

3rd Grade

May 25 - May 29



Morning Sunshine!

by ReadWorks



Rise and shine! It's morning, and the sun is rising. When we watch sunrises and sunsets, we may just think of the pretty colors in the sky. But sunrises and sunsets can tell us a lot about Earth and the different seasons.

When we watch the sun go up or down in the sky, we are actually seeing how the earth is rotating. We can't feel the earth turning, because everything is moving with us. When a specific part of the earth's surface faces the sun, the sky is bright for the day until that part of the earth's surface turns away from the sun at night.

Our planet is always spinning around its axis. The axis is the invisible line through the center of the earth around which the planet turns. Imagine spinning a basketball on your finger. Now, imagine a line going from the tip of your finger, where it touches the basketball, straight through the center of the ball. That line would be the ball's axis.

While the earth spins around its axis, it also moves around the sun in an ellipse, or an oval. It takes $365 \frac{1}{4}$ days for the earth to complete one revolution around the sun. That's how we

measure one year. Mars takes 687 days to make one revolution around the sun; therefore, a year on Mars is longer than a year on Earth.

The earth's axis is not straight up and down, but instead leans towards one side. This axial tilt causes our seasons, where one half of the planet gets more direct sunlight than the other half. As the earth revolves around the sun, the earth's axis tilts toward the sun when it is summer in the Northern Hemisphere. It tilts away from the sun when it is winter in the Northern Hemisphere. North America is in the Northern Hemisphere (the top half of Earth), which leans away from the sun during December and January. When the top half of the earth leans away from the sun, the lower half of the earth leans towards the sun. The sun shines directly on the hemisphere leaning towards it and indirectly on the hemisphere leaning away from it. This is why when it is winter in North America it is summer in lower parts of the world, like Australia. Isn't that interesting?

Every day, the time of sunrise and sunset changes. This is also because of Earth's axis. In the winter, you can see how the days are shorter. The sun doesn't stay in the sky for very long. The shortest day of the year is called the winter solstice. This happens around December 21 in the Northern Hemisphere. In the summer, it's the opposite-the days are longer. The longest day of the year is called the summer solstice. This happens around June 21 in the Northern Hemisphere.

So, we can guess when our seasons will start. When the days are getting shorter, we know that winter is coming. When the days are getting longer, we know that summer is on its way! From observing and determining the patterns we find in sunrises and sunsets, we can predict the seasons in the future.

Name: _____ Date: _____

1. What is the axis of a planet?

- A. the amount of time it takes the planet to make one rotation around the sun
- B. the invisible line through the planet's center, around which the planet turns
- C. the part of the earth's surface that faces the sun during the day
- D. the line that divides the earth into northern and southern hemispheres

2. The cause of the sun rising and setting in the sky is the earth's rotation. What is the effect?

- A. The sky gets bright during the day and dark at night.
- B. The earth experiences different seasons.
- C. It takes the earth 365 $\frac{1}{4}$ days to rotate around the sun.
- D. The earth is colder when the sun is setting.

3. The amount of direct sunlight a hemisphere receives determines the season of that hemisphere. What evidence from the passage supports this conclusion?

- A. "The earth's axis is not straight up and down, but instead leans towards one side."
- B. "When the top half of the earth leans away from the sun, the lower half of the earth leans towards the sun."
- C. "This axial tilt causes our seasons, where one half of the planet gets more direct sunlight than the other half."
- D. "North America is in the Northern Hemisphere (the top half of Earth), which leans away from the sun during December and January."

4. Based on the passage, what can be concluded about Mars's distance from the sun?

- A. Mars is closer to the sun than Earth is.
- B. Mars's distance from the sun changes constantly.
- C. Mars and Earth are the same distance away from the sun.
- D. Mars is farther away from the sun than Earth is.

5. What is this passage mostly about?

- A. the effects of the earth's rotation around its axis
- B. why the seasons in the Northern and Southern Hemispheres are opposite
- C. how the rotation of the earth around its axis causes day and night
- D. why the earth's axis is tilted to one side instead of straight up and down

6. Read the following sentences: "While the earth spins around its axis, it also moves around the sun in an ellipse, or an oval. It takes 365 $\frac{1}{4}$ days for the earth to complete one **revolution** around the sun."

As used in the passage, what does the word "**revolution**" mean?

- A. the act of moving in a random direction
- B. the central line around which a planet turns
- C. a complete turn around a central point
- D. a regular, up-and-down motion

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

The earth is constantly spinning; _____, we cannot feel the motion because everything is moving with us.

- A. meanwhile
- B. however
- C. finally
- D. for example

8. How can we predict the seasons?

9. Explain what causes the seasons.

10. Explain why the seasons are opposite in the Northern and Southern Hemispheres.

President of the United States

by Susan LaBella



Every four years, the people of the United States vote for the country's leader. The winner of that election becomes the nation's president.

The president may be a man or a woman. He or she will live and work in the White House in Washington, D.C. What does the president do? Here are some examples.

The president is the leader of the American government. The president suggests laws he thinks the country needs. The president may work with the members of the U.S. Congress to get his ideas turned into laws.

The president appoints people to help run the government. These people include judges and leaders of government departments. Often, the

president's choices have to be approved by the U.S. Congress.

The president is commander-in-chief of the country's military. That means the president is responsible for the actions of the Army, Navy, Marine Corps, Air Force and Coast Guard.

During any one day, an American president can do many things. The president can speak with advisers, give a speech, or sign a bill into law. The president may meet with leaders of other countries. In the evening, the president sometimes attends special events.

Being president of the United States is a difficult, complicated job.

Name: _____ Date: _____

1. Who is the leader of the American government?

- A. a member of the U.S. Congress
- B. the president
- C. a judge appointed by the president

2. What does the article describe?

- A. The article describes what the president of the United States does.
- B. The article describes some of the laws that have been suggested by American presidents.
- C. The article describes the special events that the president of the United States sometimes attends in the evening.

3. Read this paragraph from the article.

"The president is the leader of the American government. The president suggests laws he or she thinks the country needs. The president may work with the members of the U.S. Congress to get those ideas turned into laws."

What can you infer from this paragraph about the president's ideas for laws?

- A. The president has more control over the law than the U.S. Congress does.
- B. The president's ideas for laws may not actually become laws.
- C. The president and the U.S. Congress often disagree about what laws there should be.

4. Presidents are not able to run the government on their own.

What evidence from the article supports this statement?

- A. During one day, the president can do many things.
- B. The president appoints judges to help run the government.
- C. The president is commander-in-chief of the American military.

5. What is the main idea of this article?

- A. The American president has a lot to do.
- B. The American president can speak with advisors, give speeches, and sign bills into law.
- C. Every four years, the people of the United States vote for a president.

6. Read this paragraph from the article.

"The president appoints people to help run the government. These people include judges and leaders of government departments. Often, the president's choices have to be approved by the U.S. Congress."

What does the word "appoints" mean here?

- A. fights
- B. chooses
- C. avoids

7. Choose the answer that best completes this sentence.

The president is commander-in-chief of the military, _____ the president is responsible for the military's actions.

- A. but
- B. because
- C. so

8. Where does the president live and work?

9. What are some things an American president can do on any one day? Name at least three.

10. Read the concluding sentence of the article.

"Being president of the United States is a difficult, complicated job."

What evidence from the article supports this conclusion?

The Tale of the Barnacle and the Whale

Crustaceans are animals with a hard, jointed shell that live in fresh or salt water. Crabs, crayfish, lobsters, and shrimps are all crustaceans. Perhaps you've seen some of these crustaceans at the beach... or on your plate. One kind of crustacean called a barnacle can be found with its shell attached to rocks, the bottom of ships, and docks. Maybe you've even seen barnacles and didn't realize you were looking at a sea animal.



Photo Credit: Joe McKenna, CC BY 2.0

Close-up photograph of barnacles on a Grey Whale

Some barnacles attach themselves to whales. They release a sticky cement that keeps them from falling off the whales. Once they find a spot on the whale that they like, they dig into the skin of the whales to stay in place. But now the big question: why do they even attach to whales? There are two main reasons. The first reason has to do with finding a meal. The whales they hitchhike on eat plenty of plankton. Barnacles also like to eat these tiny organisms. When the whales swim to an area filled with plankton, the barnacles get ready to catch their food. They extend their feathery appendages through holes in their shells to catch the plankton. The other reason why barnacles attach themselves to whales has to do with safety. They are safer riding on whales than staying in one place where predators can more easily find and eat them.

As you can see, the barnacles get a pretty good deal by living on whales. They get food and protection. What more could a sea animal want? The whales, on the other hand, don't benefit from this arrangement. For the most part, the whales are neither helped nor harmed by having these crustaceans on their bodies. However, in some cases, having too many barnacles on them can make it harder for the whales to swim through water. Also, if the barnacles dig too deeply into the whale's skin, the skin might even get infected. But there might be a bright side here for some whales. Their coat of barnacles can actually help protect them as they fight other whales. The barnacles can be a hard, sharp shield for the whales as they battle an enemy.

Name: _____ Date: _____

1. What is a barnacle?

- A. a crustacean that can be found attached to rocks, ships, or docks
- B. a kind of rock attached to a dock or the bottom of a ship
- C. a land creature that eats lobsters and other crustaceans
- D. a large mammal similar to a whale

2. The author describes two reasons why barnacles attach themselves to whales. What is one reason why they do this?

- A. to help them become stronger than other barnacles
- B. to absorb nutrients from the whale's skin
- C. to make it harder for whales to swim
- D. to stay safe from predators

3. The article says, "As you can see, barnacles get a pretty good deal by living on whales." What evidence from the text best supports this statement?

- A. "One kind of crustacean called a barnacle can be found with its shell attached to rocks, the bottom of ships, and docks."
- B. "Once they find a spot on the whale that they like, they dig into the skin of the whales to stay in place."
- C. "The whales they hitchhike on eat plenty of plankton. Barnacles also like to eat these tiny organisms."
- D. "The barnacles can be a hard, sharp shield for the whales as they battle an enemy."

4. Where might a barnacle be safest from predators?

- A. attached to a rock
- B. attached to a dock
- C. attached to the ground
- D. attached to a whale

5. What is the main idea of this text?

- A. Barnacles are crustaceans, like crabs, lobsters and shrimp, and they live in the ocean.
- B. Barnacles attach themselves to whales to find food and protection, but whales don't get much help from barnacles.
- C. Barnacles attached to whales can give whales skin infections, and they make it harder for whales to swim.
- D. Barnacles cannot swim by themselves, so they attach themselves to whales in order to travel long distances.

6. Please read the following sentences from the text. "When the whales swim to an area filled with plankton, the barnacles get ready to catch their food. They extend their feathery **appendages** through holes in their shells to catch the plankton."

In these sentences, what does the word **appendages** most closely mean?

- A. noses
- B. arms
- C. eyes
- D. ears

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

Whales swim, ____ it is hard for predators to find and eat barnacles attached to whales.

- A. so
- B. after
- C. before
- D. but

8. How do barnacles catch their food?

9. How do whales help barnacles survive?

10. The text says that barnacles can be found attached to rocks, the bottom of ships, or even docks -not just whales. Which of these three places (rocks, ships, or docks) would be best for a barnacle to live? 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 _____

- An **adjective** is a word that describes a noun. An adjective usually comes before the noun it describes: *The **red** ball.*
- Some adjectives are descriptive. They tell what kind of person, place, or thing the noun is: *The **small** squirrel climbs the **tall** tree.*
- Some adjectives tell how many: *I caught a **few** fish.*
- Some adjectives are limiting, such as *this, that, these, and those.*

Underline each adjective. Circle the noun the adjective describes.

1. Gramps has a brown horse.
2. Rex is the name of this big animal.
3. I am a good helper when I visit Gramps.
4. I take Rex out for long rides.
5. I feed Rex juicy apples.
6. Gramps lets me polish the heavy saddle.
7. In June I will help him paint the old barn.
8. Gramps let me pick out the new color.
9. I chose a bright red.
10. I think Rex will like that color.



In your writer's notebook, write about some things you might see on a farm. Reread your work when you're done to make sure you used adjectives correctly.

Name _____

- The **articles** *a*, *an*, and *the* are special adjectives.
- Use *an* before an adjective or singular noun that begins with a vowel: *an apple*, *an umbrella*, *an ocean*.
- Use *the* before singular and plural nouns when referring to something specific: *the dogs*, *the door*, *the book*.

A. Write *a*, *an*, or *the* to finish each sentence.

1. I went to see _____ first game of the World Series.
2. I wrote _____ essay about my exciting day.
3. I took _____ baseball in hopes of getting it signed.
4. After _____ game, I found my favorite pitcher.
5. I told him that I was _____ big fan.

B. Reread this paragraph from *Looking Up to Ellen Ochoa*. Circle the articles in the underlined sentence.

First, there is the ground crew. They inspect and repair the shuttle before each mission. Next, Mission Control workers guide the astronauts through each moment of a mission and debrief them on procedures. They are responsible for knowing how equipment is working. They communicate with astronauts to check on how they feel.

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Name _____

- Use commas to separate three or more words in a series: *I play the guitar, piano, and drums.*
- Use a comma between the day and year in a date: *May 6, 2018.*
- Use a comma after introductory words: *No, I haven't had lunch.*

Rewrite each sentence. Add commas where they belong.

1. Wow this is a great book that I got at the library!

2. It tells all about snakes lizards and alligators.

3. The author was born on June 15 1979.

4. He wrote another book about sharks whales and dolphins.

Writing Connection**Write about a book you recently read. Check your work to make sure you used commas correctly.**

Name _____

- An adjective is a word that describes a noun.
- Some adjectives are descriptive. Some adjectives tell how many. Some adjectives are limiting, such as *this*, *that*, *these*, and *those*.
- Use a comma after introductory words, between the day and year in a date, and to separate three or more items in a series.

A. Proofread the passage. Circle any adjectives and articles that are not used correctly. Add commas where needed.

When I grow up I think I want to be a astronaut. A few years ago I thought about becoming an famous basketball player. A long time ago, my grandmother played on a all-girls team. She was born on May 3 1959. One time she told me, "This days were so much fun." But I think it would be fun to go on space missions, too. To become an astronaut means that I have to be a excellent student. I got the "A" on my last math test. Next week I need to study for spelling science and reading.

B. Rewrite the passage. Use the correct adjectives and articles. Use commas correctly.

Name _____

A. Read the paragraph. Then answer the questions.

(1) My dad made a treasure hunt for my sister and me.
 (2) He gave us a list of things he hid in our backyard.
 (3) They included a tall jar with pennies in it, a painted egg,
 two seashells, and a red ball. (4) We had a very fun day!

- | | |
|--|--|
| 1. Which adjective in sentence 3 tells how many? | 2. Which word in sentence 4 is an article? |
| A tall | F We |
| B painted | G very |
| C two | H a |
| D red | J fun |

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

(1) Mom Dad and I went to my aunt's house for dinner. (2) She made an roast chicken for dinner and a apple pie for dessert.
 (3) Then we worked together on a jigsaw puzzle.

3. What is the correct way to write sentence 1?
- A** Mom Dad, and I went to my aunt's house for dinner.
B Mom, Dad, and I went to my aunt's house for dinner.
C Mom, Dad, and I, went to my aunt's house for dinner.
D No change needed in sentence 1.
4. What is the correct way to write sentence 2?
- F** She made an roast chicken for dinner and an apple pie for dessert.
G She made a roast chicken for dinner and a apple pie for dessert.
H She made a roast chicken for dinner and an apple pie for dessert.
J No change needed in sentence 2.

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. disagreed |
| 2. _____ | 2. dislike |
| 3. _____ | 3. disappear |
| 4. _____ | 4. presale |
| 5. _____ | 5. preschool |
| 6. _____ | 6. precook |
| 7. _____ | 7. previous |
| 8. _____ | 8. rebuild |
| 9. _____ | 9. return |
| 10. _____ | 10. resell |
| 11. _____ | 11. reprint |
| 12. _____ | 12. unwrap |
| 13. _____ | 13. unlucky |
| 14. _____ | 14. untied |
| 15. _____ | 15. unbeaten |
| 16. _____ | 16. robot |
| 17. _____ | 17. tiny |
| 18. _____ | 18. label |
| 19. _____ | 19. unknown |
| 20. _____ | 20. recover |

Name _____

A prefix is a word part added to the beginning of a word. The prefixes *un-* and *dis-* mean *not* or *the opposite of*, as in *disorder* and *unprepared*. The prefix *re-* means *again*, as in *reset*, and *pre-* means *before*, as in *predate*.

DECODING WORDS

Prefixes usually form the first syllable in a word. Sound out the prefix, then the rest of the word. Then use the prefix to figure out the word's meaning. For example, the word *preheat* (*pre/heat*) means *to heat before cooking*.

disagreed	presale	return	unwrap	unlucky
rebuild	untied	dislike	reprint	preschool
unbeaten	resell	previous	precook	disappear

Read aloud the spelling words in the box. Then write the words that contain the prefixes below.

dis-***re-******un-***

- | | | |
|--------------------|-----------|-----------|
| 1. _____ | 8. _____ | 12. _____ |
| 2. _____ | 9. _____ | 13. _____ |
| 3. _____ | 10. _____ | 14. _____ |
| <i>pre-</i> | 11. _____ | 15. _____ |
| 4. _____ | | |
| 5. _____ | | |
| 6. _____ | | |
| 7. _____ | | |

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Look back at the selections you read this week and look for words with the prefixes *pre-*, *dis-*, *un-*, and *re-*. Say the words you find aloud, and record them in your writer's notebook.

Name _____

A prefix is a word part added to the beginning of a word. The prefixes *un-* and *dis-* mean *not* or *the opposite*, as in the words *disorder* and *unprepared*. The prefix *re-* means *again (reset)* and *pre-* means *before (predate)*.

DECODING WORDS

Prefixes often form the first syllable in a word. Sound out the prefix, then the rest of the word. Use the prefix to figure out the word's meaning. For example, *preheat* (*pre/heat*) means *to heat before cooking*.

unhappy	prevent	rebuild	redo	unkind
resell	review	unlucky	dislike	prepaid
precook	untied	reprint	unfold	return

Read aloud the spelling words in the box. Then write the words that contain the prefixes below.

- | <i>dis-</i> | <i>re-</i> | <i>un-</i> |
|-------------|------------|------------|
| 1. _____ | 5. _____ | 11. _____ |
| <i>pre-</i> | 6. _____ | 12. _____ |
| 2. _____ | 7. _____ | 13. _____ |
| 3. _____ | 8. _____ | 14. _____ |
| 4. _____ | 9. _____ | 15. _____ |
| | 10. _____ | |



Look back at the selections you read this week and look for words with the prefixes *pre-*, *dis-*, *un-*, and *re-*. Say the words you find aloud, and record them in your writer's notebook.

Name _____

dislike	previous	rebuild	unwrap	unknown
reread	recover	disappear	precook	rearrange
untied	unbeaten	reenter	unafraid	unlucky

A. Read aloud the spelling words in the box. Then write the words that contain the prefixes below.

<i>dis-</i>	<i>re-</i>	<i>un-</i>
1. _____	5. _____	10. _____
2. _____	6. _____	11. _____
<i>pre-</i>	7. _____	12. _____
3. _____	8. _____	13. _____
4. _____	9. _____	14. _____
		15. _____

B. Compare the words *dislike* and *unlucky*. How are they alike? How are they different?



Look back at the selections you read this week and look for words with the prefixes *pre-*, *dis-*, *un-*, and *re-*. Say the words you find aloud, and record them in your writer's notebook.

Name _____

disagreed	resell	previous	presale	precook
untied	preschool	rebuild	reprint	dislike
disappear	unlucky	return	unwrap	unbeaten

A. Write the spelling word that completes each sentence.

- I like oranges and limes, but I _____ lemons.
- I saw the latest movie, but I didn't see the _____ movie.
- Once the Sun came out, the snow began to _____.
- My friend bought movie tickets at the _____.
- The wind damaged our treehouse, so we will _____ it.
- I want to _____ the gift and see what's inside.
- After missing the bus, I think this is an _____ day.
- Mom takes my little sister to _____ every morning.
- The puppy _____ my shoe and chewed the shoelace.
- I will _____ the library book when I finish reading it.

B. Write a spelling word that matches each meaning.

- | | |
|----------------------|--------------------------|
| 11. not agreed _____ | 14. to print again _____ |
| 12. sell again _____ | 15. to cook before _____ |
| 13. not beaten _____ | |

Name _____

There are six spelling mistakes in the paragraphs below. Underline the misspelled words. Write the words correctly on the lines.

Once there was a princess who went to prischool. She always forgot her lunch, and usually she forgot her homework, too. She thought she was a very unlukkee princess. But her teacher disagreed. One day Miss Dora said, "I can make all this bad luck desappear, if you want."

The princess said, "Yes, please!" Miss Dora gave the princess a package. The princess unitted the red ribbon and began to unrap the package. Inside was a beautiful notebook and pencil. The princess wrote a note about bringing her homework and lunch to school. She never forgot them again.

1. _____

2. _____

3. _____
4. _____

5. _____

6. _____

Writing Connection

Write about what you do to help you remember things. Use at least four spelling words.

Name _____

Remember

A prefix is a word part that is added to the beginning of a base word to create a new word. The prefix *re-* means *again*, as in the word *replay*. The prefix *pre-* means *before*, as in *preheat*. The prefixes *dis-* and *un-* both mean *not* or *opposite of*, as in the words *disobey* and *uncertain*.

reprint	unbeaten	previous	resell	unlucky
untied	preschool	unwrap	disagreed	dislike
disappear	precook	return	rebuild	presale

Write the missing syllable to make each spelling word complete. Then read the spelling word aloud, and write it on the line.

- | | |
|-----------------------|------------------------|
| 1. _____ appear _____ | 9. _____ sale _____ |
| 2. _____ lucky _____ | 10. _____ beaten _____ |
| 3. _____ build _____ | 11. _____ sell _____ |
| 4. _____ tied _____ | 12. _____ wrap _____ |
| 5. _____ school _____ | 13. _____ like _____ |
| 6. _____ turn _____ | 14. _____ cook _____ |
| 7. _____ agreed _____ | 15. _____ vious _____ |
| 8. _____ print _____ | |

Name _____

Content words are words specific to a field of study. Words like *space* and *astronomy* are science content words.

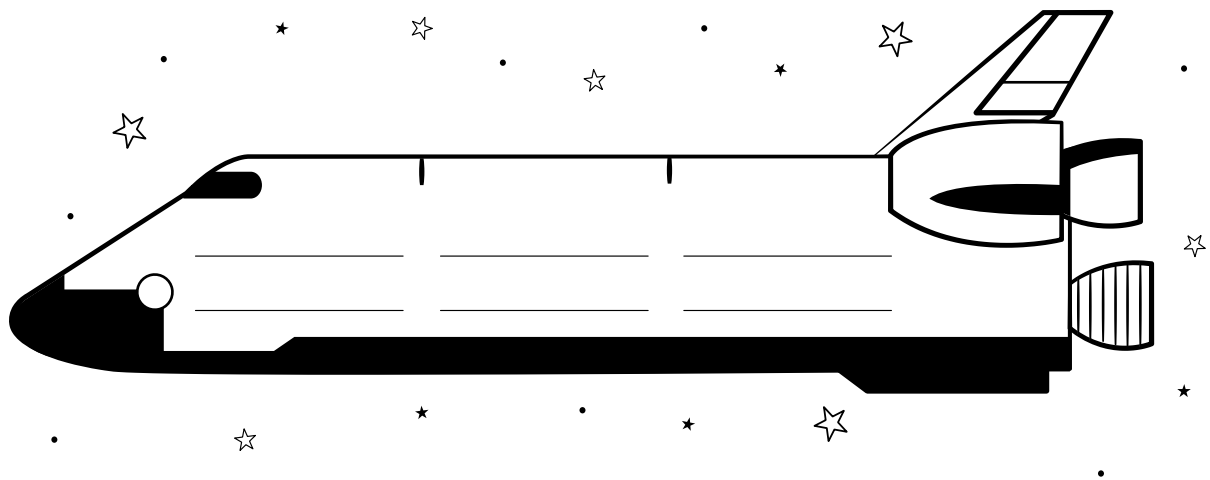
You can figure out what a content word means by using context clues.
You can also use a dictionary for help.

CONNECT TO CONTENT

Looking Up to Ellen Ochoa tells how Ellen Ochoa became the first female Hispanic American astronaut. The author uses science content words to help you understand more about the space program.



Go on a word hunt with a partner. Find content words related to astronauts and outer space. Write them on the lines.



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

Name _____

Complete the puzzle with the vocabulary words. Use the letters in the boxes to solve the riddle below.

energy

natural

pollution

produce

renewable

replace

sources

barter

humble

waver

traditional

horrified

1. Something not made by people _ _ _ _ _ _ _ _
2. Small or modest _ _ _ _ _
3. Something used to power things _ _ _ _ _ _ _
4. Trade without using money _ _ _ _ _
5. Swap one thing for another _ _ _ _ _ _ _ _
6. Things that harms the environment _ _ _ _ _ _ _ _ _ _
7. Where things come from _ _ _ _ _ _
8. Go back and forth _ _ _ _ _
9. Very scared _ _ _ _ _
10. Able to be replaced after use _ _ _ _ _ _ _ _ _ _
11. How something has always been _ _ _ _ _ _ _ _ _ _
12. Make or create something _ _ _ _ _

This is the largest animal to have ever existed. What is it?

<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
----------------------	----------------------	----------------------	----------------------	----------------------	----------------------	----------------------	----------------------	----------------------	----------------------	----------------------

A

Number Correct: _____

Multiply with Seven

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

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

A

Number Correct: _____

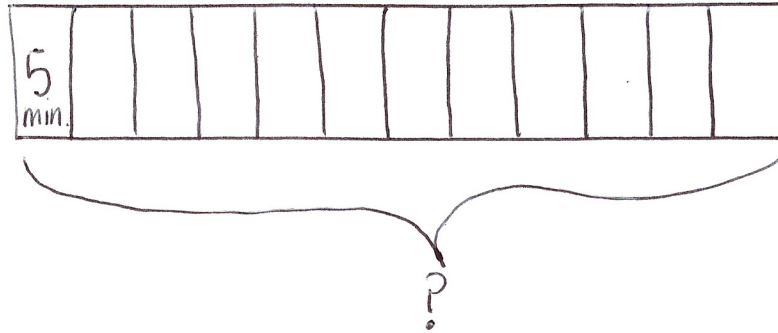
Multiply and Divide by Seven

1.	$2 \times 7 =$	
2.	$3 \times 7 =$	
3.	$4 \times 7 =$	
4.	$5 \times 7 =$	
5.	$1 \times 7 =$	
6.	$14 \div 7 =$	
7.	$21 \div 7 =$	
8.	$35 \div 7 =$	
9.	$7 \div 7 =$	
10.	$28 \div 7 =$	
11.	$6 \times 7 =$	
12.	$7 \times 7 =$	
13.	$8 \times 7 =$	
14.	$9 \times 7 =$	
15.	$10 \times 7 =$	
16.	$56 \div 7 =$	
17.	$49 \div 7 =$	
18.	$63 \div 7 =$	
19.	$42 \div 7 =$	
20.	$70 \div 7 =$	
21.	$___ \times 7 = 35$	
22.	$___ \times 7 = 7$	

23.	$___ \times 7 = 70$	
24.	$___ \times 7 = 14$	
25.	$___ \times 7 = 21$	
26.	$70 \div 7 =$	
27.	$35 \div 7 =$	
28.	$7 \div 7 =$	
29.	$14 \div 7 =$	
30.	$21 \div 7 =$	
31.	$___ \times 7 = 42$	
32.	$___ \times 7 = 49$	
33.	$___ \times 7 = 63$	
34.	$___ \times 7 = 56$	
35.	$49 \div 7 =$	
36.	$63 \div 7 =$	
37.	$42 \div 7 =$	
38.	$56 \div 7 =$	
39.	$11 \times 7 =$	
40.	$77 \div 7 =$	
41.	$12 \times 7 =$	
42.	$84 \div 7 =$	
43.	$14 \times 7 =$	
44.	$98 \div 7 =$	

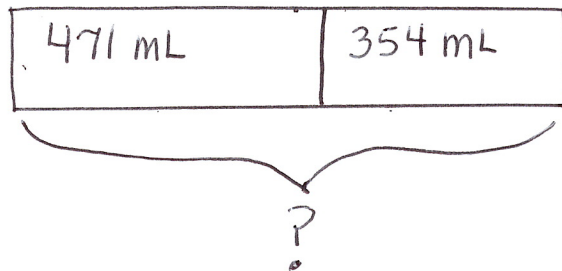
Problem 1

Christine has 12 math problems for homework. It takes her 5 minutes to complete each problem. How many minutes does it take Christine to finish all 12 problems?



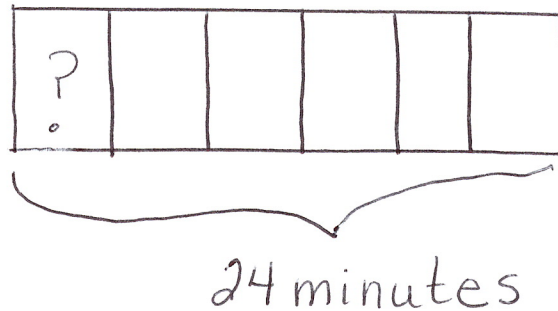
Problem 2

Tara brings 2 bottles of water on her hike. The first bottle has 471 milliliters of water, and the second bottle has 354 milliliters of water. How many milliliters of water does Tara bring on her hike?



Problem 3

Henry spends 24 minutes practicing 6 different basketball drills. He spends the same amount of time on each drill. How much time does Henry spend on each drill?



Science Studies Weekly

Discovery

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GRADE 3

Ancient World

What is the biggest animal you can think of? An elephant? A rhinoceros? A hippopotamus? Well, some animals today are big, but long ago many animals that walked the Earth were much larger.

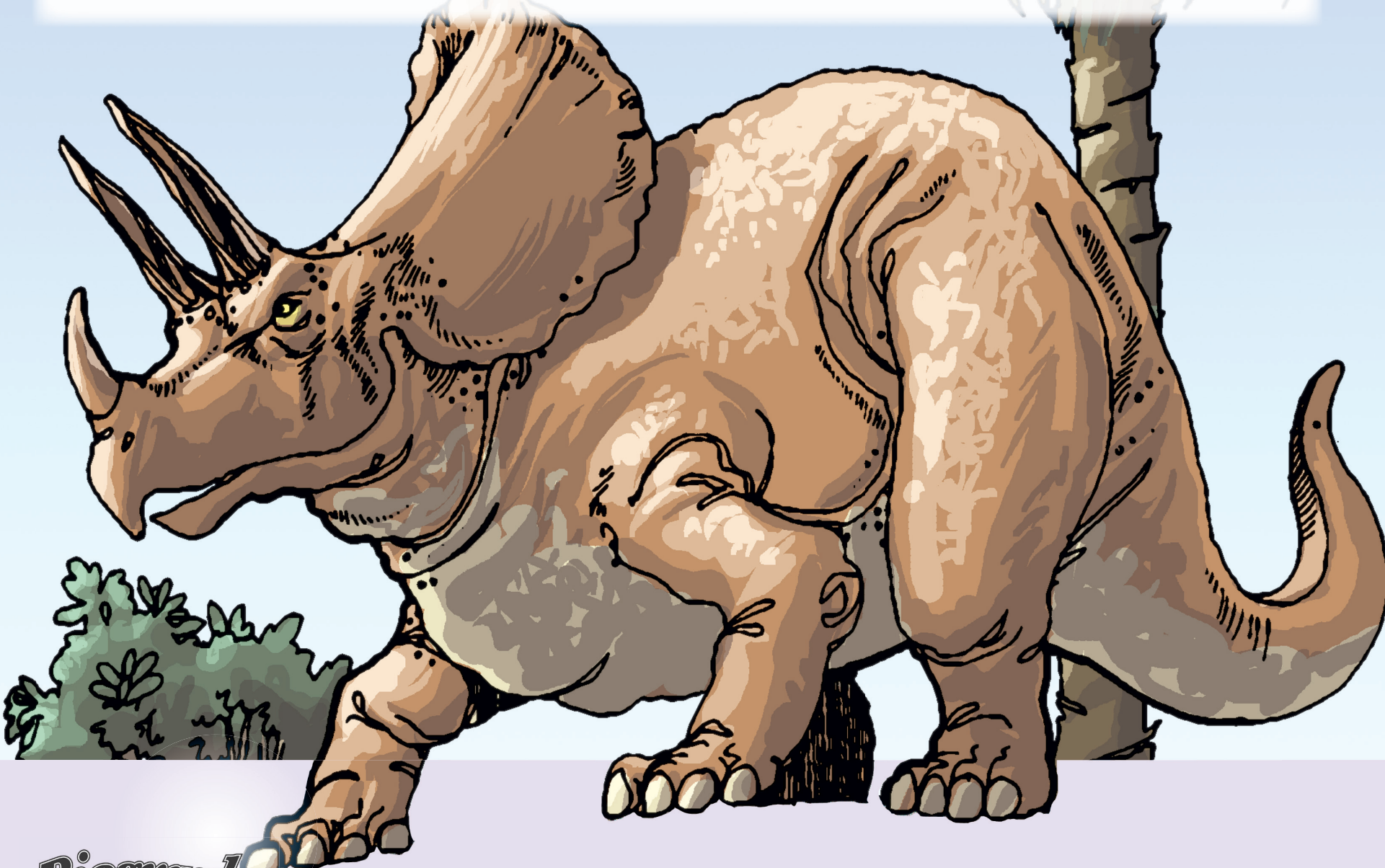
For millions of years, there lived crocodiles as large as a school bus (50 feet long) and dinosaurs that were taller than trees. Even mammals were bigger back then. There was a guinea pig the size of a buffalo, a sloth as big as a horse, and a bird that was 6 feet tall!

Of course, there were little animals, too. A very small dinosaur

called Microraptor was 16 inches tall. A Microraptor would have looked very tiny next to the Supersaurus, who had a neck over 35 feet long!

This week we are going to learn about ancient animals of all types. First, there were the great sea animals that ruled the Earth for almost 200 million years. The first land animals lived about 400 million years ago. Then, 65 million years ago, came the mammals, which are furry, warm-blooded animals.

How do we know what lived on Earth so long ago? From fossils, which you will learn about this week.



Biography

Dinosaur Tracker: Robert T. Bakker

Do you like studying dinosaurs? If you answered yes, then you're not alone. Robert T. Bakker is a famous paleontologist who loves to research and discover dinosaurs. His love for dinosaurs began when he was in fourth grade. He enjoyed reading articles and looking at the illustrations of dinosaurs in magazines. Today, Dr. Bakker works in Wyoming and digs for Jurassic dinosaur bones. He has made many discoveries. Some of these

include bones of the Epanterias, a skull of an Apatosaurus and other small dinosaur bones.

When you think of dinosaurs, you probably think of them as being cold-blooded. However, Dr. Bakker is famous for suggesting that dinosaurs were in fact warm-blooded, smart and adaptable creatures. At first scientists did not agree with him, but after Dr. Bakker showed them his evidence they soon agreed.

Dr. Bakker encourages children and

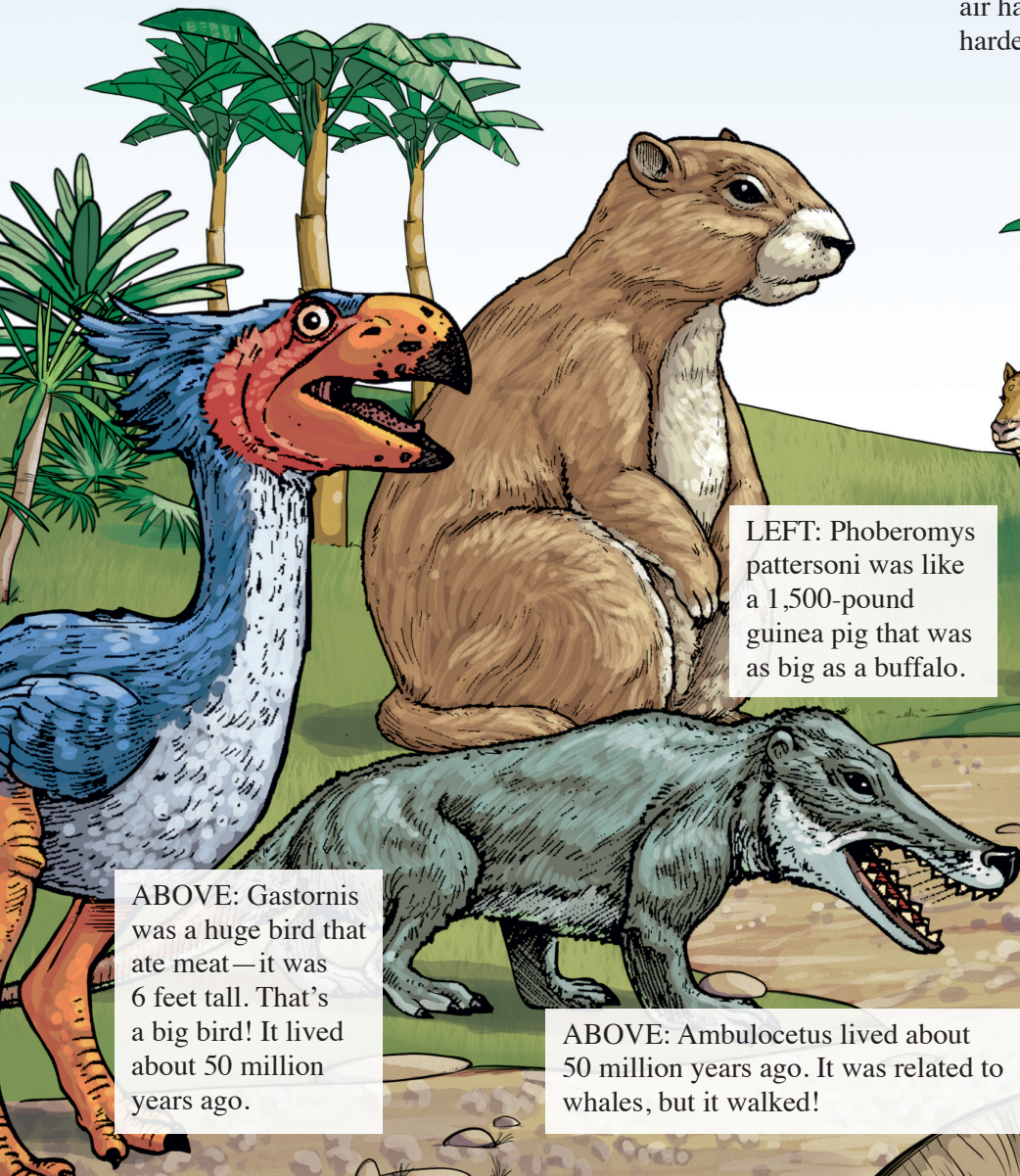
adults to be interested in paleontology and the exciting things it has to offer. His goal is to study dinosaurs and share what he learns with everyone. He enjoys "talking dinosaur" with others, especially when he gets to talk about prehistoric gas and poisonous snot! If you are interested in learning more about Dr. Bakker and his discoveries go to: http://www.hmns.org/?option=com_content&view=article&id=88&Itemid=94



Millions of years ago, many very different animals lived on Earth. How do we know about these ancient animals? Scientists study fossils to learn about ancient life.

570 Million Years Ago Ancient Sea Life

Living things have been in the oceans for millions of years. Many lived long before the dinosaurs and mammals. Some sea animals today are a lot like sea animals that lived millions of years ago.



ABOVE: Gastornis was a huge bird that ate meat—it was 6 feet tall. That's a big bird! It lived about 50 million years ago.

LEFT: Phoberomys pattersoni was like a 1,500-pound guinea pig that was as big as a buffalo.

ABOVE: Ambulocetus lived about 50 million years ago. It was related to whales, but it walked!

Ancient Life

230 Million Years Ago The Age of Dinosaurs

Dinosaurs appeared on the Earth about 230 million years ago. For almost 130 million years they ruled the Earth. About 65 million years ago, they all died off. Why? Well, about the same time, scientists believe a giant rock called an asteroid hit the Earth. The rock may have landed near the Yucatan Peninsula of Mexico. The asteroid made the air change and it got colder. Many dinosaurs may have died because of the changes. Meanwhile, volcanoes in other parts of the world may have also made the air hard to breathe. The world was becoming cooler, and it was becoming harder to survive.



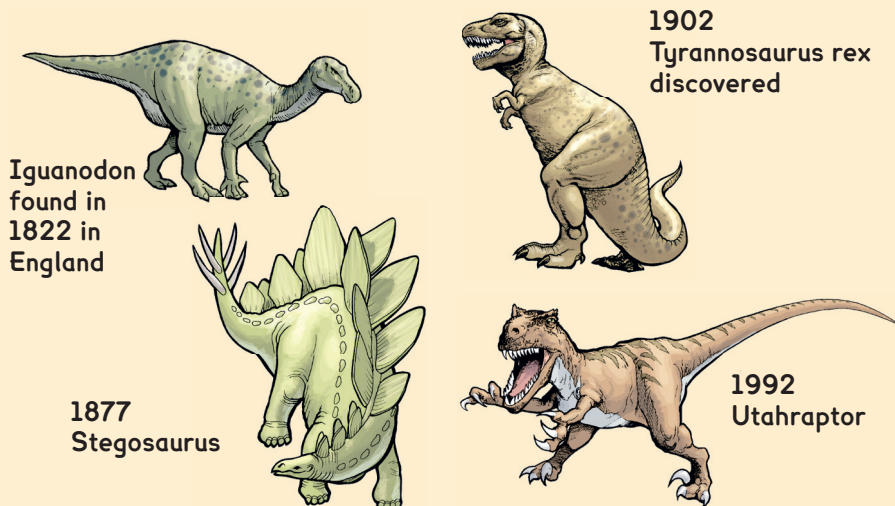
ABOVE: Eohippus (also known as Hyracotherium) was a tiny horse that was under 2 feet tall and lived about 55 million years ago.

ABOVE: Some dinosaurs were meat eaters. They ate other dinosaurs. The Tyrannosaurus rex was a giant meat eater. It had a good nose and could smell animals.

Science, Then & Now

Discovering Dinosaur Fossils

Paleontologists are scientists who study ancient life on Earth. Paleontologists work hard looking for fossils of ancient plants and animals. They find new kinds of ancient animals all the time. They have found more than 500 different kinds of dinosaurs so far.



Iguanodon
found in
1822 in
England

1902
Tyrannosaurus rex
discovered

1877
Stegosaurus

1992
Utahraptor

Why were some dinosaurs so big?

This Week's Question

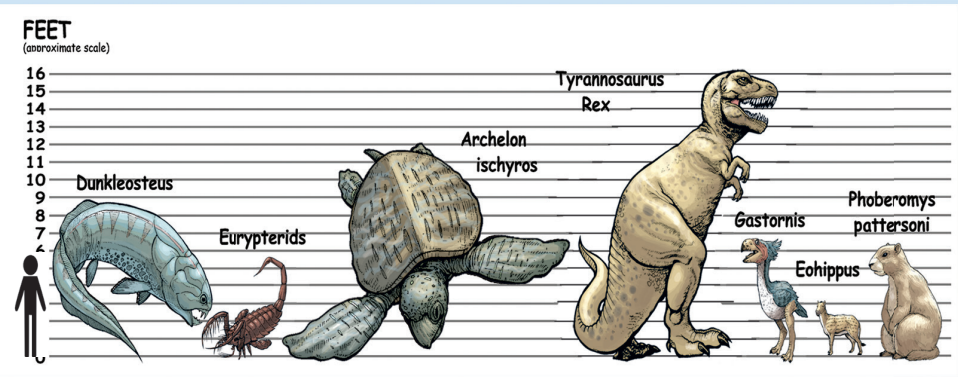
Some dinosaurs were huge. Some weighed many tons and were taller than a house!

Why were they so big? Well, for a long time, being big was helpful. Big dinosaurs could protect their eggs better. Tall dinosaurs could reach the tops of trees for food. Big dinosaurs were better at fighting off the meat eaters. The big dinosaurs may have also scared away the smaller ones when food was near.

We stop growing when we are adults. Some animals, like crocodiles, grow and grow and don't stop growing until they are very old. Maybe dinosaurs were like that.



How They Stack Up

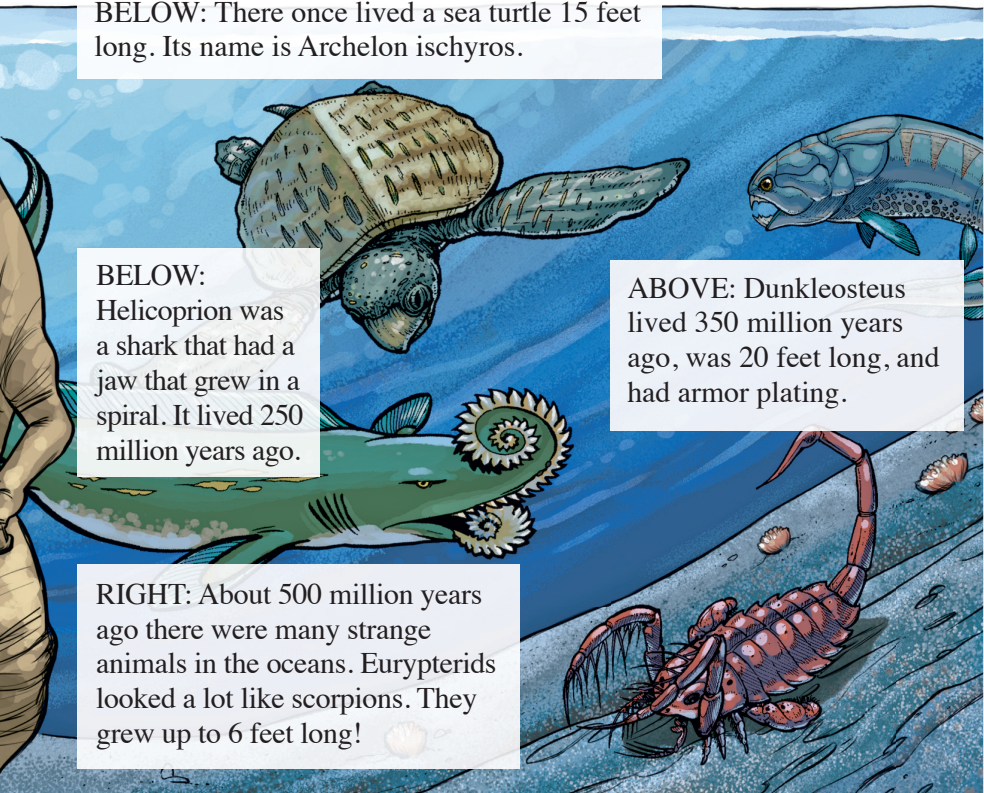


65 Million Years Ago Ancient Mammals

When the dinosaurs died about 65 million ago, mammals (furry, warm-blooded animals) ruled the Earth. Most of the mammals that lived on Earth then are extinct now. Most died long before humans came.

Mini-Lab

Although different, ancient animals were in many ways similar to animals today. In what ways are ancient animals like modern animals?



Finding Fossils

Fossils are remains of ancient organisms preserved in the Earth's crust. In ancient times, when plants and animals died, some were covered with sand and dirt. Over millions of years, the shell and bones of ancient animals were turned to stone. Plants left impressions in stone.

A fossil is nature's way of taking a picture. Scientists are careful when they find a fossil. They use special tools to dig it out without breaking it.

One of the most common fossils is the trilobite. These fossils can be found all over the world. Trilobites were small sea creatures with hard bodies. They are related to other hard-bodied animals like crabs and spiders.



Science Tools

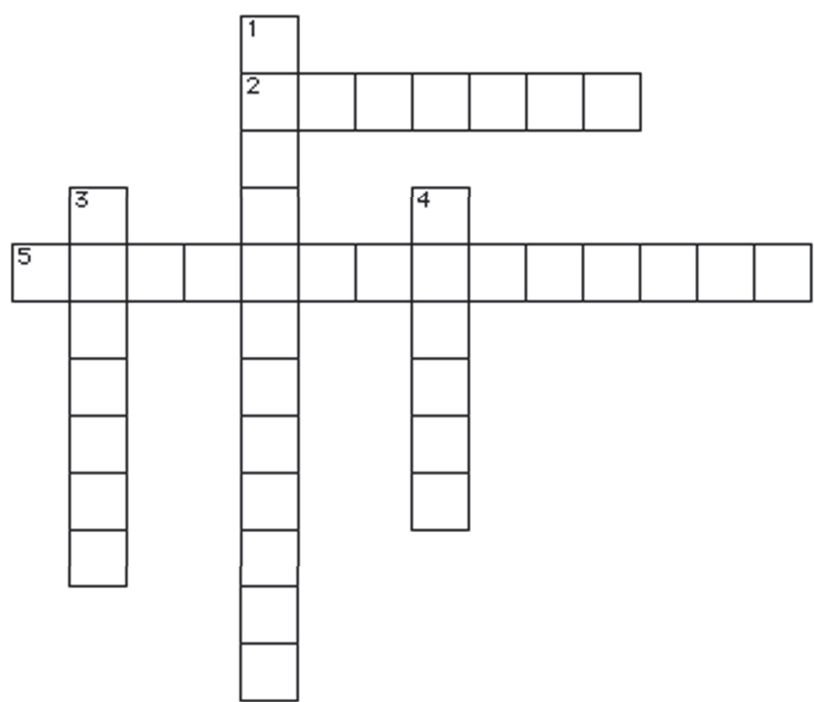
Mary Anning (1799–1847)

Spotlight



Mary Anning was often called the Princess of Paleontology (the study of ancient life). She often walked on the beach with her father collecting fossils. They lived in England. She found many fossils and discovered the ocean dinosaur, Ichthyosaurus. Ichthyosaurus had a long mouth, sharp teeth, and fins like a fish. She also found a dinosaur called the Plesiosaurus. It had a long neck and sharp teeth.

Name _____



- ACROSS**
2. _____ animals—animals that lived on Earth millions of years ago
5. a scientist who studies ancient life on Earth

- DOWN**
1. the study of ancient life on Earth
3. furry, warm-blooded animals
4. the remains of an ancient organism preserved in the Earth's crust

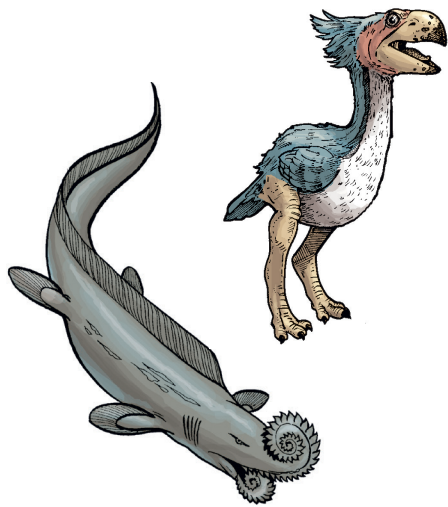
WORD LIST

ancient paleontologist
paleontology fossil
mammals

Know Your Ancient Animals!

Mini-Lab

Draw a line to match the picture with the name. These animals are found in the lesson section on Pages 2 and 3.



- Eurymetrid
- Helicoprion
- Phoberomys pattersoni
- Gastornis



Dinosaur Puzzle

Sometimes paleontologists discover fossils with some parts missing. They use their knowledge of ancient life to guess what the whole plant or animal might have looked like.

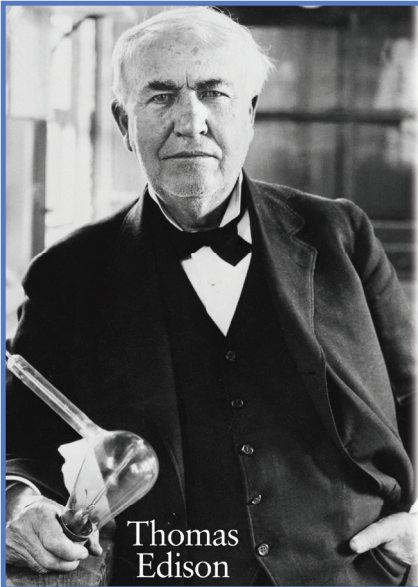
Draw a picture of an animal. Make one up if you like.

Cut the sheet of paper into about nine pieces. Mix up the pieces. Exchange drawings with a partner, but only give each other six pieces of the puzzle.

Try to draw a picture of each other's whole animal. How close are your guesses?

Let's Investigate

Welcome back, science detectives! Ready to ask more questions? We hope so, because this week is all about questions. Imagine you're a police detective trying to find out if the suspect you have in custody robbed Fifth National Bank. What would you ask the suspect? You might say, "Where were you when the bank was robbed?" The suspect says, "I don't know when the bank was robbed." Maybe the suspect is lying. But there is a problem with your question—it isn't clear. You should have asked where the suspect was on the specific day at the time the robbery took place. The questions you ask as science detectives need to be clear, too. Try to avoid words like better or worse in your questions. Use specific phrases like "how much taller" or "how many minutes fewer." Words like those are clear and easy to measure.



On the
10,000th try
there was
light.

OPTIMISM

Pass It On:
VALUES.COM THE FOUNDATION FOR A BETTER LIFE

Amazing...but True!

Even though dinosaurs were big, they had small brains. Brachiosaurus weighed up to 60 tons. But it may have had a brain that weighed less than one pound.



Specialization and Interdependence

Last week we learned about competition in businesses and the development of new businesses in our great state. We also explored the different kinds of jobs the people in Michigan have. This week we will learn more about business and our economy. We will learn about how people consume goods and services and the way goods are produced (made).

Different places have different climates. The people in each place can focus on, or specialize in, growing fruits and vegetables that do well in their climate. Since different places specialize in growing different things, we all have to depend on each other for the foods we want. We can grow cherries, apples and blueberries in Michigan, but our climate isn't right for growing bananas or oranges. We export (send out) the things we grow to people in other states and countries. People in hot, dry climates can enjoy our cherries and apples. We import (bring in) the things we can't grow from other places. We can enjoy the bananas and oranges that grow in warmer places like Brazil and Florida.

Specialization leads to interdependence. In today's world, most states and countries cannot make or grow everything its citizens need and want. That makes people all over the world interdependent. Being interdependent means we rely, or depend, on each other to get the things we need and want.

Another important part of our economy is production. Production is the making of a product or good. Production of almost all products can be divided into smaller tasks. Splitting a job into smaller parts is another kind of specialization and leads to another kind of interdependence. An assembly line is a good example. In an assembly line, each worker focuses on, or specializes in, a certain part of making a product. All of the workers are interdependent, because they rely on each other to get the whole product finished.

Try this activity with your classmates to see how an assembly

line works. You will make school supply boxes. The students in one group will work on their own, not together. The students in the other group will work together to assemble the boxes.

Materials: pencils, markers, crayons, glue, scissors, tape, etc.

Directions: Divide the class into two equal groups. Find a space for each group to work and set up the materials. Both groups will be responsible for assembling 12 supply boxes. In the first group, each student will be responsible for gathering supplies and putting together his own supply box. In the second group, each student will be responsible for putting one thing in each box. Then he or she will pass the box to the next person, who will put another supply in the box, and so on. The second group is an assembly line.

Your teacher will time how long it takes each group to assemble all 12 boxes. Then your teacher will judge how well the boxes were put together. When the activity is complete, you will need to make conclusions about which way was easier. Did it work better for one person to assemble an entire box? Or did it work better when each student specialized and did only one smaller task?

Discussion Questions

What would happen to the production if one of the students gets behind in his or her job? What would happen to the supply boxes if one student didn't do his or her part at all?

How was each member of the assembly line affected by the others?

Do you think it is better to work together or to have one person put together all the boxes? Why?





Michigan Lesson

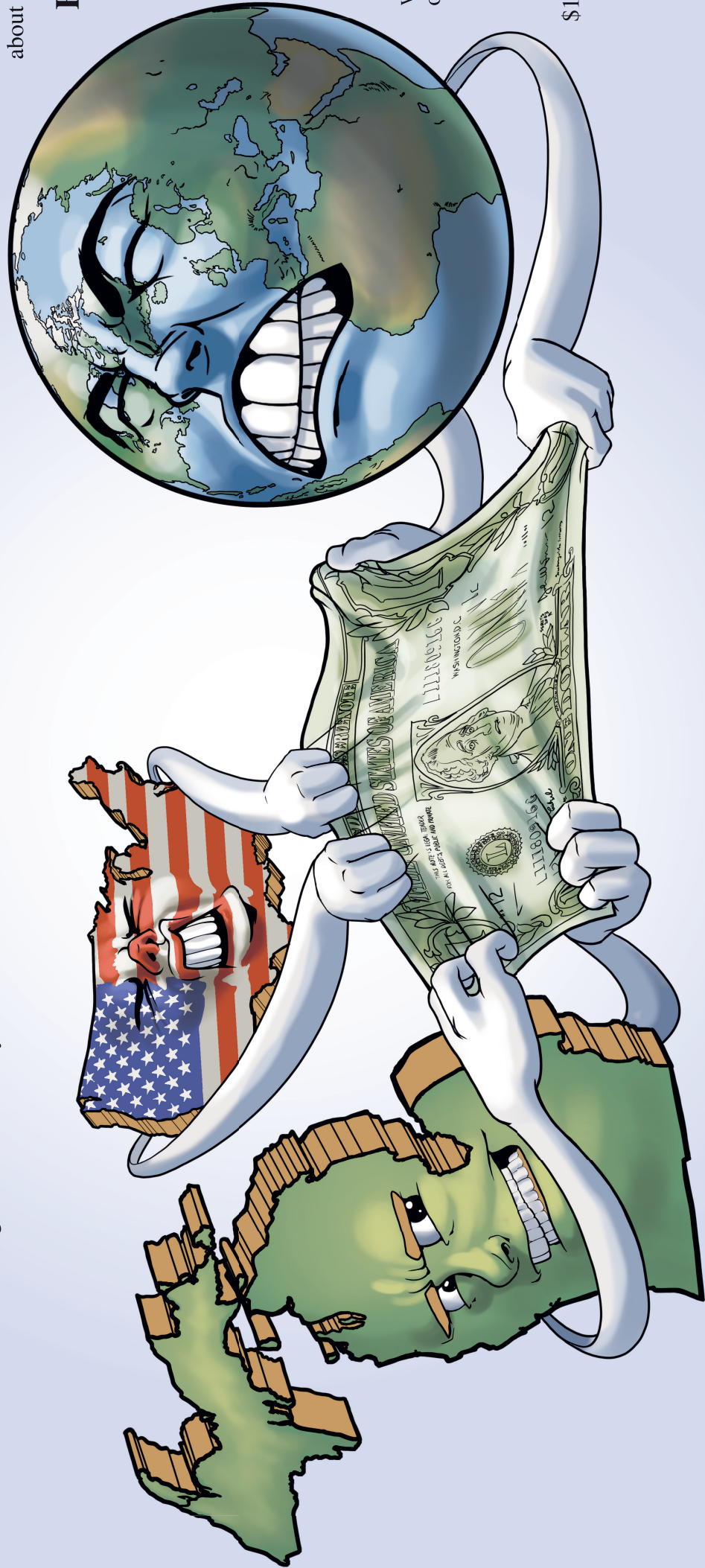
We've learned in previous weeks about some of the products that are made in Michigan. As citizens we consume, or use, many different products. Many of these products are made in Michigan because of the wealth of natural resources our state is fortunate enough to have. For example, automobiles are made in Michigan because of the rich amounts of iron ore and the waterways making transporting easier, or the fruits and vegetables our state grows because the soil is fertile and the climate just right for their growing season. But as you read earlier, many of the products sold and consumed in Michigan come from other parts of our world. We'll explore some of these this week.

Sometimes it's not possible for our state to grow or produce what we need or want to buy. Can we grow pineapples in Michigan? No, our climate won't support pineapples. More examples of products that are made in other countries are often electronics, like televisions or cameras. Toys are also frequently made in other countries and then sold in Michigan. There are many reasons

Support Your Local Business

that products may be made in other countries and imported here, including the cost to produce them and the resources needed to make the goods. Right now, about 40 percent of the goods bought in the United States are imported from other countries. That is a different kind of interdependence — people relying on each other to get the things they want and need.

Here's a homework assignment for you to do tonight. Go home and look around your house. Pick 10 items and write them down on a sheet of paper. Then have your family help you look on a tag or sticker on each one to find out where it was made or produced. Next to each item on your list, write down where that product was made. Do you think you can try to find at least five items that were made in America? Bring your list back to school tomorrow and share it with your classmates. You may be surprised to learn which items were made here in America and which ones were not.



Buy Michigan

Let's take the idea of helping our own country and citizens one step further. Many people in Michigan feel it is important for our citizens to "Buy Michigan" first. Your teacher can show you websites that list many of the companies in Michigan. Some examples that you may have heard of are Jiffy Mixes, Hudsonville Ice Cream, Faygo and Kowalski's. Michigan's economy really needs our money to continue to be the great state we have always been. Buying Michigan products supports our farmers, businesses and the whole state's economy. If every Michigan household spent just \$10 per week when they went to the grocery store on food grown or produced in Michigan, it would keep about \$40 million every week in Michigan. That's a lot of money!

After finding things at home that were made in America, go to one of the websites your teacher shows you and help your family plan a grocery list that includes \$10 worth of Michigan foods.

Words to Know

specialization: focusing on one job or task
import: to bring in products from another place
export: to ship a product from one place to another
interdependence: a situation in which people rely on each other
produce: to make a good (product)
consume: to use different products

Buy American

As you may have read or seen on television, many Americans are trying to get people to buy only products made in America. Why would people care where the products came from? The reason is that many Americans would like to support the economy of their own country, instead of a foreign country. People in America need jobs that pay well so they can support their families. When you buy a product that is made in America, you are helping to pay the employees of the company that produced it, the truck drivers who take the product to the stores and the workers in the store that sells it. Buying American helps keep our country's economy healthy. When those employees spend their paychecks at other businesses, they help the circular flow model we learned about in Week 12 to keep going.

Culture

What's in a name?

Did you know that many last names come from the jobs of our ancestors (relatives who lived in the past)? Long ago, people were identified by their jobs or skills they had. For example, if your first name was Joseph and you were a delivery person, your name might be Joseph Carter. What do you think a person with the last name of Fisher did? What about Cook?

Look at the chart. It shows just a few of our last names and the occupations that go with them. Does your family name come from a job one of your relatives had a long time ago? Research your last name and see what you can find out.

Last Name	Occupation	Origin
Barker	Shepherd	<i>Barches</i> means "shepherd," a person who takes care of a flock of sheep.
Carter	Delivery Person	A carter was a person who drove a cart that carried goods from one place to another.
Chandler	Candlemaker	In French, <i>chandelier</i> means a person who makes candles.
Hansard	Swordmaker	In French, a <i>hansard</i> is a long, sharp sword.
Smith	Metalworker	A person who made things from metal was called a smith.

Sault Ste. Marie

Sault Ste. Marie is the oldest city in our state. In fact, it is one of the oldest cities in the Midwest Region and the whole United States. Over the last 2,000 years, the land of Sault Ste. Marie has changed from one used by American Indians, to one visited by many tourists.

Long ago, the American Indians lived and hunted around Sault Ste. Marie. They also fished in the waterway between Lake Superior and Lake Huron. Early Sault Ste. Marie served as a meeting place for American Indians and early explorers. French missionaries and fur traders alike visited this area of Michigan's Upper Peninsula. Once called Sault du Gastogne by the traders, missionary Jacques Marquette changed the name of the city to Sault Ste. Marie.

The city was founded in 1668. "The Soo" as it is often called, is located on the St. Mary's River. It is only 52 miles north of the Mackinac Bridge. There you can visit the Soo Locks and watch the ships travel between the two Great Lakes. Or, you can cross the International Bridge to Canada. Visitors of the Soo can take advantage of its large snowfalls and enjoy snowmobiling on the 1,600 miles of trails. Today, this historic city is a peaceful place that attracts visitors because of its rich past and its promising future.

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The Soo Locks

Michigan Places

Did You Know?

Paul Bunyan Made of Car Parts

Last week we learned about two gigantic cherry pies that were baked in our state. This week we're going to learn about another fun place to visit in Michigan. We all know the legend of Paul Bunyan. In the early 1960s, William Woelk had a 30-foot tall sculpture of Paul Bunyan made for his gas station in Gaylord, Michigan. The odd thing was that he wanted it made from old Kaiser automobile car parts from Detroit scrap metal yards. Now that's what we call recycling!

The car part sculpture was designed by Betty Conn and Edward Tuttle. It cost \$4,500 and stood guard over the gas station for about four decades until the business closed. For a while after that, Paul was just an unusual roadside statue in town. In 2001, he was taken to a new home at Alpena Community College. The college painted Paul in their team colors and today he proudly represents their school.



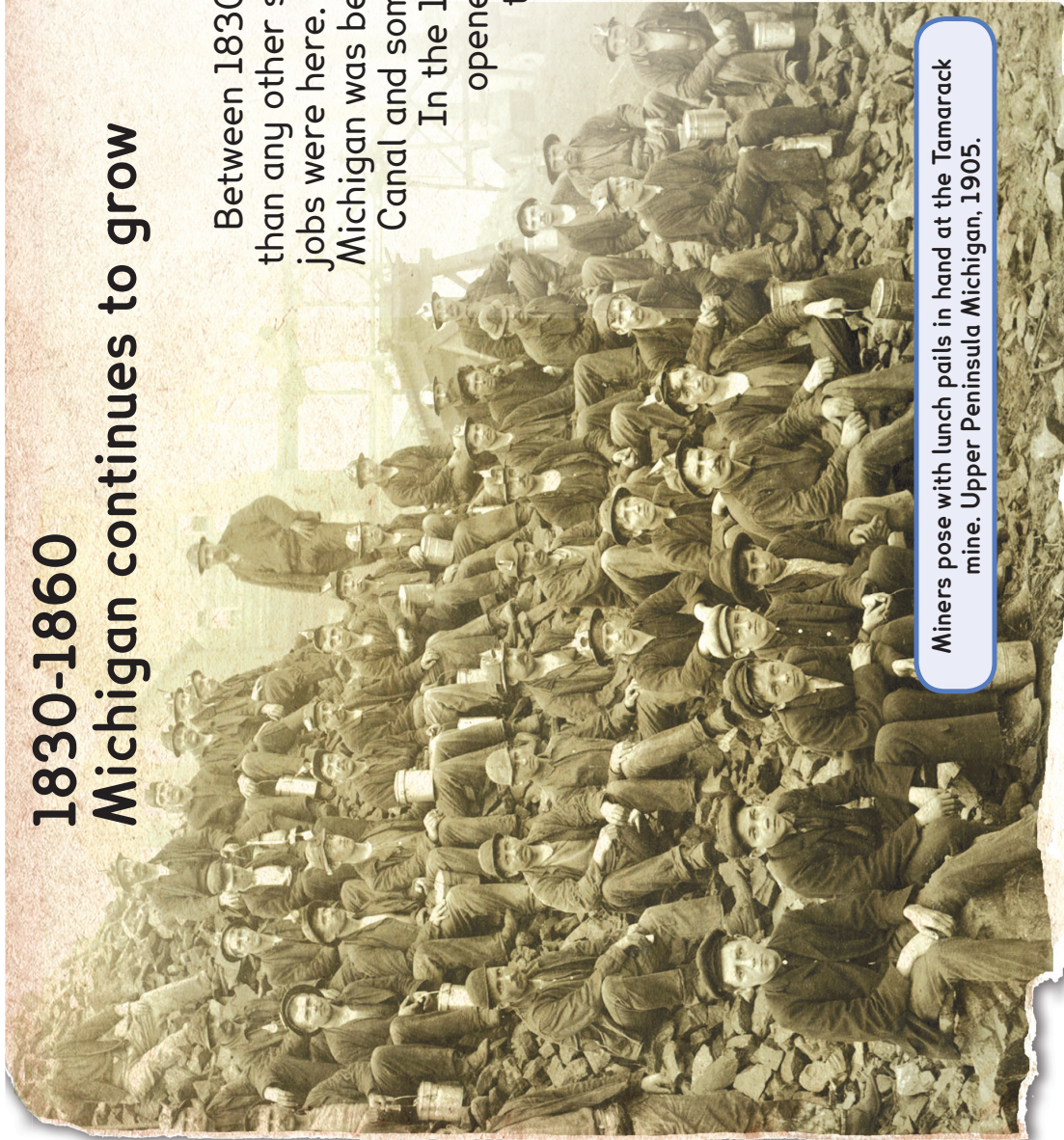
1830-1860

Michigan continues to grow

Between 1830 and 1840, Michigan grew faster than any other state. One reason was that so many jobs were here. As we learned last week, getting to Michigan was becoming easier because of the Erie Canal and some minor road improvements.

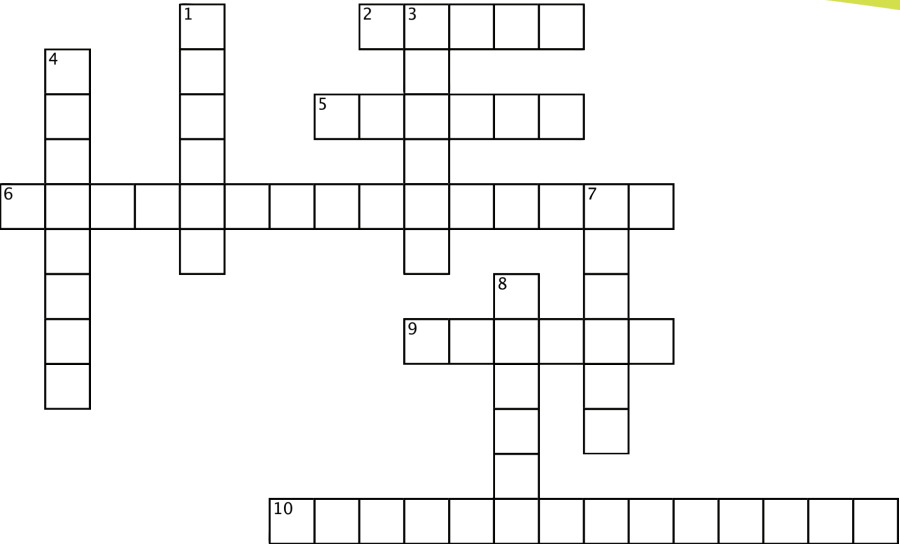
In the 1840s, copper and iron ore mines opened in the U.P., bringing many people to our state for work. Lumber also brought people to Michigan. Men from many countries came to work as "shanty boys," another name for lumberjacks.

Farmland brought people too. Farmers worked long, hard days to grow enough to feed their families with some left over to sell. For all of these people, life was difficult and the work was hard. Their hard work helped make our state what it is today!



Miners pose with lunch pails in hand at the Tamarack mine, Upper Peninsula Michigan, 1905.

Name _____



ACROSS

2. oldest city in our state: Sault Ste. _____
5. to ship a product from one place to another
6. a situation in which people rely on each other
9. another name for lumberjacks: _____ boys
10. focusing on one job or task

DOWN

1. to bring a product in from another place
3. _____ Community College: home to a 30-foot Paul Bunyan statue made of car parts
4. last name of a candlemaker
7. last name of a person who drove a cart that carried goods
8. place you get to by crossing International Bridge

Activity

Michigan Timeline—Do You Remember?

Here are seven important events in Michigan’s history that we have learned about this year. Which happened first? What happened next? Write the numbers 1-7 on the lines next to the events to show the order in which these important events happened.

- _____ The population in 1834 finally reached 60,000 people, enough for the territory to become a state.
- _____ Voters approved a state constitution for Michigan in 1835.
- _____ The Northwest Ordinance of 1787 explained how a territory could become a state once the population reached 60,000.
- _____ The Toledo War between Ohio and Michigan was settled in 1836. Michigan received the western part of the Upper Peninsula and Ohio got Toledo.
- _____ America gained control of the area that would later become Michigan through the Treaty of Paris in 1783.
- _____ Michigan became a territory in 1805, but the boundaries were not the same as they are today.
- _____ In 1837, Michigan became the 26th state in the Union.

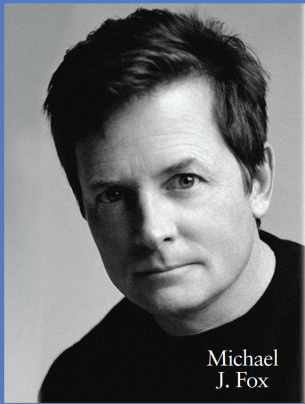
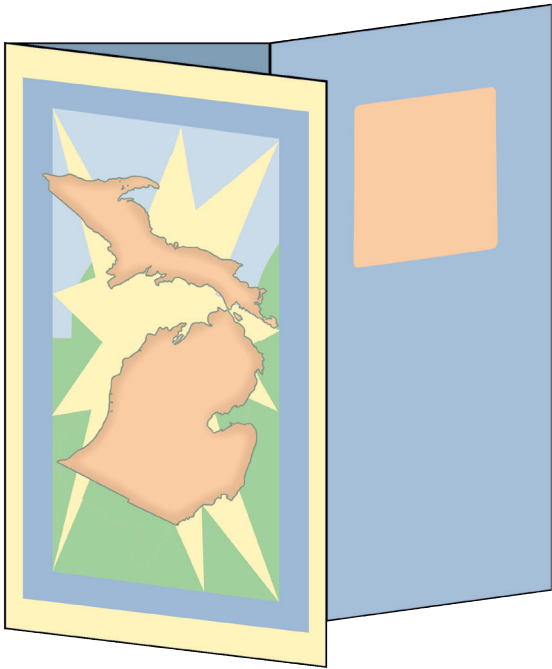
Let's Write

Bringing New Business to Michigan

Work with a partner to design a brochure that encourages new businesses and entrepreneurs to come to Michigan. The brochure should be attractive, organized and creative. Be sure to tell the facts about our state that would attract business owners. Some examples are using the Great Lakes and rivers for transporting goods, the low cost of living in Michigan and the four seasons. Do some research to find other reasons.

To make a brochure, turn a large piece of white paper lengthwise and fold it so you have three equal parts from right to left. (The left flap should be on top.) Put the title of your brochure on the front. Open the brochure all the way.

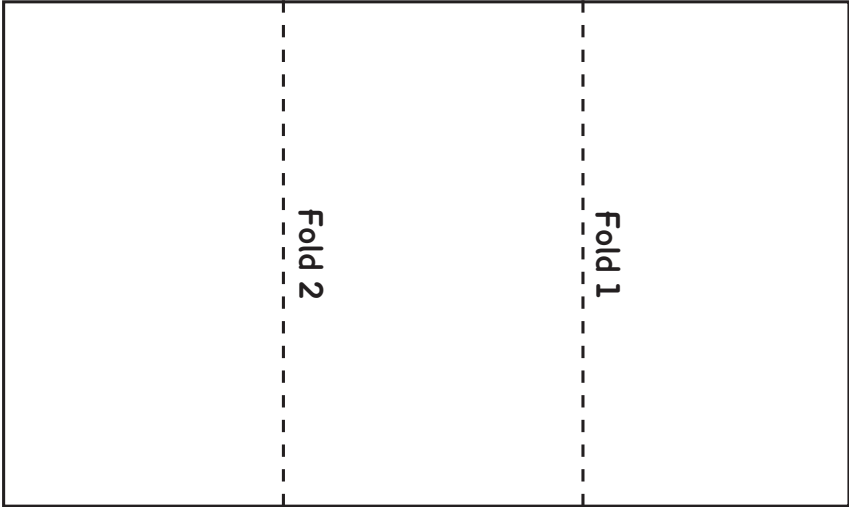
On the center pages, write about why businesses should come to Michigan. Draw some pictures to go with what you write. Fold the right flap over again and write a conclusion or summary of the reasons Michigan is a great place for business. Fold the left flap over again, so the title is on top.



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Michael J. Fox



Michigan Community Studies Weekly Teacher Supplement

Name: _____

Date: _____

Michigan Community Studies Weekly (3rd Grade)

2nd Quarter, Week 14

Read each question and the answer choices carefully. Circle the letter next to the choice that best answers the question.

1. Import means _____.

- A to bring in products from another place
- B to ship a product from one place to another
- C to make a good
- D to use a product

3. Consume means _____.

- A to bring in products from another place
- B to ship a product from one place to another
- C to make a good
- D to use a product

2. Produce means _____.

- A to bring in products from another place
- B to ship a product from one place to another
- C to make a good
- D to use a product

4. Export means _____.

- A to bring in products from another place
- B to ship a product from one place to another
- C to make a good
- D to use a product

5. On which river are the Soo Locks located?

- A St. Lawrence River
- B Detroit River
- C Saginaw River
- D St. Mary's River

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.

6. How is Michigan a part of the national and global economy?

7. Why do you think it is important to try to "Buy American"?

8. Does your family try to buy American or Michigan made products? Why or why not?

9. Why is it important for businesses to specialize?

10. What did you learn from the production line activity?

Wayne-Westland Community Schools
Elementary Art
Distance Learning Lessons

Week of 5/25/20

ART APPRECIATION



Art is Everywhere. Let's Look for some!

DIRECTIONS:

ONLINE OPTION: Take a VIRTUAL TOUR of the online art gallery linked below. Maybe write down the title and description of some of your favorite pieces, and explain what you like about them.

GALLERY: <https://www.youtube.com/watch?v=cLftKHybvV8>

OFFLINE OPTION: You don't need to go to a museum to find art - take a tour of your home to see how much art you can find. Are there any paintings, prints, photographs, sculptures or figurines where you live? Everyday objects around the home, and perhaps even your toys and clothes, also have designs or images that were created by artists. Maybe make a list or take photos of the art you find in your home, and discuss with family members why you consider some things to be art, and not others.

These online or home tours could be taken by a single student, but 2 or more students in the same household, even if they are in different grades, may explore together.

ART APPRECIATION RESOURCES:

YouTube Videos:

[The Artist Song! | Nursery Rhymes & Kids Songs with Sweet Tweets](#)

[What is Art?](#)

[How to Look at an Artwork](#)

[Why Kids Love Art](#)

[15. At an art museum – Enjoying the art pieces \(English Dialogue\)](#)

[What I Love About Art | Sesame Street Full Episode](#)

Books:

[The Museum Book Read Aloud For Kids!](#)

<https://www.storyjumper.com/book/read/20949888/A-WALK-IN-THE-ART-GALLERY#page/22>

Games:

[Art History Puzzle Set | Interactive Puzzle Game for Kids | Puzzles with famous artworks](#)

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

We would love to hear about your tour discoveries and thoughts! You can share with your art teacher by posting to your Dojo story or by email.

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 25th

Move It Monday

Let's have some fitness fun using a couple of paper plates! Watch the video below!

[Paper Plate Tabata](#)

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!

[Family Fun Cardio](#)

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 some push ups!!!

[Push Up Demonstration](#)

[Push Up Cadence](#)

Fun Time Friday

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

[Hip Hop Routine](#)

Topic: Play a developmentally appropriate role in classroom management and positive school climate.

Kindergarten Make a list of staff members at school that your child interacts with. Discuss and write down what each member can help you with.

1st Repeat K lesson.

2nd Repeat K lesson.

3rd Create a skit showing how to follow any rule that we have in school (how to walk in the hallway, how to act in the lunchroom, how we behave in special, etc.)

4th Repeat 3rd grade lesson.

5th Ask students "Who is in charge of your decisions?" Discuss the importance of following rules and have them write a paragraph or two about their thoughts on it.

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

Game Ideas:

Simon Says

Four Corners

Would You Rather

Telephone

Hot Potato

Pictionary

Charades

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