



Name _____ Due Date: _____

Daily Reading Log

Reading Goal: Read 20 minutes (K-2nd) and 30 minutes (3rd-5th) or more per day, at least 5 days per week.

Day of the Week	Minutes	Book Title
Friday		
Saturday		
Sunday		
Monday		
Tuesday		
Wednesday		
Thursday		

On the back side of this log, at least once a week, write a letter to your teacher, telling him/her all about the best book you are reading this week. What genre is it? Fiction or Nonfiction? Why do you like this book? What keeps you interested as a reader? Do you have any connections? Do you think this author should write more books? If you can, look up the author's website and see what else he or she has written. Maybe read all the books! Take a trip to the library with an adult if you can!

Letter to My Teacher

Dear _____,

Sincerely,

Nombre _____ Fecha de vencimiento: _____

Registro diario de lectura

Objetivo de lectura: leer (K-2nd) 20 minutos o 30 minutos (3rd-5th) o más por día, al menos 5 días por semana.

Día de la semana	Minutos	Título del libro
Viernes		
Sábado		
Domingo		
Lunes		
Martes		
Miércoles		
Jueves		

En el reverso de este registro, al menos una vez a la semana, escribe una carta a tu maestro, contándole todo sobre el mejor libro que estás leyendo esta semana. De que genero es ¿Ficción o no ficción? ¿Por qué te gusta este libro? ¿Qué te mantiene interesado como lector? ¿Tienes alguna conexión? ¿Crees que este autor debería escribir más libros? Si puedes, busca el sitio web del autor y mira qué más ha escrito. ¡Quizás leas todos los libros de ese autor! ¡Haz un viaje a la biblioteca con un adulto si puedes!

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Writing Journal Prompts

You may use a prompt, or come up with your own topic idea.

The important thing is that you spend time writing **every day**. After a few days of writing, go back and re-read what you wrote the past few days. See if you can add more ideas and details. You can write in your journal, on loose paper, or on a computer. You can write in the morning with breakfast, on the bus, in your bed, or on the couch. You can write any time and anywhere! Just write! Let that pencil move. Be creative.

- Choose a scene (a small moment) of you and your favorite pet (or an imaginary pet). "One time I was with my dog (cat, horse, etc) and...."
- Make a list of your favorite foods. Write about a food that gives you energy or that just tastes really good!
- Try writing in the voice of someone you know well. (your mom, dad, grandma?) How does this person see the world? What is she or he thinking? Write in first person and present tense.
- What stories do your hands tell? Trace around your hand and fill it in with memories that are connected to your hands. (ex: playing basketball, the feel of my cat's fur, making cookies)
- Write about your favorite sport or free-time activity.
- Write about the games you play at recess.
- Can you remember a time when you lost something that mattered to you? Write about it.
- Write about someone special in your family.
- Write about what it is like with your siblings at your house, or write about being an only child. Try to think of just one story and write that story.
- Write about a special member of your family or a close family friend. What do you like to do together?

- Write about a food you hate. Describe it. What does it feel like when it's in your mouth and you have to eat it? What does it taste like? Why do you dislike it so much?
- Write about your favorite dessert. How does it make you feel? What does it taste like? Smell like? Why do you recommend it to others?
- Write about a time when your whole family gathers together. Why is it special? What do you do? What do people say? Use dialogue.
- Write about your best friend and what you like to do together.
- Write about a favorite book that someone has read out loud to you.
- Think of a time when you were in a place where you found yourself feeling, "This is wrong." or "This could be more fair" or "This could be better." (a problem such as: not enough books in the library, someone being bullied, the elderly needing help, litter everywhere, etc...) Pretend you are at that place, in that time. Look at what you see--and think of what you wish you saw. What is your opinion? What matters to you? Write it all down. What is your solution to the problem? Add details to prove to your audience that your opinion is strong and worthwhile. Offer details to the reader on how we can make the world a better place if your ideas turn to action.

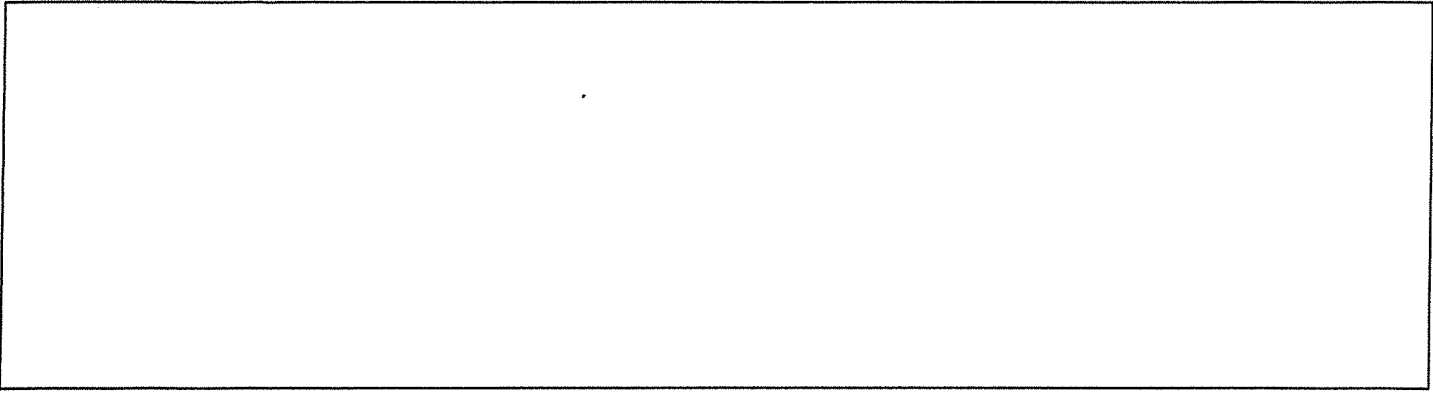
Instrucciones para Guiar la Escritura

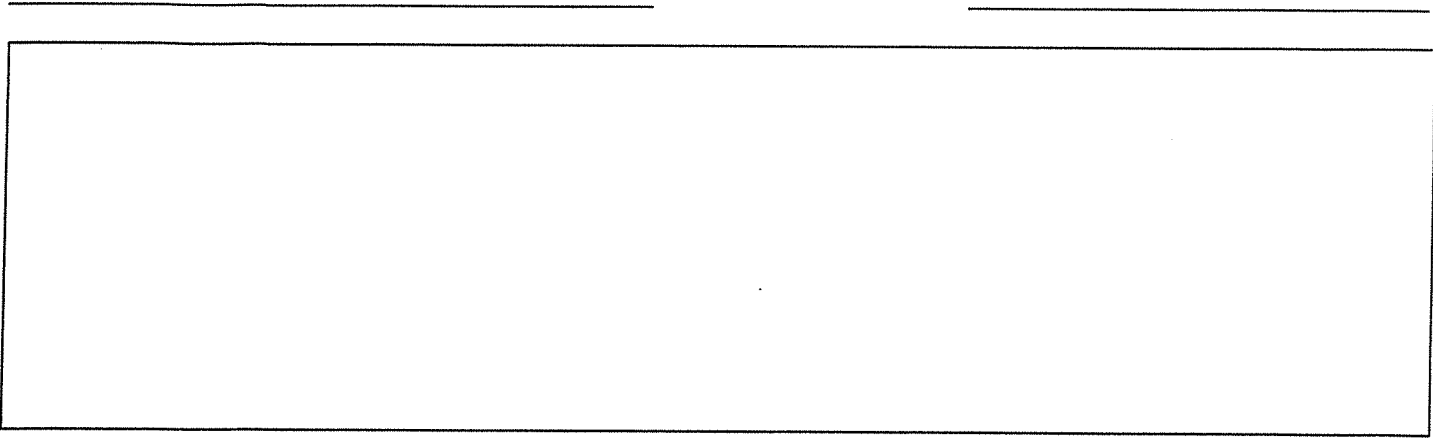
Puedes usar un aviso, o proponer tu propia idea de tema

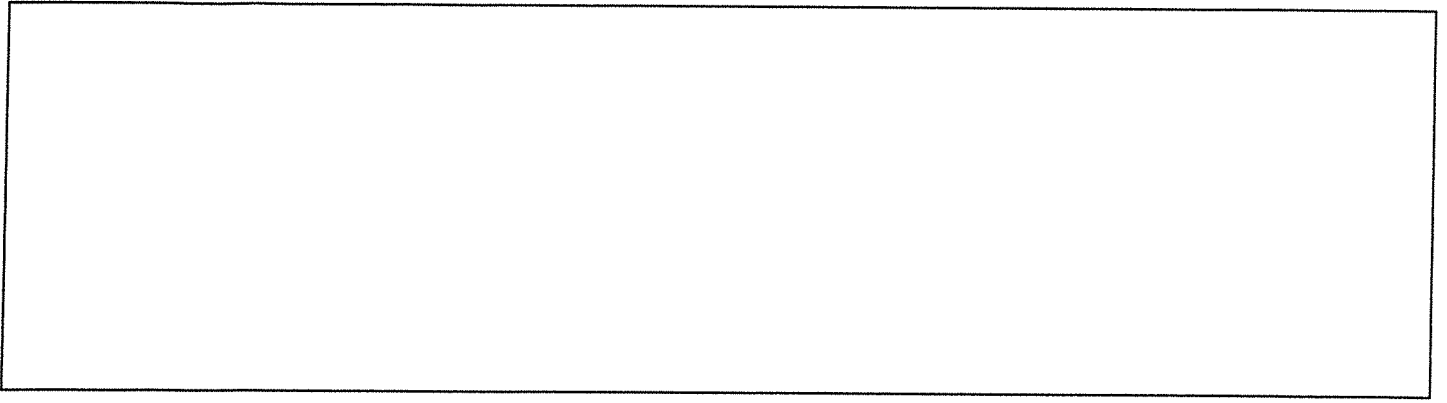
Lo importante es que pases tiempo escribiendo **todos los días**. Después de unos días de escribir, vuelve a leer lo que escribiste en los últimos días. Mira a ver si puedes añadir más ideas y detalles. Puedes escribir en tu diario, en papel suelto o en una computadora. Puedes escribir por la mañana a la hora del desayuno, en el autobús, en tu cama o en el sofá. ¡Puedes escribir en cualquier momento y en cualquier lugar! ¡Solo escribe! Deja que el lápiz se mueva. Se creativo.

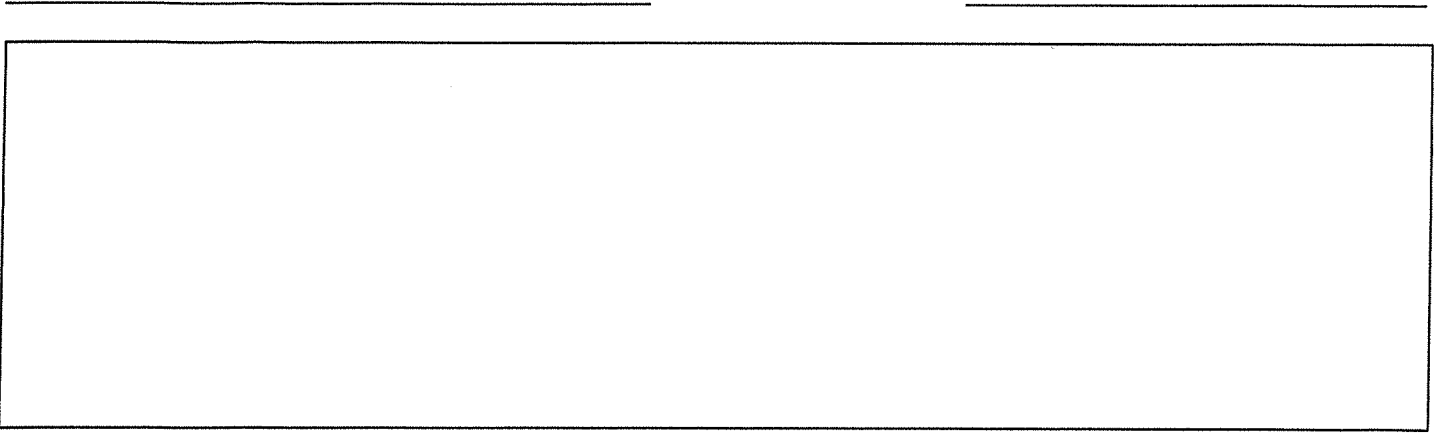
- Elige una escena (un pequeño momento) entre tú y tu mascota favorita (o una mascota imaginaria). "Una vez estaba con mi perro (gato, caballo, etc.) y..."
- Haz una lista de tus comidas favoritas. ¡Escribe sobre un alimento que te dé energía o que simplemente tenga un sabor muy bueno!
- Intenta escribir con la voz de alguien que conoces bien. (¿tu mamá, tu papá, tu abuela?) ¿Cómo ve esta persona el mundo? ¿Qué está pensando? Escribe en primera persona y en tiempo presente.
- ¿Qué historias cuentan tus manos? Traza alrededor de tu mano y llénala con recuerdos que estén conectados a tus manos. (Ej: jugar baloncesto, sentir el pelo de mi gato, hacer galletas)
- Escribe sobre tu deporte o actividad de tiempo libre favorita..
- Escribe sobre los juegos que juegas en el recreo.
- ¿Puedes recordar algún momento en que perdiste algo que te importaba? Escribe sobre eso.
- Escribe sobre alguien especial en tu familia.
- Escribe sobre cómo es estar con tus hermanos en tu casa, o escribe sobre ser hijo único. Trata de pensar en una sola historia y escribe esa historia

- Escribe sobre un miembro especial de tu familia o un amigo cercano de la familia. ¿Qué les gusta hacer juntos?
- Escribe sobre una comida que odias. Descríbela. ¿Qué se siente cuando está en tu boca y tienes que comerla? A qué sabe? ¿Por qué te disgusta tanto?
- Escribe sobre tu postre favorito. ¿Cómo te hace sentir? ¿A qué sabe? ¿A qué huele? ¿Por qué lo recomiendas a otros?
- Escribe sobre un momento en el que toda tu familia se reúne. ¿Por qué es especial? ¿Qué haces? ¿Qué dice la gente? Usa el diálogo.
- Escribe sobre tu mejor amigo y lo que les gusta hacer juntos.
- Escribe sobre un libro favorito que alguien te haya leído en voz alta.
- Piensa en un momento en el que estabas en un lugar en el que te encontraste sintiendo, "Esto está mal" o "Esto podría ser más justo" o "Esto podría ser mejor". (un problema como: no hay suficientes libros en la biblioteca, alguien está siendo acosado, los ancianos necesitan ayuda, hay basura por todas partes, etc...) Pretende que estás en ese lugar en ese momento. Mira lo que ves-- y piensa en lo que te gustaría haber visto. ¿Cuál es tu opinión? ¿Qué es lo que tiene importancia para ti? Escríbelo todo. ¿Cuál es tu solución al problema? Añade detalles para demostrar a tu público que tu opinión es fuerte y que vale la pena. Ofrece detalles al lector sobre cómo podemos hacer del mundo un lugar mejor si tus ideas se convierten en acción.









Mixed practice word problems

Grade 3 Math Word Problems Worksheet

Read and answer each question.

1. The town of Milburg has 5,256 grown-ups and 2,987 children. How many people live in Milburg?
2. Lisa bought 4 DVDs for \$48. How much did each DVD cost?
3. There were 3,409 pieces of candy in a jar. If 145 pieces were red and the rest were blue, how many were blue?
4. On Friday, 1,250 people visited the zoo. Three times as many people visited on Saturday than on Friday. How many people visited the zoo on Saturday?
5. Third-grade students went to a concert in 8 buses. Each bus took 45 students. How many students went to the concert?
6. 3 students need to make 126 stars each for the school wall. How many stars will each student have to make?
7. Marcia spent 300 minutes working on her science project. How many hours did she spend on her science project?
8. In one week, an airplane pilot flew 1,134 miles on Tuesday and 1,475 miles on Thursday. If the pilot flies the same number of miles 3 weeks in a row, how many miles does he fly in all?
9. Six students were sitting at each table in the lunchroom. There are 34 tables. How many students were sitting in the lunchroom?



Multiplication Tables - 7 & 8

Grade 3 Multiplication Worksheet

Find the product.

1. $7 \times 3 =$ _____ 2. $8 \times 6 =$ _____ 3. $7 \times 6 =$ _____

4. $8 \times 9 =$ _____ 5. $8 \times 11 =$ _____ 6. $8 \times 8 =$ _____

7. $8 \times 10 =$ _____ 8. $7 \times 11 =$ _____ 9. $8 \times 3 =$ _____

10. $8 \times 5 =$ _____ 11. $7 \times 9 =$ _____ 12. $7 \times 12 =$ _____

13. $7 \times 2 =$ _____ 14. $8 \times 2 =$ _____ 15. $7 \times 5 =$ _____

16. $7 \times 8 =$ _____ 17. $7 \times 1 =$ _____ 18. $7 \times 7 =$ _____

19. $7 \times 4 =$ _____ 20. $8 \times 12 =$ _____ 21. $7 \times 10 =$ _____

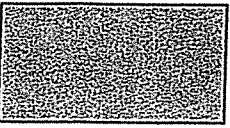
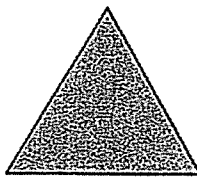
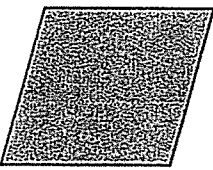
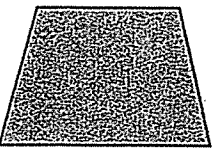
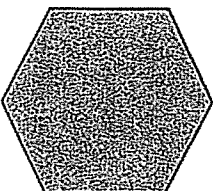
22. $8 \times 7 =$ _____ 23. $8 \times 4 =$ _____ 24. $8 \times 1 =$ _____

25. $8 \times 6 =$ _____ 26. $7 \times 3 =$ _____ 27. $8 \times 1 =$ _____

Parallelograms

Grade 2 Geometry Worksheet

Answer the questions beside each shape.

	<p>Does it have 4 sides?</p> <p>Are the opposite sides parallel?</p> <p>Is it parallelogram?</p>	<p>Yes</p> <p>Yes</p> <p>Yes</p>	<p>No</p> <p>No</p> <p>No</p>
	<p>Does it have 4 sides?</p> <p>Are the opposite sides parallel?</p> <p>Is it parallelogram?</p>	<p>Yes</p> <p>Yes</p> <p>Yes</p>	<p>No</p> <p>No</p> <p>No</p>
	<p>Does it have 4 sides?</p> <p>Are the opposite sides parallel?</p> <p>Is it parallelogram?</p>	<p>Yes</p> <p>Yes</p> <p>Yes</p>	<p>No</p> <p>No</p> <p>No</p>
	<p>Does it have 4 sides?</p> <p>Are the opposite sides parallel?</p> <p>Is it parallelogram?</p>	<p>Yes</p> <p>Yes</p> <p>Yes</p>	<p>No</p> <p>No</p> <p>No</p>
	<p>Does it have 4 sides?</p> <p>Are the opposite sides parallel?</p> <p>Is it parallelogram?</p>	<p>Yes</p> <p>Yes</p> <p>Yes</p>	<p>No</p> <p>No</p> <p>No</p>



Multiplication Tables - 2 & 3

Grade 3 Multiplication Worksheet

Find the product.

1. $1 \times 2 =$ _____ 2. $7 \times 2 =$ _____ 3. $11 \times 2 =$ _____

4. $6 \times 3 =$ _____ 5. $11 \times 3 =$ _____ 6. $3 \times 2 =$ _____

7. $5 \times 3 =$ _____ 8. $6 \times 2 =$ _____ 9. $9 \times 2 =$ _____

10. $12 \times 2 =$ _____ 11. $7 \times 3 =$ _____ 12. $10 \times 3 =$ _____

13. $3 \times 3 =$ _____ 14. $8 \times 2 =$ _____ 15. $12 \times 3 =$ _____

16. $4 \times 3 =$ _____ 17. $10 \times 2 =$ _____ 18. $8 \times 3 =$ _____

19. $9 \times 3 =$ _____ 20. $2 \times 2 =$ _____ 21. $5 \times 2 =$ _____


22. $2 \times 3 =$ _____ 23. $4 \times 2 =$ _____ 24. $1 \times 3 =$ _____

25. $2 \times 3 =$ _____ 26. $11 \times 3 =$ _____ 27. $3 \times 3 =$ _____

Name: _____

Write the product for each problem. Then, color according to the key at the bottom.

$3 \times 1 =$ $\begin{array}{r} 2 \\ \times 2 \\ \hline \end{array}$ $\begin{array}{r} 3 \\ \times 3 \\ \hline \end{array}$ $2 \times 9 =$ $2 \times 5 =$
 $1 \times 1 =$ $3 \times 6 =$ $3 \times 4 =$ $4 \times 7 =$
 $2 \times 4 =$ $4 \times 7 =$ $2 \times 6 =$ $4 \times 5 =$ $2 \times 0 =$ $1 \times 4 =$
 $\begin{array}{r} 1 \\ \times 8 \\ \hline \end{array}$ $\begin{array}{r} 2 \\ \times 5 \\ \hline \end{array}$ $4 \times 4 =$ $3 \times 7 =$ $5 \times 4 =$ $1 \times 10 =$
 $\begin{array}{r} 2 \\ \times 4 \\ \hline \end{array}$ $2 \times 9 =$ $3 \times 3 =$ $1 \times 0 =$ $4 \times 8 =$
 $\begin{array}{r} 1 \\ \times 1 \\ \hline \end{array}$ $\begin{array}{r} 5 \\ \times 2 \\ \hline \end{array}$ $\begin{array}{r} 4 \\ \times 6 \\ \hline \end{array}$ $\begin{array}{r} 3 \\ \times 8 \\ \hline \end{array}$ $0 \times 8 =$ $\begin{array}{r} 5 \\ \times 3 \\ \hline \end{array}$ $\begin{array}{r} 2 \\ \times 9 \\ \hline \end{array}$
 $1 \times 8 =$ $\begin{array}{r} 4 \\ \times 4 \\ \hline \end{array}$ $\begin{array}{r} 5 \\ \times 4 \\ \hline \end{array}$ $\begin{array}{r} 1 \\ \times 7 \\ \hline \end{array}$ $0 \times 6 =$ $4 \times 2 =$ $\begin{array}{r} 2 \\ \times 8 \\ \hline \end{array}$ $\begin{array}{r} 1 \\ \times 7 \\ \hline \end{array}$ $\begin{array}{r} 4 \\ \times 5 \\ \hline \end{array}$ $1 \times 1 =$
 $\begin{array}{r} 3 \\ \times 1 \\ \hline \end{array}$ $\begin{array}{r} 1 \\ \times 10 \\ \hline \end{array}$ $\begin{array}{r} 3 \\ \times 9 \\ \hline \end{array}$ $\begin{array}{r} 3 \\ \times 4 \\ \hline \end{array}$ $\begin{array}{r} 2 \\ \times 7 \\ \hline \end{array}$ $\begin{array}{r} 2 \\ \times 2 \\ \hline \end{array}$ $\begin{array}{r} 1 \\ \times 4 \\ \hline \end{array}$
 $\begin{array}{r} 1 \\ \times 8 \\ \hline \end{array}$ $\begin{array}{r} 2 \\ \times 5 \\ \hline \end{array}$ $\begin{array}{r} 2 \\ \times 5 \\ \hline \end{array}$ $\begin{array}{r} 4 \\ \times 7 \\ \hline \end{array}$ $\begin{array}{r} 3 \\ \times 6 \\ \hline \end{array}$ $\begin{array}{r} 3 \\ \times 5 \\ \hline \end{array}$
 $2 \times 9 =$

 Blue 4, 10, 18, 28

 Green 9, 15

 Red 0

 Brown 1, 2, 3, 8

 Yellow 7, 16, 20

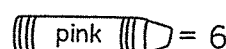
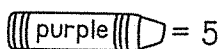
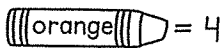
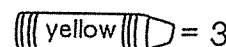
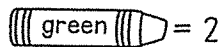
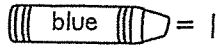
 Pink 12, 21, 32

 Violet 14, 24, 27

Name : _____



Color by Subtraction



20-18= 16-14= 13-9= 11-9= 15-13= 9-7=

15-12= 19-16= 16-10=

16-15= 12-11= 8-2=

17-13= 9-5= 19-13=

17-14= 13-12= 4-3=

19-18= 12-9= 8-11= 12-8= 8-7= 10-5= 17-16= 5-4=

4-1= 15-14= 5-1= 10-9= 17-12= 18-13= 14-13=

1-0= 9-8= 7-6= 6-5= 1-0= 11-10= 20-19=

7-5= 12-10= 18-16= 4-2= 8-6=



Adding 4-digit numbers in columns

Grade 3 Addition Worksheet

Find the sum.

$$\begin{array}{r} 1. \quad 2,650 \\ + 9,322 \\ \hline \end{array}$$

$$\begin{array}{r} 2. \quad 1,145 \\ + 4,032 \\ \hline \end{array}$$

$$\begin{array}{r} 3. \quad 6,240 \\ + 6,546 \\ \hline \end{array}$$

$$\begin{array}{r} 4. \quad 2,589 \\ + 8,747 \\ \hline \end{array}$$

$$\begin{array}{r} 5. \quad 1,486 \\ + 3,472 \\ \hline \end{array}$$

$$\begin{array}{r} 6. \quad 4,807 \\ + 1,622 \\ \hline \end{array}$$

$$\begin{array}{r} 7. \quad 9,820 \\ + 5,943 \\ \hline \end{array}$$

$$\begin{array}{r} 8. \quad 6,000 \\ + 4,247 \\ \hline \end{array}$$

$$\begin{array}{r} 9. \quad 7,997 \\ + 8,657 \\ \hline \end{array}$$

$$\begin{array}{r} 10. \quad 8,235 \\ + 6,245 \\ \hline \end{array}$$

$$\begin{array}{r} 11. \quad 9,064 \\ + 9,215 \\ \hline \end{array}$$

$$\begin{array}{r} 12. \quad 3,858 \\ + 7,385 \\ \hline \end{array}$$

$$\begin{array}{r} 13. \quad 2,324 \\ + 8,741 \\ \hline \end{array}$$

$$\begin{array}{r} 14. \quad 8,423 \\ + 7,291 \\ \hline \end{array}$$

$$\begin{array}{r} 15. \quad 2,025 \\ + 921 \\ \hline \end{array}$$

$$\begin{array}{r} 16. \quad 3,411 \\ + 3,470 \\ \hline \end{array}$$

Subtracting 3-digit numbers, with regrouping

Grade 3 Subtraction Worksheet

Find the difference.

$$\begin{array}{r} 1. \quad 386 \\ - 132 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 2. \quad 347 \\ - 245 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 3. \quad 450 \\ - 212 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 4. \quad 54 \\ - 32 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 5. \quad 261 \\ - 119 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 6. \quad 566 \\ - 454 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 7. \quad 509 \\ - 338 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 8. \quad 500 \\ - 327 \\ \hline \\ \hline \end{array}$$

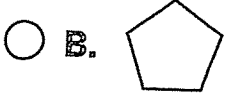
$$\begin{array}{r} 9. \quad 360 \\ - 244 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 10. \quad 689 \\ - 73 \\ \hline \\ \hline \end{array}$$

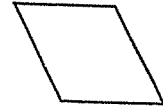
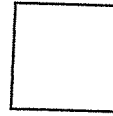
$$\begin{array}{r} 11. \quad 38 \\ - 14 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 12. \quad 494 \\ - 371 \\ \hline \\ \hline \end{array}$$

1 Fill in the circles next to the shapes that have at least one right angle.



2 Circle the shapes that are rhombuses.



3 The following square products have 2 factors that are the same. Fill in the missing factors.

_____ × _____ = 4

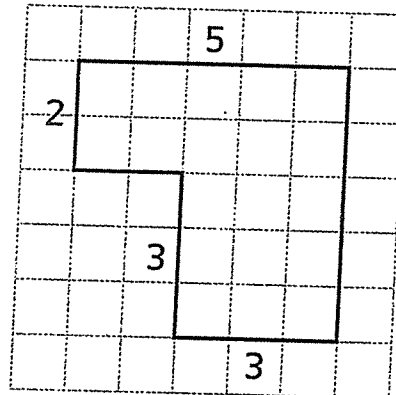
_____ × _____ = 25

49 = _____ × _____

64 = _____ × _____



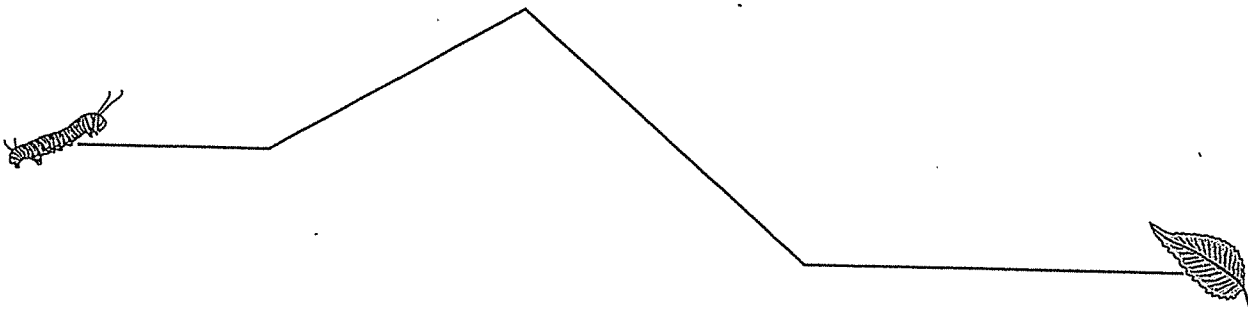
4 Find the area of the shape below. Show your work.



Area: _____ square units



5 Measure the path to the nearest $\frac{1}{2}$ inch and label each line segment. Then add your measures to find the total distance the caterpillar travels to the leaf.



The path is about _____ inches long.



Everyday Heroes

You don't have to lead a civil rights' movement or end a war to be considered a hero. Heroes are really just ordinary people who show compassion or bravery. Think of someone in your own life who demonstrates the qualities of a hero. Maybe you admire your teacher, parent or even older sibling. Ask that person if you can interview them and write a mini-biography of their heroic life.

Name: _____

Where did you grow up? _____

Where did you go to school? _____

Do you like your job? _____

What is your favorite thing about your job? _____

What is your definition of a hero? _____

Who were some of your childhood heroes? _____

What is the most heroic thing you think you have done in your life? _____

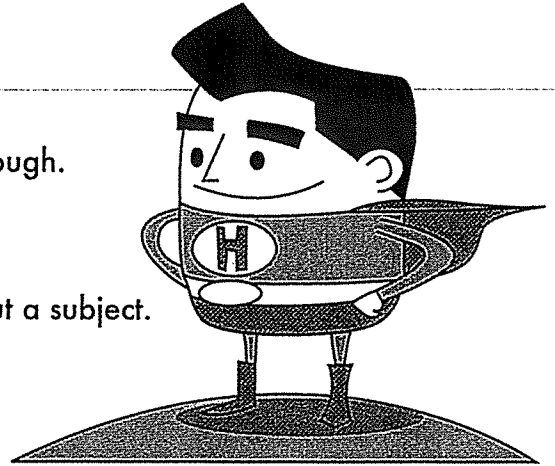
Do you have any advice on how kids can be heroic? _____

Biography:



What Makes A Hero?

- Compassion** - Understanding what others are going through.
- Bravery** - Being brave.
- Determination** - Working hard to meet a goal.
- Talent** - Being really good at something.
- Intelligence** - Being able to think clearly and learn about a subject.
- Leadership** - Being good at helping groups of people.



Name the qualities that each hero below showed.

Clara Barton cared for sick and injured soldiers on the Civil War battlefield.

Jackie Robinson was the first African-American baseball star. He became a player at a time when African-Americans were not allowed to play in the major leagues.

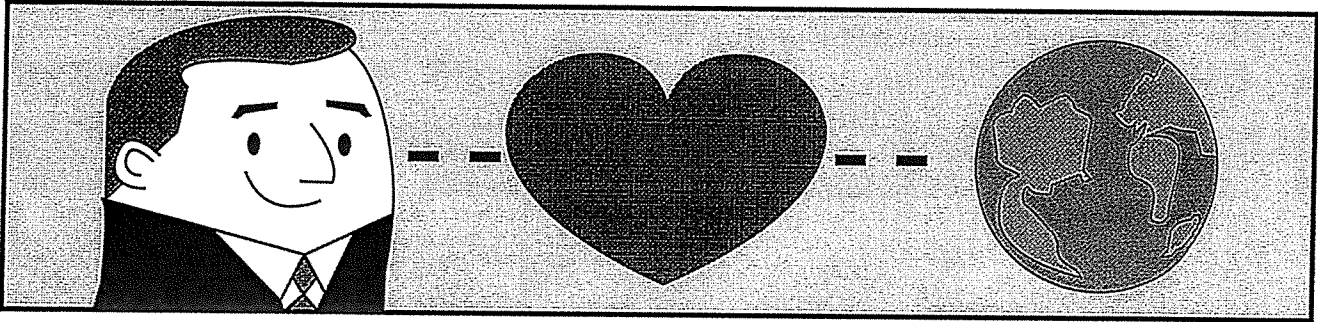
Jane Addams opened a home for immigrants. At her home, they could learn English and learn skills to help them find jobs.

George Washington was our first president. People wanted him to be president. He had been a great leader in the American Revolution.

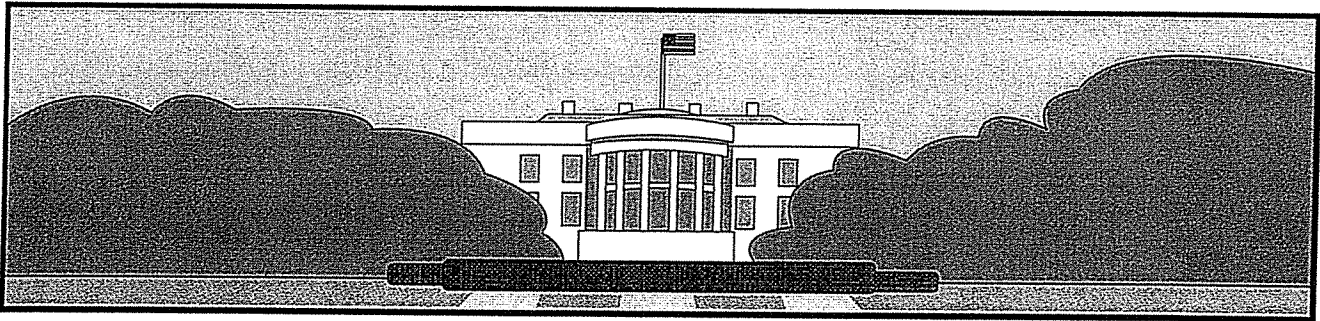
Can you think of any other words that would describe a hero?

Past and Present Heroes: Al Gore

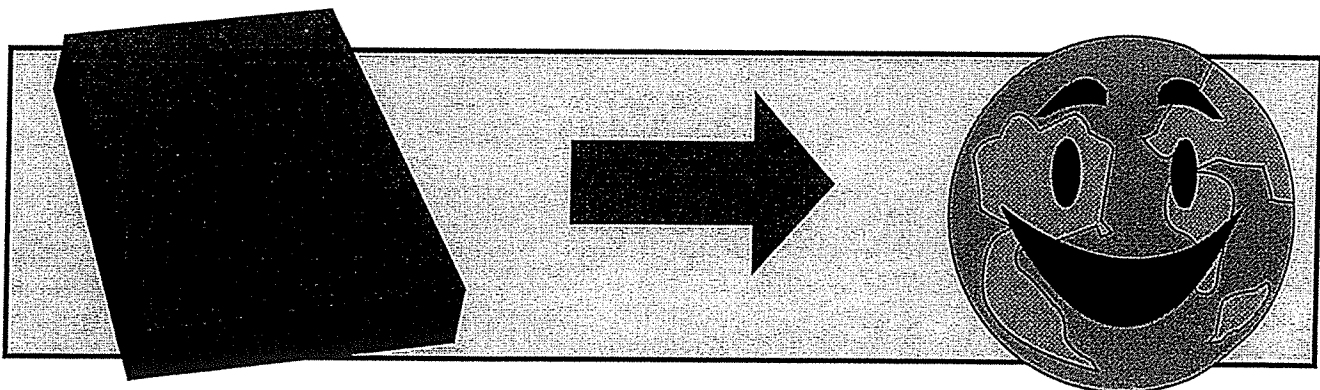
Al Gore was born on March 31, 1948 in Washington, D.C. Since he had a senator for a father and a lawyer as a mother, it wasn't surprising when he became a politician. He attended Harvard College and studied government. Along the way, however, he became interested in the environment after taking a class on ocean science.



At age 28, he became the U.S. Representative for his home state of Tennessee. Then in 1992, he was Vice President under Bill Clinton. Throughout his time in Congress and the White House, he continued his work on conserving the environment and stopping global warming.

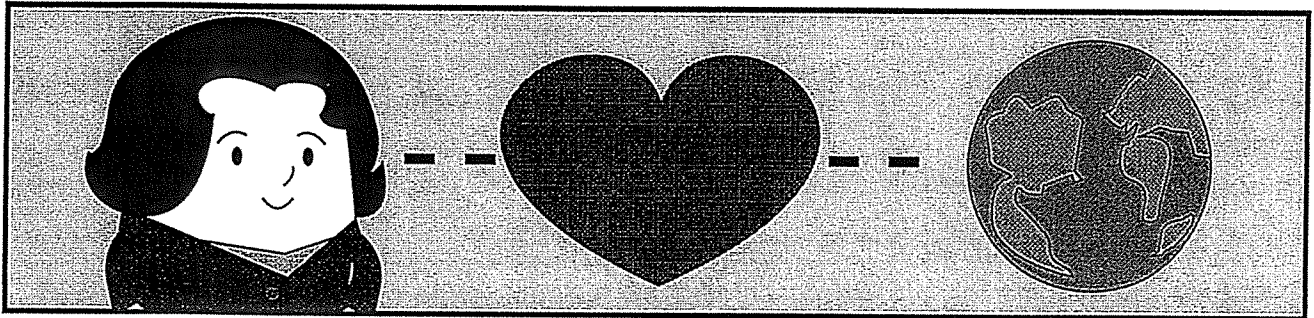


Gore's passion for the environment showed when he wrote and starred in the 2006 documentary *An Inconvenient Truth*. The film showed Gore's fight to tell the world about global warming and humans' negative effect on our planet. While there were many people who didn't like the film and denied Gore's claims, the documentary was a huge success. On top of making money and receiving an Academy Award nomination, *An Inconvenient Truth* brought global warming to the attention of the American people. Today, he continues to speak about environmental activism and is the founder of the Alliance for Climate Protection.

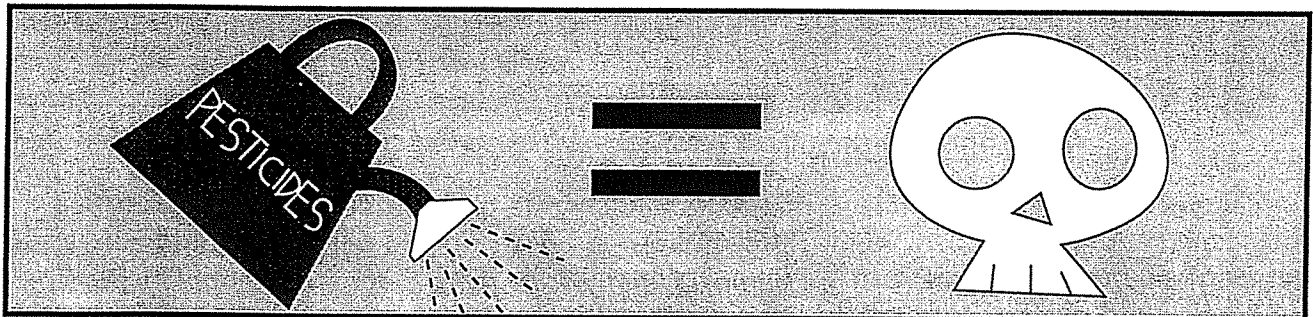


Past and Present Heroes: Rachel Carson

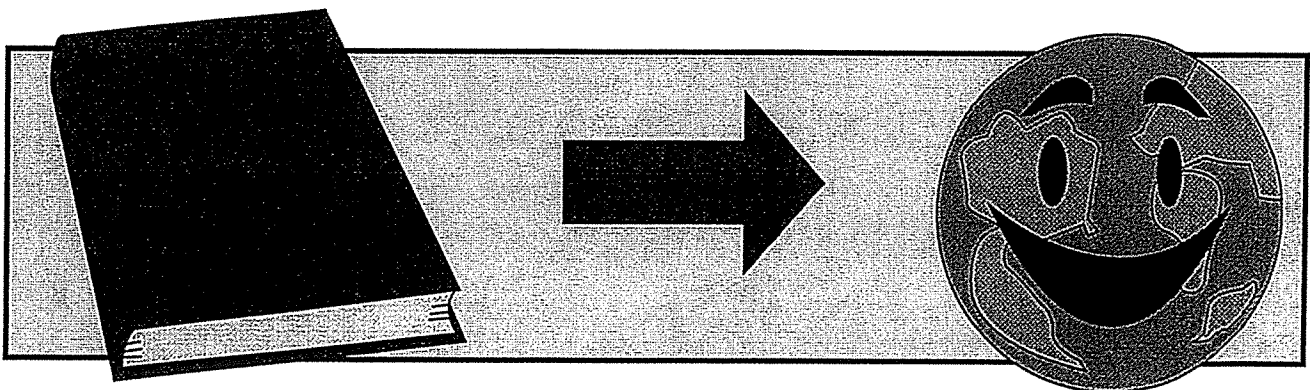
Rachel Carson was born on May 27, 1907 in the very small town of Springdale, Pennsylvania. She developed her love of nature on her family's farm. When she wasn't reading stories, she spent her childhood summers exploring fields and playing with animals. As she grew older, her love for the great outdoors turned into a love for science. She graduated from Pennsylvania College for Women with a degree in biology in 1929.



While working as an ocean biologist, Carson quickly discovered something scary about the natural world she loved so much: Earth's environment was in trouble. Due to human acts, like pesticide spraying that was used to get rid of bugs on plants, our environment was suffering negative consequences. To let people know about the danger, she wrote *Silent Spring*, a book that detailed the negative side effects of pesticides and the sickness it caused in humans and animals. Carson knew her book would make her a lot of enemies – people did not want to hear that they needed to change – but she believed in her cause and published the book anyway.



Before *Silent Spring*, the environmental movement did not really exist. The public did not know about the effects our own products could have on plants, animals and ourselves. Carson is credited as kick-starting the movement, showing how important it is to take care of our planet.

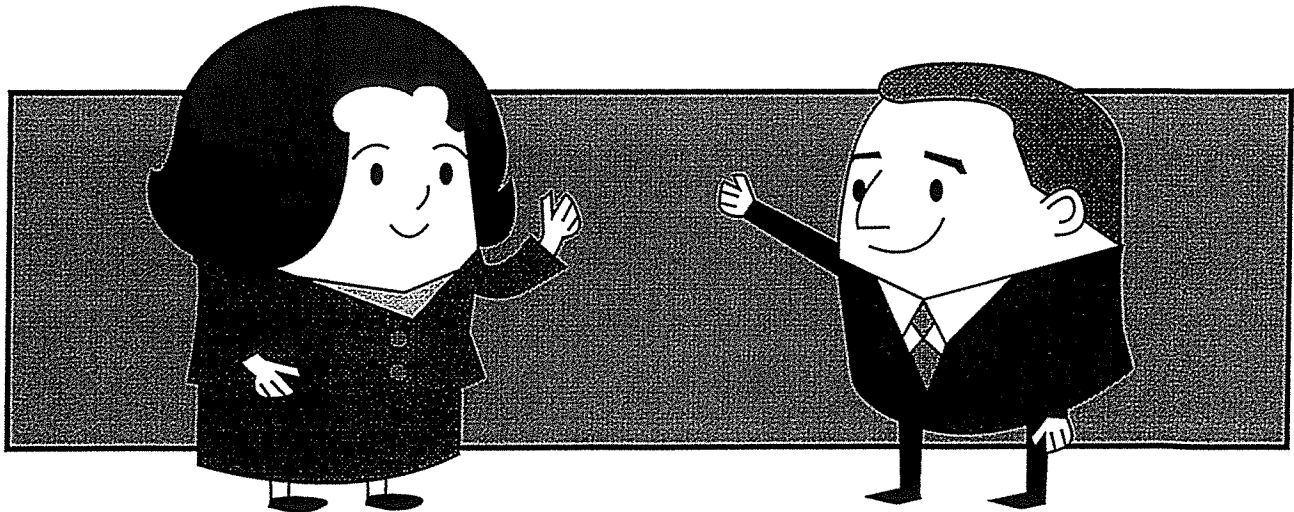
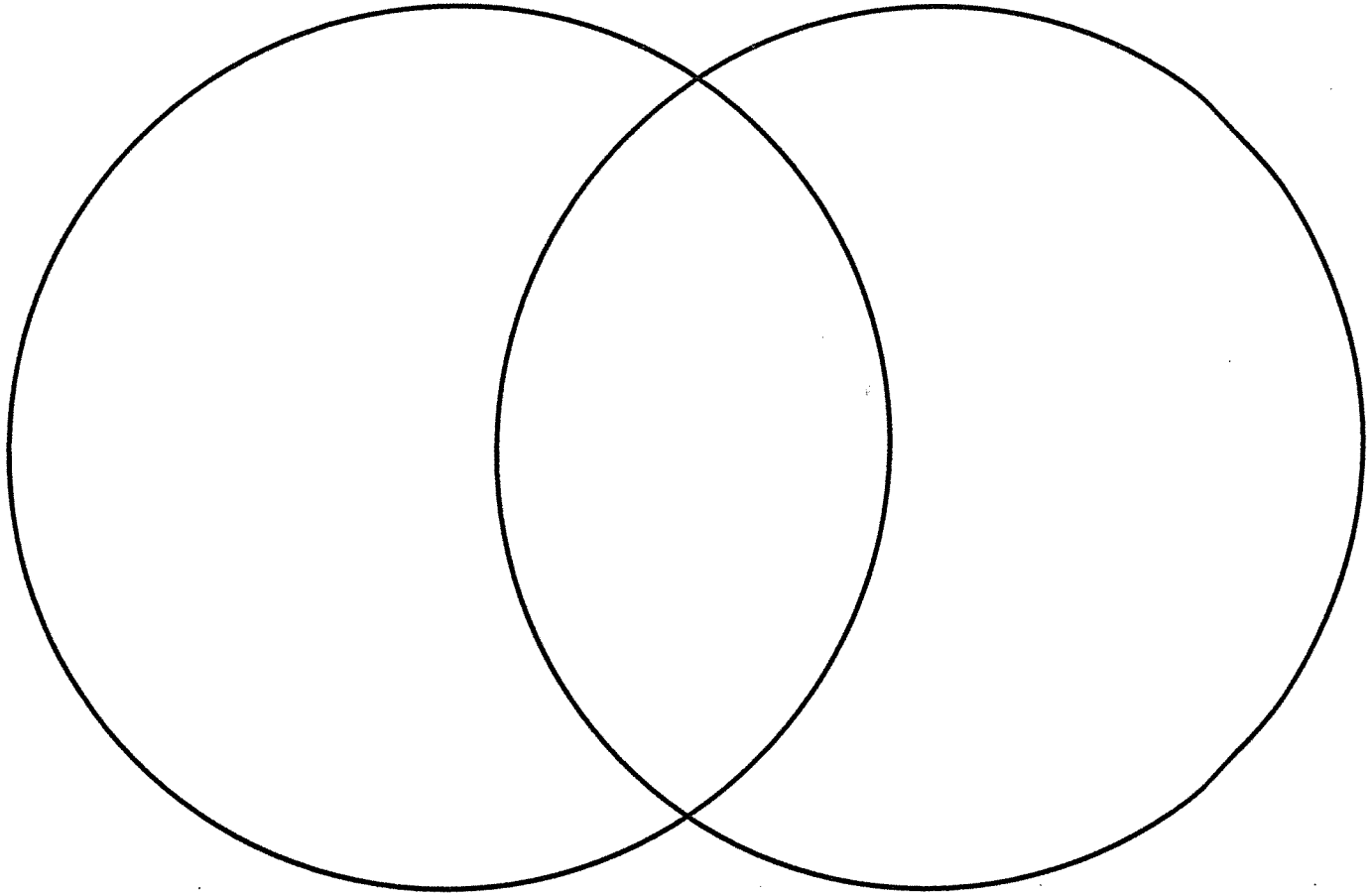


Past and Present Heroes: Venn Diagram

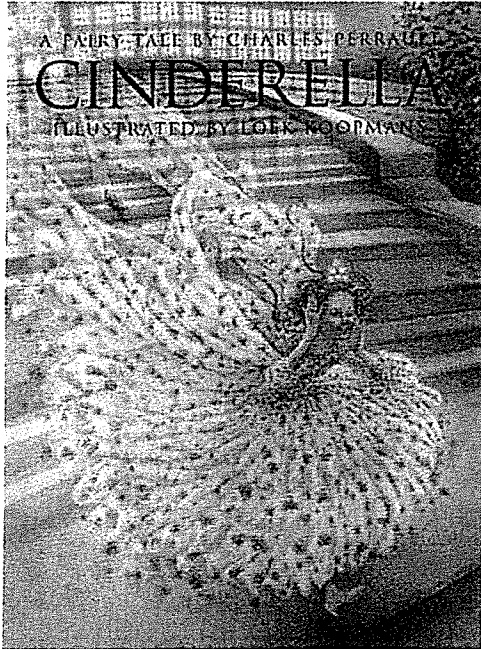
Even though Rachel Carson was making a name for herself while Al Gore was still a toddler, these two American heroes have a lot in common. Use this Venn diagram to take a closer look their similarities – as well as their differences.

Rachel Carson

Al Gore



Objective Concepts (Jacob and Wilhelm Grimm, Germany; Charles Perrault, France; versions of a story, point-of-view, viewpoint); Sight words (author, especially, version, carriage, pumpkin, visits, prayer, festival, gold, silver, slippers)



Vocabulary	
author	visits
especially	prayer
version	festival
carriage	gold/silver
pumpkin	slippers

Authors Tell Different Stories

By: Sue Peterson

Many of you have heard a *Cinderella* story, but what you may not know is that there are over a hundred different ways to tell the *Cinderella* story. Each of these stories is written by a different author. An author is someone who writes a story.

Let's look at two authors and how their stories are different. Pay close attention to the stories especially the animals in the story. When writers write about the same thing but tell the story in a different way... that is called their "version" of the story. The story of *Cinderella* has many different versions.

The version that most people know is the oldest one



written in 1697 by Charles Perrault from France. This

is the version where the birds help sew

Cinderella's dress and the mice turn into

carriage men and help Cinderella go to the

ball in the pumpkin that turns into a carriage. In this version, many of the animals are Cinderella's friends. They help her meet the Prince, who Cinderella marries, and together they live happily ever after.

In another version of this story, written in the 1850s by Jacob and Wilhelm Grimm from Germany, there are birds that help Cinderella throughout the story. Cinderella's

mother is not living at the beginning of the story. She visits her mother's grave three times a day to say a prayer for her.

Cinderella's father had given her a twig when he went to the festival. She plants the twig and her tears water the twig until it grows into a tall tree.



The birds now live in the tree and they give Cinderella a dress of gold and silver and slippers that are gold and silver, too. Cinderella goes to the festival to meet and dance with the Prince. Later, he finds Cinderella at home doing work for her stepmother and stepsisters. Cinderella marries the Prince and they live happily ever after.

Now you can understand what the word “version” means and how more than one author can tell a story in a different way. This is also called the “author’s point-of-view”. The story is told from the author’s viewpoint. That is why there are many versions of the same story.

Practice

Language Work

A. Write the words.

author _____

especially _____

carriage _____

prayer _____

festival _____

B. Use each word in a sentence. Underline the word used.

pumpkin _____

visits _____

gold _____

silver _____

slipper _____

version _____

C. Matching. Draw a line from the word to the correct definition.

a. author	1. different ways to tell a story
b. viewpoint	2. someone who writes
c. versions	3. how someone thinks about something; a point-of-view

D. Phonics work. The word “slippers” has a short vowel “i” between two consonants, the “l” and the first “p”. You can see these consonants underlined in the word “slippers”. When one vowel (a, e, i, o, u) is between two consonants, the vowel is usually short. Can you think of **three** more words that have one vowel between two consonants and the vowel is short? Write these words on the blanks and underline the consonants on both sides of the short vowel in each word.

_____ , _____

and _____

E. Word Search.

Find the words: ~~author~~, especially, carriage, pumpkin, visits, cries, prayer, beautiful, gold, silver, slipper, view

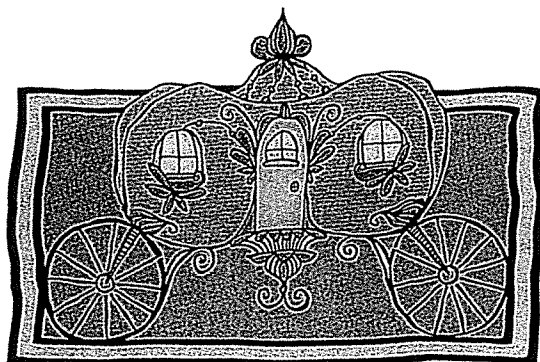
a	c	a	r	r	i	a	g	e	w	p
p	u	m	p	k	i	n	a	b	c	r
g	v	t	s	l	i	p	p	e	r	a
o	i	r	h	s	i	l	v	e	r	y
l	s	f	y	o	x	w	e	i	v	e
d	i	e	k	c	r	i	e	s	p	r
z	t	b	e	a	u	t	i	f	u	l
e	s	p	e	c	i	a	l	l	y	o

Extended Response (Answer in complete sentences.)

1. This story talks about different versions of *Cinderella*. What is the oldest version mentioned in the story? Who wrote it? When was it written?

2. In Grimm's version written in the 1850s in Germany, the *Cinderella* story has Cinderella visit the grave of her mother three times a day. Explain how the twig grows and what the birds do for Cinderella.

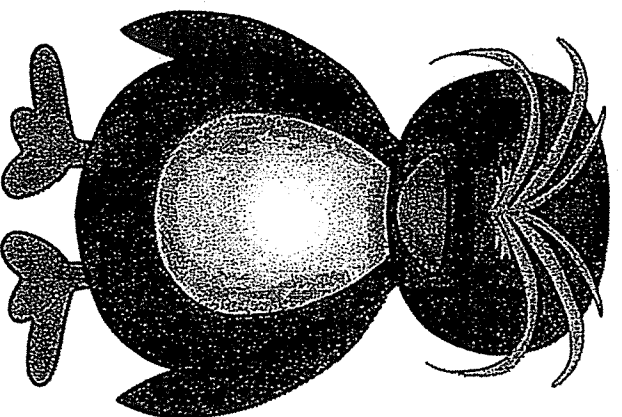
3. In fairy tales, there usually is a “happily ever after” ending. Explain one of the endings of the *Cinderella* story and how this is a “happily ever after” ending.



Penguin Facts

Read about
Penguins! Pick
any two and
fill out a graphic
organizer for
each one.

- Penguins are flightless birds.
- They have more feathers than most other birds.
- All penguins live in the Southern hemisphere.
- There are 2 penguin species, the Adélie and Emperor, that live in Antarctica.
- They live on land and in water.
- Most penguins eat small fish and krill.
- Penguins cannot breathe underwater. Many penguins can stay under the water for 10-15 minutes and then they need to come to the surface to breathe.
- Penguin babies are called chicks.
- A group of penguins on land is called a waddle.
- A group of penguins in water is called a raft.
- Penguins are social animals. They live in groups called colonies.
- Penguins sometimes slide on the ice into the water. This is called tobogganing.



King Penguin



Credit: Photo by Brian Gratwicke; Creative Commons license

APPEARANCE: The tail, back and head are black. The feathers on the belly are white. Their beaks are black and orange. They look almost the same as the larger Emperor penguins. They are about 3 feet tall and weigh 40 pounds. The chicks look very different from the adults. They have thick, fluffy, brown down and can be nearly as tall as the parents. They were called “wooly penguins” by early explorers. They will shed this down and grow feathers. They won’t look like the adults until they are 3 years old.

HABITAT: They live on islands of the sub-Antarctic and ice-free ocean waters. They never live on pack ice like their close relative the Emperor penguin.

FOOD: They eat small fish and some squid. Lantern fish are one of their favorite foods.

PREDATORS: Their main enemies are leopard seals and orcas. The eggs may be eaten by sea birds.

COOL FACTS:

*They gather in very large colonies with thousands of penguins.

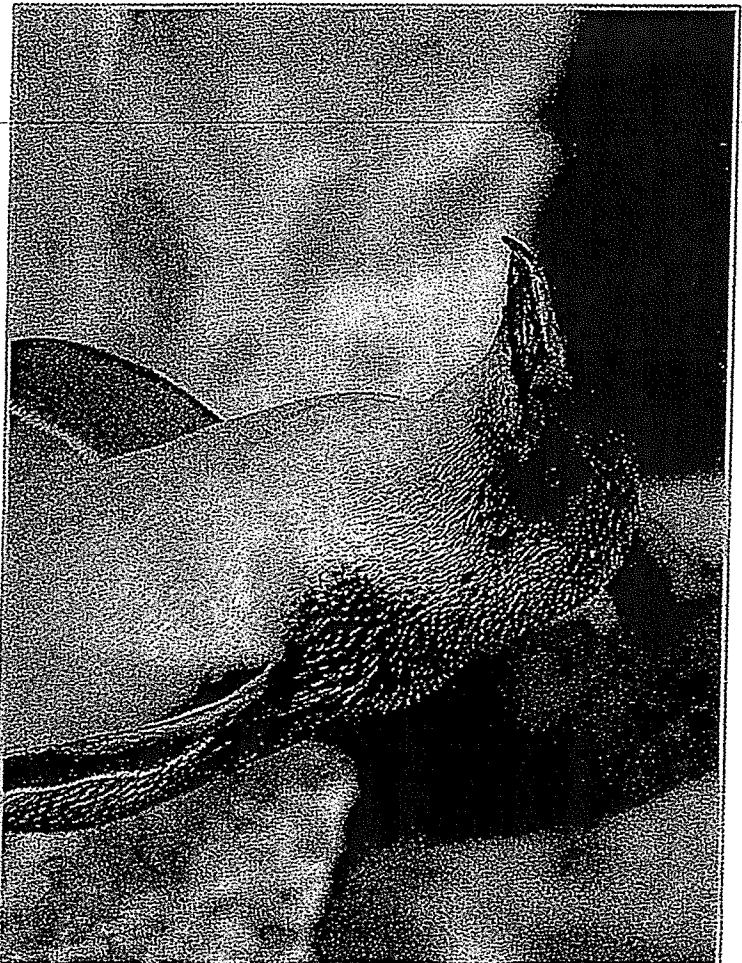
*The female lays one egg.

*They don’t build nests. The egg is kept warm on their feet. The male and female take turns holding the egg on their feet.

*When the chicks are hatched, they do not have any feathers. They start to grow in a few weeks.

*They leave their chicks on their own in the winter while they look for food. They stay with other chicks in a nursery area.

Little Penguin



Credit: Photo by [Ken & Nyetta](#); Creative Commons license

APPEARANCE: The little penguin is the smallest penguin. It is about 15 inches tall and only weighs 2 pounds! It has dark blue-gray feathers on its back that are sometimes a lighter blue. The color changes with the season and the age of the penguin. The chest and neck area is white. They have blue-gray eyes.

HABITAT: Little penguins live in Australia and New Zealand. They live along the shore and make nests in burrows, rocks, caves and under trees.

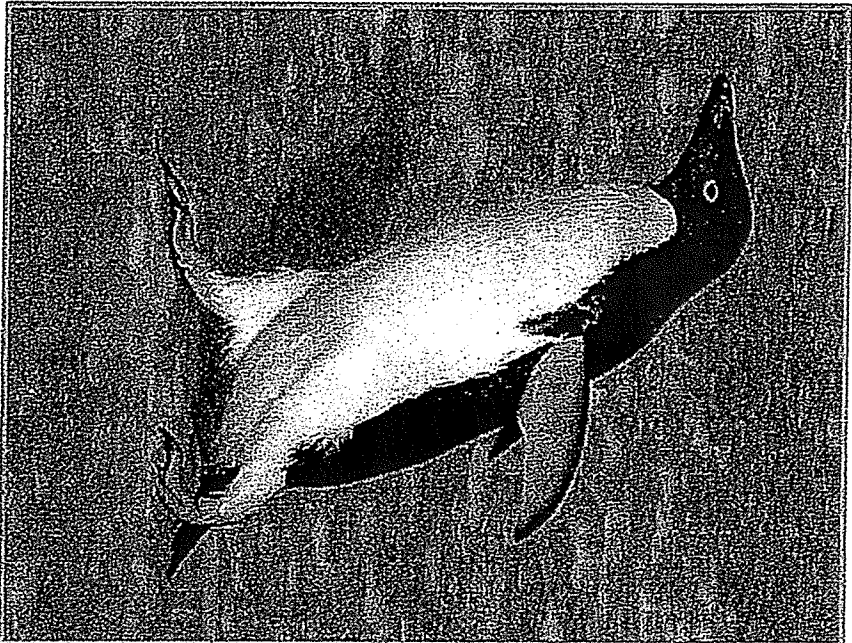
FOOD: They eat fish, krill and squid. Their favorite fish are sardines and anchovies.

PREDATORS: Their main enemies are sharks, seals and large gulls. The eggs in the nest are prey for snakes, lizards and rats.

COOL FACTS:

- *They are also called blue or fairy penguins.
- *The female lays 2 eggs and the parents take turns caring for the eggs. Both of the chicks usually survive.
- *The parents care for the chicks for about 5 weeks and then they are on their own.
- *They are nocturnal. They rest for small periods of time during the day. Sometimes they stay out on the water and rest there. When they are on land, they hide in burrows during the day.

Adélie Penguin



Credit: Photo by Lin Padgham; Creative Commons license

APPEARANCE: These are the classic tuxedo penguins. They look like a bird wearing a tuxedo suit. Their feathers are black and white. They have white rings around their eyes. They have long, stiff tail feathers. They are about 22 inches tall and weigh 8-10 pounds. The baby chicks are gray.

HABITAT: They live in Antarctic water and on pack ice of the Antarctic.

FOOD: They mostly eat krill. They also eat small fish and squid.

PREDATORS: Their main enemies are leopard seals. Orca will sometimes hunt the Adélie, but they usually hunt larger animals. Skua birds may eat the eggs.

COOL FACTS:

*Their name sounds like uh-day-lee.

*They are named after the wife of a French explorer.

*The males build a nest from rocks. They will steal rocks from other Adélie nests.

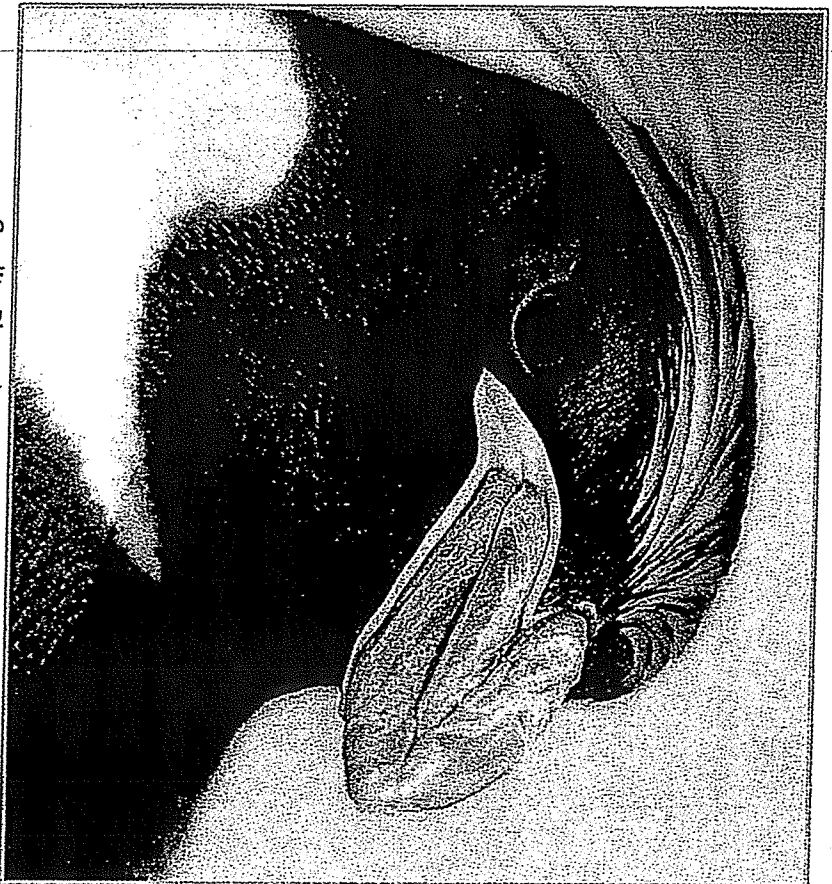
They stand on top of the nest and make loud noises to attract the female.

*The female lays 2 eggs. The male and female both take care of the eggs and keep them warm.

*They can walk long distances on the ice.

*They slide and sled down hills of snow to save energy.

Maccaroni Penguin



Credit: Photo by [Ross Elliott](#); Creative Commons license

APPEARANCE: The maccaroni penguin has a black face, chin and back. They have a white belly. Their eyes are red. They have long orange-yellow crest feathers at the top of their head. They were named after men called maccaronis who used to wear hats with fancy feathers. They are about 28 inches tall and weigh about 10 pounds. They are the largest crested penguin.

HABITAT: They live in rocky cliffs on islands the Antarctic region.

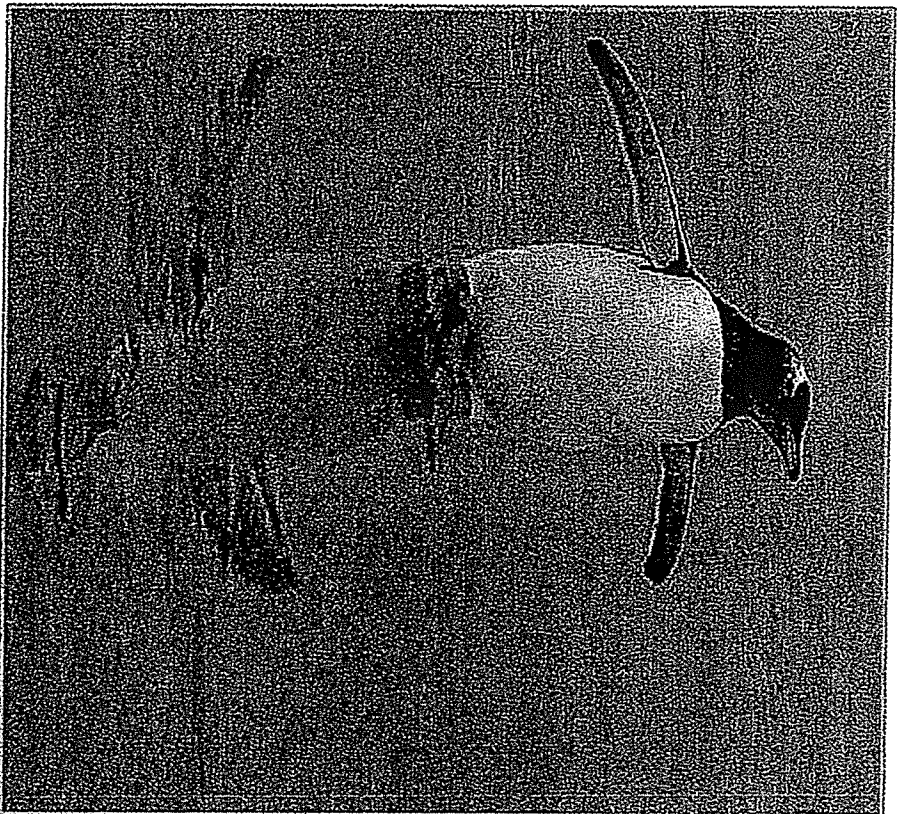
FOOD: They mostly eat krill.

PREDATORS: Their main enemies are the orca, leopard seals and fur seals.

COOL FACTS:

- *They spend most of their adult lives at sea
- *The females lay 2 eggs. The 2nd egg is always larger. They will usually just take care of the larger egg.
- *Both parents take turns caring for the egg
- *The chicks are guarded by the male and fed by the female.
- *They are very good climbers. They will climb steep cliffs to find a good nesting spot.
- *They are listed as a vulnerable status which means they are at high risk of becoming extinct in the wild. There are a lot of Maccaroni penguins, but the numbers are getting smaller each year. They are in danger from predators and threats to the environment.

Gentoo Penguin



Credit: Photo by [Chris Pearson](#); Creative Commons license

APPEARANCE: Gentoo penguins have black feathers with white feathers on their belly. They have a white stripe over the top of their head. They have a black and orange beak. Their webbed feet are orange-yellow. They have longer tail feathers than other types of penguins.

HABITAT: Many gentoo penguins live on the Falkland Islands. They are also found on other sub-Antarctic islands.

FOOD: They mostly eat krill. They may also eat fish and squid.

PREDATORS: Their main enemies are orcas, leopard seals, and sea lions. The chicks are also prey for sea birds.

COOL FACTS:

*They build circle-shaped nests out of stone and grass. The males will gather the materials and the females make the nests. The female lays 2 eggs and the parents take turns caring for the eggs. It takes about 35 days for the eggs to hatch. Usually only 1 of the chicks will survive.

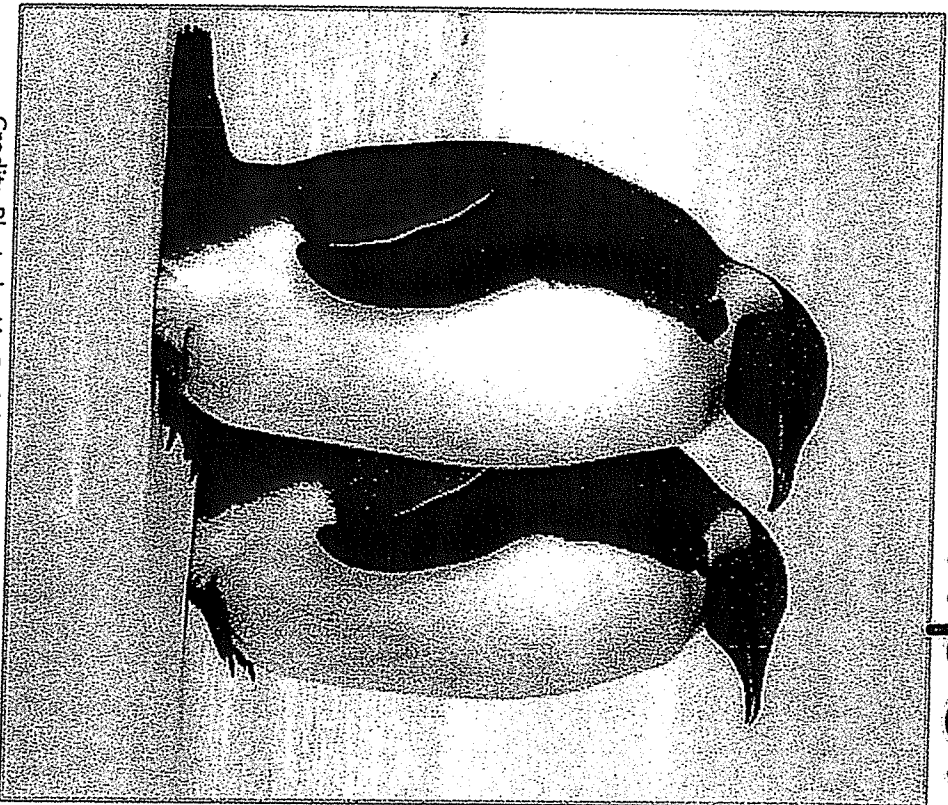
*They are the 3rd largest penguin.

*They are the fastest underwater swimming bird.

*They are very noisy. They make loud, trumpet-like sounds.

*They sometimes get tangled in fishing net

Emperor Penguin



Credit: Photo by [Lin Padgham](#); Creative Commons license

APPEARANCE: The emperor penguin has black feathers on its back. The feathers in front are white. They have a black head and black beak with an orange stripe. There are yellow patches on each side of its head. The chicks have gray feathers with a black and white face patch.

HABITAT: The emperor penguin lives in the Antarctic. It will spend its entire life in the Antarctic waters and on the ice. They are never on land.

FOOD: They mostly eat Antarctic silverfish. They may also eat krill or squid.

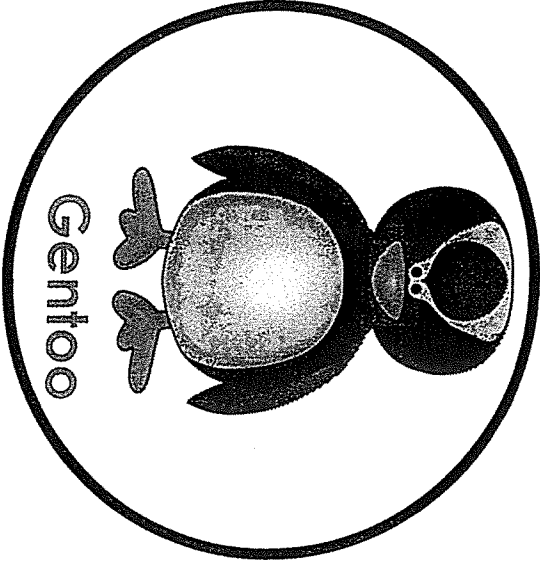
PREDATORS: Their main enemies are orcas and leopard seals. The chicks are also prey for sea birds.

COOL FACTS:

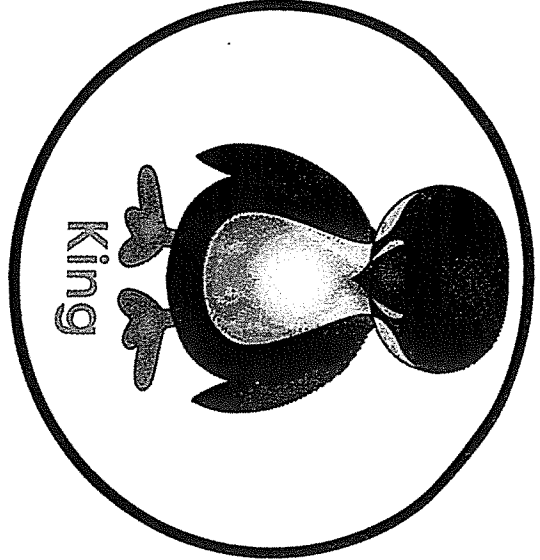
*The females lay one large egg and then the males take care of it. The males keep the egg on their feet and cover it with the brooding pouch. The brooding pouch is loose skin covered with feathers that can cover the egg. The males will not eat anything for the 2 months when they care for the egg.

*They are the largest penguin in the world. They are about 44 inches tall.

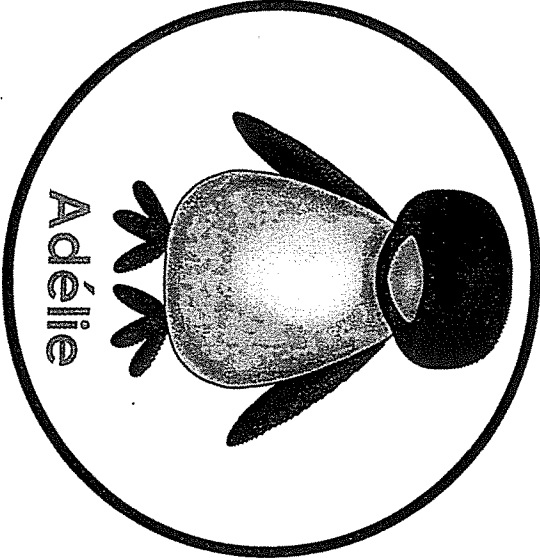
*They can dive deeper than any other bird.



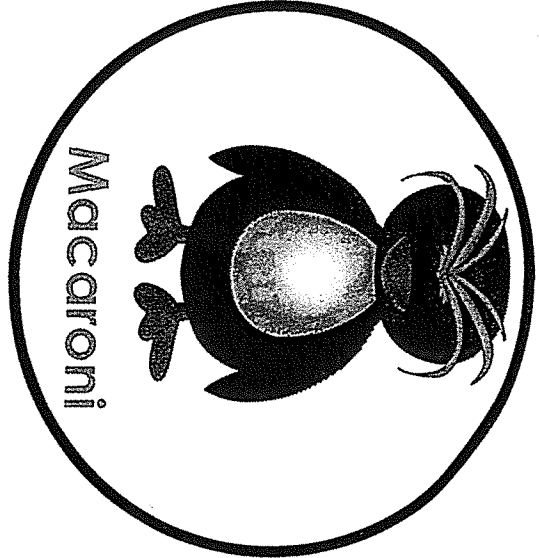
Gentoo



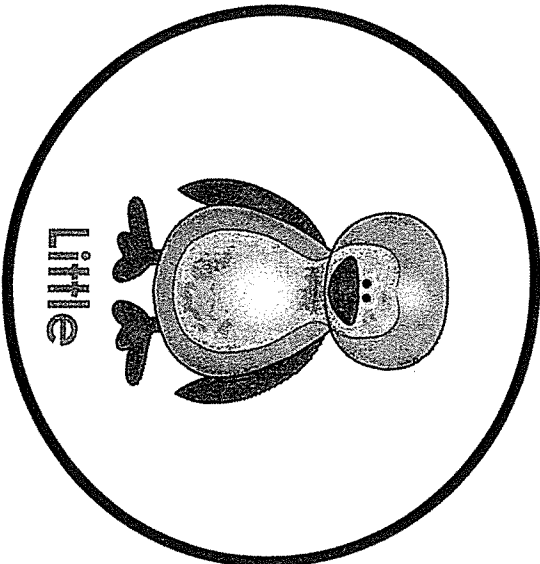
King



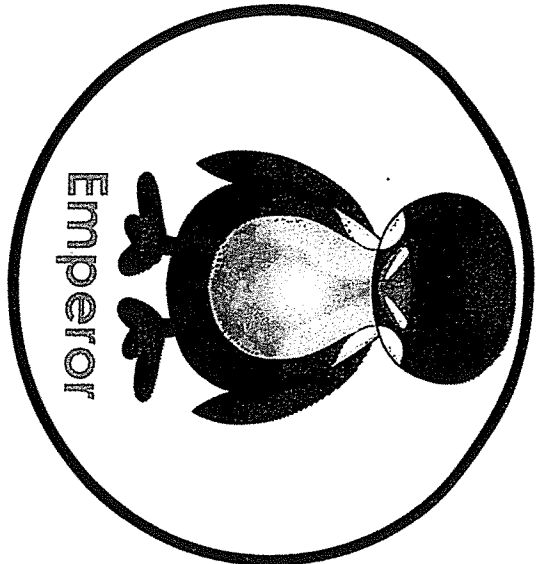
Adélie



Macaroni



Little



Emperor

Penguin:

Looks like:

Eats:

Cool Fact:

Enemies:

By: _____

Penguin:

Looks like:

Eats:

Cool Fact:

Enemies:

By: _____

Read the short story. Then answer each question.

The Shoemaker and the Elves

A shoemaker and his wife lived in a little house on the edge of the woods. They were very, very poor, and each day they grew poorer and poorer.

At last there was nothing left in the house but leather for one pair of shoes. "I will cut out this last pair of shoes," the shoemaker said to his wife. "Tomorrow I will sew them and peg them." So he cut out the leather and left it on his bench.

The next morning he went into his shop to make the shoes. What did he see?

A pair of shoes all nicely made and ready to be sold. The stitches were so neat, and the shoes so well made that they were quickly sold.

With the money, the poor shoemaker bought leather for two pairs of shoes. Then he said to his wife, "I will cut out the leather for two pairs of shoes. Tomorrow I will sew them and peg them."

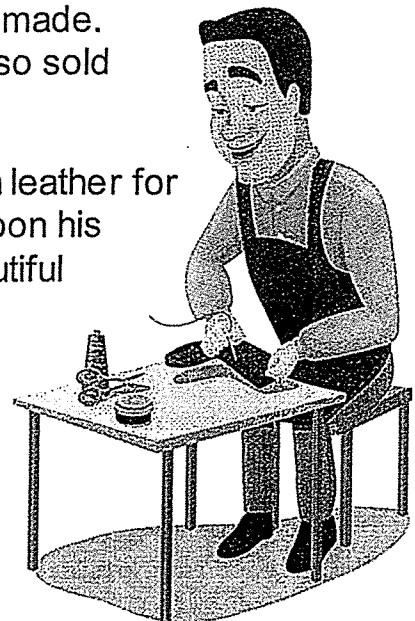
So he cut out the leather for the shoes and left it on his bench.

The next morning when he went into his shop to make the shoes, what did he find? Yes, there were two pairs of shoes already made. The work was so well done that those shoes were also sold very quickly.

With the money, the poor shoemaker bought enough leather for four pairs of shoes. Those he also cut out and left upon his bench. The next morning he found four pairs of beautiful shoes, all well made.

And so it went on and on. Instead of being a very poor shoemaker, he became a very rich shoemaker.

His shoes were so well made that even the queen herself wore them.



Questions:

1. Who helps the shoemaker make the nice shoes?

2. What does the shoemaker buy with the money he makes selling shoes?

3. Which word best describes the shoemaker?

4. What might have happened if the shoemaker got no help?

Read the short story. Then answer each question.

The Blind Men and the Elephant

Six blind men who stood by the roadside every day and asked for money from the people who passed. They had often heard of elephants, but they had never seen one. How could they? They were blind.

It so happened one morning that an elephant was driven down the road where they stood. When they were told that the great beast was before them, they asked the driver to let him stop so that they might see him.

Of course they could not see him with their eyes, but they thought that by touching him they could learn just what kind of animal he was.

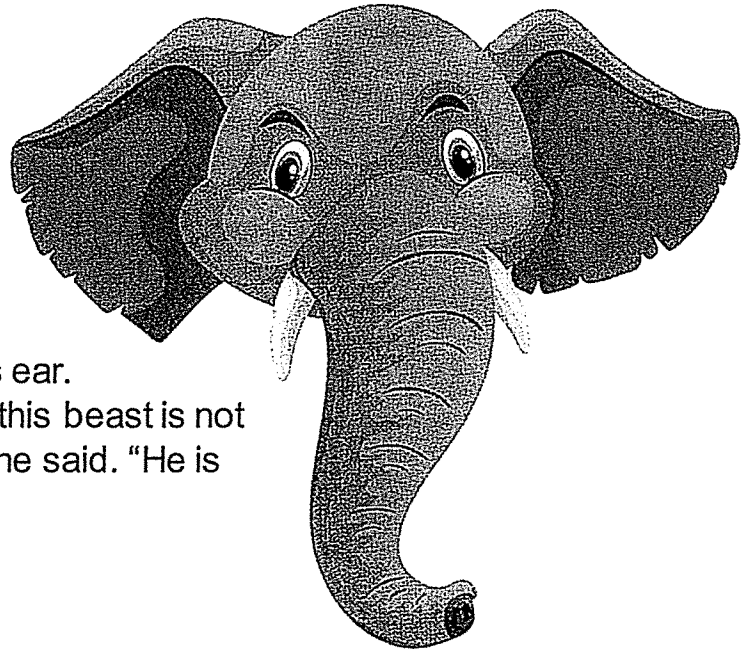
The first one happened to put his hand on the elephant's side. "Well, well!" he said, "Now I know all about this beast. He is exactly like a wall."

The second felt only of the elephant's tusk. "My brother," he said, "You are mistaken. He is not at all like a wall. He is round and smooth and sharp. He is more like a spear than anything else."

The third happened to take hold of the elephant's trunk. "Both of you are wrong," he said. "Anybody who knows anything can see that this elephant is like a snake."

The fourth reached out his arms and grasped one of the elephant's legs. "Oh, how blind you are," he said. "It is very plain to me that he is round and tall like a tree."

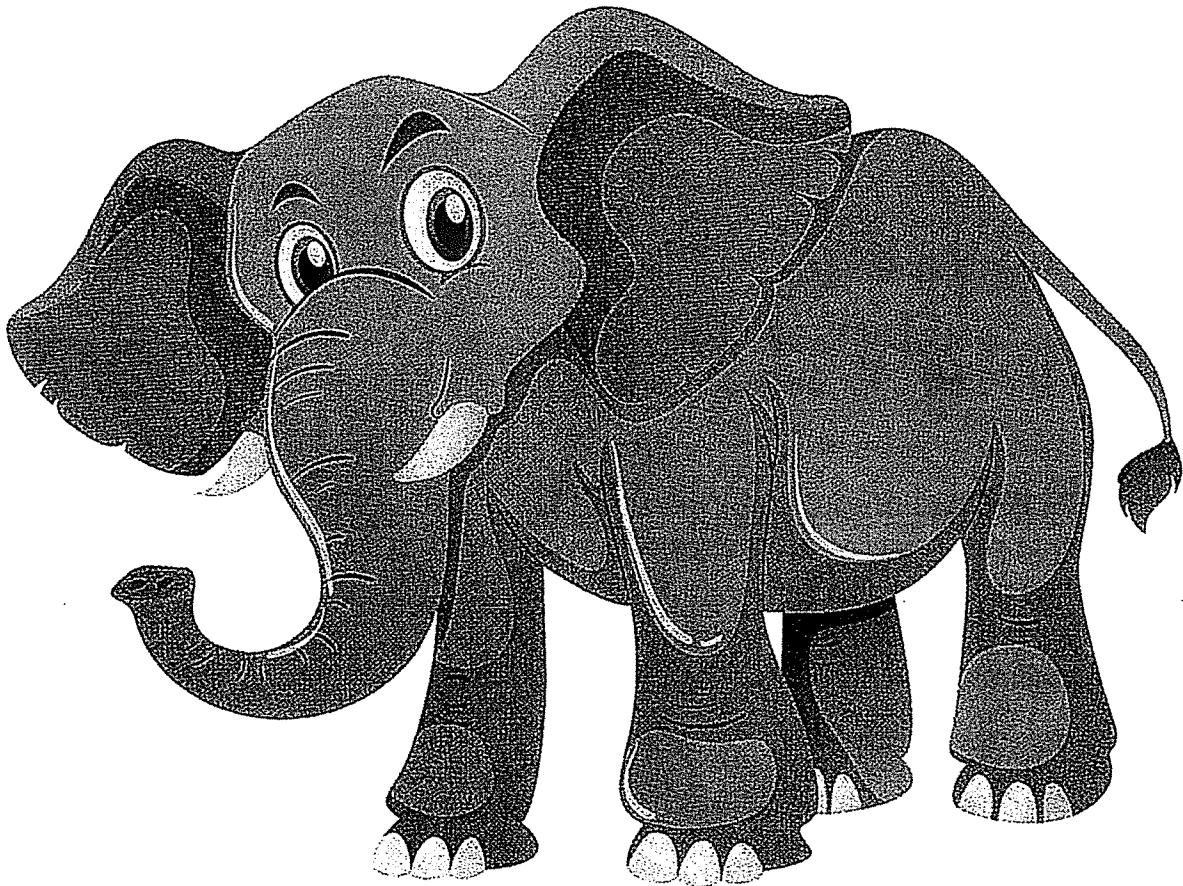
The fifth was a very tall man, and he chanced to take hold of the elephant's ear. "The blindest man ought to know that this beast is not like any of the things that you name," he said. "He is exactly like a huge fan."



It took the sixth blind man some time before he could find the elephant at all. At last he seized the animal's tail. "Oh foolish fellows," he cried, "you surely have lost your senses. This elephant is not like a wall or a spear or a snake or a tree, nor is he like a fan. But any man with any sense can see that he is exactly like a rope."

Then the elephant moved on, and the six blind men sat by the roadside all day and quarreled about him. Each believed that he knew just how the animal looked, and each called the others unkind names because they did not agree with each other.

People who have eyes sometimes act as foolishly.



Questions:

1. Why were the blind men on the roadside?

2. What does the elephant's ear feel like to one of the men?

3. How do the blind men treat one another?

4. What does this passage try to teach us?

Objective Concepts (gravity, climate, solar system, hydrogen, helium, elements, ultraviolet rays, cluster, galaxy, Milky Way Galaxy); Sight words (surface, core, dangerous, causes, amount, glowing, tiny, twinkling)



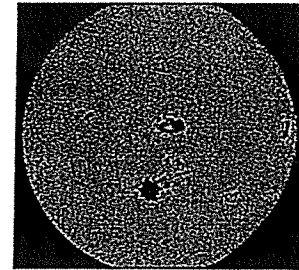
Vocabulary

surface	amount
core	glowing
dangerous	tiny
causes	twinkling

The Sun and the Stars

By: Sue Peterson

Scientists know many things about the Sun. They know how old it is. The Sun is more than 4½ billion years old. That would be too many candles to put on a birthday cake!



They also know the Sun's size. The Sun may seem small, but that is because it is so far away. It is about 93 million miles (150 million kilometers) away from the Earth. The Sun is so large that the diameter of the Sun is

moons, asteroid belt, comets, meteors, and other objects.

The Earth and other planets revolve around the Sun.

The Sun is very important. Without it, there would be only darkness and our planet would be very cold and be without liquid water. Our planet would also be without people, animals, and plants because these things need sunlight and water to live.

The Sun also gives out dangerous ultraviolet light which causes sunburn and may cause cancer. That is why you need to be careful of the Sun and wear sunscreen and clothing to protect yourself from its rays.

Scientists have learned many things about the Sun. They study the Sun using special tools or instruments such as telescopes. One thing they do is to look at the amount of light from the Sun and the effect of the Sun's light on the Earth's climate.

The Sun is actually a star. It is the closest star to the Earth. Scientists also study other stars, huge balls of glowing gas in the sky. There are over 200 billion stars in

Practice

Language Work

A. Fill in the blank and spell.

surface s _ _ _ f a c _ _ _____

core c _ _ _ e _____

causes c _ _ _ s e s _____

amount a m _ _ _ n t _____

tiny t _ _ n _ _ _____

B. Use each word in a sentence. Underline the word used.

dangerous _____

glowing _____

twinkling _____

3. What does the text say about the size of stars?

- a. They are all the same size.
- b. They are all small and you can see them twinkle.
- c. Some stars are larger than the Sun and others are smaller than the Earth.
- d. They are all smaller than the Sun.

Definitions (Write the meaning of each word as it is used in the text.)

1. surface

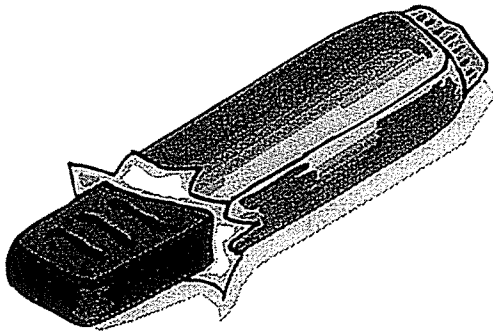
2. glowing

3. twinkling

Extended Response (Answer in complete sentences.)

1. Why do you think the author included a section on the Sun and another section on stars in the same text?

Objective sight words (refreshment, grab, groceries, continues, arranged, apprentice, caramels, expand, convention, equipment, focused, afford); concepts (Hershey, Pennsylvania; successful business, steps to make chocolate, foundation)



Vocabulary	
refreshment	caramels
grab	expand
groceries	convention
continues	equipment
arranged	focused
apprentice	afford

The History of Chocolate

By: Sue Peterson

People from all over the world like the taste of chocolate. Chocolate is a refreshment that many people enjoy as a dessert or snack. Did you ever grab a chocolate bar at the store when you were checking out groceries with your mom or dad? Did you ever buy a chocolate bar at the gas station when your parents stopped to buy gas? Did you ever get to pick out a chocolate candy bar at a basketball game or a soccer game?

apprentice where he would learn about print, newspapers, and books.

However, Milton did not like this kind of work and soon he was serving as an apprentice under his father who got a new job in a candy factory where he helped to make candy.

After a few years, Milton knew that he was a good



Milton Hershey

candy maker and he wanted to start his own candy business. He tried to build several businesses in many different cities, and he did

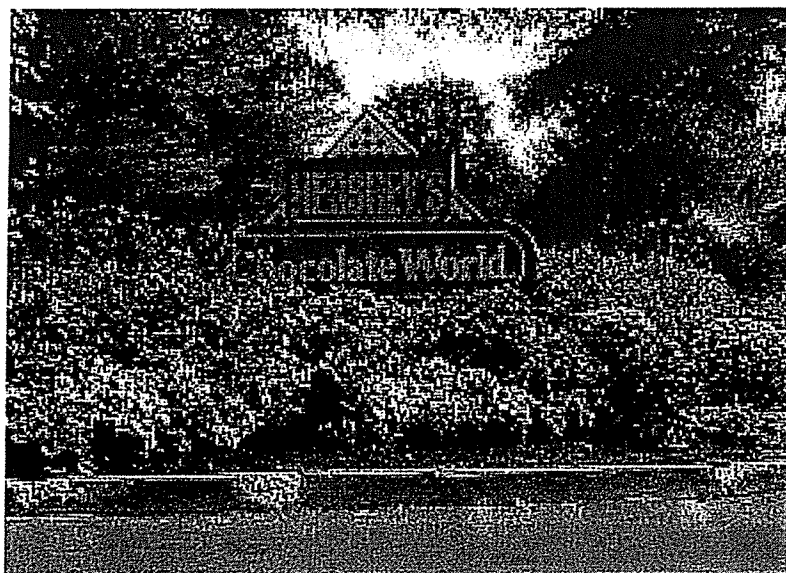
not give up until his candy business was finally a success.

He learned to make caramels and to expand the kinds of candy he made. When he was 29-years-old, he moved back to Pennsylvania to start a caramel business, and in four years his business was very successful.

After seeing how chocolate was made at a chocolate convention, Milton purchased the equipment needed to make similar chocolates. He got married and sold the

Milton Hershey died in 1945, but the world remembers him for not only making chocolate bars, but for his work to help people through his foundation. A medical center for The Pennsylvania State University was also founded.

Milton Hershey is remembered as someone who built an entire city and helped people get jobs. He is remembered for someone who made a school for children who did not have families. He is someone who made a medical center to help those who are sick and someone who made that chocolate, that yummy chocolate that most of us throughout the world enjoy.



Hershey's Chocolate Company

Definitions (Write the meaning of each word as it is used in the text.)

1. continues

2. apprentice

3. expands

Extended Response (Answer in complete sentences.)

1. Why do you think Milton Hershey gave funds to the orphan school and made a foundation when his wife died?
