

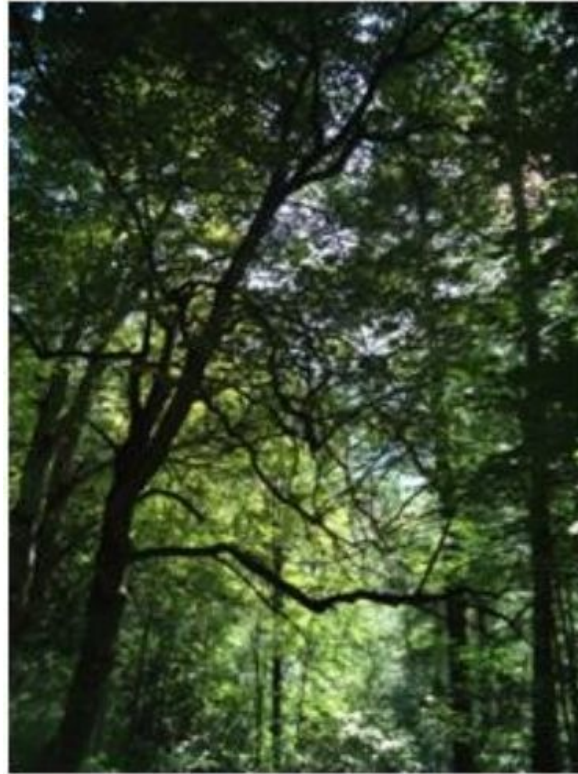
3rd Grade

May 11 - May 15



Happy Trails

by ReadWorks



The morning she left for Camp Kanawa, Maria awoke with a lump in her throat and an ache in her stomach. She had gone on plenty of sleepovers. She'd even spent a whole weekend at Aunt Jolie and Uncle Ed's. So why was she so nervous?

No breakfast today, she thought, imagining the ache turning into nausea and a horrible road trip after a full meal. Then the smell of French toast wafted upstairs. As usual, Maria's stomach grumbled as soon as the French toast-scented air hit her nostrils. *On the other hand, maybe a good breakfast is exactly what I need.*

She gave her arms and legs a good stretch and ambled downstairs.

"There's my big camper!" her mom said, squeezing Maria's shoulders with one arm the way she did when she wanted to give a hug, but was in too much of a rush for a full embrace. She walked briskly to the stove, placed two pieces of French toast on a plate and tapped a canister above them, powdered sugar snowing down.

"Just like you like it: super fluffy, slightly crispy..."

"...and lightly dusted," said Maria, already in position, armed with knife, fork, napkin and full glass of milk.

Maria poured a puddle of maple syrup beside the toast and topped each piece with a little mountain of whipped cream.

"Get started while it's hot. Your father's coming down in a minute. I told him to shave. Don't want the grizzly bear-I mean, grizzly beard-to send your new bunkmates running for the woods."

"Okay, okay," Maria's dad said with a sneaky smile. "Clean as a whistle. Just like you ordered."

"*Just* like I ordered?"

"The mustache stays. Admit it, you love it."

Maria's mom shrugged.

"I think it's hip," Maria said, dipping a bite in some syrup.

"Well, your old man *is* hip," her dad said, moving his head the way he did when he wanted to look like a cool surfer dude but looked more like an Egyptian robot. "In fact, I was the most popular kid at my camp."

"For the record, it was science camp," Maria's mother reminded her, "and his rise to fame was thanks to what was known as The Great Explosion."

"Accident or genius? The world may never know," Maria and her dad said in unison, using their deepest, most mysterious voices. They slowly broke out of character and into laughter.

"In all seriousness, Maria, popularity is not important," her mother said, looking her straight in the eyes. "Finding the people who like you for you-that's what matters."

"Your mom speaks the truth, Sugar," said Maria's dad, wiping his thick mustache with a napkin. "Just be yourself. You'll have a blast."

* * * * *

Just be yourself. Just be yourself. Maria repeated the words like a mantra as she sat with her new cabin mates in a circle on the grass.

"Cool bracelet," said the skinny, freckled redhead sitting next to her.

"Thanks. I made it in an embroidery class I took this winter."

"Whoa! That's impressive. Can you teach me how?"

"If you teach me how to do a braid just like the one in your hair. I've mastered the art of French toast eating, but *definitely* not French braiding."

A loud whistle hushed the girls' laughter and buzzing all around them. They looked up to see a beautiful older girl blowing into an acorn top between her thumbs. Her skin was tan and eyes were dark brown, like Maria's.

"Hello! I'm Audrey, one of your two cabin counselors."

"And I'm Gina, your other cabin counselor," said the pale girl with curly, brown hair and eyes that were icy blue in color, yet warm.

"And you ladies are the Dragonflies!" Audrey lifted her arms in the air as she announced it. "Each cabin here at Camp Kanawa is named after a different insect."

"The Cockroach boys-age twelve and thirteen like you-think they've got the best mascot. I beg to differ. Dragonfly girls are as tough as dragons and graceful as...well, dragonflies."

"That sounded better when we rehearsed it," Gina said lightheartedly.

The ache in Maria's stomach had officially turned into butterflies-the excited kind.

Name: _____ Date: _____

1. At the beginning of the story, where is Maria about to go?
 - A. a sleepover
 - B. Camp Kanawa
 - C. Aunt Jolie and Uncle Ed's
 - D. school
2. How do Maria's feelings about camp change in the story?
 - A. At first Maria is nervous, but then she is excited.
 - B. At first Maria is excited, but then she is nervous.
 - C. At first Maria is excited, but then she is bored.
 - D. At first Maria is nervous, but then she is sad.
3. Maria is anxious and nervous about going to camp. What evidence from the story best supports this statement?
 - A. Maria decides to eat French toast for breakfast before going to camp.
 - B. Maria's parents give her advice about making friends at camp.
 - C. Maria and her mom joke with her dad about being hip and cool.
 - D. The morning she leaves for camp, Maria wakes up with a stomach ache.
4. Read the following sentences: *"Just be yourself. Just be yourself."* Maria repeated the words like a mantra as she sat with her new cabin mates in a circle on the grass."

Based on this information, what conclusion can you make?

- A. Maria is confident that she will make friends.
 - B. Maria is not sure if she will like her cabin mates.
 - C. Maria is nervous about making friends.
 - D. Maria has already made some new friends.
5. What is this story mostly about?
 - A. Maria goes to camp for the first time.
 - B. Maria really loves to eat French toast.
 - C. Maria discovers her love for dragonflies.
 - D. Maria jokes with her parents over breakfast.

6. Read the following sentences:

She walked briskly to the stove, placed two pieces of French toast on a plate and tapped a canister above them, powdered sugar **snowing down**

"Just like you like it: super fluffy, slightly crispy..."

"...and lightly dusted," said Maria, already in position, armed with knife, fork, napkin and full glass of milk.

What does the author mean when she describes the powdered sugar as **snowing down**?

- A. The powdered sugar was cold like falling snow.
- B. The powdered sugar was wet like falling snow.
- C. The powdered sugar smelled like falling snow.
- D. The powdered sugar looked like snow as it fell.

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

_____, Maria is nervous about camp, but soon after she arrives, she becomes excited instead.

- A. Finally
- B. Initially
- C. Especially
- D. Although

8. What advice does Maria's mom give her before going to camp?

9. Maria is nervous about going to camp, but after she arrives at camp she becomes more excited than nervous. What causes Maria's feelings to change?

10. Based on the information in the story, will Maria likely have a good time at camp? Support your answer using details from the story.

Ice Ages



Glacier

Have you ever heard the phrase "ice age"? It refers to a long period of time when glaciers and ice sheets cover large parts of the Earth. We are actually living in an ice age right now! This ice age began about 2.5 million years ago. Today, large areas of ice cover regions of Antarctica, the Arctic, and Greenland.

The climate changes multiple times during an ice age. It alternates between glacial periods and interglacial periods. During glacial periods of an ice age, temperatures are much colder than they are today. Ice sheets and glaciers expand, covering more of the planet. These periods can last tens of thousands of years. The last glacial period started about 120,000 years ago and ended about 11,500 years ago. During interglacial periods of an ice age, the average global temperature increases. Ice sheets and glaciers get smaller. The climate is warmer and wetter than it is during glacial periods. We are currently living in an interglacial period. It started about 11,500 years ago - when the last glacial period ended. During an ice age, glacial periods generally last much longer than interglacial periods.

Scientists don't completely understand what causes ice ages. But they do believe that one important factor is the amount of light Earth receives from the sun. When the northern part of the world receives less sunlight, temperatures drop, and more water freezes into ice. This can lead to the start of an ice age. When the northern part of the world receives more sunlight,

temperatures rise, and ice sheets melt. This can lead to the end of an ice age. However, there are other factors, too, including changes in the water flow of our oceans. Scientists are working to learn more about how different factors may cause an ice age to begin and end.



CIA World Factbook

The current ice age we're in is not the first the Earth has experienced. At least five major ice ages have occurred throughout Earth's history. The earliest one started over 2 billion years ago!

Name: _____ Date: _____

1. Throughout the Earth's history, there have been long periods of time when glaciers and ice sheets cover large parts of the Earth. What are these periods called?
 - A. dark ages
 - B. ice ages
 - C. cold ages
 - D. winter ages

2. The text describes and compares the glacial periods and interglacial periods of an ice age. What is one way these periods are different?
 - A. The average global temperature is lower during an interglacial period than a glacial one.
 - B. The average global temperature is higher during an interglacial period than a glacial one.
 - C. Interglacial periods normally last longer than glacial periods.
 - D. More of the Earth is covered by ice sheets during an interglacial period than a glacial one.

3. The Earth has undergone many changes throughout its history. What information from the text best supports this statement?
 - A. The Earth may enter an ice age when the northern part of the world receives less sunlight.
 - B. During glacial periods, ice sheets and glaciers cover more of the Earth.
 - C. The Earth has had at least five major ice ages over billions of years.
 - D. Scientists are working to learn more about how different factors may cause an ice age to begin and end.

4. Based on information in the text, what can be concluded about the Earth and the sunlight it received 2.5 million years ago?
 - A. The northern part of the Earth was receiving more sunlight.
 - B. The Earth was receiving the same amount of sunlight throughout its different parts.
 - C. The southern part of the Earth was receiving no sunlight.
 - D. The northern part of the Earth was receiving less sunlight.

5. What is the main idea of this text?

- A. Today, large areas of ice cover regions of Antarctica, the Arctic, and Greenland.
- B. Ice ages alternate between glacial and interglacial periods as the Earth's climate changes.
- C. During an ice age, glacial periods generally last much longer than interglacial periods.
- D. One important factor that may cause ice ages is the amount of light Earth receives from the sun.

6. Read the following sentences from the text.

"During glacial periods of an ice age, temperatures are much colder than they are today. Ice sheets and glaciers expand, covering more of the planet."

Based on the text, what does the word "expand" mean?

- A. get bigger
- B. get smaller
- C. get warmer
- D. get lost

7. Choose the answer that best completes this sentence.

Ice ages alternate between two different periods, _____ glacial periods and interglacial periods.

- A. namely
- B. on the other hand
- C. for example
- D. meanwhile

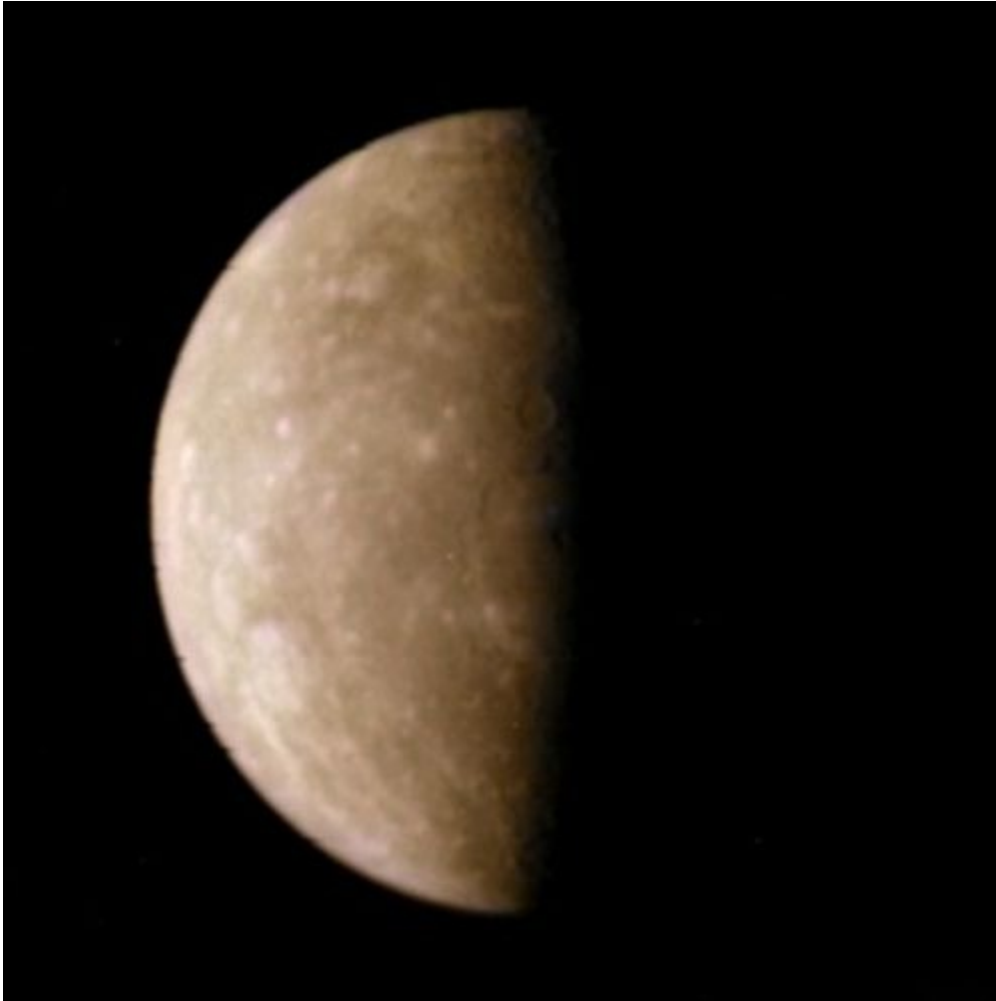
8. What happens when the northern part of the world receives less sunlight?

9. Describe two ways glacial periods compare to interglacial periods. Use information from the text to support your answer.

10. How might the way the Earth is today compare to the way it was 100,000 years ago? Use information from the text to support your answer.

Mercury

by Justin Moy



NASA

Mercury

Before the 1970s, people didn't know much about the planet Mercury. They knew that Mercury was the smallest planet in our solar system and the closest to the sun. They also knew that the planet orbited the sun in only 88 Earth days, faster than any other planet in our solar system.

In the 1970s, scientists sent a space probe to fly by Mercury and take photographs of the planet. The probe wasn't able to take photos of the entire planet, but scientists were able to learn more than they ever had.

A second probe, called MESSENGER, was launched in 2004. For a few years it collected a lot of data on Mercury. Now, scientists know much more about Mercury.

Mercury is only a little bigger than Earth's moon. In fact, Mercury's surface even has craters

like Earth's moon. Comets and meteoroids have hit the planet, leaving dents or pits on its surface. These are called impact craters.

There are also some differences between Mercury and Earth's moon. One major difference is that Mercury's surface has curved cliffs. Earth's moon doesn't have them. Astronomers think these cliffs are a sign that the planet has actually shrunk over time.

A lot of the facts scientists know about Mercury are from the space probes sent there. However, no one has ever been sent to the planet. It is so close to the sun that it would be dangerous for anyone to go there. Maybe one-day astronauts would be able to travel to the planet and study it.

Name: _____ Date: _____

1. Which is the smallest planet in our solar system?

- A. Earth
- B. Mercury
- C. Venus
- D. Mars

2. What two things does the author compare in this text?

- A. the planet Mercury and Earth's moon
- B. the first and second probes sent to Mercury
- C. how Mercury and Earth formed
- D. the sizes of Earth and Earth's moon

3. Read these sentences from the text.

In the 1970s, scientists sent a space probe to fly by Mercury and take photographs of the planet. The probe wasn't able to take photos of the entire planet, but scientists were able to learn more than they ever had.

A second probe, called MESSENGER, was launched in 2004. For a few years it collected a lot of data on Mercury. Now, scientists know much more about Mercury.

What conclusion can be drawn about space probes and Mercury based on this evidence?

- A. Scientists do not need to send any more space probes to Mercury.
- B. Scientists did not know anything about Mercury before sending space probes there.
- C. The first space probe scientists sent to Mercury was better than the second space probe.
- D. Space probes have been very helpful in helping scientists learn more about Mercury.

4. Based on the text, why have no humans been sent to Mercury?

- A. because humans do not want to learn about Mercury
- B. because scientists know enough about Mercury that they do not need to send humans there
- C. because it is so far away that it would be difficult to send anyone there
- D. because it is so close to the sun that it would be dangerous for anyone to go there

5. What is the main idea of this text?

- A. Scientists have learned a lot about the planet Mercury because of the space probes sent there.
- B. The planet Mercury and Earth's moon are alike and different in many ways.
- C. Mercury is the closest planet to the sun, and it orbits the sun faster than any other planet.
- D. In 2004, scientists sent a space probe called MESSENGER to Mercury to collect data on the planet.

6. Read these sentences from the text:

"For a few years [the space probe] collected a lot of data on Mercury. Now, scientists know much more about Mercury."

Based on the text, what does the word "data" mean?

- A. teaching
- B. speed
- C. information
- D. planet

7. Choose the answer that best completes the sentence.

No one has ever been sent to Mercury _____ it is so close to the sun that it would be dangerous for anyone to go there.

- A. because
- B. although
- C. therefore
- D. while

8. In the 1970s, what did scientists send to fly by Mercury and take photographs?

9. Give one example of something scientists have learned about Mercury since sending space probes there.

Support your answer with evidence from the text.

10. In general, why might scientists need to use space probes?

Support your answer with evidence from the text.

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 **contraction** is a shortened form of two words: *she is = she's*.
- An apostrophe replaces letters that are left out in a pronoun-verb contraction.
- Some common contractions are *he's (he is), she's (she is), it's (it is), you're (you are), I'm (I am), we're (we are), they're (they are), and I've (I have)*.

Rewrite each sentence and replace the underlined words with the correct contraction.

1. I am writing a report about animals and their habitats.

2. I think it is interesting to learn about where animals live.

3. Dad says that he has seen an eagle's nest.

4. I have only seen a picture of an eagle's nest high in a tree.

5. They are known for building huge nests.



In your writer's notebook, write about a kind of bird that you have seen where you live. Use pronoun-verb contractions in your writing. Reread your work for any errors.

Name _____

- Contractions can be formed with a pronoun and a helping verb such as *is*, *have*, or *will*.
- Some contractions formed with the word *will* are *I'll* (*I will*), *he'll* (*he will*), *she'll* (*she will*), *we'll* (*we will*), *you'll* (*you will*), *it'll* (*it will*), and *they'll* (*they will*).

A. Underline the two words in each sentence that you can make into a contraction. Rewrite the sentence with the contraction.

1. We will have lots of fun at the park.

2. I will give her a call right now.

3. Do you think it will be ready by noon?

B. Reread this paragraph from "Pedal Power." Underline the two words that you can make into a contraction. Then rewrite the sentence with the contraction on the lines.

What do you think? Are inventions that use pedal power a good idea, or a waste of time? Think about the arguments for and against pedal power, and decide. Maybe one day you will invent a pedal-powered machine!

Name _____

- Do not confuse possessive pronouns with contractions.
- The words *it's*, *you're*, and *they're* are contractions. They each have an apostrophe that stands for letters that are left out.
- The words *its*, *your*, and *their* are possessive pronouns. They do not have apostrophes.

A. Write C if the underlined word is a contraction. Write P if it is a possessive pronoun.

1. I hope it's not too late to enter the science fair. _____
2. Lin and Gary showed me their science project. _____
3. I want to ask if they're finished with it. _____
4. Have you planned your project yet? _____
5. I am certain that you're going to win. _____

B. Complete each sentence with the correct contraction or possessive pronoun in parentheses.

6. I like (your, you're) _____ new backpack.
7. (Their, They're) _____ going to pick us up at noon.
8. I don't think (it's, its) _____ going to rain today.
9. I think that (your, you're) _____ the best pitcher we have.



In your writer's notebook, write about your favorite subject in school. Check your work when you're done to make sure you didn't confuse contractions and possessive pronouns.

Name _____

- Do not confuse possessive pronouns with contractions.
- The words *it's*, *you're*, and *they're* are contractions. They each have an apostrophe that stands for letters that are left out.
- The words *its*, *your*, and *their* are possessive pronouns. They do not have apostrophes.

A. Proofread the paragraph. Circle any possessive pronouns or contractions that are not used correctly.

Ive' just read a book about the history of ice cream. Its interesting to learn how long ice cream has been around. The Persians were known for making they're frozen treats by pouring fruit juice over snow. I'am sure that was delicious. I learned that George Washington and Thomas Jefferson liked ice cream. They'are two of our founding fathers who visited ice cream parlors in New York.

B. Rewrite the paragraph with the correct pronouns.

Name _____

A. Read the paragraph. Then answer the questions.

(1) I've just read a book about elephants. (2) It's interesting to learn about their behavior and how they live. (3) They're the largest land animals in the world. (4) They eat only plants and vegetables, not meat. (5) They use their tusks for defense and for digging for water.

- | | |
|---|---|
| 1. What is the contraction in sentence 2? | 2. Which sentence contains a contraction that means <i>they are</i> ? |
| A It's | F Sentence 1 |
| B to | G Sentence 2 |
| C their | H Sentence 3 |
| D they | J Sentence 4 |

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

(1) Maria dreams of working in a zoo when she grows up. (2) Shell' feed the animals and make sure their happy and healthy. (3) She will give bananas to the monkeys and throw fish to the sea lions. (4) "I'am sure that I'will be a great zookeeper!" she thought to herself.

3. What is the correct way to write sentence 2?
- A Shell feed the animals and make sure theyre happy and healthy.
 B She'll feed the animals and make sure they're happy and healthy.
 C Shel'l feed the animals and make sure their happy and healthy.
 D No change needed in sentence 2.
4. What is the correct way to write sentence 4?
- F "I'm sure that I'll be a great zookeeper!" she thought to herself.
 G "Im' sure that Ill' be a great zookeeper!" she thought to herself.
 H "Im sure that Iwill' be a great zookeeper!" she thought to herself.
 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.

Review Words

Challenge Words

- | | |
|-----------|--------------|
| 1. _____ | 1. pilot |
| 2. _____ | 2. diner |
| 3. _____ | 3. tiger |
| 4. _____ | 4. favor |
| 5. _____ | 5. lemon |
| 6. _____ | 6. planet |
| 7. _____ | 7. cover |
| 8. _____ | 8. shady |
| 9. _____ | 9. robot |
| 10. _____ | 10. tiny |
| 11. _____ | 11. label |
| 12. _____ | 12. cozy |
| 13. _____ | 13. silent |
| 14. _____ | 14. spider |
| 15. _____ | 15. frozen |
| 16. _____ | 16. tried |
| 17. _____ | 17. hurried |
| 18. _____ | 18. studying |
| 19. _____ | 19. melon |
| 20. _____ | 20. stomach |

Name _____

An **open syllable** is when a syllable ends with a vowel. The vowel sound is usually long, as in the word *focus*. The consonant-vowel-consonant (CVC) spelling pattern can also form closed syllables, as in *river*. Read these words aloud: *focus* (fo/cus), *river* (riv/er).

DECODING WORDS

The word *hotel* has two syllables. The first syllable, *ho*, ends with a long o. It is an open syllable. The second syllable, *tel*, ends with a consonant and has a short e sound. It is a closed syllable. Blend the syllables: *ho/tel*.

Write the spelling words that contain the matching sounds.

pilot	favor	cover	tiny	silent
frozen	lemon	diner	label	shady
tiger	planet	robot	cozy	spider

**long a in first
syllable**

1. _____

2. _____

3. _____

**long i in first
syllable**

4. _____

5. _____

6. _____

7. _____

8. _____

9. _____

**long o in first
syllable**

10. _____

11. _____

12. _____

**short vowel in first
syllable**

13. _____

14. _____

15. _____

Name _____

An open syllable is when a syllable ends with a vowel. The vowel sound is usually long, as in the word *focus*. The consonant-vowel-consonant (CVC) spelling pattern can also form closed syllables, as in *river*. Read these words aloud: *focus* (fo / cus), *river* (riv / er).

DECODING WORDS

The word *hotel* has two syllables. The first syllable, *ho*, ends with a long *o*. It is an open syllable. The second syllable, *tel*, ends with a consonant and has a short *e* sound. It is a closed syllable. Blend the syllables: *ho/tel*.

Write the spelling words that contain the matching sounds.

pilot	limit	model	tiny	silent
diner	lemon	ever	cover	spider
tiger	planet	robot	salad	frozen

- | long <i>i</i> in first syllable | short vowel in first syllable | long <i>o</i> in first syllable |
|---------------------------------|-------------------------------|---------------------------------|
| 1. _____ | 7. _____ | 14. _____ |
| 2. _____ | 8. _____ | 15. _____ |
| 3. _____ | 9. _____ | |
| 4. _____ | 10. _____ | |
| 5. _____ | 11. _____ | |
| 6. _____ | 12. _____ | |
| | 13. _____ | |

Name _____

A. Write the spelling words that contain the matching sounds.

pilot	lemon	shady	refocus	rumor
label	planet	robotic	cozy	frozen
favorite	cover	tiny	modern	melon

- | | | |
|--|--|--|
| long <i>a</i> in first
syllable | long <i>o</i> in first
syllable | short vowel in first
syllable |
| 1. _____ | 7. _____ | 11. _____ |
| 2. _____ | 8. _____ | 12. _____ |
| 3. _____ | 9. _____ | 13. _____ |
| long <i>i</i> sound in first
syllable | long <i>u</i> in first
syllable | 14. _____ |
| 4. _____ | 10. _____ | 15. _____ |
| 5. _____ | | |
| long <i>e</i> in first
syllable | | |
| 6. _____ | | |

**B. Compare the words *label* and *planet*. How are the words alike?
How are they different?**

Name _____

pilot	favor	cover	tiny	silent
shady	lemon	diner	label	spider
tiger	planet	robot	cozy	frozen

A. Write the spelling word that belongs with each group below.

1. restaurant, cafe, _____
2. lion, cheetah, _____
3. insect, bug, _____
4. star, moon, _____
5. orange, lime, _____

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

6. Under the oak tree is a cool and _____ place for a picnic.
7. After the ice at the skating rink is _____, hockey season will begin.
8. The cabin is warm and _____ with a fire in the fireplace.
9. The jet _____ told us about his exciting job.
10. Can you do me a _____ and help me with this heavy box?
11. Put a _____ on the pot.
12. I have a toy _____ that I programmed to tell jokes.
13. Our kitten is _____ now, but he will grow quickly.
14. The owl was as _____ as a mouse as it landed in a tree.
15. Before I go to camp, I have to _____ my clothes.

Name _____

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

A tigur is an amazing animal. It is tiney when it is born, but it grows fast. The biggest one on the planeat weighs more than 1,000 pounds. As it prowls through the shadey forest looking for food, it is sielent. It has been given the labul of fierce, and I think that fits this animal perfectly.

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

Writing Connection

Write about an animal that you think is fierce. Use at least four spelling words.

Name _____

Remember

An open syllable is when a syllable ends with a long vowel sound, as in the first syllable of the word *token* (*to/ken*). Words with a consonant-vowel-consonant (CVC) spelling pattern have a syllable division after the vowel if the vowel is long, or after the second consonant if the vowel is short: *focus* (*fo/cus*), *limit* (*lim/it*).

pilot	favor	cover	tiny	silent
diner	lemon	shady	label	spider
tiger	planet	robot	cozy	frozen

Fill in the missing syllable to make each spelling word complete. Read the spelling word aloud and then write it on the line.

- | | | | |
|--------------|-------|---------------|-------|
| 1. _____ der | _____ | 9. _____ er | _____ |
| 2. le _____ | _____ | 10. si _____ | _____ |
| 3. pi _____ | _____ | 11. di _____ | _____ |
| 4. sha _____ | _____ | 12. _____ net | _____ |
| 5. _____ zen | _____ | 13. _____ bot | _____ |
| 6. ti _____ | _____ | 14. _____ vor | _____ |
| 7. co _____ | _____ | 15. _____ ger | _____ |
| 8. la _____ | _____ | | |

Name _____

Content words are specific to a field of study. *Electricity* and *wind* are science content words.

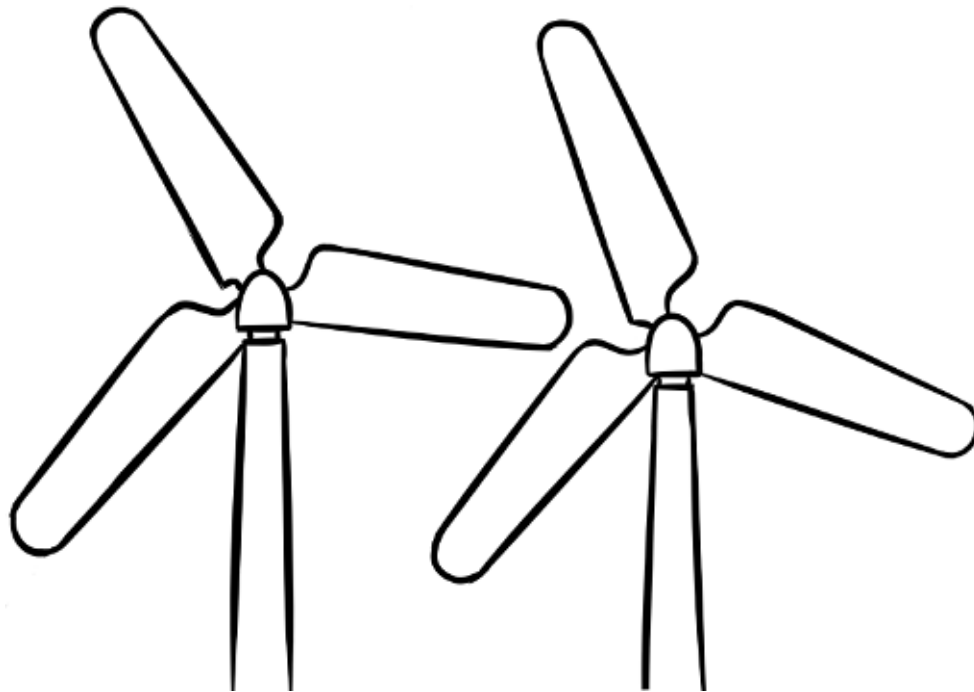
Authors use content words to explain a concept or idea. Use context clues to figure out what a content word means. You can also use a print or digital dictionary.

CONNECT TO CONTENT

It's All in the Wind gives facts about wind energy. It also gives facts about why people support or do not support wind energy. The author uses content words that relate to this topic to help you understand how wind power works and why it is important.



With a partner, search for content words related to wind power. Write them on the blades of the wind turbines below.



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Pick two words that you were able to figure out the meaning of by using context clues. Write the words and what they mean on the lines.

Name _____

Homophones are words that are pronounced the same way but have different meanings. Homophones often have different spellings as well. Some examples of homophones include *tail* and *tale*, *blue* and *blew*, *right* and *write*, and *hear* and *here*.

Read each sentence below. Underline the context clues that help you understand the meaning of each homophone in bold. Then write the correct definition of the homophone on the line.

1. The lookout atop the mountain showed the best views I've ever **seen**.

2. I liked every part of the movie, but the ending was my favorite **scene**.

3. Cell phones started to become popular **in** the 1980s.

4. The travelers needed a place to sleep, so they stopped at an **inn**.

5. We watched the bald eagle **soar** high in the sky.

6. I felt good after running yesterday, but today my muscles are **sore**!



Pick a pair of homophones listed on this page, or think of a pair by yourself. In your writer's notebook, write two sentences. Use one of the homophones in one sentence, then use the other homophone in your second sentence.

A

Number Correct: _____

Multiply by Multiples of 10

1.	$2 \times 3 =$	
2.	$2 \times 30 =$	
3.	$20 \times 3 =$	
4.	$2 \times 2 =$	
5.	$2 \times 20 =$	
6.	$20 \times 2 =$	
7.	$4 \times 2 =$	
8.	$4 \times 20 =$	
9.	$40 \times 2 =$	
10.	$5 \times 3 =$	
11.	$50 \times 3 =$	
12.	$3 \times 50 =$	
13.	$4 \times 4 =$	
14.	$40 \times 4 =$	
15.	$4 \times 40 =$	
16.	$6 \times 3 =$	
17.	$6 \times 30 =$	
18.	$60 \times 3 =$	
19.	$7 \times 5 =$	
20.	$70 \times 5 =$	
21.	$7 \times 50 =$	
22.	$8 \times 4 =$	

23.	$8 \times 40 =$	
24.	$80 \times 4 =$	
25.	$9 \times 6 =$	
26.	$90 \times 6 =$	
27.	$2 \times 5 =$	
28.	$2 \times 50 =$	
29.	$3 \times 90 =$	
30.	$40 \times 7 =$	
31.	$5 \times 40 =$	
32.	$6 \times 60 =$	
33.	$70 \times 6 =$	
34.	$8 \times 70 =$	
35.	$80 \times 6 =$	
36.	$9 \times 70 =$	
37.	$50 \times 6 =$	
38.	$8 \times 80 =$	
39.	$9 \times 80 =$	
40.	$60 \times 8 =$	
41.	$70 \times 7 =$	
42.	$5 \times 80 =$	
43.	$60 \times 9 =$	
44.	$9 \times 90 =$	

B

Number Correct: _____

Improvement: _____

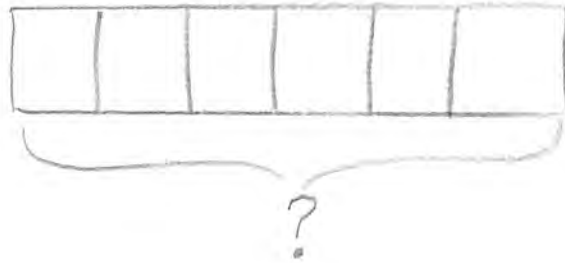
Multiply by Multiples of 10

1.	$4 \times 2 =$	
2.	$4 \times 20 =$	
3.	$40 \times 2 =$	
4.	$3 \times 3 =$	
5.	$3 \times 30 =$	
6.	$30 \times 3 =$	
7.	$3 \times 2 =$	
8.	$3 \times 20 =$	
9.	$30 \times 2 =$	
10.	$5 \times 5 =$	
11.	$50 \times 5 =$	
12.	$5 \times 50 =$	
13.	$4 \times 3 =$	
14.	$40 \times 3 =$	
15.	$4 \times 30 =$	
16.	$7 \times 3 =$	
17.	$7 \times 30 =$	
18.	$70 \times 3 =$	
19.	$6 \times 4 =$	
20.	$60 \times 4 =$	
21.	$6 \times 40 =$	
22.	$9 \times 4 =$	

23.	$9 \times 40 =$	
24.	$90 \times 4 =$	
25.	$8 \times 6 =$	
26.	$80 \times 6 =$	
27.	$5 \times 2 =$	
28.	$5 \times 20 =$	
29.	$3 \times 80 =$	
30.	$40 \times 8 =$	
31.	$4 \times 50 =$	
32.	$8 \times 80 =$	
33.	$90 \times 6 =$	
34.	$6 \times 70 =$	
35.	$60 \times 6 =$	
36.	$7 \times 70 =$	
37.	$60 \times 5 =$	
38.	$6 \times 80 =$	
39.	$7 \times 80 =$	
40.	$80 \times 6 =$	
41.	$90 \times 7 =$	
42.	$8 \times 50 =$	
43.	$80 \times 9 =$	
44.	$7 \times 90 =$	

Problem 1

Marshall puts 6 pictures on each of the 6 pages in his photo album. How many pictures does he put in the photo album **in all**?



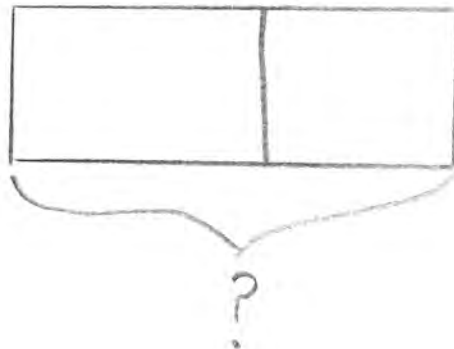
Problem 2

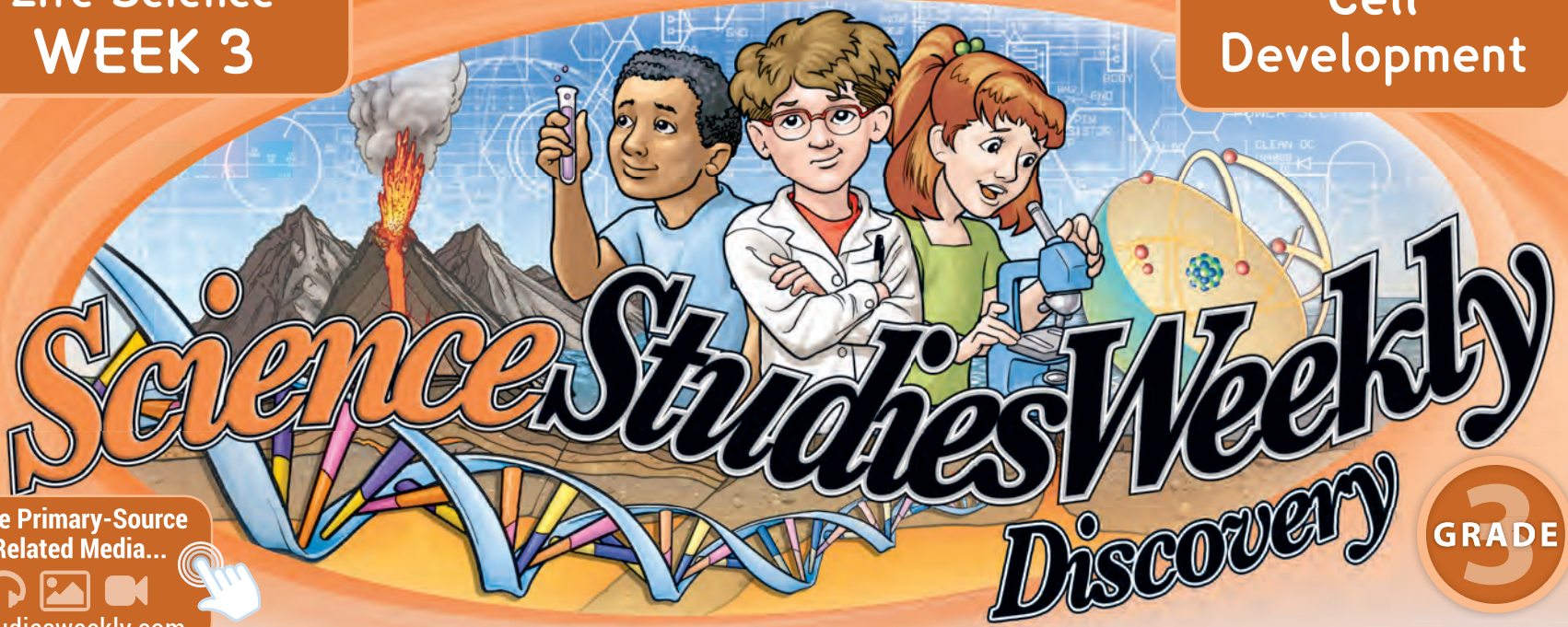
Stacey has 18 bracelets. After she organizes the bracelets by color she has 3 equal groups. How many bracelets are in the group?



Problem 3

There are 85 girls and 76 boys in third grade. How many total students are in the third grade?





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Cells: The Building Blocks of Life

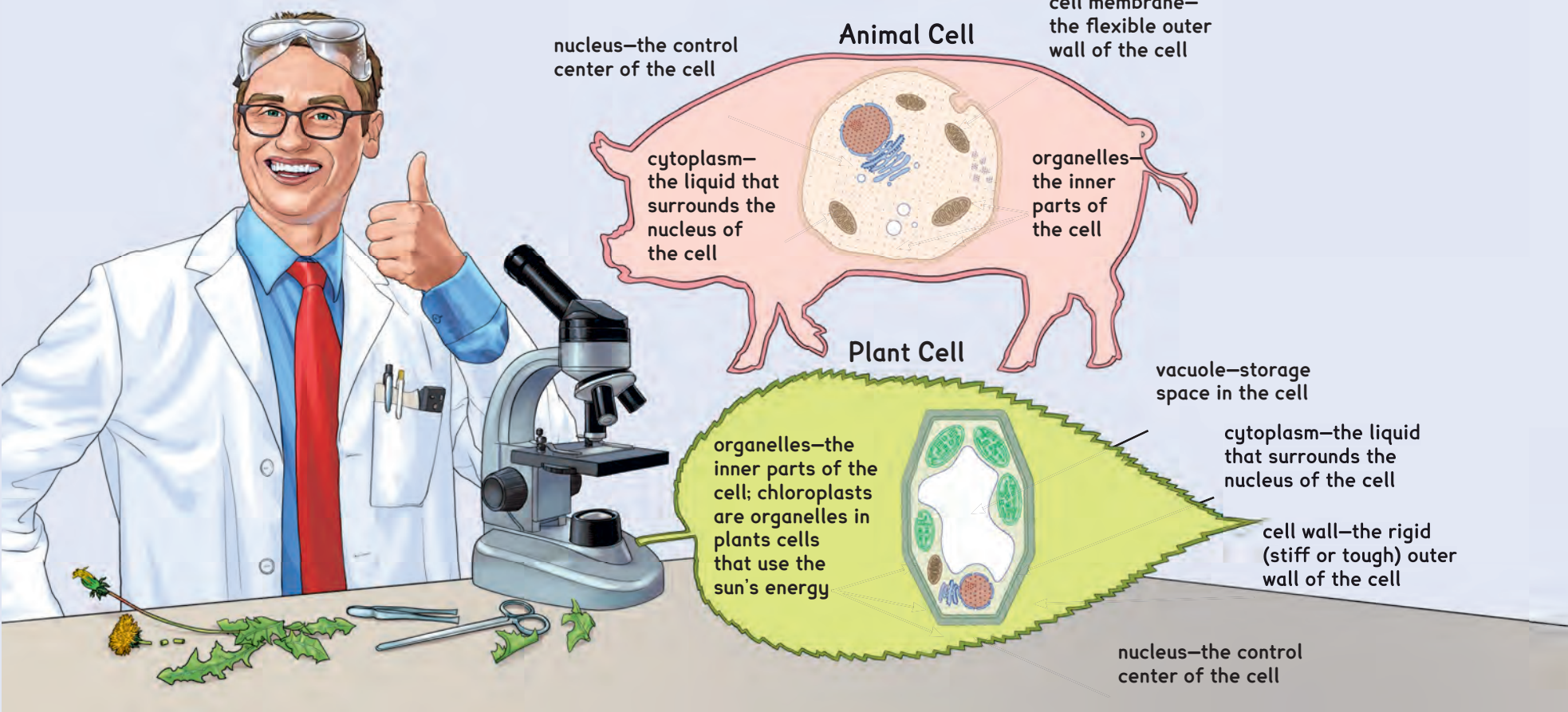
Welcome back, scientists! This is Discovery Dan again, and in this Science Studies Weekly we're going to take a closer look at cells. Last week we learned that cells are the basic building blocks of all living things. All living things—from single-cell microbes to human beings with advanced brains—are made of cells.

How do we know this is true? There are hundreds of thousands of species of plants and animals on Earth. And pretty much every single species has been under

a scientist's microscope at some time. It took a while to prove it, but scientists know that all living things are made of one or more cells. And all cells have some things in common. Here, let me show you. Take a look at these two drawings. You saw the drawing of an animal cell in last week's lesson. Now, compare it to the drawing of the plant cell.

What similarities and differences do you see? Both types of cells have a nucleus, cytoplasm, and organelles. But only plant

cells have a vacuole for storage. They both have an outer wall. It's flexible in animal cells, but it's rigid in plant cells. Who'd have thought that you have so much in common with a dandelion? So how do cells that are so similar turn out to be hundreds of thousands of very different species? To find out, you can do something no dandelion could ever do—turn the page and keep reading!



Connections

Living With Diabetes

What does famous pop singer Nick Jonas have in common with more than 18 million Americans? Diabetes. In 2005, Nick Jonas lost 15 pounds in two weeks, drank water constantly and was not acting the way he usually did. After going to the doctor, he was told he had Type 1 diabetes.

About 8 percent of the population (more than 23 million children and adults) has diabetes. So what is diabetes? Well, there are really two types, although both have the same basic problem. The people with this disease have too much sugar, or glucose, in their blood. The first type, called juvenile diabetes, got its name because children seemed to get



it most often. It's now called Type 1 diabetes. This kind of diabetes occurs when the immune system attacks the cells that make insulin. Without insulin, you get diabetes because your body can't process glucose. The other kind is

called Type 2 diabetes. With this kind, your body doesn't make enough insulin, or your body can't use it correctly. Type 2 diabetes is usually found in people who are overweight. This type is increasingly occurring in children because so many more children have become obese.

Signs of diabetes include being extremely thirsty, having to go to the bathroom a lot and quickly losing weight. Some people even have blurry vision or are extremely tired. There is no cure for diabetes, so people who have it must control it by eating right, using medicine and exercising.



Cell Development

How did so many different species of plants and animals develop from cells that have so much in common? Even though cells are similar, they aren't all exactly the same. Inside the nucleus of each cell are instructions about what that cell is supposed to become. Those instructions are called genes. Cells with different genes develop into different species.

Genes also tell the cell what part of the organism to become. In plants, the cells can become leaves, stems, roots or flowers. In animals, the cells can become skin, bones, organs, blood and more. The way cells develop into different parts of a living thing is called cell differentiation.

When plants and animals grow, it's not really because each individual cell is getting bigger in size. Cells do get somewhat bigger as they develop, but the main reason living things grow is cell division. Cell division is a process in which one cell divides into two cells that are identical (exactly the same). This process happens over and over and over, with two cells dividing into four, four cells dividing into eight, and so on. That's how living things grow. Humans have billions and billions of cells in their bodies. Just think how many times those original cells had to divide!

Diversity

Diversity means having many different types of something. Having lots of different species of plants and animals on Earth

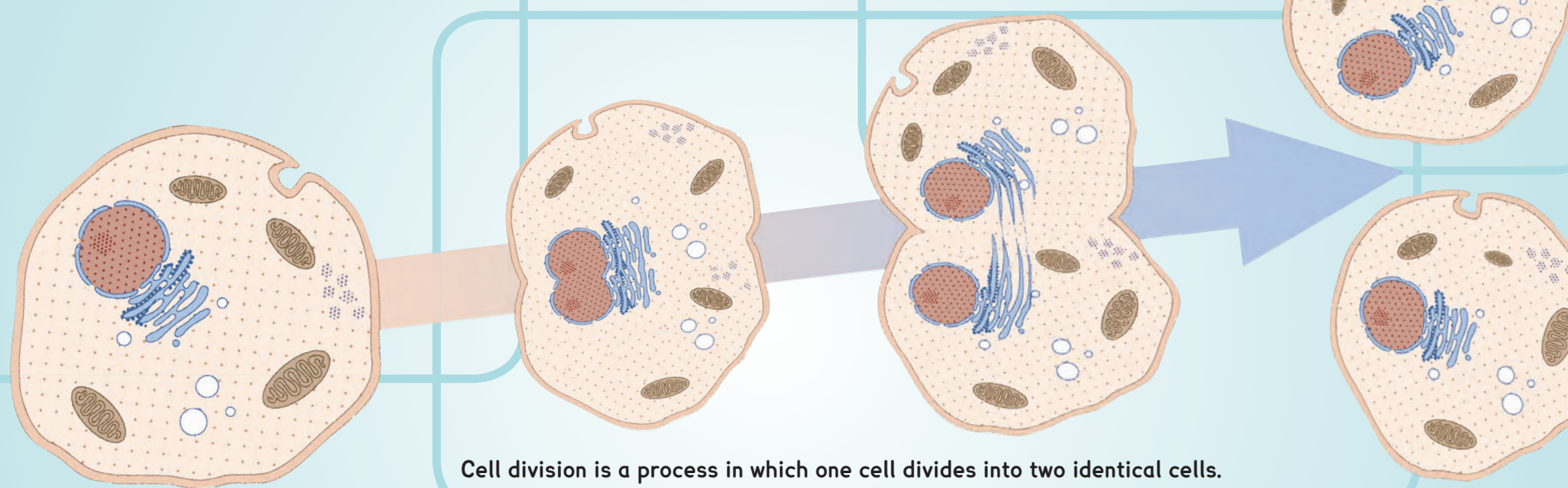
doesn't just make our planet an interesting place to live. It helps us survive. Human beings rely on plants and other animals for food, medicine, shelter and many of our other basic needs.

In fact, all animals depend on plants for food. Carnivores usually eat only meat, but some of the animals they eat are herbivores. (Herbivores eat only plants.) When the carnivores eat herbivores, they are taking in the food energy from the plants eaten by the herbivores. Diversity makes the food chain and food webs work for all species.

Diversity is also important within each species. Without diversity, no species would survive. Each species on Earth has the ability to adapt, or change to fit into an environment. The plants and animals that adapt are the ones that survive. This is called survival of the fittest.

Heredity

Do people tell you that you look a lot like your mom or dad? You get your physical traits from your biological ancestors—parents, grandparents, great-grandparents, etc. Physical traits are things like curly hair, brown eyes or freckles. They're the things that make you look the way you do. You also inherit special abilities like being good at soccer, playing a musical instrument or having a talent for drawing. And all of that information comes



Cell division is a process in which one cell divides into two identical cells.

Science, Then & Now

Studying the Past

Two special kinds of scientists study our past. Paleontologists study plants, animals and other organisms that existed in prehistoric times. They examine fossils, the remains of prehistoric organisms that have been preserved in the Earth's crust.

Paleontologists are the scientists who gave us most of what we know about dinosaurs. In fact, paleontologists have taught us a lot about the history of all life on Earth.

Archaeologists study people who lived in the past. They usually study artifacts. Artifacts are things made or changed by people for a certain purpose. Archaeologists study things like pottery, graves, tools and buildings—sometimes even whole cities.

The search for artifacts in a certain place is called a dig. (Paleontologists use that word, too.) Archaeologists record where artifacts are found, remove them carefully, clean them gently, and take them back to a laboratory to be studied. They have given us a lot of knowledge about people who lived long ago.



What's more important—the traits you inherit or the things you learn?

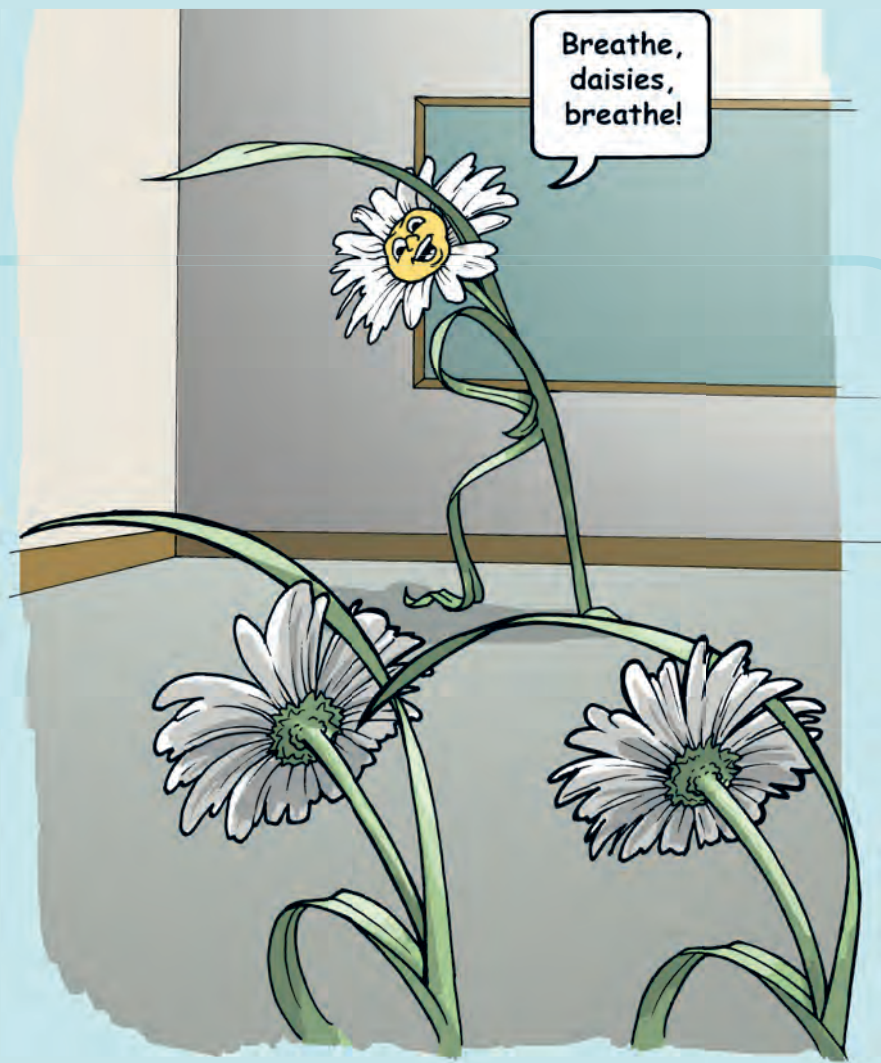
This Week's Question

That's a question scientists have been trying to answer for a long, long time. Heredity gives us many important things—the way we look, our special abilities, and some parts of our personalities. All those things make us who we are.

But we have to remember that lots of things are not inherited. They're things we learned. And they're important, too. Being polite and having good study habits are learned. All of the knowledge we get in school is something we learn, not something we're born with.



Sometimes, a trait may seem to be inherited, but it's really something a plant or animal got from its environment. Take the flamingo, for example. Everyone knows that flamingos are bright pink, right? Actually, genes tell the cells that become flamingo feathers to be white. Flamingos eat so many pink shrimp that their feathers turn pink.



from the genes in your cells.

Each generation passes characteristics on to the next. Your grandparents passed their characteristics to your parents, and your parents passed their characteristics to you. Someday, you may pass your characteristics to your children. The way traits and abilities are passed from one generation to the next is called heredity.

Common Characteristics of Plants and Animals

Plants and animals do have some things in common. Now that you know that all cells are similar, that probably doesn't surprise you very much. One thing we all have in common is the ability to grow. Plants start out as seeds, develop into sprouts, and grow to their full size. Humans enter the world as babies, grow into toddlers and teenagers, and eventually develop into adults. Respiration (breathing) is another thing plants and animals have in common. We both take in and give off oxygen and carbon dioxide. Also, both plants and animals are able to produce offspring or children.

In the Lab

Plants breathe, too!

This investigation will show you that plants give off oxygen when they breathe. Without all the Earth's plants, the animals that live on our planet—including us—would not have enough oxygen to breathe.

What You Need

- small elodea plants (from a pet store)
- test tube
- aquarium or other deep, clear container
- funnel (a clear one)
- pitcher

Directions

1. Put the aquarium in a sunny windowsill.
2. Use the pitcher to fill the aquarium to within an inch of the top with water.
3. Put some elodea plants in the center on the bottom of the aquarium. Cover the plants with the funnel. Place it upside down so the the wide part of the funnel covers the plants and the neck (narrow tube) is pointing up.
4. Hold the test tube underwater until it is full. Turn it upside down over the neck of the funnel. Don't let any of the water in the test tube get out.
5. Look at the test tube every day. After a few days, you will see bubbles of oxygen in the top of the test tube. The oxygen is pushing the water out of the test tube.



Why It Happens

Elodea are aquatic plants, plants that grow and live best in the water. They give off oxygen into the water, just like plants that grow in soil give off oxygen into the air. In the water, fish and other living things use the oxygen given off by aquatic plants. On land, humans and other animals use the oxygen given off by plants that grow in soil.

Science, Tools

Digging up the Past

Archaeologists and paleontologists use lots of tools to help them do their jobs. Sometimes they use metal detectors or ground-penetrating radar. Metal detectors tell them if there are metal objects not too far underground. Ground-penetrating radar goes much deeper and can help scientists know where to set up a dig.

Once they decide where to dig, they use string and stakes to divide the area into sections. That helps them keep track of where they find fossils or artifacts. They use shovels, picks, hammers, buckets, measuring tapes, brushes, trowels and magnifying glasses to study the things they find.

Archaeologists and paleontologists also use technology. Digital cameras make it easy for scientists to take pictures of their finds. They use computers and special software to take notes and keep records when they're on a dig. They also use an amazing tool called a mass spectrometer to figure out how old an artifact or fossil might be.



Mass Spectrometer
Photo courtesy of Kurtis Crompton

Barbara McClintock (1902-1992)

Spotlight

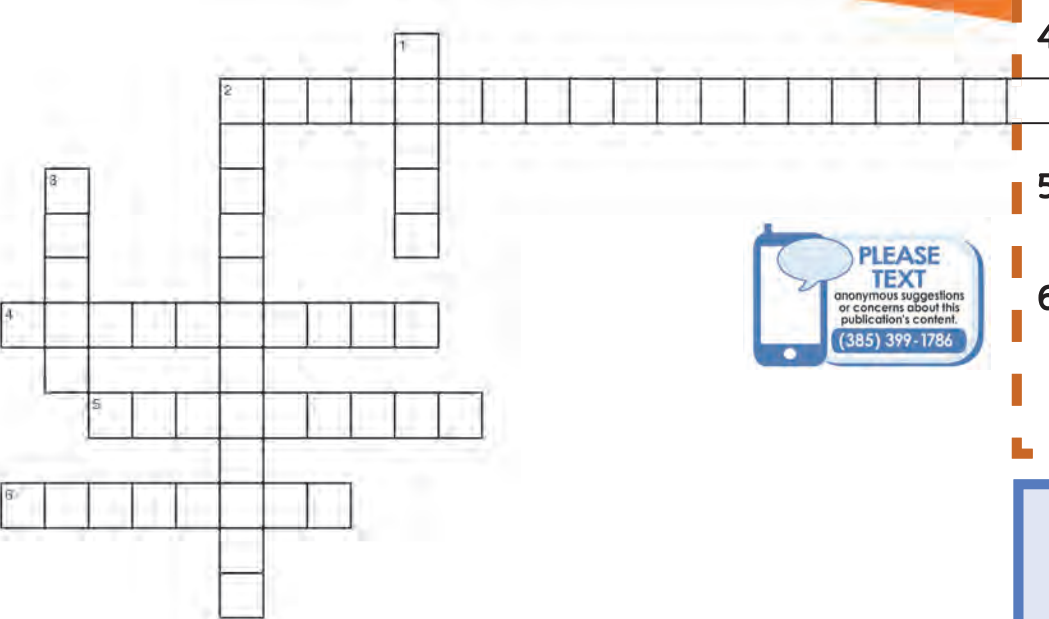
There was an era, or a time in history, when there were few women who worked in science laboratories. Dr. Barbara McClintock's research during this era made her one of the most respected geneticists in the world. Geneticists are scientists who study heredity and diversity in living things, and Dr. McClintock studied the genes of corn. She believed that corn genes moved around inside the cells. Many other scientists thought she was wrong. They argued that her theory didn't fit with what they already knew about genes.

Technology got better, or improved, and Dr. McClintock was able to prove that she was right. She also discovered that certain genes were responsible for the color of the leaves or kernels of corn. In 1983, she received a Nobel Prize for Physiology or Medicine, mainly for her

research and study of the genes in maize (corn). She won many other awards, including the National Medal of Science in 1970. That is the highest science honor awarded by the U.S. government!



Name _____



ACROSS

2.

the way cells develop into different parts of living things

4.

a scientist who studies heredity and diversity in living things

5.

things made or changed by people for a certain purpose

6.

the way traits and abilities are passed from one generation to the next

DOWN

1.

to change to fit into different environments

2.

a process in which one cell divides into two identical cells

3.

instructions in the nucleus of a cell that tell the cell what it's supposed to become

WORD LIST

geneticist

adapt

cell differentiation

cell division

heredity

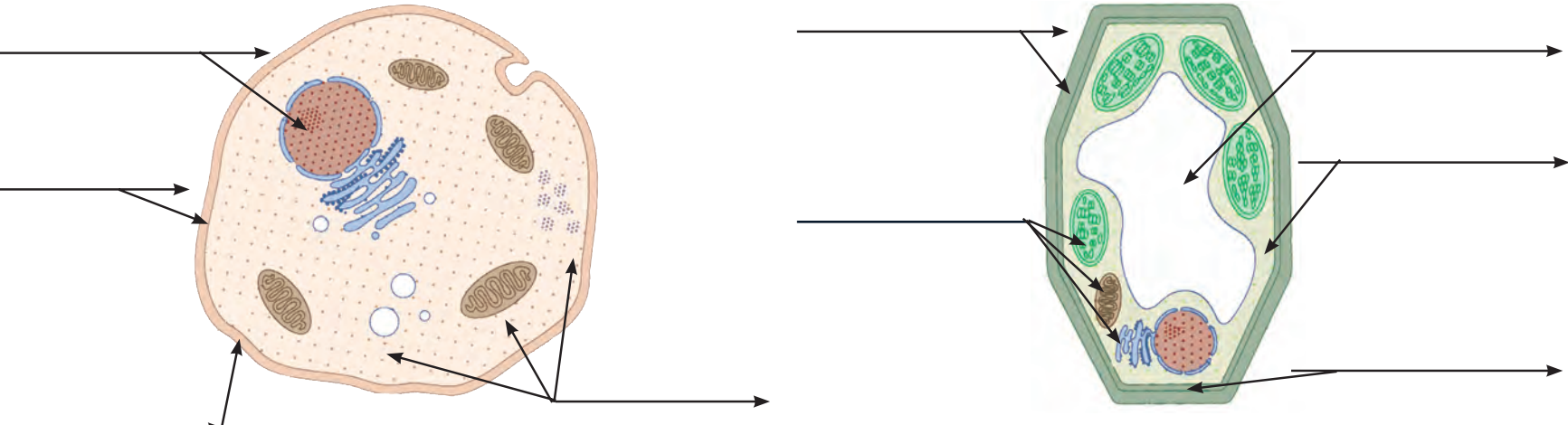
genes

artifacts

Comparing and Contrasting Cells

Mini-Lab

Study the drawings of plant and animal cells on page 1 for a few minutes. Try to remember the names of as many of the cell parts as you can. Write the names of the cell parts on the lines in the drawings below. Then answer the questions below the drawings.



1. What cell part is found in plant cells but not in animal cells? _____
2. What is the difference between a cell membrane in an animal cell and a cell wall in a plant cell? _____
3. Name three cell parts that are found in both plant and animal cells. _____

Let's Investigate

Hello, Science Detectives! Are you up for a cellular challenge this week? No, we're not talking about cell phones. We're talking about cells. After reading this week's Science Studies Weekly, think of a question you have about cells. Of course, you can't see cells without a microscope. If your school doesn't have one, you can find lots of cell images on the Internet. Be sure to get permission from an adult before you do research online. www.cellsalive.com/gallery.htm is a good place to start.



Never, never, never, give up.

—Winston Churchill

COMMITMENT

Pass It On.

VALUES.COM THE FOUNDATION FOR A BETTER LIFE

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Fun Facts

The ancient Maya believed people came from corn; they thought the gods ground up corn kernels and used the cornmeal to mold human bodies.

Archaeologists have found mummified cats, birds and even bulls in Egyptian cemeteries. In one cemetery they found more than 1 million mummified falcons.

Ancient Egyptians invented a folding stool about 4,000 years ago.

Dominoes were first invented in China about 800 years ago.

Archaeologists found 9,000-year-old charred lentils in houses at a dig in Turkey.

Michigan Community Studies Weekly

Teacher Supplement

Name: _____

Date: _____

Michigan Community Studies Weekly (3rd Grade)

2nd Quarter, Week 12

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. All incentives are positive.

_____ 2. Stores offer positive incentives like coupons to get customers to spend money at their store.

_____ 3. When police officers give a speeding ticket, it is a positive incentive because it helps people want to do the right thing.

_____ 4. Fort Michilimackinac was established in 1714 by the English.

_____ 5. The reason for library fines is to keep people from coming to the library.

_____ 6. Michigan became the 26th state in the Union in 1837.

_____ 7. Incentive is the money people earn from work.

_____ 8. The Circular Wind Turbine shows how money and resources flow through our economy.

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.

9. What is one way you can tell if we have a healthy economy?

10. How does the government get money for the services it provides?

11. Are you more influenced by positive or negative incentives?

12. What natural resources are found in the Upper Peninsula that help boost the economy of our state?

13. In your opinion, who got the better deal during the Toledo War? Ohio or Michigan? Why do you think this?



What is a Healthy Economy?

The economy is the way our country (or other area) uses its money and resources. These resources include its workers and things in nature, including the land. Resources are used to produce and sell goods and services. Everything from cars to car washes costs money to provide and costs money to get.

In a healthy economy, the demand for these goods and services is high. Businesses are successful because people want what they have to offer. In a weak economy, the demand is low and that causes businesses to lay off workers or even close for good. Have you heard the word “recession?” A recession is a drop in economic growth that lasts for a while. During a recession, people buy less goods and services. This hurts almost all of our country’s businesses.

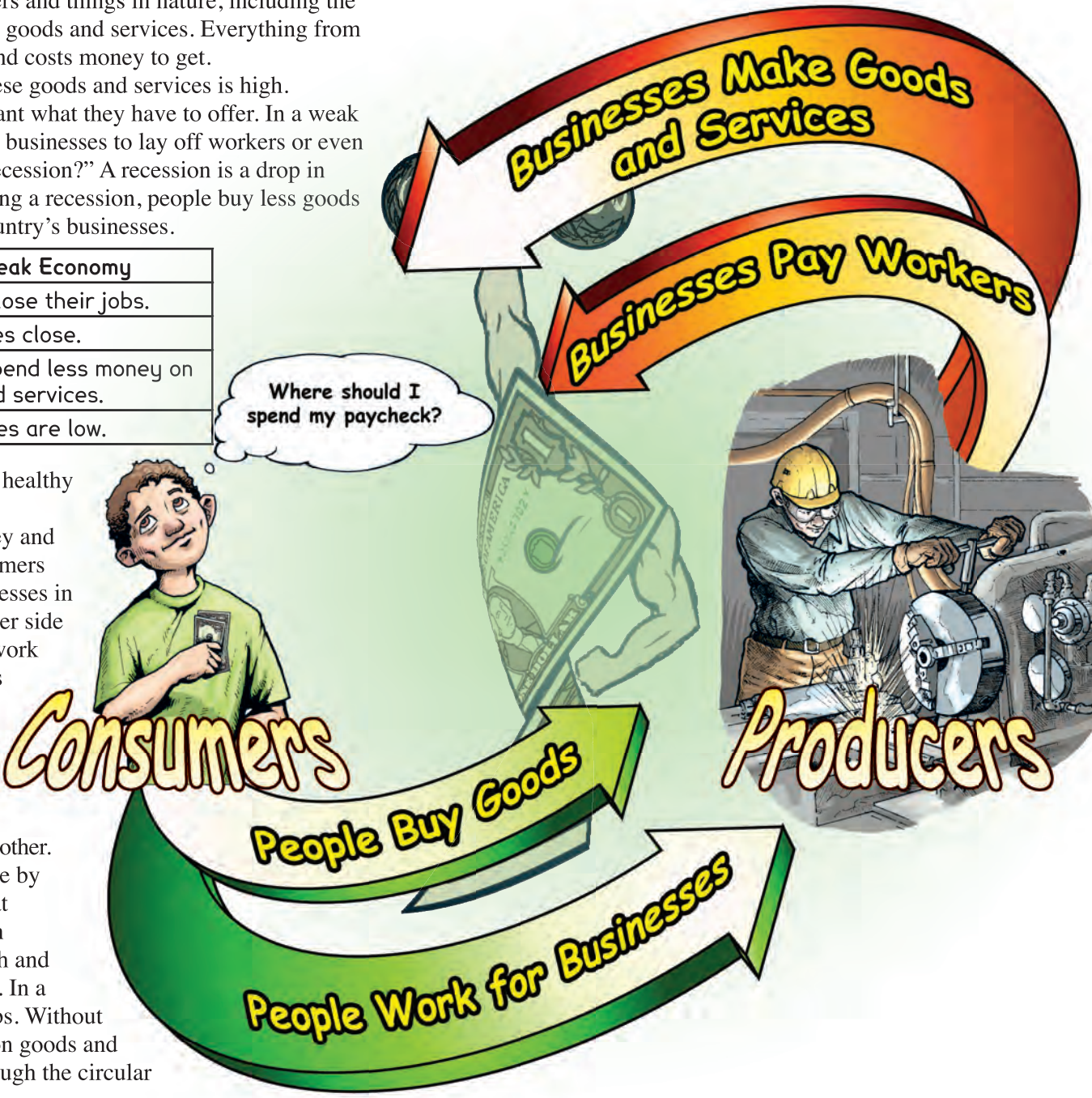
Healthy Economy	Weak Economy
Most people can find jobs.	Workers lose their jobs.
New stores open.	Businesses close.
People spend more money on goods and services.	People spend less money on goods and services.
Home sales are high.	Home sales are low.

The chart shows characteristics of both a healthy and weak economy.

A Circular Flow Model shows how money and resources flow through our economy. Consumers and the government provide money to businesses in exchange for goods and services. On the other side of the model, businesses pay consumers to work for their company. Businesses also pay taxes to the government.

Consumers pay taxes to the government, too. In return, the government provides public goods and services to households, like roads and libraries. Consumers, businesses and the government are all dependent on each other.

In a healthy economy, people earn income by working for businesses. They then spend that income and keep the money flowing through other businesses. This causes sales to be high and businesses to expand and need new workers. In a weak economy, not as many people have jobs. Without jobs and income, people spend less money on goods and services. The money flows more slowly through the circular flow model.



Connections Making the World a Kinder Place

We sometimes wonder why bad things happen to innocent people. Although we may never understand it, we can do our best to keep things like this from happening in the future. When we do this, we are doing our part to make the world a kinder place, without anger and violence.

One way to do this is by making a plan to

replace bullying and violence with kindness. The Cool to Be Kind (C2BK) program was developed to help students create programs in their classes and schools that are based on pro-kindness – doing nice things for others. Students look for ways to “pay it forward” each day. Paying it forward means that when someone thanks you for doing something nice, you ask that person to pay it forward by doing something nice for someone else. By paying it forward, kindness continues to spread across the world and people start thinking kinder thoughts and ways that they can help other people.

What are some ways you could practice paying

it forward? How about doing yard work for an elderly neighbor for free? Or inviting a new student to eat lunch with you and your friends? What about giving up your seat on the bus to someone who looks tired, or helping someone pick up something they have dropped? Thinking kind thoughts and acting on them with acts of kindness is a simple change that you can do to change the world.

Teachers: Go to <http://www.pifexperience.org/wp-content/uploads/2012/09/C2BK-program-outline9.pdf> to find out more about starting a C2BK program at your school!





Economic Incentives Influence Decisions

Words to Know

economy: the way our country uses its money and resources; you can also talk about the economy of a region, state, city, etc.
recession: a drop in economic growth that lasts for a while
Circular Flow Model: a model that shows how money and resources flow through our economy
income: the money people earn from work
incentive: something that encourages a certain behavior
 positive economic incentives: incentives that reward people for making certain decisions
negative economic incentives: incentives that punish people for making certain decisions

Do you have any idea what a positive or negative economic incentive is? Or how economic incentives influence your decisions? Maybe not, but these incentives do influence your family! Let's break it down.

You know what positive and negative means. Positive means good, while negative is bad. And the word "economic" has to do with money. You might not think you know what an incentive is, but when parents offer allowance or teachers offer stickers if you do the right thing, that's an incentive. So, positive and negative incentives are good or bad things that help people make choices. Read the story here and see if you can identify the positive and negative incentives.

THE BIG CLASS PROJECT

Mrs. Mitchell's class was working on a big social studies project. She gave directions and helped her third graders set goals. She told them the outline was due at the end of the first week; the rough draft had to be turned in at the end of week two; the final draft was due at the end of week three; and the illustrations were due at the end of the month. She offered each student an entry into the class drawing for prizes after they completed each step. Most kids finished their steps right on time. They enjoyed the process because they didn't feel hurried or rushed. These kids put their entries into the drawing for prizes. Sadly, some students still hadn't started their project by the end of the third week. Mrs. Mitchell just HAD to do something to help these students be successful and complete their project. But what? She had a plan. While the other students were busy on fun crafts and math games, Mrs. Mitchell helped the kids finish up the steps of their project. The students missed doing some of the crafts and games but were proud that they finished the project. By the end of the month, everyone's project was finished. Mrs. Mitchell's class learned about social studies and how to manage time!

In this story, can you identify what the positive incentive was? The negative incentive? How did the incentives influence the student behaviors? That's right. The positive incentive was the entry into the prize drawing. The negative incentive was having to work with the teacher while others were doing something else. These incentives encouraged the students to do the right thing and to get the work done on the timeline that Mrs. Mitchell had set for them.

It's the same idea for economic incentives and how they influence your family's decisions. Economic incentives encourage people to make certain choices. They usually involve money, but they might involve goods or services. Positive economic incentives reward people for making certain choices. Negative economic incentives punish people for making certain choices.

Here's a couple of examples that may have happened to your family. Has your family ever gone to a certain restaurant because of the toy that comes with a kid's meal? Or have you ever bought a necklace because of the bracelet that came with it? If you have, it's because of positive incentives. Positive incentives are often added to items to increase our chance of buying them.

Maybe a negative incentive has happened to your family too. You have family movie night every Friday. Your family picks out a couple DVDs at the movie store. Somebody put them in the back seat of the car to return them, but you all forgot. The next Friday when you go to get more DVDs, the store tells your parents that there's a late fee of \$20 for bringing the movies back late. This is a negative incentive that's put in place to try to make people behave responsibly.



Incentives

Economics

Positive economic incentives benefit you, rewarding you with money or something you want—like the free toy in the kid's meal, the bracelet or the prize drawing in our story. Businesses often offer sales, free items or coupons to get customers to spend their money with them. These incentives are called positive because they're things most people would like.

Here are more examples of positive incentives that a business might use to get customers to choose to come and spend money with them, rather than going somewhere else.

- Airlines offer frequent flier miles to get people to choose to fly with their company. After a customer earns enough frequent flier miles, they can use them for a free flight.
- Restaurants use special deals like coupons, buy-one, get-one free, kids eat free with a parent or read and earn pizza certificates to encourage people to choose their restaurant instead of a different one.

Retail and grocery stores offer discounts, big holiday sales, coupons and other incentives to get customers to choose their store. With so many choices of stores, the businesses need to offer incentives to make your family shop with them. Our government also uses economic incentives, but they are usually considered negative and are used to encourage people to behave responsibly—like completing the school project or returning the DVDs. These incentives are considered negative because they are things most people wouldn't like.

Here are more examples of negative incentives that our government uses to get citizens to choose to do the right thing.

- If you litter, you could get a fine from a police officer or park ranger.
- Libraries give fines to people who keep books too long.
- Police may give speeding or parking tickets to people who aren't driving safely.
- Police may also ticket someone if they're not wearing a seat belt or their children aren't in car seats.

These negative incentives discourage people from choosing unwanted or unsafe behaviors. As you can see, both positive and negative incentives help to shape the way people behave.



Fort Michilimackinac

Michigan Places



Located in Mackinaw City in the northern part of Michigan's Lower Peninsula, this historic fort was built in 1715 by French soldiers. Originally called Fort St. Philippe de Michilimackinac, the fort was a base for the French military. During the French and Indian War, the French and the American Indians from Michilimackinac battled the British and lost. The French then left the fort at the end of the French and Indian War. The British troops took control in 1761, until Pontiac's Uprising in 1763, when the American Indians defeated the British.

In addition to being a military base, Michilimackinac was also a major center for the fur trade. Traders and voyageurs brought goods by canoe to be traded for furs with the American Indians. These traded goods included weapons, pots, pans and beads.

In 1904, the State of Michigan took over the land, and it officially became Michilimackinac State Park. Colonial Michilimackinac is now a place where you can experience what life was like in the 1700s. There are demonstrations of daily life and activities like washing laundry on a washboard. There are also demonstrations of military life like cannon and rifle firing.

The accurate rebuilding of the fort in the 1960s gave Colonial Michilimackinac its authentic look. But, it is the people dressed like real citizens and soldiers of the time that make the park an educational and exciting place to visit and experience Michigan history first hand.

Toledo War

Did You Know?

Before Michigan could become a state, there had to be boundaries set. Look at the map here. Michigan claimed the small 500 square mile strip of land that included Toledo and so did Ohio. Both Michigan and Ohio sent armed men to defend the area. That was about all there was to the Toledo War! It ended in September 1835, with only one injury. Congress thought Michigan should give Ohio the Toledo Strip in exchange for the western part of the Upper Peninsula (look at the map). It was a much bigger area, but was absolute wilderness. People in Michigan thought it was not fair, but compromised.

Knowing now what we have in the Upper Peninsula, do you think it was a good compromise or not? What are the economic advantages today for our state because of the Upper Peninsula?



Early 1800s to 1837- Michigan Becomes a Territory, then a State!

Last week we learned rules were made on how an area could become a state. Ohio became a state in 1805. People in Michigan were unhappy, and settlers in Detroit signed a petition. Congress approved, and Michigan became a territory.

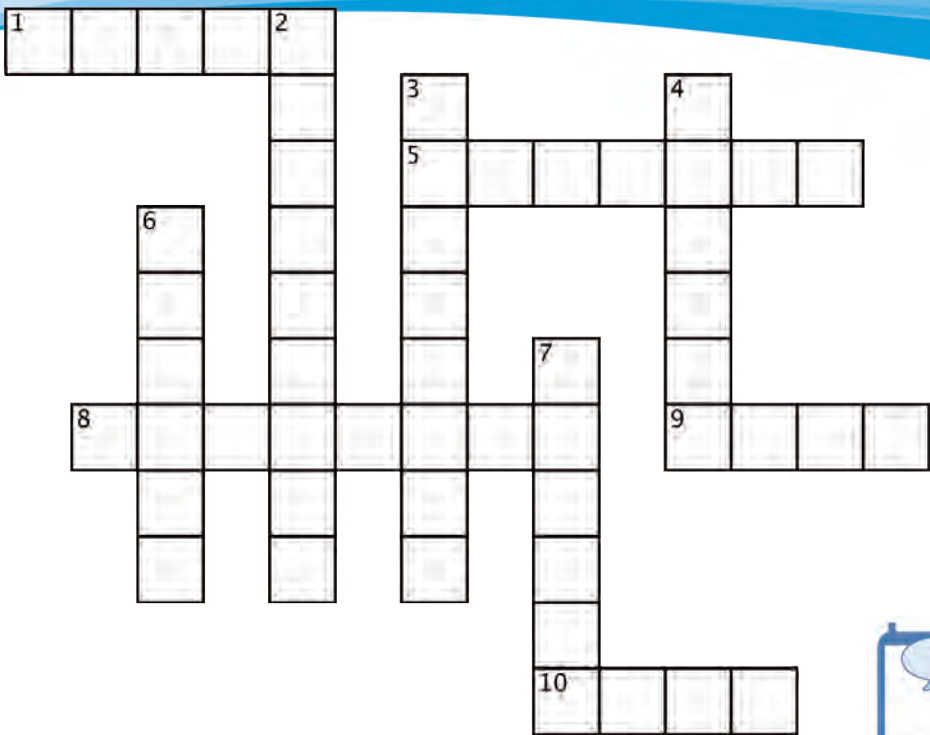
Remember, territories had to have 60,000 people before becoming a state, along with a constitution and boundaries. Michigan was still mostly wilderness. Fur traders were the main economic factor. Getting people to Michigan was a problem. Luckily, the Erie Canal was built in 1825, helping to get settlers to our state. The land rush was huge. Land only cost \$1.25 an acre. So many pioneers came that it was called "Michigan Fever."

After the "war" with Ohio you read about in the "Toledo War" article, all of the things were in place for Michigan to become a state. On Jan. 26, 1837, President Jackson signed the bill to make Michigan the 26th state in the Union. What would be next for our state? Tune in next week to find out!

Michigan Timeline



Name _____

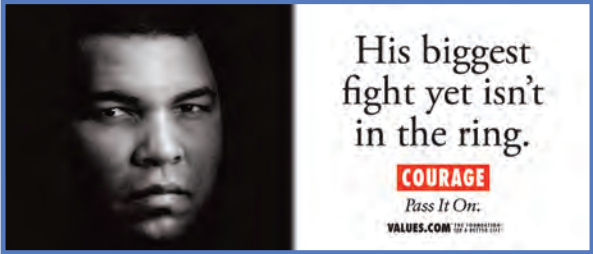


ACROSS

- 1. nickname of the land rush in the 1830s: Michigan _____
- 5. the way our country uses money and resources
- 8. coupons, sales and discounts: _____ incentives
- 9. Michigan and _____: states in the Toledo War
- 10. the _____ Canal was built in 1825.

DOWN

- 2. a drop in economic growth that lasts for a while
- 3. fines and tickets: _____ incentives
- 4. Ohio city that was almost part of Michigan
- 6. money people earn from work
- 7. Incentives help shape the way people _____.



Reading Nonfiction Text



Read this nonfiction text about Fort Michilimackinac. Use a highlighter to mark important details. Then answer the questions below. Compare your answers with a friend and see if you found the answers in the same place in the text.

Fort Michilimackinac

When the French first came to settle the area of the Straits, the Ottawa lived in this region. In 1670, there was a small village on the north side of the Straits. It was moved south to Michilimackinac between 1708 and 1710. Father Marquette brought a tribe of Huron Indians here in 1671, but the group moved to Detroit in 1701.

Fort Michilimackinac was established in 1714 and was built and occupied by the French. In 1761, the British took control of the fort after New France had fallen the year before. The fort's main purpose was to trade, and it was an important place for shipping and refueling in the upper Great Lakes during the times of fur trading.

The fort was captured June 2, 1763, during Pontiac's Uprising. Then in 1780-1781, it was moved to Mackinac Island because the British were afraid of an attack by Americans. The island location was more secure. The buildings of Fort Michilimackinac were taken apart and reassembled on Mackinac Island. What was left after the move was burned.

In 1909, Michilimackinac State Park was created on 37 acres with 2,100 feet of Great Lakes Shoreline. In 1959, the Michilimackinac Archaeological excavation began and about 65 percent has been excavated. It continues every summer with more than 1 million artifacts having been recovered. Our Federal government has recognized Fort Michilimackinac as a National Historic Landmark.

- 1. When was Michilimackinac established?

- 2. Who originally built and occupied the Fort Michilimackinac?

- 3. When did the British take control?

- 4. What tribes occupied the region?

- 5. Why was Michilimackinac important?

- 6. What was the date of the capture of Fort Michilimackinac during Pontiac's Uprising?

- 7. What happened to the fort?

- 8. Why was the fort moved?

- 9. When was Michilimackinac State Park created?

- 10. How big is Michilimackinac State Park?

- 11. When did the Michilimackinac Archaeological excavation begin?

- 12. When did the Michilimackinac Archaeological excavation end?

- 13. How many artifacts have been recovered?

- 14. How much of the fort has been excavated?

- 15. Is the fort recognized as a National Historic Landmark?

On Page 3, you read about some positive incentives businesses offer to their customers. Which of those incentives have you or someone in your family used? Write a letter to the business that offered the incentive about why you thought it was a good idea. Be sure to use correct spelling, punctuation and grammar.



Michigan Community Studies Weekly Teacher Supplement

5. How many entrances to the fort are there?

Social Studies/Math

Money-Saving Ideas - Here are some simple ways that you can help your family save money. Making a few small sacrifices can really add up.

1. Help your parents save money at the grocery store. Look through advertisements and find out which stores have the cheapest prices. Cut out or print coupons to save money. Consider buying the store brand instead of the name brands.
2. Plan a family night at home instead of going out to dinner and a movie. Check out a movie from your local library, make a pizza and pop your own popcorn. Have fun and think about all the money you saved!
3. Do you know that your family has to pay for the electricity and heat you use? An easy way to save some money is to cut back on this bill. Turn off the lights and turn down the heat when you are leaving your house. Remind the rest of your family to always turn off appliances when they are not in use.
4. Cut back on parties and gifts. Have your next birthday party at home. Work together to plan the games and snacks. Ask for smaller gifts or even homemade gifts, like your favorite dinner or dessert.

Social Studies/Math

Everyone likes playing games, so why not choose one that helps teach economic concepts. The following games do just that!

1. Game of Life: Players have to make all kinds of decisions about income and how it is spent.
2. Payday: Players have a job, pay bills and learn about expenses.
3. Monopoly: Players buy and sell property and make decisions about how to spend their money.
4. Allowance: Players earn money and spend it on things they want.

Social Studies/Language Arts

Economic Incentives - Work with a partner or group to fill in the missing items in the chart.

<i>Incentive</i>	<i>Reason for Incentive</i>	<i>Positive or Negative</i>
Rebate offered on a product	convinces consumers to buy it	
Late fee on library books		negative
Parking ticket	keeps people from parking in prohibited areas	
Reward money for finding a lost item		positive
Using a coupon	persuades consumers to buy a product	
Fee for over-drawing from bank account		negative

Extra Credit: Think of something that you want to change in your school. What incentive could your teachers and the principal offer to help change that behavior. Is it a positive or negative incentive?

Michigan Community Studies Weekly Teacher Supplement

Name: _____

Date: _____

Michigan Community Studies Weekly (3rd Grade)

2nd Quarter, Week 12

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. All incentives are positive.

_____ 2. Stores offer positive incentives like coupons to get customers to spend money at their store.

_____ 3. When police officers give a speeding ticket, it is a positive incentive because it helps people want to do the right thing.

_____ 4. Fort Michilimackinac was established in 1714 by the English.

_____ 5. The reason for library fines is to keep people from coming to the library.

_____ 6. Michigan became the 26th state in the Union in 1837.

_____ 7. Incentive is the money people earn from work.

_____ 8. The Circular Wind Turbine shows how money and resources flow through our economy.

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.

9. What is one way you can tell if we have a healthy economy?

10. How does the government get money for the services it provides?

11. Are you more influenced by positive or negative incentives?

12. What natural resources are found in the Upper Peninsula that help boost the economy of our state?

13. In your opinion, who got the better deal during the Toledo War? Ohio or Michigan? Why do you think this?

Wayne-Westland Community Schools
Elementary Art
Distance Learning Lessons

Week of 5/11/20

ASSEMBLAGE WITH PATTERN



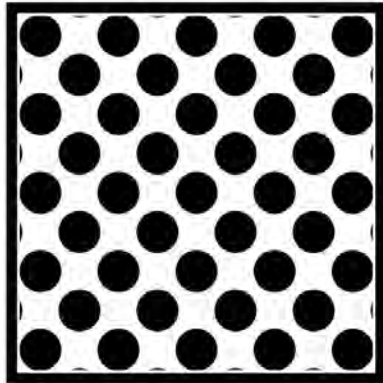
Coins and Mason jar rings were used to add pattern to the shark.

DIRECTIONS:

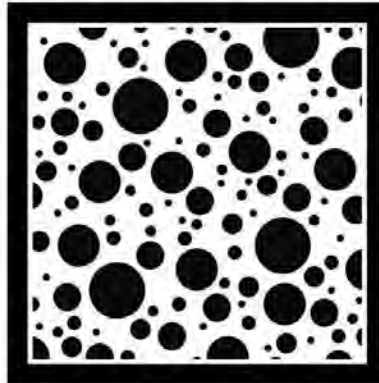
Create a work of art by assembling and layering household items together to create an image that incorporates pattern (*see more information below about patterns.*) It could be a small-scale design created on a tabletop or other surface, using coins, silverware or other small items to create an image, or it could be a large-scale design created on the floor using larger household items. The items used could be random and unrelated, or they could be themed, such as; only using kitchen utensils to create the image, or only using clothing, or stuffed animals, etc.

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.

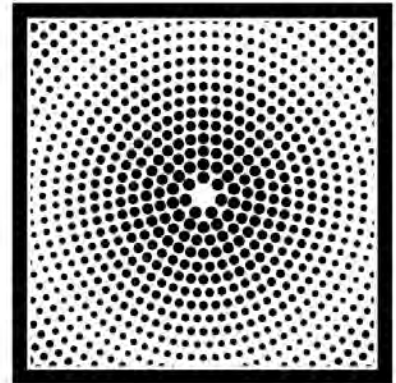
DEFINITION: Pattern in visual arts is the repetition of design elements (lines, shapes, forms, textures, colors, values.)



ORGANIZED



RANDOM



RADIAL

PATTERN RESOURCES:

YouTube Videos:

[Robot Art School - Elements & Principles of Art - Pattern](#) A short, fun video featuring examples of many types of patterns.

[Peep and the Big Wide World: The Road Not Taken Part 2](#) Short movie about Pattern

[Julia and Grover Search for Patterns | #SeeAmazing](#)

[Sesame Street: Elmo and Craig Robinson See a Pattern](#)

Books:

[Read Aloud: A-B-A-B-A---a Book of Pattern Play by Brian P. Cleary](#)

[Pattern Fish](#)

<https://www.storyjumper.com/book/read/3632612/The-Pattern-Hunt#page/22>

<https://www.storyjumper.com/book/read/29541906/THE-BOOK-OF-ILLUSIONS-#page/28>

<https://www.storyjumper.com/book/read/47296826/Oh-the-Patterns-of-the-Zoo#page/18>

Games:

[Patterns for Children](#)

<https://www.tynker.com/ide/v3?type=course&slug=activity:pattern-maker&chapter=0&lesson=0>

[Splash and Bubbles . Games . Sand Art Spectacular](#)
[1 P K Shape Patterns](#)

[Silk – Interactive Generative Art](#)

[The Color Cube Art Game | Interactive Arts Game for Kids | Paint Online](#)

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 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

Wayne-Westland Physical Education Elementary Distance Learning Lessons

Week of May 11th

Move It Monday

Today is a planking challenge!!! Use the link below and scroll down to the Solid Core challenge. Level I (K-1) Level II (2-3) Level III (4-5). After you're done with that, feel free to try any of the workouts!

[Darebee Planking Challenge](#)

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!

[Zumba Kids \(22 Short Videos\)](#) - Pick 4 of your favorites !!!

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 video below, record your family's dances and post to social media with the hashtag #kidsheartchallenge and #movemore.

[Jazz Routine](#)

Topic: Use personal, ethical, safety, and cultural factors in making decisions.

Kindergarten Read [How to Lose All Your Friends](#) by Nancy Carlson. Talk about what happened and how it could have been stopped.

1st Read [Tease Monster](#) by Julia Cook. Give examples of teasing vs not teasing and ask the student to explain if it is teasing or not.

2nd Discuss bullying behaviors and what we can do to prevent/end them.

3rd Repeat 2nd grade lesson.

4th Discuss how saying “I was just kidding!” or “It was just a joke!” doesn’t make unkind words excusable. There is a huge difference between harmless teasing and hurtful language. Discuss the differences and situations that are examples of both.

5th Repeat 4th grade lesson.

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

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