



At Home Learning Resources

Grade 3 - Week 7

Content	Time Suggestions
Literacy Instruction (Watch a mini lesson, and/or complete online learning)	10-20 minutes daily
Reading (Read books, watch books read aloud, listen to a book)	At least 20 minutes daily (Could be about science, social studies, etc)
Writing or Word Work or Phonics/Vocabulary	20-30 minutes daily
Math	30 minutes daily
Science	45 minutes per week
Social Studies	30 minutes per week
Arts, Physical Education, or Social Emotional Learning	30 minutes daily

These are some time recommendations for each subject.
We know everyone's schedule is different, so do what you can.
These times do not need to be in a row/in order,
but can be spread throughout the day.

Grade 3 ELA Week 7

Your child can complete any of the activities in weeks 1-6. These can be found on the Lowell Public Schools website: <https://www.lowell.k12.ma.us/site/Default.aspx?PageID=3799>

This week begins a focus on informational or nonfiction reading and speech 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 articles included in this packet and/or read any of the nonfiction/informational 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 be working on speeches for the next few 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 Speech 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 speech and work to refine it throughout, or might write multiple speeches, getting better each time.

Word Work: Students can work on learning new vocabulary about a topic they are interested in. They can write the word, draw the word, and write the word in a sentence.

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

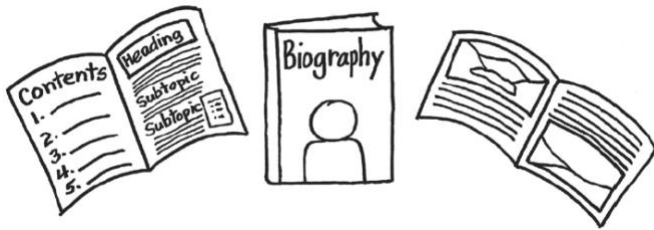
Read text features
and think,
“What will this mostly
be about?”



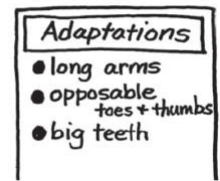
Recall prior
knowledge
and build
expectations.




Think, “What sort
of text is this?”



Pause after a chunk
to grasp the
main ideas / supporting
details

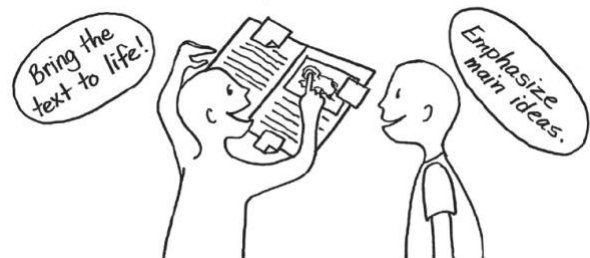


If no subheads,
 Chunk the text
yourself

Find the main
idea, perhaps in
a pop-out sentence



Teach others
what you learn.



Revise your idea
of the text's
main idea
as you read on.



You can also make predictions about what you are going to read:

- I think this book is mostly about... and then it also tells...
- I think this section is mostly about... and then it also tells...
- I think this is going to be about this... this... and this... because the title, subtitle, headings, photographs and/or diagrams say or show...

Disgusting Body Matter

Matter makes up all things. Matter can be solid, liquid, or gas. Our bodies are made of matter. Some matter in our body is interesting. Other matter is just gross.

Disgusting Solids

Have you ever had your ear cleaned by a Q-tip? Did you get a chance to see the yellow, crusty goo at the end of the Q-tip? That's cerumen, or earwax, a disgusting solid.



Earwax builds near the ear's entrance.

Earwax is mostly made of your skin. Earwax is good for your ear. It keeps your inner ear safe. Earwax guards your inner ear from bacteria, fungi, bugs, and water. Too much earwax is not good. Too much earwax can build up inside your ear. This would prevent you from hearing. Talk to a grownup about how to gently clean

extra earwax out of your ear. You do want to leave some of that stuff in your ear.

Loathsome Liquids

The last time you were sick, did your stomach feel upset? Did you throw up? Vomiting is throwing up. Vomiting is what happens when your stomach gets rid of whatever was inside. It usually comes out of your mouth. Vomit can also come out of your nose. Some parts of vomit can be solids. Much of what makes up vomit is liquid. Some of the liquid is what you drank before you threw up. Some of it is bile. Bile helps you digest food. If you ate food before vomiting, you will probably have food in your vomit.

Vomiting is good if you are sick. It means that your body is trying to take care of itself. But too much vomiting is not healthy. Vomit can be bad for your teeth. Give your teeth a good brush after throwing up!



A street painter's artistic showing of vomit.

© Houghton Mifflin Harcourt/HIP

© Corbis/HIP

Gross Gases

We all know farts are smelly. But do you know why we have flatulence? When we fart it means our stomach or intestines have too much gas inside. Sometimes we swallow air. Sometimes the foods we eat make gas. Either way, the gas has to release itself. So the gas comes out through the closest body part. Farts always pass through the butt. That's why they're called farts and not burps.

Farts are normal. Sometimes they can be embarrassing. They sometimes make noise or smell bad. Some foods make some farts smell more than others. Have you ever heard the

rhyme, "Beans, beans the magical fruit / the more you eat, the more you toot"? Well, it's true. Eating beans cause you to fart more. They also cause your farts to smell stronger.



Beans can make farts smellier.

Eat Up: Weird Foods Around the World

Like to try new things to eat? Think you've got a strong stomach? Check out some of these delectable foods you can find on plates around the world.

Live Octopus

Most people prefer fresh food. Some people like their food *really* fresh. Some people like their food so fresh, it's still alive in their bowls! In Japan and Korea, people eat a dish called *odori don*: live octopus. If you order it, you'll see a tiny octopus that swims and thrashes in your bowl. They say it tastes very plain. People like *odori don* because of the feel of tentacles writhing in their mouths. Grab some chopsticks and dig in, but be careful. You could choke on a tentacle. No joke.



Many people love to eat octopus.

Fruit Bat Soup

In Guam, people put fruit bats in their soup and eat it. There is no fruit in this fruit bat soup, however. All you have to do is rinse the dirt and bugs off the bat. Then boil it in a broth with some chopped vegetables. Finally, you'll have a soup that warms your belly. Slurp!

Giant Worms

In the desert outback of Australia, some might think food can be hard to find. All you have to do is get on the ground and dig. Pull out a grub and eat it. The witchetty grub is as long as the width of your hand and thicker than your thumb. Aboriginal Australians have survived on them for thousands of years. The grubs don't even need to be cooked. All you have to do is pull them out of the ground and munch away. Some people say they taste like scrambled eggs. Yum.

Cobra Heart

Afraid of snakes? Then you might want to stay away from this dish. In Vietnam, you can eat cobra. First, you drink a glass of its blood. Then you drink a glass of venom. Then you eat the rest of the body. You can even eat the heart: meat, skin, bones, and even the heart, which is sometimes still beating when it's served to you.

Kiviaq

Some people like meals that take a long time to make. In Greenland, you can eat a meal that takes months to prepare. It is called *kiviaq*. What is it? Kiviaq is a sack of sealskin. Inside the sack are dead birds. Nom nom nom!

Casu Marzu

You like cheese? Then try this stuff. In Sardinia, Italy, they make *casu marzu*. It's made of sheep's milk cheese, but that's not all. The cheese is left outside. Then flies lay their eggs in the cheese. The larvae ferment and help the cheese taste better. Some people pick the worms out of the cheese before eating it. Some people don't. *Buon appetito!*

Fried Tarantulas

Many people like to eat French fries with ketchup. In Cambodia, some people like fried tarantulas. They cook the spiders in hot oil. People say the spiders taste like chicken. Some



Who needs fried chicken when you can have fried tarantula?

© Getty Images/HIP

people only eat the legs. Some people like to eat the bodies, which are gooey inside. Mm mm good!

Smalahove (or skjelte)

In America, many families eat turkey for Thanksgiving, chicken or brisket for Hanukkah, or ham for Christmas. In Norway, before Christmas, many families eat sheep. They don't just eat any part of the sheep. They eat the head. The sheep's head is boiled. How do you eat sheep's head? First you eat the ears and eyes. Then you work from front to back, eating the meat around the head. Some people even eat the brain. Food for thought, right?

Escamol

If you don't like spiders, then maybe you'll love ants. In Mexico, people dig up the roots of plants to find ant larvae. Then they put the ant larvae in a stew. They say the ant larvae tastes buttery and nutty. Dig in!

Tuna Eyeball

If food looks good, people eat it. But what do you do if your food is looking back at *you*? In Japan, people eat tuna eyeball. You can get it at a grocery store. You can boil it and season it to taste. There is also meat and fat around the eyeball. People say it tastes like squid. If you've never tasted squid, you'll have to eat tuna eyeball to find out. Looks good!

Khash

If you like messy finger food, you might also like khash. In the Middle East, some people eat

khash. It is made from cow's feet, head, and stomach. Khash is usually eaten in the winter, early in the morning. Some people like to eat it only using their hands. Who needs cereal for breakfast? Slurp!

Blood Pancakes

Speaking of breakfast food, pancakes can make a delicious breakfast. Do you like your pancakes with syrup and sausage? In Sweden, people like pancakes with blood. Blood is whipped into the batter. The blood pancakes are also served with reindeer meat. Don't tell Santa Claus. Yum.



© Torbjörn Arvidson/Matton Collection/Corbis/HIP

Want some reindeer sausage with your blood pancakes?



Talking and Thinking...

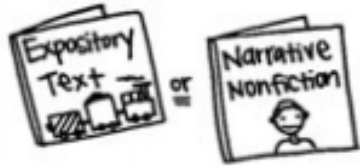
in Response to Our Texts

- *I can picture how this goes...*
- *The weird thing about this is...*
- *This makes me think that...*
- *But I wonder...*
- *It is important to notice that...*
- *This reminds me of...*
- *You are probably asking...*
...I think perhaps an answer might be...
- *I used to think...but now I'm realizing...*

Use these cards to talk and write about your informational texts. You can cut them out and play a game. Pick a card and then answer it.

KLM - Nonfiction

Identify nonfiction texts as expository or narrative.



Identify the main idea of a specific part of text or subtopic.



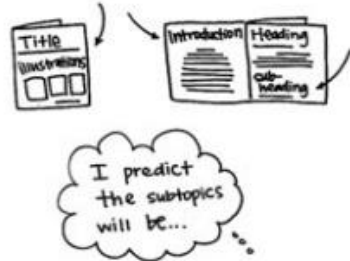
Think about how parts of the text are related or how they fit together.



Use text features and photos to support understanding.



Use headings to preview sections and help identify main idea.



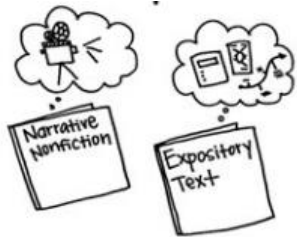
Preview the text before reading by looking at front and back covers, table of contents, and subheadings.

Notice when text gets confusing and use strategies to support understanding.

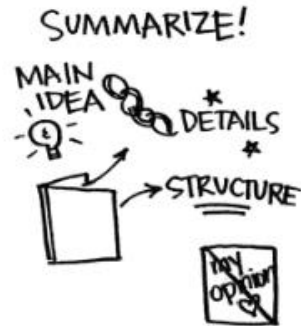


NOPQ - Nonfiction

Use text structure (expository, narrative, hybrid) to set a plan for reading.



Identify relevant details to support a main idea (boxes and bullets).



Use text features to support comprehension of tricky parts of the text.



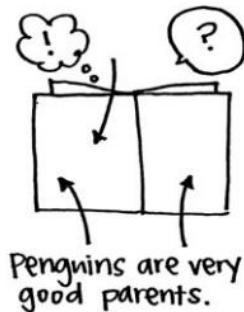
Recognize and use domain-specific vocabulary from the text.



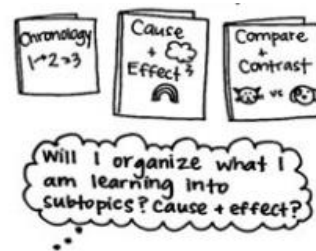
Identify central message of an entire text/section and think about how certain parts support that idea.



Think about hidden ideas (ex: author's purpose for writing the text or other ideas not directly stated).



Identify text structures within sections of text.



Use these anchor charts and planning tools to help you write your own speeches. There are a couple of examples to help you too. Watch some kids, just like you deliver their speeches.

Plan before you write!

write a thesis.
 People should be...
 Teachers and kids...
 when...
 ...

Gather reasons and evidence to support your thesis...
 EXAMPLES DETAILS FACTS

How to write a Persuasive Speech
 Hey World, Listen Up!

Consider your audience.
 You should...
 You should...

Is My Speech Easy to Read?

Deliver your speech!

...Collect information about the problem and solution.

Opinion writers plan before they write.
 First they develop an Idea!

Develop an Idea by...

...seeing a problem and imagining a solution.

What problems and solutions do you see? Make a list!

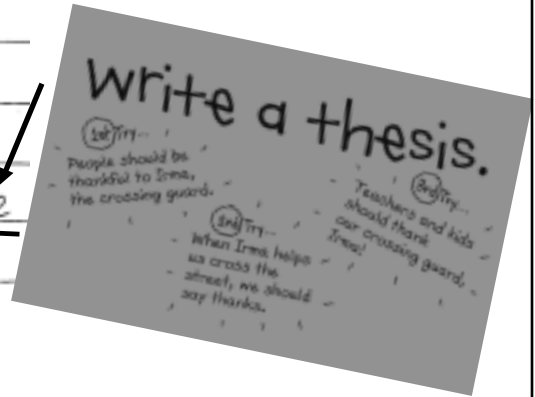
Things I could write my speech about:

- + Put your dishes in the sink
- + Don't leave your lego on the ground
- + Pick up your gloves / put gloves in the trash
- + Don't play your music so loud
- + Be kind to your brother
- + Why doing schoolwork is important
- + staying home
- + wash your hands
- + thank your mail / amazon / trash / nurse people

Changes I want to see in this school

- advertising
- Be littering
- Kids following directions
- Homework passes
- More books in the library
- More yard tools
- Better movies
- jump ropes
- Better wash
- People
- Better cleaner

Are you starving during lunch? Do you think you'll be stomachless when you come home from school? If you are then you're with me. We need more food during lunch.



**Write a thesis (claim).
Try it out different ways!**

Have you ever seen garbage in the compost bin? Or ever seen the garden not growing good. Well I think our school should compost better at lunch. One reason is... I think a lot of people don't know what goes in and what doesn't.

By Gardening!
Do you have a garden? If you don't you should make one. That's what I want to share with you that you should save the environment by gardening. It's simple but it makes a

Gather reasons and evidence to support your thesis...

You could plan using boxes and bullets

and that's definit... my first reason is that you won't get hurt with all of your gear on because once I was playing someone tackled me I didn't feel anything at all.

All of your gear is thick and strong for example usually all of your gear is 2 inch which is thick and strong.

Another reason is that it's exciting and fun for example it's exciting and fun because you have to do all ~~the~~ awesome special moves that make it really exciting and fun. Another example is you have to run and make moves which makes it ~~easy~~ and a pumped up game.

- For example ...
- Another example is ...
- This is a problem because ...
- This is important because ...
- This makes me think ...
- This connects with ...

You could plan across pages in a booklet.

Bullying hurts kids. Some kids feel bad for a long time. For example, my friend Ryan still feels bad because some kids told him he is bad at basketball and that was last year! And lots of kids get bullied. In 2007 a third of fourth to eighth graders who were asked said they were bullied. I learned this from the article "Battling Bullies." Some kids even said they missed school because they were bullied. This needs to STOP.

Use Boxes and Bullets to plan your writing.
Then Put it All together.

Thesis (Claim):

Reason #1:

Reason #2:

Reason #3:

Claim

Reason 1

(One reason we need this change is...)
(One reason this is a problem is...)

Reason 2

(Another reason...)

Reason 3

Solution

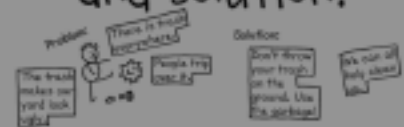
(Here are some ideas to help...)

Plan your writing across the
pages. Then put it all
together.

You can take out the Not so yummy meals And fill them in with something yummy. I think this solution will get kids to eat these lunch and help them make healthy choices. This is the food that is yummy and can stay.

I have some ideas for how to stop bullying. One idea is that we can look at yard and see if we see anyone being bullied and if we do, we can get a friend or two friends and go over to stand next to the kid being bullied and say "NO!" to the bully. Maybe you are scared to stand up to bullies. I can understand that. It can be scary. But think about how important it is to stop other kids from getting hurt. You could save a kid from getting teased and picked on. Then you'd be a hero! And if bullies don't stop bullying, they should get in trouble.

...Collect information about the problem and solution.



Consider your audience.



Speech writers consider who their audience is and talk directly to their audience.

Are you like me? Do you believe we should take care of the earth? Do you believe in recycling? Because if you do, then you will agree that we should recycle better at our school. Our problem is that we have bins for recycling but they aren't used well. We need to get a better system going so kids use the recycling bins well.

WAYS TO DIRECTLY ADDRESS YOUR AUDIENCE

- Name and talk back to the worries or concerns the reader might have about the writer's idea
 - * I know you might be thinking/worrying/feeling ...
 - * If you are wondering/worrying/asking ...
 - Let me explain:
 - * You might wonder/ask/judge ...
 - * WHAT? you might be thinking
- Ask questions the reader might have that you have too
 - * Have you ever ...
 - * Do you wonder ...
 - * Why ...
 - * What about ...

Is My Speech Easy to Read?



Use a checklist!

1. ✓ Do I include end punctuation?



2. ✓ Do I check that I don't have run-on sentences?



3. ✓ When I read the text to myself, does it make sense, seem smooth?



4. ✓ Do I use paragraphs to help me to leave white spaces in my speech?



Don't Drink Bottled Water by Robert

We need to stop drinking bottled water that comes in plastic water bottles! Instead we need to carry water bottles with us, and just refill those water bottles when the water runs out. Plastic water bottles are not good!

One reason we need to stop using plastic water bottles is because they are not good for the earth. Plastic is bad news. It can't break down or go back into the ground. If we use plastic and throw it away, then it just stays there. But I have seen lots of plastic water bottles in cans for regular garbage!

Another reason we need to stop using plastic water bottles is because they take up too much room in the recycling bin. Recycling is good, but the bins get too full with the plastic bottles. There is no room for paper or other things.

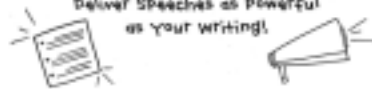
I interviewed Grace, a third-grader. She said, "I see plastic water bottles everywhere. They are at my gymnasiums class, and at the park, and they are all over school, too. Plastic water bottles are on almost every teacher's desk. When there are parades in town, or Halloween celebrations or anything like that, people leave water bottles all over the place."

I also talked to my mom. She said, "Using plastic is just not good for the earth." She said at her office she has a water fountain that people can use to fill their own water bottles, and it even says how many plastic bottles of water the fountain has stopped people from using. I think we should have a fountain like that here.

So, please get yourself a reusable water bottle and carry it with you. You can refill it. Stop using plastic bottles. It will be better for the earth. Thank you!

Deliver your speech!

Deliver Speeches as Powerful as Your Writing!



• Look at the audience during some parts



• Stand tall and confident



• Pauses after sentences and paragraphs



• Use gestures



• Speak in loud, confident voice



Use the Recycling Bins Better!

Are you like me? Do you believe we should take care of the earth? Do you believe in recycling? Because if you do, then you will agree that we should recycle better at our school. Our problem is that we have bins for recycling but they aren't used well. We need to get a better system going so kids use the recycling bins well.

One reason this is a problem is that the recycling bins are a mess. We see candy wrappers, banana peels, and tissues in these bins, along with the paper. Also I have seen paper with staples. None of these things belong there.

Another reason we need to do a better job is because we don't know what to recycle. I have heard kids asking, "Does this go in there?" I have thought that too. Last week, I saw a kid drop a whole armful of stuff in the recycling bin at the end of the hall. She looked at some stuff but then just shrugged and dropped it all in. I think maybe she wasn't sure what could go in.

I interviewed Pamela, a third-grader at the school. She said, "I always see stuff that doesn't belong in our recycling bin. I think it's a big problem. I don't know what goes in there. Like I'm not sure about Post-its."

We need to do a better job of recycling. Here are my ideas for how we can do a better job. We can ask the custodians what can go in the bins and make signs. We can make announcements at lunch and during the morning announcements about what can go in the recycling bins. We can even have an assembly about recycling. The custodians said they would help us.

My mom said recycling is important for the earth. Recycling is reusing things so we don't waste them. We need to do a better job at our school! We can all help. You can check that what you put in the recycling bin is okay to recycle and take stuff out that doesn't belong. This is important. Please help!!!

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by Robert

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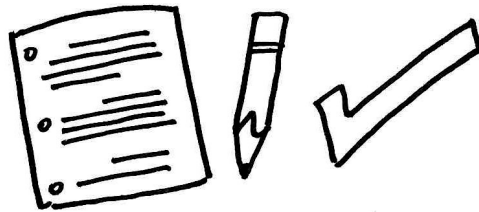
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So, please get yourself a reusable water bottle and carry it with you. You can refill it. Stop using plastic bottles. It will be better for the earth. Thank you!

Is My Speech Easy to Read?



<p>✓ Do I include end punctuation?</p>	Three small square boxes arranged horizontally, containing a period, an exclamation point, and a question mark respectively.
<p>✓ Do I check that I don't have run-on sentences?</p>	A stick figure is shown in a running pose, moving towards a small square box that contains a period.
<p>✓ When I read the text to myself, does it make sense, seem smooth?</p>	A stick figure is sitting and reading a document. Above their head is a thought bubble containing a checkmark. To the right of the figure is another checkmark.
<p>✓ Do I use paragraphs to help me to leave white spaces in my speech?</p>	A rectangular document with several horizontal lines representing text. There are noticeable gaps or white spaces between the lines of text.

Kids Delivering Speeches

Greta Thunberg delivering her speech on climate change:

<https://www.youtube.com/watch?v=KAJsdgTPJpU>

Simon Link, 3rd grader, on why kids need more recess:

<https://www.youtube.com/watch?v=Kh9GbYugA1Y>

Molly Steer, 9 years old, on why we should not use plastic straws:

<https://www.youtube.com/watch?v=Rr5Py1r9xjw>

You can use this form to learn new vocabulary. One is included, but you can make your own for as many as you need.

Name _____

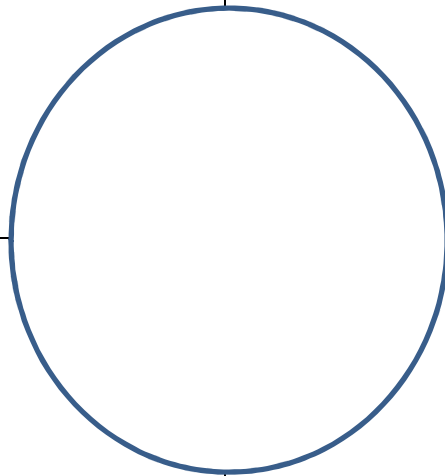
Vocabulary Four Square

Write the definition:

Use it in a sentence:

Write a synonym
of the word:

Draw a picture:



Math Grade 3 Week 7 (May 4 – May 8)

Application Problem #1

Which triangle is divided into **thirds**?

Explain your answer.



Triangle A



Triangle B

Application Problem #2

How does the size of the fraction change if only the **denominator** is increased? Why?

$$\frac{1}{5} \rightarrow \frac{1}{6}$$

Explain with pictures:

Explain in words:

Computation Problem #1

Number Line (Source: mathlearningcenter.org)

Mark and label each of these fractions on the number line: $\frac{1}{2}$, $1\frac{1}{4}$, $1\frac{1}{3}$, $1\frac{3}{4}$.



How did you decide how to place $1\frac{1}{3}$? Explain your strategy.

Computation Problem #2

A. Eight marbles are shown.



$\frac{2}{8}$ of the marbles are green. $\frac{3}{8}$ of the marbles are yellow. The rest are blue. What fraction of the marbles is blue?

B. Tom has 12 eggs. He eats $\frac{1}{2}$ of them. How many eggs did Tom eat? Explain your thinking!

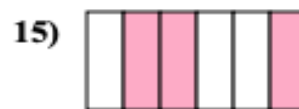
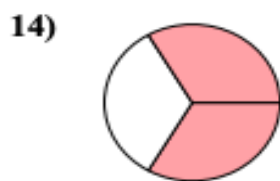
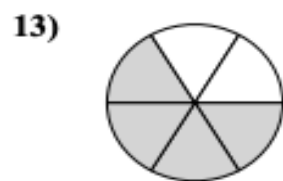
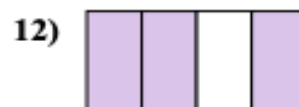
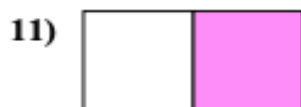
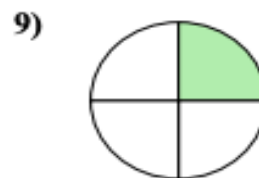
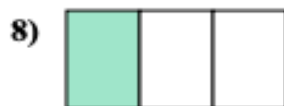
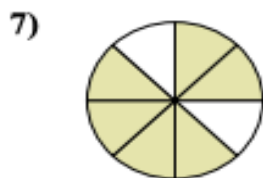
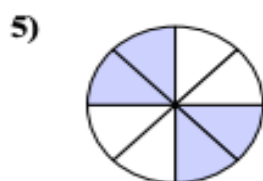
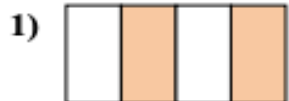
Fluency Practice #1



Writing Fractions

Name: _____

Write the shaded amount as a fraction of the whole amount.



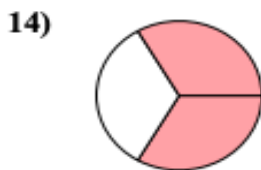
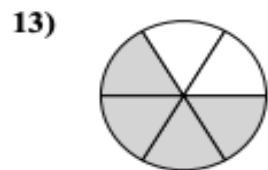
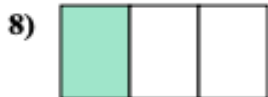
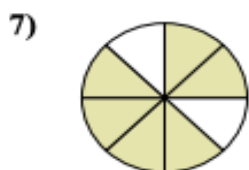
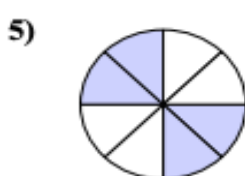
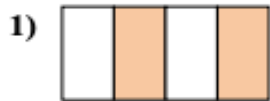
Fluency Practice #2



Writing Fractions

Name: _____

Write the shaded amount as a fraction of the whole amount.



Fluency Practice #3

Comparing fractions (like denominators)

Grade 3 Fractions Worksheet

Example: $\frac{2}{3} > \frac{1}{3}$ or $\frac{1}{4} < \frac{3}{4}$

Write ">", "=" or "<" to compare the fractions.

1. $\frac{21}{30}$ ___ $\frac{17}{30}$

2. $\frac{6}{48}$ ___ $\frac{17}{48}$

3. $\frac{1}{2}$ ___ $\frac{1}{2}$

4. $\frac{5}{25}$ ___ $\frac{22}{25}$

5. $\frac{3}{4}$ ___ $\frac{3}{4}$

6. $\frac{2}{4}$ ___ $\frac{3}{4}$

7. $\frac{18}{30}$ ___ $\frac{28}{30}$

8. $\frac{5}{6}$ ___ $\frac{4}{6}$

9. $\frac{4}{8}$ ___ $\frac{4}{8}$

10. $\frac{6}{8}$ ___ $\frac{1}{8}$

11. $\frac{6}{18}$ ___ $\frac{8}{18}$

12. $\frac{1}{10}$ ___ $\frac{2}{10}$

13. $\frac{1}{4}$ ___ $\frac{1}{4}$

14. $\frac{1}{8}$ ___ $\frac{4}{8}$

15. $\frac{6}{12}$ ___ $\frac{10}{12}$

16. $\frac{5}{10}$ ___ $\frac{1}{10}$

17. $\frac{2}{10}$ ___ $\frac{4}{10}$

18. $\frac{2}{6}$ ___ $\frac{1}{6}$

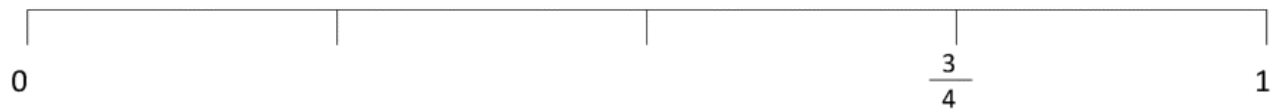
Fluency Practice #4

Fill in the missing fractions on these fraction number lines.

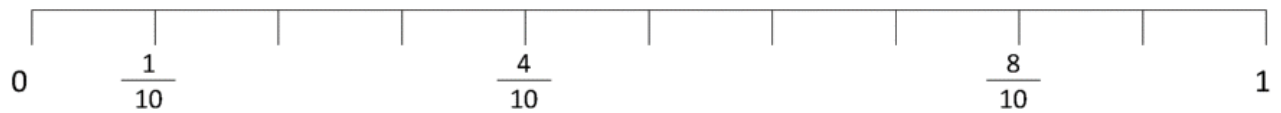
A)



B)



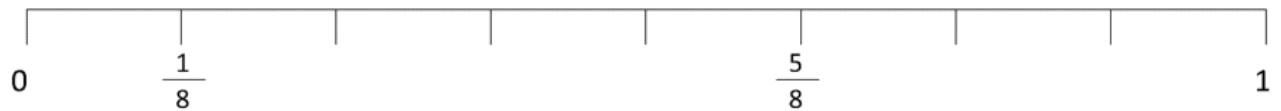
C)



D)



E)



F)

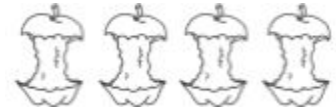


Why are some apples red and some green?
Click on the link to the right to find out!

<https://mysteryscience.com/flowers/mystery-3/trait-variation-inheritance-artificial-selection/90?code=NzYzNzlwNDg&t=student>



Apple Taste Test



What is it called?	What color is it?	How sweet is it?
Granny Smith		<p>Very Sweet</p> <p>Slightly Sweet</p> <p>Slightly Sour</p> <p>Very Sour</p>
Red Delicious		<p>Very Sweet</p> <p>Slightly Sweet</p> <p>Slightly Sour</p> <p>Very Sour</p>
Golden Delicious		<p>Very Sweet</p> <p>Slightly Sweet</p> <p>Slightly Sour</p> <p>Very Sour</p>
Honeycrisp		<p>Very Sweet</p> <p>Slightly Sweet</p> <p>Slightly Sour</p> <p>Very Sour</p>

What's your favorite apple? _____

Power of Flowers

Name: _____

Date: _____

Mystery 3: Why are some apples red
and some green?

End of Mystery Assessment

1. How are grocery store apples different than wild apples (crab apples)?

2. How have humans made sweeter apples?

3. Just for fun: If you were to create your own apple variety, what would you select for other than size, sweetness, and color?

The Penacook People

Before the European settlers and the mills, there was a group of people called the Penacook who lived in what we now know as the Greater Lowell area. Agriculture was very important to the Penacook. The climate and conditions made it possible to rely upon the crops of squash, corn, beans and sunflowers to help see the people through rough times. Archeological evidence of land cleared for agriculture and villages has been found along the Merrimack River in present day Lowell, Chelmsford, Haverhill, Amesbury, and Newbury. Unfortunately, many Penacook sites were destroyed during the construction of the mills, with Boott Mill sitting on the remains of one such site.

In addition to their gardens, the Penacook gathered wild plants that produced fruits, nuts, and seeds. They also used leaves, roots, berries and flowers of many plants for food, fibers and healing medicine. Although plants were important, the people relied more upon hunting, fishing and gathering to get the food they needed. They hunted small game animals as well as deer, moose, bear, and turkeys. When they took the life of an animal, to which they were connected spiritually, they made sure to use every part of that animal in some way or another. Antlers and bones were made into fish hooks, needles, awls, and other tools and weapons. The hides and furs were used for clothing, bags, and sleeping material. The hooves of the larger animals were used in ceremonial rattles and for making glue.

(Adapted from “A Year in the Life: The People of the Lower Merrimack Valley” by Dana Benner)

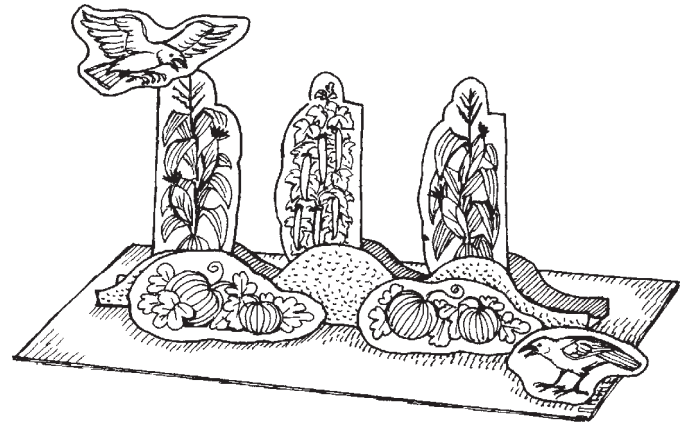
To explore the tradition of planting the Three Sisters (corn, squash, and beans), make this model of a Lenni Lenape garden. The Lenni Lenape lived further south on the Atlantic Coast from where the Penacook were located, but the tradition of the Three Sisters is the same.

Planting the Three Sisters

(LENNI LENAPE)



Students make a model that explains how three important crops were planted.



NATIVE TRADITIONS

The most important crops that Atlantic Coast tribes such as the Algonquian-language speaking Lenni Lenape planted were corn, squash, and beans. These three essential foods were known as the Three Sisters.

When planting corn, Lenni Lenape women and children made small mounds of soil in the fields. They placed four or five corn kernels in holes they created in the mounds. After placing a small fish in each hole to act as fertilizer, they covered the kernels and fish. Then they planted beans in the same mounds so that the growing bean plants could climb the corn stalks. In return, the beans helped put nutrients back into the soil that were depleted by the corn plants as they grew. Finally, the women and children planted squash seeds between the mounds. Together, the Three Sisters reduced the growth of weeds and helped prevent soil erosion.

During the growing season, the women and children tended the crops; when the crops ripened, they harvested the corn, beans, and squash. The Lenni Lenape Indians stored surplus food in deep holes, which were lined with grass mats and then covered with bark for insulation. The Lenni Lenape also stored food in their homes and in wooden cribs (bins). Such food stores helped the tribe survive during the cold winter months.



Materials

- ✦ photocopy of page 4 for each student
- ✦ scissors
- ✦ tape
- ✦ sheets of green construction paper (optional)
- ✦ crayons, colored pencils, or markers (optional)



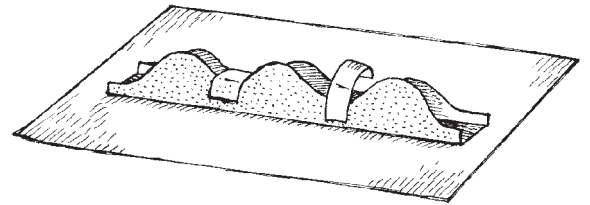
MAKING THE MODEL

Guide students in following these directions to make the model:

1 Color the page as desired. Then cut out all 13 pieces along the solid black lines and assemble as follows:

✦ Garden Mounds

Fold up the sides of the GARDEN MOUNDS piece along the dotted lines. Loosely tape the mounds together as shown. (OPTIONAL: Tape the garden mound onto construction paper.)

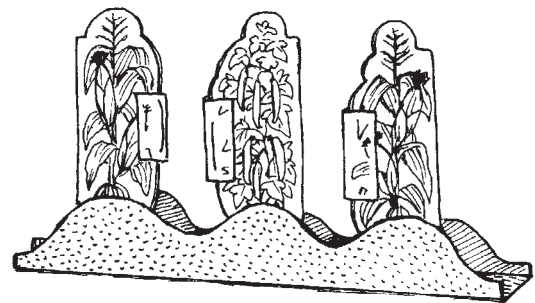


✦ Fish and Seeds

Fold the FISH AND SEEDS pieces along the dotted lines, and drop one into each of the three mounds.

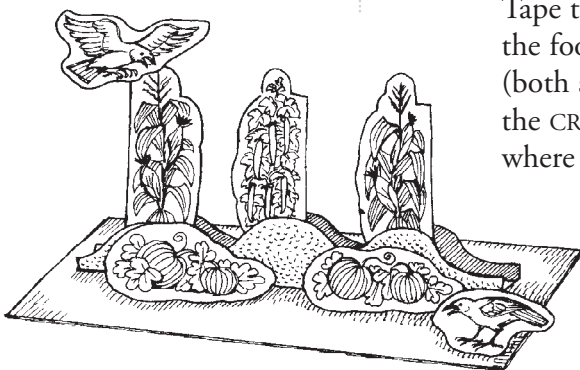
✦ Corn and Beans

Fold the CORN AND BEANS pieces along the dotted lines and tape the open seams closed. Tape one inside each mound, as shown.



✦ Squash

Tape the SQUASH pieces onto the foot of the mounds (both sides), as shown. Tape the CROWS onto the model, where desired.



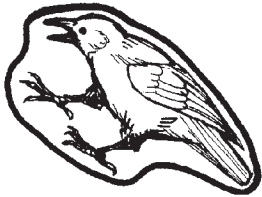
TEACHING WITH THE MODEL

- 1 What were the Three Sisters? (*They were the most important crops—corn, beans, and squash—that the Lenni Lenape and other Atlantic Coast Indians planted.*)
- 2 Why did the Lenni Lenape Indians plant a fish in each hole with seeds? (*The fish was used as fertilizer.*)
- 3 What did the beans climb? (*The growing bean plants climbed the corn stalks.*)
- 4 How did planting the Three Sisters help the soil? (*Bean plants returned nutrients to the soil; together, the three crops helped prevent weeds and soil erosion.*)
- 5 Where did the Lenni Lenape Indians store surplus food, and why? (*They stored surplus food underground, in homes, and in cribs. They ate the food during the winter months.*)

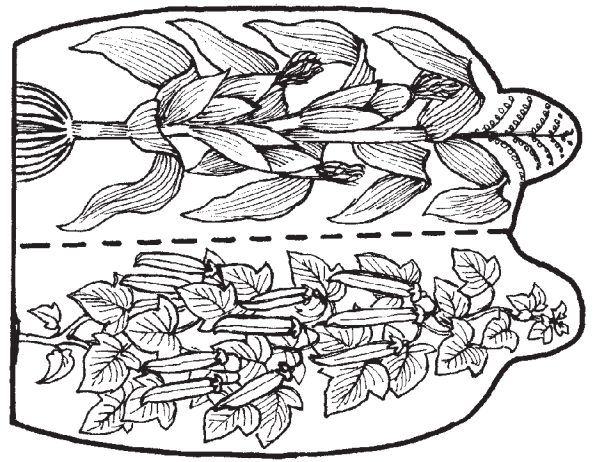
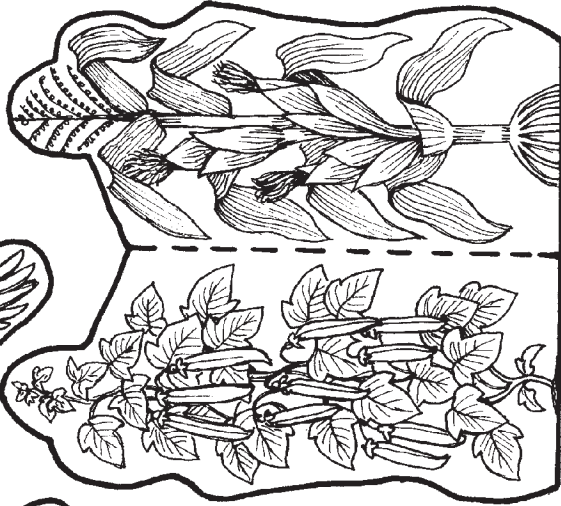
Do More!

Bring in corn, bean, and squash seeds and ask students to compare them. They can sprout the seeds in self-sealing plastic bags lined with moist paper towels, and compare their growth.

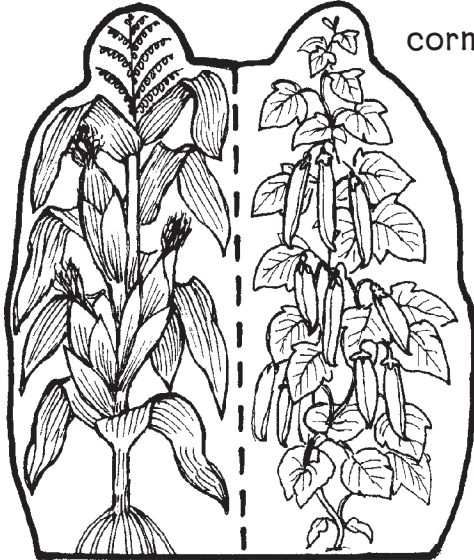
PLANTING THE THREE SISTERS (LENNI LENAPE)



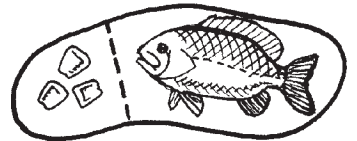
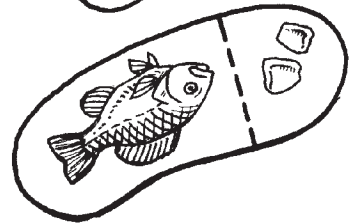
crows



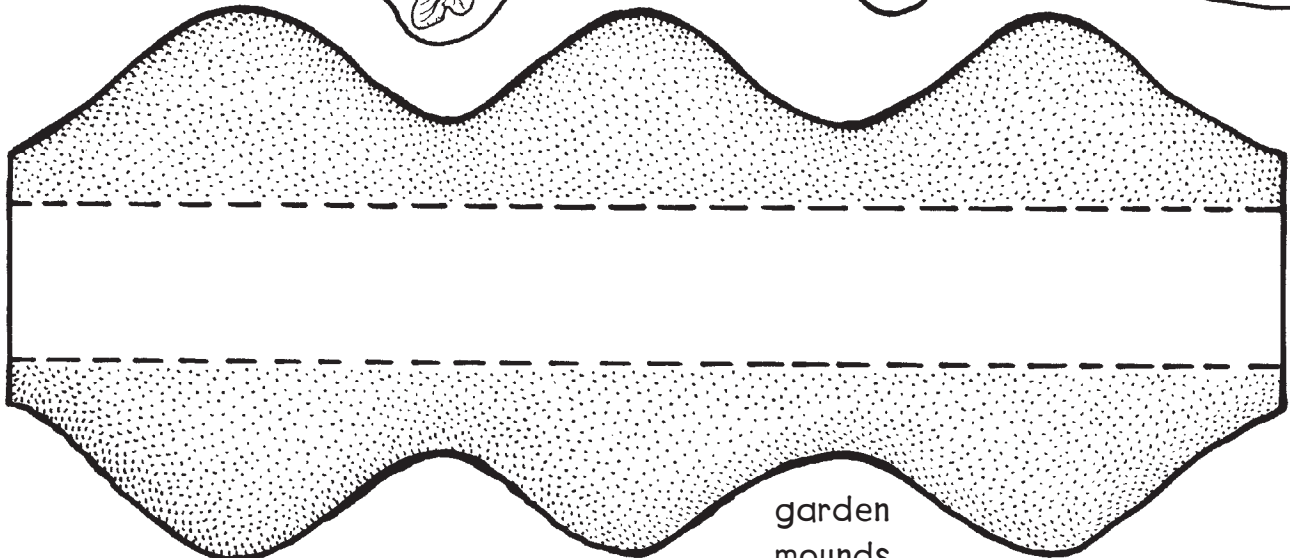
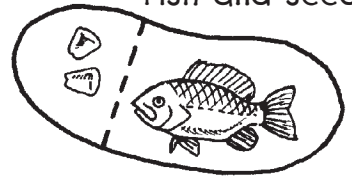
corn and beans



squash




fish and seeds



garden mounds

ESL at HOME 3-5 WEEKS 1-8

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

Monday	Tuesday	Wednesday	Thursday	Friday
<p>Choose a book page, magazine, or newspaper article. Tally how many times you find the words that start with letters:</p> <p>S A T</p>	<p>Go on a shape hunt. Find five things in your house for each shape:</p> <p>Rhombus Trapezoid Equilateral</p>	<p>How many words can you make from this word?</p> <p>educational</p>	<p>List 5 things in your home that are solids.</p> <p>List 5 things in your home that are liquids.</p> <p>List 5 things in your home that are gases.</p>	<p>Imagine two of your friends went to your school when no one was there. Write or draw their adventure.</p>
Monday	Tuesday	Wednesday	Thursday	Friday
<p>Hide something in your home. Make a treasure map and let a family member try to find it.</p>	<p>Find four things in your home that are magnetic.</p> <p>Find four things in your home that are mixtures.</p> <p>Find four things in your home that are transparent.</p>	<p>Imagine you ran a zoo. Write an advertisement telling people why they should come to your zoo.</p> 	<p>Line up all the soap, shampoo, and lotion in your house from smallest to tallest.</p>	<p>Put a little bit of soap into a cup. Fill the cup with water. Count how many minutes it takes for the bubbles to disappear.</p>