

### 3rd Grade Study Plan- April 27th

<b>Week 6</b> Monday/ lunes	Tuesday/ martes	Wednesday/ miercoles	Thursday/ jueves	Friday/ viernes
<p>ELA</p> <ul style="list-style-type: none"> <li>Read 30 minutes independently</li> <li>1 Lexia/ Reading Plus lesson</li> <li>Read "Ramona and Her Father", page 83</li> <li>Daily Journal Entry: Re-read pages 88-89. What is the Quimby's problem?</li> </ul> <hr/> <p>Math</p> <ul style="list-style-type: none"> <li>1 Dreambox or ST Math Lesson</li> <li>Monday Homework</li> <li>Math Sprint: lesson 2A</li> </ul> <hr/> <p>ELD</p> <ul style="list-style-type: none"> <li>Create-a-Word Prefix</li> </ul> <hr/> <p>PE</p> <ul style="list-style-type: none"> <li><a href="#">PE Activities</a></li> </ul> <hr/> <p>Extension Activities:</p> <ul style="list-style-type: none"> <li>SEL Feelings Journal</li> <li><a href="#">Parent Letter</a></li> <li><a href="#">Counseling Postcard</a></li> <li><a href="#">FUESD's SEL Resources</a></li> </ul> <hr/> <p>Optional STEM:</p> <ul style="list-style-type: none"> <li>Complete one LEGO challenge!</li> </ul>	<p>ELA</p> <ul style="list-style-type: none"> <li>Read 30 minutes independently</li> <li>1 Lexia/ Reading Plus lesson <ul style="list-style-type: none"> <li>Read "Beverly and Her Family of Fans", page 104</li> </ul> </li> <li>Daily Journal Entry: What was Beverly Cleary's purpose for writing this story? How do you know?</li> </ul> <hr/> <p>Math</p> <ul style="list-style-type: none"> <li>1 Dreambox o ST Lesson</li> <li>Tuesday Homework</li> <li>Math Sprint: lesson 2B</li> </ul> <hr/> <p>ELD</p> <ul style="list-style-type: none"> <li>Create-a-Word Prefix</li> </ul> <hr/> <p>PE</p> <ul style="list-style-type: none"> <li><a href="#">PE Activities</a></li> </ul> <hr/> <p>Extension Activities:</p> <ul style="list-style-type: none"> <li>SEL Feelings Journal</li> <li><a href="#">Parent Letter</a></li> <li><a href="#">Counseling Postcard</a></li> <li><a href="#">FUESD's SEL Resources</a></li> </ul> <hr/> <p>Optional STEM:</p> <ul style="list-style-type: none"> <li>Complete one LEGO challenge!</li> </ul>	<p>ELA</p> <ul style="list-style-type: none"> <li>Read 30 minutes independently</li> <li>1 Lexia/ Reading Plus lesson</li> <li>Re-read "Ramona and Her Father", page 83</li> <li>Daily Journal Entry: Describe two solutions Ramona has for helping her family with their problem. Why might these work or not work?</li> <li><a href="#">Optional: Wild Dog's Teamwork</a></li> <li>Complete a Six Word Story about the Wild Dogs video.</li> </ul> <hr/> <p>Math</p> <ul style="list-style-type: none"> <li>1 Dreambox or ST Math Lesson</li> <li>Wednesday Homework</li> <li>Math Sprint: lesson 13A</li> </ul> <hr/> <p>ELD</p> <ul style="list-style-type: none"> <li>Create-a-Word Prefix</li> </ul> <hr/> <p>PE</p> <ul style="list-style-type: none"> <li><a href="#">PE Activities</a></li> </ul> <hr/> <p>Extension Activities:</p> <ul style="list-style-type: none"> <li>SEL Feelings Journal</li> <li><a href="#">Parent Letter</a></li> <li><a href="#">Counseling Postcard</a></li> <li><a href="#">FUESD's SEL Resources</a></li> </ul> <hr/> <p>Optional STEM:</p> <ul style="list-style-type: none"> <li>Complete one LEGO challenge!</li> </ul>	<p>ELA</p> <ul style="list-style-type: none"> <li>Read 30 minutes independently</li> <li>1 Lexia/ Reading Plus lesson</li> <li>Read "Ben's Bright Idea", page 82 (you read it in a previous week)</li> <li>Daily Journal Entry: Compare and contrast the relationship between the brothers in the selection and the relationship between the sisters in <i>Ramona and Her Father</i>. Use details from both stories in your answer. Complete the organizer on your journal response page.</li> </ul> <hr/> <p>Math</p> <ul style="list-style-type: none"> <li>1 Dreambox or ST Math Lesson</li> <li>Thursday Homework</li> <li>Math Sprint: lesson 13B</li> </ul> <hr/> <p>ELD</p> <ul style="list-style-type: none"> <li>Create-a-Word Prefix</li> </ul> <hr/> <p>PE</p> <ul style="list-style-type: none"> <li><a href="#">PE Activities</a></li> </ul> <hr/> <p>Extension Activities:</p> <ul style="list-style-type: none"> <li>SEL Feelings Journal</li> <li><a href="#">Parent Letter</a></li> <li><a href="#">Counseling Postcard</a></li> <li><a href="#">FUESD's SEL Resources</a></li> </ul> <hr/> <p>Optional STEM:</p> <ul style="list-style-type: none"> <li>Complete one LEGO challenge!</li> </ul>	<p>ELA</p> <ul style="list-style-type: none"> <li>Read 30 minutes independently</li> <li>1 Lexia/ Reading Plus lesson</li> <li>Re-read "Ramona and Her Father", page 83</li> <li>Read the "Summarize" portion of "Critical Thinking" on page 105 and Complete the graphic organizer on your journal response page.</li> </ul> <hr/> <p>Math</p> <ul style="list-style-type: none"> <li>1 Dreambox or ST Lesson</li> <li>Math Sprint: lesson 15B</li> </ul> <hr/> <p>ELD</p> <ul style="list-style-type: none"> <li>Create-a-Word Prefix</li> </ul> <hr/> <p>PE</p> <ul style="list-style-type: none"> <li><a href="#">PE Activities</a></li> </ul> <hr/> <p>Extension Activities:</p> <ul style="list-style-type: none"> <li>SEL Activities Feelings Journal</li> <li><a href="#">Parent Letter</a></li> <li><a href="#">Counseling Postcard</a></li> <li><a href="#">FUESD's SEL Resources</a></li> </ul> <hr/> <p>Optional STEM:</p> <ul style="list-style-type: none"> <li>Complete one LEGO challenge!</li> </ul>

### 3 Grado - Plan de Estudio Independiente de FUESD – 27 de abril

Semana 6 lunes	martes	miércoles	jueves	viernes
<p>ELA</p> <ul style="list-style-type: none"> <li>Leer 30 minutos independientemente: Registro de Lectura</li> <li>1 Lexia/o lección de Reading Plus</li> <li>Leer "Ramona and Her Father", página 83</li> <li>Entrada diaria del diario:</li> </ul> <p>Vuelva a leer las páginas 88-89. ¿Cuál es el problema del Quimby?</p> <hr/> <p>Math</p> <ul style="list-style-type: none"> <li>1 Dreambox o lección ST</li> <li>Tarea de lunes</li> <li>Math Sprint: lección 2A</li> </ul> <hr/> <p>ELD</p> <ul style="list-style-type: none"> <li>Create-a-Word Prefix</li> </ul> <hr/> <p>Educación Física</p> <ul style="list-style-type: none"> <li><a href="#">PE Activities</a></li> </ul> <hr/> <p>Extension Activities:</p> <ul style="list-style-type: none"> <li>SEL Activities (Calm-A-Llama Scavenger Hunt)</li> <li><a href="#">Tarjeta a los padres</a></li> <li><a href="#">Tarjeta de los consejeros</a></li> <li><a href="#">FUESD's SEL Resources</a></li> </ul> <hr/> <p>Optional STEM:</p> <ul style="list-style-type: none"> <li>Completar un LEGO challenge!</li> </ul>	<p>ELA</p> <ul style="list-style-type: none"> <li>Leer 30 minutos independientemente: Registro de Lectura</li> <li>1 Lexia/o Reading Plus lección</li> <li>Leer "Beverly and Her Family of Fans", página 104</li> <li>Entrada diaria del diario: ¿Cuál fue el propósito de Beverly Cleary para escribir esta historia? ¿Cómo lo sabes?</li> </ul> <hr/> <p>Math</p> <ul style="list-style-type: none"> <li>1 Dreambox o ST lección</li> <li>Tarea de martes</li> <li>Math Sprint: lección 2B</li> </ul> <hr/> <p>ELD</p> <ul style="list-style-type: none"> <li>Create-a-Word Prefix</li> </ul> <hr/> <p>PE</p> <ul style="list-style-type: none"> <li><a href="#">PE Activities</a></li> </ul> <hr/> <p>Extension Activities:</p> <ul style="list-style-type: none"> <li>SEL Activities (Calm-A-Llama Scavenger Hunt)</li> <li><a href="#">Tarjeta a los padres</a></li> <li><a href="#">Tarjeta de los consejeros</a></li> <li><a href="#">FUESD's SEL Resources</a></li> </ul> <p>Optional STEM:</p> <ul style="list-style-type: none"> <li>Completar un LEGO challenge!</li> </ul>	<p>ELA</p> <ul style="list-style-type: none"> <li>Leer 30 minutos independientemente: R</li> <li>Registro de Lectura</li> <li>1 Lexia/o Reading Plus lección</li> <li>Re-leer "Ramona and Her Father", página 83</li> <li>Entrada diaria del diario: Describa dos soluciones que Ramona tiene para ayudar a su familia con su problema. ¿Por qué podrían funcionar o no?</li> </ul> <hr/> <p>Math</p> <ul style="list-style-type: none"> <li>1 Dreambox o ST lección</li> <li>Tarea de miércoles</li> <li>Math Sprint: lección 13A</li> </ul> <hr/> <p>ELD</p> <ul style="list-style-type: none"> <li>Create-a-Word Prefix</li> </ul> <hr/> <p>PE</p> <ul style="list-style-type: none"> <li><a href="#">PE Activities</a></li> </ul> <hr/> <p>Extension Activities:</p> <ul style="list-style-type: none"> <li>SEL Activities (Calm-A-Llama Scavenger Hunt)</li> <li><a href="#">Tarjeta a los padres</a></li> <li><a href="#">Tarjeta de los consejeros</a></li> <li><a href="#">FUESD's SEL Resources</a></li> </ul> <p>Optional STEM:</p> <ul style="list-style-type: none"> <li>Completar un LEGO challenge!</li> </ul>	<p>ELA</p> <ul style="list-style-type: none"> <li>Leer 30 minutos independientemente: Registro de Lectura</li> <li>1 Lexia/o Reading Plus lección</li> <li>Releer "Ben's Bright Idea", página 82 (lo leíste en una semana anterior)</li> <li>Entrada diaria del diario: Comparar y contrastar la relación entre los hermanos en la selección y la relación entre las hermanas de Ramona y Su Padre. Usa los detalles de ambas historias en tu respuesta. Complete el organizador en la página de respuesta del diario.</li> </ul> <hr/> <p>Math</p> <ul style="list-style-type: none"> <li>Lección 1 Dreambox o ST</li> <li>Tarea de jueves</li> <li>Math Sprint: lección 13B</li> </ul> <hr/> <p>ELD</p> <ul style="list-style-type: none"> <li>Create-a-Word Prefix</li> </ul> <hr/> <p>PE</p> <ul style="list-style-type: none"> <li><a href="#">PE Activities</a></li> </ul> <hr/> <p>Extension Activities:</p> <ul style="list-style-type: none"> <li>SEL Activities (Calm-A-Llama Scavenger Hunt)</li> <li><a href="#">Tarjeta a los padres</a></li> <li><a href="#">Tarjeta de los consejeros</a></li> <li><a href="#">FUESD's SEL Resources</a></li> </ul> <p>Optional STEM:</p> <ul style="list-style-type: none"> <li>Completar un LEGO challenge!</li> </ul>	<p>ELA</p> <ul style="list-style-type: none"> <li>Leer 30 minutos independientemente: Registro de Lectura</li> <li>1 Lexia/o Reading Plus lección</li> <li>Re-leer "Ramona and Her Father", página 83</li> <li>Entrada diaria del diario: Lea la parte "Resumir" de "Pensamiento crítico" en la página 105 y Complete el organizador gráfico en la página de respuesta de su diario.</li> </ul> <hr/> <p>Math</p> <ul style="list-style-type: none"> <li>1 Dreambox o ST lección</li> <li>Math Sprint: lección 15B</li> </ul> <hr/> <p>ELD</p> <ul style="list-style-type: none"> <li>Create-a-Word Prefix</li> </ul> <hr/> <p>Educación Física</p> <ul style="list-style-type: none"> <li><a href="#">PE Activities</a></li> </ul> <hr/> <p>Actividades de Extensión :</p> <ul style="list-style-type: none"> <li>SEL Activities (Calm-A-Llama Scavenger Hunt)</li> <li><a href="#">Tarjeta a los padres</a></li> <li><a href="#">Tarjeta de los consejeros</a></li> <li><a href="#">FUESD's SEL Resources</a></li> </ul> <hr/> <p>Optional STEM:</p> <ul style="list-style-type: none"> <li>Completar un LEGO challenge!</li> </ul>

## **3rd Grade Reading Log Week 6**

### **Monday:**

Book/Chapter(s) read:	
Minutes read:	
1 sentence comment about reading:	

### **Tuesday:**

Book/Chapter(s) read:	
Minutes read:	
1 sentence comment about reading:	

### **Wednesday:**

Book/Chapter(s) read:	
Minutes read:	
1 sentence comment about reading:	

### **Thursday:**

Book/Chapter(s) read:	
Minutes read:	
1 sentence comment about reading:	

### **Friday:**

Book/Chapter(s) read:	
Minutes read:	
1 sentence comment about reading:	

Parent Signature: \_\_\_\_\_ Date: \_\_\_\_\_

\_\_\_\_\_

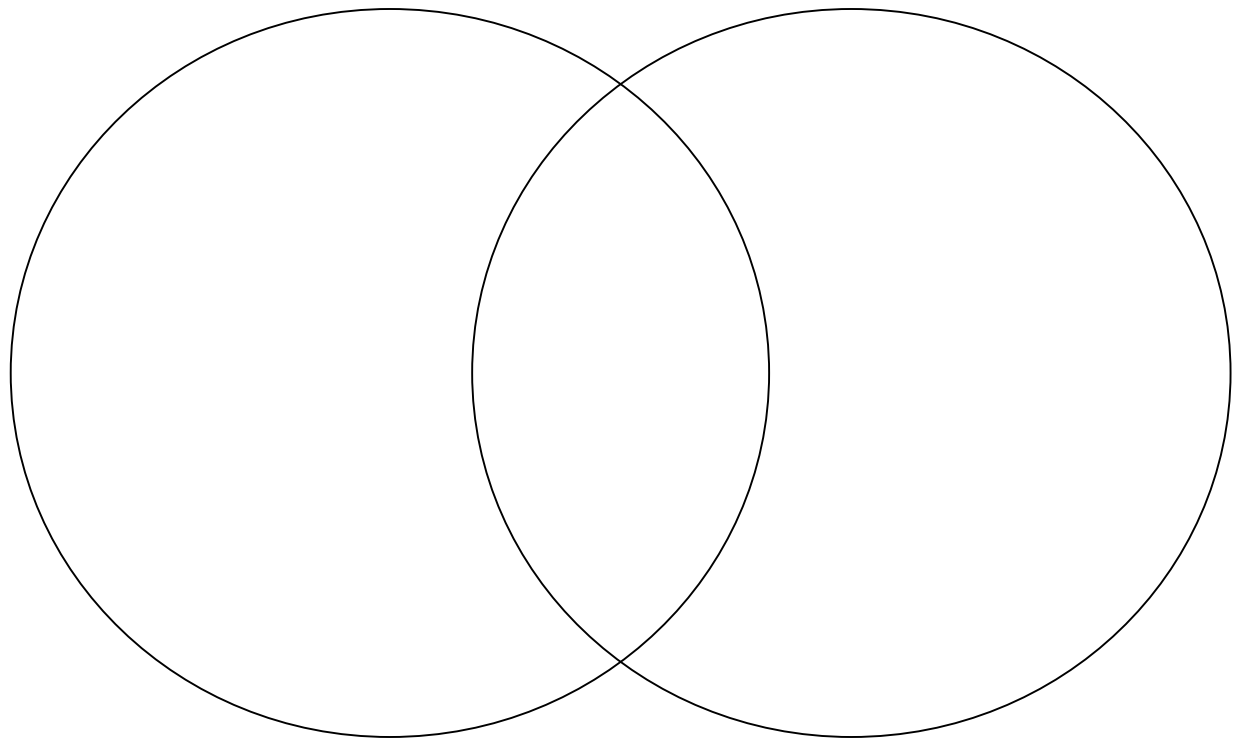
Instructions: Input your daily journal responses here.

**Monday:** "Ramona and Her Father", page 83  
Re-read pages 88-89. What is the Quimby's problem?

**Tuesday:** "Beverly and Her Family of Fans", page 104  
What was Beverly Cleary's purpose for writing this story? How do you know?

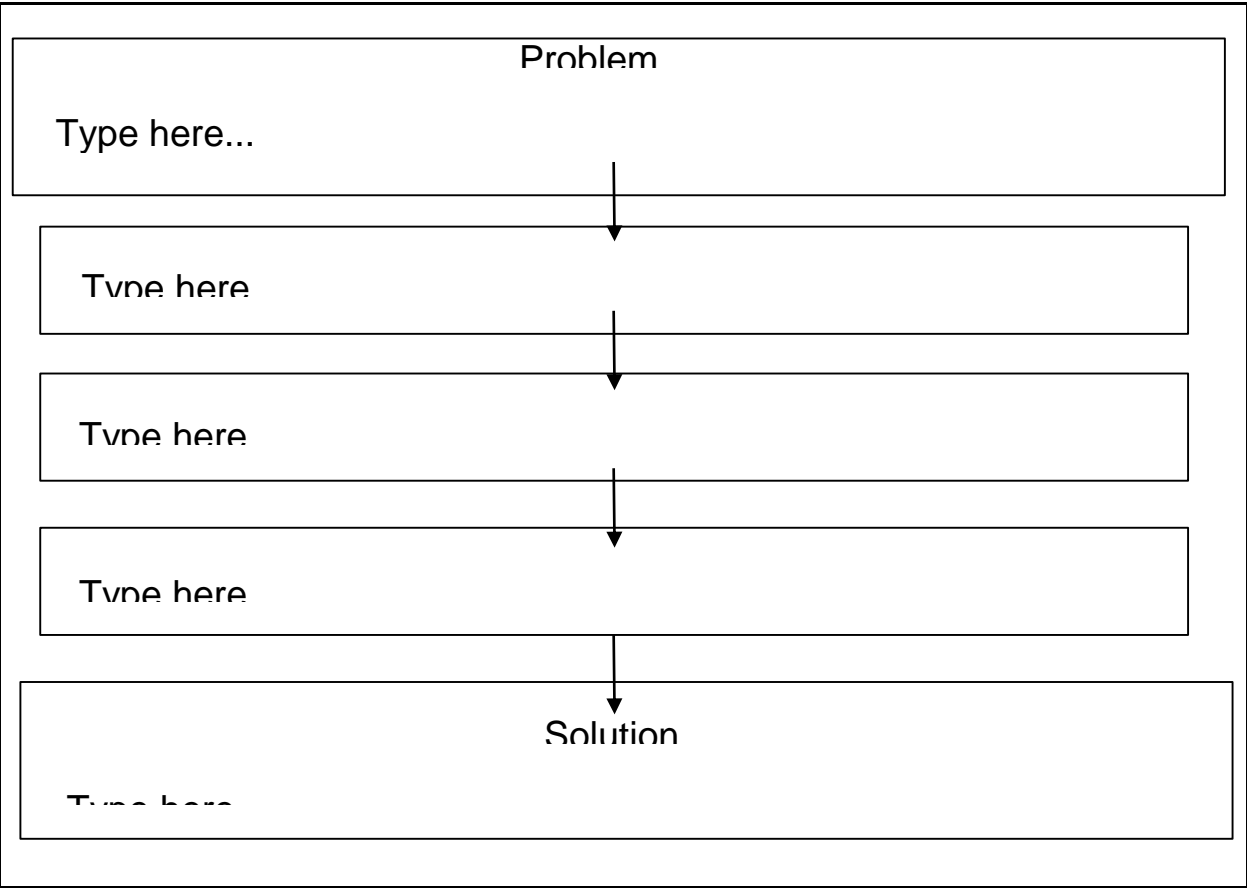
**Wednesday:** "Ramona and Her Father", page 83  
Describe two solutions Ramona has for helping her family with their problem. Why might these work or not work?

**Thursday:** "Ben's Bright Idea", page 82 (you read it in a previous week)  
Compare and contrast the relationship between the brothers in the selection and the relationship between the sisters in *Ramona and Her Father*. Use details from both stories in your answer. Complete the organizer below. (Click in the organizer. It will take you to "drawing". When in "drawing", double click inside the organizer and you can type in the text box).



**Friday:** "Ramona and Her Father", page 83  
Use your Problem and Solution Chart to summarize *Ramona and Her Father*. (Click in the organizer. It will take you to "drawing". When in "drawing", double click inside the organizer and you can type in the text box).





## CA Comprehension

### Genre

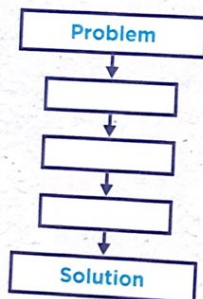
**Humor** A humorous story is written to make readers laugh.

### Make Inferences and Analyze



#### Problem and Solution

As you read, use your Problem and Solution Chart.



### Read to Find Out

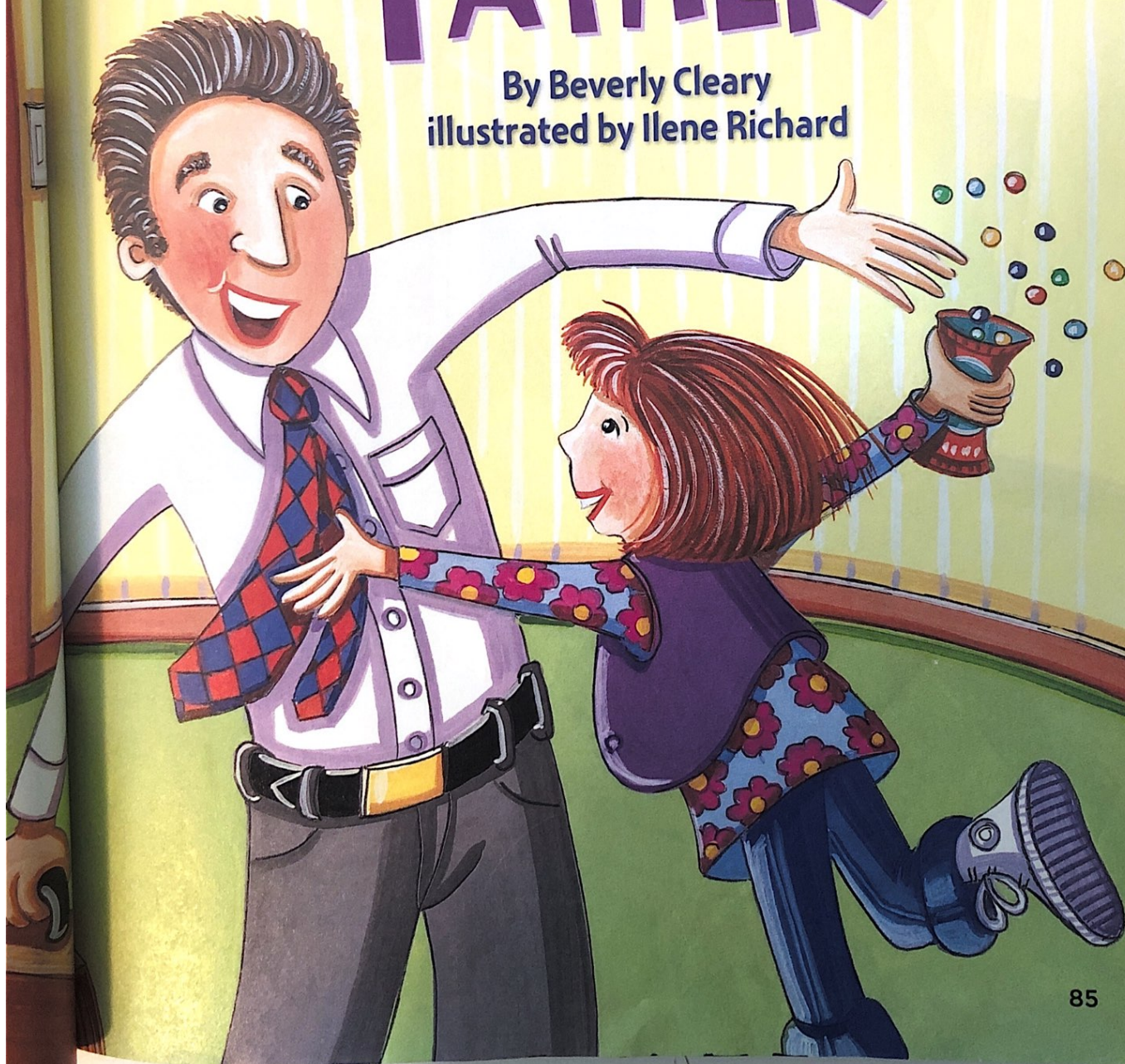
What does Ramona do about her family's problem?





# RAMONA AND HER FATHER

By Beverly Cleary  
illustrated by Ilene Richard









“**S**omething is wrong. Something awful,” whispered Beezus. “I can tell by the way they are talking.”

Beezus looked so frightened that Ramona became frightened, too. What could be wrong? She tried to think what she might have done to make her parents whisper this way, but she had stayed out of trouble lately. She could not think of a single thing that could be wrong. This frightened her even more. She no longer felt like eating chewy little bears. She wanted to know why her mother and father were whispering in a way that **alarmed** Beezus.

Finally the girls heard her father say in a normal voice, “I think I’ll take a shower before supper.” This remark was reassuring to Ramona.

“What’ll we do now?” whispered Beezus. “I’m scared to go out.”

Worry and curiosity, however, urged Beezus and Ramona into the hall.





Trying to **pretend** they were not concerned about their family, the girls walked into the kitchen where Mrs. Quimby was removing leftovers from the refrigerator. "I think we'll eat at home after all," she said, looking sad and **anxious**.

Without being asked, Ramona began to deal four place mats around the dining room table, laying them all right side up. When she was **cross** with Beezus, she laid her sister's place mat face down.

Mrs. Quimby looked at the cold creamed cauliflower with distaste, returned it to the refrigerator, and reached for a can of green beans before she noticed her silent and worried daughters watching her for clues as to what might be wrong.

Mrs. Quimby turned and faced Beezus and Ramona. "Girls, you might as well know. Your father has lost his job."





"But he liked his job," said Ramona, regretting the loss of that hamburger and those French fries eaten in the coziness of a booth. She had known her father to change jobs because he had not liked his work, but she had never heard of him losing a job.

"Was he fired?" asked Beezus, shocked at the news.

Mrs. Quimby opened the green beans and dumped them into a saucepan before she explained. "Losing his job was not your father's fault. He worked for a little company. A big company bought the little company and let out most of the people who worked for the little company."

**Problem and Solution**

What is the Quimbys' problem?





“But we won’t have enough money.” Beezus understood these things better than Ramona.

“Mother works,” Ramona reminded her sister.

“Only part time,” said Mrs. Quimby. “And we have to make payments to the bank for the new room. That’s why I went to work.”

“What will we do?” asked Ramona, alarmed at last. Would they go hungry? Would the men from the bank come and tear down the new room if they couldn’t pay for it? She had never thought what it might be like to not have enough money—not that the Quimbys ever had money to spare. Although Ramona had often heard her mother say that house payments, car payments, taxes, and groceries seemed to eat up money, Mrs. Quimby somehow **managed** to make their money pay for all they really needed with a little treat now and then besides.

“We will have to manage as best we can until your father finds work,” said Mrs. Quimby. “It may not be easy.”

100









"Maybe I could baby-sit," volunteered Beezus.

As she laid out knives and forks, Ramona wondered how she could earn money, too. She could have a lemonade stand in front of the house, except nobody ever bought lemonade but her father and her friend Howie. She thought about pounding rose petals and soaking them in water to make perfume to sell. **Unfortunately**, the perfume she tried to make always smelled like rotten rose petals, and anyway the roses were almost gone.

"And girls," said Mrs. Quimby, lowering her voice as if she was about to share a secret, "you mustn't do anything to annoy your father. He is worried enough right now."

But he remembered to bring gummy-bears, thought Ramona, who never wanted to annoy her father or her mother either, just Beezus, although sometimes,





without even trying, she succeeded in annoying her whole family. Ramona felt sad and somehow lonely, as if she were left out of something important, because her family was in trouble and there was nothing she could do to help. When she had finished setting the table, she returned to the list she had begun, it now seemed, a long time ago. "But what about Christmas?" she asked her mother.

"Right now Christmas is the least of our worries." Mrs. Quimby looked sadder than Ramona had ever seen her look. "Taxes are due in November. And we have to buy groceries and make car payments and a lot of other things."

"Don't we have any money in the bank?" asked Beezus.

"Not much," admitted Mrs. Quimby, "but your father was given two weeks' pay."





Ramona looked at the list she had begun so happily and wondered how much the presents she had listed would cost. Too much, she knew. Mice were free if you knew the right person, the owner of a mother mouse, so she might get some mice.

Slowly Ramona crossed out ginny pig and the other presents she had listed. As she made black lines through each item, she thought about her family. She did not want her father to be worried, her mother sad,





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d

or her sister cross. She wanted her whole family,  
including Picky-picky, to be happy.

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ad,

Ramona studied her crayons, chose a pinky-  
red one because it seemed the happiest color, and  
printed one more item on her Christmas list to make  
up for all she had crossed out. One happy family.  
Beside the words she drew four smiling faces and  
beside them, the face of a yellow cat, also smiling.





Ramona wished she had a million dollars so her father would be fun again. There had been many changes in the Quimby household since Mr. Quimby had lost his job, but the biggest change was in Mr. Quimby himself.

First of all, Mrs. Quimby found a full-time job working for another doctor, which was good news. However, even a second grader could understand that one paycheck would not stretch as far as two paychecks, especially when there was so much talk of taxes, whatever they were. Mrs. Quimby's new

#### **Problem and Solution**

What does Mrs. Quimby do to help solve the family problem?





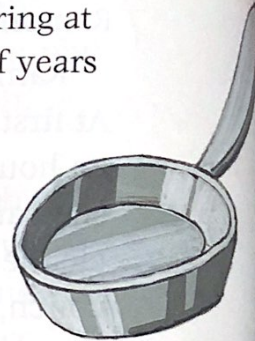
job meant that Mr. Quimby had to be home when Ramona returned from school.

Ramona and her father saw a lot of one another. At first she thought having her father to herself for an hour or two every day would be fun, but when she came home, she found him running the vacuum cleaner, filling out job applications, or sitting on the couch, staring into space. He could not take her to the park because he had to stay near the telephone. Someone might call to offer him a job. Ramona grew uneasy. Maybe he was too worried to love her anymore.





One day Ramona came home to find her father in the living room drinking warmed-over coffee and staring at the television set. On the screen a boy a couple of years younger than Ramona was singing:



**Forget your pots, forget your pans.**

**It's not too late to change your plans.**

**Spend a little, eat a lot,**

**Big fat burgers, nice and hot**



**At your nearest Whopperburger!**



Ramona watched him open his mouth wide to bite into a fat cheeseburger with lettuce and tomato spilling out of the bun and thought wistfully of the good old days when the family used to go to the restaurant on payday and when her mother used to bring home little treats—stuffed olives, cinnamon buns for Sunday breakfast, a bag of potato chips.

"That kid must be earning a million dollars. He's singing that commercial every time I turn on the television."





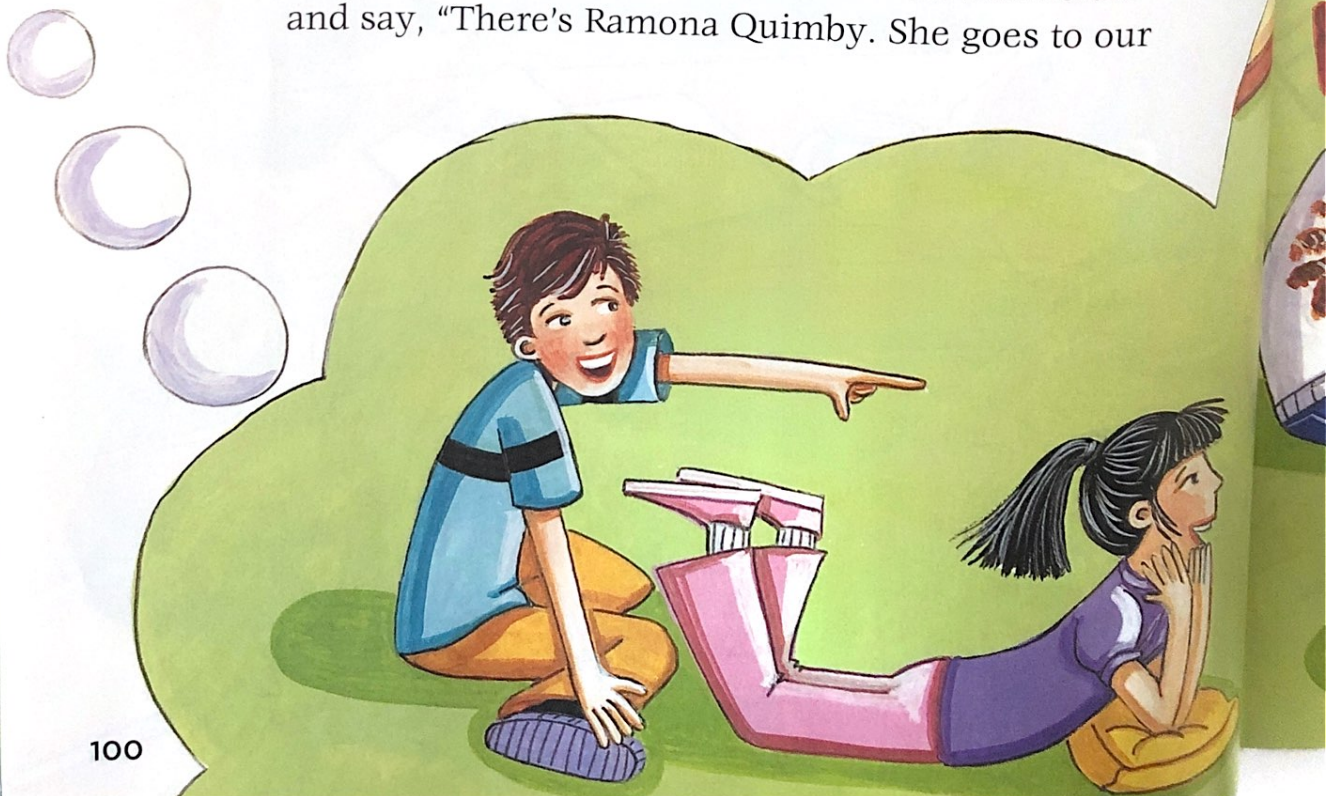




A boy Ramona's age earning a million dollars? Ramona was all interest. "How's he earning a million dollars?" she asked. She had often thought of all the things they could do if they had a million dollars, beginning with turning up the thermostat so they wouldn't have to wear sweaters in the house to save fuel oil.

Mr. Quimby explained. "They make a movie of him singing the commercial, and every time the movie is shown on television he gets paid. It all adds up."

Well! This was a new idea to Ramona. She thought it over as she got out her crayons and paper and knelt on a chair at the kitchen table. Singing a song about hamburgers would not be hard to do. She could do it herself. Maybe she could earn a million dollars like that boy so her father would be fun again, and everyone at school would watch her on television and say, "There's Ramona Quimby. She goes to our





school." A million dollars would buy a cuckoo clock for every room in the house, her father wouldn't need a job, the family could go to Disneyland....

"Forget your pots, forget your pans," Ramona began to sing, as she drew a picture of a hamburger and stabbed yellow dots across the top of the bun for sesame seeds. With a million dollars the Quimbys could eat in a restaurant every day if they wanted to.









After that Ramona began to watch for children on television commercials. She saw a boy eating bread and margarine when a crown suddenly appeared on his head with a fanfare of music—ta da! She saw a girl who asked, “Mommy, wouldn’t it be nice if caramel apples grew on trees?” and another girl who took a bite of cereal said, “It’s good, hm-um,” and giggled. There was a boy who asked at the end of a weiner commercial, “Dad, how do you tell a boy hot dog from a girl hot dog?” and a girl who tipped her head to one side and said, “Pop-pop-pop,” as she listened to her cereal. Children crunched potato chips, chomped on pickles, gnawed at fried chicken. Ramona grew particularly fond of the curly-haired little girl saying to her mother at the zoo, “Look, Mommy, the elephant’s legs are wrinkled just like your pantyhose.” Ramona could say all those things.

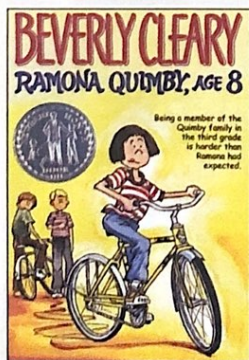
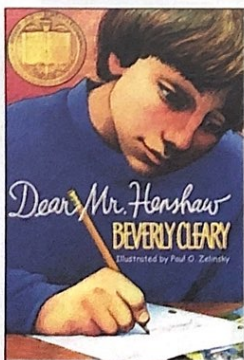
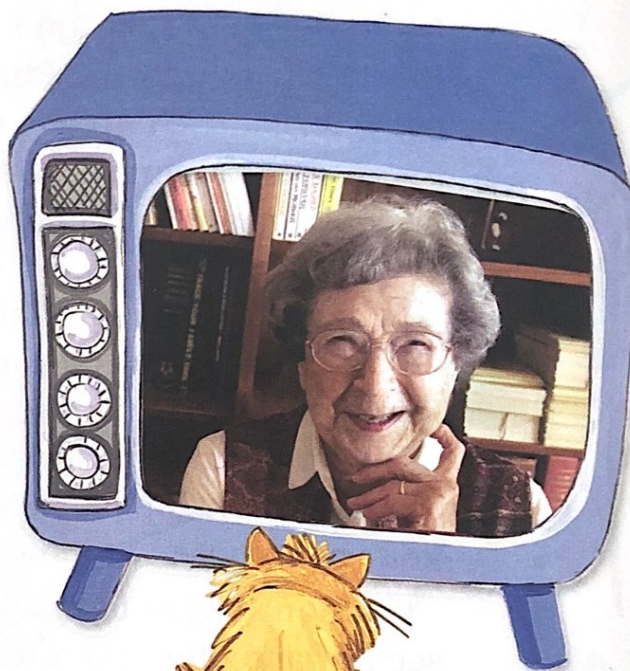
Ramona began to practice. Maybe someone would see her and offer her a million dollars to make a television commercial.





# BEVERLY AND HER FAMILY OF FANS

**Beverly Cleary's** books are found in over twenty countries in fourteen languages. Her books are translated into Spanish, Swedish, Japanese, and more. Television shows and videos based on the Ramona books are popular in the United States. Why? Probably because Beverly Cleary writes characters who are funny, lovable, and clever. Readers see themselves, their own families, and their own neighborhoods in her books. It is not hard to see why Beverly Cleary is clearly an international favorite.



**Other books** by Beverly Cleary:  
*Dear Mr. Henshaw* and *Ramona Quimby, Age 8*



## Author's Purpose

What was Beverly Cleary's purpose for writing this story?  
How do you know?



Find out more about  
Beverly Cleary at  
[www.macmillanmh.com](http://www.macmillanmh.com).

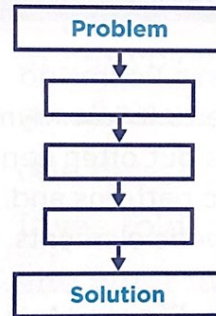




## Critical Thinking

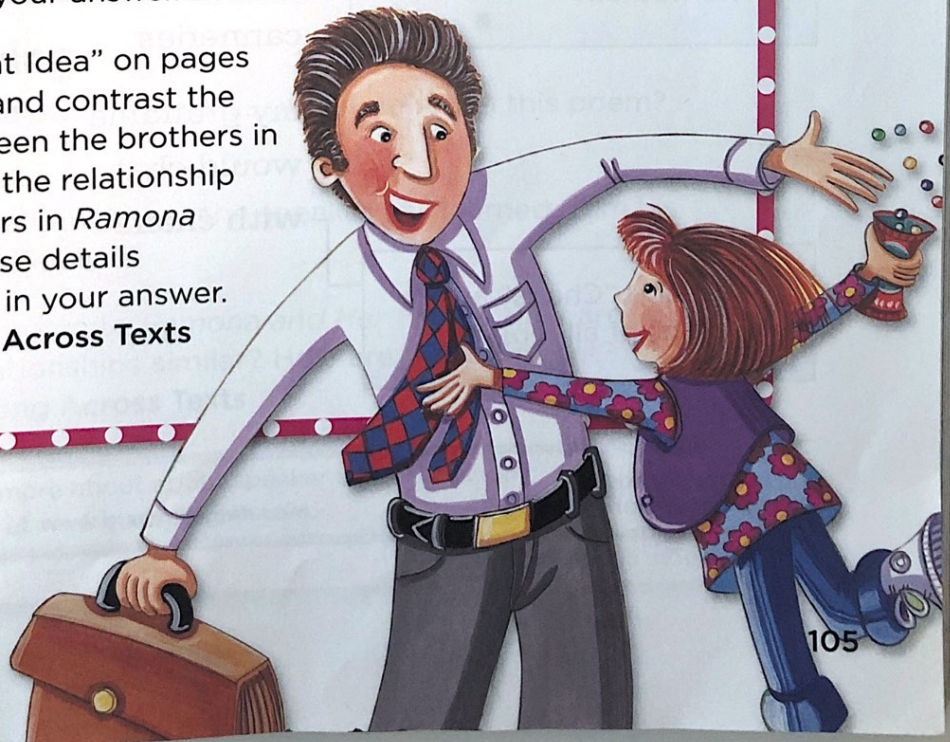
### Summarize

Use your Problem and Solution Chart to summarize *Ramona and Her Father*. Tell about Ramona's problem and how she tried to solve it.



### Think and Compare

1. Describe two **solutions** Ramona has for helping her family with their **problem**. Why might these work or not work? **Make Inferences and Analyze: Problem and Solution**
2. Reread pages 94–95 of *Ramona and Her Father*. How does Ramona change her list, and why? **Analyze**
3. Ramona decides to **pretend** she's an actress in a television commercial as acting practice. What is something that you have practiced to be good at? **Apply**
4. How have Mr. Quimby's responsibilities changed? Use details from the story in your answer. **Evaluate**
5. Read "Ben's Bright Idea" on pages 82–83. Compare and contrast the relationship between the brothers in the selection and the relationship between the sisters in *Ramona and Her Father*. Use details from both stories in your answer. **Reading/Writing Across Texts**



*Wild Dog's Teamwork Video 6 Word Story*

Use 6 words to explain why teamwork is so important for wild dogs and their family unit. Type your answer in the box.





## Vocabulary

**anxious**

**cross**

**alarmed**

**unfortunately**

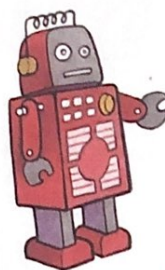
**managed**

**pretend**



## Word Parts

**Prefixes** are word parts that come at the beginning of words and change their meaning. The prefix *un-* means "not."  
*unfortunately* = not fortunately



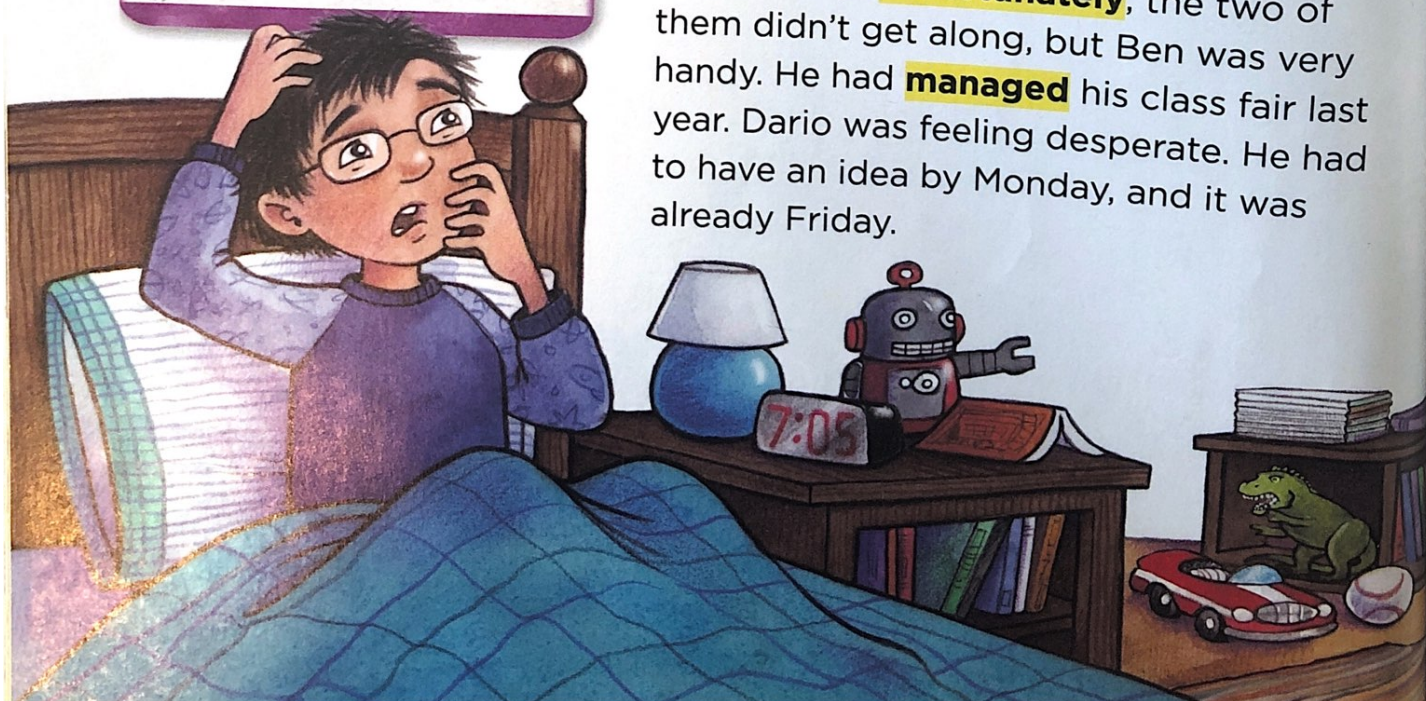
# BEN'S



# BRIGHT IDEA

Dario awoke feeling nervous and **anxious**. He felt **cross** with his teacher, who put him in charge of raising money for the pet shelter. He knew nothing about money or shelters! When Mrs. Scanlon said the class was going to be doing community service, he figured he'd get to sweep the playground. Now he just felt **alarmed** and scared at the thought of having so much responsibility.

There was nothing else to do but search for his older brother, Ben, and ask him for help. **Unfortunately**, the two of them didn't get along, but Ben was very handy. He had **managed** his class fair last year. Dario was feeling desperate. He had to have an idea by Monday, and it was already Friday.

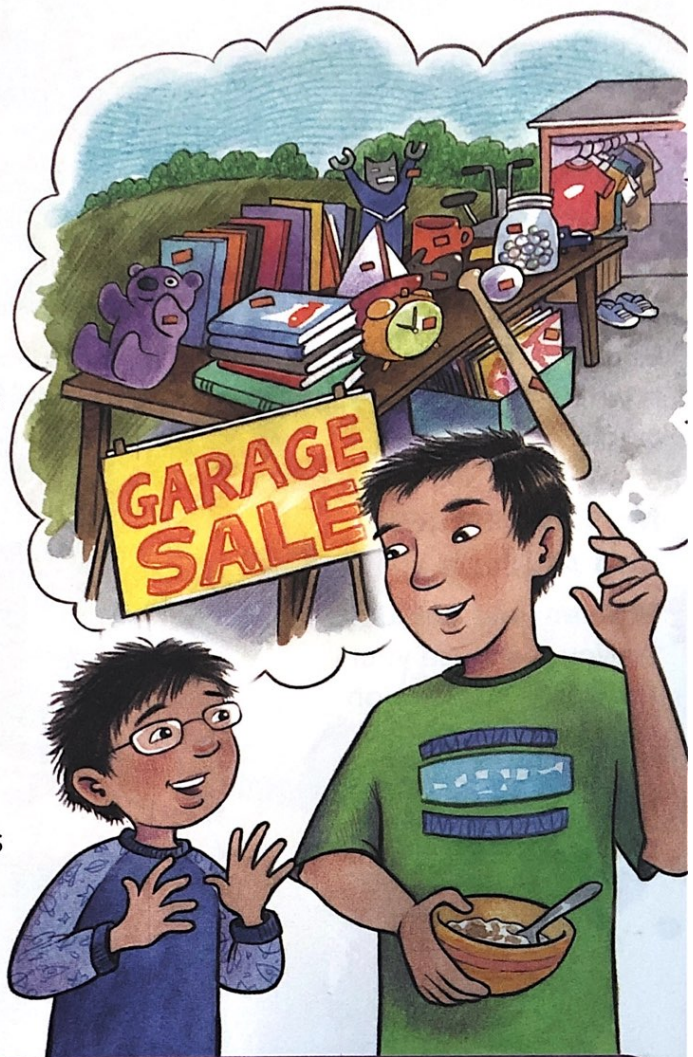




Dario found Ben eating as usual. Just the sight of Ben doing his usual thing was reassuring. Dario felt better already. "Ben, I need to raise some money for the pet shelter. You got any ideas?"

Instead of laughing at him, Ben actually was eager to help. "How about we hold a garage sale? We have lots of old toys and clothes we could sell."

"WOW!" Dario was thrilled. They could **pretend** they had their own business! Big brothers weren't so bad after all.

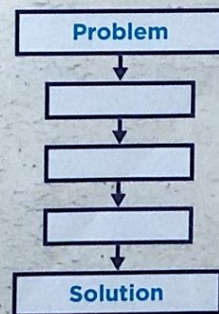


## Reread for Comprehension



### Make Inferences and Analyze

**Problem and Solution** Sometimes, a story's plot begins with a character who has a **problem**. The problem is what the character wants to do, find out, or change. The **solution** is how the problem is solved. A Problem and Solution Chart can help you analyze how the story is organized. Reread the selection to find the problem and how the characters found the solution.



### 3rd Grade Homework - Trimester 2

Trimester 2: Week 6

Name \_\_\_\_\_ Student # \_\_\_\_\_

#### Monday: Single-Digit Multiplication

1.  $6 \times 8 =$  \_\_\_\_\_      2.  $8 \times$  \_\_\_\_\_  $= 32$       3. 
$$\begin{array}{r} 2 \\ \times 8 \\ \hline \end{array}$$
      4. 
$$\begin{array}{r} 7 \\ \times 4 \\ \hline \end{array}$$

5. A student has 4 cookies to eat for dessert. Each cookie has 8 chocolate chips on it. How many chocolate chips does the student get to eat?



#### Tuesday: Single-Digit Division

1.  $18 \div 2 =$  \_\_\_\_\_      2.  $35 \div 7 =$  \_\_\_\_\_      3.  $56 \div 8 =$  \_\_\_\_\_      4.  $42 \div 6 =$  \_\_\_\_\_

5. Yesterday, 36 packages of paper were delivered to the school. If there were 4 boxes and each had the same number of packages, how many were in each box?

#### Wednesday: Area of Rectangles and Shapes Made of Rectangles

1.  $8 \text{ cm.} \times 5 \text{ cm.} =$  \_\_\_\_\_ square centimeters      2.  $9 \text{ m. (length)} \times$  \_\_\_\_\_  $\text{m. (width)} = 63$  square meters

3. 
$$\begin{array}{|c|} \hline 6 \text{ yds.} \\ \hline \end{array}$$
   $=$  \_\_\_\_\_ square yards  
7 yds.
4. 
$$\begin{array}{|c|} \hline 3 \text{ ft.} \\ \hline \end{array}$$
  Square side length 3 ft.  
Area  $=$  \_\_\_\_\_ square feet

5. If a tile measured 8 inches in length and 4 inches in width, how many square inches is the tile?

#### Thursday: Add/Subtract within 1000

1.  $475 + 425 =$  \_\_\_\_\_      2.  $367 - 358 =$  \_\_\_\_\_      3. 
$$\begin{array}{r} 375 \\ +419 \\ \hline \end{array}$$
      4. 
$$\begin{array}{r} 294 \\ -199 \\ \hline \end{array}$$

5. Our class wants to collect 550 coins. So far, we have collected 330 coins. How many more coins do we need to collect?

**A**

# Correct \_\_\_\_\_

Add or subtract.

1	$0 + 2 =$		23	$2 + 4 =$	
2	$2 + 2 =$		24	$2 + 6 =$	
3	$4 + 2 =$		25	$2 + 8 =$	
4	$6 + 2 =$		26	$2 + 10 =$	
5	$8 + 2 =$		27	$2 + 12 =$	
6	$10 + 2 =$		28	$2 + 14 =$	
7	$12 + 2 =$		29	$2 + 16 =$	
8	$14 + 2 =$		30	$2 + 18 =$	
9	$16 + 2 =$		31	$0 + 22 =$	
10	$18 + 2 =$		32	$22 + 22 =$	
11	$20 - 2 =$		33	$44 + 22 =$	
12	$18 - 2 =$		34	$66 + 22 =$	
13	$16 - 2 =$		35	$88 - 22 =$	
14	$14 - 2 =$		36	$66 - 22 =$	
15	$12 - 2 =$		37	$44 - 22 =$	
16	$10 - 2 =$		38	$22 - 22 =$	
17	$8 - 2 =$		39	$22 + 0 =$	
18	$6 - 2 =$		40	$22 + 22 =$	
19	$4 - 2 =$		41	$22 + 44 =$	
20	$2 - 2 =$		42	$66 + 22 =$	
21	$2 + 0 =$		43	$888 - 222 =$	
22	$2 + 2 =$		44	$666 - 222 =$	

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B

Improvement \_\_\_\_\_

# Correct \_\_\_\_\_

Add or subtract.

1	$2 + 0 =$		23	$4 + 2 =$	
2	$2 + 2 =$		24	$6 + 2 =$	
3	$2 + 4 =$		25	$8 + 2 =$	
4	$2 + 6 =$		26	$10 + 2 =$	
5	$2 + 8 =$		27	$12 + 2 =$	
6	$2 + 10 =$		28	$14 + 2 =$	
7	$2 + 12 =$		29	$16 + 2 =$	
8	$2 + 14 =$		30	$18 + 2 =$	
9	$2 + 16 =$		31	$0 + 22 =$	
10	$2 + 18 =$		32	$22 + 22 =$	
11	$20 - 2 =$		33	$22 + 44 =$	
12	$18 - 2 =$		34	$66 + 22 =$	
13	$16 - 2 =$		35	$88 - 22 =$	
14	$14 - 2 =$		36	$66 - 22 =$	
15	$12 - 2 =$		37	$44 - 22 =$	
16	$10 - 2 =$		38	$22 - 22 =$	
17	$8 - 2 =$		39	$22 + 0 =$	
18	$6 - 2 =$		40	$22 + 22 =$	
19	$4 - 2 =$		41	$22 + 44 =$	
20	$2 - 2 =$		42	$66 + 22 =$	
21	$0 + 2 =$		43	$666 - 222 =$	
22	$2 + 2 =$		44	$888 - 222 =$	

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COMMON  
CORE

Lesson 2:  
Date:

Relate multiplication to the array model.  
5/6/13

engage<sup>ny</sup>

1.A.22

A

# Correct \_\_\_\_\_

Solve.

1	$2 \times 2 =$		23	$\_\_\_ \times 2 = 20$	
2	$3 \times 2 =$		24	$\_\_\_ \times 2 = 4$	
3	$4 \times 2 =$		25	$\_\_\_ \times 2 = 6$	
4	$5 \times 2 =$		26	$20 \div 2 =$	
5	$1 \times 2 =$		27	$10 \div 2 =$	
6	$4 \div 2 =$		28	$2 \div 2 =$	
7	$6 \div 2 =$		29	$4 \div 2 =$	
8	$10 \div 2 =$		30	$6 \div 2 =$	
9	$2 \div 2 =$		31	$\_\_\_ \times 2 = 12$	
10	$8 \div 2 =$		32	$\_\_\_ \times 2 = 14$	
11	$6 \times 2 =$		33	$\_\_\_ \times 2 = 18$	
12	$7 \times 2 =$		34	$\_\_\_ \times 2 = 16$	
13	$8 \times 2 =$		35	$14 \div 2 =$	
14	$9 \times 2 =$		36	$18 \div 2 =$	
15	$10 \times 2 =$		37	$12 \div 2 =$	
16	$16 \div 2 =$		38	$16 \div 2 =$	
17	$14 \div 2 =$		39	$11 \times 2 =$	
18	$18 \div 2 =$		40	$22 \div 2 =$	
19	$12 \div 2 =$		41	$12 \times 2 =$	
20	$20 \div 2 =$		42	$24 \div 2 =$	
21	$\_\_\_ \times 2 = 10$		43	$14 \times 2 =$	
22	$\_\_\_ \times 2 = 2$		44	$28 \div 2 =$	

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COMMON  
CORE

Lesson 13:

Interpret the quotient as the number of groups or the number  
of objects in each group using units of 3.

Date:

5/6/13

11

engage<sup>ny</sup>

1.D.31

B

Improvement \_\_\_\_\_ # Correct \_\_\_\_\_

Solve.

1	$1 \times 2 =$		23	$\_\_\_ \times 2 = 4$	
2	$2 \times 2 =$		24	$\_\_\_ \times 2 = 20$	
3	$3 \times 2 =$		25	$\_\_\_ \times 2 = 6$	
4	$4 \times 2 =$		26	$4 \div 2 =$	
5	$5 \times 2 =$		27	$2 \div 2 =$	
6	$6 \div 2 =$		28	$20 \div 2 =$	
7	$4 \div 2 =$		29	$10 \div 2 =$	
8	$8 \div 2 =$		30	$6 \div 2 =$	
9	$2 \div 2 =$		31	$\_\_\_ \times 2 = 12$	
10	$10 \div 2 =$		32	$\_\_\_ \times 2 = 16$	
11	$10 \times 2 =$		33	$\_\_\_ \times 2 = 18$	
12	$6 \times 2 =$		34	$\_\_\_ \times 2 = 14$	
13	$7 \times 2 =$		35	$16 \div 2 =$	
14	$8 \times 2 =$		36	$18 \div 2 =$	
15	$9 \times 2 =$		37	$12 \div 2 =$	
16	$14 \div 2 =$		38	$14 \div 2 =$	
17	$12 \div 2 =$		39	$11 \times 2 =$	
18	$16 \div 2 =$		40	$22 \div 2 =$	
19	$20 \div 2 =$		41	$12 \times 2 =$	
20	$18 \div 2 =$		42	$24 \div 2 =$	
21	$\_\_\_ \times 2 = 2$		43	$13 \times 2 =$	
22	$\_\_\_ \times 2 = 10$		44	$26 \div 2 =$	

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COMMON CORE Lesson 13:

Date:

Interpret the quotient as the number of groups or the number of objects in each group using units of 3.

5/6/13

12

engage<sup>ny</sup>.D.32

Second Try: #correct \_\_\_\_\_

Multiply.

$4 \times 1 =$  \_\_\_\_\_  $4 \times 2 =$  \_\_\_\_\_  $4 \times 3 =$  \_\_\_\_\_  $4 \times 4 =$  \_\_\_\_\_

$4 \times 5 =$  \_\_\_\_\_  $4 \times 1 =$  \_\_\_\_\_  $4 \times 2 =$  \_\_\_\_\_  $4 \times 1 =$  \_\_\_\_\_

$4 \times 3 =$  \_\_\_\_\_  $4 \times 1 =$  \_\_\_\_\_  $4 \times 4 =$  \_\_\_\_\_  $4 \times 1 =$  \_\_\_\_\_

$4 \times 5 =$  \_\_\_\_\_  $4 \times 1 =$  \_\_\_\_\_  $4 \times 2 =$  \_\_\_\_\_  $4 \times 3 =$  \_\_\_\_\_

$4 \times 2 =$  \_\_\_\_\_  $4 \times 4 =$  \_\_\_\_\_  $4 \times 2 =$  \_\_\_\_\_  $4 \times 5 =$  \_\_\_\_\_

$4 \times 2 =$  \_\_\_\_\_  $4 \times 1 =$  \_\_\_\_\_  $4 \times 2 =$  \_\_\_\_\_  $4 \times 3 =$  \_\_\_\_\_

$4 \times 1 =$  \_\_\_\_\_  $4 \times 3 =$  \_\_\_\_\_  $4 \times 2 =$  \_\_\_\_\_  $4 \times 3 =$  \_\_\_\_\_

$4 \times 4 =$  \_\_\_\_\_  $4 \times 3 =$  \_\_\_\_\_  $4 \times 5 =$  \_\_\_\_\_  $4 \times 3 =$  \_\_\_\_\_

$4 \times 4 =$  \_\_\_\_\_  $4 \times 1 =$  \_\_\_\_\_  $4 \times 4 =$  \_\_\_\_\_  $4 \times 2 =$  \_\_\_\_\_

$4 \times 4 =$  \_\_\_\_\_  $4 \times 3 =$  \_\_\_\_\_  $4 \times 4 =$  \_\_\_\_\_  $4 \times 5 =$  \_\_\_\_\_

$4 \times 4 =$  \_\_\_\_\_  $4 \times 5 =$  \_\_\_\_\_  $4 \times 1 =$  \_\_\_\_\_  $4 \times 5 =$  \_\_\_\_\_

$4 \times 2 =$  \_\_\_\_\_  $4 \times 5 =$  \_\_\_\_\_  $4 \times 3 =$  \_\_\_\_\_  $4 \times 5 =$  \_\_\_\_\_

$4 \times 4 =$  \_\_\_\_\_  $4 \times 2 =$  \_\_\_\_\_  $4 \times 4 =$  \_\_\_\_\_  $4 \times 3 =$  \_\_\_\_\_

$4 \times 5 =$  \_\_\_\_\_  $4 \times 3 =$  \_\_\_\_\_  $4 \times 2 =$  \_\_\_\_\_  $4 \times 4 =$  \_\_\_\_\_

$4 \times 3 =$  \_\_\_\_\_  $4 \times 5 =$  \_\_\_\_\_  $4 \times 2 =$  \_\_\_\_\_  $4 \times 4 =$  \_\_\_\_\_

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COMMON  
CORE

Lesson 15:

Date:

Relate arrays to tape diagrams to model the commutative property of multiplication.

5/6/13

engage<sup>ny</sup>

1.E.19



## Create a Word Prefix

Adding a prefix to a base word changes the meaning of that word. Three common prefixes are re-, un-, and dis-. You can add these prefixes to base words you encounter in your reading this week. Create new words and record them on the chart below.

[illegible]

K-3rd Feelings Journal SEL Answer Doc

Directions: complete the sentence starter for each emotion.

I feel sad when...
I feel happy when...
I feel mad when...
I feel excited when...
I feel surprised when...
I feel scared when...
I feel confused when...
I feel embarrassed when...
I feel proud when...





# TABATA



## 1. MOUNTAIN CLIMBERS



10 SEC REST

20 SEC MOVE

## 2. SQUATS



10 SEC REST

20 SEC MOVE

## 3. SIT-UPS



10 SEC REST

20 SEC MOVE

## 4. ARM CIRCLES



10 SEC REST

20 SEC MOVE

## 5. GROUND DIPS



10 SEC REST

20 SEC MOVE

## 6. WALL SIT



10 SEC REST

20 SEC MOVE

# 2

## HIGH INTENSITY INTERVAL TRAINING



# AMRAP

(AS MANY ROUNDS AS POSSIBLE)



20  
SKIER  
JUMPS

12 PUSH  
UPS



20  
ARM CIRCLES



15 TRICEP  
DIPS

R  
E  
P  
E  
A  
T

20 VERTICAL  
JUMPS



JOG  
3 LAPS



## NAVY BLUE WORKOUT





# AMRAP

(AS MANY ROUNDS AS POSSIBLE)



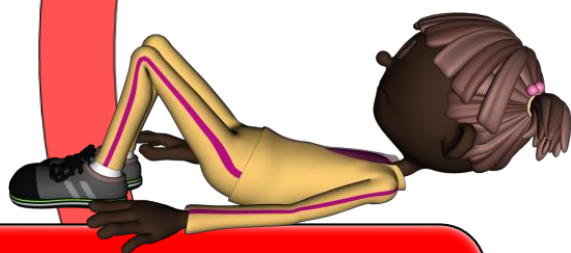
**10 LUNGES**



**10  
DIPS**



**10 STRADDLE  
JUMPS**



**15  
CURL-UPS**

**R  
E  
P  
E  
A  
T**



**SKIP  
2 LAPS**



**WALL-SIT  
20 SEC.**



**CANDY RED WORKOUT**

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## **Bop It!**

Here is a PE At-home activity that you can play with little to no equipment. This game is called “Bop it” and it improves your hand-eye coordination. Get an unneeded sheet of paper and crumble it up into a ball. Bop the paper ball in the air **ONLY** using your hands. How many times can you keep it? What is your personal best? Try with another player(s), maintaining your social distance. How many times can you keep the paper ball in the air without touching the ground? See if you can beat your record. Variation: If you want an added challenge, you can try using other body parts such as your foot or knee. Good luck and have fun!





Dear Parents and Guardians,

The FUESD Counseling Team is committed to providing families with social-emotional resources and support during school closures. This week we are sharing different activities such as journaling and coping strategies to support students.

**For more social-emotional information and parent/guardian resources online you can visit:**  
**[sites.google.com/fuesd.org/counseling](https://sites.google.com/fuesd.org/counseling)**

Our website is updated weekly with activities, videos, lessons, and resources for you and your child(ren). Being pulled from your usual routine, friends, family, and extracurriculars are incredibly confusing for children and adults alike. We hope to be a resource for all of you as we navigate these waters together. Let's start with Four Key Tips:

1. **Address Curiosity** - Your student(s) may be getting curious about what's going on and asking some tough questions regarding what COVID-19 is all about. The CDC and FUESD website has information on how to communicate with students about COVID-19.
2. **It's okay to be Anxious or Worried** - The confusion mentioned above can lead to some more difficult days ahead. In the face of anxious feelings and/or worry, please find several resources on our website with detailed coping strategies for parent/guardian and students.
3. **Create a Routine**- Parent/Guardian involvement is key to success in virtual courses. With the help of parents and caregivers, students need a routine to follow on a daily basis in order to effectively manage their time and to stay on track. Having a well-thought-out, specific daily schedule is key.
4. **Set Up a Designated Workspace**- For everyone, surroundings make a huge difference in one's mindset and ability to focus. One of the best ways to encourage your child to complete their assignments is to create a homework/class space that's all their own. First, consider your child's study style. If they are easily distracted, a secluded, quiet spot is best, but if they're more comfortable working with other people around, choose a corner of the living room or kitchen. Make sure the area is free of clutter and that other family members respect "homework time."

Please know your school counselors are dedicated to continuing to provide support to students, families, and the community during this unprecedented time. We look forward to connecting with you soon!

Take care!

FUESD School Counseling Team



Estimados Padres y Tutores,

El Equipo de Consejería de FUESD se compromete a proporcionar a las familias recursos socio-emocionales y apoyo durante el cierre de la escuela. Esta semana estamos compartiendo diferentes actividades como un diario y estrategias de afrontamiento para apoyar a los estudiantes.

Para obtener más información social-emocional y recursos para padres/guardianes en línea, puede visitar:

**<https://sites.google.com/fuesd.org/counseling-espanol>**

Nuestro sitio web se actualiza cada semana con actividades, videos, lecciones y recursos para usted y su(s) hijo/a(s). Ser sacado de su rutina habitual, amigos, familiares y extracurriculares son increíblemente confusos para los niño(s) y adultos por igual. Esperamos ser un recurso para todos ustedes mientras navegamos estas aguas juntos. Comencemos con Cuatro Sugerencias Claves:

1. **Responda a la curiosidad** - Es posible que su(s) estudiante(s) se sientan curiosos sobre lo que está sucediendo y hagan algunas preguntas difíciles con respecto al COVID-19. El sitio web de CDC y del distrito FUESD tiene información sobre cómo comunicarse con los estudiantes sobre COVID-19.
2. **Está bien estar ansioso o preocupado** - La confusión mencionada anteriormente puede llevar a algunos días difíciles. Ante sentimientos de ansiedad y/o preocupación, por favor encuentre varios recursos en nuestro sitio web con estrategias de afrontamiento detalladas para padres/tutores y estudiantes.
3. **Crear una rutina** - La participación de los padres/tutores es clave para el éxito en los cursos virtuales. Con la ayuda de los padres y tutores, los estudiantes necesitan una rutina a seguir a diario con el fin de administrar su tiempo de manera efectiva y mantenerse en el camino correcto. Tener un horario diario específico y bien pensado es clave.
4. **Establezca un espacio de trabajo designado** - Para todos, el ambiente hace una gran diferencia en la mentalidad y la capacidad de enfoque. Una de las mejores maneras de animar a su hijo/a a completar sus tareas es crear un espacio de tarea/clase. Primero, considere el estilo de estudio de su hijo/a. Si se distraen fácilmente, lo mejor es un lugar apartado y tranquilo, pero si se sienten más cómodos trabajando con otras personas, elija un rincón de la sala o la cocina. Asegúrese de que el área esté libre de desorden y que otros miembros de la familia respeten el "tiempo de tarea."

Tenga en cuenta que los consejeros de su escuela están dedicados a continuar brindando apoyo a los estudiantes, las familias y la comunidad durante este tiempo sin precedentes. ¡Esperamos comunicarnos pronto con usted!

¡Cúidese!

Equipo de Consejería Escolar de FUESD





# Best Wishes, from your Counseling Team



## We Miss you!

Dear Student,

Your school counselor is still here to help and provide fun activities during school closures! This week we are sharing coping tools including journals and activities.

For more videos and activities from your counselors you can visit:

[sites.google.com/fuesd.org/counseling](https://sites.google.com/fuesd.org/counseling)

Every week we post a new video of us!

Please know that we miss you very much! We look forward to connecting with you soon!

Take care!

Mrs. Latham -Live Oak and La Paloma  
Mrs. Hernandez - Fallbrook STEM Academy  
Mr. Estrada -William H. Frazier and Maie Ellis

Mrs. Finkle -San Onofre & Mary Fay Pendleton  
Ms. Medrano - Potter Jr. High School  
Mr. Beato - Potter Jr. High School

Fallbrook Union  
Elementary School District



## Nuestros Mejores Deseos, de su Equipo de Consejería



## ¡Te extrañamos!

Querido estudiante,

¡Tu consejero escolar todavía está aquí para ayudar y proporcionar actividades divertidas durante el cierre de la escuela! Esta semana estamos compartiendo herramientas de afrontamiento, como diarios y actividades.

Para obtener más vídeos y actividades de los consejeros, puedes visitar:  
[sites.google.com/fuesd.org/counseling-espanol](https://sites.google.com/fuesd.org/counseling-espanol)

¡Cada semana publicamos un nuevo video de nosotros!

¡Los extrañamos mucho! ¡Esperamos comunicarnos pronto!

¡Cuídate!

Mrs. Latham -Live Oak and La Paloma  
 Mrs. Hernandez - Fallbrook STEM Academy  
 Mr. Estrada -William H. Frazier and Maie Ellis

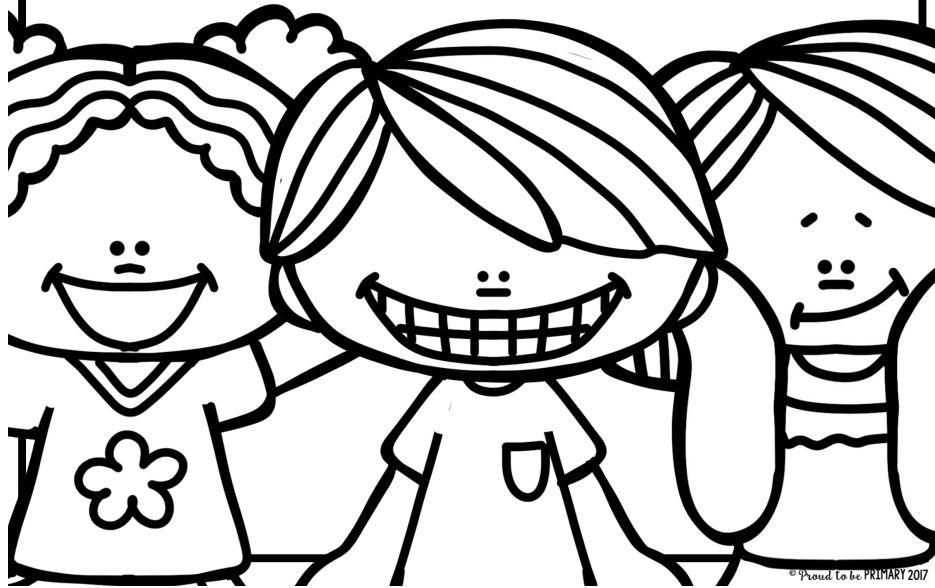
Mrs. Finkle -San Onofre & Mary Fay Pendleton  
 Ms. Medrano - Potter Jr. High School  
 Mr. Beato - Potter Jr. High School

Fallbrook Union  
 Elementary School District



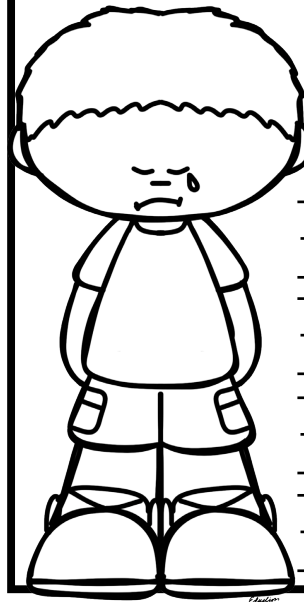
# My Feelings & Me

## JOURNAL



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I feel sad when...



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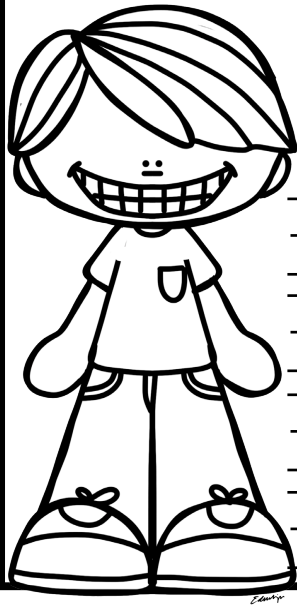
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I feel happy when...

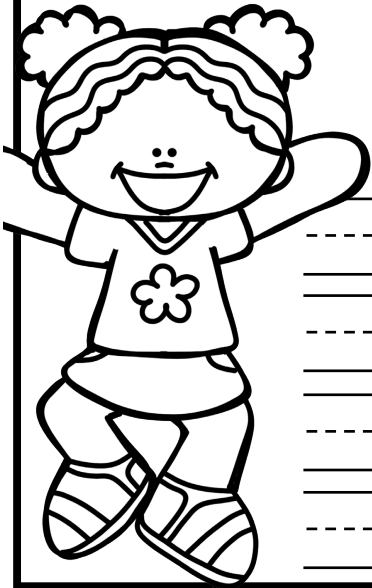


I feel mad when...

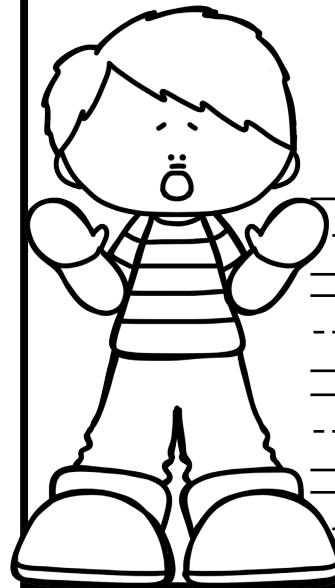




I feel excited when...



I feel surprised when...



I feel scared when...



I feel confused when...



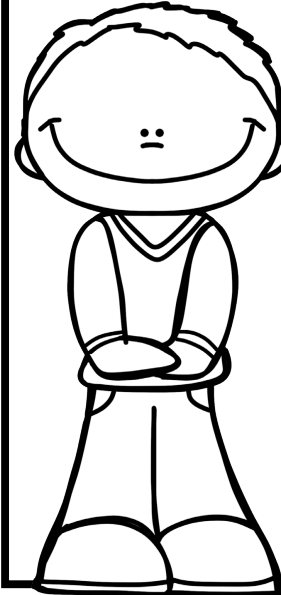


I feel embarrassed when...



Handwriting practice lines consisting of a solid top line, a dashed middle line, and a solid bottom line, repeated five times.

I feel proud when...



Handwriting practice lines consisting of a solid top line, a dashed middle line, and a solid bottom line, repeated five times.

# Ready for a


# LEGO



# Challenge?

## 30 Day LEGO Challenge

Follow the instructions for each day. The only rule is to have fun and use your imagination!

			Day 1 You were hired by an amusement park to create a new roller coaster.	Day 2 NASA needs you to build a new rocket.	Day 3 Your parents want to build a new home and they want you to build it.	Day 4 Hollywood hires you to build a movie set for a new Star Wars movie.
Day 5 You enter a contest to build the world's tallest tower. Will you win?	Day 6 You are stuck on Mars and need to build a new ship to get home.	Day 7 Ford hires you to create the toughest pick up truck in the world.	Day 8 You and 4 friends are stranded on an island. Build a boat to find a way home.	Day 9 Captain Hook needs a new pirate ship and wants you to build it.	Day 10 You and your friends decide to build a tree house.	Day 11 Prince Charming hires you to build a castle for him & Cinderella.
Day 12 Dr. Who hires you to build a new TARDIS.	Day 13 You are asked by the President to build a new monument to George Washington.	Day 14 Mr. Hilton hires you to build a new hotel.	Day 15 There is a circus in town. Build a place for the performance.	Day 16 Help your fellow pioneers build a wagon to make it across the country.	Day 17 Build the fastest car around and join the big car race.	Day 18 Do you wanna build a snowman? Get in the winter mood and build a snow scene.
Day 19 The city wants you to build a bridge to connect one side of the town to the other.	Day 20 Pizza party! It is up to you to make a pizza for all the guests.	Day 21 You are hired to build a brand new hospital.	Day 22 The fence is broke and the dog keeps escaping. Build one he can't get out of.	Day 23 You are now in medieval times. You are commissioned to build a jousting arena.	Day 24 The local bank keeps getting robbed. Build a safe no one can crack.	Day 25 Design and build your dream bedroom.
Day 26 You are elected ruler. Build a flag for your land.	Day 27 Aliens are invading and you need to build a war robot to defeat them.	Day 28 The aliens have taken over. They are impressed by your robot. They want you build one for them.	Day 29 You are hired to build a house entirely out of yellow Legos.	Day 30 There is blizzard. You will need to build a snowmobile		What was your favorite day?

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