Perimeter = 40



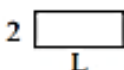
11) Perimeter = 28



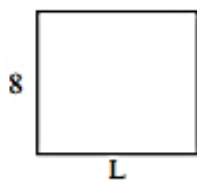
12) Perimeter = 28



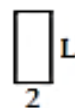
13) Perimeter = 14



14) Perimeter = 34



15) Perimeter = 12



- 1. _____
- 2. _____
- 3. _____
- 4. _____
- 5. _____
- 6. _____
- 7. _____
- 8. _____
- 9. _____
- 10. _____
- 11. _____
- 12. _____
- 13. _____
- 14. _____
- 15. _____



Solve the problems.

- 1) A piece of plywood was cut so its length was 8 feet by 4 feet. What is the area of the wood?

- 2) A book had a length of 5 inches and a width of 10 inches. What is the area of the book?

- 3) A rectangle swimming pool was 9 meters wide with a surface area of 90 square meters. What is the length of the pool?

- 4) An envelope from the post office is 3 inches wide with a total area of 30 square inches. What is the height of the envelope?

- 5) A book had a length of 5 inches and a width of 8 inches. What is the perimeter of the book?

- 6) Wendy bought some wrapping paper for Christmas that was 5 feet long and 2 feet wide. What is the area of the wrapping paper she bought?

- 7) Rachel was cutting out some fabric for a friend. She cut a piece that was 5 centimeters wide and had an area of 20 cm^2 . How long was the piece?

- 8) Faye bought some wrapping paper for Christmas that was 8 feet long and 8 feet wide. What is the perimeter of the wrapping paper she bought?

- 9) A rug had a length of 2 feet and a total area of 10 ft^2 . What is the width of the rug?

- 10) An envelope from the post office is 6 inches wide and 8 inches long. What is the perimeter of the envelope?

Answers

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____



Solve the problems.

- 1) Adam was painting a wall in his room. The wall was 4 feet wide and 4 feet tall. What is the area of the wall he has to paint?
- 2) A lawn had an area of 35 square feet. If it was 7 feet width, how long was it?
- 3) A rectangle flower bed had a total area of 35 square yards. If it was 5 yards wide, how long was it?
- 4) At the playground, the new sandbox was 10 meters wide and had an area of 60 square meters. How long is the sandbox?
- 5) The woods behind Tom's house were 8 miles wide and 6 miles long. What is the area of the woods?
- 6) A video game map was 3 meters wide and 5 meters long, what is the area of the map?
- 7) A book had a length of 5 inches and a width of 8 inches. What is the perimeter of the book?
- 8) Faye was cutting out some fabric for a friend. She cut a piece that was 3 centimeters wide and had an area of 24 cm^2 . How long was the piece?
- 9) Sarah had a sheet of paper that was 3 inches long and 7 inches wide. What is the perimeter of the paper?
- 10) A piece of plywood was cut so its length was 6 feet by 5 feet. What is the perimeter of the wood?

Answers

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

