3rd Grade

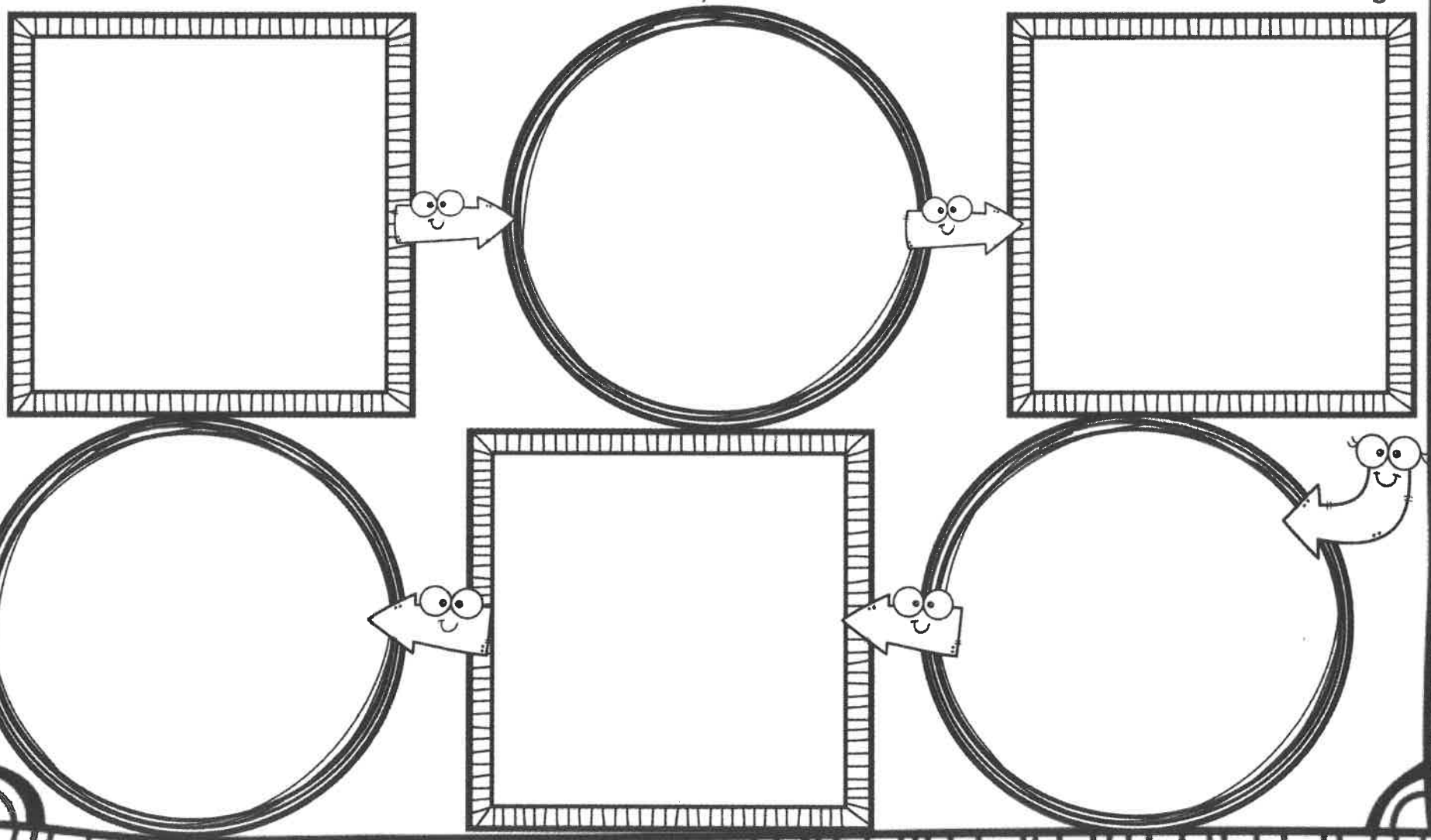
Week of:

May 25

Name _____

THE FRENCH COME TO MICHIGAN

Fill in the flow chart below as you learn about how the French came to Michigan.



FORT MICHILIMACKINAC

In 1715, French soldiers built Fort Michilimackinac as a trading post for their fur trading purposes with the Native Americans. The fort is located in what we call today as Mackinac City in the northern tip of the lower peninsula. It was at this post where the French trading with many different Native Americans, exchanging things like cloth, cooking tools, and weapons for the various skins, or pelts, of animals such as beavers, otter, rabbits, fox, and many more. Tensions increased between the French and British in 1744 which lead to King Georges War. Fort Machilimackinac would be repaired and even expanded between 1747 and 1748. This fort was largely used for trade until is relocation to Mackinac Island in 1781.

FUR TRADE IN MICHIGAN

Fur trading became a large business in the 18th century. The people of Europe wanted to wear furs for hats, clothing, and sleigh blankets. Because furs were in such high demand, the people of Europe had driven some animals, especially the beaver, to extinction in their area. As explorers headed west in search of China, they found their way in North America and ultimately in trade deals with the Native Americans that had been living in the area for thousands of years. The "White Man," as natives called them, would trade various items such as weapons, clothing, cooking tools, and other necessities with the Native Americans for the pelts of animals. The varieties of furs were taken back to Europe where they were made into goods that could be sold to citizens seeking to purchase them.

Print

Physical Science
WEEK 7

Movement

Science Studies Weekly
Discovery
GRADE 3

See Primary-Source Related Media...
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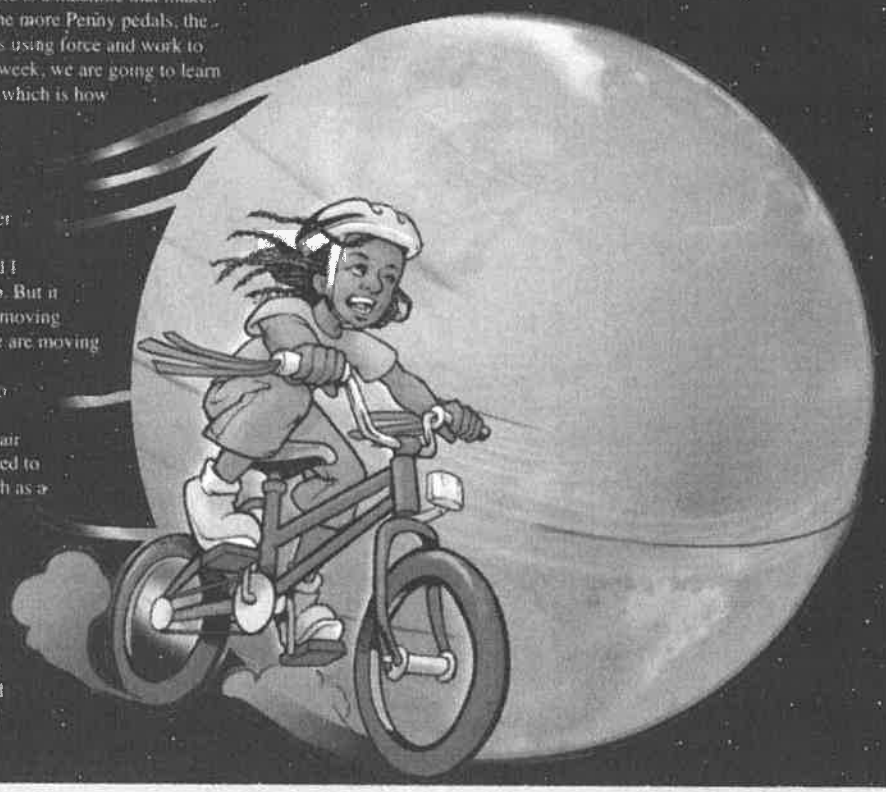
Let's Get Moving!

Penny has a new bicycle with streamers. She makes the bike move by pushing the pedals, which turn the wheels. A bicycle is a machine that makes it easier to go places. The more Penny pedals, the faster she goes. Penny is using force and work to move her bicycle. This week, we are going to learn about forces of motion, which is how things move.

Things around us are moving. The Earth is flying around the Sun at about 67,000 miles per hour. Now that is fast! That means that you and I are moving that fast, too. But it doesn't feel like we are moving at all. That's because we are moving with the Earth.

Things need energy to move. Some things use heat to move, like a hot air balloon. Other things need to be pushed or pulled, such as a skateboard or wagon. There are other forces like gravity, which is always pulling you toward the Earth to keep you from flying away. So use your force to turn the page and read about force and motion!



STEM *Are you 'Feeling the Pull'?*

Would you like to go to college in outer space? Sounds like a crazy idea, doesn't it? NASA, the National Aeronautics and Space Administration, runs a highly selective school called Microgravity University (MGU). The forces of gravity at MGU are very, very small—or micro. It is as close to zero gravity as we can get here in our atmosphere. NASA uses this small force as a way to train astronauts for work in space.

When you are a college student and are "feeling the pull" toward space study, then MGU might be the place for you! First, you design an experiment at your college and apply to test it on a special NASA plane. The reduced gravity aircraft flies in a cone-shaped pattern (like one half of the McDonald's® arches). After the aircraft climbs to the top, it then dives toward Earth. As it travels downward the plane simulates (imitates) the weightlessness of outer space. Weightlessness only occurs for about 25 seconds before the plane has to pull out of the nosedive. Pretty cool, huh?

Many of the students who are accepted to MGU offer outreach programs for younger STEM students. Here are a couple of websites to check out:

http://www.yale.edu/dropteam/
http://microgravity.caltech.edu/

Force

There are different forces in our world. A force is strength or energy caused when something pushes or pulls on something else. Force causes motion — the act of moving from one place to another.

The universe is full of things that cause motion by pushing or pulling. To move anything (your body, pencil, desk or bike) you have to use force. To flatten a piece of clay, you use force. To pull a rubber band, you use force.

Pushing — When you throw a baseball, you are using force. Throwing is a way of pushing something.

Pulling — When you pull on a wagon, you are using force. These kids are pulling on this rope in a tug-of-war. The side that uses more force wins!

Motion

There are three ways things can move.

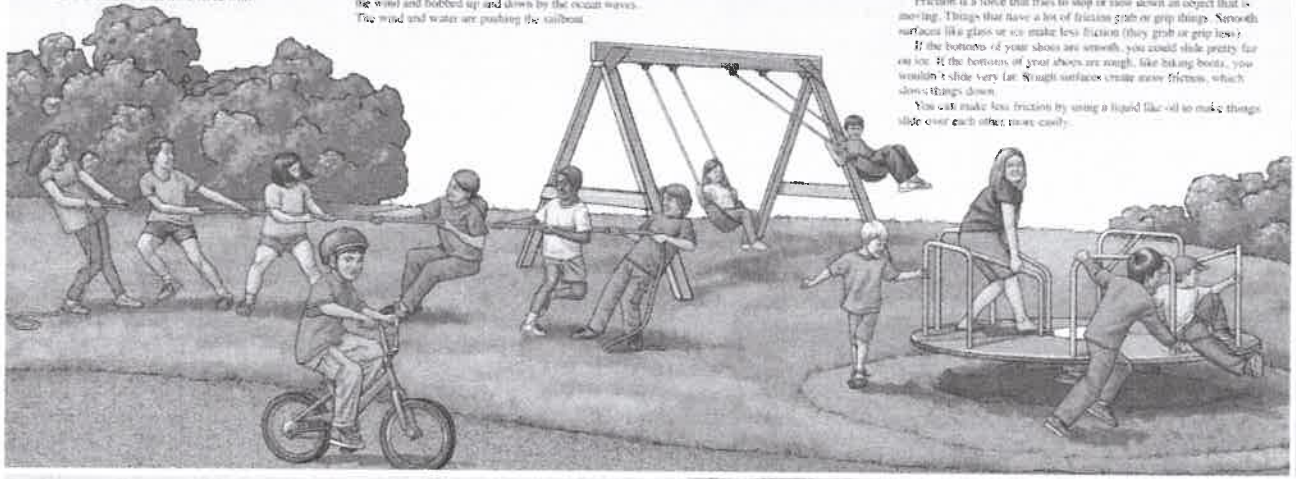
Straight line - Motion can be in a straight line, like when you move your bike forward or backward.

Rotation — Things can rotate or spin like a merry-go-round or a wheel.

Swing — Things can swing back and forth like a swing or a pendulum (part of a grandfather clock).

Many Forces at Work

Sometimes there are a lot of forces acting on an object at the same time, like a sailboat being driven by the wind and bobbed up and down by the ocean waves. The wind and water are pushing the sailboat.



Power

Power is how much work you do in a certain time. If you run to the other side of the playground, you are using more power than if you walk.

Which car do you think has more power? Which one will get to the finish line faster? They weigh about the same but one of them has a lot more power.

Mass

Mass is how much matter (atoms) is packed into something. The rock and foam in the picture are the same size but the rock has more mass, which makes it heavier. Since the rock has more mass, more force is needed to move it.

Friction

Friction is a force that tries to stop or slow down an object that is moving. Things that have a lot of friction grab or grip things. Smooth surfaces like glass or ice make less friction (they grab or grip less).

If the bottoms of your shoes are smooth, you could slide pretty far on ice. If the bottoms of your shoes are rough, like hiking boots, you wouldn't slide very far. Rough surfaces create more friction, which slows things down.

You can make less friction by using a liquid like oil to make things slide over each other more easily.

In the Lab

All About Force

As the lesson says, there are different ways you can force something to move. In addition, the power of your force, the mass of your object, and any friction can affect how something moves. Let's experiment with some of those forces.

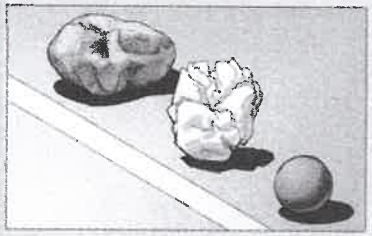
Materials

- bouncy ball
- crumpled piece of paper
- rock about the size of your fist
- flat table or desk
- masking tape
- pencil
- ruler, meter stick or tape measure

Directions

The ball, paper and rock are going to have a race.

1. Make a starting line by placing a strip of tape about one inch from the edge of the table.
2. Place the ball, crumpled paper, and the rock side by side on the starting line.
3. Ready, set, go! Blow on each object really hard. How far did each object move? Measure carefully.
4. Put the objects back on the starting line. Then push each object with a pencil by giving it a hard tap. Which force worked the best with each object? Why? How do power, mass and friction affect this experiment?



Simple Machines

Science, Then & Now

Ages ago simple machines were invented to make work easier. Machines are used to lift, pull, push and move things. Imagine making the pyramids of Egypt without tools or simple machines!

1. Inclined planes (ramps) make it easier to move heavy objects up. Instead of lifting them up, you can slide them up. Ancient Egyptians probably used ramps to move heavy stones when building the giant pyramids.
2. Levers also make lifting large objects easier. A see-saw is a lever. Can you lift a person who weighs the same as you do five feet off the ground? With a see-saw (lever) you can!
3. A wedge forces things to separate. An ax is a wedge used to split wood apart.
4. Pulleys make lifting large objects easier. A crane uses a pulley to lift heavy objects.
5. A screw can fasten one object to a surface or another object. It can also move things by changing rotation into a forward or backward motion.
6. A wheel and axle is made of a wheel or wheels attached to a rod. The wheel turns the axle, which moves an object. A wagon is an example of a wheel and axle.

What simple machines can you find in your school, home, or playground?

What is sound?

This Week's Question

Sound is actually a force. Sound is energy that is made by things moving or vibrating. If you clap your hands, you make a sound. When you talk, your vocal chords vibrate and make sound. Sound travels through the air at about 1,115 feet per second, about as long as the the Empire State Building (the building King Kong climbed) is tall. Sound travels fast!

Here is a way that you can see that sound is a force.

Materials

- small bowl
- plastic wrap
- string or large rubber band
- rice (about 20 grains)

Directions

1. Place the plastic wrap over the top of the bowl.
2. Use the rubber band to hold the plastic wrap tightly on the bowl, like a drum.
3. Place the rice grains on top of the plastic wrap.
4. Now make sounds close to the bowl. What happens? The sound force hits the plastic wrap. It should make the rice jump.

Sound travels through the air at 1,115 feet per second (That's about as tall as the Empire State Building.) Do you think you could hear a friend yelling from that far away? Why or why not?

Sir Isaac Newton

Spotlight

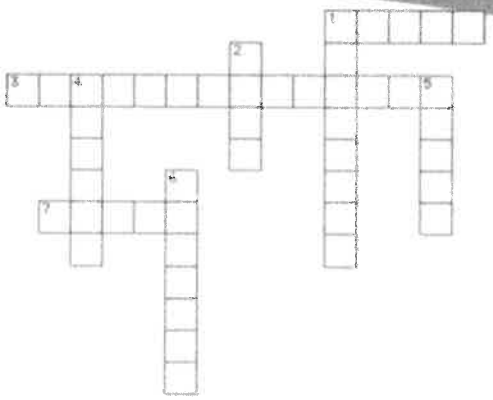
(1643 to 1727)

Legend has it that Sir Isaac Newton was sitting under an apple tree and an apple fell on him. Konk!

Most people would just eat the apple. But Newton wondered why things fell to the Earth. He thought that some force must pull everything down.

Newton thought of the idea of gravity, a force that pulls everything towards an object. The Earth has so much gravity, it pulls on everything near it. The Earth's gravity keeps us from flying away.

Name _____



ACROSS
1. something that pushes or pulls on things
3. machines that make work easier
7. how much work you do in time

DOWN
1. When two things rub against each other, it creates _____ which slows things down.
2. how much matter is packed into something
4. the act of moving from one place to another
5. a force or energy that is made by things moving or vibrating
6. a force that pulls you toward the Earth

WORD LIST

simple machines	motion	friction
force	gravity	sound
power	mass	

Mini-Lab

Which shoe has the best friction?

Materials
- several shoes from your classmates
- a force meter (see right)
- floor tape
- a clock or watch with a second hand

Directions
1. Tape the force meter to the floor.
2. Place one shoe at a time on the floor.
3. Hook the paper clip hook of your force meter to the shoe. Be sure the shoe will stay hooked to the force meter as you pull.
4. Now start to pull on the shoe slowly and steadily for 5 seconds.
5. Take note of how many centimeters the shoe pulls on the force meter.

Which shoe pulls the most? Which shoe has the most grip or friction? Which one has the least? Put something heavy in one of the shoes and repeat steps 4 and 5. Compare the results you get with and without the heavy object in the shoe.

Let's Investigate

This week you're on your own, science detectives. You are going to create your very own investigation about what you learned in Science Studies Weekly this week. Remember to follow the steps you learned in Week 2.

First, you need a question. Did you think of any questions as you read the articles about motion and force? Would you like to know more about friction or gravity or the way things move? You may want to look back at some of the articles and write down as many questions as you can think of. Then choose one you think will make a good investigation. Follow the rest of the steps for doing an investigation-hypothesis, plan, test, record and share. If you want to, you could work with a friend or two to make things easier.

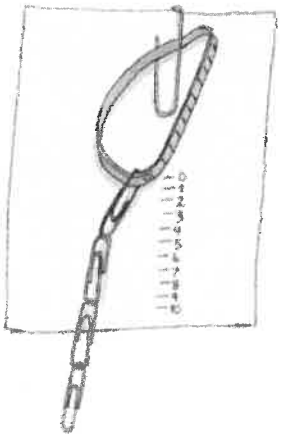
If you'd like to make any editorial comments about our paper, please write to us at support@studiesweekly.com.

A Force Meter

Science Tools

A force meter uses a spring and a scale to measure how much force is pulling down on it. Let's make a simple force meter.

Materials
- 2 large paper clips
- a thin rubber band (2 inches long)
- 5 small metal paper clips
- a 4"x6" note card



Directions
1. Clip a large paper clip to the top of the note card.
2. Attach the rubber band to the clip.
3. Attach the five paper clips to the other end of the rubber band.
4. Clip the other large paper clip to the bottom of the small paper clips. This will be the hook that holds the objects.
5. Pull the rubber band straight.
6. Make a scale in centimeters on the note card starting where the rubber band meets the first small paper clip. The first mark should be zero.
7. Now hold the force meter upright and hang things like a pencil, a bell, or a bag of coins from the clip.

The weight of the object pulls on the rubber band. Which ones pull the meter the most? Which ones have the most force? How many centimeters do they pull on your scale?

As you read this week's lesson, circle or highlight all proper nouns with any color pen or highlighter. This will help you find some of the crossword answers and get ready for this week's test.

From homeless to Harvard.

AMBITION

Fuels It On.

Name: _____ Date: _____

Science 3rd Grade Studies Weekly — Week 7, Physical Science

Print

For the following question use this week's Studies Weekly magazine because you must cite one source of your answer. Please list the article title and the page number.

1. How is sound created?

_____

_____

_____

_____

2. How fast does sound travel?

- 1,115 feet per second
- 1,000 feet per second
- 2,000 feet per second
- 2,115 feet per second

3. A wedge _____.
- forces things apart
- is a type of animal
- holds things together
- is a liquid

4. Another name for an inclined plane is _____.
- swing set
- a back flip
- a helicopter
- a ramp

5. American pioneers traveled across the country using machines that had _____.
- a refrigerator
- fire
- wheels and axles
- indoor plumbing

6. What would smooth things out so that they have less friction?
- butter
- motor oil
- soap
- all of the above

7. Ancient Egyptians used inclined planes to help build the _____.

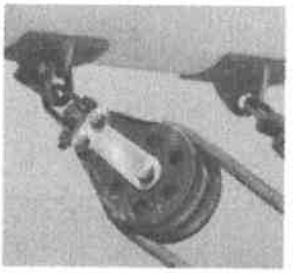
- courthouse
- pyramids
- first cars
- furnaces

8. Which has more mass?

- a piece of foam that is the size of a tennis ball
- a rock the size of a tennis ball
- a rose the size of a tennis ball
- none of the above

Use the pictures below to answer questions 9 and 10.

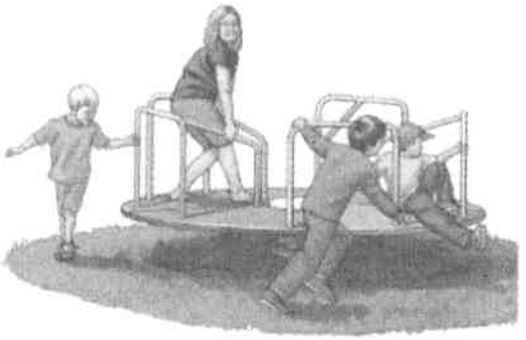
9. The object in this picture is used to help cranes lift heavy things. What is it?



- ramp
- lever
- wedge
- pulley

10. Which type of motion is at work on this merry-go-round?

- straight line
- rotation
- swing
- mass



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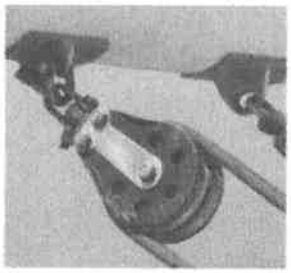

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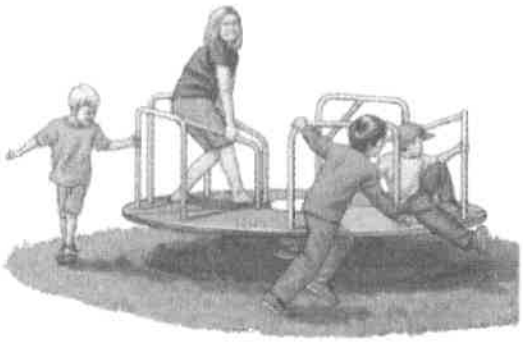

Print

Native Americans - The Star Maiden: A Native American Legend

by ReadWorks

One night, a young boy was sleeping under the stars. In a deep sleep, the boy dreamed about the silver stars in the night sky. There was one star in his dream that was brighter than all the others. Suddenly, this star began to move across the sky, floating closer and closer to Earth. It landed on a tree just above the boy's head.

In his dream, the star was transformed into a beautiful young woman with long hair and glowing eyes. She was still shining like a star. The star maiden reached out to the boy and said, "I have seen your world. It has called out to me. Everything is so beautiful: the clear blue water, the pretty flowers and your people. I want to live in this world. If you speak to your wisest chiefs, perhaps I can change my form and live among your people. Ask them what form I *should* take."

When the boy woke up, he ran to his village and found his chief. A meeting was called and all the wisest chiefs listened carefully to the boy's story. One chief stood up and said, "Of course we will welcome this beautiful star into our village. Tell her that she may take on any form she wants. She can be anything that makes her happy. Go now and tell her this."

That very night, the boy went back to the tree where he slept the night before, and waited. As he looked up, the bright star descended from the heavens. The star maiden appeared. Startled and excited, the boy told the woman what the chiefs had said. He led the star maiden back to the village.

The next day, the star maiden turned herself into a gorgeous wild flower. This didn't make her happy though. Animals came close to crushing her in their path. The ground shook all around her and she was sad.

The next day, the star maiden turned into a lovely red rose. But the garden she lived in was far away from the village. She missed the people who she wanted to be around the most.

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That night it seemed she gave up. She rose back up into the sky and the people in the village were afraid she was leaving for good because she couldn't be happy among them.

They watched as the star maiden floated over their lake. She looked down into the water and saw her reflection and the reflection of her sister stars. "Come my sisters!" the star maiden called out. "Come with me and make these beautiful waters our home."

The people smiled, and satisfied, they went to sleep. The next morning they went back to the lake and saw something magical. The lake was covered with hundreds of floating flower stars like the villagers had never seen. The star maiden and her sisters became water lilies.

So, every time you see a water lily, remember the star maiden and how she came down from heaven to live among us.

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Name: _____ **Date:** _____

1. What does the star do first in the boy's dream?

A. It lands on a tree.

B. It turns into a woman.

C. It talks to the boy.

D. It reaches out to the boy.

2. Which best describes what type of story this is?

A. non-fiction

B. biography

C. science fiction

D. legend

3. From what point of view is this story told?

A. first person

B. second person

C. third person limited

D. third person omniscient

4. This story explains how the Earth came to have

A. people

B. stars

C. visitors

D. water lilies

5. What is the story mostly about?

A. a boy who slept in a tree

B. how a star maiden became a water lily

C. where stars come from

D. where wildflowers and roses come from

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6. What are two adjectives that might be used to describe the star maiden? Use evidence from the text to support your answer.

7. Why did the star maiden almost give up?

8. The question below is an incomplete sentence. Choose the word that best completes the sentence.

The star maiden wanted to live on earth _____ could not decide what form she should take.

A. because

B. but

C. so

D. by

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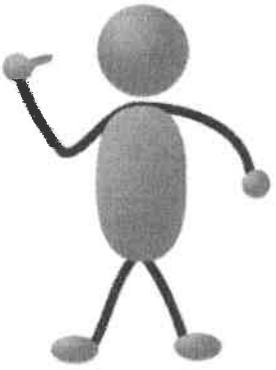
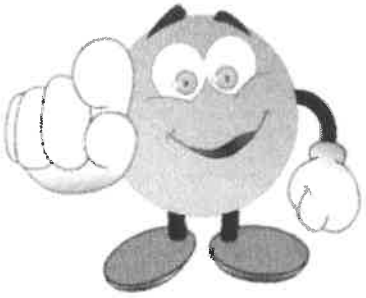
Point of View

Print

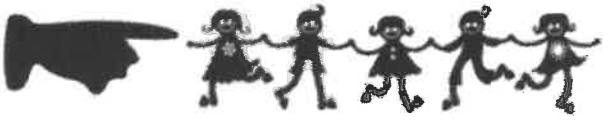
1st person: Told from the author's point of view as a character in the story. Uses words such as: **I, me, we.**





2nd person: The narrator is speaking to the reader directly. This is usually used for *instructions*. Uses words such as: **You and yours.**

3rd person: The author is not a character in the story. They are telling the story using words such as: **He/she, him/her, they.**



Omniscient : The author knows about all the characters feelings and thoughts.

Limited Omniscient : The author only knows the thoughts/feelings of one character.

Name _____ Print

- A verb may be more than one word. The **main verb** tells what the subject is or does. The **helping verb** helps the main verb show action: *has baked; have climbed; had seen.*
- The words *have, has,* and *had* can be helping verbs in simple and compound sentences: *Mom and I have baked a cake. She had baked a pie, and Dad had baked bread.*

Read each sentence. Underline the main verb. Circle the helping verb.

1. Jenna has read a book about recycling.
2. Nate and Jenna have talked to our class about helping.
3. Mr. Hart's class had started recycling last year.
4. Our class has asked Mr. Hart's class to tell us what they do.
5. We have decided that we want to help his class.
6. Mr. Hart's class had visited the recycling center in town.
7. Our teacher has planned a field trip there, too.

Writing Connection **Write about a class trip you have taken. Reread your work to make sure you used helping verbs correctly.**

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Print

Review the Letter writing documents. This week you will write another letter using the checklist: date, greeting, body, closing and signature.

You will write a letter to a friend or family member and tell them about your plans for the summer. Tell them about what types of things you have planned or what you want to do this summer. Type your letter into the create tab under the submit assignments button. Remember to use the checklist and use your best spelling and grammar. We will be grading your writing and spelling. We can't wait to see what you come up with. Use lined paper or write your letter on the back of this sheet.

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Print

Friendly Letter Checklist

My letter has the date in the upper right part _____

My letter has a greeting, followed by a comma _____

The body of my letter is indented _____

The closing of my letter is followed by a comma _____

My letter has a signature (my name!) _____

My letter has a friendly tone _____

I wrote neatly _____

Comments

_____

_____

_____

_____

Letters

Print

Letters need **5** things:

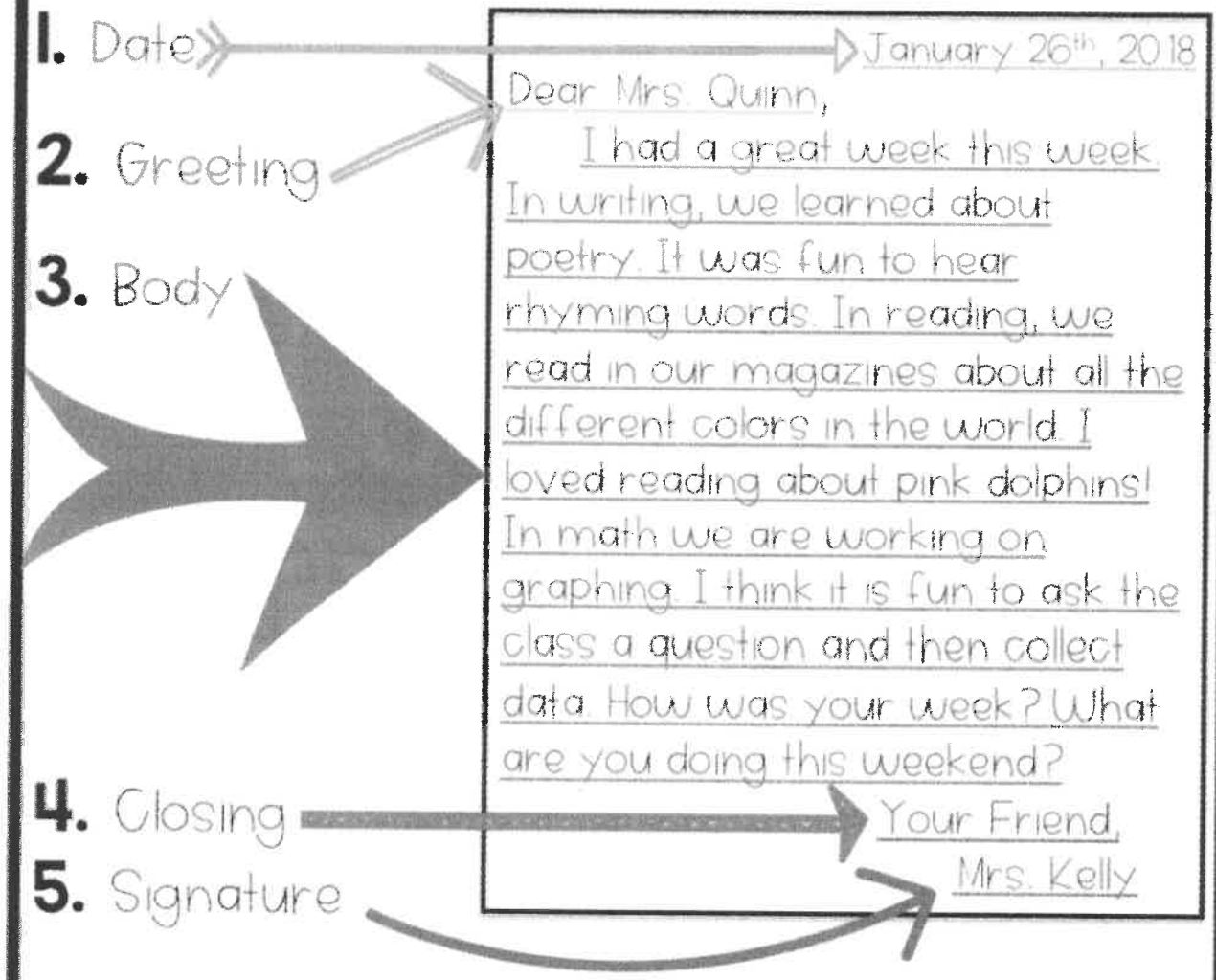
1. Date

2. Greeting

3. Body

4. Closing

5. Signature



January 26th, 2018

Dear Mrs. Quinn,

I had a great week this week. In writing, we learned about poetry. It was fun to hear rhyming words. In reading, we read in our magazines about all the different colors in the world. I loved reading about pink dolphins! In math we are working on graphing. I think it is fun to ask the class a question and then collect data. How was your week? What are you doing this weekend?

Your Friend,
Mrs. Kelly

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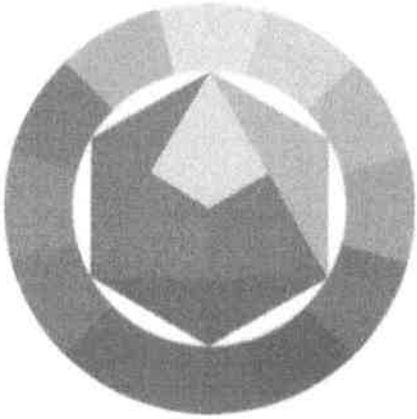
Print

A Colorful Man

by ReadWorks



Mr. Tucker talked about colors all the time. "That sunset was raspberry-red!" he said to his wife in the evenings. Or, "What a honey-yellow morning it is!" He liked to look for all the different shades of green in his garden: moss green, which was dark and brooding, and parrot green, which was bright and loud. His wife planted fruits and vegetables in their garden, but Mr. Tucker was more interested in the leafy plants, the bushes, the hedges, and even the weeds that grew in his garden. "So many kinds of green!" he said to his wife after watering all the plants. "I counted at least twenty different shades of green!"

"Well done, dear," Mrs. Tucker said. "Now can you please count twenty dollars and go to the grocery store for some ingredients? I need to make dinner!"

With a smile on his face, Mr. Tucker left at once. He enjoyed trips to the grocery store because of all the colorful cans and boxes in each aisle. Fruits and vegetables, too, shone in their bright skins. They were never just one color: carrots were orange, but also had bits of yellow and brown in them. Bananas were yellow and black; apples hid oranges and purples inside their reds. Mr. Tucker would walk through each aisle of the grocery store and soak in all the colors around him. Mr. Tucker stared and stared. Then he sighed.

"I wish there was a store full of colors that I could spend all my time in," he muttered.

He bought everything on his wife's grocery list and came home. When he walked into the house, Mrs. Tucker noticed the sad look on his face.

"What's wrong?" she asked him. "Did something happen at the store?"

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"No, nothing happened. I felt a little sad when I left the store, that's all," Mr. Tucker replied.

"Why?" his wife asked him. "It looks like you had fun at the store. I can see that you picked out the best items. Look how golden this corn is!"

"Thank you," Mr. Tucker said. "I did have fun in the store. So much so that I wish I could have spent more time in there. It's so full of color!"

"I see," Mrs. Tucker said. "Well, cheer up, because I'm going to cook this corn on the cob, and we're going to have ourselves a delicious dinner!"

The next day, Mr. Tucker was on his usual morning walk through the neighborhood, saying hello to everyone, inspecting the colors of the trees and flowers he passed, and admiring the beautiful fur coats of all the dogs being taken on their walks. It was another day of color for Mr. Tucker.

"Good morning, Mr. Brown," he called out to one of his neighbors. He liked Mr. Brown very much because, well, you guessed it: his name was a color!

"Mr. Tucker! Just the person I wanted to see!" Mr. Brown replied. "My wife and I are moving out of this town, and I need someone to take over my shop. You're the perfect person for the job! Would you be interested?"

Mr. Tucker was happy that Mr. Brown had thought of him, but he wasn't quite sure why. "I would like to help, but why am I the perfect person?"

Mr. Brown laughed. "Because it's a paint shop, Mr. Tucker! I need someone who knows his colors!"

Mr. Tucker was thrilled. "I'll take it over right away!"

Mr. Brown was relieved when he left town, because he knew his paint shop was in good hands. Sure enough, Mr. Tucker kept the paint shop open for twenty more years, and got to talk about color all day, every day.

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Name: _____ Date: _____

1. What did Mr. Tucker talk about all the time?

A. fruits and vegetables

B. shades of green

C. plants

D. colors

2. Overall, how can Mr. Tucker's personality best be described?

A. nervous and jumpy

B. angry and unfriendly

C. sad and depressed

D. cheerful and observant

3. Read these sentences from the text.

With a smile on his face, Mr. Tucker left at once. He enjoyed trips to the grocery store because of all the colorful cans and boxes in each aisle. Fruits and vegetables, too, shone in their bright skins. They were never just one color: carrots were orange, but also had bits of yellow and brown in them. Bananas were yellow and black; apples hid oranges and purples inside their reds. Mr. Tucker would walk through each aisle of the grocery store and soak in all the colors around him. Mr. Tucker stared and stared.

Based on this evidence, why does Mr. Tucker like the grocery store?

A. because the grocery store is filled with color

B. because he likes the shapes of cans and boxes

C. because he thinks fruits and vegetables are delicious

D. because the grocery store has more fruits than his garden

4. Why did Mr. Tucker feel a little sad when he left the grocery store?

A. because the colors of the fruits in the grocery store were less bright than usual

B. because he wished he could have spent more time surrounded by the store's colors

C. because he was not able to find all the items on the grocery list

D. because the grocery store did not have enough colors to make him happy

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5. What is the main idea of this story?

A. A man who loves colors very much gets sad during a trip to the grocery store.

B. A man loves to count the shades of green that he sees in his garden.

C. A man who loves colors very much is given a job that fits him perfectly.

D. A man who owns a paint shop finds the perfect person to give his shop to.

6. Read these sentences from the text.

Fruits and vegetables, too, shone in their bright skins. They were never just one color: carrots were orange, but also had bits of yellow and brown in them. Bananas were yellow and black; apples hid oranges and purples inside their reds.

Why might the author have described the colors in the fruits and vegetables in such detail?

A. to suggest that Mr. Tucker does not notice the many colors of the fruits and vegetables

B. to show that Mr. Tucker notices all of the different colors in the fruits and vegetables

C. to show that fruits and vegetables are more colorful at the grocery store than at home

D. to encourage the reader to look more closely at fruits and vegetables

7. Choose the answer that best completes the sentence.

Mr. Tucker is the perfect person to take over Mr. Brown's paint shop _____ he knows his colors.

A. because

B. although

C. so

D. after

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8. When Mr. Tucker is in the grocery store, he mutters a wish. What does he wish for?

9. An inner conflict is a struggle between emotions, feelings, or ideas within a character. In this story, Mr. Tucker's love of colors creates a slight inner conflict for Mr. Tucker. Describe the inner conflict that Mr. Tucker experiences because of his love of colors. Support your answer with evidence from the text.

10. At the end of the story, Mr. Brown asks Mr. Tucker to take over his paint shop. Explain how this might help to resolve Mr. Tucker's inner conflict. Support your answer with evidence from the text.

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Measuring to the Nearest $\frac{1}{4}$ Inch

Lesson 8-1

DATE TIME

Use Ruler D to measure the line segments below to the nearest $\frac{1}{4}$ inch.

1. _____

   about _____ in.

2. _____

   about _____ in.

3. _____

   about _____ in.

Extended Multiplication Facts

Lesson 8-2

DATE TIME

Show each set of problems using base-10 blocks. Use ▪ | ☐ to show what you did. Then write the products.

Set 1:

$2 \times 3 =$ _____ $2 \times 30 =$ _____ $2 \times 300 =$ _____

Set 2:

$3 \times 5 =$ _____ $3 \times 50 =$ _____ $3 \times 500 =$ _____

What do you notice in the products in each set?

_____

_____

Extended Multiplication and Division Facts

Lesson 8-2

DATE TIME Print

Identify a basic fact that you can use to help you solve the following extended facts. Then solve.

1. **a.** $5 \times 70 = ?$

   Basic fact that I can use to help: _____

   $5 \times 70 =$ _____

   b. Explain how you solved 5×70.

   _____

   _____

2. $8 \times 30 = ?$

   Basic fact that I can use to help: _____

   $8 \times 30 =$ _____

3. $6 \times 80 = ?$

   Basic fact that I can use to help: _____

   $6 \times 80 =$ _____

4. $320 \div 4 = ?$

   Basic fact that I can use to help: _____

   $320 \div 4 =$ _____

5. $540 \div 6 = ?$

   Basic fact that I can use to help: _____

   $540 \div 6 =$ _____

Measuring Fingers

Home Link 8-1

NAME DATE TIME Print

Family Note Today your child measured objects to the nearest $\frac{1}{4}$ inch by using $\frac{1}{8}$-inch markings on a ruler to determine which $\frac{1}{4}$-inch mark was closer to the end of the object. When measuring an item, if one end is lined up with the 0 mark and the other end is to the right of the $\frac{1}{8}$-inch mark, the measure is rounded to the next larger $\frac{1}{4}$ inch. If the end of the item is to the left of the $\frac{1}{8}$-inch mark, the measure is rounded to the next smaller $\frac{1}{4}$ inch. Help your child trace his or her hand and use the $\frac{1}{8}$ inch marks on the ruler to measure finger lengths to the nearest $\frac{1}{4}$ inch.

Please return this Home Link to school tomorrow.

SRB

(1) Cut out the ruler below. Carefully trace around one of your hands in the space below. Measure the length of each traced finger to the nearest $\frac{1}{4}$ inch. Write the measurement on each finger. Remember to record the unit.

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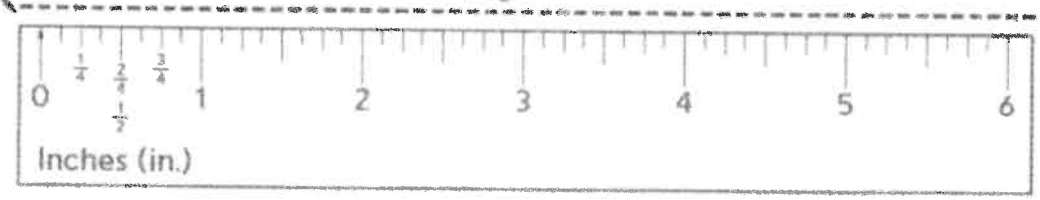
(2) Have someone at home trace his or her hand on the back of this page. Measure the lengths of the traced fingers to the nearest $\frac{1}{4}$ inch. Write the measurements above each finger.



Print

SHAPE America

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May 2020

Elementary Mind & Body Calendar

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
National Observances • May 1-7: National Physical Education and Sport Week • May 4th: Star Wars Day • May 5th: Cinco de Mayo • May 6th: National Nurses Day • May 10th: Mother's Day					1 **Commercial Break** Can you hold a plank for an entire TV commercial break?	2 ***Dribble Challenge*** Dribble a ball 100 times with each hand. Can you successfully dribble 100 times with each hand while moving?
3 **How Fast Can You Go?** Pick a distance and see how fast you can run the distance.	4 **Star Jumps** Jump up with your arms and legs spread out like a star. Do 10 then rest and repeat. 	5 **Celebrate** Put your favorite song on and make up a dance or fitness routine! 	6 **A Gratitude Attitude** Write down something you're thankful for and why.	7 **Inchworms** Keeping your legs straight place your hands on the ground, walk them into push-up position, and walk your legs up.	8 **Teacup Tip-ups** Place your hands on the ground and gently touch your forehead to the ground balancing your elbows on your knees.	9 **Musical Frogs** This game is just like musical chairs except players hop around like frogs and sit on lily pads (pillows).
10 **Positive Talk** Be sure to talk to yourself today like you would talk to someone you love.	11 **Yoga** Yoga is a great way to relieve stress. Try Savasana, considered to be the hardest yoga pose! Fully relax & clear your mind. 	12 **Wide Arms** As fast as you can complete: 10 Arm Circles front & back 10 Forward punches 10 Raise the Roof's Repeat 3x	13 **Mindful Senses** What do you notice around you? Find: 5 things you see 4 things you feel 3 things you hear 2 things smell 1 thing you taste	14 **Crawl Like a Seal** Lie on your stomach, arms straight out front. Use your arms to pull your lower body along keeping your legs and back straight.	15 **Rock Paper Scissors Tag** Meet in the middle, shoot, loser chases the winner back to safe zone. If tagged, join the other team.	16 **Family Mindful Snacking** When eating a snack today, really pay attention to the taste, feel, sound, smell and look of the snack you're eating. What do you notice?
17 **Rock Paper Scissors Tag** Meet in the middle, shoot, loser chases the winner back to safe zone. If tagged, join the other team.	18 **Chair Pose** Hold for 30 seconds, relax then repeat. 	19 **Paper Plate Planks** In plank position with paper plates under your feet. Complete 30s each: -mountain climbers -in and out fast -knees to chest	20 **Commercial Break** Can you hold a plank for an entire TV commercial break?	21 **Jump, Jump** Jump side-to-side over an object or line for 1 minute straight. Go again but jump front to back. Repeat each jump twice.	22 **Positive Talk** Be sure to talk to yourself today like you would talk to someone you love.	23 **Play Catch** Grab any kind of ball and play catch with a family member. Keep your eyes on the ball and catch it with your hands not your body.
24 **Before Bed Breathing** While lying in bed, place your hands on your stomach and pay attention to the up and down of your body as you breathe.	25 **Crane Pose** Here's a challenge! Put your hands on the ground, lean forward & balance your knees on your elbows. 	26 **Step Jumps** Find a step or a bench and jump up and down 50 times. Be careful. Take a break if you need to.	27 **A Gratitude Attitude** Write down something you're thankful for and why.	28 **Wake and Shake** As soon as you get out of bed shake your body any way you like for 10 seconds. Are you up now? Good! Now jump up and down 10 times.	29 **Walls** Face each wall in a room and do a different exercise for 30 seconds. -side shuffle -grapevine to left then right -wide stance punches -vertical jumps	30 **How Fast Can You Go?** Pick a distance and see how fast you can run the distance.
31 **Wide Arms** As fast as you can complete: 10 Arm Circles front & back 10 Forward punches 10 Raise the Roof's Repeat 3x	SHAPE America recommends school-age children accumulate at least 60 minutes and up to several hours of physical activity per day. Each bout of physical activity should be followed by cool-down stretches that help reduce soreness and avoid injury. Happy exercising!					

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https://www.shapeamerica.org/publications/resources/teachingtools/teachertoolbox/activity-calendars.aspx

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Yoga photos from www.forteyoga.com

Name: _____ Teacher: _____ Date: _____

Spring 1

Print

Directions: Using the key as a guide, find the matching rhythms in the picture and color them to watch the scene blossom before your eyes!

orange	purple	pink	green	yellow	light blue	white	red
♫ ♩	♩ ♩ ♩	♩ 𝄽	𝄽	♩ ♫	♩	♫ ♫	♩ ♩

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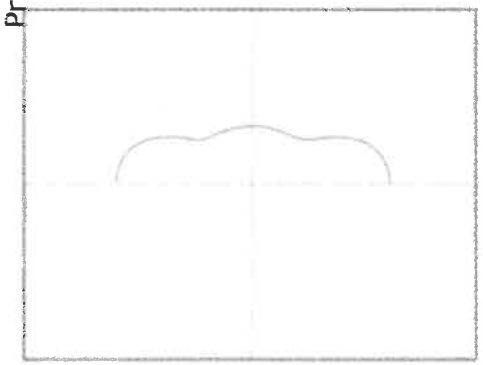
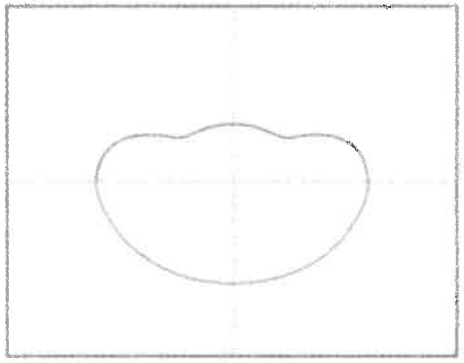
Print

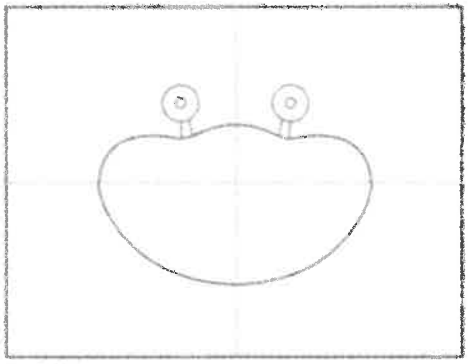
Draw a Crab



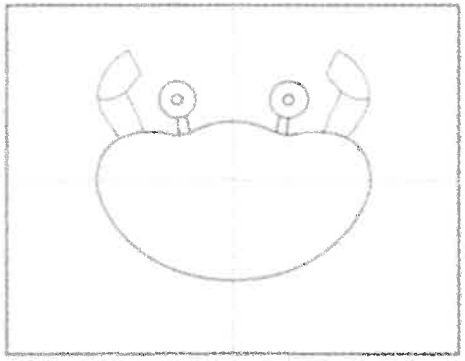
1. Make guidelines. Start the shell shape.



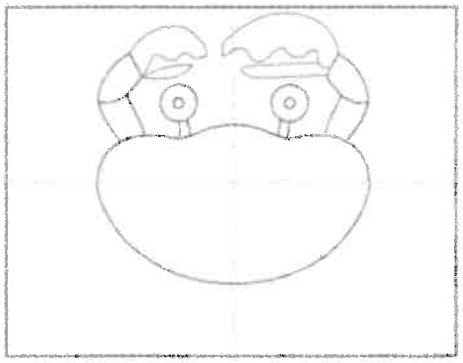
2. Finish the bottom shell shape.



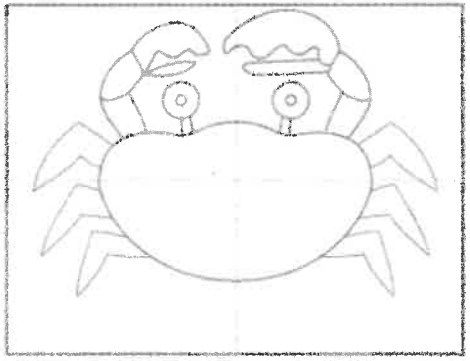
3. Add two eyes.



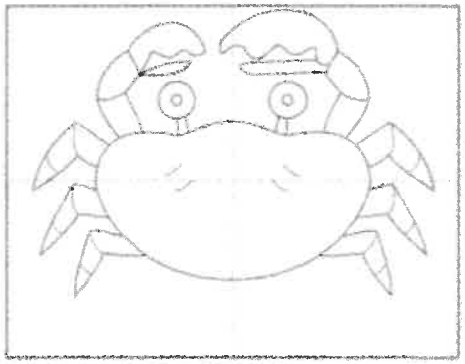
4. Start the two front arms.



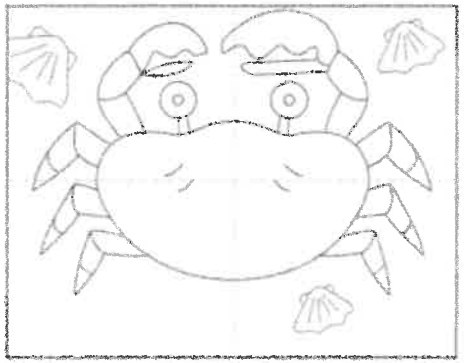
5. Finish with two claws, one larger than other.



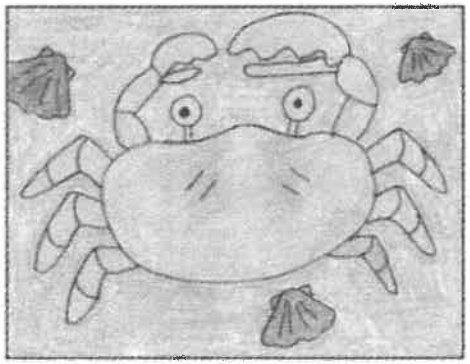
6. Draw 6 symmetrical legs.



7. Add lines to legs and shell.



8. Draw lots of shells around the crab.



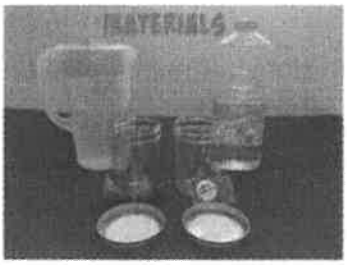
9. Trace with a black marker and color.

Print

5/25-5/29 Auxiliary Science Experiment

Hello Scientists,

This week in schoology we posted a video of this experiment. If you want to try it at home, here is what you need and how to do it:



- Find a clear glass or vase.
- Fill the glass container ¼ full with Vegetable Oil.
- Add water till the glass is almost full.
- Add food color at least 10-20 drops.
- Once those are in the container it settles pretty quickly. You should see the oil on the top and the water on the bottom. The food color will start to settle on the bottom and change the color of the water.
- Last step! Add an Alka-Seltzer Tablet or I used the Kroger brand Antacid & Pain Relief.
- The tablet will sink to the bottom and turn your container into a lava lamp!

Please send a picture or a video of you doing the experiment to your science teacher's email: Mrs. Alfonsi (balfonsi@roseville.k12.mi.us) or Mrs. Vitale (slvitale@roseville.k12.mi.us)