

Cross Cat/Resource

3<sup>rd</sup> Grade

5/18 - 5/29

## Remote Learning Packet

**Dates: May 18 - May 29**

3rd Grade Cross Cat/Resource					
Morning Message: Welcome Students! We hope you are feeling great today:					
Morning Check-in: Make sure you have all of your materials, including writing utensils!					

ELA					
Day	Monday May 18	Tuesday May 19	Wednesday May 20	Thursday May 21	Friday May 22
Time	20 minutes	20 minutes	20 minutes	20 minutes	20 minutes
Learning Target	I can work on my reading and writing IEP goals				
Learning Experiences Directions	<b>All About Jane Goodall:</b> read the story about Jane and answer the questions on the following page. Remember to use complete sentences!	<b>Home Run Adjectives:</b> Circle each adjective in the sentence and underline the noun. Remember an adjective describes a noun.	<b>Read and Review - Grandpa's Boat:</b> Read the passage and the questions that follow the passage. Look back in the story to make sure you have the correct answers.	<b>Creative Writing - Food:</b> Describe what some of your favorite things are that are related to food. Use complete sentences and good handwriting.	<b>Review:</b> look back at the worksheet you completed this week. Did you find any mistakes? If you did, fix them in a different color. Once you have reviewed them, take a picture of your favorite worksheet and send a picture to your teacher!
How will my teacher know that I have learned this?	Take a picture of your favorite page and send it to your teacher by text or email. If no tech, your teacher will call and talk about the worksheets with you on your video conferences or phone calls.				

ELA					
Day	Monday May 25	Tuesday May 26	Wednesday May 27	Thursday May 28	Friday May 29

Time	20 minutes	20 minutes	20 minutes	20 minutes	20 minutes
Learning Target	I can work on my reading and writing IEP goals				
Learning Experiences Directions	<b>No Remote Learning:</b> Memorial Day	<b>The Fox and The Crow:</b> Read the story and answer the two questions.  Then complete the endangered word search!	<b>Nouns and Adjectives:</b> Underline the nouns and adjectives in each sentence. Remember that a noun is a person, place, thing, or animal.	<b>Verbs ending in -ING:</b> Use the correct verb in the blank and make sure to add the ending -ing, so that the sentence makes sense.	<b>Review:</b> look back at the worksheet you completed this week. Did you find any mistakes? If you did, fix them in a different color. Once you have reviewed them, take a picture of your favorite worksheet and send a picture to your teacher!
How will my teacher know that I have learned this?	Take a picture of your favorite page and send it to your teacher by text or email. If no tech, your teacher will call and talk about the worksheets with you on your video conferences or phone calls.				

MATH					
Day	Monday May 18	Tuesday May 19	Wednesday May 20	Thursday May 21	Friday May 22
Time	20 minutes	20 minutes	20 minutes	20 minutes	20 minutes
Learning Target	I can work on my math IEP goals. I can tell the value of each coin.				
Learning Experiences Directions	<b>Addition and Subtraction:</b> Complete the two worksheets using addition and subtraction.	<b>Count and Add:</b> Complete the addition problem. Remember to use the blocks if you need help solving.	<b>Reading Calendars:</b> Look at the calendar for May 2020. Answer the questions that go along with the calendar.	<b>Fractions:</b> Color each of the lion to show the correct fraction that is next to the picture.	<b>Review:</b> look back at the worksheet you completed this week. Did you find any mistakes? If you did, fix them in a different color. Once you have reviewed them, take a picture of your favorite worksheet and send a picture to your teacher!

How will my teacher know that I have learned this?	Take a picture of your favorite page and send it to your teacher by text or email. If no tech, your teacher will call and talk about the worksheets with you on your video conferences or phone calls.
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MATH					
Day	Monday May 25	Tuesday May 26	Wednesday May 27	Thursday May 28	Friday May 29
Time	20 minutes	20 minutes	20 minutes	20 minutes	20 minutes
Learning Target	I can work on my math IEP goals.				
Learning Experiences Directions	<b>No Remote Learning:</b> Memorial Day	<b>Getting to School:</b> Using the bar graph answer the questions at the bottom of the page.	<b>Multiplying by Three:</b> Using a multiplication strategy or chart, complete the multiplication problems.	<b>Wordy Word Problems:</b> Read the word problem and then solve each problem.	<b>Review:</b> look back at the worksheet you completed this week. Did you find any mistakes? If you did, fix them in a different color. Once you have reviewed them, take a picture of your favorite worksheet and send a picture to your teacher!
How will my teacher know that I have learned this?	Take a picture of your favorite page and send it to your teacher by text or email. If no tech, your teacher will call and talk about the worksheets with you on your video conferences or phone calls.				

Movement Break, Art Activity, Music- Choose one activity each day - 10 minutes
Each special plans 1 daily activity or choice board with directions

# All About Jane Goodall



Jane Goodall was born in London, England in 1934. As a child, she loved animals. She was curious about animals. She spent hours watching the animals in her backyard to learn about them. Jane dreamed of traveling to the continent of Africa. She wanted to learn all about animals. When Jane was 22 years old she traveled to Kenya. There she met and was hired by Dr. Louis Leakey, an archaeologist and paleontologist. She was sent to Gombe Stream National Park in Tanzania to learn about chimpanzees.

Dr. Louis Leakey asked Jane to observe a group of chimpanzees to learn about their behaviors. At first the chimpanzees were very shy, but later Jane was able to observe them closely. She learned that chimpanzees use tools, just like people! She made many other important discoveries about chimpanzees at Gombe. She wrote her first book called *The Chimpanzees of Gombe: Patterns of Behavior* to share what she learned. Jane wrote many books and became an animal conservationist. A conservationist is someone who works to preserve natural resources and environments. She helps to save chimpanzees around the world through research and education.

Name \_\_\_\_\_

Date \_\_\_\_\_

# All About Jane Goodall

**Directions:** Answer the questions about the text.

1. What was Jane interested in as a child?

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2. What does it mean to be a conservationist?

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3. What is one thing that Jane learned about chimpanzees?

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4. What else would you like to know about Jane Goodall? Share your ideas with a friend.

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# Home Run Adjectives

## DIRECTIONS:

Circle the adjective in each sentence. Underline the noun that it describes.

## EXAMPLE:

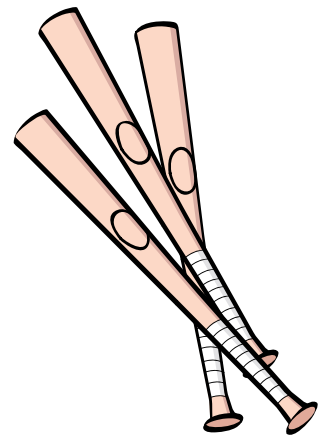
The white ball flew over the fence.

In this example, the word “white” is an adjective. It describes the noun, “ball.”

Note: There may be more than one adjective in a sentence.



1. We went to an exciting baseball game on Saturday.
2. The stadium was filled with happy fans.
3. The stadium was so large we had a hard time finding our seats.
4. Once we found our seats, we ordered delicious hot dogs.
5. The hot dogs were so hot they burned our mouths.
6. To cool our mouths down we ordered some ice-cold lemonade.
7. By the time we finished our tasty lemonade the game had started.
8. To the left and right of us, fans were eager for the first pitch of the game.
9. As the game went on the noisy fans never calmed down.
10. The players were just as happy about the game as the fans were.
11. I have never experienced such a lively game in my life.
12. My favorite part of the game was the foul ball that I caught with my old glove.
13. My dad bought me fluffy cotton candy to celebrate my great catch.
14. That game was one of the best baseball games I ever saw.



# Read & Review

Read the story and fill in the best answer for each question below.

## GRANDPA'S BOAT

Jamie spent a beautiful Saturday with her grandpa on his fishing boat. He picked her up at her house very early in the morning. They stopped for breakfast on the way to his favorite fishing spot, Lake Francisco.

Once they arrived at the lake, Grandpa put a worm on Jamie's hook, then showed her where to cast her line. While they waited for the fish to bite, Grandpa told Jamie stories about his childhood in Italy.

Suddenly, Jamie's fishing pole bobbed down sharply. She quickly began reeling in her catch as Grandpa reached for the net. A few moments later, Jamie lifted the trout out of the water into the net. Grandpa was so proud of Jamie that he took a picture of her holding her prize!

On what day did Jamie and Grandpa go fishing?

- ☐ Sunday
- ☐ Monday
- ☐ Saturday

Where did Grandpa spend his childhood?

- ☐ France
- ☐ Italy
- ☐ Lake Francisco

What is the name of Grandpa's favorite fishing spot?

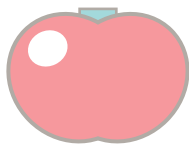
- ☐ Lake Francis
- ☐ Lake Francisco
- ☐ Lake Franco

What kind of fish did Jamie catch?

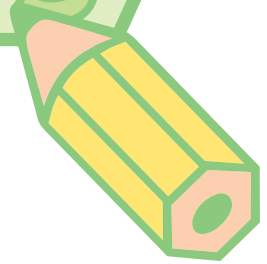
- ☐ A trout
- ☐ A bass
- ☐ A salmon



# Creative Writing



## Food



Complete the sentences below.

1. My favorite food is \_\_\_\_\_ because

\_\_\_\_\_

2. My favorite restaurant is \_\_\_\_\_

\_\_\_\_\_

3. On my birthday I like to eat \_\_\_\_\_

\_\_\_\_\_

4. During the summer I always eat \_\_\_\_\_

\_\_\_\_\_



5. The meal I like to eat with my family most is \_\_\_\_\_

\_\_\_\_\_

6. Some foods I can make all by myself are \_\_\_\_\_

\_\_\_\_\_

7. The food I like to share most with my friends is \_\_\_\_\_

\_\_\_\_\_

Name: \_\_\_\_\_

Date: \_\_\_\_\_

# The Fox and the Crow



Flattery is complimenting or praising someone to get something in return. **Read this fable about a hungry fox. Then answer the questions below.**

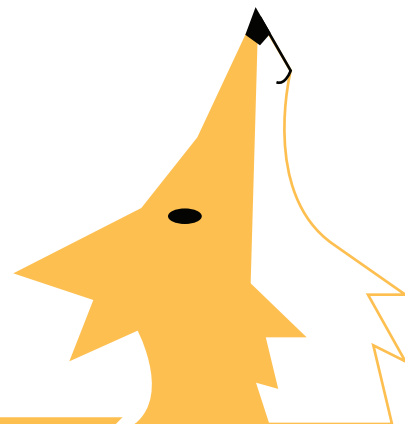
A fox was walking through the forest when he saw a crow sitting on a tree branch with a fine piece of cheese in her beak. The fox wanted the cheese and decided he would be clever enough to outwit the bird. "What a noble and gracious bird I see in the tree!" proclaimed the fox, "What exquisite beauty! What fair plumage! If her voice is as lovely as her beauty, she would no doubt be the jewel of all birds!" The crow was so flattered by all this talk that she opened her beak and gave a cry to show the fox her voice. "Caw! Caw!" she cried, as the cheese dropped to the ground for the fox to grab.

How does the fox trick the crow?

- A) The fox offers the crow jewels until she gives him the cheese.
- B) The fox teases the crow until she cries, dropping the cheese.
- C) The fox compliments the crow until she opens her mouth, dropping the cheese.

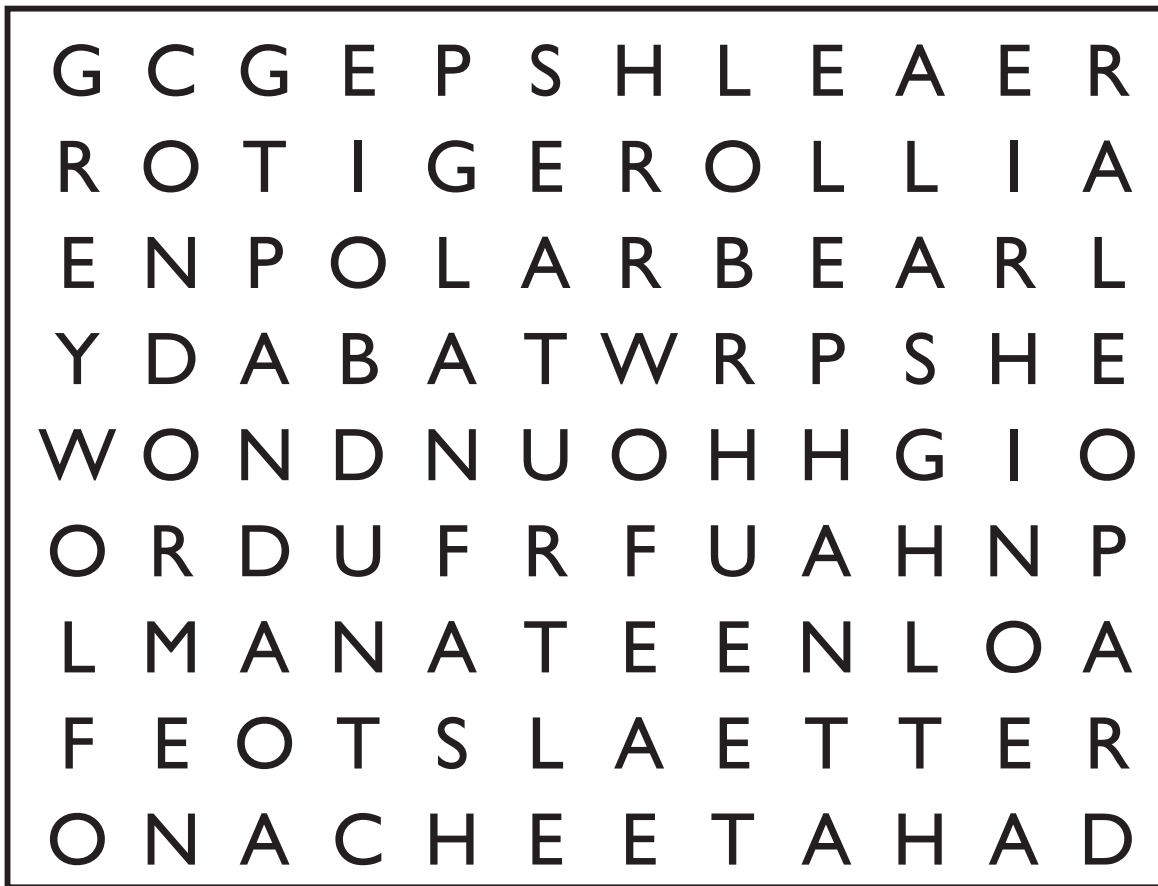
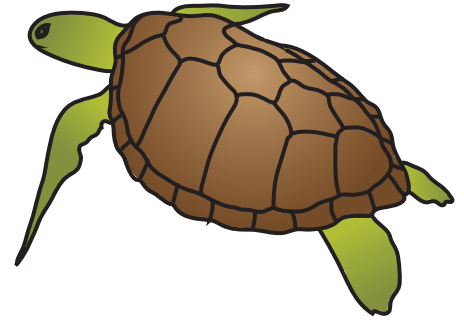
What is the moral or lesson of this story?

- A) Don't listen to flatterers.
- B) Don't take other people's food.
- C) Listen to compliments.

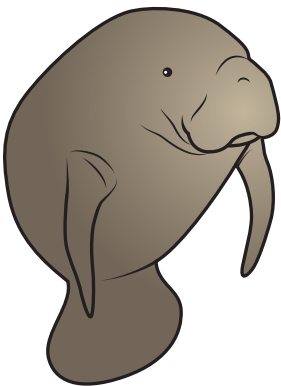


# ENDANGERED

*All these animals are endangered, which means they are in danger of going extinct.*

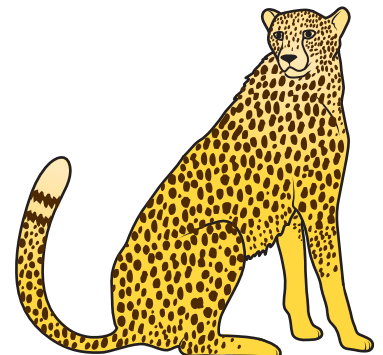


*The names of all these animals are hidden in this word search. They can go horizontally, vertically, or diagonally. Can you find all of them?*



CHEETAH  
MANATEE  
SEA TURTLE  
WHALE  
TIGER  
PANDA

LEOPARD  
RHINO  
ELEPHANT  
POLAR BEAR  
CONDOR  
GREY WOLF



# Nouns & Adjectives

Underline the nouns and adjectives in each sentence.

1. I really want to go camping this summer.
2. Franklin packed his hiking backpack full of supplies.
3. Our entire family is going to Mount Hood this summer.
4. An old memory I always remember is swimming at Lake Tahoe.
5. The giant sequoias are among the tallest trees in the world.
6. The mighty wind was perfect for sailing on the pristine lake.
7. Summer is my favorite time of the year.
8. Peter hiked the difficult trail to the secret lake.
9. Jackie was planning to do some reading under a tree this summer afternoon.
10. Daniel goes fishing every summer to relax and to breathe some fresh air.



# Learning about Verbs with "ing"



You've probably seen a lot of verbs with "ing" at the end. Verbs are action words and a verb ending with "ing" is one that is used to talk about an ongoing action. Here is an example:

My friend Kitty is reading a story about a princess and a frog.

**Add "ing" to the verbs so that they describe the continuing actions in the following sentences. Sometimes you may have to leave off the "e" on the end of the verb before you add the "ing."**

1. I am \_\_\_\_\_ for the bus with my friend.
2. My cousin is \_\_\_\_\_ for the airport in an hour.
3. My mom is \_\_\_\_\_ my favorite song.
4. He is \_\_\_\_\_ a surprise birthday party for his father.
5. Our class is \_\_\_\_\_ a book drive.
6. My brother is \_\_\_\_\_ to find his sweater.
7. The girl is \_\_\_\_\_ a picture.
8. Do you need help \_\_\_\_\_ your room?
9. The children are \_\_\_\_\_ a fun game.
10. They are \_\_\_\_\_ a tree house.
11. My teacher is \_\_\_\_\_ our tests right now.

wait

leave

sing

throw

organize

try

draw

clean

play

build

grade

Name \_\_\_\_\_

2 DIGIT ADD  
NO REGROUPING



Add to solve. Color each super shield by the code:

Sum = 25 or less Color RED

Sum = 26 to 49 Color BLUE

Sum = 50 or More Color YELLOW

$$\begin{array}{r} 21 \\ + 25 \\ \hline \end{array}$$

$$\begin{array}{r} 33 \\ + 34 \\ \hline \end{array}$$

$$\begin{array}{r} 13 \\ + 11 \\ \hline \end{array}$$

$$\begin{array}{r} 13 \\ + 12 \\ \hline \end{array}$$

$$\begin{array}{r} 24 \\ + 24 \\ \hline \end{array}$$

$$\begin{array}{r} 50 \\ + 25 \\ \hline \end{array}$$

$$\begin{array}{r} 44 \\ + 25 \\ \hline \end{array}$$

$$\begin{array}{r} 12 \\ + 10 \\ \hline \end{array}$$

$$\begin{array}{r} 31 \\ + 16 \\ \hline \end{array}$$

Name \_\_\_\_\_

2 DIGIT  
SUBTRACT  
NO REGROUPING



©Kim Shannon



Name: \_\_\_\_\_

Date: \_\_\_\_\_

## Count and Add Blocks

**Directions:** Count the blocks, and then write how many there are.

**Example:**

$$\begin{array}{r} 23 \\ + 4 \\ \hline \end{array}$$

27 in all

Tip: Write the number 10 above each group of 10 blocks.



$$\begin{array}{r} 13 \\ + 5 \\ \hline \end{array}$$

$$\begin{array}{r} 19 \\ + 3 \\ \hline \end{array}$$

$$\begin{array}{r} 15 \\ + 8 \\ \hline \end{array}$$

$$\begin{array}{r} 21 \\ + 4 \\ \hline \end{array}$$

$$\begin{array}{r} 12 \\ + 6 \\ \hline \end{array}$$

$$\begin{array}{r} 17 \\ + 2 \\ \hline \end{array}$$



Name \_\_\_\_\_ Date \_\_\_\_\_

## Reading Calendar Days and Dates

# May 2020

TIP: After answering the questions, use the calendar to plan and remember events!



Answer the following questions using the calendar below.

1. What day on the calendar is May 19?

\_\_\_\_\_

2. How many Tuesdays are there in May?

\_\_\_\_\_

3. Mother's Day is on the second Sunday in May. Write the date.

\_\_\_\_\_

4. The Cinco de Mayo Festival is on May the fifth. Write the day.

\_\_\_\_\_

5. Memorial Day is the day before the 28th of May. Write the date two ways.

\_\_\_\_\_

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24 31	25	26	27	28	29	30

Name \_\_\_\_\_

Color each lion to show the  
given fraction.



$= \frac{1}{2}$



$= \frac{1}{3}$



$= \frac{1}{4}$



$= \frac{1}{5}$



$= \frac{1}{6}$



$= \frac{1}{8}$



$= \frac{2}{2}$



$= \frac{2}{3}$



$= \frac{2}{4}$



$= \frac{2}{5}$



$= \frac{2}{6}$

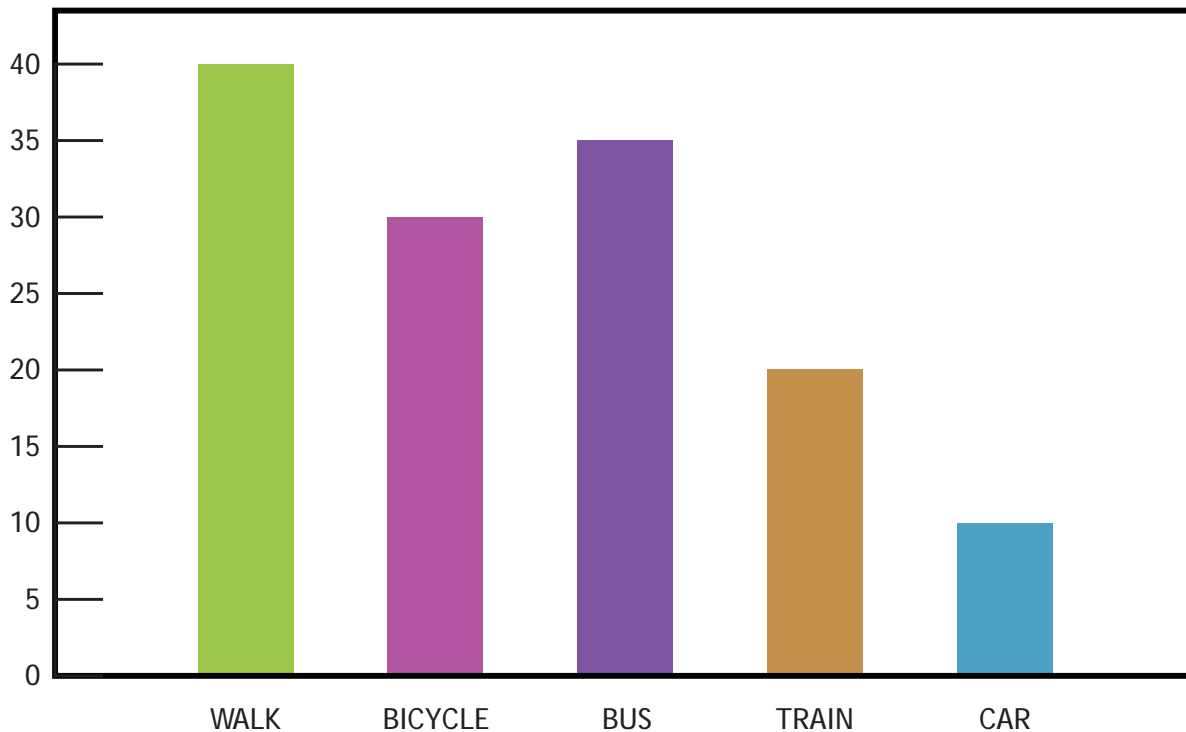


$= \frac{2}{8}$

# Getting to School



Use the **bar graph** to answer the questions.



A group of students at Parkside Elementary School made a bar graph to show how they get to school.

How many students ride their bicycle to school? \_\_\_\_\_

Do more students ride their bicycle or get a ride in a car? \_\_\_\_\_

How many more students take the bus to school than take the train? \_\_\_\_\_

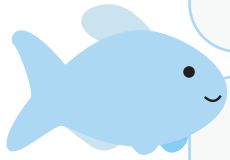
How many students ride in a car to school? \_\_\_\_\_

How many students take the train and walk to school combined? \_\_\_\_\_

How do most of the students get to school? \_\_\_\_\_

# Multiplying by Three

Find the **product**.



$$\begin{array}{r} 3 \\ \times 2 \\ \hline \end{array}$$

$$\begin{array}{r} 5 \\ \times 3 \\ \hline \end{array}$$

$$\begin{array}{r} 1 \\ \times 3 \\ \hline \end{array}$$

$$\begin{array}{r} 3 \\ \times 4 \\ \hline \end{array}$$

$$\begin{array}{r} 3 \\ \times 0 \\ \hline \end{array}$$

$$\begin{array}{r} 3 \\ \times 3 \\ \hline \end{array}$$

$$\begin{array}{r} 6 \\ \times 3 \\ \hline \end{array}$$

$$\begin{array}{r} 3 \\ \times 8 \\ \hline \end{array}$$

$$\begin{array}{r} 7 \\ \times 3 \\ \hline \end{array}$$

$$\begin{array}{r} 10 \\ \times 3 \\ \hline \end{array}$$

$$\begin{array}{r} 9 \\ \times 3 \\ \hline \end{array}$$

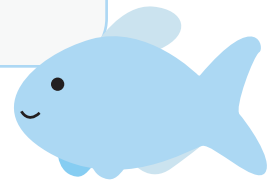
$$\begin{array}{r} 5 \\ \times 3 \\ \hline \end{array}$$

$$\begin{array}{r} 8 \\ \times 3 \\ \hline \end{array}$$

$$\begin{array}{r} 3 \\ \times 6 \\ \hline \end{array}$$

$$\begin{array}{r} 2 \\ \times 3 \\ \hline \end{array}$$

$$\begin{array}{r} 3 \\ \times 1 \\ \hline \end{array}$$



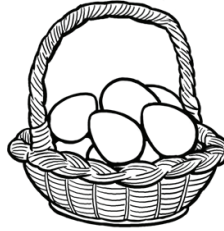
Fill in the multiplication chart.

$\times$	1	2	3	4	5	6	7	8	9	10
3										

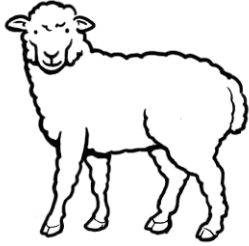
# Wordy Word Problems

Write an addition or subtraction sentence for each word problem. Solve the problem.

Farmer Green gathered 36 eggs from his chickens. His wife used 8 of them to make breakfast. How many eggs did Farmer Green have left?



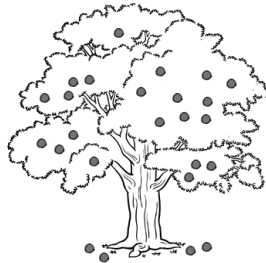
\_\_\_\_\_



There are 42 sheep are grazing in Farmer Green's pasture. Each sheep has 1 lamb. How many sheep and lambs are in the pasture?

\_\_\_\_\_

Farmer Green needs 100 apple trees for his orchard. He has 53 apple trees now. How many apple trees does he need to buy?



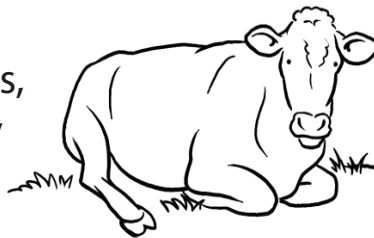
\_\_\_\_\_



Mrs. Green brought 75 jars of homemade jam to the farmer's market. She sold 49 jars. How many jars did she have left?

\_\_\_\_\_

Farmer Green has 22 brown cows, 16 black cows, and 4 tan cows. How many cows does he have in all?



\_\_\_\_\_

Farmer Green planted 18 rows of corn before lunch. He planted 31 more rows after lunch. How many rows of corn did he plant that day?



\_\_\_\_\_

**Steger Intermediate Center**  
**Remote Learning Activity - Specials Classes and Special Education**  
**Services**

**Directions: Please choose at least one activity to complete each day.**

**UPDATED 5/18 - 5/29**

<p style="text-align: center;"><b>Computers:</b></p> <p>I can use Technology to do research.</p> <p style="text-align: center;">Standard 2</p> <p style="text-align: center;">3rd/4th Grade</p> <p>Identify what type of website provides you with relevant, accurate information.</p> <p>Should Wikipedia be used as a source of information? Why or Why not?</p> <p>Pick a topic that interests you and write it at the top of a page. If possible, find three websites that give you good, accurate information about your topic.</p> <p>If finding websites is not possible, write down three things about your topic that you would like to research over the summer.</p> <p style="text-align: center;">2nd Grade</p> <p>What is your definition of the word "research"?</p> <p>What is your favorite game to play in the summertime? Write down three things that you could learn about the game by doing research on the computer.</p> <p>Draw a picture of yourself playing the game you chose.</p>	<p style="text-align: center;"><b>♪ Music ♪:</b></p> <p>Email Ms. Cate a picture or video of you singing or working on music or just a note saying "Hi." I miss you! <a href="mailto:acate@sd194.org">acate@sd194.org</a></p> <p style="text-align: center;"><i>I can demonstrate knowledge of music concepts.</i></p> <p style="text-align: center;"><i>I can explain how personal interests and experiences influence my musical preferences.</i></p> <p style="text-align: center;">Anchor Standard 7: Perceive and analyze artistic work.</p> <p>Complete the attached worksheet, "The Soundtrack to My Life."</p> <p>What song describes how you've been feeling while staying at home during this pandemic? Why?</p> <p>Now, choose one or more of the songs you included on your soundtrack to your life to analyze. Listen to the song and answer these questions...</p> <ol style="list-style-type: none"> <li>1. What is the style? (Classical, Rap, etc.)</li> <li>2. What instruments do you hear? Describe them.</li> <li>3. What is the tempo (speed)? Does it change? How does it change?</li> <li>4. What is the dynamic level (volume)? Does it change? How does it change?</li> <li>5. What is the mood of the song? (How does it make you feel?)</li> <li>6. How do the instrumentation, tempo, and dynamics affect the mood of the song?</li> </ol>	<p style="text-align: center;"><b>Nurse/Health/So. Wk:</b></p> <p>State one emotion you feel in each zone and a time you felt it. Draw that emotion</p> <p>Keep a journal of the foods you eat, the hours of sleep you get each night, the amount of water you drink, and the amount of exercise you participate in each day. After one week, reflect on the following questions:</p> <ol style="list-style-type: none"> <li>1. Did I drink enough water? (Kids should drink 5-7 cups of water each day!)</li> <li>2. Did I eat the recommended daily allowance of fruits and vegetables? (Kids should eat 1 ½ - 2 cups each of fruits and vegetables each day!)</li> <li>3. Did I participate in enough physical activity this week?(Kids should participate in 60 minutes or more of exercise each and every day!)</li> <li>4. Did I get enough sleep each night?(Kids need 9-12 hours of sleep each night!) WOW!</li> </ol> <p>So - how did you do? Keep your journal for another week and try to improve on these healthy habits.</p>
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## Gym/PT:

**Running:** Begin by walking around the block one time as a warm-up. Begin jogging to continue the warm-up. Jog around your block with a family member or pet. Begin running when you feel ready. Continue running, jogging or walking as needed. See if you can increase how many times you can run around the block in 25 minutes.

I can increase the distance that I run. State Goal 20

### **Bounce & Catch**

Using a tennis ball or other smaller ball, bounce the ball and try to catch it in an empty can.

I can improve hand-eye coordination by practicing bouncing and catching a ball. State Goal 19

### **Freeze Dance**

Play your favorite music. Have a family member press play and pause during the song. When the music stops, freeze in your pose and hold it until the music begins again. Do this for 5 songs. Notice how quickly or slowly your heart beats when you dance and when you pause.

I can tell when my heart beats faster. State Goal 20

### **Wall Ball**

Find a wall that you are allowed to throw a ball against. This can be inside, outside, at the park or against the porch stoop. Bounce the ball against the wall and catch it. Do this for 25 minutes.

I can improve hand-eye coordination by practicing bouncing and catching a ball. State Goal 19

**Fun Fitness Time:** Choose a sports or fitness activity that you enjoy. Send Mr. Moses an email, picture or video telling him what you did or showing him what you did. [bmoses@sd194.org](mailto:bmoses@sd194.org)

I can choose participation in a healthy activity. State Goal 24

## Speech & OT

### Speech:

\*Attributes: Describe the following items with at least 3 attributes (example: banana - you eat it, it's yellow, it's a fruit, it grows on a tree):  
1. Tree 2. Sock 3. Sheep 4. Guitar 5. Pencil

\*Ask an adult to tell you about a vacation when he/she was younger. Then, ask the adult 3 on topic questions about the adult's vacation.

\*Name the category:

1. Flower, bush, grass...these are all \_\_\_\_\_.
2. Hammer, saw, wrench...these are all \_\_\_\_\_.
3. Pencil, ruler, eraser...these are all \_\_\_\_\_.
4. Spring, summer, fall...these are all \_\_\_\_\_.
5. Steak, hamburger, bacon...these are all \_\_\_\_\_.

\*Tell an adult about 5 fun or exciting things that happened at school this year. Be sure to use the correct past tense verbs in your sentences.

(use good speech sounds and grammar when doing the above activities:)

(use easy, steady speech when doing the above activities -no "speedy" speech!)

5/18-5/29

OT:

\*make all the letters of your name out of playdoh

\*go for a scavenger hunt outside and find everything you can that starts with a specific letter of the alphabet. An example would be everything that starts with the letter T.

If you have any questions or need anything from OT please feel free to email me at [bbender@sd194.org](mailto:bbender@sd194.org)

## Library:

"Check out" Ms. Star on Youtube!

<https://www.youtube.com/channel/UCN6HKB8Zxt3TWHuAPNGqn8g>

New stories have been added and will be added so keep checking back.

What's YOUR story?  
Write a short story about yourself.  
(Biography)

Ms. Star wants to know what you are reading!

Send a video or picture of you reading to:  
[skaminski@sd194.org](mailto:skaminski@sd194.org)

Remember.. Reading isn't always a "book" it could be a newspaper, magazine or an article online.

READ! READ! READ!

<p><b>RtI and Title Reading:</b></p> <p><b>**If possible, take pictures and videos of any activities that you're doing and send to Mrs. Blievernicht, Mrs. Peick and/or Ms. St. Pierre**</b></p> <p><a href="mailto:tblievernicht@sd194.org">tblievernicht@sd194.org</a>  <a href="mailto:apeick@sd194.org">apeick@sd194.org</a>  <a href="mailto:tonistpierre@sd194.org">tonistpierre@sd194.org</a></p> <p><b>Phonics</b>  Get out your sidewalk chalk! (or crayons, or markers if you don't have any) Write your first and last name at the top, big and bold. Now see how many smaller words you can form from letters in your name. Write in all kinds of colors!</p> <p><b>Vocabulary</b>  Write a synonym and antonym for each word:</p> <ul style="list-style-type: none"> <li>• quiet</li> <li>• beautiful</li> <li>• dangerous</li> <li>• clever</li> <li>• repair</li> </ul> <p><b>Comprehension</b>  Think about a story you read from class this week. Answer the following questions:</p> <ol style="list-style-type: none"> <li>1. What would you change in the story and why?</li> <li>2. What does this story remind you of?</li> <li>3. What was the author's purpose with this story?</li> </ol> <p><b>Writing</b>  Use as many of the synonym and antonym words from the Vocabulary activity above in a short story, a poem, or a journal entry about your day.</p> <p><b>Fluency</b>  Have fun with your fluency--part 2!! Fluency practice incorporates accuracy, expression, and phrasing (reading more than one word at a time). Use any kind of</p>	<p><b>Art</b></p> <p><b>Send me pics of your chosen projects weekly</b>  <a href="mailto:mlorenzatti@sd194.org">mlorenzatti@sd194.org</a>  Whenever you have one completed.</p> <p>Anchor Standard 1: Generate and conceptualize artistic ideas and work.</p> <p><b>4th grade, check out how to make items go into the background by drawing a sideways V on your paper. I just posted mine on the district art website along with a how-to. Check it out!</b>  <a href="http://www.stegerart.wordpress.com">www.stegerart.wordpress.com</a></p> <p>"I can make art or design with various materials and tools to explore personal interests, questions, and curiosity"</p> <p><b>2nd graders, here is a lesson about the artist Jeff Koons who makes large sculptures, some of which look like balloon animals.</b></p> <p><a href="https://www.deepspacesparkle.com/jeff-koons-inspired-paper-balloon-dog/">https://www.deepspacesparkle.com/jeff-koons-inspired-paper-balloon-dog/</a></p> <p><b>3rd grade try this lesson inspired by the artist Keith Haring. You can use this method to draw people as well, by adding features and clothing.</b>  <a href="https://www.deepspacesparkle.com/keith-haring-action-figure-s/">https://www.deepspacesparkle.com/keith-haring-action-figure-s/</a></p> <p>Remember how to draw a tree? Start with a letter Y and keep adding branches, which are Ys as well. The trunk should be thinner than you think (take a look outside, or</p>	<p><b>RTI Math</b></p> <p>"I can write numbers three ways."</p> <p>Take three dice and roll 3 numbers. Write the numbers in order and read it outloud, for instance, 236. Then write it with letters, two hundred thirty six Finally, write it in expanded form, <math>200 + 30 + 6 = 236</math>. Roll the dice four more times and write those numbers in three ways also.</p> <p>"I can subtract two-digit numbers and rename if necessary to find the remainder. I can add two-digit numbers. I can decide when to add or subtract to correctly answer a problem."</p> <p>Take your age and subtract it from your parent's age. (Use an older relative if you prefer.)How old was your parent when you were born? How old will you be in 5 years? How many years until you go to Columbia Central? How many years until you can get a driver's license? Is there another special time you are looking forward to? How many years until that occurs?</p> <p>"I can draw an array to show how many. I can use repeated addition to demonstrate multiplication."</p> <p>Draw your favorite fruit. Now draw an array to show how many fruit you would eat altogether, if you had it for breakfast, lunch, and dinner for the next four days. Write two addition number sentences to show the answer. Write two multiplication number sentences, if you know multiplication. Now draw an array for a family's favorite fruit if they ate it for each meal for two days. Write number sentences for this array, too. Color your fruit and chart in bright colors.</p> <p>"I can skip count by 2s, 5s, and 10s."</p> <p>On a nice day, take sidewalk chalk and write the numbers 1 - 100 where an adult shows you it is safe to write on the sidewalk. (If it's rainy, you can use paper and crayons.) First write all the numbers in one color. Next trace over the even numbers in a different color. Then</p>
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<p>text--newspaper, magazine, recipe, directions, or a page from your favorite book. Read the text in these silly ways:</p> <ul style="list-style-type: none"> <li>- In a soft whisper</li> <li>- Like a robot</li> <li>- Like an angry cat</li> <li>- With a spooky voice</li> <li>- Like a cheerleader</li> <li>- Like your teacher</li> <li>- Like a baby</li> <li>- With a deep voice</li> <li>- Like a rapper or rock star</li> <li>- Like you have lots of energy</li> <li>- Like you are exhausted</li> </ul> <p>Record yourself and share it with us! :)</p>	<p>go out there with some paper and a pencil and draw one as you see it.) You should notice that the top of the tree is twice the size of the height of the trunk, or more.</p> <p>Mlorenzatti@sd194.org</p> <p>I MISS YOU!</p>	<p>trace all the odd numbers in a third color. Repeat tracing for multiples of 5s and 10s. What do you notice about the different colors some of the numbers are retraced into? Can you explain why some numbers change more than one time? Which numbers changed colors most frequently? Why? Write at least three sentences that explain what you observed about the numbers' colors and why some numbers changed more than once.</p> <p>Take pictures of your sidewalk chalk numbers before they are washed away by rain and email them to me:</p> <p>nshugan@sd194.org</p>
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## The Soundtrack of My Life

Music is a backdrop against which we live our lives. Specific songs can bring distinct memories of people, places and events from our past and present. Think about your life up until now. What major events do you remember that have changed you, influenced you, or shaped your life? Did these events make you happy, laugh, mad or sad? They may be huge like your first day of school, a vacation or trip you took, moving houses/towns, or even the death of a loved one. OR, they might have seemed insignificant at the time, but looking back it has changed you or shaped your life in some way, like starting to play a sport, your first musical performance, a teacher you had or the first time you read a book. Now, what songs remind you of those important events in your life? Include as many songs as you would like. Share your answers with Ms. Cate at [acate@sd194.org](mailto:acate@sd194.org). Have fun reminiscing on your life.

### **Song #1:**

Title & Artist: \_\_\_\_\_

Why is this song important to you? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

### **Song #2:**

Title & Artist: \_\_\_\_\_

Why is this song important to you? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

### **Song #3:**

Title & Artist: \_\_\_\_\_

Why is this song important to you? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

### **Song #4:**


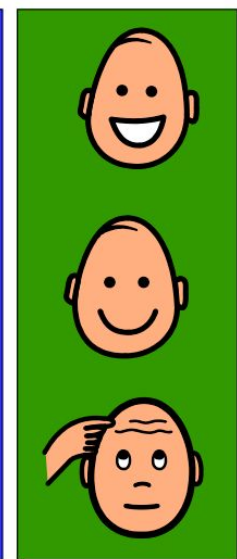
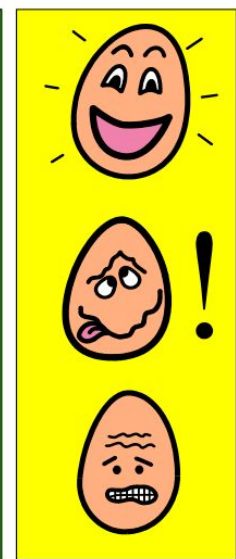
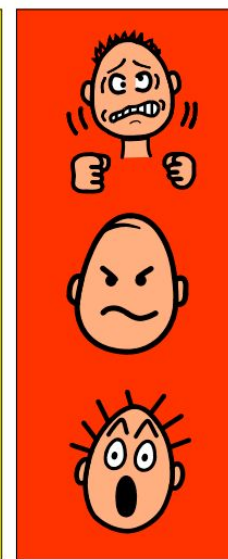
Title & Artist: \_\_\_\_\_

Why is this song important to you? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

# The Zones of Regulation

			
<p><b>Blue Zone</b></p> <p>sad      tired</p> <p>sick      moving</p> <p>tired      slowly</p>	<p><b>Green Zone</b></p> <p>happy</p> <p>calm</p> <p>feeling ok</p> <p>focused</p> <p>ready to learn</p>	<p><b>Yellow Zone</b></p> <p>frustrated</p> <p>worried</p> <p>silly/wiggly</p> <p>excited</p> <p>loss of some control</p>	<p><b>Red Zone</b></p> <p>mad/angry</p> <p>terrified</p> <p>yelling/hitting</p> <p>elated</p> <p>out of control</p>