

Third Grade Reading

Week 7

- Students should read a **fiction** or **nonfiction** book or article a minimum of 20 minutes per day (Book Websites: Epic, Tumble Books or teacher assigned Newsela articles)
- Nonfiction passages: *Fixing My Sister's Bike*, *Foreign Lands*, *The Swing*, and *How to Build a Rube Goldberg Machine*
- To paragraph shrink in nonfiction, next to each paragraph, write the topic and what you're learning about. Keep it short! 2-3 words. Example - "panda diet"

Daily Work Resources

Monday	<ul style="list-style-type: none"> ● Chunk and paragraph shrink the passage, <i>Fixing My Sister's Bike</i> ● When making an inference remember: (text clues + prior knowledge = inference). Drawing a conclusion is an opinion or judgement that is formed by using multiple inferences. <ul style="list-style-type: none"> ○ Make 2 inferences and draw 1 conclusion about Dad. ● Answer the following questions about the article: <ul style="list-style-type: none"> ○ Is this passage fiction or nonfiction? Explain how you know. ○ What is the main idea of the passage? Main Idea- what is the passage <i>mostly</i> about?
Tuesday	<ul style="list-style-type: none"> ● Reread the passage, <i>Fixing My Sister's Bike</i> ● Stories have common lessons or themes that can help the reader learn life lessons. Write the theme of the story. What do you think the author was trying to teach you? ● Feeling Grouchy: Ariel felt grouchy when her reflector wasn't getting fixed. Describe a day when you were grouchy. What made you so grumpy and how did you get in a better mood?
Wednesday	<ul style="list-style-type: none"> ● Chunk and paragraph shrink the poems, <i>Foreign Lands</i> and <i>The Swing</i> ● Answer the questions that follow each poem.
Thursday	<ul style="list-style-type: none"> ● Chunk and paragraph shrink the nonfiction article <i>How to Build a Rube Goldberg Machine</i> ● Tell whether the author's purpose is to inform, persuade or explain and give 3 pieces of text evidence. ● Answer the following questions about the article: <ol style="list-style-type: none"> 1. What does a Rube Goldberg machine do? 2. How do you know if a Rube Goldberg machine is reliable? 3. What can a reader learn by looking at the article's section titles?
Friday	<ul style="list-style-type: none"> ● Reread the nonfiction article <i>How to Build a Rube Goldberg Machine</i> ● When making an inference remember: (text clues + prior knowledge = inference). Drawing a conclusion is an opinion or judgement that is formed by using multiple inferences. <ul style="list-style-type: none"> ○ Make 2 inferences and draw 1 conclusion about Rube Goldberg. ● Design & Build It: Ask a family member to help you design and build your own Rube Goldberg Machine. Be sure to follow each step carefully and share your outcome with your teacher!

Fixing My Sister's Bike

I love to fix things. I'm only eight years old, but I can figure lots of stuff out by myself. I want to be a scientist when I grow up. Last week, the red, shiny reflector came off my sister's bicycle seat. My sister Ariel said she wanted to take it to the bicycle repair shop to be fixed.

"No way!" I stopped her. "I know how to fix things, so I'll fix this too!"

"Well, it had better work!" Ariel said. She looked like she didn't believe me.

I got some rope from the closet, and I tied the reflector right back onto the bike. It dangled a little bit, but it still worked just fine.

"It looks messy," Ariel said.

When my dad came home, I showed him how I had fixed the bike.

"Do you think that's the best solution?" he asked me.

I looked over at the reflector. It didn't look that secure after all. There were some pieces of rope hanging off.

"Yes! It's fine!" I said. I thought it was the best solution. I had come up with it, after all, so it had to be the best.

"Okay," he said. "Let's see how long it stays attached to the bike."

My dad said he was proud of me for taking initiative. That means I see something that needs to be fixed and do it without being told!

"I think I have a new lesson for you, though," Dad said. "I want to show you how to conduct an experiment."

I had come up with a solution to a problem, and now the second step was to test it under different conditions. I asked my sister when she was planning to go for a bike ride. She said at 2:00 p.m. I grabbed a pen and a piece of paper and made two columns on the paper. One column said GOOD, and one column said BAD. At 2:00, I went outside to watch her ride.

First, she rode down the sidewalk and the reflector stayed on. I made a checkmark in the GOOD column. Next, she went over a bump and the reflector stayed on. I made another checkmark. Good again! Then, she rode underneath a tree. *Uh oh!* I knew what was coming next. One of the branches from the tree swept across the back of her bike, and the next thing I knew the whole reflector was untied and on the ground!

Ariel cried out, "My reflector!"

I made another checkmark, this time in the column that said BAD.

"Back to the drawing board!" I said.

Later that night, my dad and I sat down with my paper to look at the checkmarks.

"Under what conditions did the reflector stay on the bike?" he asked me.

I looked. "Well, it stayed on when the bike was riding normally, but it fell off when it was hit by that tree branch."

"What you have on that sheet of paper is *scientific data*," Dad said. "What do you think you can learn from this?"

"I don't think the rope worked very well," I said.

"I don't think so, either," he said. "But you did have to test it first to be sure."

"Well, I tested it and now I know."

"What will hold the reflector on a little bit better?"

"Let's use glue!" I said.

We went downstairs, where the family keeps all our tools. Dad pulled the bike up onto the bench and took out the Super Glue.

I'm not allowed to use strong glue by myself. So we did this part together.

We let the glue dry overnight, and the next day I conducted my experiment all over again.

"You're not going to break my reflector again, are you?" my sister asked. She looked a little mad and suspicious.

"Well, I don't think so," I told her. "But that's what this experiment is for. Do you trust me?"

"I guess so," Ariel said. "But mainly because Dad helped this time!" She stuck her tongue out at me.

I made her ride the bike exactly the same way she had the last time so that we could try to recreate the conditions. This is important in a scientific experiment. She rode down the sidewalk. The reflector stayed on. So far, so good! Then, I had her go over the bump again. The reflector stayed on. I made another checkmark. But now it was time for the final test.

"Okay, get ready!" I yelled. "It's time to ride under the tree!"

Just like last time, my sister rode under the tree. However, this time, the reflector stayed on the bike.

"Yay! It didn't fall off!" Ariel squealed happily.

I was pretty proud of myself. I made a great big check mark in the GOOD column, and then drew a smiley face just for fun.

I turned around to see that my dad had been watching the entire time.

"Excellent work, little scientist," he said. "You recreated the experiment and found the solution to your sister's bike problem."

"And I saved us a trip to the bike shop!" I said.

"You sure did," Ariel said. And then she gave me a great big hug.

Foreign Lands

by Robert Louis Stevenson from A Child's Garden of Verses

Up into the cherry tree
Who should climb but little me?
I held the trunk with both my hands
And looked abroad on foreign lands.

I saw the next door garden lie,
Adorned with flowers, before my eye,
And many pleasant places more
That I had never seen before.

I saw the dimpling river pass
And be the sky's blue looking-glass;
The dusty roads go up and down
With people tramping in to town.

If I could find a higher tree
Farther and farther I should see,
To where the grown-up river slips
Into the sea among the ships,

To where the roads on either hand
Lead onward into fairy land,
Where all the children dine at five,
And all the playthings come alive.

The Swing

by Robert Louis Stevenson from A Child's Garden of Verses

How do you like to go up in a swing,
Up in the air so blue?
Oh, I do think it the pleasantest thing
Ever a child can do!

Up in the air and over the wall,
Till I can see so wide,
Rivers and trees and cattle and all
Over the countryside—

Till I look down on the garden green,
Down on the roof so brown—
Up in the air I go flying again,
Up in the air and down!

1. What was one thing the narrator saw from the tree?

2. What word did the author use to rhyme with "slips"?

3. Do you think there is a tree tall enough to see into fairy land? Why or why not?

1. Give one set of rhyming words from the poem.

2. What is one thing that the person on the swing sees?

3. The poem says, "Up in the air I go flying again." How is being on a swing like flying?

After reading both poems, compare and contrast by telling one way the poems are similar and one way they are different.

How to Build a Rube Goldberg Machine

Rube Goldberg (1883-1970) was a scientist and cartoonist. His cartoons made fun of machines with many parts being used to do one easy task. One task might be turning on a light. Another could be frying an egg. Goldberg drew crazy chain reactions doing the job.

You'll need patience to build a Rube Goldberg machine. You will also need to think differently. Every machine is unique. Still, many creators build off of other people's ideas. They may link those ideas in exciting ways.

Part 1: Preparing For The Assignment Or Competition

Understand the rules. You will get instructions about building your machine, so read them carefully.

Decide what job your machine will do. Here are some ideas: open or close a door, turn on a light, pour a bowl of cereal.

Part 2: Designing Your Machine

Collect your building materials. Gather things from around your house and go to stores and flea markets. There are lots of things you can use. You might use dominoes, toilet paper rolls, toy cars, action figures, marbles and string. You can be creative!

Next, experiment with the materials. Lay them all out and start playing with them to form chain reactions. When one event makes another event happen, that's a chain reaction.

Develop a building plan. Decide which chain reactions will do the job. Break your plan into different steps. It helps to start with the last step and work your way back to the first step. Take, for example, popping a balloon.




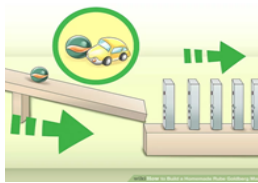
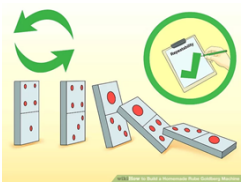
Step 3. A tack will pop the balloon. The tack will be attached to the front of a toy car. Step 2. A toy car will go down a ramp. Step 1. I will swing a weight at a toy car. In another chain reaction, a marble can knock over a set of dominos.

Once you have a plan, build a quick version of your machine. It doesn't have to be perfect. You'll build a final product after you test it.

Part 3: Testing Your Machine

Test the machine. Does your machine do the job? If it does, go to the next step. If the machine doesn't complete the task, rethink your design.

Now, build a stronger version of your machine. Then, test it a new way. Can your machine repeat the task five times in a row? If not, redesign your machine. Next, test to see if your machine is reliable. You will test the machine four times. It should work at least three out of four times. Finally, practice taking your machine apart and putting it back together. Now, you're ready to present your Rube Goldberg machine.

 <p><i>Do research on Rube Goldberg machines, then think about what you'd like to build. Make sure you read the rules if there are rules for the contest you're entering. Photo: WikiHow</i></p>	 <p><i>Imagine the end task your machine will accomplish. Photo: WikiHow</i></p>	 <p><i>Gather materials and start planning. Photo: WikiHow</i></p>	 <p><i>Lay out the materials and start creating chain reactions. In one chain reaction, a marble can knock over a set of dominos. Photo: WikiHow</i></p>	 <p><i>Test your machine. Be sure your machine can be used again and again. Photo: WikiHow</i></p>
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