

Week 6 Grade: 3

School: Tiogue Elementary

Week of April 27, 2020 (5 day week) Monday 4/27 through Friday 5/1

Elementary Distance Learning Plan - Daily Lesson Plans

Dear Coventry Elementary Families,

This is week six of our Distance Learning Plans. Coventry Public Schools would like to thank all the parents and caregivers for participating in the new endeavor. It is certainly not easy being an educator and a parent (working or not) during these unpredictable and challenging times. We want you to know that Coventry Public Schools is here to support you in whatever way we can. Please reach out to us if you need anything. Your child's teacher or principal can connect you to the help you may need.

Wanting to help keep the employees of Coventry Public Schools from coming into the schools, we have changed our distance learning plans to being all digital now. There is only one option on the plans. If there are any issues with your family using an all digital approach, please reach out to the teacher and we will do whatever we can to assist in getting you over the hurdles. It is our commitment to continue the learning for your children. **We have also changed the lesson plan format below to make it more user friendly for parents as well as shifting to weekly lesson plans versus two weeks of lessons.**

Again, we appreciate your commitment to this process and look forward to another great week! If your child is unable to do schoolwork on a particular day due to illness, please use this [form](#) to mark them absent.

Take care,

Coventry Schools Administrative Team

****If you need help understanding what Google Classroom is, click on this YouTube link to learn more:**

<https://youtu.be/2lowi-gmbys>

Some teachers have linked their assignments to this Google App.

Remember that your child needs to login using their COVENTRY PUBLIC SCHOOLS GOOGLE ACCOUNT TO ACCESS GOOGLE CLASSROOM

Teacher: Jackie Ricci Room: 4 Grade: 3	Teacher: Donna Raptakis Room: 5 Grade: 3	Teacher: Andrea Lima Room: 6 Grade: 3
Email: riccijacqueline@coventryschools.net	Email: raptakisdonna@coventryschools.net	Email: limaandrea@coventryschools.net

Intent: Plan is designed so that students do not fall significantly behind during the period away from school. Activities are interactive and students should complete assignments, but not necessarily in the presence of an adult. The goal is to ensure academic progress in the core academic areas. The sample home schedule will show you an example of a predictable day (next page).

• **Responsibility of the parent/guardian:**

- A designated school work time in a space that is free of distraction.
- Students are ready for instruction at the time designated as academic time and make every effort to complete school assignments.
- Notify teachers of difficulty and or concerns by email.

- **Responsibility of the students:**
 - To do the work provided by their teachers to the best of their ability.
- **Daily Structure:** Many families have asked what the days at home should look like. A predictable day will help students stay on track and feel secure. The plans from teachers are put together using the daily sample set-up shown below to help provide a routine to multiple learning days with family at home. **Of course this schedule is just a suggestion.** We do recommend some type of schedule so students know what their role is during a distant learning day.

Sample Home Schedule

Before 9:00am	Wake up - Eat your breakfast, make your bed, get dressed, put your PJs in the laundry
9:00-9:30	Morning Meeting - Each school day at 9:00 am
9:30-11:00	Academic Time - Work on daily lessons
11:00-12:00	Creative Time - Art or music activity, cook or bake, outside play, legos or building activity
12:00-12:30	Lunch
12:30-1:00	Intervention or Chore Time - If your child has reading, math, speech, OT or other related services. This time can be used for time to do the supplemental service provider work or as chores such as; Wiping down tables, door knobs, desk tops, cleaning up bedroom, etc.
1:00-2:00	Quiet Time - Library activity, puzzles, independent reading, nap
2:00-3:30	Academic Time - work on daily lessons
3:30-5:00	Afternoon fresh air - bikes, walk, play outside
5:00-6:00	Dinner
6:00-8:00	Free TV time - Read for 30 minutes

8:00

Bed (parents need free time too)

Date: **Monday, April 27, 2020**

Language Arts:

Purpose: Students will use information gained from illustrations and words to demonstrate understanding of informational text.

Task:

Lesson 18 - *A Tree Is Growing*

Electronic Book:

https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr3/ese_9780547894515_/vol2/launch.html

Essential Question: What are some differences among types of trees?

1. Please join our Google Meet at 10:00 A.M. We will be previewing the topic and vocabulary for Lesson 18 on pages 88-91 in your Journeys book. We will also complete a text feature search with the assigned reading.

2. Let's build our background knowledge of trees. Click below to watch the video.

<https://www.youtube.com/watch?v=LiAim5Xuuv0&feature=youtu.be>

2. Set a purpose for your reading. What will you learn or enjoy? What is a question that you have?

3. Pick a reading strategy that you will use during your reading. Connect/Visualize/Question/Summarize

4. Read *A Tree Is Growing* on pages 93-115 in your Journeys book. You can listen and follow along if you'd like.

<https://www.youtube.com/watch?v=uHR254RA8m8>

Writing: TREES Acrostic Poem

Think about what you learned in *A Tree Is Growing*. How do you feel about trees now? You will use text evidence and your own ideas to write an acrostic poem about trees.

Your poem is due by the end of the day on Thursday. Please follow the daily instructions.

Day 1: Please watch the videos below to review acrostic poems and how to write your own. We will continue working on this tomorrow.

<https://www.youtube.com/watch?v=eTQLJSaAepE>

<https://www.youtube.com/watch?v=ybexYTzmZ5Y>

* Reminder: Governor Gina Raimondo has challenged all students in Rhode Island to read every single day in the month of April. Set a goal for 30 minutes and go for it! Click the link to add your minutes for today.

Reading Log: <https://www3.ride.ri.gov/ReadingChallenge/>

Math:

Purpose: Students will identify measuring tools and develop an understanding of their purpose.

To Do:

1. Brainstorm a list of measurement tools that are used in a home, a school, or at a job (possibly, that a Chef, Scientist or [Paleontologist](#) may use). Type the names of those tools into this [Form](#). At the end of the day, I will share a Wordle with you that combines everyone's ideas :)
2. Choose the Appropriate Measuring Tool - Grade 3 Math IXL BB.22 [Choose the appropriate measuring tool | 3rd grade math](#)
3. I will see you at our Google Meet at 11:30 A.M. Thank you for following the B.R.A.V.E. expectations.

Science:

Purpose: You will begin a new Stemscope called **Fossils**. In this scope, you will analyze and interpret data from fossils to provide evidence of the organisms and the environments in which they lived long ago.

To Do:**1. Google Classroom meeting today at 10:30**

2. Assessing Prior Knowledge: Click the link below to read this story and my notes at the bottom of the pictures. Then complete the Google Form.

[Click here for Stemscope story and pictures](#)

I was so happy when I was alive. I loved the warm sunshine and being around the water. After my life ended, I was lucky enough to become a fossil! Most of my friends were not buried just right like I was, so they didn't fossilize. Since I became a fossil, some big changes have happened! It's been very strange, and I don't even recognize my home anymore. If I were still alive, I would never be able to live here. It is way too cold for me, and there is not enough fresh water for me to survive. Which of the following fossils do you think I am? (Stingray found in the desert, shellfish found at the beach or frog found in the Arctic)

[Click this link for answer sheet](#)

3. Read all about Fossils in Britannica For Kids to learn more.

<https://kids.britannica.com/kids/article/fossil/353144>

Art:

Purpose: Experiment and develop skills in multiple techniques and approaches through practice.

To Do: Visit Mrs. Hemendinger & Mrs. McKay's (K-5) Tiogue Art google classroom-CODE **bm3g2sr**

Click on the PDF called "Art Lessons 6-10". Use any of the following materials to complete one lesson per week from the Art Lessons pdf. After five weeks you will have completed all of them. You can do them in any order you wish.

You can use:

- Any paper in any size: construction paper, computer paper, lined paper, etc.
- Pencil, Pen, Crayons, Markers, Sharpies, Colored Pencils, Paint
- Any art materials available to you such as recycled objects, magazines, cardboard, plastic bottles or containers

Virtual elementary art lessons 6-10 can also be found at the following link:

<https://drive.google.com/file/d/1Li5eLBSNvtlqS6luh2dR-n0Ek4EALDL2/view?usp=sharing>

Other Options:

We will be posting videos on the TI Art google classroom which you are welcome to share with your families. These videos are optional, but you may use them instead of a lesson from the PDF.

You are now able to submit your artwork pictures or PDF's to the google classroom. Or you may continue to email a picture of your artwork to your Art Teacher You will find directions on how to photograph your artwork using your chromebook in the google classroom.

Mrs. Hemendinger- hemendingersarah@coventryschools.net

Mrs. McKay-mckayalexandria@coventryschools.net

Keep smiling and creating!

Date: Tuesday, April 28, 2020

Language Arts:

Purpose: Students will use text features to locate information and comprehend informational texts.

To Do:

1. Check out this interesting video on trees.

<https://www.youtube.com/watch?v=5I7u5FMQxHA>

2. Practice your CLOSE reading strategies by rereading *A Tree Is Growing* on pages 88-91 in your Journeys book. The first read was to get the gist and this second read is to make connections and question the text.

Writing: TREES Acrostic Poem

Day 2: Brainstorm words or phrases that describe trees on a piece of paper. Think of colorful adjectives and verbs to describe trees. Refer to Google Classroom for helpful writing tools. We will continue working on this tomorrow.

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Reading Log: <https://www3.ride.ri.gov/ReadingChallenge/>

Math:

Purpose: Connecting Measurement in inches to the **circumference** of trees and estimating their approximate age

How old is that tree? Every year on our birthday we have a reminder of how old we are. And if we ever forget, we can always ask our family! How do you think you find out how old a tree is? When a tree has been cut down, you can count its "rings" in order to tell how old it is, but what about when it is alive? We can't ask a tree how old it is. But there is a way! This activity will teach you a way to **estimate** the age of a tree without cutting it down. It doesn't work with every tree but it will with a lot of them.

What You Need: Tree, Measuring tape (or string you can mark and measure later), Marker, Pen, Paper, an Adult or tall helper

What You Do:

1. Find a few trees that are at least as tall as a grown up and wrap the measuring tape around the widest part of each trunk. (A grown up might need to help with this part) The measurement of the distance around the trunk of a tree is called the **circumference**.
2. Write these measurements down on a piece of paper. The measurement of the **circumference** in **inches** is also the approximate **age** of the tree in years! Did you know every year a new layer of growth occurs just under the bark? Some trees, like firs and

redwoods, may grow more than this in a year, while others like cedars may grow less. This method is a good rule of thumb to estimate the age of a tree.

3. Complete the [Google form](#) to record this information. At our next Google Meet on Wednesday, we will use this data to discuss ideas about the approximate age of trees near Tiogue School.

4. Use the measuring tape to find the **circumference** of these 5 other household objects: a can of food, a cup or glass, a fruit or a vegetable, a round candle, a water bottle or a vase. Record the data in this [Google Form](#).

Science:

Purpose: You will analyze and interpret data from fossils to provide evidence of the organisms and the environments in which they lived long ago by learning new vocabulary words for our unit.

To Do:

1. Watch the *Fossils for Kids Video*. In this video you will learn about how fossils are formed including extinct animals and trace fossils. You will also learn about how to find fossils and identify the different kinds. You will find answers to questions like: "What is a Fossil?", "How are Fossils formed?", "What kind of Fossils are there?" and much more!

<https://www.youtube.com/watch?v=tyOjxjFHW-c>

2. Log into your Stemsscopes and write your Fossil vocabulary words (Environment, Data, Evidence, Organism, Nature, Fossils) and their definitions to make flashcards and practice them with a family member.

<https://docs.google.com/presentation/d/13alc0reOEtvyV-U5RMILnRpQ0s04-Jwg11igJjoECBk/edit#slide=id.p4>

Phys. Ed.:

Purpose: To give each student differentiated physical activities to be used at home for students to understand the benefits that movement has on their Physical and Mental Health.

What to do:

1. Students will enter their google classroom webpage.

2. When on their google classroom webpage they will click on the + symbol at the top right of the page.

3. It will give you the option to “Join a Class”, click on this. It will then ask you to type in a class code.

Mrs. Del Santo PE/Health class code: jmztfre

Mr. Silva Health class code: 3jepil5

4. Once you are on the page please click on the “Classwork” tab at the top of the screen. Now just click on the assignment “PE Calendar activities” and follow the attached directions. If you have any questions please don’t hesitate to email me at delsantoalicia@coventryschools.net or silvryan@coventryschools.net

If you have trouble signing into the Google Classroom for PE/Health see the link below to view our calendar and options for at home activities:

[PE AT HOME ACTIVITY CHOICES](#)

Date: **Wednesday, April 29, 2020**

Language Arts:

Purpose: Students will answer questions to demonstrate understanding of a text, referring to the text as the basis for the answers.

To Do:

1. Please join our Google Meet at 10:00 A.M. We will be sharing some WOW facts we learned about trees and playing a vocabulary game.
2. Extend your knowledge on the topic of trees. Click on the links below, read the information and think about what you would add to your book of knowledge. Share the 2-3 WOW facts that you learned with a family member.

<https://www.dkfindout.com/us/animals-and-nature/plants/trees/>

<https://www.dkfindout.com/us/explore/five-terrific-tree-facts-for-arbor-day/>

2. ReadWorks Assignment. "Natural Changes to the Environment" – read the passage and answer questions. Remember to use your CLOSE reading strategies and read the passage 2-3 times.

Writing:

Day 3: Today you will use the words and phrases from your paper to begin writing your poem in the Google Form on Google Classroom. Remember to write your descriptive words or phrases on the lines that begin with the same letters. Click submit and we will continue working on this tomorrow.

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Click the link to add your minutes for today.

Reading Log: <https://www3.ride.ri.gov/ReadingChallenge/>

Math: This is a 2-Day Project. Please complete by the end of the day on Thursday 4/30.

Purpose: Students will measure objects, round the measurements to the nearest whole inch, and create a line plot to represent the collected data.

To Do:

1. Watch these videos:
 - a. How to Measure With a Ruler https://youtu.be/_1r7WVh2Zgc
 - b. Line Plots for Kids <https://youtu.be/mHCBtKFhV8M>

2. Using a ruler or a tape measure, measure these 8 objects and round them to the nearest whole inch. Record the data in this table. You will need to make a copy of this Google Document, following the steps listed below, to be able to edit the sheet:

- a. Open the [Measure to the Nearest Whole Inch](#) Google document.
- b. In the upper left corner of your screen, click "File"
- c. Select "Make a Copy"
- d. Rename the Document with your First and Last name.
- e. Select the blue "Share" button on the right corner of the page. Share the Document with riccijacqueline@coventryschools.net
- f. In this document, you may now record your measurements.

3. Create a line plot, on paper or on a computer if you are able, to show the data collected from your measurement activity. Be sure to use the ideas found in the video, [Line Plots for Kids](#), to help you with this task. Be sure to include a neatly written title, labels, and an X for each object measured.

4. Present your line plot, explaining the data you collected on FlipGrid: <https://flipgrid.com/2843a0cf>

5. Google Meet today at 11:30 A.M. to discuss our tree measurement data.

Science:

Purpose: You will explore fossils and the environments in which they lived long ago.

To Do:

1. Google Classroom meeting today at 10:30

Today you will go on a Virtual Field Trip to the Smithsonian National Museum of Natural History to Learn about FOSSILS!

2. You will visit the new David H. Koch Hall of Fossils-Deep Time. The new, 31,000-square-foot fossil hall invites you to explore the epic story of how Earth's distant past is connected to the present and future. You will travel through ancient ecosystems, and see 700 fossil specimens. You will discover how humans are changing the Earth's climate today like long-ago events did in the past. You will see how the choices you make today will affect us in the future. Log into Current Exhibits and Scroll Down to David H. Koch Hall of Fossils and tour the exciting things to see like reptiles, dinosaurs and ocean life fossils

<https://naturalhistory.si.edu/visit/virtual-tour/current-exhibits>

3. Explore the Fossil Base Camp 1 and 2 to learn about how Fossils are formed and change over time. You will also learn how to look for and date Fossils.

https://naturalhistory2.si.edu/vt3/NMNH/z_tour-061.html

4. View the past exhibits to see the older Fossil Hall, Early Life, Ancient Sea Creatures, Jurassic Discovery, Mammals, The Ice Age and explore!

<https://naturalhistory.si.edu/visit/virtual-tour/past-exhibits>

5. Take a tour of the exciting new exhibits and tour the two floors of this amazing place.

https://naturalhistory2.si.edu/vt3/NMNH/z_tour-022.html

6. Go behind the scenes at the Smithsonian to meet Dr. Lucy Chang, Paleobiologist at the National Museum of Natural History. She will share ammonite fossils from the Smithsonian's collection, and will explain what ammonites are and how scientists use fossils to understand what they looked like, what they ate, and how they lived. You will be comparing fossil ammonites to related, living animals today like squid and nautilus.

[Fossil Ammonites](#)

7. Complete the Google Fossil Exit Slip for your tour today.

[Click here for Virtual Tour Exit Slip](#)

Library (Grades K-5):

Purpose: Learners develop through experience and reflection by recognizing capabilities and skills that can be developed, improved, and expanded.

To Do: Make a jigsaw puzzle. Go to Google Classroom and fill out the short reflection form called **STEAM Activity #3**. Send me a picture of your puzzle, if you can wolkesther@coventryschools.net

Supplies Needed:

blank paper

a puzzle template (you can print one or make your own)

<https://www.crayola.com/free-coloring-pages/print/puzzle-pieces-coloring-page/>

<https://www.crayola.com/free-coloring-pages/print/make-a-puzzle-coloring-page/>

an empty cereal box or pizza box

scissors

glue, a glue stick is fine
crayons/markers/colored pencils

Directions:

<https://www.youtube.com/watch?v=AmRBW17Do48>

1. Draw a picture on paper
2. Cut the front panel off of a cereal box or the top of a pizza box (ask an adult for help)
3. Glue the picture onto the cardboard box panel
4. Let the glue dry
5. Trim off the extra cardboard around the picture (ask an adult to help)
6. Turn the picture over and draw a puzzle template on the back of it
7. Cut out your puzzle pieces (ask an adult for help)
8. Share your puzzle with your family

Try some online jigsaw puzzles:

<http://www.thekidzpage.com/online-jigsaw-puzzles-html5/12-piece-jigsaw-puzzles/>

<https://www.roomrecess.com/pages/JigsawPuzzles.html>

For more challenging puzzles:

<http://www.jigzone.com/>

Date: Thursday, April 30, 2020

Language Arts:

Purpose: Students will read and comprehend literature.

To Do:

1. Read *Stopping by Woods on a Snowy Evening* by Robert Frost on pages 120-122 in your Journeys book. We have read this before, practice using your CLOSE reading strategies to reread the poem. Read it by yourself and then to a family member.

Electronic Book:

https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr3/ese_9780547894515_/vol2/launch.html

2. Writing: TREES Acrostic Poem

Day 4: Finish your poem and edit your work using. Make sure you have it typed on the Google Form and click submit. Create an illustration for your poem and practice reading it with a family member. Bring your illustration to our Google Meets on Friday. I will be looking for volunteers to share their illustration and read their poem.

3. IXL: Please work towards mastering the following skills. Remember to spend a minimum of ten minutes on each of the IXL Language Arts Skills.

Grade 3:

O.1 Put the sentences in order

O.2 Order items from most general to most specific

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Click the link to add your minutes for today.

Reading Log: <https://www3.ride.ri.gov/ReadingChallenge/>

Math:

Purpose: Students will continue to develop their measurement and line plot graphing skills.

To Do:

1. Please finish your measurement, line plot and FlipGrid Video presentation of your data. Remember to refer to the instructional videos on Wednesday's Google Classroom post to review procedures.

2. Practice IXL U.11 Create Line Plots With Fractions for at least 10 minutes .
3. Complete your [Check-In Form](#). I can't wait to hear all the interesting things you have to tell me today. :)

Science:

Purpose: You have been studying text features in ELA and measuring in math in relation to trees this week and have learned many things that are related to science. Today, you will learn about Petrified Wood, which is a tree fossil and how it is formed and then you will find 4 different trees or shrubs in your yard and describe what they look like and estimate how old you think they are.

To Do:

1. Join scientists on their adventure in the Petrified Forest National Park in this episode of "Nature Boom Time." from National Geographic Kids. Learn cool facts about petrified wood—like how it became fossilized and why it's scattered in eastern Arizona. Some of the tree fossils that you will see in this video lived over 200 million years ago.

<https://www.youtube.com/watch?v=rt7p6s6IKSk>

2 Learn about Petrification of trees and watch the Discovery Education video

<https://google.discoveryeducation.com/learn/videos/e58efa3e-95be-49e2-a26c-c8080979f1b5/>. Also, watch this video from Discovery Education about petrified trees as a young girl learns all about them from a Paleontologist in Arizona.

<https://google.discoveryeducation.com/learn/videos/cd3f2596-ad55-4a89-b1fc-b028d00deef2/>

3. Ask your parents if you can go outside and take a walk in your yard. See if you can find anything that looks like petrified wood. Look at the trees in your yard and notice the kinds of trees. Find 4 different kinds of trees or shrubs. Take a piece of paper and divide it into four boxes. Draw one picture of the tree in each box and label it. Then write the name of the tree and describe what it looks like and estimate how old you think it is. Show your picture on My Tree Project FlipGrid and describe it to us.

<https://flipgrid.com/2d4d1409>

Music:

Good morning and welcome to week 6 of Distance On-Line Learning (Grades 3-5).

Please go to our Google Classrooms to see your assignment:

Mrs. DiNitto's Google Classroom - ymbeojr

Mr. Rosenfield's Google Classroom - df2raas

Email with any questions:

dinittomaria@coventryschools.net

rosenfieldnorman@coventryschools.net

Always have a song in your heart and keep on singing!

Date: Friday, May 1, 2020

FLEX FRIDAY- CATCH UP DAY - NO NEW INSTRUCTION TODAY

Language Arts:

Purpose: Work Completion and Catch-Up Day

To Do:

1. Today is Friday, Catch Up Day :) We will have our usual Google Meet today at 10:00. If you have any questions or want to check in, I will see you at 10:00.
2. Please use this time to complete any of this week's assignments that are not yet done or may need revising.

Math:

Purpose: Work Completion and Catch-Up Day

To Do:

1. Today is Friday, Catch Up Day :) We will have our usual Google Meet today at 11:30. If you have any questions or want to check in, I will see you at 11:30.
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Science:

Purpose: Work Completion and Catch-Up Day

To Do:

1. Today is Friday, Catch Up Day :) We will have our usual Google Meet today at 10:30. If you have any questions or want to check in, I will see you at 10:30.
2. Please use this time to complete any of this week's assignments that are not yet done or may need revising.

No Itinerant Class Today -

Use this time to catch up on your work if you missed any special classes this week.