

3rd Grade

May 18 - May 22



John Wesley Powell Maps the Grand Canyon

by ReadWorks



On May 24, 1869, 10 men left Green River Station, Wyoming Territory, for uncharted waters. The men were a tough bunch. They considered themselves adventurers, fighters, hunters, and guides. Most of them had served in the Civil War.

Their leader was a natural historian named John Wesley Powell. Powell had also served in the army. (His right arm was amputated after taking a musket shot at the Battle of Shiloh.) After the war he taught geology at Illinois Wesleyan University.

Powell was an explorer and a scientist. He wanted to understand the natural conditions that formed the landscape of the American West. Powell had recruited nine other men, four of whom had explored the Rocky Mountains with him the year before. He needed the men to help him with an important expedition. He was leading the first exploration of the Colorado River by white men. The Colorado River is the largest and most important river of the American West. It starts in the Rocky Mountains and flows south and west across Colorado, Utah, and Arizona, and along the edges of Nevada and California. In the 19th century it regularly flooded and jumped its banks.

On the day of their departure, the 10 men piled their four boats with ammunition, traps, food, and scientific instruments. Getting to the Colorado River would take time. They started on the Green

River and spent over a month exploring the river and its tributaries. They named a canyon Gray Canyon after its gray sandstone walls. Later they entered an area called "Land of the Standing Rock" by Native Americans. This area was marked by red rock and many distinctive buttes.

On July 16, Powell's team arrived at the start of the Colorado River. A few days later, they began their journey down the Colorado. On August 5, the men came into a canyon with very high walls. Powell named it Marble Canyon. The rock was hard, and Powell expected to encounter rough rapids. For three days the canyon walls got higher and higher.

Powell's party had entered the Grand Canyon. No one had ever mapped the Colorado River through the Grand Canyon. For three days Powell's expedition floated through the Marble Canyon. On August 8, the team camped in Redwall Cavern. The cavern was a rock overhang that had been cut by the river. Powell wrote in his diary that the cavern could seat 50,000 people.

The men pushed on. For weeks they traveled downriver. They rowed when the river became narrow and shallow. They clung for their lives when the river fell into steep rapids. Some days they had no trouble; the river was wide and calm. On those days they climbed the canyon walls to survey the area and collect specimens or supplies. The wind swept across the arid landscape. Sandstone rocks appeared in the shapes of anvils, arches, and steeples.

On August 29, they arrived at the Grand Wash. The Powell Geographic Expedition had traveled 277 miles of the Colorado River through the Grand Canyon. Along the way they lost one boat and much of their food. Four of the men had abandoned the expedition.

Name: _____ Date: _____

1. What did Powell's team set out to explore?

- A. the Colorado River
- B. the Green River
- C. Redwall Cavern
- D. Marble Canyon

2. The passage describes a sequence of events in John Wesley Powell's exploration of the Colorado River. What did Powell and his men do after they entered the Grand Canyon?

- A. They entered "Land of the Standing Rock."
- B. They explored the Green River.
- C. They explored a canyon they named Gray Canyon.
- D. They camped in Redwall Cavern.

3. Exploring the Colorado River was sometimes dangerous for Powell and his men. What evidence from the passage supports this statement?

- A. "Sandstone rocks appeared in the shapes of anvils, arches and steeples."
- B. "They clung for their lives when the river fell into steep rapids."
- C. "The cavern was a rock overhang that had been cut by the river."
- D. "For three days the canyon walls got higher and higher."

4. Why may four men have abandoned the expedition?

- A. The men were bored of exploring rocky landscapes.
- B. The men on the expedition ran out of money.
- C. Exploring the Colorado River was often difficult.
- D. The weather during the expedition was too hot.

5. What is this passage mostly about?

- A. Powell's expedition to explore and map the Colorado River
- B. the four men who abandoned Powell's expedition
- C. how the Grand Canyon got its name
- D. the dangerous whitewater rapids along the Colorado River

6. Read the following sentences: "Some days they had no trouble; the river was wide and calm. On those days they climbed the canyon walls to **survey** the area and collect specimens or supplies. The wind swept across the arid landscape. Sandstone rocks appeared in the shapes of anvils, arches and steeples."

What does the word "**survey**" mean as used in this sentence?

- A. to damage or destroy something
- B. to move far away from something
- C. to ignore or pay no attention to something
- D. to look at or study something closely

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

Powell's team of explorers had to pack many things in their boats, _____
ammunition, traps, food, and scientific instruments.

- A. on the other hand
- B. including
- C. finally
- D. in closing

8. What was one main canyon that Powell's expedition explored?

9. What did Powell hope to learn during his explorations?

10. Why was the exploration of the Colorado River an important expedition for Powell?

Trouble in the Ocean

Save the Ocean Animals

Some sea creatures need help.

Many kinds of animals live in the ocean. Some of those animals are endangered. That means they are in danger of dying out. Only a few are left in the world. Scientists are trying to keep endangered animals safe.

Green Sea Turtle



Pacific Stock/SuperStock

The green sea turtle lives in warm waters. An adult green sea turtle eats mostly plants. It can weigh up to 440 pounds. Its shell can grow to 4 feet long. A green sea turtle can't pull its head into its shell the way some turtles can.

Why are green sea turtles endangered? People hunt them for their meat and eggs. The turtles also get trapped in nets used to catch fish. Pollution hurts the turtles too. If turtles eat trash, it can kill them.

Blue Whale



Denis Scott/Corbis

The blue whale is the largest animal in the world. It is as big as an airplane. The whale can grow to 90 feet long and weigh more than 100**tons**. A ton is equal to 2,000 pounds.

The blue whale lives in all the oceans. It eats tiny animals called krill. A blue whale can eat about 4 tons of krill each day.

Blue whales are endangered. People once hunted them for

their meat and fat. The fat was used to make oil for lamps. Special laws now protect blue whales. People no longer hunt them.

Great White Shark



Stephen Frink/Science Faction/Corbis

The great white shark is the largest meat-eating shark. It grows to about 15 feet long. It weighs up to 5,000 pounds. The shark has rows of long, sharp teeth. It eats fish, dolphins, seals, and other ocean animals.

Great white sharks are often found in waters near the coast. A coast is land next to the ocean.

People are a threat to great white sharks. People hunt them for their teeth, jaws, and meat. The sharks also get caught in fishing nets.

Name: _____ Date: _____

1. What does "endangered" mean?

- A. in danger of dying out
- B. in danger of being eaten
- C. in danger of getting sick
- D. in danger of being hunted

2. What does the text list and describe?

- A. three laws passed to protect ocean animals
- B. three endangered ocean animals
- C. three types of pollution that harm ocean animals
- D. three ways people are working to protect oceans

3. Fishing nets can be harmful to a number of species. What evidence from the text supports this conclusion?

- A. Some ocean animals are endangered, or in danger of dying out.
- B. People are a threat to great white sharks.
- C. Green sea turtles and great white sharks get trapped in fishing nets.
- D. Blue whales used to be hunted for their meat and fat.

4. What is a common threat of great sea turtles, blue whales, and great white sharks?

- A. fishing nets
- B. food shortages
- C. pollution
- D. humans

5. What is the main idea of this text?

- A. Green sea turtles, blue whales, and great white sharks are protected by special laws.
- B. Green sea turtles, blue whales, and great white sharks live in the ocean.
- C. Green sea turtles, blue whales, and great white sharks are endangered animals.
- D. Green sea turtles, blue whales, and great white sharks get caught in fishing nets.

6. Read this sentence from the text:

"People are a threat to great white sharks. People hunt them for their teeth, jaws, and meat."

What does the author mean by the sentence, "People are a threat to great white sharks"?

- A. People put great white sharks in danger.
- B. People scare great white sharks.
- C. Great white sharks put people in danger.
- D. Great white sharks scare people.

7. Choose the answer that best completes the sentence.

Blue whales were once hunted for their meat and fat, _____ now special laws protect them from being hunted.

- A. soon
- B. also
- C. like
- D. but

8. What has helped protect blue whales?

9. Explain why green sea turtles are endangered.

Support your answer with evidence from the text and images.

10. Compare the reasons why green sea turtles, blue whales, and great white sharks are endangered.

Support your answer with evidence from the text and images.

Lionel Messi

by ReadWorks



Daniel Borges, Licença Creative Commons Atribuição 3.0 Brasil

One of the most popular sports worldwide is soccer. And one of the best-known soccer players is Lionel Messi!

Lionel Messi is a famous soccer player from Argentina. He first began playing soccer as a young boy. He had a hormone problem that stopped him from growing normally, so he was smaller than other kids his age. But that didn't stop him from playing against them - and winning!

Lionel was so good that a soccer training academy in Spain took notice. He was invited to train in Spain. The club there even offered to pay for the medicine Lionel needed to correct his hormone problem! So Lionel and his family moved to the new country. There, Lionel worked on his soccer skills. He was fast, determined, and hard-hitting on the soccer field. He became more and more famous and admired as he helped his teams in Spain win victory after victory.

In 2012, Lionel broke a number of records. He scored more goals in games that year than

anyone else had ever scored in a single year. He scored 91 goals!

Lionel Messi is thought of as one of the best soccer players in the world. But he also is notable for what he does beyond the world of sports. Lionel fights for children's rights around the world. He also has a charity foundation. His foundation helps at-risk kids get education and health care.

With his skills and generosity, Messi inspires kids and adults both on and off the soccer field.

Name: _____ Date: _____

1. Who is Lionel Messi?

- A. a famous basketball player from Argentina
- B. a famous chess player from Argentina
- C. a famous hockey player from Argentina
- D. a famous soccer player from Argentina

2. The text discusses different events in Lionel Messi's life. What happened after he moved to Spain with his family?

- A. He started having a hormone problem that stopped him from growing normally.
- B. He played soccer for the first time.
- C. A soccer training academy invited him to train with its club.
- D. He helped his teams in Spain win victory after victory.

3. Read these sentences from the text:

Lionel fights for children's rights around the world. He also has a charity foundation. His foundation helps at-risk kids get education and health care.

What conclusion does this information support?

- A. Lionel Messi is one of the best soccer players of all time.
- B. Lionel Messi faced challenges when he was growing up.
- C. Lionel Messi has done good work beyond the world of sports.
- D. Lionel Messi did not let his health problems stop him from becoming a great soccer player.

4. What can be concluded about Lionel Messi's experience in Spain?

- A. Lionel Messi had a positive experience in Spain.
- B. Lionel Messi had a negative experience in Spain.
- C. Lionel Messi had a disappointing experience in Spain.
- D. Lionel Messi had a confusing experience in Spain.

5. What is the main idea of this text?

- A. Lionel Messi had a hormone problem that stopped him from growing normally.
- B. Lionel Messi's skills and hard work helped him become one of the best soccer players of all time.
- C. Lionel Messi has a charity foundation that helps at-risk kids get education and health care.
- D. Soccer is one of the most popular sports in the world.

6. Read these sentences from the text:

In 2012, Lionel broke a number of records. He scored more goals in games that year than anyone else had ever scored in a single year. He scored 91 goals!

As used in the text, what does the phrase "broke a record" mean?

- A. broke a music record in pieces
- B. achieved something no one else had achieved
- C. faced hard times and challenges
- D. gave up and quit

7. Choose the answer that best completes the sentence.

Lionel Messi had a hormone problem that stopped him from growing normally. _____, that did not stop him from playing soccer against other kids his age and winning.

- A. In addition
- B. Unfortunately
- C. However
- D. As a result

8. What is one of Lionel Messi's accomplishments?

9. Explain at least two reasons why Lionel Messi may have become one of the best soccer players in the world.

Support your answer with evidence from the text.

10. To inspire means to give someone the desire or courage to do something. Why might Messi inspire kids and adults?

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.

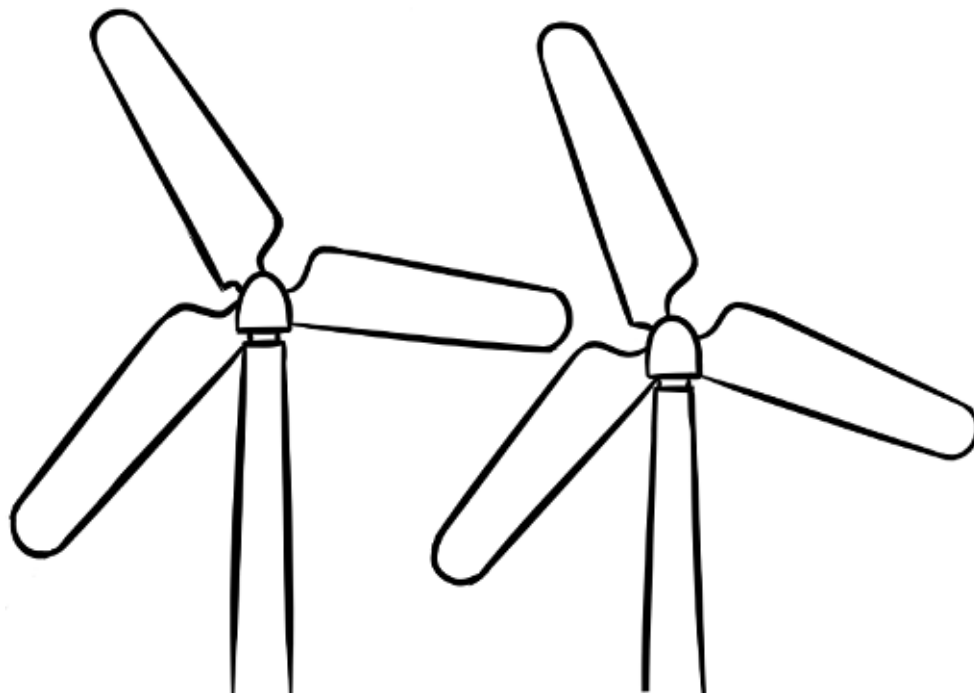
Authors use content words to explain a concept or idea. Use context clues to figure out what a content word means. You can also use a print or digital dictionary.

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.



Copyright © McGraw-Hill Education. Permission is granted to reproduce for classroom use.

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 with Six

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

23.	$10 \times 6 =$	
24.	$9 \times 6 =$	
25.	$4 \times 6 =$	
26.	$8 \times 6 =$	
27.	$3 \times 6 =$	
28.	$7 \times 6 =$	
29.	$6 \times 6 =$	
30.	$6 \times 10 =$	
31.	$6 \times 5 =$	
32.	$6 \times 4 =$	
33.	$6 \times 1 =$	
34.	$6 \times 9 =$	
35.	$6 \times 6 =$	
36.	$6 \times 3 =$	
37.	$6 \times 2 =$	
38.	$6 \times 7 =$	
39.	$6 \times 8 =$	
40.	$11 \times 6 =$	
41.	$6 \times 11 =$	
42.	$12 \times 6 =$	
43.	$6 \times 12 =$	
44.	$13 \times 6 =$	

A

Number Correct: _____

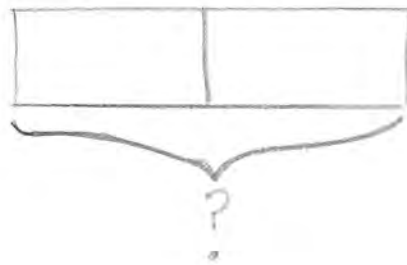
Multiply and Divide by Six

1.	$2 \times 6 =$	
2.	$3 \times 6 =$	
3.	$4 \times 6 =$	
4.	$5 \times 6 =$	
5.	$1 \times 6 =$	
6.	$12 \div 6 =$	
7.	$18 \div 6 =$	
8.	$30 \div 6 =$	
9.	$6 \div 6 =$	
10.	$24 \div 6 =$	
11.	$6 \times 6 =$	
12.	$7 \times 6 =$	
13.	$8 \times 6 =$	
14.	$9 \times 6 =$	
15.	$10 \times 6 =$	
16.	$48 \div 6 =$	
17.	$42 \div 6 =$	
18.	$54 \div 6 =$	
19.	$36 \div 6 =$	
20.	$60 \div 6 =$	
21.	$___ \times 6 = 30$	
22.	$___ \times 6 = 6$	

23.	$___ \times 6 = 60$	
24.	$___ \times 6 = 12$	
25.	$___ \times 6 = 18$	
26.	$60 \div 6 =$	
27.	$30 \div 6 =$	
28.	$6 \div 6 =$	
29.	$12 \div 6 =$	
30.	$18 \div 6 =$	
31.	$___ \times 6 = 36$	
32.	$___ \times 6 = 42$	
33.	$___ \times 6 = 54$	
34.	$___ \times 6 = 48$	
35.	$42 \div 6 =$	
36.	$54 \div 6 =$	
37.	$36 \div 6 =$	
38.	$48 \div 6 =$	
39.	$11 \times 6 =$	
40.	$66 \div 6 =$	
41.	$12 \times 6 =$	
42.	$72 \div 6 =$	
43.	$14 \times 6 =$	
44.	$84 \div 6 =$	

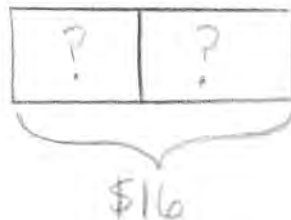
Problem 1

Richard has 2 cartons with 6 eggs in each. As he opens the cartons, he drops 2 eggs. How many unbroken eggs does Richard have left?



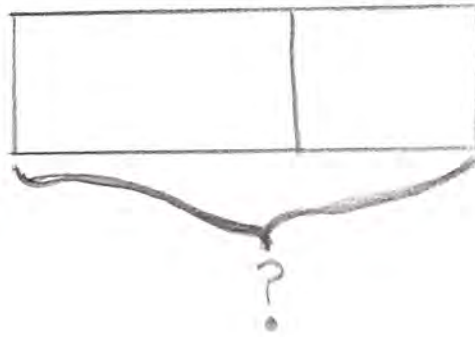
Problem 2

Mark spends \$16 on 2 video games. Each game costs the same amount. Find the cost of each game.



Problem 3

There are 75 students in Grade 3. There are 44 more students in Grade 4 than in Grade 3. How many students are in Grade 4?





See Primary-Source
Related Media...



studiesweekly.com

The Animal Kingdom

The animal kingdom is the favorite of many scientists. There are many kinds of living things in the animal kingdom. And the animal kingdom has all shapes and sizes you can think of! There are super-large animals like blue whales and elephants. Animals can also be small like tadpoles and ants. They can be fuzzy like a cat or colorful like a butterfly! This week we are going to learn about some of the groups in the animal kingdom such as fish, reptiles and mammals.

Scientists have learned amazing things about animals. Some scientists spend their lives learning about a single kind of animal. Some scientists study strange creatures, like the blood-sucking leech! Why study

something as yucky as a leech? Well, scientists found that leeches make a liquid that can be used as a medicine. Even a blood-sucking leech can be helpful!

Perhaps someday you will grow up to be a zoologist (a scientist who studies animals). That's why it's important to read this issue of Science Studies Weekly. Inside, you will learn all about our animal world. We'll read about important characteristics that divide animals into kingdoms. We'll even learn about the diversity of vertebrate animals (birds, mammals, reptiles, fish and amphibians). And we'll discuss the behaviors of different animals and how these behaviors help animals to survive and reproduce. Read on!



Tracking Animals

Mini-Lab

Have you ever seen animal footprints in the mud? All animals leave tracks, and studying them can help you learn more about that animal. You can find out what kind of animals left the tracks and whether they were walking or running as they went. By looking at the footprints, expert trackers can tell about how much an animal weighed and whether it may have been hurt. Here's how to make a plaster cast of an animal track, so that you can study it.

What You Need

- a strip of cardboard 1-inch wide and about 16-18 inches long
- duct tape

- an old bowl or other container
- plaster of paris
- water

Directions

1. Form the cardboard strip into a circle and use duct tape to hold the ends together.
2. Look for animal tracks. The best time to look is after it has rained, when the ground is still soft.
3. When you find a track, press the cardboard circle into the ground around the track. This is the mold for your plaster cast.

4. Mix the plaster in the bowl. (Follow the directions on the package.)
5. Pour the plaster into the mold and let it set for at least one hour.
6. When the plaster is hard, lift the cast and take off the cardboard.

Do some research on animal tracks. You can find lots of books in the library that will help you learn to recognize the tracks of different animals. Or, ask an adult to help you log on to <http://www.dnr.state.wi.us/org/caer/ce/seek/nature/track.htm>. You'll find some great information about animal tracks, and you can take a quiz to see how much you've learned.



Animal Kingdom

There are many different kinds of animals. Each kind has special parts and special ways of doing things that help them live, eat and survive dangers. Here are some ways:



Mammals are warm blooded. They feed their babies milk. They make their own heat. Mammals have the biggest brains of all animals. Hey, we are mammals!

Amphibians are animals that can live in and out of water. They breathe through their skin. A frog is an amphibian.



Birds are not mammals. They are warm blooded. Most of them fly. Some birds can hunt at night. They can see in the dark, like an owl.

Reptiles have scales, and they are cold blooded. They need to warm up by staying out in the sun. Some reptiles, like tiny lizards, are so small they fit in your hand. Others, like crocodiles, can be longer than a car. A snake is a reptile. A turtle is one, too.



Look at all the unique characteristics different animals have!

Move

Animals have different ways of getting around.

Fins—Fish use fins to swim.

Wings—Birds use wings to fly.

Legs—This frog uses his legs to jump.

Claws—This cat uses claws to climb.



Feet—Did you know a clam has one foot to get around?

Jet power—Squids use their bodies to squirt water and move very fast!



Find Food

Each of these animals uses different ways of finding and catching food.

Smell—A bear can smell food from miles away.

Hear—Wolves can hear other animals to hunt.

Sonar—Bats bounce squeaks off of insects to find food.

Sharp eyes—Hawks can see a mouse a mile away!



Wolves hunt together in packs.

Protect

Animals have different ways of protecting themselves.

Shape—This stick bug looks like a stick so that animals won't eat it.

Armor—Rhinos have thick armor to protect them.

Quills—Hedgehogs have sharp quills to protect them from predators.

Fur—Rabbits have thick fur to keep them warm on cold days.



Science, Then & Now

Life Spans

Sometimes it takes the work of scientists long ago and scientists today to figure something out.

Some science studies have been going on for a long time. We don't know how long some animals live. Some animals, like certain kinds of tortoises, live a lot longer than humans.

One giant tortoise lived 177 years, with different owners of course. The first scientists saw it when it was young. Later, other scientists were around to see it grow old and die.

The good news is that we can sit around and wait to see how long the fruit fly lives. It lives about a month. A tarantula can live for about 30 years.

Some bristle-cone pine trees are more than 4,000 years old. Maybe ancient scientists planted them.



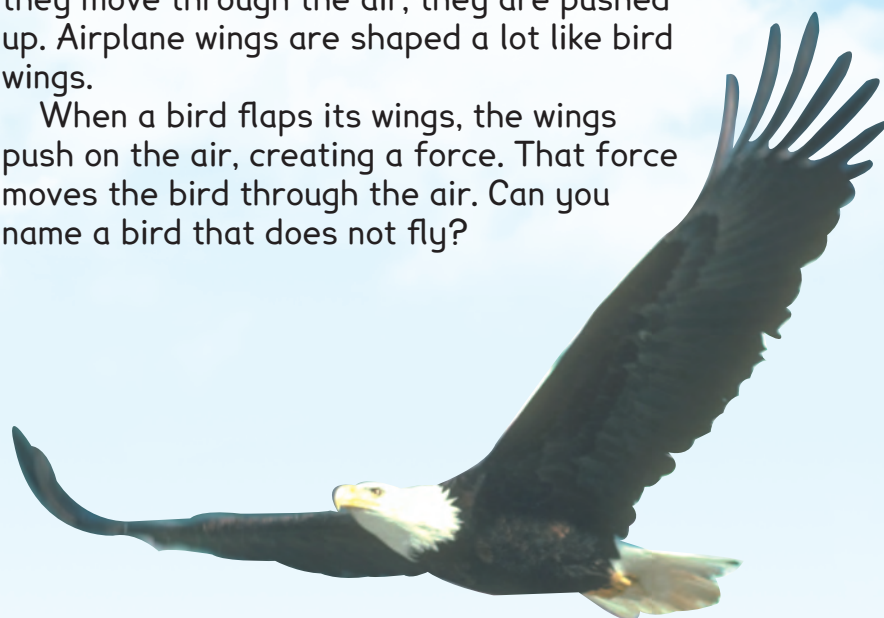
One tortoise had a life span of 177 years.

How do birds fly?

This Week's Question

Birds have wings, of course. Wings are pretty special. They are shaped in a special way. When they move through the air, they are pushed up. Airplane wings are shaped a lot like bird wings.

When a bird flaps its wings, the wings push on the air, creating a force. That force moves the bird through the air. Can you name a bird that does not fly?





Fish breathe underwater with their gills. They suck the oxygen from the water. Some fish live deep in the ocean where there is little light!

Bones or no bones?

Some animals have backbones. They are called vertebrates. Animals like crabs and bugs have no backbones. They are the subject of week 24. So stay tuned!

A dog has a backbone; a beetle does not.



animals have to survive!

Eat

Here are some of the many examples of how animals eat. The mouth is an important tool.

Jaws—Sharks have large jaws so that they can get a big bite.

Pincers—Shrimp have little mouths with pincers next to them that grab foods.



Teeth—These tigers have sharp teeth to grab hold of food.

Snouts—Anteaters use their long snouts to get their favorite food—ants.



In the Lab

Making a Bird Feeder

Introducing the bird attractor! Many people have bird attractors (bird feeders). In this experiment, let's turn your back porch, yard or window sill into a laboratory for watching birds. Get out your science journal and write down what you see after you make your bird attractor!

Birds love to eat seeds, berries, fruit and other things. A bird feeder can help attract many birds to your home.

Here is a simple bird feeder that you can make.

What You Need

- pine cone
- peanut butter
- wild birdseed
- string
- different crunchy cereals
- raisins or other dried fruits
- bread crumbs



Directions

1. Tie the string to the pine cone so that it can be hung from a tree branch or hook.
2. Smear some peanut butter onto the pine cone
3. Roll the pine cone in birdseed, raisins, cereal and bread crumbs until it is covered.
4. Hang the pine cone from the tree or hook and wait for the birds to come.

Which birds eat which kinds of foods? Different birds like to eat different things.

Here's another great idea. Go to your library and get a book on birds. Try to identify the birds that eat at your bird attractor.

Science Tools

Radio Finders

Scientists like to follow animals to study them. They use radio transmitters to find them in the wild. Little radio transmitters are placed on whales, dolphins, wolves, birds and even grizzly bears. The transmitters send signals to a satellite in outer space. Scientists use special equipment to pick up the signals and find the animals or keep track of where they are swimming, running, or climbing.

Here's a great website where you can track turtles with GPS: www.conserveturtles.org

The people at the Sea Turtle Survival League have made it possible for you to track different sea turtles. They've named several turtles and you can track them in the Atlantic Ocean or the Caribbean Sea. All of the turtles have their own satellite backpack, so you can follow them by checking the website as often as you like. There are also charts your class can download and print out. It's fun to see exactly where your turtle has roamed. If you really fall in love with a turtle, you can adopt it. The next time you're surfing the Internet, take a few minutes to track a turtle.

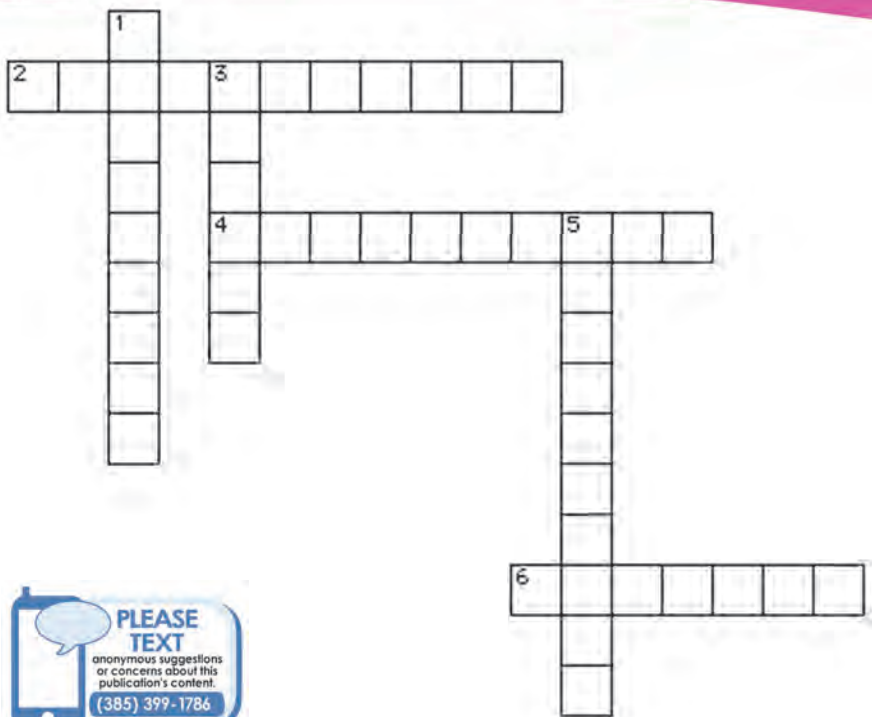
Jane Goodall (1934-Present)

Spotlight

Jane Goodall loved to play with animals when she was a girl. She is famous for studying chimpanzees, a kind of ape that lives in Africa. She would live in the area where the chimps lived and would watch them. She always wrote down what she saw. She found out many things about chimps. Chimps have families, make tools to get food, and take good care of their babies. She learned that chimps help each other survive by living in family groups and caring for each other. Jane Goodall has taught us so much about chimpanzees and the way they live.



Name _____



- ACROSS**
- 2. a tool that helps scientists find animals in the wild
 - 4. an animal with a backbone
 - 6. warm-blooded animals that feed milk to their young

- DOWN**
- 1. a tool in outer space that can be used to study animals on Earth
 - 3. a way of asking questions to study something
 - 5. animals that live in and out of water and breathe through their skin.

WORD LIST

- | | | |
|------------|------------|-------------|
| mammals | vertebrate | transmitter |
| amphibians | satellite | survey |

Scientific Survey

Mini-Lab

A survey is a good way to collect information. A survey is a way of asking questions to study something. Scientists use surveys all the time. Use your classmates, friends, or family to fill out this survey. Ask each person the questions, and write down their answers in your science journal.

- 1. What kinds of animals do you have at your house?
- 2. Does a boy or a girl own the pet? (Make sure you include yourself if you own a pet.)
- 3. How old is the person that owns the pet?
- 4. What color is it?
- 5. How big is it?
- 6. What did you find about the animals that people you asked have? Can you discover any patterns? For example, are there certain kinds of pets that girls own more often than boys? Do grown-ups have different kinds of pets than kids?



What's in a bird nest?

Birds often abandon their nests. Sometimes it's because the parents realize that the eggs are not developing and will not hatch. Sometimes they move for survival. They go to a place where there is more food or fewer predators. Often, an abandoned nest just means that all the eggs have hatched, and the bird family has moved on.

Many birds fly south for the winter, so you're more likely to see an abandoned nest in the late fall or early winter. If you see a nest you think has been abandoned, watch it carefully for a few days to make sure the birds are not coming back. Then ask an adult to get the nest for you.

You'll probably want to do the next part of this activity outside. Place the nest on a table. (Cover the table with newspaper first if it's your picnic table!) Look at the different materials that are in the nest. Use tweezers to separate the pieces. You may find straw, feathers, grass, string, leaves and even paper. You may also find things that surprise you. Some birds use cloth, aluminum foil, snake skin and even bits of spider webs to make their nests. In your science journal, make a list of all the things you find.

Let's Investigate

Sometimes detectives work together to solve a case. Sometimes scientists work together on an investigation. Whenever people work together, it's a good idea to brainstorm some ideas first. Here are some rules for brainstorming with your fellow science detectives:

- Only one person at a time may speak.
- Listen to each other.
- Respect everyone's ideas.
- Have someone in the group record the ideas.
- Write down all ideas, even if they seem silly or strange at first.



Jane Goodall

Even
Mother Nature
has an agent.

STEWARDSHIP

Pass It On.

VALUES.COM THE FOUNDATION FOR A BETTER LIFE



Michigan Business Development

As we have been learning, our state depends greatly on its natural resources to determine the industries and businesses we have. These include lumbering, mining, furniture making and the auto industry, to name just a few. But, our country and state are changing. Some of these businesses are becoming outdated. We need to make changes to keep competition in the future. This has led our state to start planning and make choices for the benefit of its citizens. Read on to learn about some of these ideas.

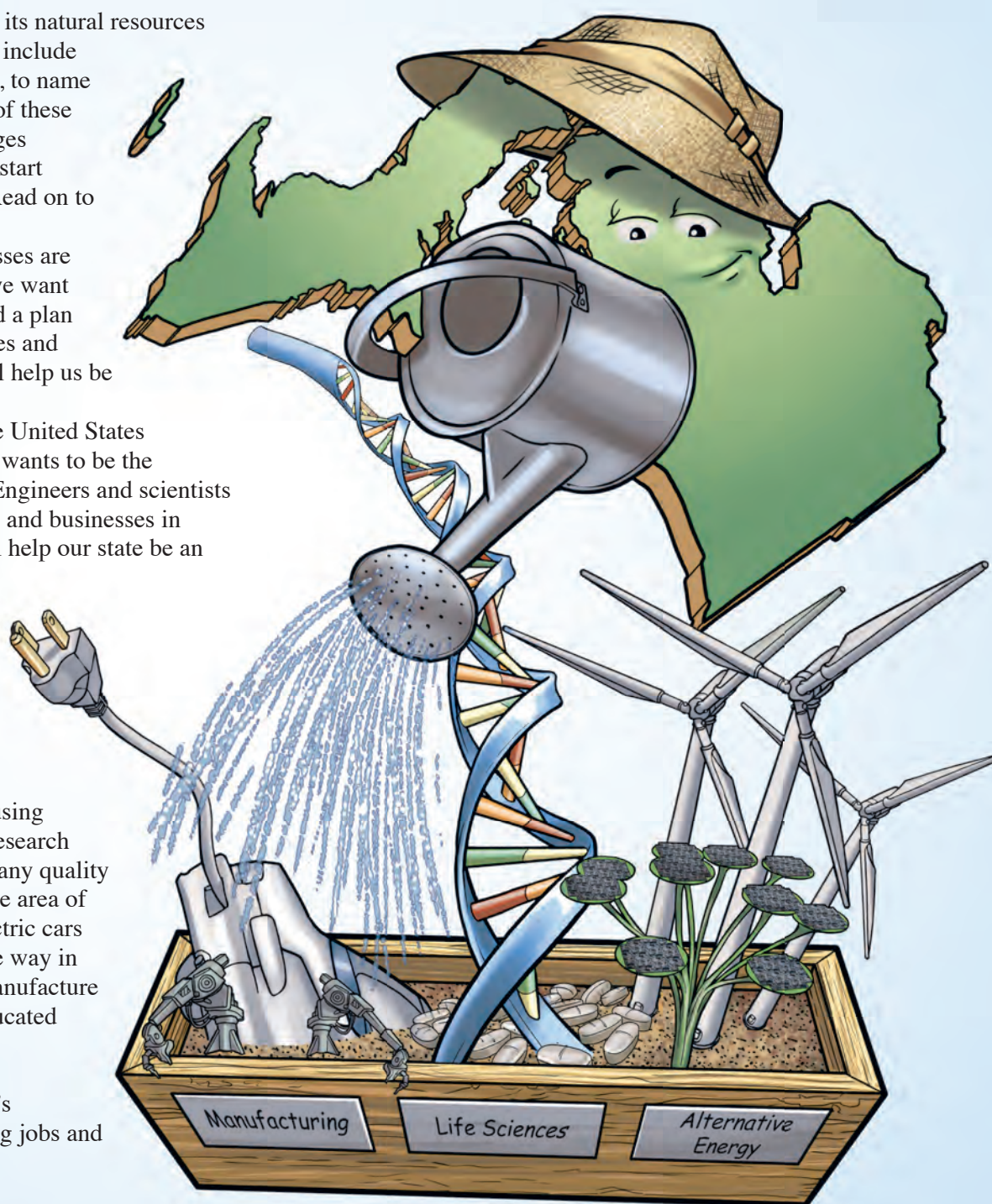
A successful and thriving state is one where the businesses are strong and the workers are in high demand. That is what we want for Michigan. To achieve this goal, our state has developed a plan to make us an economic leader again. Having great colleges and universities, a skilled workforce and staying dedicated will help us be successful.

Many areas of business in Michigan and throughout the United States are growing. The first area is alternative energy. Michigan wants to be the leader in developing new and “greener” forms of energy. Engineers and scientists are working toward creating cleaner power for the citizens and businesses in our state. Investing in wind, solar and hydroelectricity will help our state be an economic and environmental leader.

The area of life sciences is another growing business category. This includes finding new ways to prevent and treat diseases, as well as designing and manufacturing medical equipment and devices. Companies in the area of life science continue to experiment, learn and grow while helping our citizens in many ways.

Another growing and expanding business category is manufacturing. Manufacturing is the making of products using people and machines. Advanced manufacturing includes research and development as well as production. While there are many quality goods produced in Michigan, much of our industry is in the area of vehicles and automobiles. Manufacturing batteries for electric cars is a pretty new technology, and Michigan wants to lead the way in making the energy cells. Workers are needed to design, manufacture and test the batteries. The workers will need to be well educated and well trained. This field has a lot of potential to benefit Michigan’s economy.

All of these new business categories are growing. That’s helping Michigan become an economic leader by providing jobs and increasing the economic activity in our state.



Connections

Kalamazoo Promise

One idea that is keeping some people in Michigan is the Kalamazoo Promise. The Promise is a privately funded program that provides a free college education for students graduating from Kalamazoo public schools. The mission of the Kalamazoo Promise is to better the community and help to boost the local economy by increasing the number of college bound students graduating from the public high schools. The

Promise has the hope that the community will become a better place by investing in the students and the citizens.

The Kalamazoo Promise gives each graduate of Kalamazoo public high schools the opportunity to attend a Michigan public college or university with up to a 100 percent tuition scholarship. Qualifying students need to live in the Kalamazoo district and have attended Kalamazoo public

schools for at least four continuous years. Students must be admitted to the college or university and maintain a 2.0 grade point average. The Kalamazoo Promise provides up to four years of tuition for each student.

This is just one program designed to keep residents in Michigan and to help make our state stronger. Everyone knows that getting a good education is an important step to becoming a valuable citizen and Michiganiaan.



Competition among businesses benefits consumers in many ways. More competition means that we, the consumers, have more choices. When many businesses offer the same goods and services, they compete for customers and sometimes have to lower their prices. Competition also encourages producers to make more of the goods or provide more of the services that people want and need.

When companies compete for business, the consumer can get the best price and quality. That is because the companies know that if they do not make the customer happy, the customer will give his or her money to another company. Competition also encourages businesses to be creative. Each business wants to make the best product or provide the best service to win the customer's loyalty.

There is even an agency set up by the government to make sure that businesses are competing fairly. The Federal Trade Commission promotes competition and makes sure that consumers get a quality product for a fair price.

Sometimes there is no competition. A monopoly is a situation in which only one business or company offers a good or service. With a monopoly, consumers do not have a choice, so the business does not have to work as hard to keep customers. Monopolies are not good for the consumer because the price might be higher and the quality of the product or

service might not be as good. Let's look at two examples. First, imagine a monopoly in a business providing a good.

If there is only one coffee shop in town and you don't have time to make coffee every morning, that coffee shop is your only choice. Even if their coffee is not that good, you and other consumers might still buy it. Also, the coffee shop can charge more for its product because there is no competition. The coffee shop owner knows that the consumers can't get their morning coffee somewhere else.

A monopoly in a business that provides a service is also bad for the consumer. Imagine only one choice for garbage pick-up at your house. Even if the garbage company is not reliable or doesn't do a good job, you have no other choice. The company owner can even charge more for the service because he or she knows that the consumer needs the service and has no other choice.

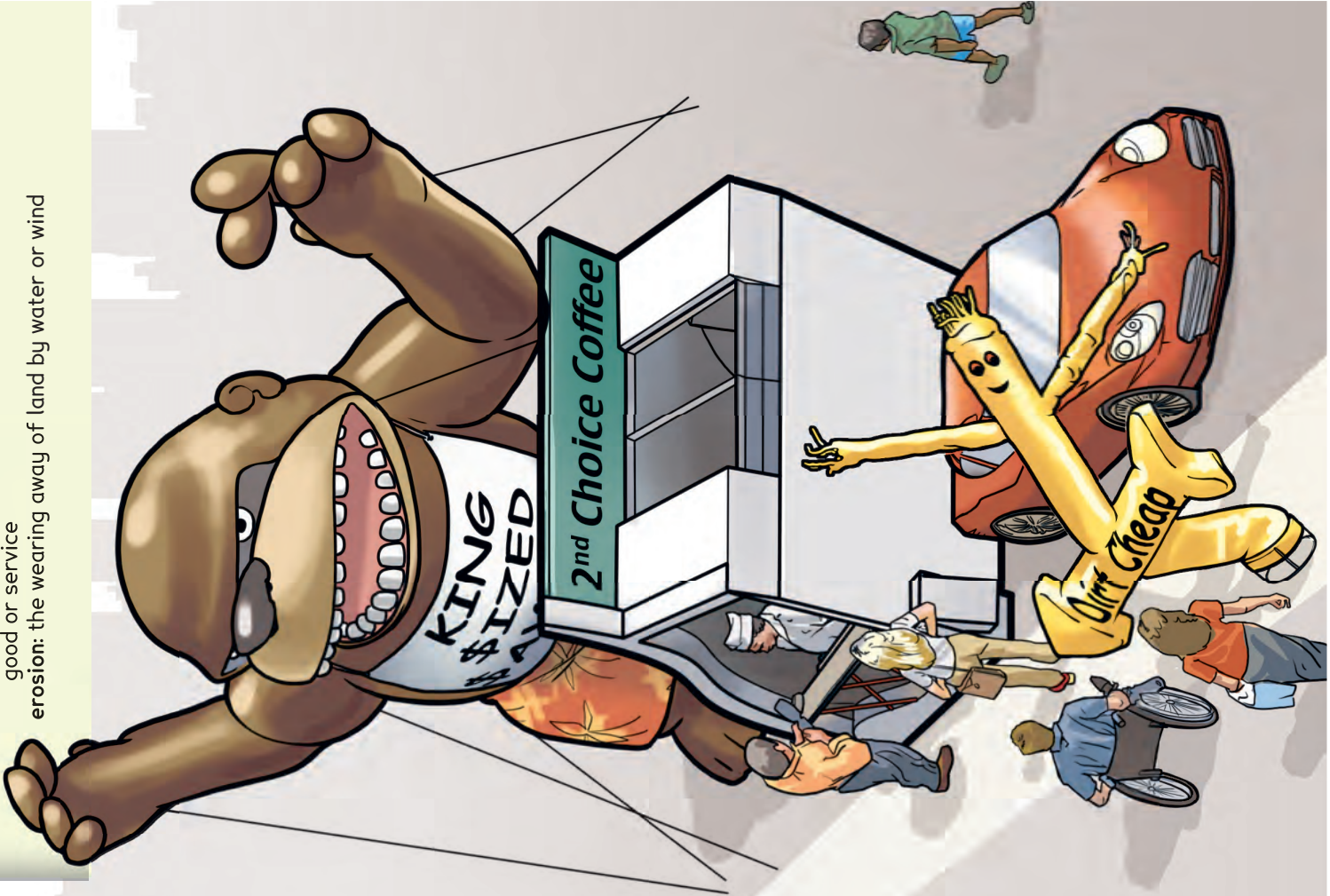
In these examples, the businesses do not have to provide a fair deal or give good service. The customer has no choice but to use them. But suppose someone came along with the idea to provide some competition for these businesses? What would happen to the coffee shop and garbage company? If the new businesses offered better service or lower prices, many of the customers would switch. The business would lose money unless they improved their service and/or lowered their prices too. That is why competition among businesses is important. It helps the consumer, or us, get better deals and service.

Do you agree that competition among businesses is a good thing? Next time you go shopping with your family, talk about why you shop at certain businesses.

Competition in Business

Words to Know

thriving: growing and being successful
alternative energy: energy sources not from fossil fuels; wind and solar energy are examples
life sciences: sciences that deal with health and medicine
manufacturing: making products
competition: the efforts of similar businesses to get and keep customers
consumers: people who buy and use goods and services
monopoly: a situation in which only one business is providing a good or service
erosion: the wearing away of land by water or wind



Michigan Places

Pictured Rocks

The Pictured Rocks are located along the shore of Lake Superior, the largest of the five Great Lakes. The Pictured Rocks extend for 15 of the 40 miles of Pictured Rocks National Lakeshore near Munising in the U.P. As our country's first national lakeshore, the Pictured Rocks makes a great tourist destination. The beautiful landforms reach heights of more than 200 feet and are made of sandstone. They range in color from tan to darker brown with streaks of white and orange. The cliffs get their unique colors from minerals found in the rocks.

Battleship Row, Indian Head and Rainbow Cave are a few of the names of the formations, but Miners Castle is the most famous. These fantastic landforms were made by years of wind and water erosion. You may be surprised to hear that all of the Pictured Rocks landforms are constantly changing. In April 2006, Miners Castle changed when a rock fall occurred, and the right tower fell into Lake Superior. Rock falls are caused by cycles of freezing and thawing. They mostly happen in the spring and fall.



Miners Castle

Did You Know?

Pie Wars

There are fun places to visit all over Michigan. Many are interesting landmarks like Pictured Rocks. Others are man-made. Both natural and man-made visitor attractions bring tourist money to our state.

In the northern Lower Peninsula, you can visit two giant pie tins, showing the "war" to bake the biggest pie. In 1976, Charlevoix wanted to bake the world's largest pie for its annual cherry festival. The pie weighed 17,420 pounds, a world record. But Traverse City had an annual cherry festival too. In 1987, they decided to bake a bigger pie. Chef Pierre Bakeries baked a pie weighing 28,350 pounds. The Guinness Book of World Records declared it the largest pie ever.

Traverse City's record was broken in 1992 when a town in Canada baked a pie weighing 39,683 pounds. Michigan's giant pie tins may not be the largest, but they are fun to see.



Michigan Timeline

Jan. 26, 1837 – Michigan becomes a state

As we read last week, on Jan. 26, 1837, Michigan became the 26th state in our nation. It happened after enough people moved to the territory and we wrote our state constitution.

President Andrew Jackson signed the bill into law, and Michigan was born. How long has Michigan been a state? Use a calculator to figure it out.

How did we get the name Michigan? It came from an American Indian word, "meicigama," which means great water or large lake. This is a perfect name for our state because four of the five Great Lakes, the largest in the United States, touch Michigan. Our state also has the longest shoreline border with the Great Lakes almost 3,300 miles!



Economics

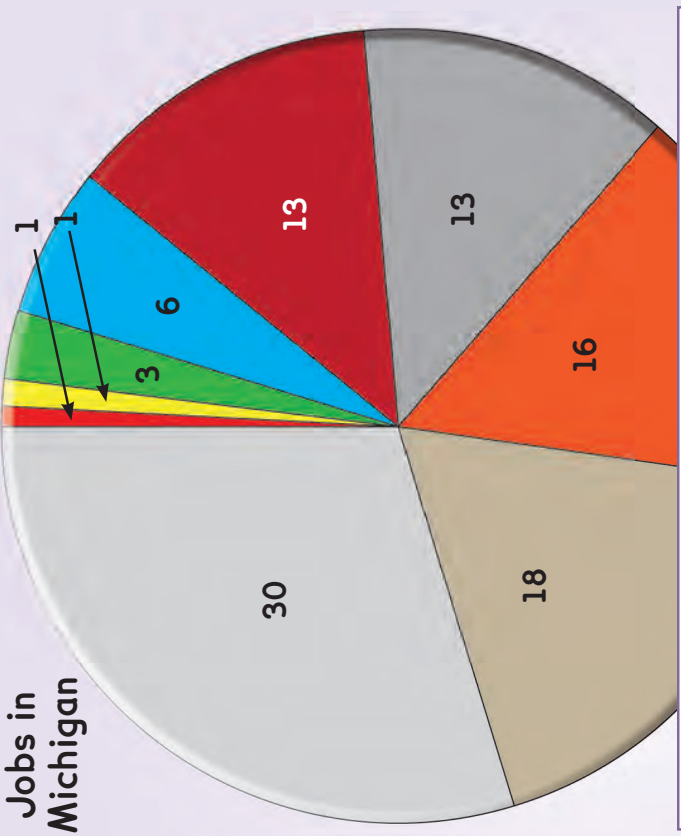
Michigan People and Jobs

So, why do people live and work in Michigan and what do they do here? People working in the leisure service area include theaters, sporting events, hotels and other jobs that provide useful services but don't make a product. Trade jobs include people working in stores and shops. Transportation includes airlines, buses, trains and others who help people get where they need to be.

Depending on the demand for certain services and products, jobs can be moving in or out of our state. When jobs move, people must make the choice about doing the same. Do they move their family to follow employment, or do they stay and look for another job? The chart here shows approximately how many people work in the different businesses in our state. This is how our citizens earn their living, but it is always changing. Workers change professions, move out of the state or retire. Many return to school to learn a new set of job skills.

Answer the questions below using the graph.

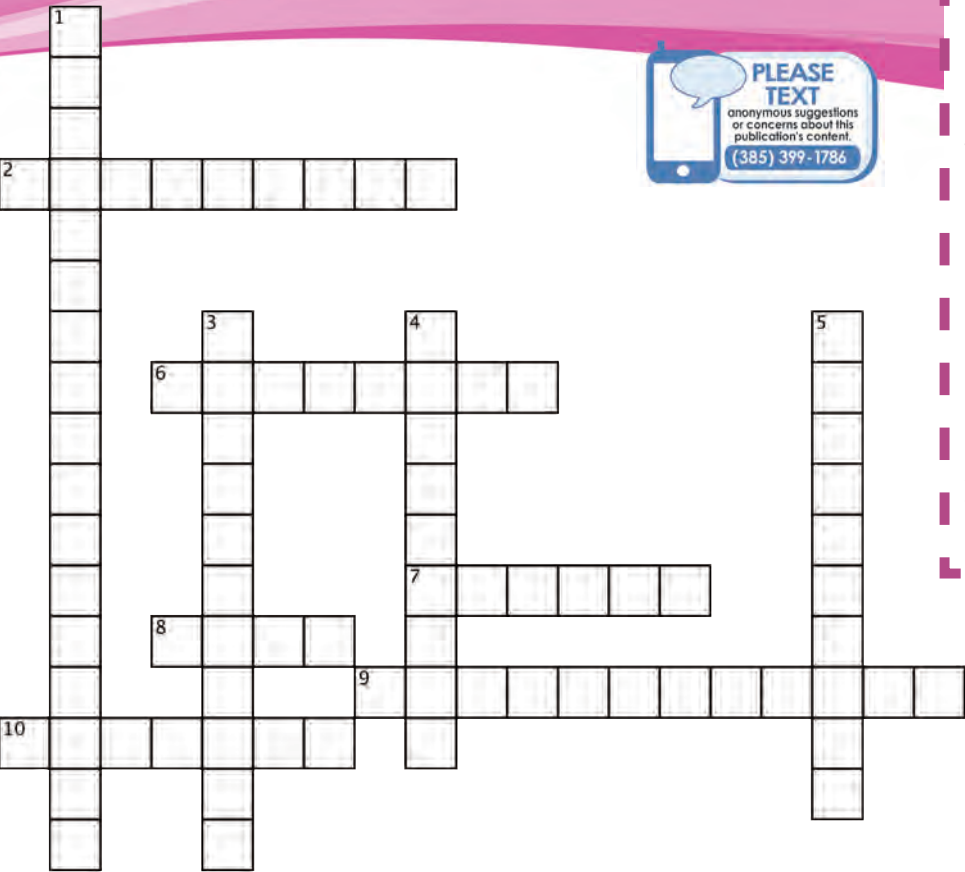
Jobs in Michigan



1. Farming, Forests, Fishing: Less than 1%, 4,470 people
2. Mining: Less than 1%, 8,000 people
3. Construction: 3%, 139,800 people
4. Finance and Information: 6%, 242,900 people
5. Manufacturing: 13%, 506,400 people
6. Leisure and Other Services: 13%, 540,900 people
7. Government: 16%, 633,700 people
8. Trade, Transportation, Utilities: 18%, 716,200 people
9. Education, Health, Business Services: 30%, 1,199,700 people

1. What percentage of people work in government jobs in Michigan?
2. What percentage of people work in finance (banks), insurance and real estate?
3. Mining used to be a big business in Michigan, but only a small number of people work in this field today. What percentage of people work in mining?
4. What percentage of people work in construction (the building of homes, schools, offices, etc.)?
5. What type of job employs the most people?
6. What percentage of people work in this area?
7. Which two Michigan jobs have the same percentage of total jobs??
8. Wholesale trades are businesses that sell items in large amounts. What percentage of people work in wholesale?
9. When Michigan was a new state, most people worked in farming, forests and fishing. What percentage of people work in these three areas today?

Name _____



- ACROSS
2. American Indian word meaning large lake

6. a situation in which only one business is providing a good or service

7. most famous of the Pictured Rocks: _____ Castle

8. sciences that deal with health and medicine; _____ sciences

9. Michigan city that baked a giant pie in 1987

10. wearing away of land by wind or water
- DOWN
1. energy sources not from fossil fuels

3. efforts of similar businesses to get and keep customers

4. people who buy and use goods and services

5. government agency that makes sure businesses compete fairly: Federal Trade _____

Math Connection

Look back at the pie chart called “Jobs in Michigan.” If you add up all the percentages, what number do you think you will come up with and why? Try it and see if you are right. (Hint: Use 1/2 percent for the jobs that say “less than 1 percent.”)

1. How many total people work in construction, manufacturing and government combined?
- _____
- _____
2. How many more people work in leisure and other services than in finance and information?
- _____
- _____

Activity

Now that you are getting the hang of these math problems, write two more problems using the chart and give them to a classmate to solve!



agile (adjective): able to move quickly and easily; ex.: as agile as a monkey, an agile mind.

Teddy Roosevelt was president of the United States from 1901 to 1909. He was also a great hunter, explorer, author, outdoorsman and soldier. As a child Teddy was often sick and could not play sports. But he became a good problem solver. He wasn’t afraid to put his thoughts into action or think of different solutions. If his first idea didn’t work, he had the *mental agility* to change his mind quickly. When Roosevelt was president, Japan and Russia were at war. He invited diplomats (official representatives) from Russia and Japan to Portsmouth, New Hampshire to talk about peace. At first, he didn’t know how their problems could be solved but he acted quickly to get the diplomats together. He helped them compromise. After a lot of

Agility of Mind: Teddy Roosevelt Wins Nobel Peace Prize

discussion, they worked out their differences and signed the Portsmouth Peace Treaty, an agreement that ended the war and saved many lives. President Roosevelt won the Nobel Peace Prize for helping end the war. His way of helping others solve problems is still used today. Teddy Roosevelt had an important power skill—an *agile mind*. You can use this power skill when you act on your good ideas. Remember that an idea can be good without being perfect. People with agile minds often fail before they succeed. The ability to think on your feet, or think while doing, can help you find solutions that will benefit others.



Teddy Roosevelt

Michigan Community Studies Weekly Teacher Supplement

Cause and Effect

Put the following ideas into the correct **Cause** or **Effect** column in the chart below.

We will have a successful and thriving state.

Workers are needed to design, manufacture and test the batteries.

If businesses are strong and the workers are in high demand,

After years of wind and water erosion,

They are helping our citizens in many ways.

By developing new jobs in alternative energy,

Workers will need to be well educated and well trained.

Michigan can become a leader in “greener” forms of energy.

Rock falls happen in the spring and fall.

Boosts the local economy.

With more competition among businesses

Consumers have more choices.

Increasing the number of college-bound students

Companies in the area of life sciences continue to experiment, learn and grow.

Cause	Effect

Pie Chart Resources, Page 3

The employment data used for the Page 3 activity came from the Oct. 2011 Current Employment Statistics (unadjusted data) on <http://milmi.org/>

The data for Farming, Forests and Fishing came from http://www.bls.gov/oes/current/oes_mi.htm#45-0000

Michigan Community Studies Weekly

Teacher Supplement

Name: _____
Michigan Community Studies Weekly (3rd Grade)

Date: _____
2nd Quarter, Week 13

Fill in the blanks in the sentences below. Use the words from the Word Bank.

Word Bank: alternative energy - competition - consumer - erosion - life sciences - manufacture -
monopoly - thriving

1. A business is _____ when it is growing and successful.
2. A company that makes medical equipment is in the area of _____.
3. When there is a _____, there is not competition among businesses.
4. _____ causes the Pictured Rocks to change over time.
5. When you use goods and services, you are a _____.
6. Wind energy, solar energy and water energy are each forms of _____.
7. Factories use people and machines to _____ goods.
8. _____ among businesses leads to better products and better prices.

Wayne Westland Community Schools
Elementary Art
Distance Learning Lessons

Week of 5/18/20

PORTRAITS



DIRECTIONS:

Using materials available in your house, create a portrait or a self-portrait. You may draw it, paint it, create a collage, or build it with found objects.

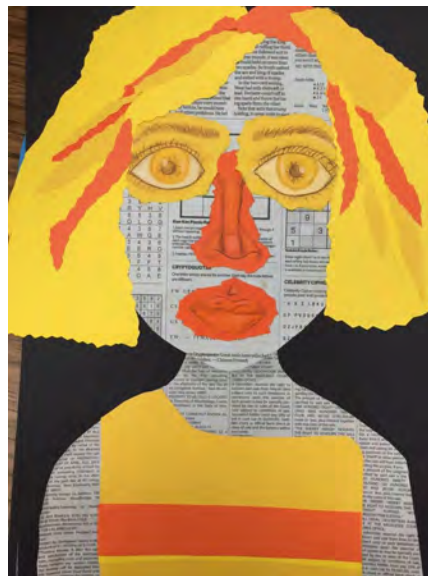
DEFINITIONS:

Portrait is an artwork that has been created about a person or persons (*sometimes animals*). It should tell us something about the people in the work of art.

Self-portrait is a work of art that the artist does of themselves.

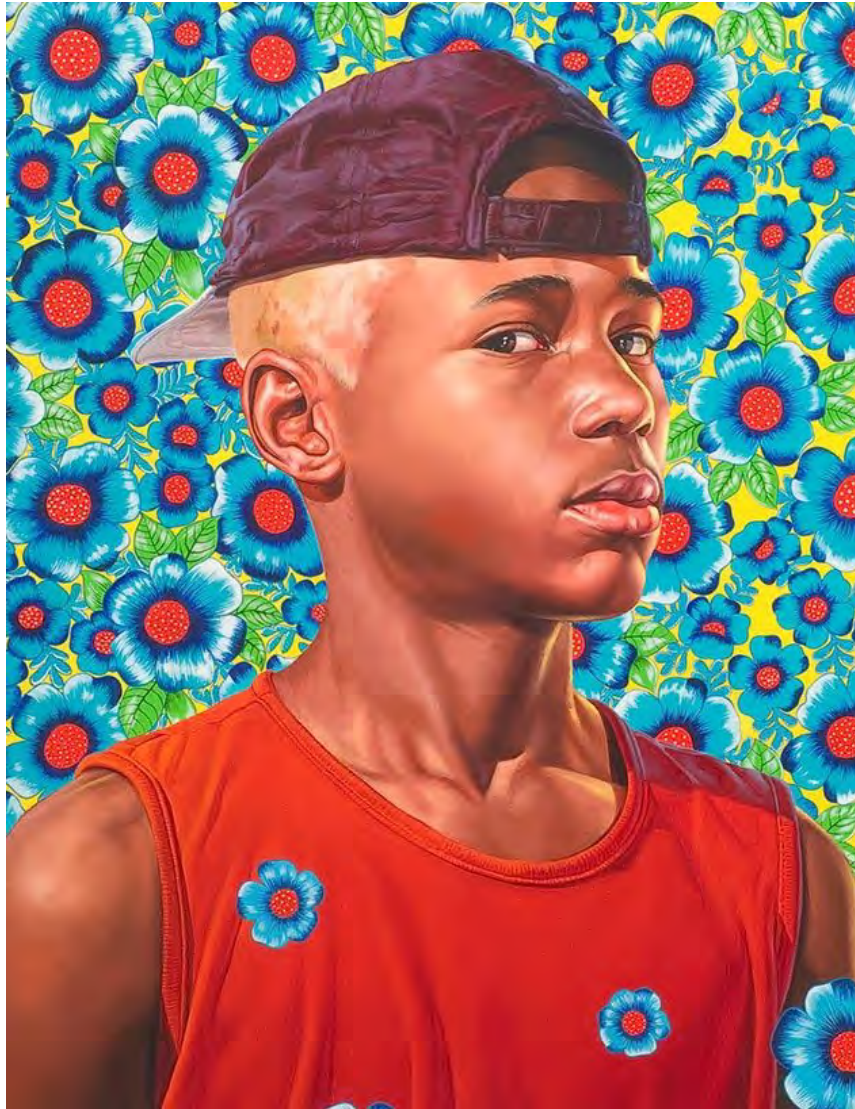
Found object is a natural or man-made object or part of an object that is found by the artist and kept because of some interest or value to the artist. It can be changed or left whole before using in larger works.

Collage describes both the technique and the resulting work of art, in which paper is torn or cut, arranged and stuck to a supporting surface.



Assemblage is art made by assembling unlike object's often every day, common objects scavenged by the artist. It is a 3-D collage.

INSPIRATION:



Portrait by Kehinde Wiley a Contemporary Artist who celebrates the proud Heritage of Black Women and Men in sculpture, painting and stained glass.

Found object faces:

<https://artsandactivities.com/found-object-faces/>

Collage self-portraits:

<http://www.artteacherinla.com/funky-collage-self-portraits/>

Lego style self-portraits:

<https://www.artwithmrsnguyen.com/2014/03/lego-style-self-portraits>

Must see video featuring Kehinde Wiley describing his Art:

<https://youtu.be/dHx4IFPqPil>

If you choose to create a self-portrait, this may be a great time for self-reflection. Try to answer at least 6 of these questions about him/herself. You can talk to someone about it, have someone read it to you or read and write them all by yourself.

1. What is your name?
2. What is your favorite food?
3. If you could make the world a better place what would you do?
4. Who do you spend the most time with?
5. What is your favorite season?
6. What is your favorite thing to do?
7. If you could spend time with anyone, who would it be?
8. What would you like to learn from that person?
9. If you had a superhero power what would it be?
10. What do you miss most about school?
11. What would you like to learn that you have not yet?
12. What do you want to do some day or when you grow up?

Now, collect your materials and create your portrait! Have fun and stick with your choice.

ASSESSING YOUR WORK:

1. Did you include a person or persons?
2. Does your portrait tell the viewer something about the person or people in the work of art? For example: What do they look like? What they're doing?
3. Did you use as many elements of art as possible? (*line, color, shape, etc.*)

PORTRAIT RESOURCES:

YouTube Videos:

[Symmetry Song for Kids | A Day at Symmetry Land | Lines of Symmetry](#)

[ARTY PANTS \(Episode 1\) - Portraiture](#)

[How to Make a Self Portrait | Miss Brushes Art Academy \(Sesame Studios\)](#)

[The History of Portraits](#)

[Sesame Street: Chuck Close And Self Portrait](#)

Books:

[How Mona Lisa Got Her Smile](#)

[Seeing Symmetry](#)

Famous Portraits:

[Famous Portrait Paintings](#)

Games:

[Mona Lisa Puzzle | Online Arts Game](#)

[Free art game for kids- Draw a Portrait](#)

[Symmetry Painter . Games . peg + cat](#)

[Van Gogh self Jigsaw Puzzle](#)

[Disney Yourself](#)

[Vermeer: Girl with a Pearl Earring Breakout Game | Arcade style arts game for kids | Based on a Vermeer painting](#)

[Andy Warhol's Marilyn Prints](#)

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

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 18th

Move It Monday

Today we are going to have some fun with balloons! Try to do this outside if you have space and the weather is cooperating! If you don't have a balloon, try using a light weight ball. This will also make it more challenging!

[Balloon Fun](#)

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!

[20 minute workout for kids](#)

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 let's do some running!!!

[20 Meter Pacer Demonstration](#)

[20 Meter Cadence w/ music](#) - approximately 65 feet

Fun Time Friday

Today you are going to create a new game! It can be anything from using a ball or jump rope or any other sports or fitness equipment you might have at home or it could even be a new tag game. You can make the rules as easy or complex as you'd like. Make sure everyone in your family plays with you!

Topic: Develop, implement, and model effective decision making skills to responsibly deal with daily academic and social situations.

Kindergarten Read [Curious George Gets a Bike](#). Discuss decision making and brainstorm decision making situations that you could be in at home or at school.

1st Good vs bad choice activity- use the “If _____ then _____” model to explain what you would do in certain situations to make a good choice.

2nd Repeat 1st grade lesson.

3rd Discuss strategies you could use to help make a decision (pros and cons list, ask someone’s opinion, flip a coin etc) and explain how some strategies work better for certain situations. For example, you might flip a coin to choose where to go for lunch but not for what house you’re going to buy.

4th Discuss choices and consequences. Have the student verbalize or write about multiple choices they have made and what the consequences are to them (good or bad). How can we learn from the bad choices?

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