Bluebonnet Learning
K–5 Reading Language Arts

ENGLISH

THE HUMAN BODY:
SYSTEMS AND SENSES



GRADE 3 UNIT 3 | ACTIVITY BOOK

EDITION 1

Grade 3 | Unit 3

The Human Body: Systems and Senses

Activity Book

Acknowledgement:

Thank you to all the Texas educators and stakeholders who supported the review process and provided feedback. These materials are the result of the work of numerous individuals, and we are deeply grateful for their contributions.

Notice: These learning resources have been built for Texas students, aligned to the Texas Essential Knowledge and Skills, and are made available pursuant to Chapter 31, Subchapter B-1 of the Texas Education Code.

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Unit 3
The Human Body: Systems and Senses
Activity Book

This Activity Book contains activity pages that accompany the lessons from the Unit 3 Teacher Guide. The activity pages are organized and numbered according to the lesson number and the order in which they are used within the lesson. For example, if there are two activity pages for Lesson 4, the first will be numbered 4.1 and the second 4.2. The Activity Book is a student component, which means each student should have an Activity Book.

NAME: _____

DATE: _____

1.1 ACTIVITY PAGE

Directions: Write words and phrases and/or draw pictures of the different human body systems and senses.

KWL Chart: Human Body Systems

Skeletal System

K	W	L

KWL Chart: Human Body Systems

Muscular System

K	W	L

KWL Chart: Human Body Systems

Nervous System

K	W	L

KWL Chart: Human Body Systems

Eyes

K	W	L

KWL Chart: Human Body Systems

Ears

K	W	L

NAME: _____

DATE: _____

Topic and Concluding Sentences

Draw a box around the topic sentence of the paragraph. Draw a circle around the concluding sentence.

For Katie and Molly, when it's hot during the summer, a day at the beach is a perfect day! Katie, Molly, and their mom took a cab from their hotel to the beach. At the beach, all three smeared sunblock all over their skin. It was hot so they got in the water for a bit. Then they looked for seashells. After that, Katie and Molly played volleyball with some teenagers. Katie made some really sweet plays. In fact, a small group formed to watch her play. After the game, Katie and Molly and their mom started to feel like they could use some food. They left the beach to find something to eat. What a good day!

NAME: _____

DATE: _____

Topic and Concluding Sentences

Draw a box around the topic sentence of each paragraph. Draw a circle around the concluding sentence.

Cookies are the best treat. They are very sweet and very tasty. Also, there are lots of different yummy flavors of cookies. If you get tired of one kind of cookie, you can always try another kind. I can't think of one thing that's bad about cookies.

Joyce is not good at singing. When she sings, she can never seem to hit the right notes. If she is supposed to sing high, Joyce sings low. If she is supposed to sing low, Joyce sings high. Even Joyce's dog hates it when she sings!

Hugo is good at drawing. In fact, he once won a drawing contest. Hugo drew a car for the contest, but he can draw all sorts of things. If you ask Hugo to draw an animal or a person or a plant, his drawing will look just like the real thing. He is the best artist I know.

NAME: _____

DATE: _____

Dear Family Members,

Please help your student succeed in spelling by taking a few minutes each evening to review the words together. Helpful activities for your student to do include: spelling the words orally, writing sentences using the words, or simply copying the words.

Spelling Words

This week, we will be reviewing the spelling of several types of plural nouns. Some plural nouns are formed by adding *–s* or *–es*. For nouns ending in 'y', the 'y' changes to an 'i' before adding *–es*. Your student will also review irregular singular and plural nouns. Your student will be assessed on these words. On the assessment, your student will be asked to write the singular and plural forms of these nouns.

Students have been assigned two Challenge Words, *exercise* and *laugh*. Challenge Words are words used very often. They may not follow spelling patterns and need to be memorized. Students will not be responsible for changing the form of the Challenge Words.

Irregular nouns, such as *child*, cannot be made plural using the regular patterns. Your student must learn and memorize the correct plural form.

The spelling words, including the Challenge Words, are listed below:

Regular Singular Nouns	**Regular Plural Nouns**
1. match	matches
2. night	nights
3. glass	glasses
4. fox	foxes
5. story	stories
6. baby	babies

Irregular Singular Nouns	Irregular Plural Nouns
7. child	children
8. man	men
9. woman	women
10. goose	geese
11. mouse	mice
12. louse	lice
13. tooth	teeth
14. foot	feet
15. person	people

Challenge Word: *exercise*

Challenge Word: *laugh*

Student Reader

The Reader for Unit 3 is entitled *How Does Your Body Work?* Although it is a nonfiction Reader, Dr. Welbody, a fictional character, is the narrator who guides students through the factual information. We are using Dr. Welbody as the narrator in this Reader to make the informational text more accessible to students. The Reader consists of selections that explain how a few of the body systems work.

The chapters your student will read this week include information about the skeletal and muscular systems. Students will learn important facts about the skeletal and muscular systems—what they are and how they work.

NAME: _____

DATE: _____

The Mowse Hole
Your Classroom Wall
Mowse Land U.S.A.
September 30 2011

dear friends,

i have been listening to your teacher tell you about real animals for the last few weeks i love learning about animals because I am one I no you have met my relative, Rattenborough

i thought i would write a report about animals and leave it for you to read

i had trouble writing my report my sentences seem to be out of order can you help me

Thank you so much

sincerely,

mr. mowse

NAME: _____

DATE: _____

Classification of Animals
A Report by Mr. Mowse

Select and mark the topic sentence (TS) and concluding sentence (CS) in this paragraph. Then, number the remaining sentences, which provide supporting details, in the correct order.

___ Another characteristic is that all living things reproduce, or make babies.

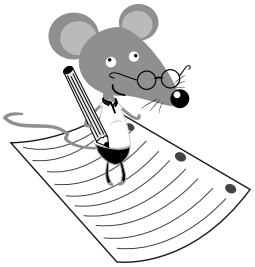
___ One important characteristic is that all living things need energy, or food, to survive.

___ A second characteristic is that all living things develop, starting as babies and growing into adulthood.

___ There are certain important characteristics that living things have in common.

___ Learning about the characteristics of all living things helps us to better understand life.

___ Last, all living things respond and adapt to the surrounding environment.



Select and mark the topic sentence (TS) and concluding sentence (CS) in this paragraph. Then, number the remaining sentences, which provide supporting details, in the correct order.

___ Another way to classify animals is whether they are cold-blooded or warm-blooded.

___ One characteristic that scientists study is the type of body covering on an animal.

___ Animals can be classified or grouped by a set of common characteristics.

___ Warm-blooded animals can control their body temperature, but the temperature of cold-blooded animals is affected by the outside temperature.

___ Some animals have fur and some have scales to cover their bodies.

___ Classification makes understanding life easier and more organized.

___ Finally, scientists also study whether animals are vertebrates (having backbones) or invertebrates (not having backbones).

NAME: _____

DATE: _____

The Skeletal System

Hello! My name is Dr. Welbody. Some of you may remember me. I visited your school once before. You were in first grade then. We learned about some of the systems that keep your body working. I told you to eat healthy food so you would grow up to be big and strong. It looks like you listened to me, too! I see that you have grown a lot since then! You are getting big and tall!

I am here today to help you learn more about the body and its systems. In the next few days we will learn about three systems: the **skeletal system**, the **muscular system**, and the **nervous system**.

I'd like to begin with the **skeletal system**. The **skeletal system** is made up of bones that give your body shape.

I have a slideshow here on my computer. The first slide shows the **skeletal system**. The picture on the right shows what the **skeletal system** looks like from the front. The one on the left shows what it looks like from the side.

There are more than 200 bones in your body. When I went to medical school to learn to be a doctor, I had to learn the name of every bone in the body. I had to study very hard!

You kids don't need to be able to name every bone in the body. But you should know the names of some of the more important bones. So let's get started!

Let's start at the top, with the **skull**. Doctors call this set of bones the **cranium**. The **skull**, or **cranium**, has a very important job. It protects your brain.

You might think the **skull** is all one big bone. But that's not the case. In fact, a human **skull** is a set of 22 bones.

Rub the back of your neck. Can you feel the bone that's right at the base of your neck? That's one of the bones in your spine, or spinal column. The spine is a chain of bones that runs down through your neck and back. It runs from the base of the **skull** all the way down to your hips (or **pelvis**).

The spinal column is made up of more than 30 smaller bones, stacked one on top of another. These smaller bones are called **vertebrae**. The **vertebrae** protect a bundle of nerves called the spinal cord. The spinal cord delivers nerve signals to and from the brain.

You may remember learning that animals with spines, or backbones, are called vertebrates. That's because their spines are made up of **vertebrae**.

My next slide shows the bones inside your chest. If you tap on your chest, right in the middle, you can feel your breastbone. It's also known as the **sternum**.

If you tap a bit to the left or the right, you may be able to feel some of your ribs. The ribs protect inner **organs** like the heart and lungs.

If you look at the slide, you can see why people sometimes talk about "the rib cage." The rib bones look like the bars of a cage.

Do you see the two large bones behind the rib cage? They are shaped like triangles. There's one on each side. These are your **shoulder blades**. The medical name for the **shoulder blade** is the **scapula**.

The last two bones I want to tell you about are leg bones. They are called the **tibia** and the **fibula**. These are the two bones in the lower part of your leg. The **tibia** is the larger of the two.

Okay, that's a lot of bones—and a lot of names. Let's play Simon Says and see if you can remember the names. I'll be Simon.

Are you ready?

Simon says, tap your **skull**.

Simon says, now tap your **cranium**.

Ha! The **cranium** is the same thing as the **skull**. Did I trick any of you?

Simon says, flex your **vertebrae** by bending over and touching your **tibia**.

Simon says, take a deep breath and feel your rib cage **expand**.

Simon says, put your **pelvis** to work and sit down.

Now, reach back and see if you can touch one of your **scapulae**, or **shoulder blades**.

Wait! I didn't say Simon says! Did I catch anyone?

NAME: _____

DATE: _____

The Skeletal System: Reader's Theater

Narrator

Welcome to the Human Body Network. Today, we are visiting Mrs. Bones' third-grade class as they learn about the skeletal system.

Mrs. Bones

Good morning, everyone. We have a special visitor today named Dr. Welbody. Some of you may remember her. She visited your classroom when you were in first grade.

Dr. Welbody

Hello! My name is Dr. Welbody. I visited your school a few years ago. We learned about some of the systems that keep your body working.

Everyone

Hello! Hello!

Dr. Welbody

Well, let's begin. The skeletal system is made up of bones. There are more than 200 bones in your body. You kids don't need to be able to name every bone in the body. But you should know the names of some of the most important bones. So let's get started!

Student 1 (tapping her head)

What is the name of the bone that makes up my head?

Dr. Welbody

Good question! Your skull is made up of more than one bone. Doctors call this set of bones the cranium.

Student 2

The cranium? That's a funny name. How will I remember that name?

Dr. Welbody

Try this: The cranium protects your brain, right?

Student 3

I guess so.

Dr. Welbody

And the word *cranium* sounds like the word *brain*. The CRAN-ium protects your BRAIN-ium!

Everyone (giggling)

The CRAN-ium protects your BRAIN-ium.

Narrator

Dr. Welbody and Mrs. Bones are great teachers. The class is learning a lot today!

Dr. Welbody

That was easy!

Student 4 (tapping his chest)

What about this bone right here in the middle of my chest? What is its name?

Dr. Welbody

The sternum. Say it with me—sternum.

Student 5

That's a hard word to remember. Do you have a trick to help us?

Dr. Welbody

Try this poem:

Be glad your sternum's on the inside,
That really is the best.
For if it were on the outside,
You'd have a bony chest!

Everyone (giggling)

Say it again, say it again!

Dr. Welbody and students

Be glad your sternum's on the inside,
That really is the best.
For if it were on the outside,
You'd have a bony chest!

Narrator

I wish I were a third grader today!

Student 6

What about the bones in my legs? What are they called?

Dr. Welbody

The two bones in your lower leg are called the tibia and the fibula. The tibia is the larger of the two.

Student 7

I bet you have a trick for us to help us remember, don't you?

Dr. Welbody (chuckling)

Yes, I do! You see in your Reader that one of the bones is larger than the other. Well, here goes—a fib is a little lie and the fibula is the little leg bone. How about that?

Everyone

We loved your visit! Hooray for Dr. Welbody's tricks and for Mrs. Bones' bones!

Narrator

Thanks for tuning into the Human Body Network today. We hope you learned a lot about bones. Tune in again soon!

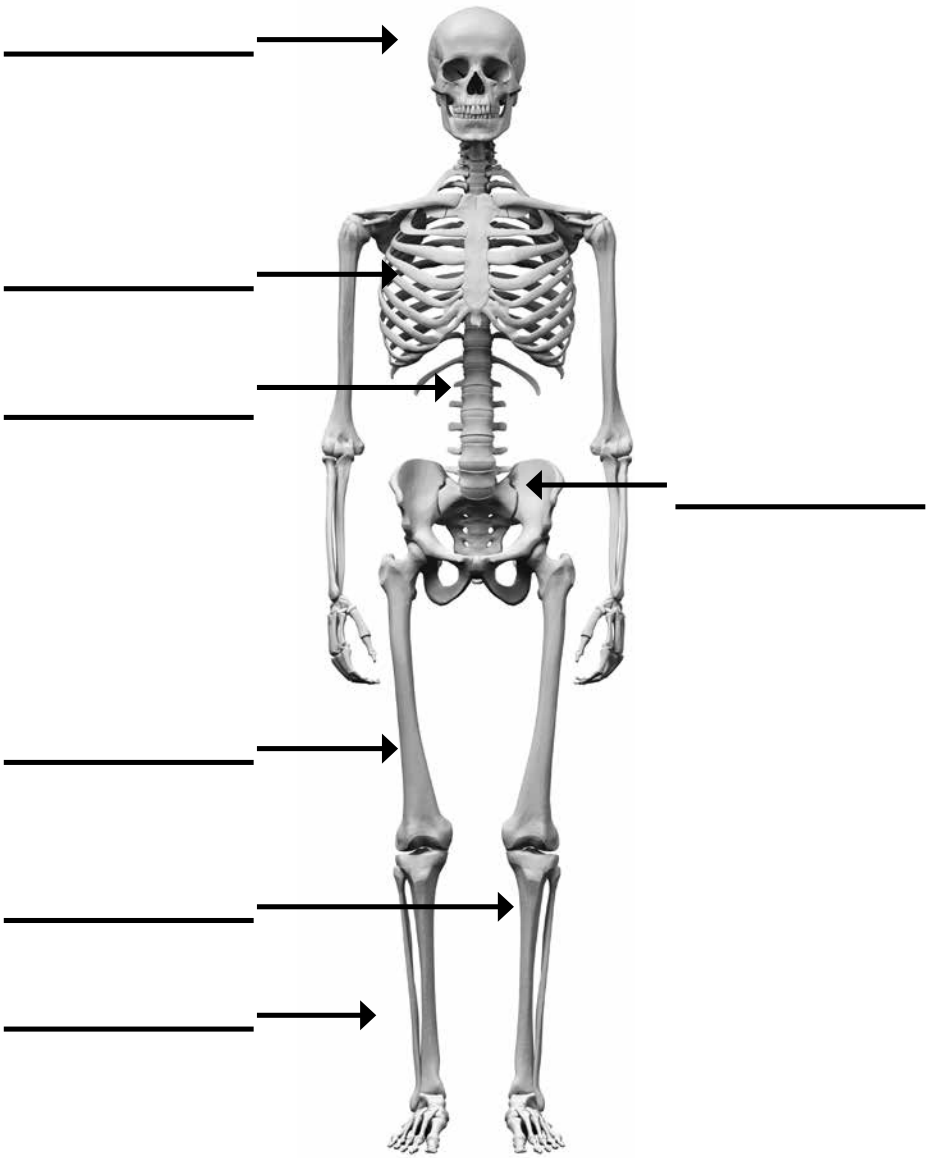
NAME: _____

DATE: _____

The Skeletal System

Directions: Fill in the missing labels of the skeletal system.

spinal column	skull	femur
pelvis	tibia	rib cage
	fibula	



NAME: _____

DATE: _____

All About Bones

1. What is the outer part of a bone made of?
   A. blood
   B. muscle
   C. calcium
   D. seashells

   page _____

2. Identify what makes up the inside of bones.
   A. calcium
   B. bone marrow
   C. oxygen
   D. soft tissues

   page _____

3. The important job of the bone marrow cells is to _____

   _____.

   page _____

4. _____ carry oxygen all around the body.

   A. Bone marrow cells

   B. White blood cells

   C. Red blood cells

   D. Soft tissues

   page _____

5. Describe how an x-ray works so that a doctor can see the bones inside someone's body.

   _____

   _____

   page _____

6. Explain how a cast helps broken bones heal.

   _____

   _____

   page _____

7. What do you think might happen to a broken bone if a cast were not placed on it?

   _____

   _____

NAME: _____

DATE: _____

Dictation

Write the correct spelling words on the lines below. Sometimes you will use the singular form and sometimes you will use the plural form.

NAME: _____

DATE: _____

All About Bones

Last time, we learned the names of some of the bones in the body. Today, I'd like to tell you a little more about bones.

The bone I'm pointing to is the human fibula bone. The fibula, you may recall, is one of the bones in your leg.

The outer part of a bone is hard. It is made up of the same stuff as a seashell you might find at the beach. That stuff is called **calcium**.

Do you like milk? Milk and other **dairy** products like cheese have lots of **calcium** in them. They are good for your bones. One way to take good care of your bones is to eat a healthy diet with **dairy** products. Exercise is also good for your bones.

If you could look inside a bone, you'd see something called bone **marrow**. Since you can't see inside this bone, I'll show you a slide.

This slide shows bone **marrow cells**. I think you may already know a little about **cells**. Is that right? If you look at things with a strong microscope, you can see that many things are made up of tiny **cells**. Your skin is made of **cells**. So are your bones.

Here you can see some bone **marrow cells**. There are millions of **cells** like these inside your bones. The bone **marrow cells** have an important job. They are like little factories. They pump out red blood **cells**. Then, the red blood **cells** carry oxygen all around the body.

As you get older and taller, your bones grow with you. Bones are strong. They can support a great deal of weight. However, if we put too much

pressure on them, or if the pressure comes from the wrong direction, bones can break.

This next slide shows a broken bone. This is a special kind of picture called an **x-ray**.

X-rays are part of the invisible light spectrum. When you aim **x-ray** light at your body, some parts of the body absorb a lot of **x-rays** and some do not. Your bones are hard. They absorb a lot of the **x-ray** light. The soft **tissue** around your bones absorbs less **x-ray** light. That is why doctors like **x-rays**. We can aim **x-rays** at a part of your body and get a picture of the inside of your body. We can use **x-rays** to find out if any bones are broken. You will learn much more about **x-rays** in a later unit about light and sound.

Have any of you ever broken a bone?

I fix lots of broken bones each year. Would you like to know how I do it?

I start by taking **x-rays**. That's how I find out if the bone is really broken. If the **x-rays** show that a bone is broken, then I set the bone. That means I put the bone pieces back in the right place. Once the bones are in the right place, I put on a **cast**.

One of the remarkable things about the bones in your body is that they are able to heal themselves. Once a broken bone has been set, it grows back just like it was before it was broken.

Here's a boy I fixed up last summer. He broke one of the bones in his arm. I put the **cast** on to hold the bones in the right place so they would heal. He had to wear the **cast** for two months while the bones healed. Then, I cut the **cast** off for him.

He's just fine now. His bone has healed and his arm is as good as new.

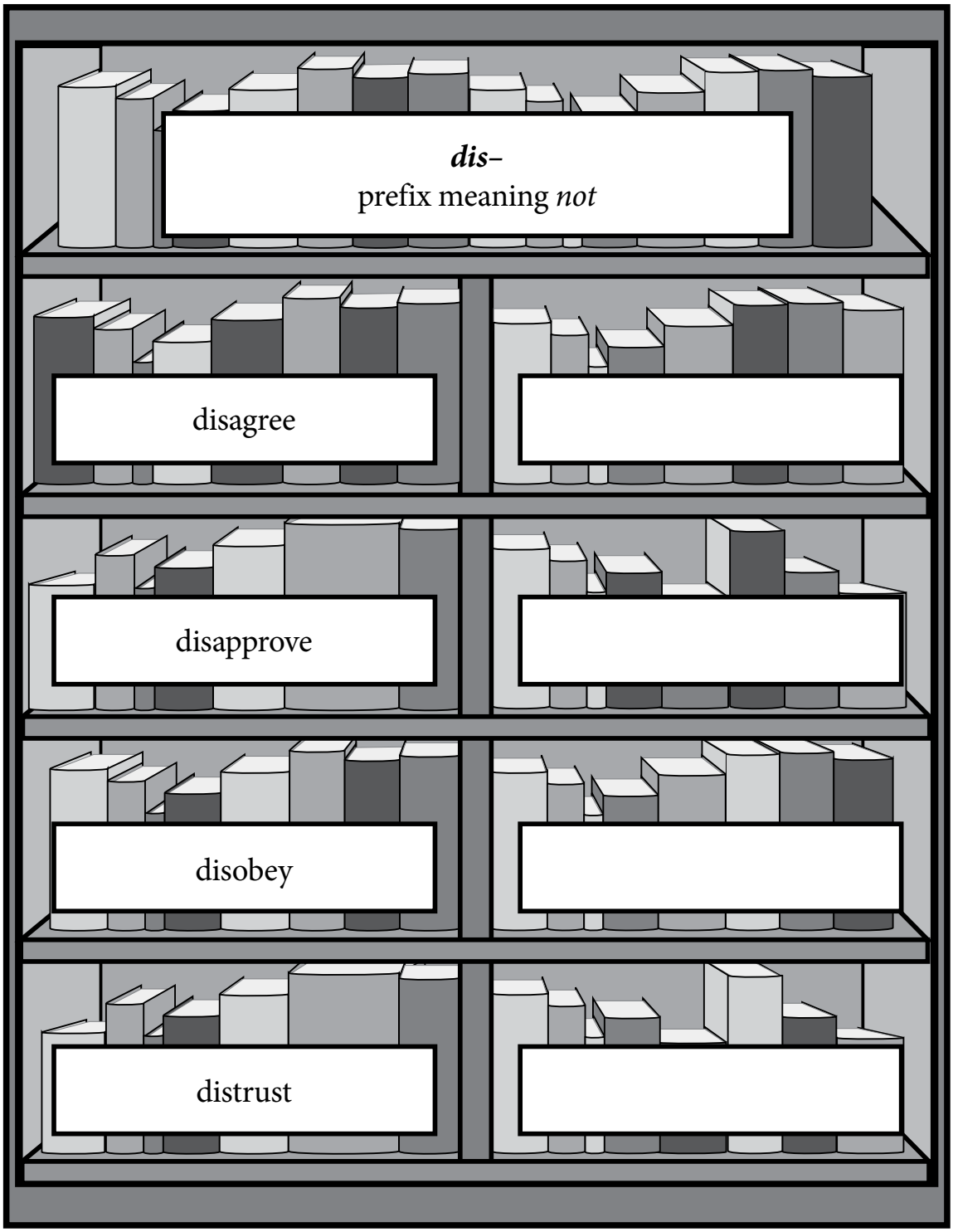
NAME: _____

DATE: _____

4.1 ACTIVITY PAGE

Word Shelf

The left-hand side of the table contains words that use the prefix you have been studying. Use the blanks on the right side to record additional words that use the same prefix. Then write those words and their definitions on the table on the following page.



NAME: _____

DATE: _____

dis–: Prefix Meaning "not"

disagree—(verb) to not have the same opinion	
disapprove—(verb) to not accept something	
disobey—(verb) to not do what someone tells you to do	
distrust—(verb) to not believe that someone or something is honest or truthful	

Choose the right word to complete each sentence. Write it on the line.

disobey	disapprove	dislike	disconnect

1. Our teacher had to _____ the projector from the computer to see if she could fix the display problem.

2. We _____ people who call our house and insist they aren't selling something because they really are.

3. You should not _____ a police officer if he tells you not to cross the street yet.

4. Write your own sentence using the one word left in the box.

_____

_____.

NAME: _____

DATE: _____

dis– and *mis–* Sentences

Write four sentences using the words in the box. When finished, share your sentences with a partner. Remember to use your best cursive handwriting.

mis– prefix meaning *wrong*	***dis–*** prefix meaning not

misbehave	disconnect	misspell	disapprove

1. _____

2. _____

3. _____

4. _____

NAME: _____

DATE: _____

mis–: Prefix Meaning "Wrong"

misbehave—(verb) to act wrong	
misjudged—(verb) formed an opinion that is wrong	
misspell—(verb) to write or name the letters in a word in the wrong order	
misplaced—(verb) put something in the wrong location	

Choose the right word to complete each sentence. Write it on the line.

misplaced	misunderstand	misjudged	misused

1. I have _____ my keys because they are not where I put them every night.

2. It is easy to _____ Mr. Connor because he speaks in such a quiet voice.

3. Sam _____ how large the couch was so we had a hard time getting it through the door of his new apartment.

4. Write your own sentence using the one word left in the box.

_____

_____

_____.

NAME: _____

DATE: _____

4.5 ACTIVITY PAGE

Practice Prefixes *dis–* and *mis–*

If the sentence shows an example of the correct definition of the underlined word, write yes *on the blank that follows. If the sentence does not show an example of the correct definition of the underlined word, write* no.

1. Dad <u>disapproves</u> of my goal to try out for the baseball team, so he said he will help me practice. _____

2. To <u>misspell</u> a word means you spelled it incorrectly when you wrote it on your paper. _____

3. Carla <u>misused</u> the glue by using a few dabs on her paper instead of squirting it all out at one time. _____

4. The puppy <u>disobeyed</u> her master by chewing up his slippers. _____

5. When I <u>disconnect</u> the leash from my dog's collar, he might try to run off. _____

Write a sentence for each word like the ones on page 37 that you can answer with yes.

1. *disagree*

_____

_____

_____

2. *misunderstand*

_____

_____

_____

3. *misplaced*

_____

_____

_____

NAME: _____

DATE: _____

Order Sentences

Select and mark the topic sentence (TS) and concluding sentence (CS) in this paragraph. Then, number the remaining sentences, which provide supporting details, in the correct order.

___ Next, spread the peanut butter on one slice of bread and the jelly on the other slice of bread.

___ Making a peanut butter and jelly sandwich is an easy thing to do.

___ First, get out a plate, the bread, the peanut butter, the jelly, and a knife and place them all on a counter.

___ Before you know it, you are ready to sink your teeth into your yummy sandwich!

___ Put your two pieces of bread together to make a sandwich.

NAME: _____

DATE: _____

Write Topic and Concluding Sentences

Read the sentences that go with each topic. Then, write a topic sentence and a concluding sentence for each topic. Remember to indent the topic sentence.

Topic: Summer

One of the best things about summer is that we don't have school! I have the whole day to do lots of fun things. Another good thing about summer is that it is hot and sunny, so I can go swimming almost every day. Also, since it stays light out later at night, after dinner my mom lets me go to the park to play ball with my friends.

Topic: Class Trip

First, we all got on a bus that took us from school to the harbor at Battery Park. Then, we took a boat to the Statue of Liberty. Then, we got to climb up inside the statue. When it was time for lunch, we had a picnic outside on the grass near the statue. Then, it was time to go back to school.

NAME: _____

DATE: _____

Spelling Assessment

As your teacher calls out the words, write them in the correct column.

Singular Noun	Plural Noun
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

Challenge Word: _____

Challenge Word: _____

Dictated Sentences

1. _____

_____

_____

_____

_____

2. _____

_____

_____

_____

_____

NAME: _____

DATE: _____

The Muscular System

Have you ever seen a movie or a TV show in which skeletons chase people? I saw a cartoon like that the other day. These kids were trying to solve a mystery, but they were having problems. Every time they went out to look for clues, a skeleton would pop out of a grave and chase them around.

Well, as a doctor, I have to tell you: that's just not very **realistic**. Bones don't move all by themselves. In fact, bones don't go anywhere at all without **muscles**.

When I bend my arm, I do it by using **muscles**. I tighten the **muscles** in my arm, and the **muscles** make the bones and the rest of the arm move.

When you kick a ball, it's the same thing. You tighten the **muscles** in your legs in order to move your leg bones.

This slide shows you some of the **muscles** in the muscular system. You can see that there are lots of **muscles** in our bodies. There are about 650 **muscles** in the human body, in fact. About half of your body's weight comes from **muscles**!

Muscles are important to us for many reasons. Can you think of some?

Muscles help us run and jump. They allow us to stand up and sit down. We use **muscles** when we lift heavy objects. We also use them when we chew our food and when we smile. We even use **muscles** when we breathe.

Doctors divide **muscles** into two groups: **voluntary muscles** and **involuntary muscles**. **Voluntary muscles** are **muscles** that you can make move and control. **Involuntary muscles** are **muscles** that you can't control.

Involuntary muscles work without you even thinking about them. These **muscles** work **automatically**.

The **muscles** that help you move your arms and legs are **voluntary muscles**. When you want to pick up a box, you think about it and then tighten the **muscles** in your arms so you can lift the box. You can also control the **muscles** in your legs when you want to make your body run or jump.

The **muscles** in your heart, however, are **involuntary muscles**. They keep your heart beating, whether you are awake or asleep. You don't have to think, "It's time to beat again, heart!" These **muscles** work **automatically**.

There are **involuntary muscles** in your stomach, as well. Your **stomach** muscles keep **digesting** your food without you reminding them to do the job.

NAME: _____

DATE: _____

Joints and Muscles

1. Make a list of the joints in your body. (Hint: There are more joints than what are listed in *How Does Your Body Work?* Use the information in the chapter and think about other parts of your body.) Be ready to share your list with your classmates.

_____

_____

_____

_____

2. Explain what cartilage does.

_____

_____

_____

_____

page _____

3. Ligaments connect _____ to _____, while tendons connect _____ to _____.

   pages _____ and _____

4. Your Achilles tendon is located just above your _____.

   A. knee

   B. cranium

   C. heel

   D. sternum

   page _____

NAME: _____

DATE: _____

Write a Paragraph

I like winter. _____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____.

NAME: _____

DATE: _____

Joints and Muscles

Does anyone know what we call the place where two bones come together?

It's called a **joint**.

You have lots of **joints** in your body. Your elbow is a **joint**. So is your shoulder. So is your knee.

Many **joints** are **cushioned** by **cartilage**. **Cartilage** is a **flexible, connective** tissue. It is not as hard as bone, but it is stiffer and less **flexible** than muscle.

Do you remember when we learned about the vertebrae—the bones that make up your spinal column? Well, we have **cartilage** between each of the 30 or so vertebrae in our spinal column. The **cartilage cushions** the vertebrae and keeps them from rubbing or banging against each other. The **cartilage** is shown in red in the **model** on the slide.

You also have **cartilage** in your ears. Grab the top of your ear and bend it down a little. Now, let it go. Do you feel how your ear snaps back into place when you let go of it? It's the **cartilage** that makes your ear do that.

Some of the most important tissues in your body are located at the **joints**.

A **ligament** is a kind of tissue that connects one bone with another. Most of your **joints** contain **ligaments**. You have **ligaments** in your knee, in your neck, and in your wrists.

This slide shows **ligaments** in your knee. Can you see how the **ligaments** connect your thigh bone to the bones in your lower leg?

Ligaments connect bones to other bones. **Tendons** connect muscles to bones.

I said earlier that the muscular system and the skeletal system are connected. Well, it's the **tendons** that link these two systems. It's the **tendons** that connect muscles to bones and allow you to move your bones.

One of the most famous **tendons** in the body is called the **Achilles** [ə-KIL-eez] **tendon**. Does anyone know where the **Achilles tendon** is?

That's right! The **Achilles tendon** is in the back of your leg, just above the heel. The **Achilles tendon** connects your heel bone to the muscles in your lower leg. It's an important **tendon** that you use when you walk or run.

Does anyone know why this **tendon** is called the **Achilles tendon**?

No? Well, then, I guess I had better tell you the story.

The **Achilles tendon** is named for a famous Greek **warrior** named **Achilles**. You may remember hearing about the ancient Greeks when you were in second grade.

When **Achilles** was a baby, his mom tried to make sure that he would never die. She had heard that a person who had been dipped in the River Styx could not be harmed by spears or arrows. She took her son and dipped him in the river. Then, she felt better. She believed that her son was **invulnerable**. Nothing could harm him—or so she thought.

There was just one problem. When she dipped **Achilles** in the river, she held him by his heel. So this heel never got dipped in the river.

Many years later, during the **Trojan** War, a **Trojan warrior** shot an arrow at **Achilles**. The arrow landed right above **Achilles's** heel—the very spot that had not been dipped into the River Styx. **Achilles** died from his wound.

So now you know why the **Achilles tendon** is named for **Achilles**. This **tendon** was the one spot where the mighty **warrior** was **vulnerable** and could be wounded.

NAME: _____

DATE: _____

6.4 TAKE-HOME

Dear Family Members,

Please help your student succeed in spelling by taking a few minutes each evening to review the words together. Helpful activities for your student to do include: spelling the words orally, writing sentences using the words, or simply copying the words.

Spelling Words

This week, your student will continue to work with singular nouns and their plural forms. Students will change the singular noun to a plural noun by first changing the 'f' to 'v', dropping the final 'e' when appropriate, and then adding the suffix *–es*. Your student will be assessed on these words. On the assessment, your student will be asked to write the singular and plural forms of these nouns.

Students have been assigned two Challenge Words, *before* and *please*. Challenge Words are words used very often. They may not follow spelling patterns and need to be memorized. Students will not be responsible for changing the form of the Challenge Words.

The spelling words, including the Challenge Words, are listed:

Singular Nouns	**Plural Nouns**
1. knife	knives
2. life	lives
3. wife	wives
4. half	halves
5. wolf	wolves
6. loaf	loaves
7. elf	elves
8. leaf	leaves
9. thief	thieves

Singular Nouns	Plural Nouns
10. shelf	shelves
11. self	selves

Challenge Word: *before*

Challenge Word: *please*

Student Reader

The chapters your student will read this week in *How Does Your Body Work?* include information about the nervous system, the spinal cord and brain, and eyes and vision. Dr. Welbody will continue to guide students through the factual information.

NAME: _____

DATE: _____

The Nervous System

Read the following sentences carefully. If the sentence describes an action that is a reflex, write the word yes *in the blank. If the sentence describes an action that is not a reflex, write the word* no *in the blank.*

1. You see it's snowing outside so you put on a coat. _____

2. You touch a pan of boiling water and immediately pull your hand away. _____

3. You see a vase of flowers and stop to smell them. _____

4. You walk outside, it's freezing, and your arms get goose bumps. _____

5. Your brother jumps out at you from around the corner and you flinch. _____

6. The cookie you ate tasted so good you had another. _____

7. The doctor taps your knee with a rubber hammer and your leg kicks. _____

Answer in complete sentences, noting the page in How Does Your Body Work? *where you found the answer.*

1. Why does a doctor check your reflexes?

_____

_____

_____

page _____

2. Imagine you are at the doctor's office and when the doctor taps on your knee, your leg does NOT kick up. Name the system that may not be healthy.

_____

_____

_____

page _____

NAME: _____

DATE: _____

Blank Busters

life	thief	wolf
loaf	shelf	self
leaf	wife	knife
elf	half	

Fill in the blanks with the correct spelling words. Sometimes you will use the singular form, and sometimes you will use the plural form. Sometimes you will use both. You will not use a word more than once.

1. Last week we ran out of bread for lunch since we only bought one _____. This week we need to buy two _____.

2. Several _____ stole things left in the cars that were parked on the street last night. One _____ dropped a hat that the police kept for evidence.

3. My uncle has been married twice and has had two _____. His current _____ makes the best cookies.

4. I can only reach the bottom _____ in the kitchen cabinet. The top two _____ are too high for me.

5. _____ could hurt you if you are not careful. When you cut with a _____, you have to take your time and pay close attention to what you are doing.

6. Dogs and _____ have many things in common. However, a dog would make a good pet, but a _____ would not.

life	thief	wolf
loaf	shelf	self
leaf	wife	knife
elf	half	

7. In the fall, the _____ change colors. I love it when I find a bright yellow or red _____ on the ground!

8. When a frog begins its _____, it lives in the water. When the frog grows to be an adult, it is almost as if it leads two _____, one in the water and one on land.

9. After taking a vacation, she was her usual, happy _____. Sometimes people need to take a break to get back to their normal _____ after working hard for so long.

10. You did not divide the pile of books into two equal _____. My _____ does not include enough books for the topic I am writing about.

11. Sometimes during the holidays, I see people in stores dressed as _____. Once, someone dressed as an _____ and was handing out stickers to children.

NAME: _____

DATE: _____

7.3 ACTIVITY PAGE

Prefix Review: *un–*, non–, *re–*, *pre–*, *mis–*, and *dis–*

Directions:

1. Throw the die and move the number of spaces indicated.

2. Read the word in the space that you land on and use it correctly in a sentence.

3. Then, write the word in the correct column on this page.

4. Next, write the part of speech for the way you used the word in the sentence.

un–	**Part of Speech**	***non–***	**Part of Speech**	***re–***	**Part of Speech**

NAME: _____

DATE: _____

pre–	Part of Speech	*mis–*	Part of Speech	*dis–*	Part of Speech

NAME: _____

DATE: _____

Frisky Beavers



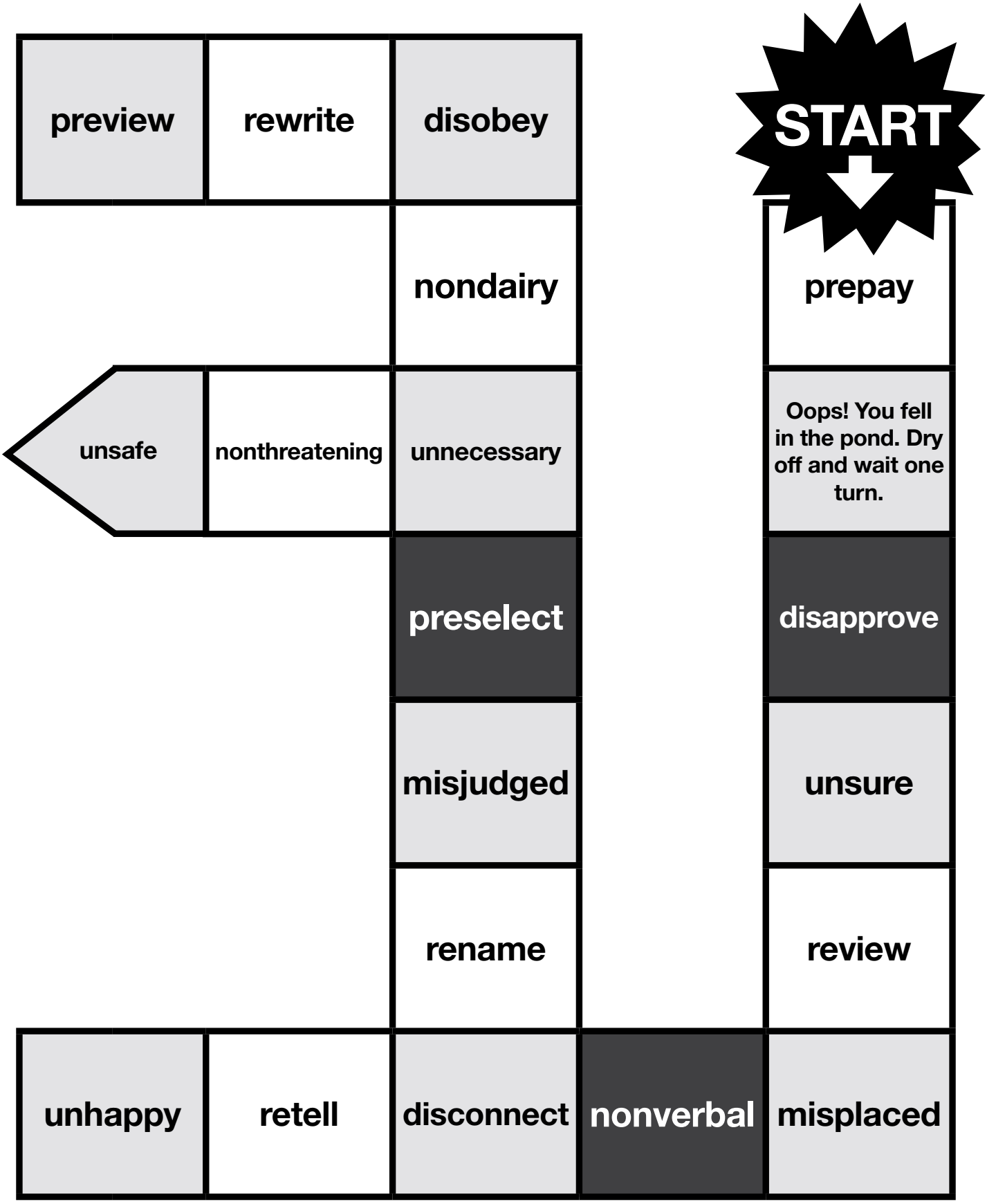
distrust	redo	unable	Good job! You got a big tree for the beavers. Move ahead one space.	misused
nonabsorbent				
precook				
misbehave				
refill				
uneven				
Oh no! The tree fell on the den. Wait 1 turn.	dislike	nonliving	preset	misspell

NAME: _____

DATE: _____

7.4 CONTINUED

ACTIVITY PAGE



NAME: _____

DATE: _____

Review Prefixes
un–, *non–*, *re–*, *pre–*, *dis–*, and *mis–*

Circle the correct word, from the choices after each sentence, to complete the sentence.

1.	Robby approached the dog in a _____ way so the dog would know he wasn't going to hurt it.	nonthreatening	threatening
2.	Uncle Bill was _____ that someone scratched his new truck.	happy	unhappy
3.	Mary had to _____ the roast the night before the party and then finish cooking it that morning.	precook	cook
4.	I _____ that we should offer to cut the grass and rake leaves for our neighbor, Miss Andrews, since her health is not good.	disagree	agree
5.	She _____ how cold it was outside and forgot to take a hat and gloves, so she was very cold.	judged	misjudged
6.	The ribbons I cut for wrapping presents look _____ because two of them seem much longer than the others.	uneven	even
7.	My brother asked me to _____ the new bucket with water so we could wash the car.	refill	fill
8.	Rachel knows the best _____ ways to get her mom's attention from across the room so she doesn't have to yell.	nonverbal	verbal

NAME: _____

DATE: _____

7.5 CONTINUED

TAKE-HOME

Write the part of speech and the meaning for each word. Then write the root word for each word.

1. *disconnect*

   Part of Speech: _____ Root Word: _____

   Meaning: _____

2. *misused*

   Part of Speech: _____ Root Word: _____

   Meaning: _____

3. *review*

   Part of Speech: _____ Root Word: _____

   Meaning: _____

4. *unsure*

   Part of Speech: _____ Root Word: _____

   Meaning: _____

5. *prepay*

   Part of Speech: _____ Root Word: _____

   Meaning: _____

NAME: _____

DATE: _____

Your Brain Signal

1. You have ___ ___ ___ ___ ___ ___ all over your body.
   (1) (2)

2. If a person is ___ ___ ___ ___ ___ ___ ___ ___ ___, he is unable to move his legs and/or his arms.
   (3)

3. The ___ ___ ___ ___ ___ ___ cord extends from your tailbone to your skull and is like a super highway.
   (4)

4. The cerebellum has two ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___.
   (5) (6)

5. The medulla controls involuntary movements in your lungs such as ___ ___ ___ ___ ___ ___ ___ ___ ___.
   (7) (8)

Once you have answered the questions above, fill in the letters with the corresponding numbers below to answer the question:

What does the brain send out to the rest of the body?

5	7	2	4	3	8	1	6

NAME: _____

DATE: _____

Review Prefixes
un–, *non–*, *re–*, *pre–*, *dis–*, and *mis–*

Circle the correct word, from the choices after each sentence, to complete the sentence.

1.	I _____ peaches, but I'll gladly eat apples instead.	like	dislike
2.	Grandma asked me to help her _____ the photos in her photo album because she had new photos.	do	redo
3.	Ben felt _____ enough to get out of bed and sit outside while his brother played in the backyard.	unwell	well
4.	Our assignment was to write a _____ paper about one of the systems of the human body.	fictional	nonfictional
5.	It is easy to _____ you when you try to talk with your mouth full of food!	misunderstand	understand
6.	Please _____ the oven to 350 degrees so it will be warm enough to start baking the cake batter we are preparing.	heat	preheat
7.	Will cannot eat or drink _____ products, like cheese and ice cream, because he is allergic to milk.	nondairy	dairy
8.	You should _____ this letter because it is hard to read your handwriting.	rewrite	write

Write the part of speech and the meaning for each word. Then, write the root word for each word.

1. *nonliving*

   Part of Speech: _____ Root Word: _____

   Meaning: _____

2. *misspell*

   Part of Speech: _____ Root Word: _____

   Meaning: _____

3. *disobey*

   Part of Speech: _____ Root Word: _____

   Meaning: _____

4. *preprint*

   Part of Speech: _____ Root Word: _____

   Meaning: _____

5. *unsafe*

   Part of Speech: _____ Root Word: _____

   Meaning: _____

NAME: _____

DATE: _____

The Spinal Cord and Brain

You've got a lot of nerves! Really, you do!

You have nerves in your fingers. You have nerves in your toes. There are nerves all over your body. But there are two parts of your body that are especially important for your nervous system. One is the spinal cord. The other is the brain.

I told you a little about the spinal cord earlier, when we were looking at the skeletal system. I told you that the bones that make up your spine—the vertebrae—are there to protect your spinal cord. The vertebrae are **hollow**, and long strings of nerves run through the **hollow** parts of the bones. The nerves that make up the spinal cord run all the way up your back and neck. They end up in the brain.

If I were to have a serious accident and damage my spinal cord, that could be a very bad thing. I might end up **paralyzed**—unable to move my legs and/or my arms. I might need to use a wheelchair to get around, like the boy in this photograph.

You see, the brain uses the spinal cord as a sort of super-highway to send messages out to the rest of the body. If the spinal cord is broken, or damaged, the messages can't get through to the arms and legs.

The spinal cord leads right to the center of your nervous system—your brain. It's the brain that receives messages from the nerves. It's the brain that sends messages out to your muscles. Even though the brain weighs only 2–3 pounds, it is the most important organ for life.

The brain is protected by the skull. Inside the skull, there are three layers of **fiber** and **fluid** protecting the brain. So, the brain is really well-protected. But it can still be harmed. Ask a football player who's had a **concussion**. Getting a **concussion** is like bruising the brain. Ouch!

The brain is divided into three main parts: the **medulla**, the **cerebellum**, and the **cerebrum**. Each part has its own job to do.

The **medulla**, or "brain stem," is located at the base of the skull in the back, right where the spinal cord meets the brain.

The **medulla** controls the important involuntary actions of the body, like breathing, heartbeat, and digestion.

The **cerebellum** sits right next to the **medulla**. It is divided into two **hemispheres** or halves. The **cerebellum** has several jobs. One of them is to control voluntary movements. That means the **cerebellum** helps you walk, run, and jump.

The two **hemispheres** of the **cerebellum** control different parts of the body. The right **hemisphere** controls movement on the left side of the body. The left **hemisphere** controls movement on the right side. It might seem strange that the left side of the brain controls the right side of the body, but that's just the way we're made.

The third part of the brain is the **cerebrum**. The **cerebrum** sits on top of the **cerebellum** and the **medulla**. It is the largest part of the brain.

Each part of the **cerebrum** has a certain job to do. For example, the front part just inside your forehead controls emotions. The very back part just above the brain stem controls the sense of sight. The sense of touch is controlled by a strip of the brain running over the top of your head from ear to ear.

The outside part of the **cerebrum** is called the **cerebral cortex**. The **cerebral cortex** is the wrinkly part of the brain that most people think about when they think of a brain. People sometimes call this part of the brain "the gray matter."

The **cerebrum** is divided into two **hemispheres**, just like the **cerebellum**. Until recently, we did not know much about what the various parts of the **cerebrum** do. But in the past few **decades**, we have learned a lot.

Scientists now have even more advanced ways than just x-rays to look at and observe different organs in the body, including the brain. They use something called a **PET scan** to see different parts of the brain work. A scientist may ask the person having the **PET scan** to do something like talk or blink his or her eyes. When the person performs different actions, different parts of the brain light up on the computer screen. Scientists have learned a lot about what happens where in the brain by looking at **PET scans**. As you can see from this image of the brain, some of the things we do take place in the left **hemisphere**, while others happen in the right **hemisphere**.

NAME: _____

DATE: _____

The Spinal Cord and Brain

Answer each of the following questions by first reading the question silently, then writing the answer on the line. Write the page number where you found the answer. If you need a hint, look in the brain on the back of this page. Some words may be used more than once.

Page

1. Which bones protect your brain? _____ _____

2. What is it called when you bruise your brain or hit your head really hard? _____ _____

3. How many main parts is the brain divided into? _____ _____

4. What is another name for the medulla? _____ _____

5. What is the job of the medulla? _____ _____

6. The cerebellum helps you to control _____ movements, like walking, running, and jumping. _____

7. What is the name for the largest part of the brain? _____ _____

8. The wrinkly outer covering of the cerebrum is called the _____. _____

9. What is another more common name people have given to the cerebral cortex? _____ _____

Choose one question out of the following three to answer. You will not find the answer on a page in How Does Your Body Work?, *but please indicate the page number you reread that helped you form your idea.*

Choice 1. Explain whether or not you can have a concussion in your big toe.

Choice 2. Determine if scratching an itch is a voluntary or involuntary movement and state why.

Choice 3. How is the medulla, also called the brain stem, similar to the stem of a tree?

Write the answer to the question you chose below.

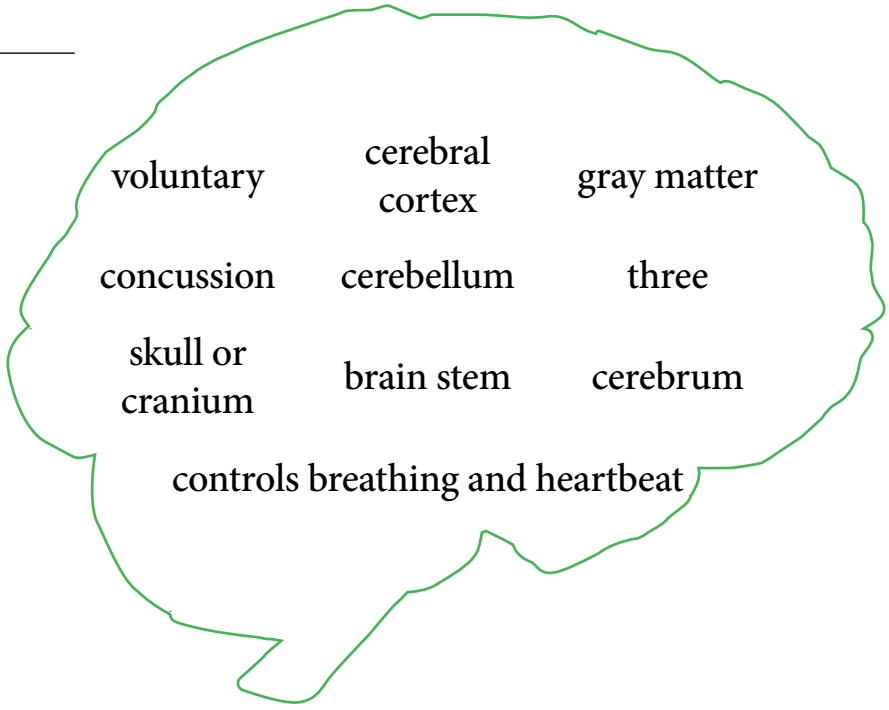
Question that you chose: _____

Answer: _____

_____

_____

page _____



NAME: _____

DATE: _____

Identify Irrelevant Sentences

For each paragraph, underline the topic sentence and cross out the sentence that does not stay on the topic. Circle the concluding sentence.

Vegetables come in many different colors. Some vegetables are green like beans and lettuce. Some vegetables are yellow like squash. Sometimes meat is red. Other vegetables, like carrots, are even orange. The many colors of vegetables help to make them appealing.

I visit the dentist for a checkup two times a year. The dentist checks my teeth for cavities. A vet helps sick animals. Then, the dentist cleans my teeth and flosses them. After that, the dentist lets me pick out a toothbrush. When I leave the dentist's office, my teeth are so clean!

Clara jumps out of bed excitedly. Today is the day that her class is going to the zoo. As she brushes her teeth, Clara wonders what animals she will get to see at the zoo. Last week, Clara went with her dad to get the car fixed. She hopes that she'll get to see the tigers and the bears at the zoo. But she knows that even if she doesn't get to see them, her day will still be amazing.

NAME: _____

DATE: _____

9.3 TAKE-HOME

Topic and Irrelevant Sentences

Read all of the sentences in each set. One of the sentences in each set is a topic sentence; underline that sentence. Most of the other sentences in the set are supporting details for the topic sentence. But there is one sentence in each set that does not belong because it does not stay on the topic. Cross out this sentence.

If you are interested in art, there are many art museums that you can visit.

If you like going to shows, you can choose from many different dramas and plays.

New York City is a wonderful place to visit.

There are also many different kinds of restaurants, so you can find just about anything you want to eat.

Valentine's Day is in February.

You must be sure to give a dog food and clean water each day.

Taking care of a dog as a pet is a big responsibility.

Birds make their nests in the spring.

You also need to walk a dog or let it outside at least twice a day.

It is important that a dog has a comfortable, dry place to sleep.

Francis Scott Key wrote a poem while watching the attack on Fort McHenry.

Andrew Jackson led the army in the Battle of New Orleans.

This poem later became a song known as "The Star-Spangled Banner," which is now our national anthem.

Key watched the American flag fly at Fort McHenry during the entire battle.

He was inspired to write the poem when he saw that the flag was still waving at Fort McHenry the morning after the battle.

NAME: _____

DATE: _____

Help This Eye See!

Find the correct order in which light travels through the eye by reading the clues and choosing the correct word for each clue. Then write the word in the numbered blanks. Next, fill in the letters for the mystery word at the bottom of the page.

optic nerve	pupil	cornea
lens	brain	retina

Clues

1. Protects the eye from dirt and germs ___ ___ ___ ___ ___ ___ (1)

2. Gets bigger in the dark and smaller in bright light ___ ___ ___ ___ ___ (2)

3. The one in your eye is a convex ___ ___ ___ ___ (3)

4. This is made up of rods and cones ___ ___ ___ ___ ___ ___ (4)

5. The eye highway for messages to travel on

   ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ (5)

6. This organ receives information through the optic nerve allowing us to see. ___ ___ ___ ___ ___ (6)

Mystery Word= ___ ___ ___ ___ ___ ___ **W**
(4) (1) (2) (3) (6) (5)

NAME: _____

DATE: _____

Spelling Assessment

As your teacher calls out the words, write them in the correct column.

Singular Noun	Plural Noun
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

Challenge Word: _____

Challenge Word: _____

Dictated Sentences

1. _____

_____

_____

_____

_____

2. _____

_____

_____

_____

_____

NAME: _____

DATE: _____

Titles for Paragraphs

Write a title for each paragraph.

Title: _____

Summer is the best season. When it is summertime, I get to swim in the lake by my house. I also get to go to the beach with my family. We cook outside and enjoy the sunshine. That is why I like summer best of all.

Title: _____

Last Halloween, Linda dressed up in a pink, silk princess costume. She even wore a silver crown on her head. Her dress was all ruffled. She really looked like a princess. Linda's princess costume was great!

Title: _____

Gertrude did not enjoy her walk in the forest. As she walked, branches from the trees scratched her arms and legs. It was very hot, and there were lots of flies. Then, there was a loud howling in the forest that really scared Gertrude. She decided that the next time she takes a walk, she will walk in the park!

NAME: _____

DATE: _____

Eyes and Vision

For the past few days I have been talking to you about the body and its systems. Your teacher asked me if I could also tell you something about **vision** and hearing.

I told her I could. I know a little about **vision** and a little about hearing, but I am not an expert on either one. So, I told her I would bring in some friends of mine who know more about these subjects.

I have one of those friends with me today. His name is Dr. Kwan Si-Yu. He is a special kind of eye doctor called an **optometrist**. He can tell you all about the eyes and how they work.

Hello, I am Dr. Kwan Si-Yu. Are you ready to learn all about eyes?

Good!

The human eye has several parts. I'd like to start by showing you two parts you can see easily.

In the images on the right, you can see what eyes look like up close. The **pupil** is the black part in the center of the eye. The **iris** is the colorful part of the eye that surrounds the **pupil**.

The **iris** can be different colors. Some of you may have green eyes or brown eyes. When we say that a person has green eyes or brown eyes, it's his or her **irises** we are talking about.

The **pupil** is not as colorful as the **iris**. It is always black, but it changes shape. When it is dark, the **pupil** gets bigger to let more light in. When it is very bright and sunny, the **pupil** shrinks to let less light in. How much light will be let into the inside of your eye depends on the shape of the **pupil**.

Now, let's learn about some parts of the eye that you can't see just by looking at a person's face.

This slide shows some parts of the eye as they would look if you could see inside a person's head. You are looking at them from the side.

You can see the **iris** and the **pupil**. There are also some other parts shown.

- The **cornea** is a thin, clear tissue that covers the colored part of the eye. It helps protect the eye from dirt and germs.
- The **lens** is the part of your eye that focuses light. The **lenses** in your eyes curve outward.
- The **retina** is made of a special kind of tissue that is very sensitive to light. Light from the **lens** falls on the **retina**. Then, nerves in the **retina** send messages to the brain.
- These messages travel down a nerve called the **optic nerve**.

Now, let's see how all of these parts work together so you can see things. You may be surprised to learn that the eye does not really see objects. Instead, it sees the light that reflects off objects.

Light passes into the eye—first through the **cornea**, and then through the **pupil**. If it's dark, the **pupil** expands to let more light in. If it's bright, the **pupil** gets smaller to let less light in. When a doctor shines a light in your eyes, she is watching to see if your **pupils** change shape.

Next, the light passes through the **lens**, which focuses the light and projects it onto the **retina**.

The **retina** is lined with special cells called **rods and cones**. These are special kinds of nerve cells that sense light. The **rods and cones** send information to the brain, using the **optic nerve**.

All of this happens very quickly—so quickly that it seems like you see things at the exact moment you look at them. In reality, though, you are seeing them a split second later.

The brain combines the information passed through the **optic nerve** of each eye to make one image. That is when you "see" the object.

NAME: _____

DATE: _____

11.1 TAKE-HOME

Dear Family Members,

Please help your student succeed in spelling by taking a few minutes each evening to review the words together. Helpful activities for your student to do include: spelling the words orally, writing sentences using the words, or simply copying the words.

Spelling Words

This week, we are reviewing spelling patterns and irregular spellings that we have already learned. Your student will be assessed on these words. On the assessment, your student will be asked to determine the appropriate form of a word to fit in a sentence given orally. Students have reviewed all rules and unique spellings for these words. The chart on the next page lists the words for this week and the pattern or note for each. The bolded words are the spelling words for this week.

Students have been assigned two Challenge Words, *across* and *idea*. Challenge Words are words used very often. They may not follow spelling patterns and need to be memorized. Students will not be responsible for adding any suffixes to the Challenge Words.

The spelling words, including the Challenge Words, are listed below:

Verbs	
Patterns for Adding Suffixes	**Spelling Words**
add *–ed* and *–ing* by doubling or not doubling the final consonant	**watch** → watched, watching **submit** → submitted, submitting
drop the final letter 'e' then add *–ed* and *–ing*	**raise** → raised, raising
add *–s* or *–es* (add *–es* to verbs ending in the following letters: 's', 'x', 'z', 'sh', and 'ch')	**wish** → wishes
change the 'y' to 'i' then add *–ed* or *–es*	**dry** → dried, dries
Nouns	
Patterns for Forming Plurals	**Spelling Words**
add *–s* or *–es* (add *–es* to nouns ending in the following letters: 's', 'x', 'z', 'ch', and 'sh')	**book** → books
change the 'y' to 'i' then add *–es*	**puppy** → puppies
change the 'f' to 'v' then add *–es*, dropping the final letter 'e' when needed	**knife** → knives
irregular plural forms	**child** → children **person** → people
Challenge Word: *across*	
Challenge Word: *idea*	

Student Reader

The chapters your student will read this week in *How Does Your Body Work?* include information about vision and the ears and hearing. Dr. Kwan Si-Yu and Dr. Kim Audit will guide students through the factual information.

NAME: _____

DATE: _____

Write a Paragraph

Write a good paragraph. Remember to include a topic sentence, 3 or 4 supporting sentences, and a concluding sentence. Add a title.

If you have extra time, try writing another paragraph on the back of this page about a different topic.

NAME: _____

DATE: _____

12.1 ACTIVITY PAGE

Beyond Sight and Sound, Part I

1. What is the selection mostly about?
   A. deafness and seeing-eye dogs
   B. deafness and blindness
   C. seeing-eye dogs and braille
   D. blindness and Helen Keller

2. Which of the following is the best title for the list in the box shown below?

1. Use a cane. 2. Use a seeing-eye dog. 3. Listen to voices. 4. Learn to read using braille.

   A. Ways to Live with Deafness
   B. Ways to Live with Hearing Loss
   C. Ways to Live with Learning Problems
   D. Ways to Live with Blindness

3. What does the word **gesture** mean in this question?

> Did you know that there is a gesture or sign in American Sign Language for each letter in the alphabet?

_____

page _____

4. What does it mean to "read lips"?

_____

_____

_____

_____

page _____

5. Which of the following lists of words from "Beyond Sight and Sound, Part I" is in alphabetical order?

   A. communicate, cane, read, language

   B. understand, language, read, message

   C. blind, braille, cane, communicate

NAME: _____

DATE: _____

12.2 ACTIVITY PAGE

Introduce Subject Pronouns

Replace the words in parentheses with the correct pronoun from the box. Write the pronoun on the line.

I	We
You (singular)	You (plural)
He	They
She	
It	

1. _____ (the boy) sailed around the world.

2. _____ (everyone in my class, including me) are terrific third graders.

3. _____ (the person who you are talking to) like ice cream.

4. _____ (a girl named Wanda) sits next to me at lunch every day.

5. _____ (your name) enjoyed the grammar lesson and learned a lot.

6. _____ (my dogs) eat every bite in their bowls.

7. _____ (the three people you are speaking to) make up my grammar team.

8. _____ (your favorite book) fascinated me even when I read it a second time.

Read each sentence below and mark the subject by writing an 'S' over top of it. Write a new sentence replacing the subject with the appropriate subject pronoun. Mark the pronoun as the subject by underlining it in the new sentence. Then, answer the question.

Example: **S**

A. My brother teaches me to shoot hoops in our driveway.

B. He teaches me to shoot hoops in our driveway.

Who does the pronoun refer to? My brother

1. A. The black dogs sleep under the porch.

   B. _____

   _____

   Who does the pronoun refer to? _____

2. A. Sally, Sandy, and Sherman watch the funny movie.

   B. _____

   _____

   Who does the pronoun refer to? _____

Review: Change the fragment into a complete sentence.

3. my pet hamster _____

   _____

   _____

NAME: _____

DATE: _____

Beyond Sight and Sound, Part II

1. When did Ray Charles become blind?

_____

_____

page _____

2. Which sentence from the selection tells you about the success of Ray Charles?

   A. Ray Charles won 10 Grammy Awards and made millions of dollars as a singer.

   B. He couldn't see, but there was nothing wrong with his ears.

   C. Ray Charles went blind when he was seven years old.

   D. He loved music and decided to become a musician.

3. Why did Helen Keller have terrible temper tantrums?

_____

_____

_____

page _____

4. What does the word **communicate** mean in this sentence?

> They did not know how to help her **communicate**.

A. hear her parents call

B. carry her dolls outside

C. tell her feelings and wants

D. turn the television off

5. What was special about Helen Keller's college degree?

_____

_____

_____

_____

page _____

NAME: _____

DATE: _____

Beyond Sight and Sound, Part II

People with disabilities face extra **challenges** in life. It can be hard to make your way in the world when you are deaf or blind. However, these disabilities don't keep **determined** people from doing amazing things.

This is a painting of the musician Ray Charles. Ray Charles went blind when he was seven years old. He couldn't see, but there was nothing wrong with his ears. He loved music and decided to become a musician. He learned to sing and play the piano. **Eventually**, he became one of the most popular musicians of his day.

Ray Charles won 10 **Grammy Awards** and made millions of dollars as a singer. He did not let his disability hold him back.

This next image shows a girl named Helen Keller. Helen Keller lost both her sight and her hearing from a serious illness when she was just 19 months old. She was deaf and blind for the rest of her life.

As a young girl, Helen Keller could not hear or speak. She learned to communicate a few ideas by making gestures. When she wanted her mother, she would grab and pull her mother to her. When she wanted to be alone, she would push her mom away. She could nod her head to say yes or shake it to say no. When she wanted toast, she would make a gesture as if she was spreading butter on bread.

There were a few ideas she could communicate. Yet there were many things she could not get across with gestures. As a child, she would often try to communicate and fail. Then, she would get angry and cry. Sometimes she would have terrible **temper tantrums**. She wanted, more than anything, to communicate with people. She was not able to do so.

Helen's parents were worried about her. They did not know how to help her communicate. Since she was deaf and blind, she could not attend school.

So, her parents **searched** and found a special teacher who came to live with them. The teacher's name was Annie Sullivan.

Annie Sullivan wanted to teach Helen to understand words, but how can you understand words if you can't hear them? Sullivan started by giving Helen a doll to hold. Then, she took Helen by the hand and traced the letters d-o-l-l on her **palm**. She did this over and over. After a while, Helen learned to write the letters d-o-l-l on a page. She did not know that she had written a word. She did not even know that words **existed**. But she felt proud that she could **imitate** what her teacher was doing.

Her teacher, Annie Sullivan, traced more words on Helen's **palm**. She learned to spell *pin*, *hat*, *cup*, and a few other words. The real **breakthrough** happened when Annie tried to teach Helen the word *water*. Sullivan took Helen outside to a **well**. She placed one of Helen's hands under the **spout** and spelled w-a-t-e-r on her other **palm**. Suddenly, something **seemed to click** in Helen's head. She understood that w-a-t-e-r meant the "wonderful, cool something" that was flowing over her hand.

Helen soon learned more words. When she was eight, she went to a special school for the blind. Sullivan went with her. Later, she went to a school for the deaf. But she didn't stop there. She went on to Radcliffe College, where she became the first deaf and blind person to receive a **college degree**.

Helen learned to speak and she learned to read lips with her fingers. She learned to read, using braille. She wrote books, including a biography of her own life, *The Story of My Life*. She was **active** in **politics** and fought for women to have the right to vote.

Helen Keller lived a long and productive life. She died in 1968 at the age of 87.

In 2003, the state of Alabama honored Helen Keller by putting an image of her on their state quarter. The quarter pays **tribute** to Helen's **courage** in overcoming her disabilities and inspiring millions of people.

Unit 3 Assessment

The Body Tells a Story: The Case of Otzi, the Iceman

In 1991, two hikers were out for a hike in the Alps mountain range, in Europe. One of them spotted something sticking out of the ice. They went to have a look. It turned out to be a body. The hikers thought it might be the body of a hiker who had died recently. They notified the police.

The body was unearthed and examined. It turned out to be the body of a man who died about 5,300 years ago. His body had not decayed much. It had been covered by snow and ice. The snow and ice had preserved the body.

At that point, the police began to lose interest. Whoever the man was, he was not the victim of a crime in the recent past. On the other hand, scientists and historians started to get more interested. This man—who was nicknamed Otzi—had lived a long time ago in prehistoric times. He lived back when writing had not yet been invented. Many people were hoping Otzi's body might help us learn more about how human beings lived in prehistoric times.

Scientists began to study the iceman's body. They looked at his skeleton. They measured his bones. The bones helped them pin down some key facts. They made it clear that Otzi was a man. He was about 45 when he died. He stood about 5 feet, 4 inches tall. He weighed about 110 pounds. He would be a bit on the small side today. He may have been normal size 5,000 years ago.

One scientist looked at Otzi's leg bones. He found that Otzi had strong bones. The iceman's tibia was thick and strong. It had been strengthened

by traveling long distances on sloping ground. Otzi had apparently walked many miles on the slopes of the Alps. He may have been a shepherd who tended a herd of animals. The scientist also found a small fracture in Otzi's hip bone. This is an injury that was caused by years of wear and tear.

Another scientist looked at Otzi's teeth. He found tiny specks of pollen and dust in Otzi's tooth enamel. These tiny grains came from specific kinds of plants. They suggested that Otzi spent his childhood in a specific area in Northern Italy where such plants grow. Later, he moved farther north into the area where his body was found.

Scientists used x-rays to examine Otzi's body. One x-ray showed that he had an arrowhead lodged in his left shoulder. Apparently, someone shot him with an arrow. It may have been the arrow that killed him, but scientists are not sure.

Other scientists looked at Otzi's digestive system. In Otzi's intestines, they discovered the remains of two meals. These were the meals he had eaten in the hours before his death. The main course for one meal consisted of meat from a chamois, a kind of antelope. During this meal, Otzi also ate some roots and fruits. The other meal included meat from a red deer, along with more roots and fruits.

Scientists found tiny grains of pollen from pine trees in Otzi's food. These suggested that Otzi ate one of his last meals in a pine forest and that he died during the springtime, when pollen is produced by plants.

The scientists also found wheat and barley in Otzi's stomach. They think these grains may have been grown by Otzi and his kinsmen, rather than picked in the wild. The grains may have been baked to make bread.

A group of scientists studied Otzi's lungs. They found that his lungs were blackened, probably from the smoke of campfires.

You might not think fingernails are very interesting. But it turns out they are. Fingernails provide a record of bodily health, sort of like the rings of a tree. Otzi's fingernails had three odd lines. Scientists think each line was left by an illness. Otzi was probably sick three times in the six months before he died. His last sickness seems to have lasted about two weeks.

You can see that people were right to be excited about the discovery of Otzi's body. By studying his body, we have learned a lot about how human beings may have lived in prehistoric times.

1. Why had Otzi's body not decayed much?

_____

2. Which of Otzi's bones had been strengthened by traveling long distances on sloping ground?
   A. tibia
   B. fibula
   C. sternum
   D. cranium

3. What does the word **sloping** mean in the following sentence?

> It had been strengthened by traveling long distances on **sloping** ground.

   A. flat
   B. rough
   C. slanted
   D. sandy

4. A scientist found tiny specks of _____ and _____ in Otzi's tooth enamel.

5. Why was using x-rays a good way to examine Otzi's body?
   A. X-rays show a picture of the outside of the body.
   B. X-rays show a picture of the inside of the body.
   C. X-rays show how muscles work.
   D. X-rays show how the nervous system works.

6. Why did the author write this selection?
   A. to tell readers about what scientists learned from a preserved iceman
   B. to question readers about scientists who examine bones
   C. to educate readers about scientists in the Alps
   D. to prevent readers from becoming scientists who preserve things from nature

7. According to the selection, what does the word *kinsmen* mean?
   A. animals
   B. kings
   C. relatives
   D. pets

8–10. Select and mark the topic sentence (TS) and concluding sentence (CS) in this paragraph. Then, number the remaining sentences, which provide supporting details, in the correct order.

_____ Next, you pour the hot water in a cup and drop in the tea bag.

_____ Then, remove the tea bag carefully, and add sugar or milk if you wish.

_____ Making a cup of hot tea is an easy thing to do.

_____ You must wait 3–5 minutes for the tea to steep, or become tea.

_____ First, you heat water in a kettle on the stove.

_____ Before you know it, your tea is ready to drink!

11. If scientists *misjudged* something about Otzi, what does that mean they did?

_____

12. Scientists may *disagree* about what features of Otzi's body indicate, which means scientists may _____.
    A. not believe that someone is honest
    B. not enjoy something
    C. not do what someone tells them to do
    D. not draw the same conclusion

13. Put the following words from the selection in alphabetical order:

skeleton	scientists	fracture	frozen	iceman

    A. _____
    B. _____
    C. _____
    D. _____
    E. _____

Lost and Found

It was very crowded at Megaland that day. I was six years old. I went on a spin-around ride with Mom and Dad. On the way out, they turned right. I was swept off to the left with a crowd of other people. Soon, I was standing outside the ride all by myself. I was not sure what to do.

I walked along a path. "Mom?" I called out. "Dad?"

Mom and Dad were on the other side of the ride looking for me. They were worried. They looked for me but could not find me.

I could not find them either. The park was too crowded. I was not sure what to do. Then, I remembered something Mom told me once: "If you ever get lost, look for a mom with kids." I sat down on a bench and started looking for a mom. After a while, a kind-looking mom came by with three kids. Their dad was with them, too. The mom looked nice—friendly in a mom sort of way. I walked up to her and tugged on her blouse.

"Excuse me," I said. "My name is Amy, and I've lost my mommy."

She seemed to understand right away. "Don't worry!" she said. "We'll take you to the security office and help you find your parents."

We set out for the security office, but there was a big parade going on. The guard said we could not cross the road until the parade was over.

While we were waiting, the mom asked me some questions.

"What's your last name, sweetheart?"

"Jones."

"And where are you from?"

"Muncie, Indiana."

"What do your parents do?"

"My mommy is a nurse, and my daddy is the mayor."

She asked me some more questions. The dad didn't seem to be paying much attention to me. He was tapping away on his cell phone. I was surprised when he said, "Good news, Amy! I just got a text message from your dad!"

"You what?" said the mom.

The dad explained, "Amy said her dad was the mayor of Muncie, Indiana. I looked him up on the Internet and sent him a text message. He just texted me back. I told him that we'll meet him at the Misty Mountain ride as soon as the parade is over."

So that is how I got lost . . . and found again. Pretty cool, isn't it?

14. Where does this story take place?

_____

15. Put the following sentences in order as they appear in the selection, using the numbers 1–5.

_____ The dad texted Amy's dad and got a text to meet him at the Misty Mountain ride after the parade.

_____ Amy could not find her parents after she got off the spin-around ride.

_____ Amy noticed the dad tapping away on his cell phone, not paying attention to her.

_____ The mom asked Amy questions.

_____ Amy found a mom and told her she was lost.

16. According to the selection, what does *swept* mean?

A. seated quickly

B. pushed quickly

C. ran slowly

D. hopped slowly

17. Why couldn't Amy and the other mom and dad get to the security office?

_____

18. What might have happened if Amy and the other mom and dad were able to go right to the security office?

    A. The dad might not have looked up Amy's dad on the Internet.

    B. The mom might have taken Amy on another ride.

    C. Amy's parents might have let her ride the spin-around ride again.

    D. The other mom might have bought lunch for Amy before riding the next ride.

19. What did Amy's mom tell her to do if she ever got lost?

    _____

20. Why did the author write this selection?

    A. to inform readers about rides at an amusement park

    B. to entertain readers with a story about a girl who was lost

    C. to challenge readers to take more vacations

    D. to ask readers questions about parades with guards

21. Circle the sentence that does not stay on topic in the following paragraph.

> *How Does Your Body Work?* is a fascinating book to read. It is full of interesting chapters about our skeletal, muscular, and nervous systems. It even describes our respiratory system and shows images of the lungs! I know that I want to reread the entire book to make sure I did not miss a single detail. We are so lucky to have exciting Readers to study here at school!

22. Which prefixes have the same meaning, which is "not"?
    A. *mis–* and *dis–*
    B. *re–* and *un–*
    C. *non–* and *un–*
    D. *re–* and *pre–*

23. Replace the words in parentheses with the correct subject pronoun.

    _____ (my kittens) lap up every drop of milk in their bowls.

24. Name the root word and prefixes in the following words.

review	preview

    Root Word: _____

    Prefix: _____ Prefix: _____

25. If this selection was *nonfictional*, then it would be what?
    A. related to something that is made up
    B. not made with or does not contain milk
    C. able to soak up liquid
    D. not related to something that is made up

Fluency Assessment

Reflexes

The students in the class were talking among themselves. None of them were paying attention to their science teacher, Mr. Brown. 11 21

Mr. Brown walked over to his bookshelf. He took a huge book off the shelf. It was a dictionary. It weighed about five pounds. He held the book out with two hands. Then, he let it fall. 35 49 58

SMACK! 59

The book slammed against the floor. 65

The students were startled. Sally almost jumped out of her chair. Ned twitched. Jimbo blinked and shook his head. Susan was so scared she shouted "Whuh?" 77 89 91

The students turned to look at Mr. Brown. Some of them looked shocked. Some of them looked annoyed. 103 109

"What's the deal, Mr. Brown?" Susan said. "Why did you drop that book?" 122

"I was testing your reflexes," said Mr. Brown. 130

"What?" said Ned. "Did you say test? Do we have a test today? Oh, man! I am going to fail! I totally forgot to study!" 144 155

Mr. Brown smiled. "Don't worry, Ned. This is a test you can pass without even trying!" 168 171

"Cool!" said Ned. "That's my kind of test!" 179

"You see," Mr. Brown explained, "that's the thing about reflexes. You 190
don't have to think about them. A reflex is something you just do without 204
thinking. Sally, when I dropped that book, did you think, Goodness! A loud 217
noise! I think I will show how surprised I am by jumping out of my seat?" 233

"No," said Sally. "I don't remember thinking anything at all." 243

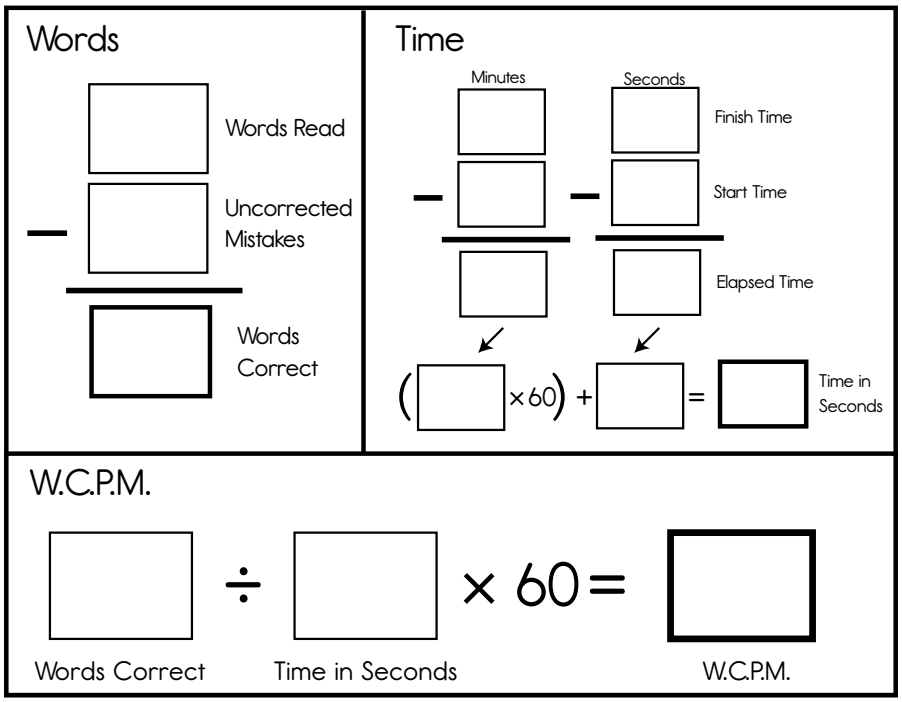
"Exactly," said Mr. Brown. "That's how reflexes work. If you touch 254
a hot stove, you don't want to have to think things out. You want to be 270
able to react right away, without having to think about it. This is one of 285
the ways in which your nervous system keeps you safe. Your nerves are 298
always on the lookout. They react, on their own, to loud noises. They feel 312
vibrations. They sense heat. Your nervous system is like a watchdog that 324
never sleeps. It is always protecting you and your body." 334

W.C.P.M. Calculation Worksheet

Student: _____ Date: _____

Story: *Reflexes*

Total words: 334



Compare the student's W.C.P.M. scores to national norms for Fall of Grade 3 (Hasbrouck and Tindal, 2006):	
W.C.P.M.	**National Percentiles for Winter, Grade 3:**
128	90th
99	75th
71	50th
44	25th
21	10th

Comprehension Total _____/ 4	
Answers Correct	**Level**
4	Independent comprehension level
3	Instructional comprehension level
1-2	Frustration comprehension level
0	Intensive remediation warranted for this student

NAME: _____

DATE: _____

13.3 ACTIVITY PAGE

Our Interconnected Systems

Title:

A description of this system:

_____

_____

_____

_____

_____

_____

How this system works with other systems:

_____

_____

_____

_____

_____

_____

A drawing of the system(s):

My star rating—The chapter was . . .

1 star = not so great **4 stars = awesome!**






Spelling Assessment

As your teacher calls out the words, write them in the correct column.

Part A	Part B
1. _____	6. _____
2. _____	7. _____
3. _____	8. _____
4. _____	9. _____
5. _____	10. _____

Challenge Word: _____

Challenge Word: _____

Dictated Sentences

1. _____

_____

_____

_____

_____

2. _____

_____

_____

_____

_____

NAME: _____

DATE: _____

PP.1 ACTIVITY PAGE

Directions: Write words and phrases and/or draw pictures of the different human body systems and senses.

KWL Chart: Human Body Systems

Skeletal System

K	W	L

NAME: _____

DATE: _____

PP.1 CONTINUED

ACTIVITY PAGE

KWL Chart: Human Body Systems

Muscular System

K	W	L

KWL Chart: Human Body Systems

Nervous System

K	W	L

NAME: _____

DATE: _____

PP.1 CONTINUED

ACTIVITY PAGE

KWL Chart: Human Body Systems

Eyes

K	W	L

NAME: _____

DATE: _____

PP.1 CONTINUED

ACTIVITY PAGE

KWL Chart: Human Body Systems

Ears

K	W	L

NAME: _____

DATE: _____

PP.2 ACTIVITY PAGE

Directions: Write the working title of your narrative at the top of the page. Write the revised sentences from your first draft in three paragraphs to tell the beginning, middle, and end of your narrative.

NAME: _____

DATE: _____

Writing Rubric

4	The narrative piece follows a logical sequence with a clear beginning, middle, and end. Each paragraph contains transition words that connect the paragraphs and the story smoothly. The narrative piece contains appropriate characters, a setting, a plot, and dialogue. Descriptive language captures the reader's attention. The concluding paragraph explains something about the story that the reader has been waiting to find out. There are no errors in grammar, capitalization, or punctuation.
3	The narrative piece follows a logical sequence with a clear beginning, middle, and end. Each paragraph contains transition words that connect the paragraphs and the story smoothly. The narrative piece contains characters, a setting, a plot, and dialogue. Descriptive language captures the reader's attention. The piece has a good concluding paragraph. There are few errors in grammar, capitalization, or punctuation.

2	The narrative piece has a beginning, middle, and end. Paragraphs have few transition words. The narrative piece contains unfitting characters, setting, plot, and dialogue. Descriptive language is minimally used. The piece has a weak concluding paragraph. There are some errors in grammar, capitalization, or punctuation.
1	The narrative piece does not have a clear beginning, middle, and end. The narrative piece contains unfitting characters, setting, plot, and lacks dialogue. Paragraphs completely lack transition words and the story does not flow smoothly. Descriptive language is lacking. The concluding paragraph is missing or ends abruptly. There are many errors in grammar, capitalization, or punctuation.
Teacher Comments:	

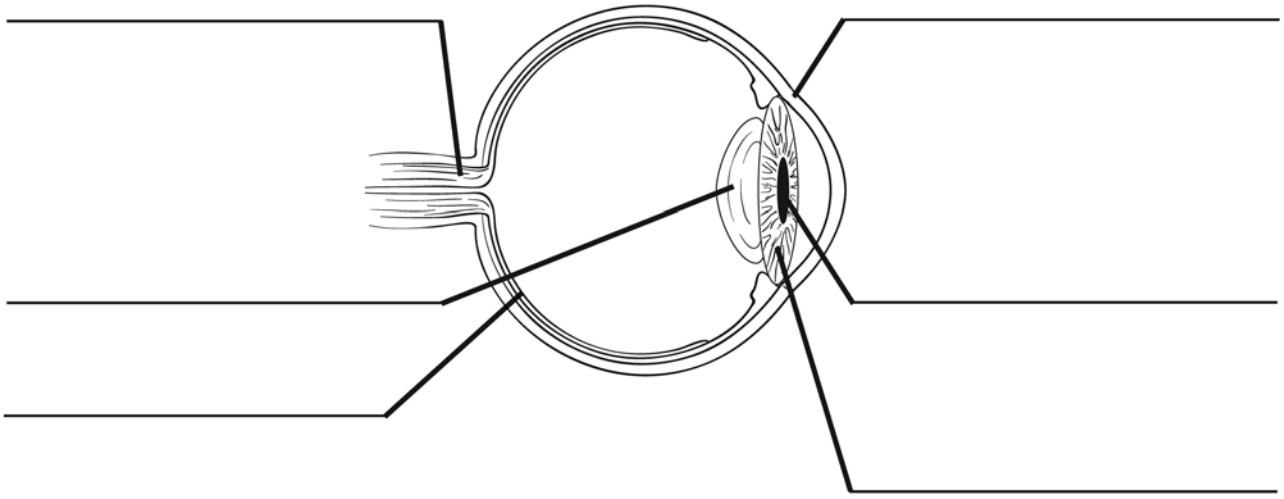
NAME: _____

DATE: _____

PP.4 ACTIVITY PAGE

Directions: Fill in the labels for the parts of the eye using the words in the box.

cornea	iris	pupil
optic nerve	retina	lens



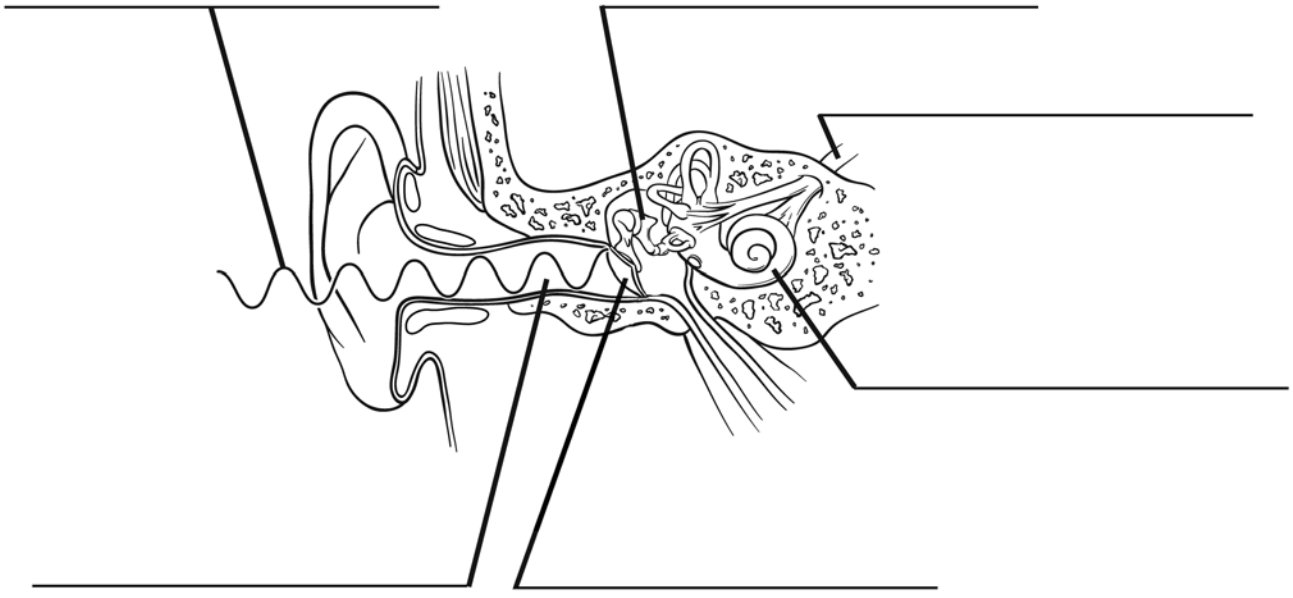
NAME: _____

DATE: _____

PP.5 ACTIVITY PAGE

Directions: Label the diagram of the human ear using the words in the box.

ear canal	sound wave	eardrum
ear bones	auditory nerve	cochlea



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Bluebonnet Learning
K–5 Reading Language Arts

ENGLISH

THE HUMAN BODY:
SYSTEMS AND SENSES
GRADE 3 UNIT 3 | ACTIVITY BOOK

EDITION 1

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