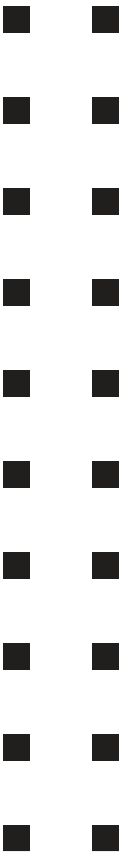




RSU 57

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

Continuous Learning **LEARNING MENUS**



MATH

LITERACY

SPECIALS

Printables

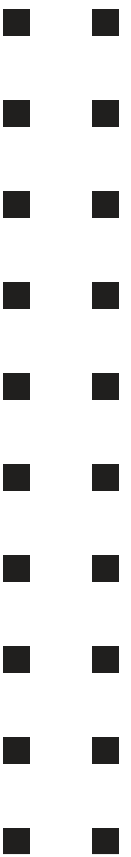




RSU 57

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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:

[Daily Clue](#)

Submit all estimates on Friday.
Monday reveal!



4 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.
bit.ly/3f2NFXt



5

Draw a fraction pizza (circle, square, or rectangle) and divide it into eighths. [Click for more.](#)



6

Play the rounding game. Click [here](#) for the activity. Post a picture of your work for your teacher.
bit.ly/3bRT4IS



7

[Money Picture](#): Take a pile of spare change at home and create a picture using those coins. Add up the total value of money used in your picture. Post a picture of your work (money picture and total money value of the picture) for your teacher.



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.
bit.ly/3cFm5hg



10

Practice telling time to the nearest minute by completing the [worksheet](#) or T.3 on IXL in Grade 3 Math. Post your work for your teacher.
bit.ly/2xbXZLJ



11

Take one more trip back to the vernal pool that you visited earlier. How is the pool the same as it was before? [Click for more.](#)



12

Think about foxes that we have here in Maine. What do they look like? Where do they live? [Click here for more.](#)



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

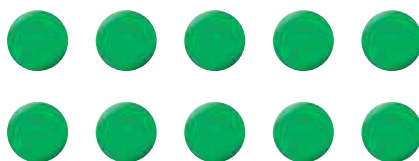
Object of the Game To have the highest total score.

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:

Name: _____



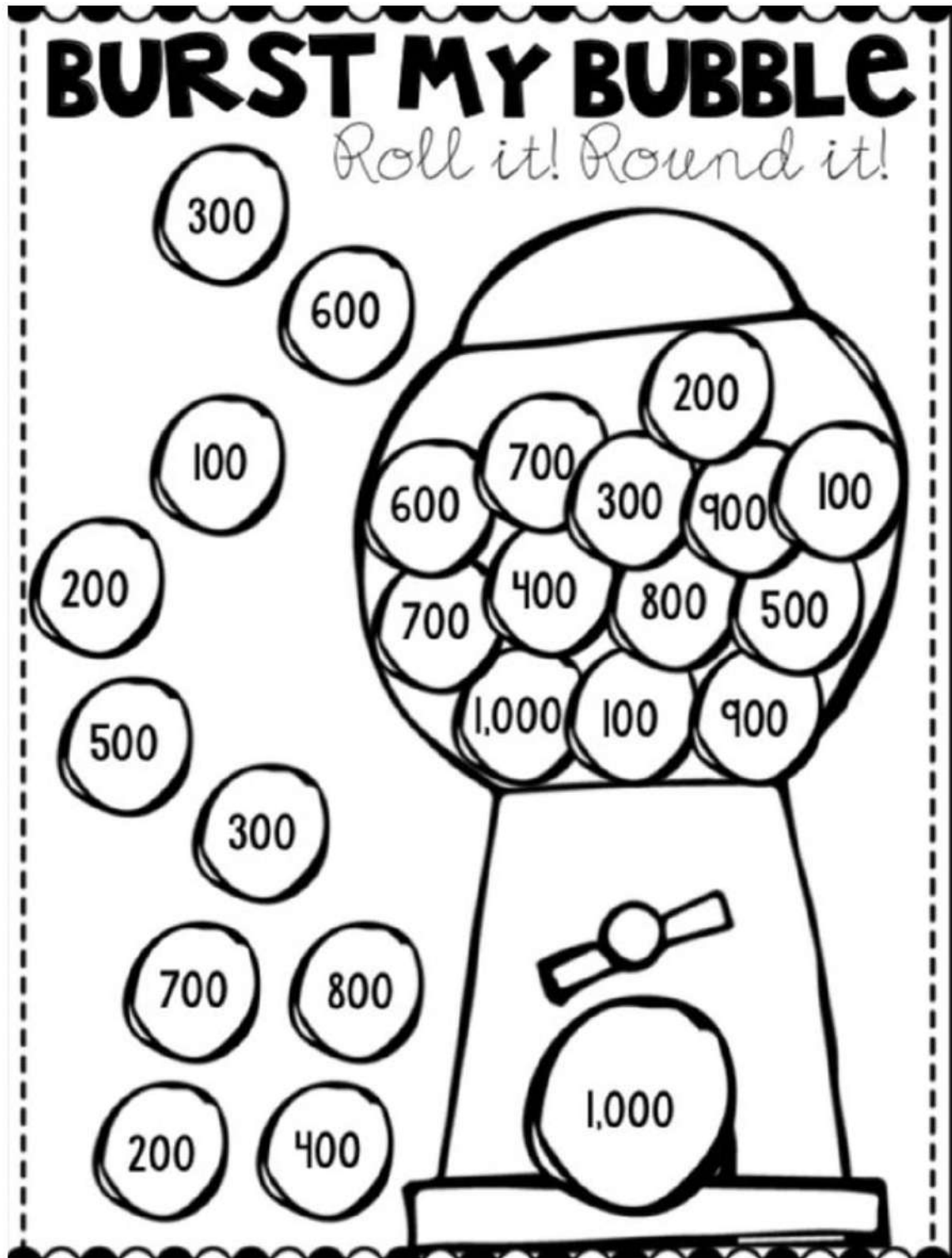
Draw a fraction pizza (circle, square, or rectangle) and divide it into eighths.

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.

Name: _____

Directions: Roll a dice 3 times (or draw 3 number cards) to create a 3-digit number. Round that number to the nearest hundred. Find the hundred your number rounded to in the picture and write your rolled number above it. Then lightly color in the bubble. Repeat the process until you've colored all bubbles.

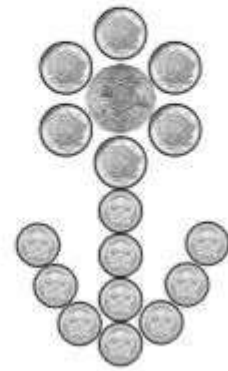
~~187~~
200


Name: _____

You will need:  plastic coins

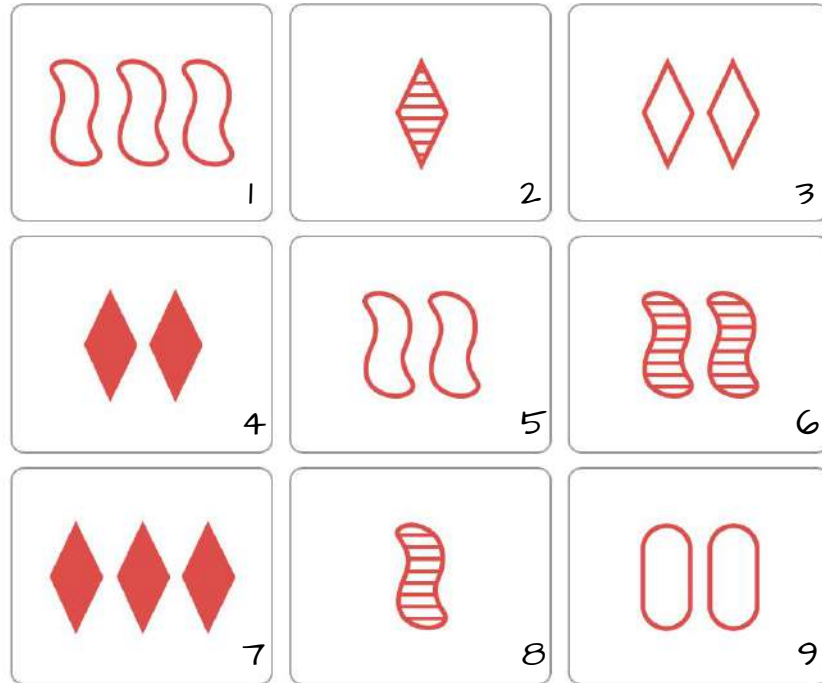
What to do:

Use coins to make a picture such as the ideas on the right. Record your picture in the box and then add up how much it costs.

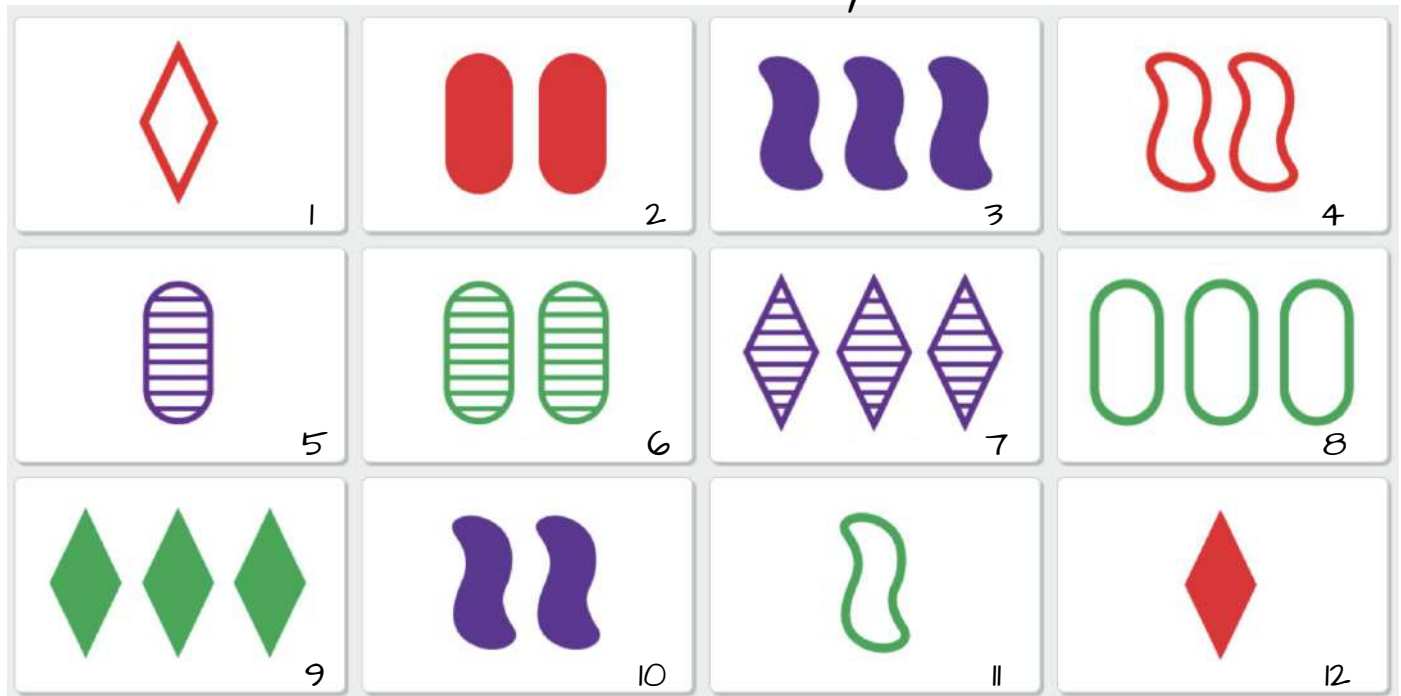


Name: _____

There are 4 SETs below. Can you find them all?



There are 6 SETs below. Can you find them all?



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.



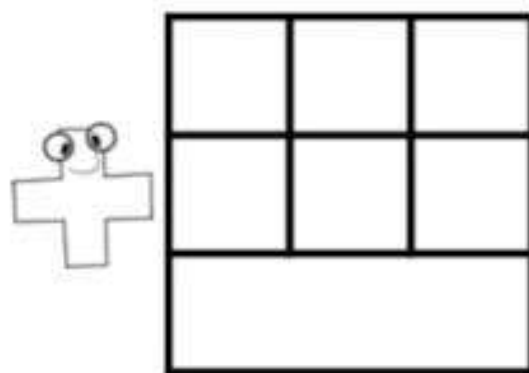
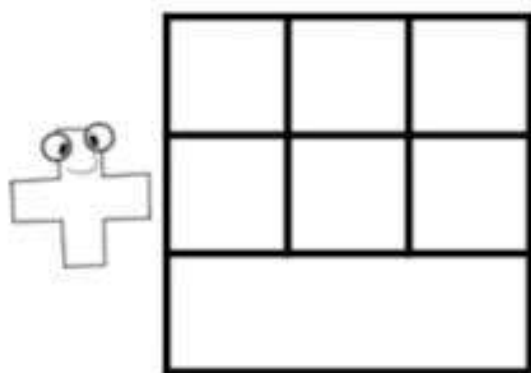
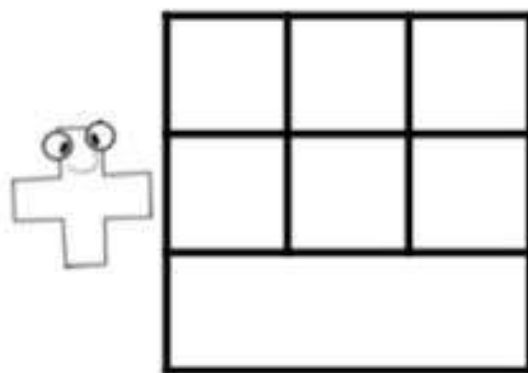
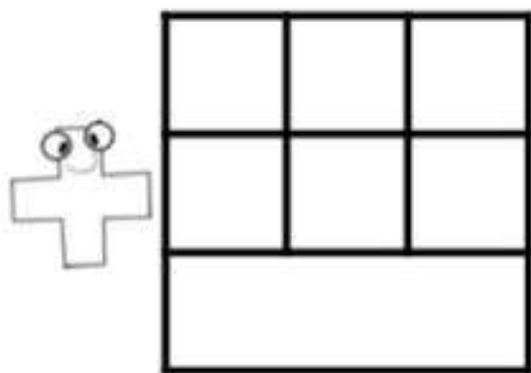
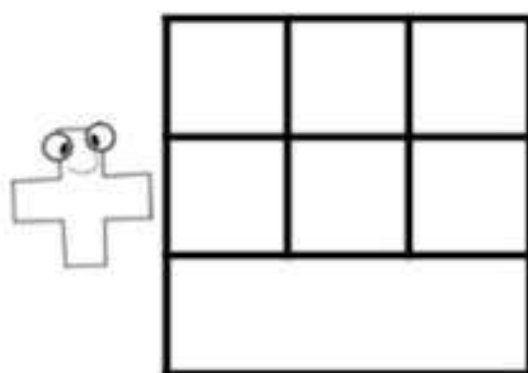
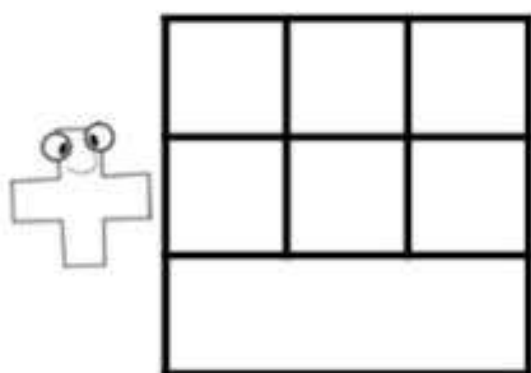
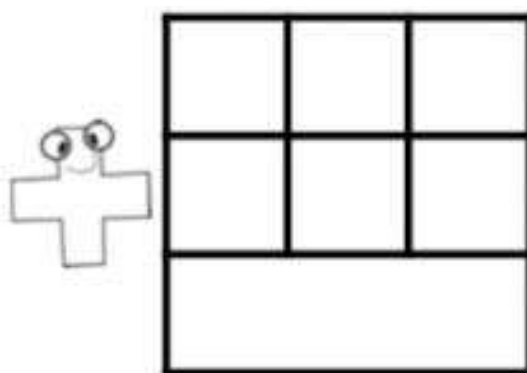
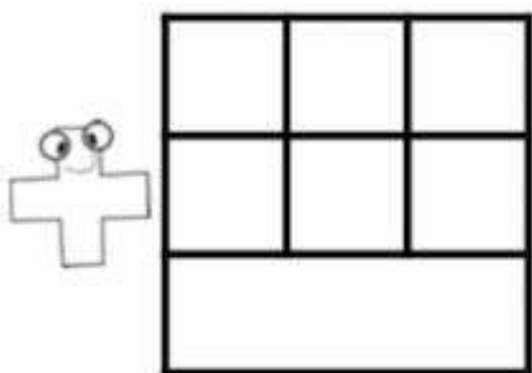
OR

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.

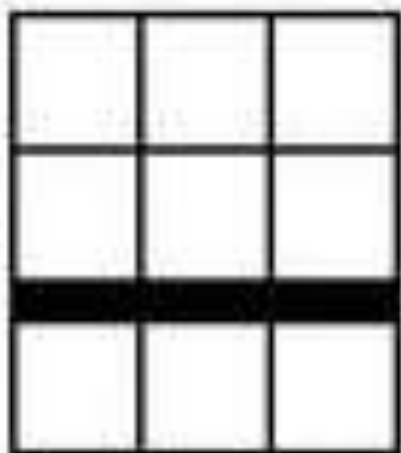


Flip it! Add it! - Record Sheet

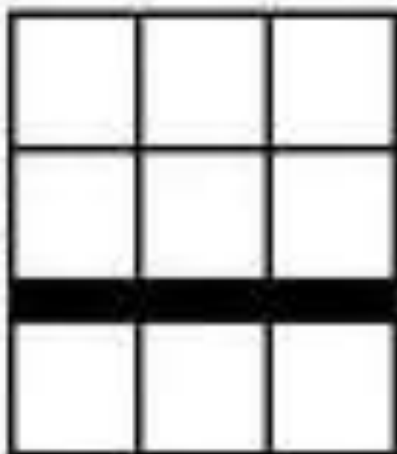


Flip it! Subtract it! - Record Sheet

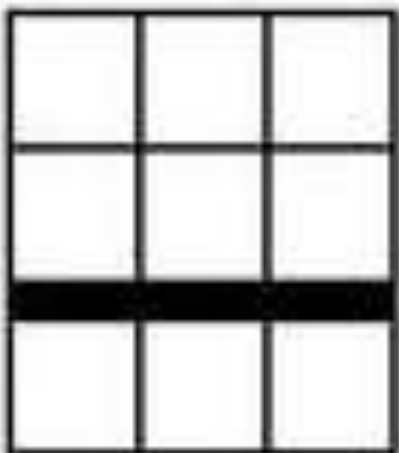
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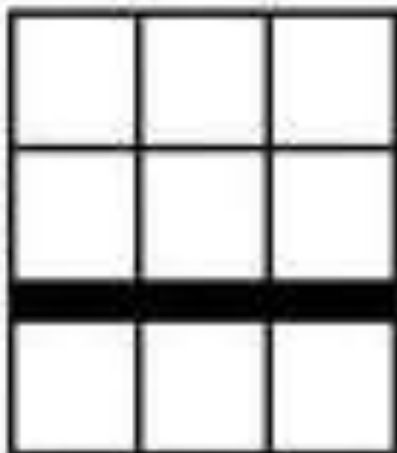
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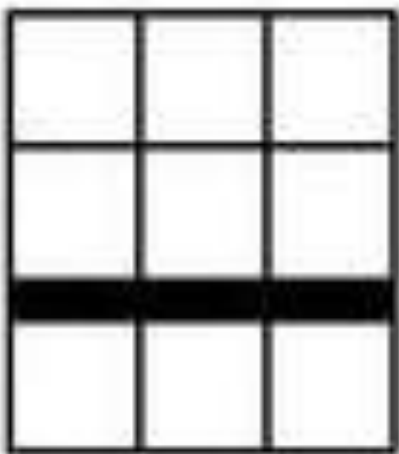
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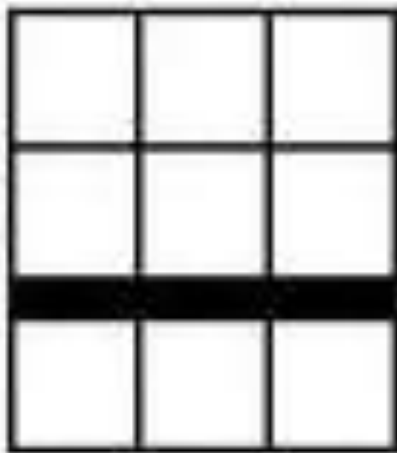
-



-



-



Name: _____

Write the time shown on each clock.

①



②



③



④



⑤



⑥



⑦



⑧



⑨



Name: _____

Take one more trip back to the vernal pool that you visited earlier. How is the pool the same as it was before? How is it different? What do you think causes the vernal pool to change over time? Take along a copy of this [Maine Vernal Pool coloring book](#). See how many of the living things shown in the book you can find. You may also find a living thing that is not in the coloring book. If you do, draw or take a picture of what you see and add it to your booklet. What do you think will happen to the living things in the vernal pool as it dries up? Why do you think this? What special features do living things have to have that use vernal pools as their homes?

bit.ly/2KPkI90

Name: _____

Think about foxes that we have here in Maine. What do they look like? Where do they live? How would you describe their habitat? What special body parts do Maine foxes have that help them survive here? A different kind of fox, called a fennec fox, lives in the sandy deserts in North Africa. What special body parts do you think fennec foxes would need to have in order to survive in the desert? What's the same about these two kinds of foxes? What's different? Make a list of the similarities and differences you can think of. Watch this [2 minute video](https://www.youtube.com/watch?v=tPqA) of the Fennec fox. What surprised you about fennec foxes' special body parts?

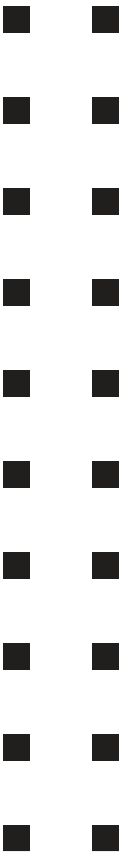
[safeYouTube.net/w/tPqA](https://www.youtube.com/watch?v=tPqA)



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LITERACY



Printables



LEARNING MENU LITERACY

GRADE 3

★ = EVERYDAY ITEMS

May 4 - May 8

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:
Grammar Worksheet

bit.ly/2VKttSN

Complete the daily language review page.



8

Picture Inferences Worksheet

bit.ly/2W5Tv1R

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.

www.poetry4kids.com/

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



10

Podcast: *Why do Lions Roar?*

bit.ly/2yOvFzz

Listen to the podcast and fill out the graphic organizer

[Podcast reflection sheet](#)



11

Listen to the story, *The Three Little Pigs* and fill out the [graphic organizer](#).

safeYouTube.net/w/oPV9



12

Writing Prompt

After listening to story *The Three Little Pigs*, how else could you have ended this story?



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

Writing Prompts

**Would you rather be the hero or the villain in a story? Why?

**Would you rather be stuck in a cave with a dragon or in a tower alone? Why?

**Would you rather have mice as friends or dwarves as friends? Why?

**If you had three wishes from a Fairy Godmother what would you wish for? Why?

**If you were one of the three little pigs, what would you have made your house out of? Why?

5-Minute Daily Review

Week 27, Monday

Name _____

☆☆☆☆☆ Third Grade

Write the words in the correct column.

farm term stir fern bird sharp

-ar	-er	-ir

Edit the sentence.

women's history month are celebrated during the month of march

Bi means two. **Cycle** means round.

What does **bicycle** mean?

Rewrite the possessive word with an apostrophe.

womens right to vote

What change is needed in the sentence?

Amelia Earhart became the first woman to fly solo across the Atlantic Ocean on May 21 1932.

- A. change *woman* to *Woman*
- B. change *Ocean* to *ocean*
- C. add a comma after *May 21*



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) Why do you think the dog is laying on the couch?

2) How do you think the little girl on the couch feels?

3) What do you think the little girl is doing?

APPLY IT!

Clara sniffled and grabbed another tissue out of the box. It was the third day she had spent in bed, and there was no end in sight. She had flipped through every channel and still hadn't found anything she had not already seen. Here mom finally arrived with lunch—chicken noodle soup—the only thing that had sounded good for days.

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

Podcast Reflection

How many stars do you give this podcast?



What are some other questions you would like the answers to?

What is 1 thing you learned from this podcast? What is 1 thing you already knew?

FAIRY TALE ORGANIZER

NAME OF FAIRY TALE: _____

CHARACTERS

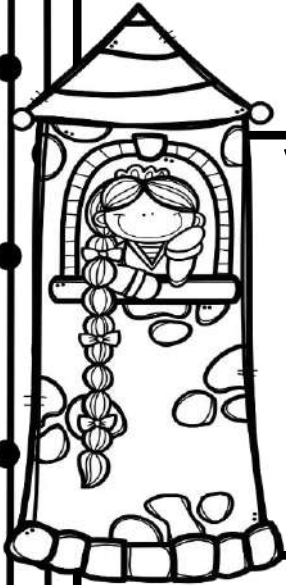
SETTING

YOUR FAVORITE SCENE FROM FAIRYTALE (ILLUSTRATE)

PROBLEM


ENDING/ SOLUTION

WHAT LESSON DID YOU LEARN?




Name _____

Date _____

[illegible]

Name _____

Date _____


[illegible]

Name _____

Date _____

Name _____

Date _____


[illegible]

Name _____

Date _____

Name _____

Date _____

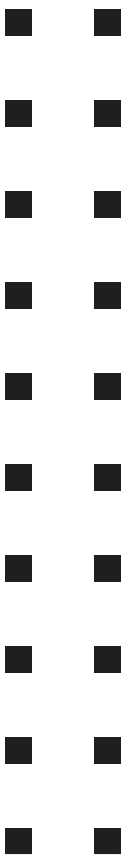
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SPECIALS



Printables



LEARNING MENU SPECIALS

GRADE 3

May 4 - May 8

1

PE: Make Your Own P.E Equipment: [Make Your Own P.E Equipment](#)



2

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



3

PE
Sweat Box Challenge, click this link to try it: [Sweat Box Challenge](#)



4

ART: Diorama
[Instructions](#)



5

ART: Collagraph
[Instructions](#)



6

ART:
Cardboard & Tinfoil Robot
[Instructions](#)



7 Music - Music Interview Project: Talk with an older family member (parent, grandparent, aunt/uncle, etc) about their experiences with music. See your music teacher for more instructions. Share what you learned with your music teacher!



8 Music

Use household objects, like silverware, to compose 8 beats of rhythmic notation. See your music teacher for further directions and examples. Send your music teacher a picture of your work!



9

Music - Word Synth:
Experiment with the word synth to create your own mini song! Then share what you have made by filling out your teacher's survey which can be found here: tinyurl.com/yb3aupqu



10 Library: Pretend you are a news reporter! Read a NONFICTION book about a planet or object in our solar system using Epic or another reading app. Complete the attached [worksheet](#) to help you interview your planet and share it with your librarian. [Interview example](#)



11

[Coping with Social Distancing part 2](#)



12

[After the Fall](#)
bit.ly/2VOnj46



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

Name: _____

Make Your Own P.E Equipment

Objective: Create a piece of equipment you can manipulate; throw, kick, strike, catch, possibly even jump over or around.

Your P.E teachers want to see creative equipment, we want to hear about how you used your equipment, and we would like to know if you created a game, please share with your P.E teacher:

Samanthaperson@rsu57.org

Brianpenley@rsu57.org

Janelfearon@rsu57.org

Examples:

Sock Ball: Stuff a sock full of other socks or stuffing and use it to kick, throw at a target, or shoot in a basket.



Bottle Bat: Create your very own bat with a 2 liter bottle, can you strike a sock ball off of a chair, maybe in the air.



Dancing ribbon: Use a stick, popsicle stick, pencil, ruler, and attach ribbon or shoe strings to one end. Create a rhythmic dance or routine.



DISCLAIMER: When you are building this equipment please take every precaution to make sure it is safe. Please make sure there aren't any sharp edges and please test in a safe place. Use good judgement when striking objects with your homemade P.E equipment. RSU 57 Physical Educators cannot be held responsible for the improper use or construction of the homemade equipment ideas provided above.

Please choose from **ONE** of the following lessons to work on over the course of two or three half-hour weekly sessions.

Cardboard and Tinfoil Robot

Week 1: Collect your materials!

Materials:

- Cardboard (like from a cereal box)
- Scissors
- Tinfoil
- Sharpie
- Glue

Robots can help us with all sorts of tasks! What is your robot's name? How does it help you? What does it do? How much money does it cost?

1. Cut a variety of shapes from the cardboard (rectangles, squares, and circles work well).
2. Wrap each individual piece with foil
3. Move the pieces around to create your robot (arms, legs, body, wheels).

Week 2: Use a sharpie to add details. Think about what your robot is supposed to do. Maybe there are bolts, clocks, gauges, compasses, etc. Glue your robot together and put it on a background paper. On the background paper identify the robots' name, function, and price!



Collagraph Printmaking

A Collagraph is a method of creating a print (or a stamp) to make artwork. They can easily be made by using a simple piece of cardboard or wood as a base and gluing objects on top to create a design. This design is then used to create prints by painting and stamping the collagraph onto paper. Here are some examples of what collagraphs look like:



Week 1: Collect your materials! You can use foam stickers, yarn, puzzle pieces, cardboard (both as a base and scraps of cardboard to glue onto your base!), dried beans, pipe cleaners, bottle caps, etc.

Create your collagraph! Create a design by gluing your objects to your cardboard to create a “stamp”. Let the glue dry before using it!

Week 2: Use your collagraph as a stamp to create some prints! Apply paint to your collagraph stamp. You can stamp it on one paper and create a symmetrical design or you can use multiple paper to stamp your design.

Diorama

A Diorama is a form of art that uses various materials to create scenes and backgrounds. They can really be made out of anything! Shoeboxes are great to use as a base for your diorama. Here are some examples:



Week 1: Brainstorm ideas for your diorama: under the sea, woodland, your bedroom, prehistoric times, etc. Collect some materials that you can use as props for your scene: fabric scraps, dried foods (pasta, beans, rice), natural materials (pine cones, rocks, dirt, sand, leaves, tree bark, flowers, etc.), toilet paper or paper towel tubes, markers, crayons, colored pencils, figurines, stickers, paint, cotton balls, q-tips, etc.

Begin to put your diorama together.

Week 2: Finish your diorama!

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

Never submit passwords through Google Forms.

This form was created inside of RSU57-Massabesic School District. [Report Abuse](#)

Google Forms



Name: _____

Music Interview

Find a relative or family friend, and ask them about their experiences in music. Be sure to choose someone older than you, like a parent, aunt/uncle, or grandparent.

My name:

The person I'm interviewing is:

Who was your favorite musician when you were growing up?

How did you normally listen to music when you were a kid?

Did you play any instruments or sing in a choir? Did anyone in your family play instruments or sing in a choir?

What was the first concert you went to? What was your favorite concert?

What is your favorite thing about music?

Name: _____

My Space Interview



you are a reporter for a newspaper or TV news station. You have been asked to interview a part of our Solar System. Read a nonfiction book on epic or pick one of the articles provided about a planet or another object in our solar system (star, sun, moon, comet, asteroid).

Pick 3 interesting questions to ask the planet or space object based on what you learned. Have someone in your home ask you the questions and you answer as if you were the planet or object (yes, let's pretend planets can talk!) with the information you learned. Record your interview to share it with your librarian.

Name of Planet or object: _____

Question _____
_____Answer _____
_____Question _____
_____Answer _____
_____Question _____
_____Answer _____



What is going on?

How to Cope with Social Distancing

Elizabeth Eisner OTR/L, Janelle Jarvis OTR/L and Samantha Ichikawa OTR/L



Adapted



Life is a little different right now. One day I was going to school and playing with my friends, and now I have to stay home all day because of this new virus that everyone is talking about! We're practicing something called "social distancing" which means I'm doing school at home and I don't get to go play with my friends as much as I used to.

This is only temporary and I'll get to see my friends again soon.





I've been feeling kind of bored and confused. I don't remember what day it is. To make me feel less confused, I can write down everything I'm going to do, and cross it off as I go. Seeing all the things I have done will make me feel better about my day.

Breakfast



School Work



Dance Break



Reading Time



Tablet Break





Now that I'm doing school at home, I miss my classmates and teacher. Sometimes it's hard for me to concentrate. I need to find a comfortable space to work in with enough light to help me focus.



Sometimes I'll need quick breaks. Here are some things I can do:

- Call my classmate to talk about our work
- Dance to my favorite song
- 5 stretches or yoga poses**

- _____

- _____



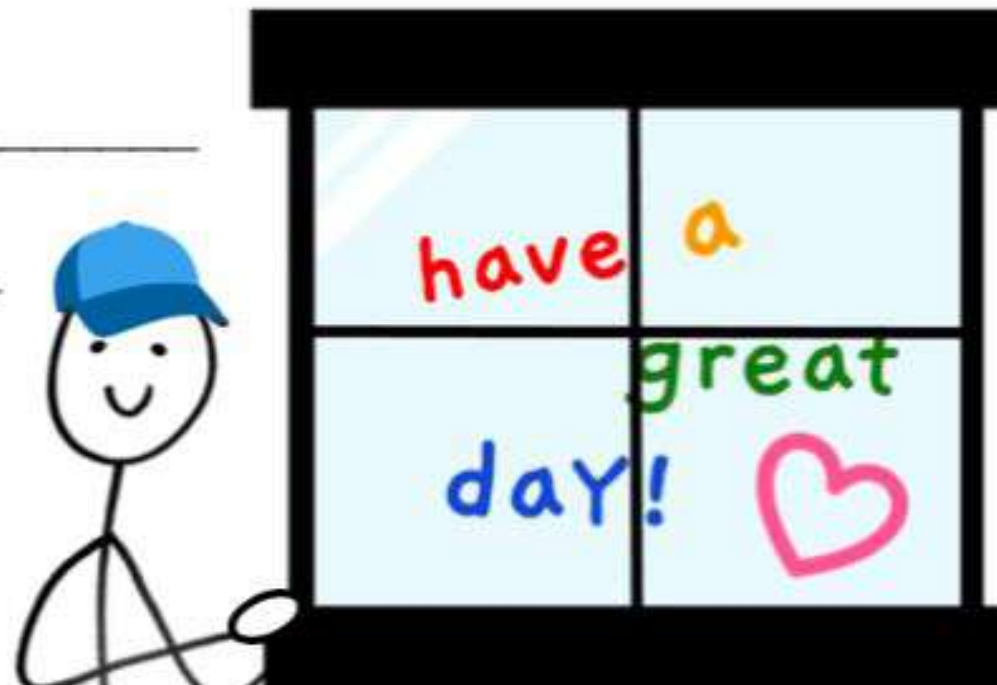


Sometimes the people around me act worried or scared about the virus. I see people wearing masks and gloves, but I know this is not scary and they are just trying to stay healthy.

To make people feel better, here are some things I can do:

- Write letters to people who are helping us, like nurses, doctors, mail carriers, and grocery store workers.
- Decorate my window with my art to cheer up my neighbors
- Decorate my driveway/sidewalk with messages and drawings in chalk

- _____
- _____
- _____
- _____





I worry about my friends and faraway family since I don't get to see them, and I hope they are okay. Even though I miss them, I know that staying home is going to keep them safe.

I can call or video chat them to see how they are doing. If I know where they live I can even write them a letter!





Even though life is different right now, there are some cool things about it. I am thankful that I....

- Get to spend more time with my family
- Have more time for games and crafts

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THE END