

ISD Grade Level: 3rd Grade
ISD Content: ELA
Week: May 11-15



Reading Log

Date _____

Book Title and Tricky Words


of pages

Minutes read

[illegible]

Choice Board

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

| | | |
|---|---|--|
| <p><u>Rewrite</u></p> <p>Rewrite the ending of 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>Choose a Book</u></p> <p>Choose a book that this story reminds you of and write the name of the book and why this story makes you think of the other story.</p> |
| <p><u>Vocabulary</u></p> <p>Choose a vocabulary word that you may or may not have known. Give a synonym for that word. Find a synonym that starts with the same letter as the word.</p> |  | <p><u>Rhymes</u></p> <p>Choose a word from the story and create two other words that rhymes with it.</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>Author</u></p> <p>Pretend you are the author of the book. In a brief paragraph, explain what you would change in the book, and why.</p> | <p><u>Fact or Fiction</u></p> <p>Divide your paper in half, on the left side write "facts," and on the right side write "fiction" (remember fiction means it is not true). Then write down five facts from your book and five things that are fiction.</p> |

Choose a favorite fable or picture book. Complete the chart below after reading the story.

Name _____ Date _____

Organizer for Summarizing

Someone

Who is the main character?

Wanted

What did the character want?

But

What was the problem?

So

How did the character try to solve the problem?

Then

What was the resolution to the problem?

Summary

Writing: Use the following templates as you learn about a new type of poem each day.

ACROSTIC

Each letter of a subject
begins a line of the poem.



Trusts that I can learn
Eases my fears
Always understands
Cares about my life
Helps me make new friends
Excited over my success
Reads amazing books to me

ACROSTIC



The Grumpy Backpack

DIRECTIONS: Read the story. Then answer the questions.

Joe's backpack was having a bad day. First, Joe stuffed so many books and supplies into it that Joe had trouble zipping it shut. Then Joe tugged on the zipper so hard that it broke, so Joe had to go to school with his things hanging out of his broken backpack. Then Joe tossed the backpack into his locker, instead of hanging it up, so his backpack had to spend half the day in the locker standing on his head. "No one appreciates how hard I work," the backpack thought to himself. When Joe opened his locker before lunch, the backpack slipped one of his straps under the door so that it wouldn't quite close. Then, when the bell rang, and the hall grew quiet, the backpack pushed open the locker door and crept out. He tiptoed all the way down the hall and was about to walk out the front door when he hand swooped down and lifted him into the air.

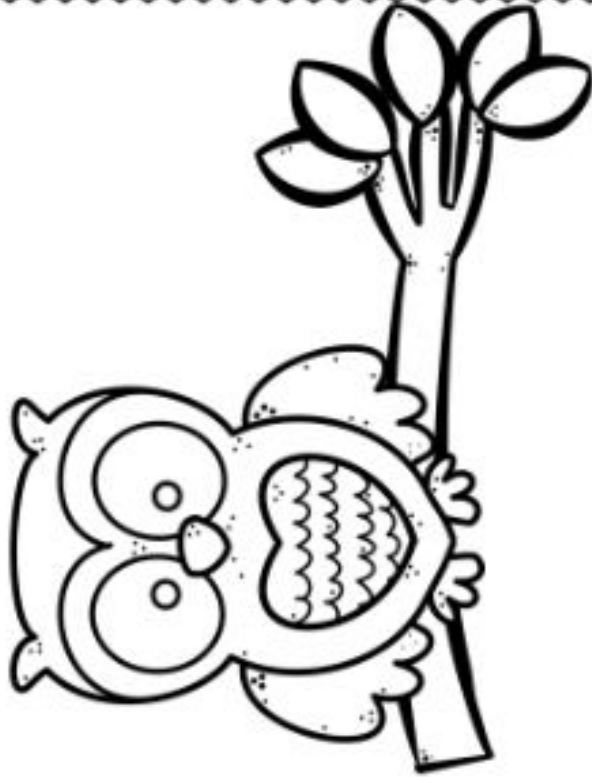
"What's this?" a cheerful voice said. "Someone is going to be looking for you." And a few moments later, the backpack found himself tossed into the Lost and Found box!

For each set of story events, put an X next to the one that happens first.

- _____ The zipper on the backpack breaks.
- _____ Joe tosses the backpack into his locker.
- _____ The backpack sneaks out of the locker and down the hall.
- _____ Joe stuffs too many things into his backpack.
- _____ The backpack gets tossed into the Lost and Found.
- _____ The backpack props the locker door open with a strap.

COUPLET

Two lines of poetry that rhyme
and usually have the same meter.



On a branch an owl was perching
For his dinner he was searching

COUPLET

Title

Title

Name _____

Making Predictions

Use story clues to make predictions.

Read each passage carefully. Answer the questions.

1. Jenny and Rachel were excited about going to the beach. They set up their chairs and towels. Then a wind picked up. Rachel looked up and saw big, gray clouds.

What will happen next?

2. Mr. Howell was driving to work. As he backed out the driveway, a nail went into one of his tires. Air slowly began to leak out.

What will happen next?

3. The soccer game was tied 2-2 with 3 minutes left to play. The home team got fouled. Jessica had a chance for a free kick. She focused and kicked the ball hard.

What will happen next?

4. Timmy left his toy racecar on the stairs. Dad came down the stairs carrying a big heavy box. He stepped on Timmy's racecar.

What will happen next?

5. Karen needed to bake a cake. She mixed it up, and put it in the oven. The doorbell rang, and it was her friend Brittany. They went outside to play. Karen forgot all about the cake.

What will happen next?

6. Grandpa and Greg went fishing. When they got to the middle of the lake, they stopped the boat and threw in their lines. Greg felt a hard pull on his line. He tried to reel it in, but it was pulling so hard.

Then, splash!

What will happen next?

Name: _____

| | | | | |
|-----------------|-----------------|-----------------|-------------------|-------------------|
| careless | fearless | harmless | midway | weightless |
| endless | flawless | helpless | speechless | worthless |

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

1. Giant pandas are _____ when they are born.
2. Because there is little or no gravity in space, astronauts feel _____.
3. The opposite of _____ is careful.
4. My dog ran _____ down the street before I caught her.
5. A _____ performance has no mistakes.
6. Lions and other large cats might look _____, but they are not.
7. I was so angry that I was _____ --not a single word came to me.
8. I sometimes think a person would have to be _____ to ride in a hot-air balloon; I'd be too scared.
9. The _____ desert stretched as far as the eye could see.

QUATRAIN

A four line rhyming poem that can be written in the following rhyme schemes:

AABB ABAB ABCB

Sitting at the table a
Reading a funny fable a
Giggling over a crazy hare b
I fell off my chair ! b



The monkey was doing Kung Fu a
He was moving left and right b
He knew just what to do a
Although he looked silly in a fight b

When I came upon a snake a
I didn't know what to do b
I stood scared and frozen c
He was frightened too! b



QUATRAIN

Title _____

Title _____

Name: _____

Inferences

An **inference** is a conclusion you draw based on evidence in a reading passage.

Read each paragraph and answer the inference question that follows.

Maggie was getting ready to walk to school. She put on her coat and grabbed her backpack. As she was leaving, her mother said, "I love you. Be careful."

You can **infer** that...

- a. Maggie is in kindergarten or first grade.
- b. Maggie lives close to school.
- c. Maggie is never late for school.
- d. Maggie is excited about going to school.

Hudson hurried out of the house so he wasn't late for work. He wore overalls and carried a toolbox with wrenches in it. He hopped in his truck and drove off. The sign on his truck said, "Pipe Masters."

You can **infer** that...

- a. Hudson is an auto mechanic.
- b. Hudson enjoys his job.
- c. Hudson works as a plumber.
- d. Hudson is a truck salesman.

Nicole came out of the elevator in her apartment building. She ran to the curb and held up her arm to hail a taxi. When she hopped in, she said, "Please take me to 345 45th Street."

You can **infer** that...

- a. Nicole's car is broken.
- b. Nicole is going on vacation.
- c. Nicole is going shopping.
- d. Nicole lives in a large city.

Everett held his father's hand as he crossed the busy parking lot. They walked into a grocery store. Everett's dad lifted him into the seat of the shopping cart. "Here," said dad, "You can hold my shopping list."

You can **infer** that...

- a. Everett had never been to a grocery store.
- b. Everett's dad does not shop often.
- c. Everett's dad needs help with the shopping.
- d. Everett is very young.

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*.)

| | | | | |
|---------------|----------------|-------------------|---------------|--------------|
| quiet | careful | heart | within | heart |
| always | fear | unthinking | home | penny |

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. **Flawless** is to *flaw* ...as... **fearless** is to _____.
2. **Endless** is to *countless* ...as... **forever** is to _____.
3. **Midway** is to *halfway* ...as... **inside** is to _____.
4. **Careless** is to *careful* ...as... **talkative** is to _____.
5. **Speechless** is to *speech* ...as... **homeless** is to _____.
6. **Weightless** is to *weight* ...as... **heartless** is to _____.
7. **Helpless** is to *unable* ...as... **thoughtless** is to _____.
8. **Fearless** is to *fearful* ...as... **careless** is to _____.

CINQUAIN

~Five lines
~non-rhyming
~lines follow a
specific pattern

Cats

Curious, playful

Sneaking, pouncing, sleeping

Always fun to cuddle

Feline



LINE 1: SUBJECT (ONE WORD)

LINE 2: TWO WORDS TO DESCRIBE

THE SUBJECT

LINE 3: THREE ACTION VERBS, EACH

ENDING IN -ING

LINE 4: FOUR WORDS TO DESCRIBE

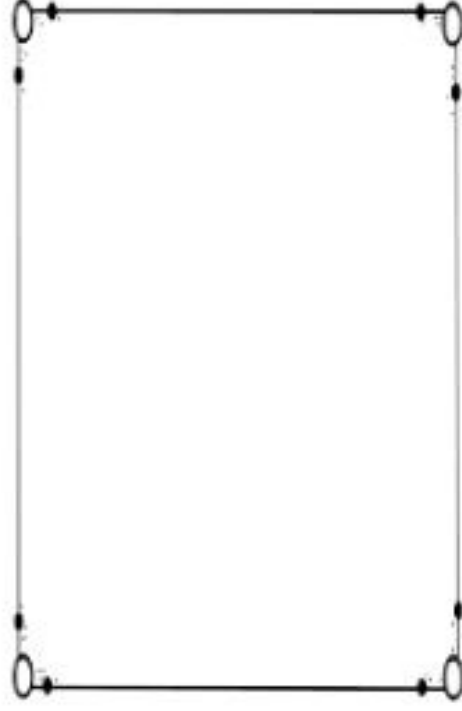
FEELINGS ABOUT THE SUBJECT

LINE 5: SYNONYM FOR THE SUBJECT

(ONE WORD)

CINQUAIN

Title

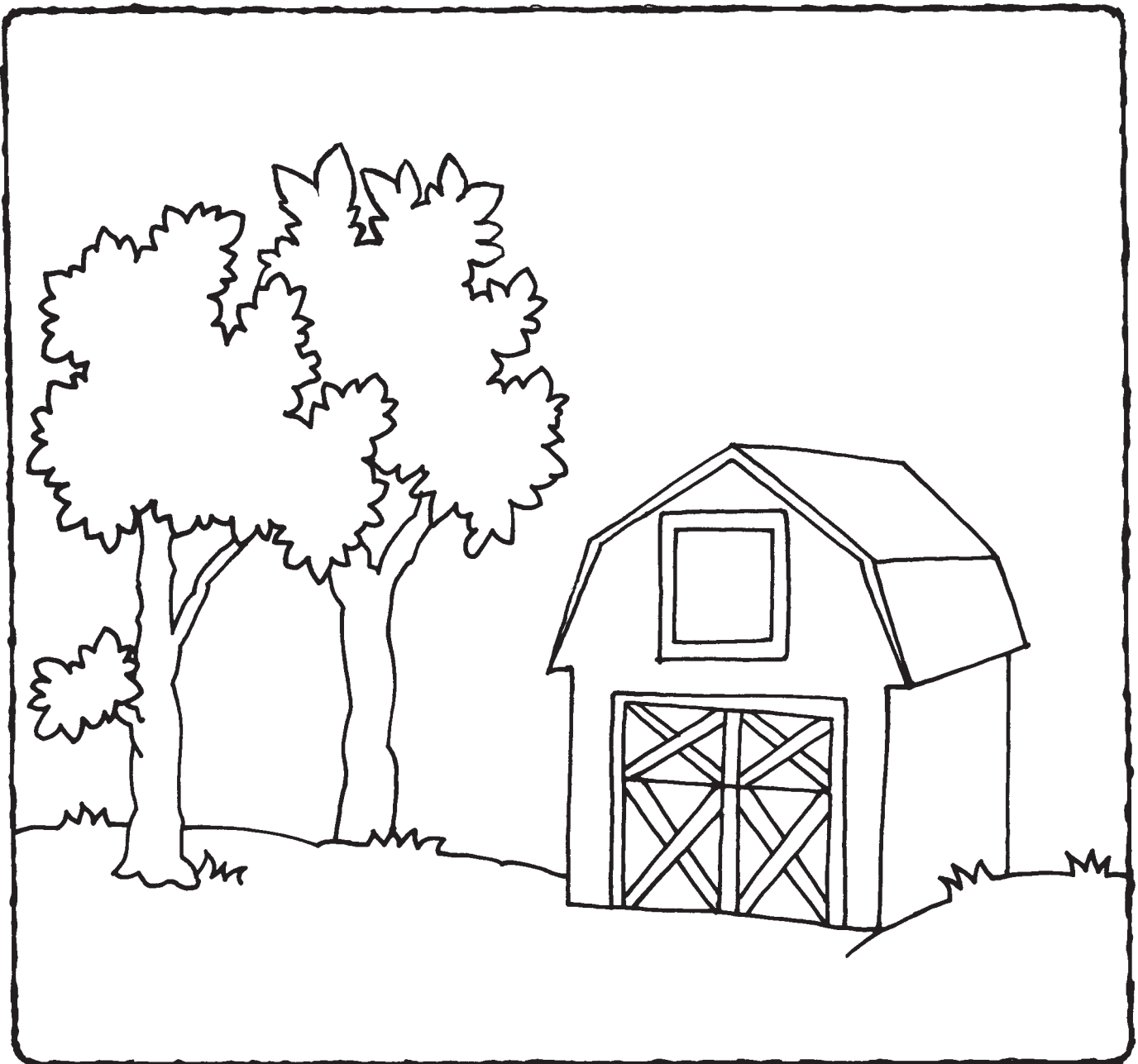




A Stormy Day

Big, black clouds appeared in the sky. Lightning struck the tallest tree. The scared cow cried, "Moo!" It rained hard. Soon there was a mud puddle by the barn door. Hay blew out of the barn window.

Read the story above. Then go back and read each sentence again. Add to the picture everything that the sentences describe.



ISD Grade Level: 3rd Grade
ISD Content: Social Studies
Week: May 11–15



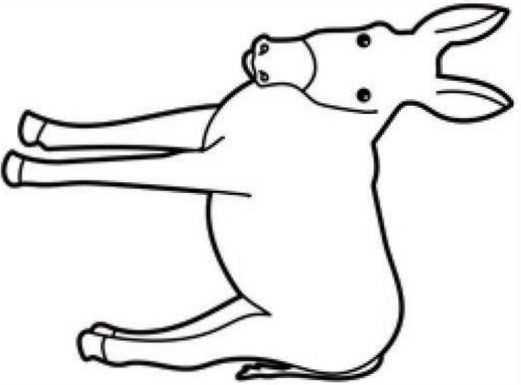


Work Page

Read about Missouri's State Animal. Then, summarize what you learned on the lines.

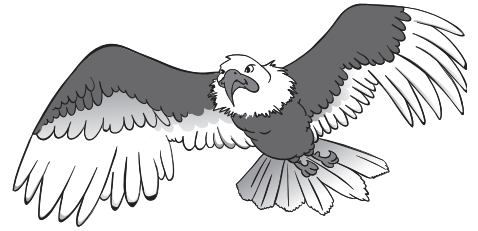
On May 31, 1995, Governor Mel Carnahan signed a bill designating the Missouri mule as the official state animal. The mule is a hybrid, the offspring of a mare (female horse) and a jack (male donkey). After its introduction to the state in the 1820s, the mule quickly became popular with farmers and settlers because of its hardy nature. Missouri mules pulled pioneer wagons to the Wild West during the 19th century and played a crucial role in moving troops and supplies in World Wars I and II. For decades, the Show Me State was the nation's premier mule producer.

State Animal

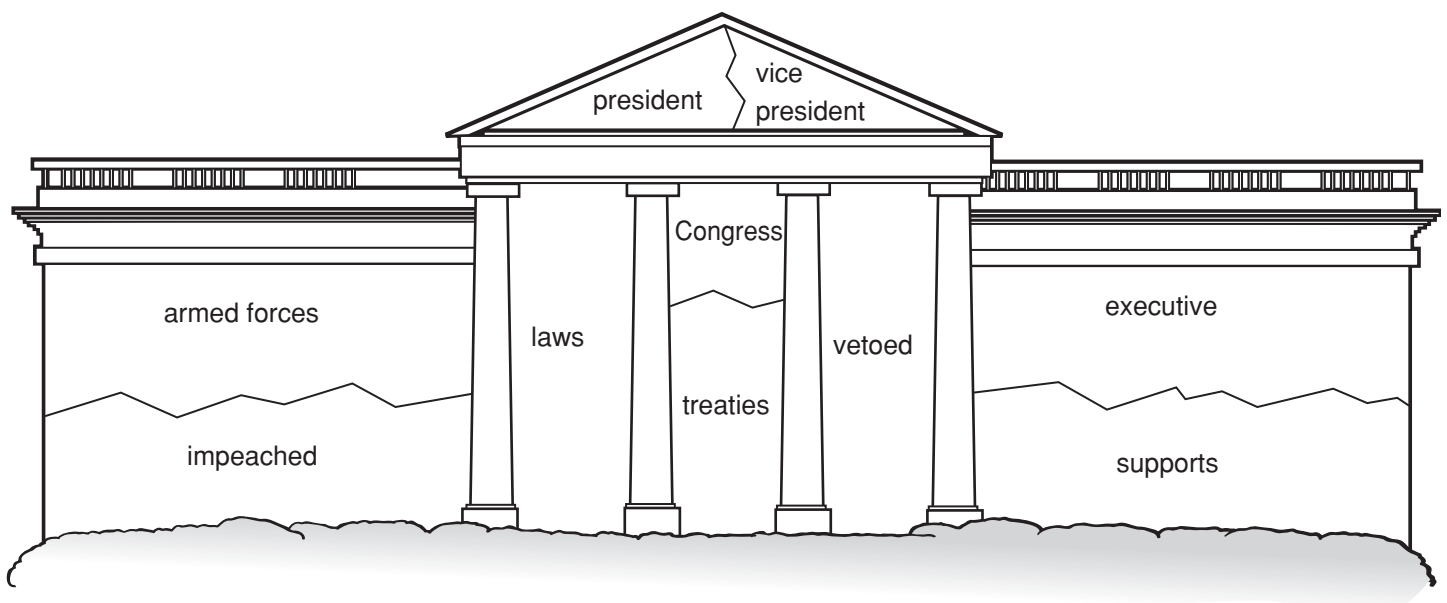


Executive Power

Use the words below to complete each sentence. Then color each matching piece of the White House.

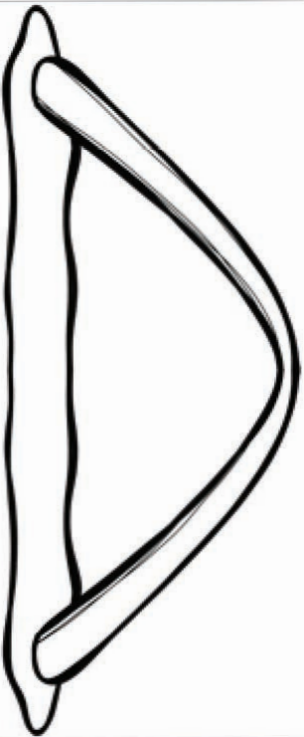


1. The president and vice president are part of the _____ branch.
2. The president makes _____ with other countries.
3. Any bill passed by Congress can be _____ by the president.
4. If he or she is accused of doing something wrong, the president can be _____.
5. The president can propose new _____.
6. The president is the head of the _____ and can decide whether or not to use nuclear weapons.
7. If the _____ becomes unable to do his or her job, the vice president takes over.
8. The _____ is president of the Senate.
9. The vice president _____ the president and helps the president carry out his or her job.
10. The vice president may appear before _____ on behalf of the president.



- Located in St. Louis, Missouri, United States you will come across the Gateway Arch. It is America's tallest memorial (height of 630 feet). It is also the tallest arch in the world. At its base, it is just as wide as it is tall. The construction began on February 12, 1963, and was completed on October 28, 1965. On June 10, 1967, it was opened to the public.
- It was designed by Finnish-American architect Eero Saarinen in 1947. In 1987, the arch was listed as a National Historic Landmark. The cost of this monument was reported to be around \$13 million which is equivalent to \$190 million today.
- Quick Facts: –
- The primary construction materials were steel and concrete. The outer skin consists of stainless steel.
- It is hollow to accommodate a unique tram system to take visitors to the observation deck at the top.
- Each leg of the arch has one tram with 8 capsules. Each capsule can hold 5 passengers.
- The interior structure houses two stairwells of 1,076 steps each for emergencies.

The Gateway Arch



Facts:

Location: _____

Height: _____

Made out of: _____

Year Construction

was finished: _____

Number of stairs: _____

Name _____

Date _____

THE UNITED STATES GOVERNMENT

The president and Congress are a part of the federal government. We elect the president and the president lives and works in the White House. Congress makes laws for the country. We elect people in each state to work in Congress. Congress meets in the U.S Capitol.

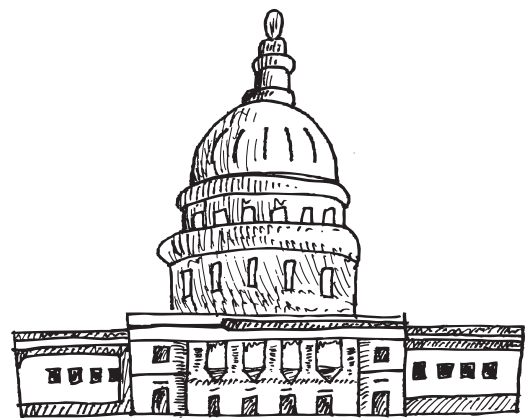
Draw a line from each description to the correct building.

Descriptions

- This is where Congress meets.
- The president lives here.
- Laws are made in this building.
- Leaders from around the world often visit the president here.
- The president does most of his work here.
- People elected from all states work here.



White House



U.S. Capitol

The Missouri State Flag

The red, white and blue State Flag of Missouri features a central image of the seal of state surrounded by a circle of symbolic white stars on a blue background. The symbolism of the ensign is described below. The flag serves as a symbol of honor, heritage and regional pride and is displayed at state buildings. There is a strict Order of Precedence for flags. State Flags are displayed in order as they entered the Union.

- Date entered the Union: 1821
- Missouri is the 24th state
- Date the flag was adopted: 1913

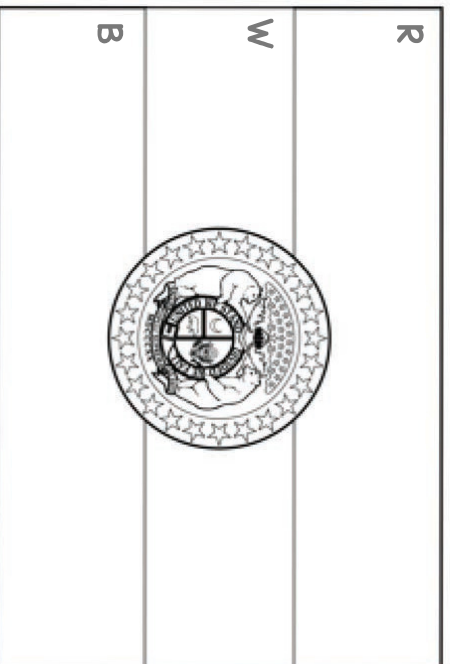
Color the flag below to represent our Missouri Flag.

State Flag

Red- represents valor

White- represents purity

Blue- represents vigilance,
permanency, and justice



The state seal in the center
represents Missouri's independence
and its place in the geographic center
of the United States.

Missouri did not have a state flag
for almost 100 years after
becoming a state in 1820.

Mrs. Marie Elizabeth Oliver, the wife
of Senator Oliver, designed the
flag.

In 1909 a bill supporting Mrs. Oliver's
flag design was introduced to the
Missouri Senate.

It took 3 years before Mrs. Oliver's
design became the official state
flag of Missouri.

NAME _____

DATE _____

ALL FOR ONE!

Decide which duties belong to each branch. Then write the duty in the correct box.
Use reference materials to help you.

Executive Branch (the president)

1. _____
2. _____
3. _____
4. _____
5. _____

Legislative Branch (Congress, or the US Senate and the US House of Representatives)

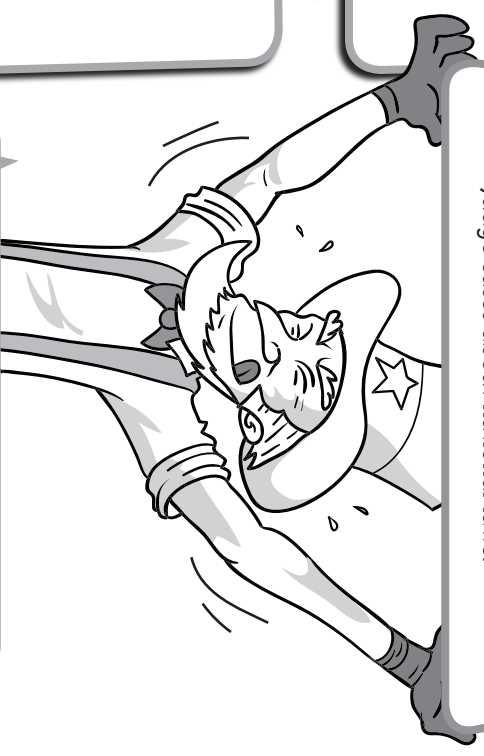
1. _____
2. _____
3. _____
4. _____
5. _____

Judicial Branch (Supreme Court and federal courts)

1. _____
2. _____
3. _____
4. _____
5. _____

★ Government Duties

- Explain laws and treaties.
- Run the government.
- Write new laws.
- Pass laws about taxes.
- Decide whether laws are fair.
- Pick government leaders.
- Make laws that control trade.
- Act as commander in chief.
- Judge laws by the US Constitution.
- Pass laws to print more money.
- Judge cases about treaties.
- Lead the country's leaders.
- Deal with other countries.
- Act for the states' voters.
- Judge cases about national laws.



BONUS: If you were president, which of your duties would you most enjoy? Explain.

The Great Seal was designed by Judge Robert William Wells and adopted by the Missouri General Assembly on January 11, 1822. The center of the state seal is composed of two parts. On the right is the United States coat-of-arms containing the bald eagle. In its claws are arrows and olive branches, signifying that the power of war and peace lies with the U.S. federal government. On the left side of the shield, the state side, are a grizzly bear and a silver crescent moon. The crescent symbolizes Missouri at the time of the state seal's creation, a state of small population and wealth which would increase like the new or crescent moon; it also symbolizes the "second son," meaning Missouri was the second state formed out of the Louisiana Territory.

State Seal



Adopted in: _____

the 2 bears
symbolize
Missouri's strength
and the bravery
of its citizens

U.S. coat-of-arms
symbolizes that
the power of war
and peace lies with
the federal gov't.



"United We Stand,
Divided We Fall"
shows the advantage
of being part of
the U.S.

Roman numerals
stand for 1820 -
the year
Missouri became
a state



Three Government Branches

(sung to the tune of “Three Blind Mice”)

Three branches,
Three branches:
Here’s how they work,
Here’s how they work!

The legislative branch
Makes all the laws.
The judicial branch
Makes sure they’re obeyed.
The executive branch
Carries them out.
Three branches!

There are several stories concerning the origin of the "Show-Me" slogan. The most widely known story gives credit to Missouri's U.S. Congressman Willard Duncan Vandiver for coining the phrase in 1899. During a speech in Philadelphia, he said:

"I come from a state that raises corn and cotton and cockleburs and Democrats, and frothy eloquence neither convinces nor satisfies me. I am from Missouri. You have got to show me."

The phrase is now used to describe the character of Missourians; not gullible, conservative, and unwilling to believe without adequate evidence.

State Nickname

the
“Show-Me”
State

The state nickname of Missouri- the "Show-Me" State is not an official nickname, however, it is widely used and appears on Missouri's license plates.

No one is completely sure where the saying originated. Most people think the U.S. Congressman from Missouri Willard Duncan Vandiver used it in a speech.

Today it means that people from Missouri are:



Work Page

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Work Page

Choice Board

3rd Grade Area and Perimeter

*Choose 1 activity to complete each day.

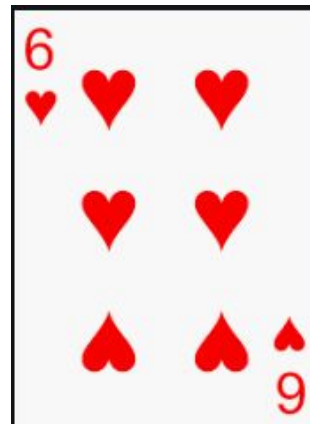
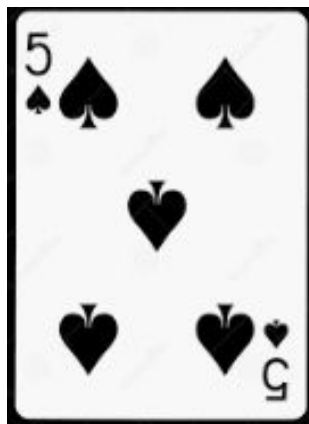
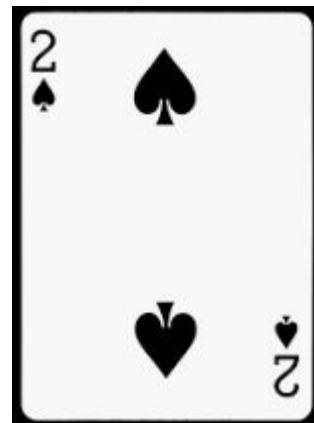
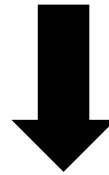
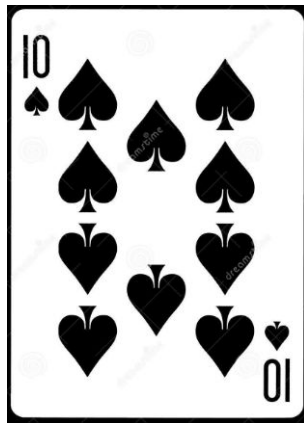
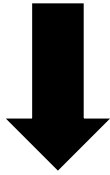
| | | |
|---|--|--|
| <p>Create a new game to practice perimeter. Be sure to include directions and anything you need to play. Try it with a family member.</p> | <p>Use toothpicks to design shapes. Each toothpick counts as one unit. Make a parallelogram, triangle, trapezoid, rectangle, and square. Find the perimeter of each.</p> | <p>Create a song that will teach others how to find the area and perimeter of a shape. Add hand movements for added fun!</p> |
| <p>Make a poster describing how to find area and perimeter.</p> | <p>Write a comic or a mystery about how to find the missing side of a square in a perimeter problem.</p> | <p>Write an acrostic poem about AREA.</p> |
| <p>Teach your stuffed animals one of the lessons from this week.</p> | <p>You have 28 feet of fencing to go around your new garden. Design your garden and label each side with the length of fence you will use.</p> | <p>Write a word problem using area or perimeter in it. Have someone that lives with you solve it. Check their answer.</p> |

Which One Doesn't Belong?

How many answers can you defend?

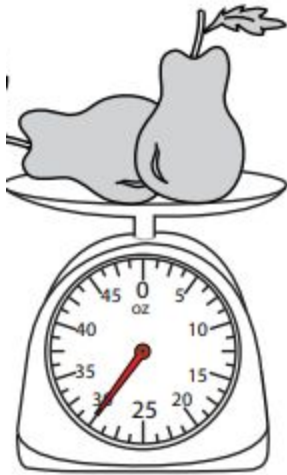
Observe all numbers carefully. Can you find a pattern? Which card does not fit the pattern? Can you find more than one pattern?

Use the space next to each card for your explanation.



Directions: Read the scales and tell how many ounces an item weighs.

1.



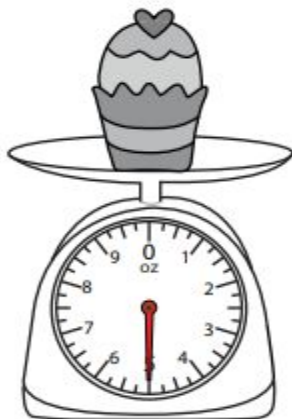
_____ OZ

2.



_____ OZ

3.



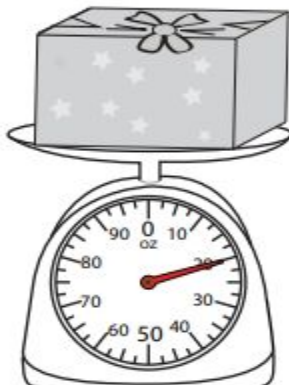
_____ OZ

4.



_____ OZ

5.



_____ OZ

WHICH ONE DOESN'T BELONG?

Study the numbers below. Decide which number doesn't belong.

| | |
|---|----|
| 3 | 4 |
| 8 | 12 |

Explain your reasoning:

_____ does not belong because: _____

Can you find another number that does not belong?

_____ does not belong because: _____

Units of weight: ounces and pounds

Grade 3 Measurement Worksheet

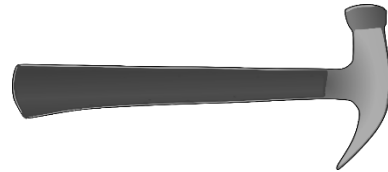
Fill in the proper unit (ounces or pounds) for the weight of each object.

Hint: 1 pound = 16 ounces

A sundae: 5 _____



A hammer: 2 _____



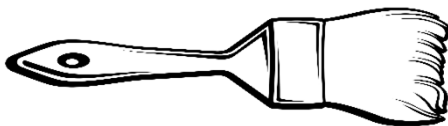
A boy: 40 _____



An alarm clock: 10 _____



A paintbrush: 4 _____



A picture frame: 1 _____



Name: _____

Which One Doesn't Belong?

Which One Doesn't Belong?

| | |
|-----|----|
| 5 | 12 |
| 102 | 22 |

The Number _____ does not belong
because _____.
But the 3 Numbers _____, _____, _____,
belong because they are all _____.
_____.

Which One Doesn't Belong?

| | |
|----|----|
| 17 | 26 |
| 44 | 65 |

The Number _____ does not belong
because _____.
But the 3 Numbers _____, _____, _____,
belong because they are all _____.
_____.

Which One Doesn't Belong?

| | |
|----|----|
| 41 | 14 |
| 44 | 20 |

The Number _____ does not belong
because _____.
But the 3 Numbers _____, _____, _____,
belong because they are all _____.
_____.

Which One Doesn't Belong?

| | |
|----|-----|
| 32 | 64 |
| 81 | 144 |

The Number _____ does not belong
because _____.
But the 3 Numbers _____, _____, _____,
belong because they are all _____.
_____.

Measuring

Directions: Circle the unit that would most likely be used to measure each object

School bus

Ounces pounds tons

Scoop of sugar

Ounces pounds tons

A third grader

Ounces pounds tons

Piece of hardwood

Ounces pounds tons

Two bird feathers

Ounces pounds tons

A whale

Ounces pounds tons

10 apples

Ounces pounds tons




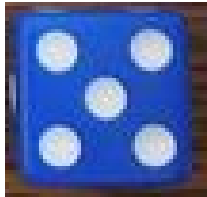
2 Statues

Ounces pounds tons

Which One Doesn't Belong?

How many answers can you defend?

Use the space next to each dice for your explanation.

| | |
|---|--|
| | |
|  |  |
|  |  |
| | |

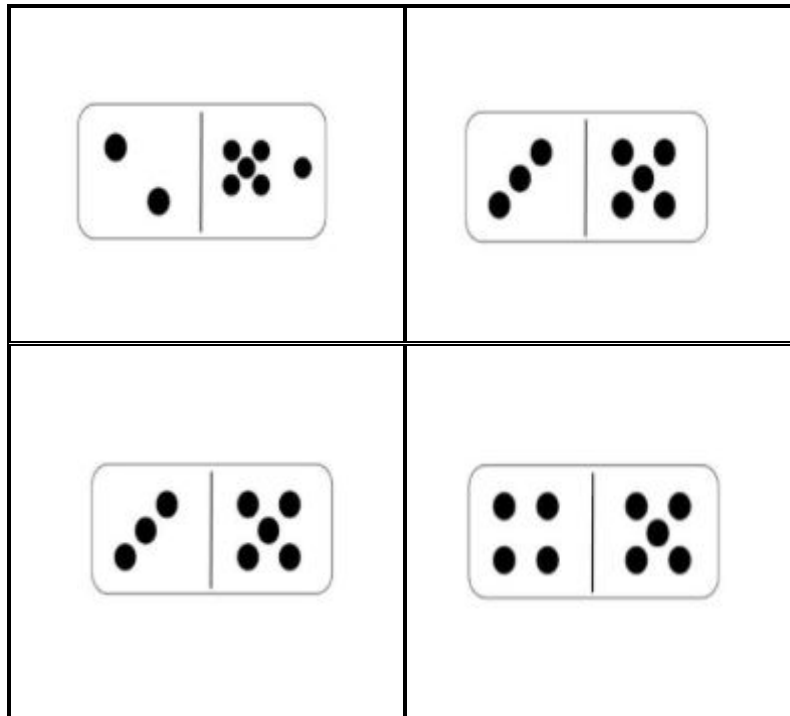
Units for weight: ounces, pounds and tons

Grade 4 Measurement Worksheet

1. Which unit would you use to measure the weight of a hamster?
 - a. ounces
 - b. pounds
 - c. tons
2. Which unit would you use to measure the weight of a cake?
 - a. ounces
 - b. pounds
 - c. tons
3. Which unit would you use to measure the weight of a man?
 - a. ounces
 - b. pounds
 - c. tons
4. Which unit would you use to measure the weight of a magazine?
 - a. ounces
 - b. pounds
 - c. tons
5. Which unit would you use to measure the weight of a plane?
 - a. ounces
 - b. pounds
 - c. tons
6. Which unit would you use to measure the weight of a freight container?
 - a. ounces
 - b. pounds
 - c. tons
7. Which unit would you use to measure the weight of a newborn baby?
 - a. ounces
 - b. pounds
 - c. tons
8. Which unit would you use to measure the weight of a bag of flour?
 - a. ounces
 - b. pounds
 - c. tons

WHICH ONE DOESN'T BELONG?

Study the numbers below. Decide which number doesn't belong.



Explain your reasoning:

_____ does not belong because: _____

Can you find another number that does not belong?

_____ does not belong because: _____

1. A full bottle of sports drink contains 16 fluid ounces of liquid. David drank 5 fluid ounces of the sports drink. How many fluid ounces of drink are left in the bottle? Draw a picture to solve.

2. Jack wants to make some cookies for his mother. The recipe says he would need 7 oz of flour for 1 batch of cookies. He wants to make 4 batches of cookies. How much flour does he needs?

3. Tommy uses 4 ounces of cheese in each pizza he makes. How many pounds of cheese does Tommy need to make 12 pizzas ?

4. A bar of butter weighs 20 oz. A box of butter weighs 2 lb. 4 oz. Which one is heavier?



Work Page

ISD Grade Level: 3rd Grade
ISD Content: Science
Week: May 11–15





Work Page

Read About Simple Machines

WHAT ARE SIMPLE MACHINES?

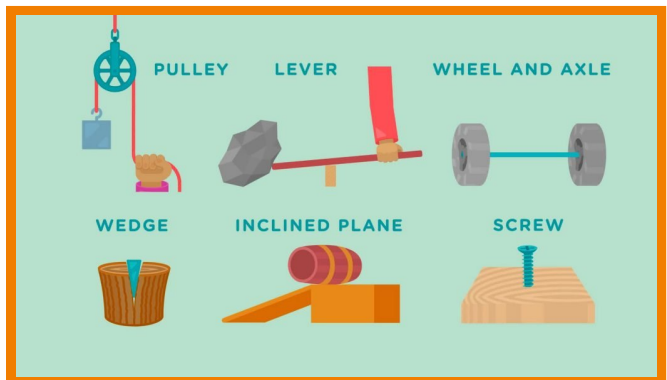
Simple machines make work easier. They have few or no moving parts and they work by changing the direction of a force or the amount of force needed to do something.

To better understand how simple machines work...

LET'S BREAK IT DOWN!

There are six different simple machines.

The six simple machines are the wedge, screw, lever, pulley, inclined plane and the wheel and axle. They all make work easier and have few or no moving parts.



A pulley can move things from a low area to a higher one.

A pulley has a wheel that allows you to change the direction of a force. As you pull down on the rope, the wheel turns and whatever is attached to the other end goes up.

A lever helps move heavy objects.

When you push down on one side of a lever, the other side goes up. Levers can also be used to lift heavy objects such as a rock or furniture. A seesaw is an example of a lever.



A wedge is a simple machine used to split material.

By placing the thin end of the wedge onto a log, you can hit it with a hammer. The wedge changes the direction of the force and it pushes the log apart.



An inclined plane can help you to move heavy objects.

It is easier to move heavy things up a ramp than it is to lift them straight up. A ramp is a common example of an inclined plane. It takes longer to go up one, but it is easier.



SIMPLE MACHINES VOCABULARY



GENERATIONGENIUS
ALWAYS QUESTION. ALWAYS WONDER.

Simple Machines

Tools that make difficult tasks easier by changing the direction of the force or the amount of force needed to do something.

Inclined Plane

A simple machine that has a gently sloped surface so it can be used to move objects upwards with less force. Ramps are examples of inclined planes.

Screw

An inclined plane wrapped around a center rod. An example of a screw is a spiral staircase.

Wedge

A simple machine that gets thinner at one end that is used to split material such as wood. A knife is an example of a wedge.

Lever

A plank that rests on something underneath and moves up and down. A seesaw is a lever.

Pulley

A wheel and rope that can change the direction of a force. A flagpole uses a pulley to raise the flag.

SIMPLE MACHINES DISCUSSION QUESTIONS

Describe a simple machine.

Simple machines have few or no moving parts. They make work easier by changing the direction of a force or by changing the amount of force needed.

Why are simple machines important?

Simple machines can help make work easier. Without simple machines you might not be able to move something really heavy.

How does a pulley help lift things?

A pulley uses a wheel to change the direction of a force. As you pull down, the object goes up. Sometimes pulling down is easier because the force of gravity helps.

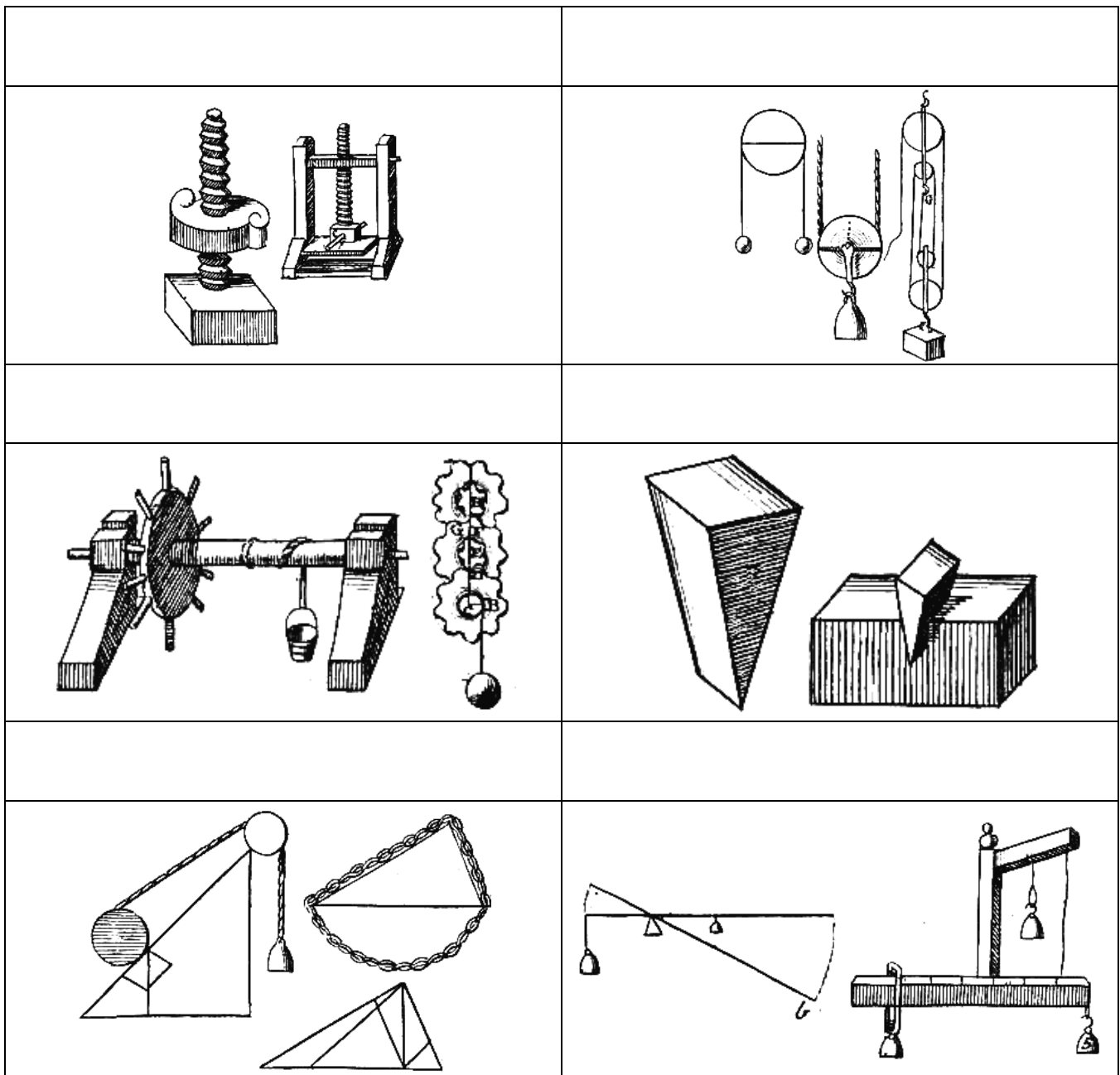


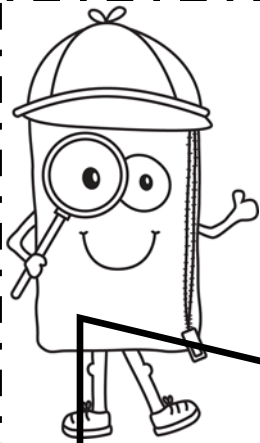
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The Six Simple Machines

Directions: Correctly label the six simple machines.

- | | | |
|--------------------|------------|--------------------|
| (1) inclined plane | (3) pulley | (5) wedge |
| (2) lever | (4) screw | (6) wheel and axle |

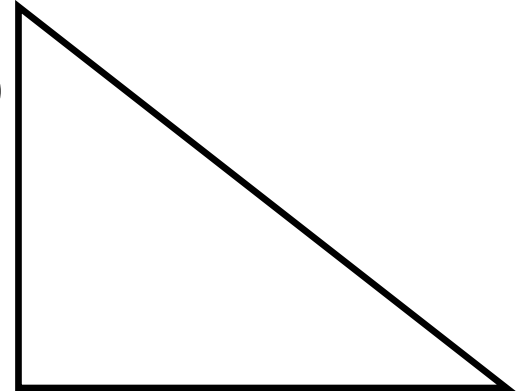




The Inclined Plane

A

B



Look at the two inclined planes, A and B. Describe what you notice about each plane?

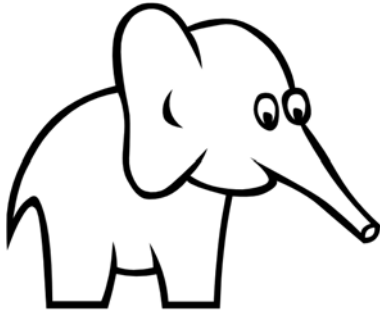
If you were to let a book slide down the inclined plane, which plane would allow the book to slide faster? Why do you think that? How could you find out?

If you had to push something up one of the inclined planes, which inclined plane would be easier to push something up? Why do you think that? How could you find out?

Find out about the lever on the "Read About Simple Machines" resource.

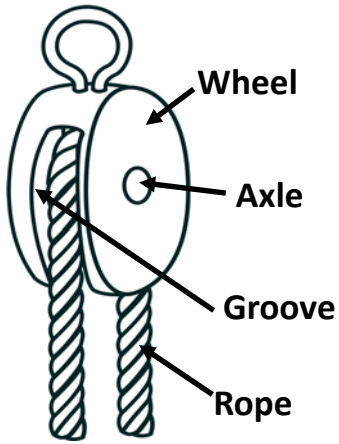
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Design a Lever



You have been hired to design a lever that will lift an elephant. Identify what type of lever it is, label the fulcrum and the effort/force. Indicate what your materials are made of.

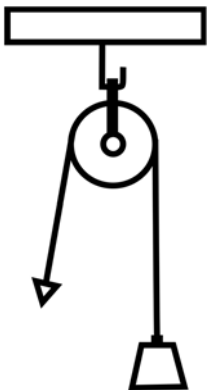
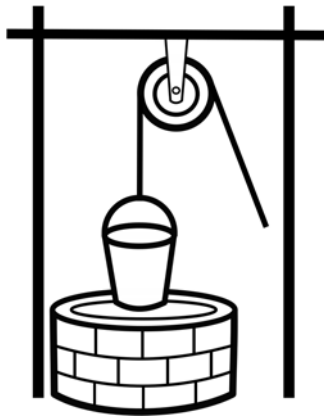
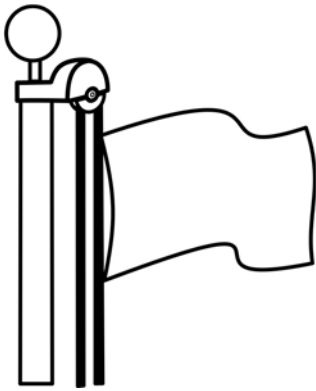
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Pulleys

A pulley is a simple machine that has a wheel on a fixed axle. The wheel has a groove along the edges that a rope or cable fits in. Pulleys make lifting or lowering a load easier.

- 1 Label the axle, the wheel and the rope on each pulley.
- 2 Identify where the effort would be to create the lifting or lowering. Explain what each pulley does with the effort being applied.



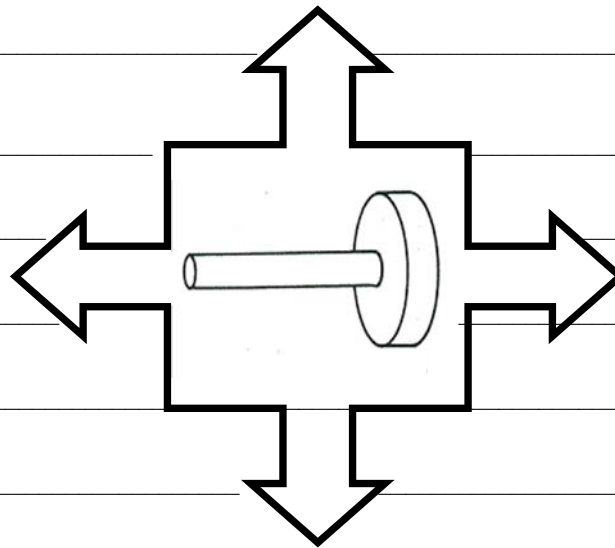
Read about the wheel and axle on the "Read About Simple Machines" resource. Then complete the page below.

The Wheel—Axle

How does it work?

Name 3-5 examples:

Describe its parts:



Is it similar to any other simple machine? How?