

ISD Grade Level: 3rd Grade
ISD Content: ELA
Week: April 13 – April 17




Reading Log

Date	Book Title and Tricky Words	# of pages read	Minutes read
	Tricky words:		
	Tricky words:		
	Tricky words:		
	Tricky words:		
	Tricky words:		

Choice Board

Directions: After 20 minutes of reading your independent book each day, choose one of these activities to complete.

<p><u>Questions</u></p> <p>Write 3 questions a character in the story would ask. Start: _____ would ask..</p>	<p><u>Comic Strip:</u></p> <p>Create a 5-picture, colorful comic strip depicting 5 major events. Make sure they are in order, include captions and dialogue to aid in a retelling of your tale.</p>	<p><u>Letter</u></p> <p>Write a 1-page, friendly letter to someone recommending your book. Be sure to include a summary and 3 reasons why you liked it. (Be sure you use the friendly letter format.)</p>
<p><u>Character Bag</u></p> <p>Collect 6 items that represent/symbolize a main character. These items should show your character's beliefs, activities, major events, likes, & dislikes. Be sure to explain each item.</p>		<p><u>News Article</u></p> <p>Write a newspaper article about 1 major event from your book. Be sure to include an exciting headline using bigger font.</p>
<p><u>New Character</u></p> <p>Create an original character and tell how that character would fit into the story.</p>	<p><u>Recommendation</u></p> <p>Write a recommendation to your teacher as to why the story should be read or not</p>	<p><u>Book Jacket</u></p> <p>Design a colorful cover that looks different from the traditional tale. Include the title, setting, characters, and a summary on the back cover.</p>

Cause and Effect

Name _____

Date _____

Read each sentence. Underline the cause. Circle the effect.

- 1) I wore sandals to the beach, so my toes got sunburnt.
- 2) My mom grounded me, because I failed my math test.
- 3) After I was done mowing the yard, my father paid me ten dollars.
- 4) Since I forgot to lock the gate, my dog escaped.
- 5) Terry got a bad stomachache after he ate all his candy.
- 6) The room was dark, so I stubbed my toe.
- 7) Nick and Alex laughed at me, because I couldn't tell them apart.
- 8) His father's car had a flat tire, so we were all late to the party.
- 9) My yard flooded, because it rained for three days.
- 10) After I kicked the winning goal, the crowd cheered.

Writing Graphic Organizer

On the left side of the graphic organizer read the Fairy Tale and identify the story elements. Use the right side of the graphic organizer to change the story elements to create your own version of the original Fairy Tale.

Fairy Tale I'm Studying:	My Own Fairy Tale
Characters	Characters
Setting	Setting
Magical Element(s)	Magical Element(s)
Conflict	Conflict
Resolution	Resolution

[illegible]

Name: _____

Date: _____

Story Elements: Compare and Contrast



Read two stories. Then fill out the chart below as you think about how they are similar and different.



	Story1: _____	Story2: _____
What happened?		
Who were the characters?		
Whose point of view was the story told from?		
Where did the story take place?		

*Use a favorite story to complete the "Character Change" page below.

Name: _____

Date: _____

CHARACTER CHANGE

BEGINNING

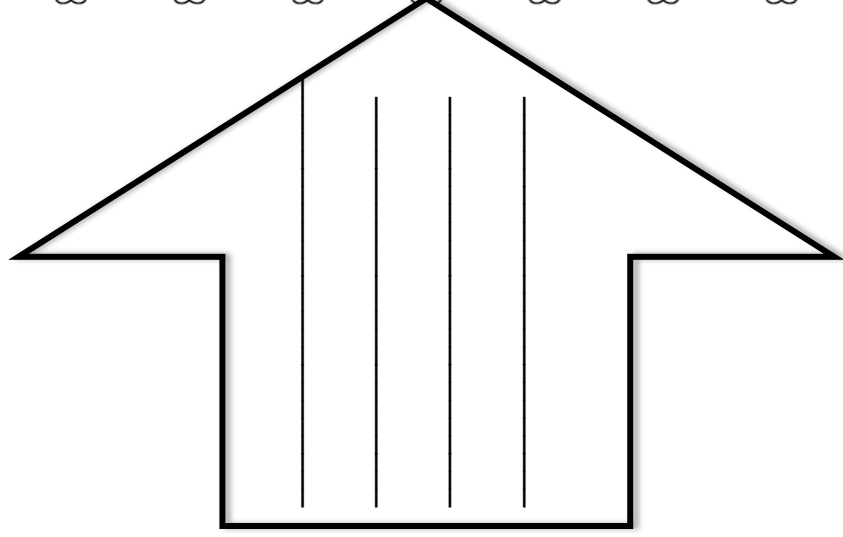
In the beginning, the character

_____ was _____.

I know this because

THEN

What caused this character to change during the story?



END

In the end, the character

changed. The character

became _____.

I know this because

Name: _____

An **analogy** shows a relationship between two sets of words. The words in the first pair must have the same relationship as the words in the second pair. To complete an analogy with a missing word, you must first discover the relationship between the completed pair. (Example: *Cat* is to *meow* as *dog* is to *bark*.)

give	signal	humid	gash
nervousness	difficult	sorrow	daybreak
baseball	assess	heaviness	predator

INSTRUCTIONS: Determine the relationship between the first pair of words. Then use the words in the word box to complete the second pair of words.

1. **Feature** is to *nose* ...as... **sport** is to _____.
2. **Vulture** is to *scavenger* ...as... **eagle** is to _____.
3. **Pressure** is to *force* ...as... **weight** is to _____.
4. **Capture** is to *release* ...as... **take** is to _____.
5. **Treasure** is to *fortune* ...as... **dawn** is to _____.
6. **Measurement** is to *measure* ...as... **assessment** is to _____.
7. **Composure** is to *agitation* ...as... **confidence** is to _____.
8. **Puncture** is to *hole* ...as... **cut** is to _____.

Inferencing with Context Clues

Context Clues

*Choose a tricky word from a book you are reading.
Complete this page to show what the word means.

Word:

Sentence from the passage:

My Sentence using the word:

Name: _____

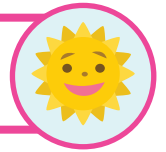
conjure	failure	manicure	mature	mislead	secure
----------------	----------------	-----------------	---------------	----------------	---------------

INSTRUCTIONS: Use the vocabulary words in the word box above to complete the sentences below.

1. To _____ is the same as to grow to adulthood.
2. The engine _____ caused the car to stop working.
3. When you _____ a door, you fasten it tight by locking it.
4. The attorney tried not to _____ the jury into believing something that wasn't true.
5. After you get a _____, your fingernails will look neater and prettier.
6. The magician will _____ a rabbit out of thin air.



Compare & Contrast Fairy Tales



Name: _____

Date: _____

Read the two fairy tales below. What are the **similarities** between the two tales? What are the **differences**? Use the **Venn diagram** on the next page to list three similarities and three things that are different about each tale.

The Frog Prince

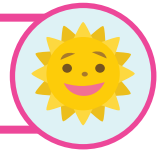
In a faraway land, a princess was enjoying the cool evening breeze outside her family's castle. She had with her a small golden ball, which she loved to play with as a way to relax. On one particular toss, she threw it so high in the air that she lost track of it, and the ball went rolling towards a spring. The ball plopped into the water and quickly sank out of sight. The princess began sobbing in despair, and wished for her toy to return to her. Then, a small frog popped out from the spring. "What's wrong beautiful princess?" asked the frog. The princess wiped away her tears and said, "My favorite golden ball is gone, and nothing I do will bring it back." The frog tried his best to comfort the princess, and assured her that he could retrieve the ball if she would grant him just one favor. "Anything! I will give you all my jewels and handfuls of gold!" exclaimed the princess. The frog explained that he had no need for riches, and only wanted a simple kiss from her in return. The thought of kissing a slimy frog made the princess shudder, but in the end she agreed, as she really loved her golden ball. Without much effort, the agile frog jumped back into the spring and located the golden ball. In a blink of an eye the frog had retrieved the ball and returned it to the princess. Keeping her word, the princess kissed the frog. Suddenly, the ground began to rumble and a haze of smoke filled the air. To the princess's surprise, the frog was really a handsome prince trapped by an evil witch's curse. Her kiss had freed the prince from a lifetime of pain and misery. The prince and princess became great friends, and eventually wed in a beautiful ceremony by the spring.

Beauty and the Beast

Once, long ago, a merchant on his travels stumbled upon a beautiful rose garden. Thinking that no one would miss one red rose, he cut one at its stem. Scarcely had he done so when he heard a terrible noise, and, turning round, he saw coming towards him a hideous Beast, who exclaimed in an awful tone: "Who are you, thief, who steals my roses? For this you must die!" The Merchant fell on his knees and begged for pardon, but the Beast would not listen to him. "Either you must die now, or else you must swear to send me in your stead the first living thing that meets you on your return home," he said; and the Merchant, overcome with terror, gave his promise. But to his horror and dismay, it was his daughter, Beauty, who first ran out to greet him on his return. He shook his head mournfully upon seeing her; but there was no help for it. He had promised to send the Beast the first living creature that met him on his return, so he was obliged to send Beauty herself in his place. When he left Beauty at the palace of the Beast she



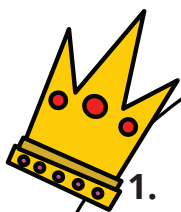
Compare & Contrast Fairy Tales



Name: _____

Date: _____

found everything prepared for her comfort and convenience. A beautiful bedchamber was ready for her use; the rooms were filled with everything that she could possibly want, and in the great hall of the castle a table was set with every delicacy. And everywhere there were bowls full of red roses. Beauty was filled with astonishment at all this luxury and magnificence. "Surely the Beast does not wish to harm me," she thought, "or he would never have so ordered everything for my comfort." And she waited with a good courage for the coming of the Lord of the Castle. In the evening the beast appeared. He was certainly very terrible to look at, and Beauty trembled at the sight of the hideous monster. But she forced herself to appear brave, and, indeed, there was no cause for her alarm. The Beast was kindness itself, and so gentle and respectful in his attentions to her that Beauty soon lost all fear. She soon became very fond of him. One night, as she lay in bed, she had a dream. She dreamt that she saw the Beast dying; she had become so fond of him and so real did it seem that she woke up in an agony of dismay. Hastily rising from bed, she searched through room after room; but nowhere could she find him. At last she ran out into the garden; and there, on a plot of grass, where he and she had often sat together, she found him lying as if dead upon the ground. With a bitter cry she sank on her knees beside the poor Beast. "Oh, Beast; my dear, dear Beast!" she cried. And the tears fell down from her eyes as she spoke. Overcome with grief, she stooped down and tenderly kissed the ugly Beast. In a moment there was a sudden noise, and Beauty was startled to find that the ugly Beast had vanished. The Beast was a beast no longer, but a handsome Prince, who knelt at her feet, thanking her for having broken his enchantment. "A wicked fairy," he said, "condemned me to keep the form of a beast until a beautiful maiden should forget my ugliness and kiss me. You, by your love and tenderness, have broken the spell and released me from my horrible disguise. Now, thanks to you, I can take my proper form again." And then he begged Beauty to become his bride. So Beauty married the Prince who had been a Beast, and they lived together in the castle where they were happy ever after.



The Frog Prince

Beauty and the Beast

Both:

1.

1.

1.

2.

2.

2.

3.

3.

3.



ISD Grade Level: 3rd Grade
ISD Content: Social Studies
Week: April 13 - April 17





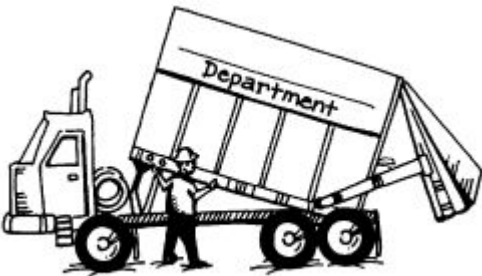
Taxes



People must pay taxes to the government. Taxes are collected to pay for schools and other goods and services. There are many kinds of taxes. If you buy something, you may have to pay sales tax. If you have a job, you may pay income tax. If you own a house, you have to pay a property tax.

The government also raises money by charging fees for certain goods and services. There are many kinds of fees. You must pay a fee to get your garbage collected. If you go to the park, you may have to pay a fee to use the swimming pool. You may have to pay a fee to park a car on a public street. If you ride the bus, you may have to pay a fee.

If people did not pay taxes and fees,
The government would not have any money.
Then, many of the goods and services
would not be available.



Directions

Each sentence tells something about the government and how it pays for services. Write T before each sentence that is true. Write F before each sentence that is false.

- _____ 1. Most people pay some kind of tax or fee to the government.
- _____ 2. A government gives the people all the services they want.
- _____ 3. Most government services cost money.
- _____ 4. Most money for government services comes from taxes and fees.

Name: _____

Date: _____



Sales Tax



What is sales tax? Explain.

Directions

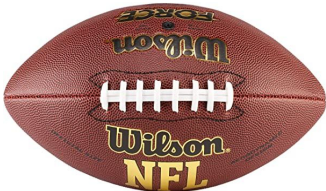
Circle the items that an individual would have to pay sales tax on.



Chips



Walking on the sidewalk



A football



Listening to a story



Scrunchies

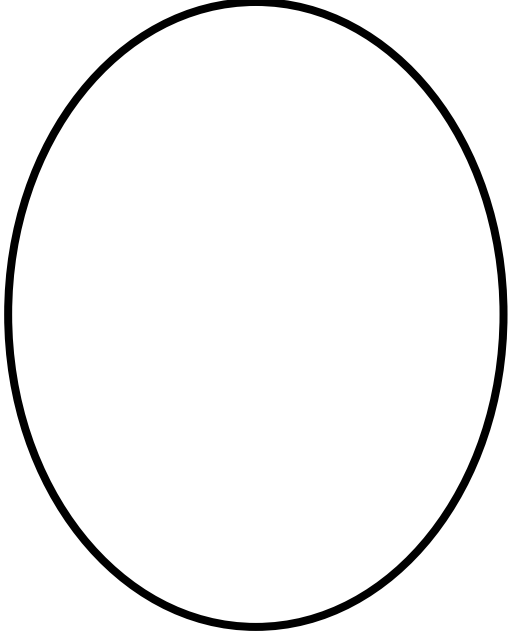


Chief's Jersey

Draw 3 different examples of items you would have to pay sales tax on..

1.	2.	3.

In the circle, draw your home or school. Around the circle, draw and label things that show what kind of place Independence is. Include pictures of both natural and human features. Include the different types of weather.



My Hometown: _____

Name: _____

Date: _____



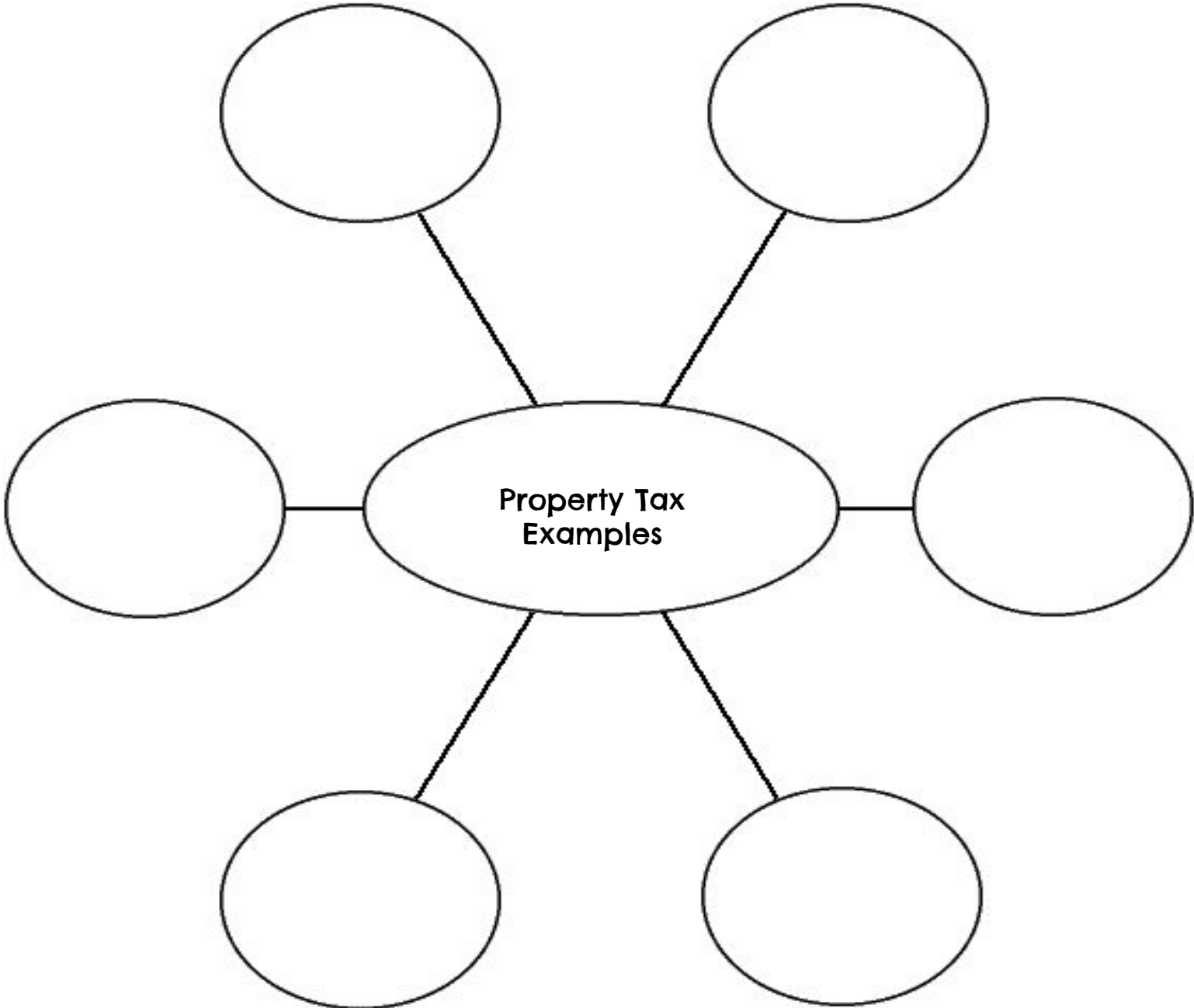
Property Tax



What is Property Tax? Explain.

Directions

In each bubble write an example of an item that you have to pay property tax on. Use words, sentences or pictures.



Renewable & Nonrenewable Resources Sort

Directions: Write each resource in the correct box.

Renewable Resources	Nonrenewable Resources

Coal

Natural Gas

Water

Wind Power

Minerals

Oxygen

Oil

Wood

Solar Energy

Rocks

Name: _____

Date: _____



Income Tax

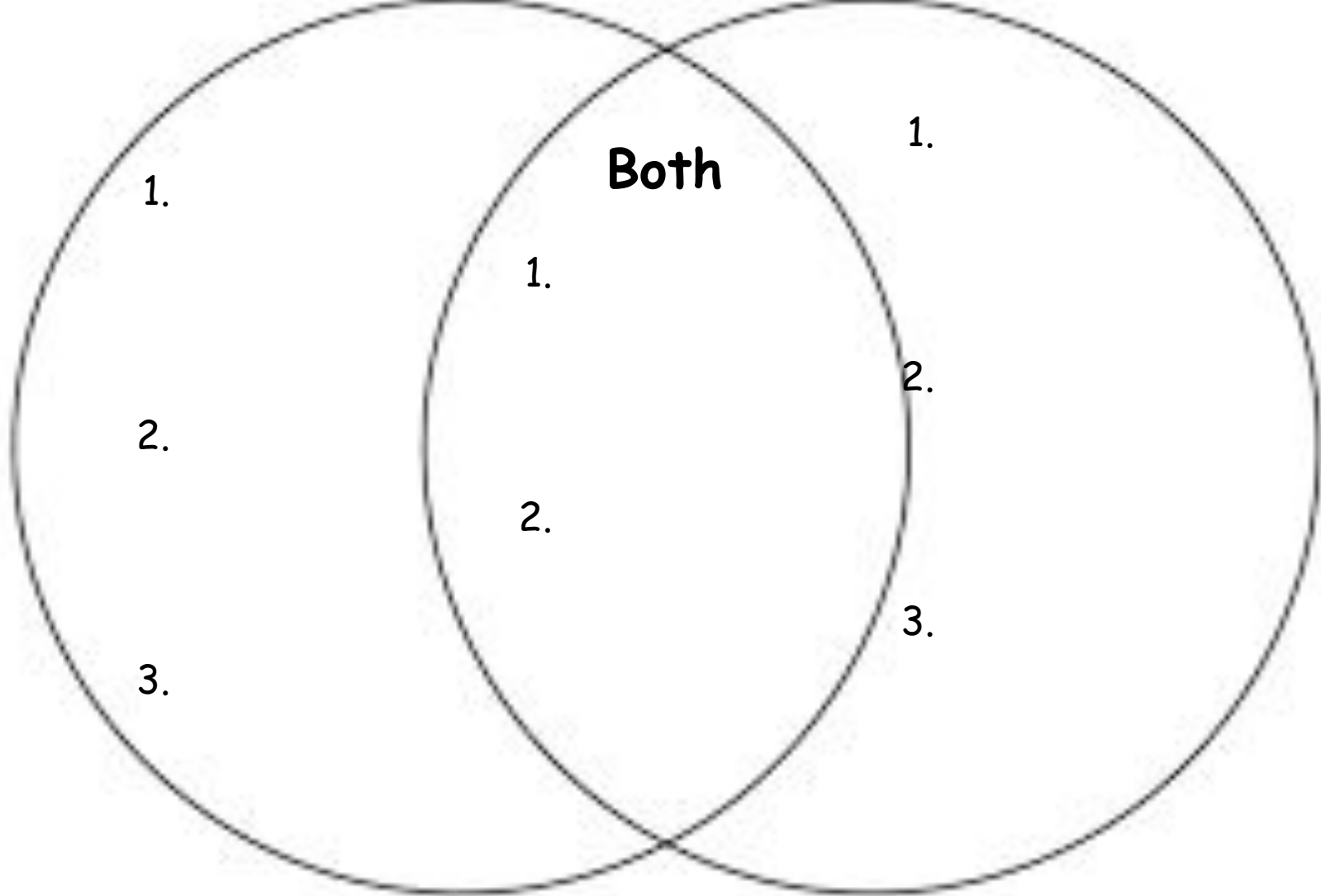
What is Property Tax? Explain.

Directions

Compare Income Tax and Sales Tax in the Venn Diagram below.
Make sure to include 3 differences and at least 2 similarities.

Income Tax

Sales Tax



Name: _____

Date: _____

Taxes Review

TAX IS _____ COLLECTED BY THE _____ FROM PEOPLE TO PAY FOR _____ THINGS.

Fill in the blanks with the correct word: **government** **money** **important**

TYPE OF TAX	PICTURE	FACTS
PROPERTY		
SALES		
INCOME		

ISD Grade Level: 3rd Grade
ISD Content: Math
Week: April 13 - April 17



Choice Board

3rd Grade Math: Each day, choose an activity to help you review rounding numbers to the nearest 10 or 100. Use the number cards on the next page to help you with some of the activities.

Choose two numbers from the deck of number cards. Round the number to the nearest ten. What number did you round to? Write the rounded number below:

Find as many socks around your home as you can. Round that number to the nearest ten. Find a friend or family member to share your answer with!

Skip count by 10's while hopping on one foot.

Choose 3 of the number cards and create the largest number you can. Then, round that number to the nearest 100.

Choose 3 of the number cards and create six different numbers. Round all six numbers to the nearest 100.

Use place value to help you put the following numbers in order from least to greatest. 6, 15, 41, 12, 34, 29, 39, 20, 19, 57, 67, 92, 78 Then round each number to the nearest ten.

Round the ages of the people living in your house to the nearest 10. Then add them together to get an estimate of the total age of all people living with you.

Write a rounding poem or song that uses what you have learned about rounding.

Write three numbers that when rounded to the nearest hundred would round to 300 and share your thinking with a family member.

Digit Cards

Cut apart these digit cards to help you with some of the activities on your Choice Board. Save them for upcoming games, too.

0	1	2
3	4	5
6	7	8
9		

Name _____

Date _____



7 TIMES TABLE - COUNT BY 7S MAZE

Help Newton to find his way out of the maze by shading the path counting in 7s up to 70.



IN	7	13	20	26	34
	14	21	27	34	43
	20	28	33	40	72
	27	35	42	57	70
	34	41	49	56	63

OUT

Count by 7s up to 70

7 → ____ → ____ → ____ → ____ → ____ → ____ → ____ → ____ → ____

Match the multiplication fact to the correct repeated addition facts.

<div style="border: 1px solid black; border-radius: 50%; padding: 5px; display: inline-block;">7 x 3</div> <div style="border: 1px solid black; border-radius: 50%; padding: 5px; display: inline-block;">7 x 5</div> <div style="border: 1px solid black; border-radius: 50%; padding: 5px; display: inline-block;">7 x 4</div> <div style="border: 1px solid black; border-radius: 50%; padding: 5px; display: inline-block;">7 x 7</div> <div style="border: 1px solid black; border-radius: 50%; padding: 5px; display: inline-block;">7 x 2</div> <div style="border: 1px solid black; border-radius: 50%; padding: 5px; display: inline-block;">7 x 6</div>	<div style="border: 1px solid black; padding: 5px; display: inline-block;">7 + 7 + 7 + 7 + 7 + 7 + 7</div> <div style="border: 1px solid black; padding: 5px; display: inline-block;">7 + 7 + 7</div> <div style="border: 1px solid black; padding: 5px; display: inline-block;">7 + 7 + 7 + 7 + 7</div> <div style="border: 1px solid black; padding: 5px; display: inline-block;">7 + 7 + 7 + 7 + 7 + 7</div> <div style="border: 1px solid black; padding: 5px; display: inline-block;">7 + 7 + 7 + 7</div> <div style="border: 1px solid black; padding: 5px; display: inline-block;">7 + 7</div>
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2ND GRADE

MATH-SALAMANDERS.COM

Name _____

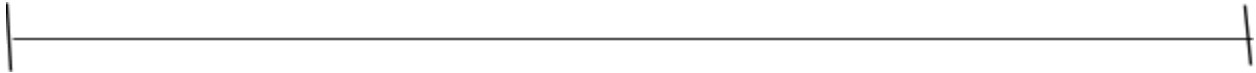
Write down the time you start and end your daily lesson work. When you are finished, use the number line to find out how long you spent on school work today.

Monday

Subject	Start Time	Stop Time	Elapsed Time
Math			
Reading			
Science			
Social Studies			

Draw your Mountains for the hour, your hills for 5-10 minutes,
And your rocks for 1 minute

Math



Reading



Science



Social Studies



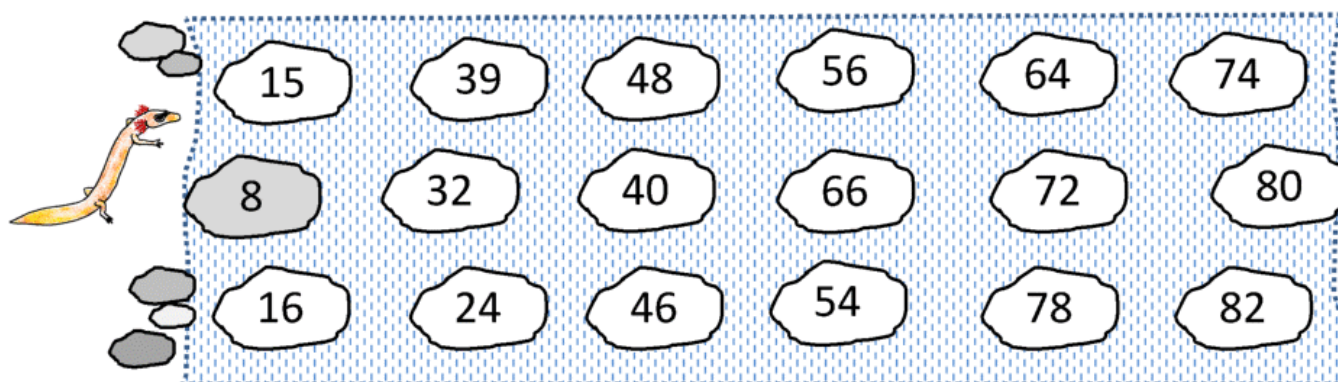
Name _____

Date _____



8 TIMES TABLE - COUNT BY 8s RIVER CROSSING

Help Captain Salamander to cross the river by shading the stepping stones counting up in 8s.



Count by 8s up to 80

8 → ___ → ___ → ___ → ___ → ___ → ___ → ___ → ___ → ___

Fill in the missing numbers in the 8 times table.

$8 \times 1 =$ 8 $8 \times 2 =$ $8 \times 3 =$ $8 \times 4 =$ $8 \times 5 =$

$8 \times 6 =$ $8 \times 7 =$ $8 \times 8 =$ $8 \times 9 =$ $8 \times 10 =$

Draw lines to match the 8 times table fact to its answer.

8×4	80	8×3	16
8×7	48	8×2	64
8×5	32	8×9	8
8×10	40	8×1	72
8×6	56	8×8	24

Tuesday

Write down the time you start and end your daily lesson work. When you are finished, use the number line to find out how long you spent on school work today.

Subject	Start Time	Stop Time	Elapsed Time
Math			
Reading			
Science			
Social Studies			

Draw your Mountains for the hour, your hills for 5-10 minutes,
And your rocks for 1 minute

Math



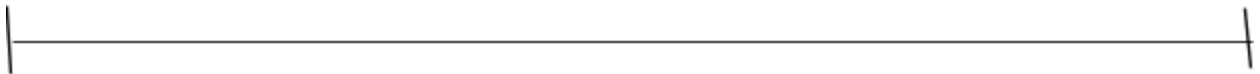
Reading



Science



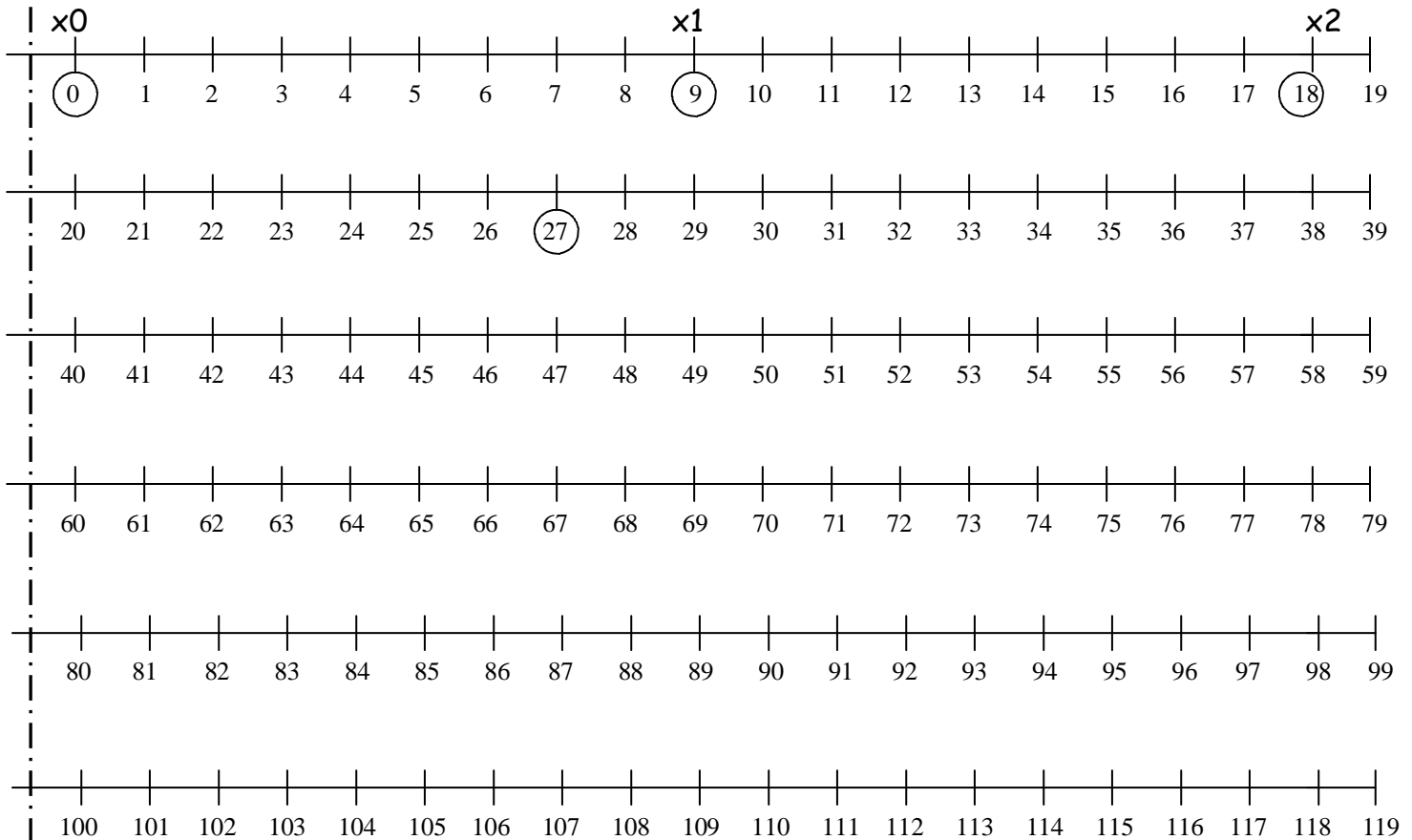
Social Studies



Name: _____

Multiplying by 9

60 Directions: Use the number line to skip count by 9. Circle the numbers you use as you count to 117. Write the number multiplied by above the number line.



$$\begin{array}{r} 1 \\ \times 9 \\ \hline \end{array}$$

$$\begin{array}{r} 9 \\ \times 2 \\ \hline \end{array}$$

$$\begin{array}{r} 9 \\ \times 3 \\ \hline \end{array}$$

$$\begin{array}{r} 9 \\ \times 4 \\ \hline \end{array}$$

$$\begin{array}{r} 9 \\ \times 5 \\ \hline \end{array}$$

$$\begin{array}{r} 9 \\ \times 6 \\ \hline \end{array}$$

$$\begin{array}{r} 9 \\ \times 7 \\ \hline \end{array}$$

$$\begin{array}{r} 9 \\ \times 8 \\ \hline \end{array}$$

$$\begin{array}{r} 9 \\ \times 9 \\ \hline \end{array}$$

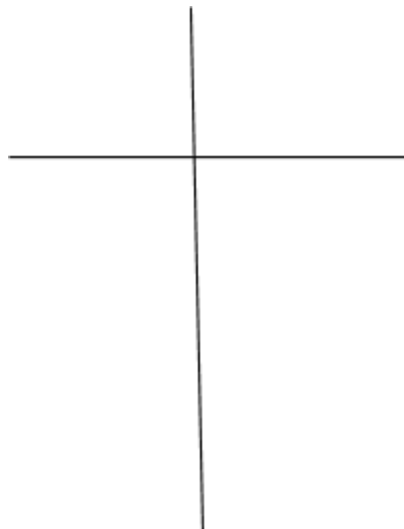
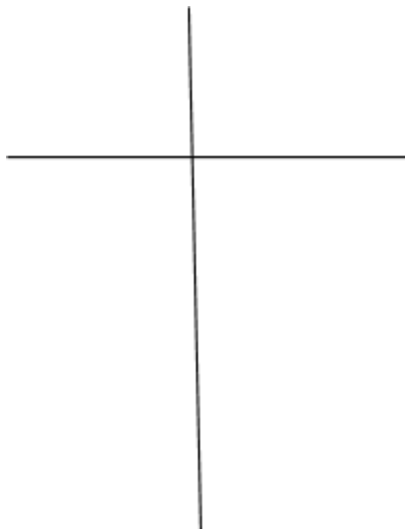
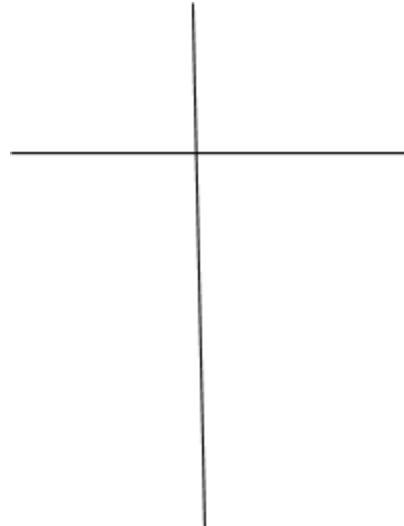
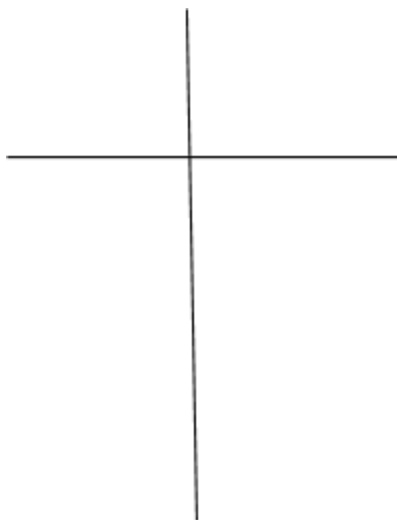
$$\begin{array}{r} 9 \\ \times 10 \\ \hline \end{array}$$

Wednesday

Write down the time you start and end your daily lesson work. When you are finished, use the T-chart to find out how long you spent on school work today.

Subject	Start Time	Stop Time	Elapsed Time
Math			
Reading			
Science			
Social Studies			

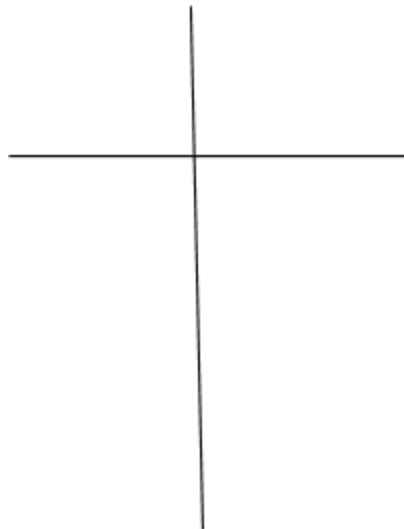
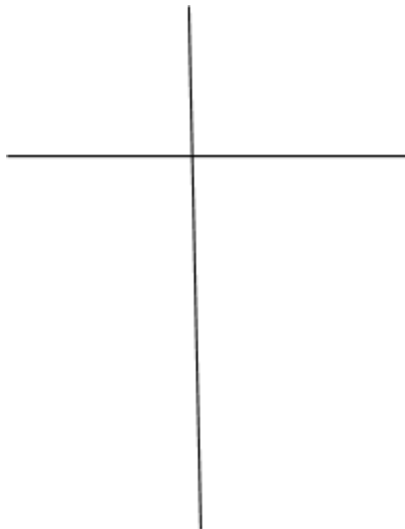
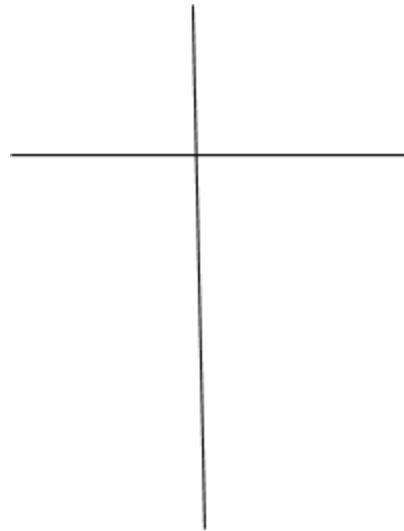
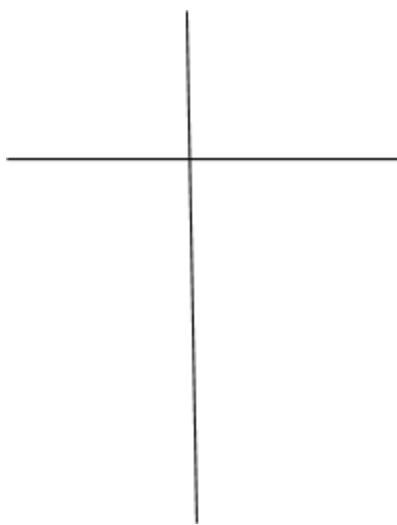
Show on a T chart how much time has elapsed while you were working on each subject using hours and minutes.



Thursday

Write down the time you start and end your daily lesson work. When you are finished, use the T-chart to find out how long you spent on school work today.

Subject	Start Time	Stop Time	Elapsed Time
Math			
Reading			
Science			
Social Studies			



Name : _____

Score : _____

Teacher : _____

Date : _____

1 Minute Drill

$$\begin{array}{r} 7 \\ x \ 1 \\ \hline \end{array}$$

$$\begin{array}{r} 3 \\ x \ 3 \\ \hline \end{array}$$

$$\begin{array}{r} 1 \\ x \ 3 \\ \hline \end{array}$$

$$\begin{array}{r} 2 \\ x \ 3 \\ \hline \end{array}$$

$$\begin{array}{r} 8 \\ x \ 7 \\ \hline \end{array}$$

$$\begin{array}{r} 4 \\ x \ 5 \\ \hline \end{array}$$

$$\begin{array}{r} 7 \\ x \ 2 \\ \hline \end{array}$$

$$\begin{array}{r} 5 \\ x \ 2 \\ \hline \end{array}$$

$$\begin{array}{r} 4 \\ x \ 3 \\ \hline \end{array}$$

$$\begin{array}{r} 8 \\ x \ 8 \\ \hline \end{array}$$

$$\begin{array}{r} 9 \\ x \ 6 \\ \hline \end{array}$$

$$\begin{array}{r} 9 \\ x \ 1 \\ \hline \end{array}$$

$$\begin{array}{r} 7 \\ x \ 2 \\ \hline \end{array}$$

$$\begin{array}{r} 4 \\ x \ 4 \\ \hline \end{array}$$

$$\begin{array}{r} 1 \\ x \ 2 \\ \hline \end{array}$$

$$\begin{array}{r} 9 \\ x \ 9 \\ \hline \end{array}$$

$$\begin{array}{r} 5 \\ x \ 8 \\ \hline \end{array}$$

$$\begin{array}{r} 5 \\ x \ 5 \\ \hline \end{array}$$

$$\begin{array}{r} 5 \\ x \ 8 \\ \hline \end{array}$$

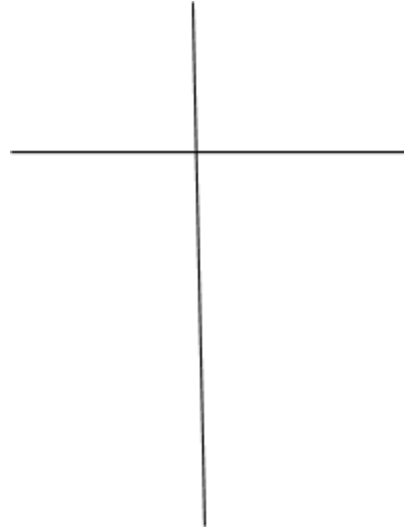
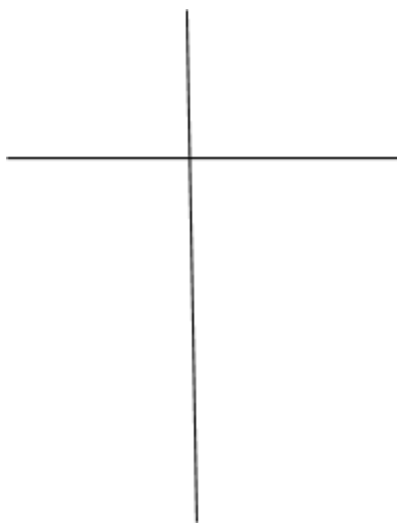
$$\begin{array}{r} 2 \\ x \ 1 \\ \hline \end{array}$$



Friday

Write down the time you start and end your daily lesson work. When you are finished, use the number lines and the T-charts to find out how long you spent on school work today.

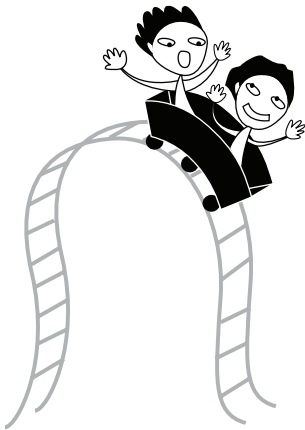
Subject	Start Time	Stop Time	Elapsed Time
Math			
Reading			
Science			
Social Studies			



ISD Grade Level: 3rd Grade
ISD Content: Science
Week: April 13 – April 17

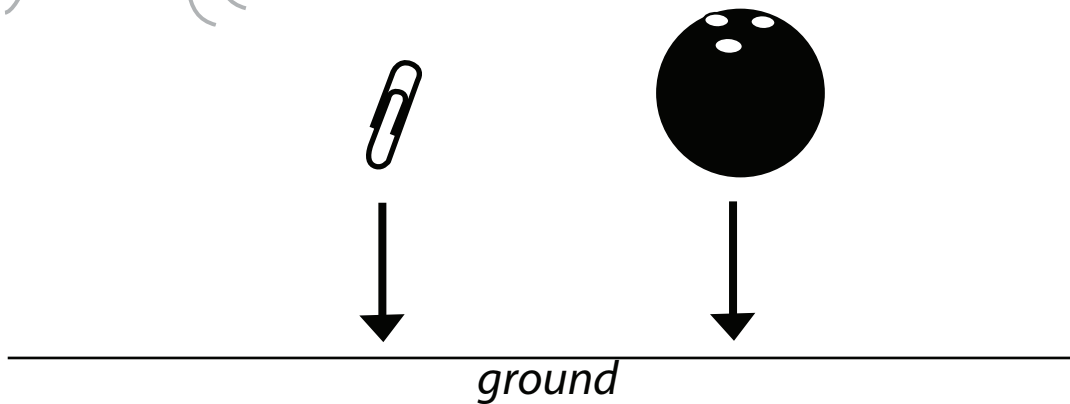


Name: _____



Falling Objects Quiz

Anna drops a bowling ball and a paper clip from the same height at the same time.

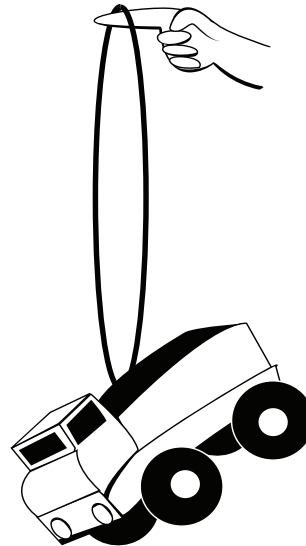
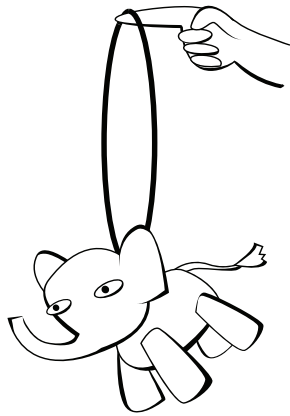


1. Which will hit the ground first?
 - a. paper clip
 - b. bowling ball
 - c. Both will hit at the same time.
2. Which will hit the ground the **hardest**?
 - a. paper clip
 - b. bowling ball
 - c. Both will hit just as hard.
3. What force causes objects to fall?
 - a. friction
 - b. gravity
 - c. air

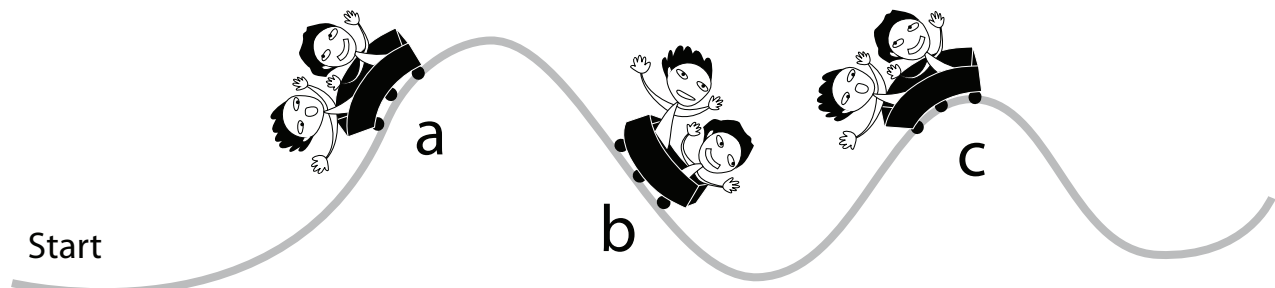
Name: _____

Falling Objects Quiz cont.

Jesse tied the same rubber band to two of his toys.



4. Which toy is the heavier?
- a. the toy elephant
 - b. the toy truck
 - c. They weigh the same.
5. Gravity is always:
- a. pulling things
 - b. pushing things
 - c. lifting things
6. Where on the track below would a roller coaster be going the fastest? Circle the letter.



Reptiles

A

A reptile is a kind of vertebrate. Reptiles lay eggs. They do not have live babies. They do not give milk to their babies. All reptiles have scales on their bodies. They do not have fur. Reptiles are cold-blooded. They cannot stay warm if it is cold. Some reptiles sit in the Sun. Snakes are reptiles. Lizards are reptiles. Turtles are reptiles. Frogs are not reptiles.

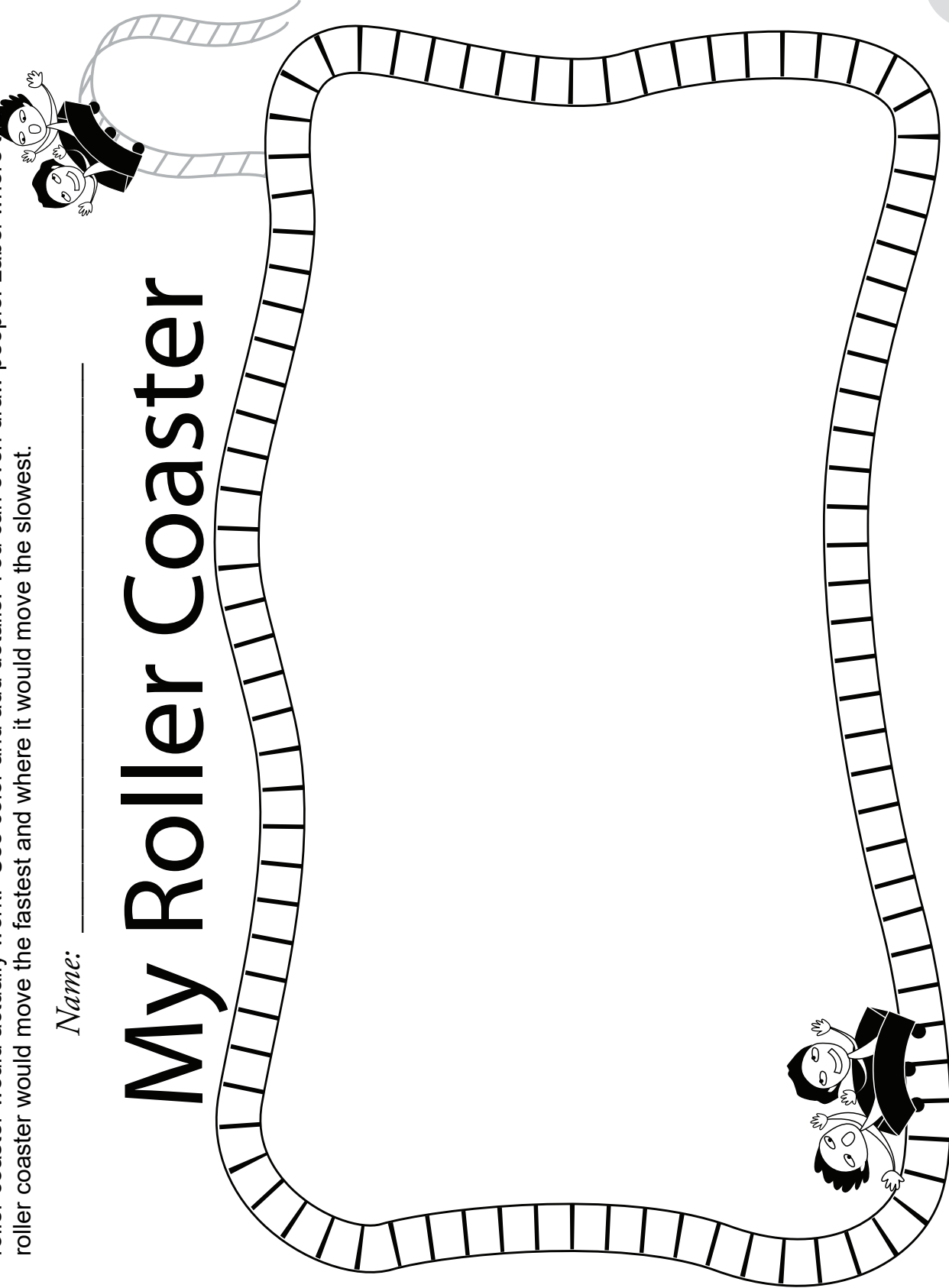
1. Use a yellow crayon to highlight the text that tells what reptiles have on their bodies.
2. Use a green crayon to highlight three examples of reptiles.
3. Use a red crayon to highlight the text that tells one thing reptiles do.

Why do reptiles sit in the Sun?

Create a roller coaster using as many hills and loops on your track as you would like, as long as you think the roller coaster would actually work. Use color and add details. You can even draw people. Label where the roller coaster would move the fastest and where it would move the slowest.

Name: _____

My Roller Coaster



Mammals

E

A mammal is a vertebrate. A mammal has fur on its body. Mammals give milk to their babies. Mammals can keep warm. Mammals need air. A dog is a mammal. A cow is a mammal. A boy is a mammal. A fish is not a mammal.

1. What does a mammal have on its body?

- a. Fins b. Fur

2. What is not a mammal?

- a. A dog b. A fish

3. What does a mammal give to its baby?

- a. Milk b. Air

What are 4 things that are mammals?

Amphibians



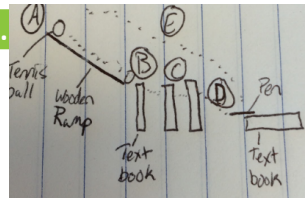
One type of vertebrate is n amphibian. Amphibians are very unique, or special. First, amphibians have skin. They do not have feathers, fur, or scales like other vertebrates. Their skin is unique because water and air can go through it. Also, all amphibians lay eggs. Their eggs do not have a hard shell like bird eggs. They have a soft covering. Amphibians lay their eggs in the water. Amphibians are also unique because they can live on land or water. They live the first part of their lives in the water. While they live in the water, they don't breathe air. They have gills like a fish. When they grow up, they get lungs to breathe. As they get older, they are able to live on land, not in the water. Amphibians are all ectothermic, or cold-blooded. They cannot stay warm if it is too cold out. Frogs, salamanders, and newts are all examples of amphibians.

1. Use a yellow crayon to highlight the text that tells how amphibians' skin is unique.
5. Use a green crayon to highlight the text that tells how amphibians are like fish.
6. Use a red crayon to highlight the text that tells what amphibians get as they grow up.
7. Use a blue crayon to highlight the text that tells where amphibians can live.

Why do amphibians have gills and not lungs when they first hatch?

A Rube Goldberg Machine is a machine designed to perform a simple task in a complicated way.

Think about a design for your own machine. What will be the task to complete(Example- move the ball, have a car jump a ramp, get your shoe into the closet). Be creative.



Use the space below to brainstorm different machines you could create. Draw or write down your ideas.

IDEA ONE	IDEA TWO	IDEA THREE
IDEA FOUR	IDEA FIVE	IDEA SIX

What steps and household items would you need to complete the machine?

In the space below, draw the steps of your machine (or write a description for each step in the correct sequence).