At Home Learning Resources

Grade 3 - Week 8

Content	Time Suggestions
Literacy Instruction (Watch a mini lesson, and/or complete online learning)	10-20 minutes daily
Reading (Read books, watch books read aloud, listen to a book)	At least 20 minutes daily (Could be about science, social studies, etc)
Writing or **Word Work** or **Phonics/Vocabulary**	20-30 minutes daily
Math	30 minutes daily
Science	45 minutes per week
Social Studies	30 minutes per week
Arts, Physical Education, or **Social Emotional Learning**	30 minutes daily

These are some time recommendations for each subject.
We know everyone's schedule is different, so do what you can.
These times do not need to be in a row/in order,
but can be spread throughout the day.

Grade 3 ELA Week 8

Your child can complete any of the activities in weeks 1-7. These can be found on the Lowell Public Schools website: https://www.lowell.k12.ma.us/site/Default.aspx?PageID=3799

This week continues a focus on informational or nonfiction reading and speech writing. Your child should be reading, writing, talking and writing about reading, and working on exploring the prefix-un this week.

Reading: Students need to read each day. They can read the articles included in this packet and/or read any of the nonfiction/informational books that they have at home, or can access online at Epic Books, Tumblebooks, Raz Kids, or other online books. All resources are on the LPS website. There is something for everyone.

Talking and Writing about Reading: As students are reading, they can think about their reading, then talk about their reading with a family member and/or write about their reading using the prompts/questions included.

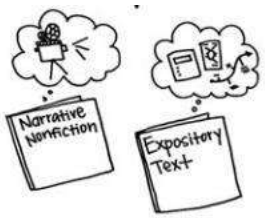
Writing: Students will continue working on speeches for the next weeks. The resources in this packet will be the same for next week for writing as well. These resources are charts with examples to help your child write. They are available online in an interactive form with video tutorials here: Grade 3 Speech Writing Choice Board. Click on the images to watch the video tutorials. This writing should happen over multiple days. Students will be planning their writing, then writing, then making it even better by revising, writing some more, and at the end, fixing it up by editing. Your child might write 1 speech and work to refine it throughout, or might write multiple speeches, getting better each time.

Word Work: Students can work on learning new vocabulary using the prefix-un. Students will build words, write them in a list, and then write sentences using the new words.

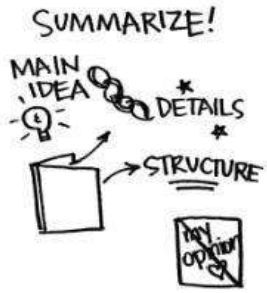
Nonfiction Questions You Might Ask Your Children
During and After Reading Aloud

Grade 3 Students

1. **What kind of book are you reading?** Is it expository text? Does it give you lots of information and facts, or does your book have facts, but also tell a story? Maybe then its Narrative Nonfiction. Make a plan for how you'll get your brain ready to read your book.

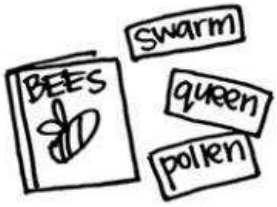


2. What are the details in your book that help support the main idea? Think Boxes and Bullets!

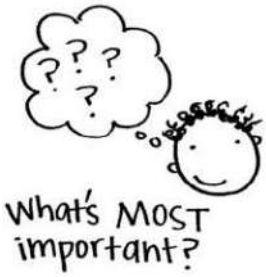


3. What are some of the text features the author has included in your book? Now do they help you understand parts of your book that might be tricky?

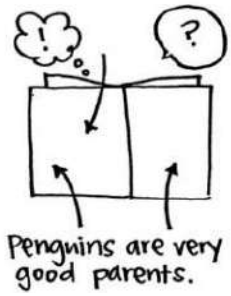
4. Can you find some fancy words that the author used related to his/her topic?



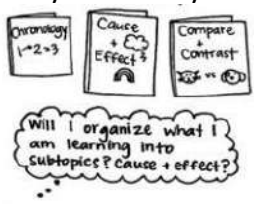
5. Can you find the big idea of a SECTION in your book or the WHOLE book? What do you think is the most important idea?



6. Can you find the author's purpose for writing your book? You have to look closely because sometimes the author doesn't come right out and tell you...See if you can figure it out?



7. Can you identify the text structure of a section in your book?



Tornado Alley

In the United States, no state is entirely free of tornadoes. But one area of the nation sees more tornadoes than any other. This region has become known as "tornado alley."

How Tornadoes Form

Tornadoes typically develop during the spring and summer seasons. That's when warm air from the south most often clashes with cold air from the north. This clash of opposites results in thunderstorms. If the temperatures are just right and strong winds are blowing, massive thunderstorms develop. These can extend some 50,000 feet (15,240 meters) into the atmosphere. Under certain conditions, these massive thunderstorms begin to rotate. Smaller rotations may form within the larger rotation. These small whirlwinds are called tornadoes.

Where Tornadoes Form

Ideal conditions for tornado formation occur most frequently in tornado alley. The phrase was invented in 1952 by two meteorologists. They coined the term as the title of a research project about severe weather in Texas and Oklahoma.

The term has come to indicate a section of the Great Plains between the Rocky Mountains and the Appalachian Mountains. Even today, the exact location of tornado alley has not been defined. But generally the term refers to an area that runs northeastward from northern Texas into Illinois. This region consistently experiences frequent tornadoes each year.

Frequency of Tornadoes

The United States sees more than 1,000 tornadoes every year. About half of those are reported in the eight states of tornado alley. These are Texas, Oklahoma, Arkansas, Kansas, Missouri, Nebraska, Iowa, and Illinois. Texas sees the most, with an average 137 twisters each year. Oklahoma ranks second, averaging 47 tornadoes annually.

Other Alleys?

Some studies suggest that there are also smaller tornado alleys located in the United States. Among these areas are the Upper Midwest, the lower Ohio Valley, and the Tennessee Valley. A significant number of tornadoes are also reported each year in the states of the Gulf Coast. This region sees about 129 tornadoes each year. Most of them occur in late fall. As a result of this intense tornado activity, this section of the south has acquired its own tornado nickname: it is called "Dixie Alley."

Name: _____

Wild, Whirling Water

by Sandie Lee

You've probably heard about tornadoes – a furious, funnel of wind that tears a path of destruction wherever it goes. But did you know tornadoes can also occur over water? These are called waterspouts.

Ingredients for a Waterspout

Take 1 part humid air and 1 part high temperatures (80 to 90 degrees). Mix together.

As the humid air rises it will condense into tiny water droplets, making a cloud. The more the water condenses the more heat is produced and the faster it will rise. Once this happens a funnel-shaped cloud can quickly form. If it extends towards a body of water, the end result is a waterspout.

What to Look For

Like any kind of weird weather, the conditions have to be just right to make a waterspout. Here are some things to look out for:

1. Dark, swirling spots on a body of water
2. Spiral pattern changes from lighter to darker
3. Winds pick up to 40mph, kicking up spray in a circular pattern called the "Spray Vortex"
4. Clouds point downward to center of swirling water
5. Funnel cloud is formed and creates small waves called the "Bubble Wake" as it moves along the surface
6. After the vortex weakens and the funnel turns more rope-like, the waterspout will finally die out

Waterspout Occurrences

Waterspouts are very common in the Florida Keys, in fact they see between 400 and 500 per year.

Waterspouts can also occur on the colder waters of the Great Lakes – captains of ships have reported seeing 30 in one day.

Flying Frogs…

Even though waterspouts aren't usually as powerful as a land-based tornado, they can still do some damage.

Frogs, tadpoles, fish and lizards that have been sucked up into the wild, whirling water, have been known to later rain down on the land.

Name: _____

Wild, Whirling Water

by Sandie Lee

1. How is a waterspout like a tornado?

_____

_____

2. How is a waterspout different from a tornado?

_____

_____

3. Tell whether each sentence is true or false.

_____ Waterspouts are usually more dangerous than tornadoes.

_____ Waterspouts can occur in the Great Lakes.

_____ A waterspout creates small waves as it moves along the water's surface.

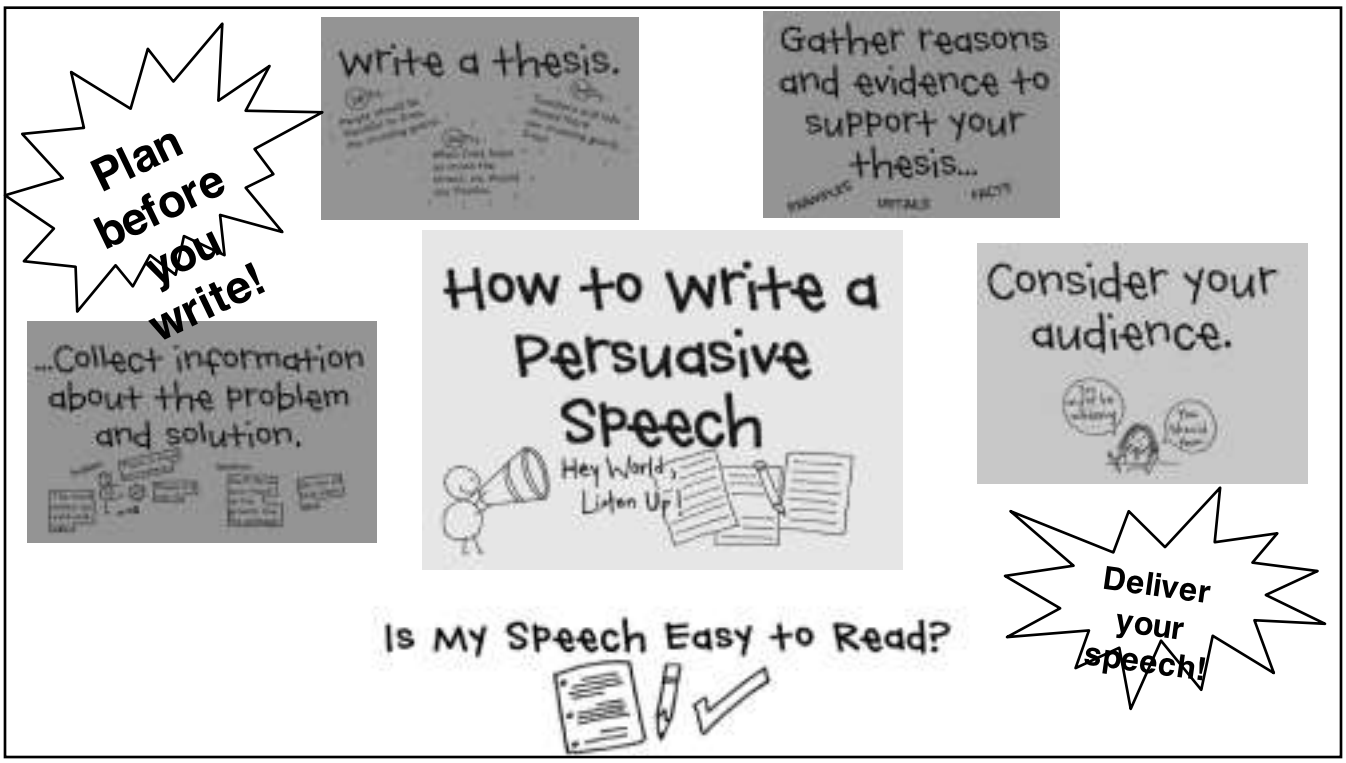
4. Under which conditions is a waterspout most likely to occur?

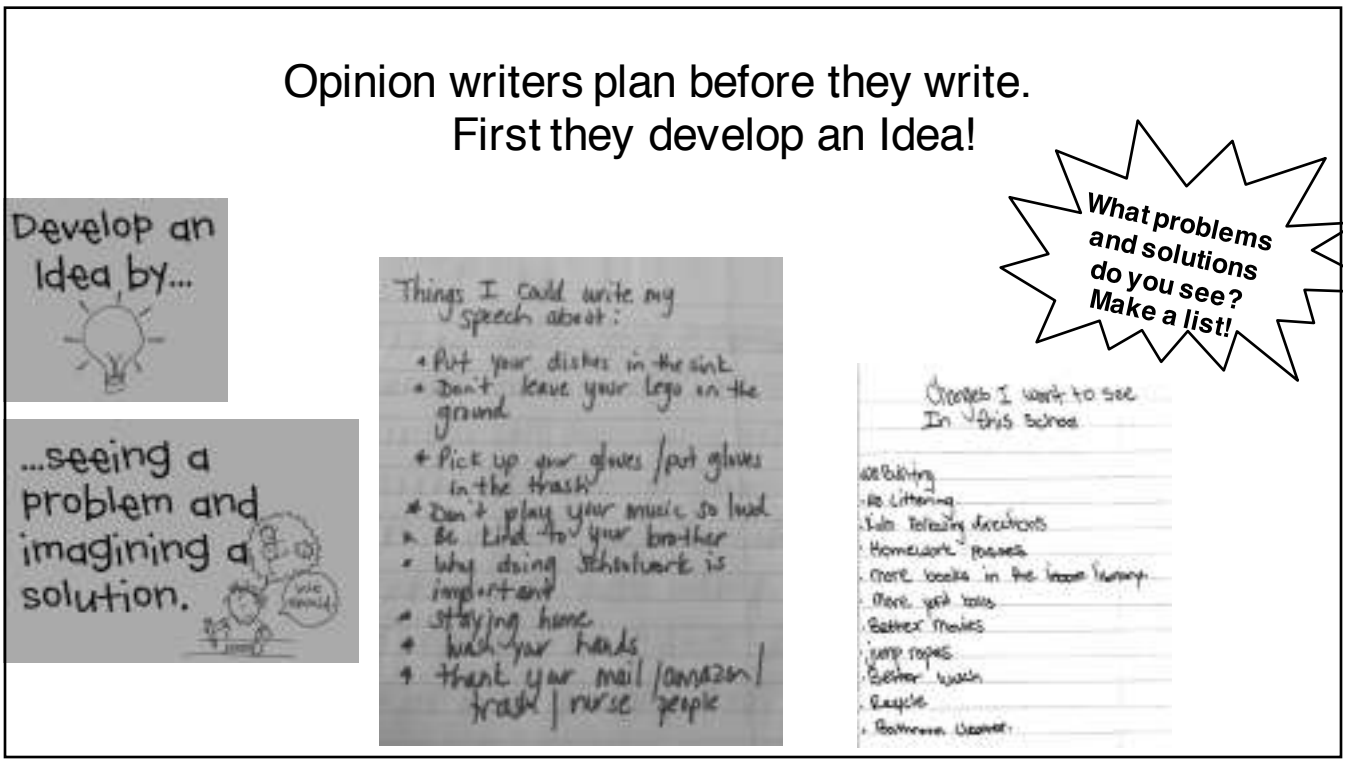
a. 50 degree air temperature, 80% humidity
b. 70 degree air temperature, 20% humidity
c. 88 degree air temperature, 10% humidity
d. 82 degree air temperature, 90% humidity

Something extra: With an adult at home, use the Internet to find pictures of waterspouts. Print out your favorite picture and bring it in to show the class.

After reading *Tornado Alley* and *Wild, Whirling Water*, compare and contrast the most important points and key details in the two texts.

Use these anchor charts and planning tools to help you write your own speeches. There are a couple of examples to help you too. Watch some kids, just like you deliver their speeches.



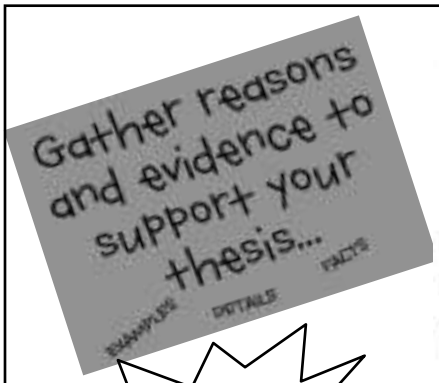


Are you starving during lunch? Do you think you'll be stomachless when you come home from school? If you are then youre with me. We need more food during lunch.

Write a thesis (claim).
Try it out different ways!

Have You ever seen Garbage in the Compost bin? Or ever seen are students not growing food. Well I think Our School Should Compost better at lunch. One reason I think a lot of people don't Compost at lunch because they don't know what goes in and what doesn't.

By Gardening!
Do you have a garden? If you don't you chould make one. Thats whats I want to share with you that you Should save the environment by gardeing. Its simpil but it makes a

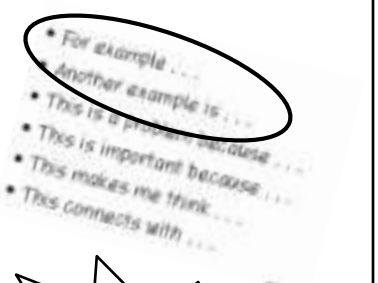


You could plan using boxes and bullets

and that's definit... first reason ... that you won't get hurt with all of your gear on because once I was playing someone wacked me I didn't feel any thing at all.

All of your gear is thick and strong for example usually all of your gear is 2 inch which is thick and strong

Another reason is that it's exciting and fun for example it's exciting and fun because you have to do all crazy, awsome special ... it really exciting and fun Another example is you have to run ... which makes it easy and a pumped up game.



You could plan across pages in a booklet.

Bullying hurts kids. Some kids feel bad for a long time. For example, my friend Ryan still feels bad because some kids told him he is bad at basketball and that was last year! And lots of kids get bullied. In 2007 a third of fourth to eighth graders who were asked said they were bullied. I learned this from the article "Battling Bullies." Some kids even said they missed school because they were bullied. This needs to STOP.

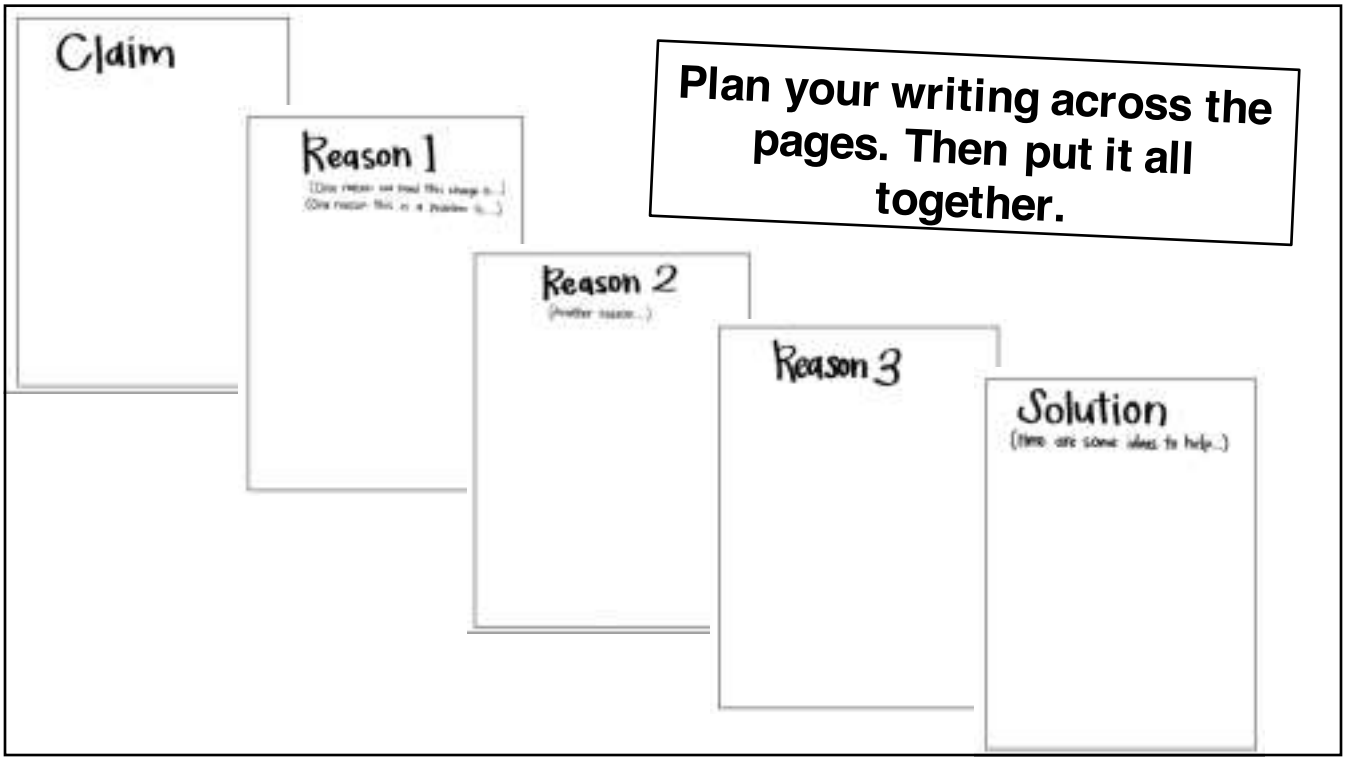
Use Boxes and Bullets to plan your writing. Then Put it All together.

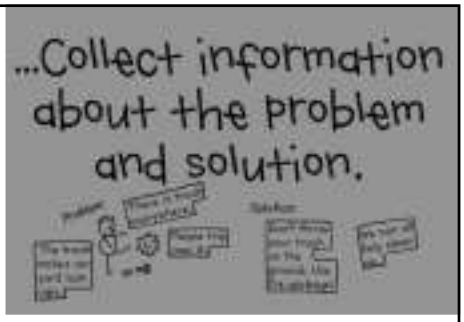
Thesis (Claim):

Reason #1:

Reason #2:

Reason #3:



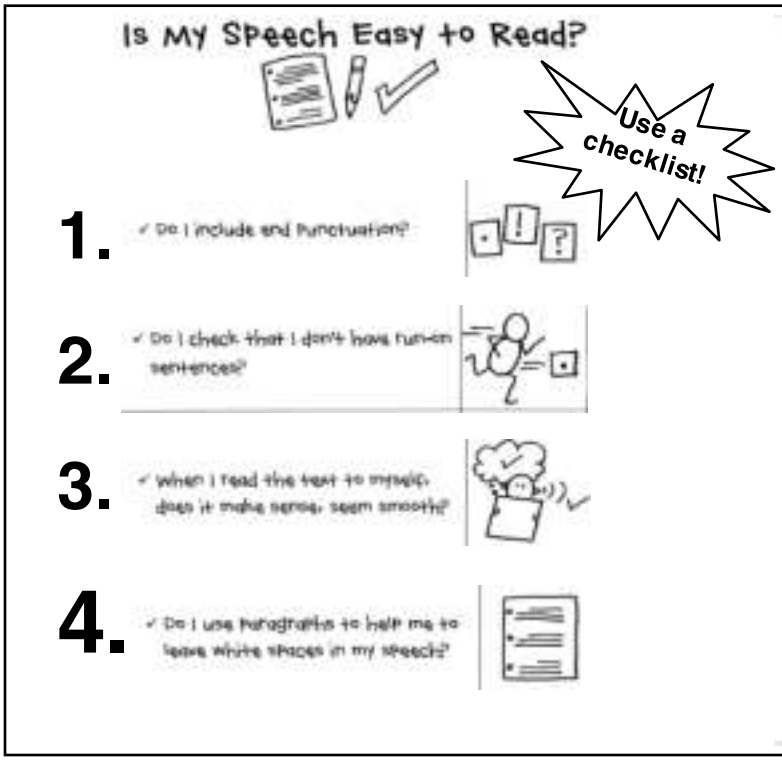


You can take out the Not so yummy meal's And fill them in with Something yummy. I think this solution will get kid's to eat these lunch and help them make healthy choise's. This is the food that is yummy and can stay.

I have some ideas for how to stop bullying. One idea is that we can look at Yard and see if we see anyone being bullied and if we do, we can get a friend or two friends and go over to stand next to the kid being bullied and say "NO!" to the bully. Maybe you are scared to stand up to bullies. I can understand that. It can be scary. But think about how important it is to stop other kids from getting hurt. You could save a kid from getting teased and picked on. Then you'd be a hero! And if bullies don't stop bullying, they should get in trouble.

Speech writers consider who their audience is and talk directly to their audience.

Are you like me? Do you believe we should take care of the earth? Do you believe in recycling? Because if you do, then you will agree that we should recycle better at our school. Our problem is that we have bins for recycling but they aren't used well. We need to get a better system going so kids use the recycling bins well.



Don't Drink Bottled Water
by Robert

We need to stop drinking bottled water that comes in plastic water bottles! Instead we need to carry water bottles with us, and just refill those water bottles when the water runs out. Plastic water bottles are not good!

One reason we need to stop using plastic water bottles is because they are not good for the earth. Plastic is bad news. It can't break down or go back into the ground. If we see plastic and throw it away, then it just stays there. But I have seen lots of plastic water bottles in cans for regular garbage!

Another reason we need to stop using plastic water bottles is because they take up too much room in the recycling bin. Recycling is good, but the bins get too full with the plastic bottles. There is no room for paper or other things.

I interviewed Grace, a third-grader. She said, "I see plastic water bottles everywhere. They are at my gymnastics class, and at the park, and they are all over school, too. Plastic water bottles are on almost every teacher's desk. When there are parades in town, or Halloween celebrations or anything like that, people leave water bottles all over the place."

I also talked to my mom. She said, "Using plastic is just not good for the earth." She said at her office she has a water fountain that people can use to fill their own water bottles, and it even says how many plastic bottles of water the fountain has stopped people from using. I think we should have a fountain like that here.

So, please get yourself a reusable water bottle and carry it with you. You can refill it. Stop using plastic bottles. It will be better for the earth. Thank you!

Use the Recycling Bins Better!

Are you like me? Do you believe we should take care of the earth? Do you believe in recycling? Because if you do, then you will agree that we should recycle better at our school. Our problem is that we have bins for recycling but they aren't used well. We need to get a better system going so kids use the recycling bins well.

One reason this is a problem is that the recycling bins are a mess. I've seen candy wrappers, banana peels, and tissues in these bins, along with the paper. Also I have seen paper with staples. None of these things belong there.

Another reason we need to do a better job is because we don't know what to recycle. I have heard kids asking, "Does this go in there?" I have thought that too. Last week, I saw a kid drop a whole armful of stuff in the recycling bin at the end of the hall. She looked at some stuff but then just shrugged and dropped it all in. I think maybe she wasn't sure what could go in.

I interviewed Pamela, a third-grader at the school. She said, "I always see stuff that doesn't belong in our recycling bin. I think it's a big problem. I don't know what goes in there. Like I'm not sure about Post-its."

We need to do a better job of recycling. Here are my ideas for how we can do a better job. We can ask the custodians what can go in the bins and make signs. We can make announcements at lunch and during the morning announcements about what can go in the recycling bins. We can even have an assembly about recycling. The custodians said they would help us.

My mom said recycling is important for the earth. Recycling is reusing things so we don't waste them. We need to do a better job at our school! We can all help. You can check that what you put in the recycling bin is okay to recycle and take stuff out that doesn't belong. This is important. Please help!!

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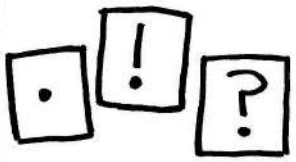
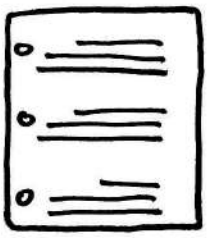
Is My Speech Easy to Read?

✓ Do I include end punctuation?	
✓ Do I check that I don't have run-on sentences?	
✓ When I read the text to myself, does it make sense, seem smooth?	
✓ Do I use paragraphs to help me to leave white spaces in my speech?	

This week students will be adding the prefix un- to words. Students will notice that a prefix is a group of letters added to the beginning of a base word, and when they remove a prefix from a word, the base word has its own meaning.

When they add the prefix un- to a word, student will notice that it makes the word mean take the opposite meaning, or it means not (tie—untie). The word uncle has un-, but it is not a prefix because it is not added to a base word.

Enclosed are word cards for several words that have the prefix un-. First use the cards to make words with the prefix-un. Then write a list of the words that you created. Finally choose three-five cards and write a sentence for each of the words.

Have unlimited fun!

un	un	un
un	un	un

able	button	done
faithful	forgiving	kind
skilled	willing	available
conscious	dress	fit
grateful	lock	sympathetic
wrap	believing	do
easy	fit	happy
real	tie	zip

Name: _____ Date: _____

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____
13. _____
14. _____
15. _____
16. _____
17. _____
18. _____
19. _____
20. _____

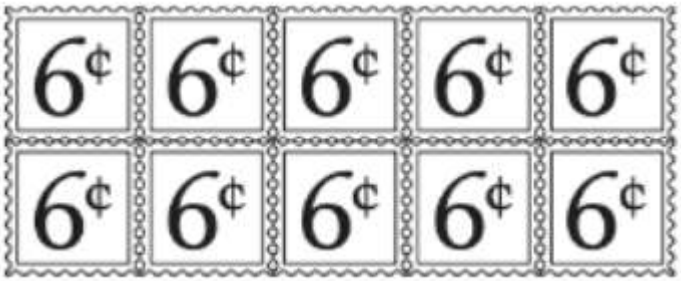
Application Problem #1

A.

Situation	Equal groups or array?	Equation
4 boxes. 5 apples in each box.		
2 rows of chairs. 4 chairs in each row.		

B. How many stamps are there? ____

What is the total cost of the stamps? _____



C. Stevie has 4 cards with 8 stamps on each card.
Cindy has 8 cards with 4 stamps on each card.
Who has more stamps, Stevie or Cindy?
Explain your thinking.

Application Problem #2

A. Andrew is having his friends over for game night. He prepared snacks and drinks.

He made mini sandwiches. He has 4 friends coming over and he made 3 sandwiches for each one of them. Write a multiplication equation that shows how many sandwiches he needs for himself and his friends.

_____

He also used 10 oranges to make some fresh juice. He used the same number of oranges per glass of juice. He made 5 glasses of juice. Write a multiplication equation that shows how many oranges he used in each glass of juice?

_____

B. Which problem *cannot* be solved with multiplication?

1) A pack of pens contains 6 pens. How many pens in 5 packs?

2) How many wheels on 7 cars?

3) A paperclip is made from 10cm of wire. How much wire would I need for 6 paperclips?

4) Sally runs for 3 miles a day. How far will she run in a week?

5) I buy 5 apples on Monday, and 7 more on Tuesday. How many have I bought in total?

6) A multipack bag of crisps holds 6 packets. How many packs of crisps in 6 multipacks?

Explain how you know:

Computation Page #1

1)	8+8+8	= 8x3	=	16)	4x4	= 4+4+4+4	=
2)	7+7+7+7	=	=	17)	6x3	=	=
3)	6+6+6+6+6	=	=	18)	8x2	=	=
4)	9+9	=	=	19)	9x4	=	=
5)	4+4+4+4+4	=	=	20)	7x3	=	=
6)	3+3+3+3	=	=	21)	6x5	=	=
7)	8+8+8+8	=	=	22)	8x4	=	=
8)	6+6+6+6	=	=	23)	9x3	=	=
9)	9+9+9	=	=	24)	7x5	=	=
10)	7+7+7+7+7	=	=	25)	6x4	=	=
11)	2+2+2+2	=	=	26)	3x5	=	=
12)	9+9+9+9	=	=	27)	7x4	=	=
13)	5+5+5+5+5	=	=	28)	6x2	=	=
14)	4+4+4+4	=	=	29)	8x3	=	=
15)	3+3+3+3+3	=	=	30)	9x5	=	=

Computation Page #2

Write an equation to express the array and then find the number of shapes.

Ex) 

1) 

2) 

3) 

4) 

5) 

6) 

7) 

8) 

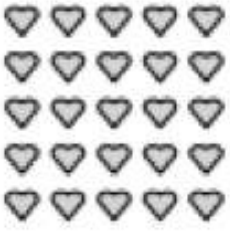
9) 

10) 

11) 

12) 

13) 

14) 

Answers

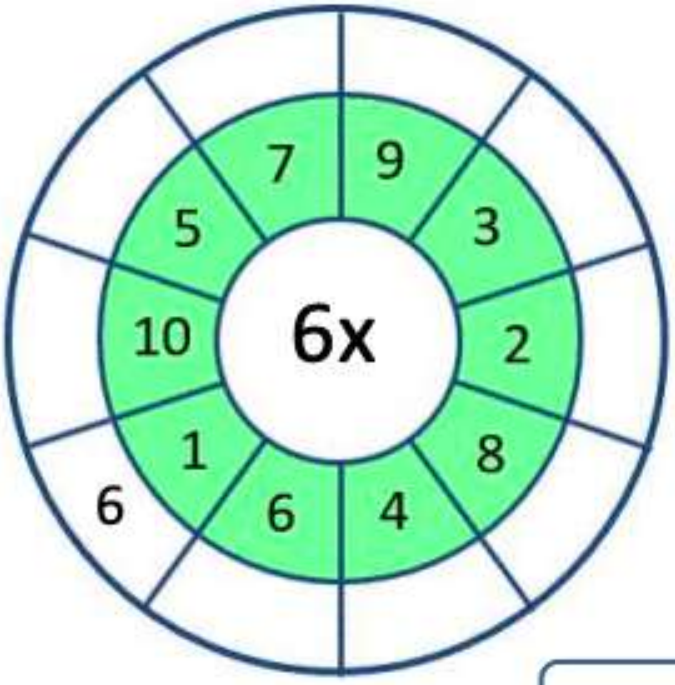
Ex. $2 \times 3 = 6$

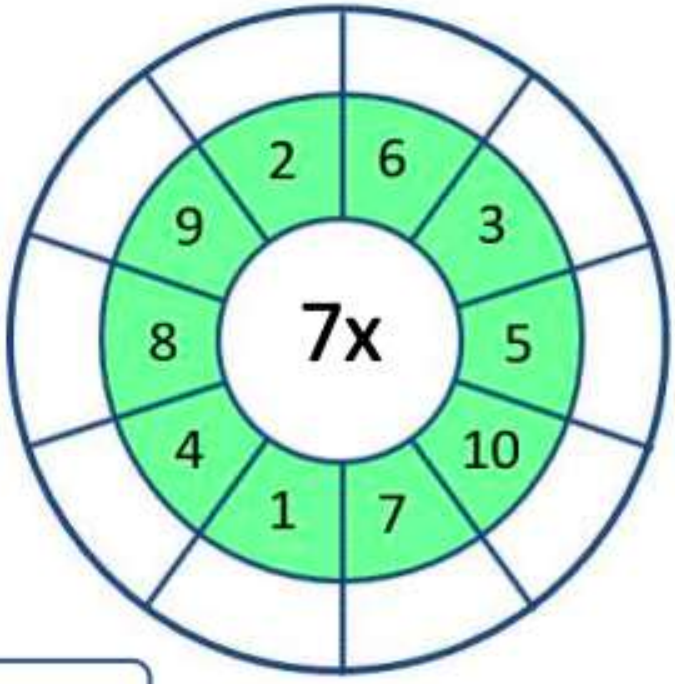
1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____
13. _____
14. _____

Fluency Page #1

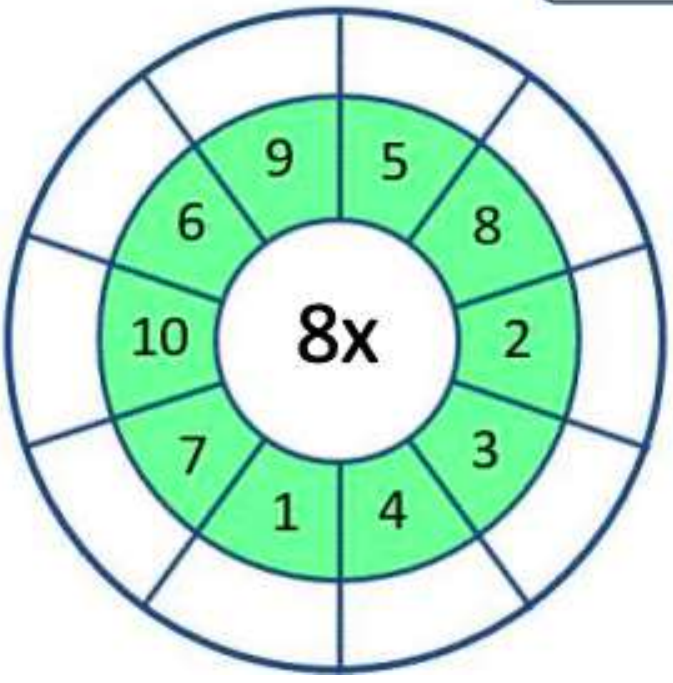
Name Date

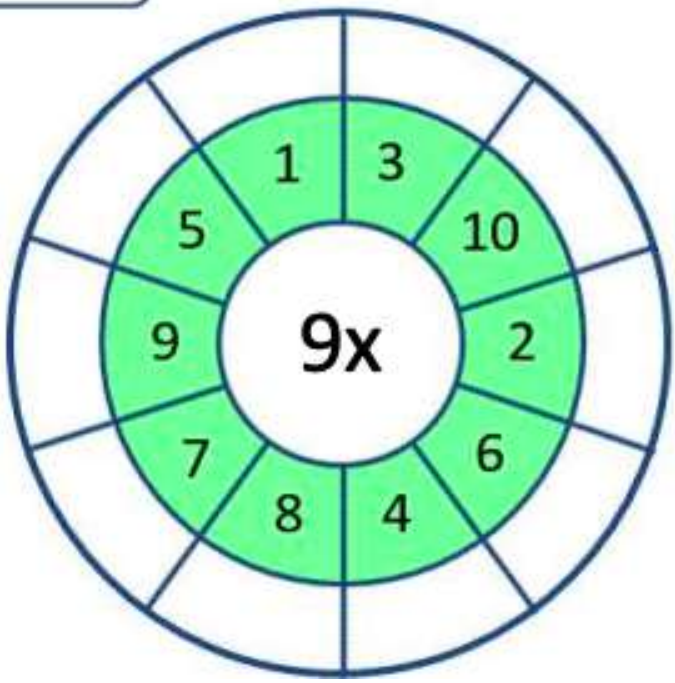
CIRCLE TIMES TABLES 6 TO 9 SHEET 3A





UP TO X10





Fluency Page #2

6x5=___	5x5=___	2x9=___
4x3=___	6x7=___	6x5=___
5x10=___	4x2=___	9x2=___
2x5=___	4x4=___	6x10=___

2x7=___	3x1=___	3x6=___
8x3=___	10x2=___	7x10=___
10x3=___	7x5=___	3x6=___
2x0=___	6x2=___	10x4=___

3x3=___	4x6=___	3x7=___
5x3=___	3x9=___	7x4=___
4x8=___	9x5=___	2x8=___
4x9=___	3x8=___	2x10=___

Fluency Page #3

MATH Crossword Puzzle

Fill in the blanks of each crossword puzzle to make the multiplication equations true.

2	x		=	6
				x
	x	1	=	
				=
	x	24	=	

	x	5	=	30
x				
8	x	4	=	
=				

	x	7	=	
x				x
11				
=				=
22				42

3	x	12	=	
x				
5	x		=	
=				
	x		=	90

Fluency Page #4

equation	Jumps on a number line
4 x 5 = 20	 4 jumps. Each jump is 5 long.
3 x 6 = ___	 3 jumps. Each jump is 6 long.
7 x 3 = ___	 _____ jumps. Each jump is _____ long.
2 x 8 = ___	_____ jumps. Each jump is _____ long.
8 x 2 = ___	_____ jumps. Each jump is _____ long.

Check out the website below for inspiration for creating your own chain reaction machine like Rube Goldberg. Send a video of the results to your teacher!

RUBE GOLDBERG MACHINE

https://tinkerlab.com/engineering-kids-rube-goldberg-machine/

THINGS THAT ROLL

Marbles
Balls: Tennis, Baseball, Bowling, etc.
Toy Cars
Dominoes
Skateboard
Roller Skate

RECYCLABLES

Cardboard
Cereal Boxes
Cardboard Rolls
Plastic Water Bottles
Cans
Aluminum Foil

THINGS THAT MOVE

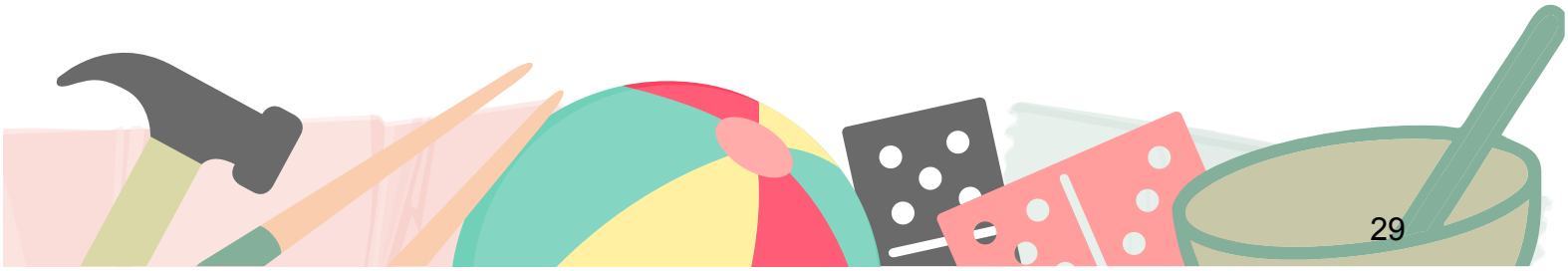
Mousetrap
Dominoes
Toaster
Fan

EVERYDAY MATERIALS

Chopsticks
Popsicle Sticks
Ruler
Wooden Blocks
Bowl
String
Tape
Sand
Pins
Hammer
Balloons
Water
Fan
Vinegar and Baking Soda

RAMPS

Toy Train Tracks
Marble Runs
Books
Trays
PVC pipe
Plastic tubing
Gutters



How could you make the biggest fruit in the world?

Click on this link to learn how human beings have modified plants based on our knowledge of how plants inherit their traits. In the activity, Odd One Out, students play a game where they guess which fruits are related to each other based on traits of leaves, flowers, and arrangement of seeds. They use this information to understand how humans create fruit varieties by selecting certain traits.

https://mysteryscience.com/flowers/mystery-4/trait-variation-inheritance-artificial-selection/92?code=NzYzNzIwNDg&t=student

Odd One Out

Name: _____

Round 1

1. Circle the 2 you think are related by looking at the outside: **Cherry** **Plum** **Grape**
2. Circle the 2 you think are related by looking at the inside, the flowers, and the leaves: **Cherry** **Plum** **Grape**
3. What evidence shows you these 2 fruits are related? List three traits they share:
   - _____
   - _____
   - _____

Round 2

1. Circle the 2 you think are related by looking at the outside: **Cucumber** **Lemon** **Dosakai**
2. Circle the 2 you think are related by looking at the inside, the flowers, and the leaves: **Cucumber** **Lemon** **Dosakai**
3. What evidence shows you these 2 fruits are related? List three traits they share:
   - _____
   - _____
   - _____

Round 3

1. Circle the 2 you think are related by looking at the outside: **Tomato** **Watermelon** **Zebra Fruit**
2. Circle the 2 you think are related by looking at the inside, the flowers, and the leaves: **Tomato** **Watermelon** **Zebra Fruit**
3. What evidence shows you these 2 fruits are related? List three traits they share:
   - _____
   - _____
   - _____

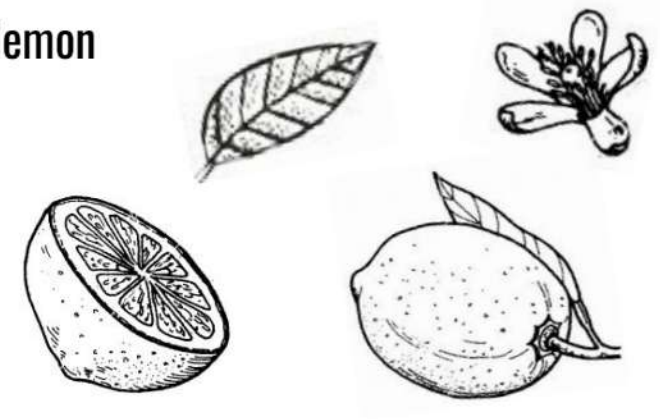
MYSTERY science

Power of Flowers | Mystery 4

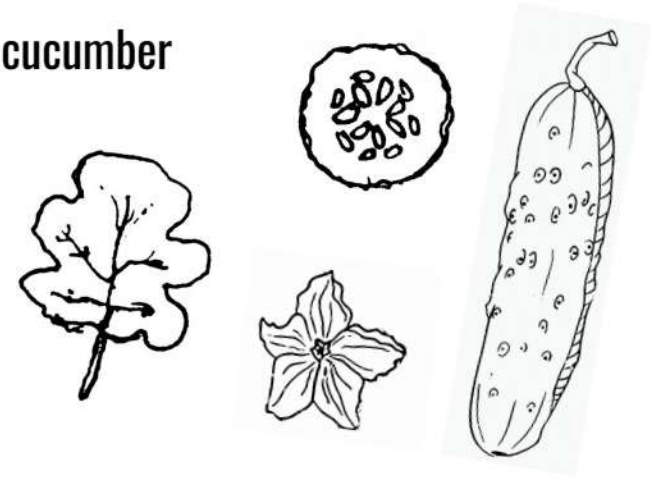
Fruit Cards

Sort these cards into 5 groups.

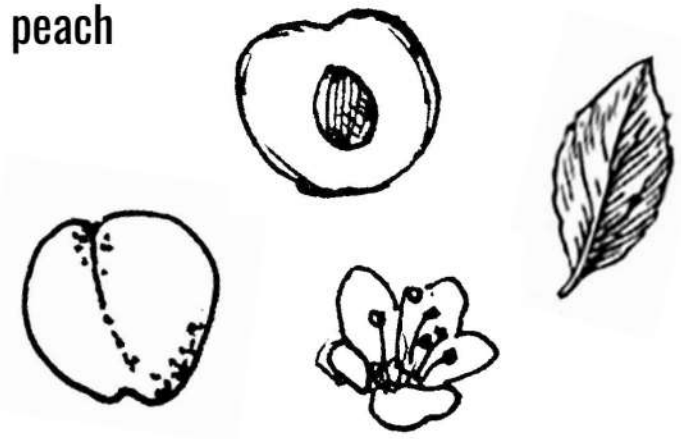
lemon



cucumber



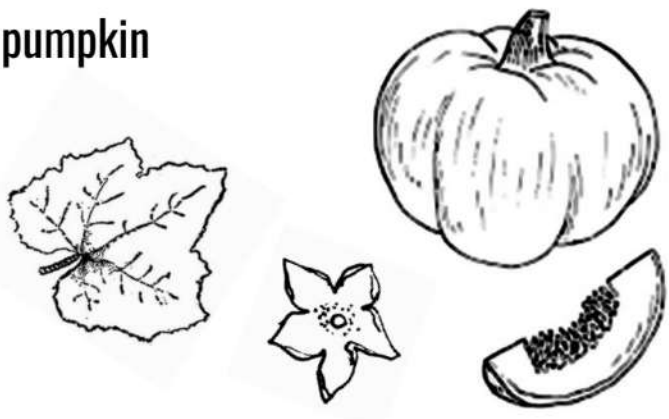
peach



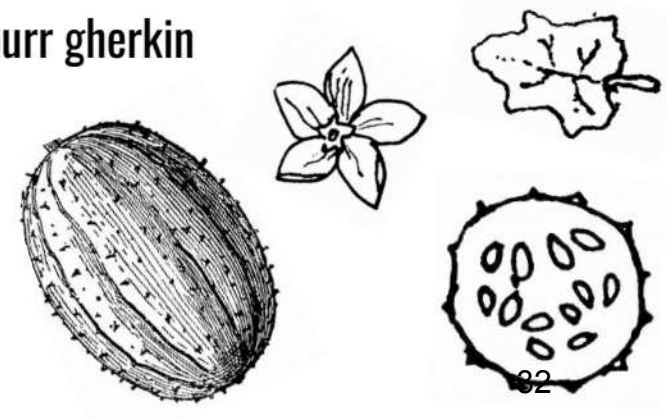
cherry

orange

pumpkin

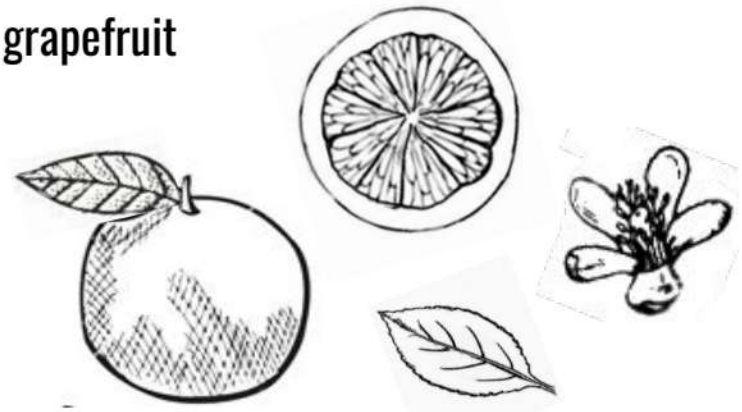


burr gherkin

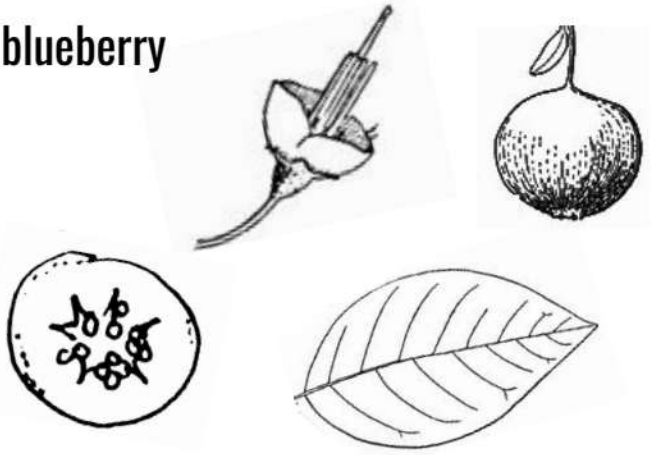


plum

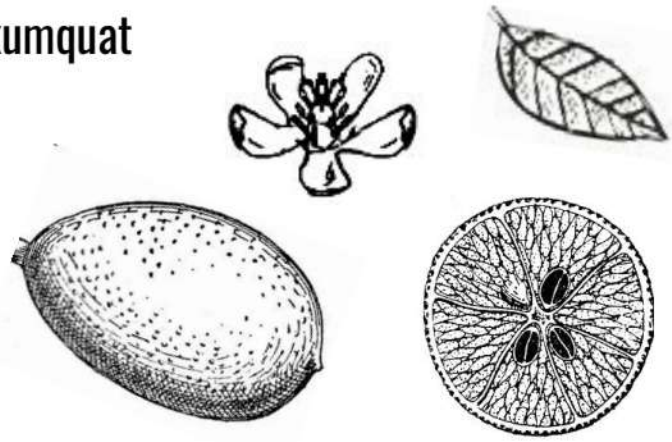
grapefruit



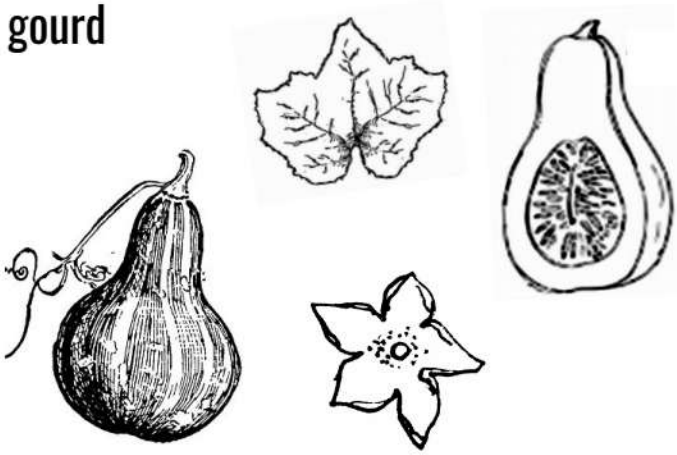
blueberry



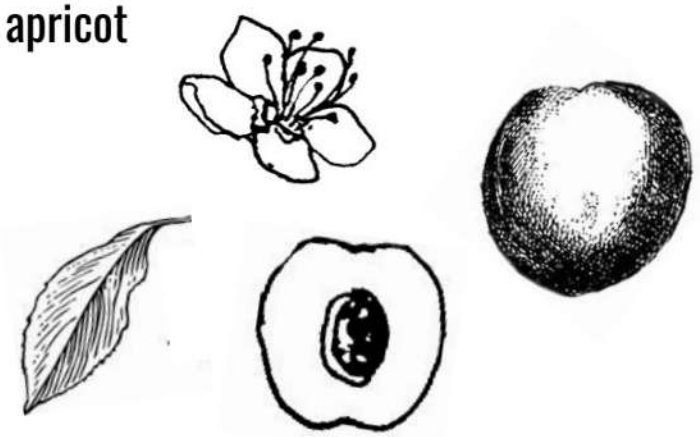
kumquat



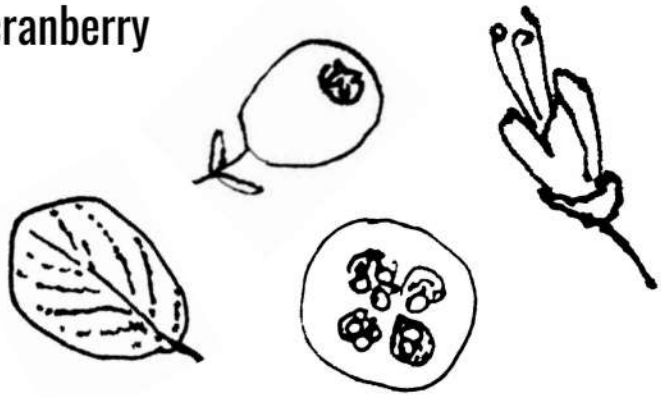
gourd



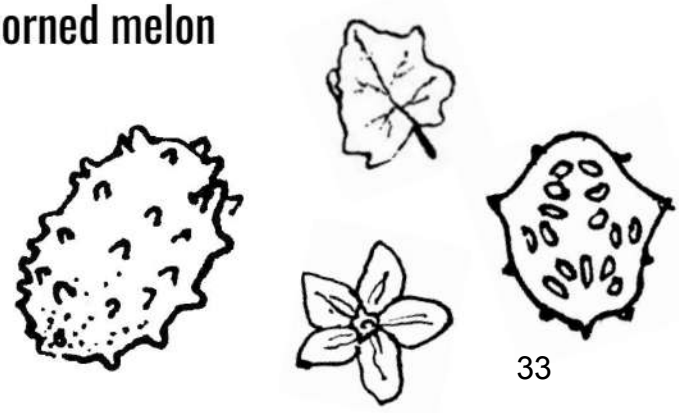
apricot



cranberry



horned melon



Power of Flowers

Mystery 4: How could you make the biggest fruit in the world?

Name: _____
Date: _____

End of Mystery Assessment

1. Why do you think it took plant growers such a long time to create the roses sold in flower shops today?

_____

_____

_____

_____

_____

2. "No two babies of a parent have exactly the same traits." How did this fact make it possible to grow giant pumpkins?

_____

_____

_____

_____

_____

3. How can you tell whether two different fruits are just varieties of one kind of fruit, or if they're completely different fruits?

4. Just for fun: If you were going to use selection in order to create a giant fruit, which fruit would you like to make giant?

Grade Three – Social Studies

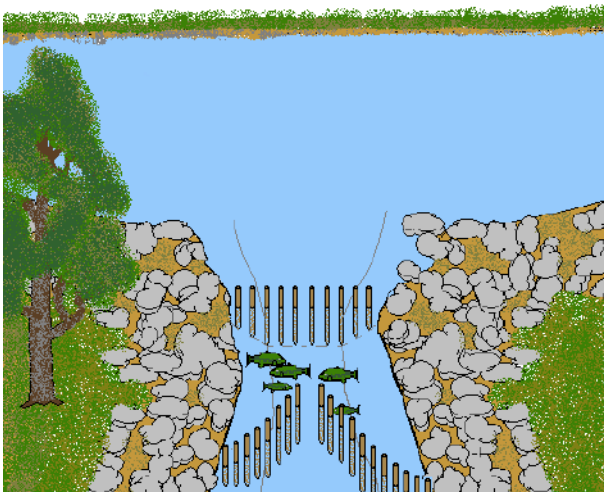
The Penacook People

The Merrimack River was very important to the **Penacook People**. The word "Penacook" is the English version of a word meaning "Falling Hill People". Pawtucket translates into "place of the loud noise or falling water". In the Greater Lowell area there were two major Penacook villages, one at Pawtucket Falls and another at Wamesit (near the area where the Concord River joins the Merrimack River, see last week's map!) The name Wamesit means "there is enough space for all".

The river provided a bounty of food for the Penacook, especially in the spring. At this time of year many bands of Penacook and other tribes would come to Pawtucket Falls to fish for salmon, shad, eels, and sturgeon. What they didn't eat right away was smoked, dried, and stored for winter.

At the beginning of spring, men and women began the construction of fishing traps, or **weirs**, in the river. They would also make long handled dip nets and fishing spears to catch the fish that were trapped in the weir. Drying racks were made and firewood was gathered for smoking the fish that would be preserved.

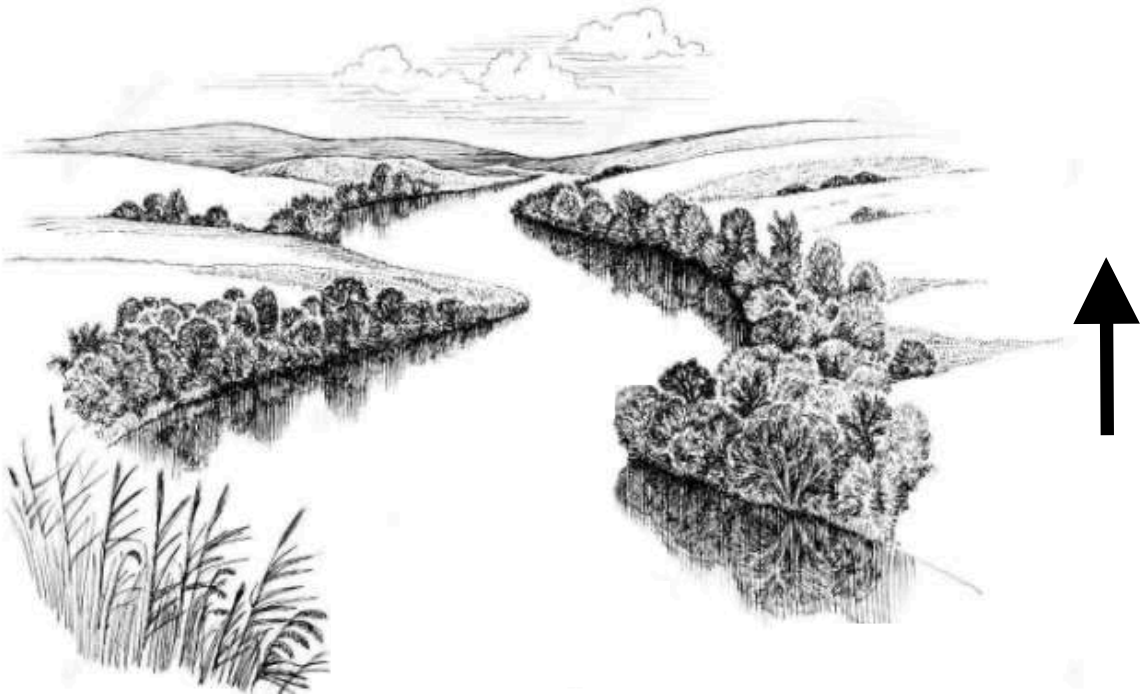
Weirs are large fish traps made from a mixture of sticks and rocks, with a woven net at the end to prevent the fish from escaping. As the fish make their way through the trap, looking for a way out, they end up bunched at the end, with no way out. As the fish continued to pile up upon each other, they would be speared or netted by the hundreds.



Another way to capture fish was to gather at the base of Pawtucket Falls. The fish swim upstream in the spring to lay their eggs in Lake Winnepesaukee in New Hampshire. As they struggle to get up the falls and leap out of the water, they are easy to catch with spears or nets.

(Adapted from "A Year in the Life: The People of the Lower Merrimack Valley" by Dana Benner)

Watch this video to see how a weir is made:
https://www.youtube.com/watch?v=8vcy9mp0p7o



Design your own weir across this river! Fish swim in the direction of the arrow. Explain how it works on the lines below:

_____

_____

_____

_____

_____

_____

ESL at Home 3-5 Weeks 7-8

Use notebook paper to complete these activities. Do one each day!

Monday	Tuesday	Wednesday	Thursday	Friday
Choose a book page, magazine, or newspaper article. Tally how many times you find the words that start with letters: S A T	Go on a shape hunt. Find five things in your house for each shape: Rhombus Trapezoid Equilateral	How many words can you make from this word? educational	List 5 things in your home that are **solids.** List 5 things in your home that are **liquids**. List 5 things in your home that are **gases**.	Imagine two of your friends went to your school when no one was there. Write or draw their adventure.
Monday	Tuesday	Wednesday	Thursday	Friday
Hide something in your home. Make a treasure map and let a family member try to find it.	Find four things in your home that are **magnetic**. Find four things in your home that are **mixtures**. Find four things in your home that are **transparent**.	Imagine you ran a zoo. Write an advertisement telling people why they should come to your zoo. 	Line up all the soap, shampoo, and lotion in your house from smallest to tallest.	Put a little bit of soap into a cup. Fill the cup with water. Count how many minutes it takes for the bubbles to disappear.