

**Week 8 Grade: 3**

**School: Tiogue Elementary**

**Week of May 11, 2020 (4 day week) Monday, Tuesday, Wednesday, Thursday - NO SCHOOL ON FRIDAY 5/15/20**

### **Elementary Distance Learning Plan - Daily Lesson Plans**

Dear Coventry Elementary Families,

This is week eight 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**

<b>Teacher: Mrs. Jacqueline Ricci</b> <b>Room: 4</b> <b>Grade: 3</b>	<b>Teacher: Dr. Donna Raptakis</b> <b>Room: 5</b> <b>Grade: 3</b>	<b>Teacher: Mrs. Andrea Lima</b> <b>Room: 6</b> <b>Grade: 3</b>
<b>Email: <a href="mailto:riccijacqueline@coventryschools.net">riccijacqueline@coventryschools.net</a></b>	<b>Email: <a href="mailto:raptakisdonna@coventryschools.net">raptakisdonna@coventryschools.net</a></b>	<b>Email: <a href="mailto:limaandrea@coventryschools.net">limaandrea@coventryschools.net</a></b>

**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

<b>Before 9:00am</b>	Wake up - Eat your breakfast, make your bed, get dressed, put your PJs in the laundry
<b>9:00-9:30</b>	Morning Meeting - Each school day at 9:00 am
<b>9:30-11:00</b>	Academic Time - Work on daily lessons
<b>11:00-12:00</b>	Creative Time - Art or music activity, cook or bake, outside play, legos or building activity
<b>12:00-12:30</b>	Lunch
<b>12:30-1:00</b>	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.
<b>1:00-2:00</b>	Quiet Time - Library activity, puzzles, independent reading, nap
<b>2:00-3:30</b>	Academic Time - work on daily lessons
<b>3:30-5:00</b>	Afternoon fresh air - bikes, walk, play outside
<b>5:00-6:00</b>	Dinner
<b>6:00-8:00</b>	Free TV time - Read for 30 minutes
<b>8:00</b>	Bed (parents need free time too)

Date: Monday, May 11, 2020

**Reading:**

**Purpose:** Students will describe characters and explain how their actions contribute to the sequence of events.

**Task:**

Lesson 21 - Pioneer Life

Essential Question: What was life on the prairie like for the pioneers?

Electronic Book:

[https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr3/ese\\_9780547894515\\_/vol2/launch.html](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr3/ese_9780547894515_/vol2/launch.html)

1. Please join our Google Meet at 10:00 A.M. We will be previewing the topic and vocabulary for Lesson 21 on pages 202-205 in your Journeys book.

2. Let's build our background knowledge of pioneer life. Click below to watch a video that describes a day in the life of a pioneer child.

[https://www.youtube.com/watch?time\\_continue=6&v=YkZyejHU5Aw&feature=emb\\_logo](https://www.youtube.com/watch?time_continue=6&v=YkZyejHU5Aw&feature=emb_logo)

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

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

5. Read *Sarah, Plain and Tall* on pages 207-221 in your Journeys book. You can listen and follow along if you'd like.

<https://www.youtube.com/watch?v=00LNxG8LAJg>

6. Writing: Caleb's Diary

Your diary is not due until Wednesday, May 13th. Please follow the daily instructions.

Day 1: Please check out the videos below to review point of view.

<https://www.youtube.com/watch?v=1IWNAtiru90>

<https://www.youtube.com/watch?v=qSqN25dpPig>

## **Math:**

**Purpose:** We will continue our exploration of Geometry, discovering 2-D and 3-D shapes and identifying their unique and common characteristics.

### **To Do:**

1. To review the identification of 3 Dimensional Shapes, please complete Grade 3 Math IXL EE.1 to a score of 80 or higher, if possible.
2. Learn about various 2-D **Polygons**, by watching these 2 videos:  
[Polygon Characteristics](https://youtu.be/EkWSlcsWCUM)  
<https://youtu.be/EkWSlcsWCUM>
3. Practice Identifying **Open** and **Closed Shapes** as well as Polygons using Grade 3 Math IXL **CC.3** and **CC.4** for at least 10 minutes each.
4. Record today's Weather Data on the table in your Drive.
5. I'm looking forward to seeing you at our Google Meet today at 11:30 A.M. We will have our Archeological Shape Dig.

## **Science:**

**Purpose:** You will begin a new scope today called **Adaptations**. For an organism to survive, it must live in an environment that meets its needs. Changes in an organism's habitat are sometimes beneficial to it and sometimes harmful. In any environment, some kinds of organisms survive well, some survive less well, and some cannot survive at all. This process is called **adaptation** and can lead to the survival of organisms that are better suited for their environment. Over time, **adaptation** can even lead to the formation of a new species.

**Reminder:** To Log into your Stemscores. Go to the homepage of the coventringschools.net and click on Stemscores. Type in your first initial of your first name and your entire last name. This will be your user name. Then type in science for your password. If you are having trouble go to Stemscores Ali global login online and do the same thing.

### **To Do:**

**Google Classroom meeting today at 10:30**

**1. Warm Up Activity!** Listen to the **Adaptation Science Rock** song in your **Stemscores**--We survive in the world because we adapt to the conditions outside and within. We all have different adaptations to survive, move, eat, or blend in. Our body structures help us survive in hot, wet, cold, or dry. Plants and animals all have changed from weeds underground to birds in the sky.

2.You will read about and watch the following Adaptations video and slideshow to gain background knowledge for your work today.

- Generation Genius Did you know that a dog’s sense of smell is 1 million times more sensitive than humans? The strong sense of smell is an adaptation that helps them find their food. The strong leg muscles of deer help them run up to 30 miles per hour because speed is an adaptation that animals use to escape from predators to help them survive.A giraffe has three adaptations! They have a long neck to reach high in the trees for food. They also have a tongue that is 16 to 18 inches long and it is dark on one side to protect it from sunburn

<https://www.generationgenius.com/videolessons/adaptations-video-for-kids/>

- Read about plants and animals and their adaptations in Britannica for Kids and watch the slideshow.([adaptation - Kids](#)) ([Adaptation Animal Slide Show](#)) Click on the Arctic Fox to start the slides.

3.You are going to **log into your Stemscopes** again and complete your Stemscope Vocabulary. Review each word and write them on a paper.

### **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](mailto:hemendingersarah@coventryschools.net)

Mrs. [McKay-mckayalexandria@coventryschools.net](mailto:McKay-mckayalexandria@coventryschools.net)

Keep smiling and creating!

**Other:**

**Purpose:**

**To Do:**

Date: Tuesday, May 12, 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. Check out some interesting information on pioneer life.

<https://kids.britannica.com/kids/article/pioneer-life/390078>

2. Before traveling to the prairie, Sarah lived with her brother in Maine. Please click the link below to find Maine.

[https://upload.wikimedia.org/wikipedia/commons/a/a5/Map\\_of\\_USA\\_with\\_state\\_names.svg](https://upload.wikimedia.org/wikipedia/commons/a/a5/Map_of_USA_with_state_names.svg)

3. Practice your CLOSE reading strategies by rereading *Sarah, Plain and Tall* on pages 207-221 in your Journeys book. The first read was to get the gist and this second read is to make connections and question the text.

4. Writing: Caleb's Diary

Day 2: Click on the Google Form on Google Classroom and read over the questions. Check out the example at the top of the Google Form and follow the format provided. Begin answering the questions. You can finish them tomorrow and remember to edit your work.

### **Math:**

**Purpose:** We will continue our exploration of Geometry and identify the similarities and differences between shapes and other relevant vocabulary.

#### **To Do:**

1. As a warm up, complete these geometric shape sorting activities on Grade 3 Math IXL **U.16** and **U.17** for 10 minutes each.

2. Discover the difference between **Lines**, **Line Segments** and **Rays** by watching <https://youtu.be/JcqCf762y9w>

3. Research project: In the Pioneer days, there were no traffic signs. But with our busy and complex road systems, today they are a necessity. Traffic signs come in many shapes and colors. Research 6 different road traffic signs that contain different shapes and sizes. Draw a model (using crayons, chalk, markers, pencils/colored pencils or paint) of each of the six road signs that you found, identify the meaning of the traffic sign, and identify and label their shapes. Share your work on [FlipGrid](#). Have fun!

## **Science:**

### **Purpose:**

Today and tomorrow, we will integrate our learning with ELA and Math. If you were a pioneer and had to choose one of the following types of weather conditions (hot and dry with no rain, cold and snowy with blizzards, tropical and very rainy) which one would you choose and how would you adapt to that condition.

**Google Classroom meeting today at 10:30**

### **To Do: (THIS IS A TWO DAY PROJECT)**

1. Warm up activity for today listen to the [Weather Song](#)

2. Choose one type of weather conditions (hot and dry with no rain, cold and snowy with blizzards, tropical and very rainy) and then watch the video about your weather.

- Hot and dry with no rain [Sci Show Desert Life](#)
- Cold and snowy with blizzards [Sci Show Brrr Winter](#)
- Tropical and very rainy [Sci Show Explore the Rainforest](#)

3. Now that you have watched the video and learned about your weather condition, you are going to pretend that you are a pioneer living in that weather condition. Think back about what you have learned in your ELA and Math class this week in your readings and videos about pioneer life. Also, think about what you are learning about in our Adaptations Stemscope. You will draw a picture of yourself, any animals or plants adapting to that weather condition and label your work.

- What is the weather condition that you chose?
- What will you be wearing in order to survive?
- Where will you be living so that you are safe?(some examples: a cave, a hut, a log cabin, an igloo)
- What will you have to eat for food and drink to keep you alive?
- What animals or birds are around you in this environment?
- Are there any trees, flowers or other plants such as cactus?

4. Write a paragraph on [Adaptations Pioneer Project Google Form](#) answering the questions above.

\*Be creative Super Scientists and have fun with this!

\*Present your **Adaptations Pioneer Project** on your [Flip Grid](#) where you will read about more details. **This is Due on Wednesday, May 12th.**



## **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](mailto:delsantoalicia@coventryschools.net) or [silvryan@coventryschools.net](mailto: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](#)**

## **Other:**

**Purpose:**

**To Do:**

Date: **Wednesday, May 13, 2020**

### **Language Arts:**

**Purpose:** Students will read and comprehend informational texts.

**To Do:**

1. Please join our Google Meet at 10:00 A.M. We will play a vocabulary game with the words on pages 202-203 in your Journey Book. Please study the words and check the glossary in the back of the book for definitions.

2. Read *Wagons on the Old West* on pages 226-228 in your Journeys book.

Electronic Book:

[https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr3/ese\\_9780547894515\\_/vol2/launch.html](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr3/ese_9780547894515_/vol2/launch.html)

Pay close attention to the diagram and the important details it shows you.

Share the 2-3 WOW facts that you learned with a family member.

3. ReadWorks Assignment. "Heading West: Learn About a Pioneer's Life" – read the passage and answer questions. Remember to use your CLOSE reading strategies and read the passage 2-3 times.

4. Writing: Caleb's Diary

Day 3: Click on the Google Form in Google Classroom to finish your work. Please make sure you have answered the questions in complete sentences.

### **Math:**

**Purpose:** To connect the form and function of a covered wagon, or Prairie Schooner, to the 2-D and 3-D shapes we are learning.

**To Do:**

1. Create a drawing or model of a Prairie Schooner, or covered wagon, using line segments, polygons and three dimensional shapes.
2. Write a [detailed, descriptive paragraph](#) of how you used geometry and these shapes in your drawing/model. Be sure to:
  - a. Make a copy of the "My Prairie Schooner Design" Document
  - b. Rename the document with your first and last name
  - c. Share it with me ([riccijacqueline@coventryschools.net](mailto:riccijacqueline@coventryschools.net))

I began the paragraph for you with a topic sentence. Please complete the paragraph.

3. Present your Prairie Schooner design on [Flip Grid](#) for your classmates to see.

### **Science:**

#### **Purpose:**

Today you will continue to work on your **Adaptations Pioneer Project** that is due today.

#### **To Do:**

1. Watch the following videos to gain additional background knowledge for your writing assignment that is a part of this Adaptations Pioneer Project. Remember that there are **TWO** pieces to this project. One is your paragraph on your [Adaptations Pioneer Project Google Form](#) and another is your [Flip Grid](#) of this Project. Both are **due today** so please try your best!

- Watch this interesting video about the animals and habitats of the desert at the San Diego Zoo. Navigate the site to find some interesting information.

<https://animals.sandiegozoo.org/habitats/desert>

- Explore the Arctic in this wonderful video that showcases the amazing animals and interesting facts about living in cold, snowy conditions

[Exploring the Arctic for Kids: Arctic Animals and Climates for Children - FreeSchool](#)

- Take a Virtual field trip to the Amazon Rainforest to explore the wildlife and vegetation. This is a great video that I am sure you will love!

[Virtual Field Trip - Amazon Rainforest](#)

### **Library/Media (Grades 3-5):**

[wolkester@coventryschools.net](mailto:wolkester@coventryschools.net)

**Purpose:** Learners develop and satisfy personal curiosity by reading widely and deeply in multiple formats and write and create for a variety of purposes.

**To Do:** Read a book that you have at home or pick an e-book from the library homepage. To access the ebooks, go to [www.ricat.net](http://www.ricat.net). Click on Tiogue on the left side of the screen under elementary schools. The e-book section is on the left hand side of the screen, the sections are in alphabetical order.

Several of the e-book collections may require a password:

Junior Library Guild: Username: JLGHI Password: JLGFREE

TumbleBooks: Username: ritumbles Password: trial

**After reading a book, fill out Book Review #4 in my Google Classroom.**

**Google Classroom Section Codes:**

Mrs. Lima: lbg3lg3

Mrs. Ricci: 6bcj52a

Dr. Raptakis: 4ry62r5

**Other:**

**Purpose:**

**To Do:**

Date: Thursday, May 14, 2020

**\*FLEX DAY IS THURSDAY THIS WEEK-**

**IT IS A CATCH UP DAY - NO NEW INSTRUCTION TODAY\***

**Reading:**

**Purpose: IT IS A CATCH UP DAY - NO NEW INSTRUCTION TODAY**

**To Do: Please complete any work that you may need to finish or improve upon.**

**Math:**

**Purpose: IT IS A CATCH UP DAY - NO NEW INSTRUCTION TODAY**

**To Do: Please complete any work that you may need to finish or improve upon.**

**Science:**

**Purpose: IT IS A CATCH UP DAY - NO NEW INSTRUCTION TODAY**

**To Do: Please complete any work that you may need to finish or improve upon.**

**Date: Friday, May 15, 2020 NO SCHOOL FOR STUDENTS AND TEACHERS**