

ISD Grade Level: 3rd Grade  
ISD Content: ELA  
Week: April 20 - April 24





# Work Page

# Reading Log

Book Title and Tricky Words

# of  
pages  
read

Minutes  
read

Date

Date	Book Title and Tricky Words	# of pages read	Minutes read
	<b>Tricky words:</b>		

# Choice Board

\*Choose one activity to complete each day after you finish reading.

<p><u>Character Bag:</u> Collect 5 items that represent/symbolize your character. These items should show your character's beliefs, activities, major events, likes, &amp; dislikes. Be sure to explain each item.</p>	<p><u>Letter:</u> Write a 1-page, friendly letter to someone recommending your book. Be sure to include a summary and 3 reasons why you liked it.</p>	<p><u>Recommendation:</u> Write a recommendation to your teacher as to why the story should be read or not.</p>
<p><u>New Character:</u> Create an original character and tell how that character would fit into the story.</p>		<p><u>New Ending:</u> Rewrite the ending of the story.</p>
<p><u>Questions:</u> Write 2 questions a character in the story would ask. Start: _____ would ask..</p>	<p><u>Picture</u> Draw a picture of your favorite part of the story.</p>	<p><u>Comic Strip:</u> Create a 3-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>

# Drawing Conclusions from Pictures

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

Look at the picture carefully, then answer the questions below.

**1. The girl with dark hair is decorating a gingerbread house. Is she:**

- A. in the backyard?
- B. in the kitchen?
- C. at a birthday party?
- D. at a baking class?

Explain your answer using details from the picture.

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**2. Has the girl with dark hair:**

- A. just started decorating the house?
- B. just finished decorating the house?
- C. in the middle of decorating the house?
- D. watching someone else decorate?

Explain your answer using details from the picture.

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**3. What time of year is it?**

- A. Spring
- B. Summer
- C. Fall
- D. Winter

Explain your answer using details from the picture.

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## 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.

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



Name \_\_\_\_\_

Date \_\_\_\_\_

# Author's Purpose

An author writes for one of three reasons:

☆To entertain

☆To inform (teach)

☆To persuade (convince)

**Direction:** Read the description or example and determine the author's purpose: to entertain, to persuade, or to inform. Then, explain your answer.

1. Mrs. Wilburn writes a note to Sadie's teacher explaining why Sadie was absent the past two days.

Author's Purpose: \_\_\_\_\_

Explain: \_\_\_\_\_

2. A man wrote an article in the local newspaper telling about the need to recycle in the community. He gave reasons why recycling is important and ways it can be done easily.

Author's Purpose: \_\_\_\_\_

Explain: \_\_\_\_\_

3. A story about a magical horse that could fly. When someone rode this horse, their dreams and wishes come true.

Author's Purpose: \_\_\_\_\_

Explain: \_\_\_\_\_

4. A chapter in a science book explaining how blood circulates through the body.

Author's Purpose: \_\_\_\_\_

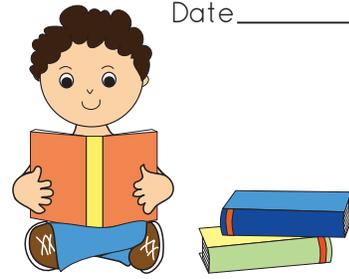
Explain: \_\_\_\_\_

5. An advertisement for a new washing machine that will wash up to 15 pairs of jeans or up to 20 towels in one load. The washer will save you time and money!

Author's Purpose: \_\_\_\_\_

Explain: \_\_\_\_\_

# Compare & Contrast Themes



**Directions:** Read two picture books. Compare and contrast the themes of the two stories.

**Compare** is when you tell how things are alike and **contrast** is when you tell how things are different.

A **theme** or **central message** of a story is:

- ★ what the author wants you to learn or know.
- ★ a broad idea about life.
- ★ usually has to be inferred.

**Title of Story** \_\_\_\_\_

**Theme** \_\_\_\_\_

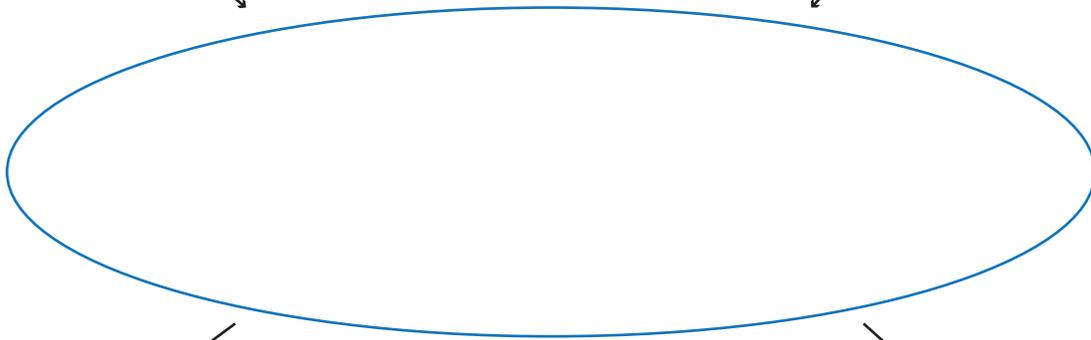
\_\_\_\_\_

**Title of Story** \_\_\_\_\_

**Theme** \_\_\_\_\_

\_\_\_\_\_

**Compare the Themes**



**Contrast the Themes**

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

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*.)

**go behind**

**party**

**nose**

**official**

**award**

**nibble**

**reality**

**employ**

**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. **Design** is to *building* ...as... **plan** is to \_\_\_\_\_.
2. **Reign** is to *ruler* ...as... **term** is to \_\_\_\_\_.
3. **Resign** is to *quit* ...as... **hire** is to \_\_\_\_\_.
4. **Assign** is to *work* ...as... **present** is to \_\_\_\_\_.
5. **Gnome** is to *make-believe* ...as... **human** is to \_\_\_\_\_.
6. **Align** is to *arrange* ...as... **follow** is to \_\_\_\_\_.
7. **Gnaw** is to *teeth* ...as... **smell** is to \_\_\_\_\_.
8. **Gnash** is to *grind* ...as... **chew** is to \_\_\_\_\_.



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

<b>benign</b>	<b>design</b>	<b>foreign</b>	<b>imagination</b>	<b>situation</b>
<b>campaign</b>	<b>designate</b>			

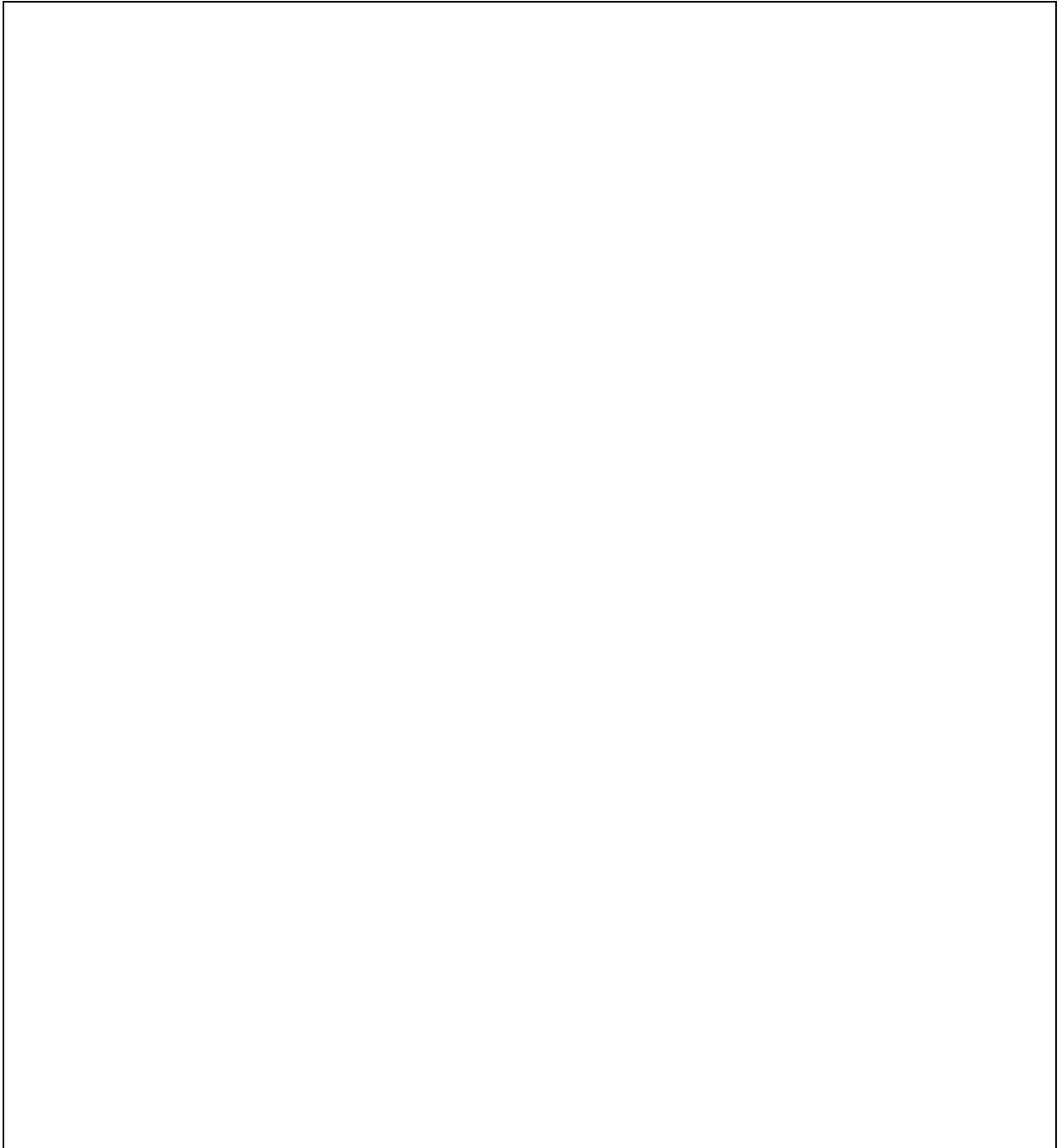
**INSTRUCTIONS:** Use the vocabulary words in the word box above to complete the sentences below.

1. I couldn't understand him because he was speaking a \_\_\_\_\_ language.
2. A \_\_\_\_\_ tumor is not cancerous.
3. If I were in your \_\_\_\_\_, I'd ask my parents for help.
4. An author uses his or her \_\_\_\_\_ to write a story.
5. Their \_\_\_\_\_ to get the law passed was successful.
6. The president plans to \_\_\_\_\_ her as the next ambassador to France.
7. As a school project, we have to \_\_\_\_\_ an underwater city.

\* Read or listen to the story Lon Po Po: A Red-Riding Hood Story from China by Ed Young.

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

Why are the illustrations in Lon Po Po appealing? How do they add meaning to the narrative? What do we understand from the illustrations that we might not understand from just reading the words? Draw an illustration from the story below and add to text to help others understand the mood of your illustration.





# Work Page

ISD Grade Level: 3rd Grade  
ISD Content: Social Studies  
Week: April 20 - April 24





# Work Page

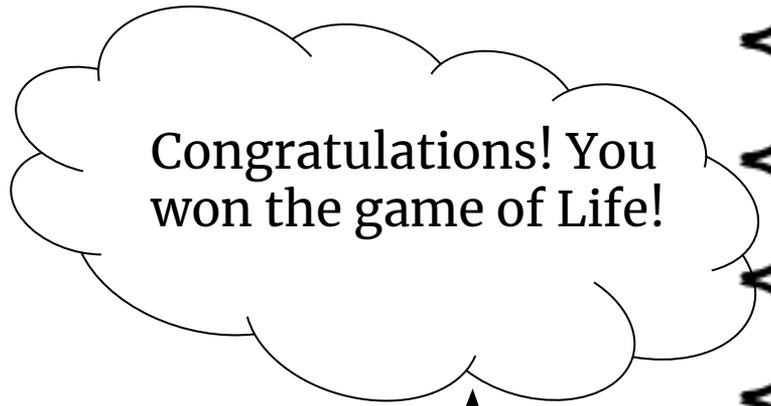
# Welcome to the game of Life!

At each game space, stop and decide which answer could be true.



You are in school and your parents buy you a Chromebook for school. What could your taxes pay for?

- A. Schools
- B. Computer Games



Congratulations! You won the game of Life!



Congratulations! You graduated! You get your first job, but taxes are taken out of your paycheck. What could your taxes pay for?

- A. New work clothes
- B. New roads



You are now old and buy your grandchild a birthday cake. What could your taxes pay for?

- A. The police
- B. Birthday Candles

You make enough money at your job to buy a new car. What could your taxes pay for?

- A. A vacation
- B. A fire truck



Yay! You bought a house! You need a couch for your new house and buy one.. What could your taxes pay for?

- A. The military
- B. Someone to mow your yard



# Morse Code Message

Missourians in the 1800s would communicate with each other on their telegraphs using Morse Code. Morse code uses dots and dashes to represent different letters of the alphabet. Use the Morse Code key to help you decipher words in Morse Code:

A	B	C	D	E	F	G	H	I	J	K
·—	—···	—·—·	—··	·	···—	—·—	···	··	·— — —	— — —
L	M	N	O	P	Q	R	S	T	U	V
·— ·—	— —	— ·	— — —	·— ·—	— — —	·— ·—	···	—	···	···—
			W	X	Y	Z				
			·— — —	— ·— ·—	— ·— —	— — ·—				

1 ·— ·— ·— —

2 —·— ·— · — — ·— ·— ·

3 —·— ·— ·— — — — — — ·— ·—

4 — — ·— ·— ·— — — ·— ·—

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

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

# What do taxes pay for?

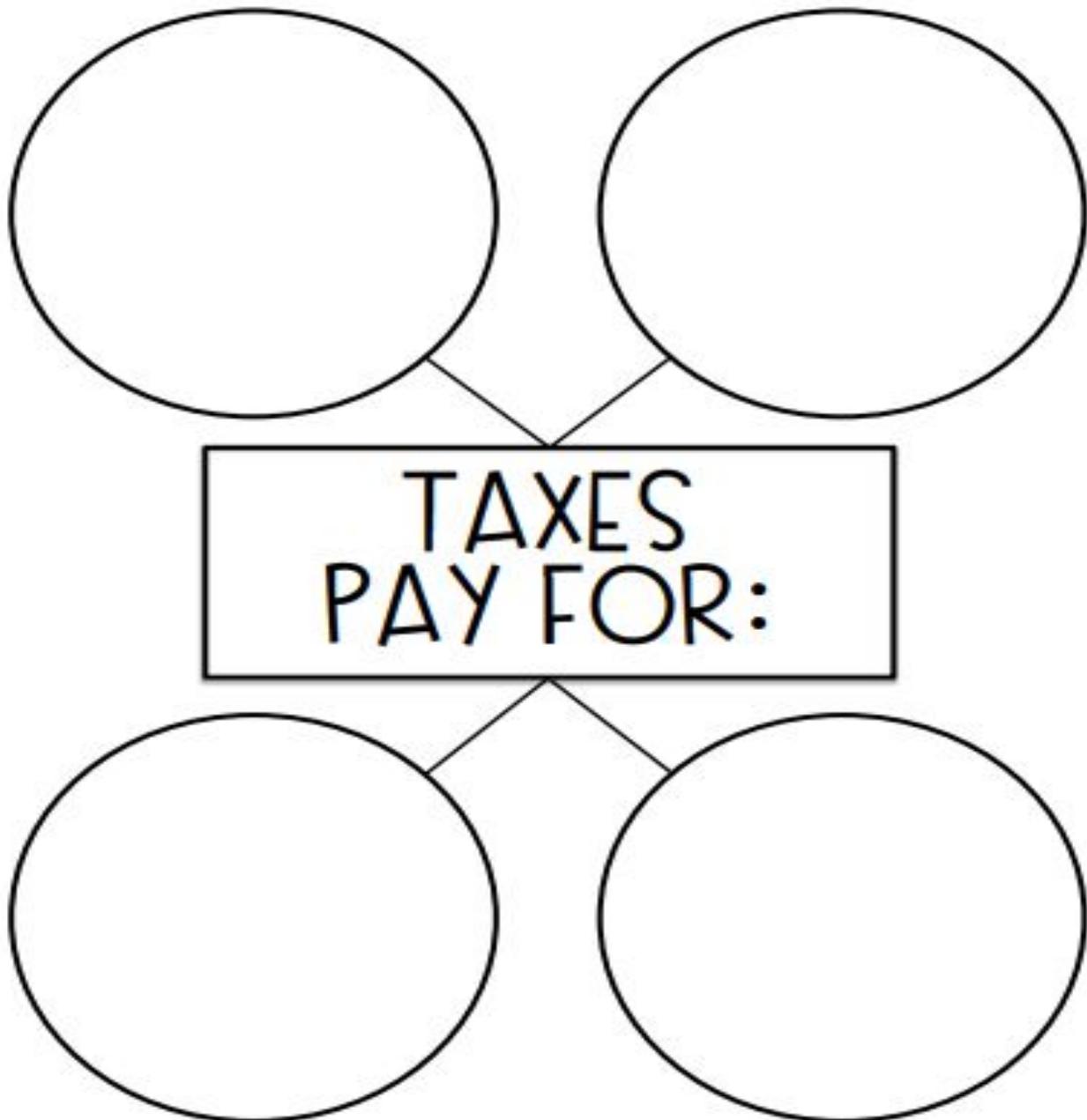
Why do we pay taxes? Please use one example from the book.

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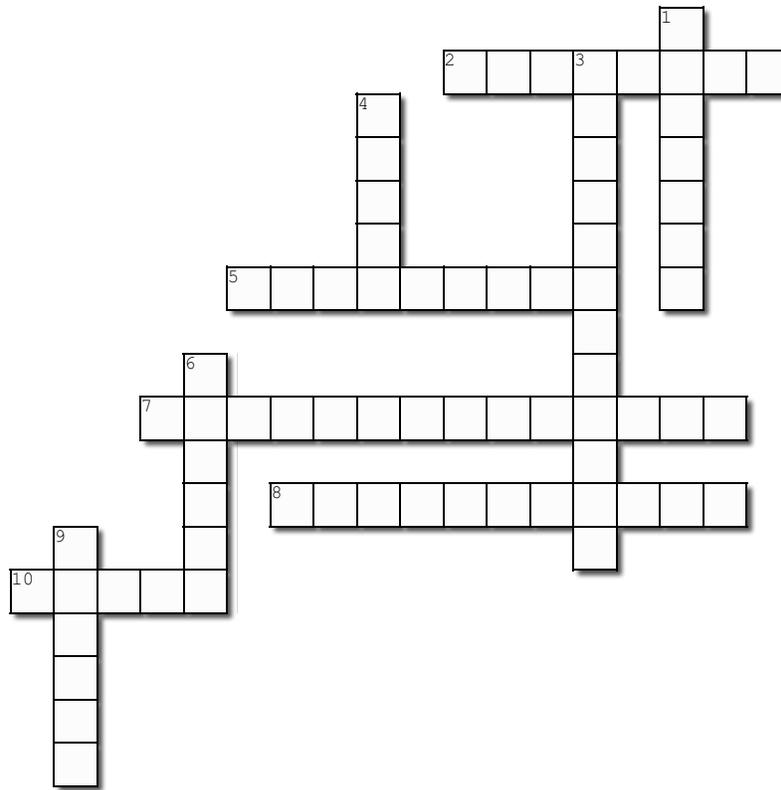
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Please fill in the bubble map with what taxes pay for. Use pictures, words or sentences.



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

# Missouri Music



Created using the Crossword Maker on TheTeachersCorner.net

Marshall   Missouri Waltz   Square Dance   Boone   Fiddle   Hawkins   Kansas City   Saxophone   Piano  
Joplin

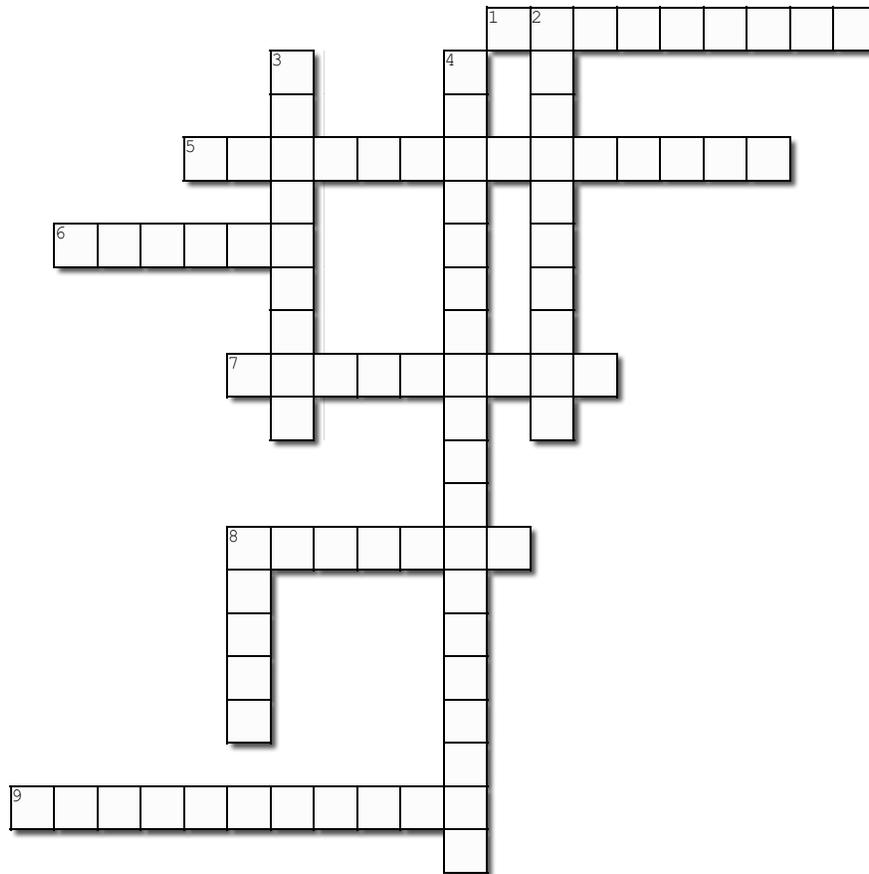
## Across

2. This musician was a close friend and writing partner to Scott Joplin
5. Instrument Hawkins was best known for.
7. The Missouri state song.
8. The city the American Jazz Museum can be found.
10. This musician became blind shortly after his birth.

## Down

1. This musician was a bebop pioneer.
3. The Missouri state dance.
4. Instrument Joplin was best known for.
6. The Missouri state instrument
9. He was known as the king of ragtime writers.

# Missouri History



Created using the Crossword Maker on TheTeachersCorner.net

St. Louis

Louisiana

Show-Me

St. Charles

Missouri Compromise

France

Jefferson City

Slave

Jefferson

Twenty-One

## Across

1. The starting point of the Lewis and Clark Expedition
5. The current state capitol of Missouri
6. Country that the United States bought the Louisiana Territory from
7. The territory that Lewis and Clark explored
8. Missouri's nickname is the \_\_\_\_\_ state
9. The first state capitol of Missouri

## Down

2. Missouri became a state in the year 18\_\_\_\_\_
3. President who purchased the Louisiana Territory
4. The law that solved the issue of Missouri becoming a state
8. Missouri entered the union as this type of state

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

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

# Taxes Review

FILL IN THE BLANK WITH THE CORRECT WORD. EACH WORD WILL ONLY BE USED ONCE.

## Word Bank:

Taxes

Income

Property

Sales

Schools

1. When you buy clothes at the store you also pay a \_\_\_\_\_ tax.
2. When you have a job you pay an \_\_\_\_\_ tax.
3. A tax collected on a home is a \_\_\_\_\_ tax.
4. Some taxes pay for \_\_\_\_\_.
5. The government collects \_\_\_\_\_ to pay for important things that people need.

Create a comic strip of all the ways that taxes help our community in the boxes below.


ISD Grade Level: 3rd Grade  
ISD Content: Math  
Week: April 20 - April 24





# Work Page

# Choice Board

3rd Grade Math April 20-24

[Digital Dice](#) (link)

$145 + \underline{\quad\quad} = 86 + 107$	<p>Use the link above and roll the dice to make two 3-digit numbers. Add them together. Record your answer below:</p>	<p>Find the mistake in the addition problem below and solve it correctly:</p> $\begin{array}{r} 348 \\ +576 \\ \hline 824 \end{array}$
<p>Use the link above to roll the dice to create one 4-digit and one 3-digit number. Add the numbers together and record your answer below:</p>	<p>Use your parent's phone number to create an addition number sentence. Write it below:</p> <p>Find the solution and record your answer:</p>	<p>Write a number sentence with a sum of 4,589.</p> $\underline{\quad\quad\quad} + \underline{\quad\quad\quad} = 4,589$
<p>Make an anchor chart that shows a strategy for regrouping.</p>	<p>Write three addition problems with a solution greater than 500.</p>	$\begin{array}{r} 135 \\ +463 \\ \hline \end{array}$

# DOUBLE Multiplication Strategy

"A group of 2? It's no trouble - just make sure you always double!" - Greg Tang

**Directions:** Use the ten frames to help you with the strategy of doubling as you solve the multiplication problems.

$4 \times 2 = \underline{\quad}$


$5 \times 2 = \underline{\quad}$


$7 \times 2 = \underline{\quad}$



$9 \times 2 = \underline{\quad}$



**Directions:** Solve the multiplication problems below.

$$\begin{array}{r} 8 \quad 8 \\ +8 \quad \times 2 \\ \hline \end{array}$$

$$\begin{array}{r} 7 \quad 7 \\ +7 \quad \times 2 \\ \hline \end{array}$$

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

$$\begin{array}{r} 4 \quad 4 \\ +4 \quad \times 2 \\ \hline \end{array}$$

$$\begin{array}{r} 2 \quad 2 \\ +2 \quad \times 2 \\ \hline \end{array}$$

$$\begin{array}{r} 6 \quad 6 \\ +6 \quad \times 2 \\ \hline \end{array}$$

$$\begin{array}{r} 3 \quad 3 \\ +3 \quad \times 2 \\ \hline \end{array}$$

$$\begin{array}{r} 5 \quad 5 \\ +5 \quad \times 2 \\ \hline \end{array}$$

$$\begin{array}{r} 1 \quad 1 \\ +1 \quad \times 2 \\ \hline \end{array}$$

Write a sentence describing how doubling is used to solve the two's times tables:

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## Practice 5 Elapsed Time

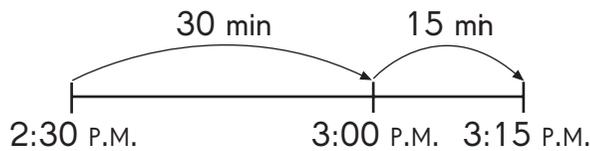
**Tell what time it will be.**

1. 2 hours after 8:00 P.M. \_\_\_\_\_
2. 3 hours before 6:40 A.M. \_\_\_\_\_
3. 30 minutes after 1:36 P.M. \_\_\_\_\_
4. 45 minutes before 7:05 A.M. \_\_\_\_\_
5. 3 hours after 10:25 A.M. \_\_\_\_\_
6. 2 hours before 1:20 P.M. \_\_\_\_\_

**Find the elapsed time. Draw a time line to help you.**

*Example*

2:30 P.M. to 3:15 P.M. 45 min



$$30 \text{ min} + 15 \text{ min} = 45 \text{ min}$$

7. 7:45 P.M. to 8:15 P.M. \_\_\_\_\_
  
8. 2:30 P.M. to 4:50 P.M. \_\_\_\_\_

Use the work space below to help you solve the multiplication facts by drawing out the "Double Plus One More Group" strategy.



$3 \times 4 =$						$3 \times 6 =$					
$3 \times 7 =$						$3 \times 8 =$					
$3 \times 9 =$											



Times 3:	Double Plus One More Group:	Answer:
$4 \times 3$	$8 + 4$	12
$3 \times 7$		
$9 \times 3$		
$3 \times 6$		
$8 \times 3$		

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

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

**Calculating Elapsed Time**  
**Assessment Level A**

If it is now 8:21, what time is it after the following amount of time passes:

1) 30 minutes?

2)  $\frac{1}{4}$  hour?

3)  $1\frac{1}{2}$  hours?

4) 123 minutes?

5) 42 minutes?

This strategy builds on the Doubles Strategy. **Example:** If  $3 \times 2 = 6$ , then  $3 \times 4 = 12$ .  
Double the answer in  $3 \times 6$  to find your answer in  $3 \times 4$ .

### *Double and Double Again Strategy*



$$\text{If } 2 \times 8 = 16$$

$$\text{Then } 4 \times 8 = \underline{\hspace{2cm}}$$

$$\text{If } 3 \times 4 = 12$$

$$\text{Then } 6 \times 4 = \underline{\hspace{2cm}}$$

$$\text{If } 2 \times 4 = 8$$

$$\text{Then } 4 \times 4 = \underline{\hspace{2cm}}$$

$$\text{If } 4 \times 5 = 20$$

$$\text{Then } 8 \times 5 = \underline{\hspace{2cm}}$$

$$\text{If } 2 \times 6 = 12$$

$$\text{Then } 4 \times 6 = \underline{\hspace{2cm}}$$

$$\text{If } 2 \times 5 = 10$$

$$\text{Then } 4 \times 5 = \underline{\hspace{2cm}}$$

Use the strategy to help you solve the problems below:



$$6 \times 6 =$$

$$4 \times 3 =$$

$$7 \times 7 =$$

$$6 \times 4 =$$

$$8 \times 4 =$$

$$7 \times 4 =$$

$$3 \times 3 =$$

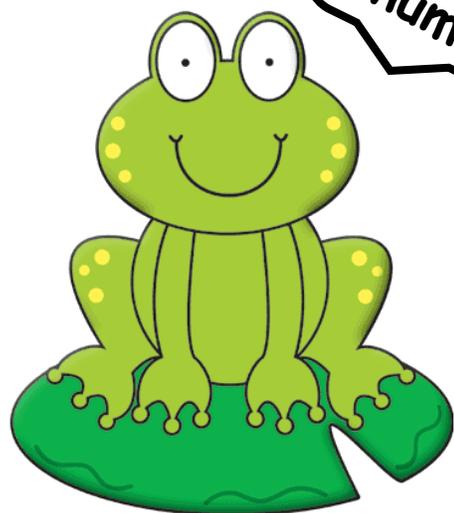
$$2 \times 8 =$$

$$4 \times 7 =$$

$$4 \times 6 =$$



# Half then Double Multiplication Strategy



Fill in the missing numbers.

Half	Double
4	
	18
	6
10	
	30
7	
5	

1)  $4 \times 7 = \underline{\quad}$

2)  $8 \times 9 = \underline{\quad}$

3)  $6 \times 2 = \underline{\quad}$

4)  $4 \times 11 = \underline{\quad}$

5)  $6 \times 8 = \underline{\quad}$

6)  $6 \times 10 = \underline{\quad}$

7)  $4 \times 10 = \underline{\quad}$

8)  $6 \times 3 = \underline{\quad}$

9)  $8 \times 1 = \underline{\quad}$

10)  $6 \times 2 = \underline{\quad}$

11)  $6 \times 7 = \underline{\quad}$

12)  $4 \times 2 = \underline{\quad}$

13)  $6 \times 3 = \underline{\quad}$

14)  $8 \times 11 = \underline{\quad}$

15)  $6 \times 9 = \underline{\quad}$

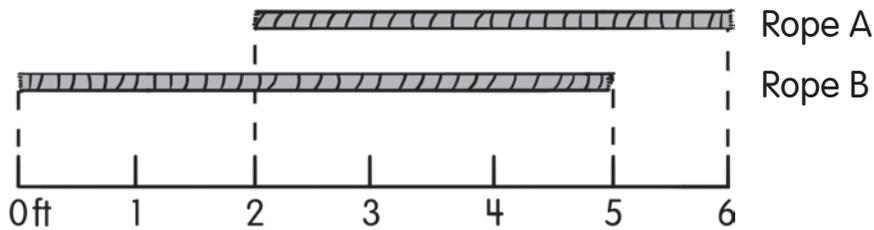
Name: \_\_\_\_\_

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

2. What is the total length of the objects that are less than 30 inches long?

Object	Length (inches)
bookshelf	19
bulletin board	38
ruler	12
pencil case	7

Use the picture to answer the questions.



3. What is the length of Rope B? \_\_\_\_\_ ft
4. Which is shorter, Rope A or Rope B? Rope \_\_\_\_\_
5. How much shorter is it? \_\_\_\_\_ ft
6. What is the total length of Rope A and Rope B? \_\_\_\_\_ ft

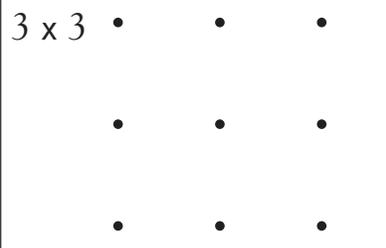
# Square numbers



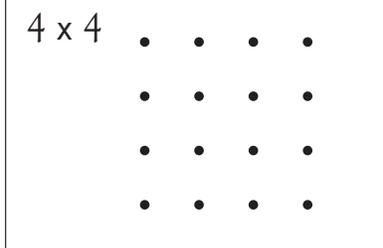
- This square has two rows and two columns. It is  $2 \times 2$ .
- How many dots are there?

4

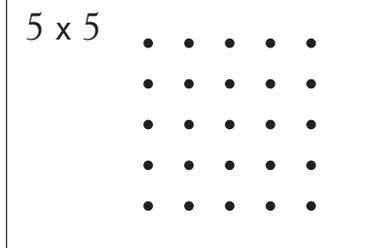
Draw a picture like the one above to show each of these numbers.



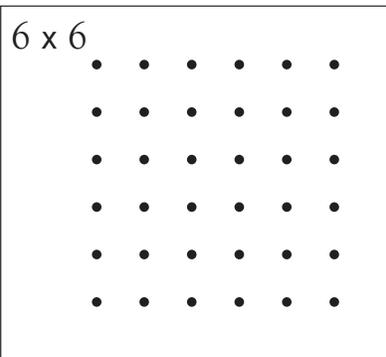
How many dots are there?



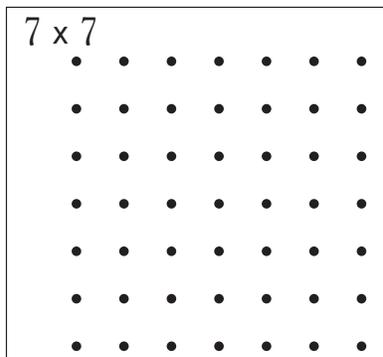
How many dots are there?



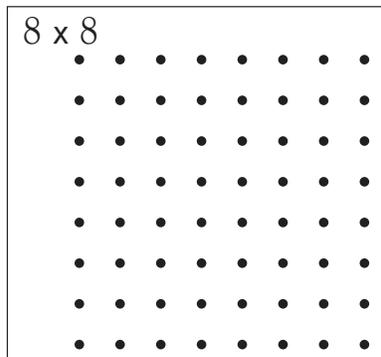
How many dots are there?



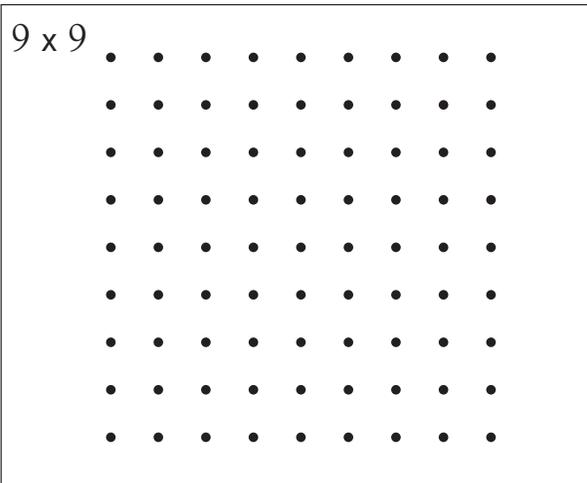
How many dots are there?



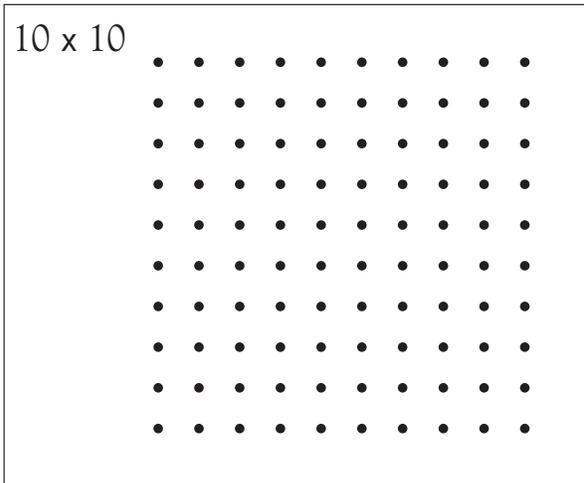
How many dots are there?



How many dots are there?



How many dots are there?

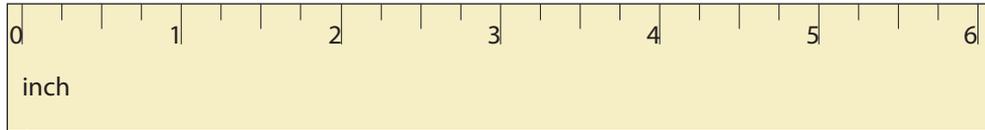


How many dots are there?

# Measuring Objects using a Ruler | Inches

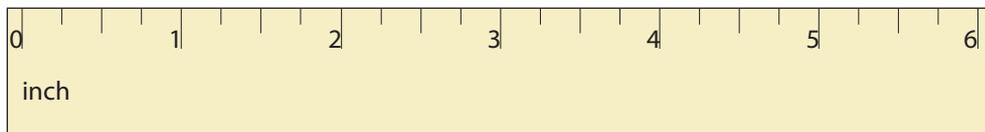
Measure each object using the ruler.

1)



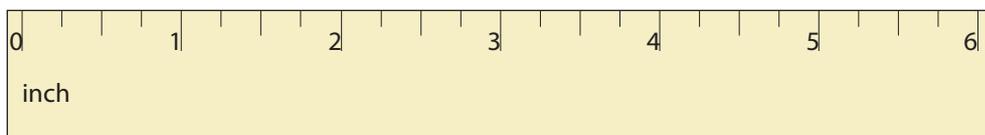
\_\_\_\_\_ inches

2)



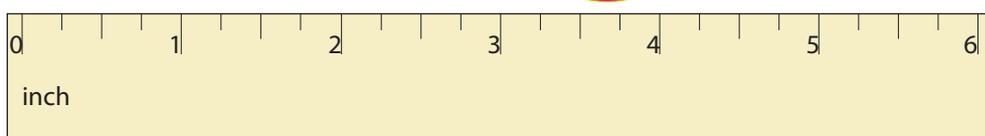
\_\_\_\_\_ inches

3)



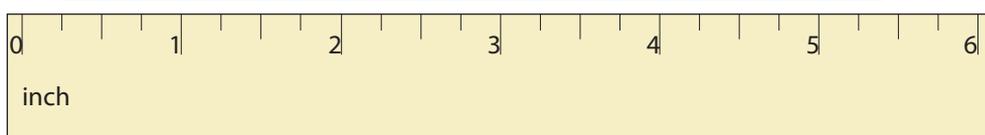
\_\_\_\_\_ inches

4)



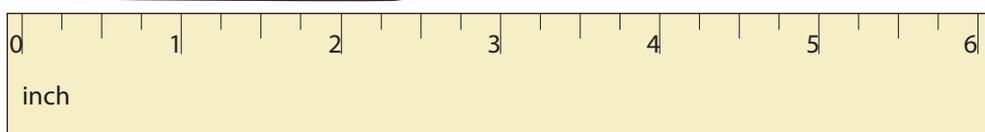
\_\_\_\_\_ inches

5)



\_\_\_\_\_ inches

6)



\_\_\_\_\_ inches



# Work Page

ISD Grade Level: 3rd Grade  
ISD Content: Science  
Week: April 20 - April 24





# Work Page

Name \_\_\_\_\_

# Types of Friction Practice

**Friction** is the force created when 2 objects rub against each other. It acts in the opposite direction of an object's motion causing the object to slow down! You have learned about 3 kinds of friction: **sliding**, **rolling**, and **fluid**.

**Directions:** Find objects in your house, each one showing a different type of friction. Draw a picture in the spaces below of the objects creating friction. Beside your picture, label which type of friction the objects are showing.

Picture of the Objects	Type of Friction
<p><b>Example:</b> wheels on the rollerblades and the ground</p> 	<p>Rolling Friction</p>

## The Arctic Fox

Small, round body with thick fur and a cute fluffy tail—everything about an Arctic fox helps it survive its cold, harsh habitat. Even the bottom of its paws have hair to give the fox good traction as it races across icy ground. But for an Arctic fox the tail, also called a "brush," is extra useful, since the fox curls it around the face like a scarf when the frigid winds blow.

An Arctic fox's fur changes colors with the seasons of the year. In winter, it is white so that it blends in with the snow. During the spring, the fox sheds its winter coat, revealing gray fur underneath. Some Arctic foxes have coats that are always very pale, while others that live along rocky shorelines might have more brown in their summer coat.

Arctic foxes have hearing. Their small, pointy ears can hear their prey moving around in underground tunnels.

Think of some of the traits that an arctic fox has that help it survive.

What is the trait?	How does it help the arctic fox survive?

What animal would not be able to survive in the arctic weather? Tell me one trait that they have that would make it hard to survive.

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# Create an experiment with FRICTION!



You can create an experiment with friction!

## What you will need:

- Books
- A ball- any size
- Cardboard for the ramp
- Towel
- Sandpaper or something with a rough surface
- Blanket, bed sheet, etc...
- Pencil
- Ruler or tape measure

## Setup Experiment:

1. Stack books.
2. Tape cardboard to the books to create a ramp
3. Tape the cardboard to the floor to create the surface for the ball to roll onto
4. Measure and record the distance that the car traveled
5. Repeat steps two more times except modify step 3 by taping the cardboard to sandpaper/towel/blanket (or a variety of surfaces) to create a surface with more friction.
6. Fill out the table below.

	Distance Traveled
Ramp and floor	
Ramp with towel	
Ramp with sandpaper/ rough surface	
Ramp with blanket or sheet	

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

# Inherited Characteristics

1. What color is your hair? \_\_\_\_\_
2. Do either of your parents have the same color of hair as you? If so, who?  
\_\_\_\_\_
3. What color are your eyes? \_\_\_\_\_
4. Do either of your parents have the same color of eyes as you? If so, who?  
\_\_\_\_\_
5. Who would you say you look the most like, your mom or your dad?  
\_\_\_\_\_
6. Who would you say you act the most like, your mom or your dad? \_\_\_\_\_
7. Do you wear glasses? \_\_\_\_\_
8. Do either of your parents wear glasses? If so, who? \_\_\_\_\_
9. Would you say you are tall, average, or short? \_\_\_\_\_
10. Based on your answer on # 9, who in your family has the same height characteristics as you? \_\_\_\_\_

## What is speed self check

1. Speed is \_\_\_\_\_ of how slow or fast an object moves.

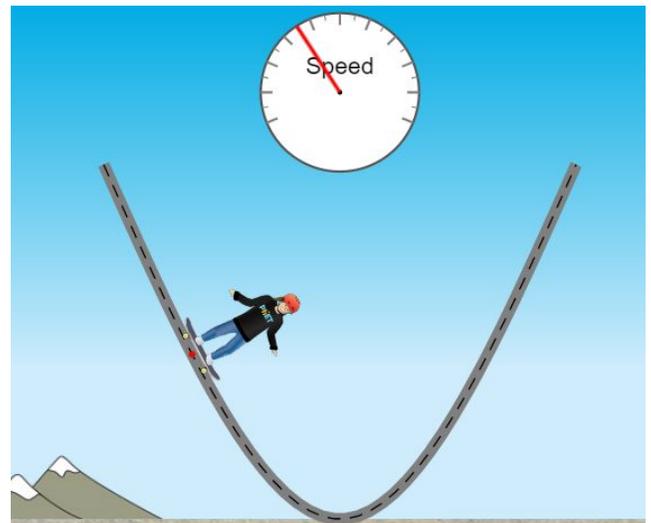
- A. Force    B. Friction    C. Measure    D. Motion

2. To measure the speed of an object what two things must you know?

- A. Distance & Time  
B. Force & Friction  
C. Temperature & Weather

3. Where on the ramp would the skater have the greatest increase in speed.

- A. At the very bottom of the ramp.  
B. Going up the ramp  
C. Going down the ramp



3-PS2-1 Plan and conduct an investigation to provide evidence of the effects of balanced and unbalanced forces on the motion of an object.

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

**I can investigate the effects of balanced and unbalanced forces on different objects.**

What is a force? \_\_\_\_\_

What is a balanced force? \_\_\_\_\_

What is an unbalanced force? \_\_\_\_\_

Draw a picture of a game of Tug of War in each box. One picture should show balanced forces in the game and the other should show unbalanced forces in the game.

Balanced Force

Unbalanced Force

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

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



# GENIUSCHALLENGE

## INTRODUCTION TO TRAITS

### Word Box

body size

fur color

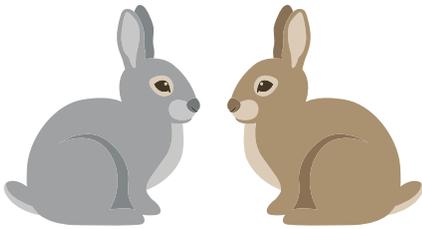
eye color

tail length

spotted fur

ear size

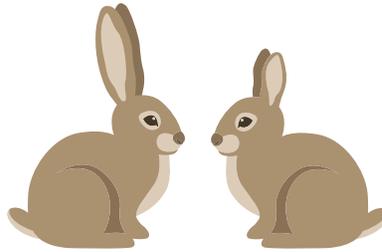
1-6. Label the bunnies with the trait that describes their differences.



\_\_\_\_\_

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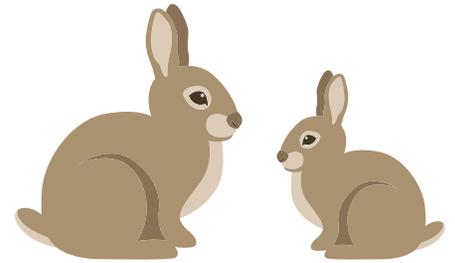
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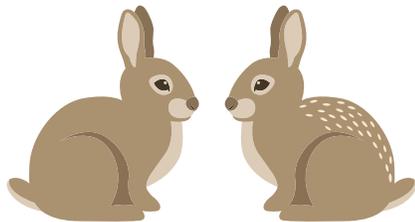
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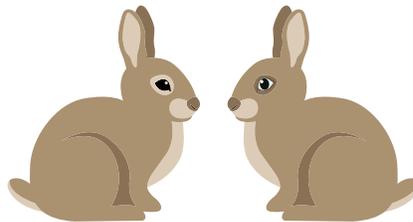
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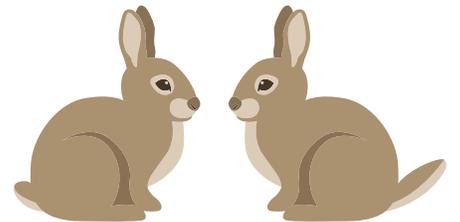
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\_\_\_\_\_



\_\_\_\_\_

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\_\_\_\_\_

7. A \_\_\_\_\_ is a feature of an individual passed from parents to children.

a. sense

b. habitat

c. trait

d. season

8. What is the scientific word for the babies of animals?

a. kids

b. offspring

c. younglings

d. children

9. Animals of the same \_\_\_\_\_ have similar traits.

a. kind

b. forest

c. planet

d. country

10. True or False: Plants also have traits that we can see.

\_\_\_\_\_

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\_\_\_\_\_



# Work Page



# Work Page



# Work Page



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