Week 8

Student Name________________________________________________ Grade ___________

Each day of the week, there will be an activity per subject for you to complete

Distant Learning Resource Logins (Refer to this document for hot spots, login directions to seesaw, clever, library resources etc.)

Students Google Email Login Username: firstname_lastname29@rdale.org Password: 6 digit number beginning with 8 (if student is unsure reach out to the teacher)

Share your favorite activity at the end of the week with the whole grade! Go to Week 8 and click anywhere to make your post!

To access the weekly slides, click your teacher below. These slides have the same information as this SCORE card, just with more information and explanations.

Ms. Kellermann       Ms. Hood       Mrs. Dahnkuan

Monday, May 18th

Tuesday, May 19th

Wednesday, May 20th

Thursday, May 21st

Friday, May 22nd
**MONDAY, MAY 18th (Day 4)**

| **Phonics** | **Listen to the read aloud, The Mission District** (page 13 of Word Study). Discuss the questions with a family member or record your answers in a notebook.  
Why do people like to visit the Mission District? Find your evidence.  
What are four examples of Latino culture that the author includes in the text?  
How do people who live in the Mission District show they are proud of their roots?  
What foods from cultures other than your own do you like to eat? |
|-------------|-------------------------------------------------------------------------------------------------|
| **Reading** | **Listen to this video of your reading mini lesson**  
In your Communities Past and Present consumable open to page 9 last paragraph. Use context clues around the word honoring to determine what it means. Write in the margin what you think HONORING means.  
Reading Rotations: (Choose at least one activity to complete) Try to spend 20 minutes working on this activity.  
Reading Plus, Raz Kids, Tumblebooks, Seesaw Activity, Read to Self or Read to Someone |
| **Math**    | **Watch this video about factors**  
Complete the Seesaw activity “Finding Factors 01”  
| 10: | 1, 2, 5, 10 |
| 18: |  
| 21: |  


### TUESDAY, MAY 19th (Day 5)

| Science | Login to clever and go to BrainPOP Jr.  
|         | Watch the video on light.  
|         | After watching the video, take the quiz on BrainPOP Jr.  |

| Music   | Practice your Singing with "Somewhere Over the Rainbow!"  
|         | Learn the Names of the Treble Clef! |

|         | Login to clever and go to seesaw and complete your final suffix sort (-er, -or) |

| Reading | Listen to this video of your reading mini lesson  
|         | Re-read the text and the captions in, Cheyenne Rondeaux Saving Wild Burros. Decide why the author decided to use a map of Texas. Write your response in the margin of your consumable.  
|         | Reading Rotations: (Choose at least one activity to complete) Try to spend 20 minutes working on this activity.  
|         | Reading Plus, Raz Kids, Tumblebooks, Seesaw Activity, Read to Self or Read to Someone |

| Math    | Watch this video reviewing factors  
|         | Complete the Seesaw activity “Finding Factors 02” |
| Science | Watch the **video on transparent, translucent, and opaque objects**

THEN

Login to seesaw and complete the *Does Light Travel Through?* activity. |
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<td>Art</td>
<td>Click the link to see Mrs. Carroll’s lessons. <strong>Art Week 8</strong></td>
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| Focus | Greetings Third Graders!

Please check the inbox for our SeeSaw Focus group – I am posting announcements there now.

Please attend our Google Meet on Friday at 11:30.

[https://meet.google.com/](https://meet.google.com/)

Use code focusweinand.

Assignment for this week is to get outside and do this:

**Outdoor Learning Adventure**

- **Option 1: Outdoor Art**
- **Option 2: Build a Shelter or Fort** |

**WEDNESDAY, MAY 20th (Day 1)**
### Phonics

Listen to Ms. Kellermann Read aloud the automaticity words and read along with her.

Use a one minute timer to see how many words you can read. 
Login to clever and go to seesaw and complete your homophone sort.

### Reading

**Listen to this video of your reading mini lesson**

Turn to page 13 in your Communities Past and Present consumable. Choose one of the fix-up and monitoring strategies to use while reading in addition to using the re-reading strategy. 
Were you able to use two different strategies at the same time? What two did you use?

Reading Rotations: (Choose at least one activity to complete) Try to spend 20 minutes working on this activity.

Reading Plus, Raz Kids, Tumblebooks, Seesaw Activity, Read to Self or Read to Someone

### Math

Watch this video about how to find Multiples
Complete the Seesaw activity “Finding Multiples 01”

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### Science

**OPTIONAL:**
Click this link. Make a copy.
Complete the activities on transparent, translucent, and opaque materials.
Check your answers on slides 9-15.

### Phy. Ed.

Link to Slideshow & Videos of Events #’s 6-10 to practice:
**Virtual Field Day Events Practice Slideshow (Events #'s 6-10)**
Link to Slideshow & Videos of Events #'s 1-5 to practice:
**Virtual Field Day Events Practice Slideshow (Events #'s 1-5)**
Remember these are just practice for the official event on May 29th!

*Mr. Seiffert Invites you to participate! [https://youtu.be/Py3toUvA-2w](https://youtu.be/Py3toUvA-2w)*

**Virtual Field Day Informational Letter**
*register: (Registration link is also in V.F.D. Informational Letter above)*
[https://sites.google.com/rdale.org/ras-virtual-field-day/home](https://sites.google.com/rdale.org/ras-virtual-field-day/home)

Stay tuned for more information to come on this awesome event!
(Official scorecard will be coming soon!)

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**THURSDAY, MAY 21st (Day 2)**

| **Phonics** | *Listen to the read aloud of Stone Soup* Discuss the questions with a family member or record your answers in a notebook.  

Why didn’t the villagers welcome the traveler?  
Do you think the traveler made the stone soup before? Why or why not?  
What do you think the villagers learned from the traveler? Find your evidence.  
What do you think would be a good moral for this story? |
|---|---|

| **Reading** | *Listen to this video of your reading mini lesson*  
Go to page 13, of your Communities Past and Present consumable. Circle any pronoun that helps you decide that this text is first person.  
( I, Me, My, We, Us, Our)  
Reading Rotations: (Choose at least one activity to complete) Try to spend 20 minutes working on this activity.  
Reading Plus, Raz Kids, Tumblebooks, Seesaw Activity, Read to Self or Read to Someone |
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Math

Watch this video about finding the Least Common Multiple
Complete the Seesaw activity “Finding Least Common Multiples 01”

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Science

Watch this video to learn about reflection, refraction, and absorption.
Try out these light refraction experiments!
(You need: a clear glass, a penny, a pencil, a pitcher of water, and a small arrow drawn on paper.)

Music

Sing the Classic Song, "Lean on Me" with Ms. Gagnon!

Log in to Seesaw to complete the Lines and Spaces Activity!

Stages
Ms. Trudy
trudy_monette@rdale.org

Warm up your voice with this COLOR A WORD video.

Reading with Expression
- Select a story from your reading rotations
- Choose your favorite page or a paragraph
- In that paragraph or on that page choose at least 3 words to color.
- Click the link Express my text. to read your passage on flipgrid
  Or
  read it for a family member.

Extra: Add a character voice or voices
While this activity is about coloring your words, the ultimate goal is to read with expression. Another strategy that helps with this is to use unique character voices.
FRIDAY, MAY 22nd (Day 3)

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<tr>
<th>Phonics</th>
<th>Read Stone Soup in your word study on page 15 to practice your fluency. Login to clever and go to seesaw and complete your noun, verb, and adjective feature sort.</th>
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<tbody>
<tr>
<td>Reading</td>
<td>Listen to this video of your reading mini lesson Go to page 13 of your Communities Past and Present consumable. Read the sentences to determine the meaning of close and here. Write their meanings in the margin. Reading Rotations: (Choose at least one activity to complete) Try to spend 20 minutes working on this activity. Reading Plus, Raz Kids, Tumblebooks, Seesaw Activity, Read to Self or Read to Someone</td>
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<td>Math</td>
<td>Watch this video reviewing how to find least common multiples Complete the Seesaw activity “Finding Least Common Multiples 02”</td>
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<td>Science</td>
<td>OPTIONAL: Play any of the following games to learn more about light: Light &amp; Dark Sun, Light, and Shadows How We See</td>
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**Phy Ed.**

Watch & practice the skills from Mr. Seiffert’s weekly lesson video:
I invite you to continue to watch and practice the following two videos and try and master some of these skills from me and my fellow RAS PE Teachers!

**RAS PE Teachers Video (Manipulatives)**

**RAS PE Teachers Moving Together!**

Optional: complete form below to show evidence of learning and skill progression from video.

**Checking for Lesson Understanding**

**Stretch Opportunity (Above & Beyond!)**
Choose a physical activity to do for 30-60 minutes.
Make your own activity log or use this [Activity Log](https://example.com) and record your results each day.

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**Media**

**Ms. Rubin**

**Tamara_Rubin @rdale.org**
(you can do the activity during Week 8 or the next Media week)

**EVERY WEEK:**
Did you practice Typing Club for 20 minutes?
Look at the screen instead of your hands while you type. Watch this video of Ms. Rubin showing a way to hide your hands [Typing Tip: How to Hide Your Fingers While Typing.mp4](https://example.com). It is harder at first, but you will become a better typist if you use good technique!

**Words are fun! Do you have any favorite words?**

**Think:** Sometimes we like words because of how they sound when we say them.
**Think:** Sometimes we like words because we like what they mean.
**Think:** Sometimes we get words that aren’t so good stuck in our head.

**Activity:**
1. **Go to the Flipgrid** activity “Gr. 3: Words I Like/Love/Appreciate” (see the password in the 3rd grade class slides on Media day)
2. **Click** on the [link in the Flipgrid directions](https://example.com) and listen to Ms. Rubin read “The Very Inappropriate Word”
3. **Then**, post a video following the Flipgrid directions.

**On Your Own**
Make your own word collections. You can work on this whenever you want. It’s fun to collect words even when we’re grownups. If you wish to share any word lists, follow the directions at the [below].

- **Write words on index cards** (recipe cards).
- **Make a word list**
- **Make word groups** (Some ideas are: big words for little things, little words for big things, words that describe size)

[If you have a list of words you like and wish to share, make a Google Doc and share it with Ms. Rubin](https://example.com)