

# 3rd Grade

Home Learning Materials



May 25, 2020—June 12, 2020

Keep these materials for ongoing learning.

### 3rd Grade Pacing Guide

Please use this as a guide for completing your work. Please limit to no more than two activities per day. Check off the assignments when you complete them!

Week of:	To Do
<b>May 25 - May 29</b> (5 days)  Please include 15-20 min of Lexia and Dreambox daily	<u>Reading/Writing:</u> ___ Poetry "Number Dance" and "Science Night" <u>Math:</u> ___ Picture Graphs <u>Science/Social Studies:</u> ___ Map Assignment
<b>June 1- June 5</b> (5 days)  Please include 15-20 min of Lexia and Dreambox daily	<u>Reading/Writing:</u> ___ Poetry June 1-5 Tasks <u>Math:</u> ___ Bar Graphs <u>Science/Social Studies:</u> ___ Balance of Nature
<b>June 8- June 12</b> (5 days)  Please include 15-20 min of Lexia and Dreambox daily	<u>Reading/Writing:</u> ___ "A Mammoth Adventure" text and questions ___ "A Mammoth Adventure" writing response <u>Math:</u> ___ Line Plots <u>Science/Social Studies:</u> ___ Frog Life Cycle

### 3rd Grade Flexible Daily Schedule - \*please adjust the order/time to fit your needs\*

	Monday	Tuesday	Wednesday	Thursday	Friday
<b>Morning</b>	<b>ELA</b> (20-40 min.) <b>Lexia</b> (10-20 minutes) <b>Independent Reading</b> (15-30 minutes)	<b>Science or Social Studies</b> (20-40 minutes) <b>Lexia</b> (10-20 minutes) <b>Dreambox</b> (15-20 min.)	<b>Math</b> (20-40 min.) <b>Dreambox</b> (15-20 min.)	<b>Related arts activity</b> (20-40 min.) <b>Lexia</b> (10-20 minutes) <b>Dreambox</b> (15-20 min.) <b>Independent Reading</b> (15-30 minutes)	Additional resources, related arts, science/ss  <b>Lexia</b> (10-20 minutes) <b>Dreambox</b> (15-20 min.) <b>Independent Reading</b> (15-30 minutes)
<b>Afternoon</b>	<b>Math</b> (20-40 min.) <b>Dreambox</b> (15-20 min.)	<b>Independent Reading</b> (15-30 minutes)	<b>ELA</b> (20-40 min.) <b>Lexia</b> (10-20 minutes) <b>Independent Reading</b> (15-30 minutes)		
	Monday	Tuesday	Wednesday	Thursday	Friday
<b>ZOOM Meeting Schedule for Academic Support</b>	Maney: 11:00-12:00 Bigelow: 11:00-12:00  Maloney: 2:00pm-3:00pm Melvin: 9:45 - 10:45  Kennedy: 10:00-11:00 AM Grottendick: 12-1pm	Maney: 2:00-3:00 Bigelow: 11:00-12:00  Maloney: 2:00pm-3:00pm Melvin: 9:45 - 10:45  Kennedy: 10:00-11:00 AM Grottendick 12pm-1pm	Maney: 11:00-12:00 Bigelow: 11:00-12:00  Maloney: 9:30am-10:30am Melvin: 8:30 - 9:30  Kennedy: 9:00-10:00 AM Grottendick 12pm-1pm	Maney: 11:00-12:00 Bigelow: 11:00-12:00  Maloney: 9:30am-10:30am Melvin: 8:30 - 9:30  Kennedy: 10:00-11:00 AM Grottendick 12pm-1pm	Maney: 11:00-12:00 Bigelow: 11:00-12:00  Maloney: 9:30am-10:30am Melvin: 8:30 - 9:30  Kennedy: 9:30-10 AM & 2:00-2:30 PM Grottendick: 10-10:30 & 2:30-3

# Poetry

- Tells a story
- Appeals to feelings and senses
- Describes

## Elements of Poetry

**Stanza:** a group of lines in a poem.

**Rhyme:** same ending sound (ex. Owl -- Towel)



**Rhyme Scheme:** the ordered pattern of rhymes at the ends of the lines of a poem. Letters are used to label the Rhyme Scheme.

**Example:**

True friends are by your **side**  
Through it **all**.  
True friends are **there**  
To catch you when you **fall**.

A  
B  
C  
B

**Rhythm:** "The Beat" this makes poem sound sing-songy.



**Repetition:** the use of a word or line over and over.  
(ex. Nibble... nibble... nibble)

**Onomatopoeia:** Sound Words  
(ex. BOOM! SNAP! POP!)



**Alliteration:** when most or all of the words start with the same first letter  
(ex. **P**eter **P**iper **P**icked a **P**eck of **P**ickled **P**eppers)

**Simile:** comparing two unlike things using like or as  
(ex. She eats like a pig. OR His heart is like gold. )



**Metaphor:** comparing two unlike things without using like or as.  
(ex. She is a pig. OR His heart is gold.)



Read the poem "Number Dance" before answering  
Numbers 1 through 10.

## Number Dance

I know that I can add well—  
That two plus four is six.  
But when I try to multiply,  
My mind starts playing tricks.

The numbers all escape me  
Like fireflies at night  
And even if I try my best,  
I still can't do it right!

I multiply by one just fine,  
But then I try by two.  
My brain is like a scrambled egg—  
It's just so hard to do!

Now, two times two is four, I think.  
But what is two times three?  
The answer slips away just like  
A squirrel runs up a tree.

The numbers all start whirling  
Like dancers on a stage.  
They jump and spin and won't stay put.  
They leap right off the page!

"Practice, Mark," my teacher says.  
"It's really just the same  
As if you were a pitcher  
Preparing for a game."

I get my team together—  
Miguel, Nick, Jane, and me.  
We start with two times two and then  
Go on to two times three.

We've got the three's and four's done.  
We've learned six, seven, eight—  
Team Number's going down now,  
Team Kid is doing great!

We practice hard together  
And memorize them all,  
Until at last I multiply  
As well as I play ball.

Now answer Numbers 1 through 10. Base your answers on "Number Dance."

- 1 Read these lines from the poem.

**The numbers all escape me  
Like fireflies at night.**

What do these lines mean?

- (A) The numbers all light up.
- (B) The numbers all have wings.
- (C) The numbers are really insects.
- (D) The numbers are difficult to remember.

- 2 The speaker in this poem is

- (F) Jane.
- (G) Mark.
- (H) Miguel.
- (I) Nick.

- 3 Read these lines from the poem.

**My brain is like a scrambled egg—  
It's just so hard to do!**

The speaker's brain is compared to a scrambled egg to

- (A) explain how mixed-up the speaker is.
  - (B) show how much the speaker likes eggs.
  - (C) compare the differences of a brain and eggs.
  - (D) explain how hard it is to make scrambled eggs.
- 4 If the poem were written from the teacher's point of view, the reader would know that Mark
- (F) likes scrambled eggs.
  - (G) needs to go to baseball practice.
  - (H) knows all of his multiplication facts.
  - (I) needs to practice his multiplication facts.
- 5 The speaker feels that Team Kid
- (A) works well together.
  - (B) needs to practice harder.
  - (C) will be ready for their baseball game.
  - (D) would rather be dancing instead of multiplying.
- 6 What do you learn about multiplication from this poem?
- (F) Practice helps you improve your skills.
  - (G) All baseball pitchers are good at multiplying.
  - (H) Multiplication makes your mind do funny things.
  - (I) Multiplication is a lot harder than playing baseball.

- 7 Read these lines from the poem.

**My brain is like a scrambled egg—  
It's just so hard to do!**

Which word has the OPPOSITE meaning of the word *hard* as used in the lines above?

- (A) curved
- (B) easy
- (C) mean
- (D) rough



## Science Night

- ☐ It's almost time for Science Night.  
☐ I need a partner. Who should I ask?  
☐ I have three friends who all want to help.  
☐ How can I choose just one for the task?
- ☐ My best friend Jule is fun to be around  
☐ But she's as chatty as a bird.  
☐ When she starts to talk – well, just watch out!  
☐ I can't get in a single word.
- ☐ Still, that might work for Science Night;  
☐ She'd show our project to the crowd.  
☐ Jule's voice would boom out like a drum.  
☐ I wouldn't mind if she were extra loud!
- ☐ And then there's Dan, who's really shy  
☐ But wise as an owl—he's so smart!  
☐ He'd help with the thinking for the job.  
☐ He wouldn't talk, but he'd do his part.
- ☐ But what about Shel, who's good at art?  
☐ He paints and draws and sculpts so well.  
☐ Our project would look great—no doubt!  
☐ I'm sure I should be asking Shel.
- ☐ How can I choose just one from three?  
☐ I need them all! I'm feeling sick.  
☐ I'm as dizzy as a spinning top.  
☐ When trying to choose, I just can't pick!
- ☐ But wait—why not ask them all to help?  
☐ A group of four is better than one.  
☐ I'd love to work with all my friends.  
☐ In such a group, we'd have such fun!
- ☐ The work could be shared by four of us  
☐ By me and Shel and Dan and Jule.  
☐ We'd fit together like puzzle pieces  
☐ And take the grand prize in the school!

1. Drag the box around the 2nd **stanza**
2. Number the **lines** of the poems using the boxes on the left hand side
3. Label the **Rhyme Scheme** of the 3rd stanza
4. Write the **simile** in the sixth stanza.

Type answer here.

**Now answer Numbers 11 through 20. Base your answers**

- 14** The speaker feels that Shel
- Ⓕ is talkative.
  - Ⓖ is a good artist.
  - Ⓗ is shy but very smart.
  - Ⓘ is loud but has a great voice.
- 15** How does the speaker MOST likely feel at the end of the poem?
- Ⓐ She is not interested in working on her project.
  - Ⓑ She is happy she has decided on her partners.
  - Ⓒ She is nervous that she will not finish her project.
  - Ⓓ She is upset that no one wants to be in her group.

- 16** Read these lines from the poem.

**And then there's Dan, who's really shy,  
But wise as an owl—he's so smart!**

What does *wise as an owl* mean?

- Ⓕ intelligent
  - Ⓖ quick
  - Ⓗ shy
  - Ⓘ sleepy
- 17** Which line from the poem shows how the speaker feels about working with all her friends?
- Ⓐ But she's as chatty as a bird.
  - Ⓑ A group of four is better than one.
  - Ⓒ She'd show our project to the crowd.
  - Ⓓ He'd help with the thinking for the job.

## I Am Poem

I am \_\_\_\_\_  
(Two special characteristics)

I wonder \_\_\_\_\_  
(Something you are curious about)

I hear \_\_\_\_\_  
(An imaginary sound)

I see \_\_\_\_\_  
(An imaginary sight)

I want \_\_\_\_\_  
(A desire you have)

I am \_\_\_\_\_  
(The first line of the poem repeated)

I pretend \_\_\_\_\_  
(Something you pretend to do)

I feel \_\_\_\_\_  
(A feeling about something imaginary)

I touch \_\_\_\_\_  
(An imaginary touch)

I worry \_\_\_\_\_  
(Something that bothers you)

I cry \_\_\_\_\_  
(Something that makes you sad)

I am \_\_\_\_\_  
(The first line of the poem repeated)

I understand \_\_\_\_\_  
(Something you know is true)

I say \_\_\_\_\_  
(Something you believe in)

I dream \_\_\_\_\_  
(Something you dream about)

I try \_\_\_\_\_  
(Something you make an effort on)

I hope \_\_\_\_\_  
(Something you hope for)

I am \_\_\_\_\_  
(The first line of the poem repeated)



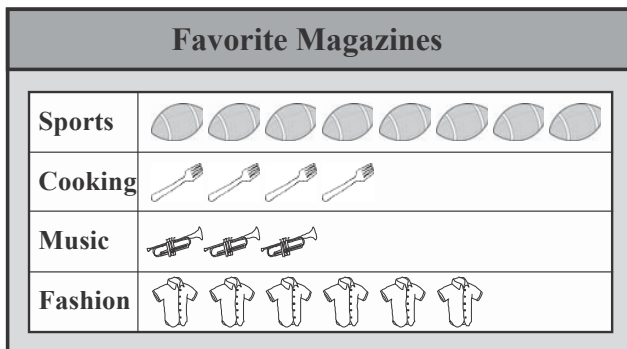
## Draw Scaled Picture Graphs

Debbie is selling magazine subscriptions to raise money for her school. She wants to find the kinds of magazines people like to read, so she takes a survey of her neighbors. She shows her results in a **picture graph** and a **pictograph**.

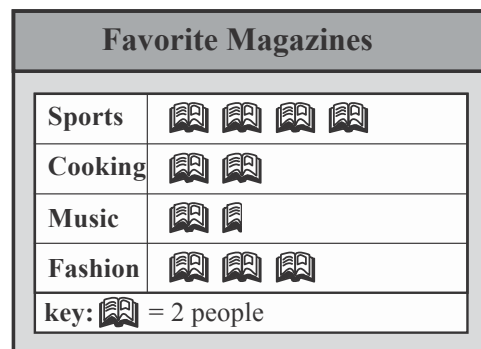
A **picture graph** uses different pictures to display or show data. Usually the picture is a representative of what you are tallying.

A **pictograph**, or scaled picture graph, uses one picture or symbol to represent more than one tally. A **key** is needed to show what each symbol represents.

**Picture Graph**



**Pictograph**



Use the data in the pictograph to answer the questions.

- How many people like fashion magazines?  
\_\_\_\_\_
- How many more people like sports magazines than music magazines?  
\_\_\_\_\_
- Which type of magazine is the most popular?  
\_\_\_\_\_
- How many people took part in the survey?  
\_\_\_\_\_
- Do more or less than 5 people like cooking magazines?  
\_\_\_\_\_
- Which two types of magazines do people like the least?  
\_\_\_\_\_

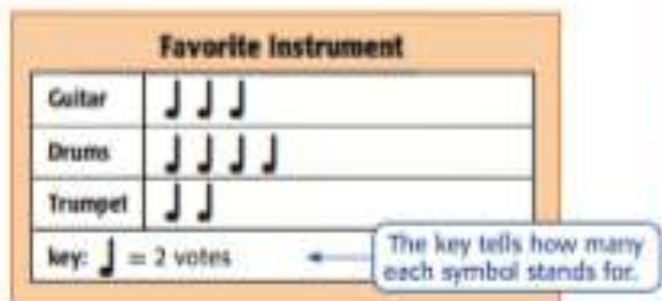
**MY Homework****Lesson 2****Draw Scaled Picture Graphs****Homework Helper**Need help? [connectED.mcgraw-hill.com](http://connectED.mcgraw-hill.com)

Eighteen people voted for their favorite instrument.  
The results are shown in the two graphs below.  
How many people voted for guitar?

A picture graph uses different pictures to represent each vote.



A pictograph, or scaled picture graph, uses the same symbol to represent more than one vote.



$\text{J} = 2$ , so  $2 \times 3 = 6$   
6 people voted for guitar.

**Practice**


1. Display the set of data in a pictograph. Then write a sentence that interprets the data.

How I Get to School	
Method	Frequency
Walk	5
Car	8
Bus	12

How I Get to School	
Walk	
Car	
Bus	
key:  = 2 students	



2. Display the set of data in a pictograph. Write a sentence that interprets the data.

Dulaney Horse Farm	
Horse	Frequency
Appaloosa	16
Mustang	8
Clydesdale	10

Dulaney Horse Farm	
Appaloosa	
Mustang	
Clydesdale	
key:  = 4 horses	



## Problem Solving

3. **Mathematical PRACTICE**  **Understand Symbols** A pictograph key shows 3  symbols. Each symbol represents 7 hikers in the mountains. How many hikers are in the mountains altogether?

## Vocabulary Check




Choose the correct word(s) to complete each sentence.

picture graph      pictograph      key      analyze      interpret

4. To \_\_\_\_\_, is to read or study the data on a graph.
5. The \_\_\_\_\_ in the graph tells how many each symbol stands for.
6. A \_\_\_\_\_ uses the same symbol to represent more than one vote or tally.

## Test Practice

7. A pictograph key shows that each  symbol equals 6 movies. How many symbols equal 18 movies?
- Ⓐ 2 symbols      Ⓒ 4 symbols
- Ⓑ 3 symbols      Ⓓ 5 symbols



**LET'S TALK ABOUT**  
**MAPS**





- **ROAD MAPS: THE MOST WIDELY USED MAPS TODAY. FOR EXAMPLE, THE GPS THAT PEOPLE USE EVERYDAY WHILE DRIVING THEIR CARS IS A ROAD MAP. IT SHOWS THEM WHERE THEY ARE AND HOW TO GET TO THEIR DESTINATION. BY LOOKING AT A SMALL ROAD MAP, YOU CAN LOCATE AIRPORTS, CITY LOCATIONS, PARKS, AND MONUMENTS. LARGER ROAD MAPS GIVE GRATER DETAILS AND CAN GIVE THE OVERVIEW OF MAJOR ROUTES.**
- **RESOURCE MAPS: RESOURCE MAPS SHOW US WHERE CERTAIN NATURAL RESOURCES ARE FOUND. FOR EXAMPLE, BY LOOKING AT RESOURCE MAPS YOU CAN SEE WHICH STATE IS RICH IN OIL OR WHERE YOU CAN FIND COAL. SYMBOLS AND LETTERS ARE USED TO REPRESENT THE RESOURCES PRESENT IN THE AREA. FOR EXAMPLE, A TREE ON A MAP REPRESENTS A FOREST IN THE AREA.**





- THERE ARE MANY DIFFERENT KINDS OF MAPS THAT CAN BE USED FOR MANY DIFFERENT TYPES OF THINGS. LET'S TAKE A LOOK AT SOME OF THE DIFFERENT KINDS:
- **POLITICAL MAPS:** THESE MAPS SHOW TERRITORIAL FEATURES SUCH AS COUNTRIES, STATES, CITIES, TOWNS, AND THE SIGNIFICANT BODIES OF WATER. POLITICAL MAPS COME IN DIFFERENT SIZES. IT CAN COVER LARGE AREAS SUCH AS ENTIRE CONTINENTS, OR SMALL AREAS SUCH AS STATES OR CITIES.
- **PHYSICAL MAPS:** PHYSICAL MAPS HAVE BEEN DESIGNED TO SHOW LANDFORMS LIKE DESERTS, MOUNTAINS, PLAINS, RIVERS, AND LAKES. THE TYPICAL COLORS OF PHYSICAL MAPS ARE BLUE, GREEN, AND BROWN.
- **CLIMATE MAPS:** SHOW US THE WEATHER PATTERNS THAT HAVE BEEN OBSERVED IN A GIVEN AREA OVER A LONG PERIOD OF TIME. BY LOOKING AT A CLIMATE MAP, YOU CAN SEE THE AREAS THAT RECEIVE MORE RAINFALL AND AREAS THAT HAVE DRY WEATHER.




- **TITLE:** SHOWS WHAT A MAP WILL REPRESENT, EVERY MAP SHOULD HAVE A TITLE.
- **COMPASS ROSE:** A COMPASS ROSE SHOWS DIRECTIONS. THE FOUR MAIN PARTS ON A COMPASS ARE THE CARDINAL DIRECTIONS: NORTH, EAST, SOUTH, AND WEST. THE POINTS IN BETWEEN THE CARDINAL DIRECTIONS ARE CALLED INTERMEDIATE DIRECTIONS. THE INTERMEDIATE DIRECTIONS ARE NORTHEAST, SOUTHEAST, NORTHWEST, AND SOUTHWEST.
- **MAP KEY OR LEGEND:** A BOX THAT SHOWS YOU WHAT THE SYMBOLS ON THE MAP MEAN. FOR EXAMPLE, A STAR MAY REPRESENT A POLICE STATION AND A BLUE LINE MAY REPRESENT A RIVER. YOU WILL USUALLY FIND THE BOX IN THE BOTTOM CORNER OF THE MAP.
- **MAP SCALE:** A TOOL FOR MEASURING DISTANCE, IT IS THE RELATIONSHIP BETWEEN DISTANCE ON THE MAP AND DISTANCE IN REAL LIFE. FOR EXAMPLE, YOU LOOKED AT A MAP SCALE THAT SAYS ONE INCH IS EQUAL TO ONE MILE. AFTER MEASURING FROM POINT A TO POINT B YOU GOT THREE INCHES. ACCORDING TO THE MAP SCALE, IT WOULD BE THREE MILES IN REAL LIFE IF YOU WANT TO GET FROM POINT A TO POINT B.



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

## TYPES OF MAPS

1. True or False: All maps are used to help people find locations and get directions.
2. What type of map is designed to show landforms?
3. \_\_\_\_\_ maps show us weather patterns that have been observed in a given area over a long period of time.
4. World maps are generally \_\_\_\_\_ or \_\_\_\_\_.
5. What type of map is this?  
  
\_\_\_\_\_
6. What is the most widely used map?
7. What type of map would you use if you want to see which state is rich in oil?
8. \_\_\_\_\_ maps show us territorial features such as countries, states, cities, towns, and the significant bodies of water.
9. What type of map do you need if you want to find the airport?
10. What does a tree on a resource map represent?

### Why I Run

The first marathon I ever saw  
was years ago with my grandma.  
We stood out on the Boston streets  
and marveled at the number of feet  
and marveled at the number of feet.

The runners were a rumbling herd,  
except for a few—like the swiftest birds  
who shot out alone to run their races  
with determination carved into their faces  
with determination carved into their faces.

Motorboats speeding over gray water,  
these runners would inspire anyone's daughter.  
That was the day I made the decision—  
the bounce in my steps clarified my vision  
the bounce in my steps clarified my vision.

I went home that day and laced up my shoes  
and although my feet started out as one big bruise  
I've run in every Boston Marathon since  
and now I'm so strong I don't even wince  
and now I'm so strong I don't *ever* wince.



1. Find two examples of rhyme in the poem. Draw boxes around the words.
2. Circle an example of repetition in the poem.
3. Type the metaphor that is in the second stanza?
4. What is this poem about?
5. What is the theme/central message of this poem? Explain your thinking.

# Bio Poem

---

(Your first name)

**Is**

---

(Four adjectives that describe you)

**Sibling of**

---

(or Son or Daughter of)

**Lover of**

---

(Three people or things you love)

**Who feels**

---

(Three feelings you have and when they are felt)

**Who gives**

---

(Three things you give)

**Who fears**

---

(Three fears you have)

**Who would like to see**

---

(Three things you would like to see)

**Who lives**

---

(The town or a brief description of where you live)

---

(Your last name)



# Write your own poem!

In the text box to the left you can write your very own poem. Your poem should include the following...

- Correct spelling and punctuation
- 2-3 stanzas
- Rhyming words
- A simile or a metaphor

Think about adding...

- Repetition
- Personification: giving an animal human-like traits
- Onomatopoeia: sound words (ex. Boom, Crash, Bam)

\*\*\*If you are having trouble coming up with a poem on your own use one of the templates in the next few slides to create a "I Am" poem or a Bio Poem.

Be creative! Enjoy becoming a poet!

A large, empty rectangular box with a thin black border, intended for the student to write their poem. It occupies the right half of the slide.

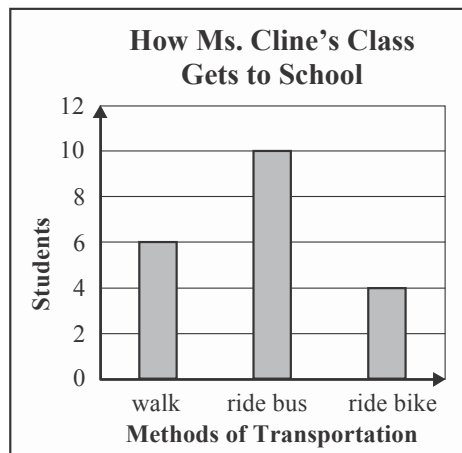


Name \_\_\_\_\_ Date \_\_\_\_\_

## *Draw Scaled Bar Graphs*

A **bar graph** shows data using bars that are different lengths or heights. You read a bar graph by finding the number that represents the length or height of each bar.

This bar graph shows data about how students get to school.



**How many students ride the bus to school?**

The second bar in the graph tells how many students ride the bus. The bar reaches the number 10. So, 10 students ride the bus.

---

**Answer more questions about the bar graph above.**

1. Do more students walk or ride their bike?  
\_\_\_\_\_
2. What is the total number of students who ride the bus or ride a bike?  
\_\_\_\_\_
3. How many more students ride the bus than walk?  
\_\_\_\_\_
4. Suppose there are 23 students in Ms. Cline's class. How many students do not walk, ride the bus, or ride their bike to school?  
\_\_\_\_\_

# MY Homework

## Lesson 3

### Draw Scaled Bar Graphs

## Homework Helper



Need help? [connectED.mcgraw-hill.com](http://connectED.mcgraw-hill.com)

Rodney surveyed his classmates to find which season they like best. First, he recorded the data in a tally chart. Then, he used the data to make a bar graph. How many more students voted for summer than for either spring or fall?

Favorite Seasons	
Season	Tally
Fall	
Winter	
Spring	
Summer	

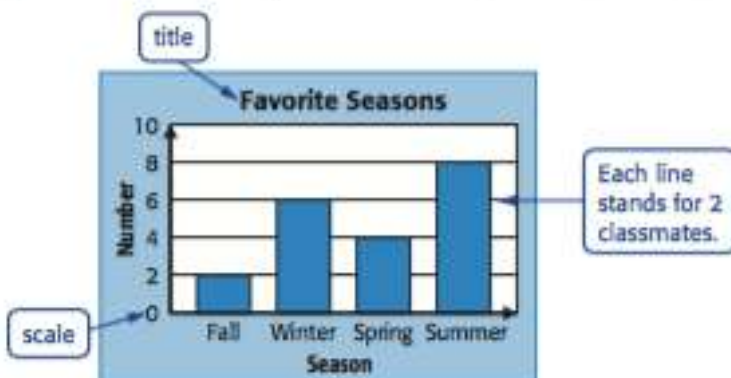
Eight students voted for summer.  
Four students voted for spring.  
Two students voted for fall.

Find  $8 - (4 + 2)$ .

$$\begin{array}{r} 8 \\ - 6 \\ \hline 2 \end{array}$$

Add.  
Subtract.

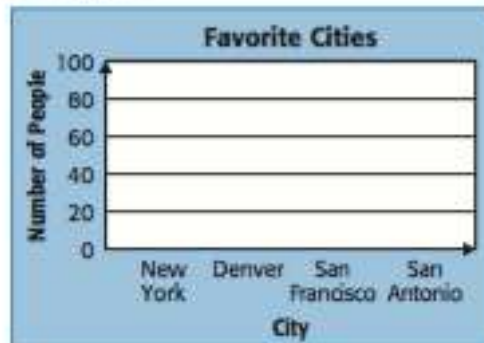
So, 2 more students voted for summer than for either spring or fall.



## Practice

- Display the set of data below in a vertical bar graph.

Favorite Cities	
City	Frequency
New York	80
Denver	20
San Francisco	40
San Antonio	60



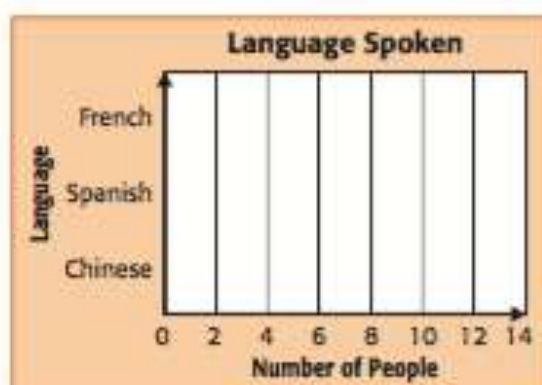
**Mathematical PRACTICE**



**Model Math** Display the data in a horizontal bar graph. Use the graph to answer Exercises 3–4.

2.

Language Spoken	
Language	Tally
French	
Spanish	
Chinese	



3. How many people participated in the survey?

**Mathematical PRACTICE**



**Use Number Sense** How many more people speak Spanish than Chinese and French combined?

## Vocabulary Check



Write the definition of each.

5. bar graph

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---

6. scale

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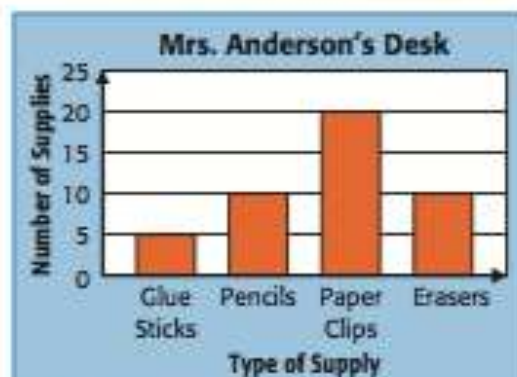


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## Test Practice

7. Refer to the bar graph. How many more paper clips does Mrs. Anderson have than pencils and glue sticks together?

- ☐ A 0 paper clips     ☐ C 10 paper clips  
☐ B 5 paper clips     ☐ D 15 paper clips







**CREATE YOUR  
OWN MAP**



## **DIRECTIONS:**

**-YOU WILL BE CREATING YOUR OWN MAP OF A PLACE.**

**-THIS COULD BE A PARK, SCHOOL, HOUSE, ISLAND, OR AN IMAGINARY PLACE. BE CREATIVE.**

**-YOU WILL NEED TO INCLUDE A TITLE, KEY, COMPASS, SCALE AND PICTURES ON YOUR MAP.**

**-USE THE MAP NOTES FROM LAST WEEK'S LESSON IF YOU ARE NEED TO REVIEW.**

**-MAKE SURE YOUR MAP IS DETAILED AND COLORFUL. FEEL FREE TO LOOK AT SOME EXAMPLES OF MAPS BEFORE YOU START. SEE THE EXAMPLE ON THE LAST SLIDE AS AN IDEA.**

**TITLE:** TYPE HERE

REMEMBER THAT YOU CAN ADD PICTURES FROM THE INTERNET AND USE SHAPES, LINES, COLOR, ETC TO BRING YOUR MAP TO LIFE. YOU CAN ALSO PRINT THIS OUT AND DRAW YOUR MAP TO TAKE A PICTURE AND UPLOAD TO GOOGLE CLASSROOM. BE CREATIVE AND I CANNOT WAIT TO SEE ALL OF YOUR MAP DESIGNS.

**MAP KEY:**  
TYPE HERE





MAP KEY:  
HOSPITAL



MOUNTAIN



PARK



GAS STATION



FOOD



ROAD

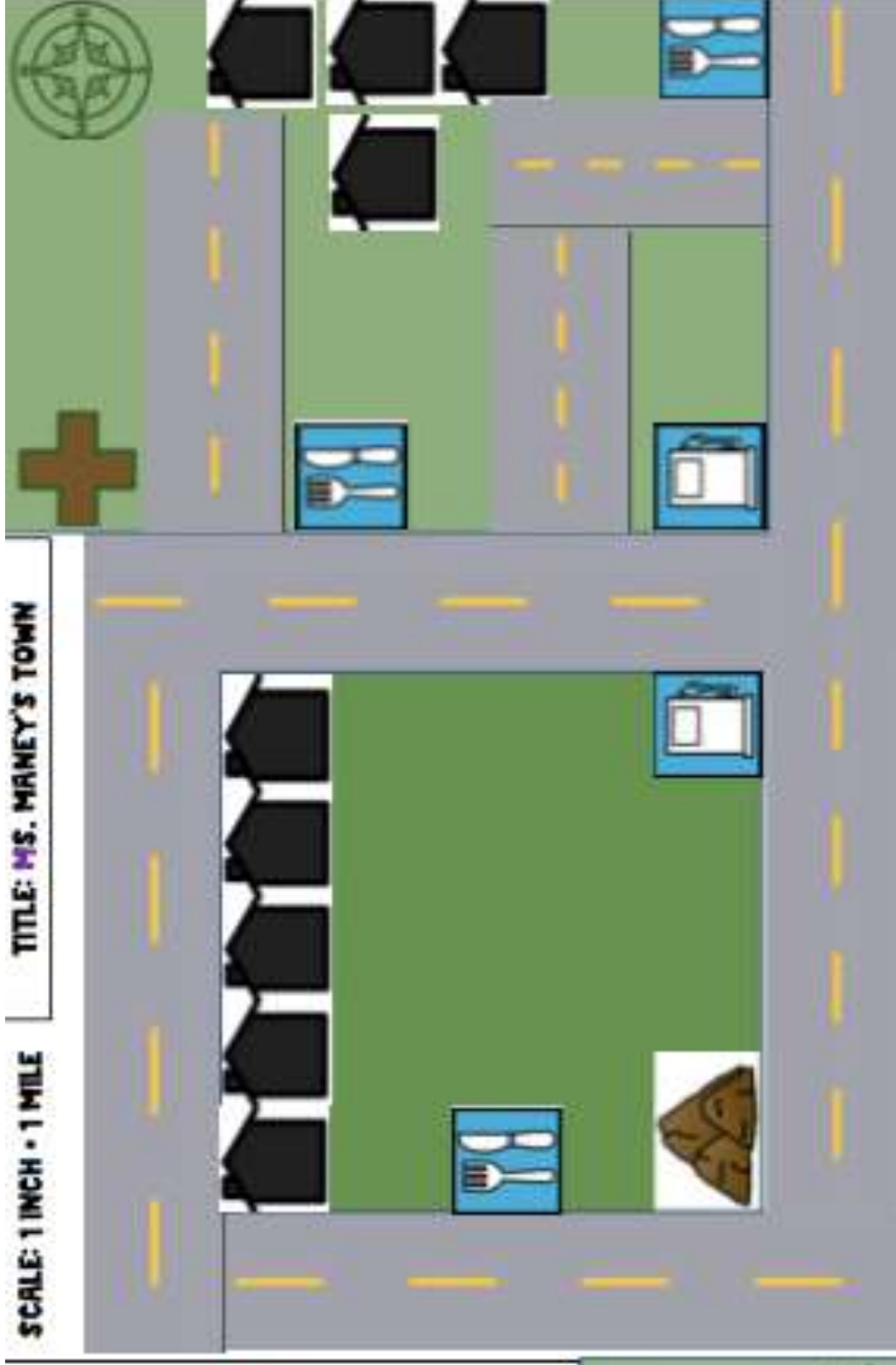


HOUSE



SCALE: 1 INCH = 1 MILE

TITLE: **MS. MAMEY'S TOWN**



# A Mammoth Adventure

## Cast of Characters

Liz, a seven-year-old girl

Ray, her ten-year-old brother

Mother

## Scene 1

SETTING: Liz and Ray are at a museum in Hot Springs, South Dakota.

Ray: I knew this would be a great place to visit to write my report for school.

Liz: (looking up at a huge skeleton) Wow! It's almost like the real thing.

Ray: That's why I begged Mom to bring us here. It's a real skeleton! But I wish I could see a living mammoth.

Liz: Too bad they're extinct.

Ray: A very big pool of warm water used to be here.

Liz: Is that why it's called Hot Springs?

Ray: Right. About 26,000 years ago, the spot where this museum now stands was just a grassy hill. But then an underground cave collapsed, and the ground sank. It made a deep sinkhole, and the sinkhole filled up with water from a warm spring.

Liz: How did the mammoths get here?



Ray: The water was warm all year round. Lots of mammoths and other animals went into the pool to drink, but then they couldn't get out. The sides were too steep. So the animals died, either because they drowned or because they couldn't get food.

Liz: Where is the water now?

Ray: The pool slowly filled up with dirt. The bones of the trapped animals were protected under the mud for thousands and thousands of years. Now people are digging them out. There were about fifty mammoths trapped here, and lots of other animals, like wolves, and camels, and a giant bear.

Liz: The poor animals! I feel sorry for them, trapped like that. I wouldn't want to be there!

Ray: I would. I'd give my right arm to see all those mammoths alive. I could use Mom's cell phone to take a picture. Wow, my school report on mammoths would be awesome!

Liz: Yeah, you'd get an A as long as you didn't get trapped in the pool.

Ray: Here—look at this! (Ray goes to a diagram that is hanging on a nearby wall. The diagram has a sign that says "Please do not touch." Ray reads from it.) This diagram shows what happened to the mammoths through the years. (He points to the first part of the diagram. It has a label that says "26,000 years ago.") That's when the ground caved in and made the pool.



# A Mammoth Adventure

Liz: There's when the mammoths died in the water!  
(Liz reaches out and touches the picture of a mammoth on the diagram.)

Ray: Hey, what's happening? What's that noise?

Liz: I don't know—I can't see anything! I feel like I'm falling!

(Liz and Ray pretend to tumble through the air and fall to the ground.)

## Scene 2

Ray: What happened?

Liz: Where's the museum?

Ray: Where are we?

Liz: It's just a grassy hill. And there's some snow on the ground, too. And there's a giant something . . . it looks all furry . . . oh no, what is that?

Ray: Well, if it looks like an elephant but it has long, brown fur . . .

Liz: . . . and big, sharp tusks that curve at the ends . . .

Ray: It's a woolly mammoth!

(Liz and Ray begin to walk backward together, very slowly.)

Liz: We must have traveled back in time to the Ice Age! (She looks scared.) Are mammoths **carnivores**?

Ray: They don't eat meat. (Suddenly, Ray looks scared, too. He points in a different direction.) But that giant bear definitely does!

Liz: And it's coming this way!

Ray: What's happening to the ground? It's starting to shake! And look, there's a crack opening up!

Liz: Oh, no! It's starting to make a sinkhole!

Ray: Quick—draw a big square in the snow!

Liz: With what?

Ray: Your finger, your finger!

(Liz uses her finger to draw a big square on the ground.)

Liz: Okay—now what?

Ray: Use your finger to write the year inside the square.

Liz: What year?

Ray: The year we were in before this happened. Hurry!

# A Mammoth Adventure

*(Liz writes the date, and she and Ray stand inside the square. Once again they seem to tumble through the air and fall to the ground.)*

**Liz:** We're back in the museum!

**Ray:** What a relief!

**Liz:** That was close.  
*(Their Mother enters.)*

**Mother:** What happened to you two? I couldn't find you for a minute! I got the tickets for the dinosaur show later, but it's lunchtime now. Where did you two go?

**Liz:** What's for lunch? I hope it's not mammoth!

**Ray:** We almost were lunch.

**Mother:** Huh? What are you talking about?

**Ray:** I was **petrified**.

**Mother:** Petrified! What frightened you?

**Liz:** Oh ... I think it would take an Ice Age to explain it. Let's go have lunch. *(Ray and Liz giggle.)*

The illustrations below represent the sequence of events in "A Mammoth Adventure". The sequence of events is the order in which things happen. After reading the play, using the editing tool, write what happened first, next, then, and in the end.



First



Next



Then



In the end

# A Mammoth Adventure

A real adventure is a very unusual or exciting experience that could take place in real life. In a drama, or play, a real adventure is an adventure that could really happen to you or me. An example of a real adventure would be exploring a cave. Characters in a play can explore a cave, just like you can explore a cave in real life.

A fantasy adventure is an exaggerated or extravagant adventure that uses the imagination. A fantasy adventure cannot happen in real life. For example, Magic School Bus adventures are fantasy adventures. Characters who experience a fantasy adventure usually travel back in time or into the future, or go to places we could not go to in real life.

“A Mammoth Adventure” includes both a real adventure and a fantasy adventure. Using the editing tool, type in the chart below. Write about the real adventure and then explain the fantasy adventure that Ray and Liz experience.

Real Adventure (could happen in real life)	Fantasy Adventure (cannot happen in real life)

“A Mammoth Adventure”

Common Core Coach, English Language Arts, First Edition, Grade 3

A drama, or play, is a story that can be performed on a stage by actors or acted out by students in a classroom. Characters are usually listed at the beginning of a drama. The list of characters is called the cast. Who are the two main characters in "A Mammoth Adventure"?

- a. Liz and Mother
- b. Ray and Mother
- c. Liz and Ray

Nonliteral language is often used in dramas. Nonliteral language is when a character says something different than what they really mean. On the second page, Ray says, "I'd give my right arm to see all those mammoths alive." What does Ray mean?

In Scene 2, why do Liz and Ray begin to walk backwards, very slowly?

- a. A giant bear was coming towards them.
- b. The museum was closing and they were leaving.
- c. They spot a woolly mammoth.
- d. They are about to fall in a sinkhole.

Part A: In Scene 1, Ray says he would like to see a living mammoth. After reading Scene 2, do you think he still has the same interest to see one in real life? \*

Yes

No

Part B: Using your answer from Part A, use text details to support why you feel that way.

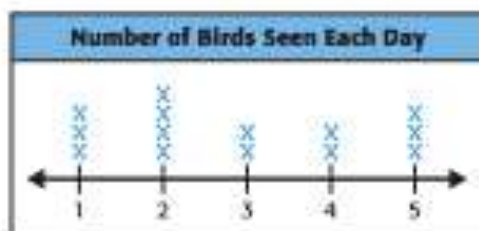
Which question is never answered in "A Mammoth Adventure"? \*

- a. Is that why it's called Hot Springs?
- b. Where is the water now?
- c. Where are we?
- d. Where did you two go?



**MY Homework****Lesson 5****Draw and Analyze  
Line Plots****Homework Helper**Need help? [connectED.mcgraw-hill.com](http://connectED.mcgraw-hill.com)

Jori recorded the number of birds she saw at the bird feeder each day for 5 days. She displayed the data in a line plot. What is one conclusion you can make from this line plot?



Number of Birds Seen Each Day	
Day	Tally
Day 1	
Day 2	
Day 3	
Day 4	
Day 5	

One conclusion that can be made is that there were 3 birds at the feeder, on 2 of the days.

**Practice**

Use the line plot above to answer Exercises 1–3.

1. How many days were there 2 birds at the bird feeder? \_\_\_\_\_
2. How many days were there 3 or fewer birds at the feeder? \_\_\_\_\_
3. How many days were there 3 or more birds at the feeder? \_\_\_\_\_

For Exercises 4 and 5, refer to the line plot that shows the number of states each student has visited.

4. How many states have the most number of students visited?

5. How many students have visited three states?



## Problem Solving

6. **Mathematical PRACTICE** **Model Math** Mrs. Sebring's class made a tally chart of the number of hours they spent on homework last week. Display the set of data in the line plot.

Weekly Time Spent on Homework	
Time (h)	Tally
8	
9	
10	
11	



## Vocabulary Check



7. What is a line plot?

---

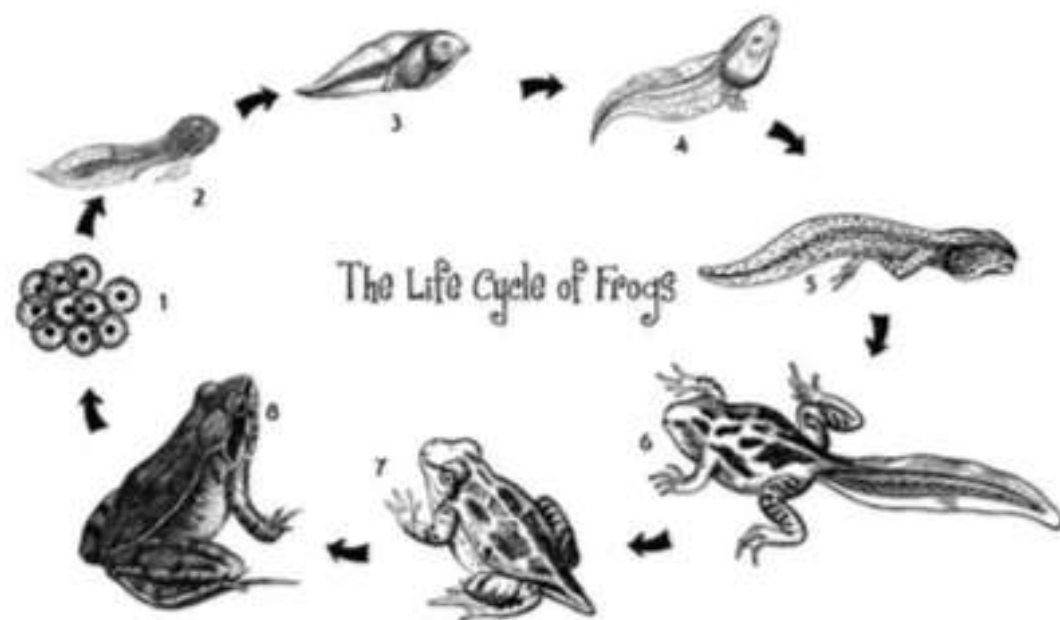


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## Test Practice

8. Refer to the line plot in Exercise 6. What is the difference between the least number of hours spent on homework and the most number of hours spent on homework?

Ⓐ 1 hour   Ⓑ 3 hours   Ⓒ 8 hours   Ⓓ 11 hours



Read the paragraphs below and use the Life Cycle of Frogs diagram to label the paragraphs in correct order from 1-8:

- \_\_\_\_\_ As tadpoles grow, the gills become covered with skin. The tadpoles use their pointed mouth to stick to plants and rocks. They eat algae. Camouflage is their only protection.
  
- \_\_\_\_\_ With its tail completely reabsorbed, an adult frog can now live on land but usually stays near water because it needs to keep its skin moist. Adult frogs also return to the water to lay eggs.
  
- \_\_\_\_\_ Tadpoles come from eggs. The eggs need to be kept moist so the adult frogs usually lay them in water. The eggs are grouped together in egg masses called *egg sacks* or *frogspawn*. The tadpoles wiggle inside the eggs until they can break out.
  
- \_\_\_\_\_ The front legs develop and the tadpole looks more and more like a frog every day. At this stage, it is called a 'froglet'.

\_\_\_\_\_ The back legs begin to sprout first. The tadpole starts to swim occasionally, but mostly stays attached to plants and rocks. The mouth also begins to widen.

\_\_\_\_\_ As the back legs and tail become larger and stronger, the tadpole can now swim around and catch food. It can also start to swim to the surface to catch a breath of air as its lungs begin to develop.

\_\_\_\_\_ When tadpoles hatch from the eggs, they breathe through gills. At first, the gills are on the outside of their body.

\_\_\_\_\_ The tail shrinks as the frog reabsorbs it. The nutrients in the tail help the frog to grow. The frog is now breathing air and eating insects.

Answer the following questions using the paragraphs above.

1. What do tadpoles eat?

- a. Fish eggs
- b. Milk from their mother
- c. Algae
- d. Small fish

2. How do tadpoles protect themselves?

- a. They use their tail to push predators away.
- b. They hide behind their mother.
- c. They make a loud noise that scares the predators away.
- d. They camouflage themselves so they are not easily seen.

3. What happens to the tail before a froglet becomes an adult?

- a. The tail falls off as the froglet is swimming.
- b. The tail is eaten by an adult frog.
- c. The tail is chewed off by the froglet.
- d. The tail is reabsorbed into the froglet's body.

4. Why do adult frogs stay near water?

- a. They need to drink a lot.
- b. They need to keep their skin moist.
- c. They like to sleep in the water.
- d. The water helps them relax.

5. How is the way a tadpole breathes different from the way an adult frog breathes?



# PREK-5TH ART CHOICE BOARD

Choose one Art assignment from the choices below to complete each week (5/25, 6/1, 6/8).

Be creative and have fun! Please submit in Google Classroom or by email.

Contact Mrs. Bournea (HH&S/GALES) email [dbournea@kent.k12.mn.us](mailto:dbournea@kent.k12.mn.us)

Mrs. Jetton (RH&S/GALES) email [tjetton@kent.k12.mn.us](mailto:tjetton@kent.k12.mn.us)

Questions for us? Our Office Hours are 8:45 - 4 PM everyday by email OR visit us on Zoom

PreK-2nd Grade every Tuesday from 10-11 AM, 3rd-5th Grade every Thursday from 10-11 AM

Zoom links are posted in the grade level Google Classrooms and through email requests.

## Let's talk about Henri Matisse!

The artist, **Henri Matisse** (1869-1954) was known for making colorful works of art. He was a French artist who used a variety of materials in his work, including paint and charcoal, but he is most famous for 'drawing with scissors'. As Matisse became older, he began to work with brightly colored paper and would cut out shapes, animals, leaves, dancers and flowers and then arrange them.

See this film footage of Henri Matisse at work:

<https://www.youtube.com/watch?v=GN0okOq8Hyc>

One of Matisse's most famous works is called *The Snail*.

*Does the spiral pattern of shapes remind you of anything?*

He made this collage in 1953. It is made up of cutout paper shapes glued down. It is a square shape about 9.5 feet tall and wide. This is taller than most ceilings!

When you first look at it, it shows Matisse's interest in bright colors.

He used complementary colors

(colors across from each other on the color wheel). When an artist uses these colors together, (green next to red, and blue next to orange) the colors pop-out and attract attention.

Then if you look closely at the shapes, you can see he arranged them in a spiral like a snail shell. The lilac shape in the top left corner shows a snail shape too.



Listen to Henri's Scissors by Jeanette Winter:

<https://www.youtube.com/watch?v=RfvcqeH8fRA>

## Now let's try Drawing with Scissors!

1. Gather your supplies: scissors, glue, a variety of paper, and a pencil (in case you want to draw first)
2. Cut out shapes from your paper. They can be any shapes you want; organic (curved shapes without names) or geometric (square, rectangle, triangle). Use your imagination!
3. When you have a pile, take a larger sheet of paper and arrange your shapes on top of it. Think about your composition and how the pieces interact with each other. Experiment with your shapes! Overlap to make new shapes.
4. Glue your shapes down.

Matisse would listen to music as he worked. To get your creative juices flowing listen to some music as you cut.

**Share your collage with your art teacher!**

Choose **one** of the following

## Drawings to complete.

*Be creative and make it your own idea!*

Use the entire piece of paper and include a background with details.

Start with pencil and then color your drawing using a medium of your choice (crayons, colored pencil, markers, etc.).

Refer back to the video posted in Google Classroom about Art Supplies to get more unconventional ideas for supplies.

## -Create a Landscape

This could include a Farm, Fields, Trees or Flowers

## -Create a Cityscape

This could include Buildings, Traffic or Busy Streets

## -Create a Seascape

This could include an Ocean, Sea creatures, Boats

## -Create a Waterscape

This could include a Pond, Creek, or River

Be sure to share your picture and which "scape" you picked with a sibling or adult.

**Send a picture to your art teacher or visit us on Zoom to explain your art!**



**Sean Kenney** is an artist that creates elaborate sculptures out of Legos.

Check out this video to learn more about his process:  
[https://www.youtube.com/watch?v=DJwkPKqSyx4&feature=emb\\_logo](https://www.youtube.com/watch?v=DJwkPKqSyx4&feature=emb_logo)



To view his current exhibits, click here:  
<https://seankenney.com/exhibits/>

### ***Think like an Artist or Engineer!***

**Problem:** Create a 3-D Structure-Must stand on its own

**Imagine** What theme or design do I want to focus on?

Brainstorm multiple ways to build your design.

**Plan** What material do I want to use (see below for ideas)?  
What limitations does my material have?

**Create** Follow your plan and create something! Test it out  
to see if it will work how you were envisioning.

**Improve** Make changes to your design to improve it. Does  
it meet the requirements?

#### **Ideas for Materials to use:**

Legos  
Megablocks  
Magnet Tiles  
Interlocking Blocks  
Bristle Blocks  
Wooden Blocks  
Pattern Blocks  
Cardboard  
Foam Pieces  
Popsicle Sticks  
Game pieces (dominoes, cards, etc.)  
Paper, straws, tape, paper clips  
Marshmallows and Toothpicks

→Was your design successful?

→What was one challenge you had to work through?

→What was your inspiration?

**SHARE** your art and responses with others.  
Don't forget to take a picture for your art teacher!



### ***Let's make Maracas***

A maraca is a musical instrument that you shake.  
These were first created  
by the native Indians  
of Puerto Rico.

To make your maraca you will need:  
2 or 4 toilet paper rolls, heavy tape like duct  
tape, dry rice or beans, scissors, and a way to  
decorate the outside like markers or paint.

**This video will show you how to make these  
super easy maracas:**

[https://www.youtube.com/watch?v=FVXGIGAKDzi&disable\\_polymer=truehttps://www.youtube.com/watch?v=FVXGIGAKDzi&disable\\_polymer=true](https://www.youtube.com/watch?v=FVXGIGAKDzi&disable_polymer=truehttps://www.youtube.com/watch?v=FVXGIGAKDzi&disable_polymer=true)

Play some music while you make your maraca.  
If you can, make one for yourself and one for a  
member of your family. Then, you can play  
music together.

After you create the maraca, think about  
how you will decorate your maraca.

*Will you create a pattern, use text, symbols?*

*How will you decorate the one  
for someone else?*

*Will it be the same as yours or different?*

**Use markers or paint or stickers  
Be creative with color, line and shape**

Prepare to show off your maracas and talk  
about the designs. Can you shake along to a  
musical beat?

**Watch this video and try to find the maracas  
and shake your maraca to the beat:**

<https://www.youtube.com/watch?v=y0bcTSDfScg&feature=youtu.be>

Send a picture or video to your art teacher! :)



**Quilling** is an art form that involves the use of strips of paper that are rolled, shaped, and glued together to create decorative designs.

We will use these skills along with old magazines or any colorful paper to make a silly face or something else of your choice.

**You will need:** scissors, glue, any colorful paper, a pencil to roll the paper strips around, and a background heavy paper. You can cut a cereal box to make a square background.

Take a moment and watch this video:  
<https://www.youtube.com/watch?v=W2BSnkXuxII>

I am cutting strips of paper from an old magazine and rolling it around my pencil then securing the roll with a dot of glue. Please watch my short video:  
<https://youtu.be/PSqh15-zJaE>



Here is my finished quilling project.

My face is stylized and reminds me of masks found in different cultures. Sometimes the art we have seen before influences our artistic choices. Maybe you will be influenced by other artists!

Check out this modern Quilling Artist, Yulia Brodskaya:  
<https://www.artyulia.co.uk/>

When your quilling project is complete, ask yourself these 3 questions:

1. Was I influenced by art from a different culture or current pop culture?
2. What does my art say about me and my culture?
3. How is my piece of art I made at home different than it would have been if we made it in school?

Write down your answers to the questions, then send them with a picture of your quilling to your art teacher.



Drawing a **boat** can make us think about summertime and relaxing outside. There are many different types of boats. You can draw from a picture or by looking at a real boat. You can draw a boat using your imagination. However you choose to draw a boat, think about how it is powered. Does it use wind to move like a sailboat or does it have an outboard motor or a motor inside the boat?

*Try drawing a sloppy copy of the sailboat below. Add the water and sky. Add color or other details like people.*



*The second boat is a fishing boat with lots of details. How is it powered? Does it use wind to move the boat or a motor? Try drawing a sloppy copy of a fishing boat.*

Do you see any boats when you take a walk outside? Have you ever seen a boat on a trailer? Have you ever seen a kayak?

**Draw any kind of boat-Add details and color!**  
Be sure to send a picture of your final copy to your art teacher. Thank you!

Things to think about:  
Why are some boats on trailers?  
Why do some people have sailboats and some people have motor boats?  
What would you do with a kayak that you can't do with a big sailboat?  
What kind of boat did Captain Jack Sparrow have?



## Music - Grades 3-5 - Form 3-Blues

Be creative and have fun! Any questions? Want to share?

Contact Mrs. Frison (HHGES/RHES) email - [kfrison@kent.k12.md.us](mailto:kfrison@kent.k12.md.us)

Mr. Thai (GALES/RHES) email - [cthai@kent.k12.md.us](mailto:cthai@kent.k12.md.us)

Mrs. Frison's office hours are 8:45AM - 4:05PM Monday - Friday

Mr. Thai's office hours are 8:45AM - 4:05PM Monday - Friday

### Week 9 - 5/25/2020

The blues developed among African Americans after the Civil War. Most blues describe feelings of loneliness or sadness, but the lyrics can also show hope and courage. Read the blues verse below then an.

Well, good mornin' blues, Blues how do you **do**?

Well, good mornin' blues, Blues how do you **do**?

I'm doing all right well, good mornin' how are **you**?

How many lines are in the verse?	1	2	3	All
Which line is the same or similar to the 1st line?	1	2	3	All
Which line is different or contrasting from the 1st line?	1	2	3	All
Which lines rhyme?	1	2	3	All

Sometimes the 2nd line has a slight variation from the 1st line, like this verse below.

I couldn't sleep last night, you know the blues walking 'round my **bed**.

Oh Lord, the blues walking 'round my **bed**.

I went to eat my breakfast, the blues was in my **bread**.

If there are **3 lines** of lyrics in one verse and **each** line of lyrics uses **4 bars/measures of music**, **how many bars** of music are played for one verse? \_\_\_\_ Use multiplication or addition to create a math problem to demonstrate how you got your answer. \_\_\_\_\_ = \_\_\_\_\_

**Complete the lesson by doing the following:**

- Listen to 2 minutes of each of these two youtube versions of the blues song, "Good Morning Blues."
- If you can't get to youtube, listen to the two Audio versions of "Good Morning Blues."
- Highlight or mark the one you like best.
- Write a sentence to explain your preference. Use music elements or terms in your explanation.

I prefer version # \_\_\_\_ because \_\_\_\_\_

#1 - Huddie "Lead Belly" Ledbetter - Good Mornin' Blues (2:33) <https://www.youtube.com/watch?v=IJQTnGe6Ip0>

#2 - Brownie McGhee - Good Morning Blues (3:21) <https://www.youtube.com/watch?v=nGKzA2J6cAA>



# Music - Grades 3-5 - Form 4-Blues Verse

Be creative and have fun! Any questions? Want to share?

Contact Mrs. Frison (HHGES/RHES) email - [kfrison@kent.k12.md.us](mailto:kfrison@kent.k12.md.us)

Mr. Thai (GALES/RHES) email - [cthais@kent.k12.md.us](mailto:cthais@kent.k12.md.us)

Mrs. Frison's office hours are 8:45AM - 4:05PM Monday - Friday

Mr. Thai's office hours are 8:45AM - 4:05PM Monday - Friday

## Week 10 - 6/1/2020

Last week, we learned that most blues describe feelings of loneliness or sadness, but the lyrics can also show hope and courage. This week, we are going to use the 12-bar blues pattern to create our own blues verse. The lyrics of a 12-bar blues song often follow the pattern known as **AAB Form** explained below.

**A** - The first line **states** an idea, thought or feeling about something.

**A** - The second line **restates or repeats** the first line. (It can restate the first line with a slight change.)

**B** - The third line is a **response** to the first and second lines-often with a twist. It **rhymes** with the first line.

**A** - Well, good mornin' blues, Blues how do you **do**?

**A** - Well, good mornin' blues, Blues how do you **do**?

**B** - I'm doing all right well, good mornin' how are **you**?

Now it's your turn to create a blues verse. Use the following steps:

1. **List 3 different things** that make you feel sad/lonely. (Ex. COVID-19, chores, missing friends, etc.)

\_\_\_\_\_

2. **Choose 1 item** from your list. **Write down YOUR "A" statement** about it. (End it with a word that's easy to **rhyme**. **Don't use** the ending words from the lines above.)

**A** - \_\_\_\_\_

3. **Repeat your "A" statement** for the second line. (If you change it slightly, the **last** word must match line 1.)

**A** - \_\_\_\_\_

4. **List four words** that rhyme with the **last word** of your **first line**.

\_\_\_\_\_

5. **Create your "B" line**, ending with one of your rhyming words from above.

**B** - \_\_\_\_\_

**\*\*You have created a blues verse. Next week, you will create 2 more verses and will perform them.\*\***

# Music - Grades 3-5 - Form 5-Blues Verses

Be creative and have fun! Any questions? Want to share?

Contact Mrs. Frison (HHGES/RHES) email - [kfrison@kent.k12.md.us](mailto:kfrison@kent.k12.md.us)

Mr. Thai (GALES/RHES) email - [cthais@kent.k12.md.us](mailto:cthais@kent.k12.md.us)

Mrs. Frison's office hours are 8:45AM - 4:05PM Monday - Friday

Mr. Thai's office hours are 8:45AM - 4:05PM Monday - Friday

## Week 11 - 6/8/2020

Last week, you created your own blues verse. This week, you will create two more blues verses using **AAB Form**. You will add Tempo Marks, Dynamics Marks, and a graphic. Prepare a performance. Review AAB Form below. Insert a small drawing or graphic related to your blues verses above the title.

**A** - The first line **states** an idea, thought or feeling about something.

**A** - The second line **restates or repeats** the first line. (It can restate the first line with a slight change.)

**B** - The third line is a **response** to the first and second lines. The ending word must rhyme with line one.

Title \_\_\_\_\_

Circle or highlight the appropriate Tempo (speed) you choose. Andante (medium/walking) Presto (very fast)

Circle or highlight the appropriate Dynamic level (volume of sound) you choose.

Pianissimo (very soft)

Piano (Soft)

Forte (loud)

Fortissimo (very loud)

A - \_\_\_\_\_

A - \_\_\_\_\_

B - \_\_\_\_\_

A - \_\_\_\_\_

A - \_\_\_\_\_

B - \_\_\_\_\_

A - \_\_\_\_\_

A - \_\_\_\_\_

B - \_\_\_\_\_

# PreK – 5<sup>th</sup> PE/Health Choice Board

May 26 – June 12

Choose (1) PE activity and (1) Health activity per week from the choices below. Each activity can only be chosen once.

Be creative & have fun! Questions? Want to share a challenge? Contact your teacher:

Mr. Williams (HHGES): [dwilliams@kent.k12.md.us](mailto:dwilliams@kent.k12.md.us)

Mr. Walters (RHES): [mwalters@kent.k12.md.us](mailto:mwalters@kent.k12.md.us)

Mr. Pritzlaff (GALES): [rpritzlaff@kent.k12.md.us](mailto:rpritzlaff@kent.k12.md.us)

## PHYSICAL EDUCATION

### Yoga

Choose yoga poses from the cards below and hold each move for 10 seconds or choose one of the two YouTube videos below:

Pokémon Yoga!

<https://www.youtube.com/watch?v=tbCjkPfsaes>

Trolls Yoga!

<https://www.youtube.com/watch?v=U9QB8FKE12Qs>



**Cross-Legged**



**Cat**



**Tall Mountain**



**Tree 2**



**Plank**



**Chair**

## HEALTH

### Shoe Tying



Listed below are 4 videos showing different shoe tying techniques.

Make it a goal for your child to be able to tie his or her own shoes by the end of the summer! If your child already knows how, then great!

Technique #1

<http://safeshare.tv/v/bhrf201K90w>

Technique #2

<https://safeshare.tv/x/ss56e32fad97f8d>

Technique #3





[https://safeshare.tv/x/eN9LcG\\_4B74](https://safeshare.tv/x/eN9LcG_4B74)

Technique #4

<https://safeshare.tv/x/ss56e3302a0034f>

# PreK – 5<sup>th</sup> PE/Health Choice Board







## May 26 – June 12

 <p><b>Cobra</b></p>	 <p><b>Down Dog</b></p>	 <p><b>Goddess</b></p>																										
<p><b>PHYSICAL EDUCATION</b></p> <p><b>Just Dance</b></p> <p>Make up a dance to any of your favorite songs or visit YouTube, search “Just Dance Kids” and choose a song to dance.</p> 			<p><b>HEALTH</b></p> <p><b>Healthy vs. Unhealthy Choices</b></p> <p>Look at the options below and decide if it is a healthy choice or an unhealthy choice. Discuss your choices with an adult.</p> <table border="1"> <tr> <td>Taking medicine that a doctor gave you</td> <td>Washing your hands</td> <td>Staying up late every night</td> <td>Using the oven alone</td> <td>Eating yogurt for a snack</td> </tr> <tr> <td>Using a tissue to blow your nose</td> <td>Riding your bike without a helmet</td> <td>Going for a jog</td> <td>Keeping your feelings bottled up inside</td> <td>Having ice cream sometimes as a treat</td> </tr> <tr> <td>Using sunscreen</td> <td>Getting enough sleep</td> <td>Taking medicine a friend gave you</td> <td>Eating fruits and vegetables</td> <td>Riding a bike with a helmet</td> </tr> <tr> <td>Wearing a life jacket when in a boat</td> <td>Putting a magnet in your mouth</td> <td>Eating candy for breakfast every day</td> <td>Cleaning your body only on Thursdays</td> <td>Riding your bike with a helmet</td> </tr> <tr> <td>Going to the doctor for a regular check-up</td> <td>Playing with knives</td> <td>Watching hours of TV every day</td> <td>Finding a way to stay active while doing</td> <td>Practicing yoga</td> </tr> </table>	Taking medicine that a doctor gave you	Washing your hands	Staying up late every night	Using the oven alone	Eating yogurt for a snack	Using a tissue to blow your nose	Riding your bike without a helmet	Going for a jog	Keeping your feelings bottled up inside	Having ice cream sometimes as a treat	Using sunscreen	Getting enough sleep	Taking medicine a friend gave you	Eating fruits and vegetables	Riding a bike with a helmet	Wearing a life jacket when in a boat	Putting a magnet in your mouth	Eating candy for breakfast every day	Cleaning your body only on Thursdays	Riding your bike with a helmet	Going to the doctor for a regular check-up	Playing with knives	Watching hours of TV every day	Finding a way to stay active while doing	Practicing yoga
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					something you enjoy.
<b>PHYSICAL EDUCATION</b>  See if you can complete all of these this week!		<b>HEALTH</b>  <h3>Family &amp; Furry Four-legged Friends</h3>  <p>Who or what do you enjoy spending time with...a family pet, a parent, a sibling, or a friend? Spend 15-20 minutes giving this special person or four-legged friend some love and attention. Snuggle, play, and enjoy connecting.</p>			
	Do *3 Rounds* <ul style="list-style-type: none"> <li>• 15 burpees</li> <li>• 50 jumping jacks</li> <li>• 15 crunches</li> </ul>				
	<ul style="list-style-type: none"> <li>• Arm Stretch</li> <li>• Leg Stretch</li> <li>• Sprint up &amp; down your sidewalk or around your house 10 times after each lap do 10 push ups</li> </ul>				
	<ul style="list-style-type: none"> <li>• Hop on left foot 10x's</li> <li>• Hop on right foot 10x's</li> <li>• 10 log rolls</li> <li>• 10 bear crawls</li> </ul>				
	Roll up a sock and shoot it or throw it at a trash can, hamper.				
	Learn a dance from the 70s, 80s or 90s.				
<p>Try these links for your new dance moves: Here are some fun links to try:</p> <p>70s: Night Fever  <a href="https://www.youtube.com/watch?v=ATQmb6UC63A">https://www.youtube.com/watch?v=ATQmb6UC63A</a></p> <p>80s: MC Hammer Dance</p>					

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[https://www.youtube.com/watch?v=T\\_7Ln\\_NrP3s&feature=youtu.be](https://www.youtube.com/watch?v=T_7Ln_NrP3s&feature=youtu.be)

90s: Cha Cha Slide

<https://www.youtube.com/watch?v=9jXHa5mW8b0>

### PHYSICAL EDUCATION

#### Card Fitness



Take a deck of cards, flip the top card. Complete exercises based on the suit & number on the card.

Face cards are worth 15.

	Spades-jumping jacks
	Clubs-squats
	Hearts-mountain climbers
	Diamonds-Your choice.

Do 10 cards worth.

### HEALTH

#### Mindful Movement: These Feet Were Made for Walking



Go for a walk around your neighborhood with your parent. Spend this time outside observing your surroundings. Notice the flowers, trees, rocks, sky, and other details. Play "I spy" as you walk to look around and notice his or her environment.

### PHYSICAL EDUCATION

### HEALTH

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## THERMOMETER FITNESS 1.0

Directions: Perform the exercises indicated by each thermometer.



Side To Side Reach



Elbows To Knees



Windmills



Squats



Plan out family meals for 3 days. Work together to have a mixture of fruits, veggies, and proteins.

### PHYSICAL EDUCATION

## FRACTION FITNESS





Complete each exercise the indicated number of times based on the fraction of each number given.

### HEALTH



Develop a list of healthy coping skills for every letter in the alphabet to use when you're stressed out or having a bad day.

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$\frac{1}{2}$ Of 50  <b>Windmills</b>	$\frac{1}{2}$ Of 20  <b>Push-Ups</b>	
$\frac{1}{2}$ Of 40  <b>Thigh Stretch</b>	$\frac{1}{2}$ Of 40  <b>Planks</b>	



