

3rd Grade
May 4 - May 8



Sunflowers

by Mimi Jorling



A sunflower is a big, circular, yellow flower. Sunflowers need a lot of sun to grow. Sunflowers are actually made up of lots and lots of tiny flowers. The center part is made of one kind of flower, and the petals around it are another kind of flower.

We use sunflowers in different ways. One thing we do with them is look at them! Many people add them to gardens because they are so big, bright, and colorful. They can also be cut and brought inside. They will last a long time in a vase. A vase is a jar, bottle, or other container that is used to hold flowers.

Sunflower seeds are good to eat. People, birds, and other animals, including squirrels and chipmunks, love to eat sunflower seeds. They can be difficult to eat if they are still in their shells, but they are filled with protein and are good for you! Sunflower seeds also have a lot of oil in them. It can be squeezed out and collected. Many people use sunflower oil for cooking.

Sunflowers are pretty flowers, and they give us and other animals food. Be careful of the stems, though—they are rough and very scratchy!

Name: _____ Date: _____

1. What is a sunflower?

- A. a big, circular, yellow flower
- B. a big, triangular, red flower
- C. a small, circular, blue flower
- D. a small, triangular, purple flower

2. What does the author describe in the second paragraph?

- A. the center of a sunflower
- B. different ways people use sunflowers
- C. animals that love to eat sunflower seeds
- D. food that is made with sunflower oil

3. Sunflowers provide food to people and animals.

What evidence in the text supports this statement?

- A. "Sunflowers are actually made up of lots and lots of tiny flowers."
- B. "We use sunflowers in different ways. One thing we do with them is look at them!"
- C. "They [sunflowers] will last a long time in a vase. A vase is a jar, bottle, or other container that is used to hold flowers."
- D. "People, birds, and other animals, including squirrels and chipmunks, love to eat sunflower seeds."

4. Read these sentences from the text.

"We use sunflowers in different ways. One thing we do with them is look at them!"

Based on the information in this text, why might people look at sunflowers?

- A. because sunflower seeds are filled with protein
- B. because sunflower seeds have a lot of oil in them
- C. because sunflowers need a lot of sun to grow
- D. because sunflowers are bright and pretty

5. What is the main idea of this text?

- A. Sunflowers are actually made up of lots and lots of tiny flowers.
- B. The stems of sunflowers are rough and scratchy.
- C. Sunflowers are pretty flowers that give people and animals food.
- D. Sunflower seeds can be difficult to eat if they are still in their shells.

6. Read this sentence from the text.

"Sunflowers are actually made up of lots and lots of tiny flowers."

Why might the author have used the phrase "lots and lots" here?

- A. to call attention to how bright sunflowers are
- B. to call attention to the amount of flowers that make up sunflowers
- C. to call attention to how small the flowers that make up sunflowers are
- D. to call attention to how much sun sunflowers need to grow

7. Read these sentences from the text.

"Sunflower seeds are good to eat. People, birds, and other animals, including squirrels and chipmunks, love to eat sunflower seeds. They can be difficult to eat if they are still in their shells, but they are filled with protein and are good for you!"

What does the word "they" in the last sentence refer to?

- A. people
- B. birds and animals
- C. squirrels and chipmunks
- D. sunflower seeds

8. What do sunflower seeds have inside them?

9. What do people use sunflower oil for?

10. Read this sentence from the text.

"We use sunflowers in different ways."

Explain what part of a sunflower might be most useful to people. Support your answer with evidence from the text.

Computers vs. Books

by ReadWorks



Mia Murphy was tired when she got home from school last Friday. It had been a long week. She was working on a computer project and had stayed late at school to finish her work. After stepping off the bus and trudging home, she plopped onto her chair in the kitchen.

"What's up, Mia?" Mr. Murphy asked. He was making Mia her favorite after-school snack, a grilled cheese sandwich.

"This project is taking me forever!" Mia replied. "I have to design a website page for my computer class."

"Wow, fancy!" Mrs. Murphy shouted from the living room. "When we were in middle school, we didn't even know how to use computers." She walked into the kitchen and sat down next to Mia. She asked her daughter if she had anyone to help her with her project.

"We have partners-mine is named Ali," she explained. "Today we learned how to insert pictures into our page!"

Mr. and Mrs. Murphy looked at each other and smiled. Mia noticed their little exchange. "What?"

she asked, wondering what they were thinking.

"Well, we first met when we were working on a project together in high school," Mr. Murphy explained. "We were assigned to do a research project on American Indian history."

Mrs. Murphy chimed in. "But we didn't have computers back then, so we had to go to the library every day to do research!" She explained that they didn't have online search engines to help them with their work; they could only rely on books. They didn't have cell phones to text each other when they needed help. They had to work together at each other's houses.

"But that sounds so hard!" Mia said. "I can't imagine completing a project without the help of a computer."

Mr. Murphy chuckled. "I know. But I have that project to thank for meeting your mom! All those countless hours in the library. We had to spend a lot of time together," he said.

Now Mia was curious. She wondered what else was different when her parents were growing up. So she asked.

Mrs. Murphy started to list off things she didn't have as a child, like an mp3 player and a flat-screen television. "Also, since I had many brothers and sisters, we had to pitch in more. I helped my mom cook dinner, and we repaired our clothes ourselves when they tore," she said, tapping Mia on the nose. "How about you help me cook dinner tonight then?" Mrs. Murphy suggested, laughing.

"Sure!" Mia exclaimed. "How about something that you used to make as a kid?"

"Chicken noodle soup it is," Mrs. Murphy said with a smile.

Name: _____ Date: _____

1. Who is Mia?

- A. a girl in elementary school
- B. a girl in middle school
- C. a teacher at an elementary school
- D. a teacher at a middle school

2. What does Mia mainly learn about in the story?

- A. how her parents met
- B. how her mother's life differed from hers
- C. how to use computers to do homework
- D. how to work in pairs

3. Read the following section from the story:

"[Mia's mother] explained that they didn't have online search engines to help them with their work; they could only rely on books. They didn't have cell phones to text each other when they needed help—they had to work together at each other's houses.

"But that sounds so hard!" Mia said. "I can't imagine completing a project without the help of a computer."

Based on this evidence, what conclusion can be made?

- A. Mia thinks new technology makes homework easier.
- B. Mia's parents think that her homework is too easy.
- C. Mia thinks it would be more fun to work with a partner.
- D. Mia's parents think she should have a cell phone.

4. Read the following sentences: "Mr. Murphy chuckled. 'I know. But I have that project to thank for meeting your mom! All those countless hours in the library...we had to spend a lot of time together,' he said."

Based on this evidence, what conclusion can be made?

- A. Mr. and Mrs. Murphy grew annoyed with each other while working on their project.
- B. Mr. and Mrs. Murphy began to fall in love during their long hours in the library.
- C. Mr. and Mrs. Murphy were first introduced by a librarian.
- D. Mr. and Mrs. Murphy think Mia would more easily find a boyfriend in the library.

5. What is this story mainly about?

- A. a conversation about generational differences
- B. a conversation about the evils of technology
- C. a conversation about how Mia's parents met
- D. a conversation about devices that are popular with teens

6. Read the following sentences: "Mrs. Murphy started to list off things she didn't have as a child, like an mp3 player and a flat-screen television. 'Also, since I had many brothers and sisters, we had to **pitch in** more. I helped my mom cook dinner, and we repaired our clothes ourselves when they tore,' she said, tapping Mia on the nose."

As used in the passage, what does the phrase "**pitch in**" mean?

- A. sacrifice
- B. help
- C. suffer
- D. cook

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

Mia and her parents think that technology has made life easier for students today as they complete their homework. _____, thanks to the lack of modern technologies during their school days, Mia's parents were able to spend time together and fall in love.

- A. Obviously
- B. On the other hand
- C. Finally
- D. As a result

8. Why does Mia's mother think her computer class homework is "fancy"?

9. How does Mia agree to "pitch in" like her mother at the end of the story?

10. What is one way that Mia's life is different from her mother's? How do you know? Use evidence from the passage to support your answer.

Famous African Americans - Martin Luther King, Jr.

by ReadWorks



Martin Luther King, Jr. was one of the most important figures in the Civil Rights Movement of the 1950s and 1960s. There is a national holiday in his honor that is celebrated every January. His famous "I Have a Dream" speech is still talked about today. He is a hero of civil rights in America.

King was a Baptist minister. He had an incredible ability to speak and be heard. He was expressive and powerful with his words. He gained the support of thousands of blacks and whites. He became famous throughout the world.

In 1964, King won the Nobel Peace Prize for his civil rights work. Ironically, his work for peace resulted in violent reactions. On several occasions, people threw rocks at King. Some even went so far as to bomb his family's house in Montgomery, Alabama. But the worst act of violence ended King's life. He was shot and killed at the age of 39.

Name: _____ Date: _____

1. According to the text, when is the national holiday in Martin Luther King, Jr.'s honor?

- A. in the 1950s and 1960s
- B. every January
- C. anniversary of his famous speech
- D. in the year 1964

2. What does the author describe in the text?

- A. different important people in the Civil Rights Movement
- B. the speaking ability and influence of Martin Luther King, Jr.
- C. U.S. national holidays celebrated every year in January
- D. the important figures who influenced Martin Luther King, Jr.

3. Read this paragraph from the text.

Martin Luther King, Jr. was one of the most important figures in the Civil Rights Movement of the 1950s and 1960s. There is a national holiday in his honor that is celebrated every January. His famous "I Have a Dream" speech is still talked about today. He is the hero of civil rights in America.

What conclusion can you draw about celebrating Martin Luther King, Jr. based on this evidence?

- A. Martin Luther King, Jr. is celebrated every January only because of his famous "I Have a Dream" speech.
- B. Martin Luther King, Jr. has been celebrated since the 1950's because of this work in the Civil Rights Movement.
- C. Martin Luther King, Jr. is celebrated every January for the contributions that he made to the Civil Rights Movement.
- D. Martin Luther King, Jr. created a holiday in January in order to continue to remind Americans about the Civil Rights Movement.

4. Based on the text, which of the following is most likely?

- A. King believed that violence was the answer to civil rights.
- B. Everyone loved Martin Luther King, Jr.
- C. Many people would gather to listen to King speak.
- D. Not very many people have heard King's speeches.

5. What is the main idea of this text?

- A. Many people disliked Martin Luther King, Jr.
- B. Martin Luther King, Jr. was important in civil rights.
- C. Martin Luther King, Jr. was shot at the age of 39.
- D. Martin Luther King, Jr. was a Baptist minister.

6. Read these sentences from the text.

He had an incredible ability to speak and be heard. He was **expressive** and powerful with his words.

As used in the text, what does the word **'expressive'** mean?

- A. shy and quiet
- B. communicating feelings
- C. calmly listening
- D. causing sadness

7. Choose the answer that best completes the sentence.

There were violent reactions to Martin Luther King, Jr.'s work, _____ he talked about peace.

- A. so
- B. even though
- C. before
- D. because

8. According to the text, when did Martin Luther King, Jr. win the Nobel Peace Prize?

9. Why was Martin Luther King, Jr. shot and killed? Use evidence from the text to support your answer.

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 **possessive pronoun** takes the place of a possessive noun: *That is **Jane's** backpack. That is **her** backpack.*
- A possessive pronoun shows who or what owns something: *That notebook belongs to him. That is **his** notebook.*
- Use these possessive pronouns before nouns: *my, his, her, its, our, your, their.*

A. Write the possessive pronouns on the line.

1. My family won a trip to Chicago. _____
2. We wrote an essay telling our reasons for wanting to go. _____
3. Dad spent most of his childhood there. _____
4. Mom used to visit her grandmother in Chicago. _____
5. Mom and Dad want us to see their favorite landmarks. _____

B. Reread this paragraph from "When Corn Was Cash." Circle one possessive pronoun.

Life is easier today. We have a system of money. We have stores that sell everything we need. But people still like to barter. The next time your school has a swap meet, think about trading in some of your old games and toys. Bartering is fun, and it helps people clean out their closets!



In your writer's notebook, write about a city you have visited or would like to visit. When you're done, reread your work. Make sure you used possessive pronouns correctly.

Name _____

- Some possessive pronouns that can stand alone are *mine, yours, his, hers, ours, and theirs*: *That book is mine.*
- **Reflexive pronouns** are used when the subject and the object of a sentence are the same: *I drove myself to the store.* Reflexive pronouns include *myself, yourself, himself, herself, itself, ourselves* and *themselves*.

A. Read the sentences and the possessive pronouns in parentheses. Write the correct possessive pronoun on the lines.

1. The students in _____ class are painting. (our, ours)
2. I am almost finished with _____. (my, mine)
3. Have you finished _____? (your, yours)
4. Staci showed me _____ painting. (her, hers)

B. Read the sentences and the reflexive pronouns in parentheses. Write the correct reflexive pronoun on the lines.

5. The class read quietly to _____. (himself, themselves)
6. Karen poured _____ a glass of water. (herself, myself)
7. I bought _____ a new computer. (myself, themselves)
8. You should cook _____ dinner. (ourselves, yourself)



In your writer's notebook, write about something you created. Say why you're proud of what you made. Review your work when you're done to make sure you used possessive and reflexive pronouns correctly.

Name _____

- A possessive pronoun replaces a possessive noun. Use these possessive pronouns with nouns: *my, your, his, her, its, our, their*.
- Use these possessive pronouns alone, without a noun: *mine, yours, his, hers, ours, theirs*.

Replace each underlined possessive noun with the correct possessive pronoun. Write the new sentences on the lines.

1. Jana left Jana's backpack on the bus.

2. Frank and Pia studied Frank's and Pia's spelling words together.

3. Tim asked Clara, "Is this Clara's notebook?"

4. Jason gave me Jason's camera and asked me to take a picture.

Writing Connection

Write about your favorite thing that you own. Say why you like it. Check your work for any errors.

Name _____

- A possessive pronoun replaces a possessive noun. Use the pronouns *my, your, his, her, its, our, and their* with nouns. Use the pronouns *mine, yours, his, hers, its, ours, and theirs* by themselves.
- Nouns and pronouns must agree when used in simple and compound sentences.

A. Proofread the paragraph. Circle any incorrect pronouns.

Mine brother and I visited our grandparents on theirs farm last summer. They have a vegetable garden, and they raise sheep. Theirs dogs help herd the sheep. My grandmother uses hers tomatoes to make delicious soup. Mine grandfather uses the sheep's milk to make cheese. We like the cheese sandwiches he makes from its. Theirs farm is a busy place in the summer. My brother and I had the best time on ours vacation.

B. Rewrite the paragraph with the correct pronouns.

Name _____

A. Read the paragraph. Then answer the questions.

(1) My mother asked my brother and me to clean our rooms.
 (2) I finished cleaning mine quickly. (3) Then I helped my brother clean his room. (4) I picked up all his books. (5) I was proud of myself for helping him.

- | | |
|--|---|
| <p>1. What is the possessive pronoun in sentence 4?</p> <p>A I</p> <p>B picked</p> <p>C his</p> <p>D books</p> | <p>2. What is the reflexive pronoun in sentence 5?</p> <p>F I</p> <p>G myself</p> <p>H for</p> <p>J him</p> |
|--|---|

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

(1) Mine sister and I visited our aunt and uncle at theirs ranch.
 (2) They have horses and ponies. (3) Our aunt rides hers favorite horse every day. (4) We got to ride the ponies and feed them hay. (5) What fun we had on our visit!

3. What is the correct way to write sentence 1?
- A** Mine sister and I visited ours aunt and uncle at theirs ranch.
B My sister and I visited our aunt and uncle at theirs ranch.
C My sister and I visited our aunt and uncle at their ranch.
D No change needed in sentence 1.
4. What is the correct way to write sentence 3?
- F** Ours aunt rides hers favorite horse every day.
G Our aunt rides her favorite horse every day.
H Our aunt rides hers favorite horse every day.
J No change needed in sentence 3.

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. tries |
| 2. | _____ | 2. tried |
| 3. | _____ | 3. trying |
| 4. | _____ | 4. dries |
| 5. | _____ | 5. dried |
| 6. | _____ | 6. drying |
| 7. | _____ | 7. hurries |
| 8. | _____ | 8. hurried |
| 9. | _____ | 9. hurrying |
| 10. | _____ | 10. studies |
| 11. | _____ | 11. studied |
| 12. | _____ | 12. studying |
| 13. | _____ | 13. plays |
| 14. | _____ | 14. played |
| 15. | _____ | 15. playing |
| Review Words | 16. _____ | 16. chapter |
| | 17. _____ | 17. bedtime |
| | 18. _____ | 18. letter |
| Challenge Words | 19. _____ | 19. obeyed |
| | 20. _____ | 20. worrying |

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Name _____

When a word ends in a consonant and *y*, change the *y* to an *i* before adding the endings *-es* or *-ed*: *fry, fries, fried*. When a word ends in a vowel and *y*, do not change the *y* to an *i*: *spray, sprays, sprayed*. Never change the *y* to an *i* when adding *-ing*: *frying, spraying*.

DECODING WORDS

The inflectional ending *-ing* usually forms the last syllable in a word. For words that end in *y*, the syllables usually divide between the *y* and *i*: *dry/ing, carry/ing*.

Read aloud the spelling words in the box. Then write the spelling words that match the spelling patterns.

drying	playing	dried	hurrying	plays
tried	hurries	trying	studied	dries
hurried	tries	studies	studying	played

**change *y* to *i* and
add *-es***

1. _____

2. _____

3. _____

4. _____

**change *y* to *i* and
add *-ed***

5. _____

6. _____

7. _____

8. _____

add *-s* or *-ed*

9. _____

10. _____

add *-ing*

11. _____

12. _____

13. _____

14. _____

15. _____

Name _____

When a word ends in a consonant and *y*, change the *y* to an *i* before adding the endings *-es* or *-ed*: *fry, fries, fried*.
 When a word ends in a vowel and *y*, do not change the *y* to an *i*: *spray, sprays, sprayed*. Never change the *y* to an *i* when adding *-ing*: *frying, spraying*.

DECODING WORDS

The inflectional ending *-ing* usually forms the last syllable in a word. For words that end in *y*, the syllables usually divide between the *y* and *i*: *dry/ing, carry/ing*.

Read aloud the spelling words in the box. Then write the spelling words that match the spelling patterns.

tries	crying	flying	flies	dried
played	plays	cried	cries	tried
trying	drying	dries	stays	playing

change *y* to *i* and
add *-es*

1. _____

2. _____

3. _____

4. _____

change *y* to *i* and
add *-ed*

5. _____

6. _____

7. _____

add *-s* or *-ed*

8. _____

9. _____

10. _____

add *-ing*

11. _____

12. _____

13. _____

14. _____

15. _____

Name _____

A. Read aloud the spelling words in the box. Then write the spelling words that match the spelling patterns.

worrying	studying	studied	studies	trying
tried	dried	replied	hurries	obeying
obeyed	drying	hurrying	dries	tries

change *y* to *i* and
add *-es*

1. _____

2. _____

3. _____

4. _____

change *y* to *i* and
add *-ed*

5. _____

6. _____

7. _____

8. _____

add *-ed*

9. _____

add *-ing*

10. _____

11. _____

12. _____

13. _____

14. _____

15. _____

B. Compare the words *tried* and *trying*. How are they alike? How are they different?



Look for verbs that end in *y* in the selections you read this week. In your writer's notebook, practice adding the endings *-ed*, *-ing*, and *-s* or *-es* to the verbs you find.

Name _____

tries	studying	hurries	trying	hurried
playing	dried	plays	studied	played
studies	drying	hurrying	dries	tried

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

1. Last year, my brother _____ for the Trenton Panthers.
2. Pioneers _____ apples so they would last longer.
3. My friend and I are _____ for the weekly spelling test.
4. Dad is _____ to fix the broken chain on my bike.
5. We _____ to catch the train before it pulled away.
6. My sister _____ in the library for her history test.
7. We are _____ the wet beach towels on the clothes line.
8. The baby _____ to walk for the first time.
9. Sam was _____ to reach his classroom before the bell rang.
10. The school band is _____ a lively march.

B. Write the spelling word that means the same thing as the words written below.

- | | |
|----------------------------|------------------------|
| 11. attempts to _____ | 14. learns about _____ |
| 12. makes less wet _____ | 15. does for fun _____ |
| 13. rushes or speeds _____ | |

Name _____

**Underline the six misspelled words in the paragraphs below.
Write the words correctly on the lines.**

My class has been studeing the presidents. I picked up many interesting facts. I read that Thomas Jefferson plaed chess. It's well known that Abraham Lincoln studyed to be a lawyer, and he hid things in his stovepipe hat.

In the White House, George Washington liked to eat cake with nuts and dryied fruits. And John F. Kennedy enjoyed plaing with his children. Do you suppose they tried to play hide and seek in the Oval Office? I'll always wonder.

1. _____ 4. _____

2. _____ 5. _____

3. _____ 6. _____

Writing Connection

What do you think makes a good president? Write your ideas. Use at least four spelling words.

Name _____

Remember

When a word ends in a consonant and the letter *y*, change *y* to *i* before adding the inflectional endings *-es* or *-ed*: *fry, fries, fried*. Do not change *y* to *i* when adding *-ing*: *frying*.

In most cases, when a word ends in a vowel and the letter *y*, do not change the *y* to an *i* before adding any inflectional endings: *spray, sprays, sprayed, spraying*.

drying	dries	plays	hurrying	hurries
playing	studying	hurried	studied	played
trying	tries	studies	dried	tried

Combine each word and ending. Read the spelling word aloud and then write it on the line.

- | | | | |
|----------------|-------|-----------------|-------|
| 1. dry + s | _____ | 9. play + ing | _____ |
| 2. study + ed | _____ | 10. study + s | _____ |
| 3. try + ing | _____ | 11. try + s | _____ |
| 4. hurry + ing | _____ | 12. study + ing | _____ |
| 5. dry + ed | _____ | 13. play + s | _____ |
| 6. try + ed | _____ | 14. hurry + s | _____ |
| 7. play + ed | _____ | 15. dry + ing | _____ |
| 8. hurry + ed | _____ | | |

Name _____

Homographs are words that are spelled the same but have different meanings. They are sometimes pronounced differently. For example, the word *lead* can refer to a kind of heavy metal, or it can be a verb meaning *to manage or oversee*. When you come across a homograph in a text, use nearby words and context clues to figure out which meaning the author is using.

A. Read the sentences below. Underline the context clues to help you understand the meaning of the homograph in bold. Then write the meaning of the word on the line.

1. He tried hard to win the race, but he only came in **second** place.

2. The quick flash of lightning lit up the dark room for less than a **second**.

3. The factory is able to **produce** thousands of cars every year.

4. The fruits and vegetables in the **produce** aisle looked very fresh.

B. Write two sentences on the lines. In your first sentence, use the word *bat* to refer to the wooden club used in baseball. In your second sentence, use *bat* to refer to the flying animal.

Name _____

Read each sentence below. Write the root word of the underlined word. Then write the meaning of the underlined word.

1. We rode the train from Texas to Utah so that we could see trees, mountains, rivers, and all other parts of the beautiful scenery.

2. After I took a sip of the smoothie, the flavor of blueberry was unmistakable. I would know it anywhere!

3. The performer can do many things, but her specialty is singing.

4. We were overjoyed and smiling ear to ear when our parents said we could adopt a puppy.

5. I thought that my new shoes would hurt my feet, but instead they were quite comfortable.

6. The uninformed guests did not know where they were supposed to sit.

7. She was relieved to know that she earned an A even though her last project had received a B.

A

Number Correct: _____

Multiply or divide by 9

1.	$2 \times 9 =$	
2.	$3 \times 9 =$	
3.	$4 \times 9 =$	
4.	$5 \times 9 =$	
5.	$1 \times 9 =$	
6.	$18 \div 9 =$	
7.	$27 \div 9 =$	
8.	$45 \div 9 =$	
9.	$9 \div 9 =$	
10.	$36 \div 9 =$	
11.	$6 \times 9 =$	
12.	$7 \times 9 =$	
13.	$8 \times 9 =$	
14.	$9 \times 9 =$	
15.	$10 \times 9 =$	
16.	$72 \div 9 =$	
17.	$63 \div 9 =$	
18.	$81 \div 9 =$	
19.	$54 \div 9 =$	
20.	$90 \div 9 =$	
21.	$\underline{\quad} \times 9 = 45$	
22.	$\underline{\quad} \times 9 = 9$	

23.	$\underline{\quad} \times 9 = 90$	
24.	$\underline{\quad} \times 9 = 18$	
25.	$\underline{\quad} \times 9 = 27$	
26.	$90 \div 9 =$	
27.	$45 \div 9 =$	
28.	$9 \div 9 =$	
29.	$18 \div 9 =$	
30.	$27 \div 9 =$	
31.	$\underline{\quad} \times 9 = 54$	
32.	$\underline{\quad} \times 9 = 63$	
33.	$\underline{\quad} \times 9 = 81$	
34.	$\underline{\quad} \times 9 = 72$	
35.	$63 \div 9 =$	
36.	$81 \div 9 =$	
37.	$54 \div 9 =$	
38.	$72 \div 9 =$	
39.	$11 \times 9 =$	
40.	$99 \div 9 =$	
41.	$12 \times 9 =$	
42.	$108 \div 9 =$	
43.	$14 \times 9 =$	
44.	$126 \div 9 =$	

B

Number Correct: _____

Improvement: _____

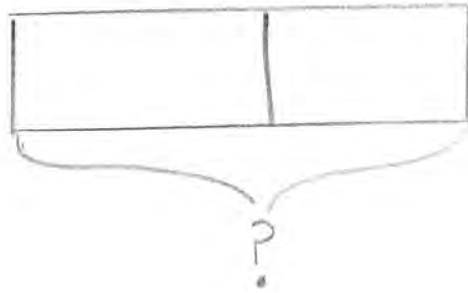
Multiply or divide by 9

1.	$1 \times 9 =$	
2.	$2 \times 9 =$	
3.	$3 \times 9 =$	
4.	$4 \times 9 =$	
5.	$5 \times 9 =$	
6.	$27 \div 9 =$	
7.	$18 \div 9 =$	
8.	$36 \div 9 =$	
9.	$9 \div 9 =$	
10.	$45 \div 9 =$	
11.	$10 \times 9 =$	
12.	$6 \times 9 =$	
13.	$7 \times 9 =$	
14.	$8 \times 9 =$	
15.	$9 \times 9 =$	
16.	$63 \div 9 =$	
17.	$54 \div 9 =$	
18.	$72 \div 9 =$	
19.	$90 \div 9 =$	
20.	$81 \div 9 =$	
21.	$\underline{\quad} \times 9 = 9$	
22.	$\underline{\quad} \times 9 = 45$	

23.	$\underline{\quad} \times 9 = 18$	
24.	$\underline{\quad} \times 9 = 90$	
25.	$\underline{\quad} \times 9 = 27$	
26.	$18 \div 9 =$	
27.	$9 \div 9 =$	
28.	$90 \div 9 =$	
29.	$45 \div 9 =$	
30.	$27 \div 9 =$	
31.	$\underline{\quad} \times 9 = 27$	
32.	$\underline{\quad} \times 9 = 36$	
33.	$\underline{\quad} \times 9 = 81$	
34.	$\underline{\quad} \times 9 = 63$	
35.	$72 \div 9 =$	
36.	$81 \div 9 =$	
37.	$54 \div 9 =$	
38.	$63 \div 9 =$	
39.	$11 \times 9 =$	
40.	$99 \div 9 =$	
41.	$12 \times 9 =$	
42.	$108 \div 9 =$	
43.	$13 \times 9 =$	
44.	$117 \div 9 =$	

Problem 1

Sue bakes mini muffins for the school bake sale. After wrapping 86 muffins, she still has 58 muffins left cooling on the table. How many muffins did she bake **altogether**?

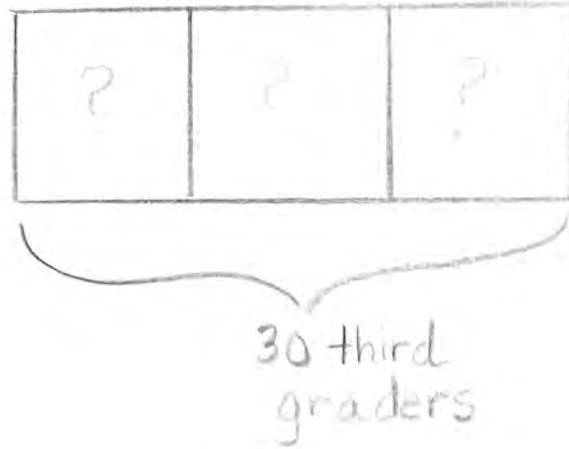


Problem 2

Gracie draws 7 rows of stars. In each row, she draws 4 stars. How many stars does Gracie draw **in all**?

Problem 3

Thirty third graders go on a field trip. They are equally **divided** into 3 vans. How many students are in each van?





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GRADE
3

Right Under Your Nose!

Did you know that there's a whole world of life right under your nose? Well, there is an invisible world of living things under, on and inside your nose! They are on your hands, too. In fact, they are all around. Many of the living things all around us are so tiny that you need a microscope to see them. These living things are very, very powerful and very busy.

These tiny, busy life forms are the cleaners and garbage eaters of the world. They help keep things neat and tidy, and they are called microbes. Microbes eat and break down dead things. A rotting log or banana peel is lunch for these little guys. Microbes also help us produce some of our most delicious and nutritious, or healthy, foods.

Big living things, like you and me, are not made of microbes. We are made of tiny things called cells. Cells are tiny living things, too. You also need a microscope to see your cells, and we'll learn more about them in just a bit. Let's begin by learning more about microbes. Check out the Mini-Lab below!

A Dirty, Rotten Investigation *Mini-Lab*

What You Need

- 1/2 slice of bread
- an apple slice (any fruit will do)
- a shovel
- a piece of plastic wrap
- a paper or plastic foam cup
- water
- 4 craft sticks and a marker

What to Do

(You'll need an adult's permission and help to do this investigation. Ask before you dig!)

1. Dig a hole in the place you have permission to dig. The hole should be about a foot deep for the best results.
2. Place the bread in the hole.
3. Refill the hole with dirt and water as if you were planting seeds.
4. Use the marker to write "bread" on one

of the craft sticks. Push it into the dirt where the bread is buried.

5. Repeat steps 1-4 for the apple slice, plastic wrap and cup.
6. Leave the buried items alone for about one month.
7. In your science journal, write predictions about what you think will happen to each buried item during the month it is underground.
8. After a month has passed, go back and dig up the buried items.

What Happened

It might have been hard to find the bread and the fruit slice. During that month, microbes were hard at work breaking down the food and causing it to rot. The cup and the plastic wrap look pretty much like they did when you buried them—just dirtier.

Why Did the Food Break Down?

The food was once a living thing. Microbes break down and eat living things that have died. Scientists call that being biodegradable. All plants and animals are biodegradable.

Why Did the Cup and Plastic Wrap Stay Whole?

Cups and plastic wrap are not biodegradable because microbes will not eat them. Microbes will not eat them because they were not living things. Cups and plastic wrap are made from things developed by chemists in a lab.

Think about This

What does this investigation tell you about the trash we throw away every day? What happens to all the trash that is not biodegradable?



Tiny Life

In this week's lesson, we will learn about two kinds of tiny life—microbes and cells. Which kind are you made of?

Microbes: What Stinks?

Some microbes make us sick. But many help us. In a garbage dump, microbes break down garbage. Tons of garbage each day are thrown into landfills. Tiny microbes are hard at work breaking the garbage down.

Some microbes live inside of us and help us digest our food.

When an animal or plant dies, microbes break down, or decompose, the animal or plant into tiny pieces. If there were no decomposers on Earth, all the dead plants and animals would just pile up everywhere. A rotting log is the work of microbes.

Some things like plastic bottles cannot be broken down by microbes. Recycling

plastics is a good way to keep from filling landfills. Some scientists hope to make a microbe that helps break down plastic in landfills.

Always keep foods in containers to help keep the microbes out. A good way to kill microbes in food is to cook it. Putting food in the refrigerator slows down the growth of microbes.

Scientists like to repeat experiments to see if they are right. If your classroom has a microscope, repeat Robert Hooke's experiment by placing a slice of cork under a microscope. Do you see cells?

Mini-Lab



It's important to recycle things that microbes cannot break down.

Science, Then & Now

Microbes Help Make Food

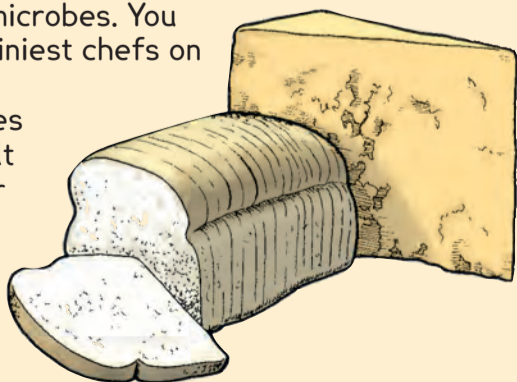
Ancient people used microbes to make food. Using microbes to make food is called fermentation. Microbes help make foods like bread, cheese, and yogurt.

How does it work? Tiny fungi called yeast help bread to rise. You can buy yeast in the supermarket. Tiny bacteria turns milk into cheese and yogurt.

Today, tiny microbes are used in many foods. If you eat a cheese sandwich, you are eating the work of our tiny friends, the microbes. You might say they are the tiniest chefs on the planet!

You can study microbes called yeast. Get an adult and follow the recipe for white bread on the back page of this week's issue of Science Studies Weekly, and watch microbes work.

Mini-Lab



How do some animals glow?

This Week's Question

Imagine that you had a light bulb growing on your head. That would sure help you get around in the dark! Animals that make light are called bioluminescent.

In Puerto Rico, there is a place that some call Biobay. In Biobay's water, many tiny life forms glow at night.

These tiny microbes have chemicals in them that make light. There are many other animals in the world that glow, like fireflies, some fish, and glow worms.



In the Lab

Growing Fungi

OK, let's take a closer look at some tiny living things from the fungi kingdom. You learned about the fungi kingdom in Week 16 of Science Studies Weekly. You will need an adult to help.

What You Need

- 3 clear, zip-top plastic baggies
- a slice of orange
- a piece of bread
- a little piece of (real) cheese

Directions

1. Place a slice of orange in one of the bags and seal it.
2. Place the piece of bread in one of the bags and seal it.
3. Place a piece of cheese in the last bag and seal it.
4. If the bags don't seal, use some tape to seal them. Put the bags in a dark place for four days.
5. Look at each bag with a magnifying glass. There should be fuzzy stuff inside. That is living fungi! The fungi are busy.

How are the three bags of fungi the same? How are they different?

DO NOT OPEN THE BAGS! THROW THEM AWAY WHEN YOU ARE THROUGH!

Fungi don't eat their food. They don't make food like plants do. They have a liquid that they use to break up their food and then soak up the food through their bodies.



Cells

You and I are made of tiny living cells. Cells are tiny living things that fit together to make you what you are.

Cells were discovered by Robert Hooke of England in the 1600s. He saw that things like corks and plants were made of tiny boxes or cells.

The cell is the basic building block of all living things. Some microbes have only one cell. We have billions of cells in our bodies.

What is in a cell?

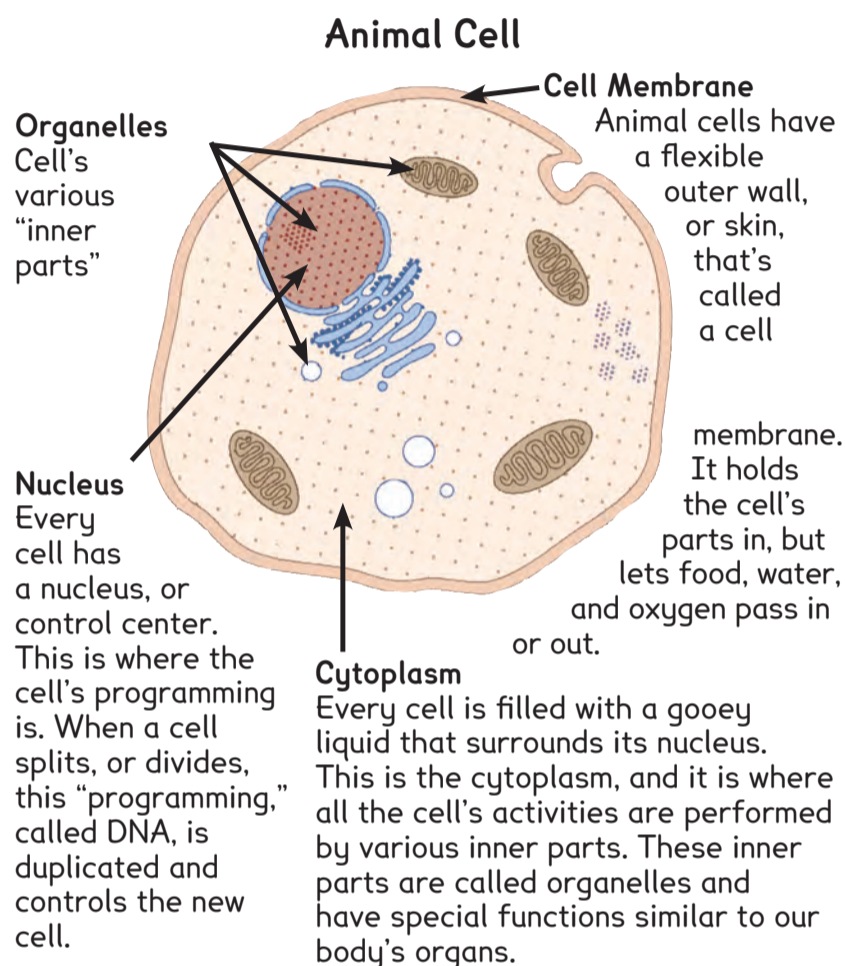
A cell is an important part of our bodies. Your heart and ears have cells. Your brain has cells, and your skin has cells. Blood is made of cells.

Cells have different inner parts. Each part helps it do its job.

The nucleus is the control center.

Cells have a wall that keeps them together.

Cells have liquid in them and many parts that do things like get power, get rid of waste, and store energy.



Science Tools

The Petri Dish: The Tool That Saved Lives

A petri dish is an important science tool. You can study tiny living microbes in a petri dish. Scientists use petri dishes to study how living things grow. Here is the story of how a petri dish and an accident saved millions of lives.

A doctor named Alexander Fleming studied microbes that make people sick. He studied the microbes in petri dishes. One day he found that one of his dishes also had a fuzzy fungus growing in it. The fungus had fallen in the dish and grown. The fungus was killing the bacteria. It was like a tiny war going on!

He used the fungus to make a medicine called penicillin. Millions of people have been cured of illnesses because of penicillin. That is how the petri dish saved lives!



Scientists use petri dishes every day.

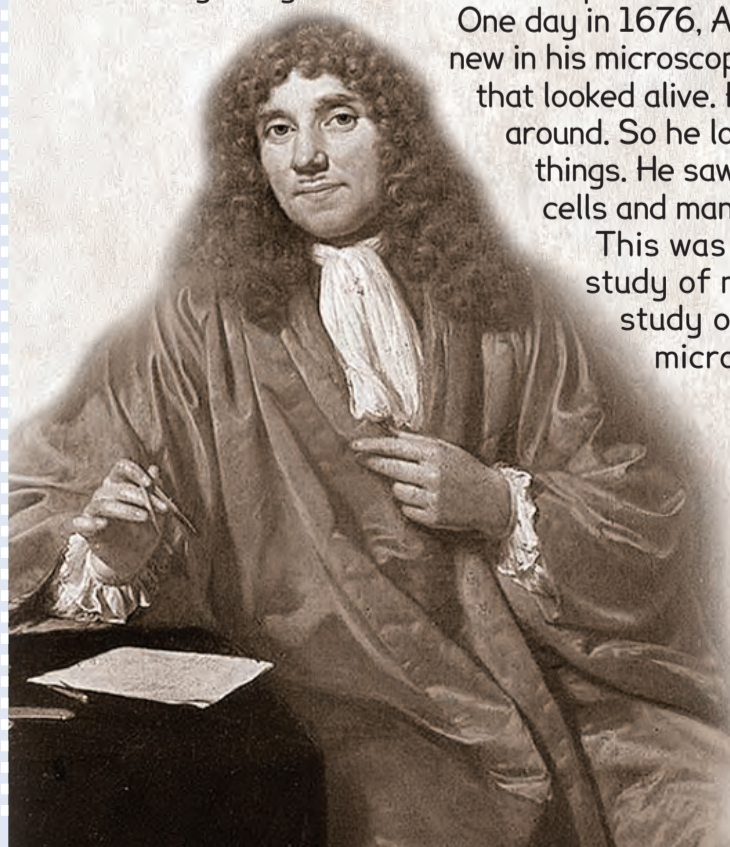
Anton van Leeuwenhoek (1632-1723)

Spotlight

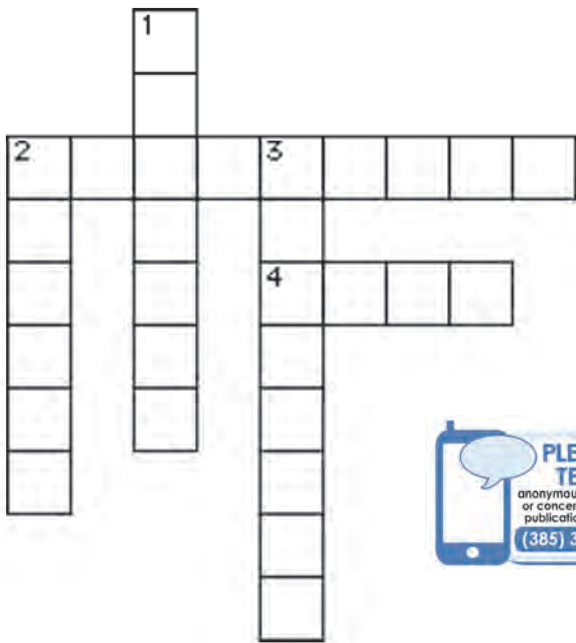
When Anton was a child, no one knew about microbes. When Anton grew up, he got a job making microscopes. Anton liked to look at tiny things with his microscopes.

One day in 1676, Anton saw something new in his microscope—tiny things that looked alive. He saw them move around. So he looked for more living things. He saw bacteria, blood cells and many other tiny things.

This was the start of the study of microbes. The study of tiny life is called microbiology.



Name _____



ACROSS

- 2. to break down something dead into tiny pieces
- 4. the basic building block of all living things

DOWN

- 1. the control center of a cell
- 2. to break down food
- 3. tiny living things that live all around us

WORD LIST

- | | | |
|---------|----------|-----------|
| nucleus | digest | decompose |
| cell | microbes | |

Watching Yeast Fermentation in Action

You can watch tiny yeast microbes in action each time you make bread. It is fermentation right before your eyes!

What You Need

- an adult helper
- 1 small package of bread yeast
- 3 cups of flour (“bread flour” works best)
- 4 teaspoons of cooking oil
- 1 1/4 cup of water
- 4 teaspoons of sugar or honey
- 1/2 teaspoon of salt
- bread mixer or a large bowl and a wooden spoon

Directions

1. Mix the water, flour, oil, salt, sugar or honey and yeast in the bread mixer or use a wooden spoon and a large bowl.
2. Mix for 5 to 10 minutes.
3. Cover with a clean damp towel for 1 hour.
4. Check on the dough. Does it look bigger? Does it look bubbly? This is the fermentation taking place.
5. Place in bread pan.
6. Bake at 400° F for 20 minutes.
7. Let cool.
8. Share with your friends!



Mini-Lab

Mini-Lab

Making a Mushroom Print

Spores are the way mushrooms make new mushrooms. Let's do an activity with mushroom spores. Some mushrooms have millions of spores in them.

What You Need

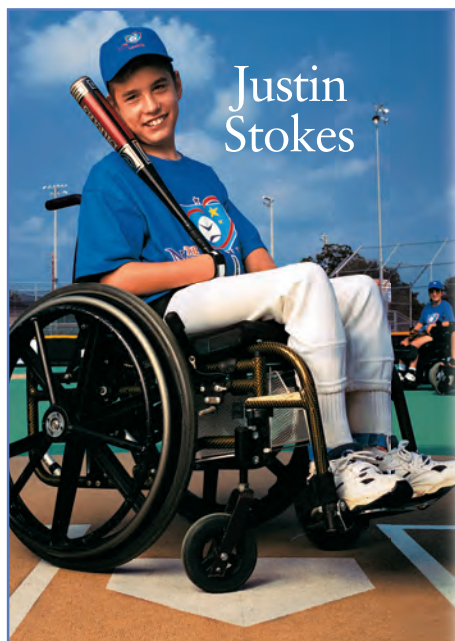
- mushrooms with umbrella tops (Never eat a mushroom from the wild!)
- scissors

Directions

1. Cut off the stem of a mushroom.
2. Spread glue over the paper.
3. Place the mushroom with the underneath facing down on the glued paper.
4. Wait a few hours; then remove the mushroom.
5. The spores from the mushroom make a design!

Let's Investigate

Have you ever heard the phrase “one day at a time”? It means taking things slowly, day by day. That's good advice for science detectives, too. When you do an investigation, it's very important to test only one thing at a time. If you try to do more, your results may not be accurate. Let's say you want to know if red carnations or white carnations grow taller when you water them with tap water or distilled water. If you try watering the flowers with tap water one day and distilled water the next, your investigation won't work. You need separate plants in different pots to make the investigation work.



Justin Stokes

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A Big Decision

There once was a boy named Drew whose parents really wanted to start a business in Michigan. They were having a tough time trying to decide what kind of business they should open. They thought of many ideas, but none of them sounded just right.

That next day in school, Drew was thinking. Ideas kept popping into his head. Then it was time for the class to work on social studies. Drew's teacher told the class they would be learning about the economy. She said they would be talking about concepts like scarcity, opportunity cost and choices. Drew wasn't sure what some of those things were, but he thought learning about the economy might help him think of an idea for a business. He was really glad he hadn't been sick and missed school that day.

Drew's teacher, Miss Lawson, had the kids brainstorm a list of businesses they knew about in Michigan. They wrote the list on the board and talked about why these businesses were located in Michigan. Some of the businesses used our natural resources. A paper plant in Southwest Michigan, for example, used our timber resources. Another company used the grapes, cherries, apples and berries in our state to make jams, jellies and juices. Drew's mind was racing. Could this information help his family with their big decision?

As the class continued, Drew struggled to focus on the lesson. Miss Lawson kept talking about the economy. She talked about scarcity and opportunity cost. None of the kids in Drew's class knew what these words meant. Luckily, their teacher was smart. She knew a way to help the students understand.

Miss Lawson asked what would happen at home if there were only four yummy cookies for dessert and five people sitting at the dinner table. She explained that there would be scarcity, or not enough for everyone. They discussed how they could solve the problem of

cookie scarcity. What would you do?

Some kids said their moms would skip dessert so everyone else could have one. Some students said the two littlest kids in the family could share one cookie. Drew said that maybe he'd let the rest of the family have a cookie, and he'd have some ice cream for dessert. All of the ideas were good. Miss Lawson explained that they were starting to understand opportunity cost. Opportunity cost is the thing you give up to have something else you want. So, in Drew's idea, his opportunity cost would be the cookie he was giving up in order to let the rest of his family have one.

Could some of these ideas help Drew's family make their decision about opening a business? Keep reading to find out!



Connections

What is an Entrepreneur?

Have you ever thought about starting your own business like Drew's family? It all begins with a dream and a desire to be an entrepreneur. The word "entrepreneur" comes from a French word that means "to undertake." That is what starting your own business is, undertaking a project. There are some things you need to think about before

you jump in. First, what do you love to do? When you start your own business, it should involve something you truly enjoy. For example, don't start a cookie company if you don't enjoy baking.

Next, you should consider your resources. Resources are the people, the land and the things from nature that you will need to have a successful business. An entrepreneur must make sure to have all the necessary resources before opening a

new company.

In addition to earning money, there are many other benefits of starting your own business. For example, starting your own company will help you grow in maturity and responsibility. You will learn communication skills and management skills, as well as get satisfaction from hard work and happy customers. What business might you like to start? Think about that idea while you read the paper this week.

Words to Know

- economy:** using resources and money
- scarcity:** not having enough of something to meet demand
- opportunity cost:** the thing you give up to get what you want
- entrepreneur:** someone who starts a new business
- demand:** how much of a good or service people want
- supply:** the amount of products available
- produce:** to make a good or product
- reservations:** land set aside for American Indians to live

Tourism in Michigan

Michigan's natural resources determine the types of products we are able to provide. Our natural resources also determine many of the services we provide as well. The beauty of our natural environment has led to the growth of tourism in our state. Thanks to the Great Lakes and their beaches, many service industries have grown in Michigan.

Imagine you are going on vacation. What kinds of services will you need to make your trip a success? First, you will need a place to stay. Hotels and campgrounds provide that service. Next, you will need food. Restaurants and the people who make the food are providing a service. What about entertainment? Going to water parks, amusement parks and golf courses are all fun things to do on vacation. These are also services.

Without open landscapes and clean natural areas, Michigan would not have so many visitors to our state. Without the visitors, or tourists, we would not need to offer all of these services. Without the services industry, many people would not have jobs. As you can imagine, if all those people lost their jobs, it would hurt our state's economy. Businesses make money by providing a service. The businesses then pay their workers, who go out and spend more money at other businesses. If people lose their jobs, the cycle is broken and the money does not flow through our state.

Hopefully, by keeping our land and water clean and taking care of our natural resources, we will be able to attract tourists for years to come. And that will be good for business!



More Decisions

Drew was glad he learned about the economy in social studies. Now he knew that scarcity meant there wasn't enough of something. He knew that opportunity cost is the thing you give up to have what you want. How could this help his family choose a business to open? At dinner, Drew explained to his family what he learned. It gave them an idea. They tried to think of something that people wanted but was scarce in their town. The family discussed the idea and made a list of businesses that might work.

One idea was to open a bakery. There were no bakeries in their town, and Mom was an excellent baker! But would they have enough customers to make the money they needed to support their family? Another idea was to have a woodworking shop. Dad was great at making things from wood, but he wondered if people would buy the products he made. Plus, there was already a woodworking shop across town. Would there be enough business for two shops?

The family made a decision tree like the one we learned about last week. They focused on the pros and cons of each business. One important question to answer was whether they would have enough customers to make money to support the family. They also need to know if they could get all the resources they needed in the area. Having resources close by would save money.

On the decision tree, the bakery received two pros, but the woodworking shop did not. Dad was worried about the other similar business in town. Drew chimed in with another thing he had learned at school. If there isn't enough demand for a product, there will not be enough customers to buy the supply. He explained to his younger sister that supply was the amount of something that was available and demand was how much of something people wanted to buy. Based on the ideas Drew had shared with his family, they agreed that the bakery would be the best choice.

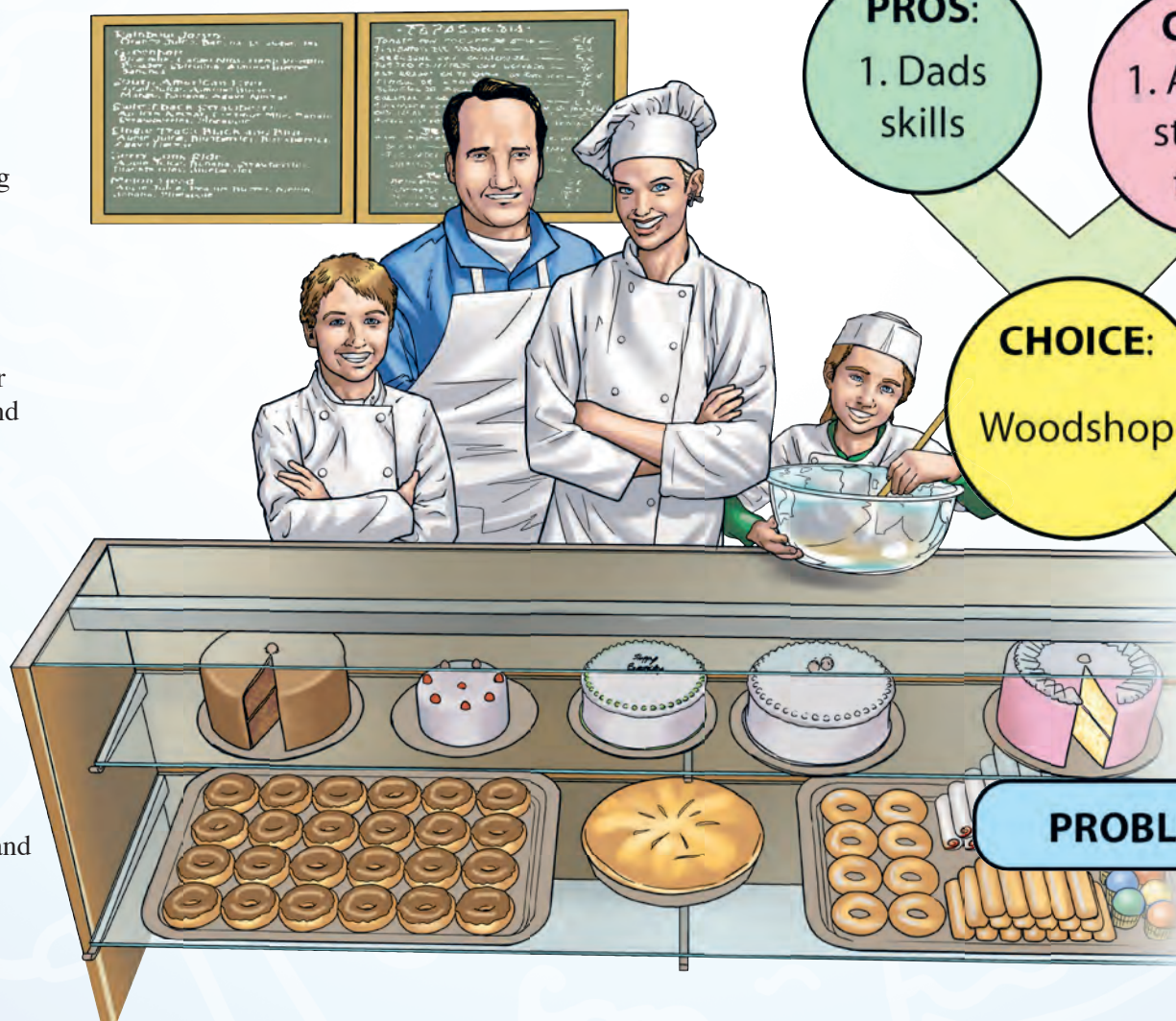
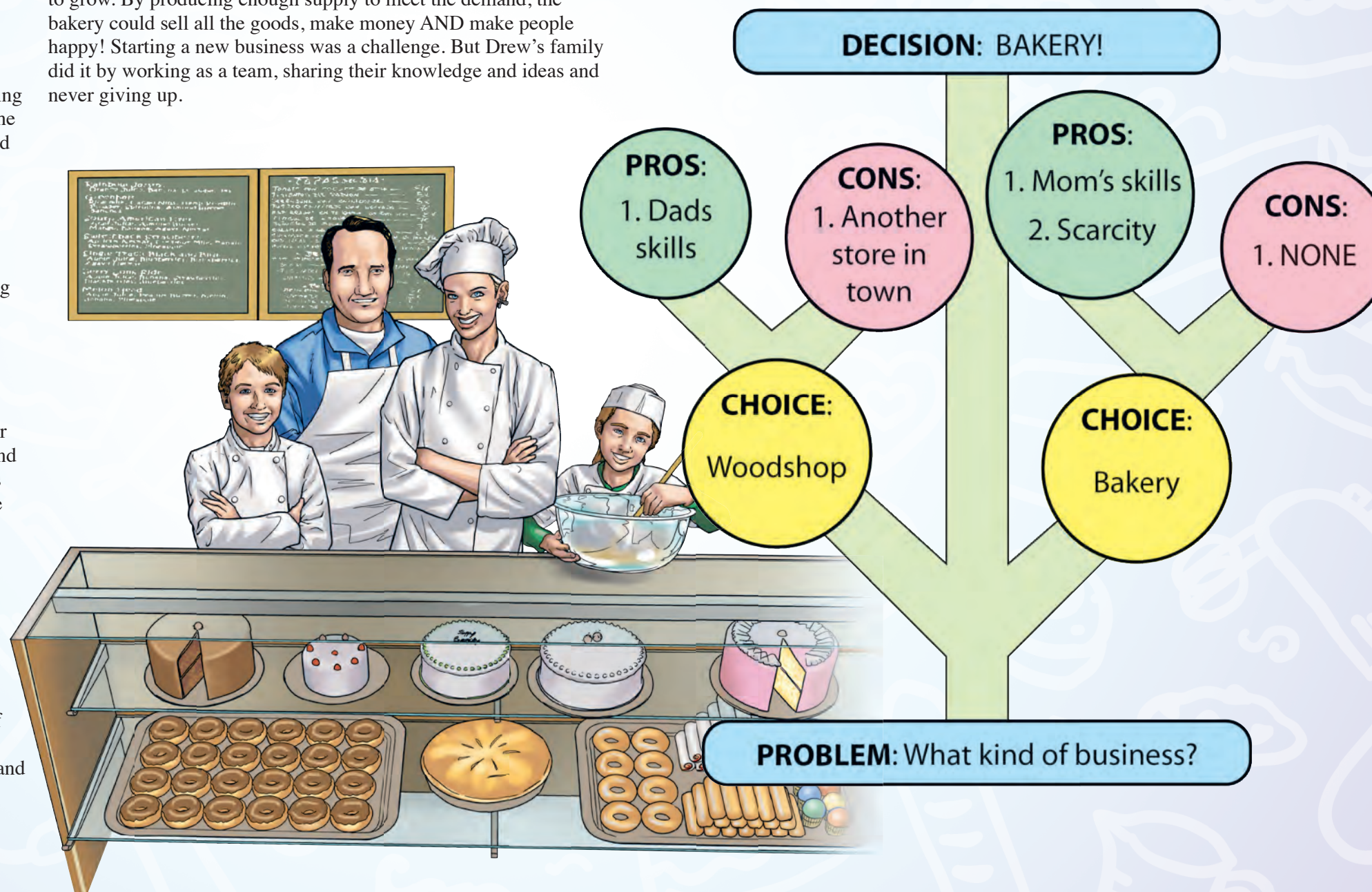
Next, the family found a location for their business, picked a great name and ordered supplies. After much hard work, the grand opening of the family business finally happened! Everyone helped Mom make brownies and all sorts of cookies. They helped bake plenty of pies and cakes, too. Drew's family worked hard. Now was the exciting part! Many people came to the bakery and bought the delicious sweets. A few asked if they had any cupcakes or beverages for sale. The family hadn't thought of those items. By the end of the first weekend, most of the sweets were gone, but they had quite a few of the brownies left.

Drew's family was smart. They sat down and discussed how the grand opening weekend went.

They took notes and looked at the information. Drew's sister remembered that people were asking for drinks and cupcakes. Drew

knew that a few kids in his grade were allergic to nuts, and some just didn't like them. Maybe the brownies would sell better if they didn't have nuts. They decided that the bakery would be a bigger success if they could listen to the demands of their customers. Customers wanted drinks, cupcakes and nut-free brownies. They would produce what the customers demanded. Then they would have a good supply.

The next week the family did just that, and the bakery continued to grow. By producing enough supply to meet the demand, the bakery could sell all the goods, make money AND make people happy! Starting a new business was a challenge. But Drew's family did it by working as a team, sharing their knowledge and ideas and never giving up.



Michigan Places

P.J. Hoffmaster State Park

P.J. Hoffmaster is a Michigan state park near Muskegon that is run by our Department of Natural Resources. It is a perfect place to experience and learn about Lake Michigan and its sand dunes. This park has miles of beautiful beaches along Lake Michigan's eastern shore. You can climb the forest-covered dunes using the dune stairs and look out over the lake. Dunes are landforms made of sand. The dunes in the park were formed thousands of years ago by the wind and waves from Lake Michigan.

Many migrating birds make a stop here on their migrations in spring and fall. You could see birds including orioles, warblers, hawks and even eagles. In fact, Little Black Creek, which runs through the park, is a wintering spot for bald eagles. The park is also a great place to view butterflies in their natural habitat. The butterflies are attracted to the wildflowers and gardens at the park's Gillette Visitor Center. Throughout the summer, monarch butterflies, swallowtails, silver spotted skippers and other butterflies can be observed and enjoyed.

Also at the Gillette Visitor Center, you can check out dioramas that show the four dune habitats. These habitats show the plants and animals that make their homes there. Another interesting exhibit includes animation to show the original formation of the sand dunes. As you can see, outside on the beaches and dunes, or inside at the Visitor Center, there is a lot to do at P.J. Hoffmaster State Park.



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Did You Know?



Shipwrecks on the Great Lakes

With all the wonder and beauty of our Great Lakes, there's also danger. It's a fact that about 4,300 ships have been lost to shipwreck on the lakes.

The most famous shipwreck on Lake Superior is the Edmund Fitzgerald (above). The ship was built in 1957 and nicknamed "The Big Fitz." It was 729 feet long and 75 feet wide, transporting materials from mines in Minnesota to Detroit. The ship had a crew of 29 men. On Nov. 9, 1975, the Edmund Fitzgerald ran into a severe winter storm on Lake Superior and sank. The songwriter, Gordon Lightfoot, wrote a famous song about the shipwreck.

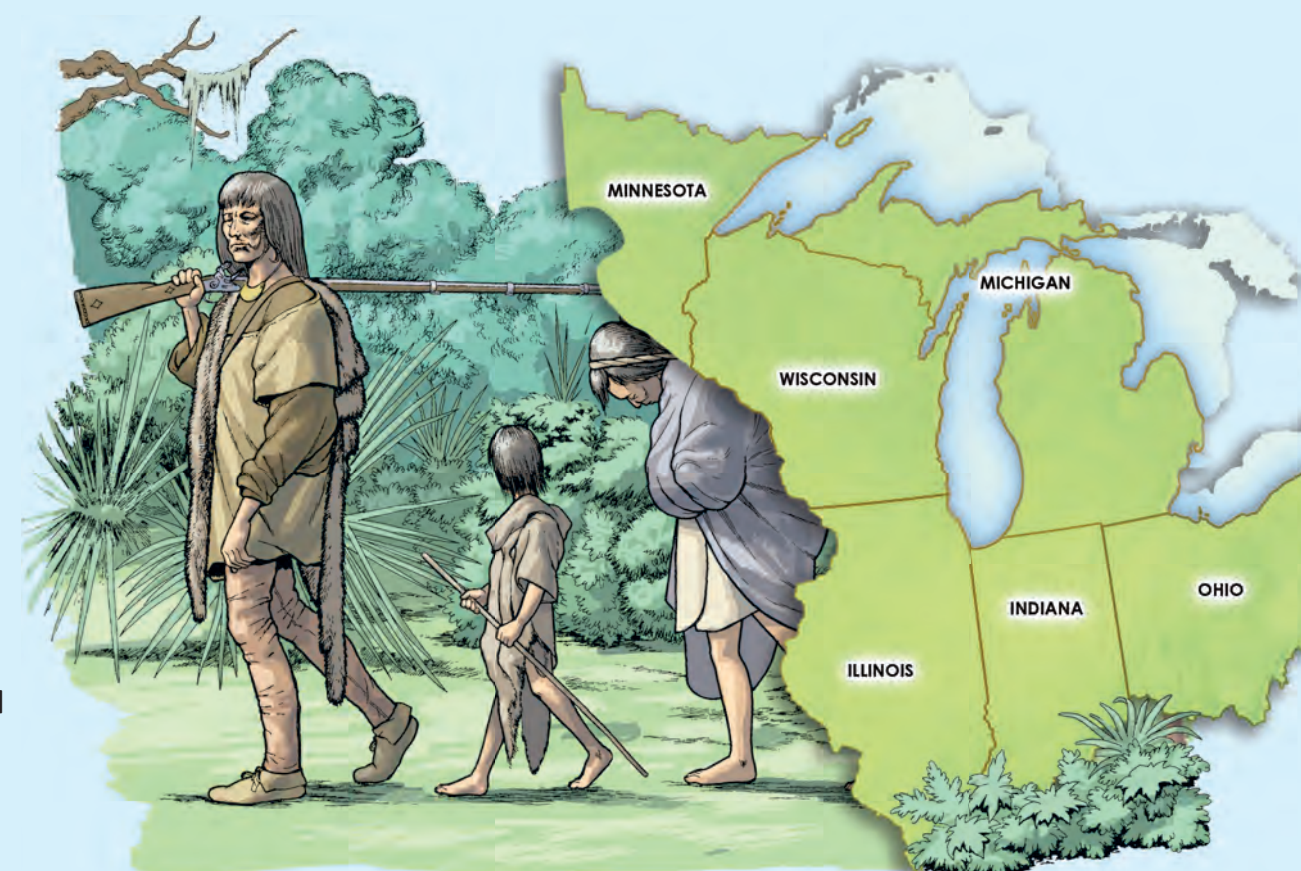
Many other ships have gone down and their wreckage has been discovered under the Great Lakes in the past. If you are interested in finding out more, you can visit the Great Lakes Shipwreck Museum in the U.P., check out a book or go online.

Late 1700s—British in Michigan: Changes for American Indians

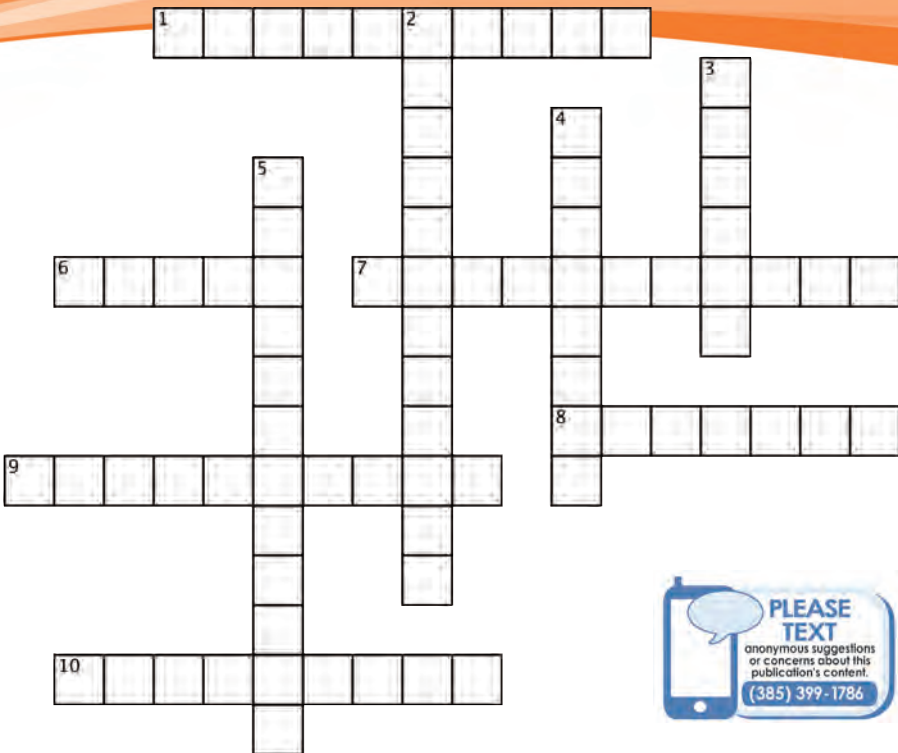
As we learned last week, the French and American Indians fought the British but lost. The British controlled much of Michigan until the American Revolution. At this time, things were being shaken up for our state. The American Indians lost much of their land through treaties. They were forced to move or live on small amounts of land called reservations. This made it difficult for the American Indians to continue their way of life, but they managed to hold on to much of their culture.

In 1787, the Northwest Ordinance set up the rules for our area and others to become a state. There were three main guidelines. They had to have a population of 60,000, write a constitution and make boundaries for the state. The area of Michigan had much to offer, but how could they get enough people here to make a state? Next week we'll find that out. Think natural resources and open area!

Michigan Timeline



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

Pass It On.

VALUES.COM THE FOUNDATION FOR A BETTER LIFE

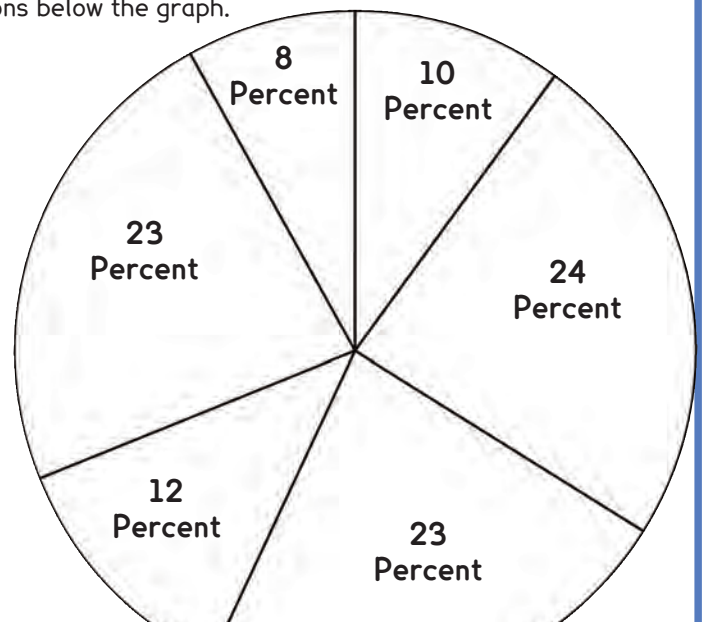
If you'd like to make any editorial comments about our paper, please write to us at feedback@studiesweekly.com.

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

Integrated Activities

(Teachers: You may choose to use these as classroom activities or as assessments. If you choose to use them as assessments, students may work independently on things that are described as class or group activities.)

Social Studies/Language Arts

Pack Your Bag! - Plan an imaginary vacation in Michigan. Where would you go? What services would you need to be comfortable and safe? What services would you want to keep you entertained and amused? Copy the list below on a piece of paper. Write information about your imaginary vacation next to each item on the list.

Dates of your trip:

Where you will go in Michigan:

Direction you will travel from where you live:

Necessary Services (Things you need like a hotel and food.):

Optional Services (Things you want to do for fun.):

Social Studies/Language Arts

Fill in the following survey to decide if you would be good at owning your own business. Write an X in the “Yes” or “No” column for each question.

Question	Yes	No
Do you have the support of family and friends?		
Are you a hard worker?		
Do you know anyone who owns their own business?		
Are you a leader?		
Do you work well with others?		
Do you give up easily?		
Are you able to take suggestions from others?		
Are you passionate about your idea?		
Are you comfortable taking risks?		

Michigan Community Studies Weekly Teacher Supplement

Now, compare your answers to the answers of a successful business owner below. How many did you answer the same?

Question	Yes	No
Do you have the support of family and friends?	X	
Are you a hard worker?	X	
Do you know anyone who owns their own business?	X	
Are you a leader?	X	
Do you work well with others?	X	
Do you give up easily?		X
Are you able to take suggestions from others?	X	
Are you passionate about your idea?	X	
Are you comfortable taking risks?	X	

Social Studies/Language Arts

Make a Sample Business Plan - Work with a partner to come up with an idea for a new business. Then work together to fill in this sample business plan.

<p>Entrepreneurs' Names: _____</p> <p>Business Name: _____</p> <p>Business Summary</p> <ol style="list-style-type: none"> 1. List the main resources needed for your business. 2. What is the approximate cost of these resources? 3. List the other expenses you will have. Examples include the cost of employees, cost of equipment and your advertising budget. 4. What are the total expenses? (cost of resources plus the other things you will have to pay for) 5. What price will you charge for your good or service? 6. What is your profit? (price of the good or service minus the total expenses)

Michigan Community Studies Weekly Teacher Supplement

Name: _____

Date: _____

Michigan Community Studies Weekly (3rd Grade)

2nd Quarter, Week 11

Read each definition carefully. Write a word that matches the definition on the line. Use the Word Bank to help you.

Word Bank: demand - entrepreneur - opportunity cost - scarcity - supply

1. _____ not enough of something to satisfy a want or need
2. _____ the thing you give up to have something else
3. _____ the number of people who want the good or service
4. _____ how much of a good or service is available
5. _____ a person who starts a new business or company

Fill in the blank with the correct vocabulary word from the Word Bank that fits in each sentence.

6. If you decide to open your own business, you will be an _____.
7. The amount of cookies and cakes a bakery will produce is the _____.
8. There was a _____ of cookies when there were only four left for five people.
9. When Drew gave up the cookie to have ice cream instead, the cookie was his
_____.
10. The amount of people who want to buy the cookies and cakes represents the _____.

11.-12. Choose two of the vocabulary words and draw a picture to represent what they each mean. Then write a sentence or two to describe the picture. Be sure to use the vocabulary word in one sentence.

Example: Draw a picture of three pencils and five students. Write: "There are five students and only three pencils. Since there are not enough pencils for each student, there is scarcity."

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.

13. What do you think is the most important thing to consider when deciding to start a business?
14. Name three of our state's natural resources that are important for businesses in Michigan.
15. Write about a product that was in high demand, but there was not a large supply of that product.
16. What happens to the cost of a product with high demand and low supply? Why?
17. What do you think is the biggest advantage of owning your own business and being your own boss?

Wayne-Westland Community Schools
Elementary Art
Distance Learning Lessons

Week of 5/4/20

SHAPE OR FORM ROBOTS



SHAPE OPTION: Use Geometric 2-D and/or 3-D shapes to create a drawing of a robot. Think about what the purpose of your robot is, and how you can show that in your drawing. Hint there is a guided drawing link below if you would like to work alongside an artist!

FORM OPTION: Collect 3-D objects and build a Robot Sculpture using them! Remember that 3-D is "in the round" meaning that 3-D can be viewed from many different angles all the way around a Sculpture. Cereal boxes, soup cans, Pasta boxes, blocks, plastic cups are great places to start!

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.

INSPIRATION:



Robots are a popular theme seen in Contemporary Artist Eric Joyner's artwork. In fact we're surrounded by robots! Robots help check out our groceries at the Grocery store, Robots dispense money at an ATM. Some people even have robots at home that clean their floors! Siri and Alexa are robots! Do you have a robot in your house? If you could pick any robot to do any job for you what would it be?

Do a guided drawing : <https://www.youtube.com/watch?v=UHX69T9bqCc>

Read story: *Robots, Robots, Everywhere!*

<https://www.youtube.com/watch?v=0wemSqCNfql>

Check out these other robot activities and inspirations:

<https://cassiestephens.blogspot.com/2020/03/robot-week-home-based-art-making.html>

SHAPE AND FORM RESOURCES:

YouTube Videos:

[Peep and the Big Wide World: Quack and the Amazing Sandy Magic](#)

[Peep and the Big Wide World: Quack's Square Deal](#)

[The Shape Song Swingalong](#)

[Shapes song for kids | The Singing Walrus](#)

[3D Shapes Song | Shapes for kids | The Singing Walrus](#)

[Volume Geometric Shapes with volume For Kids - Primary Vocabulary](#)

Books:

[Color, Line, & Storytime! Art themed books for kids.](#)

<https://www.storyjumper.com/book/read/19764748/The-Shape-Monster#page/16>

[Round is a Tortilla: A Book of Shapes](#)

Games:

[Magical Shape Hunt . Games . peg + cat](#)

[Shapes! A Geometry Activity for Children](#)

[Free Art Games for Kids- Complete Geometric Shapes Game](#)

[Free Art Game for Kids-- Shape Hunt](#)

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

Ms. Huhn huhn@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

LIFE SKILLS Activities

Topic: Demonstrate an ability to prevent, manage, and resolve interpersonal conflicts in helpful ways.

Kindergarten

Discuss what a bug and a wish is (the students should know!). Use the format “It bugs me when _____, I wish you would _____” to practice using a bug and a wish in situations that could frustrate a child such as cutting in line, not sharing, being too loud, etc.

1st Grade & 2nd Grade

Read/watch the [Berenstain Bears Trouble with Friends](#). Discuss what made the conflict between Sister and Lizzy and what made the conflict worse/better.

3rd Grade

Watch [The Day No One Played Together](#) and discuss how compromise was used.

4th Grade

Have the student choose a conflict scenario (they forgot their homework, them and a friend are in a fight, their mom or dad is upset with them for not doing their chores, etc.). Once a conflict is in mind, have them write a description of the conflict, why it's important to solve it, and two ways the conflict could be solved.

5th Grade

Discuss what cyberbullying is. Have they been affected by it? Do they know people who have? Why does it happen? How can we prevent it? How can we stand up to it?

All Grades:

Please feel free to play the games we do at the end of each class that help practice teamwork, communication, active listening, cooperation, etc. Even ask your child at the end of the game why the game is played in life skills and they'll have an answer for you!

Game Ideas:

Simon Says

Four Corners

Would You Rather

Telephone

Hot Potato

Pictionary
Charades

Wayne-Westland Physical Education Elementary Distance Learning Lessons

Week of May 4th

Move It Monday

Today we're gonna play Rock Paper Scissors with a twist! You can play this game with as many family members as you can find. Stand facing someone and play rock, paper, scissors. If you do not win the game, you have to do your favorite exercise five times, such as push ups, sit ups, squats, jumping jacks, running in place for 5 seconds, etc. If you have more than two people playing you can switch who you play every game. Keep track of how many exercises you end up doing!

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 Workout Beginners](#)

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

Today you are going to be creative and build yourself an obstacle course. Find some outdoor space outside your home (or inside if the weather is bad), and use some items you may have at your house. Some items you may be able to use are hula hoops, jump ropes, sidewalk chalk to draw spaces to hop or jump in, pool noodles to curve and crawl under, buckets or boxes to run around or jump over, a basketball to dribble or shoot if you have a hoop or a soccer ball to dribble around a space you define. If you're inside you can use boxes, chairs with blankets, toys that you can set up to move around, you can add jumping jacks and push ups, climb up and down stairs, and you can draw arrows on paper so you know what direction to go. Have fun!

SPANISH ACTIVITIES
The Week of May 5th - May 8th

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: garciamp@wwcsd.net
Tues & Wed 1:00 - 3:00

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

Tema (Theme)  The Fifth of May

Cinco de Mayo Vocabulary

- Mexico - a North American country south of the United States, with Spanish as its national language.
- Battle of Puebla (May 5, 1862), battle fought at Puebla, Mexico, between the army of the liberal government headed by Benito Juárez and the French forces sent by Napoleon III to establish a French satellite state in Mexico.
- Cinco de Mayo - is an annual celebration held on May 5. The date is observed to commemorate the Mexican Army's victory over the French Empire at the Battle of Puebla, on May 5, 1862, under the leadership of General Ignacio Zaragoza.
- Benito Juarez - was a Mexican statesman and resistance leader against the French. After defeating the Austrian would-be emperor Maximilian, Juárez instituted numerous liberal reforms as president.
- General Ignacio Zaragoza - was a Mexican general and politician. He led the Mexican army that defeated invading French forces at the Battle of Puebla on May 5, 1862
- Maximilian - was a French Emperor that ruled Mexico from 1864 until 1867, when Maximilian was killed and the Mexican republic was restored.
- fiesta - a celebration or party
- maraca - a Mexican rattle or noisemaker that makes sounds when shaken
- mariachi - a Mexican band of musicians who play music and dress in the traditional way
- piñata - a decoration made of paper mache, decorated with streamers and ribbon, and filled with candy - it is hit with a stick by children and candy is spilled for all to gather
- pueblo - a traditional Mexican home built with adobe
- sombrero - a traditional Mexican hat.

¡Hola! Amigos Y Amigas, I kinda went overboard on activities and videos for this week's Spanish learning activities. Cinco de Mayo has always been one of my favorite Spanish holidays to celebrate with my students!! Please feel free to pick up to 3 activities a day along with a video. Remember that you are not receiving a grade for the completion of these activities Rather, they are meant to serve as additional practice of Spanish vocabulary and culture..As always Have Fun! "Olé

[Fun Cinco de Mayo Songs, because it's fun to sing & listen to music while you work :\)\)](#)

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

<https://www.youtube.com/watch?v=19w04KBhILc>

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

https://www.youtube.com/watch?v=mikgYdPoxos&list=RDmikgYdPoxos&start_radio=1#t=5https://www.youtube.com/watch?v=4bFJnpaE5O4

Virtual Viewing Party: Cinco de Mayo

<https://app.discoveryeducation.com/learn/player/ffd255ae-9bbb-4bb3-961d-1abb4142f38a>

<https://app.discoveryeducation.com/learn/player/d96bb41c-fd46-40b1-b567-ee3b858a60a4>

<https://app.discoveryeducation.com/learn/player/4d22e639-406d-4b4f-9af5-89cf8e70f76b>

<https://app.discoveryeducation.com/learn/player/d121d7c2-71ee-4ae9-ac40-e37eeacf5719>

<https://app.discoveryeducation.com/learn/player/445cf5e1-c83b-4316-ae1-1921b99c450c>

<https://app.discoveryeducation.com/learn/player/c44c684b-1da4-49a9-9731-3a5b276e2e2e>

<https://app.discoveryeducation.com/learn/player/2c89c07a-b264-48bb-bf29-d708360839fd>

Monday, May 4th - lunes, el 4 de mayo

Options/Opciones

1. Create cards with vocabulary words and definitions written on them and decorated in the traditional Spanish colors of red- rojo (**row-hole**), green (**bear-day**), and white (**blahn-kohl**). Use the flashcards to play a matching game with them, like Concentration, or other games such as Go Fish or Old Maid.
2. Incorporate math games by focusing on the number five - cinco! Count by fives, use clock skills focusing on fives. cinco (**seen-kohl**), (5), diez(**dee-ehs**) (10), quince (**keen-seh**) 15, veinte (**bayn-teh**) 20, treinta (**train-tah**) 30, cuarenta (**kwah-rent-ah**) 40, cincuenta (**seen-kwehn-tah**) 50, & sesenta (say-sent-ah) 60.

Note: 2nd- 5th grade can review and practice telling time as we did in Spanish (click on the link for review handout)

https://docs.google.com/document/d/1Y2J1woKAWiFy99PfOYudveEcc_bXug5Rv1m8263mxOw/edit

3. Incorporate geography by finding Mexico on a map or globe. Identify surrounding countries, oceans, mountain ranges, and other geographical features. Find where the Battle of Puebla happened, and discuss what independence means. Click on the following link then select Mexico from the list of countries on the left panel.
<https://www.kids-world-travel-guide.com/geography-for-kids.html>
4. Select and view 2 videos from above.

Tuesday, May 5th - martes, el 5 de mayo

Options/Opciones

1. Warning! Very Fun if you like Puzzles! Online Cinco de Mayo Jigsaw Puzzle. **Puzzle 1**
<https://www.dltk-kids.com/puzzles/jigsaw/index.asp?id=20160916> **Puzzle 2**
<http://www.jigzone.com/puzzles/84055D4B1EEE>
2. Make a Cinco de Mayo word search using the vocabulary and have someone at home to locate the words.
<https://www.wikihow.com/Make-a-Word-Search3>.
3. Make a Cinco de Mayo Word Scramble & give it to someone to unscramble.
4. Select and view 2 videos from above.

Wednesday, May 6th - miercoles, el 6 de mayo

Options/Opciones

1. Play Hangman by using the vocabulary in this lesson.
2. Draw a hopscotch and replace numbers with spanish vocabulary words and say the words as you jump on them. <https://aphrogranger.com/2016/05/10/vocabulary-hopscotch/3>.
3. Play, Sight Word Hide & Seek using the vocabulary words in this lesson.
4. Select and view 1 video from above.

Thursday, May 7th - jueves, el 7 de mayo

Options/Opciones

1. Tissue Paper Flower <https://seasonal.theteacherscorner.net/cinco-de-mayo/tissue-flower.php2>.
2. Paper Bag or Fabric Poncho <https://kinderart.com/art-lessons/multic/make-a-poncho/3>.
3. Simple Paper Bag Pinata https://www.dltk-kids.com/world/mexico/simple_paper_bag_pinata.htm
4. Select and view 1 video from above.

Friday, May 8th - viernes, el 8 de mayo

Options/Opciones

1. Mexican Place Mats** (*kids can use regular paper and color them before cutting them into strips*)
<https://www.dltk-kids.com/world/mexico/mplacemats.htm>2.
2. Tissue Paper Flowers and Juice Jar Vase https://www.dltk-holidays.com/spring/mtissue_flower_vase.htm3.
3. Mexican Maracas https://www.dltk-kids.com/world/mexico/mexican_maracas.htm
4. Select and view 1 video from above.

Recetas - Recipes - Try a recipe from the list included in this link or come up with your own and take a photo and post it!!

<https://www.dltk-kids.com/world/mexico/recipes.htm>

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