



April 2020

Hello Parents,

We hope that this letter finds you doing well and adjusting to the changes in our world. We continue to work to offer resources that provide practice of skills students have learned this school year. Attached you will find choice boards (and supporting materials) for students to choose activities to complete in Language Arts, Math, Science, and Social Studies between April 20 and May 1. In addition, you will find daily math problem practice and an answer sheet that follows. There are many activities provided, a student would not be expected to complete them all. Please remember, all activities are optional and completed work will **not need** to be returned to school for grading or credit. If you find you need more resources, please check the UCPS EmpowerED Family Portal on our website www.ucps.k12.nc.us/domain/2917.

Stay safe and healthy!

Abril 2020

Estimados Padres,

Esperamos que al recibir esta carta se encuentren bien y adaptándose a los cambios en nuestro mundo. Continuamos trabajando para ofrecer a los estudiantes recursos que les brinden práctica de las habilidades que han aprendido este año escolar. Adjunto encontrará tableros de elección (y materiales de apoyo) para que los estudiantes elijan actividades para completar en Artes del Lenguaje, Matemáticas, Ciencias y Estudios Sociales. Además, encontrarán práctica diaria de problemas matemáticos y una hoja de respuestas. Se proporcionan muchas actividades, no se espera que el estudiante las complete todas entre el 20 de Abril y el 1 de Mayo. Por favor recuerde, todas las actividades son opcionales y el trabajo que el estudiante complete **no necesita** ser devuelto a la escuela para su calificación o crédito. Si cree que necesita más recursos, consulte el Portal de la Familia EmpowerED de UCPS en nuestro sitio web www.ucps.k12.nc.us/domain/2917.

¡Esperamos que se mantengan seguros y a salvo!

3rd Grade Reading Choice Board

April 20 - May 1

Fiction - a story book

Read 20 minutes from a fiction text of your own or read the text/passage attached. Make sure to ask your child some questions about what they read. After reading, choose an activity below.

Talk About Reading	Write About Reading	Play With Words
<p>Talk about the most important events in the story.</p> <p>Why are those events important?</p> <p>What made you think that?</p>	<p style="text-align: center;">What Happens Next?</p> <p>Pretend that there is more to the story you are reading. Write a paragraph that tells what happens after the actual ending of the story.</p>	<p style="text-align: center;">Syllables</p> <p>Count the syllables in certain words from the story.</p> <p>Which words have one syllable? <i>(mom)</i></p> <p>Two syllables? <i>(pen-cil)</i></p> <p>Three syllables? <i>(un-der-stand)</i></p> <p>Four or more syllables? <i>(au-to-mo-bile)</i></p> <p>Can you say the word without the first syllable?</p> <p>Can you say the word without the last syllable?</p>
<p>Describe the characters in this story.</p> <p>How is the character feeling in a certain part of the story?</p> <p>Can you find the reasons why the character acted this way?</p>	<p style="text-align: center;">Visualize Your Character</p> <p>Through writing, describe one of the characters from your story with details that show what he is like and how he is unique from the other characters in the story.</p> <p>Draw a picture of your character and add details to his appearance.</p>	<p style="text-align: center;">Prefixes</p> <p>Can you find any words in your story with the prefixes <i>un-, in-, dis-, non-, re-, sub-, super-, pre-</i>?</p> <p>Write those words you found on paper and draw a line between the prefix and the root word. (<i>un/tie</i>)</p> <p>Discuss how the prefix changes the meaning of the root word.</p>
<p>Did the character learn a lesson in the story?</p> <p>What lesson did he/she learn?</p> <p>What details help convey this lesson?</p>	<p style="text-align: center;">Write the Inside Story</p> <p>Write about the reactions characters have to an event in the story and include what the character is feeling. Write about what might be going on in his mind and include the character's thoughts.</p>	<p style="text-align: center;">Suffixes</p> <p>Can you find any words in your story with the suffixes <i>-ly, -er, -est, -less, -ful,-tion, -ment,-ness</i> ?</p> <p>Write those words you found on paper and draw a line between the suffix and the root word. (<i>worth/less</i>)</p> <p>Discuss how the suffix changes the meaning of the root word.</p>



Create: Pretend you are a character in the story that you read. Write a letter to another character in your story. Your letter may explain how you feel about someone in the story or something that happened in the story. You can tell details about your thoughts and feelings (as the character) that you didn't find out from the book. Ask your parent or another grown up to write you back!

What Should We Take To The Moon? (Fiction)

By Readworks.org, author: W.M. Akers (510 lexile, grade 3)



Extra socks. Toothbrush. Chewing gum. Toothpaste (to go with the toothbrush). Action figures. Lots and lots of action figures.

Toby looked at the pile with all his favorite stuff. He had arranged it into three neat rows. On the left was very important stuff. In the middle was kind of important stuff. On the right was not-so-important stuff.

“Action figures are very important,” he said. “Chewing gum is kind of important. Toothpaste is not so important.”

Toby was preparing for a trip to the moon. He didn’t know when he was going. He didn’t have any tickets. But he figured it had to be soon, and he wanted to be ready.

Earlier that night, Toby’s dad was watching the news. A lady with poofy hair talked to a scientist in a lab coat.

“When do you expect man will return to the moon?” asked the lady.

“Very soon,” said the scientist. “Very soon indeed.”

Toby usually ignored the news. But this made him look up from his homework. “Very soon...” he murmured to himself. “Very soon indeed!”

Toby had been excited about the moon ever since he first saw it in the night sky. It passed by his bedroom window at night, and when it was full, it filled Toby’s head with dreams. He wanted to fly in a spaceship. He wanted to vacation on the moon. He wanted to hike up mountains made of moon rock. He wanted to eat peanut butter and jelly sandwiches in a space colony, while the earth spun overhead.

Toby wanted to live on the moon. And now, according to the man on the news, that was going to happen. Very soon indeed.

As soon as he finished his homework, Toby went to his room. He took out his blue, plastic suitcase, and began arranging things on his bed. There was no time to waste, but that didn’t mean he hurried. Packing for a trip to the moon was too important to rush.

Toby had always been a planner. At Christmas dinner, he thought about where they would go for summer vacation. On summer vacation, he thought about what he might like for Christmas. Toby's sister teased him about it, but Toby thought there was no harm in looking ahead. Tonight he wasn't just looking ahead. He was looking up—to the moon.

When his suitcase was filled, Toby closed it. He pulled the zipper. It would not zip. His suitcase was too full.

With hands as careful as an astronaut's, Toby lifted each object from his suitcase. He would have to leave something behind, but what? Even the toothpaste was too important to leave behind.

"Let's see," he said, consulting his list. "I'll need shoes on the moon. I'll need a book to read on the way. I'll need my camera in case there are any aliens. And I'll definitely need my sunglasses. Since it's never cloudy on the moon, the sun will be very bright."

Finally, there was only one thing left in his suitcase. As soon as he picked it up, Toby knew it would have to stay behind. It was an authentic moon rock, brought home by his brother from space camp. It was his most prized possession. It lived on his desk, and every time he saw it, his heart sang a little song. But he would find plenty of rocks on the moon.

Toby zipped up his suitcase and put it beside the door. When the time came to go to the moon, he would be ready.

3rd Grade Reading Choice Board


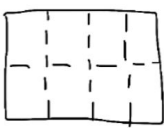
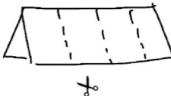

April 20 - May 1

Non-Fiction - a teaching text

Read 20 minutes from a non-fiction text of your own or read the text/passage attached. Make sure to ask your child some questions about what they read. After reading, choose an activity below.

Talk About Reading	Write About Reading	Play With Words				
<p>Summarize the text orally. What is the main idea? Talk about the key details and how they support the main idea.</p>	<p>What Do I Already Know? What Did I Learn? Create a T Chart. Read the title of the text and jot down what you already know about the topic. After reading, jot down 2-3 things that you learned. Write in complete sentences.</p> <table border="1" style="margin-left: auto; margin-right: auto; border-collapse: collapse; width: 80%;"> <tr> <td style="padding: 2px;">I Already Know...</td> <td style="padding: 2px;">What I Learned...</td> </tr> <tr> <td style="height: 20px;"></td> <td style="height: 20px;"></td> </tr> </table>	I Already Know...	What I Learned...			<p style="text-align: center;">Possessives</p> <p>Can you find any singular possessive nouns? Add an apostrophe and 's' to a singular noun to show possession: boy's shirt.</p> <p>Can you find any plural possessive nouns? Add an apostrophe to a plural noun that ends in s to show possession: girls' teams</p>
I Already Know...	What I Learned...					
<p>Who, or what, is this text about? Where in the text can you find that answer? This text is teaching you about what topics?</p>	<p style="text-align: center;">Text Features</p> <p>What text features did the author use in the text? Write about how the information from the text features helps you better understand the text. Examples: (caption, heading, photograph, table of contents, glossary)</p>	<p style="text-align: center;">Long vowel spellings</p> <p>Find words that have letter combinations that represent long vowel sounds. Some examples: <u>paint</u>, <u>stay</u>, <u>beak</u>, <u>teeth</u>, <u>night</u>, <u>goat</u>, <u>flow</u>, <u>blue</u> Write down words you find and underline the letters that make the long vowel sound.</p>				
<p>What other questions do you have about this text?</p> <p>What information can you obtain from the photographs or illustrations?</p> <p>Why are the photographs or illustrations important to the text?</p>	<p style="text-align: center;">Questions? Answers...</p> <p>Think of two questions another reader might have about the topic of the text you read. What might someone wonder about the topic? Write two questions and answer the questions in complete sentences.</p>	<p style="text-align: center;">Consonant -le syllables</p> <p>When a word ends in a consonant and 'le', divide the word before the consonant, 'le'. Can you find any words that have this syllable at the end of the word? Write down the words you find and draw lines between the syllables. Some examples: ex/am/<u>ple</u>, lit/<u>tle</u>, re/cy/<u>cle</u></p>				

Create: Make a flap book! Write down a fact that you learned from the text on each flap (in a complete sentence). Draw a picture under the flap that illustrates your learning.

<p>Fold a piece of paper in half lengthwise.</p> 	<p>Then open up and fold until you have 8 sections.</p> 	<p>Fold over again lengthways and cut three times from one edge up to the center fold, making four flaps.</p> 	<p>You have a flap book! You can draw pictures underneath and write on the top.</p> 
--	---	--	---

Space-grown Lettuce to Give Astronauts a More Varied Diet *(Non-fiction)*

By NewsELA, Hannah Devlin (590 Lexile, grade 3 level)



NASA's Veggie system for growing fresh food on future spacecraft and on other planets. Photo by: NASA

Astronauts experience many interesting things. They become weightless in space. Astronauts get to shoot up into space at 20,000 miles per hour. That is more than three times faster than an airplane.

Still, astronaut food is not so interesting. Space travelers have had to eat strange foods. One example is dried ice cream. Astronauts also use liquid salt and pepper.

However, astronauts will soon have a bigger menu. Scientists have grown lettuce in outer space. The lettuce is safe to eat. It is as nutritious and tasty as lettuce grown on Earth.

Gioia Massa works for NASA. She is the lead scientist on the lettuce-growing project. She said that growing food in space could be important for long missions. NASA will have two long missions in the next 10 years. One will go to the moon. Another mission will go to Mars.

May Not Work For Long Missions

Massa says today's space food may not work for long missions. The food loses its taste after a while. It also loses vitamins. Massa thinks the food may not be nutritious enough for astronauts on long missions.

Space food has improved lately. However, astronauts get tired of eating the same thing. Massa says many of them end up losing weight.

Lettuce was grown on the International Space Station (ISS) between 2014 and 2016. The ISS is a science station in space. The vegetable growing system is called Veggie. It has units full of soil. There is also a lighting and watering system.

The lettuce crops grew for one or two months. Some of the lettuce was eaten. The rest was frozen and returned to Earth for testing. Astronauts cleaned the lettuce leaves before eating. Massa says this was to keep astronauts from getting sick.

Similar To Earth-Grown Lettuce

The space lettuce was similar to Earth-grown lettuce. Some of the space-grown lettuce was even more nutritious than Earth-grown lettuce. The space lettuce also had more bacteria. This may be because it grew in a warmer, wetter system. However, none of this bacteria was dangerous.

NASA plans to grow other vegetables on the ISS this year. However, astronauts will not be cooking anytime soon. Massa says there is nowhere to cook on the ISS. That is why NASA wants to grow foods that taste good fresh.

3rd Grade Math Choice Board

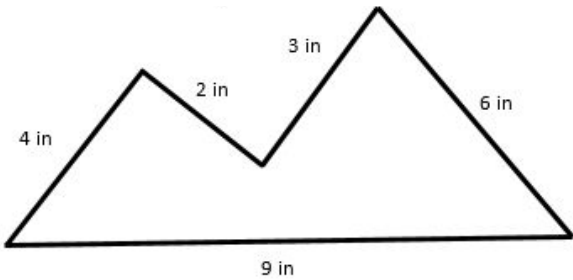
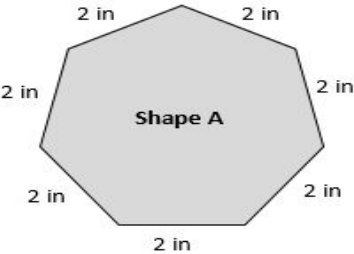
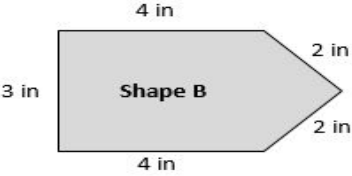
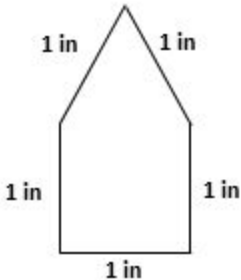
April 20 - May 1

The activities below can be used by all students in grades K-5 in addition to the grade level work provided. Please note additional challenges for older students. The choice board is meant to be a fun way to explore math at home. Enjoy!

<p>Create a math board game. Make sure your game has directions, math questions, and all materials needed to play it. Try out your game with someone at home.</p>	<p>Go on a shape hunt. Look for shapes around you at home. Gather 10 objects and identify their shapes (can be 2D or 3D). Sort the shapes in some way. Share your thinking with someone at home.</p>	<p>Write a story problem to go along with your daily reading. Read a story or a chapter out of a book you've been reading. Write one math problem to go along with the story or chapter you read.</p>
<p>Measure a room at home. Use at least two different <i>creative</i> measuring tools. For example, how many shoes long is the room? How many pieces of paper long is it? Compare the lengths. For students in grades 4-5, calculate the perimeter and area of the room.</p>	<p>Write a math song. Write a math song to explain a math concept. Your song could be about shapes, fractions, graphing, addition, subtraction, multiplication, or division. Perform your song for your family. You may even choose to send your teacher a recording of your song.</p>	<p>Cook something with an adult. While you cook, think about all the math skills you are using. Write and solve one math story problem related to your experience.</p>
<p>Create a graph. Create a graph using items you find in your house. Your graph should have a title, a number scale, and at least two categories. Category examples: -Articles of clothing (# of t shirts and # of long sleeve shirts) - Types of books on your bookshelf</p>	<p>Create a daily schedule. Make sure your schedule has the start time and end time as well as what activity you are going to do at that time. For students in grade 3-5, find the elapsed time of the different activities in your schedule.</p>	<p>Write a word problem with an answer of 2. Use any operation and any problem type you want. Just make sure the answer to your problem's question is 2. Challenge: Can you write another problem using a different operation and/or a different problem type? Don't forget two-step & compare problems!</p>

3rd Grade Math Practice

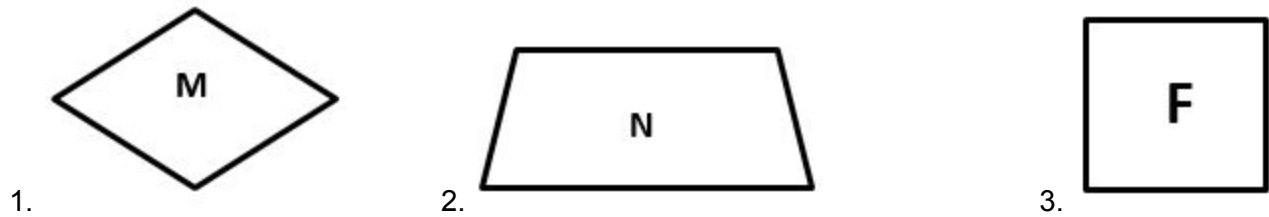
April 20 - May 1

1 Measurement and Data	<p>1. Lila measures each side of the shape below. What is the perimeter of the shape?</p>  <p>2. David draws a regular octagon and labels one side length as 6cm. Find the perimeter of David's octagon.</p> <p>3. Troop 516 makes 3 triangular flags to carry at a parade. They sew ribbon around the outside edges of the flags. One side length of a flag measures 24 inches. How many inches of ribbon does the troop use?</p>
2 Measurement and Data	<p>1. Which shape below has the greater perimeter? Explain your answer.</p>   <p>2. Travis traces a regular pentagon on his paper. Each side measures 7 centimeters. He also traces a regular hexagon on his paper. Each side of the hexagon measures 5 centimeters. Which shape has a greater perimeter? Show your work.</p> <p>3. The soccer team jogs around the outside of the soccer field twice to warm up. The rectangular field measures 60 yards by 100 yards. What is the total number of yards the team jogs?</p>
3 Geometry	<p>Jonah draws the polygon below.</p>  <p>1. Is Jonah's polygon a regular polygon? Explain how you know. 2. How many right angles does his polygon have? Circle the right angles on his polygon. 3. How many sets of parallel lines does his polygon have?</p>

4

List as many attributes as you can to describe each polygon below.

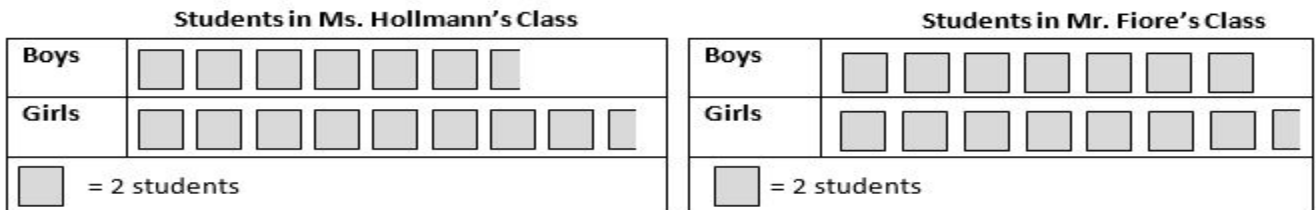
Geometry



5

Ms. Hollmann’s class goes on a field trip to the planetarium with Mr. Fiore’s class. The number of students in each class is shown in the picture graphs below. (Questions on next page)

Measurement and Data

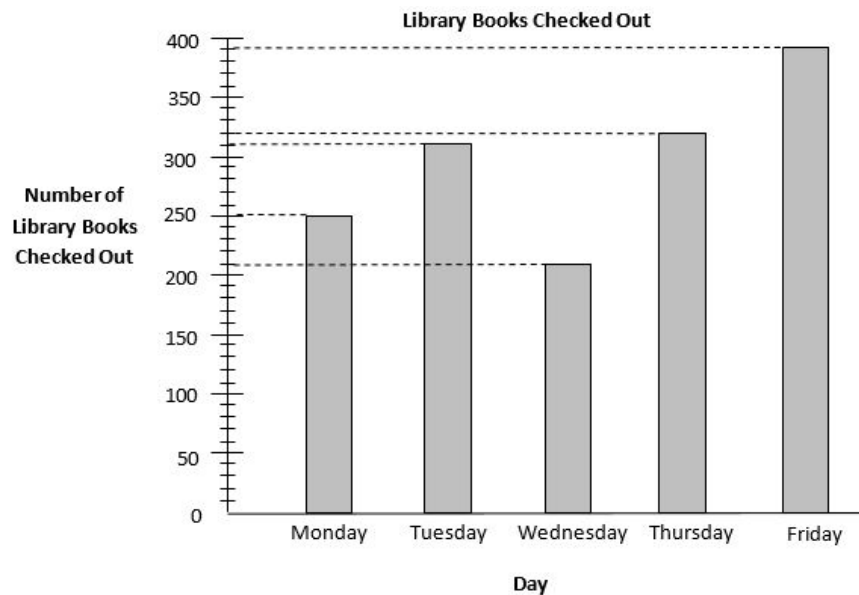


- How many fewer boys are on the trip than girls?
- It costs \$2 for each student to attend the field trip. How much money does it cost for all students to attend?
- The cafeteria in the planetarium has 9 tables with 8 seats at each table. Counting students and teachers, how many empty seats should there be when the 2 classes eat lunch?

6

The graph below shows the number of library books checked out in five days.

Measurement and Data



- How many books in total were checked out on Wednesday and Thursday?
- How many more books were checked out on Thursday and Friday than on Monday and Tuesday?

<p>7</p> <p>Measurement and Data</p>	<p>1. Jose and Rashik are making a tree house swing. Jose has a rope that is 75 inches long. Rashik has a rope that is 127 inches long. If they connected their ropes, how long would the new rope be?</p> <p>2. I am making lemonade for a birthday party. My recipe makes eight quarts of lemonade. If I make the recipe four times, how many quarts of lemonade will I have?</p> <p>3. A box of pens holds 20 pens. Each pen is 5 inches long. If the pens are lined up end to end how long will the line of pens be?</p>
<p>8</p> <p>Measurement and Data</p>	<p>1. There are some pieces of string on the table. Each string is 6 inches long. If all of the strings are lined up next to each and the length of all of the strings is 54 inches how many strings were on the table?</p> <p>2. There are some pints of half and half cream on the shelf in the grocery store refrigerator. Another shipment arrives with 72 pints. If there are now 130 pints of half and half cream now on the shelf how many pints were first there?</p> <p>3. During the first 2 weeks of the month I drank 127 cups of water. If I drank 222 cups of water for the whole month, how much did I drink after the first two weeks?</p>
<p>9</p> <p>Fractions</p>	<p>1. Jack and Jill use rain gauges of the same size and shape to measure rain. Jack uses a rain gauge marked in fourths of an inch. Jill's gauge measures rain in eighths of an inch. On Thursday, Jack's gauge measured $\frac{2}{4}$ inches of rain. They both had the same amount of water, so what was the reading on Jill's gauge Thursday? Draw a number line to help explain your thinking.</p> <p>2. Jack and Jill's baby brother Rosco also had a gauge the same size and shape on the same hill. He told Jack and Jill that there had been $\frac{1}{2}$ an inch of rain on Thursday. Is he right? Why or why not? Use words and a number line to explain your answer.</p>
<p>10</p> <p>Fractions</p>	<p>1. Danielle and Mandy each ordered a large pizza for dinner. Danielle's pizza was cut into sixths, and Mandy's pizza was cut into thirds. Danielle ate 2 sixths of her pizza. If Mandy wants to eat the same amount of pizza as Danielle, how many slices of pizza will she have to eat? Write the answer as a fraction. Draw a model or number line to explain your answer.</p> <p>2. Henry and Maddie were in a pie-eating contest. The pies were cut either into thirds or sixths. Henry picked up a pie cut into sixths and ate $\frac{4}{6}$ of it in 1 minute. Maddie picked up a pie cut into thirds. What fraction of her pie does Maddie have to eat in 1 minute to tie with Henry? Draw a number line, and use words to explain your answer.</p> <p>3. Claire went home after school and told her mother that 1 whole is the same as $\frac{2}{2}$ and $\frac{6}{6}$. Her mother asked why, but Claire couldn't explain. Use a number line and words to help Claire show and explain why $1 = \frac{2}{2} = \frac{6}{6}$.</p>

3rd Grade Math Answer Key

1	2	3	4	5
<p>1.24 inches</p> <p>2.48 centimeters</p> <p>3. 216 inches</p>	<p>1.Shape B</p> <p>2.The pentagon</p> <p>3.640 yards</p>	<p>1.Jonah’s polygon is not regular because all of the angles are not equal.</p> <p>2. 2 right angles, both on the bottom.</p> <p>3. 1 set</p>	<p>1. 4 congruent sides, 4 vertices, 2 sets parallel sides, 2 obtuse angles, 2 acute angles</p> <p>2.1 set parallel sides, 1 set intersecting sides, 2 acute angles, 2 obtuse angles, 4 vertices</p> <p>3. A polygon with 4 right angles, 4 vertices, 2 sets of parallel sides, 4 congruent sides</p>	<p>1. 5 more girls than boys</p> <p>2. \$118</p> <p>3.11 empty seats</p>
6	7	8	9	10
<p>1. $210 + 320 = 530$ books</p> <p>2. $710 - 560 = 150$</p>	<p>1.202 inches</p> <p>2. 32 quarts</p> <p>3. 100 inches</p>	<p>1.9 pieces of string</p> <p>2.58 pints</p> <p>3. 95 cups</p>	<p>1. $\frac{4}{8}$</p> <p>2. Rosco is correct because $\frac{2}{4}$ and $\frac{4}{8}$ are equivalent to $\frac{1}{2}$</p>	<p>1. one ($\frac{1}{3}$ is equivalent to $\frac{2}{6}$)</p> <p>2. $\frac{2}{3}$</p>

3rd Grade Science Choice Board

April 20 - May 1

Choose 1-2 activities each week to complete to review topics you have learned about in science this school year.

<p style="text-align: center;"><u>Draw a Diagram</u></p> <p>Choose a body system (Muscular or Skeletal) and draw a diagram.</p> <p>Be sure to label the parts of the system.</p>	<p style="text-align: center;"><u>Brochure or Slide Show</u></p> <ul style="list-style-type: none"> ● Create a brochure, Google SlideShow, or Powerpoint. ● Only include the skeletal and muscular body systems, explain the main function of each system, and include pictures to support your information. 	<p style="text-align: center;"><u>Persuasive Writing</u></p> <p>Write a paragraph persuading someone on which body system you think is the most important.</p> <p>Include a beginning sentence that states which body system you think is most important. Then add 3 reasons to support your statement.</p>						
<p style="text-align: center;"><u>Create an Exercise Routine</u></p> <p>Create an exercise routine that works out all the major muscles of the body. Write out a script of your routine, identifying which muscles are being used.</p> <p>For fun: Lead your family in the routine! You could even video it if you like!</p>	<p style="text-align: center;"><u>Create a Comic Strip</u></p> <ul style="list-style-type: none"> ● Draw a 2 x 3 table so that you have 6 boxes. ● Create a story using the skeletal system, muscular system or what you have learned about skin. ● Comic Strips have speech bubbles and people talking. ● Be creative and have fun!! <p style="text-align: center;">Title of Comic Strip</p> <table border="1" style="margin-left: auto; margin-right: auto; border-collapse: collapse;"> <tbody> <tr> <td style="width: 33%; height: 20px;"></td> <td style="width: 33%; height: 20px;"></td> <td style="width: 33%; height: 20px;"></td> </tr> <tr> <td style="width: 33%; height: 20px;"></td> <td style="width: 33%; height: 20px;"></td> <td style="width: 33%; height: 20px;"></td> </tr> </tbody> </table>							<p style="text-align: center;"><u>Build It!</u></p> <p>Using playdoh, blocks, construction paper or any other materials, build models of each type of landform. Use the Landforms Vocabulary printout to guide you.</p>
<p style="text-align: center;"><u>Create Trading Cards</u></p> <p>Using all planets, create a small card for each planet.</p> <p>Include the name of the planet, a picture, and 1 fact about the planet on 1 card. Continue to do this until you have a card for each planet.</p> <p>You may use 3 x 5 index cards or paper to create the cards.</p>	<p style="text-align: center;"><u>Write a Letter</u></p> <ul style="list-style-type: none"> ● Choose a landform ● Write a letter to a friend explaining the landform you would like to live on. ● The letter should include the date, name of the landform, a description of the landform, why you want to live on this landform, and what you do for fun while living there. 	<p style="text-align: center;"><u>Design your own Planet</u></p> <p>Design and draw your own planet.</p> <p>Be sure to include a paragraph to describe what the planet looks like, whether there is life on it, how far away it is from Earth, how many moons it has and name it!</p>						

3rd Grade Social Studies Choice Board

April 20 - May 1

Choose 1-2 activities to complete each day from the choice board to review your Social Studies knowledge.

<p style="text-align: center;"><u>Journal Entry</u></p> <p>Choose one of the three branches of government (legislative, executive, judicial). Pretend you are a member of that branch of government in our local community. Write a journal entry detailing what a day working for that branch of government would look like for you. Include responsibilities that relate to that branch of government in your entry.</p>	<p style="text-align: center;"><u>Culture</u></p> <p>Interview an adult about school when they were young. Make a list of similarities and differences to your time in school. Are there things that are the same now that you are home? What are some of the ideas that you wish were still seen in our schools? Write a letter to your principal about these ideas.</p>	<p style="text-align: center;"><u>Geography</u></p> <p>Take a walk around your home or neighborhood. Notice the different landforms you see. Draw a picture of the landforms you see and label. Next, think about a place that you would like to visit. What type of landforms might you see there? Draw a picture of this place (real or imaginary) and label the different landforms you might see.</p>
<p style="text-align: center;"><u>Business Owner</u></p> <p>Choose a natural resource found in North Carolina. Design a business that you could start that would sell this natural resource to others. Explain your business plan. What jobs would you create, how you would earn and spend money in your business, and who you would export your natural resource to.</p>	<p style="text-align: center;"><u>Maps</u></p> <p>Create a map of your bedroom. Make sure to include a compass rose and a key for the items in your room.</p> <p style="text-align: center;">- Or -</p> <p>Create a map of your neighborhood or community. Get inspiration from other maps and google earth. Make sure to include a compass rose and a key for readers.</p>	<p style="text-align: center;"><u>For Hire</u></p> <p>Recall a local government position you have learned about this year. Write a "Help Wanted" advertisement that is hiring for that position. Include a description and picture of the job, along with why this job is important to our community in your "help wanted" advertisement.</p>
<p style="text-align: center;"><u>Word Battle</u></p> <ul style="list-style-type: none"> ● Producer vs. Consumer ● Import vs. Export ● Supply vs. Demand ● Want vs. Need <p>Choose two of the bullet points above. For each bullet point, decide which word you think is more important to an economy. Defend each of your answers by writing a paragraph.</p>	<p style="text-align: center;"><u>Community Service Workers</u></p> <p>Make a card for a firefighter, hospital worker, police officer, or service provider and thank them for helping to keep us safe. Have an adult help you find an address. Address and mail the letter to a worker helping in our community.</p>	<p style="text-align: center;"><u>Census</u></p> <p>Complete the US Census with your family. Complete the paper copy or go to https://2020census.gov/en.htm</p> <p style="text-align: center;">↓</p> <p>After completing the census, look at the data provided and answer some questions about the previous census results.</p>

The United States Census: Population Change over Time

1. Record the data for your state and another state using the data below.

Data Category	In 1890...	In 1950...	In 2010...
_____ My state's population:			
_____ Another state's population:			

2. Did your state grow a lot (double or more) or just a little since 1890? What about the other state? Why do you think that is?

3. Do you think the population of your state will increase or decrease in the 2020 Census?

4. Using your prediction from Question #4, how will this likely change the resources your state receives?

State Name	1890 Population	1950 Population	2010 Population
Alabama	1,513,401	3,061,743	4,779,736
Alaska	32,052	128,643	710,231
Arizona	88,243	749,587	6,392,017
Arkansas	1,128,211	1,909,511	2,915,918
California	1,213,398	10,586,223	37,253,956
Colorado	413,249	1,325,089	5,029,196
Connecticut	746,258	2,007,280	3,574,097
Delaware	168,493	318,085	897,934
District of Columbia	230,392	802,178	601,723
Florida	391,422	2,771,305	18,801,310
Georgia	1,837,353	3,444,578	9,687,653
Hawaii	N/A	499,794	1,360,301
Idaho	88,548	588,637	1,567,582
Illinois	3,826,352	8,712,176	12,830,632
Indiana	2,192,404	3,934,224	6,483,802
Iowa	1,912,297	2,621,073	3,046,355
Kansas	1,428,108	1,905,299	2,853,118
Kentucky	1,858,635	2,944,806	4,339,367
Louisiana	1,118,588	2,683,516	4,533,372
Maine	661,086	913,774	1,328,361
Maryland	1,042,390	2,343,001	5,773,552
Massachusetts	2,238,947	4,690,514	6,547,629
Michigan	2,093,890	6,371,766	9,883,640
Minnesota	1,310,283	2,982,483	5,303,925
Mississippi	1,289,600	2,178,914	2,967,297
Missouri	2,679,185	3,954,653	5,988,927
Montana	142,924	591,024	989,415
Nebraska	1,062,656	1,325,510	1,826,341
Nevada	47,355	160,083	2,700,551
New Hampshire	376,530	533,242	1,316,470
New Jersey	1,444,933	4,835,329	8,791,894
New Mexico	160,282	681,187	2,059,179

State Name	1890 Population	1950 Population	2010 Population
New York	6,003,174	14,830,192	19,378,102
North Carolina	1,617,949	4,061,929	9,535,483
North Dakota	190,983	619,636	672,591
Ohio	3,672,329	7,946,627	11,536,504
Oklahoma	258,657	2,233,351	3,751,351
Oregon	317,704	1,521,341	3,831,074
Pennsylvania	5,258,113	10,498,012	12,702,379
Rhode Island	345,506	791,896	1,052,567
South Carolina	1,151,149	2,117,027	4,625,364
South Dakota	348,600	652,740	814,180
Tennessee	1,767,518	3,291,718	6,346,105
Texas	2,235,527	7,711,194	25,145,561
Utah	210,779	688,862	2,763,885
Vermont	332,422	377,747	625,741
Virginia	1,655,980	3,318,680	8,001,024
Washington	357,232	2,378,963	6,724,540
West Virginia	762,794	2,005,552	1,852,994
Wisconsin	1,693,330	3,434,575	5,686,986
Wyoming	62,555	290,529	563,626