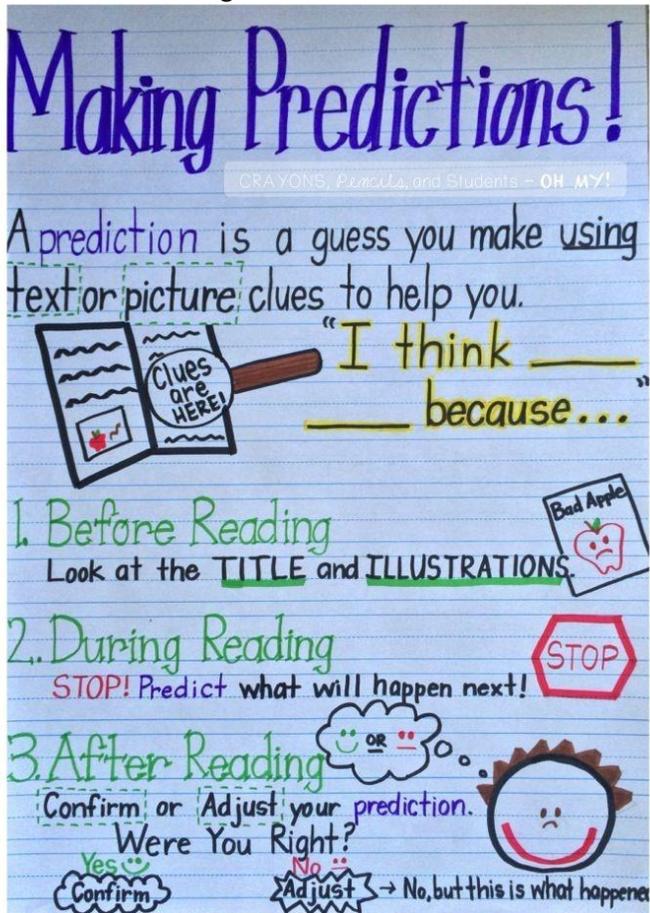


Home Learning Plan - Elementary

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| Grade Level: | Third Grade |
| Week of: | May 11, 2020 |

| Content Area | Activities |
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| Reading | <p>Skill: Predictions using evidence from the text</p>  <p>Activity 1: Read for at least 30 minutes every day. If you are out of things to read, try these: https://www.pebblego.com Login for PebbleGo: OTPL Password: library</p> <p>Activity 2: Looking for Patterns How is the character behaving again and again? Use this information to help you make a prediction about what they might do next in the story. You can keep track of how they are acting in a chart to help you organize your ideas.</p> |

| | <p>An example might look like:</p> <table border="1" data-bbox="500 132 1446 672"> <thead> <tr> <th data-bbox="500 132 815 239">Chapter #</th> <th data-bbox="815 132 1130 239">How my character is acting?</th> <th data-bbox="1130 132 1446 239">How does this help me predict what my character will do next?</th> </tr> </thead> <tbody> <tr> <td data-bbox="500 239 815 346">Chapter 1</td> <td data-bbox="815 239 1130 346">Opal was being brave when she saves Winn-Dixie.</td> <td data-bbox="1130 239 1446 346">She might be brave and ask to keep Winn-Dixie.</td> </tr> <tr> <td data-bbox="500 346 815 672">Chapter 13</td> <td data-bbox="815 346 1130 672">Opal is upset when Winn-Dixie runs into the witch's yard.</td> <td data-bbox="1130 346 1446 672">She will probably run in after him to find him. I know this because she was brave enough to stand up and save him in the grocery store, so I think she will ignore the Dewberry boys and go save him now too.</td> </tr> </tbody> </table> <p>Activity 3: Make your predictions based on the information given in each passage. Support your predictions with evidence from the texts in the Prediction Activity.</p> | Chapter # | How my character is acting? | How does this help me predict what my character will do next? | Chapter 1 | Opal was being brave when she saves Winn-Dixie. | She might be brave and ask to keep Winn-Dixie. | Chapter 13 | Opal is upset when Winn-Dixie runs into the witch's yard. | She will probably run in after him to find him. I know this because she was brave enough to stand up and save him in the grocery store, so I think she will ignore the Dewberry boys and go save him now too. | |
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| Word Study | <p>Skill: Synonyms and shades of meaning</p> <p>Activity 1: Check out this video to learn about synonyms. https://www.youtube.com/watch?v=hFFW9zKJ5os</p> <p>Remember, synonyms are words that mean the same thing, shades of meaning are words that are very similar and almost the same thing.</p> <p>Activity 2: Come up with two synonyms for each of the following words: large, small, angry, pretty, funny, run, happy, and hop.</p> <p>Activity 3: Put these words in order from biggest to smallest.</p> <table border="1" data-bbox="500 1272 1446 1350"> <tbody> <tr> <td data-bbox="500 1272 688 1310">big</td> <td data-bbox="688 1272 876 1310">little</td> <td data-bbox="876 1272 1065 1310">tiny</td> <td data-bbox="1065 1272 1253 1310">huge</td> <td data-bbox="1253 1272 1446 1310">giant</td> </tr> <tr> <td data-bbox="500 1310 688 1350">petite</td> <td data-bbox="688 1310 876 1350">microscopic</td> <td data-bbox="876 1310 1065 1350">small</td> <td data-bbox="1065 1310 1253 1350">humongous</td> <td data-bbox="1253 1310 1446 1350">large</td> </tr> </tbody> </table> <p>*There is not an answer key for this assignment as long as you can defend your choices*</p> | big | little | tiny | huge | giant | petite | microscopic | small | humongous | large |
| big | little | tiny | huge | giant | | | | | | | |
| petite | microscopic | small | humongous | large | | | | | | | |
| Writing | <p>Skill: Conclusions Conclusions, or endings, are important parts of a piece of writing.</p> <p>Activity 1: Watch this video and talk about what makes a good conclusion. https://www.youtube.com/watch?v=90TT0q2mHws</p> <p>Activity 2: Read the introduction and body paragraphs for the attached article, Write the Conclusion: Giant Panda. Then, write a conclusion that shows what you know about writing a good conclusion for an informational text.</p> <p>Activity 3: Read the following different conclusions. Which is the BEST conclusion and what makes it the BEST choice. Give evidence to support your answer.</p> | | | | | | | | | | |

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| | <p>Choice 1: The dog started to run after us. I saw the red doors of the school of the school. We were almost there! Mrs. Crowley let us in.</p> <p>“Good job, Sara,” I said and gave her a big hug and a high-five. Then we started laughing. I couldn’t believe we made it!</p> <p>Choice 2: “Come on, “I said, dragging Sarah along. We reached the steps of the school and saw Mrs. Crowley was holding the door open for us. We jumped into the doorway and almost fell to the ground. I felt like I couldn’t breathe.</p> <p>“We made it!” I said to Sarah. Inside, I felt proud. We were safe. I gave Sarah a high-five and we both smiled.</p> |
| Math | <p>Skill: Addition and subtraction Skill: Understanding fractions as numbers</p> <p>Activity 1: Find 12 various coins (not all the same type). Find the fraction for each type of coin you had (example, if I had to find 10 coins and I found 3 pennies, 2 nickels, 4 dimes and 1 quarter, the fraction of pennies would be $\frac{3}{10}$). Then make a number line and arrange your fractions in order.</p> <p>Activity 2: Part 1: A student said that the answer to $536 + 481$ is 917. Explain why this answer is incorrect. Find the actual answer. Part 2: Rico says that it is impossible to subtract from a zero in the top number, so the answer to $200 - 158$ is 158. Explain the error in his thinking. Then solve the problem.</p> <p>Activity 3: I am planning on having 5 friends over for a pizza party. I bought 3 pizzas (all the same size) for the party. One was divided into 4 equal parts, the 2nd was divided into 6 equal parts and the 3rd pizza was divided into 8 equal parts. Is there any possible way I can show how to share these pieces so that each of us gets the same amount? If not, show how much each person gets.</p> <p>Be sure to explain your reasoning clearly. Draw pictures and use explanations to answer this question.</p> |
| Science | <p>Here is another family science plan.</p> <p>This week in science, you will participate in a Lake Orion Elementary BioBlitz. Scientists cannot be everywhere. Scientists need citizens like you to help track the plants and animals found in nature. The better data scientists have, the better decisions they can make when developing an area. Let’s see how many different plants and animals we can find in Lake Orion!</p> <p>In Activity 1, you will go on a BioBlitz with your family. Take a hike, ride your bikes, or just sit in your backyard. Find that special spot to sit and observe the life around you for 20 minutes. Do not forget your notebook to collect some data. For more detailed instructions on Activity 1, click here.</p> |

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| | <p>In Activity 2, you will look more closely at one of the animals you observed. For example, look at the parts of your organism. How are they similar or different? For more options and detailed instructions on Activity 2, click here.</p> <p>In Activity 3, you will share your love for the living things around us. Find a way to show you care about the plants and animals you observed. You may want to draw or paint a picture to show an animal's beauty. You may want to write a poem about what would happen if the plants and animals were gone. For more options and detailed instructions on Activity 3, click here.</p> |
| Social Studies | <p>Skill: Historical Thinking and Public Issue</p> <p>Activity 1: Click on this link, read the article, and do the activity. https://seekingmichigan.org/wp-content/uploads/2012/07/mitten_three-fires.pdf</p> <p>Activity 2: Watch this video about the history of Michigan. Then, make a timeline of the important events noted in the video that went with Michigan becoming a state. https://www.youtube.com/watch?v=oipxokmazlg</p> |
| Art | <p>6 Listen to this inspiring story by RJ Palacio <u>We're All Wonders</u>. Never forget how unique you are! https://youtu.be/JhD5ZKH_Fy4</p> <p>Watch this video about Italian painter Giuseppe Arcimboldo (Art with Mati and Dada.) It will be sure to inspire your own imaginative portraits! https://www.youtube.com/watch?v=4-C_UQl3aVg</p> <p>Positivity Self-Portrait Collage Create an expressive self-portrait collage style using positive words and pictures to describe you. This activity utilizes your drawing, cutting and design skills in a fun way. You may begin by brainstorming a list of positive words that describe you. Next you will search through newspaper, junk mail or magazines for letters, words, and pictures to begin your creation. You may also choose to illustrate your own words with colorful and fun fonts. Add a school picture or a drawn self-portrait as a focal point of your design. Finally assemble your design by using glue or tape. Remember to overlap to create interest in your "positivity portrait" design! Be sure to share your artwork with your family. "You're braver than you believe, stronger than you seem and smarter than you think" -A.A. Milne / Winnie the Pooh</p> |
| Media | <p>Activity 1: Read Along – Listen or read along to the story of <i>Rosie Revere the Engineer</i> by Andrea Beaty https://safeYouTube.net/w/h5vB</p> <p>Activity 2: Design – Visit the PBS Kids website, Design Squad Global, by using this link: https://pbskids.org/designsquad/build/spinner/ to build a STEM project. Choose a category that interests you, click the items you have available to use, and then click "spin". The website then provides several different projects for you to build, giving the level of difficulty and the directions. A video is included to enhance each building activity.</p> <p>Activity 3: Keyboarding - Visit https://clever.com/ and log in to your Edotyping account. Work for approximately 20 minutes on any unfinished lessons.</p> |

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| Music | <p>Activity 1: List as many songs as you can that are about animals or have an animal in the title. After you have your list, choose one and sing it to your parents.</p> <p>Activity 2: Use "Piano Online" and choose an animal sound to create your own animal song! https://kidmons.com/game/piano-online/</p> |
| Physical Education | <p>Sports Charades: Designate 1 player to be the actor. All others are guessers. The object of Sports Charades is for the guessers to call out the sport that the actor is demonstrating. Actors cannot speak or make sounds - only movements. Choose a sport from the list below. Sports List: ARCHERY, HOCKEY, BASEBALL, HORSERACING, BASKETBALL, SOCCER, GOLF, VOLLEYBALL.</p> <p>Rock - Paper - Scissors - Exercise: All players must use the same cadence for showing their choice (rock, paper, scissor). We will use ROCK, PAPER, SCISSOR - SHOOT. As you say "SHOOT" show your choice. The winner gets to pick the exercise that both competitors will perform after each match. Win with ROCK - 20 second plank or 5 push - ups. Win with PAPER - 15 second Butterfly stretch or 10 arm circles. Win with SCISSOR - 15 jumping jacks or 15 imaginary jump ropes.</p> <p>Frankenstein - The children will form pairs. One partner is "FRANKENSTEIN" and the other partner is the "DOCTOR." The object is for the doctor to give Frankenstein (who is blind - folded or has eyes closed) verbal and/or nonverbal commands to move around the area without bumping into others or walls (objects). Frankenstein must keep both arms extended out in front to act as bumpers in case of collisions. After a minute or two, the partners switch roles.</p> |
| <p>Don't forget there are lots of additional resources for students on the Home Learning Resources for LOCS Students Padlet: https://padlet.com/loteachingandlearning/i1jg1u0i2qv3</p> | |