



# *At Home Learning Resources*

## **Grade 3 - Week 11**

*Get Counted*  
**2020 Census**

The Census starts in April  
More info | [www.2020census.gov](http://www.2020census.gov) | Job opportunities

### How to take the 2020 Census

Online      Phone      Mail

### Why it matters

<b>Federal funding</b> For local programs and organizations	<b>Better planning</b> For roads, schools, healthcare and emergency services
<b>Determines representation</b> In Congress and the state legislature	<b>Helps businesses</b> Locate factories and stores, recruit employees and conduct market research

**Shape your future**  
**Your community, your voice**

<https://2020census.gov/>

## Grade 3 ELA Week 11

All previous activities, as well as other resources can be found on the Lowell Public Schools website: <https://www.lowell.k12.ma.us/site/Default.aspx?PageID=3799>

This week continues a focus on fiction reading and narrative writing. Your child should be reading, writing, talking and writing about reading, and working on exploring new vocabulary each week.

**Reading:** Students need to read each day. They can read the text included in this packet and/or read any of the fiction books that they have at home, or can access online at Epic Books, Tumblebooks, Raz Kids, or other online books. All resources are on the LPS website. There is something for everyone.

**Talking and Writing about Reading:** As students are reading, they can think about their reading, then talk about their reading with a family member and/or write about their reading using the prompts/questions included.

**Writing:** Students will continue working on narrative stories for the next weeks. The resources in this packet will be the same for next week for writing as well. These resources are charts with examples to help your child write. They are available online in an interactive form with video tutorials here: [Grade 3 Narrative Writing Choice Board](#). Click on the images to watch the video tutorials. This writing should last throughout the weeks. Students will be planning their writing, then writing, then making it even better by revising, writing some more, and at the end, fixing it up by editing. Your child might write 1 narrative and work to refine it throughout, or might write multiple stories, getting better each time.

**Word Work:** Students can work on learning new vocabulary words using clues in the text. Students can choose any words they find in their reading.

When reading fiction texts, think about the following. Stop and jot, and respond in writing as you are reading or when you are done.

# Readers Understand a Story by...

Ask early in the story: "What is this story about?"



Track the character's problems—and reactions to these



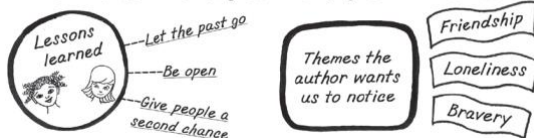
Notice how the character is tested during a story's climax.



Connect ideas you've had about the book.



Explore the lessons learned and the themes



Writing Long about a Theory



# The Champion of Quiet

By Tracy Stewart  
2015

*Tracy Stewart has written for Highlights. In this short story, a quiet girl volunteers to be a team captain in gym class. As you read, identify who Maggie chooses as teammates and the different reasons for choosing them.*

[1] It was a Tuesday, and Maggie hated Tuesdays.

Tuesdays meant one thing: gym class.

Gym class meant one thing: picking teams.

Picking teams meant one thing: Maggie would be picked last.

[5] As always.

Maggie was a new student that year in a class of champions. To help herself remember the other kids, she'd come up with a special title for each one.

There was Kevin, Champion of the Clean Desk; and Linnie, Champion of Knowing the Answer First; and Caroline, Champion of Tardy.<sup>1</sup> And so on.

She'd had to think long and hard to figure out her own special title. After five whole weeks of school, Maggie had decided.

She was the Champion of Quiet.

[10] The Champion of Quiet sat on the gym floor, sandwiched between the Champion of Daydreaming and the Champion of Goofy Jokes. Maggie felt blue. She knew what was coming. She considered changing her title to Champion of Last Pick.

Mr. Murphy, the gym teacher, asked for volunteers to pick the basketball teams.

The usual hands shot into the air.

Maggie sighed and glanced to her right. She caught the eye of Jasmine, Champion of Cursive J's. Maggie thought she might like to be Jasmine's friend but never felt brave enough to talk to her.



*"I pick Jasmine" by Paula Becker is used with permission.*

Looking at Jasmine, Maggie realized that Jasmine seemed a little blue, too. Maggie thought, I'm not the only one picked last. Sometimes Jasmine is picked last, too.

[15] With that, the Champion of Quiet had an idea.

Mr. Murphy asked, "Anyone else want to volunteer today?"

Maggie felt her hand slowly rise. She looked again at Jasmine and took a big breath.

Maybe it was time for the Champion of Quiet to use her voice.

"Maggie?" Mr. Murphy smiled. "You want a turn?"

[20] Do I? Maggie wondered. "Yes," she said.

The class murmured. Maggie leading a team?

"Yes," she answered again, louder this time. Her voice shook just a little.

"What's stopping you, then?" Mr. Murphy waved Maggie to the front of the gym, where the other three captains — Champion of Jumping Rope on One Foot, Champion of Never Misses a Shot, and Champion of Doesn't Know How to Lose — stood, ready to choose their teams.

"Maggie, you get first pick," said Mr. Murphy.

[25] "Jasmine," announced the Champion of Quiet.

The class snickered.<sup>2</sup> Was this a joke? More than once, Jasmine had tried to score on the wrong basket.

Maggie smiled and repeated, "Jasmine."

Eyes wide, Jasmine took her place beside Maggie.

The other three captains called out familiar names — the best players on the basketball court.

[30] It was Maggie's turn again. "I choose Jamie."

Jamie, Champion of the Untied Shoelace. Jamie could not dribble, throw, or catch. He knew what it felt like to be the last pick.

But not today.

Jamie jogged to stand next to Jasmine. He tripped only once. The class sat in shock.

So it went. The names flowed from Maggie's mouth, sounding sure and strong. The stronger she sounded, the stronger she felt.

[35] Three very talented teams took shape.

And then there was Maggie's team.

Maggie looked at her teammates. There stood Jasmine and Jamie, plus Gillian (Champion of Hugs) and George (Champion of Very Big Musical Instrument). They were grinning at Maggie.

Maggie grinned back. I have chosen the worst team in the history of the world, she thought.

The Champion of Quiet walked onto the court with her team close behind, ready to face players who were bigger and better.

[40] Game on!

The basketball slipped through Jamie's fingers, skated around Jasmine, dribbled itself away from George and Gillian, and bounced off Maggie's head — twice. Their laughter echoed throughout the gym.

Clutching the ball and out of breath from running and giggling, Maggie heard Jasmine call out, "Mags! Pass the ball to me!"

I have a nickname, Maggie thought happily. She threw the ball to Jasmine.

Of course, Jasmine missed. They were indeed the Worst Team in the History of the World.

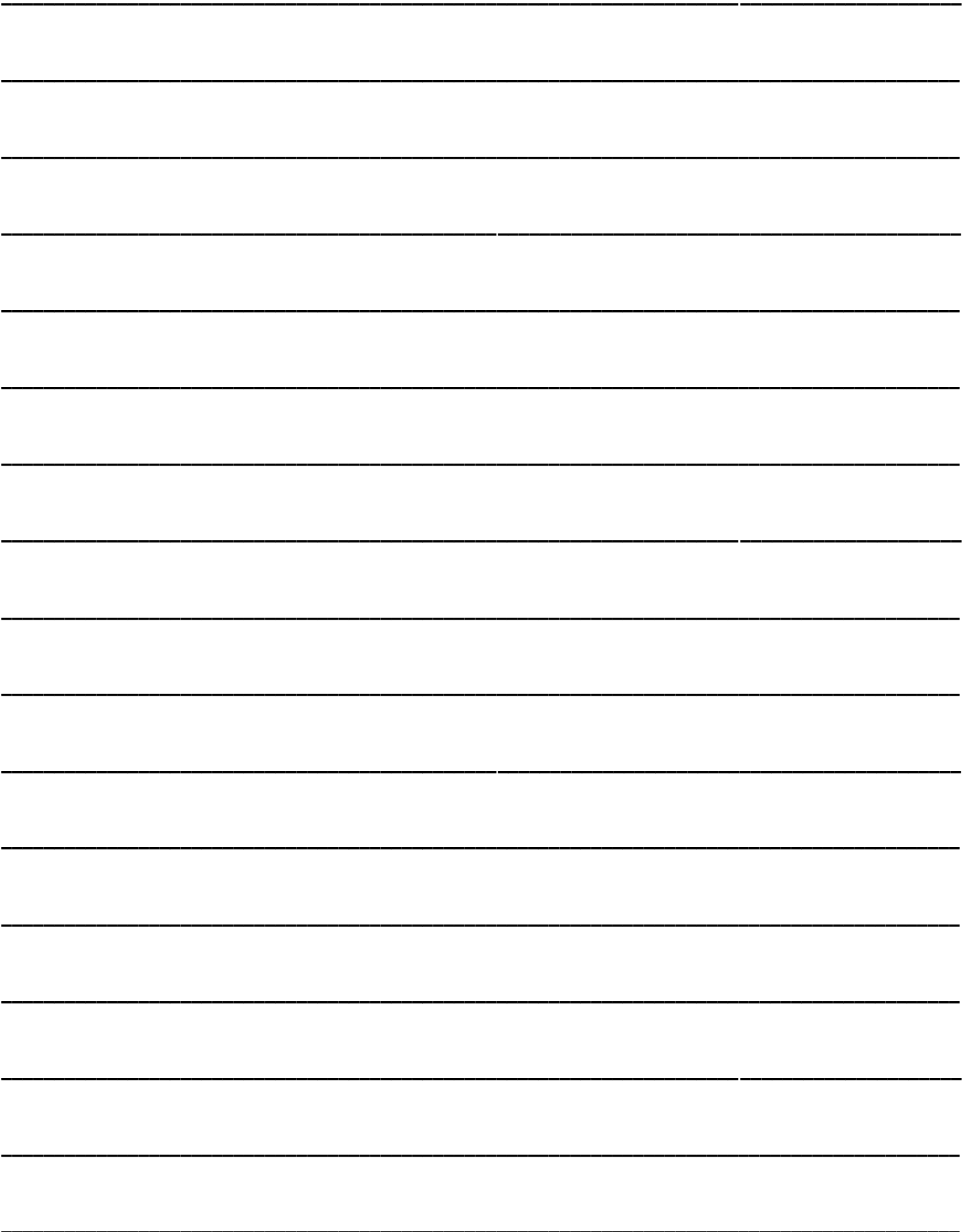
[45] And they did what any Worst Team would do. They lost. They lost big.

But losing a basketball game doesn't make you a loser; Maggie knew that much. Maggie grinned at her team. We are, officially, the Champions of No Score, she thought. Awesome.

The Champion of Quiet walked off the court with her new friends. And as the group made plans to sit together at lunch, Maggie was no longer surprised to hear her own voice joining the noisy chorus.<sup>3</sup>

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Grade 3 Narrative Writing Choice Board - Visit the online option for an interactive board with tutorials. Use the anchor charts to help you write your own true, narrative story.

# Crafting True Stories

## Finding Ideas for True Stories


Make a mental movie of what happened, telling it in small detail, bit by bit.

Try different leads for your story.

**Revise!**

- Try what other authors have done.
- Develop the heart of the story.

Bring out the internal story.



Revise

Edit

## Finding Ideas for True Stories

Mom

List Small Moments

- The time she tried to teach me how to knit
- The time she took me to my first concert... that was a fun day!
- The time she made me wear curlers to school :(
- The time when I broke her trust...not a good day!

Think of a person who matters to you.

Think of a place that matters to you.

List small moments

Map small moments

Choose One Person or Place

Place

- Long Lake
- Martha's Vineyard
- Mt. Desert Island

Map Small Moments

- The day I got up on the paddle board
- Fourth of July Parade
- Sunrise on the lake
- Opening up

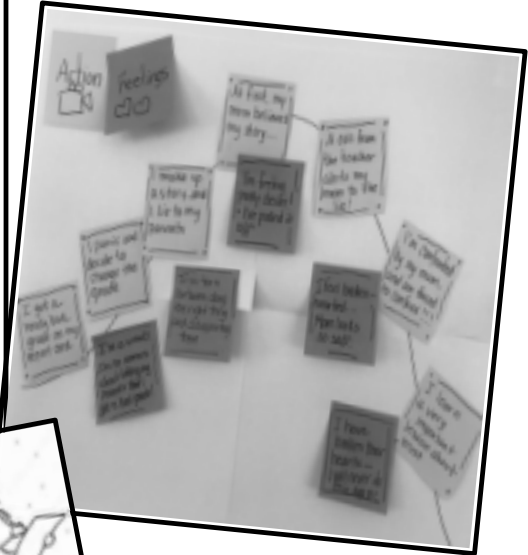
Make a mental movie of what happened, telling it in small detail, bit by bit.



The Big Fourth Grade Lie  
 There I was in Mrs. Quinlan's fourth grade classroom. Anxiously waiting for the teacher to call my name. My stomach flipped and flopped dozens of butterflies making their way through my belly. Beatriz Cuesta "she called". I got up from my chair, and slowly reached for the yellow envelope resting on her old wooden desk stacked neatly in alphabetical order. I had returned to my seat, and with great hesitation methodically lifting the corners of the envelope. I yanked the report card out from the envelope. My eyes were immediately drawn to the grades on the left hand corner of the page...there it was a big fat D. Never before had I gotten such a horrible grade on anything. What would I do?

Writers remember to use your storytelling voice!

Help the reader feel like they're in the story by including actions thoughts and feelings.



Try different leads for your story.



Dialogue

My teacher always said,

"Stories are everywhere!"



Dialogue

"Come on, rain!" I say,  
 squinting into the endless heat.

Mamma lifts a listless vine and sighs.  
 "Three weeks and not a drop,"  
 she says, sagging over her parched plants.



Setting



My brother and our mother and I all lived with my grandparents on their farm in Union City, Michigan.

Now my babushka, my grandmother, knew lots of things. She knew just how to tell a good story. She knew how to make ordinary things magical. And she knew how to make the best chocolate cake in Michigan.

After she told my brother and me a grand tale from her homeland, we'd always ask, "Bubbie, is that true?"

She'd answer, "Of course is true, but it may not have happened!" Then she'd laugh.

Notice how I used what I learned from looking at our mentor text to lead my story by introducing the **setting**.

### The Big Fourth Grade Lie

There I was in Mrs. Quinlan's fourth grade classroom. Anxiously waiting for the teacher to call my name. My stomach flipped and flopped dozens of butterflies making their way through my belly. Beatriz Cuesta "she called". I got up from my chair, and slowly reached for the yellow envelope resting on her old wooden desk stacked neatly in alphabetical order. I had returned to my seat, and with great hesitation methodically lifting the corners of the envelope. I yanked the report card out from the envelope. My eyes were immediately drawn to the grades on the left hand corner of the page...there it was a big fat D. Never before had I gotten such a horrible grade on anything. What would I do?

Try different leads for your story.



How would I face my parents? Feeling terrified, I got the brilliant idea to change the grade on my report card. I was torn by my decision. On the one hand I was distraught at the thought of lying to my parents who trusted me, and who had always put their faith in my doing the right thing. On the other hand there was this horrible grade. They would be so disappointed in me, and life as I knew it would be over...I probably be grounded for life.

That afternoon, as was typical, I strolled in through the back door. I handed mom the envelope, and in my calmest voice the lie just rolled off my tongue. Mom Mrs. Quinlan asked me to mention that she had made a last minute mistake on my report card, and that it might look a little messy. I felt horrible, but amazed that I had pulled this off.

No questions just this sort of genuine acceptance from my mother. The next morning I prepared to go to school. Mom and dad wished me a good day "keep up the good work kiddo". As I walked

### Revise!

•Try what other authors have done.  
•Develop the heart of the story.

Revision is not about fixing errors, it's about adding more to the heart of your story just like Karen Hesse!

Write how people talk  
**BREATHE, MURMUR, SHOUT!**

"It's going to rain," I whisper.

"Put on your suit and come straight over."

Sweat trickles down her neck and wets the front of her dress and under her arms.

Use Descriptive Details

Mamma presses the ice-chilled glass against her skin.

Put In Exact Words People Say:

"Is there thunder?" Mamma asks.

"No thunder," I say.

"Is there lightning?" Mamma asks.

"No lightning," Jackie-Joyce says.

"You stay where I can find you," Mamma says.

"We will," I say.

Write the story bit by bit!

Mamma sinks onto a kitchen chair and sweeps off her hat.

to school, I thought about their reaction. They trusted my word. They never doubted that I was telling anything but the truth. As awful as I felt I carried on.

My stomach was turning flipping and flopping, My heart thumping kind of it feels when you have the bass turned up really loud on the radio. I was panicking. I told myself to calm down. I had already done the hard part.

I arrived at school. I put my things away, and nonchalantly placed the signed envelope on the teacher's desk. She thanked us all for our prompt returns, and it was business as usual. With each passing hour I was convinced that all had gone well. I had managed to fool everyone.

That afternoon when I arrived home, I was as happy as a pig in mud. I greeted my mom, who was sitting on the couch with a huge hug. At the time it didn't dawn on me that it was unusual for her to be sitting on the couch. She was always flitting around getting ready for supper. "Betty" she said, "It was your day"? Oh fine! Is there anything you want to talk about? Anything new?

Include dialogue!

"Not really mom". At that very moment my mother released her arm that had been tucked behind her back. I hadn't noticed because I had been so preoccupied. In her hand was the yellow envelope.

Suddenly, the walls began to close in on me. My mind was spinning so fast. What had I done? I could see the overwhelming sadness in my mother's eyes. She was so disappointed. When I told her about Mrs. Quinlan's mistake she hadn't questioned me. "I trusted you," she said. "You have never given us a reason to doubt your word, but know you have."

It takes years to build the kind of relationship where you feel trusted by others when your word means something. With one lie I destroyed the trust that my parents had in me. It was going to take a long time before I would be worthy of their trust again.

I had lost my parents trust. From that day forward, and for what seemed like a very long time after that, my word wasn't going to be good enough.

Revise!  
•Try what other authors have done.  
•Develop the heart of the story.

Tell your story bit by bit. Use descriptive details

Remember to include the heart of your story. Ask yourself...why is this story important to tell

Bring out the internal story.

"I noticed..."  
"I thought..."  
"I wondered..."



Now, I knew that she loved me all right, but I couldn't quite understand how she could even like my older brother, Richard. He had

Authors do not just add what characters say out loud, but what they say in their head as well!



I stare out over rooftops,  
past chimneys, into the way off distance.  
And that's when I see it coming,  
clouds rolling in,  
gray clouds, bunched and bulging under a purple sky.

A creeper of hope circles 'round my bones.  
"Come on, rain!" I whisper.



I thought, I'll never be a great writer like Daisy.



Writers, let me share with you a couple of ways that I showed how I was feeling as I wrote my story. Notice I used words like **I thought** or **I realized** to show the reader what I was thinking in my head.

to school, **I thought** about their reaction. They trusted my word. They never doubted that I was telling anything but the truth. As awful as I felt I carried on.

My stomach was turning flipping and flopping, My heart thumping kind of it feels when you have the bass turned up really loud on the radio. I was panicking. I told myself to calm down. **I had already done the hard part.**

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I had lost my parents trust. From that day forward, and for what seemed like a very long time after that, **I realized** that my word wasn't going to be good enough.

Narrative Writing Checklist		Grade 3	
STRUCTURE			
Overall	I told the story off by off.	Did I do it like a first grader?	
Lead	I wrote a beginning in which I helped readers know who the characters were and what the setting was in my story.	Yes	No
Transitions	I told my story in order using phrases such as a little later and after that.	Yes	No
Ending	I chose the action, talk, or feeling that would make a good ending and worked to write it well.	Yes	No
Organization	I used paragraphs and stopped them to separate what happened first from what happened later (and finally) in my story.	Yes	No

Use this checklist as you revise. Look over your writing with the lens of a reader. Add, change, or make your draft even better!

# Revise

Narrative Writing Checklist (continued)		Grade 3	
DEVELOPMENT			
Did I do it like a first grader?			
Elaboration	I worked to show what happened to lend to my characters.	Yes	No
Detail	I not only told my story, but also wrote in ways that got readers to picture what was happening and that brought my story to life.	Yes	No

Narrative Writing Checklist (continued)

Grade 3

LANGUAGE CONVENTIONS

		Did I do it like a first grader?			
		Yes	No	Not sure	
Spelling		I used what I knew about spelling patterns to help me spell and edit before I wrote my final draft.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		I got help from others to check my spelling and punctuation before I wrote my final draft.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Punctuation		I punctuated dialogue correctly, with commas and quotation marks.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		While writing, I put punctuation at the end of every sentence.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		I wrote in a way that helped readers read with expression, reading some parts quickly, some slowly, some parts in one sort of voice, and others in another voice.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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**Edit**

Use this checklist as you edit. Make sure your writing is clear- you used your best spelling, capital letters, and punctuation where you need it.

## Vocabulary

Write one word in each *Word* box. Then use the clues from the text and what you already know about the word to determine the definition of each word. If you find more words, do the same thing on a separate piece of paper.

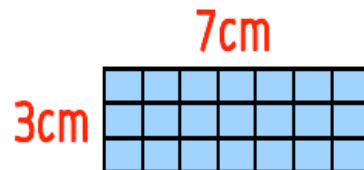
Word	+	Story Clues	+	What I Know	=	My Definition
1.						
2.						
3.						
4.						
5.						



# Finding the Area (rectangle)

To work out the area of a rectangle, multiply its length (the longer side) by its width (the shorter side):

$$\text{length} \times \text{width} = \text{area}$$



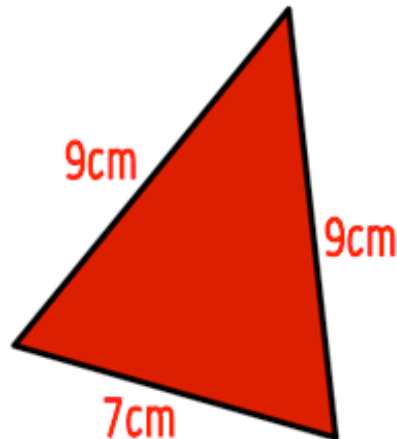
The area of this rectangle is  
 $7\text{cm} \times 3\text{cm} = 21\text{ cm}^2$

# Finding the Perimeter

To work out the perimeter, add up the lengths of all the sides.

The perimeter of this triangle is:

$$9\text{cm} + 9\text{cm} + 7\text{cm} = 25\text{cm}$$

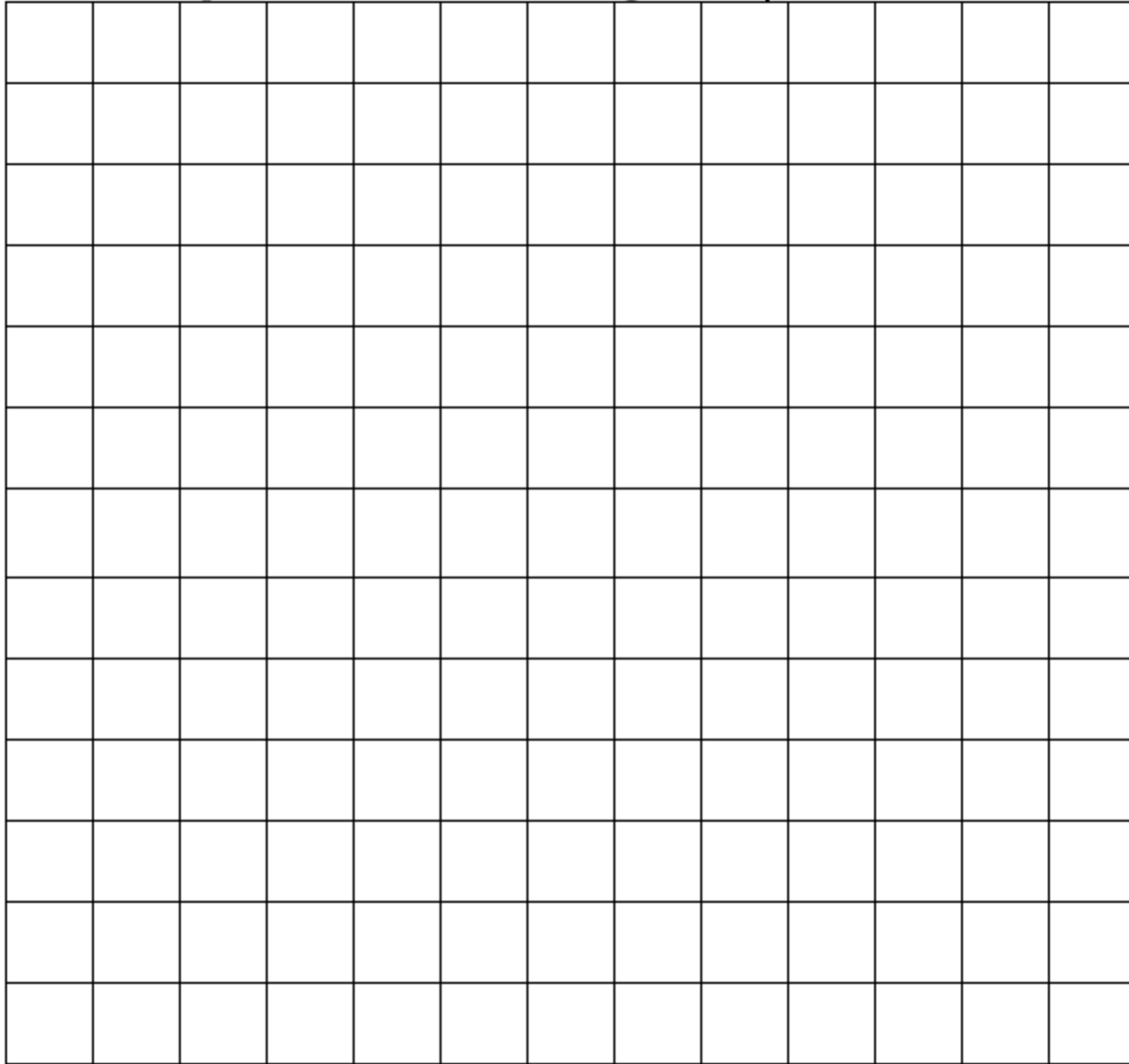




# Application Problem Set #1

Mrs. Hammer is making a new workshop. She wants the workshop to have an **area of 36 square yards**.

- A. Using the grid paper, draw two different models of the workshop.
- B. Write the equations that represent the **area** of the workshop.



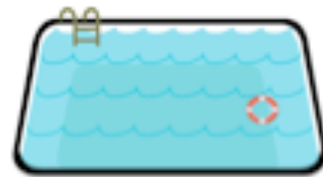
Equations:

## Application Problem Set #1 continued

The woods behind Jerry's house were 6 miles wide and 3 miles long. What is the area of the woods?



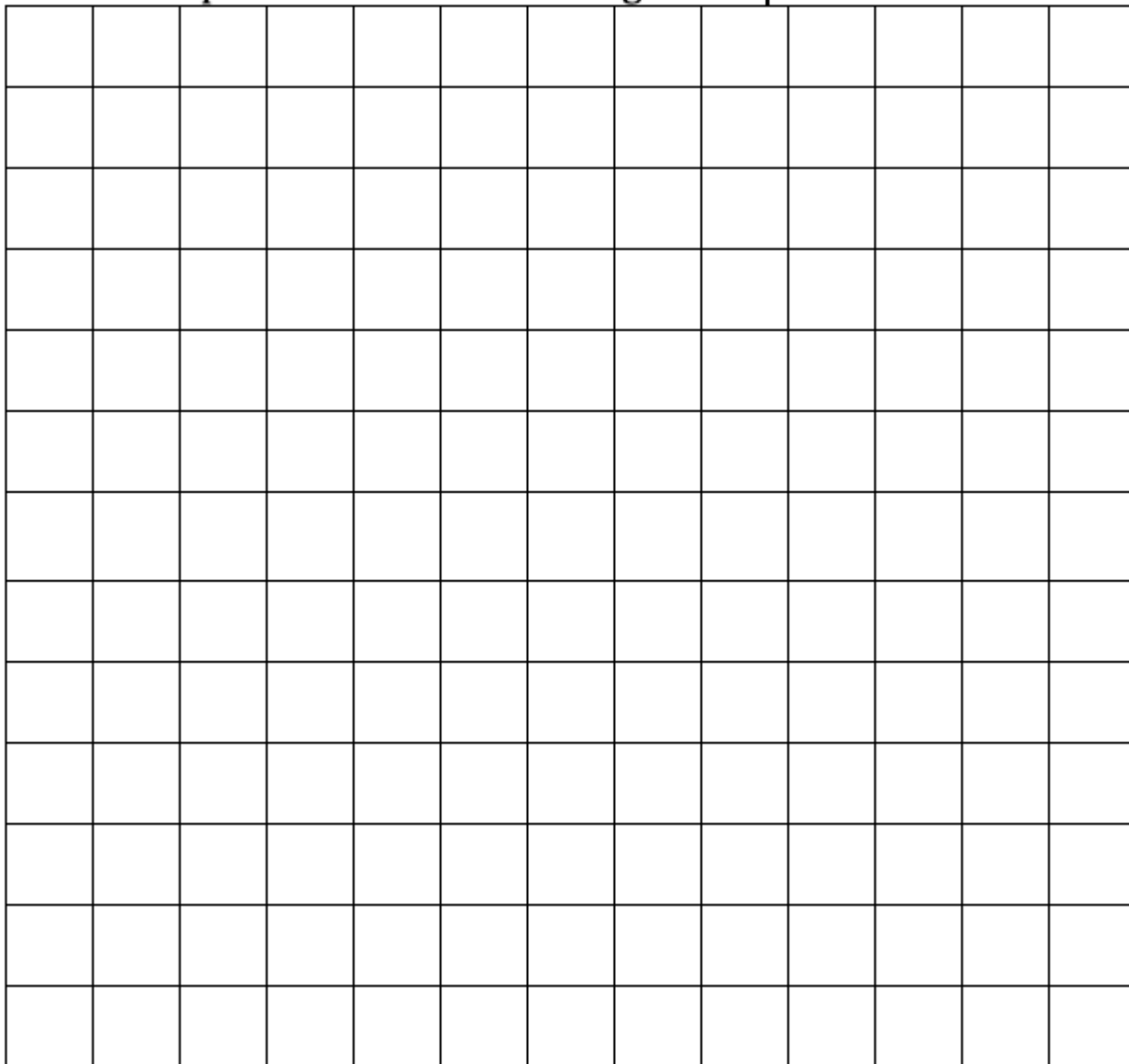
A rectangle swimming pool was 9 meters wide with a surface area of 90 square meters. What is the length of the pool?



## Application Problem Set #2

Mr. Tomato is making a garden. He wants the garden to have an **area of 20 square meters**.

- A. Using the grid paper, draw two different models of the garden.
- B. Write the equations that represent the **area** of the garden.



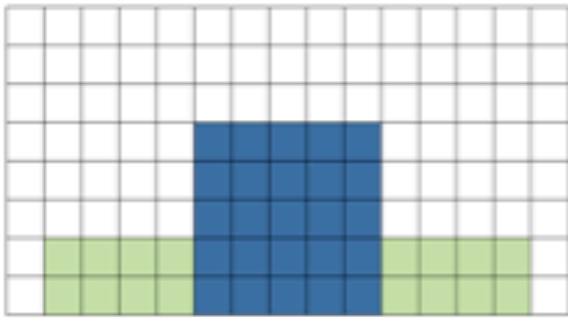
Equations:

## Application Problem Set #2 continued

Determine the area of each shaded shape by using math not by counting!

Write what you see to explain your thinking.

Example:



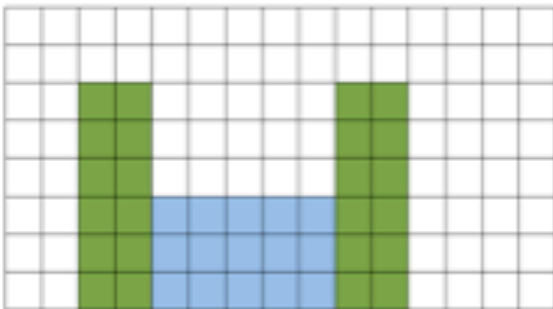
I see a 5x5 square with an area of 25 square units. And I see two 2x4 rectangles. They have 8 square units each.

$$\text{So } 25 + 8 + 8 = \underline{\quad}$$

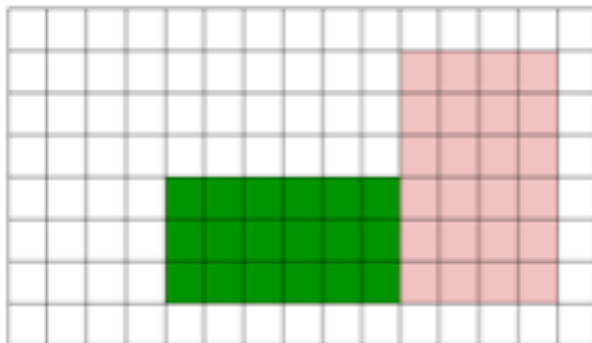
$$33 + 8 = 41$$

The area is 41 square units.

1.



2.



# Computation Problem Set #1

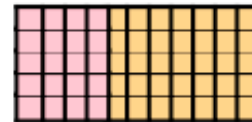
- 1 a. Write a number sentence for the total area, thinking of one rectangle or two.



$$\underline{\quad} \times (\underline{\quad} + \underline{\quad}) = \boxed{\underline{\quad} \times \underline{\quad}} + \boxed{\underline{\quad} \times \underline{\quad}} = \underline{\quad}$$

area of the whole rectangle                      area of the first part                      area of the second part

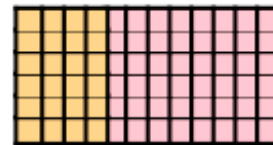
- 2 a. Write a number sentence for the total area, thinking of one rectangle or two.



$$\underline{\quad} \times (\underline{\quad} + \underline{\quad}) = \boxed{\underline{\quad} \times \underline{\quad}} + \boxed{\underline{\quad} \times \underline{\quad}} = \underline{\quad}$$

area of the whole rectangle                      area of the first part                      area of the second part

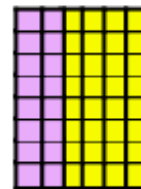
- 3 a. Write a number sentence for the total area, thinking of one rectangle or two.



$$\underline{\quad} \times (\underline{\quad} + \underline{\quad}) = \boxed{\underline{\quad} \times \underline{\quad}} + \boxed{\underline{\quad} \times \underline{\quad}} = \underline{\quad}$$

area of the whole rectangle                      area of the first part                      area of the second part

- 4 a. Write a number sentence for the total area, thinking of one rectangle or two.

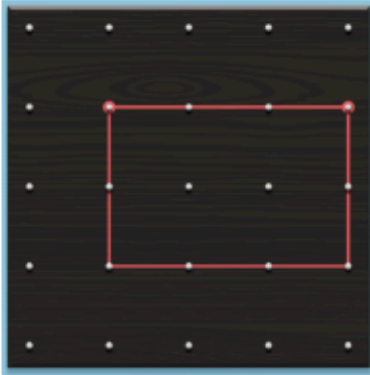


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area of the whole rectangle                      area of the first part                      area of the second part

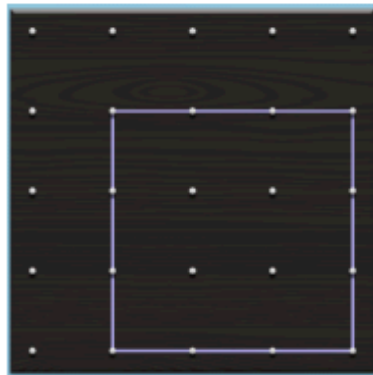
# Computation Set #2

Part 1: Find the perimeter of each shape:

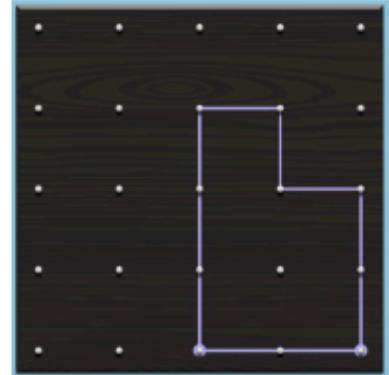


**Perimeter:**

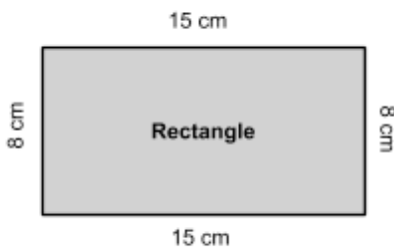
$$3 + 2 + 3 + 2 = 10$$



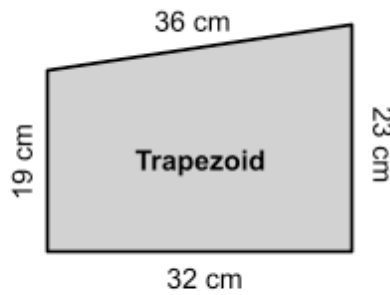
**Perimeter:**



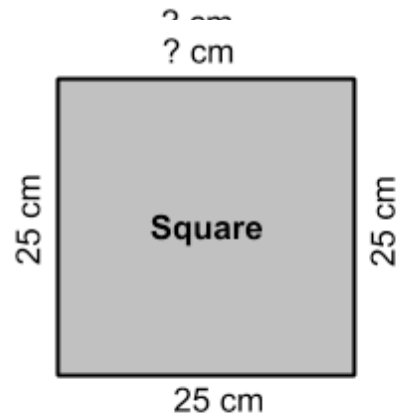
**Perimeter:**



**Perimeter:**



**Perimeter:**



**Perimeter:**



Pick one shape and tell how you found its perimeter.

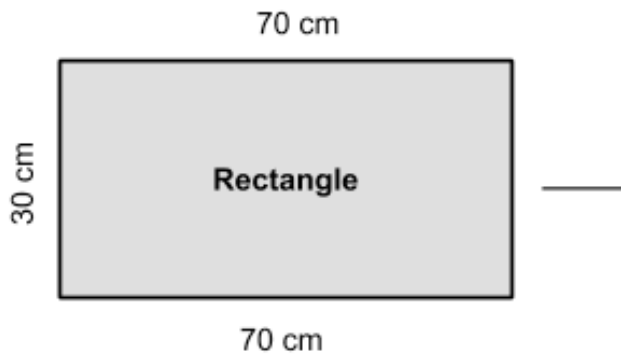
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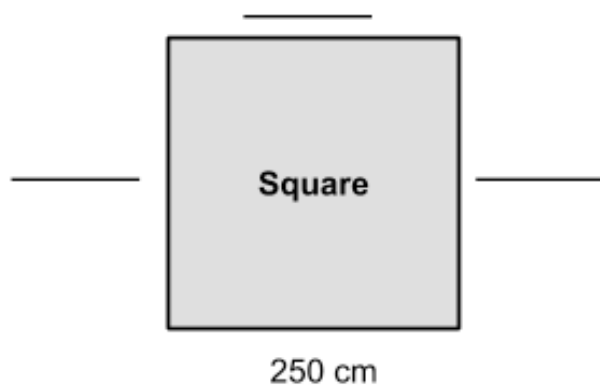
Part 2: Find the missing length and/or perimeter:

Part 2: Find the missing length and/or perimeter:



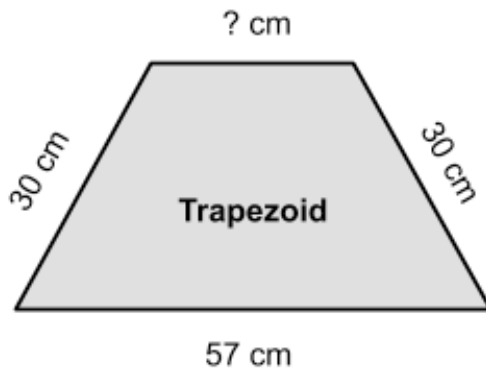
The missing length is \_\_\_\_\_

The perimeter is \_\_\_\_\_



The missing length is \_\_\_\_\_

The perimeter is \_\_\_\_\_



The perimeter is 130 cm.

The missing length is \_\_\_\_\_



Pick one shape and tell how you found the missing length.

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# Geometry

Visit BrainPop, Jr. to watch a movie about quadrilaterals!

<https://jr.brainpop.com/math/geometry/quadrilaterals/>

Or check out one of these other great resources!

[https://www.youtube.com/watch?v=WMkY\\_ulku9Q](https://www.youtube.com/watch?v=WMkY_ulku9Q)

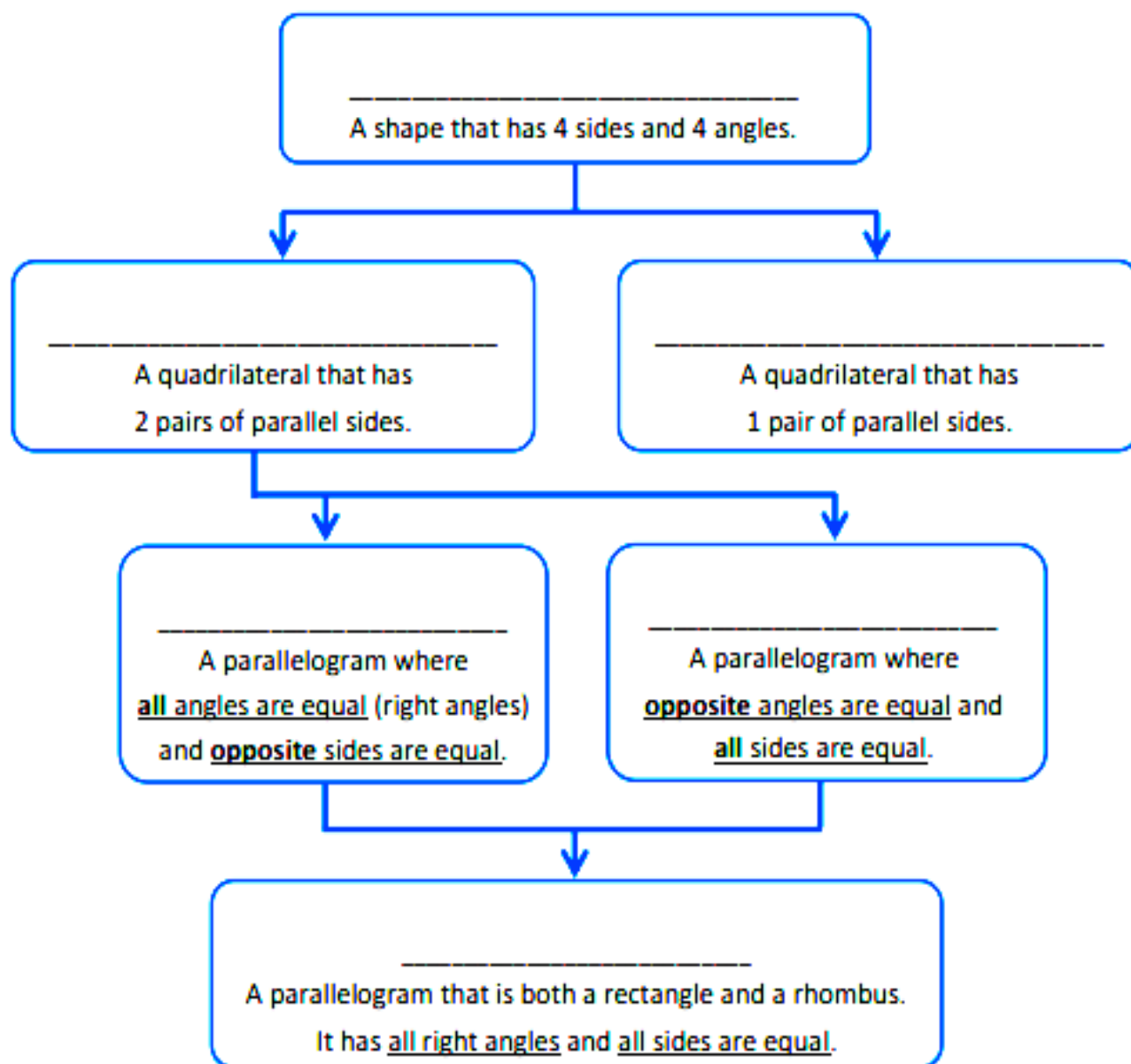
<https://www.khanacademy.org/math/cc-third-grade-math/quadrilaterals-3rd/imp-quadrilaterals/v/introduction-to-types-of-quadrilaterals>

Then fill in this chart to show how quadrilaterals are related to each other.



Fill in the blanks with words from the word bank.

Rectangle Trapezoid Square Parallelogram Rhombus Quadrilateral

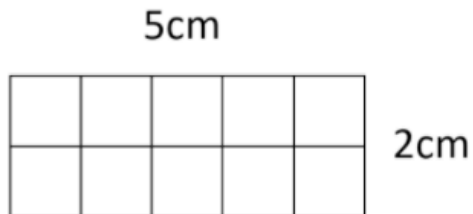


## Fluency Problem Set #1

Find the **perimeter** of each of the following shapes.

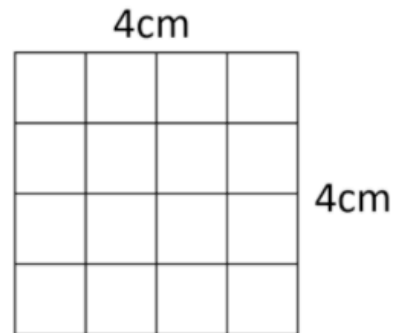
Remember to include *all* the side lengths!

1)



Perimeter = \_\_\_\_\_ cm

2)



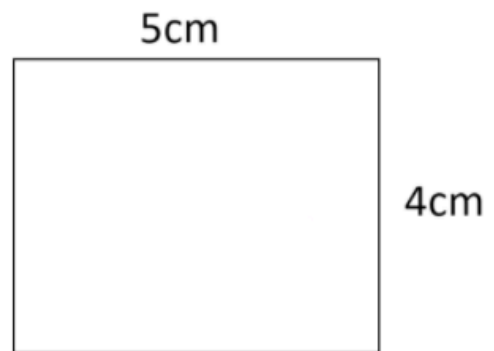
Perimeter = \_\_\_\_\_ cm

3)



Perimeter = \_\_\_\_\_ cm

4)



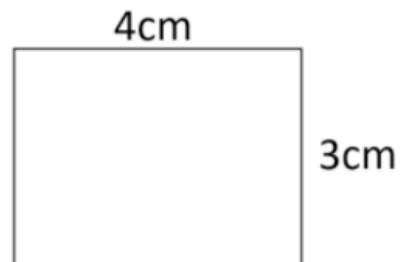
Perimeter = \_\_\_\_\_ cm

5)



Perimeter = \_\_\_\_\_ cm

6)

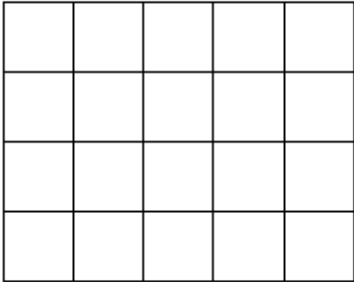


Perimeter = \_\_\_\_\_ cm

## Fluency Problem #2

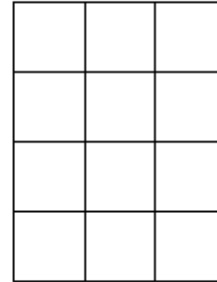
Find the **area** of each of these shapes.

1)



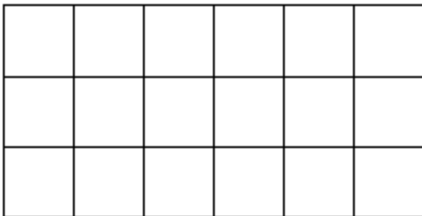
Area = \_\_\_\_\_ square cm

2)



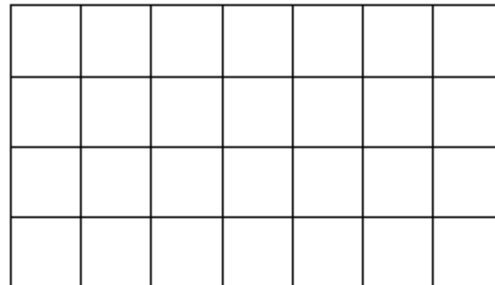
Area = \_\_\_\_\_ square cm

3)



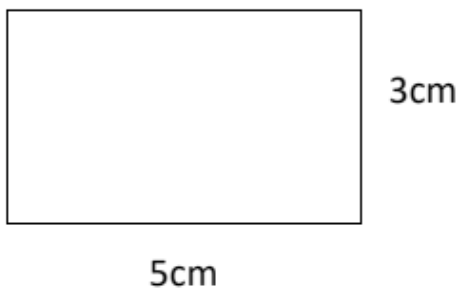
Area = \_\_\_\_\_ square cm

4)



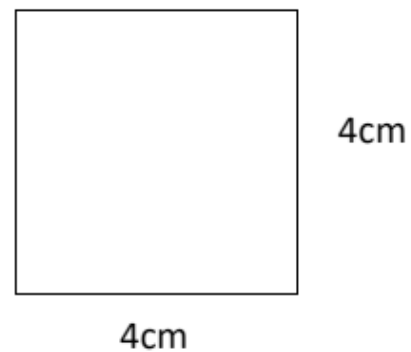
Area = \_\_\_\_\_ square cm

5)



Area = \_\_\_\_\_ square cm








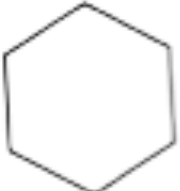




6)



Area = \_\_\_\_\_ square cm

### Fluency Problem #3

Determine if each shape shown is a quadrilateral.  
Write (yes) or not (no) on the line to the right.

			Answers
1) 	2) 	3) 	1. _____
4) 	5) 	6) 	2. _____
7) 	8) 	9) 	3. _____
10) 	11) 	12) 	4. _____
			5. _____
			6. _____
			7. _____
			8. _____
			9. _____
			10. _____
			11. _____
			12. _____

Name \_\_\_\_\_

# Diversity: Differences in Communities

1. Using **Activity Item: Demographics Across the U.S.**, work with a partner to fill in the percentage of people in each category in the table below.

State	American Indian and Alaska Native	Speak a language other than English at home	Bachelor's degree or higher
My State _____			
South Dakota			
Texas			
New Jersey			

2. Which of the states in your table has the highest percentage of ...

American Indians and Alaska Natives? \_\_\_\_\_

People who speak a language other than English at home? \_\_\_\_\_

People who have a bachelor's degree or higher? \_\_\_\_\_



3. Write three sentences explaining how diversity in your state compares to the diversity in another state listed in the table.

4. Use the grids below to compare population information for two states.

a. Circle the category your class picks from the choices below.

American Indian  
and Alaska Native

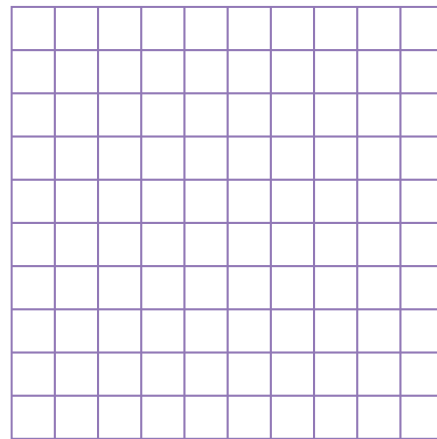
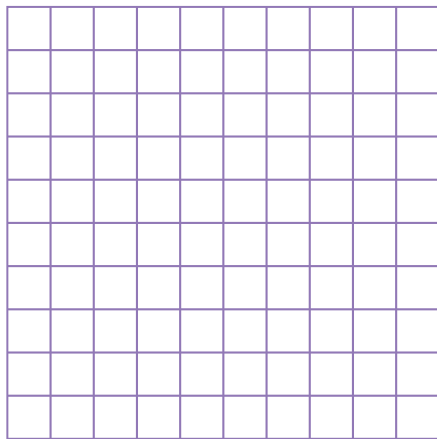
Speak a language other  
than English at home

Have a Bachelor's  
degree or higher

b. Write in the names of the two states your class chooses to compare:

I am comparing states \_\_\_\_\_ and \_\_\_\_\_

c. Now color in the squares in the grids to show the percentage of people in the selected category for each state. Each square represents 1%, so if you are showing 20%, you should color in 20 squares.





## Home Extension

Take your student worksheet home and share it with an adult in your home. Ask them in what ways they think your community is diverse. Then explain why it is important that you and all the people in your home are counted in the 2020 Census!





## Activity Item: Demographics Across the U.S.

	South Dakota	Texas	New Jersey
Total Population	869,666	28,304,596	9,005,644
<b>Race</b>			
White	84.7%	73.9%	67.9%
Black or African American	2.0%	12.1%	13.5%
American Indian and Alaska Native	8.7%	0.5%	0.2%
Asian	1.2%	4.8%	9.8%
Native Hawaiian and Other Pacific Islander	0.1%	0.1%	0.0%
Two or More Races	2.6%	2.6%	2.5%
<b>Hispanic or Latino</b>			
Hispanic or Latino (of any race)	3.6%	39.4%	20.4%
Not Hispanic or Latino	82.3%	41.9%	54.8%
<b>Households and Families</b>			
Total households	344,260	9,623,874	3,218,798
Average Household Size	2.43	2.88	2.74
Living in the same house 1 year ago, percent of persons age 1+ years	85.1%	85.1%	89.5%
Language other than English spoken at home, percent of persons age 5+ years	6.4%	35.6%	31.8%
<b>Education</b>			
High school graduate or higher, percent of persons age 25 years+, 2013-2017	91.4%	89.2%	82.8%
Bachelor's degree or higher, percent of persons age 25 years+, 2013-2017	27.8%	38.1%	28.7%

Source: 2017 American Community Survey 1-Year Estimates and 2013-2017 American Community Survey 5-Year Estimates



## Why are Traits Important for Survival?

Log on to <https://www.fossweb.com>

Username: LowellGrade3 Password: LowellGrade3

Click on the module called Structures of Life

Under **Media Library**, click on eBook (English) or eBook (Spanish)

Choose Interactive eBook (HTML)

Read the section called *Adaptations*, pages 42-49.

You have learned that adaptations help an organism survive in its environment. But this doesn't happen because an organism *tries* to develop an adaptation. The organisms that have traits that help it survive in its environment go on to live and have offspring. Those with traits that do not help them be successful in their environment aren't healthy enough to have offspring or are eaten by predators. So successful traits get passed on from generation to generation.

To see how this works, play the Walking Stick simulation.

Go back to the main menu.

Under Online Activities, click on Walking Stick Survival

Walking sticks are insects that come in different colors, varying from brown to brown/green, to green. When a bird sees a walking stick, it catches it and eats it, removing it from the population.



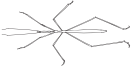
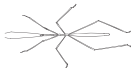
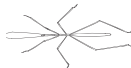
In the walking stick simulation, you choose one of three environments and pretend you're a bird. You have 30 tries to eat as many walking sticks as you can. Then you can look at your data to see which color walking stick survived to pass its traits onto offspring. Try five generations to see what patterns you can see in the survival rate of each color of walking stick.

Record your data on the following pages.

# Walking Stick Survival: Bamboo Environment

You are a predator. You prey on walking sticks.

- a. Open the walking stick program on FOSSweb to eat insects.
- b. Select “Eat Insects.”
- c. Eat as many insects as you can with 30 hits.
- d. Record your results in the table below.

	<b>Brown</b> 	<b>Green-brown</b> 	<b>Green</b> 
Started	16	16	16
Survived			

Write responses on the blank page facing this one.

- 1. Which color walking stick had the most survivors?
- 2. Why do you think that was the case?

# Five Generations of Walking Sticks in Another Environment

## Population 2

Select a new environment (wood chips or bush).

Find out what happens to the population after five generations.

Five generations of walking sticks living in the \_\_\_\_\_ environment.

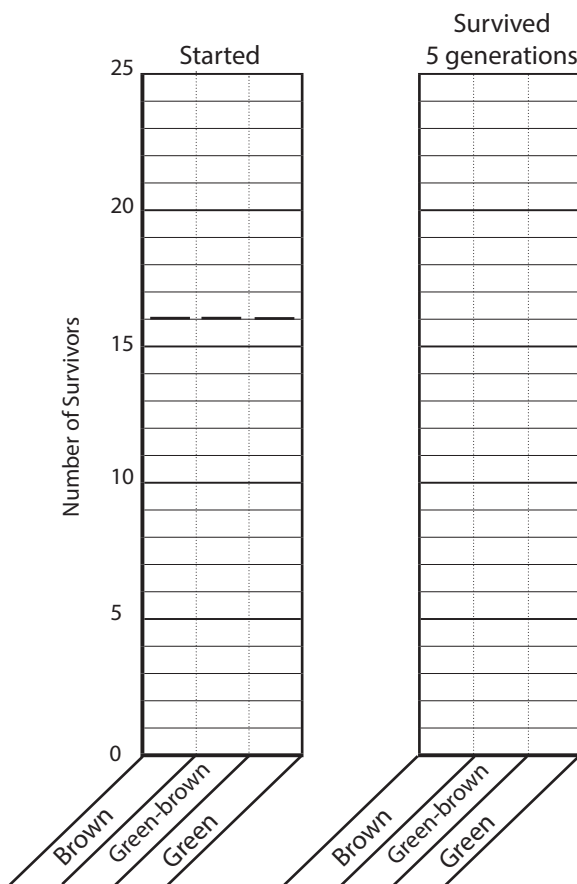
	Brown		Green-brown		Green	
	Started	Survived	Started	Survived	Started	Survived
Generation 1	16		16		16	
Generation 2						
Generation 3						
Generation 4						
Generation 5						

# Surviving Walking Sticks Graph

Make bar graphs to show the number of surviving walking sticks of each color at the start and end of five generations.




Use colored pencils or pens to represent each color of walking stick.

Walking sticks living in the \_\_\_\_\_ environment.





# WALKING STICKS

	BROWN 		GREEN-BROWN 		GREEN 	
	STARTED	SURVIVED	STARTED	SURVIVED	STARTED	SURVIVED
GENERATION 1	16	6	16	7	16	10
GENERATION 2	13	0	14	10	21	12
GENERATION 3	0	0	22	10	26	12
GENERATION 4	0	0	23	15	25	6
GENERATION 5	0	0	34	14	14	5

ENVIRONMENT ▶  
**Bush**

INSECTS REMAINING **19**      STRIKES LEFT **0**


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GENERATION **5**

[SEE INSECTS](#)

[RESULTS](#)

[NEXT GENERATION](#)



Here's some data from when I tried it. What do you notice?

1. Why are there zero brown walking sticks after Generation 2?

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2. What color is the most successful for a walking stick in the bush environment? How do you know?

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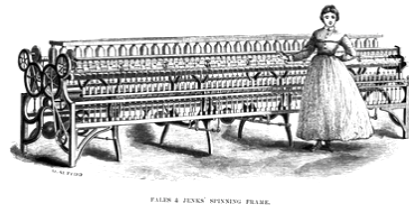
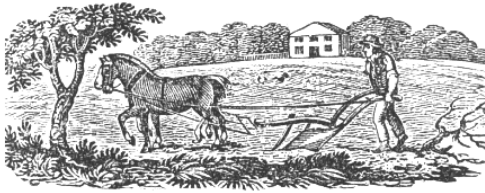
3. If we continued the simulation for five more generations, what do you think might happen with the population of green walking sticks?

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## From Farm to Factory



Read the following two pages about the changes that took place in Lowell two hundred years ago, at the beginning of the Industrial Revolution. You may want to read it with an adult at home. As you read, underline phrases that sound like work.

Then, complete the chart below:

Similarities of work on a farm and in a factory	Differences of work on a farm and in a factory

Then, look at the daily schedules for Edward Nutter (if you're a boy), or Emily Nutter (if you're a girl.) Compare what their lives were like before and after they started working in the mills. Write down your daily schedule on the right side.

How is your life similar or different from Edward or Emily's life?

Similarities between my life and Edward or Emily's life	Differences between my life and Edward or Emily's life

## **From Farm to Factory, the Beginning of the Industrial Revolution in New England**

Two hundred years ago, during the Industrial Revolution, huge changes took place in the way people lived and worked. Before the Industrial Revolution, people made what they needed on their farms by hand. That changed when people invented machines to make products much faster and easier than they could be made by hand. People working at those machines made money, and bought items like food and clothing instead of making them by hand.

### **Farm Life – Before the year 1820**

Before the Industrial Revolution, most Americans lived on farms. The whole family worked together to make what they needed for daily life. They bartered (traded) for items they could not make themselves. A farmer may trade corn with the blacksmith for horse-shoes or nails.



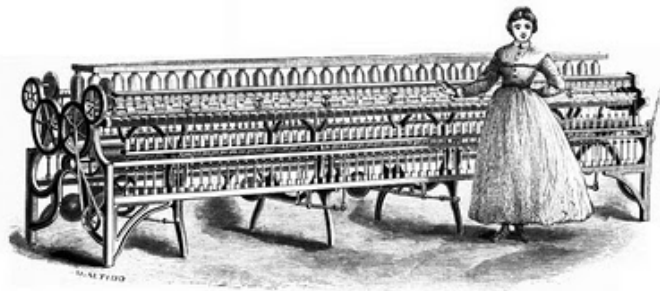
Boys and girls living on farms had specific jobs to do throughout the day and had little time for school or play. The family grew all of their food. They planted seeds in the spring, cared for fields during the summer and harvested crops in the late summer and fall. They stored food for the winter so that they would have something to eat when nothing was growing outside. They preserved fruits and vegetables and stored potatoes, squash and pumpkins in a cool, dry root cellar. Farmers cut and stored hay in the barn. Men cut wood for the fires that kept the house warm and cooked the food. The families cared for animals that provided milk, eggs, and meat. They milked cows morning and night, and gathered eggs every day.

The family also worked together and made all of their cloth and clothing by hand. Making cloth took a lot of time and effort: Farmers sheared (shaved) sheep, younger children cleaned and combed the wool, and the older daughters and mothers spun the wool into yarn, wove it into cloth and made it into clothing. Women and girls spent a lot of time throughout the year making cloth and clothing for the family.

Farm life could be difficult, but there were also opportunities for social activities. Neighbors visited, especially on Sundays. Families got together to make maple sugar, or to help each other gather crops. The sun and the seasons set the day's schedule, making each day different depending on what they needed to do. Growing up on a farm meant that you were surrounded by family and friends, but you often had little more than you needed to survive.

### **Factory Life – After the year 1820**

Cloth was the first things mass-produced during the Industrial Revolution. Cloth made on machines was made faster and easier than cloth made by hand. Huge factories were built and filled with machines producing different kinds of cloth.



FALES & JENES' SPINNING FRAME.

Machines require people to work them and the mills needed a lot of workers. Early mill owners chose mostly young women from New England farms to run the machines. Farm girls flocked to Lowell.

On farms, everyone had many different jobs to do. In a factory a worker did the same job every day. People worked in different rooms in the mills. In the carding rooms, dangerous machines combed the cotton. The cotton was

turned into thread in the spinning rooms. In the weave rooms threads were woven into finished cloth. Everyone in the factory spent 13-14 hours a day the hot, noisy rooms working at dangerous machines. Cotton dust filled the air, making it hard to breathe.

Lowell also had many opportunities not found elsewhere. Boardinghouses owned by the mills served as “home” for the young workers. They lived with others their own age, and a boardinghouse keeper served them three meals a day. Workers earned money and had a lot of fun and interesting things to do in the city. They sent their money home, or bought themselves new clothes and books or saved it for the future.

By the 1840s, nearly 10,000 women and 2000 men left New England farms to work in Lowell’s mills. Lowell was a city of possibilities and adventure for some; for others, the city meant nothing but long days and hard work.

Farm image courtesy Old Sturbridge Village ([www.osv.org](http://www.osv.org))

Factory image courtesy Lowell National Historical Park ([www.nps.gov/lowe](http://www.nps.gov/lowe))



## Edward Nutter's Workday on the Farm and in the Mill

<u>Time</u>	<u>Edward on the Farm</u>	<u>Edward in the Mill</u>	<u>Your Day</u>
<b>4:00 am</b>		Get up and get dressed. Mill opens; work begins.	
<b>5:00 am</b>	Get up and dressed. Haul wood for fire.	Work in the carding room.	
<b>6:00 am</b>			
<b>7:00 am</b>	Eat breakfast with family. Cut and stack wood to use this winter.	To boardinghouse for breakfast. Back to mill. Machines are started.	
<b>8:00 am</b>			
<b>9:00 am</b>	Harvest corn.	Work in carding room.	
<b>10:00 am</b>	Harvest corn.		
<b>11:00 am</b>	Harvest corn.		
<b>12:00 pm</b>	Eat dinner.	To boardinghouse for dinner.	
<b>12:30 pm</b>	Dig potatoes to store in root cellar.	Back to the mill. Machines are started.	
<b>1:00 pm</b>			
<b>2:00 pm</b>	Neighbor visits to trade wool for eggs.	Work in carding room.	
<b>3:00 pm</b>			
<b>4:00 pm</b>	Haul manure to use for fertilizer in the spring.		
<b>5:00 pm</b>	Haul manure.		
<b>6:00 pm</b>	Eat supper		
<b>7:00 pm</b>		Work ends. Mill closes. Go to boardinghouse. Eat supper.	
<b>7:30 pm</b>	Carve wooden toy for baby brother while father reads from the Bible.		
<b>8:00 pm</b>		Free time (attend a lecture, read, visit with friends, attend a class)	
<b>9:00 pm</b>	Go to bed.		
<b>10:00 pm</b>		Lights out. Go to bed.	

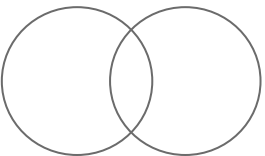
## Emily Nutter's Workday on the Farm and in the Mill

<u>Time</u>	<u>Emily on the Farm</u>	<u>Emily in the Mill</u>	<u>Your Day</u>
<b>4:00 am</b>		Get up and get dressed. Mill opens; work begins.	
<b>5:00 am</b>	Get up and dressed. Milk cows.	Work at spinning frame.	
<b>6:00 am</b>			
<b>7:00 am</b>	Eat breakfast with family. Feed chickens & collect eggs.	To boardinghouse for breakfast. Back to mill. Machines are started.	
<b>8:00 am</b>			
<b>9:00 am</b>	Help mother make cheese from milk.	Work at spinning frame.	
<b>10:00 am</b>			
<b>11:00 am</b>	Make bread. While dough rises, pick blueberries.		
<b>12:00 pm</b>	Help prepare dinner.	To boardinghouse for dinner.	
<b>12:30 pm</b>	Eat dinner. Feed baby brother.	Back to the mill. Machines are started.	
<b>1:00 pm</b>			
<b>2:00 pm</b>	Work in garden. Gather vegetables.	Work at spinning frame.	
<b>3:00 pm</b>	Neighbor visits to trade wool for eggs.		
<b>4:00 pm</b>	Make blueberry jam.		
<b>5:00 pm</b>	Make stew from garden vegetable.		
<b>6:00 pm</b>			
<b>7:00 pm</b>	Milk cows. Eat supper.	Work ends. Mill closes. Go to boardinghouse. Eat supper.	
<b>7:30 pm</b>			
<b>8:00 pm</b>	Sew dress while father reads from the Bible.	Free time (attend a lecture, read, visit with friends, attend a class)	
<b>9:00 pm</b>			
<b>10:00 pm</b>	Go to bed.	Lights out. Go to bed.	

# ESL at Home 3-5 Weeks II-12

Use notebook paper to complete these activities. Do one each day!

Monday	Tuesday	Wednesday	Thursday	Friday
<p>Choose a TV Show or Movie and write a review for it! Include a summary and why you like it/don't like it.</p> <p>First, _____. Next, _____. Last, _____. I like this/don't like this because _____. Another reason is because _____.</p>	<p>Find <b>10 food random items</b> of your choice in your house. Line them up in alphabetical order. A-Z.</p> <p><b>Example:</b> Crackers, Apple, Banana</p> <p style="text-align: center;">↓</p> <p>Apple, <b>Banana</b>, Crackers</p>	<p>Go on a walk outside. What are some <b>natural resources</b> that you see? What are some <b>physical features</b> of your area? Sketch and label.</p> <p><b>Natural resources:</b> water, plants, sunlight. <b>Physical Features:</b> Mountain, hills, river.</p>	<p>Design your dream house. Draw and label rooms, furniture, and the fun features you would put at your house!</p>	<p>Write your own math problem and solve it. Then, write to explain how you solved it.</p> <p><b>Example:</b> <math>468+782=</math></p> <p>First, _____. Next, _____. Last, _____.</p>

Monday	Tuesday	Wednesday	Thursday	Friday
<p>Read two books. Compare/contrast the characters, setting, problem, solution, etc. using a venn diagram.</p> 	<p>Use things around your house to create an invention to launch items into the air using <b>force</b>. How do you get items to go farther? Less distance? Higher? Sketch and label your invention.</p>	<p>Practice reading aloud to someone in your family. Then, ask your family member questions about the text to see if they were listening!</p>	<p>Find 5 things in your home that have <b>acute angles</b>.</p> <p>Find 5 things in you home that have <b>obtuse angles</b>.</p> <p>Find 5 things in your home with lines that are <b>parallel</b>.</p> <p>Sketch and label these items!</p>	<p>Write your opinion on distance learning. How do you feel about learning from home? Do you like it/dislike it? Why? Write three reasons.</p> <p>I like/dislike distance learning. First, _____ because _____. Another reason I _____ is because _____. Finally, _____.</p>