

# Grade 3 At-Home Learning Plan

## Date 5/18-5/26

Hello families,

We miss you all! Here are some at-home learning activities for you to try. Choose one Reading, one Writing and one Math activity to complete each day. Each of these may take approximately 30 minutes to complete. Choose one Science, Social Studies, Art, and Music activity to complete each week. These may take approximately 60 minutes a week in total. Don't forget to spend time each day doing some physical activity.

Don't forget that you can share anything that you've been working on with your teacher! Please reach out if you have any questions. Happy learning!

\*\*Here is a special [Virtual Field Day](#) activity you can complete throughout the week! Feel free to share pictures and videos of you completing any activity to Class Dojo, email, text or the Robeson Facebook page.

Mr. Bost, Mrs. Hoskins and Mrs. Metzger

### ELA

This week's ELA focus is *ask and answer questions*. Readers will pause as they read to *ask* questions, and will search the text or the picture to find the *answer*. This is a helpful strategy to ensure the readers understand the text.

1. Choose any book of your choice at home or choose one on [Epic!](#) (class code: hel1448) or [Tumble Books](#) ( username: champaign password: books), or use the one included here [African Cats](#)
  - (Students should be reading at least 15-20 minutes each day)
  - You can read it, or have it read aloud to you.
  - \*Hoskins: go to <https://www.getepic.com/students> class code : jnt9547
  - As you read, highlight, circle, or put a sticky note next to any questions that you have.
2. At the end of the chapter or section you are reading, write down any answers that you found to your questions.
  - Write a letter to your favorite hero (could be from the past or present). Ask that person 3 questions that you would like answered. If you want, write a fictional response from that hero that answers your questions.

- Write a letter to yourself one week in the future. Ask yourself 3 questions. Seal the letter. When one week is finished, open the letter and answer your questions.
- 3. Play Wonders Games on ConnectEd App (can be found under the "Waffle" when you log in with your student account. [Directions Here.](#)
- 4. Here is a [Choice Board](#) with some additional activities (Both Reading and Math)

## Word Study

- Write a list of 5 words to describe your school year (i.e. fun). On one side list as many synonyms as that word (exciting, enjoyable) and on the other as many antonyms (boring, awful) as you can.
- Take 10 pieces of paper. Write down 5 synonyms on separate sheets. Then write down 5 antonyms for those words on the other 5 sheets. Mix them up and turn them over. Play a game of "memory match" by trying to flip over a matching synonym with its antonym.
- With a partner, start with a 2-letter word. Take turns adding one letter to that word to create a new word. The person who cannot add any more letters to the word loses. Try playing this as a best-of-five series.
  - Example:
    - Partner 1: To
    - Partner 2: Tot
    - Partner 1: Tote
    - Partner 2: Toter
    - Partner 1: Toters
    - Partner 2 loses
- Practice writing [Spelling Words](#)

## Writing

1. Find the day on the [May Writing Calendar](#) and write a detailed response to the prompt. This should be at least 5 sentences! Try for more.
2. Create a Cartoon! Print or draw a cartoon template and create your own cartoon with pictures and speech bubbles.
  - a. [Cartoon Templates](#)
3. Write a creative story of your choice. Use lots of details to describe your characters, setting and plot! You can share your story with your teachers by sharing a google doc with us: Mr. Bost- [bostra@u4sd.org](mailto:bostra@u4sd.org), Mrs. Hoskins- [hoskinjes@u4sd.org](mailto:hoskinjes@u4sd.org), Mrs. Metzger- [metzgeni@u4sd.org](mailto:metzgeni@u4sd.org)
4. Here are some additional [Writing Prompts](#). You can choose to print the paper or use your own paper to respond.

5. This document has short reading passages and related activities for vocab, comprehension and writing for grades 2-6. You can choose to start at 3rd and then move down or up depending on how your child does with the activities.
  - a. [2-6 Grade Text Based Writing](#)
6. [Cursive practice!](#) You can either print the pages or use as a guide and practice on lined paper. Once you feel comfortable with the letters, you can move on to writing sentences and stories in cursive.
7. Summer themed Writing Prompts. You can print the fun paper or write in a journal/notebook paper.
  - a. [Summer Writing Prompts](#)

## Math

1. The weather is getting nicer and warmer these days. Math is all around us and in math this week we are taking the opportunity to engage in math outside. Of course if the weather isn't cooperating, this can all be done inside.
  - a. Take a geometry walk. Search for geometric figures with your child. Identify figures by name, if possible, and talk about their characteristics. Ask your child if the shape is a polygon and how they know. (A polygon has three or more closed sides, straight sides that are not crossed.) Also ask if the shape is a quadrilateral or not. (A quadrilateral is a polygon with four sides.) Look for common shapes and solids as well, triangles, rectangles, squares, circles, cylinders, spheres, cones, cubes. What shapes do you see in a spider web - a leaf - a flower. The opportunities are endless.  
  
Challenge: Look for hexagons (6-sided figures) and octagons (8 sided figures)  
Get creative: Use the shapes and solids that you found to create art (draw, paint, or build using shapes and solids)  
Play a game: Use the concept of playing "I-Spy" to see how many shapes and solids you can find with a partner.
2. Solve the Graphs and Measurement Problems (this includes 3rd grade review and 4th grade preview). You can either print and solve or just solve on notebook paper.
  - [Graphs and Measurement Review/Preview](#)
3. End of the Year Problem Review. You can either print and solve or just solve on notebook paper.
  - [Zoo Problems](#) -Answer Key Included at the end
4. Make up your own memory game with multiplication/division problems and answers, fractions and pictures, or fractions and

numberlines.

5. Practice 2 digit x 1 digit, 2 digit x 2 digit multiplication problems (create your own)

6. Practice Division problems ( on your own), remember to use the steps: Divide, Multiply, Subtract, Bring down and Bring it back (repeat if necessary). Don't forget your remainders if you have one!!

## Science

1. Continue keeping a journal of the weather each day. Notice what the predictions were and what they day actually turns out to be.
2. Read the information on the different types of clouds.
  - a. [Types of Clouds Presentation](#)
3. Read and Answer Questions involving the different types of Clouds. There is also a cloud project at the end that involves cotton balls. There is also an example at the end. You can print and answer or just answer out loud as you read.
  - a. [Types of Clouds Questions with Project](#)
4. Complete the Cloud research page. There is a link to the direct website to find information on the document.
  - a. [Cloud Research](#)
5. **Outdoor Gnome Home / Fairy Fort**
  - Challenge: Can you create a gnome home or or fairy fort from items you find in your yard?
  - Materials: sticks, rock, leaves, stems, dirt, sand (think "dead, brown and down" -- nothing living -- ask a family member to help you collect safe items)
  - Process: Watch this video from the Champaign County Forest Preserve District: [Fairy Fort / Gnome Home](#). Find a spot in your yard for your structure. Collect lots of outdoor materials, design and create your structure.
  - Possible Extensions: Observe how your structure survives over time after being exposed to the weather and other outdoor elements. Create a gnome or fairy village. Create structures out of different materials to see which survives the best -- kind of like the 3 little pigs!

## Social Studies

We have been learning about the Civil War.

1. Make a timeline of the major events in the Civil War. Make sure you have dates and a sentence about what happened. Get creative by adding a picture that goes along with it!
  - a. If you already did this, you can choose another time in history

- and make a timeline of major events in that time period!
2. Continue researching the 2 leaders of the Civil War: President Abraham Lincoln and Confederate President Jefferson Davis. Learn about their early life, family, Presidential career. What similarities and differences they have.
    - a. Create a poster or google slide to share what you learned about these two leaders.
    - b. Share the google slide or send a picture of the poster to your teacher! :)
  3. History/Economics Focus: Visit [World Book Online](#) (Username: champaign Password: unit4).
    - Choose a career or person to learn about. Dress up like that person and/or give a speech to your family as if you were that person. Include 5 important details you find interesting. You can also make a Google Slide Presentation.
      - Click on the "Kids" icon
      - next select "important people" near the bottom of the page
      - Use the icons to help narrow your search to find a person to research.

## Art

Choose one of the activities below.

- **Fashion Designer:** Create a clothing design. Create an outfit for a category of clothing (Sports, Special Occasion, Travel, Business, Uniform, Super Hero, Fairytale character, etc.). Draw your design or cut out magazine or sale circular photos (no undergarments) to create your own outfit.
- **Document Your Life:** This is a weird time in our history—Create a drawing/series of drawings about life right now. What are you doing that is different from what you normally do? What is really fun? Be sure to write one sentence to explain your thoughts!

Looking for More? Explore these digital sources!

- [Create Comics](#) - Create a digital comic stripe
- [Cartooning Club](#) - How to videos with a cartoon focus

## Music

Choose one activity to complete.

- Teach someone a song you have learned in music class. Try turning the words into actions and create movement to the song.
- Family interview: Interview a family member about their musical background and interests. What are some of their favorite songs and why? Did they ever learn to play an instrument? Which one? What does

music mean to them? Write these answers down in a music journal.

[Robeson Interactive Music Room](#) - Music games, activities, songs & listening links. Click on the whiteboard to tell Mrs. Madden what you learned and enjoyed!

[Music Listening](#) - Listen to a variety of musical performances, including the CU Symphony and Musical Explorers concerts from Carnegie Hall.

Have you been making music? If you would like to share photos, videos, or musical compositions with Mrs. Madden, send to [maddensa@u4sd.org](mailto:maddensa@u4sd.org)

## PE/Health

Please choose from the activities below:

- [Penguin Race](#) - This fun activity has you waddle like a penguin as fast as you can without dropping the egg (ball).
- [Water Bottle Trap](#) - Practice your aim by trying to trap the water bottle underneath the laundry basket trap.
- [Fan Favorite](#) - This video explains the game where you must move a plastic bag from point A to point B without touching it.
- [Kidz Bop Dance Along](#) - Dance along with the Kidz Bop Kids to the song Blinding Lights.
- [Physical Education Journal](#) - Add to your PE journal from a few weeks ago with some new physical activities outdoors!

Additional District Resources

- [PE Drive](#)

Library: [Robeson Library Resources May 18 - August 2020](#)

[All past remote learning plans can be found here.](#)  
[www.robesonlibrary.weebly.com](http://www.robesonlibrary.weebly.com)

[Robeson Library Resources Week of 5/11-5/17](#)

[Library Resources 5/4 - 5/8](#)

[Robeson Library Activities and Resources 4/27-5/1](#)

[Library Activities Week of 4/20 -4/ 27](#)

[Library Activities 4/14 - 4/20](#)

[Robeson Library Resources Week of 4/7-4/14](#)

## Enrichment

- Go to the site below to access my Robeson 3-5 At-Home Enrichment Choice Boards (both online and offline versions)  
<https://docs.google.com/presentation/d/1uolmlsx3E5aSZUc7WckjEH0NlaVHWRZY8E8aasuqcNs/edit?usp=sharing>
- Additional challenges can be found in the Robeson E4A Google Classroom  
<https://classroom.google.com/u/0/c/NTcxMTA1MjUxNTBa>  
The class code is u4z7fqn
- Robeson E4A webpage <https://sites.google.com/a/u4sd.org/robesome4a/>

## Social Emotional

This week's focus is on kindness. As you go into the summer and prepare for a new school year in this new normal, remember that our actions towards ourselves and others helps shape the person we become and the world we want to be in. Choose one of the following options below:

- Download or watch my Google Slides presentation on Coloring the World with Kindness:  
[https://docs.google.com/presentation/d/1HlynBh\\_9kvCL1o6C5vuY9b8245CxUnbogDN\\_nrfiCFI/edit?usp=sharing](https://docs.google.com/presentation/d/1HlynBh_9kvCL1o6C5vuY9b8245CxUnbogDN_nrfiCFI/edit?usp=sharing)
- Create your own kindness challenge (bonus: invite your family!). Fold a piece of paper in half. Fold it 2 more times. Open it back up, and fill in those folded lines with a marker or pen to create boxes. In each box, come up with your own kind action to complete. Here are some examples:
  - Write a card to a family member or nursing home resident in need
  - Offer to clean a family member's dishes or room
  - Make a meal for your loved ones
  - Draw or write an uplifting story for a sibling or parent
  - Complete an extra chore WITHOUT being asked
  - Invite a family member to play, and let them choose the game

## Grade 3 At-Home Learning Plan

### Date 5/11-5/17

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Don't forget that you can share anything that you've been working on with your teacher! Please reach out if you have any questions. Happy learning!

Mr. Bost, Mrs. Hoskins and Mrs. Metzger

#### ELA

This week's ELA focus is **compare and contrast**. Author's sometimes use compare and contrast to show how characters, events, or things are **alike** and **different**. Signal words such as *same*, *like*, *similar*, *different*, *both*, *some*, *neither*, or *unlike* let you know that a comparison is being made.

5. Choose any book of your choice at home or choose one on [Epic!](#) (class code: hel1448) or [Tumble Books](#) ( username: champaign password: books), or use the one included here [The New Home](#) (Students should be reading at least 15-20 minutes each day)



- You can read it, or have it read aloud to you.
  - \*Hoskins: go to <https://www.getepic.com/students> class code :jnt9547
2. Highlight, circle, or put a sticky note next to any compare and contrast signal words that you find (examples: similar, different, both, neither...)
  3. Write down the 2 most important actions/events from what you read.
    - How were those actions/events different? Was there anything the same about them?
    - Think about your teacher/class this year and think about your teacher/class last year. How are they different? How are they the same?
    - Write a story about a group of friends. Make sure that the friends have 3 things that are alike and 3 things that are different. What problems happen because of their differences? What solutions take place because of their similarities?
  4. Play Wonders Games on ConnectEd App (can be found under the "Waffle" when you log in with your student account. [Directions Here.](#)
  5. Here is a [Choice Board](#) with some additional activities (Both Reading and Math)

## Word Study

- Create a list of homophones (words that sound alike but are spelled differently). Try to write a silly poem or story with those words (i.e. see and sea, two and too, hey and hay).
- Create a list of homographs (words that share the same spelling but have different pronunciations or meanings). Try to use the same homographs in the same sentence (i.e. "I had to **conduct** a symphony with bad **conduct**" or "I had a **tear** in my eye when I got a **tear** in my favorite shirt"
- Try to make a Rebus Puzzle (pictures that represent a word or phrase). For instance:
  - O L D (answer: growing old)
  - pawalkrk (answer: a walk in the park)
- Practice writing [Spelling Words](#)

## Writing

8. Find the day on the [May Writing Calendar](#) write a detailed response to the prompt. This should be at least 5 sentences!
9. Create a Cartoon! Print or draw a cartoon template and create your own cartoon with pictures and speech bubbles.
  - a. [Cartoon Templates](#)
10. Write a creative story of your choice. Use lots of details to describe your characters, setting and plot! You can share your story with your teachers by sharing a google doc with us: Mr. Bost- [bostra@u4sd.org](mailto:bostra@u4sd.org), Mrs. Hoskins- [hoskinjes@u4sd.org](mailto:hoskinjes@u4sd.org), Mrs. Metzger- [metzgeni@u4sd.org](mailto:metzgeni@u4sd.org)
11. Here are some additional [Writing Prompts](#). You can choose to print the paper or use your own paper to respond.
12. This document has short reading passages and related activities for vocab, comprehension and writing for grades 2-6. You can choose to start at 3rd and then move down or up depending on how your child does with the activities.
  - a. [2-6 Grade Text Based Writing](#)
13. [Cursive practice!](#) You can either print the pages or use as a guide and practice on lined paper. Once you feel comfortable with the letters, you can move on to writing sentences and stories in cursive.

## Math

This week in math combines several standards for 3rd graders. Students will work on number operations while shoring up their understanding of base ten within 1000 using mental math strategies and algorithms based on place value. We are also circling back to our game of Salute to continue supporting algebraic thinking. Enjoy.

### 1. Roll to 1,000

**Materials** paper and pencil to record scores, 2 six-sided dice, or number cards 1-6 (2 of each)

**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.

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.

2. 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.
3. The first player to score 1,000 or more wins the game.

See examples on linked document

**Variations:**

**Roll to 500:** For a shorter game, play to 500.

**Roll to 100:** For an easier game, use the sums of the actual dice rolls. The object of the game is to be the first to reach 100.

**Roll and Multiply to 1,000:** Roll 2 dice. One roll represents the number of tens. Multiply the number of tens by the other roll. For example, if you roll a 3 and a 4, multiply 30 by 4 to get 120.

**Back to Zero:** Play any of the versions above. A player who reaches or exceeds the goal continues to take turns, but subtracts the numbers rolled

[roll and record to 1000](#)

[roll and record to 1000 scoring sheet](#)

[salute multiplication](#)

[Spanish directions for Salute multiplication](#)

2. Solve the Fraction and Place Value/Rounding Problems (this includes 3rd grade review and 4th grade preview). You can either print and solve or just solve on notebook paper.

- [Area and Perimeter Review/Preview](#)
- [Word Problem Review/Preview](#)

3. Make up your own memory game with multiplication/division problems and answers, fractions and pictures, or fractions and numberlines.

4. Practice 2 digit x 1 digit, 2 digit x 2 digit multiplication problems (create your own)

5. Practice Division problems ( on your own), remember to use the steps: Divide, Multiply, Subtract, Bring down and Bring it back (repeat if necessary). Don't forget your remainders if you have one!!

**Science**

6. Continue keeping a journal of the weather each day. Notice what the predictions were and what they day actually turns out to be.
7. Look at the clouds and describe what they look like to someone. Then research the different types of clouds and see if you can identify any of them in the sky.
8. Challenge Maze  
Challenge: Can you create a maze to get a marble from one end to the other?  
Materials: a variety of materials to choose from: paper plates, paper, tape, shoebox/cardboard box, Play-Doh, modeling clay, paper towel rolls with holes cut in the sides or even LEGO® bricks, and a marble or small ball.  
Process: create a start and stop point for you maze, put some obstacles in your maze for someone to guide the marble through. A paper plate maze might be a good start for the youngest members of your family.  
Possible Extensions: Create a 3-D maze where the marble is not visible the whole way through! In the image with the cardboard tubes above, you can't see the marble when it is in each tube, but you can see it in between the tubes. An even more challenging maze relies on both listening skills to hear where the marble is and possibly feeling the vibrations as it travels through the tubes. Have your family members try your maze and record their time. Then have them try the maze backwards and time their trials

## **Social Studies**

We have been learning about the Civil War.

4. Answer the following question: Why was General Bost so important to the Civil War? Please answer in 5 paragraphs and email it to your teacher.
5. Make a timeline of the major events in the Civil War. Make sure you have dates and a sentence about what happened. Get creative by adding a picture that goes along with it!
6. Continue researching the 2 leaders of the Civil War: President Abraham Lincoln and Confederate President Jefferson Davis. Learn about their early life, family, Presidential career. What similarities and differences they have.
  - a. Create a poster or google slide to share what you learned about these two leaders.

- b. Share the google slide or send a picture of the poster to your teacher! :)
7. Financial Literacy Focus: Visit the website of the US Mint and watch the [first video](#) titled "How Coins Are Made." Visit the [Coin section](#) and the [Library section](#) to learn more. [Design your own coin](#).
- Optional extension: Visit other sections of the [US Mint website](#).*

## Art

Choose one of the activities below.

- **Blind Contour Drawing:** A blind contour drawing is an excellent way to train the eye to draw what it really sees rather than what it thinks it sees. First, choose an object to draw. Pick a point on the object where the eye can begin its journey around the edge of the object. When the eye begins to move, so should the hand holding the pencil. At NO time should you look at your hand while it draws. Try drawing the entire contour of the object without lifting your pencil from the paper. The more you practice this drawing method, the more you will find your drawings look like what you are looking at. Don't panic if your drawing of a shoe looks more like a squashed bug, this is practice that helps you develop your drawing skills.
- **Hand Drawing:** Place the hand you don't write with on a piece of paper. Trace your hand carefully. Place your hand next to your tracing. Examine your hand for details. Draw lines within your tracing to establish your fingernails and lines near the knuckles of your fingers.

Looking for More? Explore these digital sources!

- [Symmetry Artist](#) - Create digital symmetrical artworks
- [Moma Kids](#) - In Destination Modern Art, you can explore moma with an alien

## Music

Create a body percussion piece using clapping, snapping, patting your legs, or stomping your feet. Start with a short rhythm and teach it to a family member. Then, make it longer and more complex, and see if your family member can keep up with you. Have a contest to see who in your family can create and teach the most complex body percussion pattern!

Deeply listen to a song; figure out its structure and identify the instruments.

[Robeson Interactive Music Room](#) - Music games, activities, songs & listening links. Click on the whiteboard to tell Mrs. Madden what you learned and enjoyed!

[Music Listening](#) - Listen to a variety of musical performances, including the CU Symphony and Musical Explorers concerts from Carnegie Hall.

Have you been making music? If you would like to share photos, videos, or musical compositions with Mrs. Madden, send to [maddensa@u4sd.org](mailto:maddensa@u4sd.org)

## PE/Health

Please choose from the activities below:

- [If the Shoe Fits...](#) - a fun challenge where the only equipment required is a shoe, and clean feet!
- [Bowl Ball](#) - a fun tossing target game. Try to throw the balls into the different bowls, like a carnival game at home!
- [Just Dance - Old Town Road](#) - Follow along to the dance moves on the video!
- [Physical Education Journal](#) - Add to your PE journal from a few weeks ago with some new physical activities outdoors!

Additional District Resources

- [PE Drive](#)

Library: [Robeson Library Resources Week of 5/11-5/17](#)

[Library Resources 5/4 - 5/8](#)

[Robeson Library Activities and Resources 4/27-5/1](#)

[Library Activities Week of 4/20 -4/ 27](#)

[Library Activities 4/14 - 4/20](#)

[Robeson Library Resources Week of 4/7-4/14](#)

## Enrichment

- Go to the site below to access my Robeson 3-5 At-Home Enrichment Choice Boards (both online and offline versions)  
<https://docs.google.com/presentation/d/1uolmlsx3E5aSZUc7WcKjEH0NIaVHWRZY8E8aasuqcNs/edit?usp=sharing>
- Additional challenges can be found in the Robeson E4A Google Classroom  
<https://classroom.google.com/u/0/c/NTcxMTA1MjUxNTBa>  
The class code is u4z7fqn
- Robeson E4A webpage <https://sites.google.com/a/u4sd.org/robeseone4a/>

## Social Emotional

This week's focus is on mindfulness and anxiety! Much like our lesson last week on worry, anxiety is a normal feeling that we face when we don't have control over our situation. Practicing mindfulness is a great way to take back control over yourself and your emotions, and find purpose in your actions. Choose one of the following options below:

- Download or watch my Google Slides presentation about Beating Anxiety with Mindfulness:  
[https://docs.google.com/presentation/d/1ic3vjABD3\\_Fmz-XCulAKG\\_kvelVsk7tN-gnuzxzjKJ4/edit?usp=sharing](https://docs.google.com/presentation/d/1ic3vjABD3_Fmz-XCulAKG_kvelVsk7tN-gnuzxzjKJ4/edit?usp=sharing)
- Reflect on your STRENGTHS, and challenge yourself to reach new heights! Use this Strengths & Challenges Choice board to boost self-esteem, list positive affirmations, and set some new personal goals.\*Remember, if you finish three in a row in any direction, you won!\*
- Use mindfulness during your daily self-care tasks. Try not to think of other things in the past or future, and live in the moment. Notice what is around you; think about it, write about it, talk about it. Let yourself live in the moment!
  - Take a walk or bike ride
  - Journal or write stories
  - Color/draw
  - Bake or cook with your family
  - Read
  - Lay down, or even take a nap!

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### Date 5/4-5/8

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Don't forget that you can share anything that you've been working on with your teacher! Please reach out if you have any questions. Happy learning!

P.S. Let us know if you find the mistake. :)

## ELA

This week's ELA focus is making **text connections**. A **text connection** is a strategy that readers use to find meaning in a text by connecting to their background information.

6. Choose any book of your choice at home or choose one on [Epic!](#) (class code: hel1448) or [Tumble Books](#) ( username: champaign password: books), or use the one included here [The New Home](#) (Students should be reading at least 15-20 minutes each day)
  - You can read it, or have it read aloud to you.
  - \*Hoskins: go to <https://www.getepic.com/students> class code : jnt9547
4. Common text connections include: 1) **Text-to-self**: connections readers make to their own knowledge and experiences; 2) **Text-to-text**: connections readers make to other books, movies, or music; 3) **Text-to-world**: connections readers make to the community and world around them.
  - Think about the 3 text connections described above. Write how what you just read can be connected to yourself, something else you've read, seen, or heard, or the community/world around you.
  - Write a story where you are the main character. What connections can you make from your real life to this character? Same family? Same friends? Same problems or issues that you might be having?
  - Choose 1 book, movie, or song that you are familiar with and choose another book, movie, or song that is new to you. Write how the known book, movie, or song helps you understand the new book, movie, or song.
3. Play Wonders Games on ConnectEd App (can be found under the "Waffle" when you log in with your student account. [Directions Here.](#)
4. Here is a [Choice Board](#) with some additional activities (Both Reading and Math)

## Word Study

- Choose a favorite book, movie, or song. Finish the following simile 3



times about it: "\_\_\_\_\_ is like \_\_\_\_\_" (Example: "Charlotte's Web is like a fruit salad of different characters")

- Think of your bedroom. Finish the following metaphor 3 times: "my bedroom is a/an\_\_\_\_\_" (Example: "My bedroom is a tornado of clothes, toys, and books")
- Try to create a word wheel. Write a word in a circle, but do not include one letter. Ask someone to solve your word wheel puzzle. Example: LANTERNS→



- Practice writing [Spelling Words](#)

## Writing

14. Find the day on the [May Writing Calendar](#) write a detailed response to the prompt. This should be at least 5 sentences!
15. Create a Cartoon! Print or draw a cartoon template and create your own cartoon with pictures and speech bubbles.
  - a. [Cartoon Templates](#)
16. Write a creative story of your choice. Use lots of details to describe your characters, setting and plot! You can share your story with your teachers by sharing a google doc with us: Mr. Bost-[bostra@u4sd.org](mailto:bostra@u4sd.org), Mrs. Hoskins- [hoskinjes@u4sd.org](mailto:hoskinjes@u4sd.org), Mrs. Metzger- [metzgeni@u4sd.org](mailto:metzgeni@u4sd.org)
17. Here are some additional [Writing Prompts](#). You can choose to print the paper or use your own paper to respond.
18. This document has short reading passages and related activities for vocab, comprehension and writing for grades 2-6. You can choose to start at 3rd and then move down or up depending on how your child does with the activities.
  - a. [2-6 Grade Text Based Writing](#)
19. [Cursive practice!](#) You can either print the pages or use as a guide and practice on lined paper. Once you feel comfortable with the letters, you can move on to writing sentences and stories in cursive.

## Math

In math this week we will continue to focus on solidifying basic math operations. This week's game is designed to increase student's automaticity with basic operations such as multiplication, and division.

### 1. Product Pile-Up

Materials: Number cards 1-10 (4 of each)

Players: 3

Skill: Practicing multiplication facts

Object of the Game: To play all of your cards.

#### Directions

Take turns being the dealer. Shuffle and deal 8 cards to each player. Place the rest of the deck number-side down.

- The player to the left of the dealer begins. This player selects 2 cards from his or her hand, places them number-side up on the table, multiplies the numbers, and says the product aloud.
- Play continues with each player playing 2 cards with a product **greater than** the product of the last 2 cards played. If a player states an incorrect product, other players may suggest a helper fact or strategy to help find the correct product.
  - Example: Joe plays 3 and 6 and says, "3 times 6 equals 18." Then Rachel looks at
  - her hand to find two cards with a product greater than 18. She plays 5 and 4 and says, "5 times 4 equals 20."
- If a player is not able to play 2 cards with a greater product, the player draws 2 cards from the deck.
  - If the player is now able to make a greater product, those cards are played and the game continues. If the player still cannot make a greater product, the player keeps the cards and says "Pass." The game continues to the next person.
  - If all players must pass, the player who laid down the last 2 cards starts a new round beginning with Step 2 above.
- The winner is the first player to run out of cards, or the player with the fewest cards when there are no more cards to draw.

#### [Product Pile up](#)

#### [Spanish Version of Product Pile-Up](#)

2. Solve the Fraction and Place Value/Rounding Problems (this includes 3rd grade review and 4th grade preview). You can either print and solve or just solve on notebook paper.

- [Fraction Review/Preview](#)
- [Place Value Review/Preview](#)

3. Make up your own memory game with multiplication/division problems and answers, fractions and pictures, or fractions and numberlines.
4. Practice 2 digit x 1 digit, 2 digit x 2 digit multiplication problems (create your own)
5. Practice Division problems ( on your own), remember to use the steps: Divide, Multiply, Subtract, Bring down and Bring it back (repeat if necessary). Don't forget your remainders if you have one!!

## Science

9. Continue keeping a journal of the weather each day. Notice what the predictions were and what they day actually turns out to be.

### Stick Raft

Challenge: Can you create a raft that floats from sticks?

Materials: sticks, string, glue, rubber bands, tape, sink or bucket with water, pennies (optional)

Process: Collect some sticks from outside. Determine how you can bind them together to construct a raft. Test your raft in a bucket, sink or bathtub to see if it floats. Time how long it floats.

Possible Extensions: Test how much weight your raft can hold by putting pennies or some other weight on it a little at a time. You could use a ziploc bag and slowly add dirt to the bag. Keep the dirt in the bag so it doesn't go down the drain! Add a sail to your raft - be careful so it is balanced and won't tip over your raft.



## Social Studies

We have been learning about the Civil War.

8. Answer the following question: Why was General Bost so important to the Civil War? Please answer in 5 paragraphs and email it to your teacher.
9. Continue researching the 2 leaders of the Civil War: President Abraham Lincoln and Confederate President Jefferson Davis. Learn about their early life, family, Presidential career. What similarities and differences they have.

- a. Create a poster or google slide to share what you learned about these two leaders.
  - b. Share the google slide or send a picture of the poster to your teacher! :)
10. Continue: What country would you or a family member like to visit? Locate the country online at [National Geographic Kids](#). Look at the slide show, read the fast facts, geography, people and culture, nature, government and history. Find 5 things you learn about the country to convince a friend to travel there with you.
11. Visit the [Time for Kids](#) website. Select your grade level and find an article you would like to read. Some articles have an audio feature that allows you to listen to the article. Share with a family member or friend why you picked the article and what you learned.

## Art

Choose one of the activities below.

- **Shadow Drawing:** Take one of your toys, a piece of paper and a pencil or marker outside on a sunny day. Place the paper on the ground or on a table in an open area. Place your toy at one side of your paper so that your toy casts a shadow on the paper. Trace the shadow that your toy makes on your paper. Complete your drawing by coloring in the traced shape and adding a background to your picture. Use color, lines, designs to make your drawing exciting.
- **Landscape:** Use drawing, painting or collage materials to create a landscape picture. Establish the horizon line (where the sky and land meet). Add scenery components to your picture (buildings, trees, roads, cars, people, animals, clouds, sun, moon, etc.). Experiment with object size and placement to create the feeling of depth.

**Looking for More? Explore these digital sources!**

- [METKids Time Machine](#) - Program your destination to explore worlds of Art
- [Graffiti Creator](#) - Create your own name or logotype in graffiti-style

## Music

**Song Parody:** Pick a song from the radio that you love and rewrite the lyrics. Make sure you keep the song form intact - verses are different, the chorus stays the same throughout.

[Robeson Interactive Music Room](#) - Music games, activities, songs & listening links

## PE/Health

Please choose from the activities below:

- [Physical Education Journal](#) - Pick your own physical activity to go play outside, then draw a picture and write some words about what you did! Enjoy the fresh air!
- [Line Jumping](#) - Get a quick cardio workout in with no equipment but a lot of jumps!
- [Bop It](#) - Work on hand eye coordination by completing this fun challenge of "keep it up" with a friend, or all by yourself.
- [Chutes and Ladders PE](#) - Play the classic board game Chutes and Ladders with a PE twist!

Additional District Resources

- [PE Drive](#)

Library: [Library Resources 5/4 - 5/8](#)

[Robeson Library Activities and Resources 4/27-5/1](#)

[Library Activities Week of 4/20 -4/ 27](#)

[Library Activities 4/14 - 4/20](#)

[Robeson Library Resources Week of 4/7-4/14](#)

## Enrichment

- Go to the site below to access my Robeson 3-5 At-Home Enrichment Choice Boards (both online and offline versions)  
<https://docs.google.com/presentation/d/1uolmlsx3E5aSZUc7WckjEH0NlaVHWRZY8E8aasuqcNs/edit?usp=sharing>
- Additional challenges can be found in the Robeson E4A Google Classroom  
<https://classroom.google.com/u/0/c/NTcxMTA1MjUxNTBa>  
The class code is u4z7fqn
- Robeson E4A webpage <https://sites.google.com/a/u4sd.org/robesome4a/>

## Social Emotional

Last week, we focused on the feeling "worry." We also talked about what we can do to cope with worry. One of the best things you can do to cope with your emotions is to practice mindfulness. Choose one of the options below:

- Watch Ms. Hickey's Google Slide presentation on "Mindfulness":

<https://docs.google.com/presentation/d/1D3b52vQjz0pUZZ8DnpV2Yw5Ag2SASHdRFNSL011UP5I/edit?usp=sharing>

- Play my "Responsibility" Bingo! Being responsible is one way of showing mindfulness. Making responsible choices that grow the well-being of yourself and others is one of the most mindful things we can do! If you get 3 in a row in any direction, you've succeeded!

[https://docs.google.com/presentation/d/1tRlwGGR3TZekZGZvBmP\\_SD\\_R1XhH53oWoxPHJkAUrU/edit?usp=sharing](https://docs.google.com/presentation/d/1tRlwGGR3TZekZGZvBmP_SD_R1XhH53oWoxPHJkAUrU/edit?usp=sharing)

- Practice your mindfulness during self-care this week. Choose an activity below. While you are doing that activity, be present with yourself- don't think about other things. Once you are done with the activity, reflect: how did this activity make me feel? How did it impact myself or others?
  - Go for a walk or bike ride
  - Cook or bake with your family
  - Listen to music

Check out the Robeson SEL Google Classroom for resources on SEL activities and resources!

<https://classroom.google.com/u/0/c/NjYyMzE1OTMzMdNa>

Password: ys6hjab

## Grade 3 At-Home Learning Plan

Date 4/27-5/1

Hello families,

We miss you all! Here are some at-home learning activities for you to try. Choose one Reading, one Writing and one Math activity to complete each day. Each of these may take approximately 30 minutes to complete. Choose one Science, Social Studies, Art, and Music activity to complete each week. These may take approximately 60 minutes a week in total. Don't forget to spend time each day doing some physical activity.

Don't forget that you can share anything that you've been working on with your teacher! Please reach out if you have any questions. Happy learning!

Mr. Bost, Mrs. Hoskins and Mrs. Metzger

### ELA

This week's ELA focus is **cause and effect**. A **cause** is **why** an action or event happens. An **effect** is **what** happens as a result of the cause. They happen in time order. Signal words such as *because*, *so*, or *as a result* show cause and effect.

1. Choose any book of your choice at home or choose one on [Epic!](#) (class code: hel1448) or [Tumble Books](#) ( username: champaign password: books), or use the one included here [Harry's Great Idea](#) (Students should be reading at least 15-20 minutes each day)
  - You can read it, or have it read aloud to you.
  - \*Hoskins: go to <https://www.getepic.com/students> class code : jnt9547
2. Highlight, circle, or put a sticky note next to any cause and effect signal words that you find (examples: because,, so, as a result, since, as a consequence, therefore, for this reason, lead to...)
3. Answer the questions below on paper or to an adult.
  - a. Write down the 3 most important actions/events from what you read.
    - i. Write down **why** those events happened? What **caused** them to occur?
  - b. Fill in the effects for the following causes:
    - i. Cause #1: I did not brush my teeth for a week...
    - ii. Cause #2: It rained every day over summer break...
    - iii. Cause #3: I could read people's minds...
  - c. Write down each day how you are feeling. Why are you feeling that way? Do you feel differently than the day before? What caused that change?
4. Practice your reading Fluency by reading the Earth Day Poems aloud to yourself or an adult. Practice reading with expression and punctuation.
  - a. [Earth Day Poems](#)
5. Play Wonders Games on ConnectEd App (can be found under the "Waffle" when you log in with your student account. [Directions Here.](#)
6. Here is a [Choice Board](#) with some additional activities (Both Reading and Math)

## Word Study

- Take the prefixes un-, mis-, and re-. Write as many words as you can with those words (i.e. untie, mistake, rewind)
- Take the suffixes -er, -ly, -ful. Write as many words as you can with those words (i.e. bigger, safely, hopeful)
- Try to make a "word ladder" with two 3-letter words by changing only

1 letter at a time (see CAT-->DOG example below)

- CAT-->RAT
- RAT-->RAG
- RAG-->RUG
- RUG-->DUG
- DUG-->DOG

- Practice writing [Spelling Words](#)

## Writing

20. Find the day on the [April Writing Calendar](#) or [May Writing Calendar](#) write a detailed response to the prompt. This should be at least 5 sentences!
21. Write a creative story of your choice. Use lots of details to describe your characters, setting and plot! You can share your story with your teachers by sharing a google doc with us: Mr. Bost- [bostra@u4sd.org](mailto:bostra@u4sd.org), Mrs. Hoskins- [hoskinjes@u4sd.org](mailto:hoskinjes@u4sd.org), Mrs. Metzger- [metzgeni@u4sd.org](mailto:metzgeni@u4sd.org)
22. Here are some additional [Writing Prompts](#). You can choose to print the paper or use your own paper to respond.
23. This document has short reading passages and related activities for vocab, comprehension and writing for grades 2-6. You can choose to start at 3rd and then move down or up depending on how your child does with the activities.
  - a. [2-6 Grade Text Based Writing](#)
24. [Cursive practice!](#) You can either print the pages or use as a guide and practice on lined paper. Once you feel comfortable with the letters, you can move on to writing sentences and stories in cursive.

## Math

In math this week we will focus on solidifying basic math operations.

1. This week's game is designed to increase student's automaticity with basic operations such as addition, subtraction, multiplication, and division.

### **Baseball Multiplication**

**Materials:** Dice or Number Cards 1-10 (4 of each), Paper and pencil to create ball diamond and for scoring.

**Players:** 2 teams of one or more players



**Object of the Game:** To score more runs than the other team

**Skill:** Multiplication

The rules are similar to the rules of baseball. In each inning, each team bats until it makes 3 outs. The team with more runs when the game is over wins.

*Pitching and Batting:* Members of the team not at bat take turns "pitching." They roll the dice or draw two number cards to get two factors.

Players on the "batting" team take turns multiplying the two factors and saying the product.

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

*Hits and Runs:* If the batting team's answer is correct, the batter checks the Scoring Chart (see below). If the chart shows a hit, the batter moves a counter to a base as shown in the Scoring Chart.

Product of 14 to 36 → Single (go to 1st base)

Product of 37 to 49 → Double (go to 2nd base)

Product of 50 to 80 → Triple (go to 3rd base) 13 or less → Out (record an out)

Runners already on base are moved ahead of the batter by the same number of bases. A run is scored every time a runner reaches home plate.

**Extension:** Baseball Multiplication (with Tens): Players on the "pitching" team roll one of the dice or draw one card and multiply that number by 10. For example, if a 6 is rolled, it is 60.

- [Baseball multiplication](#)
- [Spanish - Baseball Multiplication](#)
- [scoring mat sample](#)
- [Spanish scoring mat sample](#)

2. We have found some additional websites with games, activities and worksheets available if you are interested.

-<https://www.k5learning.com/> -This site offers a 14 day free trial but also has free worksheets available all the time!

-[ck12.org](https://www.ck12.org/) -This site has many opportunities to learn at different grade levels and topics! You can sign up for a free family

account.

3. Make up your own memory game with multiplication/division problems and answers, fractions and pictures, or fractions and numberlines.
4. Practice 2 digit x 1 digit, 2 digit x 2 digit multiplication problems (create your own)
5. Practice Division problems ( on your own), remember to use the steps: Divide, Multiply, Subtract, Bring down and Bring it back (repeat if necessary). Don't forget your remainders if you have one!!

## Science

10. Continue keeping a journal of the weather each day. Notice what the predictions were and what they day actually turns out to be.
11. Challenge: Can you make a paper airplane that can carry cargo and glide more than 10 feet?  
Materials: Construction paper, tape, coins, a doorway  
Process: Draw a line on the floor about ten feet in front of your doorway. Use tape to make a "target" in the upper third of the doorway. To prove their cargo plane can fly, children need to glide their plane though that "target successfully. Build a paper airplane. Attach coins to your airplane. Fly it - keep adding coins to see how much cargo you plane can carry.  
Possible Extensions: Can you make your airplane fly the farthest? Can you have your airplane hit a target? Whose airplane can carry the most money?

## Social Studies

We have been learning about the Civil War.

12. Research the 2 leaders of the Civil War: President Abraham Lincoln and Confederate President Jefferson Davis. Learn about their early life, family, Presidential career. What similarities and differences they have.
  - a. Create a poster or google slide to share what you learned about these two leaders.
  - b. Share the google slide or send a picture of the poster to your

teacher! :)

13. What country would you or a family member like to visit? Locate the country online at [National Geographic Kids](#). Look at the slide show, read the fast facts, geography, people and culture, nature, government and history. Find 5 things you learn about the country to convince a friend to travel there with you.
14. *Optional Extension:* Visit other sections of [National Geographic Kids](#) website.
15. Explore this Census [link](#) for grades 3-4.

## Art

Choose one of the activities below.

- **Initial Design:** Draw the first letter of your name lightly on your paper. Trace around your letter to make a bubble letter. Fill the letter with a repetitive pattern. Color the letter and patterns. Choose different patterns and colors to decorate the space behind the letter (background).
- **Laundry Landscape:** Wait until you have some clean laundry. While you are helping fold the laundry, look for colors to use in a landscape. Blue sky? Green grass? White snow? Arrange your laundry in the shapes you want. You can roll socks to look like trees, arrange shirts in the shape of a house, etc. When you arrange a landscape you like, snap a picture or draw in on paper. Afterwards, finish folding and putting the rest of the laundry away.

**Looking for More? Explore these digital sources!**

- [Tate Kids](#) - Lots of Digital Art Making Options and Games & Quizzes
- [Lunch Doodles with Mo Willems](#) - 15 episodes with activities lead by author/illustrator, Mo Willems

## Music

**My Feelings, My Movements:** Create a movement routine to your favorite song based on the emotions you feel when you sing it. Perform your movement routine for family members, and tell them why you chose those particular movements. Ask them to add their own creative movements based on the emotions they feel during the song. Sing the song again and perform your creative movement routine together. Discuss how you all feel after the performance.

Optional: Here is a [playlist](#) with songs to sing this week! You could try creating movement for one of these.

## PE/Health

Please choose from the activities below:

[Chutes and Ladders PE](#) - Play the classic board game Chutes and Ladders with a PE twist!

[Create a Workout](#) - Create your own workout using the examples at the top of the page. Choose 3 from each category to choose your workout, and then go ahead and perform the workout you've created.

[Bottle Flip Chaos](#) - Using a plastic water bottle, see how many times you can flip it and have it stick the landing in one minute. The only thing is, you have to earn the chances to flip by completing jumping jacks! For a demonstration you can click [this link](#).

Additional District Resources

- [PE Drive](#)

## Library:

[Robeson Library Activities and Resources 4/27-5/1](#)

[Library Activities Week of 4/20 -4/ 27](#)

[Library Activities 4/14 - 4/20](#)

- [Robeson Library Resources Week of 4/7-4/14](#)

## Enrichment

- Go to the site below to access my Robeson 3-5 At-Home Enrichment Choice Boards (both online and offline versions)  
<https://docs.google.com/presentation/d/1uolmlsx3E5aSZUc7WckJEH0NlaVHWRZY8E8aasuqcNs/edit?usp=sharing>
- Additional challenges can be found in the Robeson E4A Google Classroom  
<https://classroom.google.com/u/0/c/NTcxMTA1MjUxNTBa>  
The class code is u4z7fqm
- Robeson E4A webpage <https://sites.google.com/a/u4sd.org/robeseone4a/>

## Social Emotional

This week, we are going to focus on coping with worry. This is a normal feeling to be having right now! Spend ten minutes this week focusing on what you can control, and how to help yourself through worry:

- Watch Ms. Hickey's Google Slide presentation on "Dealing with Worry":  
[https://docs.google.com/presentation/d/15w5xLzfu\\_U-WDuCSsCQFZtpoKFd0k4s\\_1muDjhiXDbc/edit?usp=sharing](https://docs.google.com/presentation/d/15w5xLzfu_U-WDuCSsCQFZtpoKFd0k4s_1muDjhiXDbc/edit?usp=sharing)
- Play my "Kindness & Compassion" Bingo! Showing kindness and compassion to others is something you CAN control, and can help ease worry and build self-esteem. If you get 3 in a row in any direction, you've succeeded!  
<https://drive.google.com/open?id=115W9kzibgkTc9e0XUudl1OQLdskjZWkm>

Check out the Robeson SEL Google Classroom for resources on SEL activities and resources!

<https://classroom.google.com/u/0/c/NjYyMzE1OTMzMdNa>

Password: ys6hjob

## Grade 3 At-Home Learning Plan

### Date 4/20-4/24

Hello families,

We miss you all! Here are some at-home learning activities for you to try. Choose one Reading, one Writing and one Math activity to complete each day. Each of these may take approximately 30 minutes to complete. Choose one Science, Social Studies, Art, and Music activity to complete each week. These may take approximately 60 minutes a week in total. Don't forget to spend time each day doing some physical activity.

Please reach out if you have any questions. Happy learning!

Mr. Bost, Mrs. Hoskins and Mrs. Metzger

### ELA

This week's ELA focus is **predicting**. Predicting is **using clues in the story to guess**, or predict, what happens next. After making predictions, readers continue reading to either **confirm** or **change** their predictions.

7. Choose a fictional book of your choice at home or choose one on [Epic!](#) (class code: hel1448) or [Tumble Books](#) ( username: champaign password: books), or use the one included here [Melanie's Mission](#) (Students should be reading at least 15-20 minutes each day)
  - You can read it, or have it read aloud to you.
  - \*Hoskins: go to <https://www.getepic.com/students> class code : jnt9547
8. Answer the questions below (you can write answers or answer them out loud to an adult).
  - a. Write down a prediction after reading for 5 minutes. Read on. Was your prediction right? Change it if it was not right.
  - b. Write down the part of the story that was easiest to predict. Were there any parts that were surprising or hard to predict?
  - c. Use clues from your life and write a prediction chart for the next day. What do you think will happen?
    - i. The next day, check to see if you were correct or not.

Did anything change?

9. Play Wonders Games on ConnectEd App (can be found under the "Waffle" when you log in with your student account. [Directions Here.](#)
10. Here is a [Choice Board](#) with some additional activities (Both Reading and Math)

### Word Study

1. Write a list of 5 words to describe a food (i.e. sweet). On one side list as many synonyms as that word (sugary) and on the other as many antonyms (sour) as you can.
2. Have someone choose 5 random words. What is one rule that *all* 5 words have in common (maybe all words start with the same letter) and one rule that *none* of the 5 words have in common?
3. Create your own word search

### Writing

25. Find the day on the [April Writing Calendar](#), write a detailed response to the prompt.
26. Write a creative story of your choice. Use lots of details to describe your characters, setting and plot! You can share your story with your teachers by sharing a google doc with us: Mr. Bost- [bostra@u4sd.org](mailto:bostra@u4sd.org), Mrs. Hoskins- [hoskinjes@u4sd.org](mailto:hoskinjes@u4sd.org), Mrs. Metzger- [metzgeni@u4sd.org](mailto:metzgeni@u4sd.org)
27. Here are some additional [Writing Prompts](#). You can choose to print the paper or use your own paper to respond.
28. This document has short reading passages and related activities for vocab, comprehension and writing for grades 2-6. You can choose to start at 3rd and then move down or up depending on how your child does with the activities.
  - a. [2-6 Grade Text Based Writing](#)
29. [Cursive practice!](#) You can either print the pages or use as a guide and practice on lined paper. Once you feel comfortable with the letters, you can move on to writing sentences and stories in cursive.

## Math

In math this week we will continue to focus on math operations and algebraic thinking. These are basic skills that we begin to talk about in kindergarten and build on as students move through the elementary grades. The games described here help children begin to think about how math works. The link below will take you to this week's game - Salute: Multiplication and Division

- [Salute multiplication and division](#) (Directions in English)
- [Spanish directions](#)

**Materials:** Number Cards 1-10 (4 of each)

**Players:** 3

**Object of the Game:** Solve for the "hidden" number.

**Skill:** Multiplication and Division

### Directions

1. One person begins as the dealer. The dealer gives one card to each of the other two players.
2. Without looking at their cards, the players hold them on their foreheads with the number facing out. (Players will need to look at their partner's number but not their own in order to solve for their mystery number.)
3. The dealer looks at both cards and says the product of the two numbers.
4. The players use the number they see and the product to try to figure out what their own number is.
5. Once both players have said their numbers, they can look at their own cards.
6. Rotate roles and repeat the game.
7. Play continues until everyone has been the dealer five times, or until the entire deck of cards has been used.

2. We have found some additional websites with games, activities and worksheets available if you are interested.

-<https://www.k5learning.com/> -This site offers a 14 day free trial but also has free worksheets available all the time!



[-ck12.org](https://www.ck12.org/) -This site has many opportunities to learn at different grade levels and topics! You can sign up for a free family account.

3. Make up your own memory game with multiplication/division problems and answers, fractions and pictures, or fractions and numberlines.
4. Practice 2 digit x 1 digit, 2 digit x 2 digit multiplication problems (create your own)
5. Practice Division problems ( on your own), remember to use the steps: Divide, Multiply, Subtract, Bring down and Bring it back (repeat if necessary). Don't forget your remainders if you have one!!

## Science

12. Continue keeping a journal of the weather each day. Notice what the predictions were and what they day actually turns out to be.

### 13. Pom Pom / Cotton Ball Launcher

Challenge: Can you create a launcher that will launch a cotton ball or pompom?

Materials: paper towel rolls, binder clips, rubber bands, plastic spoons, pipe cleaners, index paper, tape, paper clips, and craft sticks are all useful. Cotton balls or pompoms.

Process: Put the items together to create a launcher. Launch 10 cotton balls and record how far they all went. What was your longest launch?

Possible Extensions: Have a target that has to be hit, such as a hula hoop or paper cup. Have two targets - one close and one farther away.



## Social Studies

We have been learning about the Civil War.

16. Continue to Research research about different Civil War battles and

then choose a general that fought in that battle. (We started this before Spring Break, some students may remember which battle they chose, some may need to choose one from [this page](#))

- a. [Civil War Battle and General Research](#)
- b. Once you have completed the research, you can type/write 3-5 paragraphs about the battle you chose. Then create a google slide presentation about the General that you chose to research.
  - i. You can also make a small poster about the General that you researched.

17. Explore this Census [link](#) for grades 3-4.

18. Interview an adult (phone or face to face) that can recount a historical event in their community in their lifetime.

19. Write a thank you to a community member that you feel is making a difference.

## Art

Choose one of the activities below.

- **Create a Board Game:** Think about your favorite board games. If you have any of them at home, look at the design of the board and game pieces. Think of your own, new game. Does your game have a theme? What colors will you use? Think like an artist and plan your own board design on a piece of paper. Draw the game pieces on a separate piece of paper or find objects to use as game pieces. What will you name your game? If you have an empty box, a bag or an envelope at home, you can store your game board and pieces inside.
- **Real Life Cake Boss!** Congratulations on becoming a real life cake baker and designer! Now that you're a professional, design your dream birthday cake. How many layers would it have? What colors? Would it have any symbols that relate to you? Once your drawing is completed, write a paragraph describing your birthday cake to others.

**Optional extension:** Design the invitation for the party that will feature your cake!

**Looking for more? Explore these digital sources!**

- [Mondrian Squares Challenge](#) Play a game with artist Piet Mondrian
- [Guggenheim Online Collection](#) Visit the museum's exhibition rooms and galleries

## Music

Start a listening log. Listen to a new song/music (at least 2 minutes long) and write down the name of the song/music. Describe the song/music by answering the following questions:

- Is it fast or slow? High or low?
- Is it loud or soft?
- Are there a lot of instruments/voices or only a few?
- What voices/instruments do you think you hear?
- What emotion did you feel while listening to the song/music?

Let's CU Sing-Along! Join hundreds of others in Champaign-Urbana on April 25 at 4pm to sing or play "SING!" from your windows, sidewalk, or balcony!

Check out the article here:

<https://www.chambanamoms.com/2020/04/16/champaign-urbana-singalong/>

Then, learn and practice the song here: <https://youtu.be/vtRoYKlpLWQ>

*Sing* by Joe Raposo

Lyrics:

Sing, sing a song  
 Sing out loud  
 Sing out strong  
 Sing of good things not bad  
 Sing of happy not sad  
 Sing, sing a song  
 Make it simple to last your whole life long  
 Don't worry that it's not good enough for anyone else to hear  
 Just sing, sing a song  
 La....  
 Just sing, sing a song

## PE/Health

Choose one of the activities below:

- [Deck of Fitness](#) - Use a deck of cards to help you to decide which exercise to do (suit) and how many of them to do (number) depending on which card you pick up.
- [Plastic Bag Challenge](#)- A challenge for you and a partner, or some individual challenges if you are playing alone. Remember to stay safe!
- [Whip+Nae Nae Fitness Dance](#) - Dance along with a PE class as they change this popular dance into a fitness routine.
- [PE Land Board Game](#) - Play this fun game again! Flip a coin to see how far you can move your game piece on the board game map. Be the reach the end and you are the winner!

## Additional District Resources

- [PE Drive](#)

## Library

Robeson Library Resources 4/20-4/27

Robeson,

I have missed seeing everyone. I hope you are reading every chance that you get. Here are some resources and ideas for this week. April 22, 2020 is Earth Day. I hope you find some ideas and ways to preserve planet Earth everyday. If you have questions or want to let me know what activities you have completed feel free to email me. [archeral@u4sd.org](mailto:archeral@u4sd.org)

Mrs. Archer

- Book Flix Earth Day: Fiction and Non-Fiction Book Pairs, will read the text to you. Username: Learning20 Password: Clifford (Grades K-3)  
[Book Flix Earth Day](#)
- National Geographic: Earth Day Features and crafts. How to make your own paper straws, pom poms, reusable sandwich wrap and more. (Grades 2-5)  
[Earth Day / Be A Planet Hero](#)  
[Kids vs. Plastic](#)
- PBS Video About Earth Day: (Grades K- 5)  
[Earth Day Video](#)
- [Library Activities 4/14 - 4/20](#)
- [Robeson Library Resources Week of 4/7-4/14](#)

## Enrichment

- Mrs. Liay has started her own Google Classroom for Enrichment!  
<https://classroom.google.com/u/0/c/NTcxMTA1MjUxNTBa>  
The class code is u4z7fqn
- Check out the Robeson Enrichment for All webpage!  
<https://sites.google.com/a/u4sd.org/robesome4a/>

## Social Emotional

This week, we are going to focus on losing control of our emotions. This is a normal part of learning to deal with our feelings! Spend ten minutes this week focusing on what you COULD do, instead of losing control:

- Watch Ms. Hickey's Google Slide presentation on "Flipping Your Lid," losing control of your emotions:

[https://docs.google.com/presentation/d/1NDcLaQc19hayacTf9cmqyAh1\\_-ggGee3BOA3vphRs0s/edit?usp=sharing](https://docs.google.com/presentation/d/1NDcLaQc19hayacTf9cmqyAh1_-ggGee3BOA3vphRs0s/edit?usp=sharing)

- Play "Manage My Emotions" Bingo! Practice the coping strategies on this bingo board. If you get 3 in a row in any direction, you've succeeded!  
<https://drive.google.com/open?id=115W9kzibgkTc9e0XUudl1OQLdskjZWkm>

Check out the Robeson SEL Google Classroom for resources on SEL activities and resources!

<https://classroom.google.com/u/0/c/NjYyMzE1OTMzMdNa>

Password: ys6hjob

Grade 3 At-Home Learning Plan  
Date 4/14-4/17

Hello families,

We miss you all! Here are some at-home learning activities for you to try. Choose one Reading, one Writing and one Math activity to complete each day. Each of these may take approximately 30 minutes to complete. Choose one Science, Social Studies, Art, and Music activity to complete each week. These may take approximately 60 minutes a week in total. Don't forget to spend time each day doing some physical activity.

Please reach out if you have any questions. Happy learning!

Mr. Bost, Mrs. Hoskins and Mrs. Metzger

## ELA

This week's ELA focus is *story elements*. Story elements are *characters, setting, plot, the problem, and the solution*. Story elements keep the events of the story moving and allow it to develop in a logical way.

11. Choose a fictional book of your choice at home or choose one on [Epic!](#) (class code: hel1448) or [Tumble Books](#) ( username: champaign password: books), or use the one included here [Melanie's Mission](#) (Students should be reading at least 15-20 minutes each day)
  - You can read it, or have it read aloud to you.
  - \*Hoskins: go to <https://www.getepic.com/students> class code : jnt9547
12. Answer the questions below (you can write answers or answer them out loud to an adult).
  - a. Who are the main characters in the story? Did any characters surprise you? Did any characters excite or disappoint you?
  - b. What is the setting (when & where) for this story? How does the setting affect the story?
  - c. What are the most important events in the story (Beginning, Middle, End)? Which event do you think was the most important? Why?
  - d. Write your own fictional story. Be sure to include character names, setting, and events.
13. Play Wonders Games on ConnectEd App (can be found under the "Waffle" when you log in with your student account. [Directions Here.](#)

14. Here is a [Choice Board](#) with some additional activities (Both Reading and Math)

## Word Study

1. Write a list of 5 words to describe the weather outside (i.e. rainy). On one side list as many synonyms as that word (wet, drizzly) and on the other as many antonyms (dry, sunny) as you can.
2. Have someone choose 5 random words. What is one rule that *all* 5 words have in common (maybe all words start with the same letter) and one rule that *none* of the 5 words have in common?

## Writing

30. Find the day on the [April Writing Calendar](#), write a detailed response to the prompt.
31. Write a creative story of your choice. Use lots of details to describe your characters, setting and plot! You can share your story with your teachers by sharing a google doc with us: Mr. Bost- [bostra@u4sd.org](mailto:bostra@u4sd.org), Mrs. Hoskins- [hoskinjes@u4sd.org](mailto:hoskinjes@u4sd.org), Mrs. Metzger- [metzgeni@u4sd.org](mailto:metzgeni@u4sd.org)
32. Here are some additional [Writing Prompts](#). You can choose to print the paper or use your own paper to respond.
33. This document has short reading passages and related activities for vocab, comprehension and writing for grades 2-6. You can choose to start at 3rd and then move down or up depending on how your child does with the activities.
  - a. [2-6 Grade Text Based Writing](#)
34. [Cursive practice!](#) You can either print the pages or use as a guide and practice on lined paper. Once you feel comfortable with the letters, you can move on to writing sentences and stories in cursive.

## Math

This week's focus for math will be on math operations and algebraic thinking.

1. Choose one of the variations of the Game Top it. Directions are below.
  - a. [Top it Directions and Support English and Spanish](#)  
Materials: number cards 0-10 (4 of each)

Players: 2 to 4

Object of the Game: To collect the most cards.

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 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.

Multiplication Top-It with Extended Fact) is played like Multiplication Top-It, except players make the second card a multiple of 10. For example, a player turns over a 2 and then a 6. The player uses 60 instead of 6 and multiplies  $2 \times 60 = 120$ . All other directions stay the same.

Subtraction Top-It Option is played like Multiplication Top-It, except players subtract the smaller number from the larger number and call out the difference. The player with the largest difference wins the round and takes all the cards.

2. Review all we have been doing with fractions! You can print and solve or solve on a separate piece of paper. There is an answer key located at the end of the document.

a. [Fraction Review](#)

3. Make up your own memory game with multiplication/division problems and answers, fractions and pictures, or fractions and numberlines.
4. Practice 2 digit x 1 digit, 2 digit x 2 digit multiplication problems (create your own)
5. Practice Division problems (on your own), remember to use the steps: Divide, Multiply, Subtract, Bring down and Bring it back (repeat if necessary). Don't forget your remainders if you have one!!



## Science

14. Continue keeping a journal of the weather each day. Notice what the predictions were and what they day actually turns out to be.

### 15. Newspaper Structure

- **Challenge:** Can you build a tall standing structure out of newspaper or magazine pages?
- **Materials:** Newspaper or old magazines, tape
- **Process:** Roll the paper diagonally to get longer building pieces. Roll the paper from the shortest side to get a stronger building piece. Tape rolls together.
- **Possible Extensions:** Can you build a pyramid? What about a skyscraper? Can you build a tunnel or an archway? Issue a specific challenge or simply let your children be creative. How much weight can their newspaper structures hold?

## Social Studies

We have been learning about the Civil War.

20. Continue to Research research about different Civil War battles and then choose a general that fought in that battle. (We started this before Spring Break, some students may remember which battle they chose, some may need to choose one from [this page](#))

- a. [Civil War Battle and General Research](#)
- b. Once you have completed the research, you can type/write 3-5 paragraphs about the battle you chose. Then create a google slide presentation about the General that you chose to research.
  - i. You can also make a small poster about the General that you researched.

21. Read the Scholastic News and answer the close-reading questions about the article "Legends of the Wild West" (you can print, answer them on lined paper or answer out loud to someone).

- a. [Scholastic News Log in](#) Directions- At the top of the website click on "All Issues" to find the edition you need. Make sure to select the February 17th edition once you log in.
- b. Answer the [Close Reading Questions](#) for "Legends of the Wild

West"

- c. You can read the other articles and answer the additional questions as well.

22. Interview an adult (phone or face to face) that can recount a historical event in their community in their lifetime.

23.

24. Write a thank you to a community member that you feel is making a difference.

## Art

Choose one of the activities below.

- **Found Object Plate Portrait:** Ask an adult if you can use a dinner plate (a plastic or paper plate is fine). Look around the house for objects you can use for parts of a face. Ask permission to borrow those items to place on the plate to create a face. Collect a variety of objects (toys, office supplies, kitchen items, etc.) to experiment with different arrangements. Try to use a different object for each feature (mouth, nose, ears, each eye, hair, eye brows). Draw or photograph your final arrangement.
- **Packaging Designer:** Sugar Sweets Cereal Company has just created a brand new cereal with crispy flakes and rainbow stripe marshmallows. Draw a picture showing what the front and back of the cereal box would look like if you designed it. Make sure you think about the target audience (who the cereal is being marketed and sold to) and what their visual tastes may be. Don't forget to include the company name and a name for the cereal!

**Looking for more? Explore these digital resources!**

- [Art for Kids Hub](#) - How to Videos to draw just about anything you can think of
- [Mandala Creator](#) - create a digital mandala

## Music

- **Speech/rhythm piece:** Write down the name of each member of your family (including pets) on small pieces of paper or cards. Listen to the pitch (high, middle, low) of each family member's voice. Practice putting the names in order from lowest to highest pitch, then highest to lowest. Then have each family member pick a favorite word, and experiment with mixing up each person's name card in a different order to create a speech piece. See what interesting speech pieces you can make using different variations, repetition, or reversal of pitches and/or words.
- **Sing! Sing a song!** Listen and sing along with this video. More info will be coming soon about a CU Community Sing-Along (everyone invited to sing along with this song from their homes) on April 25. What is your favorite song that makes you want to sing or dance?

Video:

[Sing - video with Brandon T. Washington](#)

*Sing* by Joe Raposo

Lyrics:

Sing, sing a song

Sing out loud

Sing out strong

Sing of good things not bad

Sing of happy not sad

Sing, sing a song

Make it simple to last your whole life long

Don't worry that it's not good enough for anyone else to hear

Just sing, sing a song

La....

Just sing, sing a song

## PE/Health

Choose one of the activities below:

- [PE Land Board Game](#) - Flip a coin to see how far you can move your game piece on the board game map. Be the reach the end and you are the winner!
- [Sock Tossing Game](#) - Challenge yourself with your sock tossing abilities.
- [This or That?](#) - Choose your favorite of the two images, then do the exercise that matches with it. Then ask your parents their favorites!
- [2-Square](#) - A modified version of the game 4-Square. Just need a partner, a ball, and a line!

Additional District Resources

- [PE Drive](#)

## Library

- [Library Activities 4/14 - 4/20](#)
- [Robeson Library Resources Week of 4/7-4/14](#)
- Read a book at home, or try an ebook or audiobook through [Epic](#), [Storyline Online](#) and [Junior Library Guild](#)
- Make a reading log. Track your reading and reflect on what happened.
- Use [Worldbook](#) to research a topic that interests you. Username: champaign, password: unit4
  - Use either the "Kids" or the "Student" feature depending on

reading ability

- [Champaign Public Library resources](#)

## Enrichment

- Mrs. Liay has started her own Google Classroom for Enrichment!  
<https://classroom.google.com/u/0/c/NTcxMTA1MjUxNTBa>  
The class code is u4z7fqn
- Check out the Robeson Enrichment for All webpage!  
<https://sites.google.com/a/u4sd.org/robesome4a/>

## Social Emotional

Spend 10 minutes checking in with your emotions this week. Did you know the more that we notice how we are feeling, the more control we have over them? Choose one of the following:

- Watch Ms. Hickey's Google Slide presentation and activity on experiencing emotions  
[https://docs.google.com/presentation/d/1AWly0vPYGd0LKgWthA\\_z1qv7UmP22m2t2leTZOzbHPs/edit?usp=sharing](https://docs.google.com/presentation/d/1AWly0vPYGd0LKgWthA_z1qv7UmP22m2t2leTZOzbHPs/edit?usp=sharing)
- Practice managing your feelings with "Emotions Bingo." Use this bingo sheet to practice managing your emotions at home. You can accomplish winning the bingo by marking off 3 boxes in a row, in any direction!  
<https://drive.google.com/file/d/115W9kzibgkTc9e0XUudl1OQLdskjZWKm/view?usp=sharing>

Check out the Robeson SEL Google Classroom for resources on SEL activities and resources!

<https://classroom.google.com/u/0/c/NjYyMzE1OTMzMDNa>

Password: ys6hjab

## Grade 3 At-Home Learning Plan

### Date 4/7-4/12

Hello families,

We miss you all! Here are some at-home learning activities for you to try. Choose one Reading, one Writing and one Math activity to complete each day. Each of these may take approximately 45 minutes to complete. Choose one Science, Social Studies, Art, and Music activity to complete each week. These may take approximately 75 minutes a week in total. Don't forget to spend time each day doing some physical activity.

Please reach out if you have any questions. Happy learning!

Mr. Bost, Mrs. Hoskins and Mrs. Metzger

#### ELA

This week we are working on *Summarizing*. Here are the directions below.

15. Choose a book of your choice at home or choose one on [Epic!](#) (class code: hel1448) or [Tumble Books](#) ( username: champaign password: books), or use the one included here [Life In a Tide Pool.pdf](#)
  - You can read it, or have it read aloud to you.

- \*Hoskins: go to <https://www.getepic.com/students> class code : jnt9547
16. After reading the text, use the questions below to think to yourself or have a conversation with someone:
    - What happened at the beginning, the middle, and the end?
    - Find the most important part of the story. What happened, and why is it important?
    - What important facts did you learn in this book?
    - What was the big idea in this story?
  17. Fill in the graphic organizer ([3-5 Summarize 4.pdf](#)) with the key idea of your reading and the details that support the key idea.
  18. Play Wonders Games on ConnectEd App (can be found under the "Waffle" when you log in with your student account. [Directions Here.](#)
  19. Here is a [Choice Board](#) with some additional activities (Both Reading and Math)

## Writing

35. Find the day on the [April Writing Calendar](#), write a detailed response to the prompt.
36. Write a creative story of your choice. Use lots of details to describe your characters, setting and plot! You can share your story with your teachers by sharing a google doc with us: Mr. Bost- [bostra@u4sd.org](mailto:bostra@u4sd.org), Mrs. Hoskins- [hoskinjes@u4sd.org](mailto:hoskinjes@u4sd.org), Mrs. Metzger- [metzgeni@u4sd.org](mailto:metzgeni@u4sd.org)
37. Here are some additional [Writing Prompts](#). You can choose to print the paper or use your own paper to respond.
38. This document has short reading passages and related activities for vocab, comprehension and writing for grades 2-6. You can choose to start at 3rd and then move down or up depending on how your child does with the activities.
  - a. [2-6 Grade Text Based Writing](#)
39. [Cursive practice!](#) You can either print the pages or use as a guide and practice on lined paper. Once you feel comfortable with the letters, you can move on to writing sentences and stories in cursive.

## Math

This week we are focusing on numeracy. Here are the directions below.

2. Choose 1-2 of the math activities to try located at the link below. [Arrays multiplication.pdf](#) (some require dice or a deck of cards)
  - a. Share what you learned about numbers after playing the game.
  - b. What will you do differently the next time you play to improve?
3. Solve the word problems using multiplication and division. You can print and solve or solve on a separate piece of paper. There is an answer key located at the end of the document.
  - a. [Math Word Problems](#)
4. Make up your own memory game with multiplication/division problems and answers, fractions and pictures, or fractions and numberlines.
5. Practice 2 digit x 1 digit, 2 digit x 2 digit multiplication problems (create your own)
6. Practice Division problems ( on your own), remember to use the steps: Divide, Multiply, Subtract, Bring down and Bring it back (repeat if necessary). Don't forget your remainders if you have one!!

## Science

16. Continue keeping a journal of the weather each day. Notice what the predictions were and what they day actually turns out to be.
17. This week will focus on forces and motion. Click here [Viscosity Races](#) for the full activity that includes a video and activity.
  - a. You can also follow the directions below.
    - i. **Directions:** Choose 3-4 liquids from your kitchen (consider syrup, honey, catsup, mustard). Make a prediction as to which liquid will flow the fastest and

which one will flow the slowest. Take a plate and place  $\frac{1}{4}$  a teaspoon of each liquid in a row on a plate. Tilt the plate up so that the liquids will flow towards the bottom. See if your prediction is correct.

- ii. **Reflection:** Think of a liquid? Is it thick or thin? Do you think its viscosity has been modified to improve it? Why or why not?

## Social Studies

We have been learning about the Civil War.

1. Read the Scholastic News and answer the close-reading questions about the article "Spy in Disguise" (you can print, answer them on lined paper or answer out loud to someone).
  - a. [Scholastic News Log in](#) Directions- At the top of the website click on "All Issues" to find the edition you need. Make sure to select the March 30th edition once you log in.
  - b. Answer the [Close Reading Questions](#) for "Spy in Disguise"
  - c. You can read the other articles and answer the additional questions as well.
2. You can also research about different Civil War battles and then choose a general that fought in that battle. (We started this before Spring Break, some students may remember which battle they chose, some may need to choose one from [this page](#))
  - a. [Civil War Battle and General Research](#)

## Art

Choose one of the activities below.

- **Design a Neighborhood Map:** Draw your house in the center of a piece of drawing paper. Draw the street that your house is on below your house. Add the driveway and yard to complete the property around your house. Draw your neighbor's houses where they are situated near your house. Build your neighborhood around your house to the edge of your paper. Color your map if you have coloring materials.
  - **Optional:** If you have building equipment (blocks, legos, cardboard) build your neighborhood in 3-D!
- **Color Wheel Found Objects:** Find objects of different colors in your home for all the colors listed (red, orange, yellow, green, blue, purple, white, brown, black). Sort the items into a color wheel.
  - **Optional:** If you have magazines, glue, & scissors: Look through magazines to find pictures with the colors Red, Orange, Yellow, Green, Blue and Violet. Cut out pieces of each color to assemble into a color wheel.



- **Tree House Architect:** Hooray! You get to design an awesome new tree house for your backyard! Draw a picture detailing what your tree house would look like (make sure to label important features). Afterwards, write a detailed description about your tree house. How do you get up into it? How do you get down? What activities could you do there?

## Music

- Draw a picture of an instrument from the string family that you like, and explain why you like that instrument using at least 3 sentences.
- Teach someone a song you have learned in music class. If the song had a game, teach the game as well.
- Practice your beat-boxing skills by using sounds such as Pb, Ka, Ch, Ts, and others to create interesting beats. Enlist a family member to rap along with your beat-boxing rhythm.

## Digital Resources

[Chrome Music Lab](#) Explore sounds and create your own music.

[Clarallel](#): Reveals the music behind names!

- Activity using Clarallel - Type your FULL name into the site and click either minor ("sad" sounding) or major ("happy" sounding). Listen to what your musical name is, then compose a body percussion pattern (snap, pat, clap, stomp) that goes with it! Perhaps try the activity with family members' names, or try putting your names together.

## PE/Health

Choose one of the activities below:

- [Spell It Fitness](#) - Start by spelling your name by doing the exercise matched up with each letter. Next, try spelling some of your sight words the same way!
- [Mission Possible Task Sheet](#)- students will complete different exercise "missions" to mark off their checklist.
- [Refrigerator Bingo](#) - Each member of the family gets a healthy bingo card. First to complete 5 squares in a row wins!
- [Avengers Workout Video](#) - This youtube video lets your child workout while moving like the Avengers Superheroes.

Additional District Resources

- [PE Drive](#)

## Library

- [Library Activities 4/14 - 4/20](#)
- [Robeson Library Resources Week of 4/7-4/14](#)
- Read a book at home, or try an ebook or audiobook through [Epic](#),

[Storyline Online](#) and [Junior Library Guild](#)

- Make a reading log. Track your reading and reflect on what happened.
- Use [Worldbook](#) to research a topic that interests you. Username: champaign, password: unit4
  - Use either the “Kids” or the “Student” feature depending on reading ability
- [Champaign Public Library resources](#)

## Enrichment

- Mrs. Liay has started her own Google Classroom for Enrichment!  
<https://classroom.google.com/u/0/c/NTcxMTA1MjUxNTBa>  
The class code is u4z7fqn
- Check out the Robeson Enrichment for All webpage!  
<https://sites.google.com/a/u4sd.org/robesome4a/>

# Grade 3 At-Home Learning Plan

## Date 4/1-4/7

Hello families,

We miss you all! Here are some at-home learning activities for you to try. Choose one ELA (Reading) and one Math activity to complete each day. Each of these may take approximately 30 minutes to complete. Choose one Science, Art, and Music activity to complete each week. These may take approximately 60 minutes a week in total. Don't forget to spend time each day doing some physical activity.

At the end of the week, either complete the [Sharing My Week Sheet.docx](#), write out what you learned on a piece of paper or share what you learned verbally with an adult and please consider emailing to your teacher. Please reach out if you have any questions. Happy learning!

Mr. Bost, Mrs. Hoskins and Mrs. Metzger

## ELA

This week we are working on *Key Ideas and Details*. Here are the directions below.

1. 1. Choose a book of your choice at home or choose one on [Epic!](#) (class code: hel1448) or [Tumble Books](#) ( username: champaign password: books).
  - You can read it, or have it read aloud to you.
2. After reading the text, use the questions below to think to yourself, have a conversation with someone or write out your answers in complete sentences.
  - What is the most important part you've read so far?
  - Why is it important?
  - What is this part mostly about? What details from the story lead you to think that?
  - Use the title, heading, and/or illustrations to describe the central idea.
  - What is the theme or message of the story? Provide 2-3 key details that support the theme or message.
3. Fill in the graphic organizer ([3-5 Key Ideas & Details 1.png](#)) with the key idea of your reading and the details that support the key idea or list out the main idea and key details on paper or to someone else.

Play Wonders Games on ConnectEd App (can be found under the "Waffle" when you log in with your student account. [Directions Here.](#)

\*\*\* We are exploring other activities for reading groups. We will be in touch soon regarding specifics for these groups. \*\*\*

Here is a [Choice Board](#) with some additional activities (Both Reading and Math)

## Writing

1. Find the day on the [April Writing Calendar](#), write a detailed response to the prompt.
2. Write a creative story of your choice. Use lots of details to describe your characters, setting and plot! You can share your story with your teachers by sharing a google doc with us: Mr. Bost- [bostra@u4sd.org](mailto:bostra@u4sd.org), Mrs. Hoskins- [hoskinjes@u4sd.org](mailto:hoskinjes@u4sd.org), Mrs. Metzger- [metzgeni@u4sd.org](mailto:metzgeni@u4sd.org)
3. Here are some additional [Writing Prompts](#). You can choose to print

the paper or use your own paper to respond.

## Math

This week we are focusing on numeracy. Here are the directions below.

Game (Deck of cards needed):

[Close Call 2-Digit Numeracy.pdf](#)

- a. Share what you learned about numbers after playing the game.
- b. What will you do differently the next time you play to improve?

Make up your own memory game with multiplication/division problems and answers, fractions and pictures, or fractions and numberlines.

Practice 2 digit x 1 digit, 2 digit x 2 digit multiplication problems (create your own)

Practice Division problems ( on your own), remember to use the steps: Divide, Multiply, Subtract, Bring down and Bring it back (repeat if necessary). Don't forget your remainders if you have one!!

## Science

Here are the directions for logging into the online supports for science. The activity is below the log-in directions.

### Amplify Science Digital access for grades K-5

Amplify Science is making available a temporary family login for access to the digital Student Books (grades K-5) and simulations (grades 3-5) for home use. This access will enable families to read to their students and/or set their students up for independent exploration.

- To access digital Student Books and simulations, families will navigate to [apps.learning.amplify.com/elementary](https://apps.learning.amplify.com/elementary)
- Select "Log in with Amplify" and enter the username and password:  
Username: sciencestudentcovid19@tryamplify.net  
Password: COVID2019
- Select the unit listed below for your child's school.  
Once logged in to the particular unit, the family will find icons for all of the student books in the unit (in English and

Spanish), as well as the digital apps associated with the unit if it is for grades 2–5.

*Weather and Climate Unit* is the unit for this week.

- Read Book: “Sky Notebook”
- Complete: [Chapter 1 Home Investigation: Weather Report](#)
  - [Spanish Version](#)

## Art

Choose one of the activities below.

- **Shape Scavenger Hunt:** Find an object in your home for as many of the shapes listed. Draw a picture of those items. Shapes: Circle, Square, Rectangle, Triangle, Oval, Diamond (Rhombus), Hexagon, Octagon.
- **Nature Arrangement:** Collect objects outside (twigs, leaves, rocks, flowers, etc.). Make an artistic arrangement with the object you collect. Draw or photograph your arrangement.
- **Shoe Designer!** Nike has just asked you to design their latest shoe design. Draw a picture of your shoe design and then write a paragraph describing why you chose the colors you did and why you think people will like it.

## Music

Choose one of the activities below to try or visit one of the Digital Resources

- **Instrument Invention:** Create your own instrument. You can either draw it out and explain what it would be made out of, how it would work, and how it would sound; or you can make an instrument out of recyclable materials.
- Teach someone a song you have learned in music class. If the song had a game, teach the game as well.
- [Sing a song from your Kidflix concert!](#) You can play these recordings for 30 days.

### Digital Resources

[Chrome Music Lab](#) Explore sounds and create your own music.

## PE/Health

Choose one of the activities below:

- [Bracket Fitness](#) - a workout with a March Madness tournament

theme.

- [Sock Tossing Challenges](#) - a throwing challenge safe for indoors.
- [Invisible Dumbbell Stations](#) - some muscle workouts with no equipment necessary.
- [Pokemon Scavenger Hunt](#) - an exercise scavenger hunt and the rules.
- [Fun Nutrition Word Search](#) - a healthy themed word search.
- [Crack the Code Nutrition](#) - use the pictures to crack the code and reveal the missing words.

#### Additional District Resources

- [PE Drive](#)

#### Library

- Read a book at home, or try an ebook or audiobook through [Epic](#), [Storyline Online](#) and [Junior Library Guild](#)
- Make a reading log. Track your reading and reflect on what happened.
- Use [Worldbook](#) to research a topic that interests you. Username: champaign, password: unit4
  - Use either the "Kids" or the "Student" feature depending on reading ability
- [Champaign Public Library resources](#)

#### Enrichment

- Mrs. Liay has started her own Google Classroom for Enrichment!  
<https://classroom.google.com/u/0/c/NTcxMTA1MjUxNTBa>  
The class code is u4z7fqn
- Check out the Robeson Enrichment for All webpage!  
<https://sites.google.com/a/u4sd.org/robesome4a/>