



Third Grade

(3)

WEEK #2

English Language Arts

Math


Social Studies

Science

Physical Education & VAPA

Lesson 33

Words for Time and Space

 **Introduction** How can you help make your writing clear for readers? One way is to use words and phrases that explain when and where actions or events take place.

- Words and phrases that tell *when* show the time events happen or the order in which they happen. *First, second, next, often, at noon,* and *in the morning* are some words and phrases that tell when events happen.

When Plan your garden in the winter.

 First, decide what to grow.

- Words and phrases that tell *where* show the position or direction of something. *Down, around, under, close to,* and *on the right* are some words and phrases that tell where.

Where Vegetables grow best in sunny areas.

 Some flowers can grow under trees or climb up walls.

 **Guided Practice**

Complete each sentence. If the parentheses () say *when*, add a word or phrase that tells *when*. If they say *where*, add a word or phrase that tells *where*.

HINT Think about what happens when you plant and care for a garden. What words and phrases that tell *when* or *where* will make the steps clear?

- 1 _____, get a shovel and loosen the soil. (when)
- 2 Plant your seeds, and be sure to water them _____
 _____ . (when)
- 3 The roots of the tiny seedlings will grow _____
 _____ . (where)
- 4 The stems and leaves will grow _____
 _____ . (where)
- 5 Don't forget to weed your garden _____
 _____ . (when)

Independent Practice

For numbers 1–5, complete each sentence by choosing the word or phrase that tells *when* or *where*.

- 1** If you have packets of seeds, _____ read the directions.
- A** slowly
 - B** first
 - C** carefully
 - D** you must
- 2** It's a good idea to plant _____.
- A** vegetables
 - B** many seeds
 - C** in the morning
 - D** with a friend
- 3** You can grow corn, squash, and beans _____.
- A** near one another
 - B** if you want
 - C** for food
 - D** for your family
- 4** Some seeds sprout _____.
- A** in just a few days
 - B** with little water
 - C** but others do not
 - D** without much trouble
- 5** Once your vegetables grow, you can share them _____.
- A** with neighbors
 - B** easily
 - C** too
 - D** at school

Lesson 7

Recounting Stories



Learning Target

Retell or recount stories from around the world by telling key events in the order in which they happened.

- **Read** When you **recount** a story, you are retelling the story in your own words. Be sure that you include the key details and **events** that happened in the beginning, middle, and end. Tell the events in the **sequence**, or order, in which they happened.

Read this story. Think about what happens at the beginning, middle, and end. Then reread the story. What are the most important details?



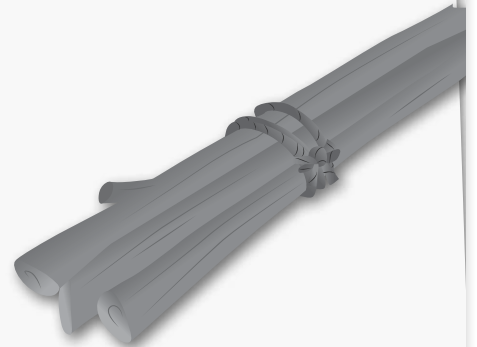
A Bundle of Sticks

Long ago, a mother had three children who were always arguing. “Your arguing sounds worse than the clucking of all the hens in the world,” their mother told them. She wanted them to stop!

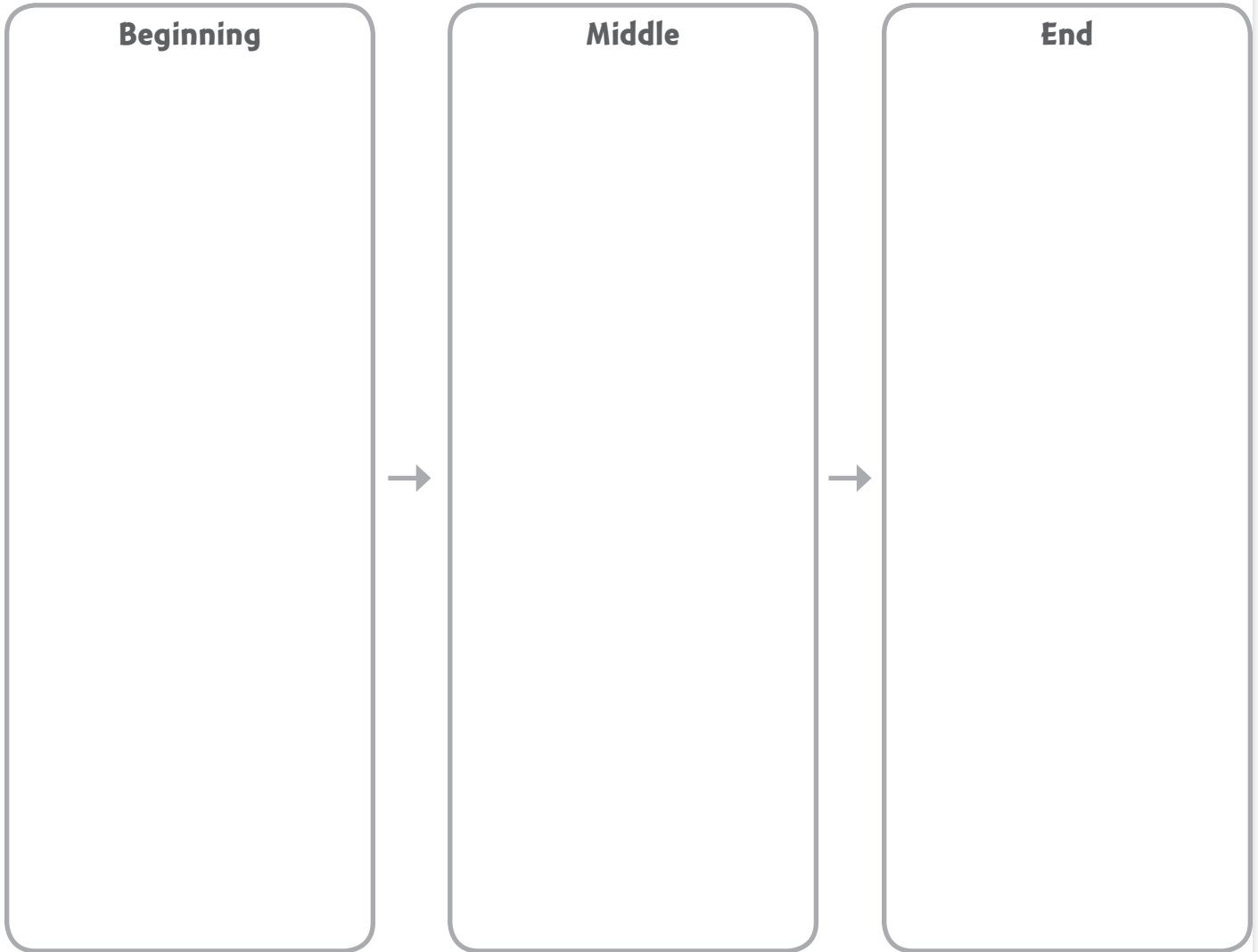
One day she got an idea. She gathered the children around her. Then she took a stick and broke it. “See how easy it is to break one stick?” she asked. Then she tied three sticks together. She asked each child to try to break the sticks. None of the children could break the bundle.

The mother told the children, “We’re just like the sticks. When we don’t stay together, our family is weak. When we stay together, nothing can break us apart.”


The children understood! From that day forward, they didn’t argue (as much).



► **Think** The chart below will help you to organize the most important details of a story. Think about what happened in the beginning, middle, and end of the story. Then add those details to the chart.



► **Talk** Using the key details in your chart, retell the story to your partner.

 **Academic Talk**
 Use these words to talk about the text.

- **recount** • **sequence** • **character**
- **setting** • **events**

Brother and Sister

a folktale from Korea

- 1 Long ago, a brother and sister grew rice to sell. Through the long summer, they worked together to care for the rice paddies. In the fall, they harvested all the rice and put the rice into bags. Each got the same number of bags.
- 2 After one harvest, the brother announced he was soon to be married. The sister knew her brother would need money to buy a new house for his bride. She didn't feel the rice was divided fairly, so that night, she took an extra bag of rice to her brother's house in secret.
- 3 The brother, too, felt the rice was not divided fairly. His sister had a large family. She would need more rice. So that night, the brother took an extra bag to his sister's house in secret.
- 4 The next day, the brother and sister counted their rice bags. Strange! Both had the same number as before. So that night, when the moon was full, they made another attempt. In the moonlight, the brother and sister each saw the other carrying a bag of rice! They laughed. The mystery was solved.



Close Reader Habits

Underline the sentences that tell the key events.

Explore

How do you choose which details to include when you recount a story?



To decide whether a detail is important, think about whether the story makes sense without it.

Think

- 1 Recount the folktale "Brother and Sister" by adding key details to the chart below.

Beginning	<i>A brother and sister grow and sell rice. They each get the same number of bags of rice.</i>
Middle	<i>Sister</i> <i>Brother</i>
End	

Talk

- 2 Using the details from your chart, take turns retelling the story with your partner.



Write

- 3 **Short Response** Which details from the chart do you think are most important? List them and tell why you chose them. Use the space provided on page 112 to write your answer.

HINT What details would you need to help a friend understand what happens in the story?

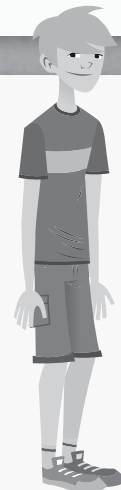


Write Use the space below to write your answer to the question on page 109.

Brother and Sister

- 3 Short Response** Which details from the chart do you think are most important? List them and tell why you chose them.

HINT What details would you need to help a friend understand what happens in the story?



Don't forget to check your writing.

HOW THE BAT GOT WINGS

A CHEROKEE NATION TALE

- 1 A long time ago, the bat was a tiny mammal. It had no wings. One day, the mammals and birds decided to play a game. The birds played on one team, and the mammals played on the other team.
- 2 The bat wanted to play with the mammals, but the mammals laughed at her size. “You are too small,” they said.
- 3 So the bat asked to play with the birds. The birds said, “You don’t have wings, but we can make you some out of a drum.” The birds stretched the skin of a drum into wings.
- 4 The birds put the wings on the bat and said, “Flap your wings.” The bat jumped off a tree and flapped her wings, but she didn’t fly in a straight line like the birds. Instead, she flew every which way in a crazy, zigzag pattern.
- 5 The birds let the bat play on their team. Just as she had done before, the bat flew in a crazy, zigzag pattern. The mammals on the other team could not catch the bat. The bat scored the winning points for the birds.
- 6 When the game was over, the mammals said, “Who is that superstar on your team?”
- 7 The birds said, “It is the bat. We gave her wings.”
- 8 The mammals did not know what to say. After all, they had refused to let the tiny bat play on their team. The mammals had learned their lesson. From that day on, they let any animal of any size play on their team.



Close Reader Habits

Which details would you include to recount the story? **Underline** the most important ones.



When you get ready to recount a story, choose the most important details.

Think

- 1 Number the items to show the order of some events in the story.

___ The bat flies in a crazy, zigzag pattern.

___ The birds make wings for the bat.

___ The mammals do not let the bat play on their team.

- 2 Why do the birds win the game?

- A The mammals cannot follow the bat's movements.
- B The mammals are surprised to see the bat on the team.
- C The mammals refuse to play against a bat.
- D The birds fly in a crazy, zigzag pattern.

Talk

- 3 Using key details from the text, talk to your partner about how the bat's way of flying helps the birds win.

Write

- 4 **Short Response** In your own words, recount what happens when the bat plays the game with the birds. Be sure to include the most important details from the story. Use the space provided on page 113 to write your answer.

HINT Review the game in paragraphs 5 to 8.



Write Use the space below to write your answer to the question on page 111.

HOW THE BAT GOT WINGS

- 4 Short Response** In your own words, recount what happens when the bat plays the game with the birds. Be sure to include the most important details from the story.

HINT Review the game in paragraphs 5 to 8.

Check Your Writing

- Did you read the prompt carefully?
- Did you put the prompt in your own words?
- Did you use the best evidence from the text to support your ideas?
- Are your ideas clearly organized?
- Did you write in clear and complete sentences?
- Did you check your spelling and punctuation?



WORDS TO KNOW

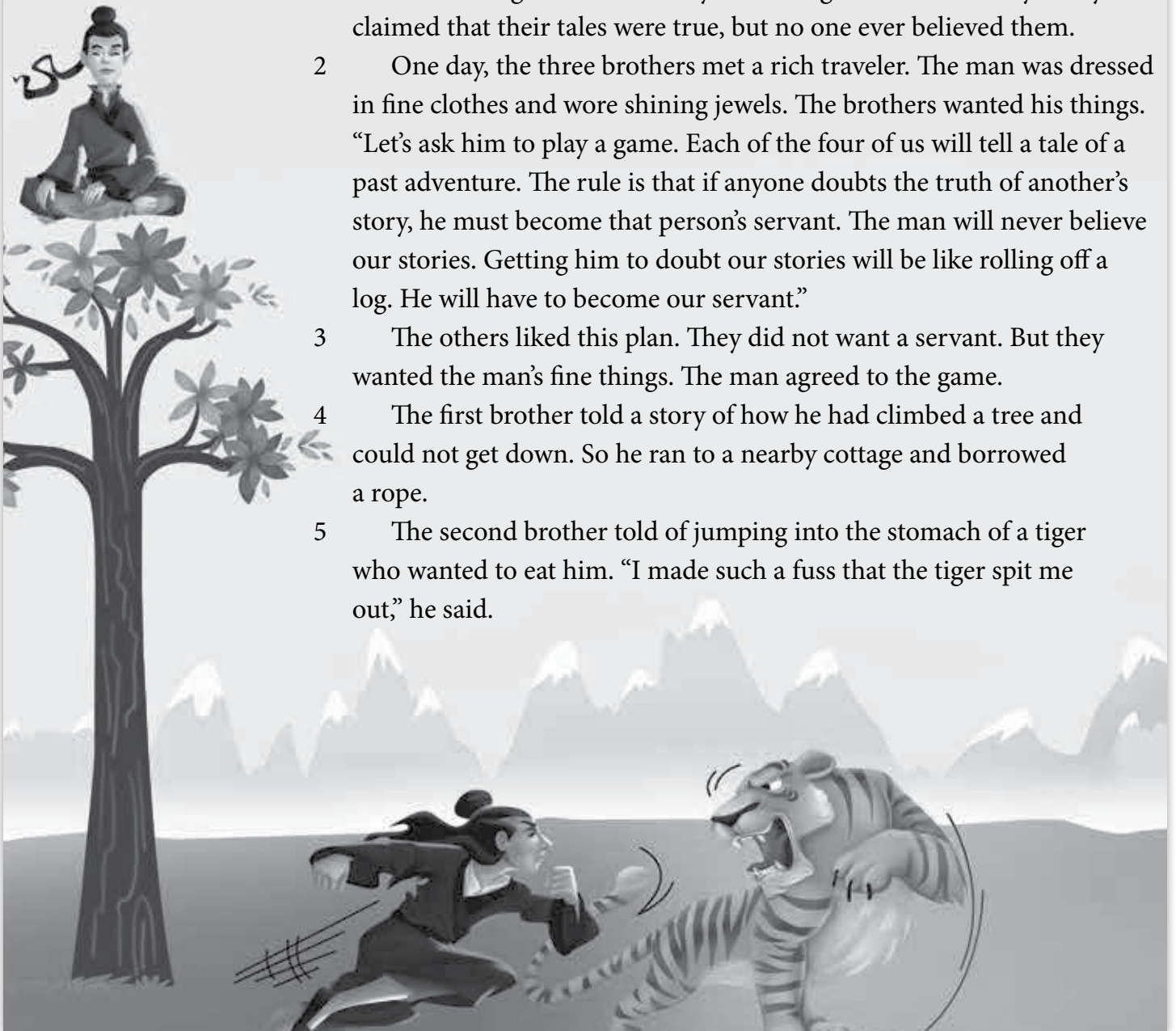
As you read, look inside, around, and beyond these words to figure out what they mean.

- **fuss**
- **disbelief**

True or False

a folktale from Myanmar (Burma)

- 1 There once were three poor brothers who loved to tell tall tales. They traveled throughout the countryside telling wild stories. They always claimed that their tales were true, but no one ever believed them.
- 2 One day, the three brothers met a rich traveler. The man was dressed in fine clothes and wore shining jewels. The brothers wanted his things. "Let's ask him to play a game. Each of the four of us will tell a tale of a past adventure. The rule is that if anyone doubts the truth of another's story, he must become that person's servant. The man will never believe our stories. Getting him to doubt our stories will be like rolling off a log. He will have to become our servant."
- 3 The others liked this plan. They did not want a servant. But they wanted the man's fine things. The man agreed to the game.
- 4 The first brother told a story of how he had climbed a tree and could not get down. So he ran to a nearby cottage and borrowed a rope.
- 5 The second brother told of jumping into the stomach of a tiger who wanted to eat him. "I made such a fuss that the tiger spit me out," he said.



- 6 The third told of helping the village fishermen. He said he turned into a fish and jumped into the river. There, he turned back into a man and killed the big fish that were eating all the little fish.
- 7 The rich man listened to the three tales without saying one word of disbelief. Then he told his story. He said he was searching for three servants who had run away from him.
- 8 “You three must be the ones I am looking for,” he said.
- 9 The brothers looked at him with alarm. If they doubted him, they must become his servants. That was their rule. But if they said his story was true, they would have to become his servants too!
- 10 They said nothing.
- 11 Finally, the man said he would let them go if they promised never to tell tall tales again.
- 12 The brothers agreed, and they kept their promise.



► **Think** Use what you learned from reading the selection to respond to these questions.

1 Number the items to show the order of some events in the story.

____ Each brother told his make-believe story.

____ Three brothers talked a rich traveler into playing a game.

____ The rich man made them promise not to tell tall tales.

____ The rich man told them a story.

____ The rich man did not question the brothers' stories.

____ The brothers realized they were trapped.

2 This question has two parts. First, answer Part A. Then answer Part B.

Part A

Why did the three brothers want to play a game with the traveler?

- A** They wanted to see if he would believe their tall tales.
- B** They wanted to trick him so they could have what he owned.
- C** They disliked people who had more money than they did.
- D** They were once the rich traveler's servants.

Part B

Write a sentence from paragraph 2 that supports the answer you chose for Part A.

- 3** Which is the **best** recounting of the third brother's story?
- A** He plays a trick on the fishermen. He pretends to be a big fish catching small ones.
 - B** He gets away from the fishermen by swimming in the river like a fish.
 - C** He helps the fishermen. He turns himself into a fish and then back into a person to kill a big fish.
 - D** He becomes a fish so that he can help the fishermen chase fish into their nets.
- 4** Which is the **best** description of the brothers' problem at the end of the folktale?
- A** The brothers think the rich man's story is the best of all the stories they have heard.
 - B** The rich man believes that the brothers are the runaway servants he is looking for.
 - C** The brothers promise never to tell tall tales again as they know they should not be doing that.
 - D** No matter how the brothers answer the rich man, they will have to become his servants.

5 Which **two** details could you leave out when recounting this story?

- A The brothers tell their tales throughout the countryside.
- B The brothers ask a rich traveler to play a game.
- C A tiger spit one brother out after eating him.
- D The rich man said nothing about the brothers' stories.
- E The rich man told a story about missing servants.
- F The brothers agreed not to tell any more tall tales.

6 Reread these sentences from paragraph 2.

The man will never believe our stories. Getting him to doubt our stories will be like rolling off a log.

What does the word *doubt* mean in this context?

- A dislike
- B understand
- C mistrust
- D enjoy



Write

- 7 Short Response** Use your own words to recount the folktale. Be sure to write about the events in the sequence that they happen in the story.



Learning Target

Explain why recounting the events in a story will help you understand it.

Reading

Read the passage. Then answer the questions that follow.

Following the Stars

by Krista O'Connell

1 “Wait up!” Robert said, hurrying along the forest path.

2 Jake stopped for a moment, letting his eyes adjust to the semi-darkness around him. Thankfully, there was plenty of moonlight. “You’re too slow,” he called. “Hurry up!”

3 “No, you’re too fast,” Robert replied with a smile. “Slow down!” This was a regular joke between the two boys. They had been friends for as long as either could remember. And they were as different as they could be.

4 But this evening, Jake wasn’t in the mood for joking. They were completing the final test for their summer nature camp. They had to find the North Star and follow it until they came to an open field. The counselors would be waiting for them beside a toasty warm campfire. Each of the boys wore a whistle. If either blew the whistle, it would be a signal they were lost.

5 Robert was calm. He had spent lots of time hiking, even at night. But his friend was in a rush and getting worried. This was Jake’s first time out of the city. He wanted to get to the safety of the campfire as quickly as he could. “I’m going to blow my whistle. What were they thinking letting us wander around the woods alone at night?” Jake griped, standing close to Robert.

6 “Take it easy!” Robert patted Jake on the back. “We just have to use what we learned. Let’s break it down into steps. We can do this!”

7 Jake took a deep breath. “Okay, okay. I guess we’re not in any danger yet. First things first, find the Big Dipper,” Jake said. The two boys stood still and looked up. For a moment, they forgot about their task and stood in awe of the sight. Away from the lights of the city, the black sky was bursting with stars.

8 But soon the boys remembered their job and began searching for the stars that formed the Big Dipper. “There!” Robert shouted, pointing his finger at a patch of stars.

9 Jake looked up to where Robert was pointing. He smiled when he saw a familiar shape among the tangle of stars. “Okay, let’s go,” Jake said, and started walking quickly away from their spot in the forest.

10 Robert grabbed his shoulder. “Wait, let’s take our time. We want to be sure we get it right,” Robert said, shaking his head. Jake was always jumping into things too fast. “What’s the next step?”

11 Jake sighed. “I guess you’re right. Okay, the next thing is to find the two stars at the end of the Big Dipper, on the side of the cup across from the handle,” Robert said.



12 “There they are,” Jake said. He pointed to the picture, and then up into the sky.

13 “Now, we just have to imagine a line connecting the stars. The end of the line should point to the North Star,” Robert recalled. They soon saw the star that shone brighter than many of the others around it. They began walking toward it, hoping their decision was the right one.

14 They didn’t have to travel far. Within minutes, they could see the warm glow of a campfire through the trees. When they proceeded into the clearing, everyone clapped and cheered. “Told you we wouldn’t need the whistle,” Robert told Jake with a grin and a friendly whack on the back.

15 “I guess you were right...for once,” Jake said, smiling. He was proud that he hadn’t given up and blown the whistle. As the friends walked toward the fire, they knew they would remember how those stars had helped them find their way, long after they returned home.

1 Which sentence from “Following the Stars” tells what Jake and Robert must do for their final test at camp?

- A** “Jake stopped for a moment, letting his eyes adjust to the semi-darkness around him.”
- B** “They were completing the final test for their summer nature camp.”
- C** “They had to find the North Star and follow it until they came to an open field.”
- D** “Within minutes, they could see the warm glow of a campfire through the trees.”

2 Why does Robert grab Jake’s shoulder in paragraph 10 of “Following the Stars”?

- A** to stop Jake from walking into a clump of poison ivy
- B** to get Jake to slow down and carefully find the North Star
- C** to ask Jake to blow the whistle to let everyone know they are lost
- D** to make Jake leave him alone in the woods

- 3** The following question has two parts. First, answer part A. Then, answer part B.

Part A

Read this sentence from the story.

Away from the lights of the city, the black sky was bursting with stars.

Which of the following best describes the meaning of the word “bursting” as it is used in this sentence?

- A** dimly lit
- B** blowing up
- C** flying apart
- D** completely filled

Part B


Which sentence from the story **best** supports the answer to part A?

- A** “Jake stopped for a moment, letting his eyes adjust to the semi-darkness around him.”
- B** “He had spent lots of time hiking, even at night.”
- C** “They soon saw the star that shone brighter than many of the others around it.”
- D** “He pointed to the picture, and then up into the sky.”

- 4** Which sentence **best** begins a retelling of “Following the Stars”?
- A** Jake and Robert are taking their final test at summer nature camp.
 - B** Jake and Robert find the Big Dipper and the North Star.
 - C** Jake and Robert proudly walk into the clearing following the stars.
 - D** Robert is calm, but Jake is worried about passing the final test.
- 5** Select the **two** sentences that **best** tell how the picture in “Following the Stars” helps readers better understand the story.
- A** It shows that Jake is walking much faster than Robert.
 - B** It shows how far the boys had to walk to find the camp.
 - C** It shows what Jake and Robert saw in the sky that night.
 - D** It shows how Jake and Robert feel during the test.
 - E** It shows that Robert is more at ease in the woods than Jake.
 - F** It shows how alone Jake and Robert are out in the dark woods.

Lesson 20

Possessive Nouns

 **Introduction** Some nouns show that a person or animal owns something. A noun that shows ownership is called a **possessive noun**. For example, *the girl's hat* means that the girl owns or has the hat. *The tiger's fur* means that the fur belongs to the tiger.

- To form the possessive of a singular noun, add an **apostrophe (')** and then an **-s**.

seller + 's The ticket seller's booth is at the front of the zoo.

- To form the possessive of a plural noun, add an apostrophe (') *after* the **-s**.

lions + ' The lions' area is near the back of the zoo.

Guided Practice

Write the possessive form of the noun in parentheses () to complete each phrase.

HINT How can you tell if the possessive noun should be singular or plural? Look at the ending of the noun in (). Also look for clue words, such as *a*, *one*, *several*, and *few*.

- 1 a _____ key (zookeeper)
- 2 several _____ ears (bunnies)
- 3 one _____ flippers (penguin)
- 4 a few _____ tails (foxes)
- 5 three _____ brooms (cleaners)
- 6 a _____ tickets (guest)
- 7 some _____ nests (cranes)
- 8 an _____ egg (emu)

 **Independent Practice**

For numbers 1–5, choose the correct way to write each underlined noun.

1 Several workers pails had food for the animals.

- A worker's'
- B workers
- C worker's
- D workers'

2 The workers put bottles in a few babies mouths.

- A babies'
- B babies's'
- C babies
- D babies's

3 The zookeeper pointed out three ostriches strong legs.

- A ostriche's's
- B ostriches
- C ostriches'
- D ostriche's

4 There was a big spray of water from an elephants trunk.

- A elephants
- B elephant's
- C elephants's
- D elephants'

5 We loved seeing one peacocks colorful feathers.

- A peacocks'
- B peacocks
- C peacock's
- D peacocks's

Writing and Research

This is a rough draft of a story. It has some mistakes. Read the story. Then answer the questions that follow.

Baby Bird

One day Alec and Molly were walking through the park. Suddenly, they saw something move in the grass. It was a baby bird! It was small and round. It had fluffy brown feathers. But its mother was nowhere in sight.

Alec said "The baby bird must be lost."

The children walked closer. The baby bird tried to run away. They could see the scared feeling in its eyes.

Alec and Molly didn't know what to do.

"Let's pick it up so a cat won't get it, said Alec.

But Molly said that would scare the baby bird even more. Let's hide it under a box" she suggested.

Alec thought that was a bad idea. The mother bird would never find it under a box.

Finally the children decided to just watch and wait. “If a cat comes, we will chase it away,” they agreed.

So the children crawled behind a bush and watch quietly.

A long time went by. Nothing happened. No cats appeared, but the mother did not either. Molly and Alec grew more and more worried.

All of a sudden, they heard a bird chirping loudly. The baby bird chirped back. A yellow bird flew down. It was the baby birds mother! She gave her baby a bug that was in her beak. The baby bird ate it right up and chirped for more.

“Hooray!” Molly and Alec shouted. The baby bird wasn’t lost after all!

23 Read this sentence from the story.

So the children crawled behind a bush and watch quietly.

Which of the following is the correct tense for the verb “watch” in this sentence?

- A** watched
- B** watches
- C** will watch
- D** correct as is

24 Which sentence from the story uses commas and quotation marks correctly?

- A** Alec said "The baby bird must be lost."
- B** "Let's pick it up so a cat won't get it, said Alec.
- C** Let's hide it under a box" she suggested.
- D** "If a cat comes, we will chase it away," they agreed.

25 Read the sentence from the story.

It was the baby birds mother!

Circle the word in the sentence that needs an apostrophe to show possession.
Then write the sentence correctly on the line below.

26 To change a word ending in the letter *y* from singular to plural, remove the *y* and add *-ies*. How would you spell the plural of "baby"?

- A** babys
- B** babies
- C** babyies
- D** baies

Write the missing numbers in the boxes to make each multiplication problem true.

$5 \times 6 = \square$

$2 \times 6 = \square$

$4 \times 5 = \square$

$6 \times 5 = \square$

$6 \times 2 = \square$

$5 \times 4 = \square$

$3 \times 8 = \square$

$4 \times 7 = \square$

$5 \times 9 = \square$

$8 \times 3 = \square$

$7 \times 4 = \square$

$9 \times 5 = \square$

$9 \times 2 = \square$

$\square \times 5 = 15$

$7 \times 8 = \square$

$2 \times \square = 18$

$5 \times 3 = \square$

$\square \times 7 = 56$

$\square \times 10 = 70$

$\square \times 5 = 10$

$3 \times \square = 12$

$10 \times \square = 70$

$5 \times \square = 10$

$\square \times 3 = 12$

1 Look at 6×5 and 5×6 . How does the order of the factors change the product?

2 Draw two arrays to show 4×7 and 7×4 .

Using Grouping to Multiply

Name: _____

**Draw parentheses around the numbers you want to multiply first.
Then find the product.**

1 $6 \times 3 \times 2$
 $6 \times (3 \times 2)$
 $6 \times 6 = 36$

Sample Student Work:
 $3 \times 2 = 6; 6 \times 6 = 36$

2 $4 \times 3 \times 3$

3 $5 \times 2 \times 8$

4 $8 \times 2 \times 4$

5 $2 \times 2 \times 7$

6 $6 \times 5 \times 2$

7 $3 \times 3 \times 7$

8 $2 \times 4 \times 5$

9 $7 \times 4 \times 2$

10 $6 \times 3 \times 3$

11 $3 \times 3 \times 10$

12 $2 \times 3 \times 4$

13 How did you decide which factors to group?

14 Choose one problem. Tell two ways you can group the factors. Then explain which way is easier for you to solve.

Using Order and Grouping to Multiply

Name: _____

Order and group the factors to show how you want to multiply. Then find the product.

1 $5 \times 7 \times 2$
 $5 \times 2 \times 7$
 $(5 \times 2) \times 7$
 $10 \times 7 = 70$

2 $3 \times 5 \times 3$

3 $4 \times 8 \times 2$

4 $2 \times 9 \times 5$

5 $2 \times 10 \times 5$

6 $2 \times 8 \times 2$

7 $3 \times 9 \times 3$

8 $5 \times 2 \times 6$

9 $4 \times 5 \times 2$

10 $2 \times 9 \times 2$

11 $3 \times 8 \times 2$

12 $4 \times 2 \times 7$

13 What strategies did you use to decide how to order and group the factors?

14 Why do you need to reorder factors in some problems?

Understanding of Division Models

Name: _____

- 1** Draw a model to show $12 \div 6$. Show 6 equal groups. How many are in each group?

There are 12 in all. There are 6 equal groups. There are _____ in each group.
 $12 \div 6 =$ _____

- 2** Draw a model to show $12 \div 6$. Show 6 in each group. How many groups are there?

There are 12 in all. There are 6 in each group. There are _____ groups.
 $12 \div 6 =$ _____

- 3** Draw an array to find $21 \div 3$.

- 4** Draw an array to find $20 \div 4$.

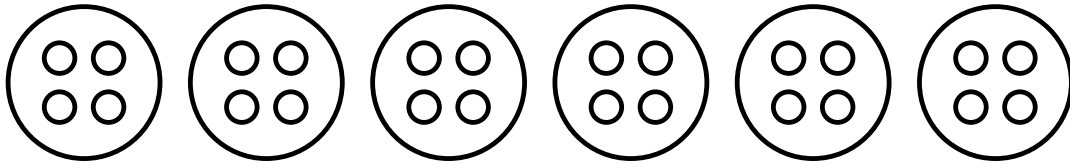
$$21 \div 3 = \underline{\hspace{2cm}}$$

$$20 \div 4 = \underline{\hspace{2cm}}$$

- 5** What situation could be modeled with the equation $40 \div 8 = 5$?

Understanding of How Multiplication and Division Are Connected

Name: _____



- 1** There are 24 marbles. Each bag has 4 marbles.

Write an equation that shows the number of bags.

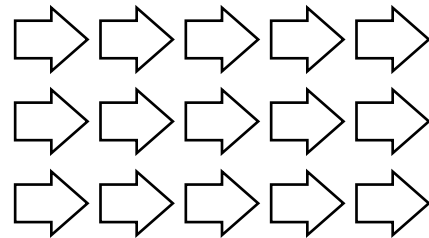
- 2** There are 24 marbles. An equal number of marbles are in 6 bags.

Write an equation that shows the number of marbles in each bag.

- 3** There are 6 bags of marbles. 4 marbles are in each bag.

Write two different equations that show the total number of marbles.

- 4** Write 2 multiplication equations and 2 division equations for this array.



Find the value of ? to complete each fact.

5 $6 \times ? = 48$

$48 \div 6 = ?$

$? =$ _____

6 $? \times 5 = 45$

$45 \div ? = 5$

$? =$ _____

7 $63 \div 9 = ?$

$? \times 9 = 63$

$? =$ _____

8 $32 \div ? = 8$

$8 \times ? = 32$

$? =$ _____

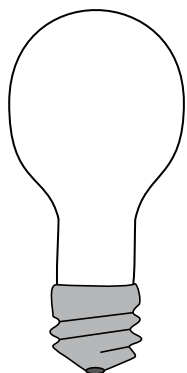
Name _____

Date _____

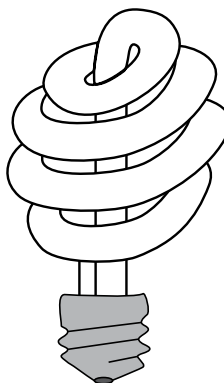
HOME/SCHOOL CONNECTION

INVESTIGATION 1: ENERGY

Lightbulbs are rated by the amount of energy they use. The unit of electric power is the watt.



Older style



Newer style

Record the watt rating for each bulb you can easily check. You may be surprised by the low wattage of the newer kind of bulbs that look like rope. Add up the total watts used by the lights you are able to check.

Safety Note. Only check bulbs that are turned off and not hot.

Lightbulb location	Style	Watts
Total watts		

Name: _____
California Community Studies Weekly

Date: _____
Quarter 1, Week 2

Weekly Literacy Connection: A Nature Walk

John Muir loved nature. He was fascinated by the beauty of California and worked hard to preserve all of nature's wonders. Take a walk through this forest and see what you find! Fill in the blanks with a noun or verb to complete the story.

A noun is a word that is a person, place or thing.

Examples: dog, woman, store

A verb is a word that shows an action.

Examples: jump, throw, run

One sunny day, David decided to take a walk through a forest in _____ (proper noun). The forest had many pretty _____ (plural noun) and animals. All different types of leaves _____ (verb) the trees. David had never seen so many leaves before. A very fast _____ (noun) popped out from behind a large _____ (noun). Some of the other animals decided to _____ (verb). It was almost time for David to return _____ (noun). David quickly said goodbye to all the animals and knew he would come back soon.

Name: _____
California Community Studies Weekly

Date: _____
Quarter 2, Week 11

All About Me!

Name: _____

Birthday

I was
born in

Family

Favorite Things to Do

Accomplishments

I am most proud of _____

Name: _____

Date: _____

California Community Studies Weekly

Quarter 1, Week 1

Weekly Literacy Connection: A Letter Home

Forty-niners were people who participated in the California Gold Rush in 1849. People left their families and homes to come to California in search of wealth. The life of a forty-niner was not easy. Mining was hard work, and they often faced physical danger, bad food, illness and homesickness.

Directions: Below is a letter from a forty-niner to his family. Correct the letter to include correct punctuation. Then, choose a synonym for the underlined words.

Dear family,

i have left San Francisco and am now in the valley looking for gold i have found nothing yet but will continue until i have found riches to bring home Mining is extremely hard work I often find myself very tired come nightfall. During this time, i think of all of you and write in my journal The journey was very exciting the prospect of wealth for our family motivates me each morning how are the children I hope they all have been on their best behavior. Has my brave son, Johnny, been taking care of the barn and feeding all the animals i do miss the great food at home. i look forward to my return to all of you i must now finish my journal writing and get some rest i will write again soon

love
john

looking _____

hard _____

tired _____

exciting _____

brave _____

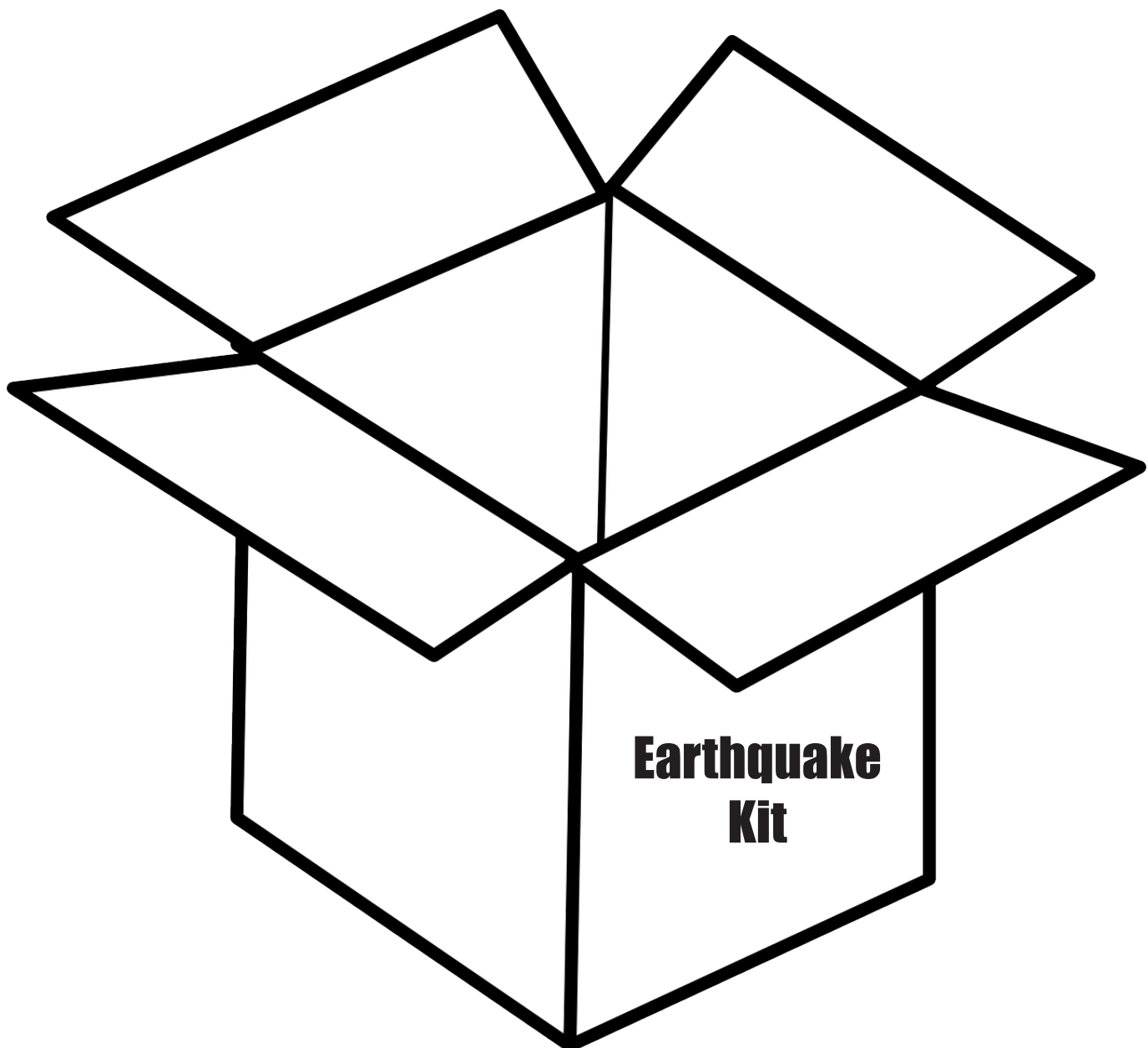
great _____

Name: _____
California Community Studies Weekly

Date: _____
Quarter 1, Week 2

BE PREPARED!

Earthquakes are always a possibility in our state. It is important to be prepared for one and have a plan ready if we were to be without electricity, gas or water for a few days. It is a good idea to have an earthquake kit ready with supplies that might be needed. Write the name of supplies that you would put in the kit on the box. Some ideas were listed on Page 1 of your Studies Weekly magazine.



F.I.T.T.

- Frequency (how often) - exercise 3 times a week
- Intensity (how hard) - your heart rate should be between 120-160 beats per minute.
 - Level 1-little exertion; little perspiration
 - Level 2-able to speak without gasping; increase in heart rate
 - Level 3-sweating, breathing heavily; increase in heart rate
- Time (how long) - 20-30 minutes of continuous aerobic activity
- Type (what) - walking, running, jump roping, push ups, sit ups, planks, workout video, etc

Please practice social distancing when participating outside in fitness activities.

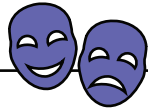
Physical Activity Log Instructions

How to fill out the log:

- Write the date
- Write in the type of activity
- Write in the total number of minutes you were active
- Write in the intensity level
 - Level 1-little exertion; little perspiration
 - Level 2-able to speak without gasping; increase in heart rate
 - Level 3-sweating, breathing heavily; increase in heart rate

Date	Activity	Number of Minutes	Intensity Level

Dance



Since ancient times, people have danced. Cave and rock paintings from as far back as 3300 B.C. show people dancing. People have danced for ritual, for celebration, and also just for fun!

Every culture has its own dance styles, and its own reasons for dancing. In ancient Greece, citizens would dance to honor gods and celebrate events. Ancient Egyptian women danced at funerals to express sadness. It was around Renaissance times that dance became something that people did for enjoyment.

In the 1600s, King Louis XIV of France enjoyed ballet, which helped make it popular with the public. Pretty soon, people were going to the theater to watch people dance, and it became into a true performing art. Now, there are all different styles of dance, from jazz to tap to hip-hop to salsa...and that's just in the Western world. All over the globe, there are countless styles of dancing, and countless reasons for it.

Make up a dance to a favorite song. Draw each step in the boxes below.

Now make up a dance that tells a story. Pick a favorite book or a famous fairy tale.

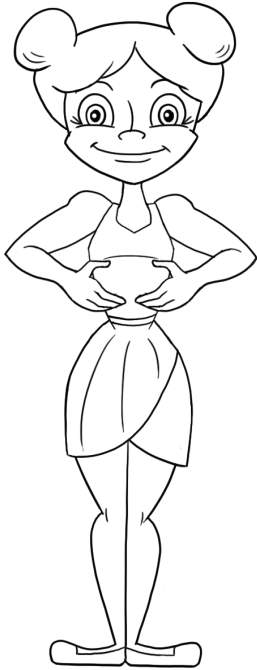


BALLET

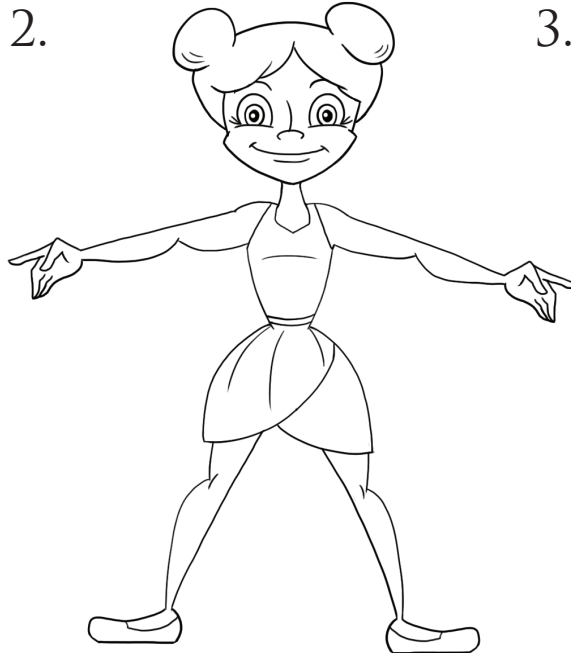
BALLET

Keep all text and illustrations within the 0.5" margin.

1.



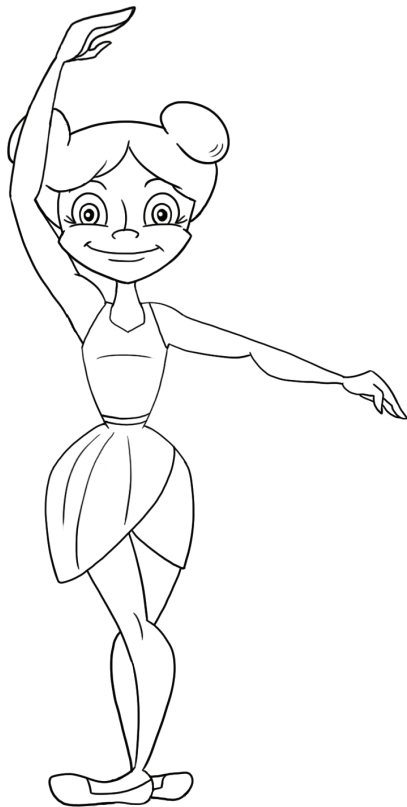
2.



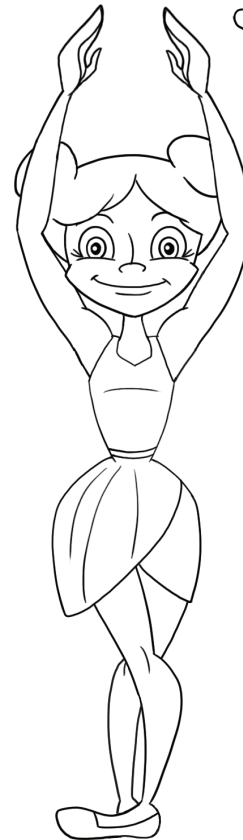
3.



4.



5.





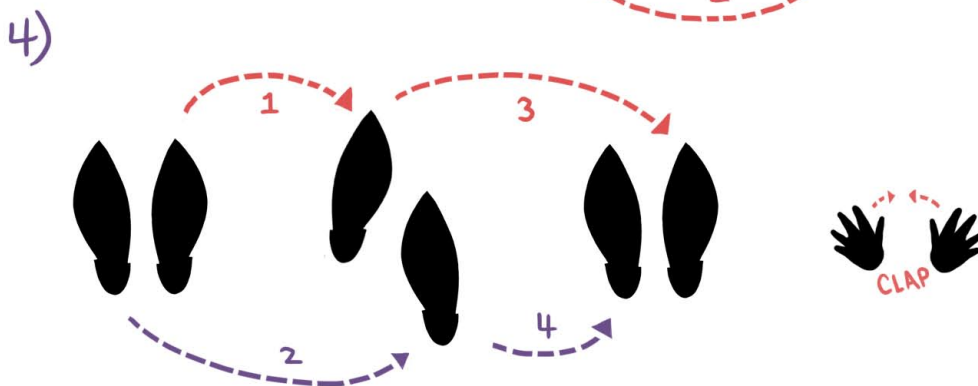
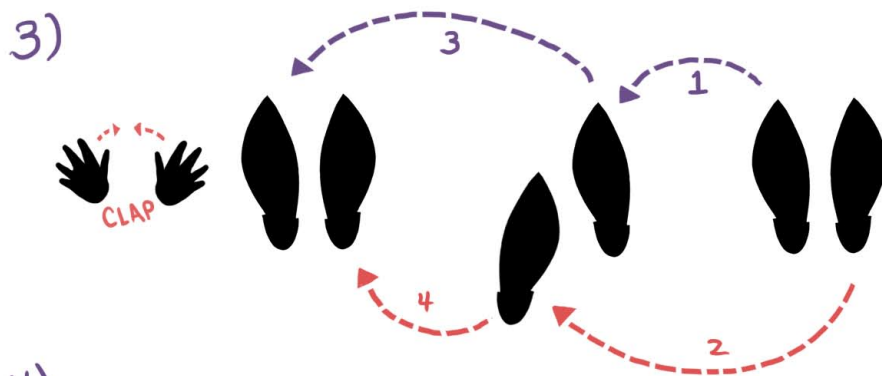
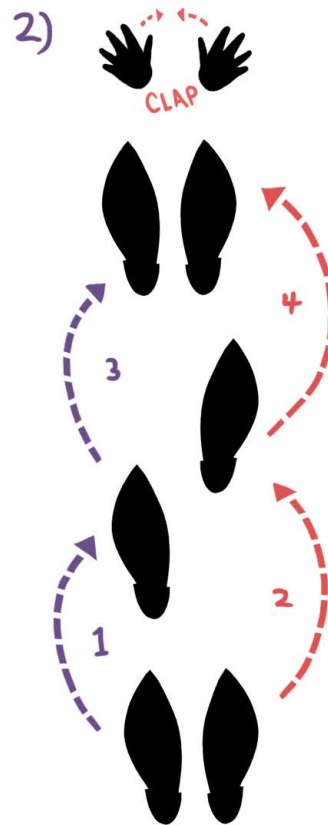
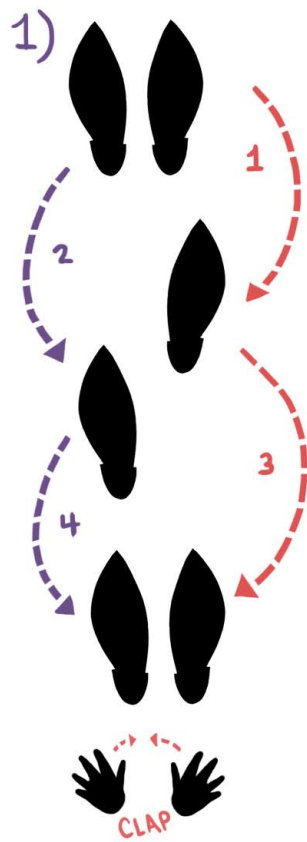
DANCES FROM HISTORY



DISCO DANCE

CALIFORNIA HUSTLE

CIRCA 1970



Stand-Up



Stand-up is a kind of comedy where a person gets up on stage and tells jokes straight to an audience. Stand-up comedy started in the music halls of Britain and on the vaudeville stages of America. Comedy acts were by far the most popular kinds of acts in those shows, and the emcee, or host, would tell jokes to warm up the audience.

Stand-up comedy was at its peak in the '60s, '70s, and '80s. Some of the most famous actors and comedians of all time, like Bill Cosby, Woody Allen, and Jerry Seinfeld, got their start in stand-up.

Stand-up comedy can be performed anywhere, for anyone – from paying ticketholders in a theater to guests in a coffee shop to soldiers overseas. The jokes in stand-up can be told in many different ways, but they almost always poke fun at everyday life.

There are many different ways to tell a joke in stand-up. Try coming up with a joke for each of the joke types below. Then perform it them for your friends and family!

A **monologue** (mon-o-log) is basically a funny story. A comedian will spend a minute or two talking about something funny that happened to him or her. (Psst...it doesn't have to be true!)

A **one-liner** is a short joke that is one or two sentences long.

Physical comedy (fizz-ick-al com-eh-dee) is acted out instead of told.

Prop comedy uses props, or items, in a funny way.

Write a monologue about...*dealing with your brother, sister or other family member.*

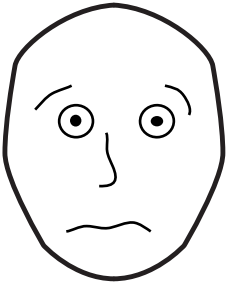
Write a one-liner about...*something you don't like.*

Do a physical joke about...*eating a school lunch.*

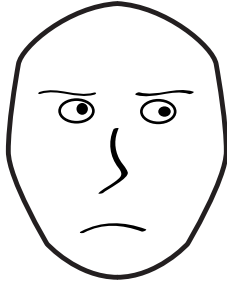
Do a prop joke about...*going to the dentist.*



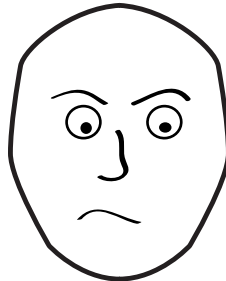
FACIAL EXPRESSIONS: Our expressions tell people what we're feeling.



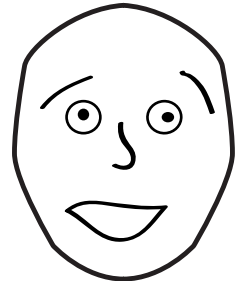
Embarrassed



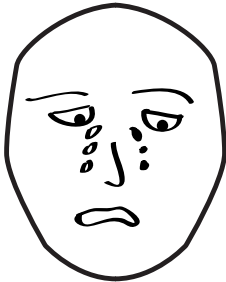
Bored



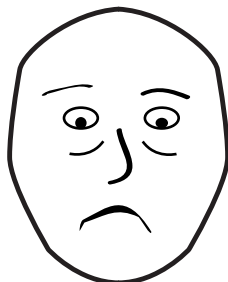
Annoyed



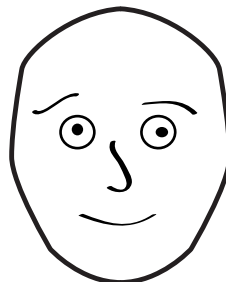
Excited



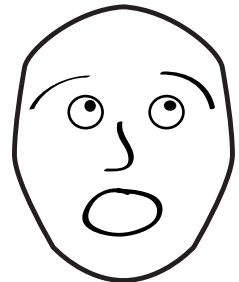
Crying



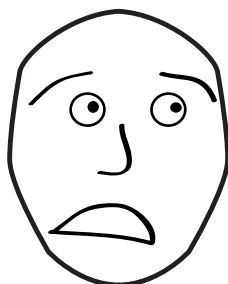
Sad



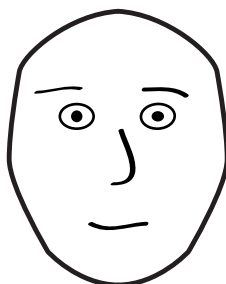
Happy



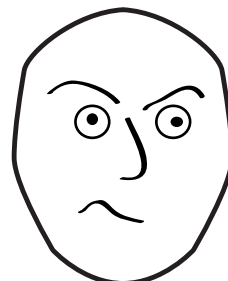
Surprised



Scared

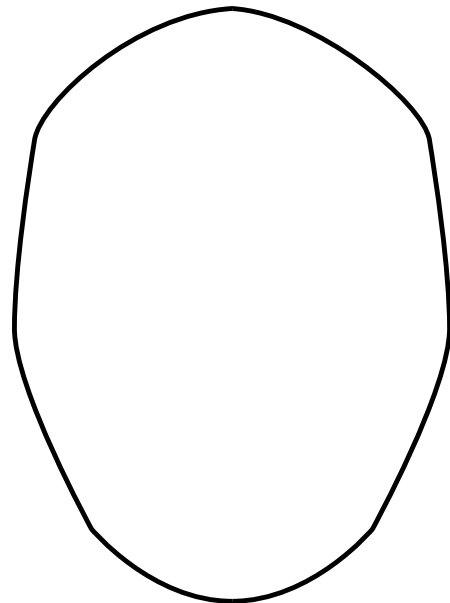
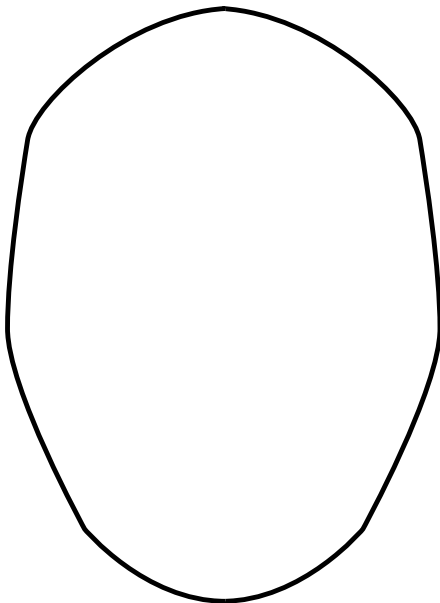
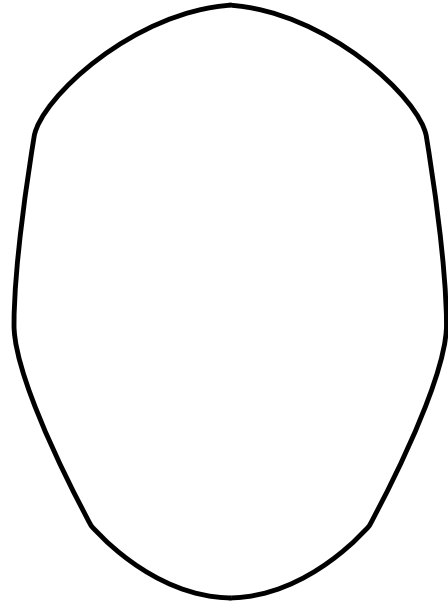
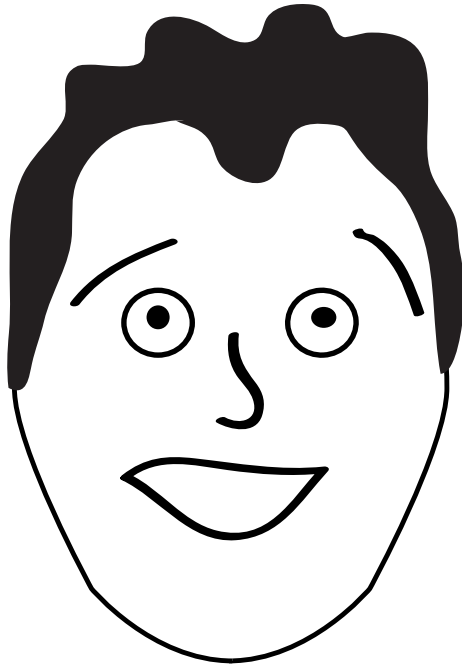


Calm



Angry

FACIAL EXPRESSIONS: Use these empty heads to draw your own faces! Don't forget the eyebrows—they can be the most important part.



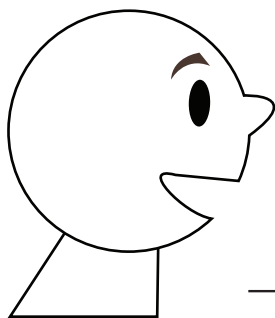
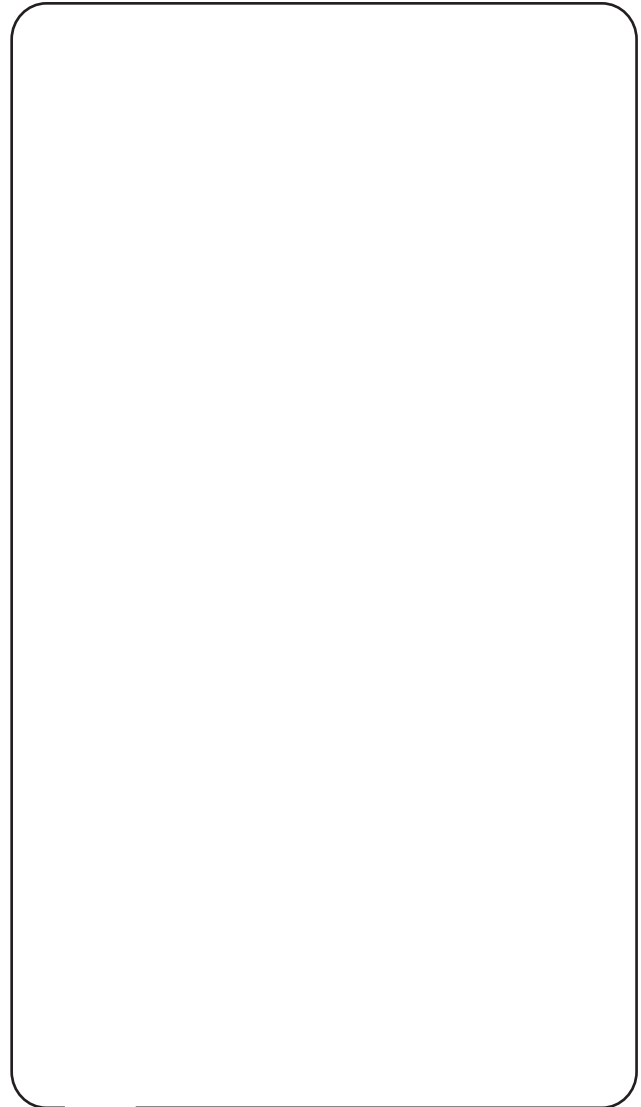
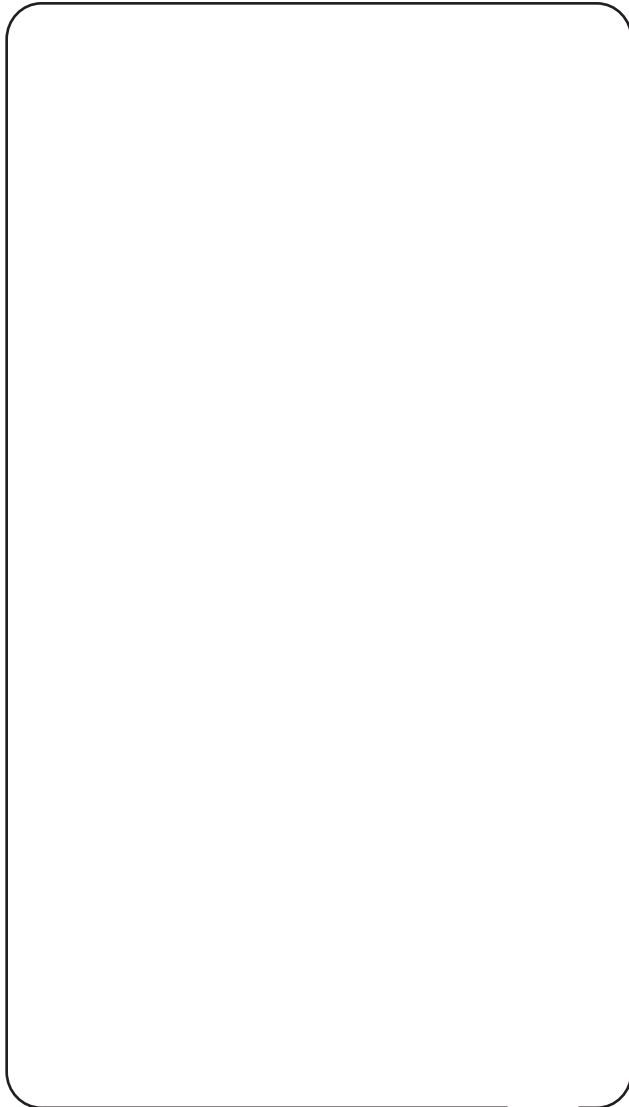
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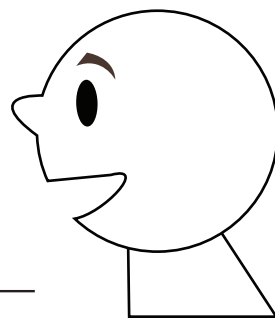
Date: _____

Dialogue & Drama

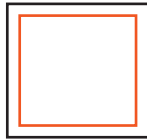

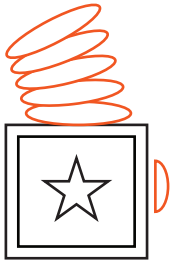
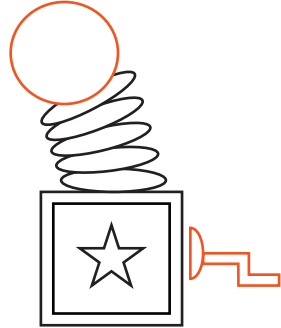
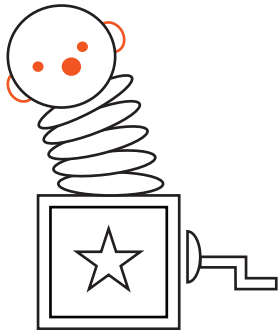
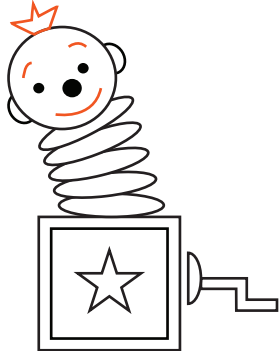
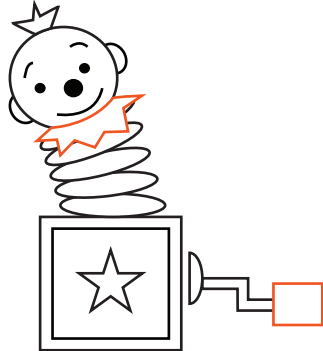
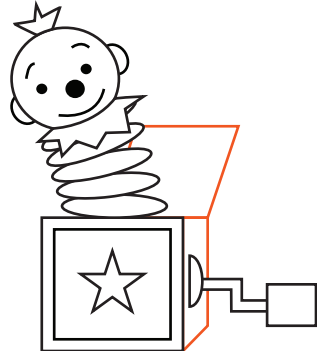
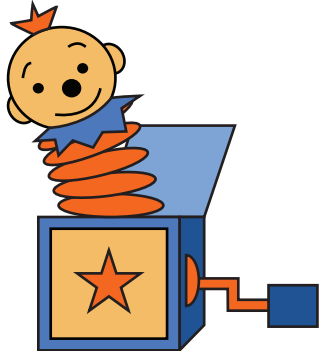
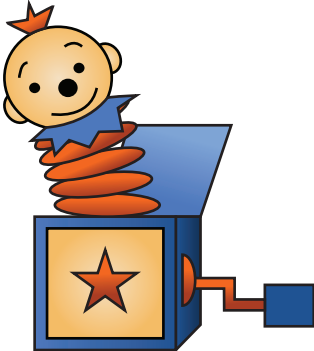
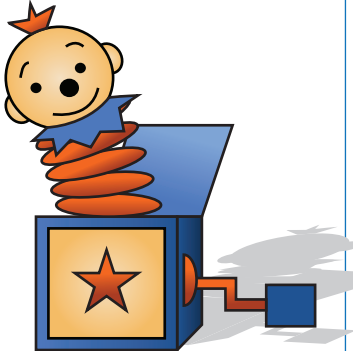


Think about the personal narrative you are writing. Think about two characters in your narrative. Write words that they can say to each other in the speech bubbles below.





By combining simple shapes, we can create complex drawings. Let's draw a jack-in-the-box toy!

 <p>Start with a square and add a smaller square inside.</p>	 <p>Now add a star in the middle to decorate it.</p>	 <p>Draw the some ellipses and a half circle for the lever.</p>	 <p>Add a circle for the head and a zigzag shape for the lever.</p>
 <p>Now add circles for the face and half-circles for the ears.</p>	 <p>Add curves for the eyebrows and a puff of hair.</p>	 <p>Let's add the handle and a decoration below the neck.</p>	 <p>Now extend the box and add the cover.</p>
 <p>Add some colors!</p>	 <p>Use darker colors and lighter colors to shade him.</p>	 <p>Then add a little shadow.</p>	<p>Great job! You are done!</p>