

3rd Grade

April 27 - May 1



Name _____

As you read the passage, notice how the author uses made-up story events to share a message.

The Barnyard Café

13 Once there was a horse, a rooster, and a cow. They lived happily
25 in a big farmhouse with Farmer Ray. They were good friends. One
35 day, Farmer Ray was pushing his favorite wheelbarrow filled with
50 carrots. It hit a rock and fell over onto the grass. As he turned the
wheelbarrow over, it began to speak.

56 "I am a magic wheelbarrow," it said. "Make a wish. It will come true."

70 Farmer Ray said, "I have always wanted to live at the beach.
82 I never have enough money."

87 "Well," said the wheelbarrow as it filled up with gold coins,
98 "now you can go live at the beach." So Farmer Ray wheeled his
111 money back to the house.

116 "A magic wheelbarrow gave me enough money to live at the
127 beach for one year. Come with me," said Farmer Ray. "We can
139 walk in the sand. We can learn to surf."

148 The animals looked at Farmer Ray in disbelief. "The beach?"
158 they yelled. "Farm animals don't live at the beach!"

167 But Farmer Ray wanted to go. "If you can pay the bills, you can
181 stay here at the farmhouse."

186 Horse, Rooster, and Cow went into the parlor to talk over their
198 big decision. They decided to turn the parlor into a coffeehouse.

209 The animals said goodbye to Farmer Ray. They got to work.

220 Soon they opened the Barnyard Café. By the end of the month, the
233 animals had enough money to pay the bills and hire a cook. Their
246 business grew. A newspaper reporter even wrote a story about them.

Name _____

Meanwhile, Farmer Ray was tired of walking in the golden sand. The only surfing he was doing was on the Internet. One afternoon, Farmer Ray was on his computer and read a news story. It was about three farm animals and their new café.



"I miss Horse, Rooster, and Cow," he said. "I am going home."

Farmer Ray couldn't believe how busy the café was. He started growing fresh vegetables for the cook to use in his recipes. He also created a website for the café. In his free time at the beach, he had learned how to do all kinds of new things with computers.

One day, as Farmer Ray was pushing his favorite wheelbarrow filled with fresh carrots, it hit a rock and fell over on the grass. As he turned the wheelbarrow back over, it began to speak.

"I am a magic wheelbarrow," it said. "Make a wish. It will come true."

Farmer Ray thought for a moment. "I'm with my friends. I am doing what I love. My wish has already come true."

Name _____

A. Use text evidence to answer the questions.

1. How can you tell that “The Barnyard Café” is a fairy tale?

In real life, _____.

2. Reread the sixth paragraph on page A1. How does the author help you know how the animals feel about the beach?

The author uses _____.

3. Reread the second paragraph on page A2. How do you know how Farmer Ray feels about Horse, Rooster, and Cow?

Farmer Ray says _____.

He feels _____.

B. Work with a partner. Read the passage aloud. Pay attention to phrasing and rate. Stop after one minute. Fill out the chart.

	Words Read	—	Number of Errors	=	Words Correct Score
First Read		—		=	
Second Read		—		=	

Famous African Americans - Harriet Tubman and the Underground Railroad

by ReadWorks



Harriet Tubman lived during a time when it was illegal to help enslaved people escape to freedom, but she helped them escape anyway. Because of her efforts, she came to be known as "Moses," referring to an important figure in the Bible. The Moses of the Bible led the Jews, his own ethnic group, out of slavery in Egypt. Similarly, Tubman led African Americans out of slavery in the American South. She became the most well-known leader of the Underground Railroad. The Underground Railroad was a system of secret routes that helped enslaved people escape to free states.

Harriet Tubman was born enslaved. She escaped slavery and made a promise to help others do the same. She made a total of 19 rescue trips back down south. She never lost one of the 300 people she saved. She was skillful and brave. She even led her parents to freedom in 1857.

Harriet Tubman continued to help other African American people. She was a nurse and a spy during the Civil War. In her later years, Tubman established a house for elderly African Americans who needed help. She was a beacon for the African American community and the United States.

Name: _____ **Date:** _____

1. How was Harriet Tubman most like Moses?

- A. They are both important figures in the Bible.
- B. They both saved people from slavery.
- C. They are both famous Americans.
- D. They both lived in Egypt.

2. What does the author describe in the passage?

- A. slavery in the United States
- B. how Harriet Tubman escaped from slavery
- C. how Moses led the Jews out of Egypt
- D. the life and works of Harriet Tubman

3. Harriet Tubman helped African Americans in more ways than just her role in the Underground Railroad. What evidence from the passage supports this conclusion?

- A. She never lost one of the 300 enslaved people she led to freedom.
- B. She made a total of 19 rescue trips to the South.
- C. She established a house to help elderly African Americans.
- D. She became the most famous leader of the Underground Railroad.

4. Why is Tubman most likely described as brave?

- A. She promised to help free enslaved people.
- B. She made 19 rescue trips back down south.
- C. She established a house for elderly African Americans who needed help.
- D. She is compared to Moses, an important figure in the Bible.

5. What is this passage mostly about?

- A. how Tubman helped enslaved people and other African Americans
- B. why the Underground Railroad was never discovered by police
- C. how Tubman trained to be a nurse in the Civil War
- D. similarities and differences between Tubman and Moses from the Bible

6. Read the sentences: "The Moses of the Bible led the Jews, his own ethnic group, out of slavery in Egypt. **Similarly**, Tubman led African Americans out of slavery in the American South."

As used in this sentence, what does the word "**similarly**" mean?

- A. mysteriously
- B. very differently
- C. legally
- D. in about the same way

7. Choose the answer that best completes the sentence below.

Harriet Tubman wanted to continue helping African Americans, _____ she established a house for elderly African Americans who needed help.

- A. because
- B. so
- C. earlier
- D. instead

8. What was the Underground Railroad?

9. Based on the passage, why did Harriet Tubman most likely want to help other enslaved people escape?

10. One of the definitions of the word "beacon" is someone or something that guides or gives hope to others. The text states that Harriet Tubman was a "beacon" for the African American community and the United States. Use information from the text to support this statement.

Third Grade Writing Prompts

Opinion Essay Writing Prompts

When writing an opinion essay, students should clearly state their opinion, then back it up with sound reasons and facts. Opinion essays should close the essay with a concluding paragraph and a summary of the argument.

1. **Be a Friend.** What does it mean to be a good friend?
2. **Growing Up or Down.** Would you rather be older than you are right now or younger? Why?
3. **Hello?** Some kids in 3rd grade have cell phones. Do you? Do you think that's good or bad?
4. **Best Pets.** Which animal makes the best pet? Give at least three reasons for your opinion.
5. **Tattletale.** If you saw one of your friends doing something that you knew was wrong, should you tell on them? Why or why not?
6. **School Favorites.** What do you think is the best subject in school? What makes it the best?
7. **Off Limits.** Is there a TV show that you're not allowed to watch or a video game that you're not allowed to play? Explain why your parents should allow it.
8. **Summer School.** Should your school be in session year 'round with more breaks throughout the year or continue to give students the summer off? Why?
9. **Junk Food Fans.** Should candy and soda machines be available to students on school property? Why or why not?
10. **School Supplies.** What is the most important tool in your classroom? What makes it so useful?
11. **School Pride.** What is the best thing about being a student at your school?
12. **What's in a Name?** If you could change your name, what would you choose and why?

Informative Essay Writing Prompts

Informative essays introduce a topic, explain a process, or describe an idea, then provide facts, definitions, and details. Students should organize related information into paragraphs in order to write the most logical essay possible. Remember that they should also include introductory and concluding paragraphs.

1. **Real Superheroes.** Superheroes in movies and comics can do some pretty amazing things, but think of someone you consider to be a real-life hero. What do (or did) they do that makes them a hero?
2. **Liar, Liar.** Someone told your best friend a lie about you and your friend believed them. Explain how you'd handle the situation.
3. **Student Teacher.** Think of something that you found difficult to do at first (such as multiplication or tying your shoes), but that you now understand. Explain the process so that someone else could learn to do it.
4. **Holidays.** What is your favorite holiday? Explain how you celebrate it.
5. **Pet Sitter.** Your family is going on vacation and a pet-sitter is coming to care for your pets. Write a note explaining how to care for them.
6. **PB&J.** Write out the step-by-step process for making the perfect peanut butter and jelly sandwich.
7. **Chores.** What is a household chore for which you are responsible? Explain how to do it.
8. **Emergency Drills.** Think of one emergency drill that your school practices. Write a paper describing exactly how to do it as if you were explaining it to a brand-new student.
9. **Allergies.** Do you have a serious allergy to something like peanuts or milk? Write an essay explaining why it's so important for you not to come into contact with the allergen.
10. **Color Wheel.** What is your favorite color? Choose an animal or object that is that color and describe it.
11. **State Fun Facts.** Describe some interesting facts about your state to someone who has never visited.
12. **Family Traditions.** Describe a unique family tradition that your family has.

13. **Game On.** What's your favorite game? Explain the rules to someone who has never played it before.

Name _____

- A **subject pronoun** is used as the subject of a sentence.
- Singular subject pronouns are *I, you, he, she, and it*: *I drive the car. **He** plays football.*
- Plural subject pronouns are *we, you, and they*: ***We** go swimming. **They** eat dinner.*

Read the sentences. Choose the correct pronoun in parentheses to complete each sentence. Write the pronoun.

1. My friend Ted and _____ started a lawn service. (me, I)
2. _____ made a list of all the services we will offer. (We, Us)
3. _____ am good at raking and cleaning up. (Me, I)
4. _____ is good at planting and weeding. (He, Him)
5. We asked the Smiths, "Would _____ like our help?" (you, them)
6. _____ signed up for a one month trial. (Them, They)
7. Dad said that _____ is very proud of us. (him, he)
8. _____ is a good way to make money this summer. (It, You)
9. _____ hope to have at least five customers. (Us, We)
10. Ted and _____ plan to work hard. (me, I)



In your writer's notebook, write about a way you could earn money during the summer. Then reread your work. Make sure you used subject pronouns correctly.

Name _____

- An **object pronoun** can take the place of an object noun: Mark invited *Kim*. Mark invited *her*.
- Singular object pronouns are *me*, *you*, *him*, *her*, and *it*.
- Plural object pronouns are *us*, *you*, and *them*.

A. Read the sentences. Choose the correct pronoun in parentheses to complete each sentence. Write the pronoun.

1. Dad helped _____ build a tree house. (we, us)
2. I hope _____ can come see it. (you, us)
3. I asked _____ to help me clean up. (she, her)
4. We can help _____ put away the tools. (he, him)
5. Mom saw _____ reading a book. (them, they)

B. Reread this paragraph from “Susan B. Anthony Takes Action.” Circle the object pronouns in the underlined sentence.

When Susan went to school, she saw that boys and girls were not treated the same way. One of her teachers refused to teach Susan long division. She said that girls did not have any reason to know math. As a result, Susan’s family took her out of school and taught her at home.



In your writer’s notebook, write about your favorite school subject. Check your work when you are done to make sure you used object pronouns correctly.

Name _____

- Use the subject pronouns *I, you, he, she, it, we, and they* to replace subject nouns: *I throw the ball to Jack.*
- Use the object pronouns *me, you, him, her, it, us, and them* to replace object nouns: *I throw the ball to **him**.*
- A present-tense verb must agree with its subject pronoun.
- Add *-s* or *-es* to most present-tense action verbs when using the singular pronouns *he, she, and it*. Do not add *-s* or *-es* to a present-tense action verb when using the plural pronouns *we, you, and they*: *He **eats** dinner. They **eat** dinner.*

Replace each underlined word or group of words with the correct subject or object pronoun. Write the new sentences.

1. My grandmother took my brother and me to Washington, D.C.

2. The Smithsonian is an amazing place to spend the day.

3. My grandmother, brother, and I got to tour the White House.

4. My brother asked my grandmother if she had ever been there before.



In your writer's notebook, write about what you would see on a trip to Washington, D.C. Reread your work to make sure your pronouns agree with your verbs.

Name _____

- Use the subject pronouns *I, you, he, she, it, we, and they* as the subject of a sentence or to replace subject nouns.
- Use the object pronouns *me, you, him, her, it, us, and them* to replace object nouns.
- A present-tense verb must agree with its subject pronoun.

A. Proofread the paragraph below. Circle any pronouns that are used incorrectly.

My classmates and I have been learning about space. Us got to visit a planetarium last week. Zach and me made a big mural that shows planets, moons, and constellations. We invited other classes to come and see our mural. Them were amazed at what they saw. Our teacher, Ms. Alba, asked our principal to come see it. We asked he if he would like to hang it in his office. Mr. Costas gave we a big compliment. Him said he would be honored to have it on his wall.

B. Rewrite the paragraph with the correct pronouns.

Name _____

A. Read the paragraph. Then answer the questions.

(1) David's mother is a doctor. (2) She takes care of many people and helps them get well. (3) Her patients like her very much because she is caring and kind. (4) David is proud of his mother. (5) He wants to be a doctor like his mom.

- | | |
|--|---|
| 1. What is the object pronoun in sentence 2? | 2. What is the subject pronoun in sentence 5? |
| A She | F He |
| B takes | G wants |
| C people | H his |
| D them | J mom |

B. Read the student draft and look for revisions that need to be made. Then answer the questions.

(1) I love my new puppy. (2) My sister and me named she Scout. (3) Scout enjoys playing in the backyard. (4) Sometimes she chases birds, but she can't catch they.

- What is the correct way to write sentence 2?
 - A** My sister and I named she Scout.
 - B** My sister and me named her Scout.
 - C** My sister and I named her Scout.
 - D** No change needed in sentence 2.
- What is the correct way to write sentence 4?
 - F** Sometimes her chases birds, but her can't catch them.
 - G** Sometimes she chases birds, but she can't catch them.
 - H** Sometimes she chases birds, but she can't catch they.
 - J** No change needed in sentence 4.

Name _____

Fold back the paper along the dotted line. Use the blanks to write each word as it is read aloud.

When you finish the test, unfold the paper. Use the list at the right to correct any spelling mistakes.

- | | |
|----------------------------------|----------------|
| 1. _____ | 1. names |
| 2. _____ | 2. named |
| 3. _____ | 3. naming |
| 4. _____ | 4. hopes |
| 5. _____ | 5. hoped |
| 6. _____ | 6. hoping |
| 7. _____ | 7. dances |
| 8. _____ | 8. danced |
| 9. _____ | 9. dancing |
| 10. _____ | 10. drops |
| 11. _____ | 11. dropped |
| 12. _____ | 12. dropping |
| 13. _____ | 13. wraps |
| 14. _____ | 14. wrapped |
| 15. _____ | 15. wrapping |
| Review Words 16. _____ | 16. basketball |
| 17. _____ | 17. airplane |
| 18. _____ | 18. birthday |
| Challenge Words 19. _____ | 19. driving |
| 20. _____ | 20. traded |

Name _____

Inflectional endings are letters added to the end of a word to change the word's meaning. The letter *-s* is used to form plural nouns and some present verbs. The letters *-ed* are added to regular verbs to show that an action happened in the past. The letters *-ing* show that an action is happening now.

RULE REVIEW

If a word ends in silent *e*, drop the *e* before adding *-ed* or *-ing*: *type/typed/typing*. If a word ends in a vowel and consonant, double the final consonant before adding *-ed* or *-ing*: *stop/stopped/stopping*.

Read the spelling words aloud. Then write the spelling words that contain the matching spelling pattern.

wrapped	dropped	named	drops	hoping
dances	hoped	danced	hopes	names
naming	wraps	wrapping	dropping	dancing

drop <i>e</i> and add <i>-ed</i>	drop <i>e</i> and add <i>-ing</i>	add <i>-s</i>
1. _____	6. _____	11. _____
2. _____	7. _____	12. _____
3. _____	8. _____	13. _____
double consonant and add <i>-ed</i>	double consonant and add <i>-ing</i>	14. _____
4. _____	9. _____	15. _____
5. _____	10. _____	

Name _____

Inflectional endings are letters added to the end of a word to change the word's meaning. The letter *-s* is used to form plural nouns and some present verbs. The letters *-ed* are added to regular verbs to show that an action happened in the past. The letters *-ing* show that an action is happening now.

RULE REVIEW

If a word ends in silent *e*, drop the *e* before adding *-ed* or *-ing*: *type/typed/typing*. If a word ends in a vowel and consonant, double the final consonant before adding *-ed* or *-ing*: *stop/stopped/stopping*.

Read aloud the spelling words in the box. Then write the spelling words that contain the matching spelling pattern.

hoped	hopes	naming	racing	hugs
hugged	names	raced	hugging	named
races	hoping	drops	dropping	dropped

drop *e* and add *-ed*

1. _____

2. _____

3. _____

**double consonant
and add *-ed***

4. _____

5. _____

drop *e* and add *-ing*

6. _____

7. _____

8. _____

**double consonant
and add *-ing***

9. _____

10. _____

add *-s*

11. _____

12. _____

13. _____

14. _____

15. _____

Name _____

A. Read aloud the spelling words in the box. Then write the spelling words with the matching spelling pattern.

arrived	hopes	achieves	dropped	danced
noticed	dropping	wrapping	hoped	driving
offering	traded	dancing	wrapped	hoping

drop *e* and add *-ed*

1. _____

2. _____

3. _____

4. _____

5. _____

**double consonant
and add *-ed***

6. _____

7. _____

drop *e* and add *-ing*

8. _____

9. _____

10. _____

**double consonant
and add *-ing***

11. _____

12. _____

add *-s*

13. _____

14. _____

add *-ing*

15. _____

**B. Compare the words *hoped* and *dropped*. How are they alike?
How are they different?**

Name _____

hoped	hopes	dances	drops	danced
wrapped	names	wraps	hoping	named
naming	dropped	dancing	dropping	wrapping

A. Write the spelling word that best completes each sentence.

1. Last week I _____ in a musical play at school.
2. Mom is _____ my birthday present in the other room.
3. I am _____ that we will have a snow day soon.
4. We _____ our three puppies Spot, Dot, and Not.
5. I had _____ the rain would stop before the big game.
6. The people were _____ and singing on stage.
7. Our school will be _____ our team's mascot this week.
8. My apple rolled across the floor when I _____ it.
9. The girls _____ sandwiches for the picnic.
10. We are _____ my sister off at soccer practice first.

B. Write the spelling words that mean the same thing as the words below.

- | | |
|---------------------------|-------------------|
| 11. give a name to _____ | 14. to fall _____ |
| 12. want to be true _____ | 15. cover _____ |
| 13. move to music _____ | |

Name _____

There are six misspelled words in the story below. Underline each misspelled word. Write the words correctly on the lines.

Dave was always looking for ways to help others. He hoped to travel around the world helping people in need. One day he was dropping off some canned goods at the soup kitchen when he learned some bad news. The soup kitchen would close because there wasn't enough money. He dropped the cans into the bin and went home, hoping to get an idea to save the soup kitchen.

At home, his mom was watching a dance contest on TV. "People just love danceing," she said to Dave. And that's how Dave got the idea for a fundraiser. He charged five dollars per person and asked everyone to bring three cans of soup. People danceed all evening and had fun helping the soup kitchen.

- | | |
|----------|----------|
| 1. _____ | 4. _____ |
| 2. _____ | 5. _____ |
| 3. _____ | 6. _____ |

Writing Connection

Write a story about someone who helps others. Use at least four spelling words in your story.

Name _____

Remember

An inflectional ending is added to a root word to create a new word. The letter *-s* is added to form most plural nouns and some present-tense verbs. The ending *-ed* shows that an action already happened. The ending *-ing* shows that an action is still happening.

Drop the final *e* in words that end in *e* before adding the endings *-ed* or *-ing*. Double the final consonant in words that end in a vowel and consonant before adding *-ed* or *-ing*.

names	dropping	dances	danced	wraps
wrapped	hoped	drops	dropped	named
hoping	naming	dancing	hopes	wrapping

Join each word with the ending to form a spelling word. Read the spelling word aloud and then write it on the line.

- | | | | |
|----------------|-------|----------------|-------|
| 1. name + ed | _____ | 9. wrap + ing | _____ |
| 2. dance + ed | _____ | 10. name + s | _____ |
| 3. name + ing | _____ | 11. drop + ed | _____ |
| 4. hope + s | _____ | 12. hope + ing | _____ |
| 5. wrap + ed | _____ | 13. dance + s | _____ |
| 6. dance + ing | _____ | 14. hope + ed | _____ |
| 7. drop + s | _____ | 15. drop + ing | _____ |
| 8. wrap + s | _____ | | |

Name _____

Antonyms are two words that have opposite meanings. For example: *old* and *new*, *hot* and *cold*, *early* and *late*, *large* and *small*, *easy* and *difficult*, *open* and *closed*.

When you come across a word you don't know, look for a nearby antonym to help you figure out the word's meaning.

Read the sentences below. Underline the antonym in the second sentence that has the opposite meaning of the word in bold in the first sentence. Write the meaning of the bold word on the lines.

1. Your hands are **filthy** from playing in the dirt. Make sure they are clean before you eat dinner.

2. The monkey made **swift** leaps from tree to tree, but the snake crawled slowly on the ground below.

3. They saw **enormous** redwood trees when they visited California. The redwood trees made the tall oak trees in their hometown look tiny.

4. I was **amused** when the movie began. But by the time it was over, I felt bored.

5. The **frigid** weather was very uncomfortable. She was finally able to warm up when she got inside.

Name _____

Prefixes and **suffixes** are word parts that are added to a root word to create a new word with a new meaning. Prefixes are added to the beginning of a word. Suffixes are added to the end of a word.

The prefixes *un-* and *dis-* mean *not* or *the opposite of*. For example, *disorder* means *not in order*. *Unaware* means *not aware*.

The suffix *-ly* means *in such a way*. It is usually used to change an adjective into an adverb, as in the words *quickly* and *happily*.

Read each sentence from “Hiram Revels—The First African American Senator.” Underline the word in each sentence that has the prefix *un-* or *dis-* or the suffix *-ly*. Write the meaning of the word on the line.

1. Back then, African Americans were treated badly.

2. Still, the laws in the South were unfair toward all African Americans.

3. Because he was unable to go to college in the South, Revels went to colleges in Indiana and Ohio.

4. He became highly educated.

5. There were many newly freed African Americans.

6. Revels disliked rules that were unfair for African Americans.

Name _____

- A **present-tense verb** must agree with its **subject pronoun** in simple and compound sentences: ***They dive*** into the pool.
- Add **-s** or **-es** to most present-tense action verbs only when using the singular pronouns *he*, *she*, and *it*: ***She dives*** into the pool.

Circle the verb that agrees with the subject pronoun in each sentence. Write the sentence on the line.

1. She (read, reads) a story to us every day.

2. It (make, makes) us laugh to hear funny stories.

3. It (take, takes) us twenty minutes to walk to the library.

4. He (look, looks) for books about monkeys.

Connect to
Community

Talk to a parent or another trusted adult about your town library. Write about why libraries are important. Check your work for pronoun-verb agreement.

Name _____

- Do not add *-s* or *-es* to a present-tense verb when using the plural pronouns *we*, *you*, and *they* or the singular pronouns *I* and *you*.
- Subject pronouns and their verbs must agree in simple and compound sentences.

A. Choose the correct verb in parentheses to complete each sentence. Write the verb on the line.

1. We _____ helping Mom with our garden. (like, likes)
2. She _____ lettuce, tomatoes, and cucumbers. (grow, grows)
3. I _____ pull the weeds, and my brother waters. (help, helps)
4. He _____ how to plant seeds, too. (know, knows)
5. Do you _____ a garden at your house? (want, wants)

B. Reread this paragraph from “Juanita and the Beanstalk.” Circle the pronoun in the underlined sentence. Then rewrite the sentence in the present tense on the lines.

“I don’t want to sell Pepe!” cried Juanita. She petted the goat lovingly. But she was an obedient girl and would not disobey her mother. Reluctantly, she took Pepe to town. On her way she met an old man who patted Pepe kindly.

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Name _____

- A present-tense verb must agree with its subject pronoun in simple and compound sentences.
- Add *-s* or *-es* to most present-tense action verbs only when using the singular pronouns *he*, *she*, and *it*.
- Do not add *-s* or *-es* to a present-tense verb when using the plural pronouns *we*, *you*, and *they* or the singular pronouns *I* and *you*.

Choose the correct verb to complete each sentence. Write the verb on the line.

1. I (like, likes) Career Day at school. _____
2. We (hear, hears) speakers, like Mr. Jace, talk about their jobs. _____
3. He (work, works) on jets and airplanes. _____
4. I (think, thinks) that would be a hard job to do. _____
5. They (tell, tells) our class about the importance of reading. _____
6. I (see, sees) a speaker dressed like an astronaut. _____
7. She (explain, explains) what she does on space walks. _____
8. I (hope, hopes) to be a writer when I grow up. _____



In your writer's notebook, write about what you would like to be when you grow up. Reread your work when you are done. Make sure your pronouns and verbs agree.

Name _____

- A present-tense verb must agree with its subject pronoun in simple and compound sentences.
- Add *-s* or *-es* to most present-tense action verbs only when using the singular pronouns *he*, *she*, and *it*. Do not add *-s* or *-es* to a present-tense action verb when using the plural pronouns *we*, *you*, and *they* or the singular pronouns *I* and *you*.

Rewrite the sentences below. Make sure that the pronouns and verbs agree with each other.

1. I sees a huge spider web on my bike!

2. He paint pictures of sailboats on the lake.

3. They hikes the Grand Canyon every August.

4. It rain almost every afternoon in Florida.

5. Do you swims at the Oak Park Water Club?

HANDWRITING CONNECTION

Remember to write legibly. Use proper cursive and leave spaces between words.

Name _____

A. Read the paragraph. Then answer the questions.

(1) My friend Jenny and I go to the library every week.
 (2) We return our old books before looking for new ones. (3) The librarian often helps us. (4) He knows where all the books in the library are.

- | | |
|--|--|
| 1. What is the verb that agrees with the singular pronoun <i>He</i> in sentence 4? | 2. Which sentence contains a plural subject pronoun? |
| A where | F Sentence 1 |
| B knows | G Sentence 2 |
| C books | H Sentence 3 |
| D are | J Sentence 4 |

B. Read the student draft and look for revisions that need to be made. Then answer the questions.

(1) My favorite book is *Alice's Adventures in Wonderland*. (2) It is about a girl who follows a rabbit down a hole. (3) She discover a new world with many unusual characters. (4) They takes her on adventures and shows her many strange things.

3. What is the correct way to write sentence 3?
- A She discovers a new world with many unusual characters.
 B It discover a new world with many unusual characters.
 C They discovers a new world with many unusual characters.
 D No change needed in sentence 3.
4. What is the correct way to write sentence 4?
- F They take her on adventures and shows her many strange things.
 G They take her on adventures and show her many strange things.
 H They takes her on adventures and show her many strange things.
 J No change needed in sentence 4.

Name _____

Fold back the paper along the dotted line. Use the blanks to write each word as it is read aloud.

When you finish the test, unfold the paper. Use the list at the right to correct any spelling mistakes.

- | | |
|----------------------------------|--------------|
| 1. _____ | 1. basket |
| 2. _____ | 2. rabbit |
| 3. _____ | 3. lesson |
| 4. _____ | 4. letter |
| 5. _____ | 5. invite |
| 6. _____ | 6. bedtime |
| 7. _____ | 7. mammal |
| 8. _____ | 8. number |
| 9. _____ | 9. fellow |
| 10. _____ | 10. chapter |
| 11. _____ | 11. follow |
| 12. _____ | 12. problem |
| 13. _____ | 13. chicken |
| 14. _____ | 14. butter |
| 15. _____ | 15. napkin |
| Review Words 16. _____ | 16. hoping |
| 17. _____ | 17. dances |
| 18. _____ | 18. dropped |
| Challenge Words 19. _____ | 19. suppose |
| 20. _____ | 20. stubborn |

Name _____

If a syllable ends in a consonant, it is a **closed syllable** and the vowel sound is usually short. In words with a vowel-consonant-consonant-vowel (VCCV) spelling pattern, the word is usually divided between the two consonants. Read these words aloud: *sum/mer, rep/tile*.

RULE REVIEW

Alphabetize words by sorting them by where the first letter appears in the alphabet. The words *bear, car, and apple* are sorted as *apple, bear, car*. If two words begin with the same letters, sort by the first letter they don't share: *stay, step, stop*.

A. Write the spelling words with the matching spelling patterns.

basket	letter	mammal	chapter	chicken
rabbit	invite	number	follow	butter
lesson	bedtime	fellow	problem	napkin

- | | | |
|-----------|-----------|-----------|
| ll | bb | tt |
| 1. _____ | 4. _____ | 6. _____ |
| 2. _____ | ss | 7. _____ |
| mm | 5. _____ | |
| 3. _____ | | |

B. Alphabetize these spelling words to the third letter: *invite, chapter, basket, chicken, bedtime, problem, number, napkin*

Name _____

If a syllable ends in a consonant, it is a **closed syllable** and the vowel sound is usually short. In words with a vowel-consonant-consonant-vowel (VCCV) spelling pattern, the word is usually divided between the two consonants. Read these words aloud: *sum / mer, rep / tile*.

RULE REVIEW

You can **alphabetize** words by listing them based on where the first letter appears in the alphabet. So the words *bear, car, and apple* would be sorted as *apple, bear, car*. If two words have the same first letter, sort them by the second: *bear, blue*.

A. Write the spelling words with the matching spelling patterns.

basket	latter	lesson	problem	Sunday
rabbit	invite	chapter	army	ladder
hello	number	follow	butter	pepper

<i>ll</i>	<i>tt</i>	<i>bb</i>
1. _____	4. _____	7. _____
2. _____	5. _____	<i>ss</i>
<i>dd</i>	<i>pp</i>	8. _____
3. _____	6. _____	

B. Write these spelling words in alphabetical order: *basket, invite, number, chapter, problem, army, Sunday*

Name _____

A. Read aloud the spelling words in the box. Then write the spelling words with the matching spelling patterns.

basket	rascal	mammal	chapter	chicken
rabbit	suppose	bottom	method	retreat
napkin	bedtime	fellow	problem	chimney

<i>ll</i>	<i>mm</i>	<i>pp</i>
1. _____	3. _____	5. _____
<i>tt</i>	<i>bb</i>	
2. _____	4. _____	

B. Alphabetize these words to the fourth letter: *basket, napkin, rascal, bedtime, chapter, method, problem, chicken, retreat, chimney*

C. Compare the words *fellow* and *follow*. How are the words alike? How are they different?

Name _____

basket	letter	mammal	chapter	chicken
rabbit	invite	number	follow	butter
lesson	bedtime	fellow	problem	napkin

A. Write the spelling word that goes with the other two words.

1. plate, placemat, _____
2. lunchtime, daytime, _____
3. squirrel, chipmunk, _____
4. bird, reptile, _____
5. postcard, e-mail, _____

B. Write the spelling word that best completes each sentence.

6. I had toast with _____ and jam for breakfast.
7. Can the repair shop fix the _____ with the car engine?
8. The last _____ in this book is very exciting.
9. I will _____ all my friends to my birthday party.
10. Mom puts vegetables into a big _____ at the market.
11. A good _____ for life is learning to be patient.
12. Our house _____ is 24 Oak Lane.
13. Dad says, "A good _____ uses good manners."
14. A _____ can live for seven or eight years.
15. If Jim knows the way, we should _____ him to the show.

Name _____

There are six misspelled words in the paragraph below. Underline each misspelled word. Write the words correctly on the lines.

The first lesson in chapter two is all about animals and their habitats. I read about the rabbit, a quiet and shy animal. He is part of the mammal group and can be found in forests, meadows, and even deserts. Sometimes people keep them as pets and call them bunnies. There was a photo in the book of a bunny that slept in a basket next to his owner's bed. This pet liked to follow his owner all over the house.

1. _____

4. _____

2. _____

5. _____

3. _____

6. _____

Writing Connection

Write a story about what it would be like to keep a rabbit for a pet. Use at least four spelling words.

[illegible]

Name _____

Remember

A closed syllable is a syllable that ends in a consonant. Closed syllables usually have a short vowel sound. When a word has a vowel-consonant-consonant-vowel (VCCV) spelling pattern, the syllable division is usually between the two consonants. Read these words aloud: *doctor (doc/tor), runner (run/ner), traffic (traf/fic).*

basket	letter	mammal	chapter	chicken
rabbit	invite	number	follow	butter
lesson	bedtime	fellow	problem	napkin

A. Circle the spelling word in each row that rhymes with the word in bold type. Read the spelling word aloud and write it on the line.

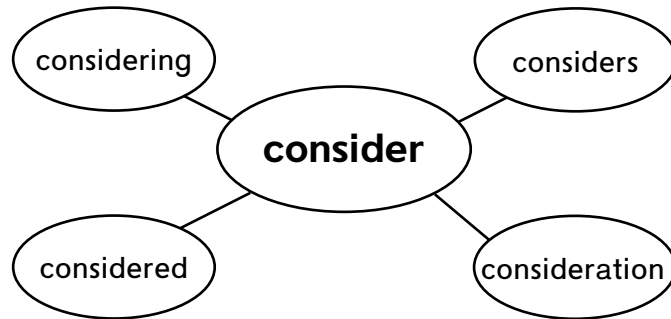
- | | | | | |
|-------------------|---------|---------|---------|-------|
| 1. better | ladder | letter | batter | _____ |
| 2. habit | bedtime | heater | rabbit | _____ |
| 3. yellow | fellow | follow | yelled | _____ |
| 4. flutter | chapter | butter | platter | _____ |
| 5. camel | mammal | maple | model | _____ |
| 6. swallow | swell | flowing | follow | _____ |

B. Write each spelling word. Draw a line between the syllables.

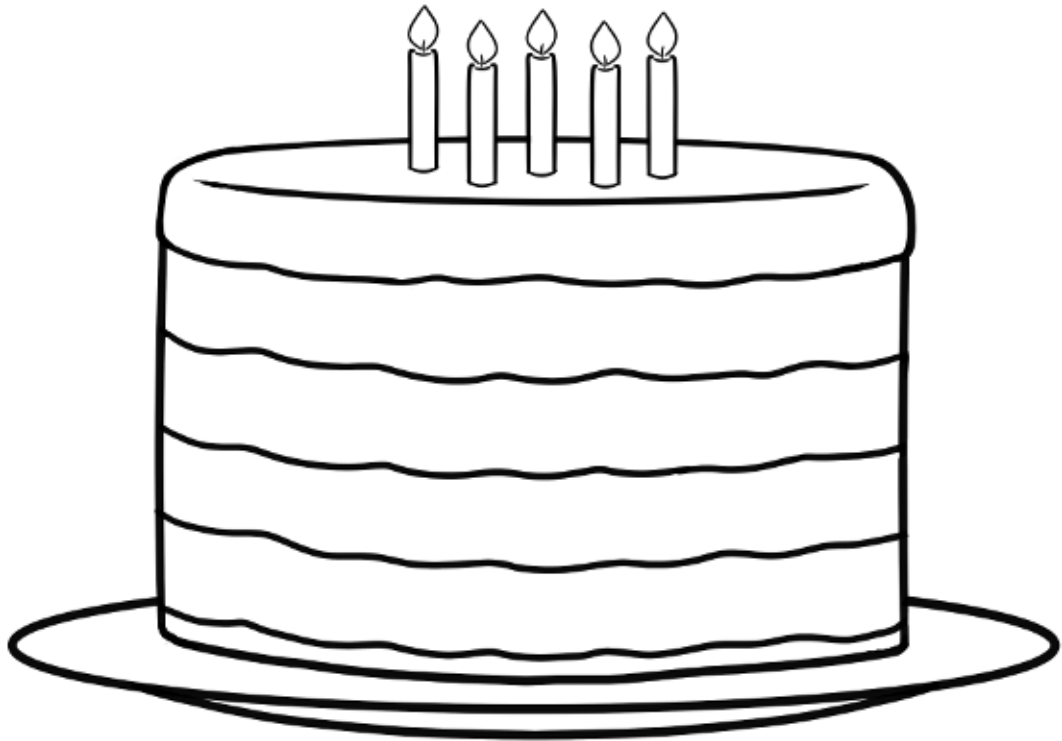
- | | |
|-------------------|-------------------|
| 7. basket _____ | 12. chapter _____ |
| 8. lesson _____ | 13. problem _____ |
| 9. invite _____ | 14. chicken _____ |
| 10. bedtime _____ | 15. napkin _____ |
| 11. number _____ | |

Name _____

Create new forms of a base word by adding or removing inflectional endings, prefixes, and suffixes.



Look at your notes from *Clever Jack Takes the Cake*. Choose one word and write the word on the bottom layer of the cake below. Then write related words on the other layers. Use a print or digital dictionary to help you think of related words.



Name _____

Use the words in the box and the clues to solve the crossword puzzle.

citizenship

horrified

unfairness

surface

continued

participate

waver

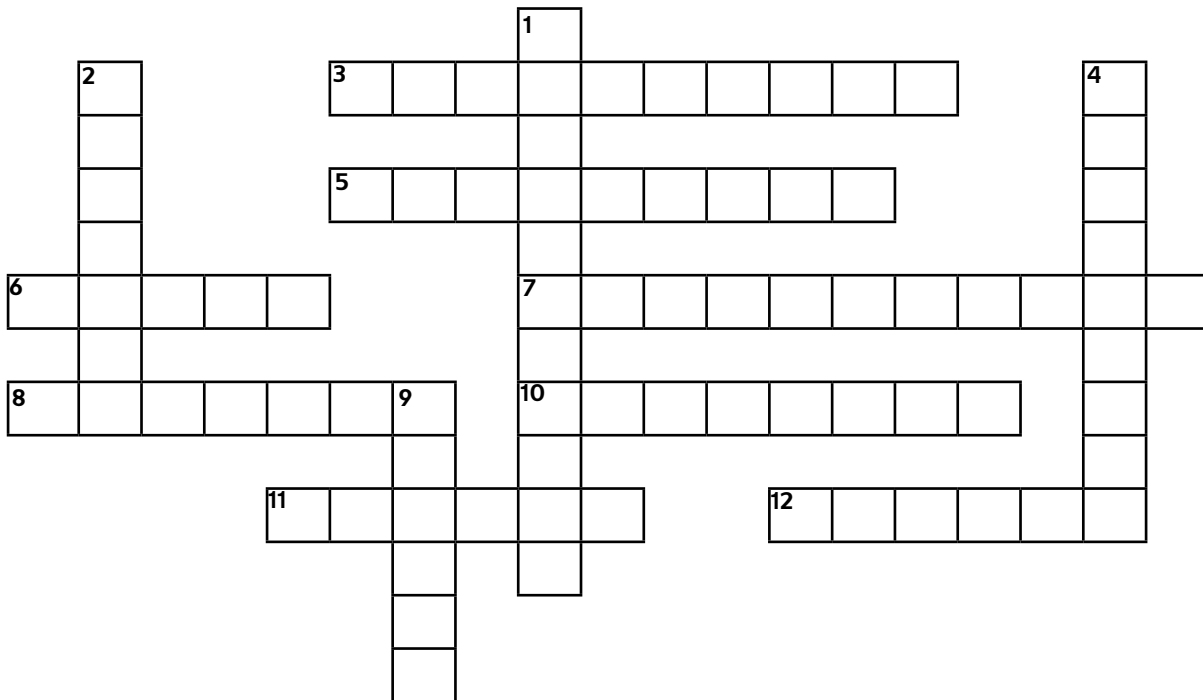
boomed

daring

proposed

warmth

related

**Across**

- 3. Lack of honesty or justice
- 5. Kept going
- 6. Go back and forth
- 7. Membership of a country
- 8. From the same family
- 10. Suggested or asked
- 11. Heat
- 12. Grew or expanded suddenly

Down

- 1. Join in
- 2. The outside of something
- 4. Very scared
- 9. Brave

A

Number Correct: _____

Multiply or divide by 8

1.	$2 \times 8 =$	
2.	$3 \times 8 =$	
3.	$4 \times 8 =$	
4.	$5 \times 8 =$	
5.	$1 \times 8 =$	
6.	$16 \div 8 =$	
7.	$24 \div 8 =$	
8.	$40 \div 8 =$	
9.	$8 \div 1 =$	
10.	$32 \div 8 =$	
11.	$6 \times 8 =$	
12.	$7 \times 8 =$	
13.	$8 \times 8 =$	
14.	$9 \times 8 =$	
15.	$10 \times 8 =$	
16.	$64 \div 8 =$	
17.	$56 \div 8 =$	
18.	$72 \div 8 =$	
19.	$48 \div 8 =$	
20.	$80 \div 8 =$	
21.	$\underline{\hspace{1cm}} \times 8 = 40$	
22.	$\underline{\hspace{1cm}} \times 8 = 16$	

23.	$\underline{\hspace{1cm}} \times 8 = 80$	
24.	$\underline{\hspace{1cm}} \times 8 = 32$	
25.	$\underline{\hspace{1cm}} \times 8 = 24$	
26.	$80 \div 8 =$	
27.	$40 \div 8 =$	
28.	$8 \div 1 =$	
29.	$16 \div 8 =$	
30.	$24 \div 8 =$	
31.	$\underline{\hspace{1cm}} \times 8 = 48$	
32.	$\underline{\hspace{1cm}} \times 8 = 56$	
33.	$\underline{\hspace{1cm}} \times 8 = 72$	
34.	$\underline{\hspace{1cm}} \times 8 = 64$	
35.	$56 \div 8 =$	
36.	$72 \div 8 =$	
37.	$48 \div 8 =$	
38.	$64 \div 8 =$	
39.	$11 \times 8 =$	
40.	$88 \div 8 =$	
41.	$12 \times 8 =$	
42.	$96 \div 8 =$	
43.	$14 \times 8 =$	
44.	$112 \div 8 =$	

B

Number Correct: _____

Improvement: _____

Multiply or divide by 8

1.	$1 \times 8 =$	
2.	$2 \times 8 =$	
3.	$3 \times 8 =$	
4.	$4 \times 8 =$	
5.	$5 \times 8 =$	
6.	$24 \div 8 =$	
7.	$16 \div 8 =$	
8.	$32 \div 8 =$	
9.	$8 \div 1 =$	
10.	$40 \div 8 =$	
11.	$10 \times 8 =$	
12.	$6 \times 8 =$	
13.	$7 \times 8 =$	
14.	$8 \times 8 =$	
15.	$9 \times 8 =$	
16.	$56 \div 8 =$	
17.	$48 \div 8 =$	
18.	$64 \div 8 =$	
19.	$80 \div 8 =$	
20.	$72 \div 8 =$	
21.	$\underline{\hspace{1cm}} \times 8 = 16$	
22.	$\underline{\hspace{1cm}} \times 8 = 40$	

23.	$\underline{\hspace{1cm}} \times 8 = 48$	
24.	$\underline{\hspace{1cm}} \times 8 = 80$	
25.	$\underline{\hspace{1cm}} \times 8 = 24$	
26.	$16 \div 8 =$	
27.	$8 \div 1 =$	
28.	$80 \div 8 =$	
29.	$40 \div 8 =$	
30.	$24 \div 8 =$	
31.	$\underline{\hspace{1cm}} \times 8 = 64$	
32.	$\underline{\hspace{1cm}} \times 8 = 32$	
33.	$\underline{\hspace{1cm}} \times 8 = 72$	
34.	$\underline{\hspace{1cm}} \times 8 = 56$	
35.	$64 \div 8 =$	
36.	$72 \div 8 =$	
37.	$48 \div 8 =$	
38.	$56 \div 8 =$	
39.	$11 \times 8 =$	
40.	$88 \div 8 =$	
41.	$12 \times 8 =$	
42.	$96 \div 8 =$	
43.	$13 \times 8 =$	
44.	$104 \div 8 =$	

Problem 1

A scientist fills 5 test tubes with 9 milliliters of fresh water in each. She fills another 3 test tubes with 9 milliliters of salt water in each.

How many milliliters of water does she use in all?

Problem 2

Michaela and Gilda read the same book. It takes Michaela about 8 minutes to read a chapter and Gilda about 10 minutes. There are 9 chapters in the book.

How many fewer minutes does Michaela spend reading than Gilda?

Problem 3

Henry's garden has 9 rows of squash plants. Each row has 8 squash plants. There is also 1 row with 8 watermelon plants.

How many squash and watermelon plants does Henry have in all?

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GRADE
3

A World of Life

For the next few weeks, we will look at our living world. That is quite a bit to look at! We will explore the diversity of life on Earth and look at how scientists classify, or organize, all living things. That is a very big job because diversity of life means there are many different kinds of life. We will also learn how all of those different living things are able to live, or survive, in so many different kinds of environments.

More than 2,300 years ago, there was a wise man named Aristotle who lived in Greece. He was a teacher for the emperor. The Greek emperor was the ruler of a large region, and he traveled to far away places all of the time. Aristotle went with

him to explore new lands where he saw all kinds of animals, plants and bugs. He had never seen many of these creatures and plants, and a lot of them did not have names—yet! Aristotle decided to name them. Even more importantly, he made a list of the things that he saw and named.

To make it easier to remember, and easier to teach the emperor, he put living things that were alike into

groups. For example, animals that had feathers went into a group together. Can you guess what that group was called? If you said birds then you're on the right track. But what about the duck-billed platypus? It has a bill that looks like a duck's bill, and it has a tail like a beaver. It lays eggs and has webbed feet. Do these characteristics make it a bird or a beaver? Where does it belong?

Aristotle got us started on sorting through the great diversity of life. Biologists are scientists who study life, and they group living things into kingdoms. Birds, reptiles, mammals and insects are part of the animal kingdom. Trees and flowers are part of the plant kingdom. That's not even the whole story of life on Earth! Look inside to find out more about all the kingdoms of life.



Mini-Lab Investigating Your Neighborhood

Here are some ways you can investigate habitats in your neighborhood and around the world.

Backyard Square

You'll need a ruler, four pencils, and some string for this activity. A magnifying glass is a good idea, too.

Find a grassy spot in your backyard or near your school. Stick the pencils in the ground as if they were the corners of a square. Use the ruler to place the pencils exactly one foot apart. Tie string around the pencils to form the sides of the square. Over

the next few weeks, observe the life in your square. Use the magnifying glass to get a close-up look. Before you begin, make a list of questions in your science journal about the plants and animals you may see. Record your observations and share them with the other students in your class.

Neighborhood Walk

This one requires a camera. With your teacher or parent, take a walk through the neighborhood. Take pictures of any animal homes you find. Later, make a scrapbook of the pictures. Write a few sentences about

each of the homes you found. You can also explore a nearby creek or stream to learn about water habitats.

Armchair Field Trip

Take a field trip in the comfort of your own home! Check out some library books on habitats of the world and read, read, read. Or get an adult to surf the Web with you. Check out some of these cool websites:

www.mbgnet.net/sets/
www.fi.edu/tfi/units/life/habitat/habitat.html
www.collier.k12.fl.us/WebLessons/WebQuest/Habitats/



The Kingdoms of Life

Our scientist of the week is Carl Linnaeus. He classified living things by putting them into different kingdoms. He came up with the plant and animal kingdoms. Today, we know there are other kingdoms of living things that we don't always see. Most of the living things in those kingdoms are very tiny. Some can only be seen with a microscope. Living things have a way of making their homes in the strangest places. They live all over the world! The different places where things live are called habitats. (Habitats are like neighborhoods of animals.) Many living things only live in one habitat. For example, whales live in an ocean habitat. Whales can't live in a rain forest or tundra.

Kingdom: Animals

Creatures like bugs, lizards, horses, dogs, people and lions are all part of the animal kingdom. Animals get their energy from eating plants or other animals.

Habitat: Desert—Hot and Dry

Only a few plants—like the cactus—can live in the hot and dry desert. The cactus stores water so that it can live there.

Kingdom: Viruses

Viruses are not cells at all. They're pieces of genetic material covered with protein. Viruses cause diseases like colds, chickenpox and rabies.

Kingdom: Protozoa

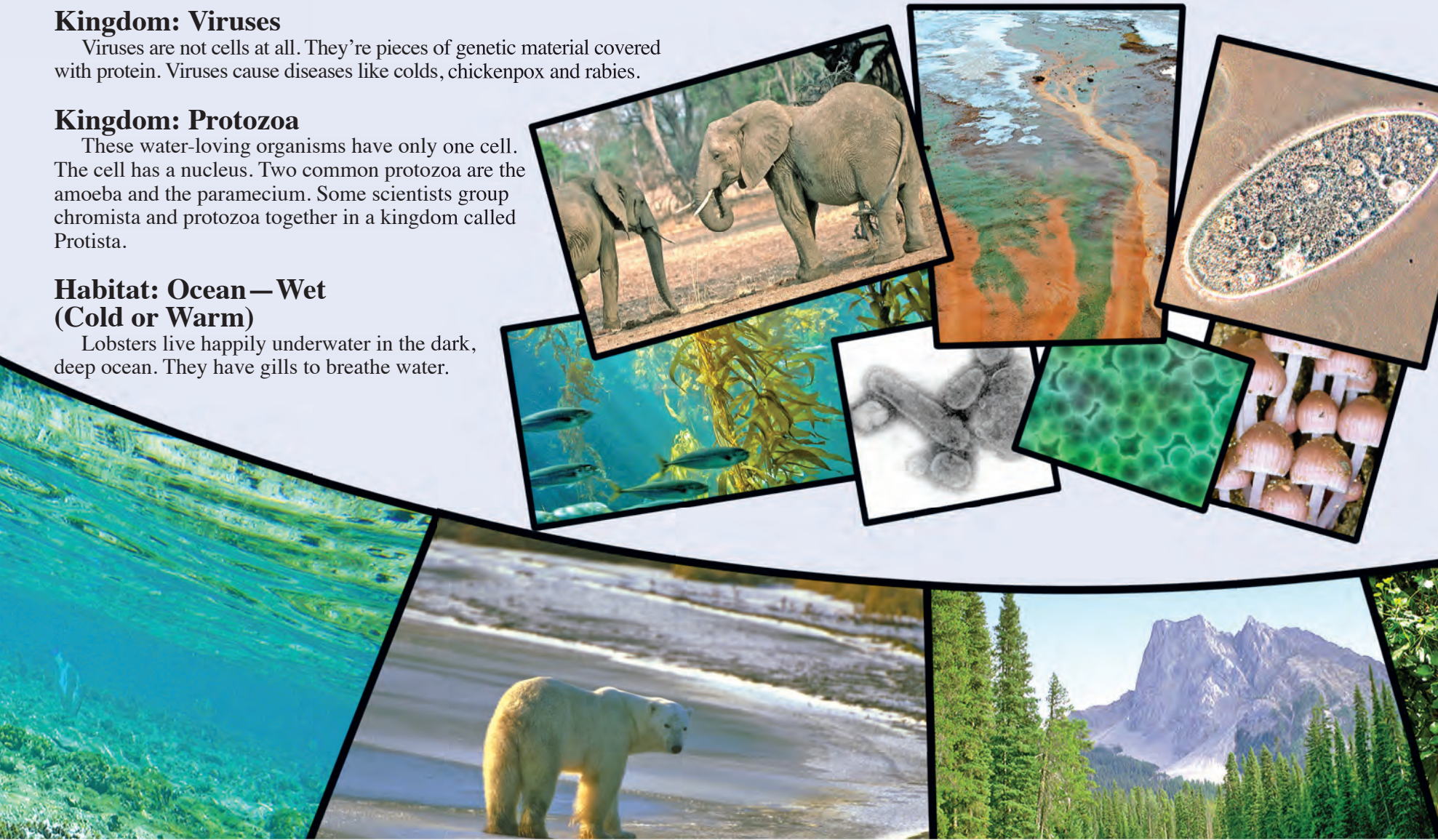
These water-loving organisms have only one cell. The cell has a nucleus. Two common protozoa are the amoeba and the paramecium. Some scientists group chromista and protozoa together in a kingdom called Protista.

Habitat: Ocean—Wet (Cold or Warm)

Lobsters live happily underwater in the dark, deep ocean. They have gills to breathe water.

Habitat: Mountains—High Elevation, Cooler and Wetter

All kinds of furry critters like mountain lions live in the mountains. They need fur to stay warm at these higher elevations.



Science, Then & Now

The Microscope

Scientists use microscopes to see things that are very tiny. The first microscopes were made in the 1600s. They were just tubes with small lenses. The first tiny things were seen using those simple microscopes.

Today, there are different kinds of microscopes. The light microscope has a tube with lenses and a light at the bottom. It is used for scientific experiments. With a light microscope, you can look closely at tiny things, like a bug leg, a hair or a feather.

The electron microscope is very powerful. Scientists use it to see things a light microscope can't. It shoots energy onto an object, and that energy bounces back, showing a picture of that object. You can see things much smaller than a bug's eye with an electron microscope. A new kind of microscope called a neutron microscope is even more powerful!

This is a light microscope. Do you have one of these at school?



What are the largest and smallest living things?

This Week's Question

The largest living animal on Earth is the blue whale. It can grow to be longer than 100 feet. It weighs as much as 20 large school buses!

The smallest living things are cells and single-cell life forms called microbes. They live all over the place, but we cannot see them. They are on our bodies, but we cannot feel them. They are very tiny and can only be seen under a microscope.



Kingdom: Bacteria

Bacteria have just one cell. Inside the cell is a cluster of genetic material called a nucleoid. The oldest fossils on Earth are bacteria fossils that scientists believe are 3.5 billion years old.

Kingdom: Chromista

These organisms can have one cell or many cells and are usually found in water habitats. Each cell has a nucleus. Diatoms and kelp are all chromista.

Habitat: Tundra—Cold and Dry

Polar bears live in a cold place called the Tundra. They have fur and fat that help them keep warm.

Kingdom: Plants

Trees, vegetables, fruits and flowers are all part of the plant kingdom. Plants get their energy from the sun.

Habitat: Rain Forest—Hot and Wet

Some mushrooms are found on trees in the rain forest. They eat food off the bark of trees.

Kingdom: Archaea

These microscopic organisms have only one cell. The cell has no nucleus. Some archaea live in the hottest, coldest, saltiest and deepest places on Earth.

Kingdom: Fungi

You don’t want to eat most kinds of fungi, like the mold that grows on rotten food. Many are bad for you, but some help us. Mushrooms are also in this kingdom, and some are okay to eat. Some fungi are used to make powerful medicines that fight infections.



In the Lab

Tree Shake

In the rain forest, scientists place nets under trees and shake the branches. Then they look at the net to see what living things are there.

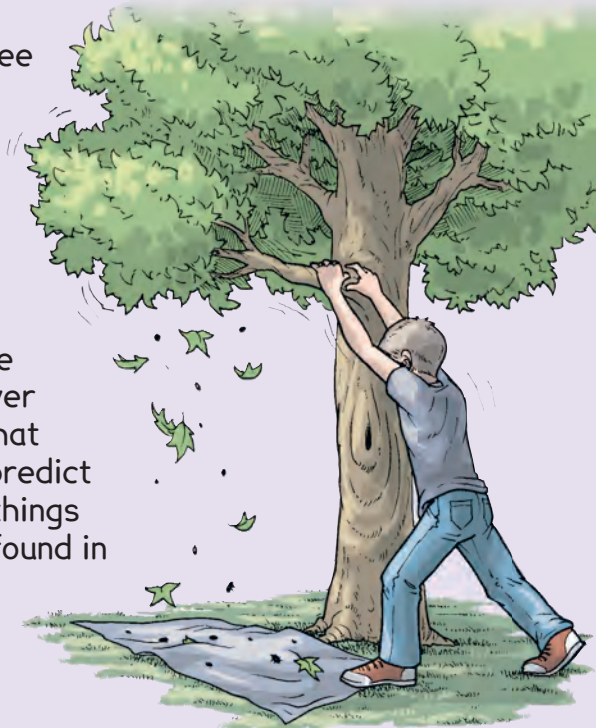
What You Need

- an old sheet
- a grown-up
- tree or bush

Directions

1. Have a grown-up check the tree branch or bush to make sure there are no nests or hives on or near it. Keep away from power lines!
2. Place the sheet under the tree or bush branch.
3. Shake the branch. Be careful not to break it!
4. Watch and see what bugs and things fall onto the sheet.

You might find ants, beetles, caterpillars, acorns, seeds and other things. If you really want to be scientific, find the name of the tree or bush and list the living things you shake from it. Do the investigation three or four times with different trees or bushes. Make a list of what you find in each different kind of tree or bush. See if you can discover some patterns that would help you predict which bugs and things are likely to be found in different kinds of plant life.



Science Tools

Scuba Diving Gear

Years ago, people wanted to see what was deep in the ocean. The problem was that they could not breathe underwater. So over many years, people tried to make tools that would let them breathe in the ocean. Some tried upside down buckets filled with air. Others tried using air hoses. It was very dangerous.

Scuba (self-contained underwater breathing apparatus) is an underwater breathing tool. People can breathe under water for a long time with scuba gear. This equipment uses air tanks to hold air. It has a special gizmo called a regulator. The regulator controls the oxygen flowing from the tank. That makes breathing under water easier and safer. Now scientists go under water all the time to study life.

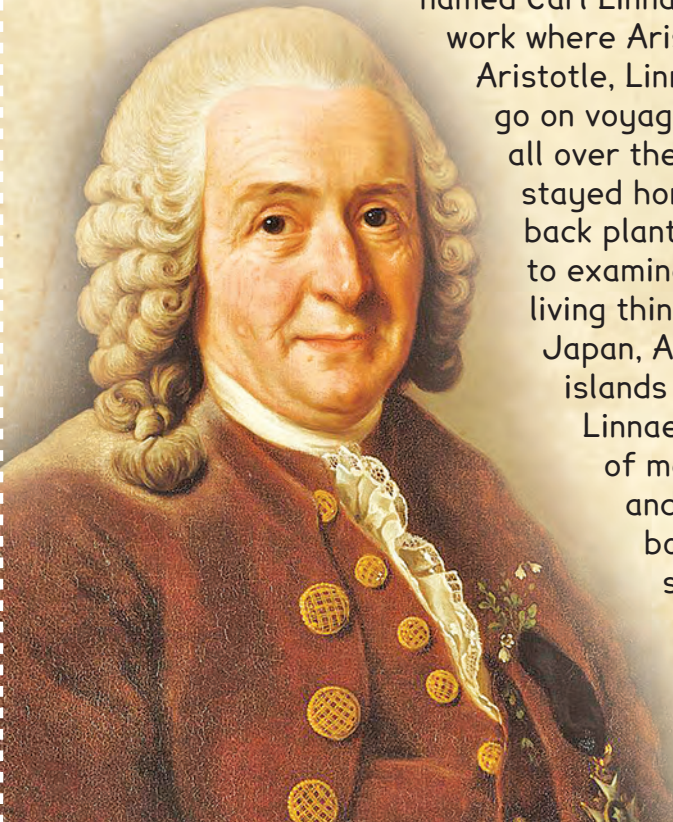


Scuba gear is used by scientists and ordinary people who want to explore the ocean.

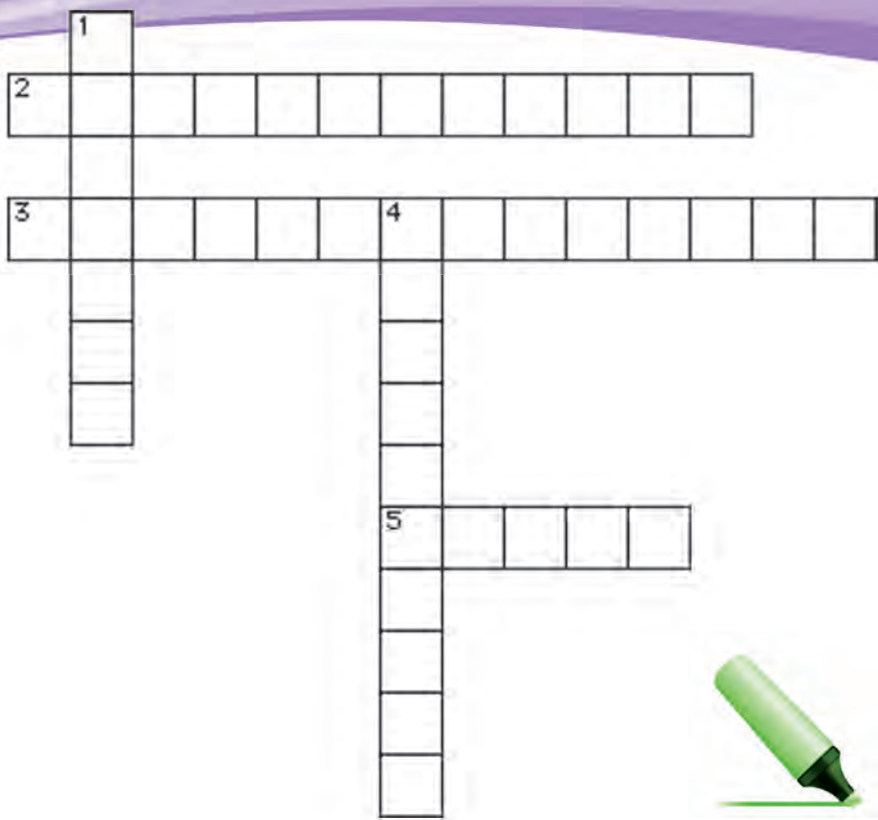
**Carl Linnaeus
(1707-1778)**

Spotlight

Do you remember Aristotle? He was the curious scientist who helped the Greek emperor as they traveled all over the world. Well, about 2,000 years later, a Swedish scientist named Carl Linnaeus picked up the work where Aristotle left off. Like Aristotle, Linnaeus helped people go on voyages and adventures all over the world. Even when he stayed home, his friends brought back plants and animals for him to examine. Linnaeus studied living things from places like Japan, Australia and other islands around the world. Carl Linnaeus was a professor of medicine and botany, and he published many books about the life he studied.



Name _____



- ACROSS**
- 2. he helped name many of the animals that we see today
 - 3. the groups that living things are put in
 - 5. underwater breathing tool

- DOWN**
- 1. a place or “neighborhood” where things live
 - 4. a science tool that helps us see things that are very tiny

WORD LIST

kingdoms of Life scuba microscope
Carl Linnaeus habitat



As you read this week’s lesson, circle or highlight all proper nouns with any color pen or highlighter. This will help you find some of the crossword answers and get ready for this week’s test.

Kingdom Match

Match the pictures of the living things to the kingdom they belong to. The first one has been done for you.

Mini-Lab



Ant

- Animal
Plant
Fungi
Chromista
Protozoa
Bacteria
Archaea
Viruses



Kelp



Human

- Animal
Plant
Fungi
Chromista
Protozoa
Bacteria
Archaea
Viruses



Mold



Cactus



Mushrooms



Bald Eagle



Palm Tree

Nature Walk

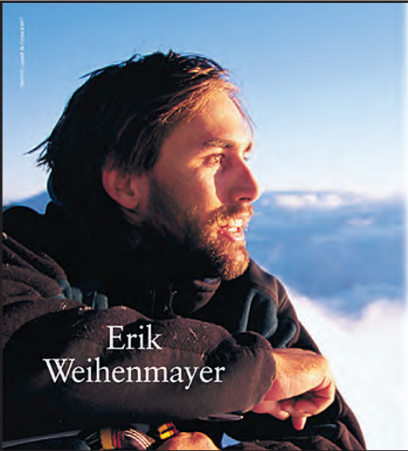
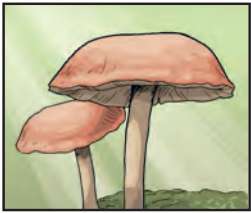
Wherever you live, you live near nature. Grab an adult and your notebook and go outside and watch nature. Write down all the living things you see such as birds, plants and insects. Can you put them into different groups?

Many people enjoy going on nature walks. Maybe your class or family can go on one sometime.



Science Fact

Some mushrooms are good to eat, but many kinds of mushrooms are poisonous. Never eat a wild mushroom; it may be poisonous!



Climbed Everest. Blind.

VISION
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Starting a Business

Mrs. Marshall was an entrepreneur who wanted to start a card company. She lived in Nevada, and she knew she might have to move to a different state. She was willing to move to find the right location (place). Her first step was finding resources she would need to make her product. She also needed to set up her business in a place where she could find enough employees. These employees are her human resources. Finally, she needed a central location for the company. She hoped her business would be selling cards to customers all over the United States, so she wanted her company to be in the middle of the country.

Mrs. Marshall made a list of natural resources she needed to make her cards. The most important resource is paper, which comes from trees. She was going to need a lot of trees. She researched a few of the top states for growing trees and narrowed her choices down to California, Maine and Michigan.

Next, she had to decide which of those states was most centrally located. California is on the Pacific coast, and Maine is on the Atlantic coast. But Michigan is located in the Midwest. That location would make it easier to transport her product to states all over the United States.

Michigan had the natural resource, trees. Michigan had the human resources, because there were plenty of people looking for work. And Michigan was centrally located. So, it was decided. After more planning and hard work, Mrs. Marshall moved to Michigan and opened her business. She named it the Great Lakes Notes. Do you understand why Mrs. Marshall chose Michigan? Did she make the right decision?

One tool to help people make decisions is called a decision tree. In a decision tree, you write the problem at the bottom, and then list the choices. Next come the pros and cons of each choice. Pros and cons are the good and bad consequences of a choice. Once you fill in the decision tree, you can use the information to make a decision. Imagine you are Mrs. Marshall. Fill in the decision tree below to sort out the pros and cons of each choice. If there are more positives for Michigan than for the other states, then her decision was the right one!

Decision

Pros

Cons

Pros

Cons

Pros

Cons

Choice

Choice

Choice

Problem

Connections

The Job of a Museum Director: ‘A Little Bit of Everything’

The Campbell House Museum is beautiful Civil War-era home in St. Louis, Missouri. The wealthy Campbell family lived there from 1854 to 1938. Studies Weekly asked Andrew Hahn, the director of the museum, about his job.

SW: How is a house museum different from other types of museums?


AH: A house museum is different because it gives you an opportunity to get the full experience of the past. If you go to an art museum, you

can see paintings from the past that may tell a story about history or a particular event. But when you come to a house museum, you get the full picture of what it was like to live in the past. When people come here, they get to experience what it was like to be welcomed into the house or to work in the house. The house was so well preserved, and the Campbells’ collection is still here. This is their house and how they lived in it.

SW: What does a museum director do?

AH: I do a little bit of everything. We have to raise money so that we can keep the doors open and pay the utility bills. I write the checks for all the bills, and I organize our volunteers who do most of the work at the house. We do research, so I look into the Campbell story and read old documents and newspapers that tell stories about the past. I even take out the trash!





WHY MICHIGAN?

Many businesses have chosen Michigan as their location. Why? Businesses choose a location because it's right for their type of business. For example, you wouldn't open an orange juice company in our state because oranges are not grown in Michigan. Since they are not one of our natural resources, Michigan would not be a good location for that company. Think about what natural resources our state does have and how they could be used. From furniture, to fruit, to carriages, our leading industries have been successful in Michigan because of our natural resources.

Furniture Making in Michigan

Furniture making was a successful industry in Michigan because we have the natural resource of timber. After 1850, many people came here to work building furniture, especially in the western half of our state. In fact, that's how Grand Rapids got the nickname "Furniture City." People who worked in lumbering started furniture companies because Michigan citizens began wanting more tables, chairs and other wood items. Then people on the East Coast found out about this furniture and wanted some, too. This caused a great boom for Michigan. Starting in 1858, the Grand Trunk Railroad through Grand Rapids meant the furniture could be easily transported.

In 1889, Michigan led the nation in production of lumber, but too many trees were being cut down and not replaced. By the end of the 1800s, there were 178 furniture manufacturers in Michigan, employing about 7,000 people. But, the fact that companies had to get timber elsewhere hurt the industry. Can you see why furniture manufacturing started in Michigan, and how almost using one of our natural resources all up was a problem?

Mint and Blueberries in Michigan

Michigan's fertile soil and flat land are also important natural resources. These resources led to the farming of many different crops in our state. Two of these crops are peppermint and blueberries.

Peppermint was brought to Michigan by Calvin Sawyer in 1835. This led to the start of our state's booming mint industry. In the beginning, mint oil was used mostly as medicine. But, in the early 1900s both the peppermint and spearmint grown in Michigan were also used to flavor products like gum, candy and toothpaste. By the 1980s, 40 percent of all mint oil made in the United States was used in chewing gum and 30 percent was used in toothpaste and mouthwash.

At one time, the Mentha Plantation in Van Buren County produced about half of all mint oil in the United States. Unfortunately, a disease attacked the peppermint plants and ended its growth in Michigan. Now, the Pacific Northwest is the leading mint producer.

Even though we no longer grow the peppermint, one major distributor of mint oil stayed in Michigan. The A. M. Todd Company is the largest buyer of mint products. Their office in Kalamazoo is still open and providing jobs in our state.

Another important Michigan crop is blueberries. American Indians ate blueberries, made medicine from them and introduced the fruit to settlers. People know Michigan grows cherries and apples, but blueberries are also a huge state industry. Michigan grows 35 percent of the blueberries that Americans eat. One hundred million pounds of blueberries are grown yearly, bringing about \$250 million into our state economy.

Carriage Making in Michigan

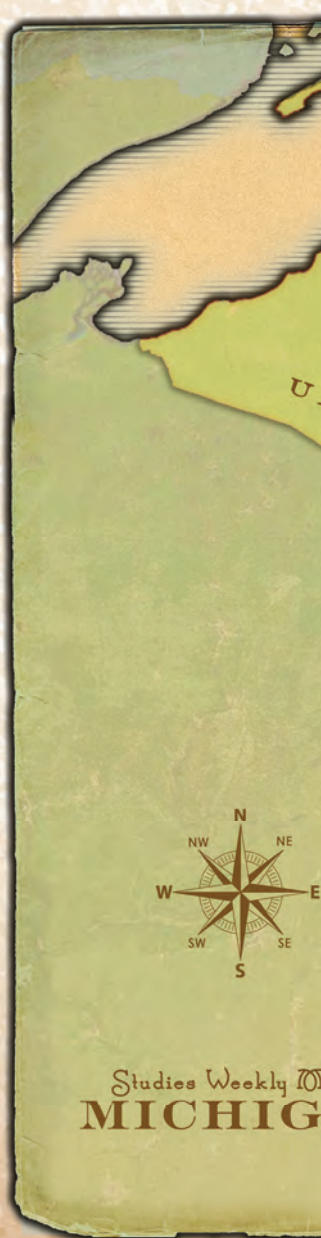
Starting in the late 1800s, Michigan was the nation's leader in making carriages. At that time, there were more than 125 different carriage companies. These companies made the horse drawn carriages and later the horseless carriages from metal. This metal was made from iron ore that was mined in Michigan. The fact that iron could be found in our state led to the development of industries that needed the iron for its products and the machines to make the products.

Early Auto Tour

After the growth of the carriage and automobile industry, companies started publishing something called touring books. The books contained routes with distances and maps showing buildings and landmarks, as well as advertisements for hotels and other travel-related services. These touring books were important to drivers because many of the streets were not marked with street signs, and the touring books helped guide them to their destinations.

Here are some symbols and words that were used in touring books.

- 3-corners (top street sign)
- 4-corners (middle street sign)
- 5-corners (bottom street sign)
- crossroads: place where two roads meet and form four corners
- jog: to go just a little to the left or right without making a full turn
- one-span bridge: narrow bridge that only one vehicle can cross at a time
- parallel: traveling in the same direction without crossing
- thoroughfare: a main street that is open at both ends



Michigan Firsts

Did You Know?

- Our state is unique! Michigan can claim lots of "firsts." Here are just a few:*
- In 1855, Michigan State University became the nation's first land-grant university and first to teach agriculture.
 - In 1879, telephone customers in Detroit were the first to be given phone numbers. People in Lowell, Massachusetts got phone numbers that year too.
 - In 1926, the first scheduled air flights started between Grand Rapids and Detroit.
 - In 1929, Michigan State Police started the first police radio system in the world.
 - In 1939, Detroit's Packard Motor Car Company made the first air-conditioned car.
 - The Detroit Zoo was the first cageless zoo, with open exhibits allowing animals freedom to roam.
 - Michigan was the first state to guarantee every child a free high school education.
 - The first auto traffic tunnel between two countries was the mile-long Detroit-Windsor tunnel.



Words to Know

- entrepreneur:** someone who starts a new business
- decision tree:** a tool for helping to make decisions
- pros:** good consequences of a choice
- cons:** bad consequences of a choice
- transport:** to move goods from one place to another
- voyageur:** fur trader; French word for traveler

Michigan Wildlife

Michigan State Flower

The rose is the national flower of the United States. The word rose is used for many different types of flowers and bushes. They are best known for their sweet smell and sharp thorns. On Sept. 23, 1986, our lawmakers decided the rose would be our national floral emblem. President Ronald Reagan agreed. He announced the decision in a ceremony in the White House Rose Garden.

Michigan has its own state flower. It is the apple blossom. Since 1897, this fragrant and beautiful flower has had this honor. The state lawmakers chose it because Michigan grows so many apples and because the apple blossoms on the trees add beauty to our landscape. We are not the only state to have the apple blossom as our state flower. Arkansas chose it, too.

Apple trees are lovely when they are in bloom. They are thought of as ornamental trees, which means they will provide decoration when they bloom. In addition, apple trees provide an added bonus—fruit. There are some dangers to apple trees. Diseases like mildew and blight can attack apple trees and keep them from blossoming. Without blossoms, the trees won't grow apples. The right kind of care and maintenance will help to keep it healthy and strong.



1700's— FRENCH IN MICHIGAN

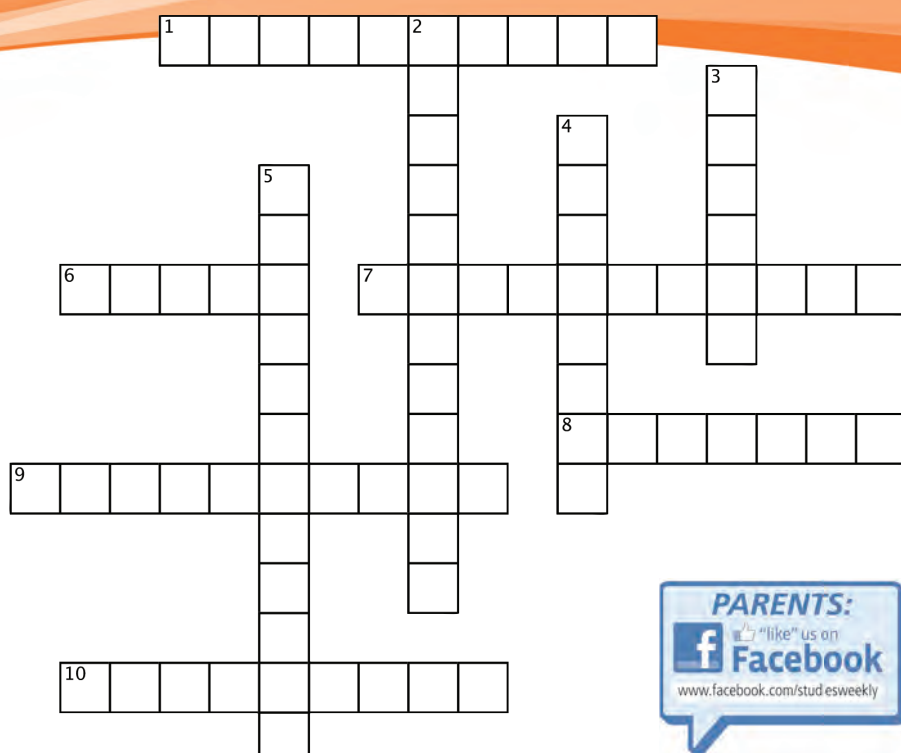
Michigan Timeline

We have been learning that the French were in Michigan during the 1600s and 1700s. Many worked as voyageurs, or fur traders. Last week we learned that Cadillac built Fort Ponchartrain in Detroit in 1701. The French forts in Michigan were built to keep the British out. In 1715, the French built Fort Michilimackinac at the Straits of Mackinac. Many French began to settle down in and around these forts, marrying American Indian women and having families.

In 1754, a long war called the French and Indian War was being fought. It sounds like the French were battling the Indians, but they were fighting together against the British. The British won. In 1760, the French surrendered Fort Ponchartrain to the British. That ended French rule in Detroit. A treaty was signed, and many French stayed in the area.



Name _____



ACROSS

1. ship that sank with 29 crew members in Lake Superior: Edmund _____
6. landforms made of sand
7. what you give up to get something else: _____ cost
8. visitor
9. state Park near Muskegon: P.J. _____
10. _____ document that explained how Michigan could become a state: Northwest

DOWN

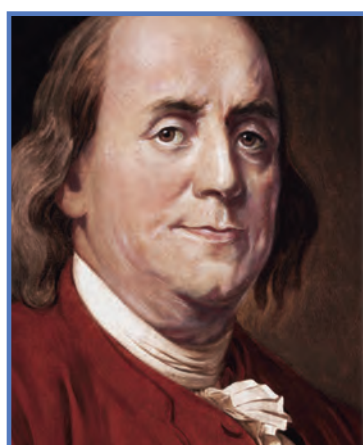
2. someone who starts a new business
3. how much of a good or service people want
4. not having enough of something to meet demand
5. small areas of land set aside for American Indians to live on

Being your own boss has advantages and disadvantages. Take a look at the chart below, think about each advantage and disadvantage and then answer the question that follows.

Let's Write

	Advantage	Disadvantage
Owning a Business	You cannot get fired. You are in charge of your employment.	You only get paid if your business makes money.
	You are your own boss.	You are taking a big risk and might lose money.
Working for Someone Else	You get paid whether the business makes money or not.	You could lose your job.
	You don't have as many responsibilities as the owner.	You have little control or input in the business.

Can you think of any more advantages or disadvantages to add to the chart? Does starting a new business sound like something you want to do? Why or why not? Write a paragraph to explain your thinking and support your answer with some of the details from the chart.



Go fly a kite.

INGENUITY

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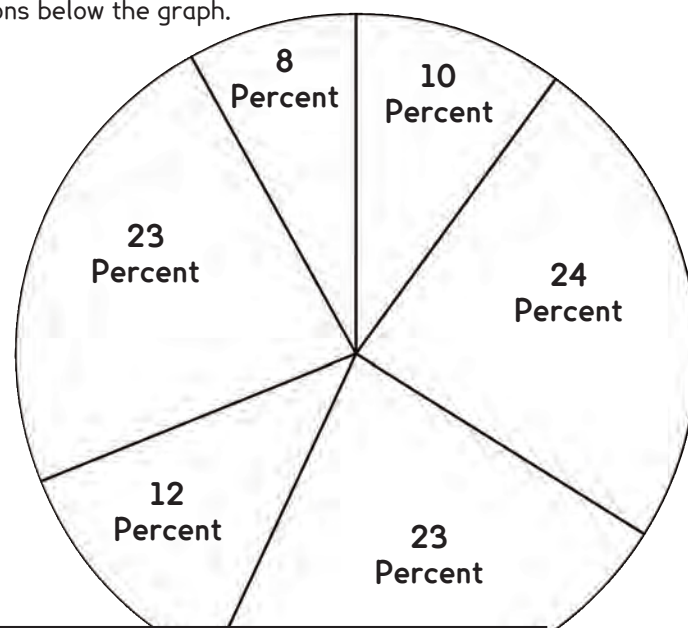
If you'd like to make any editorial comments about our paper, please write to us at feedback@studiesweeklu.com.

Mapping & Charting

Can you Read a Pie?

You read that more than 4,300 shipwrecks have happened in or near the Great Lakes. Other shipwrecks happened in the Detroit and St. Clair rivers or in nearby Lake St. Clair.

A pie graph is a circle-shaped graph divided into sections. Each section shows a percentage. The pie graph below shows the average percentage of shipwrecks that happen in and around the Great Lakes. Use the information in the key to color the sections of the pie graph. Then answer the questions below the graph.



Shipwrecks in or Near the Great Lakes Key

- Lake Superior: 10 percent
- Lake Michigan: 24 percent
- Lake Erie: 23 percent
- Lake Ontario: 12 percent
- Lake Huron: 23 percent
- Other lakes and rivers: 8 percent

1. In which of the Great Lakes have the fewest shipwrecks happened?

2. In which of the Great Lakes have the most shipwrecks happened?

3. What percentage of shipwrecks have happened in Lake Michigan and Lake Huron combined?

4. In which Great Lake have about twice as many shipwrecks happened than have happened in Lake Ontario?

5. Is the percentage of shipwrecks that have happened in Lake Superior and Lake Ontario combined more or less than the percentage of shipwrecks that have happened in Lake Erie?

Michigan Community Studies Weekly Teacher Supplement

Cause and Effect

Copy the following sentences and distribute to students. Students will match each cause with its effect by writing the letters on the lines next to the numbers.

_____ 1. Listing the pros and cons on a decision tree.	A. Business and economic growth occur.
_____ 2. Automation Alley works to bring people and ideas together.	B. An informed decision can be made.
_____ 3. We have the natural resource of timber.	C. We farm many different crops in our state.
_____ 4. Michigan has fertile soil and flat land.	D. Furniture making was a successful industry in Michigan.
_____ 5. A disease attacked the peppermint plants.	E. Growing of peppermint in Michigan ended.
_____ 6. 100 million pounds of blueberries are grown yearly.	F. Michigan earns \$250 million from the fruit.
_____ 7. Iron could be found in our state.	G. The French rule in Detroit ended.
_____ 8. The French surrendered Fort Ponchartrain to the British.	H. Industries that needed the iron for products and machines developed.

Social Studies/Research

Have students log on to http://en.wikipedia.org/wiki/List_of_U.S._state_flowers or do an Internet search for “state flowers.” Copy the lists below and distribute to students. Students will draw a line to connect each state with its official state flower.

<u>State</u>	<u>Flower</u>
Alabama	Apple Blossom
Delaware	Camellia
Hawaii	Magnolia
Michigan	Peach Blossom
Mississippi	Yucca flower
New Mexico	Hibiscus
Vermont	Indian Paintbrush
Wyoming	Red Clover

Michigan Community Studies Weekly

Teacher Supplement

Name: _____

Date: _____

Michigan Community Studies Weekly (3rd Grade)

2nd Quarter, Week 10

Label each statement true or false. If the statement is false, rewrite the sentence to make it true. If the statement is true, leave the line under the statement blank.

_____ 1. Blueberries are grown in the eastern half of Michigan.

_____ 2. Detroit, Michigan is nicknamed Furniture City.

_____ 3. The French and Indians fought against the British in the French and Indian War.

_____ 4. Voyageurs were strong lumberjacks from France.

_____ 5. Michigan is the nation's leading mint grower.

_____ 6. The Detroit-Windsor Tunnel is three miles long.

_____ 7. When trying to make a decision, it is good to think about the pros and cons.

_____ 8. Many industries in Michigan are located near useful natural resources.

_____ 9. We have an unlimited amount of trees and other natural resources in our state.

_____ 10. Michigan was one of the first states to give zip codes to residents.

Michigan Community Studies Weekly Teacher Supplement

Name: _____

Date: _____

Michigan Community Studies Weekly (3rd Grade)

2nd Quarter, Week 10

Write the answers to the questions below in your social studies journal or on a separate piece of paper.

Answer each question in complete sentences, using your own words. Be sure to answer all parts of the questions.

11. Why is location important when starting a business?
12. What kind of business would you want to start if you were an entrepreneur?
13. Where would you open your new business?
14. Why would you choose that location?
15. What are three things our state has to offer new business owners?

Wayne-Westland Community Schools
Elementary Art
Distance Learning Lessons

Week of 4/27/20

Creating SPACE With Photography and Household Items



Toys were used to create Foreground, Middleground, and Background in the photographs, to show the art element of SPACE

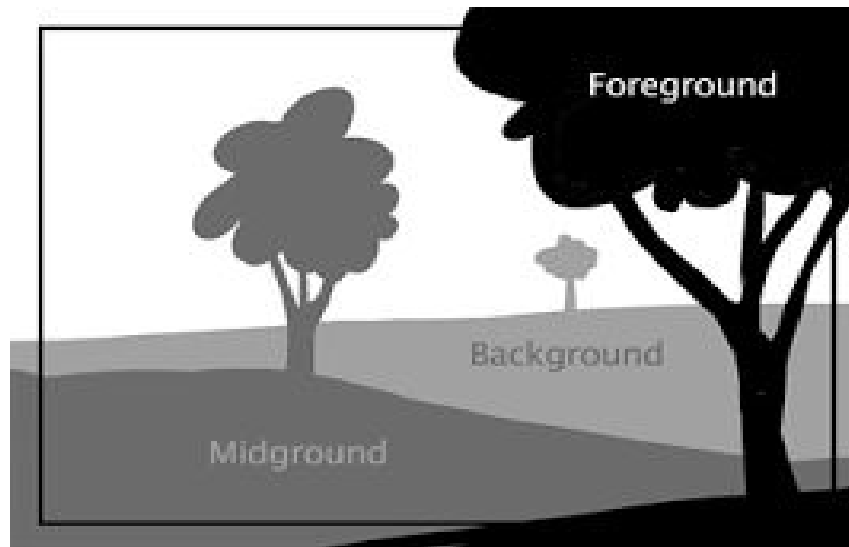
DIRECTIONS:

Create a work of art by assembling toys and household items together to create an image that shows SPACE- Foreground, Middleground, and Background (see *more information below about space*). You could set up the items for your scene on a tabletop or other surface. You can look for items of different sizes, but you could also use items that are the same size, and set them up so that they look smaller as they move back in space. Large items should be in the front (foreground), and then items should get smaller/be further away in the middle ground, and again in the background. You can also take your camera and move it very close to the items in the foreground, making everything behind it appear smaller and further away.

This project could be worked on by a single student, but 2 or more students in the same household, even if they are in different grades, may work together to create the project, and you could even create more than one scene!

SPACE DEFINITION: The Element of Design Space refers to the area within, around, above or below an object or objects. Foreground, Middle Ground, and Background help show SPACE in an artwork.

The foreground of a composition is the visual plane that appears closest to the viewer (*in front*), while the background is the plane in a composition perceived furthest from the viewer. The middleground is the visual plane located between both the foreground and background (*in the middle*).



SPACE RESOURCES:

YouTube Videos:

[Elements of Art: Space | KQED Arts](#)

[Foreground, Middle ground & Background](#)

[Foreground Middle ground Background Rap](#)

Books:

[Oh, the Places You'll Go! by Dr. Seuss Read Aloud](#) Look at the illustrations and find Foreground, Middle Ground, and Background!

[Roberto The Insect Architect by Nina Laden \(Read aloud\)](#)

["When I Build With Blocks" by Niki Alling](#)

Games:

[Starry Night Jigsaw Puzzle](#)

[Balls on pyramids Jigsaw Puzzle](#)

[ARTHUR | Games . Animal Home Builder | PBS KIDS](#)

[ARTHUR | Games . Treehouse Designer](#)

[Playing Sandcastle](#)

We would love to see your creations! You can post photos of them to your Dojo story or email them to us!

Ms. Huhn huhnb@wwcsd.net

Ms. Kurtz kurtzd@wwcsd.net

Mrs. Windley WindleyA@wwcsd.net

Mr. Millett milletts@wwcsd.net

Ms. Peck peckme@wwcsd.net

Mrs. Smith smitha@wwcsd.net

Mr. Wilburn wilburnp@wwcsd.net

3rd - 4th Grade Media Choice Board

Please choose **ONE** activity to do **per WEEK**

These can be completed in any order - Just try to complete one box a week!

We Miss you!

Choose reading, letter, math, strategy or skills games:

- <https://www.abcya.com/>
- <https://www.funbrain.com/>
- <https://www.fuelthebrain.com/>
- <http://www.fun4thebrain.com/>
- <https://www.roomrecess.com/>

Listen to online stories:

- <https://www.storylineonline.net/>
- https://www.weareteachers.com/storytime/?utm_source=WAT_MD_R&utm_medium=CVEnews&utm_campaign=WAT_Enews03182020

Practice typing skills:

- <https://typingclub.com> (If you cannot remember your login for typing club, just click on **get started** and choose a lesson to practice your typing skills.)
- <https://typetastic.com/>
- <https://www.typing.com/student/game/keyboard-jump>
- <https://www.typing.com/student/game/keyboard-ninja>
- <https://www.typing.com/student/game/type-a-balloon>

Coding Websites:

- <https://www.k5technologycurriculum.com/extras/hour-of-code/>
- <https://code.org/>

Virtual Field Trips:

<https://www.weareteachers.com/best-virtual-field-trips/>

Internet Safety: Watch these videos on how to be safe using the internet.

Super Digital Citizen(3-5)

<https://www.commonsense.org/education/lesson/super-digital-citizen-3-5>

NetSmartz Videos

<http://www.missingkids.org/netsmartz/videos#elementary>

Create a **doc** on any topic. Change font size, style and color. Add an image if you'd like.

Some examples...

- Type a letter to a friend.
- Type a story about something fun that you have done recently.
- Type an adventure story.
- Type a poem.
- Type a list of fun summer activities.
- Or another topic for your choice.

Create a **slideshow** on any topic. Change font size, style and color. Add an image on each slide and create transitions

Some examples...

- Create a slideshow on your favorite animal.
- Create a slideshow on your favorite food.
- Create a slideshow on your favorite place to eat.
- Create a slideshow on your favorite vacation.
- Create a slideshow on your family activities.
- Or another topic for your choice.

Other activities you may choose to do can include the following:

- Use Google Drawing to edit or create your own picture
- Use Google Sheets to create pixel artwork
- Use Google Sheets to create a graph

Wayne-Westland Physical Education Elementary Distance Learning Lessons

Week of April 27th

Move It Monday

Today you're going to play the animal game. You'll start by writing a lot of different animals on small pieces of paper. Some examples could be a horse, snake, cheetah, crab, etc. Then you will fold them up and put them in a hat or a bowl. Then gather up your family to play. One person goes at a time, pulls a piece of paper and then you all have to act like that animal that they pulled for one minute. Play until all pieces of paper are picked. You can play this inside or outside!

Turn It Up Tuesday

Time to get moving! Click on the link below and get a great workout! Invite your family to join in on the fun too!

[Kids Cardio 2](#)

Walk Around Wednesday

Get outside and walk around your backyard, around your block or around your neighborhood. Walk at a fast pace for at least 30 minutes to get your heart pumping! Being outside and in the sun helps your body produce vitamin D which gives you energy and makes you feel better!

Team Spirit Thursday

Put on your favorite school t-shirt and do 10 push ups, 10 sit ups and 10 squats 3 different times throughout the day.

Fun Time Friday

So, let's get this dance party started – a great way to keep blood pumping and energy levels high. Not to mention a fun and easy way to get your family movin' and groovin'! Today, take a moment to learn the dance video below, record your family's dances and post to social media with the hashtag #kidsheartchallenge and #movemore.

[Elementary Routine](#)

SPANISH ACTIVITIES
The Week of April 27th - May 1st

Spanish Educators are available to provide support and feedback during the following days and times each week. You can initiate contact through email and then connect further in the method of communication that works best.

Ms Garcia
Email: garciaamp@wwcsd.net
Tues & Wed 1:00 - 3:00

Ms. Williams
Email: williamssd@wwcsd.net
Mon & Wed 10:00 - 12:00

Tema (Theme) - Colores/Números

Vocabulario(Vocabulary)

Colores (Colors)

Rojo-red
Amarillo-yellow
Anaranjado-orange
Azul- blue
Morado-purple
Café- brown
Negro- black
blanco-White
Verde-green
Rosado-pink
Gris-grey

Números(numbers)

uno- one (1)
dos-two (2)
tres-three (3)
cuatro-four (4)
cinco-five (5)
seis- six (6)
siete-seven (7)
ocho-eight (8)
nueve-nine (9)
diez-ten (10)

Lunes, el 27 de abril -

Introducción de los colores (Introduction to colors)

Miren la canción de los colores (Watch the colors videos)

<https://www.youtube.com/watch?v=DsRKoZGaoEM>

<https://www.youtube.com/watch?v=-jf5WnqcePQ>

Actividades (Activities)

Opción 1 (Option 1)

Vamos a buscar! (Go on a hunt) Encuentren cinco cosas. **Un de azul, un de rojo, un de blanco, un de amarillo y un de rosado** en la casa o patio. Find cinco things in your house or yard.

Opción 2- Colorear los colores y pon los nombres (Color the colors and write their names above in Spanish)

Martes, el 28 de abril -

Escuchen la canción para practicar los números (listen to the song to practice the numbers)

<https://www.youtube.com/watch?v=6FEyfy5N3Nc>

Actividades (Activities)

Opción 1(option one) Busquen por el número siete y digas cuando encuentras. (Look around for the number **siete**, call it out everytime you find it)

Opción 2 (option two) Escriben los números en un papel en ingles y espanol para practicar cómo escribirlos (Write the numbers on a piece of paper in English and Spanish to practice how the write them)

Miercoles, el 29 de abril -

Practiquen como contar en espanol. (Practice counting in Spanish, see how high you can go! Watch this video and count along.)

<https://www.youtube.com/watch?v=L26jwqF9Zro>

<https://www.youtube.com/watch?v=2EuOFLYkt5Y&t=143s>

Actividades (Activities)

Opción 1 (option 1) Haz cartas de números (Make numbers flashcards.) los que van a hacer más de diez, crean dos piles de cartas. (For those of you going beyond 10, make 2 piles, both with numbers 1-9.) Ponlas con el número abajo y giran para decir el número) Lay them out face down and turn 2 over at a time and say the number in Spanish.

Opción 2(option 2) Usan dos dados (Use 2 dice.) Tirar los dados y suman los números. (Roll, add it up and say the number in Spanish.)

Jueves, el 30 de abril -

Actividad (Activity)

Abajo hay una pagina de colorear por números que pueden imprimir y colorear. (Below is a color by number for you to print and color.) (claro means light)

Viernes, el 1 de mayo -

Actividad (Activity)

Cuántos de cada color puedes ver? (How many of each color do you see?) Usan la foto abajo para ver cuántos de cada color hay) Use the picture below to find items of each color. Escriba el número en la línea. (Write the number on the line.)

_____ rojo

_____ anaranjado

_____ amarillo

_____ verde

_____ azul

_____ morado

_____ blanco

_____ negro

_____ gris

_____ cafe

_____ rosado



1 - gris 
2 - azul claro 
3 - verde 

4 - amarillo 
5 - azul 
6 - rojo 

