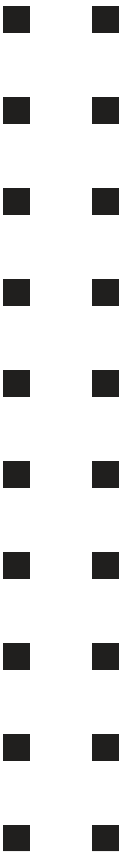




RSU 57

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

Continuous Learning LEARNING MENUS



MATH

LITERACY

SPECIALS

Printables

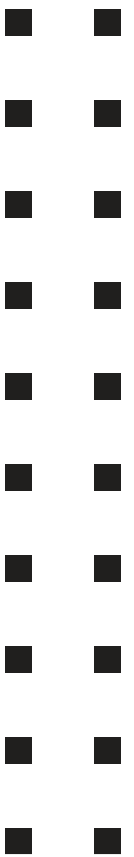




RSU 57

- Waterboro
- Alfred
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- Shapleigh
- Massabesic Middle
- Massabesic High

MATH



Printables



LEARNING MENU MATH & STEM

GRADE 3

★ = EVERYDAY ITEMS

May 26 - May 29

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:**

Weekly Esti-Mystery:

[Daily Clue](#) - 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.

[Rip Van Winkle](#)
(word problems practice)



5

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

[The Elves and the
Shoemaker](#)
(multiplication practice)



6

Play [Division Arrays](#) with
someone at home. You can
make up your own numbers
if you do not have cards or
dice at home. You can use
materials at home (legos,
pasta, etc.) for counters if
you'd like. Post a picture of
your work for your teacher.



7

Practice fractions by playing
the game, [Fraction Race](#).



8

[Play SET](#)

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



9

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

Click [here](#) for more details.



10

Create a scaled [bar](#) or
[picture](#) graph of things
you've collected outside
(acorns, pinecones, rocks,
sticks, etc.). Visit [here](#) for a
quick review.

11

STEM

You will be going on an
[outdoor scavenger hunt](#). Try
to find as many examples as
you can. Post your work for
your teacher.



12 **STEM**

Watch the "What kind of
animals might there be in
the future?" Mystery Science
[video](#). Complete the [activity](#)
and post your work for your
teacher.

<https://bit.ly/2Wpc0fx>



Rip Van Winkle— as Told by Rip's Dog

Rip Van Winkle and I used to hang out together all day long. Every morning, Rip would grab a crust of bread, and we'd go into town. He would tell stories to village children and their parents, and I'd romp with the village dogs. We'd help neighbors who needed a hand. Sometimes we'd go into the mountains and hunt squirrels. It was those mountains that led to the trouble—woof, what a lot of trouble!

We were dozing in the sun when someone called out, "Rip Van Winkle, I need your help." Along came a strange little gentleman with knee breeches and a feather in his cap. He was carrying a huge barrel of strong tea. I wasn't crazy about that man, but Rip offered to carry the barrel up the mountain.

I heard thunder in the distance. I wanted to go home, but Rip and the strange little gentleman continued to climb. In a clearing, we saw a dozen strange men playing ninepins, which is a game like bowling. Not one of them smiled, which I didn't think was a good sign. They dipped their cups into the strong tea, and so did Rip. I didn't touch the stuff. It smelled funny to me, it did.



Before you knew it, Rip fell asleep, and I dozed off, too. When I woke up, it was almost dark, and I couldn't wake Rip. When I ran to the village for help, but nobody paid any attention to me. I went back up the mountain, I couldn't find the spot where I'd left Rip. I never did find it.

Years and years passed. Then one day into town came a tattered, dazed old man with a gray beard a foot or two long. He kept staring at everyone and asking about people who no longer lived in the village. I growled at him when he came to the deserted farm where Rip used to live.

The man asked about Rip Van Winkle, and the villagers said he was long gone. This confused the stranger even more.

As it turned out, the old man was Rip Van Winkle himself! I hadn't recognized him because he'd been asleep for twenty long years. He had a completely different smell about him.

Well, Rip told his story about going into the mountains to whoever would listen. I growled in agreement when he told about the strange little men and the tea. Soon, I got used to Rip's company. We would spend our afternoons dozing in the sun. Whenever we heard thunder, I'd prick up my ears and Rip would sit up straight. It always reminded us of that day on the mountain and the sound of the ninepins.





Rip Van Winkle— as Told by Rip's Dog

1. When Rip lived in the village, there were 15 homes. When he returned twenty years later, there were 3 times as many homes. Which operation would you use to find out how many homes there were when Rip returned?

What is the answer? _____

2. A path near Rip's farm had been about 150 feet long when he left. When he returned, it was a road that was 445 feet long. Which operation would you use to find out how much longer the road was than the path?

What is the answer? _____

3. The year Rip fell asleep, he could walk 24 miles through the forest behind his house. Twenty years later, half the forest had been chopped down. Which operation would you use to find out how many miles long the forest was when Rip returned?

What is the answer? _____

4. The tree near Rip's farmhouse door was 5 feet tall when he was younger. It had grown 6 times as tall by the time he returned. Which operation would you use to find how tall the tree had grown?

What is the answer? _____



Rip Van Winkle— as Told by Rip's Dog

5. The village had 19 buildings when Rip left. It had 32 more buildings when he returned. Which operation would you use to find out how many buildings there were when Rip came back?

What is the answer? _____

6. A game of ninepins uses 9 pins. Six different teams of strange men on the mountain were playing ninepins. Which operation would you use to find how many pins there were in all?

What is the answer? _____

7. The price of a loaf of bread was \$0.29 when Rip disappeared. It was \$1.37 when he came back. Which operation would you use to find out how much more the bread cost?

What is the answer? _____

8. When Rip was a young man, it cost \$0.45 to get his beard trimmed. When he came back, it cost \$5.35 more to get his beard trimmed. Which operation would you use to find how much Rip paid when he returned?

What is the answer? _____

The Elves and the Shoemaker

Once there lived a shoemaker and her husband. They were very poor indeed. The husband took care of the house and meals while his wife was at her workbench.

"We're down to our last piece of leather," said the shoemaker. "I have enough to cut out one more pair of boots to sell. With all the big factories springing up all over the city, it's hard to make a living as a shoemaker these days."

With a sigh, the shoemaker cut out the last strip of leather and left it on her workbench.



Lo and behold, the next morning there was a beautiful pair of leather boots sitting on the workbench. A young man came into the shop and paid a generous price for the boots. Word spread, and soon there were at least a dozen orders for more boots.

The shoemaker was delighted and used the money to buy enough leather for 2 more pairs. As before, she left the cut leather on her workbench. Sure enough, in the morning, she found 2 beautiful pairs of boots.

Then she bought leather for 4 pairs of boots, and so it went for 10 days! The shoemaker and her husband were written up in the newspaper and became famous in their town.

“We’ve got to pay our nighttime helpers back somehow,” the shoemaker said to her husband. “Let’s stay up and see who’s been coming here to work.”

That night, they hid behind their new dishwasher. At the stroke of midnight, 4 teenage elves appeared and set to work. One elf played a tiny electric guitar while the other elves sewed without stopping until dawn. Then they disappeared.

“Those poor young elves,” said the shoemaker. “Their clothing is so ragged!”

“Let’s sew them some new vests and pants and tiny boots to repay them,” suggested her husband.

That’s exactly what they did. Each vest had 6 silver buttons, and the pants were very fashionable. The shoemaker and her husband left the tiny clothes along with a gift certificate to a music store.

The delighted elves dressed up in their new clothes. They danced to the guitar music and left. They never returned.

But don’t worry about the shoemaker and her husband. They had been touched by magic, and they were prosperous and happy for the rest of their lives.





The Elves and the Shoemaker

1. Complete the table. Show how many boots the elves made on nights 1 through 10.

Night	Number of Pairs of Boots Made
1	2
2	4
3	8
4	16
5	
6	
7	
8	
9	
10	

What pattern do you see?

Use a calculator to find out how many pairs of boots the elves made in all.

2. What if the elves had made 1 pair of boots the first night, 3 pairs the second night, 9 pairs the third night, and 27 pairs the next night? How many pairs of boots would they have made on the sixth night?

Night	Number of Pairs of Boots Made
1	1
2	3
3	9
4	27
5	
6	

What pattern do you see?

3. When the shoemaker and her husband sewed clothes for the 4 elves, they made vests with 6 buttons on each vest. How many buttons did they need for 1, 2, 3, and 4 vests?

Number of Vests	Number of Buttons
1	6
2	
3	
4	

Division Arrays

- Materials**
- ☐ number cards 6–18 (1 of each)
 - ☐ 1 six-sided die
 - ☐ 18 counters
 - ☐ 1 *Division Arrays* Record Sheet for each player
(*Math Masters*, p. G9)

Players 2 to 4

Skill Modeling division with and without remainders

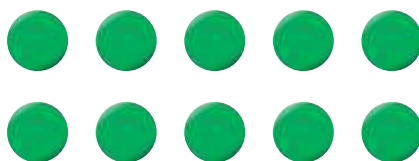
Object of the Game To have the highest total score.

Directions

- 1 Shuffle the cards. Place the deck number-side down on the table.
- 2 Players take turns. When it is your turn, draw a card and take the number of counters shown on the card. You will use the counters to make an array.
 - Roll the die. The number on the die is the number of equal rows you must have in your array.
 - Make an array with the counters.
 - Your score is the number of counters in one row. If there are no leftover counters, your score is double the number of counters in one row. See the example on the next page.
- 3 Players keep track of their scores. The player with the highest total score at the end of 5 rounds wins.


Example

Number card	Die	Array formed	Number model	Leftovers?	Score
10	2	•••••	$10 \div 2 = 5$	No	10
9	2	••••	$9 \div 2 \rightarrow 4 R1$	• Yes	4
14	3	•••••	$14 \div 3 \rightarrow 4 R2$: Yes	4
11	6	• • • • • •	$11 \div 6 \rightarrow 1 R5$	• • • • • • Yes	1



Division Arrays Record Sheet

NAME		DATE	TIME
------	--	------	------

1	2
4	3

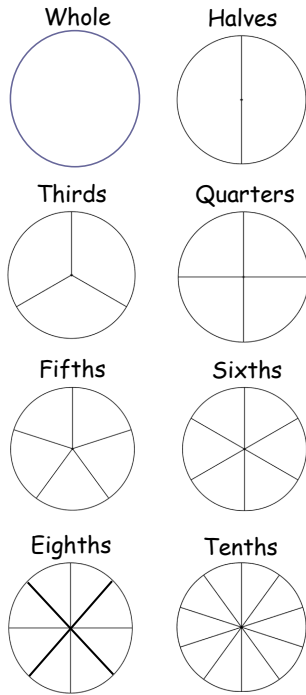
Number card	Die	Array formed	Number model	Leftovers?	Score

Total Score:

Fraction Race

_____ 's

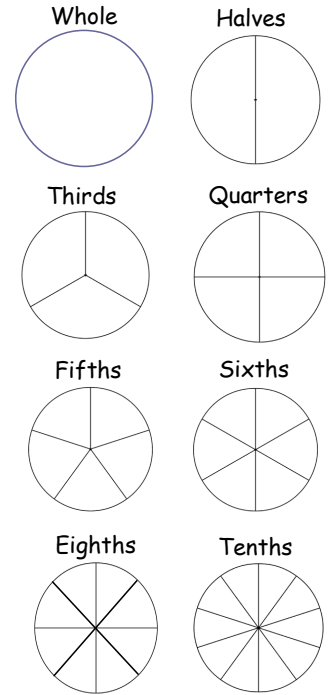
Score Card



$\frac{2}{8}$	$\frac{1}{6}$	$\frac{1}{1}$	$\frac{1}{10}$	$\frac{1}{5}$	$\frac{3}{6}$	$\frac{1}{4}$	$\frac{2}{8}$	$\frac{1}{5}$	$\frac{2}{3}$
$\frac{1}{3}$	Step 1: Print your name on one of the lines. This is your score card.			$\frac{2}{2}$	Step 3: What fraction did you land on? Colour it in on your score card (or its equivalent). You must colour in the whole fraction or it doesn't count. Example: If you only have 2 tenths left and you land on 3 tenths, you can't colour it in.				$\frac{1}{10}$
$\frac{1}{3}$				$\frac{1}{1}$					$\frac{1}{5}$
$\frac{6}{10}$				$\frac{1}{4}$					$\frac{2}{6}$
$\frac{2}{4}$				$\frac{1}{8}$					$\frac{1}{5}$
$\frac{1}{1}$	$\frac{1}{4}$	$\frac{2}{3}$	$\frac{3}{3}$	$\frac{2}{5}$	$\frac{1}{4}$	$\frac{1}{3}$	$\frac{2}{10}$	$\frac{1}{4}$	$\frac{1}{3}$
$\frac{5}{8}$	Step 2: Put your game piece on any square. Roll the die and move in any direction.			$\frac{1}{6}$	Step 4: Play until one player colours in all eight circles.				$\frac{1}{6}$
$\frac{3}{5}$				$\frac{1}{8}$					$\frac{2}{5}$
$\frac{1}{6}$				$\frac{2}{10}$	$\frac{1}{8}$	$\frac{2}{6}$	$\frac{1}{4}$	$\frac{2}{10}$	$\frac{1}{4}$
$\frac{2}{8}$				$\frac{1}{2}$	Step 5: Have Fun!!				$\frac{4}{10}$
$\frac{3}{10}$	$\frac{1}{2}$	$\frac{3}{4}$	$\frac{4}{5}$	$\frac{1}{6}$	$\frac{5}{10}$	$\frac{1}{3}$	$\frac{1}{2}$	$\frac{1}{8}$	$\frac{5}{5}$

_____ 's

Score Card



Flip it! Add it!

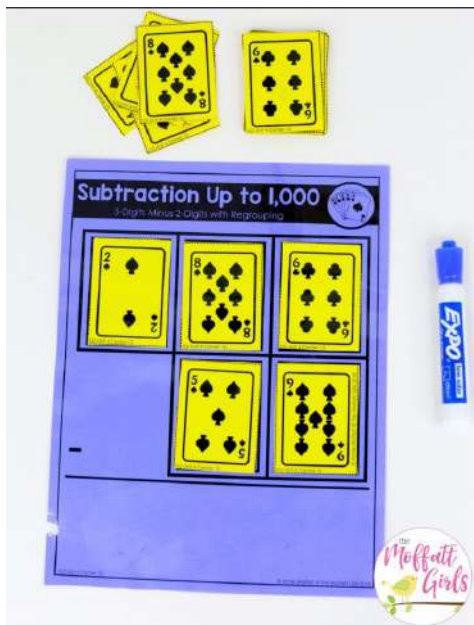
Flip over two or three cards (or roll dice 2-3 times) to create a 2 or 3 digit number. Create two numbers. Record your numbers on the recording sheet and then add the numbers together.



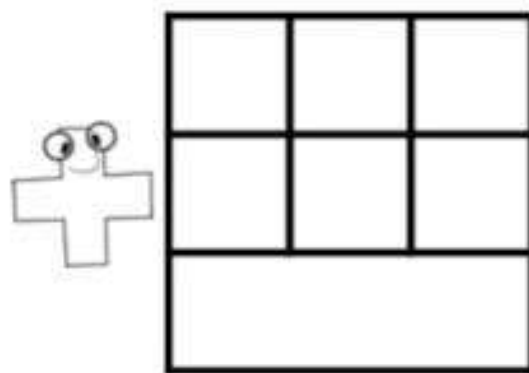
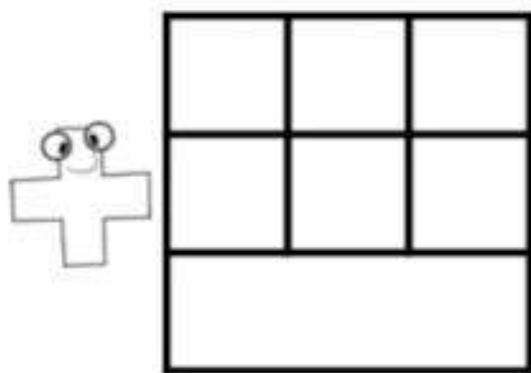
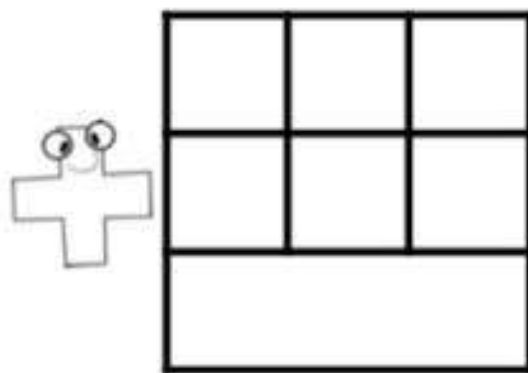
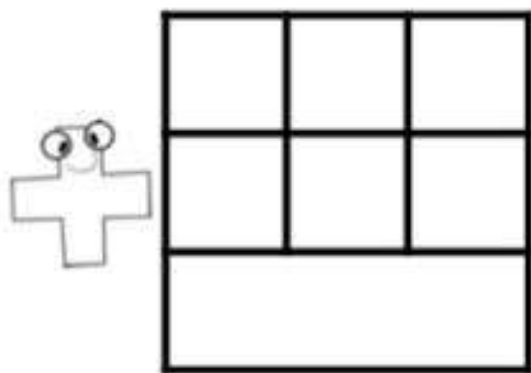
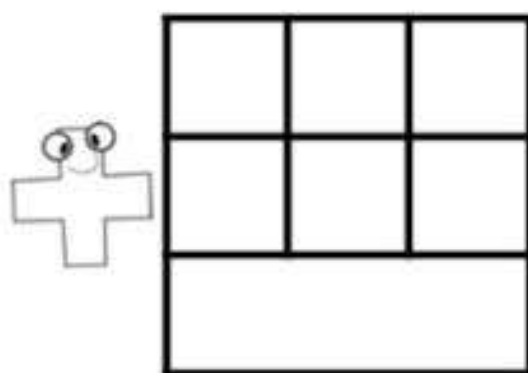
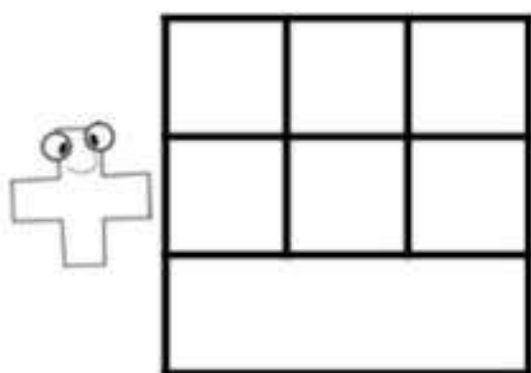
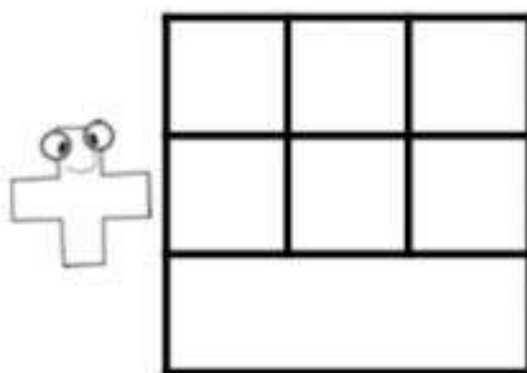
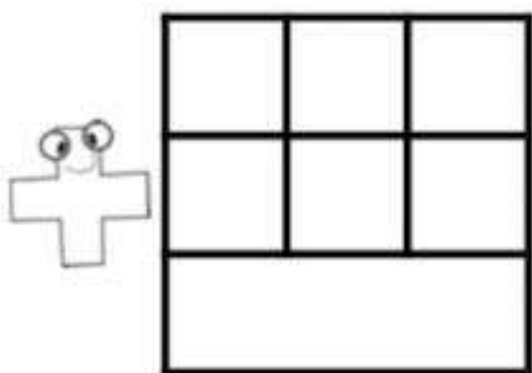
OR

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.

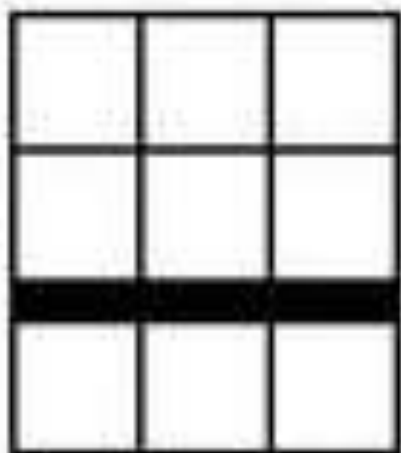


Flip it! Add it! - Record Sheet

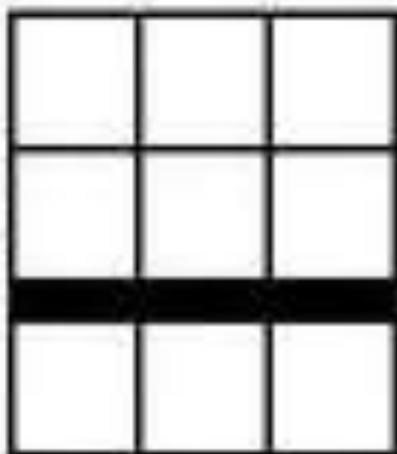


Flip it! Subtract it! - Record Sheet

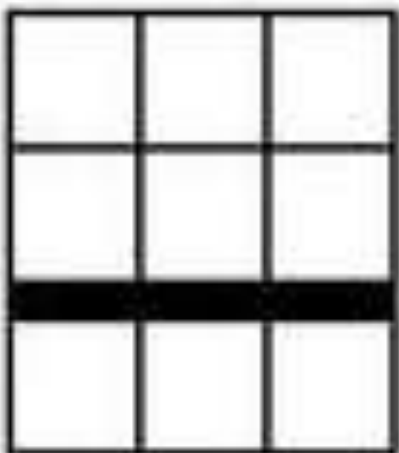
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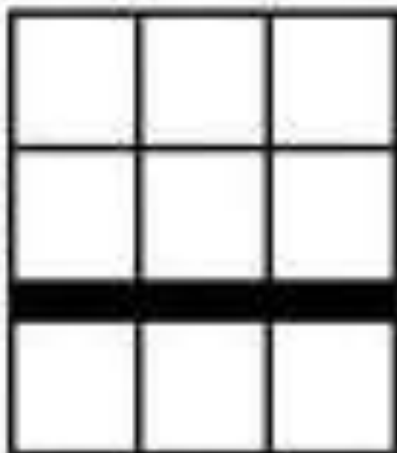
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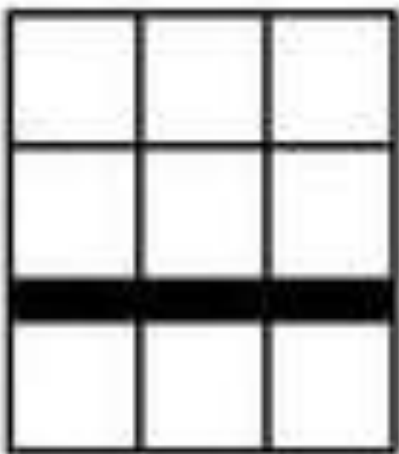
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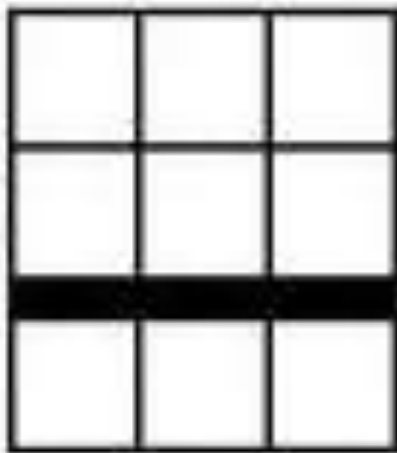
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-



A Bar Graph



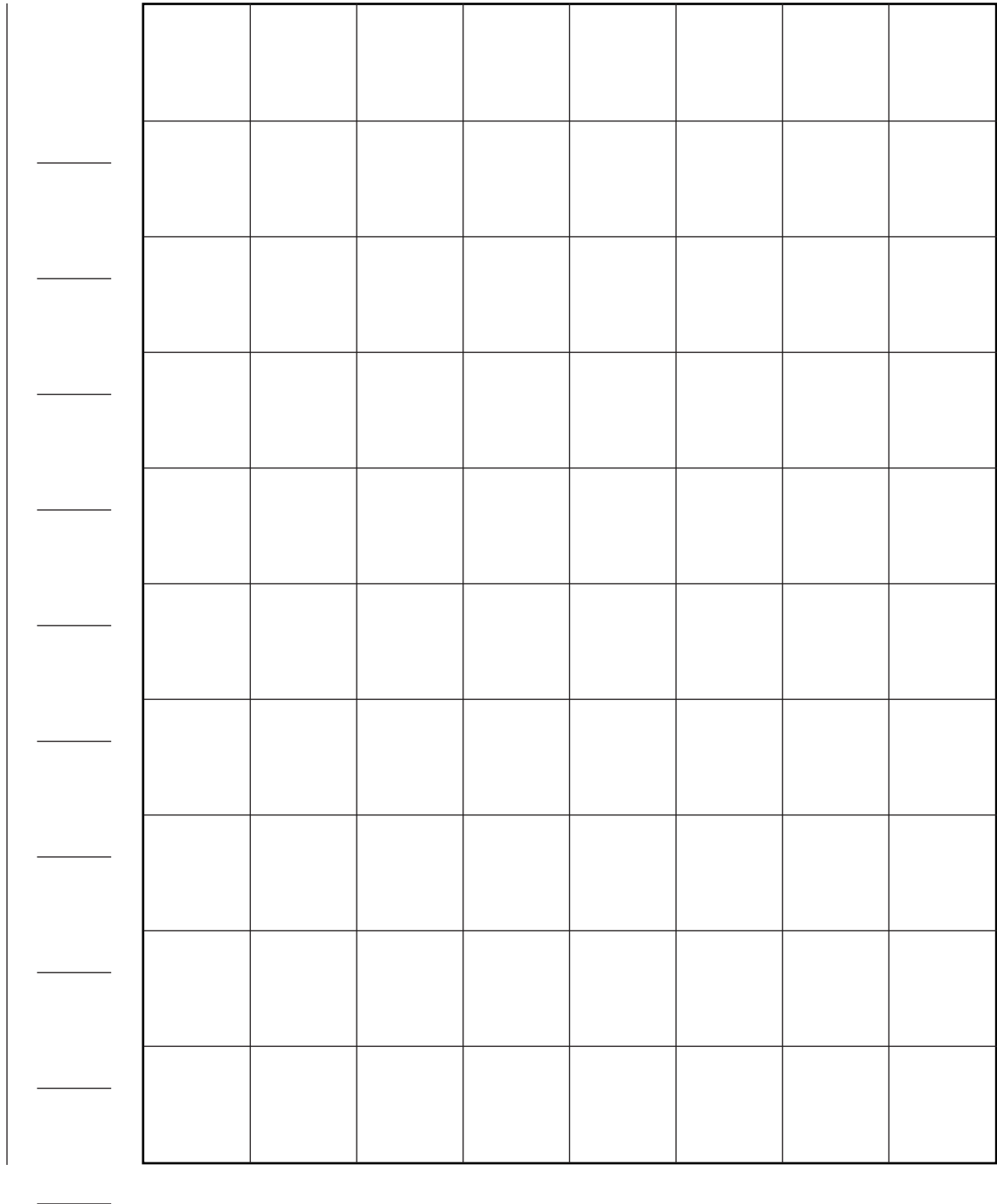
NAME _____

DATE _____

TIME _____

Make a bar graph for your set of data.

Title: _____



A Picture Graph



NAME _____

DATE _____

TIME _____

Title: _____

Key: Each _____ = _____



A Picture Graph



NAME _____

DATE _____

TIME _____

Title: _____

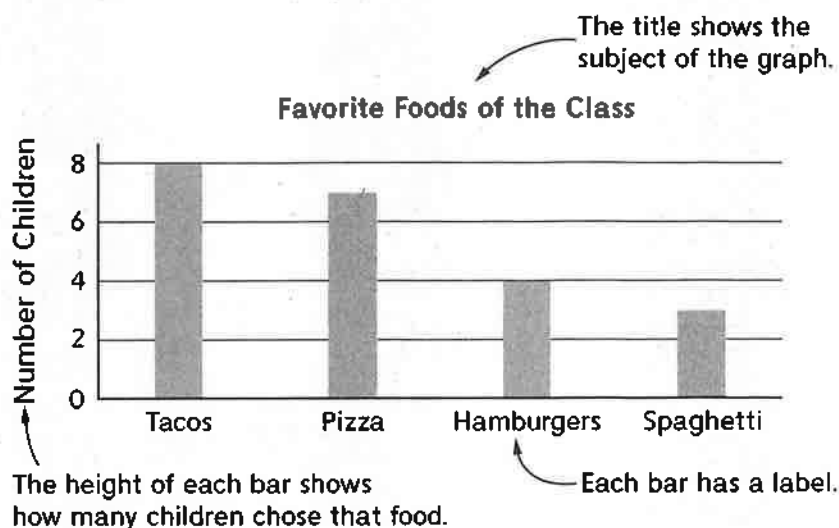
Key: Each _____ = _____

Bar Graphs

A **bar graph** is a drawing that uses bars to represent data. Bar graphs can help you answer questions about the data. The example below is a **scaled bar graph**. The scale shows intervals of 2.

Example

The bar graph below shows how many children in a class chose certain foods as their favorites.



How many children chose pizza?

The bar for pizza ends halfway between the line for 6 and the line for 8, so 7 children chose pizza as their favorite food.

How many more children chose tacos than spaghetti?

Eight children chose tacos as their favorite food, but only 3 children chose spaghetti. Five more children chose tacos than spaghetti.

Often, you choose the scale for a bar graph based on the data and the amount of available space for the graph. If the numbers in your data set are spread out, you will want to use larger intervals to create your bar graph.

After collecting data, you can organize it in a tally chart to help you make a bar graph.

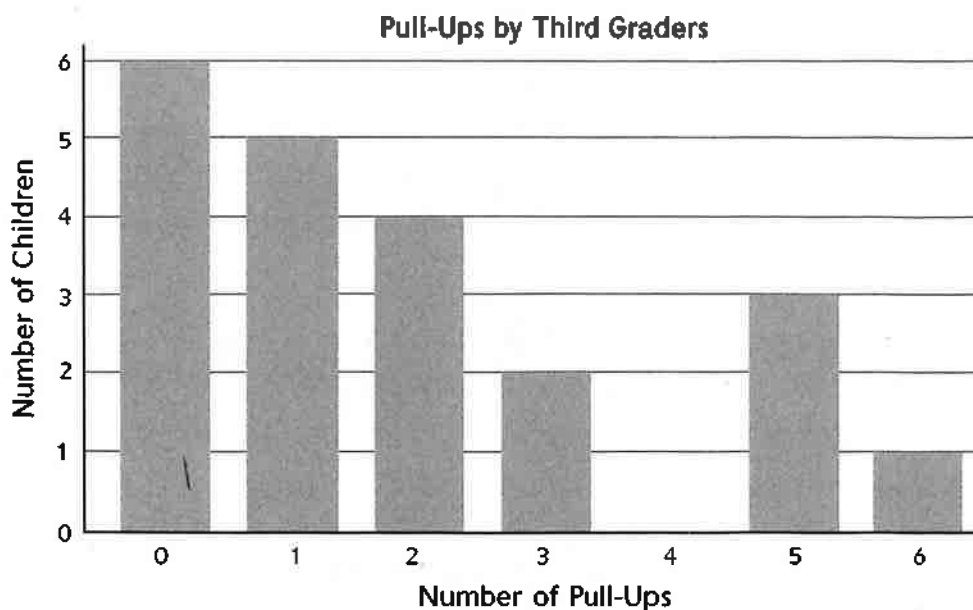
Example

The children in Mr. Majumdar's class counted how many pull-ups each of them could do. Their results are shown in the tally chart.

Number of Pull-Ups	Number of Children
0	###/
1	###
2	///
3	//
4	
5	///
6	/



The bar graph below shows the same information as the tally chart, but in a different way.



Picture Graphs

A **picture graph** is a graph made with symbols. The **KEY** tells you how many things each symbol represents.

Example

The picture graph below shows how many children chose certain foods as their favorite.



The line for tacos shows 8 face symbols.
 Each face symbol stands for 1 child.
 So 8 children chose tacos as their favorite food.

Scaled Picture Graphs

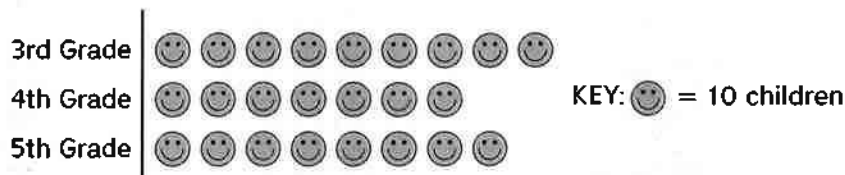
In a **scaled picture graph**, each symbol stands for more than one thing. In the example on the next page, each symbol stands for 10 children.

Decide on a scale for your graph by looking at your data. How much room do you have to show your data? How small is the smallest (minimum) number in your data set? How large is the largest (maximum) number in your data set? How many pictures do you want to use to represent that number?

Example

This scaled picture graph shows how many children in Lincoln School are in each grade.

Number of Children in Each Grade



The line for 3rd grade shows 9 face symbols. Each face symbol stands for 10 children. So there are 9×10 , or 90, children in the 3rd grade at Lincoln School.



In some scaled picture graphs, you may see only part of a picture symbol. Use the KEY to decide how much this part of the symbol is worth.

Example

This picture graph shows how many children in each grade at Lincoln School ride a bicycle to school.

Number of Children Who Ride a Bicycle to School



 stands for 2 children, so  stands for 1 child.

Check Your Understanding

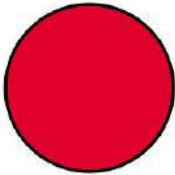
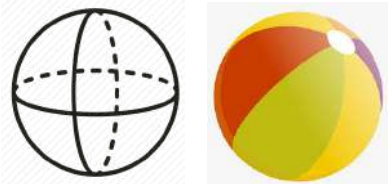
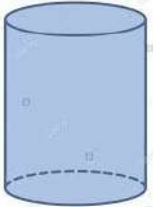
Use the Number of Children Who Ride a Bicycle to School picture graph to answer the questions.

1. How many children in 3rd grade ride a bicycle to school?
2. How many more children in 5th grade ride a bicycle to school than children in 4th grade?

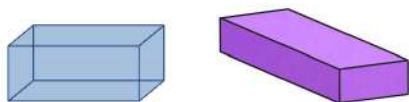
Check your answers in the Answer Key.

Box 11 - Outdoor Scavenger Hunt

Directions: Find as many of the following examples outside. Sketch, take a picture, or list the items you found.

To find	Items found
<div><div><div><div></div></div>Circle</div><div></div></div>	
<div><div><div><div></div></div>Rectangle</div><div></div></div>	
<div><div><div><div></div></div>Quadrilateral</div><div></div></div>	
<div><div><div><div></div></div>Sphere</div><div></div></div>	
<div><div><div><div></div></div>Cylinder</div><div></div></div>	

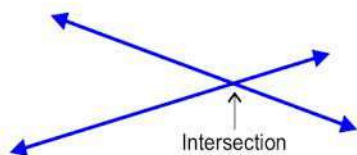
☐ Rectangular Prism



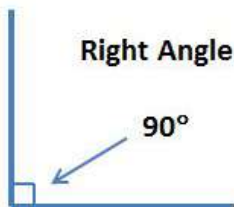
☐ A set of parallel lines



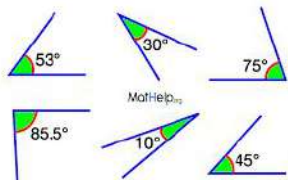
☐ A set of intersecting lines



☐ A right angle

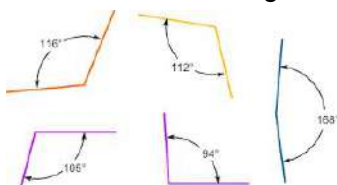


☐ An acute angle



(less than 90° , smaller than a right angle)

☐ An obtuse angle



(larger than 90° , bigger than a right angle)

DESIGNER DOGS

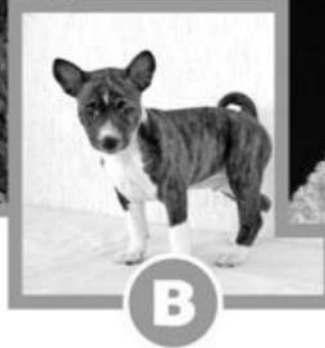


Circle the puppy that belongs to these two dogs.

I chose that puppy because _____

The mother is a cocker spaniel.
The father is a poodle.

I would call the puppy a



Circle the puppy that belongs to these two dogs.

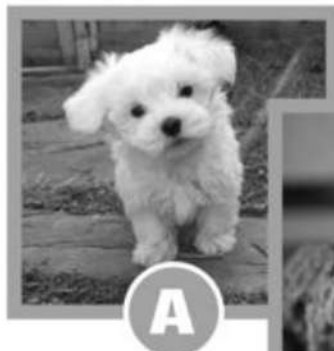
I chose that puppy because _____

The mother is a pug.
The father is a beagle.

I would call the puppy a

MYSTERYscience

Animals Through Time | Mystery 4



DESIGNER DOGS

page 2

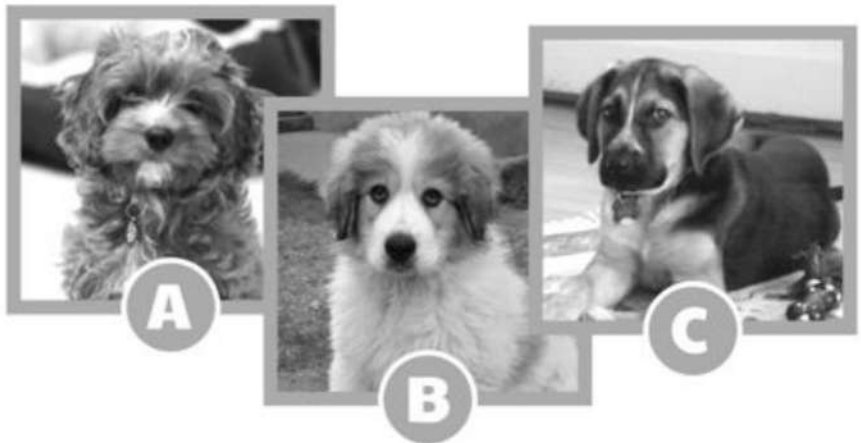


Circle the puppy that belongs to these two dogs.

I chose that puppy because _____

The mother is a German shepherd.
The father is a Labrador retriever.

I would call the puppy a

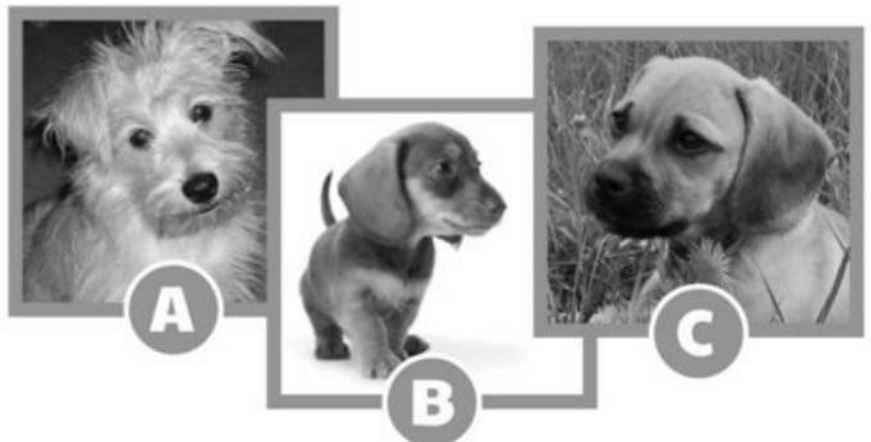


Circle the puppy that belongs to these two dogs.

I chose that puppy because _____

The mother is a schnauzer.
The father is a pomeranian.

I would call the puppy a

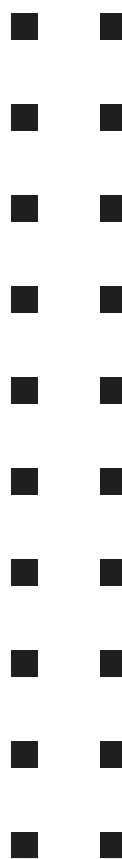




RSU 57

- 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 Prompts](#)



7

Grammar:

Review the rules for quotation marks

[Quotation mark rules](#)

Complete the quotation review page

[Quotation review page](#)



8 Picture inference worksheet

Picture inference worksheet
[Inference Worksheet](#)

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



9

Listen to the story The True Story of the Three Little Pigs and describe your favorite part.

[Story Link](#)



10 Listen to both versions of *Little Red Riding Hood*.

Which story did you like better and why?

[The Wolf's Story](#)

[Little Red Riding Hood](#)



11

Watch the video and fill out the graphic organizer to start brainstorming your own fractured fairy tale.

[video](#)

[Graphic Organizer](#)



12

Using your graphic organizer write your own fractured fairy tale story.

[Watch this video](#) for some help to get started



May 26 - May 29



3

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

Writing Prompts

1. Imagine that you discovered a time machine. You learned that you could travel to any period of time in the past, present, or future. Write a story about what happened.
2. Imagine you were invited to take a ride on a magic flying carpet. Tell a story about what happened on this journey.
3. Imagine that you were left home alone during a bad storm. Write a story about what happened.
4. Imagine you won a trip to your favorite vacation spot. Write a story about your trip.

QUOTATION MARKS RULES

- Direct Quotations: The speakers exact words
- Tag line: identifies the speaker.

- Begin the direct quotation with a capital letter.

Example: Dad said, "Do not forget to do your homework."

- Place the quotation marks before and after the speakers exact words.

Example: "I love to eat ice cream," Jackie said.

- Place the ending punctuation marks after a speakers exact words and before the ending quotation mark.

Example: "What time does the party start?" Andrew asked.

- Separate the tag line from the quotation using a comma when it at the beginning of the sentence.

Example: Helena yelled, "Yay, everyone is here!"

- Each new speaker gets a new paragraph.

Example:

Jackie asked, "Do you know what time we have to be at the game?"

"I think we have to arrive at 4:00pm," Shanna said.

"Thank you, do you need a ride?" Jackie questioned.

"Yes, I would love a ride!" Shanna exclaimed!

Which sentence is correct?

1. Theo cried, "I hurt my ankle!"
2. Theo cried I hurt my ankle!
3. "Theo cried I hurt my ankle!"

#7

Which sentence is correct?

1. Jasmine explained this is for Sally.
2. Jasmine explained, "This is for Sally."
3. "Jasmine explained this is for Sally."

#8

Which sentence is correct?

1. Why asked Dad are you doing that?
2. "Why? asked Dad are you doing that?"
3. "Why," asked Dad, "are you doing that?"

#9

Which sentence is correct?

1. My favorite chapter in Harry Potter is "The Boy Who Lived."
2. My favorite chapter in Harry Potter is The Boy Who Lived.
3. My favorite chapter in Harry Potter is The Boy Who Lived.

#10

Which sentence is correct?

1. "I want ice cream said Helena."
2. I want ice cream said Helena.
3. "I want ice cream," said Helena.

#11

Which sentence is correct?

1. "Do you have a pet dog?" asked Josh.
2. "Do you have a pet dog, asked Josh."
3. Do you have a pet dog asked Josh?

#12

Name: _____

Date: _____



Making Inferences

Read the following scenario. Use what you already know about life, then search for clues in the text to make an inference about what is happening.

Emma's chance to prove that she could hit the ball just as hard as her twin brother was here.

She made eye contact with the pitcher and got into position. The pitch came.

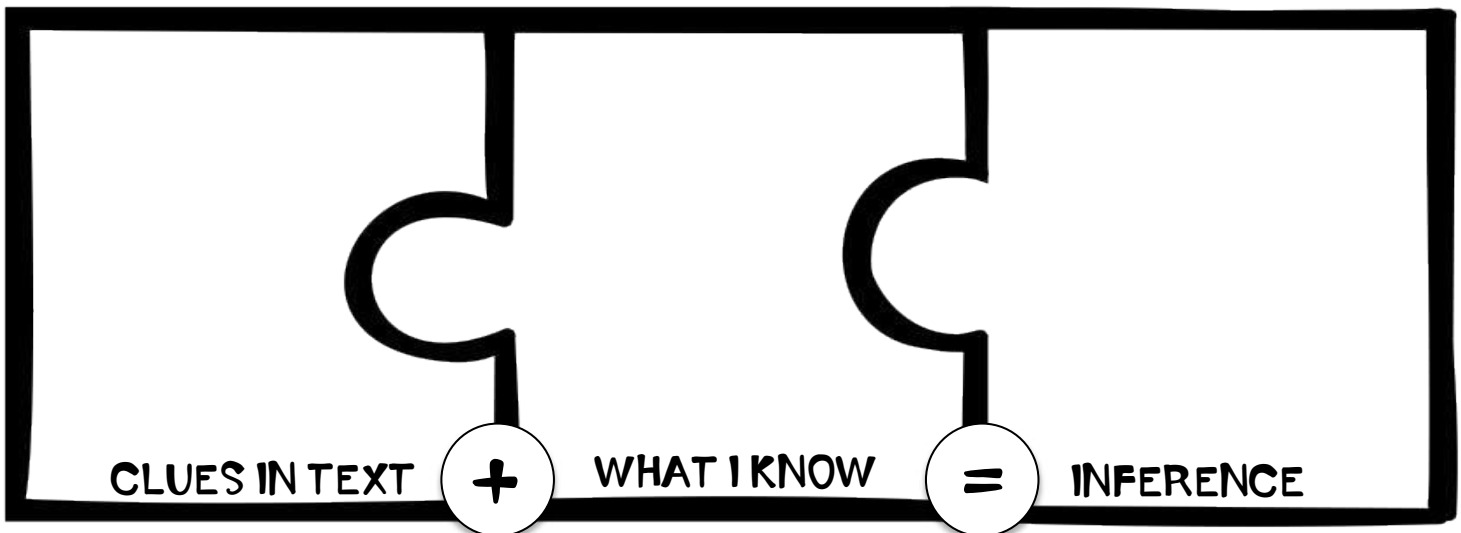
"Strike one!" yelled the umpire.

With sweaty palms, she clutched the bat even harder.

"I can do this, I can do this, I can do this," she whispered. As the second pitch came hurling toward her, she swung as hard as she could.

BAM! There it went, sailing down the first base line and far, far into the field.

1. Use what you know about life combined with the clues in the text to make an inference. What game is Emma playing? What happened? Fill in the puzzle pieces.



2. How do you think Emma feels at the beginning of this scenario? What character trait(s) does Emma exhibit? How do you know?

3. Write one more clue that could have been included in this scenario to help the reader understand what is happening.

Fractured Fairy Tale

PLAN

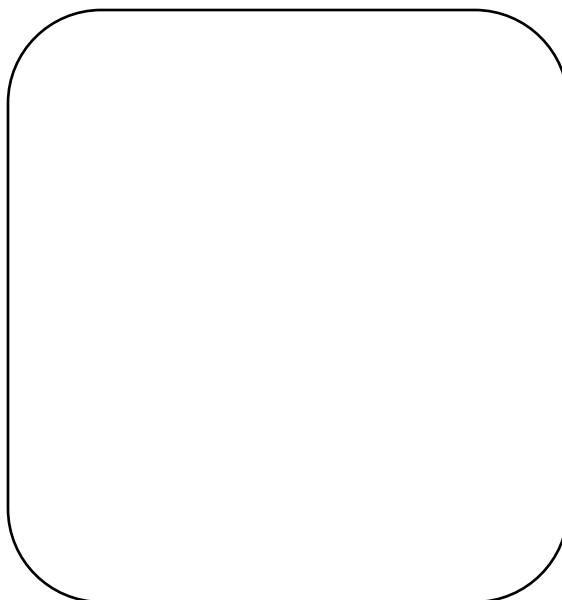
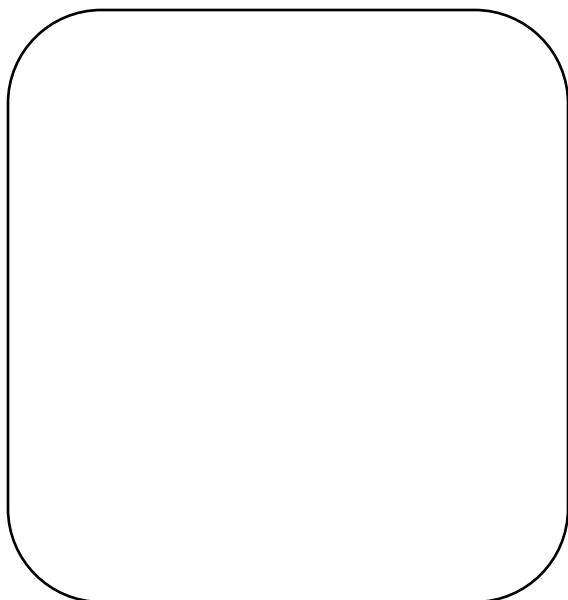
By: _____

Title: _____

Based on: _____

Setting:

Characters





Problem

Solution


Beginning: _____

Middle: _____

End: _____


Name _____

Date _____

[illegible]


Name _____

Date _____

[illegible]

Name _____

Date _____

[illegible]

Name _____

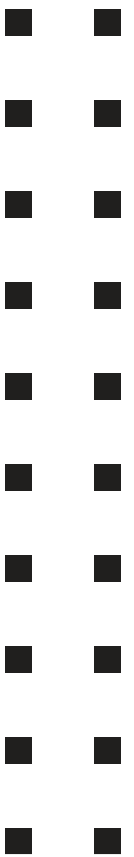
Date _____



RSU 57

- Waterboro
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SPECIALS



Printables



LEARNING MENU SPECIALS

GRADE 3

May 26 - May 29

1

PE

Virtual Field Day:

https://drive.google.com/open?id=1Qlnhvgt549SeReTzcDSuNB0qXtYYtV_iXC8rRCh9zro



2

PE

The **last** W.O.W (Workout of the Week): Wednesdays with Mrs. Person at 11:00:

<https://rsu57.zoom.us/j/298414629>



3

PE

Virtual Field Day:

https://drive.google.com/open?id=1Qlnhvgt549SeReTzcDSuNB0qXtYYtV_iXC8rRCh9zro



4

ART

Abstract Name Art

[Directions May 26-29](#)



5

ART

Apple Carving

[Directions May 26-29](#)



6

ART

Build a Word

[Directions May 26-29](#)



7

Music

Watch the video below to learn **Boom Snap Clap**. 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/ybatqajn>

If you have that down try out this new body percussion challenge:

<https://tinyurl.com/y6wiqwol>



8

Music

Select a song from the link below, then complete the listening log found either in your music teacher's Google Classroom or SeeSaw.

tinyurl.com/y7s648kk



9

Music

Use "[Songmaker](#)" to write the melody of a song you remember from music class or your favorite appropriate song. See the [directions](#) for more details.



10

Library

Tell us your favorite book you have read this school year. Next, pick a way to tell us about the book. You can record a video of yourself, use ChatterKid, or [draw a picture](#) of your favorite character or scene.

Chatterkid how-to:

<https://bit.ly/2Aqj3zx>



11

SEL

[Memory Book](#)



12

SEL

[Chill Out Yoga](#)



Abstract Name

Have you ever tried to create a piece of artwork from your name and simple lines? Letters are all different shapes and are created by using different lines and directions. Here are some examples of this project:



Week 1: Draw three or four evenly spaced wavy lines across the paper. Use a pencil and then marker to make the lines and to write each letter of your name. Each letter should be printed and upper case works the best. The letter needs to touch the lines above and below creating spaces between the lines.

Week 2: Color in the space and shapes that you created with your letters!

Apple Carvings

****Parent supervision is required for this lesson!!!

Pick an apple that you would like to use to carve a design into. Your design can be a pattern, an animal, a face, or anything that you choose! Using a **plastic** knife, toothpicks, pencils, straws, start to carve small marks on your apple to create a design. It is recommended to not make the carvings too deep at first until you are satisfied with your design. Here are some examples:



If you choose to carve a face and you leave it out to dry for a few days, it will look like a wrinkled face! Here's some funny examples:



Build a Word and Draw It

Materials needed:

White paper (2 or 3 pieces)

Pencil

Colored Pencil (optional)

Glue or Tape

Scissors

Cut up a piece of paper into 2-3" strips. Using the strips of paper, build a word and tape or glue it down to a base paper. Depending on the length of your word and the size of your letters, you may need to cut up more paper strips. On a separate piece of paper, use a pencil to sketch out the shadows that your word has created! Here are some examples:



Name: _____

Grade: _____

What song did you listen to?

Was there someone singing?

Describe the ensemble (group of musicians) that performed the song. What instruments did you hear? Was it a large group or a small group?

Circle the tempo/speed of the song:

Fast

Medium

Slow

What did the song make you think of? How did it make you feel?

Anything else you would like to share about the song you chose?

Tamacun - Rodrigo y Gabriela	https://safeYouTube.net/w/akJD
My Tennessee Mountain Home - Dolly Parton	https://safeYouTube.net/w/wiJD
Tuvan Throat Singing	https://safeYouTube.net/w/lZID
Nimrod from 'Enigma Variations' - Elgar	https://safeYouTube.net/w/LVID
Lean on Me - Bill Withers	https://safeYouTube.net/w/hUID
Chameleon - Herbie Hancock	https://safeYouTube.net/w/BRID
The Stars and Stripes Forever - Marine Band	https://safeYouTube.net/w/QRID
Pirates of the Caribbean - 2CELLOS	https://safeYouTube.net/w/ALID
Princess Leia's Theme - John Williams	https://safeYouTube.net/w/QJID
Fanfare for the Common Man - Aaron Copland	https://safeYouTube.net/w/rMID
Blowin' in the Wind - Peter Paul and Mary	https://safeYouTube.net/w/PHID
"As One" by Gene Koshinski	https://safeYouTube.net/w/1N67
SLIDE MONSTERS - trombone quartet	https://safeYouTube.net/w/yO67
Mahler 5th trumpet solo	https://safeYouTube.net/w/iP67
Marici Saxs: Libertango by Piazzolla Saxophone Quartet	https://safeYouTube.net/w/WP67
Jasmine Choi plays Claude Debussy's Syrinx for Solo Flute	https://safeYouTube.net/w/9Q67
Prokofiev Peter and the Wolf Cat Themes	https://safeYouTube.net/w/sR67
Dave Brubeck - Take Five	https://safeYouTube.net/w/bS67
Mbira of Zimbabwe	https://safeYouTube.net/w/NS67
Morning Raga	https://safeYouTube.net/w/3T67
To Darkness/Kripa -- Mumford and Sons / Dharohar Project	https://safeYouTube.net/w/vU67
Raider's March -- John Williams	https://safeYouTube.net/w/fV67
The Good, the Bad, and the Ugly -- Danish National Symphony Orchestra	https://safeYouTube.net/w/KV67
Sleep -- Eric Whitacre	https://safeYouTube.net/w/VW67
Street Fighter Mas -- Kamasi Washington	https://safeYouTube.net/w/KX67
The Good, The Bad, and The Ugly -- The Ukulele Orchestra of Great Britain	https://safeYouTube.net/w/OY67
Diamonds On The Soles Of Her Shoes -- Paul	https://safeYouTube.net/w/fZ67

Simon and Ladysmith Black Mambazo	
João Serrador - Street Kalimba Player	https://safeYouTube.net/w/CZ67

Chrome Music Lab “Songmaker” Transcription

To *transcribe* something in music is to write down the song in some form of notation. You will be using “Songmaker” in Chrome Music Lab to do this!

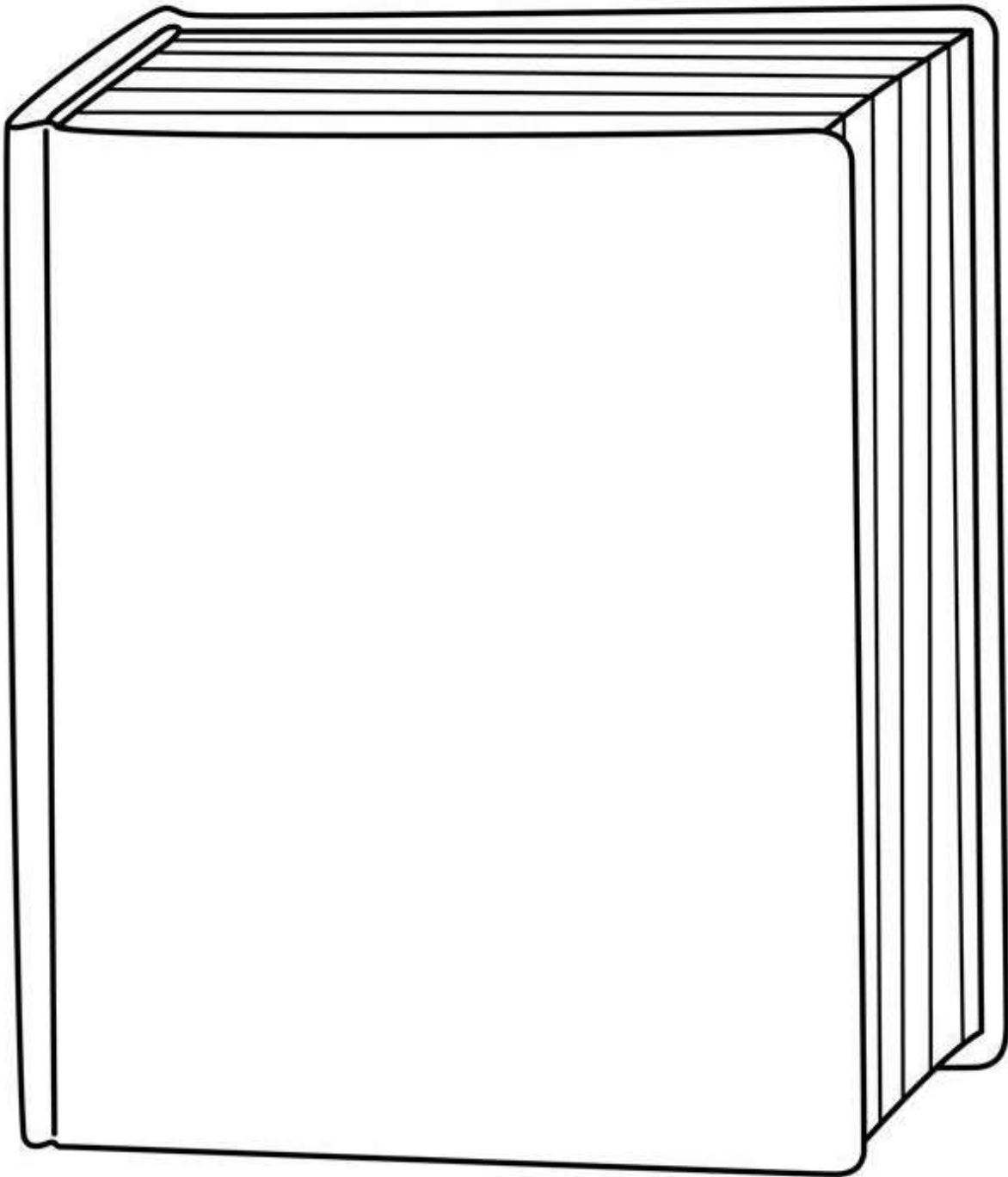
1. Open Songmaker <https://musiclab.chromeexperiments.com/Song-Maker/>
2. Think of a melody of a song (from music class or your favorite **appropriate** song) and sing/hum it
3. Try to figure out what the starting sound should be on Songmaker for the song you chose.
4. Put your melody into Songmaker!
 - a. Are the pitches the same as the song I am thinking of?
 - b. Are the rhythms the same as the song I am thinking of?
5. When you are done, click “Save” in the bottom right corner and send the link to your music teacher along with the title of the song you transcribed.

Some helpful hints:

- You can click “Settings” to make the song longer, change the meter, or give yourself more pitches (like the scale setting)
 - Don’t change too much at one time or it might get a little confusing!
- Sing the song a lot to make sure you have the right idea in your head while writing it down
- If you choose a longer song, you can just do part of the melody
- If you are very motivated, can you add a bassline or harmony?

Name: _____

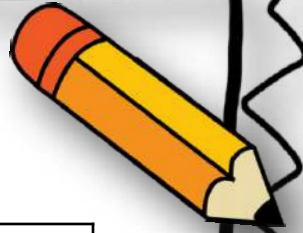
MY FAVORITE BOOK We READ in LIBRARY THIS YEAR WAS...



3rd Grade Memory Book



A photo of me...



Attach photo here.

A drawing of me...

My full name is _____.

I am _____ years old.

A drawing of my school...



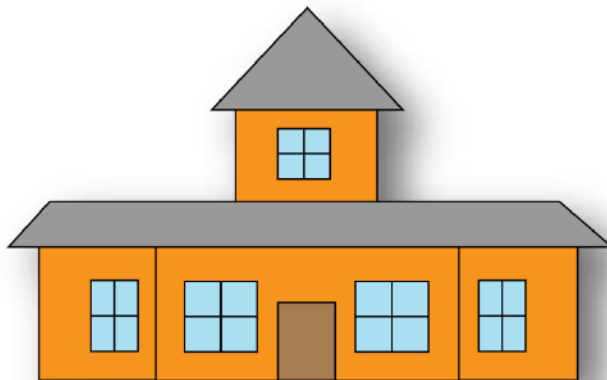
My school's name: _____.

My school's mascot: _____.

My principal's name: _____.

My teachers' names: _____.

_____.



3th Grade Favorites...



Subject: _____

School Lunch: _____

Teacher: _____

Friend: _____

Class: _____

Place in school: _____

Thing to do at school: _____

Thing to do at home: _____

Book: _____

Food: _____

Snack: _____

TV Show: _____

Movie: _____

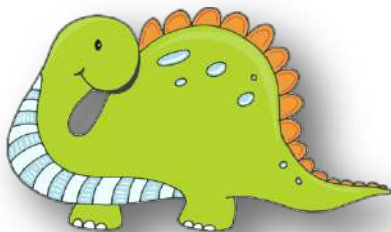
Song: _____

Sport: _____

Color: _____

5 Things I Learned in 3rd Grade...

1. _____
2. _____
3. _____
4. _____
5. _____



5 Things I Will Never Forget About 3rd Grade...

1. _____

2. _____

3. _____

4. _____

5. _____



Welcome to Virtual [Field Day](#)!

Click "[field day](#)" for the video instructions or read the following. We are thrilled to offer you 18 different activities to choose from. You may choose 5-10 activities or try them all, if you dare... Each activity is set to a "Minute-To-Win-It" theme, where you will have one minute to complete the challenge. Please send in your favorite activities and a picture or video of you completing it. As always, we want you to have tons of fun, stay active and laugh quite a bit!

**Click on the challenge title to watch the video.

<p>Bottle Flipper Equipment Needed: Water bottle with ¼ filled with water and a flat surface, make sure the cap is on tight. Objective: Flip your bottle in the air and try to land it right side up. If it lands, you receive 1 point. If it flops, you get to complete 5 jumping jacks and try again.</p>	<p>Take Away Drill Equipment: 6 items, they can be anything for example, shoes, stuffed animals, plastic cups. And a die (if you don't have a die you can use cards or bottle caps with numbers on them). Objective: Find a space where you can place your items on the floor in order 1-6, 10 steps away from your starting point. Roll your die or pick a number and run down to your items and take away that item that sits in that number order. If you roll the same number run down but do not take any item (just to keep you moving).</p>
<p>Bottle Trap Equipment Needed: A bottle or cup, a ball that is smaller than a softball and a laundry basket or bucket. Objective: Trap both your ball and bottle underneath the basket. Use your bottle to prop up one side of the basket, underhand throw/roll the ball into the bottle. If you trap both items under the basket you receive 2 points, if you trap 1 item, you receive 1 point.</p>	<p>Towel Flip Challenge Equipment: A towel Objective: In this challenge lay your towel down on the floor. With both feet on the towel at all times try to flip your towel to the other side without taking your feet off the towel.</p>
<p>Eraser Bounce Equipment Needed: Pencils with erasers, a flat surface and a cup. Objective: Bounce your pencil (eraser down) off of a flat surface and try to land it into your cup.</p>	<p>TP Balance Challenge Equipment: A spoon (bigger spoon, ex: wooden spoon), a roll of toilet paper and a space to walk through. Objective: Think of a way to travel while you are balancing your roll of toilet paper on your spoon. Our examples are walking backwards, ducking walking and walking sideways.</p>
<p>Juggling Challenge Equipment Needed: 2-3 scarves, napkins, plastic bags, tissues, etc. Objective: Keep your objects in the air for the allotted 1 min.</p>	<p>Student Challenge-Sock Ball Throw Equipment: Sock ball and laundry basket (or some sort of basket) Objective: To throw the sock ball into the basket.</p>

Welcome to Virtual [Field Day!](#)

<p>Paper Ball Trick Shot Equipment Needed: A ball (remember you can make one out of paper). Objective: Be creative and make an awesome trick shot; behind the back, through your legs, off of the fridge into the trash bin.</p>	<p>Pillow Flipper Challenge Equipment: Something to flip ex: pillow, stuffy, glove etc. Objective: Place your object in front of you. Flip it over and then do 5 jumping jacks, flip it back and do 5 more, how many times can you flip your object?</p>
<p>Paper Plane Cornhole Equipment: 3 pieces of paper and a bucket/basket. Objective: Make 3 paper airplanes and throw them into the bucket. Your bucket is the same amount of steps away from you as your grade level. If you make it, you receive a point, if you miss you get to complete 5 squats and try again.</p>	<p>Toe Grab Trick Equipment: A bucket and something to grab with your toes. Objective: Grab one object at a time with your toes and see how many you can move into your bucket in 1 minute.</p>
<p>Pencil Catch Equipment: Pencils/writing utensils or sticks. Objective: Starting with one pencil on the back of your hand, toss it up and catch it, if successful, add another pencil to the back of your hand, how many can you catch?</p>	<p>Spaghetti and Meatballs Challenge Equipment: Yoga mat/Floor Objective: Lay flat on your back (spaghetti) and crunch up to a ball (meatball). See how many times you can make a “spaghetti” and “meatball” in 1 minute.</p>
<p>Plastic Bag Challenge Equipment: Plastic bag, paper plate or dust pan (something firm to “fan”) Objective: Use your object to “fan” the plastic bag down and back (10 feet) without touching the bag.</p>	<p>Head, Shoulder, Knees and Toes Equipment: Something light to throw. Ex: stuffy, ball, tissue, etc. Objective: Throw your object in the air, start with touching your head before catching, then on the next throw touch your head and shoulders, and continue and try to touch all four parts of your body before your object falls.</p>
<p>Shoe Balance Trick Equipment: Find a space where you can lay on the floor and one shoe. Objective: In this challenge start by laying on your back, place a shoe on top of one foot that you hold in the air. Your goal is to try to flip your body to your belly while balancing the shoe on your foot. Don't let it drop! If you succeed to your belly try to flip back over to your back.</p>	<p>Plank Cup Stack Challenge Equipment: 3 cups for cup stacking Objective: In a plank position lift one hand to stack the cups down and then back up again and switch hands and redo for 1 minute. Keep alternating your hands.</p>