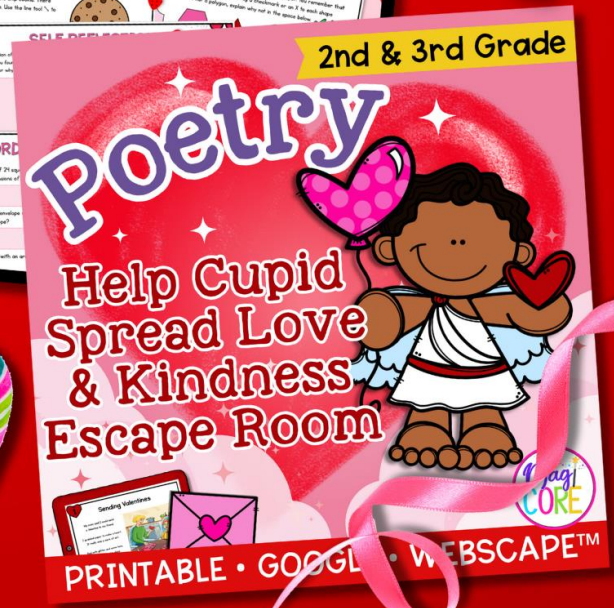
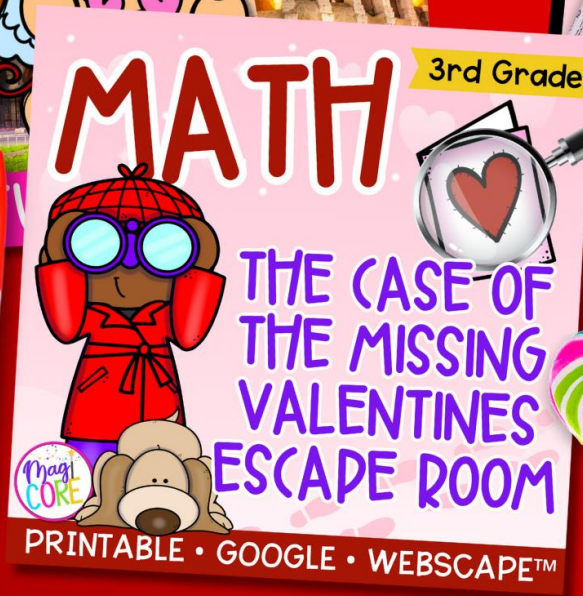




DIGITAL & PRINTABLE

3rd Grade

VALENTINE'S DAY BUNDLE



2nd & 3rd Grade

Poetry

Help Cupid
Spread Love
& Kindness
Escape Room



PRINTABLE • GOOGLE • WEBSCAPE™

Immerse your students in story-based learning.
Students work through four challenges to help
Cupid keep his wings!

1. Who is the main character of the poem?

- a. a cat
- b. Hampton
- c. Hannah
- d. the speaker

2. How many stanzas are in the poem?

- a. two
- b. eight
- c. seven

Hannah Hampton

Happy Hannah Hampton
has a hankering to hug.

She stretches out her arms
and finds someone to bug.

She folds herself around

tightly,
to end.

Happy Hannah
and right,

and every day
through the night.

She seems to have no limit.
The hugs are all for free.
I wonder if Hannah Hampton
will finally... hug me.



Hannah Hampton

Happy Hannah Hampton
has a hankering to hug.

She stretches out her arms
and finds someone to bug.

She folds herself around

Read the stanza from the poem.

Happy Hannah Hampton has a hankering to hug.

What is the meaning of the underlined word in the stanza?

to be scared
of something

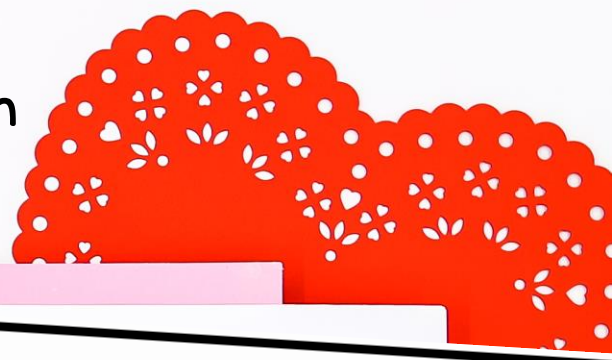
to worry about
something

to repeat
something

to really want
something



Students can check
their own answers in
print or digital!



Cupid's Dandy Decod

Use the following codes for each challenge to collect your valentine and move

Question 1	Question 2	Question 3	Question 4	Question 5
a = We L = Just	a = over b = all	a = the b = really c = the	a = sparkles b = glue c = red d = ribbon	a = the b = and c = dark d = markers

CHALLENGE 1



	Answer	Code
1.		
2.		
3.		
4.		
5.		
6.		

What do you love most about making valentines?


CHALLENGE 2

	Answer	Code
1.		
2.		
3.		
4.		
5.		
6.		

How would you rate your dance moves on a scale from one to ten?



CHALLENGE 3



	Answer	Code

What is your favorite color?

Embedded videos tell the story!



**WEBSCAPE &
GOOGLE SLIDES**



Easy navigation
Self-checking answers

 **Challenge #1**

Click on the book to read the text, then click on each clue and answer the questions.
Answer carefully, because the right answers will give you the clues to solve the challenge!

What do you love most about making valentines?

Using all the

Clue #1 Clue #2 Clue #3

 **Text**

ribbon  

Clue #4 Clue #5 Clue #6

Submit

MATH

3rd Grade

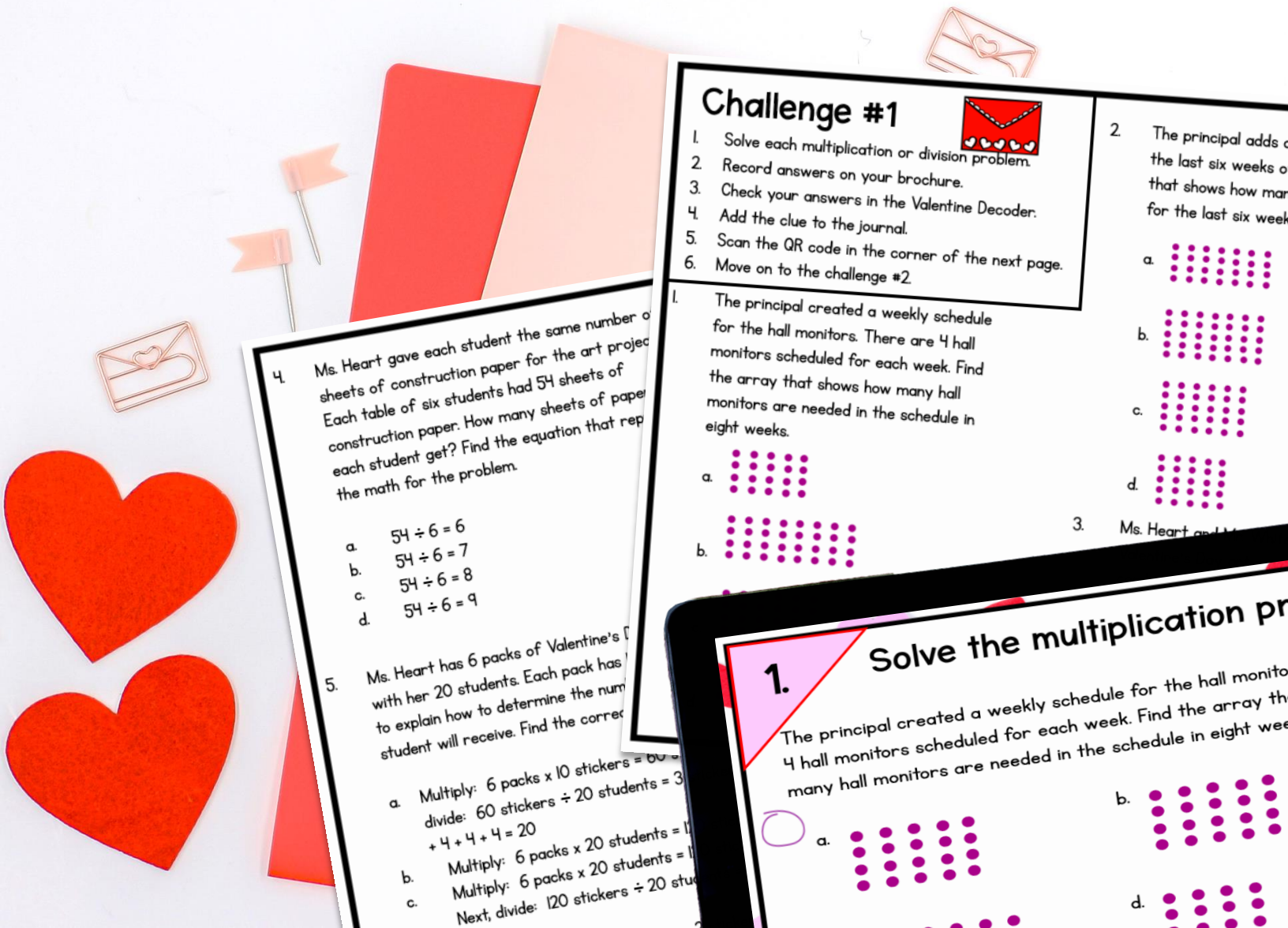


THE CASE OF THE MISSING VALENTINES ESCAPE ROOM

Magi
CORE

PRINTABLE • GOOGLE • WEBSCAPE™

Immerse your students in story-based learning. Students work through four challenges to solve the Mystery of the Missing Valentines.




4. Ms. Heart gave each student the same number of sheets of construction paper for the art project. Each table of six students had 54 sheets of construction paper. How many sheets of paper did each student get? Find the equation that represents the math for the problem.

a. $54 \div 6 = 6$
 b. $54 \div 6 = 7$
 c. $54 \div 6 = 8$
 d. $54 \div 6 = 9$

5. Ms. Heart has 6 packs of Valentine's stickers with her 20 students. Each pack has 10 stickers. Explain how to determine the number of stickers each student will receive. Find the correct equation.



a. Multiply: 6 packs \times 10 stickers = 60 stickers
 divide: 60 stickers \div 20 students = 3 stickers
 $+ 4 + 4 + 4 = 20$
 b. Multiply: 6 packs \times 20 students = 120 stickers
 c. Multiply: 6 packs \times 20 students = 120 stickers
 Next, divide: 120 stickers \div 20 students = 6 stickers

Challenge #1







- Solve each multiplication or division problem.
- Record answers on your brochure.
- Check your answers in the Valentine Decoder.
- Add the clue to the journal.
- Scan the QR code in the corner of the next page.
- Move on to the challenge #2.

1. The principal created a weekly schedule for the hall monitors. There are 4 hall monitors scheduled for each week. Find the array that shows how many hall monitors are needed in the schedule in eight weeks.

a. 
 b. 





2. The principal adds a new activity to the last six weeks of the schedule that shows how many hall monitors are needed for the last six weeks.

a. 
 b. 
 c. 
 d. 

3. Ms. Heart and Mr....

1. Solve the multiplication problem.

The principal created a weekly schedule for the hall monitors. There are 4 hall monitors scheduled for each week. Find the array that shows how many hall monitors are needed in the schedule in eight weeks.

a. 
 b. 
 c. 
 d. 

Students can check
their own answers in
print or digital!

Valentine Decoder

Use the following codes for each challenge to solve the clues and move

question 1	question 2	question 3	question 4	question 5
a = I saw	a = another	a = a monitor	a = down toward	a = to
b = to see	b = to see	b = a	b = coming from	b = the room
c = the nurse	c = the principal	c = the nurse	c = the principal	c = in the office
d = test	d = test	d = test	d = test	d = next to the

CHALLENGE 1

	Answer	Code
1.		
2.		
3.		
4.		
5.		
6.		

What was the hall monitor doing when the crime occurred?

CHALLENGE 2

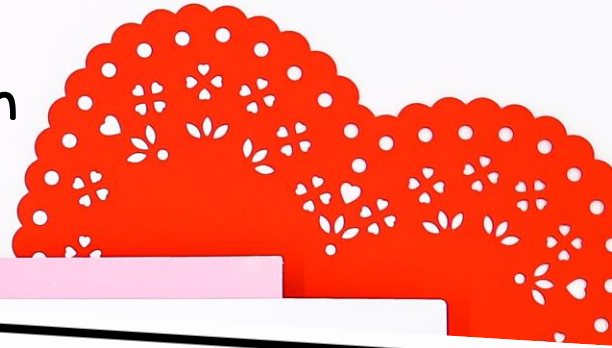
	Answer	Code
1.		
2.		
3.		
4.		
5.		
6.		

Where prankster crime occurred?

CHALLENGE 3

	Answer	Code
1.		
2.		
3.		
4.		
5.		
6.		

the _____ when _____?



Easy navigation

Self-checking answers



Challenge #1

Click on each clue and answer the questions.

Answer carefully, because the right answers will give you the clues to solve the challenge!

What was the hall monitor doing when the crime occurred??



She

Clue #1



Clue #2



Clue #3



Clue #4



Clue #5



Clue #6

Submit

4 Math Challenges

Challenge #1



- Solve each multiplication or division problem.
- Record answers on your brochure.
- Check your answers in the Valentine Decoder.
- Add the clue to the journal.
- Scan the QR code in the corner of the next page.
- Move on to the challenge #2.

1. The principal created a weekly schedule for the hall monitors. There are 4 hall monitors scheduled for each week. Find the array that shows how many hall monitors are needed in the schedule in eight weeks.



2. The principal adds one extra hall monitor each week for the last six weeks of the school year. Find the array that shows how many hall monitors will be scheduled for the last six weeks of the year.



3. Ms. Heart and Mr. White joined their classes for a Valentine's Day art project. There were 42 student

4. Ms. Heart gave each student the same number of sheets of construction paper for the art project. Each table of six students had 54 sheets of construction paper. How many sheets of paper did each student get? Find the equation that represents the math for the problem.

- $54 \div 6 = 6$
- $54 \div 6 = 7$
- $54 \div 6 = 8$
- $54 \div 6 = 9$

5. Ms. Heart has 6 packs of Valentine's Day stickers to share with her 20 students. Each pack has 10 stickers. She asked you to explain how to determine the number of stickers each

6. The hall monitor gave the Kindergarten teachers sheets of Valentine's Day stickers to give to their students. She gave five sheets to Ms. Clifford, six sheets to Mr. Johnson, and four sheets to Miss Green. Each sheet has 8 stickers on it. What is the total number of stickers she gave to the Kindergarten teachers?

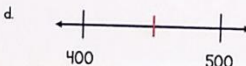
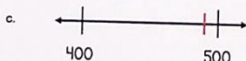
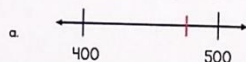
- 110
- 112
- 120
- 124

Challenge #2



- Solve each place value problem.
- Record answers on your brochure.
- Check your answers in the Valentine Decoder.
- Add the clue to the journal.
- Scan the QR code in the corner of the next page.
- Move on to the challenge #3.

1. The thief took 476 Valentine's Day cards that were made by Ms. Heart's students. Ms. Heart asked you to place the number on the number line. Find the number line that shows the correct placement of 476.



2. The thief took a total of 945 cards. Mr. White asked his students to use the number line to round 945 to the nearest hundred. Find the correct answer.



- 945 rounds to 950
- 945 rounds to 1000
- 945 rounds to 945
- 945 rounds to 900

3. The prankster counted between 200 and 300 red hearts. He rounded the number of hearts to the nearest ten to 260. Which number below would not round to 260 when rounding to the nearest ten?

- 256
- 265
- 261
- 255

Scan the QR code or click [here](#) to view the video.



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XOXO

BE MY VALENTINE

Geometry Project Based Learning

3rd Grade Print & Google Slides

SWEET TREATS

After you and your classmates exchange valentines, it's time for the class Valentine's Day party! You and your classmates have brought yummy treats to share. Answer the questions below.

1. Your classmate Ines brought in a giant chocolate chip cookie. There are 8 students who say they would like a piece. Use the line tool to partition the cookie into 8 equal pieces.

2. Each piece of cookie is _____.
3. Your teacher, Ms. O'Connell, brought in a bar of chocolate to eat at the table. Use the line tool to evenly divide the chocolate into 8 equal pieces.

4. Each piece of chocolate is _____.



SELF-REFLECTION

Write a reflection of your experience with this project. How did you feel about the math problems and activities? Explain what you found easy to do and any difficulties you had while working on this project. Did you enjoy this activity? Why or why not?

Write your reflection in the space below.

CLASSROOM VALENTINES

Your teacher gives you time in class to make valentines for each of your classmates. You want to use a variety of shapes. Answer the questions below.

1. As you are thinking of shapes to use, you sketch out a few ideas on a piece of paper. You remember that every valentine must be a polygon. Drag a checkmark or an X to each shape to show if it is a polygon. If it's not a polygon, explain why not in the space below. ✓ X



2. Which shapes could you use for your valentines. Be sure to explain why.



QUADRILATERAL CARDS

5. You want the valentine for your mom to have four equal sides and four right angles. Drag the checkmark to the shape you choose for your mom's card. ✓



6. You want the valentine for your dad's card to have two equal sides, only one right angle, and no parallel sides. Drag the checkmark to the shape you choose for your dad's card. ✓



7. You want the valentine for your grandma's card to be a quadrilateral with two pairs of parallel sides and no right angles. Drag the checkmark to the shape you choose for your grandma's card. ✓



VALENTINE CHOCOLATES

You go to the store to buy a box of chocolates to give to your friend Taylor for Valentine's Day. Answer the questions below.

1. As you're browsing the display of Valentine's Day chocolates, you knock some boxes to the floor and the lids fall off. You know the length and width of each box and the area of each lid. Drag each lid to the box of chocolates with the same area. Use the textboxes to show that the boxes and lids have the same area.



CHALLENGE #1: WORD PROBLEMS

1. Your mom gave you a Valentine's Day card with an area of 24 square inches. The card is a rectangle that is 2 inches longer than it is wide. What are the dimensions of the card?

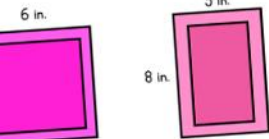
2. Your mom gave you an envelope. The envelope was one inch longer than it was wide. The area of the envelope was 24 square inches. What is the perimeter of the envelope?

3. The card you got from your brother, Jayden, is a square with an area of 16 square inches. What are the dimensions of the card?

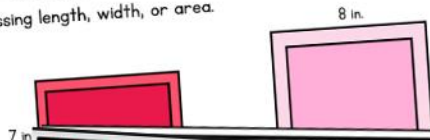
Magi
CORE

Standards-Based

There are 4 different serving plates to put the treats on as shown below. One piece of information is missing for each plate. Determine the missing length, width, or area.



6. The students in your class will sit at three tables. Determine the missing information for each table.



SWEET TREATS

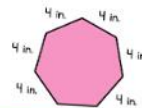
After you and your classmates exchange valentines, it's time for the class Valentine's Day party! You and your classmates have brought yummy treats to share. Answer the questions below.

1. Ines brought in a giant chocolate chip cookie. There are 8 students who say they would like a piece. Use the line tool to show 2 different ways you can evenly divide the chocolate bar on the diagrams below.



CLASSROOM VALENTINES

6. You cut the polygon valentines out of colored paper and are ready to decorate them! You have 5 scraps of ribbon of different lengths you want to put all around the edge of each valentine. Which scrap of ribbon will fit best around each valentine. Then, drag the scrap of ribbon to the valentine.



SWEET TREATS

After you and your classmates exchange valentines, it's time for the class Valentine's Day party! You and your classmates have brought yummy treats to share. Answer the questions below.

1. Your classmate Ines brought in a giant chocolate chip cookie. There are 8 students who say they would like a piece. Use the line tool to partition the cookie into 8 equal pieces.

2. Each piece of cookie is $\frac{1}{8}$ of the whole cookie.

3. Your teacher, Ms. O'Connell, brought in bars of chocolate. There are 8 students who say they would like a piece. Use the line tool to show 2 different ways you can evenly divide the chocolate bar on the diagrams below.

BE MY VALENTINE

Valentine's Day is here! On this day meant to celebrate those you love, you want to make valentines to give to your classmates, friends, and family!

Here are your tasks:

- Read through the entire packet before beginning.
- Identify characteristics of polygons to make valentines for your classmates for your class Valentine's Day party
- Calculate the area and perimeter of your polygon valentines
- Partition sweet treats to share with your classmates at the Valentine's Day party
- Identify and describe quadrilaterals to make Valentine's Day cards for your family
- Use geometry, area, and perimeter to choose boxes of chocolates for your loved ones
- Complete the challenge pages. (Optional)
- Complete the self-reflection and evaluation rubric.



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Print & Digital
Versions

QUADRILATERAL CARDS

10. You want to cover the rectangle card with glitter. The bottle of glitter says there is enough to cover 25 square inches. To determine the area of the rectangle card, you tile it as shown. Each unit square is one square inch. What is the area of the rectangle card?

QUADRILATERAL CARDS

5. You want the valentine for your mom to have four equal sides and four right angles. Drag the checkmark to the shape you choose for your mom's card.



VALENTINE CHOCOLATES

2. You decide to buy Taylor the box of chocolates pictured below. The box is divided into compartments for each piece of chocolate. The dimensions of the compartments are shown. Write the area of each compartment.



VALENTINE CHOCOLATES CHALLENGE #1: Write

1. Your mom gave you a Valentine's Day card with an area of 24 square inches. The card is 2 inches longer than it is wide. What are the dimensions of the card?
2. The card your mom gave you was inside an envelope that is 2 inches longer than it is wide. What are the dimensions of the envelope?
3. The card you got from your brother, Jayden, is a square with an area of 36 square inches. What are the dimensions of the card from Jayden?
4. Your sister, Sheila, made you a card out of a piece of paper that is 8 inches long and 6 inches wide. In the middle, she cut out a square that is 2 inches by 2 inches. How many square inches of paper are left in the card?

VALENTINE CHOCOLATES

You go to the store to buy a box of chocolates. You knock some boxes to the floor and the lid falls off. You know the lid is a square. Use the line tool to draw a square.

1. As you're browsing the display of Valentine's Day chocolates, you knock some boxes to the floor and the lid falls off. You know the lid is a square. Use the line tool to draw a square.

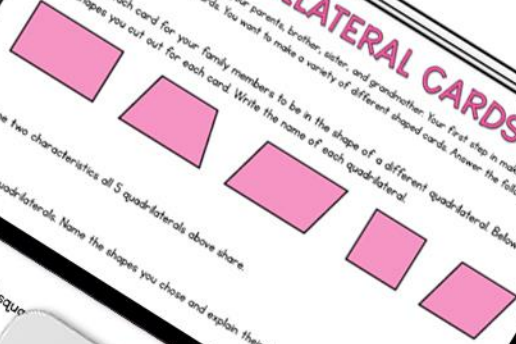
QUADRILATERAL CARDS

4. Use the line tool to draw a quadrilateral not pictured above.

1. You want each card for your family members to be in the shape of a different quadrilateral. Answer the following questions.

2. Name two characteristics of each quadrilateral. Write the name of each quadrilateral.

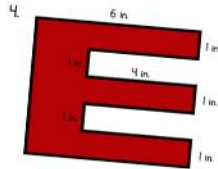
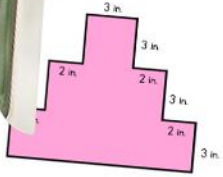
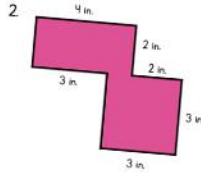
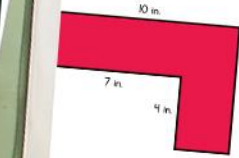
3. Pick two quadrilaterals. Name the shapes you chose and explain their differences.



Critical Thinking

IRREGULAR SHAPES

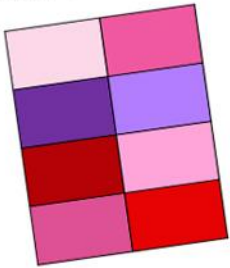
are sorting through the valentines you received from your classmates, and some are irregularly shaped. Find the area of each irregularly shaped valentine below.



I felt very confident about the math in this project.	I felt pretty good about my ability to complete the math in this project.	I felt a lot of the math in this project was too hard for me to do alone.
I understood most of the math but needed a little help to solve some of the problems.	I needed some help to use the best strategies for solving the math problems.	I understood some of the math but needed help to complete most of the problems.
I feel I would like to spend more time practicing similar math problems.		I had trouble understanding the best way to solve many of the math problems.
		I feel I need assistance to work on similar math problems.

CHALLENGE #1: WORD PROBLEMS

9. Below is the valentine you made for your teacher Ms. O'Connell. You divided the card into equal parts and shade each part a different color.



What fraction of the card is purple?

What fraction of the card is light purple?

What fraction of the card is medium purple?

What fraction of the card is red?

What fraction of the card is dark red?

What fraction of the card is light red?



SELF-REFLECTION

Write a reflection of your experience with this project. How did you feel about the math problems and activities? Explain what you found easy to do and any difficulties you had while working on this project. Did you enjoy this activity? Why or why not?

RATE THIS PROJECT

Drag the checkmark to the statement you most agree with.

I am ready for something harder.

This was just right.

I found this project too easy.



Seasonal/Holiday

ROME FOR VALENTINE'S DAY



VIRTUAL field trip



SOCIAL STUDIES

Ancient Rome

1. How was daily life in ancient Rome similar to how people live today?

2. What did people in ancient Rome do for entertainment?

3. Who was Julius Caesar? What did help invent?



INTEGRATES READING

Tiber River

Directions: Read the passage about the Tiber River. Use the details in the passage to complete the cause and effect organizer on the next slide.

Rome was built on the mighty Tiber River. Ancient Romans called it "Father Tiber" because they relied on the waterform. It watered their land, connected the city with the sea, and helped to protect them from invaders.

There were several floods that happened when the river rose over its banks. This was devastating to the Romans. The river still floods sometimes, which caused flood-control embankments to be built.

The Tiber River originates in the Apennine Mountains. Other small streams join it as it flows southward toward the Mediterranean Sea. As it grows in size and speed, large amounts of clay get mixed in. This gives the river its yellowish tint.

The Tiber River is the most significant moving body of water in Italy. It flows for about 250 miles. Along its banks are several cities, such as Rome and Perugia. Like Rome, Perugia is filled with many historical remains.





Let's Take a Trip! : The 9/11 Memorial

Why do you think a memorial for 9/11 was built?



TO MAP 

TO PASSPORT 




Click to see the Memorial on Google Earth

© Julie Bales

CRITICAL THINKING SKILLS

