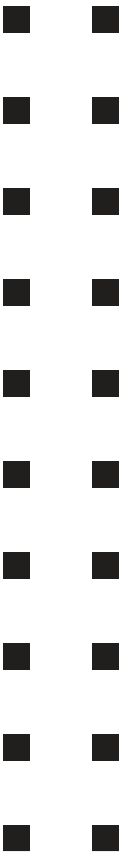




RSU 57

- Waterboro
- Alfred
- Lyman
- Line
- Shapleigh
- Massabesic Middle
- Massabesic High

Continuous Learning LEARNING MENUS



MATH

LITERACY

SPECIALS

Printables

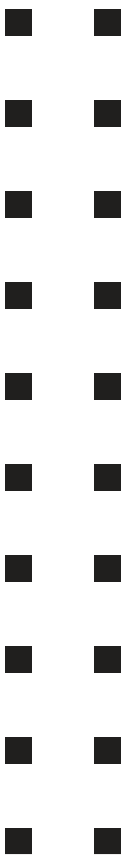




RSU 57

- Waterboro
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- Massabesic High

MATH



Printables



LEARNING MENU MATH & STEM

GRADE 3

★ = EVERYDAY ITEMS

1 ★

★ Go onto **IXL Math**
OR

Khan Academy
for at least 10 minutes to
practice a math skill.



2

Practice your math facts
(+, -, x, and/or ÷).

Suggested ways to practice:
XtraMath, flash cards, Tower
Math app, Reflex Math, IXL,
Khan Academy, ConnectEd,
etc.



3

★ **Weekly Esti-Mystery:**

Submit all estimates on
Friday.
Monday reveal!



4

Read the fairytale (can count
toward your read to self
minutes) and answer the
math questions about the
story.

[The Three Little Pigs](#)



5

Use your fraction pizza
from [last week](#) to answer
these [questions](#).

Watch this Brainpop [video](#)
for a quick review.
Username: eLearn57
Password: eLearn57

<https://bit.ly/2ys9Tly>



6

Play [Multiplication Baseball](#)
with someone at home. Use
dice, a deck of cards, or
make your own. Post your
work for your teacher



7

Practice calculating elapsed
time by completing the
[worksheet](#) or T.6 on IXL in
Grade 3 Math. Post your
work for your teacher.



8

[Play SET](#)

Find the 4 or 6 sets. Try the
[advanced version](#).



9

Use cards between 0 to 9 (or
dice) to create two 3-digit
numbers.
Add or subtract the
numbers. Post at least 5
completed problems for your
teacher.



10

Use the [Snack Vending
Machine Poster](#) to answer
the money word problems on
this [worksheet](#).



11

STEM

Watch the "What Makes
Bridges So Strong?" Mystery
Science [video](#) and complete
the [activity](#). Post a picture of
your finished activity ([Bridge
Designer's Notebook](#) and/or
picture of your bridges) for
your teacher.



12

STEM

Now that you've read The Three
Little Pigs, you're going to
design a house of your own.
Complete the [graphic organizer](#)
to design a house. Then build
the house using your chosen
materials. Post a picture of your
graphic organizer and house for
your teacher.



Check our website daily for additional remote learning supports: bit.ly/rsu57remote

The Three Little Pigs

Once upon a time, three little pigs went out in the world to make their fortunes. The first little pig, who liked to rough it, pitched a tent on top of a hill.

Soon, along came a wolf who lived in the neighborhood. "Little pig, little pig, let me come in!" he begged.

"Not by the hair of my chinny-chin-chin," answered the first little pig.

"It's huffing and puffing. It'll blow your house in," warned the wolf as he ran around the tent.

Suddenly, the tent was swept into the air. With the wolf at his heels, the first little pig ran to the second little pig's house. "Sister, sister, let me in!" cried the first little pig.

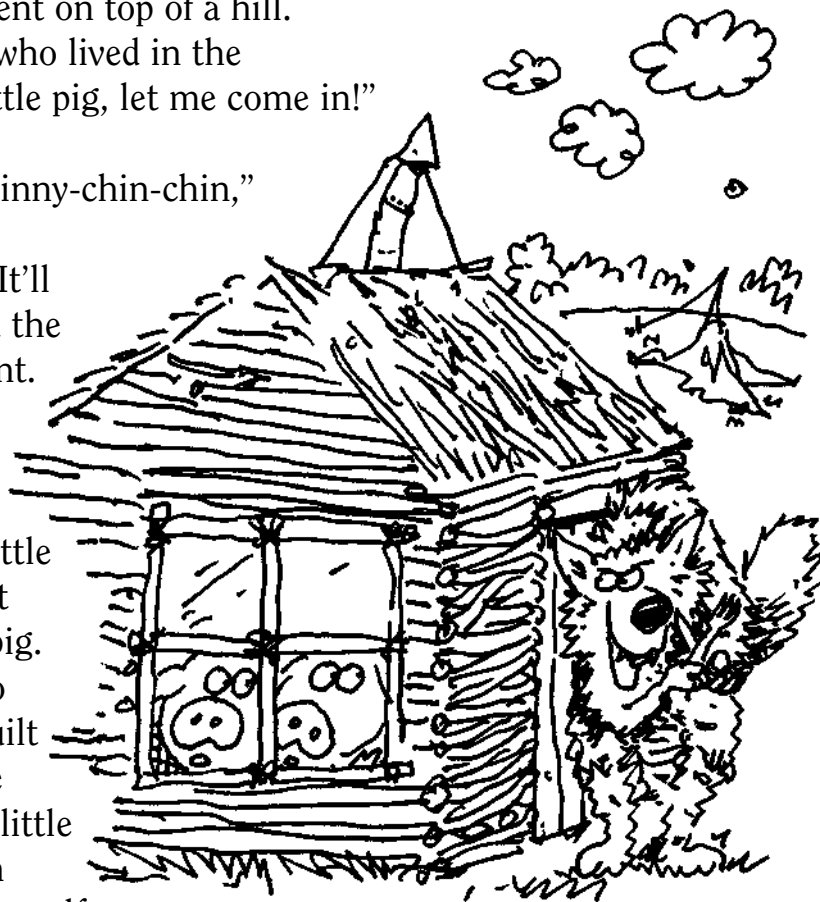
The second little pig, who admired Abe Lincoln, had built a log cabin out of sticks. She threw open the door for her little brother, and the two of them peered out the window at the wolf.

"Little pigs, little pigs, let me come in," whined the wolf.

"Not by the hair of our chinny-chin-chins," answered the pigs.

"It's huffing and puffing. It'll blow your house in," warned the wolf as he ran around the log cabin.

Suddenly, the little cabin was blown into the air. With the wolf close behind, the two little pigs raced to their brother's house. "Brother, brother, let us in!" they cried.



The third little pig, who wanted to become an architect, had built a handsome brick house. He let his brother and sister in and slammed the door.

"Little pigs, little pigs, let me come in," whined the wolf.

"Not by the hair of our chinny-chin-chins," answered the pigs.

"It's huffing and puffing. It'll blow your house in," warned the wolf. The wolf ran around the brick house, begging the pigs to let him in.

The third little pig scratched his head. "What do you mean, *it'll* blow your house in?" he asked the wolf.

"A hurricane's coming. It blew down my house, the tent, and the log cabin! It will hit here soon!" said the wolf. "Please let me in. I need a place to wait out the storm!"

Peeking out a window, the third little pig saw a hurricane coming their way. "I'm sorry wolf, but what pig in his right mind ever let a meat-eating wolf into his house?"

"I don't eat meat! I'm a vegetarian!" cried the wolf. He held up his membership card to the Veggies-Only Club.

"Come on in, then," said the third pig. "We'll wait out the storm in my basement. Thanks for the warning, Wolf!"

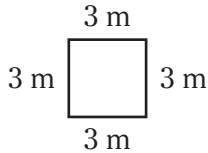
From that day on, the three little pigs and the vegetarian wolf were the best of friends.



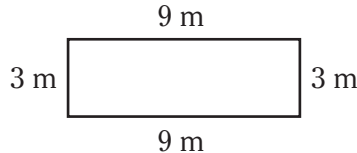


The Three Little Pigs

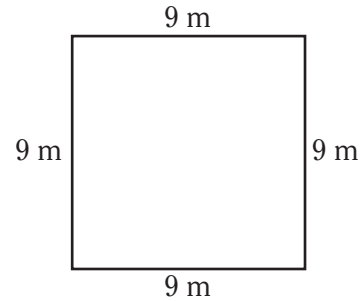
Use the drawings below to answer questions 1–8.



The floor inside the first little pig's tent was 3 m long and 3 m wide.



The floor inside the second little pig's log cabin was 9 m long and 3 m wide.



The floor inside the third little pig's brick house was 9 m long and 9 m wide.

1. When the wolf ran around the first little pig's tent, how many meters did he run?

_____ meters

2. When the wolf raced around the second little pig's log cabin, how many meters did he run?

_____ meters

3. When the wolf ran around the third little pig's brick house, how many meters did he run?

_____ meters

Which operation did you use to solve this problem?

4. What is the area of the floor of the tent?

_____ square meters

5. What is the area of the floor of the log cabin?

_____ square meters

Complete each sentence.

6. The area of the log cabin is

_____ times the area of the tent.

7. The area of the brick house is

_____ square meters.

8. The area of the brick house is

_____ times the area of the tent.

Directions: Use your fraction pizza from [last week](#) to answer these questions.

1. Which two pizza toppings had the same fractional part of the pizza?
2. If you combined the pieces with mushroom and pepperoni, what is the fraction of the pizza with those toppings?
3. How many more pieces of pepperoni are there than mushroom? Write your answer as a fraction.
4. If you ate 3 pieces of the pizza, how many pieces would be left over? Write your answer as a fraction.

Name: _____

M.3-5

Draw a fraction pizza (circle, square, or rectangle) and divide it into eighths.



1. Draw pepperoni on 3 slices and write the fraction of how many pieces have pepperoni.
2. Draw mushrooms on 2 slices and write the fraction of how many pieces have mushrooms.
3. Draw a third topping on the remaining slices and write the fraction of how many pieces have that topping.

Post a picture of your pizza for your teacher.
Save your pizza drawing for next week.

Baseball Multiplication

Materials ☐ 1 *Baseball Multiplication*
(with 10-Sided Dice) Game Mat
(*Math Masters*, p. G17)

☐ 2 ten-sided dice (labeled 1–10)

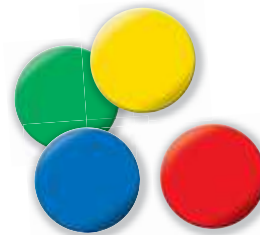
☐ 4 counters



Players 2 teams of one or more players each

Skill Practicing multiplication facts

Object of the Game To score more runs in a 3-inning game.



Directions

The rules are similar to the rules of baseball, but this game lasts only 3 innings. In each inning, each team bats until it makes 3 outs. Each team rolls a die to decide who bats or pitches first (the highest roll gets to choose). The team with more runs when the game is over wins.

Pitching and Batting: Members of the team not at bat take turns “pitching.” They roll the dice to get two factors. Players on the “batting” team take turns multiplying the two factors and saying the product.

The pitching team checks the product. An incorrect answer is a strike, and another pitch (dice roll) is thrown. Three strikes make an out.

Hits and Runs: If the batting team’s answer is correct, the batter checks the Scoring Chart on the game mat. If the chart shows a hit, the batter moves a counter to a base as shown in the Scoring Chart. Runners already on base are moved ahead of the batter by the same number of bases. A run is scored every time a runner reaches home plate.

Keeping Score: For each inning, keep a tally of runs scored and outs made. Use the Runs-and-Outs Tally on the game mat. At the end of the inning, record the number of runs on the Scoreboard.

| Scoreboard | | | | |
|------------|---|---|---|-------|
| Inning | 1 | 2 | 3 | Final |
| Team 1 | | | | |
| Team 2 | | | | |

| Runs-and-Outs Tally | | | | |
|---------------------|------|--|--------|------|
| Team 1 | | | Team 2 | |
| Runs | Outs | | Runs | Outs |
| | | | | |
| | | | | |
| | | | | |

| Scoring Chart (for two 10-sided dice) | |
|---------------------------------------|------------------------------------|
| 81 to 100 → Home run (score a run) | 14 to 36 → Single (go to 1st base) |
| 50 to 80 → Triple (go to 3rd base) | 13 or less → Out (record an out) |
| 37 to 49 → Double (go to 2nd base) | |

Baseball Multiplication (with 10-Sided Dice) Game Mat

Variations

Baseball Multiplication (with Number Cards 1–10): Use number cards 1–10 (4 of each) instead of 10-sided dice. Players shuffle the cards and place the deck number-side down. Players on the “pitching” team draw two cards to generate two factors. Players on the “batting” team take turns finding the product. Teams play and keep score on *Math Masters*, page G17.



Baseball Multiplication (with 6-Sided Dice): Players on the “pitching” team roll two 6-sided dice to generate two factors. Players on the “batting” team take turns finding the product. Teams play and keep score on *Math Masters*, page G18.

| Scoring Chart (for two 6-sided dice) | |
|--------------------------------------|-----------------------------------|
| 36 → Home run (score a run) | 6 to 15 → Single (go to 1st base) |
| 25 to 35 → Triple (go to 3rd base) | 5 or less → Out (record an out) |
| 16 to 24 → Double (go to 2nd base) | |

Baseball Multiplication (with Tens): Players on the “pitching” team roll one 10-sided die and multiply the number rolled by 10. For example, if a 6 is rolled, it is 60. Players on the “batting” team turn over a number card (1–10) and take turns finding the product of the two factors. Teams play and keep score on *Math Masters*, page G19.

| Scoring Chart (for one 10-sided die and one number card) | |
|--|--------------------------------------|
| 810 to 1,000 → Home run (score a run) | 140 to 300 → Single (go to 1st base) |
| 500 to 800 → Triple (go to 3rd base) | 130 or less → Out (record an out) |
| 310 to 490 → Double (go to 2nd base) | |

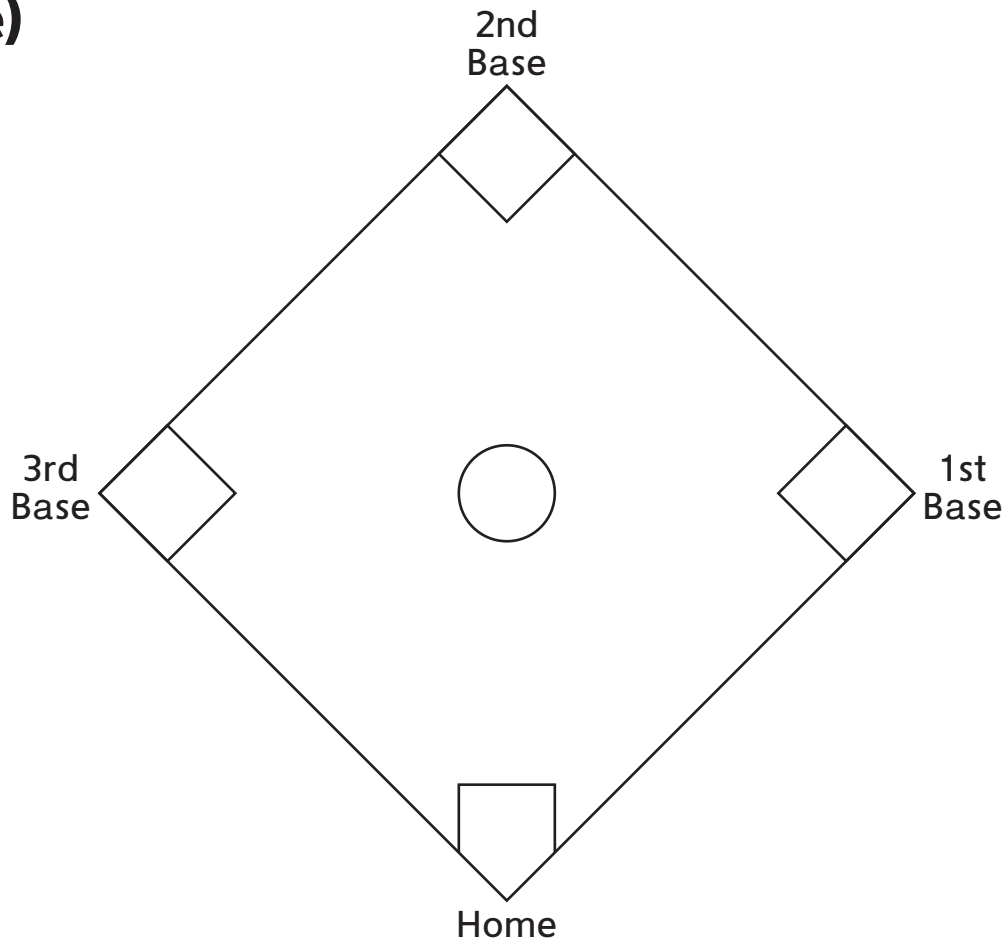
Baseball Multiplication (with 10-Sided Dice)



NAME

DATE

TIME



| Scoreboard | | | | |
|------------|---|---|---|-------|
| Inning | 1 | 2 | 3 | Final |
| Team 1 | | | | |
| Team 2 | | | | |

| Runs-and-Outs Tally | | | |
|---------------------|------|--------|------|
| Team 1 | | Team 2 | |
| Runs | Outs | Runs | Outs |
| | | | |
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| Scoring Chart (for two 10-sided dice) | |
|---------------------------------------|------------------------------------|
| 81 to 100 → Home run (score a run) | 14 to 36 → Single (go to 1st base) |
| 50 to 80 → Triple (go to 3rd base) | 13 or less → Out (record an out) |
| 37 to 49 → Double (go to 2nd base) | |

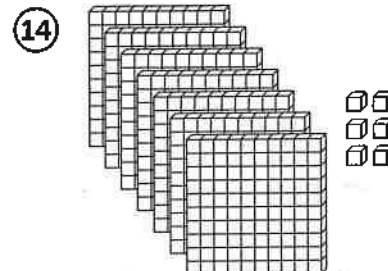
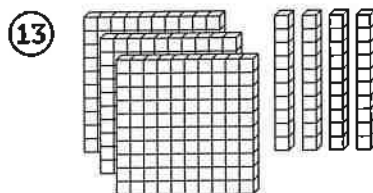
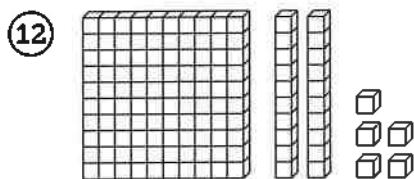
Practice Set 5 (continued)

Solve.

- ⑩ Katie started reading her book at 3:30 P.M. She finished reading at 5:10 P.M. How long did she read? _____
- ⑪ A new movie, "The Wright Brothers," begins at the time shown on the first clock and ends at the time shown on the second clock. How long is the movie? _____



Write the number shown by the base-10 blocks.



- ⑮ Count by 3s.
3, 6, 9, 12, _____, _____, _____, _____, _____

- ⑯ Count back by 10s.
140, 130, 120, _____, _____, _____, _____, _____

Practice Set 6

Use a number line to help you solve these problems.

- ① Marty's school day starts at 8:15 A.M. and ends at 3:00 P.M.
How long is his school day? _____



- ② Jamal leaves to go on a bike ride at 12:30 P.M. and returns at 3:00 P.M. How long was the ride? _____



- ③ Christina's party begins at 2:00 P.M. and ends at 5:30 P.M.
How long is the party? _____



Tell what the underlined digit stands for in each number.

EXAMPLE: 9,613 600

④ 2,917 _____

⑤ 3,046 _____

⑥ 851 _____

⑦ 8,046 _____

⑧ 5,425 _____

⑨ 4,523 _____

⑩ 6,791 _____

⑪ 4,380 _____

⑫ 3,941 _____

Add or subtract. Remember to practice and memorize your basic facts.

⑬ $4 + 5 =$ _____

⑭ $8 + 10 =$ _____

⑮ $2 + 9 =$ _____

⑯ $21 - 9 =$ _____

⑰ $9 - 3 =$ _____

⑱ $15 - 2 =$ _____

Flip it! Add it!

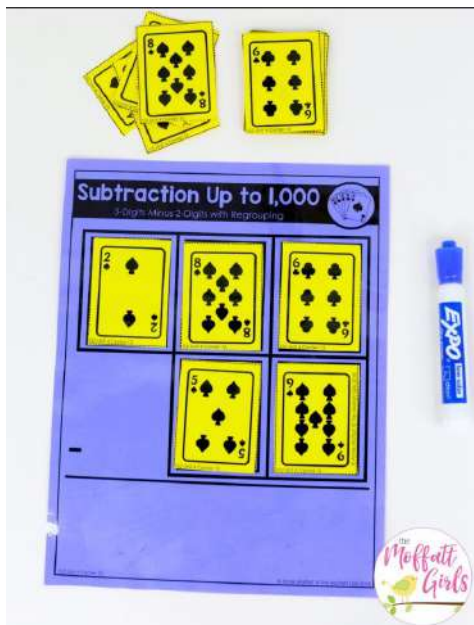
Flip over two or three cards (or roll dice 2-3 times) to create a 2 or 3 digit number. Create two numbers. Record your numbers on the recording sheet and then add the numbers together.



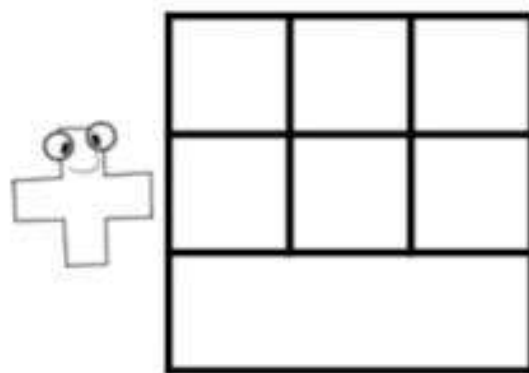
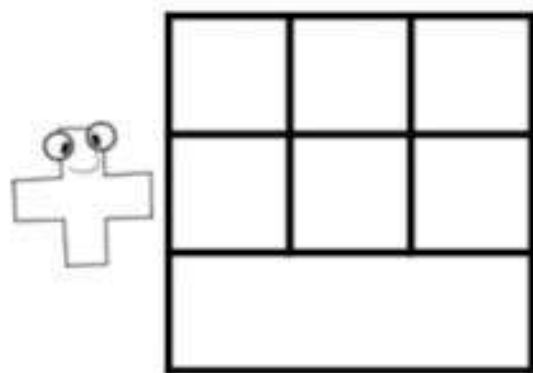
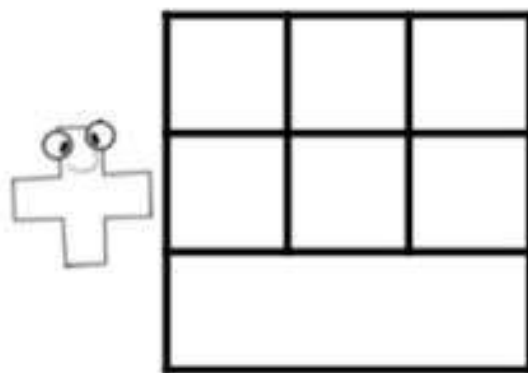
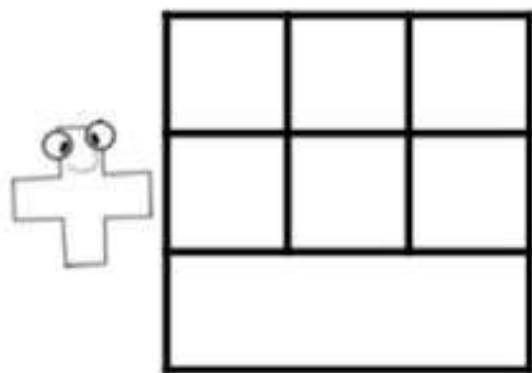
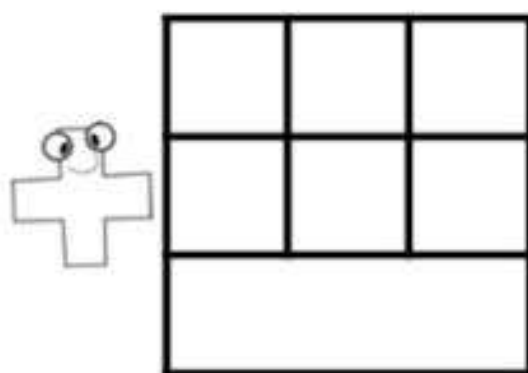
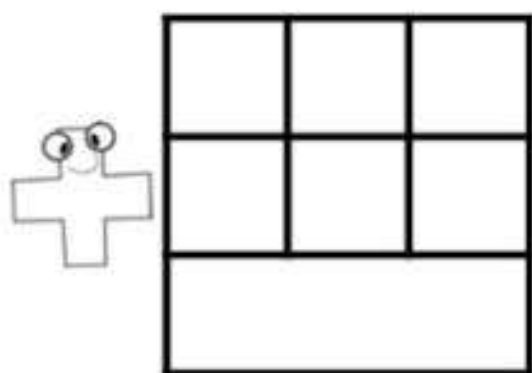
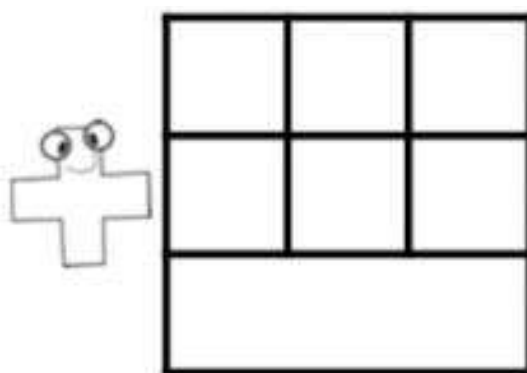
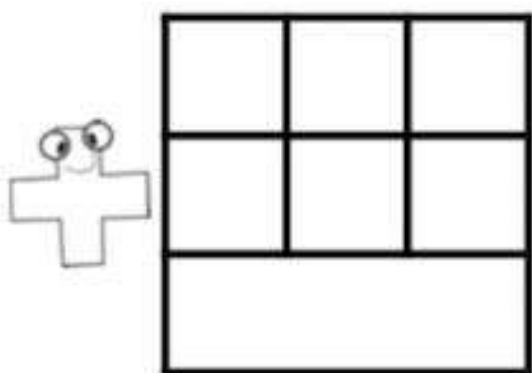
OR

Flip it! Subtract it!

Flip over two or three cards (or roll dice 2-3 times) to create a 2 or 3 digit number. Create two numbers. Record your numbers on the recording sheet and then subtract the numbers to find the difference.



Flip it! Add it! - Record Sheet



Flip it! Subtract it! - Record Sheet

-

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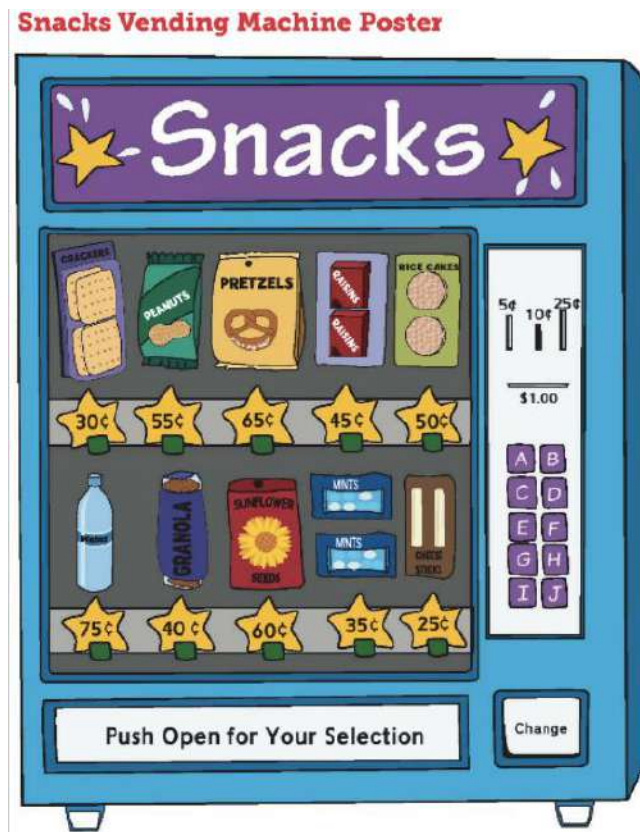
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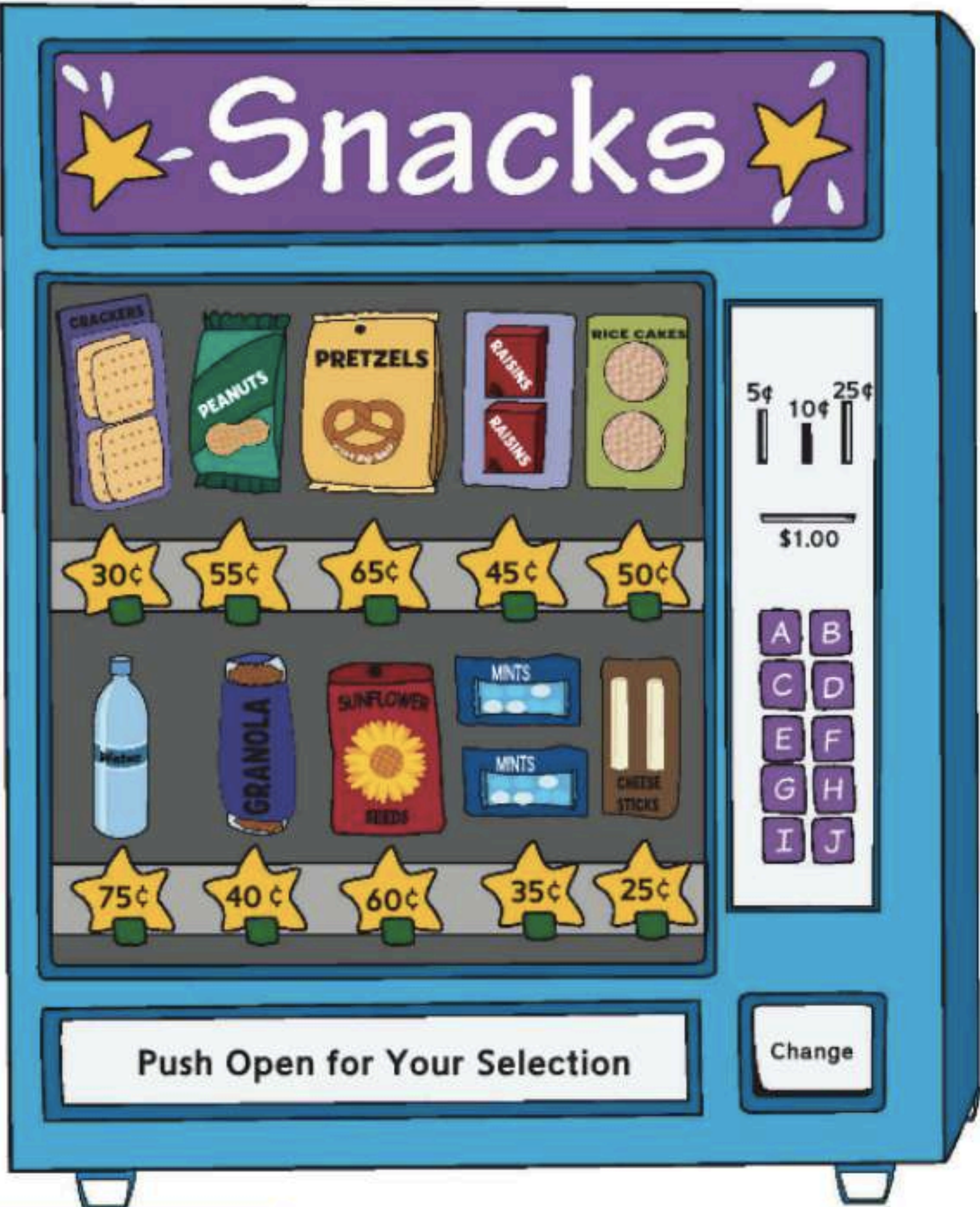
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Directions: Use the Snack Vending Machine Poster to answer the following questions.



1. You have 80¢ in your pocket. Estimate. Do you have enough money to buy two packages of the same snack? Which snack?
2. You have \$1.00 to spend. Do you have enough money to buy 1 package of mints and 1 package of granola? How do you know?
3. You buy 2 packages of crackers and 1 package of sunflower seeds. How much money do you spend?

Snacks Vending Machine Poster



Bridge challenge

The problem:

Using only two sheets of paper, build a strong bridge that will reach across a 6-inch gap. The bridge must be at least 3 inches wide.

The test:

How many pennies will your bridge hold before it collapses?

You need:

- paper
- scissors
- pennies
- a pencil
- two stacks of books of about the same height
- a ruler
- a Bridge Designer's Notebook sheet

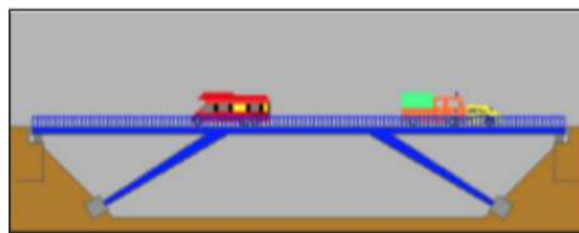
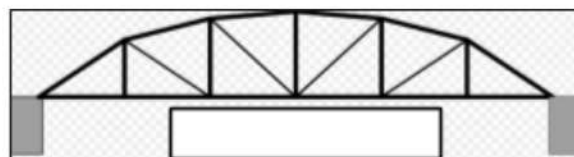
Here's what you do:

1 Place the stacks of books 6 inches apart, using your ruler to measure the gap.

2 Think about bridges that you have seen. Can you make something that has the same shape out of paper?

3 Experiment!

- Make a paper bridge across the gap between the books.
- Put pennies on your bridge, one by one. Watch what happens when pennies push downward.
- Keep adding pennies until the bridge collapses.
- Think about how you could change your bridge so it's better at fighting the downward push.
- Change your bridge and try again. Build at least three different designs.



4 Keep track of your experiments on your Bridge Designer's Notebook.

Name: _____

Invisible Forces | Mystery 2

Bridge Designer's Notebook

| <h2 style="text-align: center;">My Bridge Design</h2> <p style="text-align: center;">Build a bridge, then draw it here.</p> | <h2 style="text-align: center;">Changes</h2> <p style="text-align: center;">Write down what you want to try next.</p> |
|---|---|
| <p>Bridge #1</p> <p>How many pennies did this bridge hold? _____</p> | <p>To make a stronger bridge, I will _____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> |
| <p>Bridge #2</p> <p>How many pennies did this bridge hold? _____</p> | <p>To make a stronger bridge, I will _____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> |
| <p>Bridge #3</p> <p>How many pennies did this bridge hold? _____</p> | <p>To make a stronger bridge, I will _____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> |

You can use lots of paper when you are experimenting -- as long as your final bridge has only two pieces of paper.

Design A House



NAME YOUR HOUSE

DESCRIBE YOUR HOUSE

- 1
- 2
- 3
- 4
- 5
- 6

BUILDING MATERIALS



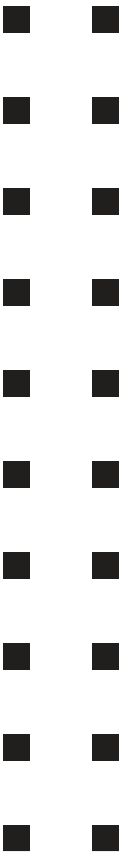
DRAW YOUR HOUSE



RSU 57

- Waterboro
- Alfred
- Lyman
- Line
- Shapleigh
- Massabesic Middle
- Massabesic High

LITERACY



Printables



LEARNING MENU LITERACY

GRADE 3

★ = EVERYDAY ITEMS

1

★ Read to self for 20 minutes or more daily.



2

Read a story/book to someone in your house. Remember to practice your fluency and expression.



3

Listen to a story/book read by your teacher or librarian.



4

Raz Kids, NewsELA, or Reading Plus- Choose a book/story and answer the questions after you read.



5

IXL Diagnostic or Recommended Skills

Language Arts
15 minutes



6

★ For this week's journal you may continue writing about your daily activities, or you can choose one of the writing prompts

[Writing prompt ideas](#)



7

Grammar:
Grammar worksheet

<https://bit.ly/3b9Rqag>

Complete the daily language review page



8

Picture inference worksheet

<https://bit.ly/3dn8uLU>

To infer, use your background knowledge WITH the picture information you have in order to draw conclusions.



9

Practice reading a poem. Make a video of yourself reading the poem and share it with family living away or send it to your teacher.

<https://www.poetry4kids.com/>

Be sure to check the fluency checklist
[fluency checklist](#)



10

The video in this box will explain the elements of a fairy tale. We will be working with the elements during the next few weeks. Be sure to pay close attention!

[Video explanation of fairy tale elements](#)

[Elements of a Fairy Tale Poster](#)



11

Writing prompt

Listen to the story
The Three Billy Goats Gruff
and fill out the graphic organizer

[graphic organizer](#)

[Story Link](#)



12

After listening to the story, The Three Billy Goats Gruff, retell the story in your own words. You may use the graphic organizer to help organize your thinking.

[Graphic organizer](#)

Options for your retelling include a comic, a puppet show, or a written summary.



Check our website daily for additional remote learning supports: bit.ly/rsu57remote

Writing Prompt Ideas:

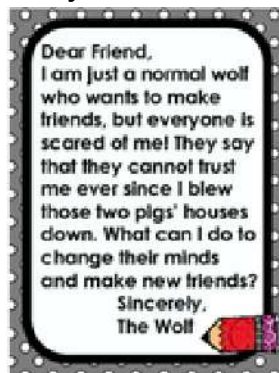
What do you need to grow a magical beanstalk? What would you find if you climbed to the top of your beanstalk?

If I was trapped in a giant's castle and had to trick him to escape, I would...

If you fell into a deep sleep for a hundred years, what would you dream about. What will awaken you?

You have a magical dragon as a pet. What would you want to train your dragon to do and why?

You just received this letter from the Wolf. What advice would you give to him?



5-Minute Daily Review

Week 15, Thursday

Name _____

☆☆☆☆☆ Third Grade

Rewrite the run-ons so they are correct sentences.

Chase picked up his toys then he straightened his bookcase

Choose the correct homophone.

1. The sign by the creek said "No swimming ____."

A allowed B aloud

2. Mrs. Nading read us a story ____.

A allowed B aloud

3. The eagle ____ high above the trees.

A soared B sword

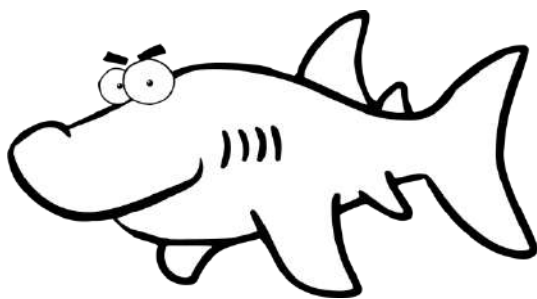
Edit the sentence.

many sharks will swim up and trie to get a peace of the pray

Write the new words.

save + ing

joke + ed



Circle which sense the text appeals to.

As they entered the huge, empty room, crickets sang out from the corners.

sight touch taste hearing smell

Challenge: Choose one box above. On the back, write your own 5-Minute Warm-Up questions similar to the questions in the box.

Reading Skill Focus: Inference

To infer, use your background knowledge WITH the information you have in order to draw conclusions.

OBSERVE IT!



ANSWER IT!

1) What can you infer about this little girl?

2) What can you infer about the setting?

3) Can the little girl ride her bike well? How do you know?

APPLY IT!

Dom zoomed down the hill. It had only been a few days since his dad had removed his training wheels, and he loved the freedom of his new ride. As he neared the end of the hill, he tried to push the pedals backwards, just like dad had taught him. His eyes grew big, and his legs shot straight out in front of him as he panicked. He slid to a stop on the side of the road. His leg burned and he could see blood started to seep from the scrapes on his elbows.

MAKE THREE INFERENCES BASED ON THE TEXT.

1

2

3

FLUENCY CHECKLIST:

✓ **ACCURACY:** I READ THE WORDS CORRECTLY

✓ **RATE:** I READ NOT TOO FAST AND NOT TOO SLOW

✓ **EXPRESSION:** I READ WITH FEELING, AND I DIDN'T SOUND LIKE A ROBOT

✓ **PUNCTUATION:** I FOLLOWED MOST OR ALL OF THE PUNCTUATION MARKS AS I READ THE TEXT

Elements of a Fairy Tale

May begin with once upon a time

May end with happily ever after

Good characters; Protagonist (Hero)

Evil characters; Antagonist (Villain)

Elements of magic and/or royalty

Setting is usually in a castle or the forest

Things happen in 3's or 7

A theme is present

Teaches an important lesson

Animals can talk, have special abilities, or act like humans

QUALITIES OF A FAIRYTALE!



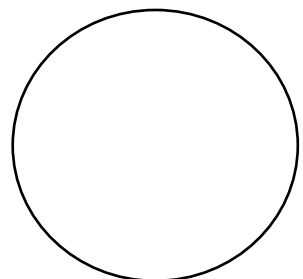
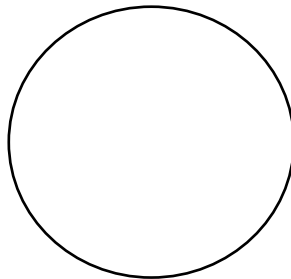
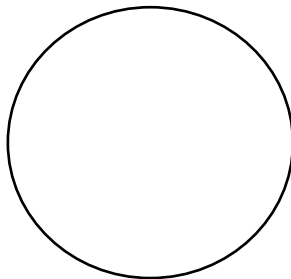
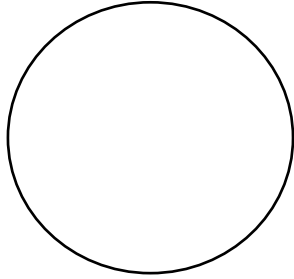
Fairytale: Three Billy Goats Gruff

| Elements of a fairytale | Problem | Solution |
|---|-----------------------------|-------------|
| Please refer to the elements of a fairytale resource from the learning menu (Box 10) to list what elements you found in this story. | | |
| | Characters and Evidence Why | |
| | Protagonists | Antagonists |

Three Billy Goats Gruff

Use this resource to support your retelling of the story the Three Billy Goats Gruff. Once you have all the important pieces to the story, create a detailed summary. Options for your summary include a comic, a puppet show, or a written summary.

Who are the characters in the story?



What is the
setting?

What is the
problem?

What is the
solution?

Middle


Beginning

End




Name _____

Date _____

[illegible]


Name _____

Date _____

[illegible]


Name _____

Date _____

[illegible]

Name _____

Date _____


[illegible]

Name _____

Date _____

Name _____

Date _____

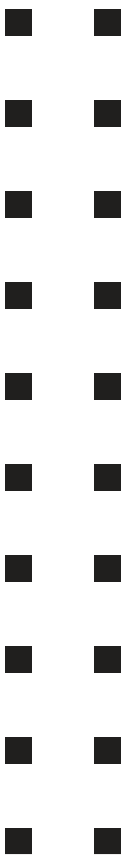
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RSU 57

- Waterboro
- Alfred
- Lyman
- Line
- Shapleigh
- Massabesic Middle
- Massabesic High

SPECIALS



Printables



LEARNING MENU SPECIALS

GRADE 3

1

PE
**Make Your Own
Equipment PART 2:**
[Directions, Part 2](#)



2

PE
W.O.W (Workout of the
Week): Wednesdays with
Mrs. Person at 11:00:
[https://rsu57.zoom.us/j/298
414629](https://rsu57.zoom.us/j/298414629)



3

PE
**Plank Cup Stack
Challenge-**
Click this link to try:
<https://bit.ly/2YKx8Sm>



4

ART
How Creative Are You?
[Art directions, May 11-15](#)



5

ART
Origami
[Art Directions, May 11-15](#)



6

ART
Make Your Own Clay
[Art Directions, May 11-15](#)



7

Music
Rhythmic Composition
(Nature Version)
Using items that you find
outside (be creative), make
two measures (8 beats) of
rhythm. See instructions
from your music teacher for
more details.



8

Music
Boom, Snap, Clap
Watch the video below to learn
the body percussion routine to
Boom Snap Clap. Can you do it
correctly? How fast can you go
without making a mistake? See
if you can do it as fast as Ms.
Eddy and Ms. Smith!
<https://tinyurl.com/ybatqain>



9

Music
Band Instruments
Watch this video which
introduces the 6 instruments
that you could learn how to
play in 4th grade!
[https://safeYouTube.net/w/QiJ
B](https://safeYouTube.net/w/QiJB)



10

Library
Read "The Three Little Pigs",
like one of these:
<https://bit.ly/3cbjf3t>,
<https://bit.ly/3drjCHz>
Then build a house and
investigate if it will survive a
blow from the Big Bad Wolf.
Instructions:
<https://bit.ly/2W9yEfa>



11

SEL
[Stop, Name Your Feeling,](#)
[Calm Down](#)
[Calm Down Song](#)



12


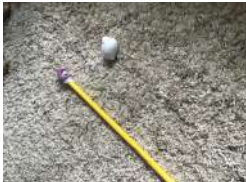

SEL
Create a "What to Do
When I'm Stuck" poster to
keep near my workspace



Make Your Own P.E Equipment **Part 2**

Objective: Last week you were asked to be creative and make your own piece of PE equipment with objects found at home. Now we are going to take it one step further. In our directions from last week we gave you three examples of homemade equipment ideas, a sock ball, a bat made out of a bottle, and a dancing ribbon. Remember these were only examples, we wanted you to be creative and make up your own idea. For this week's challenge, we ask that you try to use the equipment and create an activity or game.

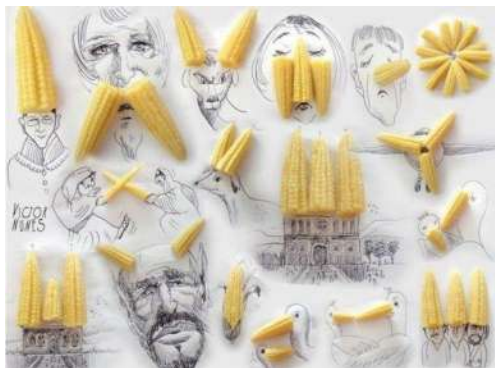
Here are some examples:

| | |
|--|---|
| <p>Sock ball</p> | <ul style="list-style-type: none"> *Toss and catch 10 times *Toss to someone at home *Make more and try to juggle *Combine equipment and try hitting your sock ball with a homemade bat (outside of course) *Accuracy practice: how many times can you throw into a laundry basket successfully? |
| <p>Bottle Bat</p> | <ul style="list-style-type: none"> *Hit a soft object with your bat (depending what it is make sure you do this in a safe place, maybe outside) *Create a game with your bat, how can we use your equipment in P.E next year? |
| <p>Dancing Ribbon</p> | <ul style="list-style-type: none"> *Create a dancing routine with your dancing ribbon. *Describe how you made/attached your ribbon. |
| <p>Student Creations: These pieces of equipment were made from RSU 57 students. When you send us the pictures or activity, please add a description of how it is used or connected to P.E.</p> <p>For example; the Ball-in-Cup was created by a 5th grader and she discussed how hand eye coordination can be practiced and can improve her softball skills.</p>  | <p>Tag Game from 5th grader: Try to tag a person from the hips down with the sock and if you hit them from the shoulders up you have to do 50 sit ups and then it's the other person's turn.</p>  <p>Lacrosse Stick: 3rd Grade student, practices cradling a ball in his "basket."</p>  |

Make sure to share your creative ideas with your P.E teacher: samanthaperson@rsu57.org, brianpenely@rsu57.org, janelfearon@rsu57.org

How Creative Are You

Victor Nunes is an artist from Brazil who is quite a creative man. He is known for his ability to take everyday objects, and transform them into many different things. He creates illustrations that cover a page using the same object in different ways. Here's some examples of his work:



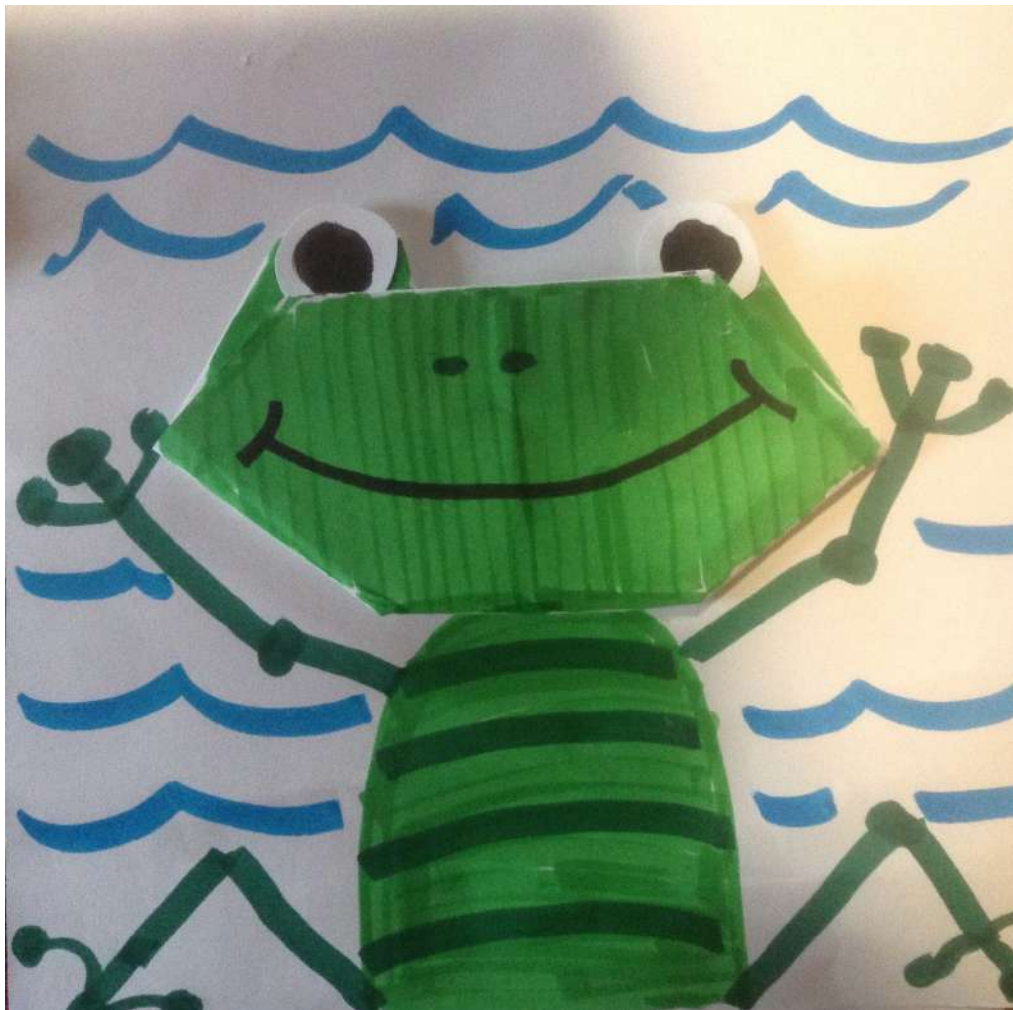
Week 1: Pick an object to begin to build a drawing around. Your object can be anything! It can even be food! What can you transform them into? Draw a few sketches around your paper.

Week 2: Add more drawings to the same sheet of paper!

Origami!

You will need a SQUARE piece of paper to begin any origami project. The beginning of the frog video has easy instructions on how to use a rectangular piece of paper and turn it into a square. If you do not have colored paper, use some markers to color it in once it's assembled. Here's an easy to follow video that you can use to follow along and learn how to make an origami frog:

<https://safeYouTube.net/w/57yB>



Paper bracelet origami



The directions at this site are quite clear, lightweight paper and careful folding are the key to success. We used to make these from the paper from gum wrappers!

Make Your Own Clay!

****(Allergy warning! If you are allergic to gluten, this is not the project for you!)
You can choose to do this project over the course of one or two weeks.

Week 1: Here's a recipe to make your own clay! This clay is called salt dough and easy to make and can last a long time. You will need a bowl to mix the dough, a spoon, wax paper or plastic. When creating, be sure to work on a plastic covered surface as this stuff is sticky!

- * 2 cups all-purpose flour
- * 1/2 cup salt
- * 3/4 cup water

Mix all of the ingredients together in a bowl. Dump out ingredients onto wax paper or plastic and continue to knead until a soft dough forms. Also, any clay not used, simply wrap in plastic wrap and store in the refrigerator for later use.

Week 2: Use your clay to build an animal! Here's some examples:



Rhythmic Composition Using Household Objects

Use household objects (like silverware, toothpicks, popsicle sticks, sticks, etc) to create 8 beats of your own rhythm. Take a picture of your creation **or** take a video of yourself tapping and reading your rhythmic creation! Reach out to your music teacher if you need any help.

Waterboro: Use either ta/tadi/quarter rest ***or*** ta/tatute/dotted quarter rest

Alfred/Lyman: Use du/du-de

Line/Shapleigh: Use du/du-de

Example:

Can you tap and read this rhythm? How many beats long is this rhythm? How many more beats would this need to be complete?



Intro to Band Instruments

After watching the video called 'Intro to Band Instruments' answer these questions to let us know what you thought!

*** Required**

First and Last Name *

Your answer

Which instrument did you like the sound of the most? *

- ☐ Flute
- ☐ Clarinet
- ☐ Saxophone
- ☐ Trumpet
- ☐ Trombone
- ☐ Snare Drum and Bells



Which 3 instruments are woodwinds? *

- ☐ Flute
- ☐ Clarinet
- ☐ Saxophone
- ☐ Trumpet
- ☐ Trombone
- ☐ Snare Drum and Bells

Which 2 instruments are Brass? *

- ☐ Flute
- ☐ Clarinet
- ☐ Saxophone
- ☐ Trumpet
- ☐ Trombone
- ☐ Snare Drum and Bells

Which instrument is percussion? *

- ☐ Flute
- ☐ Clarinet
- ☐ Saxophone
- ☐ Trumpet
- ☐ Trombone
- ☐ Snare Drum and Bells



Think of one instrument, what interesting facts do you remember about that instrument? *

Your answer

Is there an instrument that you want to know more about? Which one? What do you want to know? *

Your answer

Do you think you would want to try to learn one of these instruments in fourth grade? *

- ☐ Yes!
- ☐ No
- ☐ Still thinking about it.

Submit

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Google Forms



A House for the Three Little Pigs

Quick! The three little pigs need a house that can stay standing even with the Big Bad Wolf's strongest blow!
Can you help?



1

Use materials from your house or outside to make a structure that will not fall even when you blow on it with your strongest breath!

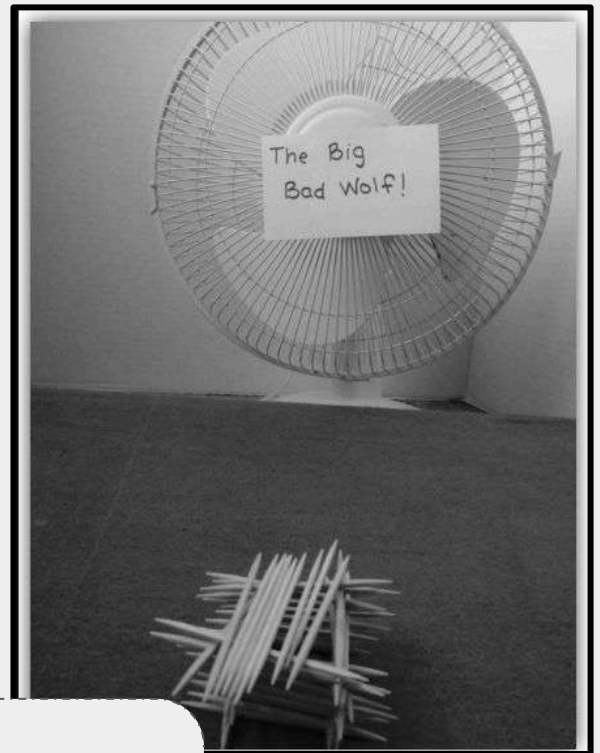
Ideas: sticks, toothpicks, popsicle sticks, recycled containers, etc.

2

After you build, test it out by blowing on it yourself or with a fan.

3

Can you make it stronger? Try improving it (making it work better) and then blow on it again! Keep track of your plan and your results (what happens when you blow on it, with the attached worksheet.



If you want to share a picture of your final house or a video of you blowing on your house I'd love to see it!

Name _____ Date _____

A House for the Little Pigs

Write to explain your thinking and building process for this project.



First I tried

Then I noticed

Next I decided to

Finally I learned

Was your design a success? Circle: Yes No Explain:

Take Control of Strong Feelings

| Stop | Name Your Feeling | Calm Down |
|---|---|---|
| <p>You need to signal yourself to pause before you act!</p> <p>What will be your signal that lets you know you need to stop? A stop sign? A stop hand? A red or yellow light? A stop symbol?</p> <p>Check in with your body to see how it feels. Tense? Hot? Upset stomach? Racing heart?</p> | <p>When we name our feeling it lets our wizard (the thinking brain) take control over the lizard (our reacting brain).</p> <p>How many different types of strong feelings can you come up with?</p> | <p>Once our brain is back in wizard mode, we can use one of our calm down strategies.</p> <p>What strategies work best for you? Can you come up with a list of 5?</p> |