Distance Learning Packet

Week 2

Name: _____

(First and Last Name)

Teacher: _____

3RD GRADE

3rd Grade: **Teacher -** **Week 2: April 27th- May 1st** **Weekly Planner**

Welcome to our Virtual Classroom!

Student Time Expectation per day: 2-3 hours

Daily Routine Practice and Rehearsal (In any order that fits your family's home routine) *Times are approximate.*

- **20 min. Reading Independently (Reading aloud, being read to, or reading silently)**
- **20 min. Writing- Daily Prompt:** See Calendar / Criteria: Thoughtful response with main idea supported by details, connections to self/other texts/the world, proper capitalization and punctuation.
- **10 Min. Multiplication Practice**
- **20 Scientific Observation:** Information Processing of field work, virtual field trips, Mystery Science or articles through Sense Making Notebooks
- **30 minutes Reading / ELA, 30 Minutes Math,**

Content Area	Learning Objectives	Assignments: Daily Routines + These Tasks
Language Arts *Vehicles may be Science or Social Studies* Wonders/ Read Works Provided Passages & Graphic Organizers for Writing	• I can ask and answer questions about text that I read. • I can determine the main idea of a text and recount key details and explain how they support the main idea.	☐ Read the Read Works passages a few times and answer questions. "Weather - The Water Cycle" ☐ *Your Turn Pages 273-276 - "John Glenn"* ☐ Write to Source Page 289-290 ☐ *Your Turn Pages 283-286 - "The Disappearance of Bees"* ☐ Write to Source Page 249-250
Mathematics Connect Ed/MyMath Prodigy Provided Activities	• I can relate area to the operations of multiplication and addition. • I can tile or use a formula. • I can solve area and perimeter word problems.	☐ Vocabulary cards: Cut out and study ☐ My Math Foldable ☐ My Math: 823, 833-836, 838
Science District Adopted Materials, Twig Packets and/or Other Activities	• I can obtain and combine info to describe climates in different regions of the world.	☐ Optional: https://mysteryscience.com/mini-lessons/dangerous-animal?code=86ab49c8a91e48e7a84895c1e26cf9fe Write a paragraph about your observations. ☐ Pages 33-38- Read and answer questions

Teacher Office Hours	*I have two hours scheduled every day for emails, phone calls, conference calls, and virtual experience.* *Please see the newsletter for office hours. If your student needs additional help, please reach out and we will find a way.*

Submission of Work: *Assignments can be turned in digitally sooner, but the paper drop off is scheduled at our site for Fri., 5/8/20*

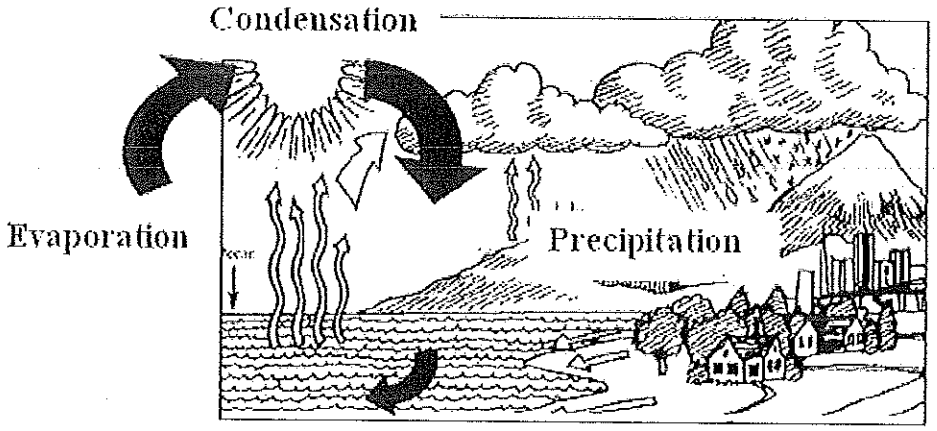
Submit Logs & Products: Scan / photo /upload/or deliver

Our Daily Routines

Log for April 20th – 24th	Log Your Reading	Writing	Math Games or Fluency
Monday	*Title:* Parent initial _____ to verify reading	**Prompt:** *What would it be like to live on the moon?* Parent initial _____ to verify	**Game:** Parent initial _____ to verify play
Tuesday	*Title:* Parent initial _____ to verify reading	**Prompt:** *Describe your favorite kind of sport and explain why you like it so much.* Parent initial _____ to verify	**Game:** Parent initial _____ to verify play
Wednesday	*Title:* Parent initial _____ to verify reading	**Prompt:** *Write a conversation between a desk and a chair.* Parent initial _____ to verify	**Game:** Parent initial _____ to verify play
Thursday	*Title:* Parent initial _____ to verify reading	**Prompt:** *The things I like the most about Field Trips* Parent initial _____ to verify	**Game:** Parent initial _____ to verify play
Friday	*Title:* Parent initial _____ to verify reading	**Prompt:** *Would you rather be a teacher or a student. Why?* Parent initial _____ to verify	**Game:** Parent initial _____ to verify play

Weather - The Water Cycle

by ReadWorks



Where does the water that causes rain come from? Actually, the water was there all along. All of the water in the whole world has always been here. Think of all of the oceans and lakes on the globe. This is where the tiny water particles in the air come from. But how does this happen?

The Earth's water cycle begins with a change in temperature. When the sun heats the Earth, a little water from oceans, lakes, and rivers evaporates. It turns into an invisible gas or vapor. Water molecules rise into the air. Eventually, clouds form and the water drops back to Earth as rain. The rain flows into rivers or streams back to the ocean or lakes again. Do you see the arrows in the picture? These arrows show the path of water from the ocean, to the sky, and then back to the earth. This is the water cycle.

Condensation also plays a big role in the creation of rain. The air far up in the sky can be very cold. When the warm air that contains invisible water droplets rises from earth and meets cold air, the droplets become visible. This process is called condensation. Clouds are formed as the air high up becomes colder and heavier. When the water drops grow too heavy to be held by the air, they fall out of the clouds as precipitation, or rain. The rain runs into the Earth's oceans, rivers, and lakes. Then, the cycle starts all over again!

Name: _____ Date: _____

1. What do all of the arrows in the picture represent?

A. Lakes

B. The movement of water

C. Evaporation

D. Condensation

2. In the water cycle, lake water will do which of the following first?

A. Turn into water vapor in the air

B. Condense

C. Turn into rain

D. Turn into a cloud

3. Water vapor in the air will do which of the following last?

A. Flow into oceans, rivers, and lakes as rainwater

B. Turn into a cloud

C. Turn into rain

D. Disappear

4. What force causes the water cycle to start?

A. Evaporation

B. Condensation

C. Precipitation

D. Temperature change

5. The passage is mostly about

A. The differences between condensation and precipitation

B. How the sun causes rain

C. How water goes through different phases on earth

D. How rain moves in a circle

6. What do you think the author's purpose might be for writing this passage?

7. What is condensation?

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

The water cycle has a bunch of different stages, _____ condensation.

A. also
B. and
C. except
D. including

9. **Vocabulary Word**: precipitation: rain.

Use the vocabulary word in a sentence:

Name _____

Read the passage. Use the reread strategy to help you understand the biography.

John Glenn

Many people admire John Glenn as an American hero. He was a pilot, an astronaut, and a U.S. senator. When he was 77 years old, he became the oldest person ever to fly in space.

Serving His Country

John Glenn was born in Ohio in 1921. When he was 20 years old, World War II broke out. Glenn signed up for the army. Yet he was not called to serve. This was a problem for Glenn. He wanted to serve his country. So Glenn joined the navy. There, he became a pilot. As a pilot, Glenn fought in World War II and the Korean War. Later, he joined the marines.

First Place

John Glenn kept flying after the war. He flew a plane faster than the speed of sound. That's more than 768 miles per hour! He flew the plane all the way across the country. Glenn was the first person to do this. That's why he was picked to be in the U.S. space program. The program is called NASA. At the time, there were only six other astronauts in NASA.

Glenn trained for months. On February 20, 1962, Glenn flew in a ship all the way around Earth. He was the first American to orbit Earth.

Name _____

Serving in the Senate

John Glenn had become a famous astronaut. Still, he had another goal. He wanted to be a U.S. senator from Ohio. In 1964 Glenn campaigned for the U.S. Senate. Sadly, he had an accident and hit his head. He was badly injured. He could not keep running for the senate. Yet Glenn did not give up. He tried again. He used his skills as an orator, or public speaker. As a result, he won a senate seat in 1974.

John Glenn served in the senate from 1974 until 1998. During this time, he tried to stop the spread of nuclear weapons. Senator Glenn wrote a law. The law tries to stop people from getting and making nuclear weapons. It also gives rewards to countries that help in this effort.

One More Flight

John Glenn was 77 years old when he left the senate. He was not done serving, though. NASA wanted to find out how space travel affected older people. So they asked Glenn to help. Glenn agreed. In 1998 he flew one final time. He flew around Earth for nine days. He is the oldest person ever to fly in space. John Glenn is a real hero.

NASA Headquarters–GReatest Images of NASA (NASA-HQ-GRIN)

John Glenn was the first American to orbit Earth. He served in the U.S. Senate from 1974–1998.

Name _____

A. Reread the passage and answer the questions.

1. Reread paragraph 2 on the first page of the passage. What problem did John Glenn face?

_____

_____

2. How did signing up for the navy solve Glenn's problem?

_____

_____

3. Reread paragraph 1 on the second page of the passage. What problem did John Glenn face? What was the solution?

_____

_____

_____

B. Work with a partner. Read the passage aloud. Pay attention to accuracy and phrasing. Stop after one minute. Fill out the chart.

	Words Read	–	Number of Errors	=	Words Correct Score
First Read		–		=	
Second Read		–		=	

Name _____

Bessie Coleman

In Chicago, Bessie worked with her brother Walter in a barbershop but still wanted more in life. When her brother John came home after World War I, he teased her, telling her how much better French women were. They had real careers; some even flew airplanes! After hearing this, Bessie decided to become a pilot. As an African American woman, though, she was unable to get a pilot's license in America. With friends' support, she was finally able to enroll in a pilot course in France.

National Aeronautics and Space Administration (NASA)

Bessie Coleman received her pilot's license in France.

Answer the questions about the text.

1. **How do you know this text is biography?**

_____

2. **What text feature is included in the text?**

_____

3. **How does the text feature help you understand the text?**

_____

4. **What made Bessie Coleman want to become a pilot?**

_____

Name _____

A. Read the draft model. Use the questions that follow the draft to help you think about how you can add a strong conclusion that retells the main idea.

Draft Model

I did not like pigs. I thought that pigs were dirty. I didn't think they were smart. Then I learned pigs are some of the smartest animals on the planet. Pigs can even be kept as pets.

1. What is the main idea?

2. What did the narrator learn about pigs being dirty?

3. What did the narrator learn about pigs being smart?

4. What conclusion could be added to retell the main idea?

B. Now revise the draft by adding a strong conclusion that retells the main idea.

Name _____

The student who wrote the paragraph below used text evidence from two different sources to respond to the prompt: *Was Old Croc like a real crocodile? Why or why not?*

Old Croc in the story "The Monkey and the Crocodile" acted like a real crocodile in many ways. I read in "Crocodiles and Alligators" that crocodiles are carnivores. I know that Old Croc was a carnivore because he planned to eat Monkey for lunch. In "Crocodiles and Alligators," I also read how crocodiles catch their food. They may swim up to their prey very slowly. Or they may hold still and wait for the prey to come closer to them. Then they snap it up in their strong jaws. Old Croc acted just like this. He hid in the water until Monkey stepped on his back. Then Old Croc grabbed Monkey by the tail.

Unlike a real crocodile, Old Croc could talk. Real crocodiles and monkeys don't talk to each other. But in many ways, Old Croc was like a real crocodile. He was ready to catch and eat his lunch like a real crocodile. Monkey was lucky to get away from Old Croc!

Reread the passage. Follow the directions below.

1. **Draw a box** around the sentence that states the main idea.

2. **Circle** an example of a supporting detail in the first paragraph.

3. **Underline** an example of a supporting detail in the second paragraph.

4. **Write** an example of an adverb that compares on the line.

_____

Name _____

Read the passage. Use the reread strategy to help you understand new facts or difficult explanations.

The Disappearance of Bees

Take a walk outside in nature. It may not be long before you see bees buzzing around a flower. This is a sight that most people are used to seeing. But now there is concern for bees. People are worried because the number of honey bees has been going down. And no one is sure why.

What Is Happening and Why

Studies show that bee colonies in the United States are vanishing. This is a problem that is being called Colony Collapse Disorder. It was first noticed in 2006 by beekeepers. Large groups of bees living together had fewer bees. Since then, nearly one-third of the colonies have gone away.

So, what is the cause? The answer is still not clear. Plant sprays may have a role in making the bees sick. Chemicals are often sprayed on plants to keep certain bugs from harming the plants. Newer sprays may be bothering the bees.

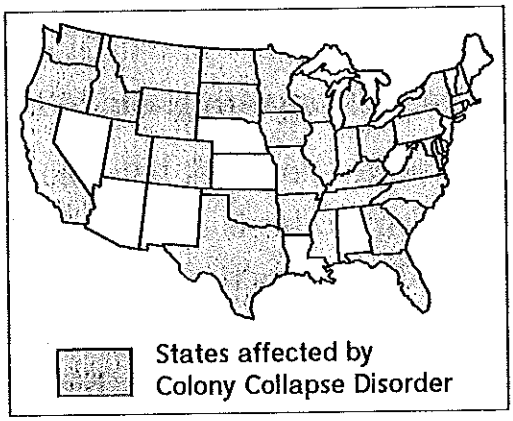
There are other possible causes. New unknown germs, or tiny living things that can cause disease, may also play a part in getting bees sick. A lack of food and water is also a problem for bees. Too many bees in the hive also adds to the bees' stress.

Name _____

Why We Need Bees

Bees are important to us for many reasons. To start with, they play a big part in growing new plants. They carry a substance called pollen from one part of a plant's flower to another part. The bees can also carry pollen to a new plant. This helps the plant to make seeds. More plants come from the seeds.

Bees carry out the same process, or series of actions, for many plants that farmers grow. A number of these plants, called crops, produce foods that we eat. Apples, carrots, and cherries are a few examples. Fewer bees mean farmers have fewer of these crops.



The map shows states affected by Colony Collapse Disorder, as reported in 2010 by the Congressional Research Service.

The bees also affect how many crops there are to buy and sell. Farmers sell the food they grow to stores. The stores sell the food to people. Without bees, buyers would have fewer crops to buy. Sellers would make less money.

Fewer bees would also mean less honey. Honeybees take sweet fluid called nectar from plants. They use this liquid to make honey in their hives. People collect honey. They use it to make foods and drinks sweet. Honey can become scarce, or hard to find, without honeybees.

So the next time you're in your garden, think of the bees. Don't put chemicals on your plants that could harm them. You will be happy you did.

Name _____

A. Reread the passage and answer the questions.

1. **What do the things mentioned in paragraphs 3–4 have in common?**

_____

_____

2. **How are the things mentioned in paragraphs 3–4 different from one another?**

_____

_____

3. **Compare and contrast pollen and nectar in paragraphs 5 and 8. How are they similar and different?**

_____

_____

_____

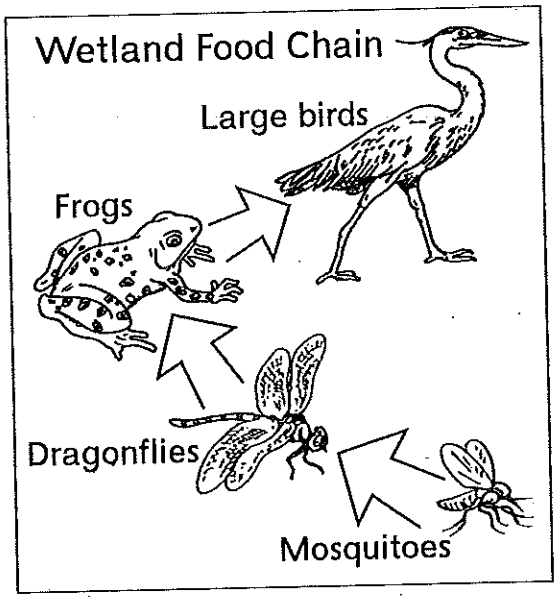
B. Work with a partner. Read the passage aloud. Pay attention to phrasing. Stop after one minute. Fill out the chart.

	Words Read	–	Number of Errors	=	Words Correct Score
First Read		–		=	
Second Read		–		=	

Name _____

What Good Are Mosquitoes?

Some people think mosquitoes are not very helpful animals. After all, most of us know mosquitoes because of their itching bite. But mosquitoes are an important part of the food chain. For example, dragonflies rely on mosquitoes to eat. Without a large mosquito population, dragonflies could not survive. If the number of dragonflies drops enough, animals that depend on dragonflies might not survive.



Dragonflies need mosquitoes, frogs need dragonflies, and birds need frogs.

Answer the questions about the text.

1. **How do you know this text is expository text?**

_____

2. **What text feature is included in the text?**

_____

3. **How does the text feature help you understand the topic?**

_____

4. **Why are mosquitoes important?**

_____

Name _____

A. Read the draft model. Use the questions that follow the draft to help you think about how you can use voice to show your thoughts about a topic.

Draft Model

Regular cars waste energy. Electric cars run on electricity. Regular cars pollute the air. Electric cars can be charged right on the street. I want to have an electric car when I'm old enough to drive.

1. What does the author probably believe about wasting energy?

2. Why does the author think we should care about pollution?

3. What important things does the author believe electric cars can help with?

4. What is the writer's viewpoint about electric cars?

B. Now revise the draft by adding beliefs and reasons to help the writer voice an opinion.

Name _____

The student who wrote the paragraph below used text evidence from two different sources to answer the question: *What is your opinion about using alternative energy sources, such as wind and sun, instead of oil and coal?*

I believe that it's far better to use alternative energy than nonrenewable resources. Wind and solar power are less expensive than coal and oil. Wind and solar power do not produce much pollution, but coal and oil are very dirty sources of energy. And they're safer, too. Wind and solar power can't make people sick, and it is not dangerous or flammable to transport wind or sun energy. No one has to dig them from the ground, either. Plus, there is plenty of wind and plenty of sunlight, but coal and oil will run out one day. I hope more and more communities will use energy sources like wind and solar power in the future because these power sources are plentiful and clean.

Reread the passage. Follow the directions below.

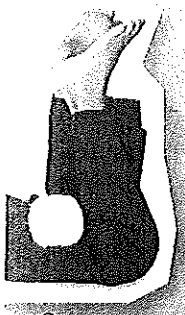
1. **Draw a box** around the student's opinion sentence.

2. **Underline** text evidence that helps support the student's opinion.

3. **Circle** a linking word that helps support the student's opinion in the last sentence.

4. **Write** an example of a pronoun-verb contraction on the line.

_____



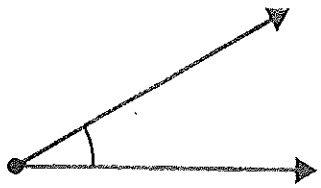
MY Vocabulary Cards

Vocab

Mathematical PRACTICE

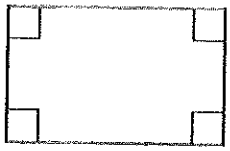
Lesson 14–1

angle



Lesson 14–2

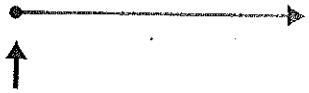
attribute



4 right angles
opposite sides parallel

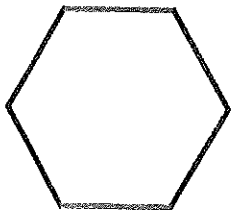
Lesson 14–1

endpoint



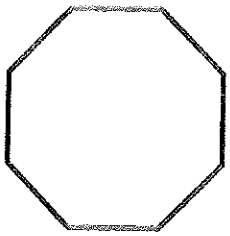
Lesson 14–2

hexagon



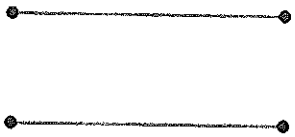
Lesson 14–2

octagon



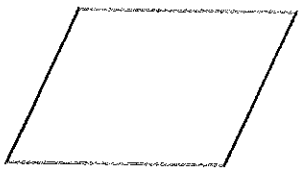
Lesson 14–4

parallel



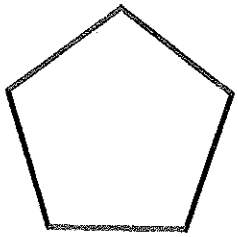
Lesson 14–4

parallelogram



Lesson 14–2

pentagon



Ideas for Use

- Group common words. Add a word that is unrelated to the group. Then work with a friend to name the unrelated word.
- Design a crossword puzzle. Use the definition for each word as the clues.

A characteristic of a shape.

How can a shape's attributes help you classify it?

Two rays sharing the same endpoint.

Imagine a friend showed you a drawing of two rays. Is the drawing an angle? Explain.

A polygon with six sides and six angles.

Compare a hexagon with a right triangle. Use the space below to draw your comparison.

The point at the beginning of a ray.

Endpoint is a compound word made of the words *end* and *point*. What is another example of a compound word?

Lying the same distance apart from one another.

Name an example of lines that are parallel that you might see during a walk down the street.

A polygon with eight sides and eight angles.

Read and solve this riddle: I am an ocean animal. The prefix *oct-* is a part of my name. I have eight legs. What am I?

A polygon with five sides and five angles.

Complete this sentence with a chapter vocabulary word: Five sides and five angles are called _____ of a pentagon.

A quadrilateral that has both pairs of opposite sides parallel and equal in length.

What is the root word in *parallelogram?* Use it in a sentence.

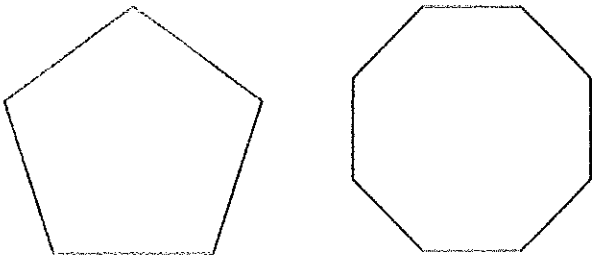
MY Vocabulary Cards

Vocab

Mathematical PRACTICE

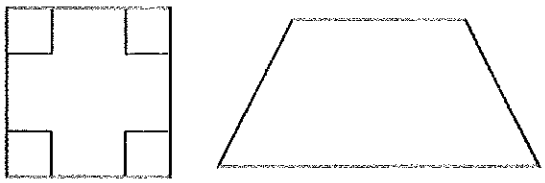
Lesson 14–2

polygon



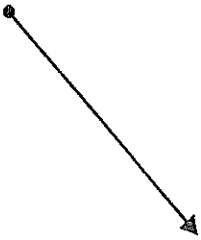
Lesson 14–2

quadrilateral



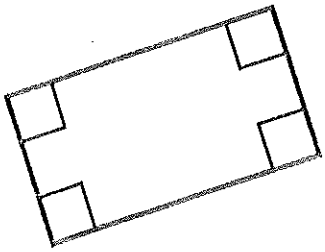
Lesson 14–1

ray



Lesson 14–4

rectangle

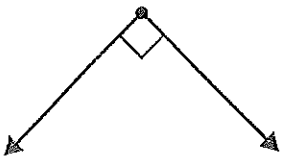


Lesson14–4

rhombus

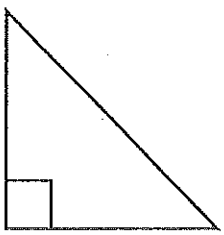
Lesson 14–1

right angle



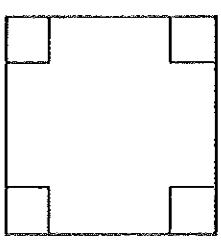
Lesson 14–3

right triangle



Lesson 14–4

square



Ideas for Use

- Write a tally mark on each card every time you read or write each word. Challenge yourself to use at least 3 tally marks for each card.
- Draw or write examples for each card. Be sure your examples are different from what is shown on each card.

A shape that has four sides and four angles.

What does the prefix *quad-* mean?

A closed two-dimensional figure formed of three or more straight sides that do not cross each other.

Use a dictionary to find the meaning of the prefix *poly-*. How does it relate to the meaning of polygon?

A parallelogram with four right angles, opposite sides that are parallel and of equal length.

Draw a rectangle. Then partition it into 3 equal areas. Write the fraction that describes your drawing.

A part of a line that has one endpoint and extends in one direction without ending.

Write a sentence using another meaning for the word *ray*.

An angle that forms a square corner.

Give three examples of right angles in a classroom.

A parallelogram with four sides of the same length.

Explain how a rhombus and square are alike.

A parallelogram with four right angles and four sides of equal length.

Explain how a square and a trapezoid are similar.

A triangle with one right angle.

The prefix *tri-* means "three." How can you use this to help you remember a triangle's attributes?

MY Vocabulary Cards

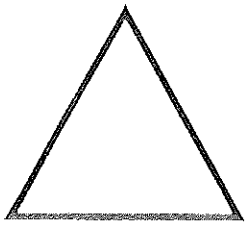
Mathematical PRACTICE

Lesson 14–4

trapezoid

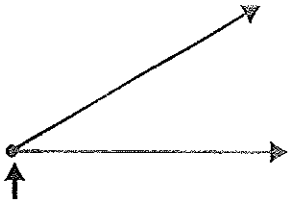
Lesson 14–2

triangle



Lesson 14–1

vertex



Ideas for Use

- Write the name of a lesson on the front of a blank card. Write a few study tips for that lesson on the back of the card.
- Use the blank cards to draw or write examples that will help you with conce like the relationship between quadrilaterals and parallelograms.

A polygon with three sides and three angles.

Imagine your friend draws a shape with three sides and three angles. How would you classify the shape?

A quadrilateral with exactly one pair of parallel sides.

Explain how a square and a trapezoid are different.

The shared endpoint where 2 rays meet in an angle.

Vertex can mean "the highest point of something." How is this similar to the math meaning?

MY Foldable

FOLDABLES® Follow the steps on the back to make your Foldable.

Hexagons

Examples | Non-examples

Triangles

Examples | Non-examples

Polygons

Triangles — sides

Quadrilaterals — sides

Pentagons — sides

Hexagons — sides

Octagons — sides

Quadrilaterals

Examples | Non-examples

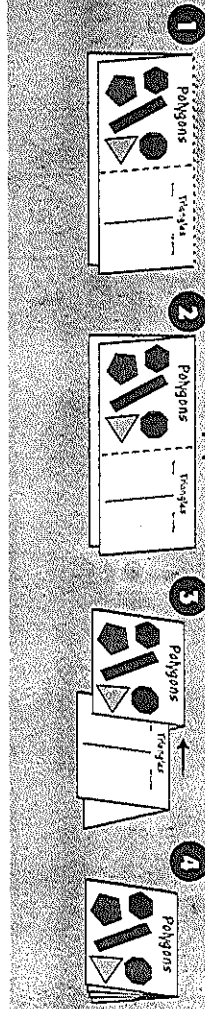
Octagons

Examples | Non-examples

Pentagons

Examples | Non-examples

FOLDABLES® Study Organizer

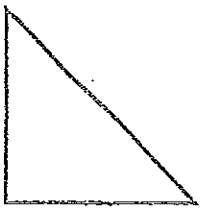


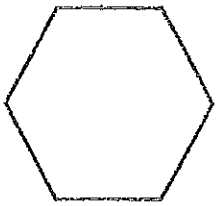
Name _____

Am I Ready?

Check ← Go online to take the Readiness Quiz

Label each shape as a triangle, quadrilateral, pentagon, or a hexagon.

1. 

2. 

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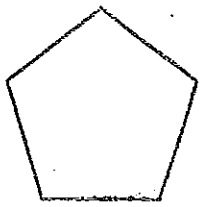
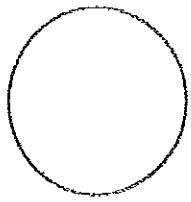
4. 

Draw lines to partition each shape.

5. 3 equal parts

6. 2 equal parts



7. Circle the figure that does not belong with the other three. Explain.

Shade the boxes to show the problems you answered correctly.

How Did I Do?

1	2	3	4	5	6	7

Name

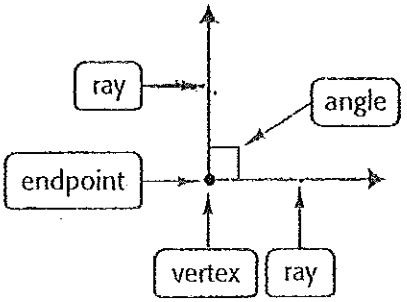
Angles

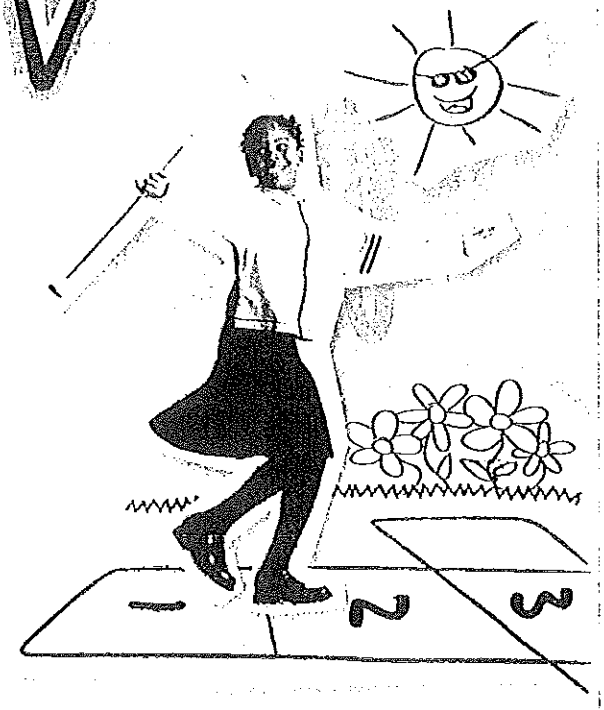
Lesson 1

ESSENTIAL QUESTION

How can geometric shapes help me solve real-world problems?

An **angle** is made when two rays share the same endpoint. A **ray** is part of a line that has one endpoint and extends in one direction without ending. An **endpoint** is the point at the beginning of a ray. The shared endpoint is called the **vertex**.



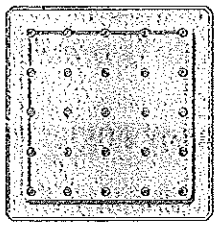


Build It

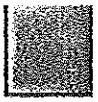
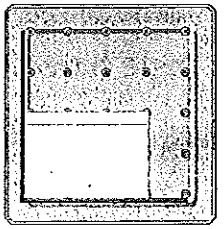
Tools

Use a geoboard and pattern blocks to explore angles.

1. Use a rubber band to make a large square on a geoboard that is similar to the orange pattern block.

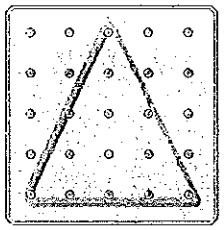
2. Use an index card to compare one angle formed by two sides of the square. An angle that forms a *square corner* is called a **right angle**.

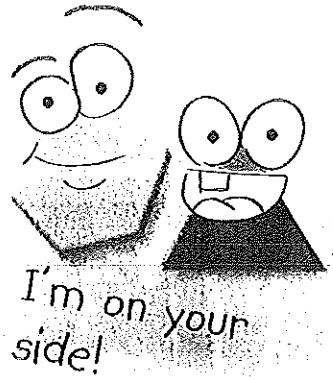



Do all four corners of a square form right angles?

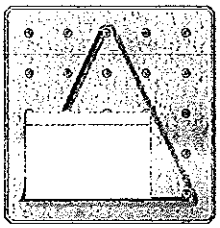
Try It

1. Use a rubber band to make a large triangle on a geoboard that is similar to the green pattern block.





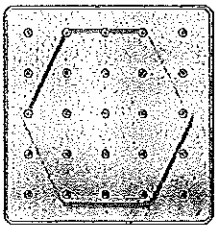
2. Use an index card to compare one angle formed by two sides of the triangle. This angle is *less than* a right angle.



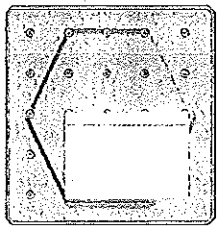
How many angles in this triangle are less than a right angle?

Try It

1. Use a rubber band to create a large hexagon on a geoboard that is similar to the yellow pattern block.



2. Use an index card to compare an angle formed by two sides of the shape. This angle is *greater than* a right angle.



How many angles in the shape are greater than a right angle?

Talk About It

1. Can a triangle have two right angles? Explain.

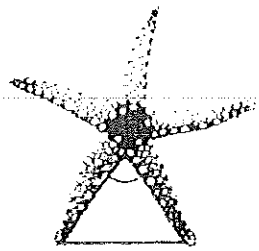
2. Mathematical PRACTICE 4 **Model Math** Give a real-world example of a right angle.

Name _____

Practice It

Tell whether each angle shown is a *right angle, less than* a right angle, or *greater than* a right angle. Use an index card if needed.

3.



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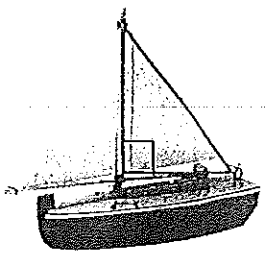

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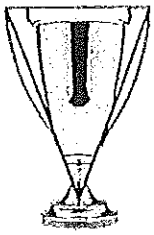

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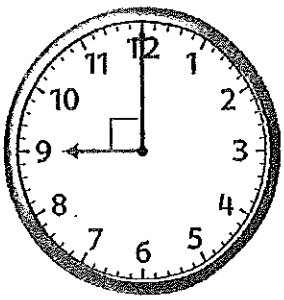

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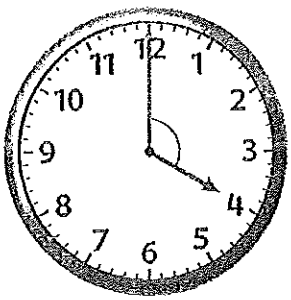

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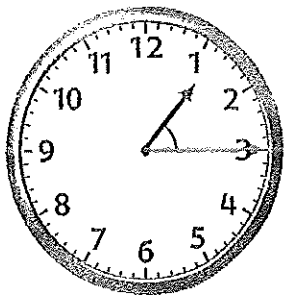
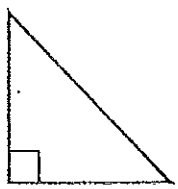


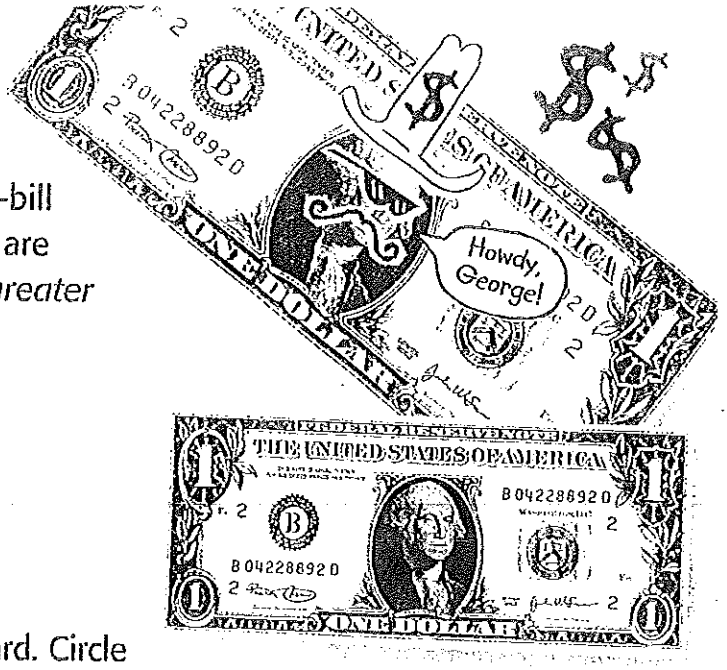
9.

10.

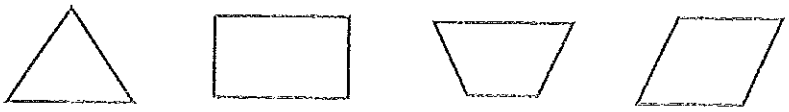


Apply It

11. Claudio noticed that the sides of his $1-bill formed angles. Tell whether the angles are *right angles*, *less than* right angles, or *greater than* right angles. Explain.

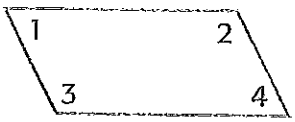


12. Mrs. Wurzer drew four shapes on the board. Circle the shape that appears to have one or more right angles.



Mathematical PRACTICE 4 **13. Model Math** Draw three shapes, each showing a different type of angle. Mark each angle and label it.

Mathematical PRACTICE 2 **14. Reason** Circle the two angles, in the figure to the right, that appear greater than a right angle. Expain.

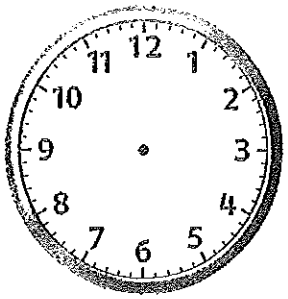


Write About It

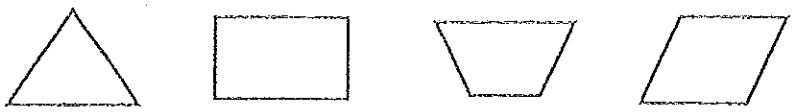
15. How can I tell if an angle is a right angle? Explain.

Problem Solving

Mathematical PRACTICE 4 **Keep Trying** Draw a time when the hands on the clock make a right angle.



Mathematical PRACTICE 7 **Identify Structure** Mr. West drew four shapes on the board. Circle the shape that appears to have angles that are all less than a right angle.



6. Manny noticed that the sides of his poster on his bedroom wall formed angles. Tell whether the angles are *right* angles, *less than* right angles, or *greater than* right angles. Explain.

Vocabulary Check

Vocab

Choose the correct word(s) to complete each sentence.

angle ray endpoint vertex right angle

7. The shared endpoint of two rays is called the _____.
8. An _____ is the point at the beginning of a ray.
9. An angle that forms a *square corner* is called a _____.

Droughts can help and hurt the environment.

A **drought** is a long time with little or no rain. Many plants die in a drought because they do not get enough water. Animals that eat those plants have to move to a new area to find food.

A drought can help living things, too. Organisms that eat dead plants and animals can find a lot of food after a drought.

3. What is a drought?

4. Fill in the diagram to tell what happens during a drought.

Drought

5. List two harmful changes that a new tree can bring.

a. _____

_____

b. _____

_____

I Wonder . . . A gardener plants a vine that came from an ecosystem in another country. What harm could the vine do?

_____

_____

_____

_____

Plants Cause Change

Plants change the environment around them. A tree growing in an open area changes the things around it. Trees make shade. They take nutrients from the ground. Grasses and small plants that do not get enough sunlight or nutrients may die. Other plants and animals that could not live in the area now have a place to live.

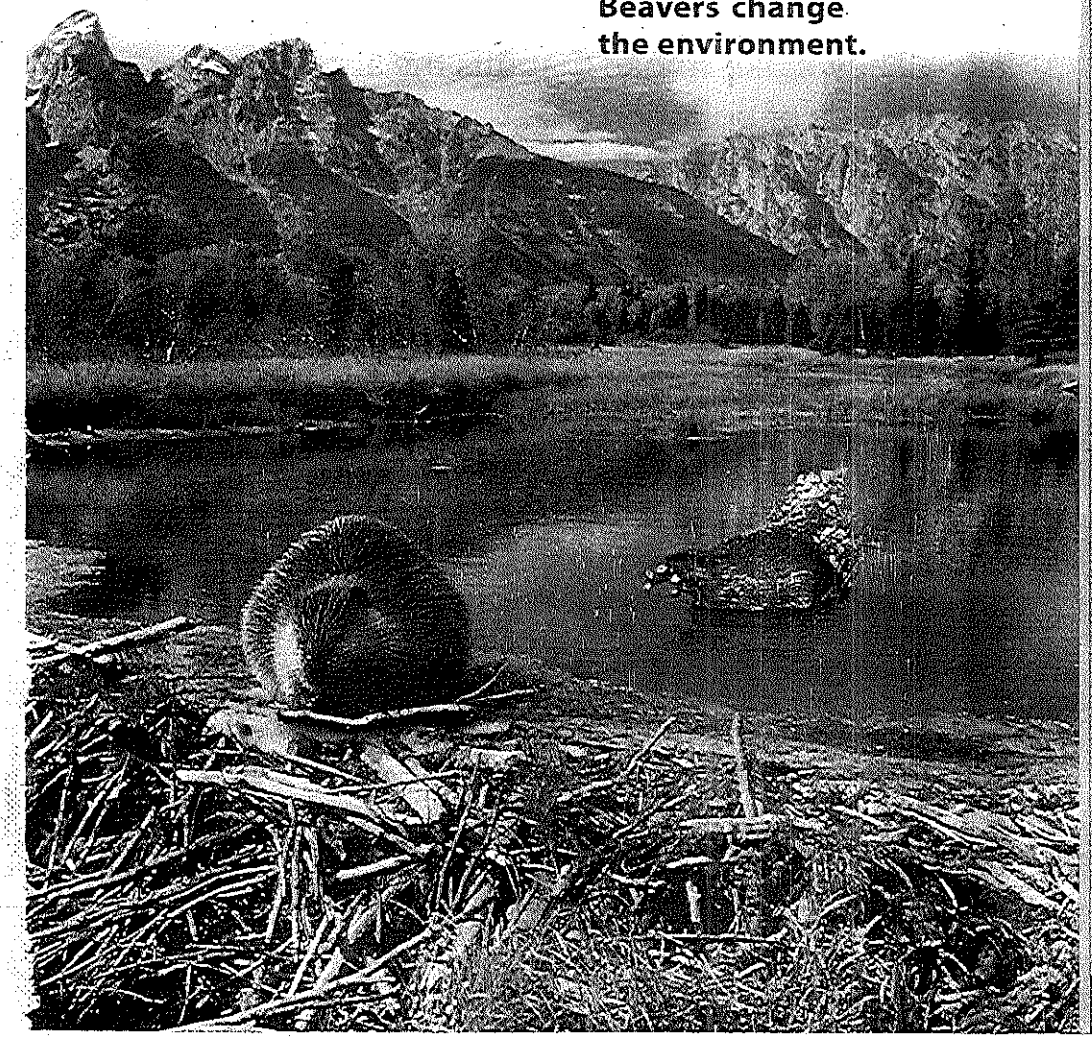
People have moved some plants from one ecosystem to another. The new plants can grow fast in the new area. They make a lot of changes in the new environment.

This plant is called kudzu. It is from Japan. It grows so fast that it can cover trees, signs, and houses!

Animals Cause Change

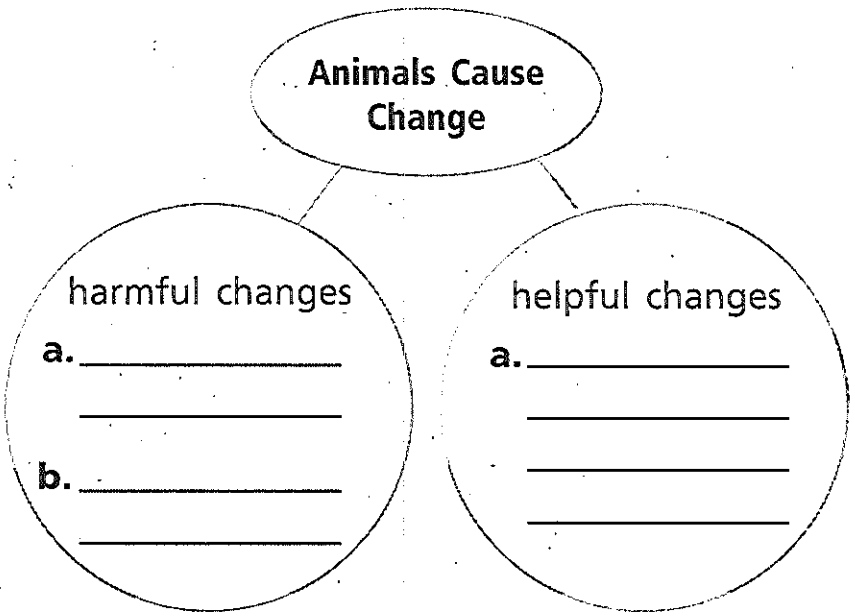
Animals can change the environment, too. Animals that eat grass can eat the tops off of a population of grasses. Big animals push plants down.

Animals moving from place to place can carry seeds in their fur. The seeds fall off and grow in the new area where they did not grow before.



Beavers change the environment.

6. Complete the chart:



7. Look at the picture on this page. The beavers are building a dam across a stream. What might happen to the area downstream when the dam is complete?

_____

_____

_____

8. List one way that people are helpful to the environment and one way that people are harmful to the environment.

a. helpful: _____

_____

b. harmful: _____

_____

9. Pollution is something that is added to the environment that _____ it.

10. List three kinds of pollution.

Pollution

a. _____

b. _____

c. _____

Pollution

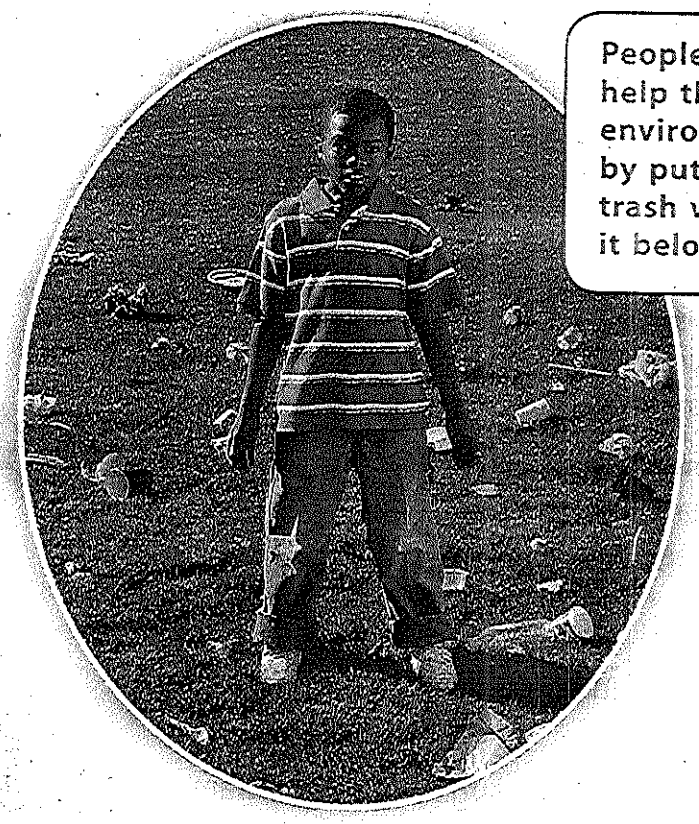
People can help and hurt the environment, too. People build houses and roads. They build farms and cities. The things people build take away homes for plants and animals.

Things people do can make pollution (puh-LOO shuhn). **Pollution** is something that is added to the environment that hurts it.

People leave things that they do not need on the ground. They pour waste into rivers and lakes. They make smoke that fills the air. These are all kinds of pollution.

Pollution can kill animals and plants. It can take away their homes. It can change the environment for many years.

Pollution can kill plants and animals.



People can help the environment by putting trash where it belongs.

People can help the environment, too. People make laws that keep the environment safe. Laws can limit hunting and fishing. Laws can keep animal homes safe from building and pollution.

CAUSE AND EFFECT

In what ways do people protect the environment?

Summary Changes to the environment are caused by living and nonliving things. These changes can be harmful and helpful. Look at the picture. How have people hurt the environment? How can the boy help?

_____

_____

Cause and Effect List something people can do to protect the environment.

Cause	Effect
_____ _____ _____ _____	People help the environment.

Group two or more of the words on the page and explain why they go together.

Glossary

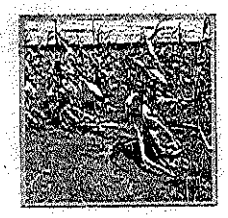
community (kuh MYOO nih tee) A group of organisms that live in the same area and interact with one another.

comunidad Grupo de organismos que viven en la misma zona e interactúan unos con otros.

competition (kom pih TISH uhn) The struggle of one organism against another to gain resources.

competencia Lucha de un organismo contra otro para obtener recursos.

drought (drowt) A long time with little to no rainfall.



sequía Período largo de tiempo durante el cual no llueve nada o llueve poco.

ecosystem (EE koh SIHS tehm) All the living and nonliving things that exist and interact in one place.

ecosistema Todos los seres vivos y las cosas sin vida que existen e interactúan en un lugar.

Mystery Science

What is the most dangerous animal in the world?

Write a paragraph about your observations.

Writing Prompts

Write 2-3 sentences per prompt, please use complete sentences and punctuation.

Monday: *What would it be like to live on the moon?*

Tuesday: *Describe your favorite kind of sport and explain why you like it so much.*

Wednesday: *Write a conversation between a desk and a chair.*

Thursday: *The things I like the most about Field Trips*

Friday: *Would you rather be a teacher or a student. Why?*