

# 3rd Grade

## June 1 - June 5



# Velociraptors and Birds

by ReadWorks



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*Velociraptor*

Dinosaurs, the reptiles which walked the earth long ago, went extinct about 66 million years ago. But today, we can see their descendants everywhere. Which of today's creatures came from dinosaurs? Some people may assume that crocodiles, alligators, or other reptiles could call dinosaurs their ancestors. But that's not the case. Rather, the animals that descended from dinosaurs are far more common and familiar. They're birds!



By Kabacchi (Velociraptor - 01 Uploaded by FunkMonk) [CC BY 2.0], via Wikimedia Commons

*Velociraptor skeleton*

Modern birds came from a group of two-legged dinosaurs. These dinosaurs are known as

theropods. They include familiar dinosaurs like the fierce *Velociraptor*. This dinosaur, in particular, shows many of the similarities between birds and dinosaurs. For example, the *Velociraptor* had feathers! Scientists can tell that these dinosaurs were feathered based on their fossils. A fossil of a *Velociraptor's* forearm bone that was found in Mongolia had quill knobs, which are structures on a bone that hold feathers. Today's birds have these as well. *Velociraptors* also had hollow bones, like today's birds. And they also tended to nests of eggs, like their modern-day descendants.

In birds today, hollow bones and feathers make it easier for birds to fly. But unlike today's birds, *Velociraptors* could not fly. Their short forelimbs made it impossible to take off from the ground. Their feathers may have had other uses, like for mating displays or keeping the dinosaur's body at the right temperature.

Name: \_\_\_\_\_ Date: \_\_\_\_\_

1. Which modern animals descended from dinosaurs?

- A. reptiles
- B. alligators
- C. crocodiles
- D. birds

2. This passage compares and contrasts birds and their ancestors, *Velociraptors*. According to the passage, what is one way in which birds and *Velociraptors* are alike?

- A. They both had feathers.
- B. They both could fly.
- C. They both have fossils.
- D. They both had short forelimbs.

3. The passage says, "Modern birds came from a group of two-legged dinosaurs."

What conclusion can be drawn based on this evidence?

- A. Modern birds are actually completely different from dinosaurs.
- B. Modern birds are related to a specific group of dinosaurs.
- C. Not all birds descended from the same group of dinosaurs.
- D. Modern birds are larger than the dinosaurs that had two legs.

4. The passage says, "In birds today, hollow bones and feathers make it easier for birds to fly. But unlike today's birds, *Velociraptors* could not fly. Their short forelimbs made it impossible to take off from the ground."

What conclusion can be drawn based on this evidence?

- A. *Velociraptors* did not have feathers or hollow bones.
- B. Today's birds have more feathers than *Velociraptors* did.
- C. Today's birds have relatively longer forelimbs than *Velociraptors* did.
- D. Having hollow bones is necessary in order to have the ability to fly.

5. What is the main idea of this passage?

- A. Modern day birds and some ancient dinosaurs like the *Velociraptor* showed very similar behavior, like tending to nests of eggs.
- B. Fossil evidence helps show that modern day birds came from a group of dinosaurs called theropods, which included the *Velociraptor*.
- C. Scientists have discovered that the dinosaur *Velociraptor* descended from ancient birds, based on fossil evidence.
- D. While birds today are able to fly, dinosaurs like the *Velociraptor* were not able to fly.

6. Please read the following sentences from the text.

"Dinosaurs, the reptiles which walked the earth long ago **went extinct** about 66 million years ago. But today, we can see their descendants everywhere."

As used in the passage, what does the phrase **went extinct** mean?

- A. grew up
- B. walked away
- C. died out
- D. went hungry

7. Please choose the answer that best completes the sentence below.

Birds and theropods (a group of dinosaurs) are related; \_\_\_\_\_, birds are descended from theropods.

- A. however
- B. lastly
- C. specifically
- D. especially

8. How do scientists know that *Velociraptors* had feathers? Use evidence from the text in your answer.

9. What is one difference between birds and *Velociraptors*? Use evidence from the text in your answer.

10. How do fossils of the *Velociraptor* show that this dinosaur is an ancestor of today's birds? Include examples from the text in your answer.

# The Noisiest Cat

by W.M. Akers



Melissa had a cat that loved her too much. The cat was named Roger. He was an older cat, about 10 years old, Melissa guessed. She knew because her parents told her they got Roger not long after Melissa was born. When she was little, Roger was little, too. They would run and play and fall down together. Now that she was bigger, Roger was big, too. Very big. Possibly, she thought proudly, he was the fattest cat in town. But more importantly, he was the sweetest.

When Melissa watched TV, Roger sat on her lap. When she did her homework, he sat on her paper. When she ate, he ate, too. Everywhere Melissa went, Roger followed.

"That cat loves you so much," Melissa's mother would say. "He doesn't know what to do without you!"

Most of the time, this was great. Other girls had dolls. Other girls had stuffed animals. Other girls had guinea pigs and hamsters and hermit crabs-pets that were usually in cages or tanks. But Melissa didn't need any of that. She had a big fat kitty that followed her everywhere.

Yes, it was all pretty great-until Melissa tried to go to sleep.

At night, Roger would sit outside her door perched like a hen on an egg. All night long, Roger would wait for Melissa to wake up. At first, he would wait quietly. But after a few hours, he would start to get impatient. Every night, at around one in the morning, Roger would start to yowl.

If you do not have a cat, you do not know what an awful noise a yowl can be. Cats make lots of nice noises-like purring and meowing and sneezing-but a yowl is not nice at all. It starts deep inside their throat and moves up slowly, getting louder all the time. "Heeeeeeee-yowl!" Roger would say, over and over again. It sounded like he was being stepped on. It sounded like he was in pain. And it woke Melissa up every time. Her eyes would pop open. Her stomach would twist

up. She would lie there for hours, listening to Roger's awful cry. No human is strong enough to sleep through a yowling cat.

"Mom!" Melissa would say the next day. "Roger was yowling again last night. He kept me up for hours!"

"Oh sweetie," Mom would say. "He just can't stand to be without you. He loves you too much. Why don't you just open your door and let him in?"

Melissa tried this once. When Roger started yowling, she stomped across her room and opened the door. He bounded in. She lay back down, and tried to go to sleep. She couldn't. It isn't easy to sleep when a cat is walking on your head. She moved Roger, but he came back. She hid her head under her blanket, but he just poked her over and over again with his paw. When he started to yowl again, Melissa got fed up. She jerked the blanket off her head and stood up.

"Oh no you don't!" she said. "No yowling in here!" She put Roger out into the hall where he started his song again.

"Mom!" she said the next day. "Roger kept me up all night! First he walked on my head and then he kept yowling!"

"Oh dear," said Mom. "I guess he just loves you too much. I have an idea. Take this spray bottle to bed with you. When he starts making noise, just give him a little squirt. Cats hate water. He'll run right away."

That night, Roger started yowling on time, at 1 a.m. sharp. Melissa was waiting for him. She gave him three quick squirts with the bottle, and he ran away. "Mmm," she said. "Now I can get some sleep."

But five minutes later, the cat was back-yowling away! Over and over she squirted him, and over and over he came back.

"What a piece of junk!" she said, and threw the bottle into the trash. Outside, Roger yowled some more.

"Fine!" she shouted. "You win!"

She opened the door, and Roger bounded inside. Soon he was sound asleep, cuddled on top of her head. Melissa didn't care. She would rather have a cat for a hat, she decided, than a cat that wouldn't be quiet.

Name: \_\_\_\_\_ Date: \_\_\_\_\_

1. Who is Roger?

- A. a cat
- B. Melissa's brother
- C. a dog
- D. a hamster

2. What main problem does Melissa face in the story?

- A. Her cat is the fattest cat in town.
- B. Melissa's cat does not like to play with her.
- C. Her cat yowls at night and wakes her up.
- D. Melissa wishes she had a guinea pig instead of a cat.

3. Roger does not like it when Melissa is asleep. What information from the passage supports this conclusion?

- A. When Melissa watches TV, Roger sits on her lap.
- B. Every night, Roger waits outside Melissa's bedroom door and yowls.
- C. A yowl is an awful noise that cats make deep in their throats.
- D. Roger falls asleep on Melissa's head at the end of the story.

4. How does Melissa feel about Roger?

- A. She loves that Roger follows her everywhere and loves when he yowls at night.
- B. She loves that Roger follows her everywhere and does not care when he yowls at night.
- C. She is annoyed when Roger follows her everywhere and when he yowls at night.
- D. She loves that Roger follows her everywhere, but is annoyed when he yowls at night.

5. What is the main idea of this story?

- A. Cats do not make very good pets because they are too noisy.
- B. If your cat is naughty, you should squirt it with a spray bottle.
- C. Cats can be great pets, but sometimes they do annoying things.
- D. Cats never sleep, so they don't want their owners to sleep either.

6. Read the following sentences: "'Oh no you don't!' she said. 'No yowling in here!' She put Roger out into the hall where he started his **song** again."

What does the author mean by "**song**"?

- A. Roger's singing
- B. Roger's yowling
- C. Roger's meowing
- D. Roger's purring

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

Roger ran away \_\_\_\_\_ Melissa squirted him with the spray bottle.

- A. but
- B. such as
- C. so
- D. after

8. What does Melissa's mother *first* suggest Melissa do to stop Roger from yowling?

9. What is the *second* thing that Melissa's mother suggests to stop Roger from yowling?  
Does it solve the problem?

10. Explain whether Melissa solves the problem with Roger at the end of the story.  
Support your answer using details from the passage.

# Famous African Americans: Maya Angelou

by ReadWorks



Maya Angelou was born on April 4, 1928, in St. Louis, Missouri. Angelou had a difficult childhood in which she faced discrimination and a divided family. When she was very young, her parents got divorced. Angelou and her brother, Bailey, were sent to live with their grandmother in Arkansas. Her loving grandmother taught her the value of hard work and education.

As a young girl, Angelou suffered some terrible experiences. The challenges of her early life led Maya to become mute. She did not speak for almost five years.

Through education, Angelou started to discover the power of her voice. After high school, she worked many different jobs. Eventually, she became a singer, dancer, actor, and activist. Later, her career as writer took off. She wrote more than 30 best-selling books. In 1969, she published her first autobiography, *I Know Why the Caged Bird Sings*. It was her biggest literary success. *I Know Why the Caged Bird Sings* is still taught in many schools and colleges.

In January 1993, Angelou received a great honor. She was asked by President-elect Bill Clinton to recite a poem at his inauguration. She was only the second poet in U.S. history to have that honor. Later, Angelou was awarded the 2010 Presidential Medal of Freedom by Barack Obama.

Maya Angelou died in 2014. She is celebrated for her contributions to literature, the arts, and the fight for equality and civil rights.

**Name:** \_\_\_\_\_ **Date:** \_\_\_\_\_

1. According to the text, what did Maya Angelou face in her difficult childhood?

- A. discrimination and a divided family
- B. illness and homelessness
- C. struggle to read and write
- D. bullying and discrimination

2. The text sequences major events in Maya Angelou's life. What happened in Maya Angelou's life in January 1993?

- A. She was awarded the Presidential Medal of Freedom by Barack Obama.
- B. She was asked by President-elect Bill Clinton to recite a poem at his inauguration.
- C. She went to live with her grandmother in Arkansas.
- D. She published her first autobiography *I Know Why the Caged Bird Sings*.

3. Read the following sentences from the text:

"In 1969, she published her first autobiography, *I Know Why the Caged Bird Sings*. It was her biggest literary success. *I Know Why the Caged Bird Sings* is still taught in many schools and colleges.

[. . .]

"She was asked by President-elect Bill Clinton to recite a poem at his inauguration. She was only the second poet in U.S. history to have that honor. Later, Angelou was awarded the 2010 Presidential Medal of Freedom by Barack Obama."

What statement from the text does this information support?

- A. Her loving grandmother taught her the value of hard work and education.
- B. Through education, Angelou started to discover the power of her voice.
- C. Angelou had a difficult childhood in which she faced discrimination and a divided family.
- D. Maya Angelou is celebrated for her contributions to literature, the arts, and the fight for equality and civil rights.

4. How could Maya Angelou best be described?

- A. shy and hesitant
- B. honest and loud
- C. strong and creative
- D. rebellious and rude

5. What is the main idea of this passage?

- A. People who are mute as children have a hard time becoming actors and singers.
- B. Maya Angelou and her brother did many jobs together as teens.
- C. Maya Angelou had a successful career, despite the hardships she had faced.
- D. President Clinton enjoyed the poetry of Maya Angelou.

6. Read the following sentences: "As a young girl, Angelou suffered some terrible experiences. The challenges of her early life led Maya to become **mute**. She did not speak for almost five years."

As used in this sentence, what does "**mute**" mean?

- A. not able to hear properly
- B. not able to see properly
- C. not willing or able to talk
- D. unable to walk without help

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

Maya Angelou had some terrible experiences in her childhood, \_\_\_\_\_ she refused to speak for almost five years.

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

8. What specific book by Maya Angelou is described in the passage, and what kind of book is it?

9. What honor did Maya Angelou receive in 1993, and why was this significant?

10. Explain why Maya Angelou may be considered an inspiring person. Use information from the text to support your answer.

# Third Grade Writing Prompts

## Opinion Essay Writing Prompts

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

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

## Informative Essay Writing Prompts

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

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

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

Name \_\_\_\_\_

- An adjective that compares is a descriptive adjective. You can use adjectives to compare two or more nouns.
- Add *-er* to an adjective to compare two nouns: *The Arctic is **colder** than the tropics.*
- Add *-est* to an adjective to compare more than two nouns: *Winter is the **coldest** of all four seasons.*

**A. Circle the correct adjective for each sentence.**

1. This pumpkin is (bigger, biggest) than the one I grew last year.
2. Mercury is the (smaller, smallest) of all the planets.
3. This is the (sweeter, sweetest) orange I've ever eaten.
4. That clap of thunder was even (louder, loudest) than the last one.
5. The yellow kitten is (furrer, furrer) than the striped one.
6. Of all the rabbits, the gray one was (quicker, quickest).
7. A river is usually much (wider, widest) than a creek.

**B. Read the paragraph from "A Flight to Lunar City." Circle the adjective that compares in the underlined sentence.**

Now they were almost there! Robbie wriggled and squirmed. "Settle down!" Maria scolded. Sometimes Robbie was awfully wild, like a real puppy. Maria was thinking about adjusting his Personality Profile Program to make him a little calmer.

Name \_\_\_\_\_

- Some adjectives change their spelling when *-er* or *-est* is added.
- When an adjective ends in a consonant and *y*, change the *y* to *i* and add *-er* or *-est*: *happy/happier/happiest*, *cozy/cozier/coziest*.
- When an adjective ends in *e*, drop the *e* and add *-er* or *-est*: *pale/paler/palest*, *large/larger/largest*.
- When adjectives have a short vowel sound before a final consonant, double the final consonant and add *-er* or *-est*: *sad/sadder/saddest*, *thin/thinner/thinnest*.

**A. Add *-er* or *-est* to each adjective. Write the correct form.****Add *-er***

- big \_\_\_\_\_
- sunny \_\_\_\_\_
- silly \_\_\_\_\_
- nice \_\_\_\_\_
- blue \_\_\_\_\_

**Add *-est***

- funny \_\_\_\_\_
- safe \_\_\_\_\_
- fat \_\_\_\_\_
- tiny \_\_\_\_\_
- red \_\_\_\_\_

**B. Write the correct form of each adjective in parentheses.**

- Yesterday was the (hot) \_\_\_\_\_ day all summer.
- Shane was (fast) \_\_\_\_\_ than Tom.
- This coat is (big) \_\_\_\_\_ than my old coat.
- Tomorrow will be the (short) \_\_\_\_\_ day of the year.
- It is (rainy) \_\_\_\_\_ today than it was yesterday.

Name \_\_\_\_\_

- Some **adjectives** that compare do not add *-er* or *-est*.
- The comparative form of *good* is *better*, and the superlative form is *best*.
- The comparative form of *bad* is *worse*, and the superlative form is *worst*.
- *Many* is an adjective that refers to more than one thing. *More* compares two things. *Most* compares more than two.

**Circle the correct adjective for each sentence.**

1. I like corn (better, best) than green beans.
2. Our city has (more, most) sunny days than rainy ones.
3. That was the (worse, worst) movie I've ever seen.
4. I think the Eagles are the (better, best) team in the country.
5. I did (better, best) on the last test than this one.
6. My cold is (worse, worst) today than it was yesterday.
7. Of all my friends, Maria has the (more, most) video games.
8. I think Mrs. Casa is the (better, best) teacher in the world.
9. We had (more, most) snow days this year than last year.
10. I just played my (worse, worst) game ever.



**In your writer's notebook, compare your favorite and least favorite foods. When you're done, reread your work to make sure you used comparative and superlative adjectives correctly.**

Name \_\_\_\_\_

- Add *-er* to an adjective to compare two nouns. Add *-est* to an adjective to compare more than two nouns.
- The comparative form of *good* is *better*, and the superlative form is *best*. The comparative form of *bad* is *worse*, and the superlative form is *worst*.
- *More* compares two things. *Most* compares more than two.

**A. Proofread this passage. Circle any adjectives and articles that are not used correctly.**

I think that Camp Woodbine is the better camp in the whole state. The camp has really good counselors. James is the nicer counselor of all of them. In the morning we get to choose our activities for the day. I like swimming most than rowing. I'm a fast swimmer, but my friend Patrick is fastest than I am. Last year we went hiking on the longer trail through the woods. I got the worser case of poison ivy ever!

**B. Rewrite the passage. Use the correct adjectives and articles.**

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Name \_\_\_\_\_

**A. Read the paragraph. Then answer the questions.**

(1) My mom's cat had a litter of kittens. (2) The black kitten with the big eyes was smaller than the gray kitten. (3) The striped kitten was loudest. (4) They are all very cute.

- |  |   |
|--|---|
| 1. Which adjective in sentence 2 compares two nouns? | 2. Which sentence contains a superlative adjective? |
| <b>A</b> black                                       | <b>F</b> Sentence 1                                 |
| <b>B</b> big   | <b>G</b> Sentence 2                                 |
| <b>C</b> smaller                                     | <b>H</b> Sentence 3                                 |
| <b>D</b> gray  | <b>J</b> Sentence 4                                 |

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

(1) My family just moved from the city to the country. (2) I think the country is prettyer than the city. (3) The better thing of all about the country is the air is cleaner. (4) I miss my city friends, but we will still visit each other.

3. What is the correct way to write sentence 2?
- A** I think the country is prettier than the city.
  - B** I think the country is more prettier than the city.
  - C** I think the country is prettiest than the city.
  - D** No change needed in sentence 2.
4. What is the correct way to write sentence 3?
- F** The more better thing of all about the country is the air is cleaner.
  - G** The most better thing of all about the country is the air is cleaner.
  - H** The best thing of all about the country is the air is cleaner.
  - J** No change needed in sentence 3.

Name \_\_\_\_\_

**Fold back the paper along the dotted line. Use the blanks to write each word as it is read aloud. When you finish the test, unfold the paper. Use the list at the right to correct any spelling mistakes.**

**Review Words**

**Challenge Words**

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_
9. \_\_\_\_\_
10. \_\_\_\_\_
11. \_\_\_\_\_
12. \_\_\_\_\_
13. \_\_\_\_\_
14. \_\_\_\_\_
15. \_\_\_\_\_
16. \_\_\_\_\_
17. \_\_\_\_\_
18. \_\_\_\_\_
19. \_\_\_\_\_
20. \_\_\_\_\_

1. able
2. purple
3. riddle
4. handle
5. eagle
6. puzzle
7. castle
8. little
9. pickle
10. towel
11. nickel
12. camel
13. travel
14. tunnel
15. squirrel
16. preschool
17. rebuild
18. unlucky
19. motel
20. couple

Name \_\_\_\_\_

When a word ends in */e* or */el*, the last syllable is usually formed by those letters and the consonant before them. This is called a **final stable syllable**. Examples include *cable* (*ca/ble*), *little* (*lit/tle*), *hotel* (*ho/tel*), and *channel* (*chan/nel*).

**DECODING WORDS**

The word *turtle* has two syllables and a VCCCV spelling pattern. The syllables divide after the first consonant, creating a final stable syllable spelled *tle*. Blend the syllables and read the word aloud: *tur/tle*.

able	towel	castle	handle	travel
tunnel	eagle	little	puzzle	riddle
nickel	pickle	camel	squirrel	purple

Read the spelling words aloud. Then write the words that contain the matching final consonant spelling.

**-le**

- |          |          |
|----------|----------|
| 1. _____ | 6. _____ |
| 2. _____ | 7. _____ |
| 3. _____ | 8. _____ |
| 4. _____ | 9. _____ |
| 5. _____ |          |

**-el**

- |           |
|-----------|
| 10. _____ |
| 11. _____ |
| 12. _____ |
| 13. _____ |
| 14. _____ |
| 15. _____ |



Look back at the selections you read this week. Look for words with a final syllable spelled */e* or */el*. Read the words you find aloud, and record them in your writer's notebook.

Name \_\_\_\_\_

When a word ends in *le*, *el*, or *al*, the last syllable is usually formed by those letters and the consonant before them. This is called a **final stable syllable**. Examples include *cable* (*ca/ble*), *viral* (*vi/ral*), *hotel* (*ho/tel*), and *channel* (*chan/nel*).

**DECODING WORDS**

The word *turtle* has two syllables and a VCCCV spelling pattern. The syllables divide after the first consonant, creating a final stable syllable spelled *tle*. Blend the syllables and read the word aloud: *tur/tle*.

able	eagle	ankle	bottle	travel
tunnel	little	puzzle	towel	purple
table	middle	pickle	camel	global

Read the spelling words aloud. Then write the words that contain the matching final consonant spelling.

**-le**

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_
9. \_\_\_\_\_
10. \_\_\_\_\_

**-el**

11. \_\_\_\_\_
12. \_\_\_\_\_
13. \_\_\_\_\_
14. \_\_\_\_\_

**-al**

15. \_\_\_\_\_

Name \_\_\_\_\_

tunnel	icicle	pickle	motel	handle
terrible	nickel	camel	whistle	able
riddle	castle	single	towel	squirrel

**A. Read the spelling words aloud. Then write the spelling words that contain the matching final consonant sound.**

**-le**

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_
9. \_\_\_\_\_

**-el**

10. \_\_\_\_\_
11. \_\_\_\_\_
12. \_\_\_\_\_
13. \_\_\_\_\_
14. \_\_\_\_\_
15. \_\_\_\_\_

**B. Compare the words *pickle* and *nickel*. How are they alike? How are they different?**

---



---



---



Look back at the selections you read this week. Look for words with a final syllable spelled *le* or *el*. Read the words you find aloud, and record them in your writer's notebook.

Name \_\_\_\_\_

able	handle	castle	towel	travel
tunnel	eagle	nickel	little	purple
riddle	puzzle	pickle	camel	squirrel

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

1. red, blue, \_\_\_\_\_
2. hawk, owl, \_\_\_\_\_
3. mansion, palace, \_\_\_\_\_
4. penny, dime, \_\_\_\_\_
5. tiny, small, \_\_\_\_\_

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

6. It is fun to \_\_\_\_\_ by trains and planes.
7. An earthworm digs a deep \_\_\_\_\_ underground.
8. Did the \_\_\_\_\_ bury an acorn under the tree?
9. I lost a piece of the \_\_\_\_\_ and can't finish it.
10. A \_\_\_\_\_ is a desert animal with a hump on its back.
11. Will you be \_\_\_\_\_ to go to the movie with me?
12. Dad asks me a \_\_\_\_\_ every night after dinner.
13. I eat a crisp, green \_\_\_\_\_ with my sandwich.
14. We need a \_\_\_\_\_ to wipe up the water we spilled.
15. I broke the \_\_\_\_\_ on my new suitcase.

Name \_\_\_\_\_

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

Long ago, a king and queen lived in a big cassel. The king wore a long purpel cape and shiny crown. One day a squirle came along and saw the crown in the window. He grabbed it from the window and ran. The king chased him, but the animal ran deep inside a tunnle with the crown. The king wanted to find someone who was abel to crawl inside and get his crown. Finally, a litel boy said he would do it. In a few minutes, he came out with the king’s crown.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_

**Writing Connection** Write a story about a king and queen. Use at least four spelling words in your story.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Name \_\_\_\_\_

**Remember**

When a word ends with the letters *le* or *el*, the final syllable usually includes the consonant that comes before those letters. This is called a final stable syllable. For example, the letters *ble* form the last syllable in the word *possible*. The letters *bel* form the last syllable in the word *label*.

able	handle	castle	towel	travel
purple	eagle	little	nickel	tunnel
riddle	puzzle	pickle	camel	squirrel

Write the missing letters to make each spelling word complete. Read the spelling word aloud, and then write it on the line.

- |                    |                |
|--------------------|----------------|
| 1. cam _____       | 9. pur _____   |
| 2. _____ ble _____ | 10. lit _____  |
| 3. rid _____       | 11. ea _____   |
| 4. tra _____       | 12. puz _____  |
| 5. tow _____       | 13. nick _____ |
| 6. squir _____     | 14. tun _____  |
| 7. pick _____      | 15. cas _____  |
| 8. han _____       |                |

Name \_\_\_\_\_

**Multiple-meaning words** are words that have more than one meaning. For example, a *school* is a place where you go to learn. But a *school* is also a word for a group of fish.

When you come across a multiple-meaning word, use context clues to figure out which meaning the author is using.

Read the sentences below. Underline the context clues that help you figure out the meaning of each word in bold. Then write the meaning of the word on the line. Use a dictionary for help.

1. The woman kept her money and valuable jewelry in a **safe**.

\_\_\_\_\_

2. Amelia Earhart was the first female pilot to **fly** solo across the Atlantic.

\_\_\_\_\_

3. The farmer grew corn and potatoes on his **land**.

\_\_\_\_\_

4. Members of the audience were impressed with the actors in the **play**.

\_\_\_\_\_

5. He could easily lift the box because it was very **light**.

\_\_\_\_\_

6. The white **crane** flew from its nest to the river to catch a fish.

\_\_\_\_\_

Name \_\_\_\_\_

Many English words have roots in Greek and Latin. For example, the Latin root *fin* meaning *end* is the root of the English words *final* and *finish*. Use your knowledge of roots to figure out the meaning of a new word. Here are some roots that may help you:

- The Latin root *mir* means *wonder* or *amazement*.
- The Latin root *orb* means *circle* or *ring*.
- The Greek root *hydro* means *water*.

Use the Greek and Latin roots from the box above to find the meaning of each word in bold below. Write the meaning of the word on the line. Then use each word in a sentence of your own.

1. orbit \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

2. infinite \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

3. admire \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_



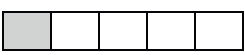











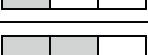

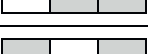





4. hydrant \_\_\_\_\_





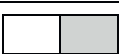








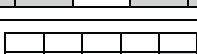
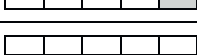
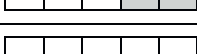
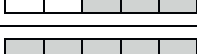
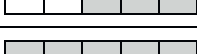
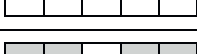
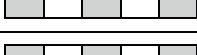


\_\_\_\_\_  
\_\_\_\_\_

A

Number Correct: \_\_\_\_\_

Identify Fractions.

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## A

Number Correct: \_\_\_\_\_

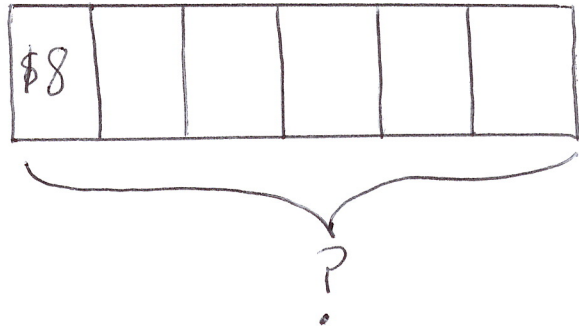
Multiply with Eight

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

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

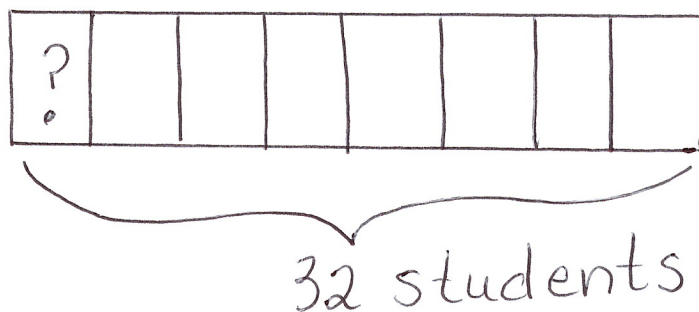
## Problem 1

Tara buys 6 packs of printer paper. Each pack of paper cost \$8. How much does Tara spend on printer paper?



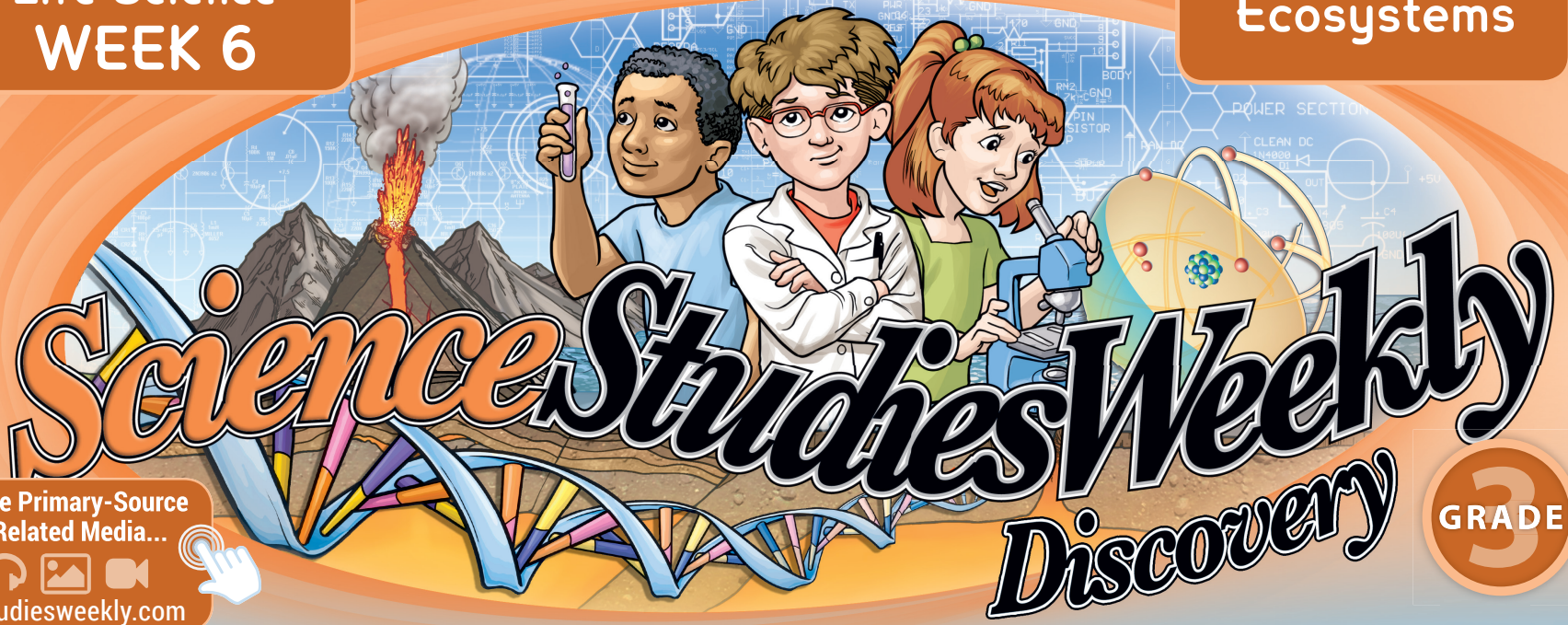
## Problem 2

Ms. Santor divides 32 students into 8 equal groups for a field trip. How many students are in each group?



### **Problem 3**

Paul buys snacks for his flight. He compares cashews with yogurt raisins. The cashews weigh 208 grams, and the yogurt raisins weigh 186 grams. What is the **difference** between the weight of the cashews and yogurt raisins?



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# Our Green Planet

It can chop down tall trees with its teeth! It can slow down a whole river! It can hold its breath under water for up to 15 minutes! What is it? Is it a superhero? Well, this tree-chopping, river-stopping, saw-toothed superhero of nature is...our friend the beaver!

Beavers help make and save wetlands. Wetlands are habitats with lots of water, plants and animals. Beavers cut down trees and make dams along the river to make their homes. Over time, the dams slow down the water, making the area wetter. Thanks to the hard work of the beavers, many plants grow, and bobcats, antelopes, otters, cranes and other animals move in.



## STEM One Smart Puppy

Do you ever sit in your room and talk to your dog? Some of us talk to our animals all the time. They are terrific listeners. If you've ever seen service animals at work, you know that they can also be life-saving helpers too. Some service dogs help their master by watching for dangerous situations. Some dogs help find people after disasters, while other pets help us just by loving us unconditionally. Recent studies, however, have given us reason to believe that some dogs may know even more than we thought!

Psychologists (scientists who study behavior) at Wofford College

in Spartanburg, South Carolina, put a Border Collie named Chaser to work in the classroom and guess what? So far she has learned to find and bring back 1,022 objects. These objects are mostly her toys that have names. And that's not all! Chaser's teachers also report that she can categorize (sort) her toys. Do you believe it? Some animal scientists think it sounds too smart to be true. They believe that Chaser was trained to locate her toys by name when asked. They pointed out that she had extremely specialized training over three years. Either way, you have to admit it, Chaser is one smart pup.



# Ecosystems

*Living things and nonliving things depend on each other. Even though living things compete for air, water, food and shelter, they each have an important role in the balance of nature. Living and nonliving things of all shapes and sizes—like plants, water, worms, soil, birds and four-legged animals that interact with their environment—form a community called an ecosystem.*

## It's All About Energy! The Food Chain

All living things need energy from food. Every plant or animal needs to get food, and then it ends up being food for something else. Energy goes from one living thing to another. We call this a food chain. A food chain describes who eats whom.

But things usually eat more than one type of plant or animal. So the food chain looks more like a food web.

A rotting log might have plants (producers) growing on it. There may be insects such as beetles or centipedes (consumers) and even lizards or small animals that hunt the insects (predators). There may be fungi and bacteria that break down the organic materials (decomposers) left by dead plants and animals.

**Decomposers**— Fungi, bacteria and worms get energy by decomposing (breaking down) things that used to be alive but are now dead, like rotting logs and dead animals.

**Producers**—Plants get their energy from sunlight. We call them producers because they produce (make) their own food.

**Consumers**—Most living things cannot make their own food, so they get energy by eating plants or animals. They are called consumers because they consume (eat) their food.



## Science, Then & Now

### Amerindians

Before Christopher Columbus came to the Americas, people called the Amerindians had been living in the forests, plains, and jungles of America. Amerindians survived for hundreds of years without destroying the environment or killing all the animals. The Amerindians lived in a way that did not disrupt the land.

When explorers and settlers came, they brought animals and lots and lots of people, which changed the environments. The land and its ecosystems changed.

Scientists called ecologists have been trying to find ways for modern people to live in balance with ecosystems. Balance is important so all the plants and animals can live and be healthy. That is the science of ecology... then and now!



### Are dead things important in an ecosystem?



What is an ecosystem? An ecosystem is a community of living things such as animals and nonliving things such as soil, water and air.

Dead things are also important to an ecosystem. Fallen trees, rotting logs, dead animals and leaves become food and homes for many animals and plants.

An old log can be very useful. Decomposers such as bacteria, worms and fungi break down the log into tiny particles. This helps plants to grow. That fuzzy, moldy stuff you see on old food and old logs is a decomposer at work.



## In the Lab

### Oil Spill!

Let's find out what happens in an oil spill out in the ocean. Grab an adult for this lab.

#### Materials

- motor oil
- clean feather
- rock
- small bucket
- rubber gloves

#### Instructions

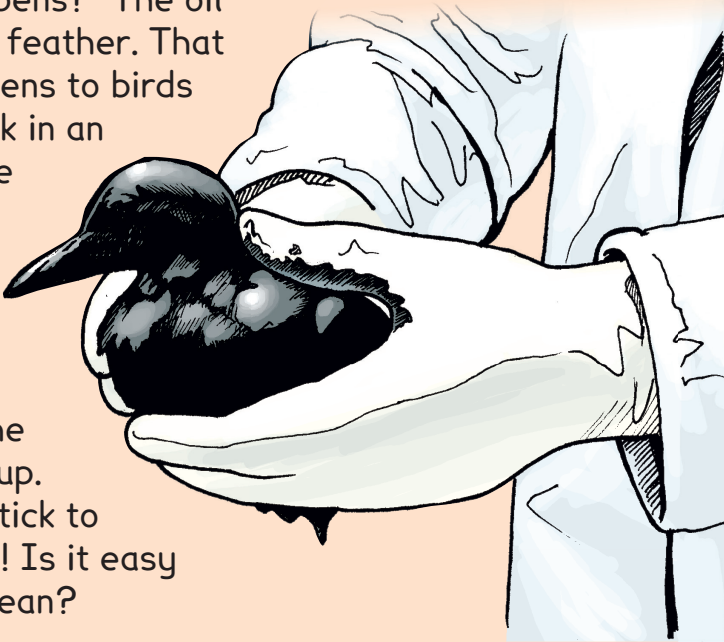
1. Fill the small bucket halfway with water.
2. Add several drops of motor oil.

What happens? The oil should float on the water. Do you remember why from our lesson on liquids? (Clue: it has to do with density.)

3. Add more drops of motor oil to the water.
4. While wearing rubber gloves, dip the feather in the water and pull it out.

What happens? The oil sticks to the feather. That is what happens to birds who get stuck in an oil spill in the ocean. Can the birds wash the oil off by themselves?

Now dip the rock in the cup. The oil will stick to the rock, too! Is it easy or hard to clean?



**CARNIVORE**



**OMNIVORE**



**PREY**



**PREDATOR**



**SCAVENGER**



**HERBIVORE**

#### What's on the Menu?

Animals that eat only plants are called herbivores. Cows are herbivores because they eat grass. An animal that eats meat is called a carnivore. A lion is a carnivore. An omnivore is an animal that eats both plants and animals. Black bears are omnivores. What are you?

#### Predator and Prey

Some animals hunt other animals for food. They are called predators. The hunted animal is called the prey. Sometimes the predator then becomes the prey. Animals like vultures are called scavengers because they eat the remains of animals that are already dead.

#### Ecosystems Are Delicate!

A population is a group of the same type of living things that inhabit a certain area. A backyard may have a population of crickets, a population of dandelions and a population of blackbirds.

What would happen to an ecosystem if all populations of plants were suddenly gone? When a population of living things reduces or dies, it can have very bad effects. Without the plants, the animals would starve or leave. The ecosystem is damaged.

## Science Tools Mini-Lab

### Terrarium

A terrarium is a little habitat you can make. It is a fun way to study life. You can create a desert, woodland or wetland terrarium. In this activity, we will make a wetland terrarium.

#### Materials

- large clear plastic or glass container with lid
- pebbles
- acid soil or peat moss
- small plants such as mosses and a venus flytrap

Place a 1-inch layer of pebbles in the bottom of the glass or plastic container. Add a three-inch layer of acid soil or peat moss, and dampen the soil with water. Plant the small plants. Put a lid on your terrarium and keep it out of direct sunlight. As the moisture evaporates, it collects on the lid and then falls as rain.

After the plants start to grow, add some insects, worms, or even a small animal like a salamander or frog. Press a small bowl of water into the soil, and add food such as small insects.

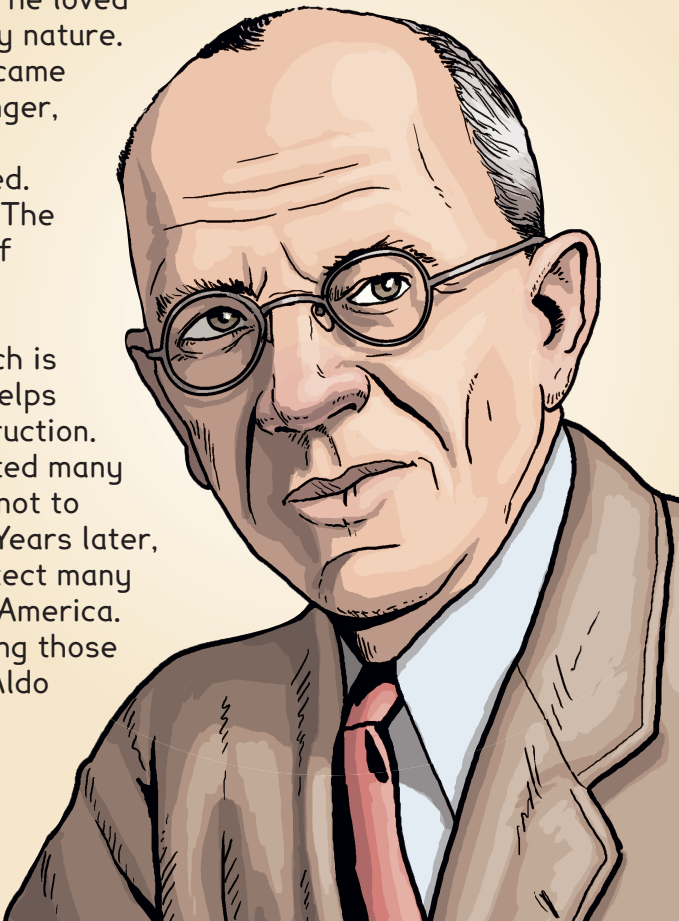
What materials would you use to make a desert terrarium or a woodland terrarium? Get a book on habitats from your library to help you find out.

### Aldo Leopold (1887-1948)

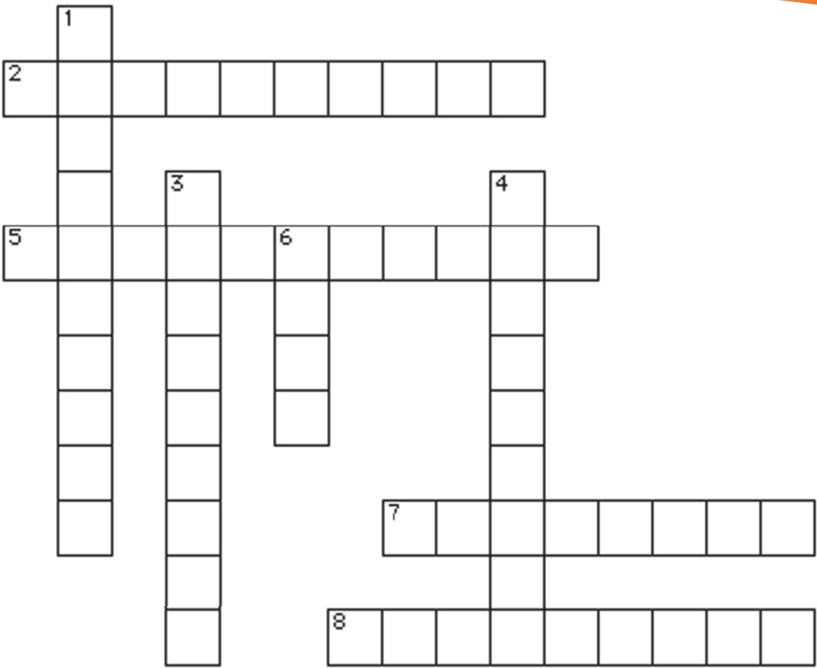
When Aldo was a boy, he loved to roam around and study nature. When he grew up, he became a forest ranger. As a ranger, he saw a lot of beautiful wilderness being damaged. Plants and animals died. The food chain became out of balance.

Aldo helped form the Wilderness Society, which is a group of people that helps save habitats from destruction. Aldo and his family planted many trees. He taught people not to damage the wilderness. Years later, a law was passed to protect many wilderness lands across America. Many people enjoy visiting those beautiful places today. Aldo made a difference.

## Spotlight



Name \_\_\_\_\_



- ACROSS

2. communities of living things and their environments

5. bacteria, worms and fungi that break down (decompose) nonliving things like logs

7. an animal that hunts other animals for food

8. living things that cannot make their own food so they have to eat plants or animals to get energy
- DOWN

1. animals that eat the remains of dead animals

3. the cycle of who eats whom

4. organisms that make their own energy from the sun

6. the animal being hunted



WORD LIST

predator

decomposers

ecosystems

scavengers

food chain





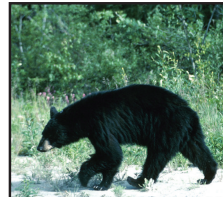


consumers

prey

producers

Is it a producer, consumer or decomposer? Circle one.

Mini-Lab

tiger	grass	flower	snail	bear	worm	mushroom
						
producer	producer	producer	producer	producer	producer	producer
consumer	consumer	consumer	consumer	consumer	consumer	consumer
decomposer	decomposer	decomposer	decomposer	decomposer	decomposer	decomposer

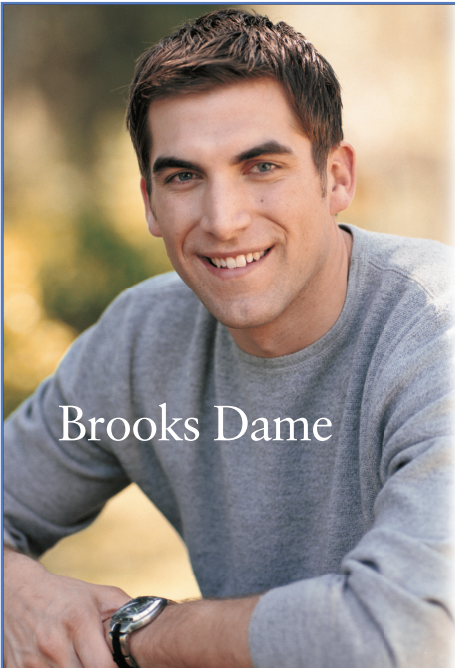
Food Chain Mini-Lab

Where do each of these things get their energy? Draw “energy arrows” from the energy source to whatever uses the energy. So if a bird gets eaten by a cat, draw the arrow from the bird to the cat. The bird is the energy source, and the cat uses the energy.



Let's Investigate

Your mission this week—should you choose to accept it—is to create an investigation about an ecosystem. Remember that an ecosystem is any community of organisms interacting with their environment, and humans are organisms, too. Would you like to know what’s really living in that creek behind your house? Do you ever wonder what happens to living things when ecosystems change? What about the living things that are too small to see with just your eyes? Remember to make your question clear and easy to measure.



Brooks Dame

Donated bone marrow to stranger.

SACRIFICE

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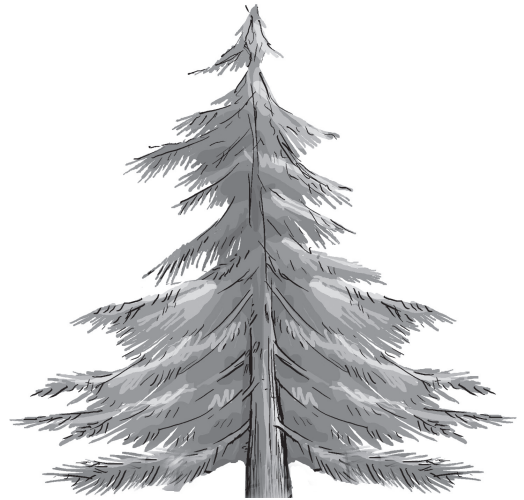
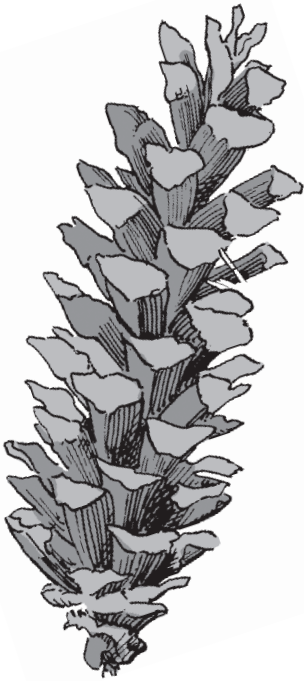
Name: \_\_\_\_\_ Date: \_\_\_\_\_

Science 3rd Grade Studies Weekly

Week 6, Life Science

### Matching

Look at the drawings below. Draw a line from the part on the left with the living thing it belongs to on the right.



Standards Covered: R1.3.1, RI.3.4, RI.3.7



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## How We Learn About the Past

For the next few editions of this paper you will be learning about Michigan's past. From the American Indians to the life of the early pioneers, you will study the events and people that have shaped our state. To do this, you will focus on different sources for your information, including pictures, journal entries and informational passages. At the end of the unit, you will be able to explain major events that helped make Michigan the 26th state of our country. You will also have a better understanding of the people who have lived here throughout the years.

First, have you ever heard the word "prehistory"? Think about the beginning of the word, "pre." What other words do you know that start with those letters? How about "pre-test"? That is the test you take before the real one. What about "preschool"? That is the school you go to before elementary school.

Well, the word "prehistory" refers to the time before the invention of writing. In order to study that time period, we have to look at other things to give us clues about what life was like then. These clues are called artifacts. Artifacts are things like pottery, weapons and jewelry that teach us about groups of people who didn't leave behind any written documents. When you look at and examine artifacts, you are studying a

primary source. Primary sources are created during the time period you are studying. They offer an inside view of a period or event. Diaries, photographs, speeches and artifacts are all created by the people who had a direct connection with the time period or event.

Unlike primary sources, secondary sources are an interpretation of an event or time period. The people who create secondary sources were not present during the event. Encyclopedias, newspaper articles and textbooks are secondary sources. While you can learn a lot from them, the people who wrote them did not experience history first hand.

Just like the people we study from Michigan's past, you and your family have a history too. The people in your family who lived long before you were born have shaped your life. Today when you go home from school, ask your family about your family history or heritage. Where did your ancestors come from? What celebrations and foods do you enjoy from the past? You may be surprised to find out that your family has a primary source like a diary or photograph that can teach you about your family's history.



Connections

## Swedish Stonehenge or Burial Monument?



Are you surprised to learn that scientists often disagree with each other? One scientist has a new idea and some facts to back it up. Other scientists say the idea is incorrect. Sometimes the argument ends with a change in

scientific thinking. For example, paleontologists once thought dinosaurs were slow animals that dragged their tails behind them. Dr. Bob Bakker used fossil evidence to show that this was not true. He said dinosaurs were fast, smart and carried their tails high in the air. He was called crazy, but now his ideas have been scientifically proven. That's the way science works. Someone finds evidence that challenges current thinking, and over time that evidence is either shown to be false or proven to be true.

Something similar may be happening in Sweden. "Ale's Stones," found near a Swedish fishing village, are 59 large boulders arranged

in the shape of a 220-foot ship. Archaeologists believe the arrangement is about 1,000 years old and was used as a burial monument. But a new research team now says the site is closer to 2,500 years old and was built to be an astronomical calendar. This would make Ale's Stones similar to Stonehenge in England. Other scientists disagree. They point to other small structures like Ale's Stones throughout Sweden that are between 500 and 1000 years old. Which side is right? Researchers will continue to investigate the site, but perhaps this scientific disagreement will end up changing what people believe about these ancient stones.



Michigan was not always as it is today! About a million years ago, glaciers, which are huge sheets of ice, moved slowly down from the North Pole to the south through present day Michigan. When this happened, the glaciers dug out huge areas, left boulders and hills behind and then finally melted. These melting glaciers filled up the holes that they had dug out and created many of our 11,000 inland lakes and rivers, as well as our famous Great Lakes.

The glaciers also brought with them our very fertile soil. Carrying the soil as they moved along, glaciers deposited this wonderful natural resource throughout our state. In these ways and others, the glaciers helped prepare our state for the people who were to come later. At that time in our history, plants began growing and animals started to move into Michigan to live. Many fish were swimming in our lakes and rivers. Michigan was becoming a great place for its future residents to call home.

Like we read about earlier in the paper, events that happened before written words are called prehistory. That is the time when the first people came to Michigan. We must use artifacts found in the area to figure out who these first people were and how they lived. Scientists who study the way people lived a long time ago are called archaeologists.

Using artifacts as clues, archaeologists believe the first people who lived in Michigan came from Asia. We read about these people earlier in the year. Remember that they were called the Paleo-Indians? It is thought that they had traveled across a land bridge between Asia and North America, called Beringia. They may have followed the food that they were hunting.



## Clues to Michigan’s Past and People

Eventually, these early people settled in what is now Michigan, leaving behind artifacts that are used as primary sources in understanding the past.

As time went on, more and more people came to America to live. Beginning in the 1600s, many people came from Europe looking for freedom, jobs and land. Then others came from Africa, brought over to America as slaves. Finally, more people immigrated to America from Russia and other countries. Some of these people ended up in Michigan. These people and other immigrants are the reason we have so many different ethnic groups in our state.

Can you brainstorm with your classmates any signs of these different nationalities and cultures in Michigan? Try to make a list of foods, ethnic celebrations, names, customs or other things that represent the people who lived in Michigan during its colorful past.

Some examples might be the Tulip Time Festival in Holland, Michigan. This festival celebrates the culture of the Dutch people who live in the city. They even named Holland after the region of their home in Europe. Another example is the names of cities and towns in our state, like Mattawan. This name came from the American Indians that lived in the area, and it means

“good pelts.” What examples can you think of with your classmates?



## Dwarf Lake Iris

Our state wildflower, the dwarf lake iris, is unique and special for many reasons. First, it only grows in the Great Lakes region. This plant is mostly found in our state.

Second, the tiny plant only reaches a height of 6 inches. With thin, light green leaves and purple petals, many dwarf lake irises can grow together, blanketing an area during May and June.

Third, the way the wildflower became our state symbol is interesting. In 1996, a vote was taken in newspapers across the state to nominate a state wildflower. When the votes were counted, the dwarf lake iris actually came in second place. But, in 1997, the Michigan House of Representatives decided that it should become our state wildflower anyway. Most of the citizens of our state agreed with the choice, and the dwarf lake iris was adopted a year later. In 1998, Governor John Engler signed the bill.

By becoming our state wildflower, the dwarf lake iris has gained the attention of conservation groups. Because of building and developments along Michigan’s lake shores and habitat destruction, the plant’s numbers were decreasing. Being named our state wildflower has encouraged people to help protect the dwarf lake iris and the land on which it grows.



## World’s Largest Tire

We’ve learned about giant pies and Paul Bunyan. This week we’ll read about another fun but unusual place to visit. In Allen Park, standing beside I-94 near Detroit Metro Airport is the World’s Largest Tire! It weighs 12 tons and stands 80 feet tall. In 1964, the Uniroyal Tire Company built the tire to be used as a Ferris wheel at the 1964-65 New York World’s Fair. About 2 million people had the chance to ride it.

The tire was then moved to Allen Park. It’s been updated many times over the years. In 1998 the company stuck an 11-foot long, 250-pound nail in it to advertise their “Tire Paw Nailguard” tire. Five years later, the nail was removed and sold on eBay for charity. The tire is fun to see, but the really great thing about it is that it shows everyone that the automobile industry is an important part of Michigan history.



## Words to Know

**prehistory:** the time before the invention of writing  
**artifacts:** man-made things like pottery, weapons and jewelry that teach you about groups of people

**primary source:** sources that were created during the time period you are studying by people who were actually there  
**secondary sources:** sources that contain information about an event or time period from the point of view of someone who was not actually there

**infer:** to make an educated guess based on what you know  
**archaeologist:** a scientist who studies artifacts from the past to learn about how people lived  
**glaciers:** huge sheets of ice  
**multicultural:** belonging in two or more ethnic categories

## History

### Our Ancestry

Remember last week you discovered that many family names came from the occupation of the person and how they earned a living? One example was the name Chandler. This was the last name of someone who was a candle maker by profession. Your last name may also tell about your ancestry. Do you know which country your relatives came from originally? Unless they are American Indians, all the people in Michigan and America have ancestors who came from somewhere else.

Usually the immigrants from other countries settled down with people from their same country or region. This allowed them to continue to speak their language, make familiar foods and hold on to traditions and customs. Many times the settlers would name their new towns after the names of places from their original home.

In Michigan, some parts of our state have large populations of a certain ethnic group. About 50 to 60 percent of the people living in the Holland and Zeeland region of Michigan are Dutch. Seventy-one percent of the citizens of a little town called Dallas in the Lower Peninsula are German. About 78 percent of the citizens of Muskegon Heights have ancestors from Africa. Of all the citizens in Michigan combined, the five largest ancestry groups are German, African American, Irish, English and Polish.

This chart gives more information about the ethnic groups in Michigan. Add up the percentages of the different races. You may notice that the percentages add up to more than 100 percent. How do you think that is possible? It is because some people are multicultural, or belong in two or more categories.

Race	Percent of Population
White	78.9
Black or African American	14.2
Hispanic or Latino	4.1
Arab - Middle Eastern	3
Asian	2.4
American Indian and Alaska Native	0.6

## Michigan Miners

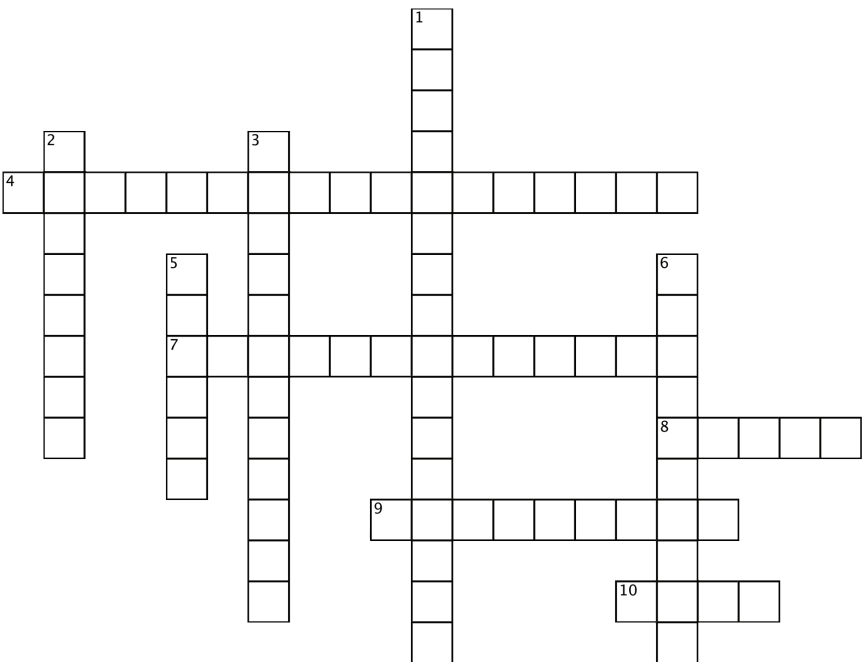
**1841:** Many settlers came to Michigan to mine copper in the Upper Peninsula.

We learned in earlier issues that American Indians found and learned to use copper in the Upper Peninsula. In the 1840s, after Douglass Houghton reported that he had discovered large amounts of copper in the U.P., thousands of men from the United States and Europe quickly came to the Keweenaw Peninsula to find their fortunes. Mining was very hard, dangerous work, in tunnels, with hand drills and explosive powder. Later, modern methods were invented and helped Michigan lead the country in mining copper until 1887.

## Michigan Timeline



Name \_\_\_\_\_



ACROSS

4.

place in the Upper Peninsula where men rushed to mine copper

7.

sources created during the time of an event by people who were there

8.

to make an educated guess based on what you know

9.

man-made objects that teach us about groups of people

10.

our state wildflower: Dwarf Lake \_\_\_\_\_

DOWN

1.

sources of information about an event from the point of view of people who were not there

2.

place where the first people in Michigan probably crossed into North America

3.

thought to be the first people in Michigan

5.

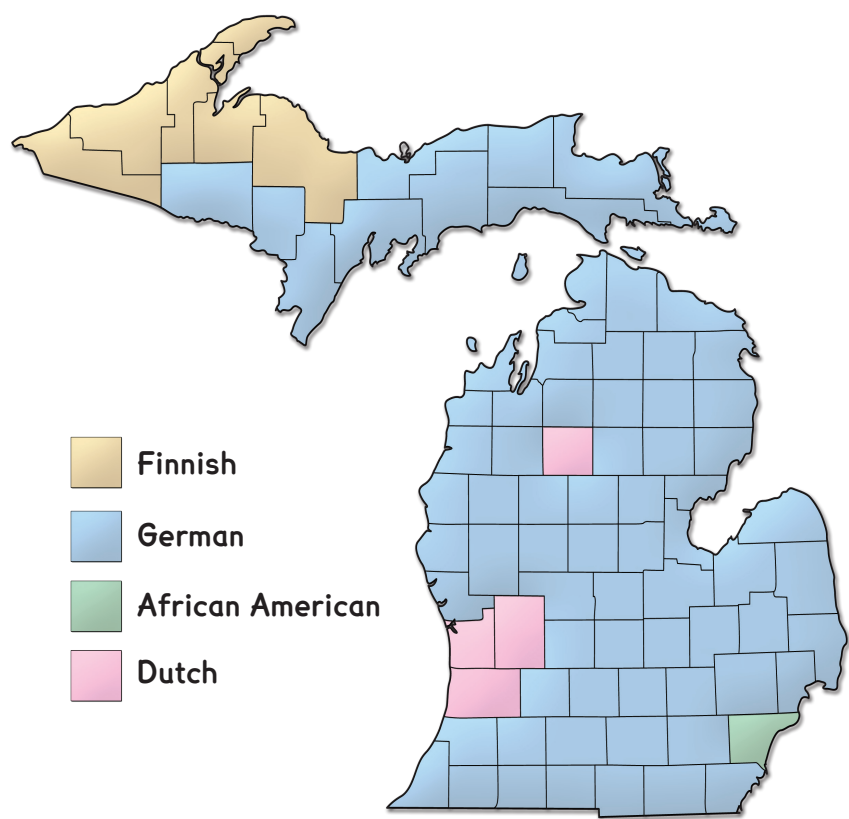
valuable mineral that brought people rushing to Michigan in the 1800s

6.

time before the invention of writing

# Our Nationalities

The map below shows counties in Michigan where there are very large numbers of people with the same ancestry in one location. Do you see your family’s nationality on the map? Which ancestry is shown in the county you live in?



Create Your Own Primary Source

Let's Write

In the future, people will want to know about life around the year 2013. Write a journal or diary entry that would give them a glimpse into the lives we live. You can talk about your daily schedule, the games you play or books you read. A primary source can contain anything that will teach people of the future what life was like for you. If you want to extend this activity, put the journal or diary entry into a two-liter pop bottle, along with small pictures or items that help describe life now, and bury it in your backyard or somewhere on school grounds (with permission from your parents or teacher). In the future, someone may find it and use it to figure out what it was like to live in 2013 in your area.

If you'd like to make any editorial comments about our paper, please write to us at [feedback@studiesweekly.com](mailto:feedback@studiesweekly.com).

Timeline of Major Events in Michigan Women’s History

Activity

Read the events on the timeline below. Then answer the questions on a separate sheet of paper.

- 1702 Marie-Therese Cadillac and Anne Picote de Belestre de Tonti join their husbands at Fort Pontchartrain in present-day Detroit. They are the first two European women settlers in Michigan.
- 1804 The first permanent trading post in Michigan is started near present-day Ada by Magdelaine Laframboise and her husband Joseph.
- 1832 Laura Smith Haviland and Elizabeth Margaret Chandler start the first women’s anti-slavery society in Michigan territory. They also helped make one of the first Michigan stations on the Underground Railroad.
- 1851 Sojourner Truth of Battle Creek gives a speech at the Women’s Rights Convention.
- 1861 Sarah Emma Edmonds is the first Michigan woman to be a Civil War soldier. She serves with the Second Michigan Volunteer Infantry Regiment as a man named Franklin Thompson.
- 1869 Susan B. Anthony and Elizabeth Cady Stanton start the National Woman Suffrage Association.
- 1920 The 19th Amendment to the Constitution becomes law. This amendment gives women the right to vote.
- 2002 Jennifer Granholm is elected the first woman governor of Michigan.

- Questions:
- 1. What two abolitionists started the first women’s anti-slavery society?
  - 2. What Michigan city was Sojourner Truth’s home?
  - 3. Where did the first two European women settlers in Michigan live?
  - 4. Sarah Emma Edmonds served in what war?
  - 5. According to the timeline, what important event happened in 1869?
  - 6. What did the 19th Amendment do?
  - 7. In what year was Jennifer Granholm elected?
  - 8. How did all of the women before Governor Granholm help lead the way to her election?

# Michigan Community Studies Weekly

## Teacher Supplement

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Michigan Community Studies Weekly (3rd Grade)

3rd Quarter, Week 15

This is a list of items that a teacher might use today to teach students about life in Michigan in the 1800s. Look at each item. Write the name of each item under the correct heading in the T-chart.

a letter written by a Michiganiaan in 1835

the original Michigan Constitution

a short movie about building a cabin

a picture drawn by an artist to illustrate toys played with by children in the 1800s

a cornhusk doll made for a museum in 2013

a poem written in the 1950s about what life must have been like in the 1850s

a land survey of a plot of land sold to a pioneer

a wooden bucket used to gather water on the frontier

Primary Sources	Secondary Sources

# Michigan Community Studies Weekly Teacher Supplement

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Michigan Community Studies Weekly (3rd Grade)

3rd Quarter, Week 15

Answer each question in complete sentences, using your own words. Be sure to answer all parts of the questions. Write your answers in your social studies journal or on a separate piece of paper.

1. Why are primary sources such as old photos or documents so important in understanding history? Do you think they are more interesting to read than secondary sources? Why or why not?
2. If you had been a slave, would you have been brave enough to try to escape on the Underground Railroad? Name some things you have considered when you made the decision.
3. How do historians use artifacts to learn about what happened in the past? Give one example of an artifact you learned about this week and explain what it helped people learn.
4. What made copper mining in the 1800s a difficult and dangerous job? Would you have wanted to be a miner back then? Why or why not?
5. How did the Paleo-Indians get to Michigan? What do you think their lives might have been like? Use details from what you have learned this week to support your answer.

# Michigan Community Studies Weekly Teacher Supplement

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Wayne-Westland Community Schools  
Elementary Art  
Distance Learning Lessons

Week of 6/1/20

## COLOR WHEEL SCAVENGER HUNT



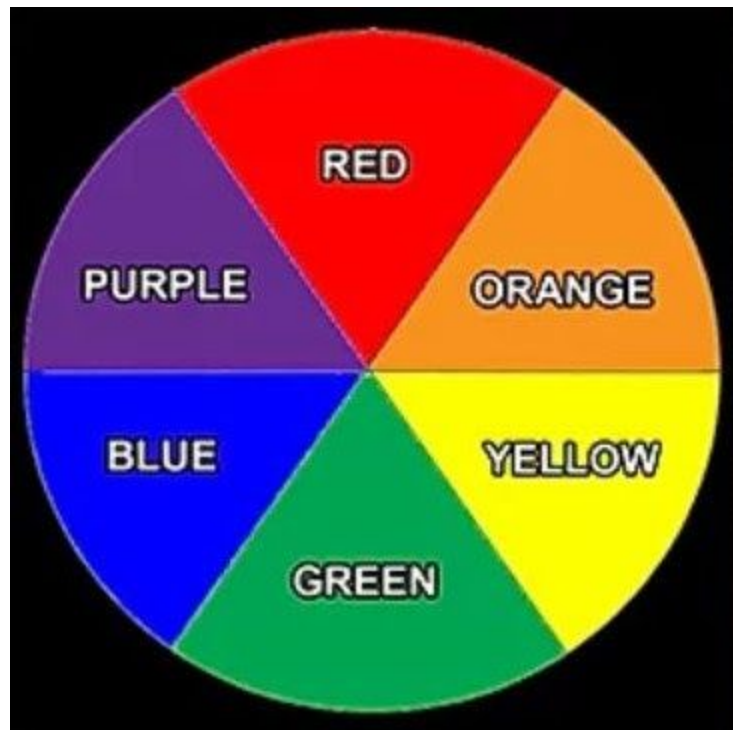
### **DIRECTIONS:**

Create a color wheel, with the primary and secondary colors, using items you collect around your home. This could be a tabletop color wheel, using items like: crayons, Legos, action figures, etc., or the color wheel could be created on the floor, using larger items, such as: books, clothing, pillows, etc.

Make sure you put the colors in the correct order (see examples.) It is O.K. to use items that are 'mostly' the color you're searching for, although solid colors are best. Different values (light & dark) of the colors are also fine, such as: light blue, medium blue & dark blue.

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

### **COLOR RESOURCES:**



**YouTube Videos:**

This short video provides a basic review of primary colors (Kindergarten), secondary colors(1st grade), tints and shades (2nd grade), and tertiary colors (5th grade): <https://www.youtube.com/watch?v=1IYgcwmc4XU>

Warm and Cool Colors (3rd grade):

<https://www.youtube.com/watch?v=LhtJ6Eeqm90>

Complementary Colors (4th grade):

<https://www.youtube.com/watch?v=qv70Y9X-wZM>(Primary Colors, Secondary Colors, Tertiary Colors, Warm/Cool, Complementary Colors)

[How to Mix 3 Colors to Make a Rainbow - Science Experiments for Kids - Primary Colors](#) Fun science experiment about color!

[Peep and the Big Wide World: A Peep of a Different Color](#) Short movie about color and coloring mixing.

[Sesame Street: OK Go - Three Primary Colors](#) “OK go” Primary Color song.

[The Colors Song | Art Songs | Scratch Garden](#) “The Color Song” about Primary, Secondary, and warm and cool colors.

[Comparing Warm and Cool Colors | ArtQuest | NPT](#) Warm and Cool Colors

[https://www.youtube.com/watch?v=fph81KVY6f8&disable\\_polymer=true](https://www.youtube.com/watch?v=fph81KVY6f8&disable_polymer=true) “The Advanced Color Song” about Primary, Secondary, Tertiary, Complementary colors and more!

(Songs about Value, Shades & Tints)

[The Value Song | Art Songs | Scratch Garden](#)

[Tints and Shades](#)

Books:

[Mix It Up](#)

<https://www.storyjumper.com/book/read/59596375/THE-COLOR-WHEEL#page/2>

<https://www.storyjumper.com/book/read/15300622/Color-My-World#page/26>

**Games:**

[Color — Method of Action](#)

[Free Art Game for Kids- Interactive Colorwheel](#)

[Free Art Game for Kids-- Paint Drip Catch](#)

[Paint - Digital Painting Skills • ABCya!](#)

[Free Draw: Online Art and Creativity Game for Kids](#)

**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](mailto:huhnb@wwcsd.net)

**Ms. Kurtz** [kurtzd@wwcsd.net](mailto:kurtzd@wwcsd.net)

**Mrs. Windley** [WindleyA@wwcsd.net](mailto:WindleyA@wwcsd.net)

**Ms. Peck** [peckme@wwcsd.net](mailto:peckme@wwcsd.net)

**Mrs. Smith** [smitha@wwcsd.net](mailto:smitha@wwcsd.net)

**Mr. Wilburn** [wilburnp@wwcsd.net](mailto:wilburnp@wwcsd.net)

## Wayne-Westland Physical Education Elementary Distance Learning Lessons

# Week of June 1st

## Move It Monday

We're gonna start this week out by playing follow the leader. Get your family together and take turns being the 'leader'. Everyone follows along behind the leader doing what they are doing. Some examples could be skipping, galloping, jogging, hopping, jumping, skipping, crawling or moving like different animals. Take turns being the leader and be creative!

## Turn It Up Tuesday

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

[Kids Circuit Workout](#)

## 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 curl ups (also called sit-ups).

[Curl Up Demonstration](#)

[Curl Up Cadence](#)

## Fun Time Friday

Today we are going to have a nature scavenger hunt. You can take this nature walk in your backyard, around your neighborhood or at a nearby park. First you are going to make the list of things that you are going to find. Some ideas could be pinecones, different types of leaves, different shaped twigs or rocks, something that is red or any color you pick, something that looks like a specific shape, something that is round or flat, maybe you have to spot a certain flower or a certain bird or animal. Whatever you choose, make the list with the person you are going to take this walk with. Then when you get back, you can talk about all the different things you found or saw! Have fun!

### 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](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