3rd Grade:

May 18 - May 29

3rd Grade Remote Learning

Directions for the weeks of :	May 18-29

Reading

I CAN ask and answer questions to show that I understand the stories that I am reading. (RL.3.1)

I CAN describe how the steps in a set of directions are related. (RI.3.3)

I CAN describe how the sentences and paragraphs in informational text are connected and follow a logical order. (RI.3.8)

Date	Time	Directions
5-18	30 mins	Read "Homemade Cloud Dough". Answer questions 1-4.
5-19	30 mins	Read "How Plants Make Their Own Food". Answer questions 1-4.
5-20	30 mins	Read "Microwave Scrambled Eggs Recipe". Answer questions 1-4.
5-21	30 mins	Read "Life Cycle of an Eastern Bluebird". Answer questions 1-4.
5-22	30 mins	Read "How Crayons are Made". Answer questions 1-4.
5-25		Memorial Day...no work today!
5-26	30 mins	Read "Iguana Life Cycle". Answer questions 1-4.
5-27	30 mins	Read "Caramel Apple Recipe". Answer questions 1-4.
5-28	30 mins	Read "Making Homemade Butter". Answer questions 1-4.
5-29	30 mins	Complete the reading summary page for sequencing. TAKE A PICTURE OF THE SUMMARY PAGE, AND SEND IT TO YOUR TEACHER!

Specials	10-15 min	Choose an activity Art, Music, or PE

Math

I CAN understand multiplication by thinking about groups of objects. (3.OA.A.1)
I CAN understand division by thinking about how one group can be divided into smaller groups. (3.OA.A.2)

I CAN find the missing number in a multiplication or division equation.(3.OA.A.4)
I CAN multiply and divide within 100 easily and quickly because I know how multiplication and division are related. (3.OA.C.7)

Date	Time	Directions
5-18	30 mins	"Space Search" - Multiply all the facts, and color by the code.
5-19	30 mins	"Sneakers" - Divide all the facts by either 6 or 7, and color by the code.
5-20	30 mins	"Multiplication Tic Tac Toe" - 2 player game - Play Tic Tac Toe, but multiply the problems to see who wins.
5-21	30 mins	"Division Tic Tac Toe" - 2 player game - Play Tic Tac Toe, but divide the problems to see who wins.
5-22	30 mins	"Missing Factor/Product" - Find the missing factors or products.
5-25		Memorial Day...no work today!
5-26	30 mins	"Missing Quotient, Divisor, or Dividend" - Find the missing quotient, divisor, or dividend.
5-27	30 mins	"Spin an Array" - Use a paperclip for the spinners. Answer questions 2-5 by writing the numbers you spun for that problem, make an array with those numbers, write a multiplication sentence, and the repeated addition sentence.
5-28	30 mins	"On the Road" - Move left, right, up, or down to follow the path of the TRUE math facts. Color the boxes to mark your path.
5-29	30 mins	Complete the reading summary page for sequencing. TAKE A PICTURE OF THE SUMMARY PAGE, AND SEND IT TO YOUR TEACHER!

aprendizaje remoto de 3er grado

Instrucciones depara las semanas de:	**18-29 de mayo**

Lectura

PUEDO hacer y responder preguntas para demostrar que entiendo las historias que estoy leyendo. (RL.3.1)

PUEDO describir cómo se relacionan los pasos en un conjunto de instrucciones. (RI.3.3)

PUEDO describir cómo las oraciones y los párrafos del texto informativo están conectados y siguen un orden lógico. (RI.3.8)

Fecha	Hora	Instrucciones
5-18	30 minutos	Lea "Masa de nube casera". Responda las preguntas 1-4.
5-19	30 minutos	Lea "Cómo las plantas hacen su propia comida". Responda las preguntas 1-4.
5-20	30 minutos	Lea "Receta de huevos revueltos con microondas". Responda las preguntas 1-4.
5-21	30 minutos	Lea "Ciclo de vida de un pájaro azul del este". Responda las preguntas 1-4.
5-22	30 minutos	Lea "Cómo se hacen los crayones". Responda las preguntas 1-4.
5-25		Memorial Day ... no hay trabajo hoy!
5-26	30 minutos	Leer "Ciclo de vida de Iguana". Responda las preguntas 1-4.
5-27	30 minutos	Lea "Receta de manzana y caramelo". Responda las preguntas 1-4.
5-28	30 minutos	Lea "Hacer mantequilla casera". Responda las preguntas 1-4.
5-29	30 minutos	Complete la página de resumen de lectura para la secuencia. ¡HAGA UNA IMAGEN DE LA PÁGINA RESUMIDA Y ENVÍELA A SU MAESTRO!
Especiales	10-15 minutos	Elija una actividad Arte, Música oEducación Física

Matemáticas de **PUEDO entender la multiplicación al pensar en grupos de objetos. (3.OA.A.1)** **PUEDO entender la división pensando en cómo un grupo puede dividirse en grupos más pequeños. (3.OA.A.2)** **PUEDO encontrar el número que falta en una ecuación de multiplicación o división.(3.OA.A.4)** **PUEDO multiplicar y dividir en 100 fácil y rápidamente porque sé cómo se relacionan la multiplicación y la división. (3.OA.C.7)**		
Fecha	**Hora**	**Instrucciones**
5-18	**30 minutos**	**"Búsqueda de espacio" - Multiplica todos los datos y colorea por el código.**
5-19	**30 minutos**	**"Zapatillas" - Divide todos los hechos entre 6 o 7, y colorea por código.**
5-20	**30 minutos**	**"Multiplication Tic Tac Toe" - Juego para 2 jugadores - Juega Tic Tac Toe, pero multiplica los problemas para ver quién gana.**
5-21	**30 minutos**	**"División Tic Tac Toe" - Juego para 2 jugadores - Juega Tic Tac Toe, pero divide los problemas para ver quién gana.**
5-22	**30 minutos**	**"Factor / producto faltante" - Encuentre los factores o productos faltantes.**
5-25		**Memorial Day ... no hay trabajo hoy!**
5-26	**30 minutos**	**"Cociente, divisor o dividendo faltantes": encuentre el cociente, divisor o dividendo que falta.**
5-27	**30 minutos**	**"Spin an Array" - Use un clip para los hilanderos. Responda las preguntas 2-5 escribiendo los números que giró para ese problema, haga una matriz con esos números, escriba una oración de multiplicación y la oración de suma repetida.**

5-28	**30 minutos**	**“En el camino”: muévase a la izquierda, derecha, arriba o abajo para seguir el camino de los VERDADEROS hechos matemáticos. Colorea los cuadros para marcar tu camino.**
5-29	**30 minutos**	**Complete la página de resumen de lectura para la secuencia. ¡HAGA UNA IMAGEN DE LA PÁGINA RESUMIDA Y ENVÍELA A SU MAESTRO!**

ELA DIRECTIONS: May 18-29

- I CAN ask and answer questions to show that I understand the stories that I am reading. (RL.3.1)
- I CAN describe how the steps in a set of directions are related. (RI.3.3)
- I CAN describe how the sentences and paragraphs in informational text are connected and follow a logical order. (RI.3.8)

Materials needed (other than packet and pencil):

- ➢ ELA packet
- ➢ Pencil

May 18

- ★ Read "Homemade Cloud Dough". Answer questions 1-4.

May 19

- ★ Read "How Plants Make Their Own Food", and answer questions 1-4.

May 20

- ★ Read "Microwave Scrambled Eggs Recipe", and answer questions 1-4.

May 21

- ★ Read "Life Cycle of an Eastern Bluebird", and answer questions 1-4.

May 22

- ★ Read "How Crayons are Made", and answer questions 1-4.

May 25

- ★ **Memorial Day...now work today!**

May 26

- ★ Read "Iguana Life Cycle", and answer questions 1-4.

May 27

- ★ Read "Caramel Apple Recipes", and answer questions 1-4.

May 28

- ★ Read "Making Homemade Butter", and answer questions 1-4.

May 29

- ★ *TAKE A PICTURE OF YOUR SUMMARY PAGE AND SEND IT TO YOUR TEACHER! You can email your picture, send it on Class Dojo, or use whatever communication app your class uses. If you cannot send a picture to your teacher, please be prepared to discuss your summary page with your teacher when she calls.*

Name _____

SEQUENCE/STEPS

Read the passage and answer the questions below.

HOMEMADE CLOUD DOUGH

Ingredients:

- 8 cups white flour
- 1 cup baby oil
- 1 tablespoon paint powder (optional)

Instructions:

1. Ask an adult for permission to make the dough.
2. Get a very large bowl or container.
3. Pour the flour and baby oil into the bowl.
4. Mix the flour and oil together with a potato masher or wooden spoon. The dough will be smooth and crumbly.
5. (Optional) Add a tablespoon of paint powder and mix it into the dough.
6. Play with the dough! Scoop it, mold it, shape it!

1. Number the steps in order: ____Mix in some paint powder ____Get a very large bowl ____Mix flour and oil together ____Play with the dough	2. What would happen if you skipped the first step in the instructions?
3. Why is the list of ingredients important?	4. Someone made the cloud dough and ended with no color in the dough. Which step did they leave out?

Name _____

SEQUENCE/STEPS

Read the passage and answer the questions below.

HOW PLANTS MAKE THEIR OWN FOOD

Most plants are able to make their own food. They don't have to go hunt for food, and they usually don't eat other plants. Plants actually use sunlight, water, and air to create their own food!

First, plants absorb sunlight through their green leaves and store the sun's energy inside the leaves. When it rains or someone waters a plant, water seeps into the ground. Plants collect water they need from the ground through their roots. It flows through the stem and out to the leaves.

Plants also need air. The air passes through tiny holes in the plant's leaves. When the plant has sunlight, water, and air inside the leaves, it can create food for itself. After it creates food, some of the air goes back out of the plant.

1. Number the steps in order:
___Leaves absorb sunlight
___Plant uses sun, water, and air to make its food
___Roots get water from the ground

2. What would happen if there was no water in the ground for the plant to collect?

3. Why are leaves important to plants?

4. Carl picked a flower from the garden and set it in a drawer. A few hours later, it died. Why didn't the flower make its own food to survive?

Name _____

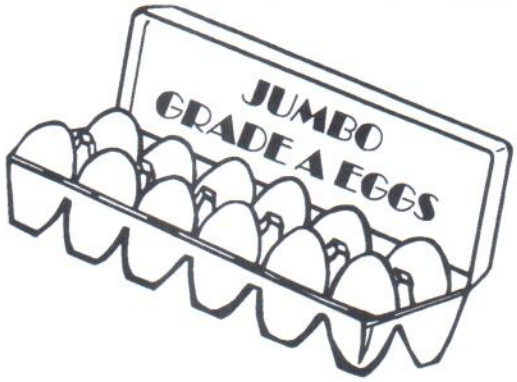
SEQUENCE/STEPS

Read the passage and answer the questions below.

MICROWAVE SCRAMBLED EGGS RECIPE

Ingredients:

- 2 eggs
- 2 tablespoons milk
- salt and pepper



Instructions:

1. Get an adult's permission to use the microwave.
2. Crack the eggs into a microwave-safe bowl. Throw the egg shells in the garbage.
3. Pour the milk into the bowl and mix well with the eggs. Sprinkle salt and pepper on the egg and milk mixture.
4. Place the bowl in the microwave and cook on the HIGH setting for 45 seconds.
5. Stir the mixture and cook for 30 more seconds. Eat!

1. Number the steps in order: ____Put bowl in the microwave ____Ask adult for permission ____Crack eggs into the bowl ____Mix eggs and milk together	2. What would happen if you skipped step four in the instructions?
3. Why is the list of ingredients important?	4. Someone made the recipe and ended up with egg shells in the scrambled eggs. Which step did they mess up?

Name _____

SEQUENCE/STEPS

Read the passage and answer the questions below.

LIFE CYCLE OF AN EASTERN BLUEBIRD

Eastern Bluebirds live in North America. Like their name suggests, Eastern Bluebirds have blue feathers. The male bluebirds are a more brightly colored blue than the females.

A male Eastern Bluebird finds a good place for a nest. He will bring nest material to the hole and wave his wings to attract a female. The female bluebird finishes building the nest and lays 3 to 5 blue eggs in the nest. The female keeps the eggs warm while the male stays close by to guard the nest.

After two weeks, the eggs start to hatch and chicks emerge. They are small, pink and gray chicks and can't fly yet. Both parents bring food to the chicks. The chicks grow very quickly and are ready to fly just three weeks after hatching. A few months later, the chicks leave their parents. They fly off to eventually build their own nests. The oldest recorded Eastern Bluebird was 10 years old.

1. Number the stages in order: ____Male bluebirds start a nest ____Chicks leave the nest ____Female lays 3-5 eggs ____Chicks hatch from eggs	2. What would happen if the parents didn't bring food to the chicks?
3. Why does the male bluebird wave his wings by his nest?	4. There was a bluebird nest in John's yard. One day. he saw 3 eggs inside. What sentence would tell John when there might be chicks?

Name _____

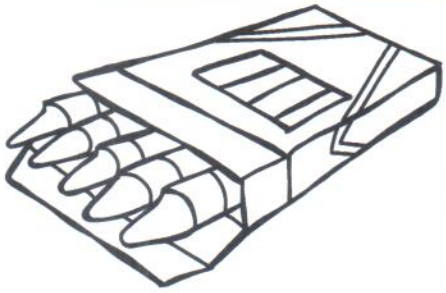
SEQUENCE/STEPS

Read the passage and answer the questions below.

HOW CRAYONS ARE MADE

Materials:

- Paraffin wax
- Pigment (color)



Steps:

1. The wax and pigment are mixed together in a huge tank and heated until they melt into a liquid.
2. Crayons melt at 105 degrees Fahrenheit, and the mixture is heated to 190 degrees.
3. The liquid is poured into a mold full of holes that are crayon-shaped.
4. The mold is cooled with cold water and the crayons solidify.
5. Pressure pushes the crayons out of the mold.
6. The crayons are checked for quality and then sent to get the labels put on!

1. Number the steps in order: ____Wax and pigment are heated. ____Crayons are pushed out ____Liquid is poured into a mold	2. What would happen if the crayon-makers skipped the first two steps?
3. Why is the list of ingredients important?	4. Someone made crayons and they were still liquid when they were out of the mold. Which step did they mess up?

Name _____

SEQUENCE/STEPS

Read the passage and answer the questions below.

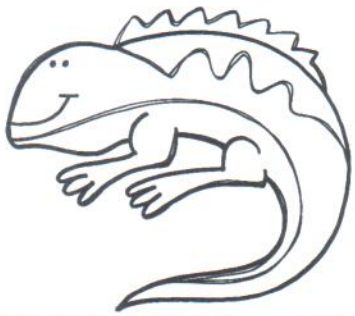
IGUANA LIFE CYCLE

An iguana is a large lizard that lives in tropical climates. Some people have iguanas as pets. Iguanas can grow up to six feet long, but they don't start out that big.

A female iguana digs a burrow in the ground to build her nest. She lays between 40 to 60 eggs in the nest at one time, but only a small amount of the eggs will survive. After the eggs are laid, the female leaves them on their own.

About 8 to 10 weeks later, iguana hatchlings will come out of the eggs. It can take one to two weeks for the hatchlings to get out of their eggs and for the egg yolk sac to fall off its body. The yolk sac was how the hatchling got nutrients while it was in the egg.

The iguana is then a baby and will grow for two years until it is an adult iguana. Adult iguanas can live to be 30 years old. Male and female iguanas mate when they are about two or three years old. After mating, the female produces eggs.



1. Number the stages in order: ____Hatchlings come out of eggs ____Adult iguanas mate ____Females lay 40-60 eggs	2. What would happen if the iguana eggs didn't hatch?
3. Why do not many of the iguana eggs survive?	4. Pam saw an iguana hatchling with a sac stuck to its body. What sentence could tell Pam what part of the life cycle the iguana is in?

Lucky Little Learners

Name _____

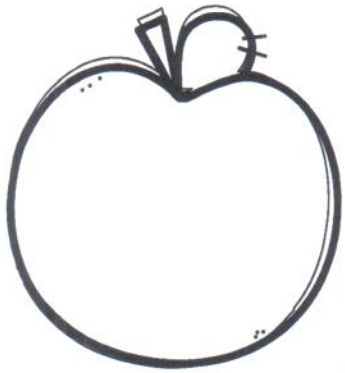
SEQUENCE/STEPS

Read the passage and answer the questions below.

CARAMEL APPLE RECIPE

Ingredients:

- 8 apples
- 4 bags of soft caramels
- 3 tablespoons heavy cream
- toppings like nuts and sprinkles (optional)



Instructions:

1. Ask an adult to help you make caramel apples.
2. Wash and dry the apples. Press a popsicle stick into each apple.
3. Unwrap the caramels and place them in a microwave-safe bowl. Add the cream.
4. Microwave the caramels for 30 seconds, then pull the bowl out and stir. Continue microwaving the caramels 30 seconds at a time until they are melted and smooth.
5. Dip each apple into the caramel mixture. Roll the apples in the toppings and set them on a baking sheet lined with wax paper.
6. Place the apples in the fridge for 15 minutes to let the caramel harden.

1. Number the steps in order: ____Place apples in fridge ____Microwave caramels ____Put popsicle stick in apple	2. What would happen if you skipped the third step in the instructions?
3. What would be on a list of supplies needed for this recipe?	4. Mia got out apples, but when she dipped them into the caramel it wasn't all the way melted. Which step did she mess up?

Name _____

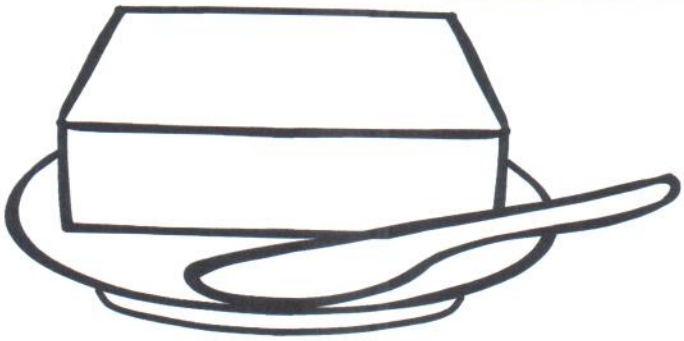
SEQUENCE/STEPS

Read the passage and answer the questions below.

MAKING HOMEMADE BUTTER

Ingredients and supplies:

- 1 pint cold heavy whipping cream
- 1 mason jar with lid
- pinch of salt
- a few clean marbles



Instructions:

1. Pour the cream into the mason jar, filling it halfway.
2. Drop a few clean marbles into the jar and screw the lid on the jar tightly and start shaking the jar.
3. After about 5 minutes of shaking, open the lid and add the salt. You should see the beginning of the butter and buttermilk separating.
4. Put the lid back on and keep shaking for 5 to 10 more minutes. If you get tired of shaking, ask a friend to take a turn.
5. When it seems like there is a large solid chunk of butter shaking around in the jar, it is done! Dump the butter out of the jar and store it in a clean container. The butter will last for 2 or 3 days in the fridge.

1. Number the steps in order: ____Drop marbles into jar ____Shake jar for 10 minutes ____Pour cream into jar ____Store butter in fridge	2. What would happen if you skipped the first step in the instructions?
3. Why is the list of ingredients and supplies important?	4. Someone made the butter and ended with butter that didn't taste salty. Which step did they mess up?

ELA - SUMMARY PAGE - 5/29

3rd GRADE

SKILL - SEQUENCING

Learning Target:

- **I CAN ask and answer questions to show that I understand the stories that I am reading. (RL.3.1)**
- **I CAN describe how the steps in a set of directions are related. (RI.3.3)**
- **I CAN describe how the sentences and paragraphs in informational text are connected and follow a logical order. (RI.3.8)**

Directions:

- **Read the recipe below.**

HOW TO MAKE A PEANUT BUTTER SANDWICH

Ingredients:

- *2 slices of bread*
- *2 tablespoons of peanut butter*
- *1 tablespoon of jelly*

Instructions:

1. Use a butter knife to spread the peanut butter on one slice of the bread.
2. Use a butter knife to spread the jelly or jam on the other slice of bread.
3. Place the slice of bread with peanut butter on it on top of the slice of bread with jelly, so that the peanut butter and jelly are touching.

Part 1: ***Number the steps in order:***

_____Put slices of bread together
_____Spread jelly on bread
_____Spread peanut butter on bread

Part 2: ***Answer the following question.***

What would happen if you skipped the second step in the instructions?

_____

_____

MATH DIRECTIONS: May 18-29

- I CAN understand multiplication by thinking about groups of objects. (3.OA.A.1)
- I CAN understand division by thinking about how one group can be divided into smaller groups. (3.OA.A.2)
- I CAN find the missing number in a multiplication or division equation. (3.OA.A.4)
- I CAN multiply and divide within 100 easily and quickly because I know how multiplication and division are related. (3.OA.C.7)

Materials needed (other than packet and pencil):

- Multiplication Chart
- Math Packet
- Pencil
- Paperclip to be made into a spinner
- Crayons

May 18

★ "Space Search" - Multiply all the facts, and color by the code.

May 19

★ "Sneakers" - Divide all the facts by either 6 or 7, and color by the code.

May 20

★ "Multiplication Tic Tac Toe" - 2 player game - Play traditional Tic Tac Toe, but multiply the problems to see who wins.

May 21

★ "Division Tic Tac Toe" - 2 player game - Play traditional Tic Tac Toe, but divide the problems to see who wins.

May 22

★ "Missing Factor/Product" - Find the missing factors or products.

May 25

★ **Memorial Day...now work today!**

May 26

★ "Missing Quotient, Divisor, or Dividend" - Find the missing quotient, divisor, or dividend.

May 27

- ★ "Spin an Array" - Use a paperclip for the spinners. Answer questions 2-5 by writing the numbers you spun for that problem, make an array with those numbers, write a multiplication sentence, and the repeated addition sentence. An example has been done for you.

May 28

- ★ "On the Road" - Move left, right, up, or down to follow the path of the ***TRUE*** math facts. Color the boxes to mark your path.

May 29

- ★ ***TAKE A PICTURE OF YOUR SUMMARY PAGE AND SEND IT TO YOUR TEACHER! You can email your picture, send it on Class Dojo, or use whatever communication app your class uses. If you cannot send a picture to your teacher, please be prepared to discuss your summary page with your teacher when she calls.***

Multiplication Chart

X	1	2	3	4	5	6	7	8	9	10	11	12
1	1	2	3	4	5	6	7	8	9	10	11	12
2	2	4	6	8	10	12	14	16	18	20	22	24
3	3	6	9	12	15	18	21	24	27	30	33	36
4	4	8	12	16	20	24	28	32	36	40	44	48
5	5	10	15	20	25	30	35	40	45	50	55	60
6	6	12	18	24	30	36	42	48	54	60	66	72
7	7	14	21	28	35	42	49	56	63	70	77	84
8	8	16	24	32	40	48	56	64	72	80	88	96
9	9	18	27	36	45	54	63	72	81	90	99	108
10	10	20	30	40	50	60	70	80	90	100	110	120
11	11	22	33	44	55	66	77	88	99	110	121	132
12	12	24	36	48	60	72	84	96	108	120	132	144

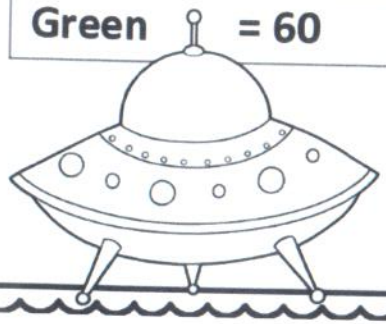
Rockin in Second 2015 www.teacherspayteachers.com/rockininsecond

Name _____

SPACE SEARCH

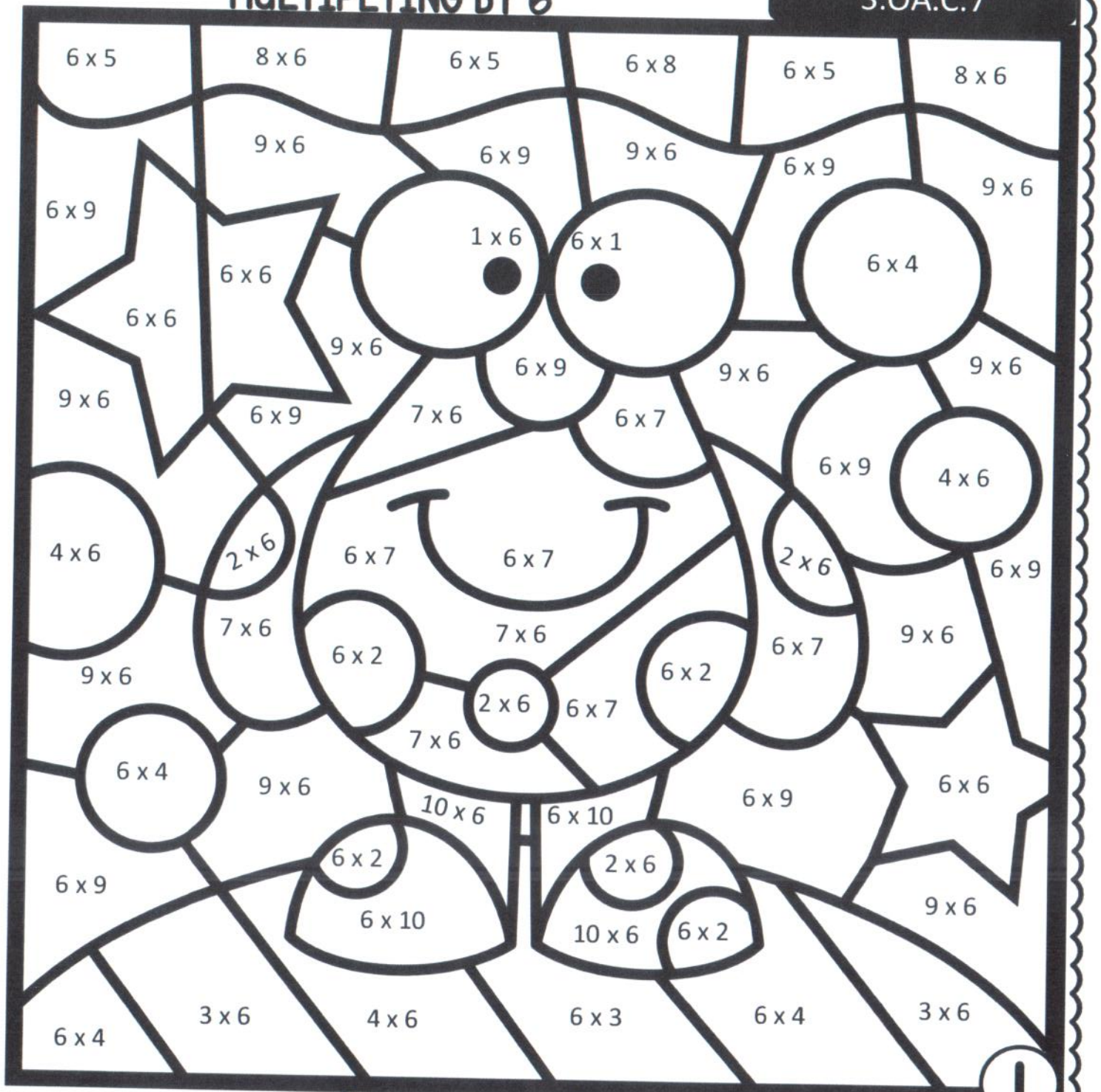
- Answer each product.
- Color each space using the code below.

White	= 6
Purple	= 12
Orange	= 18
Pink	= 24
Blue	= 30
Yellow	= 36
Green	= 42
Blue	= 48
Black	= 54
Green	= 60



MULTIPLYING BY 6

3.OA.C.7



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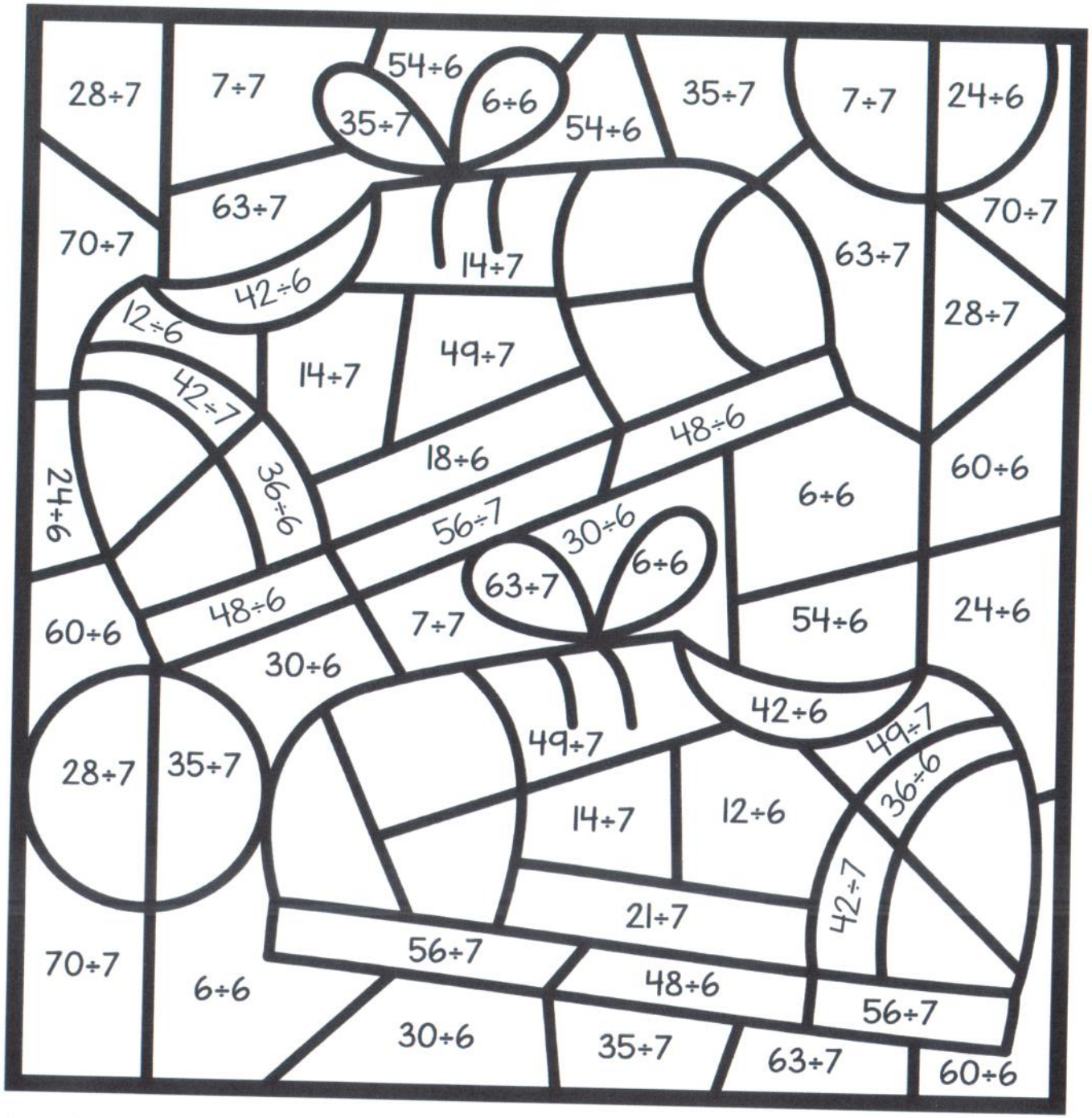
Sneakers
Divide by 6 and 7

Answer the facts. Color each space according to the code.

1	Yellow
2	Red
3	Green
4	Purple
5	Yellow
6	Blue
7	Red
8	Gray
9	Yellow
10	Purple



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Multiplication Tic Tac Toe

Multiply by up to 10x10

a game for 2 players

One player is X's and one is O's. Take turns to answer the multiplication and then place X or O over the multiplication. The first player to create a line of 3 is the winner. The line can go across, down or diagonally.

7x6	7x4	8x9
4x2	10x8	6x3
5x10	8x1	6x7

9x2	8x8	8x4
9x5	10x7	9x9
4x10	6x6	10x3

7x3	9x3	3x10
10x6	9x4	5x5
9x1	8x5	7x7

9x8	10x4	7x10
4x1	8x7	6x5
7x9	8x3	5x8

10x10	9x7	5x3
5x4	7x5	5x7
8x6	4x8	6x4

9x6	4x7	6x7
4x9	7x8	6x9
4x4	7x1	8x4

Division Tic Tac Toe

A game for 2 players –

One player is X's and one is O's. Take turns to answer the division and then place X or O over the problems. The first player to create a line of 3 is the winner. The line can go across, down or diagonally.

42÷7	28÷4	72÷8
8÷2	80÷8	18÷3
50÷10	8÷8	42÷6

18÷2	64÷8	32÷8
45÷5	70÷7	81÷9
40÷10	36÷6	30÷3

21÷3	27÷9	30÷10
60÷6	36÷4	25÷5
9÷1	40÷5	49÷7

72÷8	40÷4	70÷10
4÷1	56÷8	30÷5
63÷7	24÷3	40÷8

100÷10	63÷7	15÷5
20÷4	35÷7	35÷5
48÷8	32÷4	24÷4

54÷6	28÷7	42÷6
36÷4	56÷7	54÷9
16÷4	7÷1	32÷4

Missing Factor / Product

Fill in the blanks to make each equation true

$6 \times \square = 36$	$32 = 8 \times \square$	$4 \times 7 = \square$
$14 = \square \times 2$	$49 = \square \times 7$	$6 \times 8 = \square$
$5 \times \square = 25$	$10 = 5 \times \square$	$9 \times 9 = \square$
$\square \times 4 = 16$	$45 = \square \times 9$	$3 \times 3 = \square$
$\square \times 7 = 42$	$55 = 5 \times \square$	$8 \times 8 = \square$

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Missing Quotient, Divisor, or Dividend

Fill in the blanks to make each equation true

$30 \div \square = 6$	$8 = 32 \div \square$	$28 \div 7 = \square$
$24 \div \square = 4$	$7 = \square \div 3$	$56 \div 8 = \square$
$35 \div \square = 7$	$10 = 100 \div \square$	$49 \div 7 = \square$
$\square \div 4 = 3$	$6 = 12 \div \square$	$12 \div 3 = \square$
$\square \div 2 = 8$	$50 \div \square = 5$	$32 \div 4 = \square$

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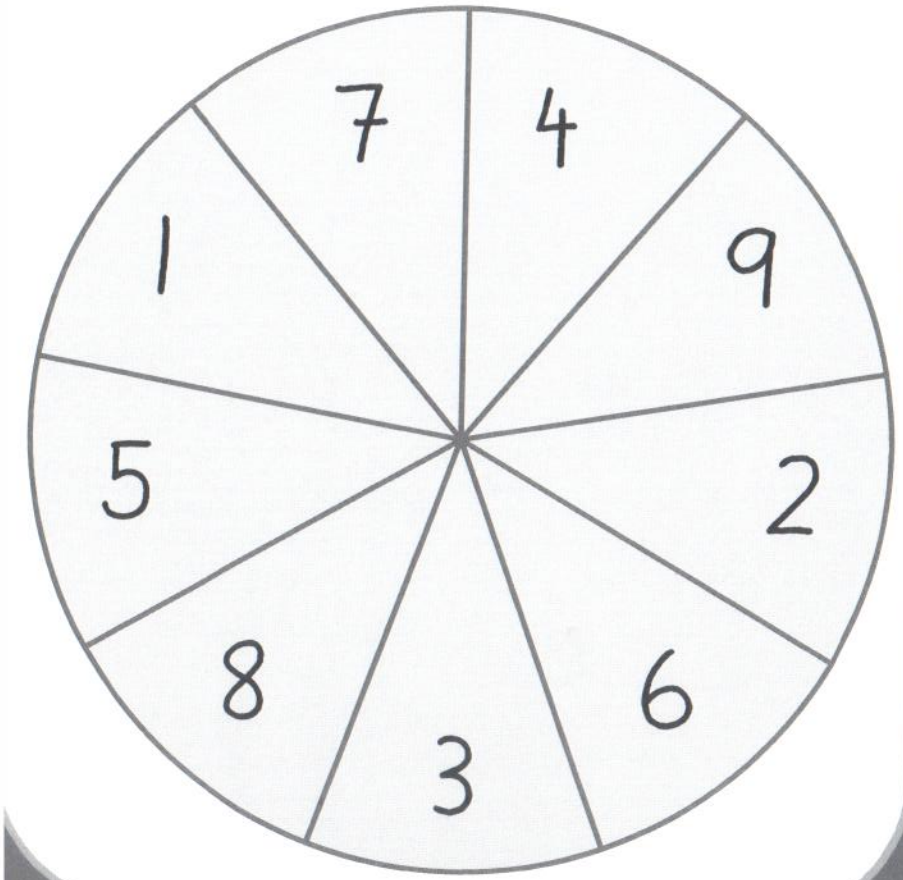
Spin an Array

Number of rows



Number in each row

Created by Down Under Teacher.

Spin an Array

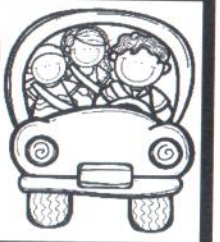
	Array Spun	Array	Multiplication Sentence	Repeated Addition
Ex: 1	3 rows. 2 in each row. 3 rows of 2.		$3 \times 2 = 6$	$2+2+2=6$
2	_____ rows. _____ in each row. ____ rows of ____.			
3	_____ rows. _____ in each row. ____ rows of ____.			
4	_____ rows. _____ in each row. ____ rows of ____.			
5	_____ rows. _____ in each row. ____ rows of ____.			

Created by Down Under Teacher

NAME _____

ON THE ROAD

Division 2-A



Directions: Move left, right, up, or down to follow the path of the <u>true</u> math facts. Color the boxes to mark your path.

START	16÷7=2	20÷2=10	14÷7=2	2÷1=2	12÷4=2	22÷2=11	6÷2=3	2÷1=2	14÷2=8
12÷2=6	8÷2=4	24÷12=2	14÷2=8	20÷10=2	8÷4=2	6÷2=3	18÷8=2	22÷11=2	4÷2=1
4÷2=4	18÷8=2	2÷1=1	24÷2=4	24÷6=2	18÷8=2	2÷2=0	22÷2=2	10÷2=5	18÷8=2
18÷8=2	20÷12=2	4÷2=4	2÷2=0	22÷2=2	16÷7=2	4÷2=2	18÷2=9	16÷8=2	16÷7=2
14÷9=2	10÷2=5	18÷2=9	2÷2=1	4÷2=1	14÷9=2	6÷3=2	2÷2=0	20÷12=2	22÷2=2
2÷1=1	16÷2=8	24÷2=4	6÷2=3	16÷7=2	12÷4=2	10÷5=2	10÷6=2	14÷2=8	16÷9=2
12÷4=2	4÷2=2	2÷2=0	10÷5=2	20÷2=10	18÷9=2	24÷2=12	12÷1=2	4÷2=1	8÷3=2
8÷4=2	12÷6=2	12÷1=2	24÷6=2	2÷1=1	14÷9=2	12÷1=2	24÷2=4	18÷8=2	24÷6=2
22÷2=11	10÷6=2	16÷9=2	2÷2=1	24÷12=2	14÷2=7	10÷2=5	6÷4=2	16÷7=2	22÷12=2
8÷2=4	18÷9=2	16÷8=2	18÷2=9	6÷4=2	22÷12=2	20÷2=10	6÷3=2	12÷6=2	FINISH

STORIES BY STORIE

MATH - Summary Page – May 29

3rd GRADE

SKILL: ADDITION & SUBTRACTION

Learning Targets:

- I CAN understand multiplication by thinking about groups of objects. (3.OA.A.1)
- I CAN understand division by thinking about how one group can be divided into smaller groups. (3.OA.A.2)
- I CAN find the missing number in a multiplication or division equation.(3.OA.A.4)
- I CAN multiply and divide within 100 easily and quickly because I know how multiplication and division are related. (3.OA.C.7)

Directions:

Part 1: Find the missing product, quotient, factor, or divisor.

Part 2: Circle the ***THREE*** number sentences that can be made from the array.

Part 1:

6 x 7 = _____ 35 ÷ _____ = 7 _____ x 3 = 27

_____ ÷ 6 = 2 9 x _____ = 4 80 ÷ 10 = _____

Part 2:

o o o o o o o
o o o o o o o
o o o o o o o

a. 3 + 7 = 10
b. 7 + 7 + 7 = 21
c. 3 x 7 = 21
d. 11 + 10 = 21
e. 3 + 3 + 3 = 9
e. 21 ÷ 3 = 7

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

Computers:

I can use Technology to do research.

Standard 2

3rd/4th Grade
Identify what type of website provides you with relevant, accurate information.

Should Wikipedia be used as a source of information? Why or Why not?

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.

If finding websites is not possible, write down three things about your topic that you would like to research over the summer.

2nd Grade
What is your definition of the word "research"?

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.

Draw a picture of yourself playing the game you chose.

♪ Music ♪:

Email Ms. Cate a picture or video of you singing or working on music or just a note saying "Hi." I miss you! acate@sd194.org

I can demonstrate knowledge of music concepts.

I can explain how personal interests and experiences influence my musical preferences.

Anchor Standard 7:
Perceive and analyze artistic work.

Complete the attached worksheet, "The Soundtrack to My Life."
What song describes how you've been feeling while staying at home during this pandemic? Why?
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…

1. What is the style? (Classical, Rap, etc.)
2. What instruments do you hear? Describe them.
3. What is the tempo (speed)? Does it change? How does it change?
4. What is the dynamic level (volume)? Does it change? How does it change?
5. What is the mood of the song? (How does it make you feel?)
6. How do the instrumentation, tempo, and dynamics affect the mood of the song?

Nurse/Health/So. Wk:

State one emotion you feel in each zone and a time you felt it. Draw that emotion

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:

1. Did I drink enough water? (Kids should drink 5-7 cups of water each day!)
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!)
3. Did I participate in enough physical activity this week?(Kids should participate in 60 minutes or more of exercise each and every day!)
4. Did I get enough sleep each night?(Kids need 9-12 hours of sleep each night!) WOW!

So - how did you do? Keep your journal for another week and try to improve on these healthy habits.

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

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

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

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

READ! READ! READ!

RtI and Title Reading:

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

tblievernicht@sd194.org
apeick@sd194.org
tonistpierre@sd194.org

Phonics

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!

Vocabulary

Write a synonym and antonym for each word:

- quiet
- beautiful
- dangerous
- clever
- repair

Comprehension

Think about a story you read from class this week. Answer the following questions:

1. What would you change in the story and why?
2. What does this story remind you of?
3. What was the author's purpose with this story?

Writing

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.

Fluency

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

Art

Send me pics of your chosen projects weekly
mlorenzatti@sd194.org
Whenever you have one completed.
Anchor Standard 1: Generate and conceptualize artistic ideas and work.

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!** www.stegerart.wordpress.com

"I can make art or design with various materials and tools to explore personal interests, questions, and curiosity"

2nd graders, here is a lesson about the artist Jeff Koons who makes large sculptures, some of which look like balloon animals.

https://www.deepspacesparkle.com/jeff-koons-inspired-paper-balloon-dog/

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.
https://www.deepspacesparkle.com/keith-haring-action-figures/

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

RTI Math

"I can write numbers three ways."

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, 200+ 30 + 6 = 236. Roll the dice four more times and write those numbers in three ways also.

"I can subtract two-digit numbers and rename if necessary to find the reminder. I can add two-digit numbers. I can decide when to add or subtract to correctly answer a problem."

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?

"I can draw an array to show how many. I can use repeated addition to demonstrate multiplication."

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.

"I can skip count by 2s, 5s, and 10s."

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

text--newspaper, magazine, recipe, directions, or a page from your favorite book. Read the text in these silly ways: - In a soft whisper - Like a robot - Like an angry cat - With a spooky voice - Like a cheerleader - Like your teacher - Like a baby - With a deep voice - Like a rapper or rock star - Like you have lots of energy - Like you are exhausted Record yourself and share it with us! :)	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. Mlorenzatti@sd194.org I MISS YOU!	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. Take pictures of your sidewalk chalk numbers before they are washed away by rain and email them to me: nshugan@sd194.org

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. 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:

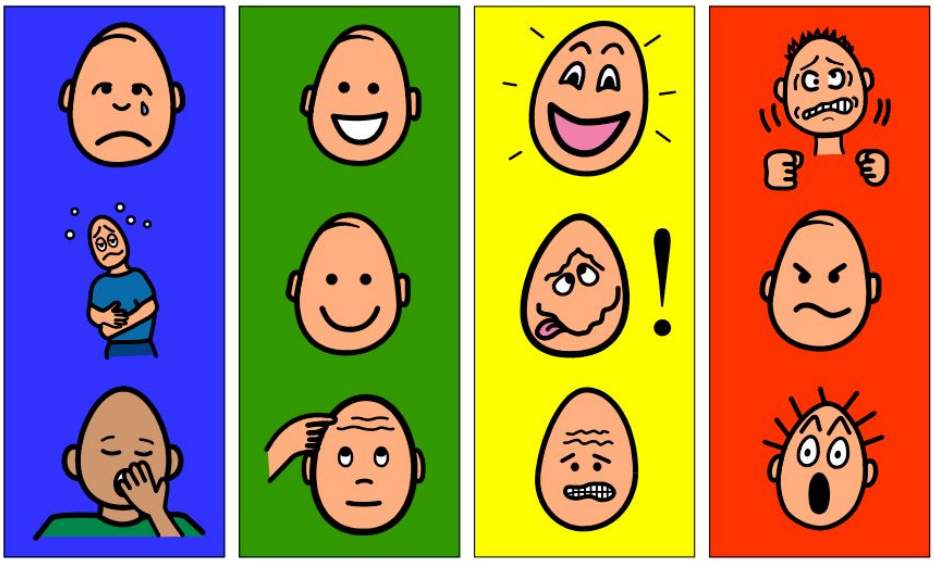
Title & Artist: _____

Why is this song important to you? _____

_____

_____

The Zones of Regulation



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