RSU 57

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

Continuous Learning
LEARNING MENUS

MATH

LITERACY

SPECIALS

Printables
Week 3

RSU 57

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

MATH

LEARNING MENU MATH & STEM

GRADE 3

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

Complete the weekly Esti-Mystery, Template: bit.ly/esti-response

4

Create a scaled bar or picture graph of things in your house (different kinds of legos, stuffies, shopkins, Pokemon, 3D shapes found around your house, etc.). Visit here for a quick review.

5

Find examples of 3D shapes at home. Post pictures or drawings of the examples you find. Label the name of each 3D shape (cube, rectangular prism, pyramid/triangular prism, cone, cylinder, or sphere).

6

Complete the attached perimeter and area worksheet. Post a picture of your work for your teacher.

7

Play Multiplication Top-It with someone at home. Use a deck of cards or make your own.

8

Play Roll to 1000 (or a variation of the game) with someone at home. If you do not have dice at home, you can use a deck of cards.

9

Play SET

Find the 4 or 6 sets. Try the advanced version.

10

Watch the "How is a Rainbow Made?" Mystery Science video and complete the activity. Post a picture of your finished activity for your teacher.

11

Springtime in Maine is the perfect time to visit a vernal pool with your family. A vernal pool is a shallow place where water collects making a pond for only part of the year.

Click for more information.

12

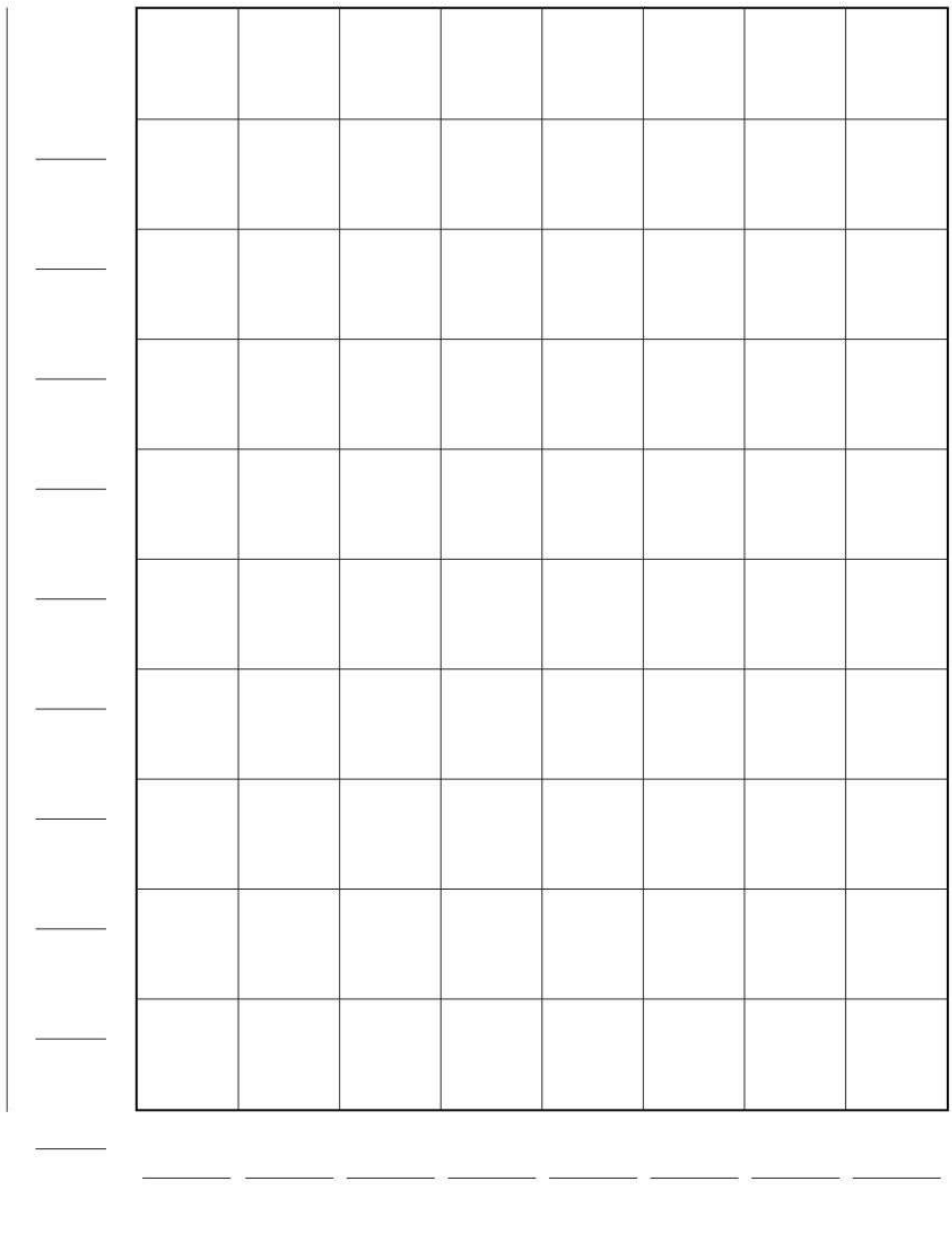
Frogs and toads are similar animals. Make a list of the ways you think frogs are alike and the ways they are different. Watch this 5 minute video to find out more. Then answer these questions.

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

Name: ______________________________

Make a bar graph for your set of data.

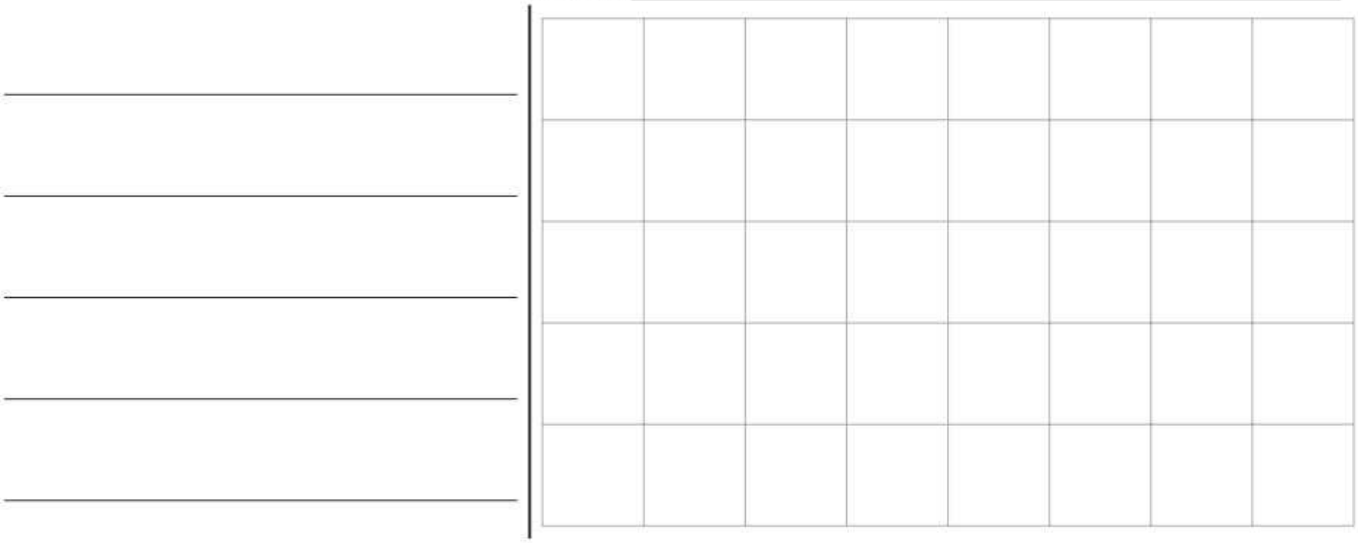
Title: ____



Name: _____

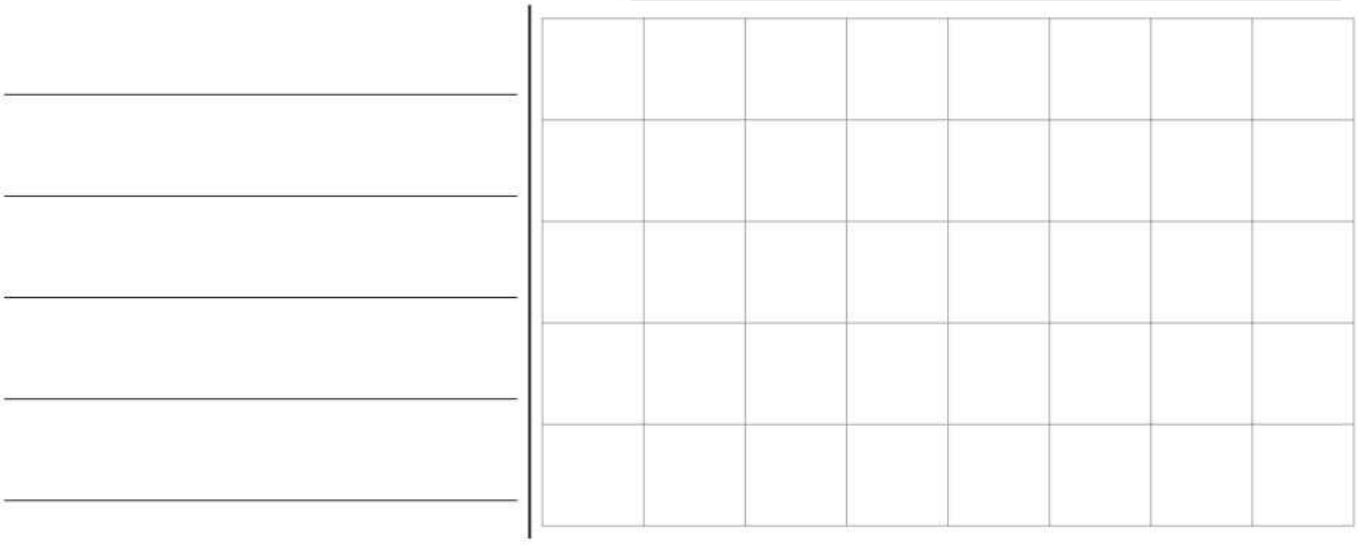
MATH BOX #4

Title: _____



Key: Each _____ = _____

Title: _____



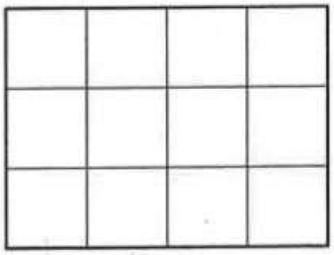
Key: Each _____ = _____

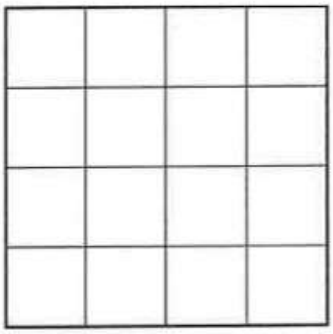
Name: _____

Find the area of each rectangle in square centimeters.
Then find the perimeter of each rectangle in centimeters.

EXAMPLE

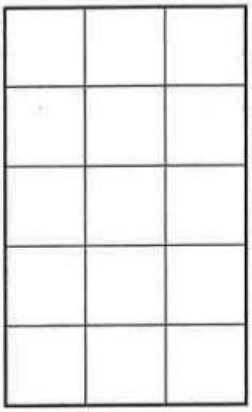
Area: **12 square centimeters**
Perimeter: **14 centimeters**



① 

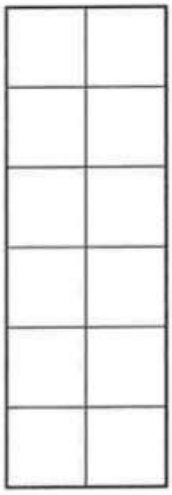
Area: _____

Perimeter: _____

② 

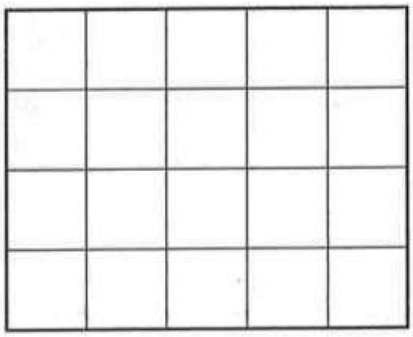
Area: _____

Perimeter: _____

③ 

Area: _____

Perimeter: _____

④ 

Area: _____

Perimeter: _____

Name: _____

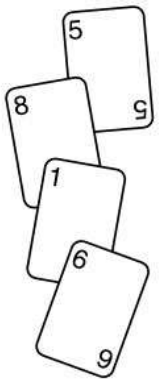
Top-It Games

Materials ☐ number cards 0–10 (4 of each)

Players 2 to 4

Skill Practicing basic facts

Object of the Game To collect the most cards.



Multiplication Top-It

Directions

1. Shuffle the cards. Place the deck number-side down on the table.
2. Each player turns over 2 cards and calls out the product of the numbers.
3. The player with the largest product wins the round and takes all the cards.
4. In case of a tie for the largest product, each tied player turns over 2 more cards and calls out the product of the numbers. The player with the largest product then takes all the cards from both plays.
5. The game ends when there are not enough cards left for each player to have another turn.
6. The player with the most cards wins.

Example

Round 1:

- Ann turns over a 2 and a 6.
  She multiplies 2 × 6 and calls out 12.
- Beth turns over a 6 and a 0.
  She multiplies 6 × 0 and calls out 0.
- Joe turns over a 10 and a 4.
  He multiplies 10 × 4 and calls out 40.

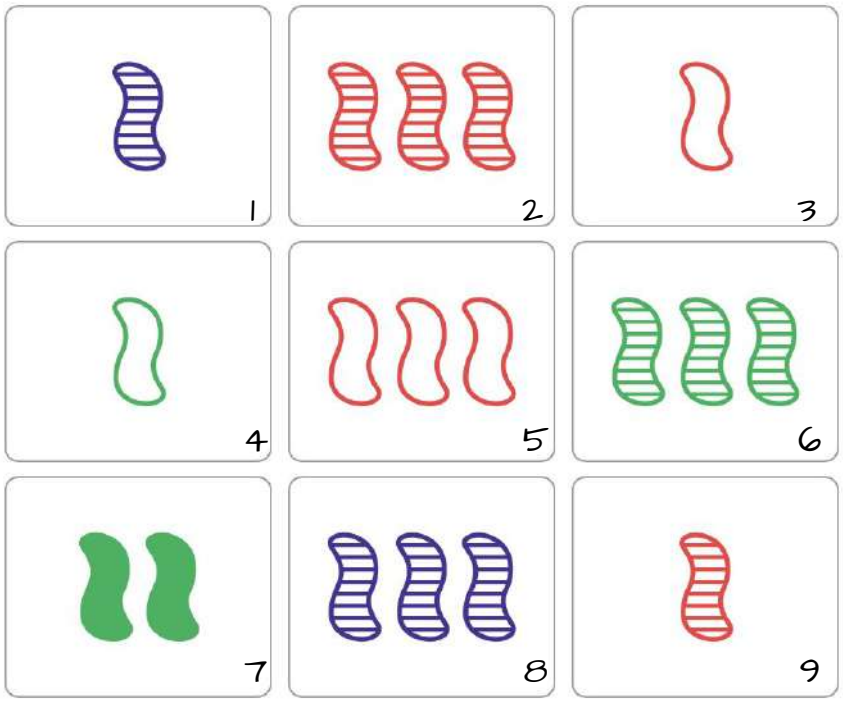
Joe has the largest product. He takes all 6 cards.

2	6
6	0
10	4

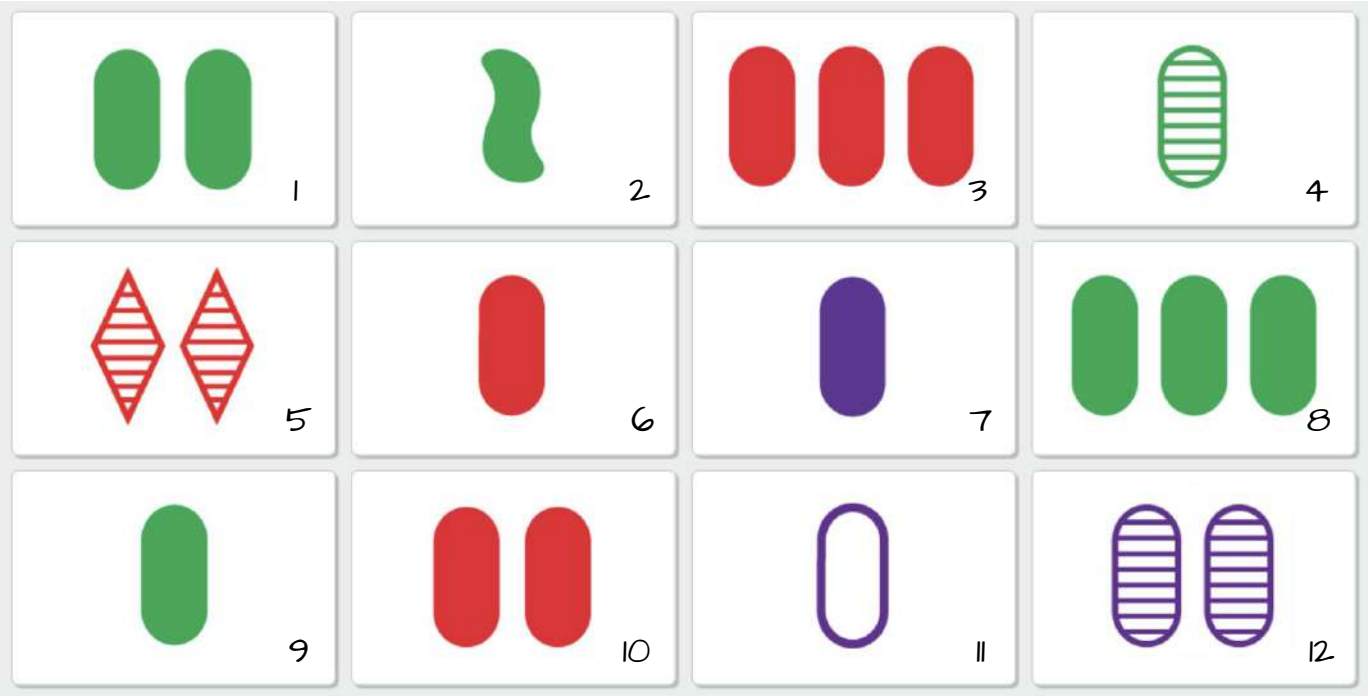
Name: _____

M.3-8

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



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



Name: _____

Roll to 1,000

Materials ☐ 1 *Roll to 1,000* Record Sheet (*Math Masters*, p. G7)
☐ 2 six-sided dice

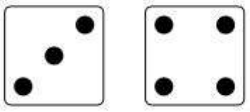
Players 2 to 4

Skill Adding multiples of 10

Object of the Game To score at least 1,000.

Directions

Each dice roll represents a number of tens. For example, if you roll a 3 and a 4 for a total of 7, you have 7 tens, or 70.



Make 7 groups of 10, or 70.

1. Players take turns. When it is your turn:
   - Roll the dice as many times as you want. Each roll tells you how many tens you have.
   - Mentally add the numbers you get for all of your dice rolls. Enter this as your score for the turn.
   - If you roll a 1, your turn is over. Enter 0 as your score for this turn.
3. Continue to add to your score each turn. If you roll a 1 at any time, your score for that turn is 0. The score you enter is the total from your previous turn. See the example on the next page.
4. The first player to score 1,000 or more wins the game.

Turn	Player 1	Player 2	Player 3	Player 4
1				
2				
3				
4				
5				
6				
7				
8				
9				
10				
11				
12				
13				
14				
15				

***Roll to 1,000* Record Sheet**

Name: _____

Springtime in Maine is the perfect time to visit a vernal pool with your family. A vernal pool is a shallow place where water collects making a pond for only part of the year.

Before you visit a vernal pool, what kinds of living things do you think you will find there? Why? What kinds of body parts would animals and plants living in a vernal pool need to have? Visit the pool. Make a drawing of what you see, including any animals and plants present.

Name: _____

M.3-12

MATH BOX #12

Frogs and toads are similar animals. Make a list of the ways you think frogs are alike and the ways they are different. Watch this 5 minute video to find out more. Pay special attention to the body features toads have that make them different than frogs.

Then, using what you've learned about their needs, design a 'toad abode.' Use natural materials or things made of natural materials (e.g. clay pots, cardboard) you find around your house to design and build a safe toad shelter. Place the toad abode in your yard and try not to touch it. Make a drawing of your shelter explaining what features it has that will help the toad survive.

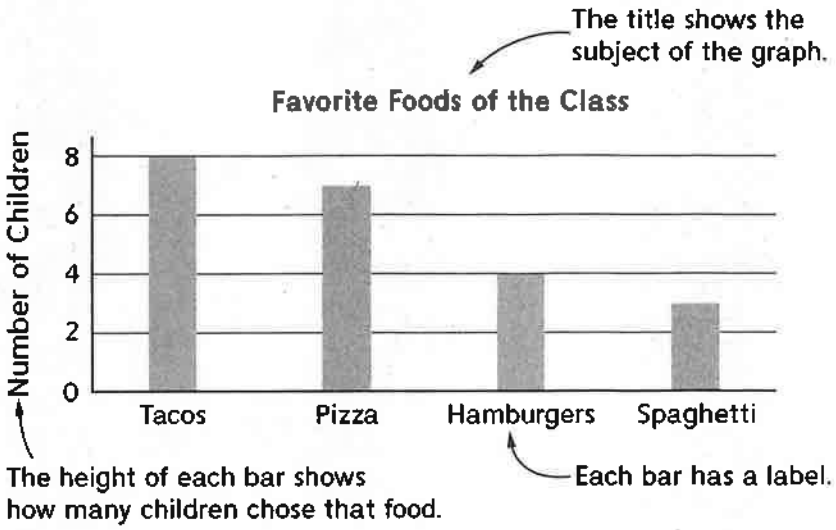
safeYouTube.net/w/yUu6

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.

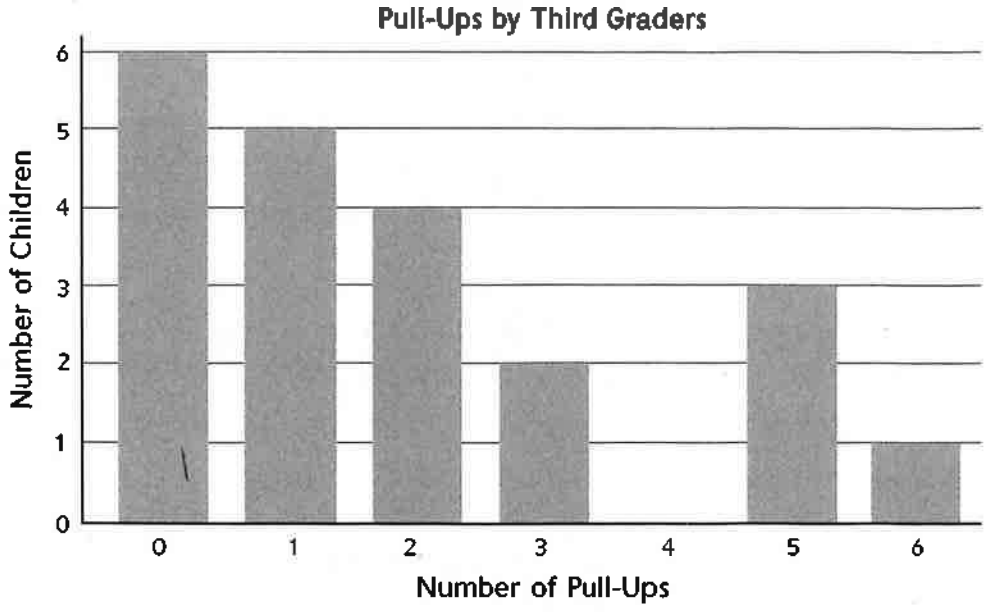
After collecting data, you can organize it in a tally chart to help you make a bar graph.

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	𝍸 /
1	𝍸
2	////
3	//
4	
5	///
6	/

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



Fuse/Getty Images

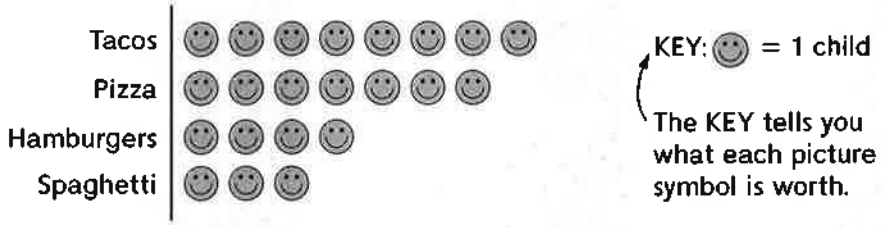
Picture Graphs

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.

Favorite Foods of the Class



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

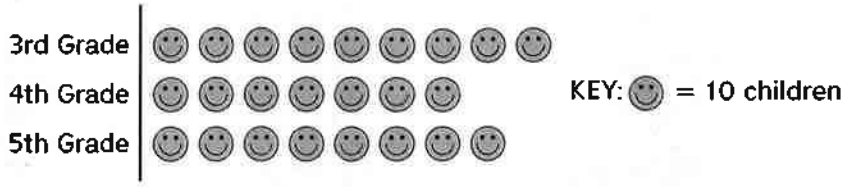
In a **scaled picture graph,** each symbol stands for more than one thing. In the example on the next page, each symbol stands for 10 children.

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?

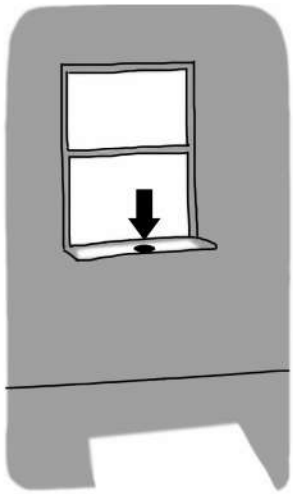
Check your answers in the Answer Key.

Chasing Rainbows

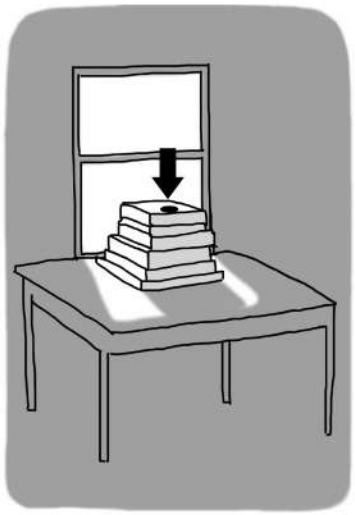
Getting Ready

Do this page first.

1. Your teacher has a sunny place picked out for you to put your cup, like on a windowsill or on a stack of books by a window. Put the cup where you see the arrow in these drawings.



or



2. Can you find the shadow of your cup? If you don't see the cup's shadow, move the cup until you do.

3. Your teacher will add water to the cup. As the cup fills, everyone watch for wiggling lines of light and put your white paper where those lines are.

4. If no one saw any wiggling lines, stir the water with your finger and keep looking. You'll find them!

5. Go on to page 2.

Chasing Rainbows: What Do You See?

Name: _____

Set up your experiment and then do this page.

6. Talk with your group about what you see on your paper when the water in the cup stops moving.

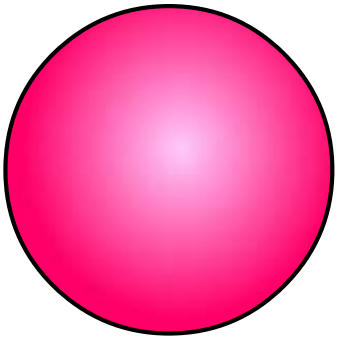
7. Try these experiments:

- Can you catch the rainbow colors on your card?
- Without touching the cup, can you make the colors disappear?
- Can you make the colors brighter? (Hint: colors made of light are brightest when they are in a shadow.)

8. Draw a picture of what you see on the paper. Use your colored pencils or crayons. If you need more space, use the back of this page. Label the colors you see.

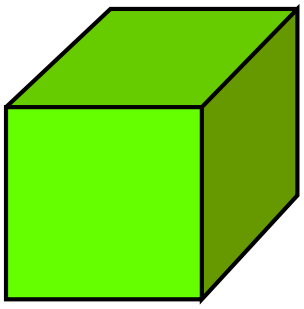
First solids

From: A Maths Dictionary for Kids by Jenny Eather at www.amathsdictionaryforkids.com

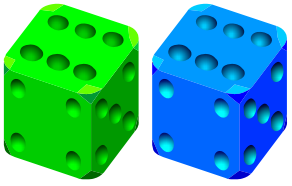


sphere

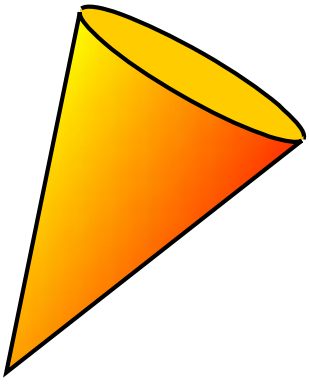
ball



cube

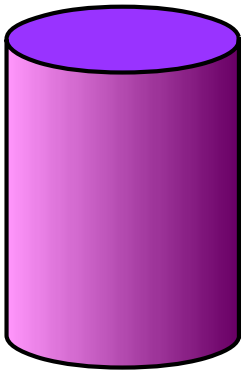


dice

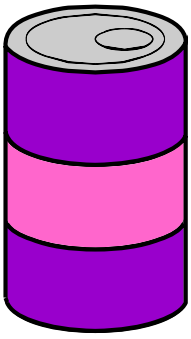


cone

double cone



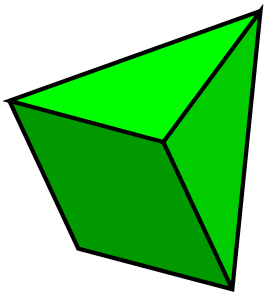
cylinder



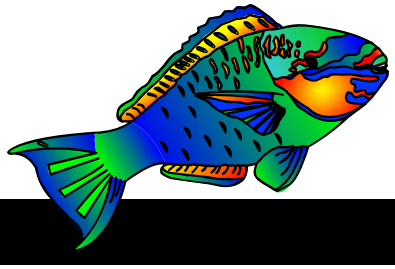
can

prism

box



pyramid

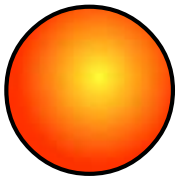


Basic solids

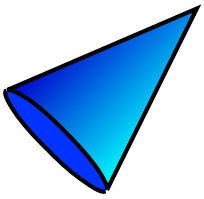
From: A Maths Dictionary for Kids by Jenny Eather at www.amathsdictionaryforkids.com

Solid (3D) shapes are three-dimensional shapes having length, breadth and height.

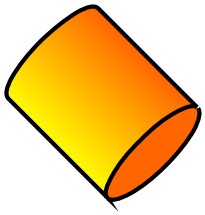
Examples



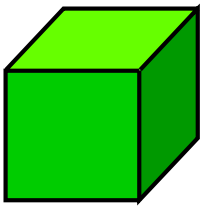
sphere



cone

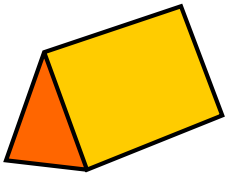


cylinder

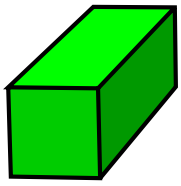


cube

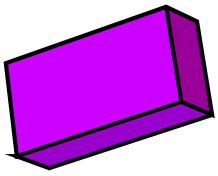
Prisms



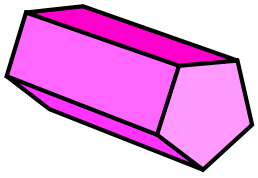
triangular prism



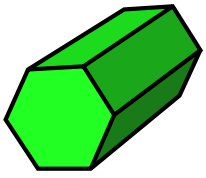
square prism



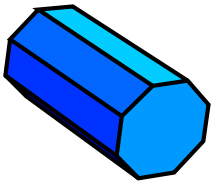
rectangular prism



pentagonal prism

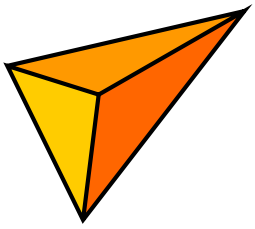


hexagonal prism

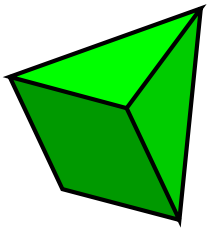


octagonal prism

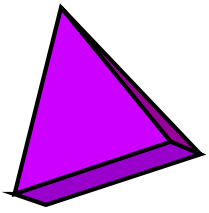
Pyramids



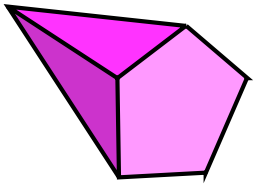
triangular pyramid



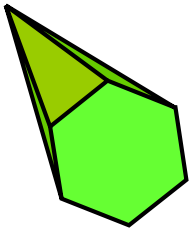
square pyramid



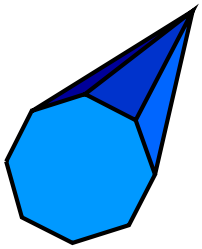
rectangular pyramid



pentagonal pyramid

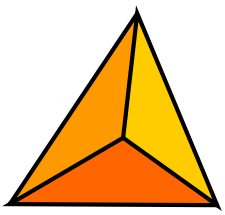


hexagonal pyramid

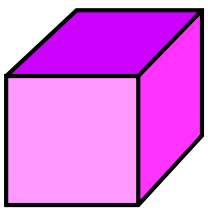


octagonal pyramid

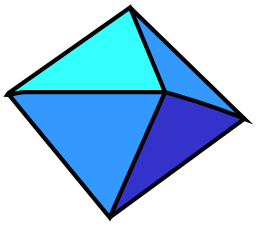
Platonic solids



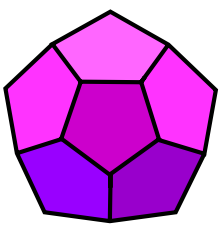
tetrahedron



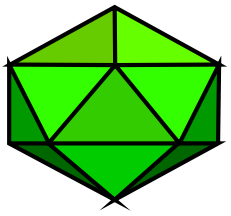
cube



octahedron



dodecahedron

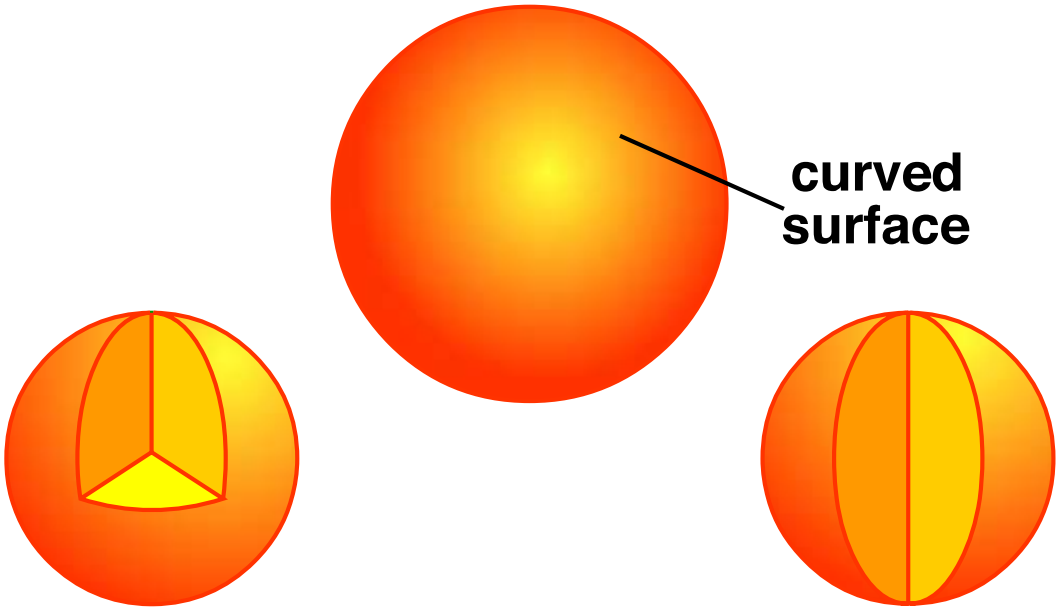


icosahedron

Sphere

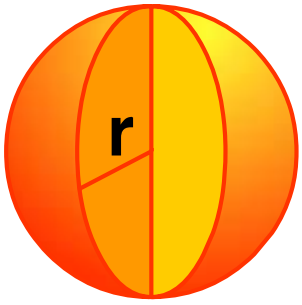
From: A Maths Dictionary for Kids by Jenny Eather at www.amathsdictionaryforkids.com

A sphere is a three-dimensional solid that is perfectly round.
All points on the surface of a sphere are the same distance from its centre.



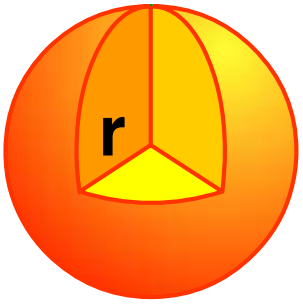
Sections cut out of a solid sphere.

Surface area of a sphere



$$4\pi r^2$$

Volume of a sphere



$$\frac{4\pi r^3}{3}$$

r = radius

Pi

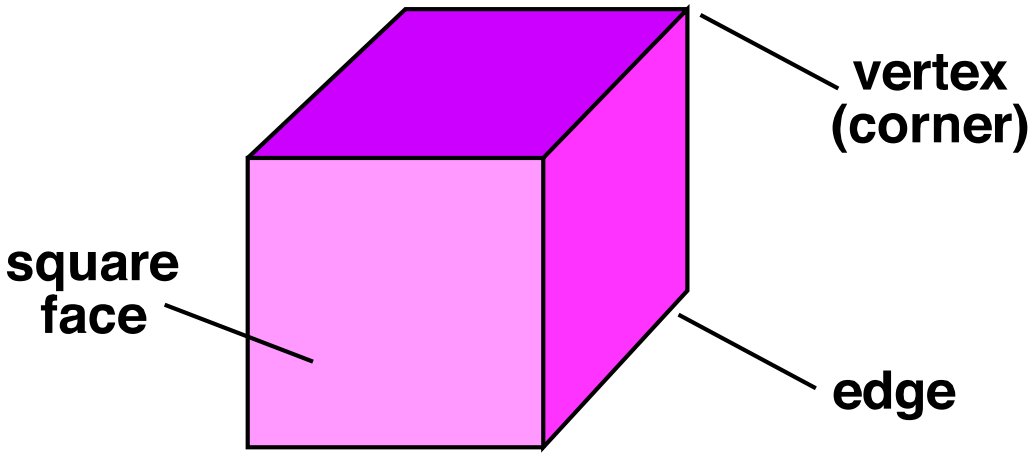
π pi = ratio of the circumference of a circle to its diameter.

$= \frac{22}{7}$ or 3.14 to 2 decimal places.

Cube

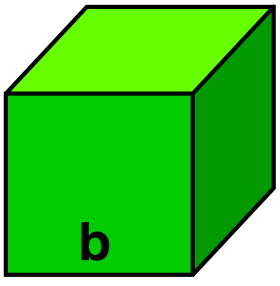
From: A Maths Dictionary for Kids by Jenny Eather at www.amathsdictionaryforkids.com

A cube is a three-dimensional solid that has six congruent square faces.



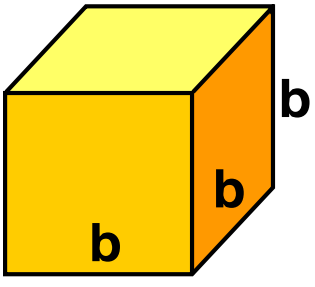
A cube has 6 square faces, 12 equal edges and 8 vertices.

Surface area of a cube



$6b^2$ **OR** $6 \times b^2$

Volume of a cube



b^3 **OR** $b \times b \times b$

b = length of one edge

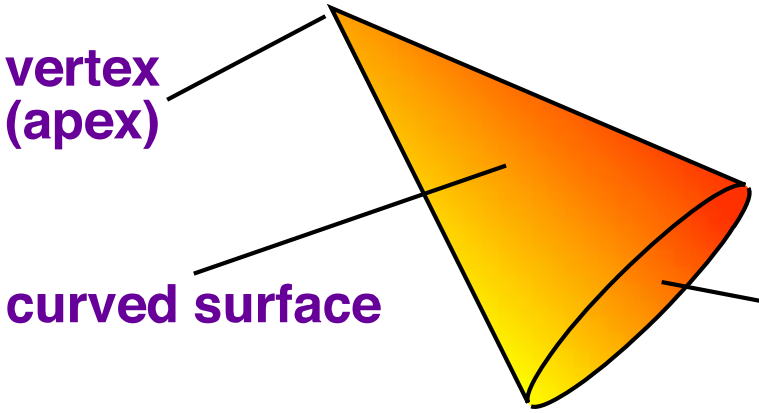
Platonic solid

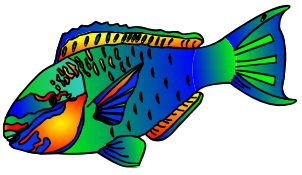
A cube is one of the five Platonic solids.

Cone

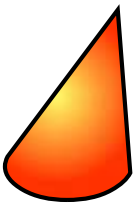
From: A Maths Dictionary for Kids by Jenny Eather at www.amathsdictionaryforkids.com

A cone is a three-dimensional solid with a circular base and a curved surface that tapers to a point (vertex or apex).



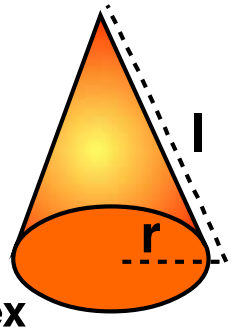


A cone may be right or oblique.



Surface area

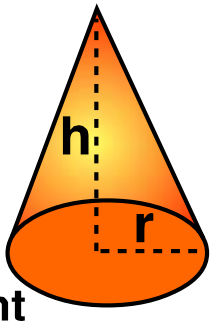
$$\pi rl + \pi r^2$$



r = radius
l = length base to vertex

Volume

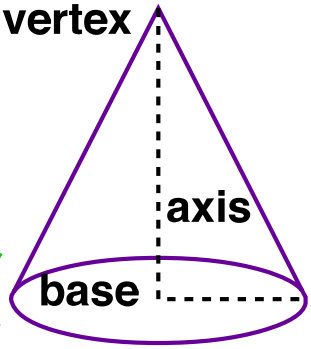
$$\frac{\pi r^2 h}{3}$$



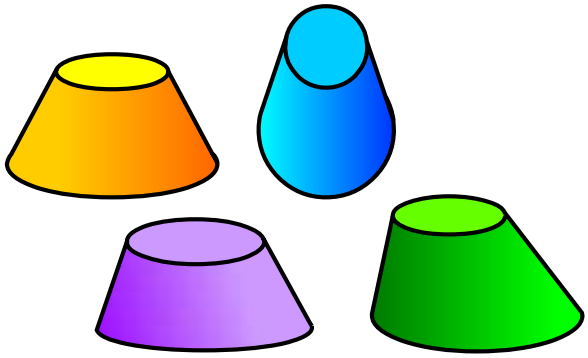
r = radius
h = perpendicular height

Right cone

A cone where the axis line from the vertex to the centre of the base is perpendicular (at right angles) to the base.



Frustum of a cone

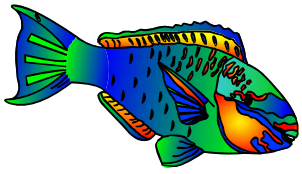


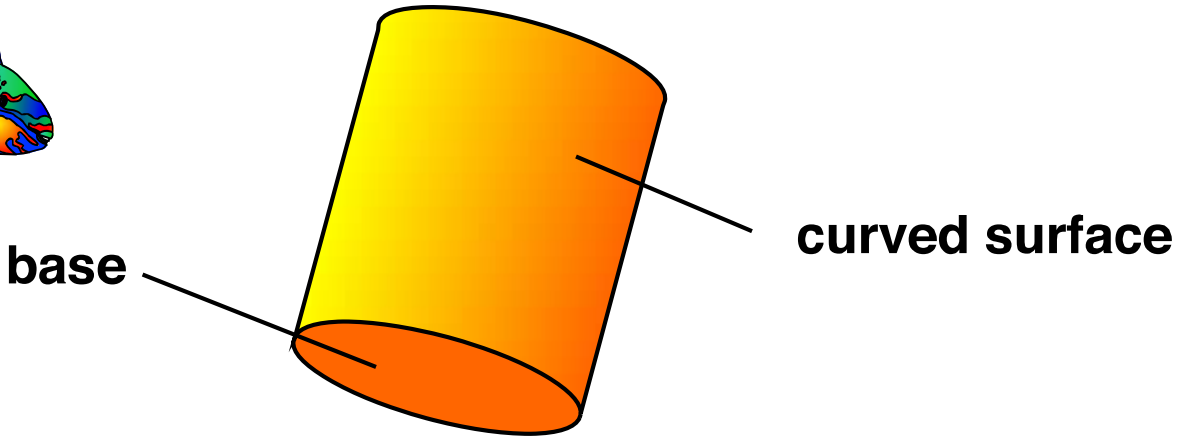
The solid that results from a cone having its top sliced off parallel to its base.

Cylinder

From: A Maths Dictionary for Kids by Jenny Eather at www.amathsdictionaryforkids.com

A cylinder is a three-dimensional solid with one curved surface and two congruent circular or elliptical bases.

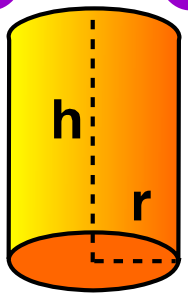




Surface area of a cylinder

$$2\pi rh + 2\pi r^2$$

r = radius



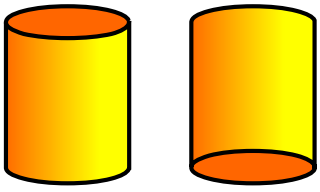
Volume of a cylinder

$$\pi r^2 h$$

h = height

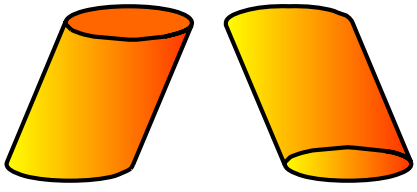
Right cylinders

- cylinders with bases aligned one directly above the other.



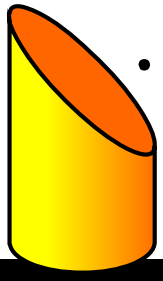
Oblique cylinders

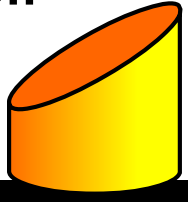
- cylinders with bases that are not aligned one directly above the other.



Truncated cylinders

- cylinders with one base cut off by an intersecting plane.



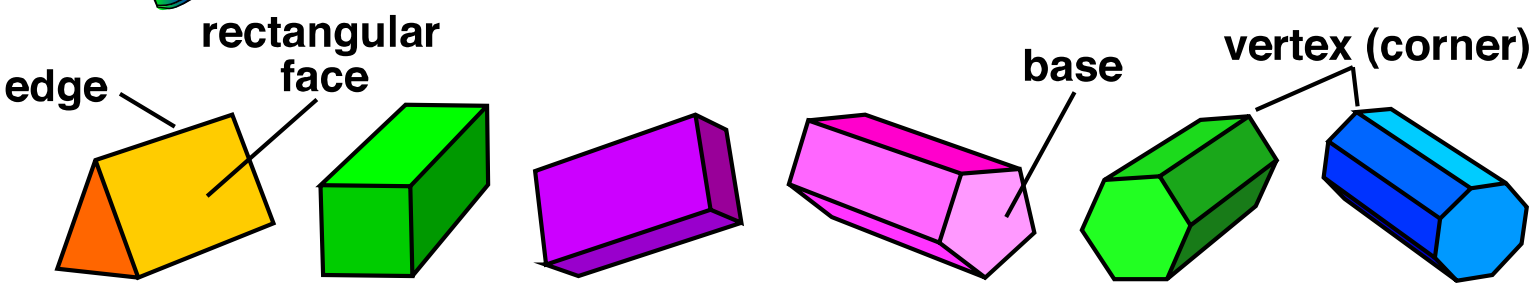


Prisms

From: A Maths Dictionary for Kids by Jenny Eather at www.amathsdictionaryforkids.com

A prism is a three-dimensional solid with two identical, parallel bases. All lateral faces are parallelograms.

Examples

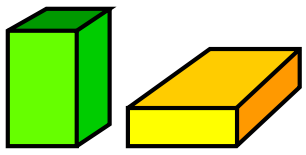


triangular prism | square prism | rectangular prism | pentagonal prism | hexagonal prism | octagonal prism

All cross-sections made parallel to the bases are the same.

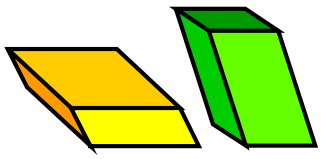
Right prisms

Right prisms have bases that are aligned one directly above the other.



Oblique prisms

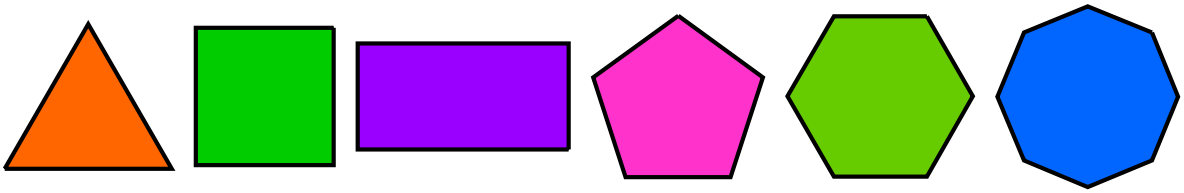
Oblique prisms have bases that are NOT aligned with one directly above the other.



In a right prism the lateral faces are rectangles.

Prism names

A prism takes its name from the shape of its base, e.g. square prism, triangular prism, hexagonal prism.

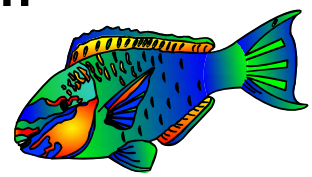


triangle | square | rectangle | pentagon | hexagon | octagon

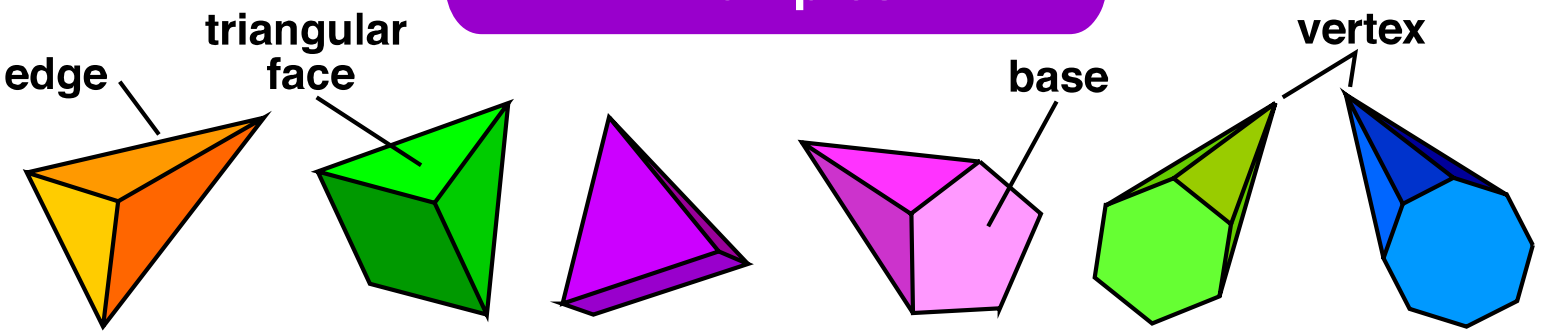
Pyramids

From: A Maths Dictionary for Kids by Jenny Eather at www.amathsdictionaryforkids.com

A pyramid is a three-dimensional solid with a polygon as a base and triangular faces that taper to a point (vertex).

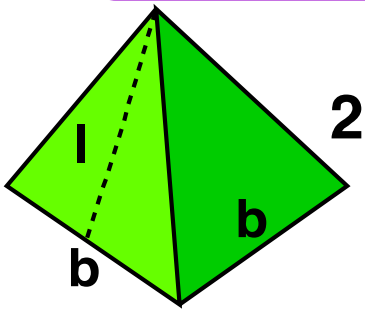


Examples



triangular pyramid | square pyramid | rectangular pyramid | pentagonal pyramid | hexagonal pyramid | octagonal pyramid

Surface area



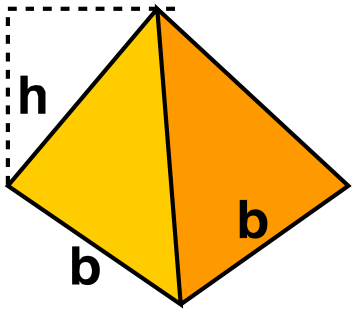
• of a square pyramid.

$$2bl + b^2$$

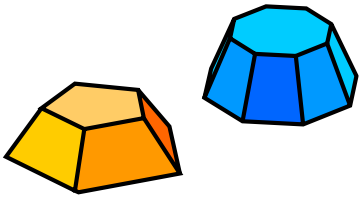
b = length base side
l = length base to vertex
h = perpendicular height

Volume

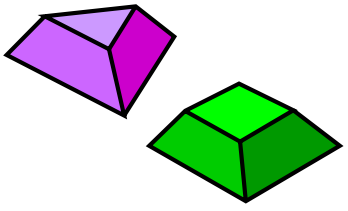
$$\frac{b^2h}{3}$$



Frustum of a pyramid

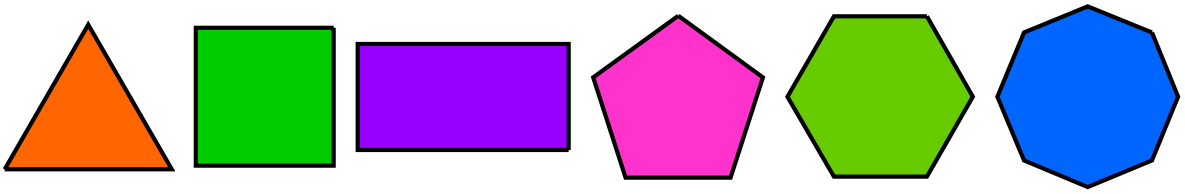


The polyhedron that results from a pyramid having its top sliced off parallel to its base.



Pyramid names

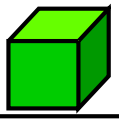
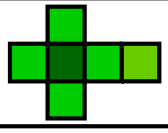
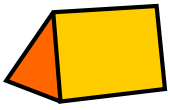
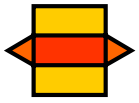
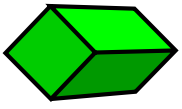
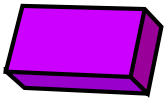
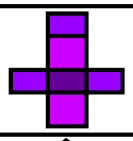
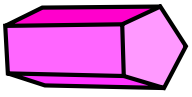
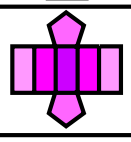
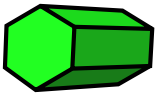
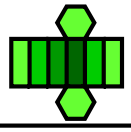
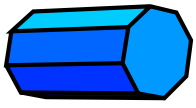
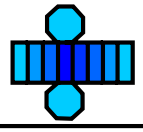
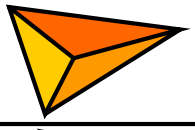
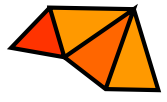
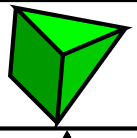
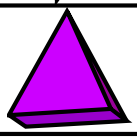
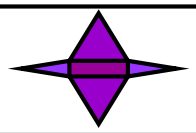
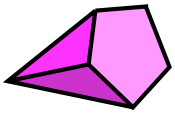
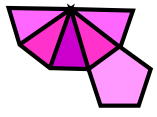
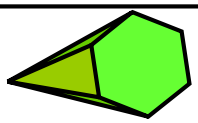
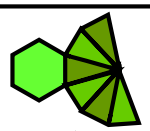
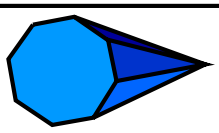
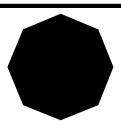
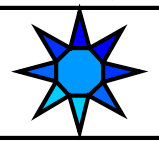
A pyramid takes its name from the shape of its base, e.g. square pyramid, hexagonal pyramid.



triangle | square | rectangle | pentagon | hexagon | octagon

Faces, vertices, edges, nets

From: A Maths Dictionary for Kids by Jenny Eather at www.amathsdictionaryforkids.com

Polyhedra	Base	No. of faces	No. of vertices	No. of edges	Nets
cube 		6	8	12	
triangular prism 		5	6	9	
square prism 		6	8	12	
rectangular prism 		6	8	12	
pentagonal prism 		7	10	15	
hexagonal prism 		8	12	18	
octagonal prism 		10	16	24	
triangular pyramid 		4	4	6	
square pyramid 		5	5	8	
rectangular pyramid 		5	5	8	
pentagonal pyramid 		6	6	10	
hexagonal pyramid 		7	7	12	
octagonal pyramid 		9	9	16	

RSU 57

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

LITERACY

LEARNING MENU LITERACY

GRADE 3

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

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

5

Work on IXL Diagnostic or Recommended Skills Language Arts for 15 minutes.

6

Keep a journal of your daily activities. Write in it what you do each day. Remember to use capital letters and punctuation.

7

Grammar:
Grammar worksheet
bit.ly/3Grammar

Complete the daily language review page.

8 Picture Inferences Worksheet: To infer, use your background knowledge WITH the picture information you have in order to draw conclusions

bit.ly/3Infer

9
Visit the Cincinnati Zoo, scroll down to see all the animal videos. Choose your favorite animal, watch the video, and ENJOY!

cincinnatizoo.org/home-safari-resources/

10 Review the Brainpop Jr video on poems. Create your own free verse poem. Think about creating a free verse poem about nature or spring
bit.ly/2RiRBJu

Username: eLearn57
Password: eLearn57

11 Using 2 books you have read or listened to compare and contrast 2 of the characters. Think about character traits, what they say, what they do, or problems the characters are facing. Use the Venn diagram to help with comparing and contrasting.
bit.ly/3rdVenn

12 Writing Prompt: Watch the interview with Dav Pilkey, the author of Dog Man, imagine you were interviewing him, what questions would you ask him?

pilkey.com/appearances

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

Name: _____

L.3-7

5-Minute Daily Review

☆☆☆☆☆ **Third Grade**

Week 31, Monday

Name_____

The United States began as thirteen colonies.

A. complete sentence
B. sentence fragment
C. run-on sentence

Write the correct form of the adjective.

The red rose is

_____
beautiful

than the yellow rose.

Edit the sentence.

george washington led the americans in the revolutionary war

_____

Add a helping verb.

1. Today they _____ playing soccer.

2. Yesterday they _____ playing volleyball.

Port is a Latin root meaning **to carry.**
Circle the Latin root in each word.

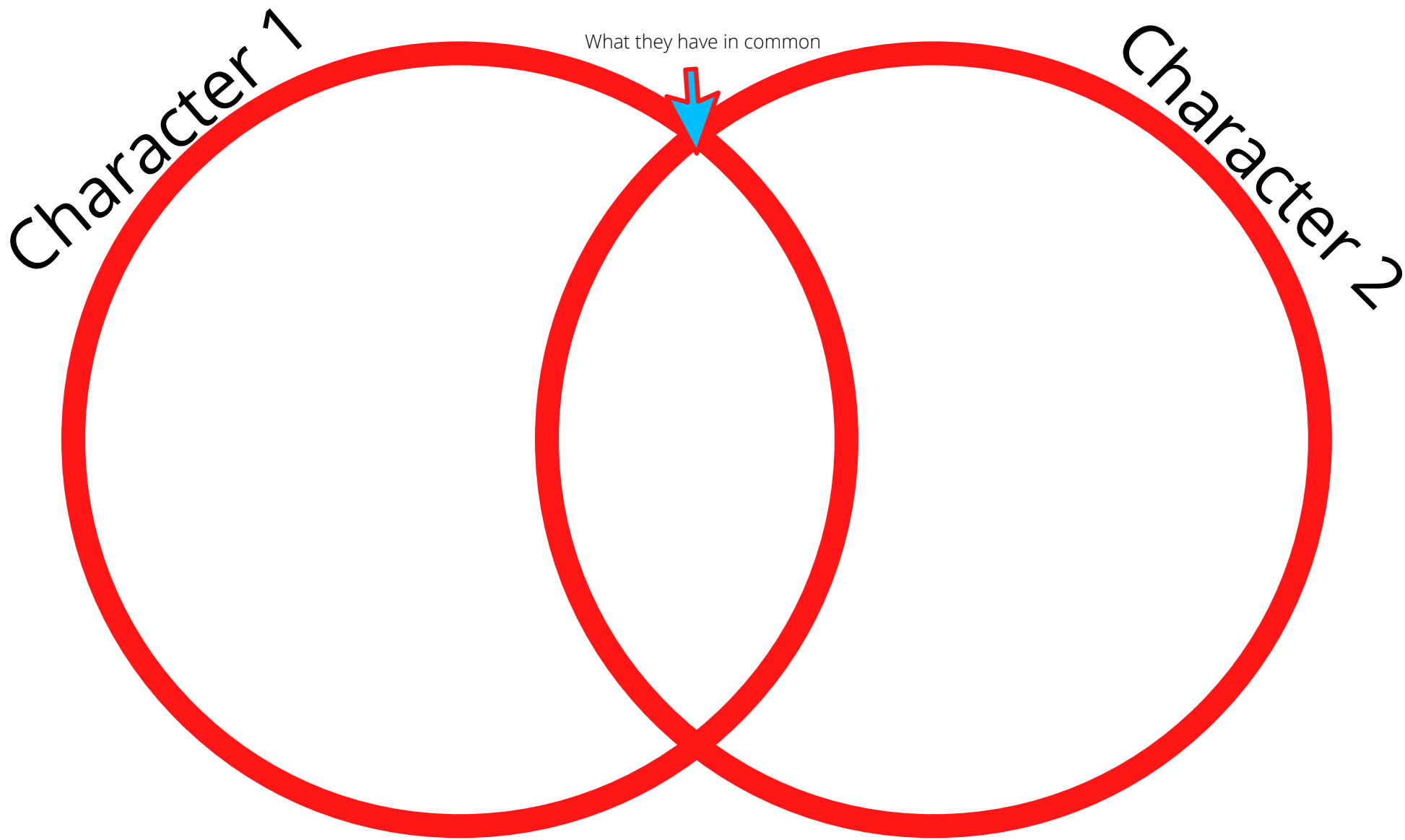
airport export

transport portable

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

Using 2 books you have read or listened to compare and contrast 2 of the characters.

Think about character traits, what they say, what they do, or problems the characters are facing



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 do you think happened to the dog?

_____

_____

_____

2) Where do you think this picture was taken?

_____

_____

_____

3) How do you think the little girl feels about the dog's situation?

_____

_____

_____

APPLY IT!

Mom heard a bark at the door. "Coming, Wags!" she called as she opened the door.

As soon as she caught a glimpse of Wags, she froze in her tracks. "Wags! WAGS! What have you done?" she shouted, as she closed the door without letting the dog in. She shuffled to the laundry room, grabbing four towels while muttering under her breath. "This is the last straw!" she said.

MAKE THREE INFERENCES BASED ON THE TEXT.

1. _____

_____

2. _____

_____

3. _____

_____

Name _____ Date _____

Name _____ Date _____

Name _____ Date _____

Name _____ Date _____

Name _____ Date _____

RSU 57

- Waterboro
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- Massabesic High

SPECIALS

LEARNING MENU SPECIALS

GRADE 3

1

Luck of the Dice
bit.ly/3b6W0qO

2

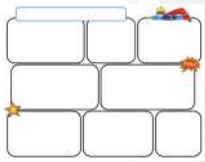
W.O.W (Workout of the Week): Wednesdays with Mrs. Person at 11:00:
rsu57.zoom.us/j/298414629

3

Plank Tap Challenge
bit.ly/plankchallenge3-5

4

Illustrate a comic strip
Directions:
bit.ly/Gr3Directions



5

TATE KIDS

Explore the Tate Museum and play one of the games or take one of the quizzes.
www.tate.org.uk/kids/explore

6

Warm and Cool Landscape
bit.ly/Gr3Directions

7 Try playing the cup ostinatos with this song! First, watch this video to practice. Then, try performing it with this video. If you don't have a plastic cup, you can try using an empty can (no sharp edges!), a paper towel roll, or an empty yogurt cup.

8

Listening Log: Select a song from bit.ly/ListeningPlaylist then complete the listening log found either in Google Classroom or SeeSaw.

9 Play the song "Hot Cross Buns" or "Mary Had a Little Lamb" on water glasses in your home. See your music teacher for more detailed instructions and tips to be successful! Send a video of your song to your music teacher!
bit.ly/waterglasses345

10

Take a Staycation with a book and Read or Listen to a story. Draw/Share a picture of JUST the setting of the story or write/tell about your own Staycation..

11

Coping with Social Distancing : bit.ly/2K6k6pJ

12

Let's Take a Mindful Walk!
bit.ly/34HtDgr

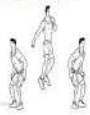
Check our website daily for additional remote learning supports: bit.ly/rsu57remote

Name: _____

Luck of the Dice

Directions:

- Find a die or pair of dice. You can play with one die, just choose six of the below exercises. OR play with two dice, and use the entire table.
- Roll your dice, what did you roll? If it was a 2 and a 5, you can choose what to complete; find the number 2 row and match it up with the number 5 column, that box has 10 squats, or find the 5 row and the 2 column, that box has 20 mountain climbers, you get to choose!

	1	2	3	4	5	6
1	20 Jumping Jacks 	5 Push-ups	20 second plank 	5 Jump and turn 	10 tuck jumps 	Bear Crawl 12 "steps" 
2	20 alternating walking lunges 	20 sit ups 	20 second wall sit with knees at 90 degrees	5 burpees	10 squats 	10 second side plank- both sides 
3	30 seconds of high knees	20 seconds of arm circles (forward and back)	Reach for the sky and count to 20	10 Superman 	Sit and reach for your toes, hold for 20 seconds.	Butterfly stretch for 20 seconds
4	20 Soldier Walks 	30 seconds of flutter kicks (lay on back and "swimmer feet")	30 seconds of butt kicks	10 Star Jumps (Don't forget, "I'm a STAR")	20 sec. each side, arm across your chest (palm up)	10 hip bridges 
5	30 seconds jog in place	20 mountain climbers	20 skier jumps (side to side)	20 bell jumps (forward and back)	10 high knee skips	5 single leg jumps, both sides
6	30 seconds of invisible jump rope	10 sumo squats (toes out)	10 Frog jumps	Crab walk 10 steps forward and back	30 second wall sit with knees at 90 degrees	12 Burpees

Name: _____

S.3-7

Try playing the cup ostinatos with this song! First, watch this video to practice. Then, try performing it with this video. If you don't have a plastic cup, you can try using an empty can (no sharp edges!), a paper towel roll, or an empty yogurt cup.

Tutorial: safeyoutube.net/w/Vii6

Play-along video: https://safeYouTube.net/w/Dki6

Name: _____

S.3-8

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?

Name: _____

Playing a Known Song on Water Glasses

For this activity, you will be using 3 water glasses/bottles to play either the song, "Hot Cross Buns" or "Mary Had a Little Lamb." If you want, try playing the song on different glasses, directions below. ***Send your music teacher a video of your work, we would love to see it!***

Materials:

- 3 water glasses/glass bottles/wine glasses
- A metal or wooden spoon
- Water

Fill the first glass with a little water, fill the second glass about halfway, and fill the third glass almost full of water.

Water Glasses

Gently tap on the side of each glass to make a sound. Try playing "Hot Cross Buns" or "Mary Had a Little Lamb" on the glasses. You can experiment with more or less water in your glasses to make it sound more in tune. Check out the videos below for other examples.
https://www.youtube.com/watch?v=t26-nbRs2KY

Glass Bottles

Fill the bottles the same way as the water glasses. Gently blow straight over the top of the bottles to make the sound. Try playing "Hot Cross Buns" or "Mary Had a Little Lamb" on the glasses. Experiment with what direction you are blowing to get the best sound. Also, you can experiment with more or less water in the bottles to make it sound more in tune. Check out the example below.
https://www.youtube.com/watch?v=G0RF7UcyJO0

Wine Glasses

Fill your wine glasses the same way as the water glasses. Gently wet your pointer finger and shake off the excess water. Gently run your pointer finger around the rim of the wine glass. It should make a light, ringing sound. Try playing "Hot Cross Buns" or "Mary Had a Little Lamb" on the glasses. Experiment with adding a very slight amount of pressure to make the best sound. Also, you can experiment with more or less water in the glasses to make it sound more in tune. Check out the example below. This is the toughest one to do, so if you can't figure this one out, try one of the other ways!
https://www.youtube.com/watch?v=NJ-O_nfOhDY

Name: _____

Let's Take a Mindful Walk!

Mindful walks are good for our bodies and emotions. They are a great way to take a break from the screen and focus on the moment. Mindful walking is a great tool to have in your emotional tool kit. During a mindful walk we pay attention to what is going on around us, not the thoughts in your head. Mindful walking is great because you can do it inside, in nature, or in the city. Pick a day this week to take a mindful walk.

Start by noticing your body, use deep, calming breaths to focus your attention. Finish this sentence, "My body feels....."

Walk forward with slow, steady steps. Notice how your feet feel on the ground.

- What do you see as you walk? Can you name four things?
- What do you hear on your walk? Can you name three things?
- What do you feel on your walk? Can you name two things?
- What do you smell on your walk? Can you name one thing?

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

Recycled Abstract Faces

Pablo Picasso is a famous abstract artist that created both paintings and sculptures. Abstract means that it is not meant to look realistic.

Week 1: Here's a short video that explains some of his work and a bit about his life: https://www.youtube.com/watch?v=RlNf5XZDcQs

Collect some recyclables that you want to include in your artwork: egg cartons, bottle caps, jar lids, paper, milk cartons, laundry detergent bottles (wash them out!), plastic bottles, cellophane, tinfoil, paper towel and toilet paper tubes, cardboard, crayon wrappers, marker covers, dried up markers. Play around with your collection! Layer the recyclables, overlap, cut them up! Have fun with them!

Week 2: Using your recyclables, create a face! The face can be assembled on a table or plate or it could be more of a 3-D piece of work! 3-D would require using glue, so if you do not have glue, you can use the recyclables to create a face (or more than one face) on a flat surface. Here are some examples:

I can't wait to see what you come up with! Be sure to post a picture with your finished product!

Comic Strips

Illustrate a comic strip that has a beginning, middle, and end. Here's a link to a free printable comic strip template:
https://frugalfun4boys.com/printable-comic-strip-templates/

Week 1: Sketch your characters, it may be helpful to have two or three, so they can interact. You can use the super hero that you created. Think about what type of personality and look each of the characters would have. Spend the time working on this before moving into setting and action.

Week 2: Sketch your settings, create action and story.

Week 3: Finalize your sketches and color it in!

Recycled Sculptures

Joan Miro is an artist that is known for using organic shapes to create abstract paintings and sculptures.

Week 1: Collect some recyclables and create some sketches on how you want to use your recyclables to create a sculpture.

Week 2: Using your collection of recyclable materials, create a sculpture inspired by Joan Miro's work. Upload your finished product to send to your art teacher. Here's a link that explains more about Miro's life and work:
https://www.youtube.com/watch?v=NQLk66KorOg

Here's some examples:

Tate Museum Field Trip

Explore the Tate Museum and play one of the games or take one of the quizzes. https://www.tate.org.uk/kids/explore

Warm and Cool Landscape

Week 1: Create a sketch of the outdoors. Fill your space on your paper and make it interesting.

Week 2: Use both warm and cool colors. Add a chart on the back of your paper that lists the warm and cool colors. If possible, take a picture of your drawing and send it to your art teacher.

Create a drawing of the outdoors that uses both warm and cool colors. Add a chart on the back of your paper that lists the warm and cool colors.

Take a picture of your drawing and send it to your art teacher.

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.

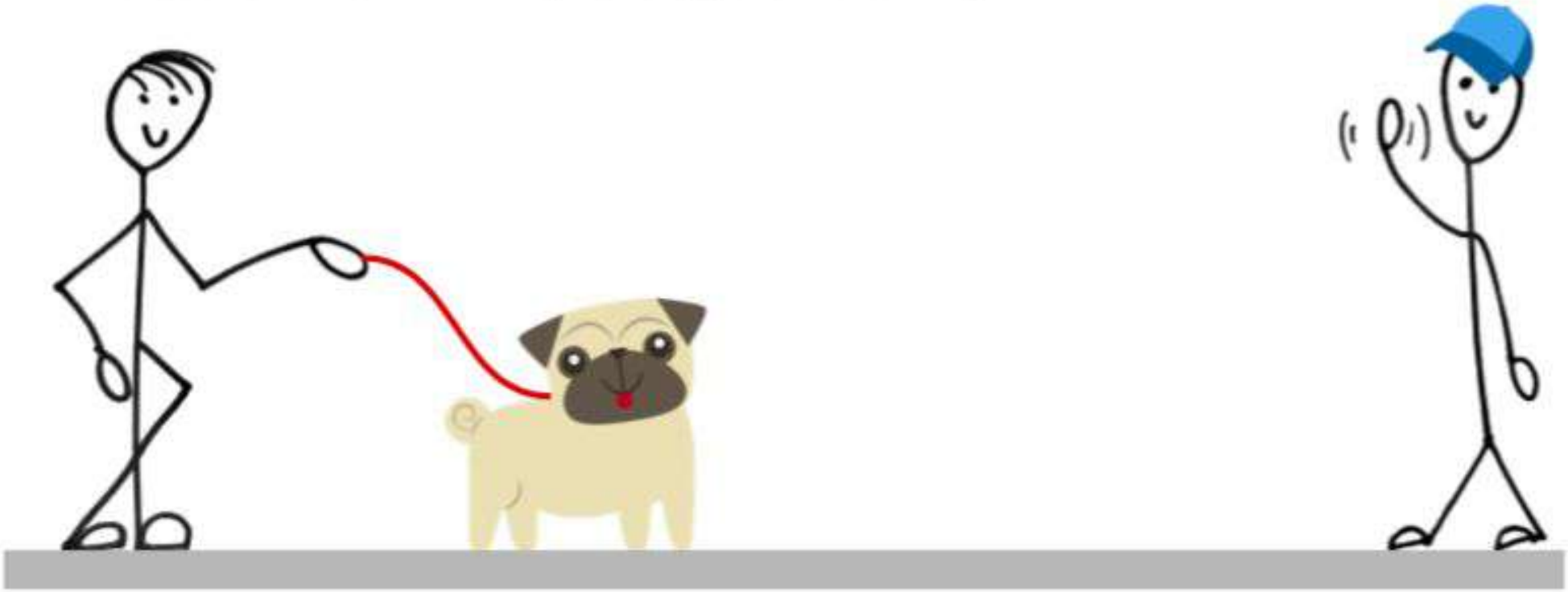
When it's time to play and I can't go outside, here are some things I can do inside.

- Make an obstacle course
- Build a fort
- Create a skit/play dress up
- Do puzzles
- Make arts and crafts
- Have a spa day

- _____
- _____
- _____
- _____

I still get to go outside, but now we have to stay farther away from other people. We can still smile, wave and say “Hello”, but we need to stay a safe distance apart because we want everyone to stay healthy.

I want to run up and pet my neighbor’s dog but for now I can wave from where I am. This will make my neighbor happy because this will keep everyone healthy.



My favorite park might be closed, but I can still play with my family. Here are some things we can do outside:

- Decorate my driveway or sidewalk with chalk
- Go on a neighborhood walk with family
- Go on a scavenger hunt
- Walk the dog
- Go on a bike/scooter ride
- Fly a kite
- _____
- _____
- _____