Week 1

March 30 – April 3, 2020

ELA R.I. 3.9 Lesson 20- Comparing Two Text

Language L.3.1.D, L.3.2.C-Daily Language

Math- MD. 3.5 Lesson 27- Understanding Area

Science- 3.P.10.2- Forces and Motion

Social Studies- SS.3.G.2.3- Label the States (Alabama, Alaska, Arizona, California, Colorado)

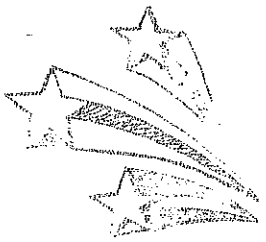
Handwriting- Letter X

Third Grade - Week 1

					Cellular Phones Approved for Sale	Reading
					Computers (2 Articles)	
					Hisory of Television/Shoule We Watch TV	
					Goodbye, Books?/E-Readers: No Substitute for Books	
					Daily Language - Cursive	
					Lesson 27 Understand Area	Math
					Lesson 27 Area Using Different Units	
					Lesson 27 Ideas About Finding Area	
					Lesson 27 Understand Area - Practice Pages	
					Articles - Meet Sir Isaac Newton & Force	Science and Social Studies
					Aricles - Newton's Law/Speed	
					Social Studies -	
					Complete Fact Sheets about States	

Week 1

Lesson 20
Comparing and Contrasting Two Texts



Looking at how two texts on the same topic are alike and different can give you a better understanding of the topic.

▶ **Read** When you read two texts on the same topic, remember to compare and contrast their most **important points** and **key details.** When you **compare,** you look at how the texts are alike. When you **contrast,** you look at how they are different.

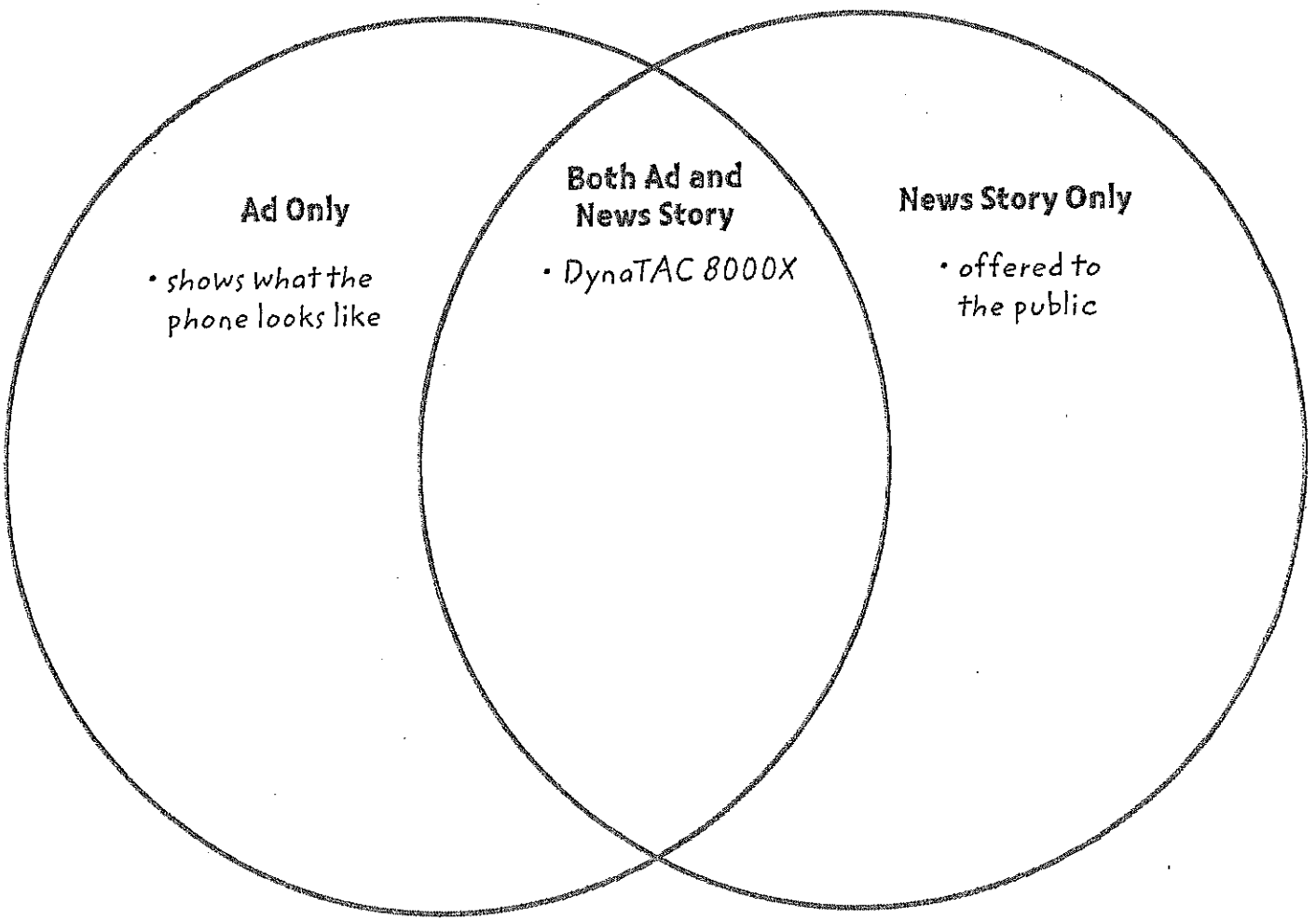
Read the ad and the news story. How are they alike? How are they different?

Cellular Phones Approved for Sale

September 21, 1983

Today, a company received FCC approval to sell the DynaTAC 8000X. This phone will be the first handheld cellular phone to be offered to the public. It offers 60 minutes of talk time and weighs 28 ounces. The initial price will be $3,995.

Think Think about what you've learned so far about comparing and contrasting two texts on the same topic. How are they the same? How are they different? Use the *Venn diagram* below to organize your ideas.



Talk Read the ad again and look at the details. Which details show that the ad is written for people who might want to buy the phone?

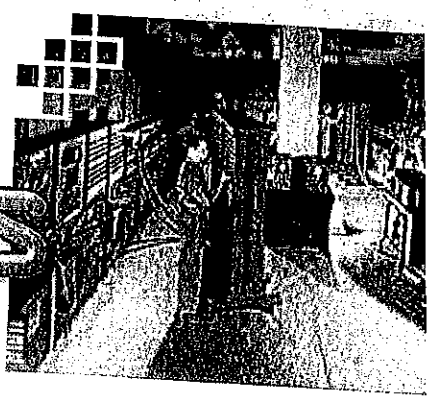
Academic Talk

Use these phrases and words to talk about the text.

• **important points** • **compare** • **contrast** • **key details**

A Short History of Computers

by Spencer Kay



1 In 1833, a man named Charles Babbage came up with the idea of the modern computer. But there was one problem. He couldn't figure out how to make one.

2 A hundred years later, computers became a reality. In 1939, the first computers were invented to help countries fight wars. Then, around 1950, companies began using computers to help run their businesses. These computers were so huge that they filled large rooms.

3 In 1981, the first PC, or personal computer, was sold. It fit on a desktop and had a keyboard and a screen. Since then, computer use has exploded. Computers are everywhere today. Computers have become faster, smarter, and smaller. They are so small that we hold them in our hands!

Computers Today

by Aparna Singh

1 Fifty years ago, few people knew much about computers. For the most part, they were used by the government or in businesses. But today computers are everywhere!

2 You might be surprised to learn how many everyday items contain computers. Cell phones and digital cameras use computers. So do TVs and kitchen ovens. Computers are used to run cars and airplanes. They also keep traffic lights blinking and trains on schedule.

Close Reader Habits

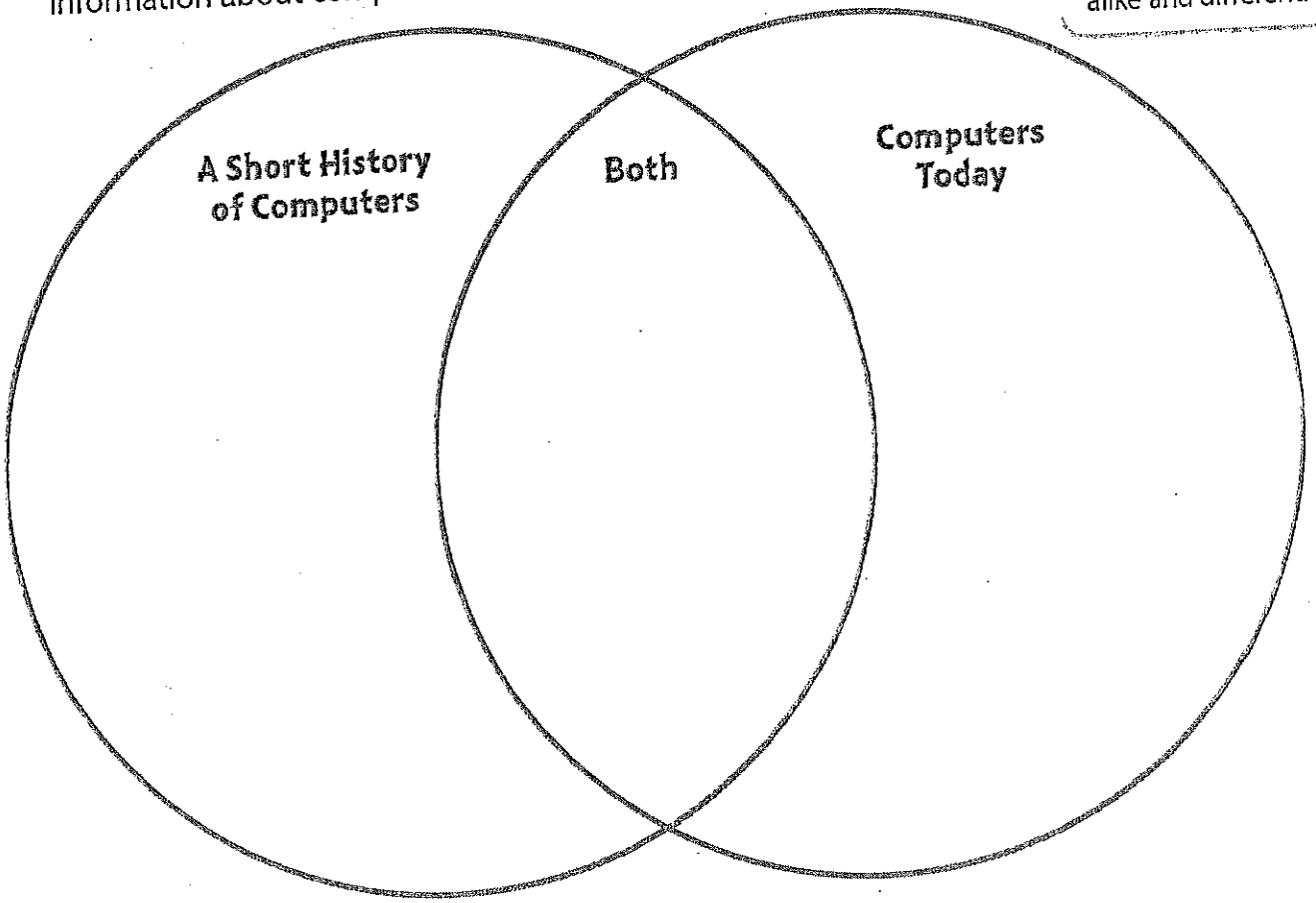
Underline the key details in each passage. Which details in the passages are alike? Which are different?

Explore **How are the two articles about computers alike and different?**

Looking for key details in each text will help you find information that's alike and different.

Think

1 Complete the Venn diagram to show how the two articles give information about computers that is alike and different.



Talk

2 Get together with a partner and talk about how the information in each article is alike and different. What did you learn about computers by reading both articles?

Write

3 **Short Response** Why has the use of computers increased so much over the last fifty years? Find reasons in **both** articles. Use the space provided on page 332 to write your answer.

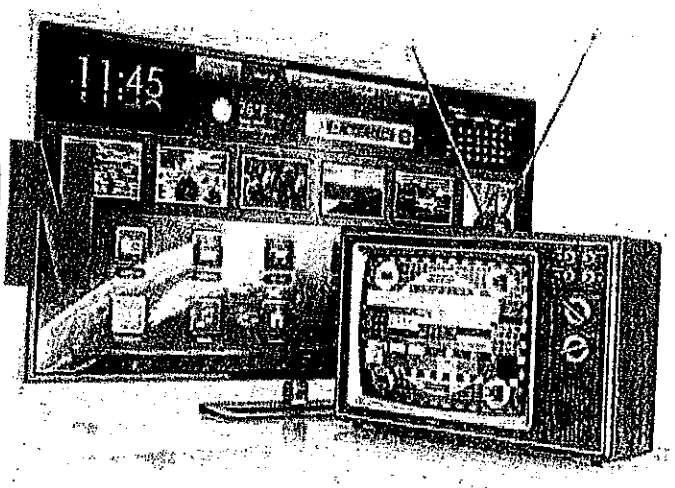
HINT Beginning in 1981, what changed about computers and how they were used?

Read

Genre: History Article

History of TELEVISION

by Marcus Fink



1 David Sarnoff had an idea. If sound could travel over the radio, why couldn't pictures? In 1939, he showed the world it was possible. Broadcast television was born.

2 No one person can claim that he or she invented television. People in several countries were inventing it about the same time. But even though television was invented, there was a catch. No one knew what to do with it. Sarnoff did, and he knew where to introduce it.

3 In 1939, Sarnoff showed the first television broadcast at the New York World's Fair. People crowded around the tiny sets to watch the black-and-white pictures. The first show was of President Franklin D. Roosevelt, who gave a speech. That same year, television sets went on sale. The first ones were small—only 5-inch by 12-inch screens.

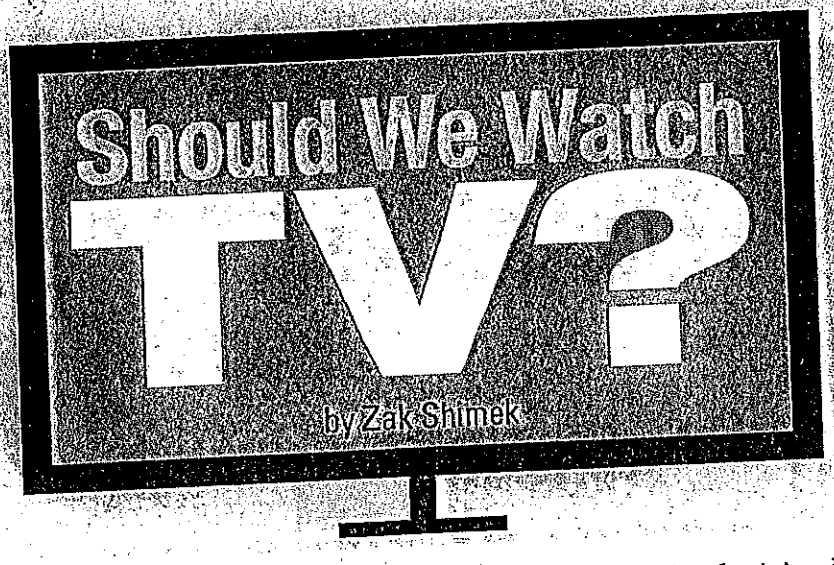
4 Television companies began showing programs. In 1939, the first baseball game was put on television. Stations began to broadcast news shows, children's shows, comedies, and dramas. Today there are hundreds of channels and many more kinds of programs.

5 The number of TV sets in use also keeps growing. In 1946, there were about 6,000 televisions sets in use in the United States. In 1951, there were 12 million. As more people watched, more shows were added. By 1962, around 49 million U.S. households had televisions in the home. Today, 99 percent of homes have a television. Some even have three or more!

Close Reader Habits

Underline the most important idea in each paragraph. Then look for key details that support each idea.

Genre: Persuasive Essay



1 What do you do in your free time? If you say, "watch television," you are not alone. About 99 percent of American households own a television. The airwaves are flooded with all kinds of programs. There are hundreds of channels to choose from.

2 And there's so much to see! You can watch a tiger hunt in the jungle—something you might never see in person. You can visit the bottom of the ocean or cruise in outer space from your sofa. You can learn how to do new things, such as cook. TV is also a good way to relax. Watching a funny show can be relaxing.

3 But do Americans watch too much television? One study said that the average person watches four hours each day. If that person lived to be 65 years old, he or she would have watched TV for nine years!

4 Watching television doesn't require effort. All you have to do is sit and watch. When children watch TV, they are not playing and running. They aren't playing games or solving problems. Also, children who watch a lot of TV tend to eat more junk food, including chips and soda. So watching a lot of TV can be bad for your health.

5 Watching a little television each day isn't harmful. It might even make you smarter. But if you are watching four hours a day, think about doing something else!

Close Reader Habits

In "Should We Watch TV?", **underline** important ideas that are like those in "History of Television." **Draw a wavy** line under important ideas that are new.

Think

When you compare two texts, think abou each author's reason for writing.

1 Which choice **best** describes why the author wrote "History of Television"?

- **A** to tell why David Sarnoff was important to TV
- **B** to show how television has grown since 1939
- **C** to describe the types of programs available on TV
- **D** to prove that people watch too much television

2 This question has two parts. Answer Part A. Then answer Part B.

Part A

What is one of the most important ideas of "Should We Watch TV?"

- **A** Television shows will make you smarter.
- **B** Watching too much TV can be harmful.
- **C** The number of TVs in homes is increasing each year.
- **D** A wide variety of programs is available on TV.

Part B

What are **two** details from "Should We Watch TV?" that support your answer to Part A?

- **A** "The airwaves are flooded with all kinds of programs."
- **B** "About 99 percent of American households own a television."
- **C** "One study said that the average person watches four hours each day."
- **D** "Watching a little television each day isn't harmful."
- **E** "Watching television doesn't require effort."
- **F** "So watching a lot of TV can be bad for your health."

3 Which of the following ideas is found in **both** passages?

- **A** Watching television might make you smarter.
- **B** Too many Americans watch too much television.
- **C** The first television screens were only 5 inches by 12 inches.
- **D** Most households in America have a television.

4 Which sentence **best** describes the difference between the two passages?

- **A** The first passage shows the benefits of television; the second passage shows the problems with television.
- **B** The first passage describes the invention of television; the second passage explains why television is so popular.
- **C** The first passage explains the importance of TV; the second passage describes how TV can be used in education.
- **D** The first passage describes the history of television; the second passage explores whether watching TV is good or bad.

Talk

5 In which passage would you find information about how TVs have changed? Which one would you use to learn how TV has affected us? Refer to details from each passage when talking about your answers.

Write

6 **Short Response** What are two things you learned in "Should We Watch TV?" that you didn't learn in "History of Television"? Use the space provided on page 333 to write your answer.

HINT Reread "Should We Watch TV?" Look again at the sentences you underlined or marked with a wavy line.

Write Use the space below to write your answer to the question on page 327.

A Short History of Computers

Computers Today

B **Short Response** Why has the use of computers increased so much over the last fifty years? Find reasons in **both** articles.

HINT Beginning in 1981, what changed about computers and how they were used?

Don't forget to check your writing.

Write Use the space below to write your answer to the question on page 331.

History of TELEVISION

Should We Watch TV?

6 **Short Response** What are two things you learned in "Should We Watch TV?" that you didn't learn in "History of Television"?

HINT Reread "Should We Watch TV?" Look again at the sentences you underlined or marked with a wavy line.

Check Your Writing

- ☐ Did you read the prompt carefully?
- ☐ Did you put the prompt in your own words?
- ☐ Did you use the best evidence from the text to support your ideas?
- ☐ Are your ideas clearly organized?
- ☐ Did you write in clear and complete sentences?
- ☐ Did you check your spelling and punctuation?

Read

Genre: Magazine Artic

WORDS TO KNOW
As you read, look inside, around, and beyond these words to figure out what they mean.

- **skeptical**
- **access**

Goodbye, Books?

by Jamie Joyce, *Time for Kids*

1 Cushing Academy used to have 20,000 books in its library. But over the summer, this small Massachusetts high school began to replace printed books with electronic books, or e-books. Why? "The school wanted to put its focus on 21st-century learning," Tom Corbett, the library's executive director, told TFK. Few students were using library books to do their school assignments. Most did their research online. Transforming the library seemed like the best way to meet students' needs. Without a print collection to care for, Corbett says librarians can now concentrate on helping students use the online collection in new and better ways. They can also work with teachers to bring technology into the classroom.

More Books, More Reading

2 Teacher Nancy Boyle says her students still enjoy regular books. But they're also testing out the Kindle, an electronic reader. So far, it's been a success. "It's great," Boyle told TFK. "The kids are reading more."

3 Sixteen-year-old Meghan Chenausky was skeptical at first. "I love the feeling of books," she told TFK. "I really thought I was going to be missing out when I started using a Kindle. But now I absolutely love using it. It's so convenient. You can have so many books right at your fingertips."

Meet an E-Reader

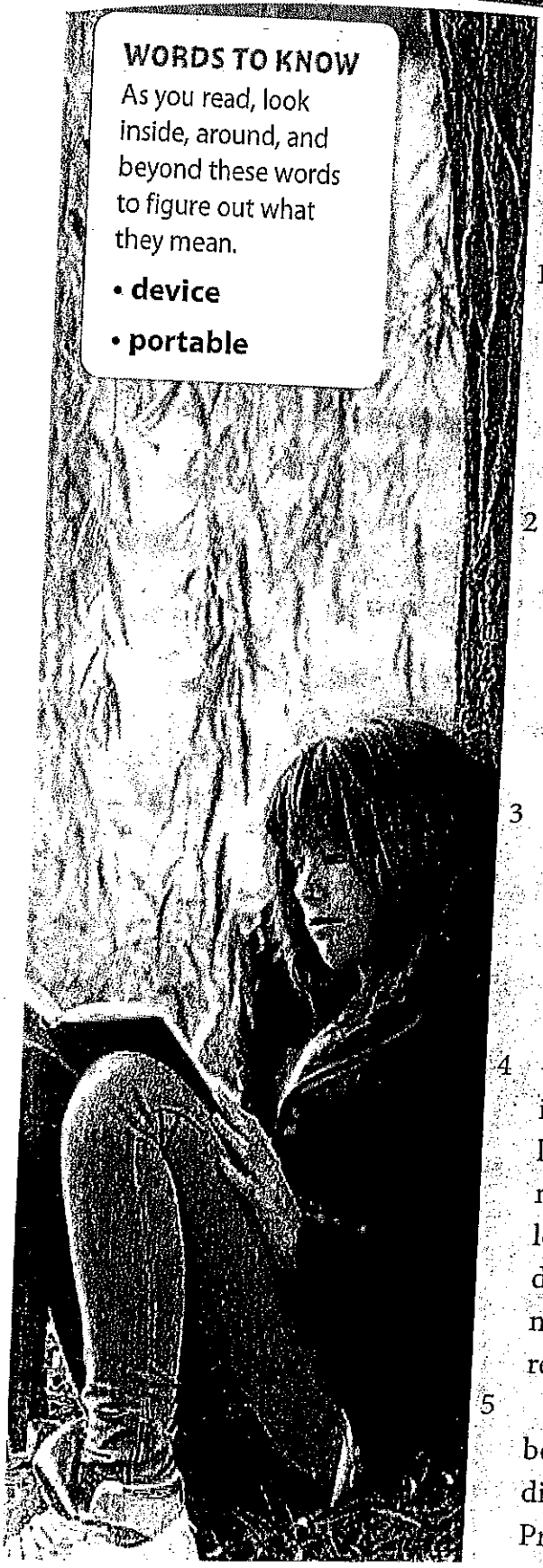
4 Can your backpack fit 1,500 books? An e-reader can. Most e-readers are pencil-thin and weigh less than a pound. They can download an e-book in 60 seconds. Don't understand the meaning of a word? Click on it to get the definition. Is the print too small? An e-reader can adjust the size.

5 E-readers aren't cheap, but it costs the school just $5 or $10 to download an e-book on as many as six e-readers. "Now, students have access to a million titles," Corbett says.

6 Still, regular books have one big advantage over e-readers: They don't use electricity. E-readers have to be charged, like cell phones.

E-Readers: No Substitute for Books

by Linda Timm



WORDS TO KNOW
As you read, look inside, around, and beyond these words to figure out what they mean.

- **device**
- **portable**

1 It's a cold, stormy day, and lightning has knocked out the power in your neighborhood. No problem! You'll just grab a snack, curl up with a good book, and read for hours. You pull out your e-reader, press the button . . . and the screen remains dark. The battery is dead. And since there's no electricity, there's no way to recharge the device. Guess you're out of luck.

2 This is just one example of how impractical e-readers are. Sure, an e-reader can store thousands of books. But what good is that if you can't use the reader whenever you need to? Running out of power is only one of the issues. E-readers can also break. Drop one, and the screen may crack or the reader may just stop functioning. You have to purchase a new book AND a new device. If you drop a printed book, though, you can just pick it up and keep reading.

3 E-readers also make reading itself more difficult. Sentences may break across lines in awkward ways. Or, one sentence may get stretched across a page, leaving huge spaces between words. It's also hard to find parts you want to reread. Even with search tools, it's difficult to "flip" back and forth as you would with a printed book. Note-taking can also take longer and be more frustrating.

4 Still, some schools are beginning to buy e-readers for students in place of books. School leaders feel they can get more books for less money that way. But e-readers are expensive, so how much money will schools have to spend to replace readers that students lose or break? Also, one research study showed that some people don't learn as well from e-readers. They don't understand as much, and they don't remember what they read. So are e-readers really good for students?

5 Sometimes the simplest choice is the best one. Printed books are inexpensive, recyclable, and portable. They are easy to distribute, easy to care for, and easy to replace. And the best part? Printed books will NEVER run out of power!

Think Use what you learned from reading the passages to respond to these questions.

1 This question has two parts. First, answer Part A. Then answer Part B.

Part A

Which sentence **best** describes how the main ideas of these two passages are different?

A "Goodbye, Books?" is about the new library at Cushing Academy, while "E-Readers: No Substitute for Books" is about a library that uses only printed books.

B "Goodbye, Books?" tells how e-readers are good for students and schools, while "E-Readers: No Substitute for Books" tells why e-readers should not replace printed books.

C "Goodbye, Books?" explains why printed books are no longer useful, while "E-Readers: No Substitute for Books" explains why printed books are still good.

D "Goodbye, Books?" is about the low cost of e-readers, while "E-Readers: No Substitute for Books" is about the low cost of printed books.

Part B

Choose **one** detail from **each** passage that supports your answer to Part A.

A "Cushing Academy used to have 20,000 books in its library." ("Goodbye, Books?")

B "So far, it's been a success. 'It's great,' Boyle told TFK. 'The kids are reading more.'" ("Goodbye, Books?")

C "Still, regular books have one big advantage over e-readers: They don't use electricity." ("Goodbye, Books?")

D "Sure, an e-reader can store thousands of books." ("E-Readers: No Substitute for Books")

E "Still, some schools are beginning to buy e-readers for students in place of books." ("E-Readers: No Substitute for Books")

F "Also, one research study showed that some people don't learn as well from e-readers." ("E-Readers: No Substitute

2 Which **two** ideas can be found in **both** passages?

- **A** E-books are inexpensive to use.
- **B** Printed books are inexpensive and recyclable.
- **C** Few students use library books to do assignments.
- **D** E-readers can store more than a thousand books.
- **E** E-readers can make the reading process more difficult.
- **F** Schools are buying e-readers for students to use.

3 Reread these sentences from paragraph 1 of "Goodbye, Books?"

Few students were using library books to do their school assignments. Most did their research online. Transforming the library seemed like the best way to meet students' needs.

Given the context, what does *transforming* mean?

- **A** changing
- **B** closing
- **C** rebuilding
- **D** emptying

Write

Should schools use e-readers instead of printed books? Reread both passages. Put a plus sign (+) next to facts that support the use of e-readers. Put a minus sign (–) next to facts that describe problems with e-readers.

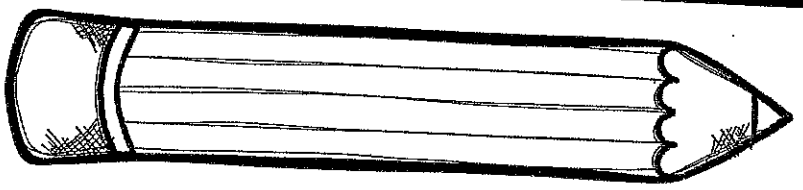
4 **Plan Your Response** Make a two-column chart. Put facts that support e-readers in one column. Put facts that show problems with e-readers in the second column. Study your chart.

5 **Write an Extended Response** Explain whether or not schools should use e-readers instead of printed books. Use details from both passages to support your ideas. Your chart can help you choose your evidence.

Learning Target

Now that you've compared and contrasted passages, explain how reading two or more texts on the same topic can help you understand the topic better. Use examples from some of the passages you read to make your point clear.

DAILY ORAL LANGUAGE



BOOK I

Name: _____

Week I, Monday

1. the ducks flyed over lake washington

2. we is reading because of winn Dixie this afternoon

3. bens sweater is still on the bus shouted sara

Week I, Tuesday

1. sam haven't finish his book report yet

2. rosie lucy and tom will sea a movie on friday

3. i am hungry but my Brother says he is hungriest than me

Week I, Wednesday

1. please bring four knifes to the table said mom

2. we will needed spoons and forks too she said

3. my sister she will bring the salad bowl and the italian salad dressing

Week I, Thursday

1. disneyland is in anaheim california

2. are family will go there on may 4

3. grandma grandpa and aunt shelly will all come to

Week I, Friday

1. the star spangled banner is grandma's favorite song

2. our foots are sore because our shoes are to small

3. i am slower than dylan but ethan is the most slow

Lesson 27 Introduction
Understand Area

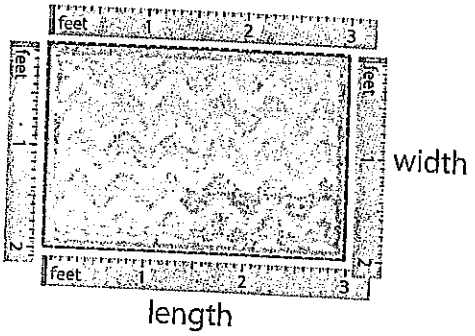
3.MD.3.5a
3.MD.3.5b
3.MD.3.6

Think It Through

What are some ways that we measure shapes?

Think about different ways you can measure a rug that has the shape of a rectangle.

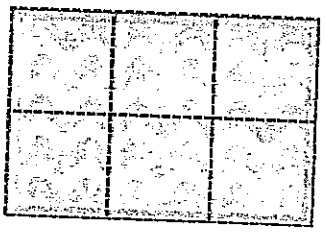
You can measure the length of the rug. The length tells how long the rug is from one end to the other. The rug at the right is 3 feet long.



You can also measure the width of the rug. The width tells how wide the rug is from one side to the other. The rug at the right is 2 feet wide.

Think When you measure area, you measure both length and width.

Suppose you want to know the area of the rug. What you want to know is how much floor the rug covers. **Area** is the amount of space a shape covers.

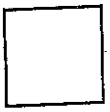


Underline the sentence that tells what area is.

You can use a measuring tape to find out how long the rug is and to find out how wide it is. But that won't tell you how much of the floor the rug covers. You want to know about the space between the sides of the rug.

Think Area is the amount of space a shape covers.

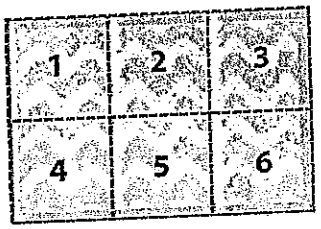
You measure area in **square units**.



This square has an area of 1 square unit.

When I measure area, I make sure the square units line up with the edges of the shape. I also make sure the squares do not overlap or have gaps between them.

You can measure area by covering a shape with same-sized squares without gaps or overlaps. Then count to find out how many same-sized squares, or square units, cover the shape.



The rug is covered by 6 square units with no gaps or overlaps. So, the area of the rug is 6 square units.

Reflect

1. Explain how you use square units to find the area of a shape.

_____

_____

_____

_____

Think About Area Using Different Square Units

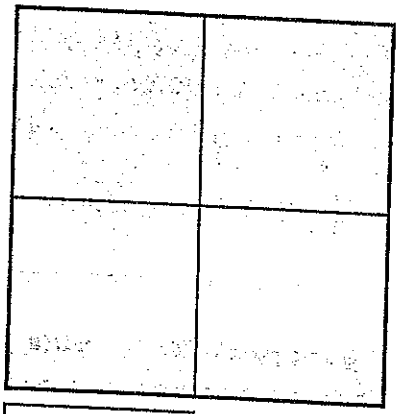
Let's Explore the Idea You find area by measuring and counting square units.

2 Use an inch ruler to measure the length and width of one square unit in Square *A*.

The square unit is _____ inch long and _____ inch wide.

So, 1 square unit has an area of _____ square inch.

Square *A*



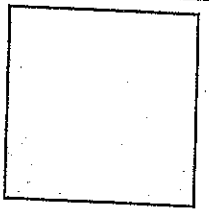
3 Count the square units in Square *A* to find the area.

The area of Square *A* is _____ square inches.

4 Use a centimeter ruler to measure the length and width of one square unit in Rectangle *B*.

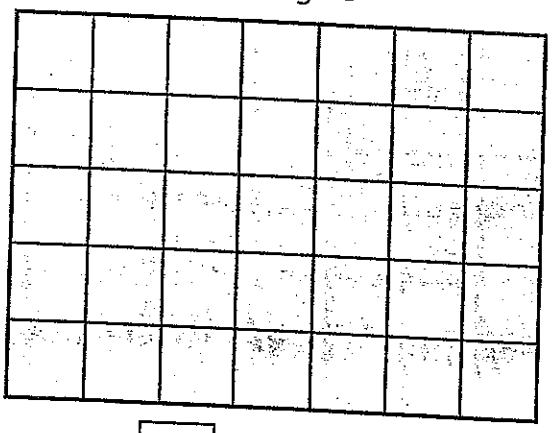
The square unit is _____ centimeter long and _____ centimeter wide.

So, 1 square unit has an area of _____ square centimeter.



1 square unit

Rectangle *B*



5 Count the square units in Rectangle *B* to find the area.

The area of Rectangle *B* is _____ square centimeters.

6 Suppose Square *A* is divided into smaller-sized square units. Can you also count these square units to describe the area of Square *A*? _____

1 square unit

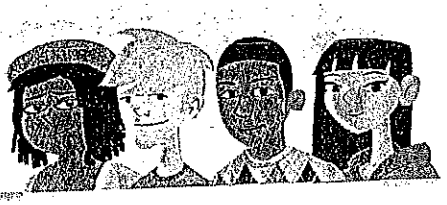
7 Does the size of the square unit that is used to cover a shape make a difference in how you find the area? Explain.

_____

_____

Let's Talk About It

Solve the problems below as a group.



8 How is finding the area of the Square *A* in square inches like finding the area of Rectangle *B* in square centimeters? _____

_____

9 If you found the area of Square *A* in square centimeters, do you think the number of square centimeters would be greater or less than the number of square inches you found for its area? Explain. _____

_____

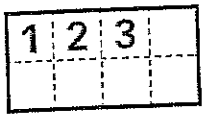
_____

10 Suppose you were measuring the area of a door. Would you need more square feet or more square inches to cover the door? Why? _____

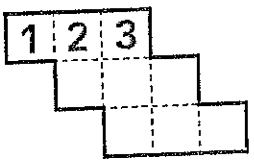
_____

_____

11 Number each square unit in the shapes below. Count the square units to find the area.



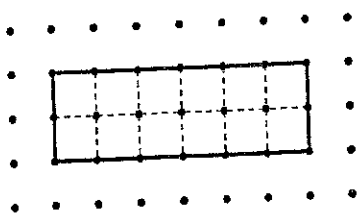
Area = _____ square units



Area = _____ square units

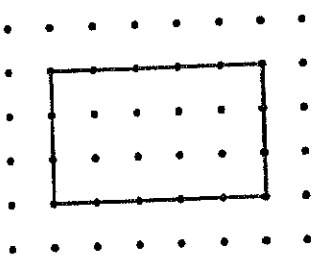
Try It Another Way **Work with your group to find the area of each shape.**

12



Area = _____ square units

13



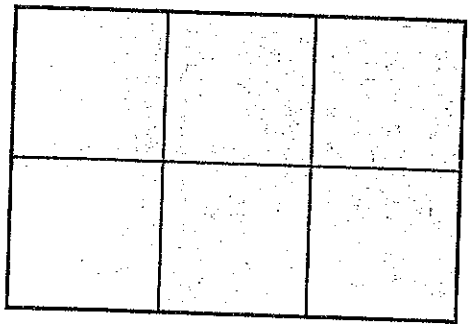
Area = _____ square units

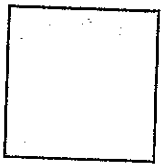
Lesson 27 Guided Practice

Connect Ideas About Finding Area

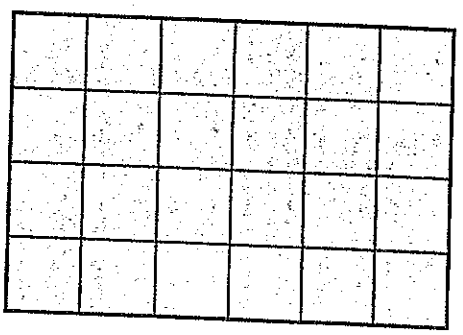
Talk through these problems as a class, then write your answers below.

14 Compare Find the area of each shape below.



Each  has an area of 1 square unit.

Area = _____



Each  has an area of 1 square centimeter.

Area = _____

15 Examine Anna counted the units in this rectangle. She said the area of the rectangle is 12 square units. What did Anna do wrong?

1	2	3
4	5	6
7	8	9
10	11	12

_____

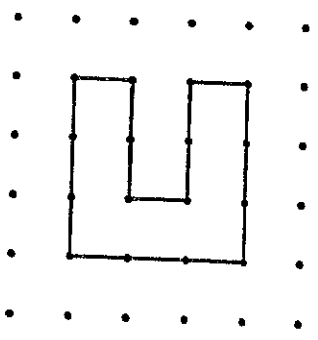
_____

16 Relate Think about how you could find the area of this shape.

First draw the square units.

Then number the square units to find the area of the shape.

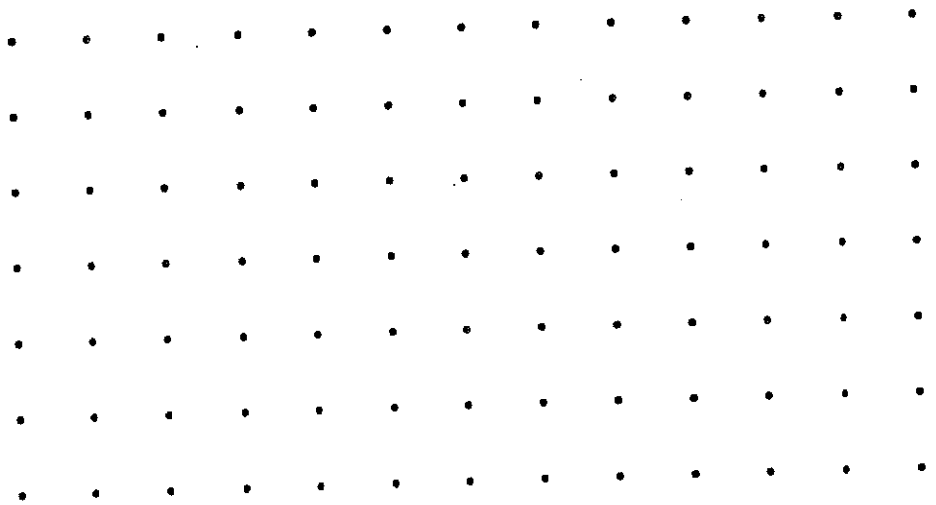
Area = _____ square units



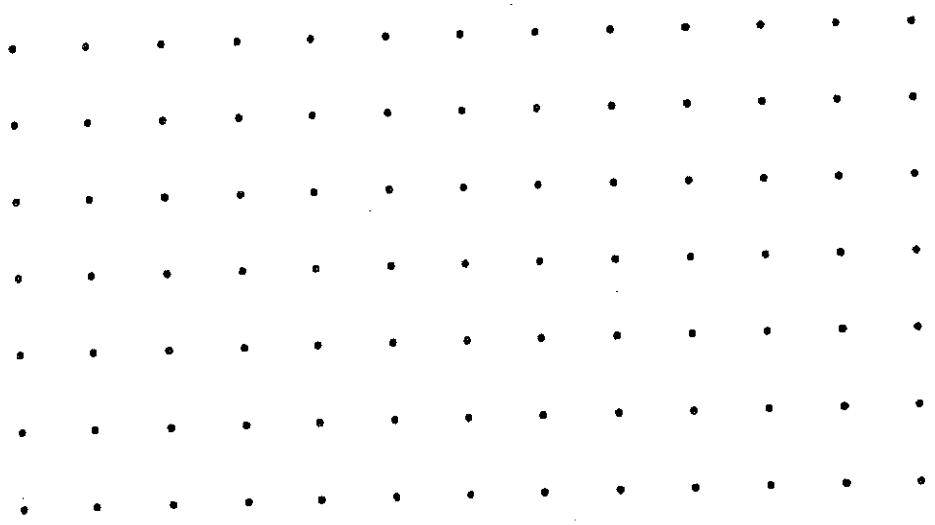
Apply Ideas About Finding Area

17 Put It Together Use what you have learned to complete the task. Use a centimeter ruler.

Part A Draw a rectangle with an area of 8 square centimeters.



Part B Draw another rectangle with an area greater than 8 square centimeters.



Part C How did you know how to draw a rectangle with an area that is greater than 8 square centimeters?

_____

_____

_____

Lesson 27

Understand Area

Name: _____

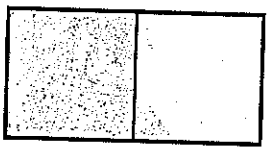
Prerequisite: How can you break up a rectangle into squares of the same size?

Study the example showing how to break a rectangle into squares of the same size. Then solve problems 1–9.

Example

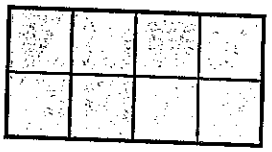
These rectangles are the same size. They are both broken into squares. Rectangle *A* is broken into bigger squares than Rectangle *B*.

Rectangle *A*



1 row of squares
2 squares in a row
2 squares in all

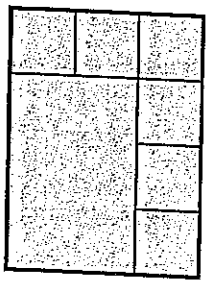
Rectangle *B*



2 rows of squares
4 squares in a row
8 squares in all

1. Owen started drawing same-size squares in Rectangle *C*. Finish drawing the squares.

Rectangle *C*



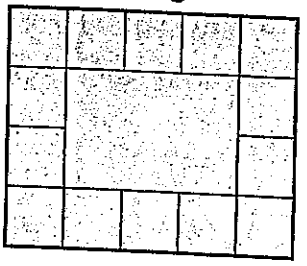
2. How many rows of squares are there? How many squares are in each row?

_____

3. How many squares are there in all? _____

4. Amelia started drawing same-size squares in Rectangle *D*. How many squares will there be altogether when she finishes? Tell how you know.

Rectangle *D*



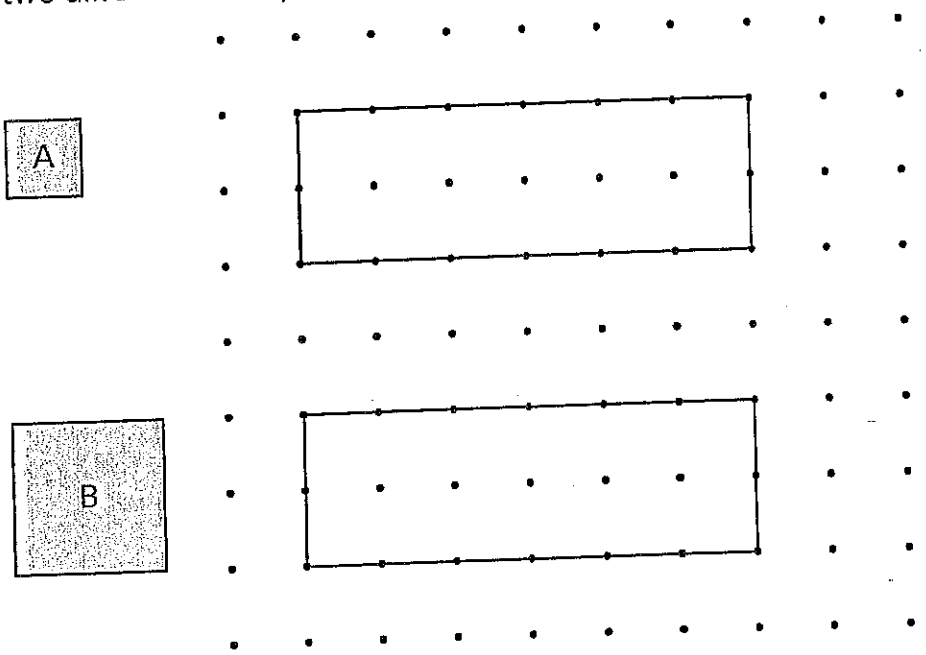
_____

_____

_____

Solve.

5 Draw lines to show how to fill the rectangle with the two different-size squares.



6 Look at square *A*. How many of these squares does it take to cover the rectangle? _____

7 Look at square *B*. How many of these squares does it take to cover the rectangle? _____

8 Explain why your answers to problems 6 and 7 are not the same.

_____

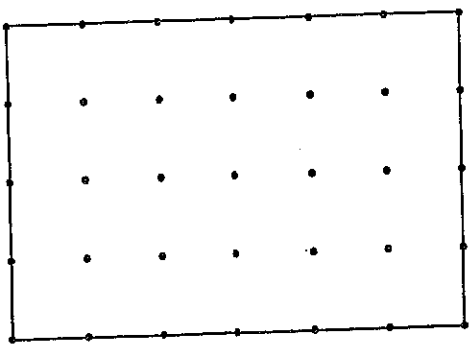
_____

_____

9 Show how to cover the shape with squares of the same size. Use the fewest squares that you can. How many squares did you use?

_____

_____



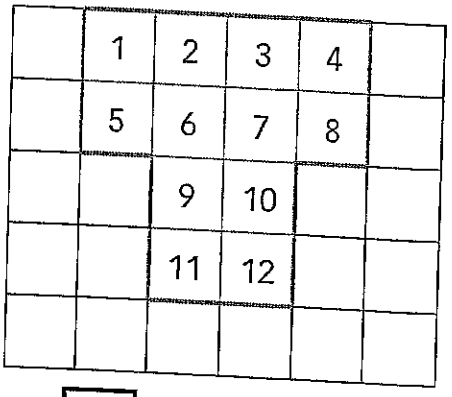
Name: _____

Study the example showing how to count square units to find area. Then solve problems 1–7.

Example

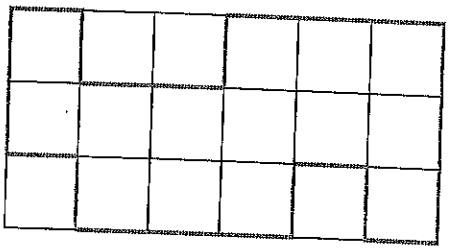
The red shape is covered with squares the same size. What is the area of this shape?

Count the square units. The area of the shape is 12 square units. You must use same-size squares to find the area in square units.

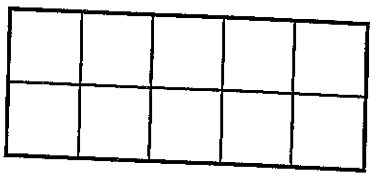


= 1 square unit

1. Count to find each area.

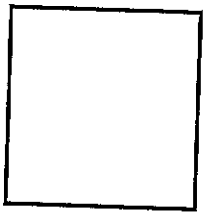


Area = _____ square units

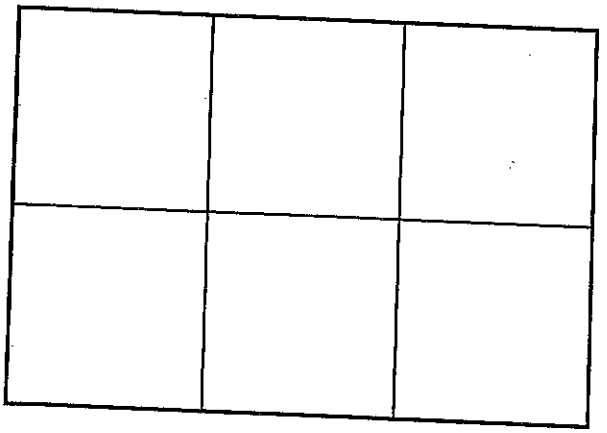


Area = _____ square units

2. What is the area?



1 square inch



Area = _____ square inches

Vocabulary

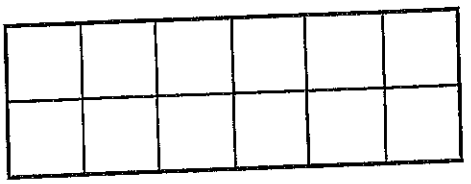
area the amount of space a shape covers.

square unit a square with side lengths of 1 unit that is used to measure the area of a figure.

Solve.

3 What is the area of this rectangle?

□ = 1 square centimeter



_____

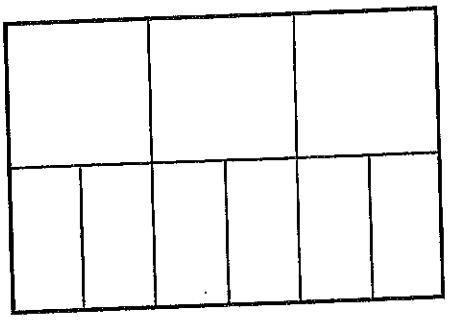
4 Ria says that the area of the Rectangle *A* is 9 square units. Do you agree? Explain.

_____

_____

_____

Rectangle *A*

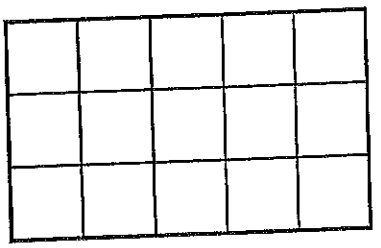


5 Fill in the blanks.

Rectangle *B* has _____ rows of squares.

There are _____ squares in each row.

Rectangle *B*



6 How can you skip count to find the area of Rectangle *B*? Explain. Write the area.

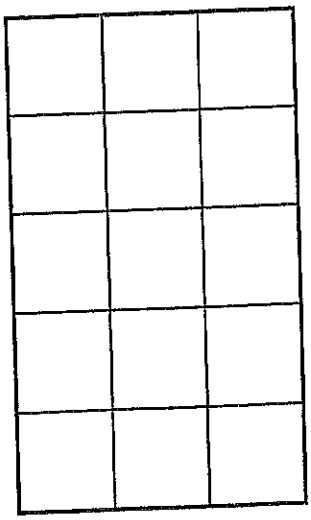
_____

_____

_____

_____

Rectangle *C*



7 What is the area of Rectangle *C*? How does this compare to the area of Rectangle *B*? Are both rectangles the same size? Explain why or why not.

_____

_____

_____

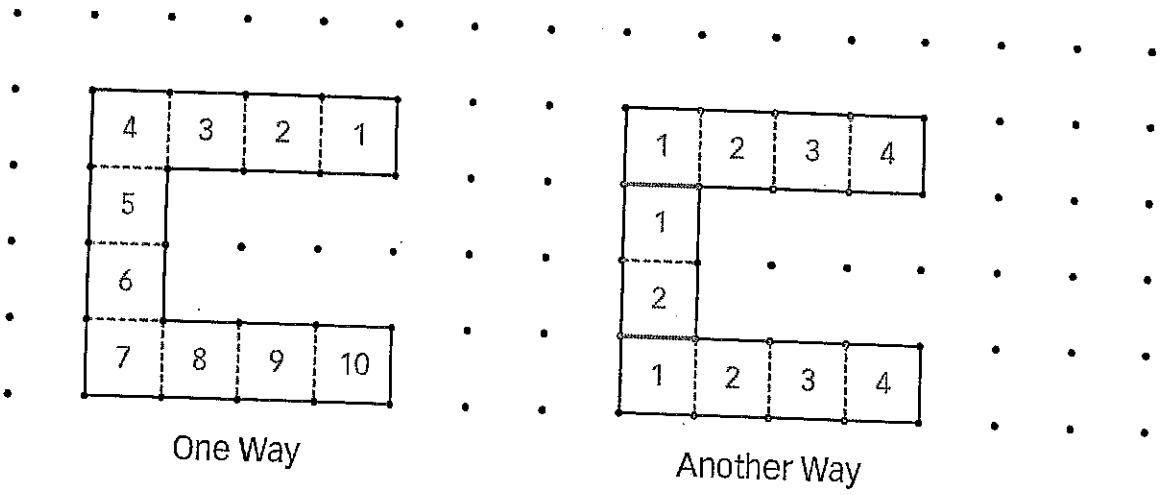
_____

Name: _____

Study the example. Underline two parts that you think make it a particularly good answer and a helpful example.

Example

Show and explain two different ways to find the area of the "C" shape below. Tell how you know that both ways work.



Possible answer: One way I found the area is by counting each square unit in the shape. There are 10, so the area is 10 square units.

Another way I found the area is by dividing the shape into 3 different rectangles. I counted the square units in each rectangle to get 4, 2, and 4. Then I added 4 + 2 + 4 to get 10 square units.

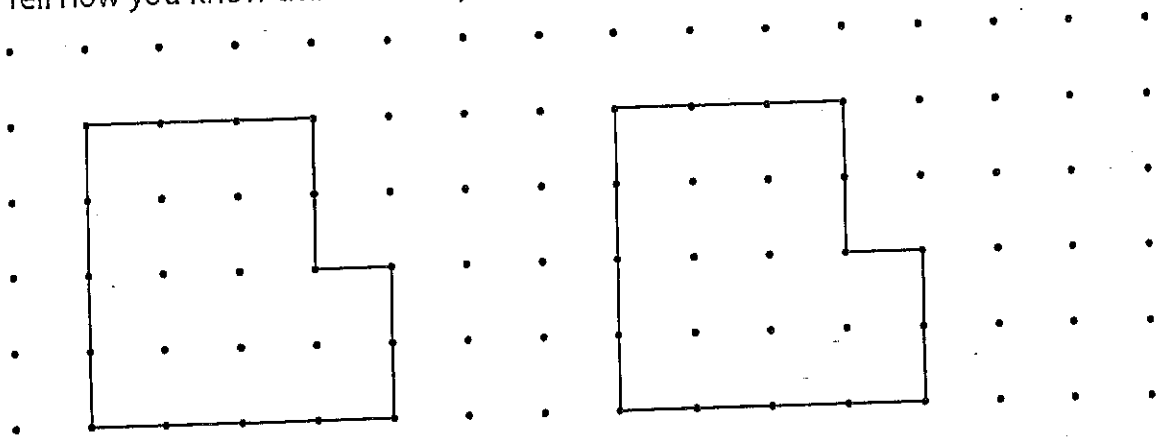
In both ways, I counted each square unit exactly once. I got the same area using both ways.

Where does the example . . .

- show the two ways to find the area?
- explain how to find the area using each way?
- tell why both ways work?

Solve the problem. Use what you learned from the example.

Show and explain two different ways to find the area of the shape below.
Tell how you know that both ways work.



One Way

Another Way

Did you . . .

- show the two ways to find the area?
- explain how to find the area using each way?
- tell why both ways work?

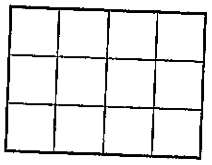
Fluency and Skills Practice

Understanding of Area

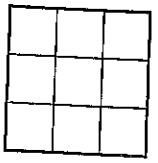
Name: _____

Write the area of each shape in square units.

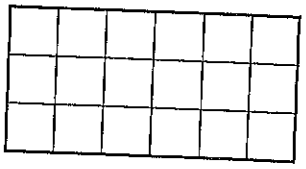
1. _____ square units



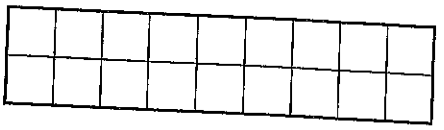
2. _____ square units



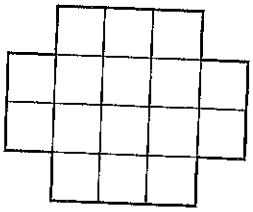
3. _____ square units



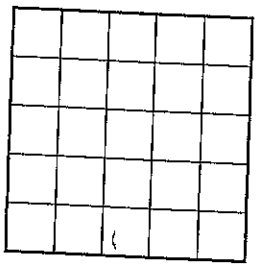
4. _____ square units



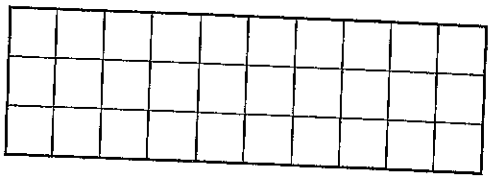
5. _____ square units



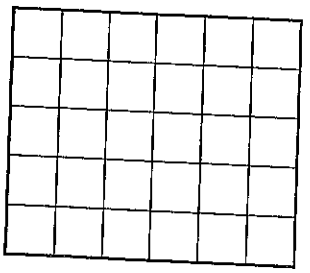
6. _____ square units



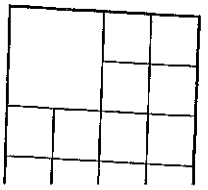
7. _____ square units

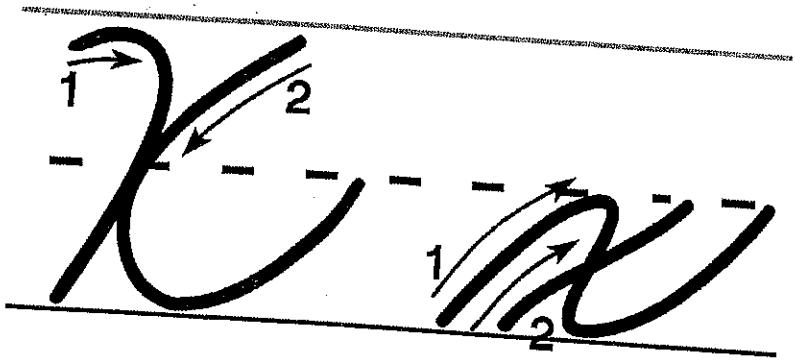


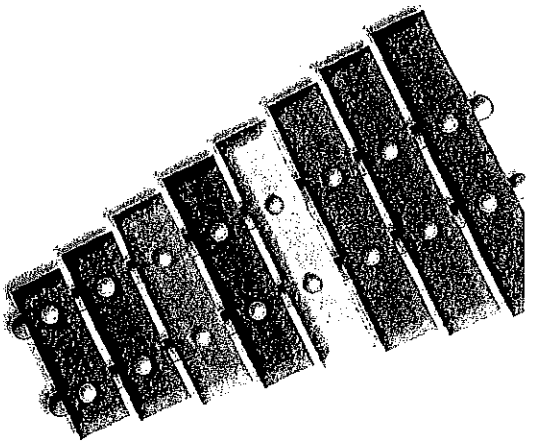
8. _____ square units



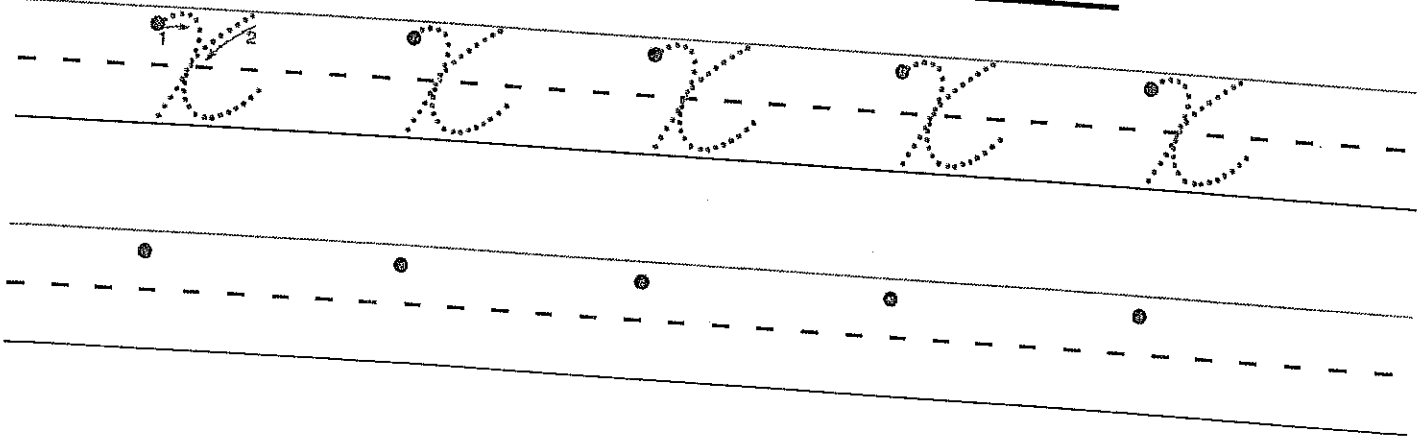
9. Brett says this shape has an area of 13 square units. What could you tell Brett about his answer? Explain.



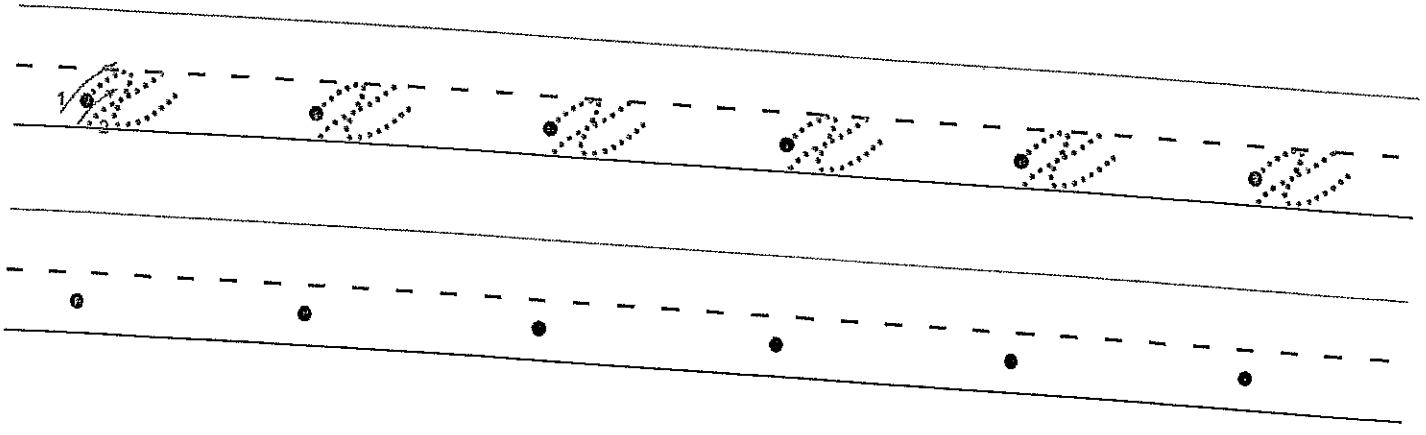




Capital X Practice:



Lowercase x practice:



MEET SIR ISAAC NEWTON

You've probably heard the saying, "What goes up, must come down." A man named Sir Isaac Newton is responsible for this saying. Newton explained how gravity works and also discovered Newton's Laws of Motion. When Isaac was young, his father passed away and his mother took him to live on his grandparents' farm. He spent much of his time alone. It gave him time to think, and a lot of thinking he did!

One day on the farm, Isaac saw an apple fall from a tree. It was this action that put many questions into his head.

He worked hard in college and became a college professor. He spent years working on his gravity and Laws of Motion theories.

In 1687, Isaac Newton wrote a book all about his theories. One of his closest friends listened to his ideas and urged him to tell everyone else. He even gave him money to get the book published. After it was published, it was named one of the most important pieces of work ever written in the history of science.

Today, Isaac Newton is considered one of the greatest scientists in history. He helped us understand everything we need to know

Was quoted saying:

"

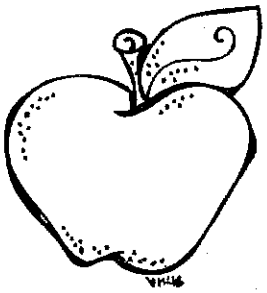
"

Three words that describe him

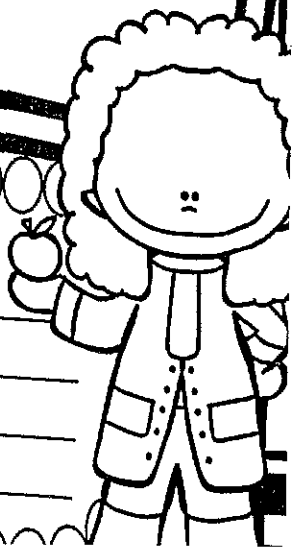
Sir Isaac Newton

Name three of his inventions:

What I admire most about him is:



What is he famous for?



Three facts I learned about him:

1.

2.

3.

Explain how one of his discoveries made the world a better place:

One thing I would ask him today is:

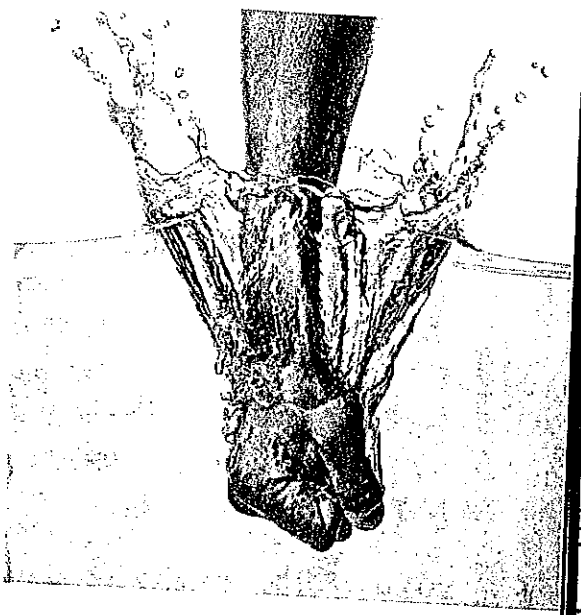
Explain one obstacle he overcame to achieve success:

FORCE

A force is a push or a pull that can make an object move. You use pushing and pulling motions all the time! You are using force when you write your name, open a door, tie your shoes, and even take a sip of your milk. Sometimes, force can change the speed and direction of an object. Scientists consider speed as how fast or slow an object is moving.

The bigger the force, the more movement it can produce. Sometimes forces add together to make an even bigger force. Certain forces that you use can affect speed and how objects move. For example, if you are helping your parents do laundry, you are using force. You have to pick up the laundry basket filled with clothes and move it out of your laundry room. If the basket is light, you do not need to use a lot of force to move it. You can probably walk quickly with the basket of clothes too. However, if the basket is heavy, you have to change the way you move it. You may choose to walk slower because you have to focus all of your energy on holding the heavy basket while you move, or you may choose to put the basket down and push it to where it needs to go. This will still take longer because it is heavy. You have to use more force whenever an object is heavier. This may affect your speed as well.

Simple machines help make work easier. They can also help you use less force so that you can get objects where they need to go quicker! Just imagine if you had a wagon in your laundry room, you could place all the clothing inside it. This way you do not have to carry anything! You can get the clothes to the laundry room at a quicker speed because you placed them in something that has wheels. When an object has wheels, it can move quickly forward or backward. That object is doing all of the work for you. All you have to do is pull a handle and you can get your chores done quickly, without using a lot of force.



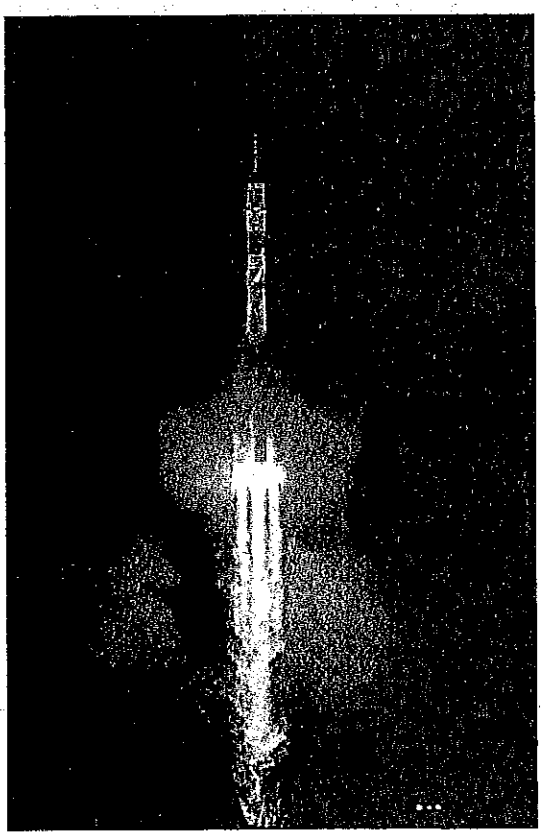
How does force affect the speed and direction of an object?

FORCE ON AN OBJECT

Here is an experiment you can do at school or home to find out how force affects an object. Grab your favorite ball. Roll it slowly in front of you. Run up behind it while it is moving, and push it as hard as you can. Did you notice that the ball moved at a faster speed? It may even have changed direction after you did that! That's because powerful forces can change speed or direction of an object very quickly.

There is no more powerful a force than wind! Wind is the ultimate force. You may have noticed how strong the wind can be if you have ever flown a kite. The kite feels like it is tugging on YOU, but that is really the WIND pulling and pushing on the kite.

When an object is very heavy, a lot of force has to be used in order to increase its speed or change its location. Just imagine how hard it must be for a space shuttle to lift off. It's only able to lift off because of the thrust created by a huge blast of burning fuel. The fire from the burning fuel produces gas which pushes down while the rocket shoots up into the air.



Give a another example of a powerful force moving an object:

NEWTON'S LAWS

Sir Isaac Newton was a brilliant scientist! He helped us understand everything we need to know about gravity and physics on our planet! He discovered the "laws of motion" that explain how everything moves.

First Law of Motion

An object at rest will remain at rest unless acted on by a stronger force. An object in motion continues in motion with the same speed and in the same direction unless acted upon by a stronger force. Without force an object will either stay still or keep moving in the same direction or speed as it was before a force was applied. For example, a ball stays still until is moved by a force such as you kicking it or the wind blowing it. The force moves it forward. The ball keeps moving until other forces such as gravity and friction make the ball slow down, change direction, or stop. This law is often called "The Law of Inertia". Inertia means the tendency of an object to stay at rest or constantly keep moving in the direction of the force.

Second Law of Motion

The greater the mass of the object, the greater the amount of force needed to move the object. So, heavier objects require more force to move the same distance as lighter objects. Force can slow down, speed up, or even change the direction of an object. If a lot of force is used to move an object, it will move farther and faster than if less forced were used. For example, if your sister knocks over your block tower with great force, the blocks will go flying across the room. But, if your sister just taps lightly on one of the blocks then it might fall down (instead of flying across the room) because she used less force.

Third Law of Motion

For every action, there is an equal and opposite reaction. Therefore, whenever an object pushes another object it gets pushed back in the opposite direction equally hard. For instance, when you jump up into the air, the force of gravity is pushing down on you. The force of lift works against the force of gravity to push an airplane into the air.

How do you think Isaac Newton figured out these "Laws of Motion"?

_____

_____

Force

Give three examples that prove Newton's Laws of Motion:

1.

2.

3.

Write your own definition of force:

Name things that can affect force:

Explain two interesting facts I learned about force:

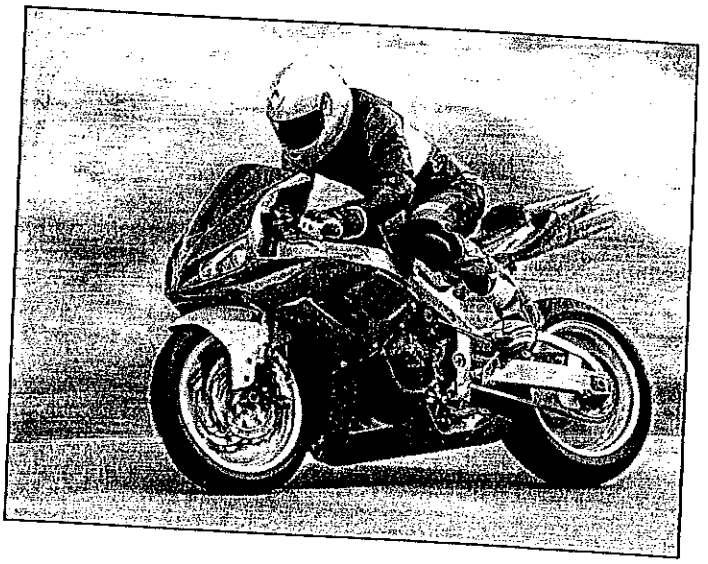
SPEED AND ACCELERATION

Speed is the rate at which a moving object travels. The average speed is the distance traveled divided by the time it takes to travel that distance.

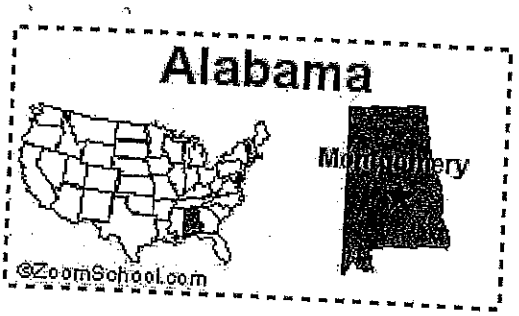
When you get into a car and it starts to move, you can feel that it is going faster and faster. You feel pressed back into your seat. When it reaches and stays at a certain speed, you no longer feel pressed back. You only feel pressed back when the car accelerates. Acceleration is any change in speed. When something speeds up, it is called positive acceleration. When something slows down, it is called negative acceleration, or deceleration.

People are captivated by speed! Think about a rollercoaster. Many people love to ride on rollercoasters because it is thrilling to feel the acceleration. Many machines from motorcycles to race cars and speedboats are constructed to accelerate quickly. People from all over the world compete in races at the Olympics games to see who is the fastest runner.

What's the fastest thing of all? If you answered the speed of light, you are correct. While the speed of sound travels very fast, the speed of light is unbelievably fast! It travels at 186,000 miles per second. Since the Sun is so far away from us, it takes about seven minutes for light from the Sun to reach the Earth.



Explain the difference between speed and acceleration:



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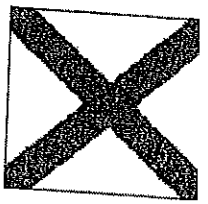
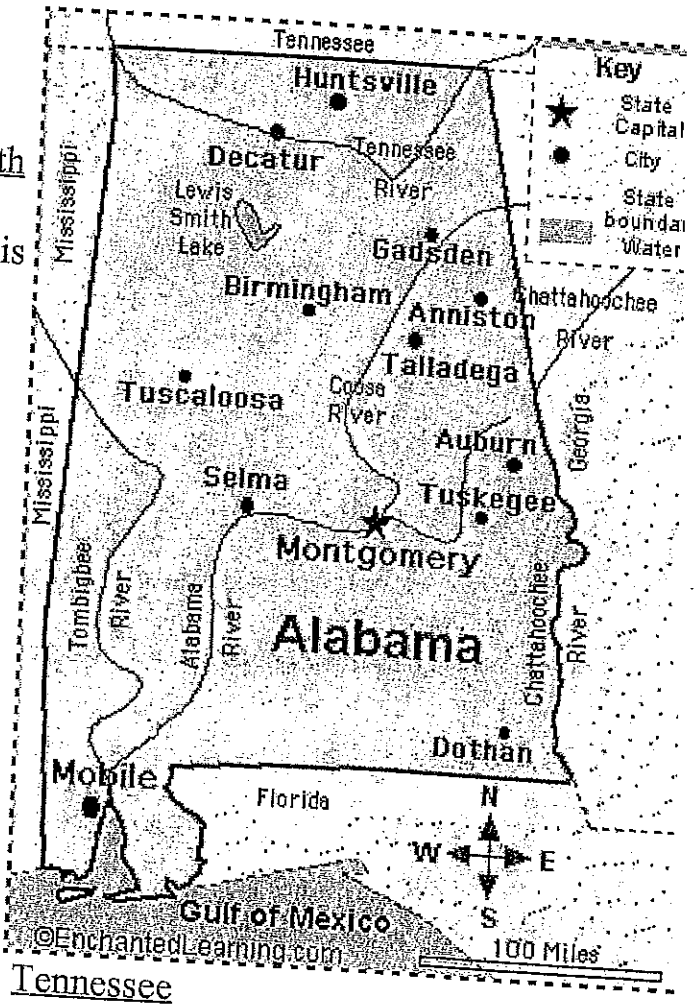
Alabama

Facts, Map and State Symbols



Alabama was the 22nd state in the USA; it became a state on December 14, 1819.

State Abbreviation - AL
State Capital - Montgomery
Largest City - Birmingham
Area - 52,423 square miles [Alabama is the 30th biggest state in the USA]
Population - 4,833,722 (as of 2013) [Alabama is the 23rd most populous state in the USA]
Name for Residents - Alabamans
Major Industries - agriculture (cotton, corn, peanuts, soybeans, poultry, and livestock), hydroelectric power, mining (coal, limestone, iron ore), steel-making

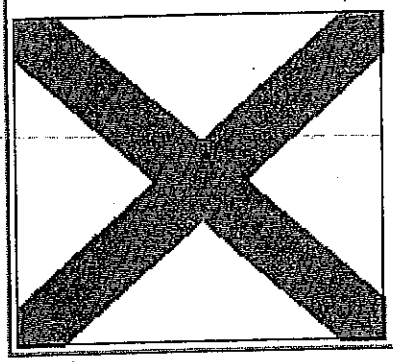


Major Rivers - Tombigbee River, Alabama River, Tennessee River, Chattahoochee River
Major Lakes -Guntersville Lake, Wilson Lake, Martin Lake, West Point Lake, Lewis Smith Lake
Highest Point - Cheaha Mountain - 2407 feet, (734 m) above sea level
Number of Counties - 67
Bordering States - Florida, Georgia, Mississippi, Tennessee
Bordering Body of Water - Gulf of Mexico

Origin of the Name Alabama - Alabama means "tribal town" in the language of the local Creek Indians
State Nickname - Heart of Dixie, "Yellowhammer State"
State Motto - "Audemus jura nostra defendere" - We Dare Defend Our Rights
State Song - Alabama

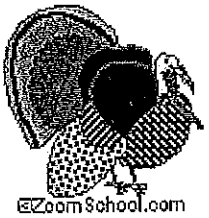
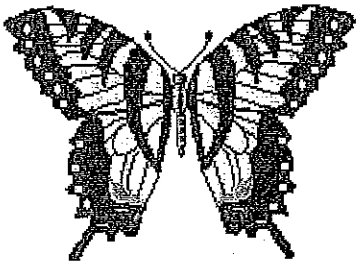
Dinosaur Fossils Found in Alabama - Lophorhothon, Nodosaurus

State Flag



The official state flag of Alabama is called the "crimson cross of St. Andrew's," a red cross on a white background. This flag was adopted in 1895, and was patterned from the Confederate Battle Flag. This flag can be any type of rectangle (even a square) but the crimson bars must be six inches wide.

Animal Symbols:

State Bird	State Game Bird	State Horse	State Insect	State Butterfly and State Mascot
Yellowhammer	 Wild Turkey (*Meleagris gallopavo*)	Racking horse	 Monarch butterfly (*Danaus plexippus*)	 Eastern Tiger Swallowtail

State Saltwater Fish	State Freshwater Fish	State Amphibian	State Shell	State Fossil
(Fighting) Tarpon	Largemouth bass	Red Hills salamander	*Caphella junonia johnstoneae*	 *Basilosaurus cetoides* An extinct whale

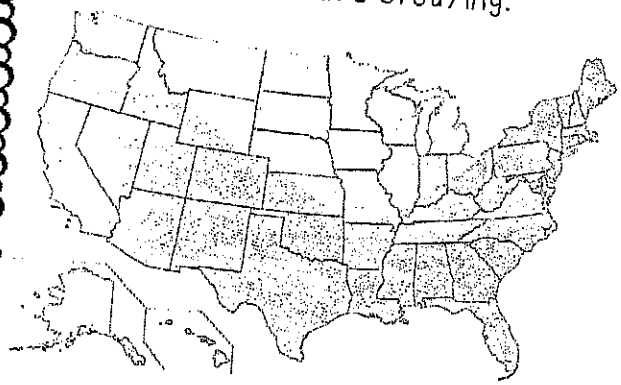
Plant Symbols:

State Flower	State Wildflower	State Tree	State Nut
Camellia (*Camellia japonica*)	Oak-leaf hydrangea	Southern longleaf pine (*Pinus palustris*)	Pecan

Earth Symbols:

State Rock	State Gemstone	State Mineral	State Soil
Marble	Star Blue Quartz	Hematite (Red iron ore)	Bama soil series

Locate and circle the state that you are studying.



State Bird

State Tree

State Flower

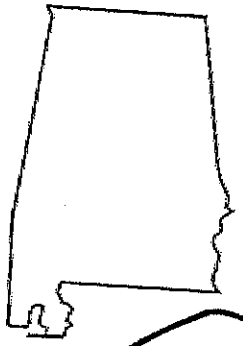
State Motto

State Nickname

Alabama

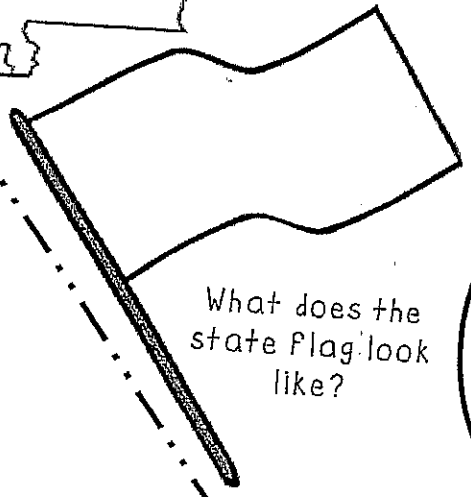
State Abbreviation

Locate and label the state capital on the map below.



What does the state seal look like?

What does the state flag look like?



Other Facts

Population

Area

Highest Point

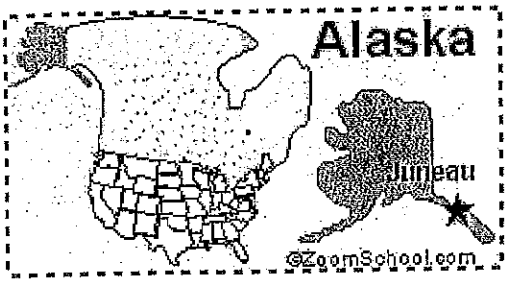
Lowest Point

Bordering States

State Mammal

State Fish

State Insect



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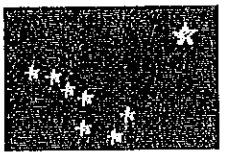
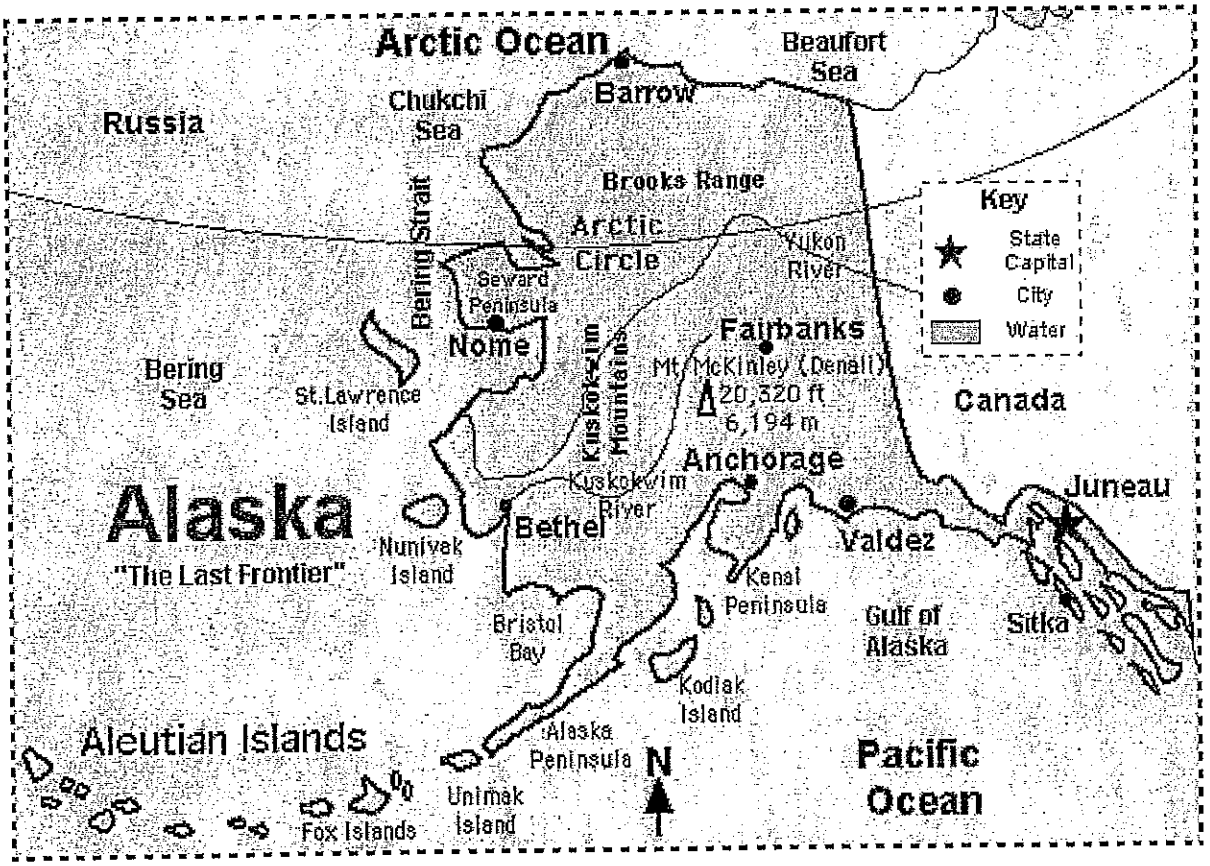
Alaska

Facts, Map and State Symbols



Alaska was the 49th state in the USA; it became a state on January 3, 1959.

State Abbreviation - AK
State Capital - Juneau
Largest City - Anchorage
Area - 656,425 square miles [Alaska is the biggest state in the USA]
Population - 735,132 (as of 2013) [Alaska is the 47th most populous state in the USA]
Name for Residents - Alaskans
Major Industry - oil (petroleum)



Major Rivers - Yukon River, Kuskokwim River, Colville River, Copper River
Major Lakes - Iliamna Lake, Aleknagik Lake, Becharof Lake, Clark Lake, Minchumina Lake

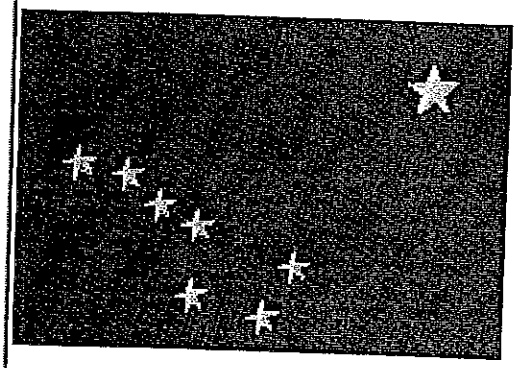
point in the USA.
Number of Boroughs (Counties) - 27
Bordering US States - none
Bordering Country - Canada
Bordering Body of Water - Arctic Ocean, Pacific Ocean, Beaufort Sea, Bering Sea, Gulf o
Alaska

Origin of the Name Alaska - The word Alaska is from the Aleut Indian word "alaxsxaq" o
"agunalaksh" that mean the mainland or shore.
State Nickname - The Last Frontier
State Motto - "North To The Future"
State Song - Alaska's Flag

Dinosaur Fossils Found in Alaska - Albertosaurus, Ankylosaur (unknown genus), Edmontosaurus, Pachycephalosaurus, Pachyrhinosaurus, Saurornitholestes, Thescelosaurus, Troödon

Alaska State Symbols and Emblems:

State Flag



The official state flag of Alaska was officially adopted in 1959. The golden stars represent the Big Dipper (an asterism in the constellation Ursa Major, the Big Bear) and the North Star, also called Polaris (representing Alaska's northern location). This beautiful flag was chosen from a flag-designing contest. It was designed in 1926 by a 13-year-old Native American boy named Bennie Benson. Bennie was from the village of Chignik; he won a 1,000-dollar scholarship and a watch for winning the contest.

Animal Symbols:

State Bird	State Land Mammal	State Marine Mammal	State Fish	State Insect	State Fossil
Willow ptarmigan (*Lagopus lagopus*)	 Moose (*Alces alces*)	 Bowhead whale (*Balaena mysticetus*)	 King salmon (*Onchorhynchus tshawytscha*)	Four spot skimmer dragonfly	 Woolly Mammoth (*Mammuthus primigenius*)

Plant Symbols:

 Forget-me-not (genus Myosotis)	Sitka spruce (*Picea sitchenensis*)

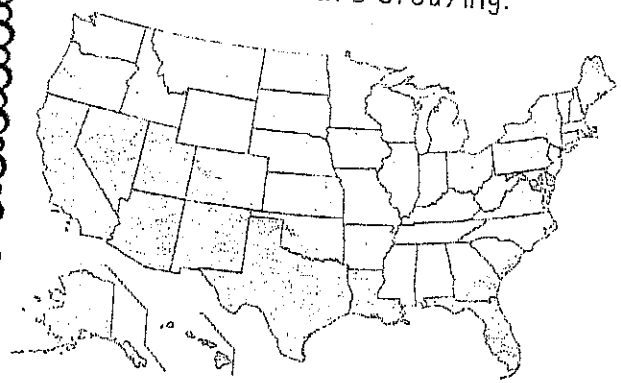
Earth Symbols:

State Mineral	State Gem	State Soil
Gold	Jade	Estelle (unofficial)

Miscellaneous Symbol:

State Sport
Dog mushing

Locate and circle the state that you are studying.



State Bird

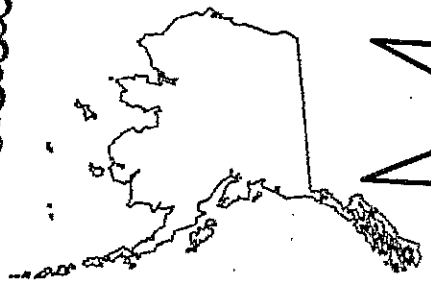
State Tree

State Flower

State Motto

State Nickname

Locate and label the state capital on the map below.

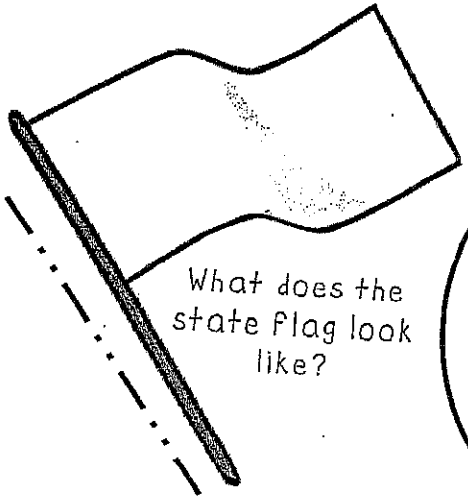


Alaska

State Abbreviation

What does the state seal look like?

What does the state flag look like?



Other Facts

Population

Area

Highest Point

Lowest Point

Bordering States

State Mammal

State Fish

State Insect

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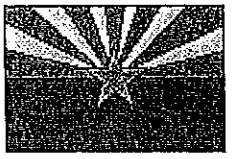
Arizona

Facts, Map and State Symbols



Arizona was the 48th state in the USA; it became a state on February 14, 1912.

State Abbreviation - AZ
State Capital - Phoenix
Largest City - Phoenix
Area - 114,006 square miles [Arizona is the 6th biggest state in the USA]
Population - 6,626,624 (as of 2013) [Arizona is the 15th most populous state in the USA]
Name for Residents - Arizonans
Major Industries - mining (copper, molybdenum, gold, and silver), manufacturing, and tourism

Major Rivers - Colorado River, Little Colorado River, Gila River, Bill Williams River
Major Lakes - Lake Mead, Lake Havasu, Lake Mohave, Theodore Roosevelt Lake, San Carlos Lake, Lake Powell
Highest Point - Humphreys Peak - 12,633 feet (3,581 m) above sea level
Number of Counties - 15
Bordering States - California, Colorado, Nevada, New Mexico, Utah
Bordering Country - Mexico

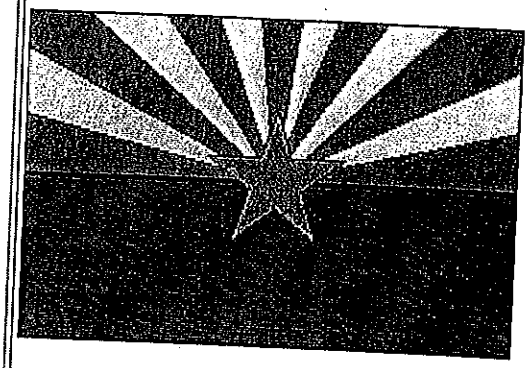
Origin of the Name Arizona - The word Arizona comes from one of the following (its origin is not certain): the Aztec Indian word "arizuma," that means "silver-bearing," from the Tohono O'odham Indian word "Aleh-zone" which means "small spring," or the Pima Indian word "Ali shonak" which also means "small spring."
State Nickname - Grand Canyon State
State Motto - "Ditat Deus," God Enriches
State Song - Arizona March Song

Fossils Found in Arizona - Ammosaurus, Anchisaurus, Anomoepus

Revueltosaurus, Rioarribasaurus, Scutellosaurus, Segisaurus, Sonorasaurus, Syntarsus

Arizona State Symbols and Emblems:

State Flag



The official state flag of Arizona was officially adopted or February 17, 1917. It was designed by Colonel Charles W Harris (adjutant general and chief administrative officer of Arizona) and was first sewn by Nan D. Hayden.

The 13 yellow and red rays represent both the Sun's rays and the original 13 colonies of the United States of America. The colors red and yellow are used because they were the colors of the flag of the Spanish conquistadors led by Francisco Vasquez de Coronado, who entered Arizona in 1540 (looking for the legendary Seven Cities of Cibola). The copper-colored star in the middle represents copper mining, since Arizona produces more copper than any other state in the USA.

Arizona was the 48th state in the USA; it was admitted in 1912 (it had been part of Mexico before the Mexican War).

Animal Symbols:

State Bird	State Mammal	State Reptile
Cactus wren	Ringtail	Arizona Ridgenose Rattlesnake

State Amphibian	State Fish	State Insect
Arizona Tree Frog	Arizona trout	Two-tailed Swallowtail *Papilio multicaudatus*

Plant Symbols:

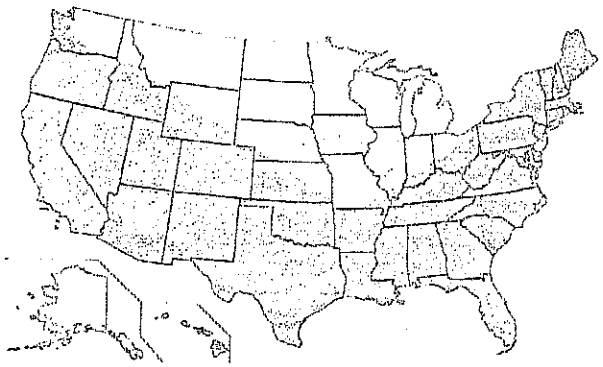
State Flower	State Tree
Saguaro Cactus Blossom	Palo Verde

Earth Symbols:

State Fossil	State Gemstone	State Soil
Petrified wood	Turquoise	Arizona Casa - Grande (unofficial).

Miscellaneous Symbols:

Locate and circle the state that you are studying.



State Bird

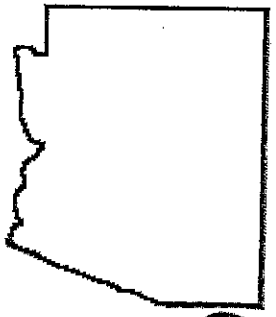
State Tree

State Flower

State Motto

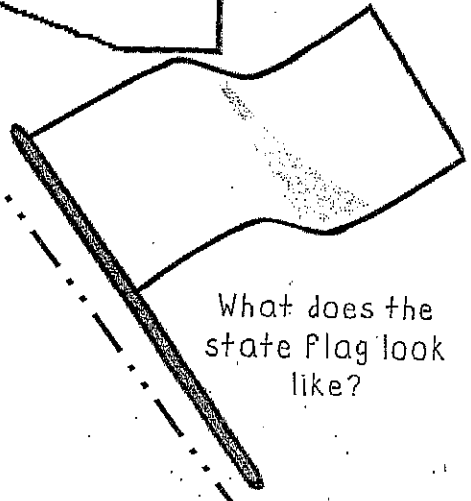
State Nickname

Locate and label the state capital on the map below.



Arizona

State Abbreviation



What does the state flag look like?

What does the state seal look like?

Other Facts

Population

Area

Highest Point

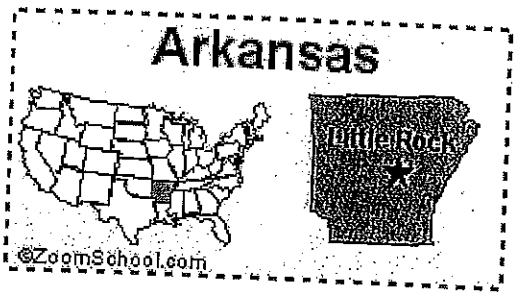
Lowest Point

Bordering States

State Mammal

State Fish

State Insect



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Arkansas

Facts, Map and State Symbols

Arkansas was the 25th state in the USA; it became a state on June 15, 1836.

State Abbreviation - AR
State Capital - Little Rock
Largest City - Little Rock
Area - 53,182 square miles
[Arkansas is the 29th biggest state in the USA]
Population - 2,959,373 (as of 2013)
[Arkansas is the 32nd most populous state in the USA]
Name for Residents - Arkansans
Major Industries - agriculture (chickens, soybeans, rice, cotton), paper and wood products (including furniture), electronic equipment, mining (aluminum and diamonds)

Presidential Birthplace - William Jefferson Clinton was born in Hope on August 19, 1946 (he was the 42nd US President, serving from 1993 to 2001).

Major Rivers - Arkansas River, Mississippi River
Major Lakes - Lake Ouachita, Bull Shoals Lake
Highest Point - Magazine Mountain - 2,753 feet (839 m) above sea level
Lowest Point - Ouachita River; 55 feet, (17 m) above sea level
Number of Counties - 75
Bordering States - Louisiana, Mississippi, Missouri, Oklahoma, Tennessee, Texas

Origin of the Name Arkansas - Arkansas is from the Quapaw (Sioux) word "acansa," which means "downstream place" or "south wind."
State Nickname - The Natural State
State Motto - "Regnat populus" - The people rule

Gary Klaff

Dinosaur Fossil Found in Arkansas - Arkansaurus

Arkansas State Symbols and Emblems:

State Flag

The official state flag of Arkansas was chosen in a design contest in 1913; the winner was Miss Willie Kavanaugh Hocker of Wabbaseka. The flag's design was finalized in 1926.

The diamond shapes in the center represent the diamond gemstone, because Arkansas is the only state in the USA where diamonds have been found. Since Arkansas was the twenty-fifth state to join the Union, there are 25 white stars around the diamond. The three blue stars in the lower part of the center represent Spain, France and the United States, the countries that have ruled Arkansas. The blue star in the upper center represents the Confederacy, of which Arkansas was a member.

Animal Symbols:

State Bird	State Mammal	State Fish	State Insect
 Mockingbird	 White-tailed deer	None	 Honeybee

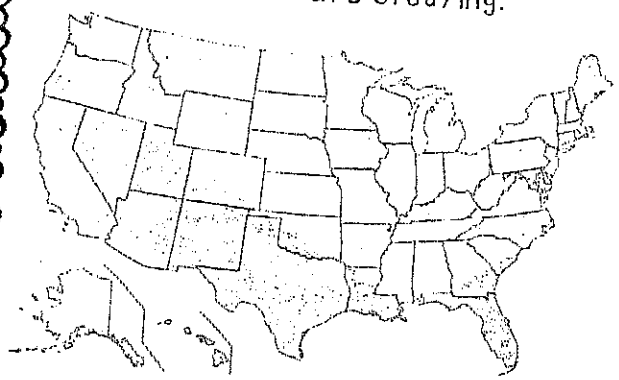
Plant Symbols:

State Flower	State Tree	State Fruit and Blossom
Apple blossom	Pine Tree	South Arkansas vine ripe pink tomato

Earth Symbols:

State Gem	State Rock	State Mineral	State Soil
Diamond	Quartz crystal	Bauxite	Stuttgart (unofficial)

Locate and circle the state that you are studying.



State Bird

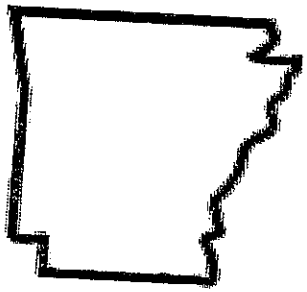
State Tree

State Flower

State Motto

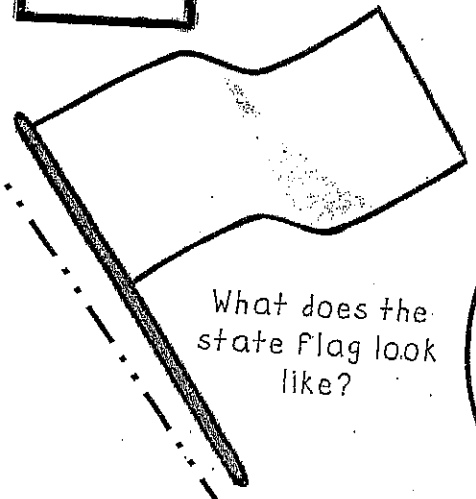
State Nickname

Locate and label the state capital on the map below.



Arkansas

State Abbreviation



What does the state flag look like?

What does the state seal look like?

Population

Area

Highest Point

Lowest Point

Bordering States

State Mammal

State Fish

State Insect

Other Facts

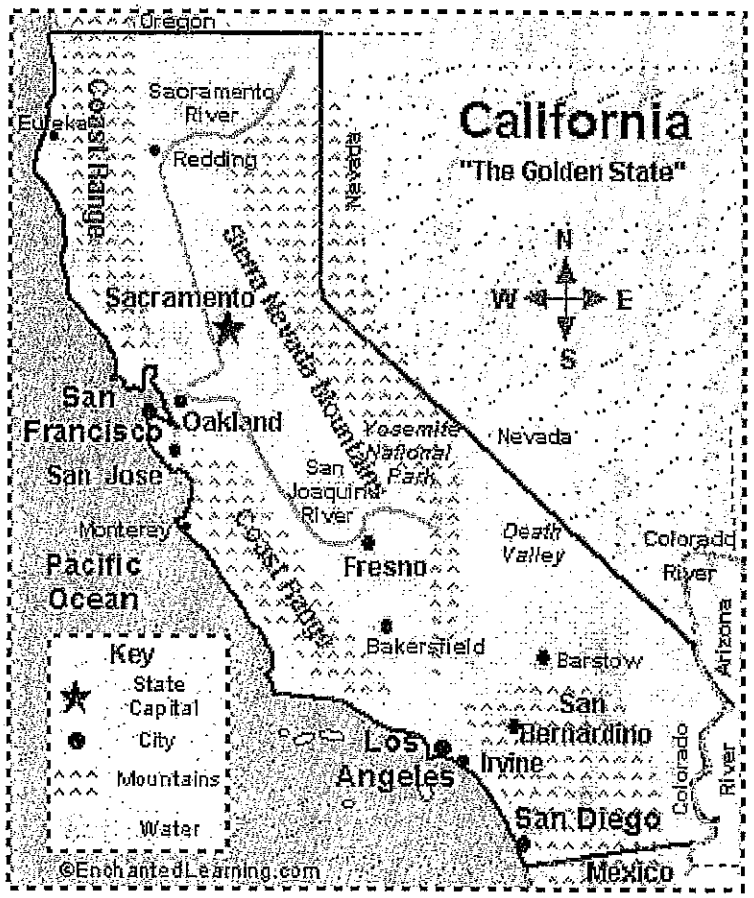
EnchantedLearning.com

California

Facts, Map and State Symbols

California was the 31st state in the USA; it was admitted on September 9, 1850.

State Abbreviation - CA
State Capital - Sacramento
Other Notable Cities - Los Angeles, San Diego, San Francisco
Area - 163,707 square miles [California is the 3rd biggest state in the USA - only Alaska and Texas are bigger]
Population - 38,332,521 (as of 2013) [California is the most populous state in the USA]
Name for Residents - Californians
Major Industries - agriculture (many, many products), oil, mining, electronics, movie making/entertainment, and tourism



Presidential Birthplace - Richard Milhous Nixon was born in Yorba Linda on January 9, 1913 (he was the 37th US President, serving from 1969 to 1974).

Main Rivers - Sacramento River, Colorado River, San Joaquin River
Highest Point - Mt. Whitney, 14,495 feet (4,418 m) above sea level
Lowest Point - Death Valley, 282 feet (86 m) below sea level [this is the lowest point in the Western Hemisphere]
Number of Counties - 58
Bordering States - Oregon, Nevada, Arizona
Bordering Country - Mexico
Bordering Body of Water - Pacific Ocean

Origin of the Name California - The name California comes from a mythical Spanish island ruled by a queen called Califia that was featured in a Spanish romance ("Las Sergas de Esplandian") written by Garcia Ordonez de Montalvo in 1510. The Spanish explorers originally thought that California was an island.

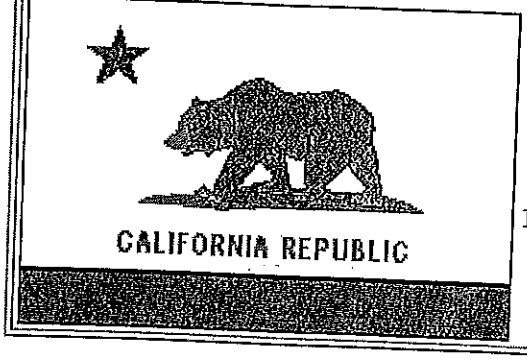
State Nickname - The Golden State

State Motto - Eureka (I have found it)

State Song - "I Love You, California"

California State Symbols and Emblems:

State Flag



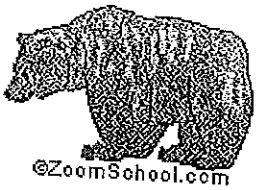
The official state flag of California, called the Bear Flag, was first used on June 14, 1846, but was not officially adopted until 1911. It was designed by William Todd. The flag pictures a grizzly bear and a star. The first Californian flag was quickly made by a group of American settlers who had just captured the town of Sonoma (from Mexico) and needed a flag to replace the Mexican banner.

Animal Symbols:

State Bird

California valley quail (Lophortyx californica)

State Mammal



Grizzly bear

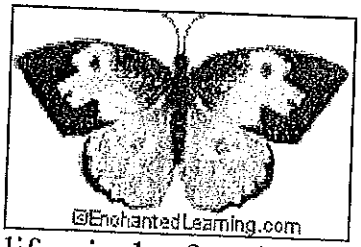
State Marine Mammal

Gray whale

State Reptile

Desert tortoise

State Insect



California dogface butterfly

State Fish

Golden trout

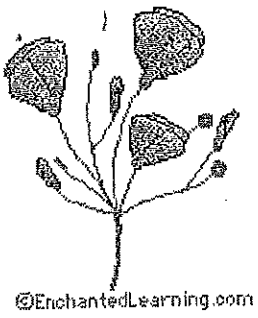
State Marine Fish

Garibaldi

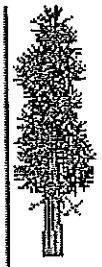
Plant Symbols:

State Flower

State Tree



California Poppy (*Eschscholzia californica*)



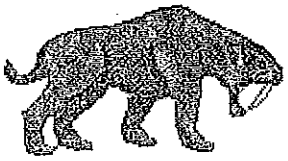
Redwood - Coast redwood (*Sequoia sempervirens*) and Giant redwood (*S. gigantea*)

The redwood is the tallest tree, growing up to 370 feet (113 m) tall and living for over a thousand years. One redwood in California is 2,200 years old. The roots of this giant conifer are shallow, but spread sideways up to 250 feet (75 meters) from the trunk. The bark is deeply-furrowed, fibrous, thick [up to about 1 foot (30.5 cm) thick] and lacks resin. There are many species of redwood.

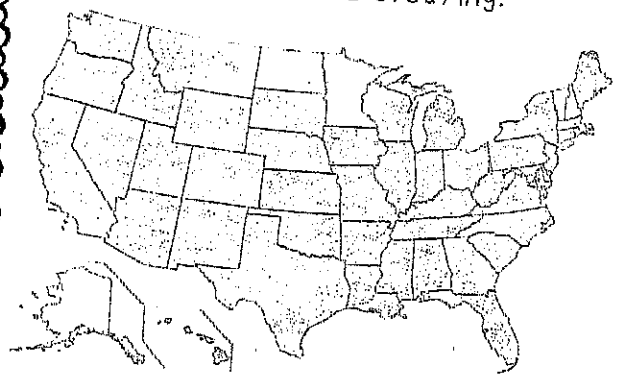
Grass

Purple Needlegrass (*Nassella pulchra*)

Earth Symbols:

State Fossil	State Rock	State Mineral	State Gem
 Smilodon fatalis (sabertooth tiger)	Serpentinite	Gold	Benitoite

Locate and circle the state that you are studying.



California

State Abbreviation

State Bird

State Motto

State Tree

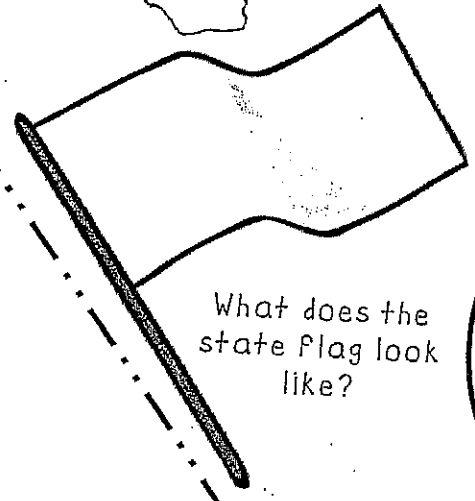
State Nickname

State Flower

Locate and label the state capital on the map below.

What does the state seal look like?

What does the state flag look like?



Population

Area

Highest Point

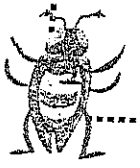
Lowest Point

Bordering States

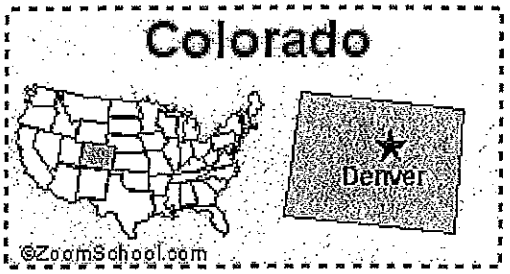
State Mammal

State Fish

State Insect



Other Facts



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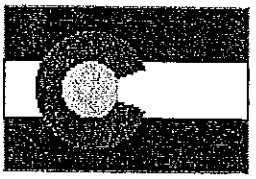
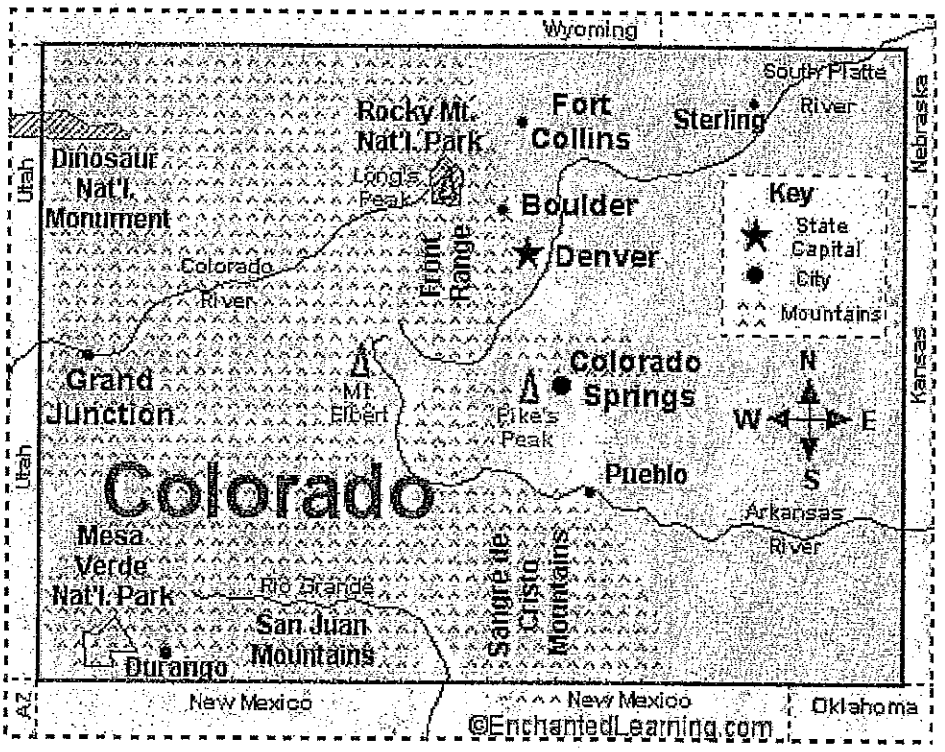
Colorado

Facts, Map and State Symbols



Colorado was the 38th state in the USA; it became a state on August 1, 1876 .

State Abbreviation - CO
State Capital - Denver
Largest City - Denver
Area - 104,100 square miles [Colorado is the 8th biggest state in the USA]
Population - 5,268,367 (as of 2013) [Colorado is the 22nd most populous state in the USA]
Name for Residents - Coloradans
Major Industries - agriculture (wheat, cattle, sheep), tourism (especially skiers), mining (gold, silver), oil, finance, and manufacturing



Major Rivers - Colorado River, Rio Grande, Arkansas River, South Platte River
Major Lakes - Grand Lake, Blue Mesa Reservoir, John Martin Reservoir
Highest Point - Mt. Elbert; 14,433 feet (4,399 m) above sea level
Number of Counties - 64
Bordering States - Arizona, Kansas, Nebraska, New Mexico, Oklahoma, Utah, Wyoming

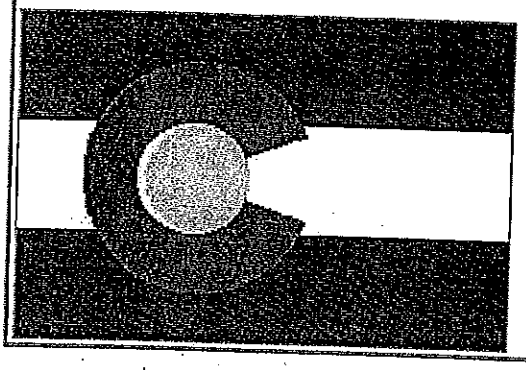
Origin of the Name Colorado - The word Colorado is Spanish for the "color red," and refers to the muddy Colorado River
State Nickname - Centennial State, Colorful Colorado
State Motto - "Nil sine Numine" - Nothing Without Providence
State Song - Where the Columbines Grow

Dinosaur Fossils Found in Colorado - Allosaurus, Amphicoelias, Apatosaurus, Brachiosaurus, Camarasaurus, Camptosaurus, Cathetosaurus, Ceratosaurus, Cionodon, Denversaurus, Diplodocus, Dryosaurus, Dystylosaurus, Edmontosaurus, Epanterias,

Stegosaurus, Supersaurus, Torvosaurus, Triceratops, Tyrannosaurus rex, Ultrasauros

Colorado State Symbols and Emblems:

State Flag



The official state flag of Colorado was adopted on June 5 1911. It was designed by Andrew Carlisle Johnson in 191 The white in the flag symbolizes Colorado's snowcapped mountains, the blue symbolizes clear blue skies, the red symbolizes the reddish soil, and the golden yellow represents the Sun. Attached to the flag is a cord of gold and silver, intertwined with gold and silver tassels.

Animal Symbols:

State Bird	State Animal	State Insect	State Fish	State Fossil
Lark bunting	Rocky Mountain Bighorn Sheep	Colorado Hairstreak Butterfly	Greenback Cutthroat Trout	 Stegosaurus A plant-eating dinosaur with plates along its back.

Plant Symbols:

State Flower	State Tree	State Grass
Rocky Mountain Columbine (White and Lavender)	Colorado Blue Spruce	Blue grama grass

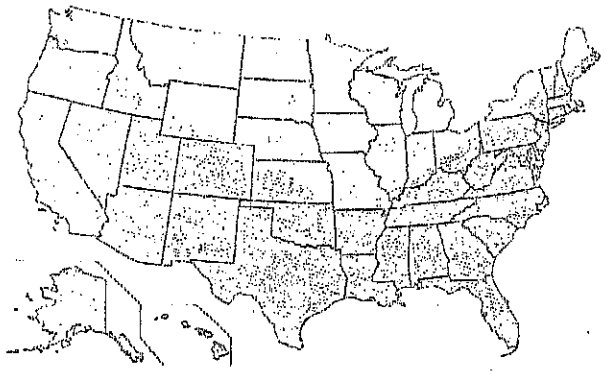
Earth Symbols:

State Gemstone	State Soil
Aquamarine	Seitz

Miscellaneous Symbol:

State Dance
Square dance

Locate and circle the state that you are studying.



State Bird

State Tree

State Flower

State Motto

State Nickname

Locate and label the state capital on the map below.

Colorado

State Abbreviation

What does the state Flag look like?

What does the state seal look like?

Population

Area

Highest Point

Lowest Point

Bordering States

State Mammal

State Fish

State Insect

Other Facts