

SBCE TeleSchool: Grade 3

- 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)	<i>on:</i> 2BZYBV	<i>on:</i> NEGRSM	<i>on:</i> S7FQ26	<i>Red (on):</i> BJHBZA	<i>on:</i> HEXSAR	<i>teal & amber:</i> 34PCE7
	<i>adv:</i> RRELRR	<i>adv:</i> N4CYC7	<i>adv:</i> KQCCNQ	<i>Blue (adv)</i> QNWLMQ	<i>adv:</i> LLKFQH	<i>flaming & royal:</i> NYDPWX

LITERACY

MUST DO-Please complete in this order

ON:

Reading: Comparing and Contrast Key Details

- (Day 1) On Epic, read the stories “Me... Jane” and “Time for Kids - Jane Goodall”
- (Day 2) Create a Venn Diagram and compare the key details from “Me... Jane” to the details in “Time for Kids - Jane Goodall” finding what the stories have in common verses what is different in the story. (A Venn diagram is on Seesaw as an option.)
- (Day 3) ReadWorks.org: Seat Belts Mean Safety ***classwork grade*** (Use your class code from the table at the top of the page. Find your name. Your password is 1234.)
- (Day 4) Seesaw activity- Quia: Compare and contrast Practice
- (Day 5) Health---See the health section below.

Grammar: Suffixes

- (Day 1) Watch BrainPop: Roots, Prefixes, and Suffixes



- (Day 2) Read suffixes book on Epic: “-Ful and –Less –Er and –Ness, What is a Suffix?”
- (Day 3) Suffixes Nearpod: BLTYM
- (Day 4) Suffixes Quizizz: 817259 *classwork grade*
- (Day 5) Read a book of your choice. Record any suffixes you find while reading. Circle the suffix and underline the root word.

ADVANCED:

Reading: Comparing and Contrast Key Details

- (Day 1) On Epic Read the stories “The Boo Boos that Changed the World” and “Innovations in Health”
- (Day 2) Create a Venn Diagram and compare the key details from “The Boo Boos that Changed the world” to the details in “Innovations in Health” finding what the stories have in common verses what is different in the story. (A Venn diagram is on Seesaw as an option.)
- (Day 3) ReadWorks.org: Safety During Storms *classwork grade* (Use your class code from the table at the top of the page. Find your name. Your password is 1234.)
- (Day 4) Seesaw activity- Quia: Compare and Contrast Practice
- (Day 5) Health ---See Below

Grammar: Suffixes

- (Day 1) Watch BrainPop: Roots, Prefixes, and Suffixes
- (Day 2) Read suffixes book on Epic: “-Ful and –Less –Er and –Ness, What is a Suffix?”
- (Day 3) Suffixes Nearpod: BLTYM
- (Day 4) Suffixes Quizizz: 817259 *classwork grade*
- (Day 5) Read a book of your choice. Record any suffixes you find while reading. Circle the suffix and underline the root word.

ACCELERATED:

Reading: Comparing and Contrast Points of View of the Same Event

- (Day 1) Read the “Ruby Bridges Article,” which you can find on the Symbaloo (red reading box). You may want to take some notes on the author’s point of view (third person).
- (Day 2) Watch the “Ruby Bridges Interview.” which you can find on the Symbaloo (red reading box). You may want to take some notes on the author’s point of view (first person).
- (Day 3) Create a Venn Diagram to compare and contrast Ruby’s point of view in the interview with the article author’s point of view. How did they portray events similarly and differently? (A Venn diagram is on Seesaw as an option.)
- (Day 4) Go to ReadWorks.org, click “Student Login,” then use code NYDPWX and password 1234 to login. Find your name, then complete the assignment “Winning the Vote.” *classwork grade*
- (Day 5) Health – See health section below.

- (Day 1) On Epic, read “Prepositions” by Ann Heinrichs
- (Day 2) Seesaw activity: Prepositions: What's your Position
- (Day 3) Prepositions Quizizz: 612924 *classwork grade*
- (Day 4) On Seesaw, write a note to explain why we should use prepositions and prepositional phrases in our writing.
- (Day 5) Read a book of your choice. Take note of any prepositional phrases you find.

ALL Students: Health (Day 5)

- Watch the BrainPop video via Launchpad: First Aid
- Write an informational piece about what you should have in your home first aid kit. Do this on Seesaw or in Microsoft OneNote so that your teacher can see it!

MAY DO

- 15 Minutes of iReady Reading
- 15 Minutes of Reading via Epic or MyOn. Read at least 3 different genres.
- Write a descriptive narrative about something you did this week. (Include setting, details, a beginning/middle/end, and correct punctuation and capitalization.)
- Write an opinion piece about your favorite TV show, movie, or book. (Include at least 3 opinions and facts to support your opinion.)
- BrainPop Junior via Launchpad. Watch videos take quizzes and submit.
 - Reading Nonfiction
 - Sequence
 - Cause and Effect
- Typing practice (black Learning.com icon on Classlink/Launchpad)

MATH

MUST DO: Please complete activities in order.

ON (Cikesh, Hall, Havens, Toothill): Capacity

- (Day 1) Intro to Capacity on Epic “Marvelous Measurements”
- (Day 1) Log onto McGraw Hill Math (through launchpad) Complete Chapter 11 Lesson 1 (Watch the intro video)
- (Day 1) Complete Workbook (click ebook) pages 633-638
- (Day 2) Log onto McGraw Hill Math (through launchpad) and Complete Chapter 11 Lesson 2 (Watch the introduction video)
- (Day 2) Complete Workbook pages (click ebook) pages 639-644
- (Day) Mass Practice on SeeSaw
- (Day 3) Nearpod: RDAZO
- (Day 4) iReady Lesson: Solve Problems About Liquid Volume
- (Day 5) Quizizz: 795093 ***Classwork***

ADVANCED (Tyson): Division

- (Day 1) Watch this video link to review multiplication and division word problems
<https://www.youtube.com/watch?v=igpVebLCD8k>
- (Day 1) Sign onto classlink- to McGraw Hill- My Math , Grade 4-ebook- complete pg. **301/302**
- (Day 2) Brainpop through classlink, watch “**Division**” then take the **quiz** and submit to be graded ***Classwork*** (Complete review quiz first if needed)
- (Day 3) Sign onto classlink- to McGraw Sign onto launchpad- to McGraw Hill- My Math , Grade 4 -ebook- complete pg. 329/330 Hill- math book-ebook- complete **pg. 329/330** “Divide Multiples of 10, 100, and 1,000 (instruction piece) then complete **pg. 331/340**.
- (Day 4) BrainPop Jr through classlink, watch “Division with Remainders”
- (Day 4) Sign onto classlink- to McGraw Hill- My Math , Grade 4 -ebook- complete **pg. 341/342** “Hands On, Use Place Value to Divide” (instructional piece).
- (Day 5) Sign onto classlink- to McGraw Hill- My Math , Grade 4 -ebook- complete **pg. 343/344** (practice).
- (Day 5) Rewatch Brainpop Jr video “Division with Remainders” from yesterday if needed, through launchpad. Then take **BOTH the Easy/Hard Quizzes** and submit for a grade ***Classwork Grade***

ACCELERATED (Yann): Types of Lines

- (Day 1) iReady assigned lesson: Identify Points, Lines, and Rays
- (Day 1) Seesaw activity: Identify Lines, Line Segments, Points, and Rays
- (Day 2) Nearpod: LUDEP (Parallel and Perpendicular Lines)
- (Day 3) BrainPop assignment: Parallel and Perpendicular Lines
- (Day 3) Find and identify examples of parallel and perpendicular lines around your house. Make a T-chart to sort them. (Option: Make your T-chart on Seesaw!)

- (Day 4) Launchpad --> McGraw Hill --> MyMath --> eBook: Read pages 879-880. Complete practice pages 881 and 882. (You can print these pages or write your work on a separate piece of paper.)
- (Day 4) Seesaw activity: Parallel and Perpendicular Lines
- (Day 5) Launchpad --> McGraw Hill --> MyMath --> Chapter 14: Geometry --> My Math Words... Underneath "Lesson Resources," click on the right arrow twice until you can click on the box that opens "My Vocabulary Cards." Use this to review important vocabulary words.
- (Day 5) Quizizz: 948629 *classwork grade*

MAY DO

- 15 minutes of iReady
- FactDash
- BrainPOP Jr via Launchpad. Watch videos, take quizzes and submit.
 - Fractions
 - Graphs (Bar Graph, Pictograph, or Line Plot)
 - Measurement
- On Level:** On SeaSaw post a "Capacity Tour" showing items and what their capacity would be, our what unit of measurement would you use.
- Advanced:** Play a division game on Multiplication.com
<https://www.multiplication.com/games/division-games>
- Accelerated:** Geometry Choice Board on Mrs. Yann's website (math tab) Choose a task!

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.)



 Henry Schools
 Where Students Come First

Specials Schedule

	Teacher/ Group Name: Hall	Teacher/ Group Name: Havens	Teacher/ Group Name: Tyson	Teacher/ Group Name: Toothill	Teacher/ Group Name: Yann	Teacher/ Group Name:
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.
STEM (choose 1 per week)	<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/

1st

<p>ART</p> <p>(choose 1 per week)</p>	<ul style="list-style-type: none"> • https://blockly.games/ <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.smores.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: sbce Password: learn <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</p> <p>(optional)</p>	<p>* 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.</p> <ol style="list-style-type: none"> 1. https://launchpad.classlink.com/fcs Log in to ClassLink 2. Click on e-Library 3. Select MackinVia 4. Type animals in search resources box and read a book about your favorite animal. <p>*Bookflix- listen to a story and do the Puzzlers.</p> <p>https://bookflix.digital.scholastic.com/category/pairs/node-33985?authCtx=U.600156313</p> <p>Username: crossing password: crossing</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: _____