

SBCE TeleSchool: Grade 3

Dates: March 23-27



- Each day spend the time outlined below on learning in each subject area:
 - Literacy: 35 minutes
 - Math: 35 Minutes
 - Specials: 20 Minutes
- Additionally, complete 1 Social-Emotional Learning activity per week.
- Complete Must Do tasks before moving on to the May Do tasks of your choosing.
- Attach any completed paper assignments to this page.
- Be sure to check off tasks as you complete them and get a parent/guardian signature at the bottom of this page before returning to school.

	Cikesh	Hall	Havens	Toothill	Tyson	Yann
Epic	ias6395	wtw2337	wuk0220	akk8170	zii3174	jnj4172
ReadWorks (password is 1234)	on: 2BZYBV	on: NEGRSM	on: S7FQ26	Red (on): BJHBZA	on: HEXSAR	teal & amber: 34PCE7
	adv: RRELRR	adv: N4CYC7	adv: KQCCNQ	Blue(adv): QNWLMQ	adv: LLKFQH	flaming & royal: NYDPWX

LITERACY

MUST DO

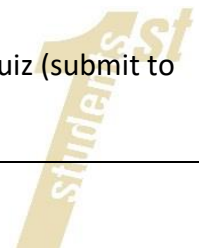
ON:

Reading: Main Idea of a Non-fiction Text using text evidence

- Day 1: Read Chapter 1 of “Red Foxes” **Access book through EPIC** .
- Day 2: Use RACE to write the main idea of the chapter using text evidence (Option: Write a note on Seesaw.)
- Day 3: Finish reading “Red Foxes” and list out the nonfiction text features included in the book
- Day 4: “Explore our Solar System” **(READWORKS –SEE CODE ABOVE)** ***classwork grade***
- Day 5: Go on Seesaw and do a verbal retell of a nonfiction book. (Include main idea and details.)

Grammar: Prefixes

- Day 1: Prefixes: Watch the Prefixes on BrainPop Jr. then complete the Easy Quiz (submit to teacher)
- Day 2: Complete the Nearpod: **HNOKV**



- Day 3: Go on getepic.com and read the book: "Me First: Prefixes Lead the Way"
- Day 4: You need to write a paragraph using some of the prefixes that you have learned this week. Make sure you underline them and upload to seesaw.
- Day 5: Complete the Quizizz: 682303 *classwork grade*

ADVANCED:

Reading: Main Idea of a Non-fiction Text using text evidence

- Day 1: Read Chapter 1 of "Inventions of the Food Industry" Access book through EPIC .
- Day 2: Use RACE to write the main idea of the chapter using text evidence (Option: Write a note on Seesaw.)
- Day 3: Finish reading "Inventions of the Food Industry" and list out the nonfiction text features included in the book.
- Day 4: "Trouble in the Amazon" (READWORKS- SEE CODE ABOVE) *classwork grade*
- Day 5: Go on SeeSaw and do a verbal retell of a nonfiction book. (Include main idea and details.)

Grammar: Prefixes

- Day 1: Prefixes: Watch the Prefixes on BrainPop Jr. then complete the Easy Quiz (submit to teacher)
- Day 2: Complete the Nearpod: HNOKV
- Day 3: Go on getepic.com and read the book: "Me First: Prefixes Lead the Way"
- Day 4: You need to write a paragraph using some of the prefixes that you have learned this week. Make sure you underline them and upload to seesaw.
- Day 5: Complete the Quizizz: 682303 *classwork grade*

ACCELERATED:

Reading: Point of View

- Day 1: Complete assigned iReady lesson: Exploring Point of View in Literature
- Day 2: Nearpod: YUVQN – point of view practice game
- Day 3: Point of View Quizizz: 450317 *classwork grade*
- Day 4: BrainPop assignment: Point of View
- Day 5: Go to ReadWorks.com, click "Student Login," then use code NYDPWX and password 1234 to login. Find your name, then complete the assignment "She Gets to Go." *classwork grade*

Grammar: Prepositional Phrases

- Day 1: BrainPop assignment: Prepositional Phrases
- Day 2: On Epic, read "Under, Over, By the Clover."
- Day 3: Create a drawing on Seesaw to illustrate at least one prepositional phrase.
- Day 4: Nearpod YETLC
- Day 5: Write a short story (paragraph) in first person point of view. Underline any prepositional phrases that you use. Challenge: Rewrite the same story from third person point of view. (If possible, write this on Seesaw!)

MAY DO

- 15 Minutes of iReady Reading
- 15 Minutes of Reading via Epic or MyOn. Read at least 3 different genres.
- Read a book of your choice. Record any prefixes you find while reading. Circle the prefix and underline the root word.
- Write a descriptive narrative about what it is in your room. (include setting, details, a beginning/middle/end, and correct punctuation and capitalization.)
- Write an opinion piece about what is the best meal of the day. (include at least 3 opinions and facts to support them)
- BrainPOP Jr via Launchpad. Watch videos take quizzes and submit.
 - Main Idea
 - Compare & Contrast
 - Facts & Opinions
 - Writing a Paragraph

MATH

MUST DO: Please complete activities in order.

ON:

- Day 1: BrainPop Jr via Launchpad: Time to the Minute (take and submit Hard and Easy quiz)
- Day 1: Nearpod: HQSEF (Elapsed Time)
- Day 2: Seesaw via launchpad. Activity: Elapsed Time
- Day 3: Create a schedule of your day. Include what time you start and stop each activity. How much time did you spend doing each activity?
- Day 3: Quizizz: 544903 *classwork grade*
- Day 4: BrainPop via launchpad: Elapsed time (take and submit quiz)
- Day 5: iReady lessons: Tell and Write Time, Practice: Tell and Write Time, Solve Problems about Time. (teacher has assigned via Launchpad)

ADVANCED:

- Day 1: Watch "Distributive Property" on Brainpop from Launchpad (take and submit quiz)
- Day 2: Get onto Seesaw through and complete assignment "Modeling the Distributive Property of Multiplication" under your Math Class activities.
- Day 3: Watch this video link (shorturl.at/FMNW8) to review Area Model of multiplication.
- Day 3: Quizizz.com and take the quiz "Area Model Multiplication" CODE: 625071 *classwork grade*
- Day 4: Complete Nearpod "Multiplication and Division Word Problems" CODE: JKLYF
- Day 5: Get onto Seesaw through and complete assignment "Math Problem Solving"- Multiplication and Division" under your Math Class activities.
- Day 5: Quizizz.com "Multiplication Word Problems" CODE: 686544 *classwork grade*

ACCELERATED:

- Day 1: Nearpod: EZKJQ (Right, Acute, and Obtuse Angles)
- Day 2: BrainPop assignment: Angles
- Day 2: Seesaw activity: Identify the Angle
- Day 3: Find and identify angles around your house. Make a T-chart to sort them. (Option: Make your T-chart on Seesaw!)
- Day 3: Angles Quizizz: 030902 *classwork grade*
- Day 4: Nearpod: SXHKF (Points, Lines, and Rays)
- Day 5: BrainPop assignment: Points, Lines, Segments, and Rays

MAY DO

- 15 minutes of iReady
- FactDash
- Make a Seesaw on how to use a number line to help tell elapsed time.
- BrainPOP Jr via Launchpad. Watch videos, take quizzes and submit.
 - Area
 - Line Graphs
 - Pictographs
 - Equivalent Fractions
 - Arrays
 - Polygons
- ACC: Play math games on Mrs. Yann's Symbaloo (bit.ly/MrsYann)

Special Areas

Complete 1 activity from the choices below based on your daily special areas schedule (i.e. If you have PE on Monday, complete a PE activity on Monday.)

Specials Schedule

	Teacher/ Group Name: Hall	Teacher/ Group Name: Havens	Teacher/ Group Name: Tyson	Teacher/ Group Name: Toothill	Teacher/ Group Name: Yann
Monday	Music	ART	PE	PE	STEM
Tuesday	PE	Music	Art	STEM	ART
Wednesday	STEM	PE	Music	Art	PE
Thursday	PE	STEM	PE	PE	Music
Friday	ART	PE	STEM	Music	PE

Physical Education (choose 1 per week)	<ul style="list-style-type: none"> • Create a short 4 skill jump rope routine and take a video if you wish. Please use the skills we have learned in class. • Play KEEP IT MOVING. Use the link below to access the game board. You may play by yourself or with a family member. KEEPITMOVINGGAME • Let's get moving! This 25-minute kid's fitness video is for YOU! Move as fast or slow as you need to and have fun! Remember, just keep moving! FitnessBlenderFun • After watching and completing the video identify the 3 fitnessgram components used in the video. FitnessGramWarmUp
Music (choose 1 per week)	<p>4th and 5th Chorus Students:</p> <ul style="list-style-type: none"> • https://sbcemusic.weebly.com/chorus-homework.html • Use links under Chorus HW to listen to each song. Sing along as you listen to each song 2 more times. <p>3rd, 4th, and 5th General Music Students:</p> <ul style="list-style-type: none"> • https://www.quavermusic.com/teachertoolbox/?mode=3 • Class code – JBJ5N • Click Instruments and Knowledge. Explore Orchestral Brass, Orchestral Woodwinds and Orchestral Strings. <p>ALL STUDENTS-</p> <ul style="list-style-type: none"> • Using materials from around your house, create a musical instrument. Create a real instrument or invent a new one. Play or sing a song with your instrument for a family member, friend or even a favorite stuffed animal. • Use the following link and follow the directions below: • https://www.quavermusic.com/teachertoolbox/?mode=3 • Class code – JBJ5N • Click Instruments and Knowledge. Explore Clarinet, Guitar, Piano, and Violin.

<p>STEM (choose 1 per week)</p>	<ul style="list-style-type: none"> Using materials from around your house, create a model of a habitat for an animal. Be sure to include the food and water source or an explanation of the sources. Explain your creation to someone in your family. Create a treasure map OR create a map of your bedroom. Be creative! You may use your real home as your guide or pretend and use your dream home! Share your creation with your family. Let's Get Coding! Use the following websites to practice coding for 20 mins. https://hourofcode.com/us/learn https://scratch.mit.edu/ https://blockly.games/
<p>ART (choose 1 per week)</p>	<p>Students may use pencils, colored pencils, crayons and/or markers in a sketchbook or on a piece of paper for the following activities unless otherwise specified. Visit this site: https://www.smore.com/jxywp to access teacher examples and additional activities.</p> <p>Yayoi Kusama!</p> <ul style="list-style-type: none"> Read the article on artist, Yayoi Kusama, at the link below. Draw a portrait of a friend, a family member, or yourself covered in polka dots. Draw them in a pattern-filled world. Remember a pattern is a design that repeats. Get creative! https://www.tate.org.uk/kids/explore/who-is/who-yayoi-kusama <p>Elements of Art!</p> <ul style="list-style-type: none"> Follow the link below to watch the Brain Pop video about the elements of art. Draw a picture of dancing fruit. Use at least two of the elements of art in your drawing. Write a few sentences about your dancing fruit and explain how you used the elements of art your drawing. https://jr.brainpop.com/artsandtechnology/art/elementsofart/ Login: <i>sbce</i> Password: <i>learn</i> <p>Create A Collage!</p> <ul style="list-style-type: none"> Materials: Scissors, glue (or tape), markers, paper Watch the video about collage artist, Henri Matisse. Follow the directions to create your own Matisse collage with geometric and free-form shapes. If you do not have construction paper at home you can use newspaper, magazines, gift wrap, tissue paper, recycled paper, or paper colored with markers. https://www.youtube.com/watch?v=hy4DUpsC22c
<p>MEDIA CENTER (optional)</p>	<p><i>* Dedicate 20 minutes to reading a book of your choice each day. If you're looking for a new book to read, check out the available eBook options by following the steps below.</i></p> <ol style="list-style-type: none"> https://launchpad.classlink.com/fcs Log in to ClassLink Click on e-Library Select MackinVia Type animals in search resources box and read a book about your favorite animal. <p><i>*Bookflix- listen to a story and do the Puzzlers.</i> https://bookflix.digital.scholastic.com/category/pairs/node-33985?authCtx=U.600156313 Username: <i>crossing</i> password: <i>crossing</i></p>

Social-Emotional Learning

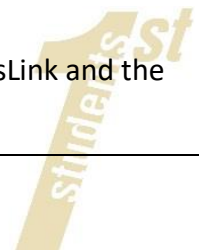
Complete 1 activity of your choosing each week. Click on the link to go to the activity then complete the reflection questions listed below on a separate piece of paper.

1. [Reflection in Me Video](#)
 - a. Look in the mirror and list three things you love about yourself.
 - b. Write down 3 specific compliments to give to yourself. Once complete, go to a mirror and read each compliment to yourself. (Remember to consider qualities you can't see too).
2. [Color Your World with Kindness](#)
 - a. Name something someone did for you that was kind. How did it make you feel?
 - b. What is something kind you can do for someone at school? What is something kind you can do for someone at home?
3. [Personal Space Camp](#)
 - a. What does "personal space" mean?
 - b. What should you do if another student comes into your personal space?
4. [Inside Out: Guessing the Feelings](#)
 - a. Watch the video and see if you can guess each of Riley's feelings.
 - b. After the video, draw a picture of the feelings that live inside your head and what you think each of them might look like.
5. [Bullying and Cyberbullying: What's the difference?](#)
 - a. What is the difference between being mean, and bullying?
 - b. How is cyberbullying different than bullying?
 - c. What will you do if you see cyberbullying?
6. [Private and Personal Information](#)
 - a. Name two things you should not put on social media.
 - b. What are some good things about using social media?

Just for Fun:

1. [Yoga Fun](#)
2. [Mindfulness](#)
3. [I am Human & I am Peace](#)

Additional content is also available in the Connect with Kids resource located on ClassLink and the Infinite Campus Parent Portal.



Parent/Guardian(s): I certify that my child completed 35 minutes of literacy learning, 35 minutes of math learning, and 20 minutes of special areas learning daily, as well as 1 social-emotional learning activity per week. We have checked off the tasks completed and attached completed assignments to this page. I understand that my child is expected to complete graded assignments within 2 weeks of returning to normal school operations.

Parent/Guardian Signature: _____