


STUDENT FIRST & LAST NAME: \_\_\_\_\_

SCHOOL: \_\_\_\_\_ GRADE: \_\_\_\_\_ ID# / LUNCH# \_\_\_\_\_

## Christina School District Assignment Board

Grade Level: 3



Week 8 (5.26.20)

	No School	Day 1	Day 2	Day 3	Day 4
ELA	Happy Memorial Day	Read <i>The Wizard of Menlo Park</i> . Write a summary of what you read. Be sure to include the main idea and details.	Read <i>The Wizard of Menlo Park</i> again to increase fluency. Answer questions 1-5.	Read <i>The Wizard of Menlo Park</i> again to increase fluency. Answer the vocabulary questions, 1-7.	Read the Word Study sheet. Use the words to write your own sentences.
Math	Happy Memorial Day	<b>Hours to Minutes Pages 1 &amp; 2</b> <i>Please complete the attached activities titled Hours to Minutes pages 1 &amp; 2</i>	<b>Modeling Egg Carton Fractions</b> <i>Please complete the attached activity titled Modeling Egg Carton Fractions</i>	<b>Telling Time to the Minute Page 1</b> <i>Please complete the attached activity titled Telling Time to the Minute Page 1</i>	<b>Telling Time to the Minute Page 2</b> <i>Please complete the attached activity titled Telling Time to the Minute Page 2</i>
Science	Happy Memorial Day	<b>Blue Iguanas:</b> Think and write your best answer to the following: Suppose you have a green iguana and you want to get bluer iguanas. Which iguana do you think you should pick to have babies with your iguana: a large red one, a small green one, a medium yellow one, a large blue one, a large green one, or a medium green one?  Why do you	<b>From Wolf Dogs to...:</b> The first breeds of dogs were probably medium wolf-like dogs. In China, the emperors long ago wanted to have dogs that could fit in their laps. So when the dogs had babies, they carefully selected the smallest ones and let them breed, continuing to do this for multiple dog generations. They eventually created the Pekingese dog breed. This is called "selection":	<b>Changing Animals by Selection:</b> Selection is a process that humans have not only applied to dogs. For example, they have carefully selected cats from wild cats to be more tame. They have carefully selected farm animals such as cows from aurochs to be dairy producers (milk cows), or muscular (oxen). They have carefully selected chickens that lay bigger eggs. Think and write your best	<b>Create a Future Animal:</b> Now that you know that selection makes it possible to slowly change how animals look over time, write and illustrate your best answer to the following: What's an animal or trait you might like to see in the future? Why do you think that? Make sure to draw a picture of what your animal would look like.

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		think that? What could you do if you wanted to continue breeding bluer iguanas?	 Now that you know how the first small dog breed was created, write your best answer to the following: How do you think we created big dogs, like the Great Dane?: 	answer to the following: How do you think life was different for people before they discovered selection and created all these different breeds of animals (dairy cows, muscular cows, chickens that lay big eggs)? Draw a picture to help illustrate your answer.	
<b>Social Studies</b>	Happy Memorial Day	Complete Activity 5, Letter 4 from the document titled, "Writing the Story of the Past PART 3"	Complete Activity 6 from the document titled, "Writing the Story of the Past PART 3"	Complete Activity 7 from the document titled, "Writing the Story of the Past PART 3"	Complete Activity 8 from the document titled, "Writing the Story of the Past PART 3"

# The Wizard of Menlo Park

This text is adapted from an original work of the Core Knowledge Foundation.

Thomas Alva Edison was born February 11, 1847, in a small, northern Ohio town. He was the last of seven children born to Sam and Nancy Edison. Al, the nickname his friends gave him, was a sickly child. He didn't even attend school until he was eight years old. Because of scarlet fever as a child, Al was left more than partially deaf. His illnesses did not stop his interest in nature. He asked questions that teachers didn't know how to answer: "Why is the sky blue?" or "How does fire work?" He was curious about everything and liked to figure out things on his own.



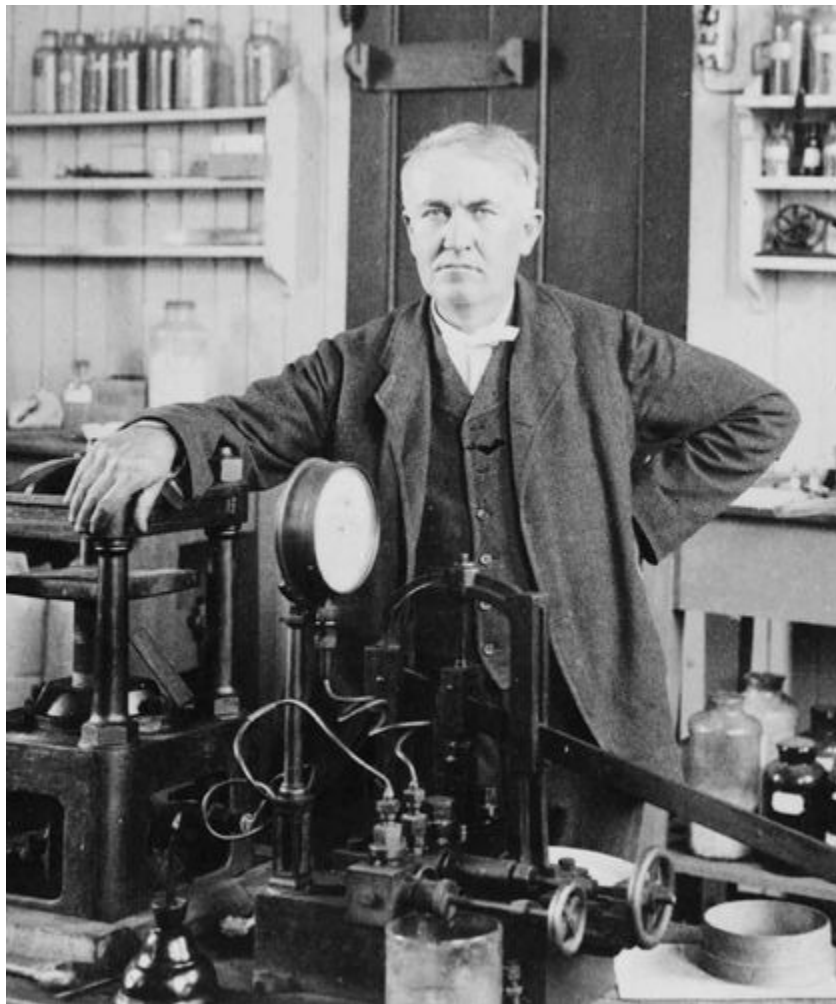
*A photograph of Thomas Edison*

At the age of 12, he worked selling newspapers on the railroad near his home. On the train, he heard people talking about many new ideas and inventions. He learned by listening to their

stories. At 15, Al landed a job working the telegraph machine. He became an expert telegraph operator over the next six years. Even though he was deaf, he could feel the vibration of the wire.

Al liked to work with electric machines. He found a way to make the telegraph faster and sold the idea to Western Union Telegraph Company for \$40,000. With the money he made from the sale, he set up his first lab to continue his experiments.

When the work Al was doing outgrew this lab, he built a bigger lab in Menlo Park, New Jersey. He hired some of the smartest scientists and engineers from around the world to work with him. Much of his early work was on sound. They called him the Wizard of Menlo Park because some of the inventions seemed magical.



*Edison in his lab at Menlo Park*

In this new lab, he discovered a way to make Alexander Graham Bell's new telephone louder.

He sold the patent for his new invention for \$100,000. That was a huge sum of money at the time.

His next invention was the phonograph. He was able to record sound on a cylinder wrapped in tinfoil. He played a version of "Mary Had a Little Lamb" to his fellow scientists. This was the first time anyone was able to listen to recorded music.



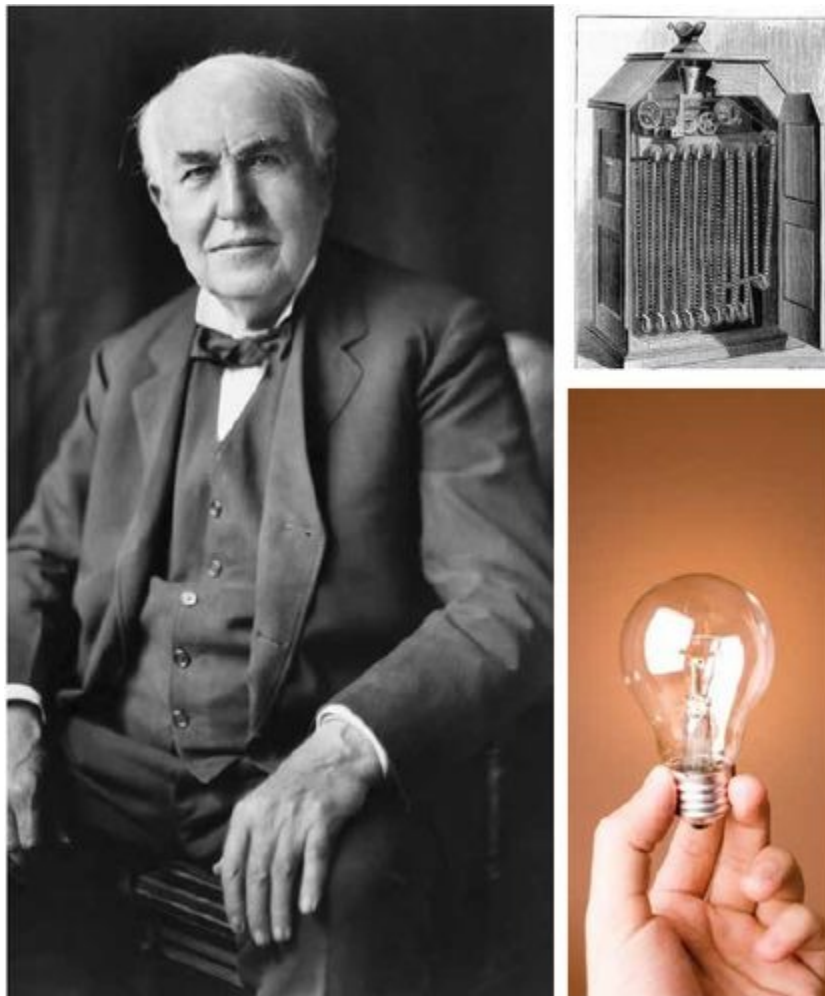
*Thomas Edison with a phonograph, 1878*

The invention that Edison is best known for came next. In 1879, he invented the first incandescent (glowing) electric light bulb. Three years later, he lit up 85 homes at once in New York City and the age of electric light began.

By the time Edison "retired," he had patents on over 1,000 inventions. They include the kinetoscope, which is a machine for showing movies, and the microphone.

What people sometimes forget is that many of Edison's experiments "failed" at first. He

caused explosions at his labs and was forced to start all over many times. However, he kept moving forward each time. He always had a positive attitude. He knew he was closer to his next success!



*Thomas Edison in 1928 and two of his inventions, the kinetoscope and the light bulb.*



Name: \_\_\_\_\_ Date: \_\_\_\_\_

1. What invention is Thomas Edison best known for?

- A. a way to make the telegraph faster
- B. the phonograph
- C. the first incandescent electric light bulb
- D. the microphone

2. This text describes the sequence of Thomas Edison's inventions. What was his first invention?

- A. a way to make the telegraph faster
- B. the phonograph
- C. the first incandescent electric light bulb
- D. the microphone

3. Thomas Edison's inventions had an important effect on a lot of people. What evidence from the text supports this conclusion?

- A. "He found a way to make the telegraph faster and sold the idea to Western Union Telegraph Company for \$40,000."
- B. "When the work Al was doing outgrew this lab, he built a bigger lab in Menlo Park, New Jersey. He hired some of the smartest scientists and engineers from around the world to work with him."
- C. "He was able to record sound on a cylinder wrapped in tinfoil. He played a version of 'Mary Had a Little Lamb' to his fellow scientists."
- D. "In 1879, he invented the first incandescent (glowing) electric light bulb. Three years later, he lit up 85 homes at once in New York City and the age of electric light began."

**4.** Read these sentences from the text.

He was curious about everything and liked to figure out things on his own.

[. . .]

What people sometimes forget is that many of Edison's experiments "failed" at first. . . . However, he kept moving forward each time.

Based on this evidence, what inference can be made about Thomas Edison as a person?

- A. He asked many questions and worked hard to answer them.
- B. He asked many questions and failed to answer them.
- C. He asked many questions but forgot about them.
- D. He didn't ask questions, but he worked hard.

**5.** What is the main idea of this text?

- A. Thomas Edison was called the Wizard of Menlo Park because his inventions seemed magical.
- B. Thomas Edison was a curious and determined inventor who made many important inventions.
- C. Thomas Edison was an expert telegraph operator even though he could not hear well.
- D. Many of Thomas Edison's experiments failed at first, but some of them succeeded.



Name: \_\_\_\_\_ Date: \_\_\_\_\_

1. What is a meaning of the word **discover**?

- A. find unexpectedly
- B. make reference to
- C. include or contain

2. What is another meaning of the word **discover**?

- A. propel through the air
- B. see for the first time
- C. assemble or get together

**Please use each answer choice only once. Choose the one word that best completes the sentence.**

3. Scientists \_\_\_\_\_ an object at the edge of our solar system.

- A. discovering
- B. discovers
- C. discoveries
- D. discovered
- E. discover
- F. discovery
- G. discoverer

4. I don't think we shall \_\_\_\_\_ anything that's good, or very hopeful.

- A. discovering
- B. discovers
- C. discoveries
- D. discovered
- E. discover
- F. discovery
- G. discoverer

5. It may take many years to make a \_\_\_\_\_!

- A. discovering
- B. discovers
- C. discoveries
- D. discovered
- E. discover
- F. discovery
- G. discoverer

6. These \_\_\_\_\_ do not happen by accident.

- A. discovering
- B. discovers
- C. discoveries
- D. discovered
- E. discover
- F. discovery
- G. discoverer

7. Each one of them is about \_\_\_\_\_ the unknown.

- A. discovering
- B. discovers
- C. discoveries
- D. discovered
- E. discover
- F. discovery
- G. discoverer

### Word Study Warm Up (1-2 minutes)

When a vowel is followed by *r*, the two sounds are tied together. The /ar/ sound in dark is usually spelled *ar*. Two common spellings for the /or/ sound in *store* are *or* and *ore*.

restore	chore	forest
thorn	stork	barking
north	March	artist

### Fluency sentences (1-2 minutes)

1. We will restore the old car to look like new.
2. Washing dishes is my chore.
3. There are lots of trees in the forest.
4. The rose had a sharp thorn.
5. The stork flew to its nest.
6. We heard the dog barking.
7. Canada is north of the United States.
8. March is the third month of the year.
9. A painter is a kind of artist.

NAME \_\_\_\_\_

DATE \_\_\_\_\_

**Hours to Minutes** page 1 of 2

**1** There are 60 minutes in an hour. Use that information to help solve the word problems below. For each problem:

- Write an equation to match each problem and solve it.
- Write the answer on the line.

**a** James stayed at the After-School club for 2 hours on Tuesday. How many minutes was James at the After-School Club?

James was at the After-School Club on Tuesday for \_\_\_\_\_ minutes.

**b** Kara babysat her little cousin from 4:00 p.m. to 7:00 p.m. on Saturday. How many minutes did she babysit her little cousin?

Kara babysat her little cousin for \_\_\_\_\_ minutes.

**c** Carlos started his chores at 9:30 a.m. He finished at 11:30 a.m.. How many minutes did he spend doing his chores?

Carlos spent \_\_\_\_\_ minutes doing chores.

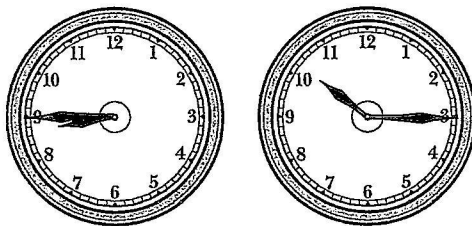
*(continued on next page)*

NAME \_\_\_\_\_

DATE \_\_\_\_\_

**Hours to Minutes** page 2 of 2

- 2** Mrs. Ramos went out shopping at the time shown on the first clock. She came back at the time shown on the second clock.



- a** How many hours was Mrs. Ramos out shopping? How did you figure it out?
- b** How many minutes was Mrs. Ramos out shopping? Use numbers, labeled sketches, or words to solve the problem. Show your work.

- 3** Fill in the lines with the missing numbers.

$3 \times 40 = \underline{\hspace{2cm}}$

$6 \times 60 = \underline{\hspace{2cm}}$

$3 \times 20 = \underline{\hspace{2cm}}$

$5 \times 50 = \underline{\hspace{2cm}}$

$60 \times \underline{\hspace{2cm}} = 300$

$4 \times \underline{\hspace{2cm}} = 120$

$20 \times \underline{\hspace{2cm}} = 80$

$30 \times \underline{\hspace{2cm}} = 210$

$50 \times \underline{\hspace{2cm}} = 150$

- 4 CHALLENGE** Are the expressions below equal? If they are, put an = sign in the space. If they aren't, put  $\neq$  in the space. (The symbol  $\neq$  means not equal.)

$30 \times 60 \underline{\hspace{1cm}} 2 \times 90$

$40 \times 3 \underline{\hspace{1cm}} 20 \times 4$

$60 \times 4 \underline{\hspace{1cm}} 80 \times 3$

NAME \_\_\_\_\_

DATE \_\_\_\_\_



## Modeling Egg Carton Fractions

- 1 Use your egg carton, yarn, and tiles to build a model of each fraction. Then draw a sketch of each fraction you build.

Build this fraction.	Sketch your model.
<b>ex</b> $\frac{1}{2}$	
<b>b</b> $\frac{1}{4}$	

Build this fraction.	Sketch your model.
<b>a</b> $\frac{1}{3}$	
<b>c</b> $\frac{1}{6}$	

- 2 Which is more,  $\frac{1}{4}$  of a dozen cookies or  $\frac{1}{3}$  of a dozen cookies?

**a** How many more cookies is that?

**b** How do you know? Use labeled sketches, numbers, or words to explain your answer.

- 3 Complete the equations.

$8 + \boxed{\phantom{00}} = 12$

$12 - \boxed{\phantom{00}} = 9$

$3 \times \boxed{\phantom{00}} = 12$

$2 \times \boxed{\phantom{00}} = 12$

$\boxed{\phantom{00}} + 5 = 12$

$4 \times \boxed{\phantom{00}} = 16$

$12 \div 4 = \boxed{\phantom{00}}$

$12 - \boxed{\phantom{00}} = 2$

$16 \div 2 = \boxed{\phantom{00}}$

$12 \div \boxed{\phantom{00}} = 6$

$12 + \boxed{\phantom{00}} = 18$

$16 - \boxed{\phantom{00}} = 12$

- 4 **CHALLENGE** Write six different equations that each have 12 for an answer. You can use addition, subtraction, multiplication, or division, and numbers up to 1,000.

NAME \_\_\_\_\_

DATE \_\_\_\_\_



# Telling Time to the Minute page 1 of 2

1 Fill in the circle next to the time shown on each clock.

<input type="radio"/> 5:47 <input type="radio"/> 4:45 <input type="radio"/> 4:47 <input type="radio"/> 5:50		<input type="radio"/> 10:30 <input type="radio"/> 10:28 <input type="radio"/> 11:28 <input type="radio"/> 12:30	
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2 Write the time shown on each clock.

 _____ : _____	 _____ : _____
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3 Circle the digital clock that shows the same time as this analog clock.

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4 **CHALLENGE** What fraction of a clock is represented if the hands are at 12 and 3?

(continued on next page)



NAME \_\_\_\_\_

DATE \_\_\_\_\_

**Telling Time to the Minute** page 2 of 2

Show your work when you solve these problems.

- 5** Konnel is saving money to buy a chemistry set. He has saved \$50 so far. That's  $\frac{1}{3}$  of the cost of the chemistry set.

**a** How much does the chemistry set cost?

**b** How much more money does Konnel need to save to have  $\frac{1}{2}$  the cost of the chemistry set?

- 6 CHALLENGE** In marathon swimming, athletes swim distances of 10 km or more. Just like in running, swimmers can swim half-marathons and quarter-marathons as well.

**a** If a marathon swim is 10 km, how many meters would you swim in a half-marathon?

**b** How many meters would you swim in a quarter-marathon?

### Writing the Story of the Past - PART 3

Benchmark Standard	History 2a: Students will use artifacts and documents to gather information about the past. History 3a: Students will understand that historical accounts are constructed by drawing logical inferences from artifacts and documents.
Grade Band	2-3
Vocabulary / Key Concepts	Analyze; conclusion; inference

*~This is a part of the DRC Unit "Writing the Story of the Past" - Modified by CSD for use at home~*

#### ACTIVITY 1

Observe each photograph one by one. Then analyze each photograph using the "Analyze a Photograph" document from the National Archives. Since each photograph (there are 4) is supposed to be analyzed and there is only one "Analyze a Photograph" document, use a separate sheet of paper to write your answers on. The national Archives "Analyze a Photograph" document is on page 3.



#### PHOTOGRAPH 1

Farm of W.W. Potts, Cat Creek, Custer County, Nebraska; [Solomon D. Butcher](#); 1888

Source: American Memory – Prairie Settlement: Nebraska Photographs and Family Letter, 1862-1912



#### PHOTOGRAPH 2

H.E. Hyatt, southeast Custer County, on Cat Creek; [Solomon D. Butcher](#); 1888 or 1889

Source: American Memory – Prairie Settlement: Nebraska Photographs and Family Letter, 1862-1912



### PHOTOGRAPH 3

H.E. Hyatt, southeast Custer County, on Cat Creek; [Solomon D. Butcher](#); 1888 or 1889

Source: American Memory – Prairie Settlement: Nebraska Photographs and Family Letter, 1862-1912



### PHOTOGRAPH 4

W.P. Hyatt, Cat Creek or Elk Creek in Southeast Custer County, Nebraska; [Solomon D. Butcher](#); 1888

Source: American Memory – Prairie Settlement: Nebraska Photographs and Family Letter, 1862-1912

## Analyze a Photograph



### Meet the photo.

What do you see?

Is the photo?

☐ BLACK  
AND  
WHITE

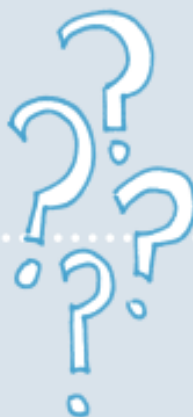
☐ COLOR

Is there a caption?

☐ YES

☐ NO

If so, what does the caption tell you?



### Observe its parts.

Circle what you see in the photo.



PEOPLE



OBJECTS



BOTH

What are the people doing in the photo?

What are the objects used for in the photo?

Write two words that describe the photo.

### Try to make sense of it.

Who do you think took this photo?

Where do you think this photo was taken?

List something that helps you prove where it was taken.

Why do you think the photo was taken?

How does this photo compare to modern times?

### Use it as historical evidence.

Where do you think we could find out more information about the people or objects in the photo?



## ACTIVITY 2

Use your analyses of each photograph to help answer the following questions:

1. What do these photographs have in common?

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2. Why do you think these photographs were taken?

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3. What conclusions can be made?

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4. What inferences can be made?

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## ACTIVITY 3

Based upon the information from the photos, write a brief history of life in Custer County, Nebraska during the late 1800s. (By analyzing the photographs, you should have noticed all of the photos took place in Custer County, Nebraska). After your summary is written, use two different colored highlighters and highlight the statements that are conclusions in one color and highlight in a different color the statements that are inferences. If you don't have two different colors, circle the conclusion statements and underline the inferences.

After you are finished writing your brief history and highlighting the conclusions and inferences, write two questions that still remain regarding life in Custer County, Nebraska during the late 1800s.

## ACTIVITY 4

Check for Understanding:

5. How can these artifacts be used to help historians write the history of the past? Explain your answer.

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## ACTIVITY 5

Read each letter. Then analyze each diary using the "Analyze a Written Document" form from the National Archives. Since each letter is supposed to be analyzed and there is only one "Analyze a Written Document" form, use a separate sheet of paper to write your answers on. The national Archives "Analyze a Written Document" is on page 6.

## LETTERS:

### **LETTER 1 - Letter from Mattie V. Oblinger to Thomas Family, April 25, 1874 (Modified Version)**

Today I cleaned the house. First I swept the floor and then washed the dishes. Then I cleaned all of the windows and doors. Last Wednesday I polished the tin dishes that we use. My mother wondered how to do that since we live in Nebraska and don't have stores to buy cleaning supplies. We used to use sand from the creek in Indiana, but there is no creek here. Instead, I scrub them with sand that comes out of Mr. Powell's well. I also use sand to scrub the table. I tried ash on the table that we brought with us, but I can't get it the color that I want it.

Adapted from: American Memory – Prairie Settlement: Nebraska Photographs and Family Letter, 1862-1912

### **LETTER 2 - Letter from Giles S. Thomas to Thomas Family, July 23, 1876 (Modified Version)**

My four horses pulled the corn planter and I planted nineteen acres of corn in one day. I started when the sun came up or a little after.

Adapted from: American Memory – Prairie Settlement: Nebraska Photographs and Family Letter, 1862-1912

### **Letter from Giles S. Thomas to Thomas Family, April 30, 1881 (Modified Version)**

I am planting sixty acres of my farm and have had every foot of it to plow. I am doing it all by myself and with the help of my two horses. Ten acres were planted with wheat and ten acres were planted with oats. Last year 20 Acres of wheat were destroyed during a hail storm. So in June I did not have any thing to cut but left enough wheat on the ground to seed it...

Adapted from: American Memory – Prairie Settlement: Nebraska Photographs and Family Letter, 1862-1912

### **LETTER 3 - Letter from Stella Oblinger to Rhoda Bacon, Lucy Bacon, Sadie Oblinger, and Nettie Oblinger, April 24, 1887 (Modified Version)**

Maggie and I started school two weeks ago. I like my teacher, Miss Cora Evans. What is your teacher's name? I study level five reading, math, spelling, geography and history. What do you and Lucy study? Does your brother Len go upstairs in the school yet? Our schoolhouse is made out of sod and is the same size as our house. There are eleven students who come to our school we have to walk one and a half miles to get there.

Adapted from: American Memory – Prairie Settlement: Nebraska Photographs and Family Letter, 1862-1912

### **LETTER 4 - Letter from Uriah W. Oblinger to Thomas Family, January 4, 1883 (Modified Version)**

I am now chopping and sawing wood for a living when work is offered. Our winter is cold with about ten inches of snow on the ground. For over two weeks it has been from 50 to 250 below zero. We are getting used to it by now and don't think that much about it... I have lost both crops with hail storms so I now work all day to support my family, but the days are so short here in this northern country that a man can not do much unless he uses every minute of it to the best of his ability.

Source: American Memory – Prairie Settlement: Nebraska Photographs and Family Letter, 1862-1912



## Analyze a Written Document



### Meet the document.

Are there any special markings on the document? Circle all that apply.



STAMP



POSTMARK



HANDWRITTEN  
NOTE



OFFICIAL  
SEAL



SPECIAL  
LETTERHEAD



OTHER

Is it handwritten or typed?



Write down any words that you don't know.  
Then look up the definitions.



### Try to make sense of it.

What is the main idea of the document?

List two quotes (words from the document)  
that help support the main idea.

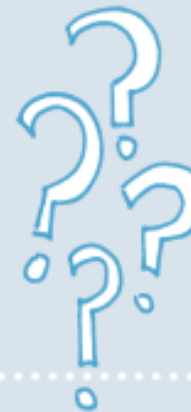
Why do you think this document was written?

### Observe its parts.

Who wrote this document?

What is the date of the document?

Who read or received this document?



### Use it as historical evidence.

Where do you think you could find out more information about  
the persons who wrote or received this document?

Where do you think you could find out more information about this event?





## ACTIVITY 6

Use your analyses of each document (diary entry) to help answer the following questions:

1. What do these documents have in common?

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2. Why do you think these documents were taken?

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3. What conclusions can be made?

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4. What inferences can be made?

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## ACTIVITY 7

Based upon the information from the diary entries, write a brief history of life in Custer County, Nebraska during the late 1800s. (By analyzing the diary entries, you should have noticed all of the photos took place in Custer County, Nebraska). After your summary is written, use two different colored highlighters and highlight the statements that are conclusions in one color and highlight in a different color the statements that are inferences. If you don't have two different colors, circle the conclusion statements and underline the inferences.

After you are finished writing your brief history and highlighting the conclusions and inferences, write two questions that still remain regarding life in Custer County, Nebraska during the late 1800s.

## ACTIVITY 8

Check for Understanding:

5. How can these documents be used to help historians write the history of the past? Explain your answer.

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6. Compare the photographs with the diary entries. Did you learn different information of what life was like in Custer County, Nebraska during the late 1800s? Explain your answer.

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7. In your opinion, to get a complete understanding of what life was like in Custer County, Nebraska in the late 1800s, do you think historians should use the photographs or the diary entries or both? Explain why.

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