

Grade: 3
School: Tiogue Elementary
Plan Duration: 10 Days (10 School Day Maximum)

Elementary Distance Learning Plan - Daily Lesson Plans

Dear Coventry Elementary Families,

Distance learning plans are developed to mitigate learning loss for an extended amount of time. The plan you will find below was written by your child’s teachers and reviewed by us. We have presented you with 2 options. Given that we do not know if all of our students have access to the computer, we have created paper based and computer based plans. Option 1 is usually the preferred method by the teacher. However, option 2 is either the same with the option being paper or electronic or with some changes but still addressing the same goals. Not all grades and subjects have two options. Feel free to decide which option your child will do. You can switch back and forth between the two options. Student work done on the computer will be easier for teachers to see quickly and score. Work that is paper based will need to be put in the drop box at school. The box will be available in front of the school door from Friday (3/27) until further notice. You can place your child’s work back in the envelope it came in and deposit it in the box. Teachers will periodically pick up the work and correct it.

Teachers will have office hours. These hours are detailed below for each teacher. Please send the teacher a phone number he/she can call you at or the questions you have and then a response will follow in the order they receive the requests. These requests could range from explanations, assistance with problems, extra help or clarifications. When a teacher calls you it may show as a “blocked call”. Feel free to reach out to them whenever you need it.

Finally, this is uncharted waters. The teachers worked very hard to provide comprehensive and rigorous lesson plans given the short amount of time. It is our first attempt and we will learn from this process. Please check your emails for more information if we need to extend the distance learning plans. We will be looking for your feedback and preferences. It is imperative that all of our students participate in this work. These days are intended to be “distance learning school days” and the work will count towards proficiency evaluations. Thank you for your patience as we navigate these new situations.

Take care everyone!

Mrs. Anzalone, Mrs. Mandese, Mrs. Bogden, Mr. Giusti, Mrs. Tancrelle, Mrs. Jacquard

Teacher: Mrs. Jacqueline Ricci Room: 4 Grade: 3 Math	Teacher: Dr. Donna Raptakis Room: 5 Grade: 3 Science/ELA	Teacher: Mrs. Andrea Lima Room: 6 Grade: 3 ELA
Available from: 9:00 A.M. - 12:00 P.M. Email: riccijacqueline@coventryschools.net	Available from: 9:00 - 12:00 P.M. Email: raptakisdonna@coventryschools.net	Available from: 9:00-12:00 P.M. 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:** Have a designated school work time in a space that is free of distraction. Have the student 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. Make sure you send your phone number. The teacher will respond in the order that they receive the requests.
- **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 Exercise - Phys. Ed activity, yoga, walk the dog
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/electronics (showers)
8:00	Bed (parents need free time too)

Student Name: _____

Daily Lesson Plans from your teachers:

Date: **Monday, March 23, 2020**

	Option 1	Option 2
ELA/SS Reading	<p>DIGITAL: Students will access their <u>ELA Google Classroom</u> and complete the electronic work in the document online. (be sure to log in from the Coventry Public Schools homepage, using your Coventry email: 29lastnamefirstname@coventryschools.net) All students should have their <u>Journeys</u> textbooks available at home to complete the readings. I have a link to an electronic <u>Journeys</u> textbook on Google Classroom just in case someone needs it.</p> <p><u>Objective:</u> Reading: Informational Text Students will determine the meaning of general academic and domain-specific words and phrases in a text relevant to a <i>grade 3 topic or subject area.</i>(RI.3.4) By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2-3 text complexity band independently and proficiently. (RI.3.10)</p>	<p>PAPER: Students will complete the work on paper and submit the work in accordance to drop off and pick up times set by the district.</p> <p>All students should have their <u>Journeys</u> textbooks available at home to complete the readings.</p> <p>Objective: Same as Option 1</p> <p><u>Assignment:</u> Lesson 22 in your <u>Journeys</u> textbook.</p>

Assignment:

Lesson 22 in your Journeys textbook.

The Journey: Stories of Migration

1. Study each Vocabulary Contact Card found on pages 234-235.
2. Preview the topic by reading pages 236-237.
3. Next, think about your purpose for reading. What will you enjoy? What will you learn? What is a question that you have?
4. Select a reading strategy that you will use during your reading.
5. Read the Anchor Text found on pages 238-255 of your Journeys book.

Special directions:

Students can read the text silently or they can have the text read to them by an adult.

Students can also listen to the story at this link:

<https://www.youtube.com/watch?v=EWFsXeQx2k4>

The Journey: Stories of Migration

1. Study each Vocabulary Contact Card found on pages 234-235.
2. Preview the topic by reading pages 236-237.
3. Next, think about your purpose for reading. What will you enjoy? What will you learn? What is a question that you have?
4. Select a reading strategy that you will use during your reading.
5. Read the Anchor Text found on pages 238-255 of your Journeys book.
6. Study the following vocabulary words:

landscape - scenery

survival - the act of staying alive

dramatic - exciting

solid - firm and hard

thunderous - very loud

chilly - cold

migrate - to move to another place

accidents - unexpected injuries

frightening - scary

plenty - more than enough

		<p>Special directions: Students can have the text read to them by an adult.</p>
<p>Writing</p>	<p>Objective: CCSS.ELA-LITERACY.W.3.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>Assignment: This is a two day assignment. Day 1-Use text evidence to describe the similarities and differences between the migration of locusts and the migration of whales.</p> <p>Log onto our ELA Google Classroom and begin typing your response in the Google Form. Remember to click submit and you can still click to edit your response tomorrow.</p> <p>Special directions: Remember to use the response tool that helps you. Hamburger Paragraph, RACES, Stoplight Writing</p>	<p>Objective: Same as Option 1 PAPER: Students will complete the work* on paper and submit the work in accordance to drop off and pick up times set by the district.</p> <p>*Assignment: This is a two day assignment. Use text evidence to describe the similarities and differences between the migration of locusts and the migration of whales.</p> <p>Please use lined paper to begin your response.</p> <p>Special directions: Remember to use the response tool that helps you. Hamburger Paragraph, RACES, Stoplight Writing</p>
<p>Math</p>	<p>CC Objectives: 3.NF.A.1, 3.NF.A.2a, 3.NF.A.2b,3c</p> <p>Assignment:</p> <ol style="list-style-type: none"> 1. Watch this Fractions Video https://youtu.be/n0FZhQ_GkKw 2. Respond to this Let's Learn Fractions 3. Draw an apple the size of your hand. 4. Go to your Math Google Classroom (be sure to log in from the Coventry 	<p>CC Objectives: 3.NF.A.1, 3.NF.A.2a, 3.NF.A.2b,3c</p> <p>Assignment:</p> <ol style="list-style-type: none"> 1. In your <i>Go Math!</i> textbook, complete Lesson 8.1, pages 443-445. 2. You may draw sandwiches to help you solve these problems. 3. Word bank for spelling: Half Halves Third Thirds Fourth Fourths Sixth Sixths

	<p>Public Schools homepage, using your Coventry email: (29lastnamefirstinitial@coventryschools.net) and complete <u>Apple Pie Problem Solver</u> using the link to submit your work. Use your hand-drawn apple to act out the problem.</p> <p>5. <u>What Do You See?</u> Use this picture and this link to write 6 fraction sentences to describe what you see.</p> <p><u>Week 1 Extension:</u> In your <u>Go Math!</u> book, on pg. 440, a real-world coin-related project is described. If you choose to do this, you may submit your work using this link.</p> <p><u>Special directions:</u></p>	<p>Eighth Eighths</p> <p><u>Week 1 Extension:</u> In your <u>Go Math!</u> book, on pg. 440, a real-world coin-related project is described. If you choose to do this, you may submit your work, by writing on the page and returning it to Tiogue.</p>
<p>Science</p>	<p><u>Objective:</u> <u>Directions to log into Stemscopes and Google code:</u> To log into your Stemscopes. Go to this url https://n11097d39412.acceleratelarning.com Type in your first initial of your first name and your entire last name. This is your user name. Then type in science for your password. If you are having difficulty go to Stemscopes Ali global Login and do the above.</p> <p>My google classroom code login for science is Ywkv6p or a7ra7pr if the first does not go through.</p> <p>Analyze and interpret data to provide evidence that plants and animals have traits inherited from</p>	<p><u>Objective:</u> Analyze and interpret data to provide evidence that plants and animals have traits inherited from parents and that variation of these traits exists in a group of similar organisms. (3-LS3-1,3-5-ETS1-2.3-LSA,3LSB)</p> <p><u>PAPER: Students will complete the work on paper and submit the work in accordance to drop off and pick up times set by the district.</u></p> <p>1 Read the informational sheet</p>

	<p>parents and that variation of these traits exists in a group of similar organisms. (3-LS3-1,3-5-ETS1-2.3-LSA,3LSB)</p> <p>Assignment:</p> <p>1. Watch the video about traits of Living Things to help you as you do your work today.</p> <p>www.watchknowlearn.org/Video.aspx?VideoID=49473</p> <p>2. Log into your Google Science classroom and follow the login directions to Stemscope online lessons . Read the informational sheet about Inherited and Variation of Traits. Look at the similarities and differences in the pictures. 3. Listen to your Dog Breed video in Stemsopes and complete the online worksheet that accompanies the video.</p> <p>Special directions: Think about our discussions from last week as you work on your assignments this week. You were shown many different informational videos and we also completed an investigation together in groups. Use all of our great discussions and examples to help you Super Scientists! You can do it!</p>	<p>about Inherited and Variation of Traits. Look at the similarities and differences in the pictures.</p> <p>2. Pick an animal and draw it then write traits that the animal may have inherited from its parents. List as many as you can.</p> <p>Special directions: Think about our discussions from last week as you work on your assignments this week. You were shown many different informational videos and we also completed an investigation together in groups. Use all of our great discussions and examples to help you Super Scientists! You can do it!</p>
<p>Itinerant: Physical Ed. Alicia DelSanto</p>	<p>Objective: Students will be able to perform an activity and recognize the value of physical activity.</p> <p>Standard 3: The physically</p>	<p>https://docs.google.com/document/d/18ZCU1xuC81DKUt132W73zaqbWeaYY26SCRwCGv7iuhA/edit?usp=sharing</p> <p>Hard copy also available if</p>

<p>delsantoalicia@coventryschools.net</p> <p>Ryan Silva</p> <p>silvryan@coventryschools.net</p>	<p>literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.</p> <p>Assignment: Fill in the log week by week with the physical activity performed.</p> <p>Special directions:</p> <p>Be creative! The exercises provided are just examples! Any movement you do add it to the log!!!</p>	<p>needed.</p>
<p>Other:Math with Mrs. Vandervelde</p> <p>Reading Intervention: Mrs. Lukowicz Please contact: lukowiczlisa@coventryschools.net</p> <p>Mrs. Toohey Kaye Please contact tooheykayesusan@coventryschools.net</p>	<p>Objective:</p> <p>Assignment:Practice addition with place value strategy. Example: 35+68= 30+60=90 5+8=13 90+10+3=103</p> <p>Special directions: Please write 10 problems for your child to do.</p> <p>Assignment: Raz-Kids: https://www.kidsa-z.com/main/Login</p> <p>We will be monitoring Raz-Kids daily so if you need help please ask. Start the assignments for one book. Orally read an important paragraph or page to another person at home. If</p>	


	<p>you need help, remember to click on the word and it will be read to you.</p> <p>Explain to someone what you read (What was important? What happened at the beginning, middle and end? What did you learn?)</p> <p><u>Mrs. Arnone-special educator</u> <u>arnonewendi@coventryschool</u> <u>s.net</u> Go to my google classroom see work</p> <p><u>Mrs.Lima-</u> watch link on Migration and listen for new vocabulary <u>Mrs. Ricci-</u>watch link on fractions and Lets Respond to Fractions Watch link in my google classroom on fractions</p>	
--	---	--

Date: Tuesday, March 24, 2020

	Option 1	Option 2
<p>ELA/SS Reading</p>	<p>Objective: Reading: Informational Text</p> <p>Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. (RI.3.1)</p> <p>By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2-3 text complexity band</p>	<p>Objective: Same as Option 1</p>

	<p>independently and proficiently. (RI.3.10)</p> <p>Assignment:</p> <ol style="list-style-type: none"> 1. Practice your CLOSE reading strategies by rereading <i>The Journey: Story of Migration</i>. The first read was to get the gist and this second read is to make connections. 	<p>Assignment:</p> <ol style="list-style-type: none"> 1. Practice your CLOSE reading strategies by rereading <i>The Journey: Story of Migration</i>. The first read was to get the gist and this second read is to make connections.
<p>Writing</p>	<p>Objective: CCSS.ELA-LITERACY.W.3.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>Assignment: This is a two day assignment. Day 2-Continue to use text evidence to describe the similarities and differences between the migration of locusts and the migration of whales.</p> <p>Log onto our ELA Google Classroom and finish typing your response in the Google Form. Read over your work and edit it before submitting.</p>	<p>Objective: Same as Option 1</p> <p>Assignment: This is a two day assignment. Day 2-Continue to use text evidence to describe the similarities and differences between the migration of locusts and the migration of whales.</p> <p>Please use your lined paper from yesterday to complete your response. Read over your work.</p>
<p>Math</p>	<p>Objectives: 3.NF.A.1, MP3, MP4, MP6</p> <p>Assignment:</p> <ol style="list-style-type: none"> 1. Using 2 paper plates or paper, make 2 whole circular pizzas. Use these pizzas to complete the Pizza Party Problem 	<p>Objectives: 3.NF.A.1, MP3, MP4, MP6</p> <p>Assignment:</p> <ol style="list-style-type: none"> 1. Using a paper plate or a piece of paper, make <u>two</u> whole circular pizzas. Use these pizzas to solve the problems found in your

	<p>Solver found in Google Classroom.</p> <ol style="list-style-type: none"> IXL Fraction Practice: Grade 3 W.4, W.5, <u>or</u> W.6 Please start with the skill you have not yet mastered (Score of 80 or higher) Fact Fluency Practice: Play Multiplication War (see *special directions) <p>*Special directions:</p> <ol style="list-style-type: none"> Divide a deck of playing cards (Ace - 10) equally between the players (2 or more). Place your cards face-down on a table. Each player flips over 2 playing cards. Whichever player has the greatest product wins all the flipped cards. As a challenge, include all face cards. Use thee values to multiply: J=11, Q=12, K=13 Have fun! 	<p><u>GoMath!</u> Book on pg. 449.</p> <ol style="list-style-type: none"> <u>Go Math!</u> Pages 450-451 Be sure to draw pictures to assist with your problem solving. Fact Fluency Practice: Play Multiplication War (see *special directions) <p>*Special directions:</p> <ol style="list-style-type: none"> Divide a deck of playing cards (Ace - 10) equally between the players (2 or more). Place your cards face-down on a table. Each player flips over 2 playing cards. Whichever player has the greatest product wins all the flipped cards. As a challenge, include all face cards. Use thee values to multiply: J=11, Q=12, K=13 Have fun!
<p>Science</p>	<p>Objective: Analyze and interpret data to provide evidence that plants and animals have traits inherited from parents and that variation of these traits exists in a group of similar organisms. (3-LS3-1,3-5-ETS1-2.3-LSA,3LSB)</p> <p>Assignment: Log into your Stemscores for today. Listen to the Song about Traits. Remember, inherited traits are traits that you get from your parents. Acquired traits are learned traits like a scar or learning to play the guitar. Write a paragraph about your inherited and acquired traits. Submit it on the google docs form in your science section.</p>	<p>Objective: Analyze and interpret data to provide evidence that plants and animals have traits inherited from parents and that variation of these traits exists in a group of similar organisms. (3-LS3-1,3-5-ETS1-2.3-LSA,3LSB)</p> <p>PAPER: Students will complete the work on paper and submit the work in accordance to drop off and pick up times set by the district. A copy of the song will be provided and a blank sheet for writing your response.</p> <p>Read the Song about Traits. Remember, inherited traits are traits that you get from your parents. Acquired traits are learned</p>

	<p>Special directions: This is a great song to help you remember this information, Super Scientists. I hope that you enjoy it today!</p>	<p>traits like a scar or learning to play the guitar. Write a paragraph about your inherited and acquired traits on the sheet provided.</p>
<p>Itinerant: Art</p>	<p>Objective: Objective: Grade 3 VA:Cr1.1.3 Elaborate on an imaginative idea.</p> <p>Assignment:</p> <ul style="list-style-type: none"> • Create a flag that represents your School! • Remember to include the school mascot. • Do not forget to include: a background, lots of details, and fill up the page! <p>Below are some ideas to inspire you!</p>	<p>Directions: Use any of the following materials to complete one lesson on your usual art day each week.</p> <p>You can use:</p> <ul style="list-style-type: none"> • Any Paper: construction paper, computer paper, lined paper or any other paper large enough to draw on • Pencil (or pen if a pencil is not available) • Crayons • Markers or sharpie • Colored pencils • Any art materials available to you such as recycled objects, magazines, cardboard ,or plastic bottles!
<p>Other: Mrs. Hemendinger hemendingersarah@coventryschools.net Available for email M-F 9am-3pm</p> <p>Mrs. McKay mckayalexandria@</p>		<p>More ART Lessons:</p> <p>https://docs.google.com/presentation/d/11JSRFweKb190i0entJmgps9DjlBveKeaJh0hO5Xn_hY/edit?usp=sharing</p>

coventryschools.net		
<p>Other:Math with Mrs. Vandervelde</p> <p>Reading Intervention: Mrs. Lukowicz Please contact: lukowiczlisa@coventryschools.net</p> <p>Mrs. Toohey Kaye Please contact tooheykayesusan@coventryschools.net</p>	<p><u>Objective:</u></p> <p><u>Assignment:Practice your subtraction with place value strategy.</u></p> <p><u>Example:</u> $47-24=$ $40-20=30$ $7-4=3$ $30+3=33$</p> <p><u>Special directions>Please write 10problems for your child to do.</u></p> <p><u>Assignment:</u> Raz-Kids:https://www.kidsa-z.com/main/Login We will be monitoring Raz-Kids daily so if you need help please ask.</p> <p>Start the assignments for one book. Orally read an important paragraph or page to another person at home. If you need help, remember to click on the word and it will be read to you. Explain to someone what you read (What was important? What happened? What did you learn?). Write two questions you think will be answered in the rest of the text.</p> <p><u>Mrs. Arnone-special educator</u> arnonewendi@coventryschools.net</p>	

	<p>Go to my google classroom to review Foundations sounds</p> <p>Mrs.Lima- re-watch link on Migration</p> <p>2 day activity-Using Venn diagram and Journeys book to use text evidence to show similarities and differences between how locust and whales migrate</p> <p>Mrs. Ricci-Complete assignment 1 and then Complete IXL See google for link</p>	
--	--	--

Date: **Wednesday, March 25, 2020**

	Option 1	Option 2
<p>ELA/SS</p> <p>Reading</p>	<p>Objective: CCSS.ELA-LITERACY.RI.3.2</p> <p>Determine the main idea of a text; recount the key details and explain how they support the main idea.</p> <p>Assignment:</p> <ol style="list-style-type: none"> 1. Log into our ELA Google Classroom and follow the link to ReadWorks. “Whoop It Up” – read passage and answer questions. Remember to use your CLOSE reading strategies. <p>Special directions: Make sure to answer the questions in complete</p>	<p>Objective: Same as Option 1</p> <p>Assignment:</p> <ol style="list-style-type: none"> 1. ReadWorks “Whoop It Up” – read the passage three times while coding the text and answer questions. <p>Special directions: Make sure to answer the questions in complete sentences and recycle the question in your answer.</p>

	sentences and recycle the question in your answer.	
Writing	<p>Objective: CCSS.ELA-LITERACY.W.3.1 Write opinion pieces on topics or texts, supporting a point of view with reasons.</p> <p>Assignment:</p> <p>This is a two day assignment.</p> <p>Day 1-Think about the two migrations in <i>The Journey of Migration</i>. If you could watch either the locust migrate or the whales migrate, which would you choose? Write a paragraph about your choice. Use text evidence from the selection to support your opinion.</p> <p>Log onto our ELA Google Classroom and begin typing your response in the Google Form. Don't forget to submit your work. You can finish and edit your work tomorrow.</p> <p>Special directions: Think of the response tool that helps you the most. Hamburger, Races, Stoplight Writing</p>	<p>Objective: Same as Option 1</p> <p>Assignment:</p> <p>This is a two day assignment.</p> <p>Day 1-Think about the two migrations in <i>The Journey of Migration</i>. If you could watch either the locust migrate or the whales migrate, which would you choose? Write a paragraph about your choice. Use text evidence from the selection to support your opinion.</p> <p>Please use lined paper to begin writing your response.</p> <p>Special directions: Think of the response tool that helps you the most. Hamburger, Races, Stoplight Writing</p>
Math	<p>Objective: 3NF.A.1; 3NF.A.2a,2b; 3.NF.A.3c</p> <p>Assignment:</p> <ol style="list-style-type: none"> Skills Review in Google Classroom. Create a number line to assist in correctly solving each problem. Listen to the story by 	<p>Objective: 3NF.A.1; 3NF.A.2a,2b; 3.NF.A.3c</p> <p>Assignment:</p> <ol style="list-style-type: none"> Skill Review: Complete <u>Go Math!</u> Lesson Check / Spiral Review pg. 480 Play "Going to the Mint" fraction game found in Go math! Pages 442A - 442C

	<p>Loreen Leedy Fraction Action Math Read Aloud and complete the questions / activities as the story is being read. You may pause the video to give yourself enough time to catch up with the reader. Check your answers at the end of the book. If you have difficulty, please email me with this link and I'll call you.</p> <p><u>Special directions:</u></p>	<p>3. Write a response to this question on paper: What are equal parts? Give 3 examples of equal parts.</p> <p><u>Special directions:</u> If you do not have the color pieces written in the directions, you can create them yourself with paper squares or other small red, yellow, green and blue colored items you have in your house.</p>
<p>Science</p>	<p><u>Objective:</u> Analyze and interpret data to provide evidence that plants and animals have traits inherited from parents and that variation of these traits exists in a group of similar organisms. (3-LS3-1,3-5-ETS1-2.3-LSA,3LSB)</p> <p><u>Assignment:</u> 1. Log onto your Stemscopes and Read "Our Trip to the Aquarium" and answer the questions that go along with the story about fish and how they inherit their traits. Think about the last time that you visited an aquarium and what you saw as you answer your questions. 2. Search online and visit the National Aquarium https://aqua.org/ to view some spectacular web cams!</p> <p><u>Special directions:</u> You can also research aquariums online to view other marine life and what they have inherited</p>	<p><u>Objective:</u> Analyze and interpret data to provide evidence that plants and animals have traits inherited from parents and that variation of these traits exists in a group of similar organisms. (3-LS3-1,3-5-ETS1-2.3-LSA,3LSB0)</p> <p><u>PAPER: Students will complete the work on paper and submit the work in accordance to drop off and pick up times set by the district.</u></p> <p>.Read "Our Trip to the Aquarium" and answer the questions that go along with the story about fish and how they inherit their traits. Think about the last time that you visited an aquarium and what you saw as you answer your questions. You can list some of the things that you saw on the back of your paper and draw a picture.</p>

	<p>from their parents.</p>													
<p>Itinerant: Library/Media Ms.Wolk wolkesther@coventryschools.net Available for email M-F 9am-3pm</p>	<p><u>Objective:</u> AASL V.A.1. Learners develop and satisfy personal curiosity by reading widely and deeply in multiple formats and write and create for a variety of purposes.</p> <p><u>Assignment:</u> Tell me about a book you have read recently. Fill out the Book Review 1 worksheet and drop it off at school with the rest of your work.</p> <p><u>Special directions:</u> Keep Reading</p>	<p><u>Objective:</u> AASL V.A.1. Learners develop and satisfy personal curiosity by reading widely and deeply in multiple formats and write and create for a variety of purposes.</p> <p><u>Assignment:</u> Sign into Google Classroom using the section code below. Follow the directions and complete the Book Review #1 assignment</p> <p><u>Special directions:</u> Keep Reading!</p> <p>Google Classroom Section Codes:</p> <table border="1" data-bbox="959 1110 1414 1518"> <thead> <tr> <th>Grade</th> <th>Teacher</th> <th>Section Code</th> </tr> </thead> <tbody> <tr> <td>TI 3rd Grade</td> <td>Mrs. Lima</td> <td>lbg3lg3</td> </tr> <tr> <td>TI 3rd Grade</td> <td>Dr. Raptakis</td> <td>4ry62r5</td> </tr> <tr> <td>TI 3rd Grade</td> <td>Mrs. Ricci</td> <td>6bcj52a</td> </tr> </tbody> </table>	Grade	Teacher	Section Code	TI 3rd Grade	Mrs. Lima	lbg3lg3	TI 3rd Grade	Dr. Raptakis	4ry62r5	TI 3rd Grade	Mrs. Ricci	6bcj52a
Grade	Teacher	Section Code												
TI 3rd Grade	Mrs. Lima	lbg3lg3												
TI 3rd Grade	Dr. Raptakis	4ry62r5												
TI 3rd Grade	Mrs. Ricci	6bcj52a												
<p>Other:Math with Mrs. Vandervelde</p>	<p><u>Objective:</u></p> <p><u>Assignment: Use playing cards and play War card games for addition and subtraction.</u></p>													

Reading:

Special directions:

Assignment:

Raz-Kids:

<https://www.kidsa-z.com/main/Login>

We will be monitoring Raz-Kids daily so if you need help please ask.

Finish the assignments for one book. Orally read an important page to another person at home. If you need help, remember to click on the word and it will be read to you.

Explain to someone what you read (What was important? What happened at the beginning, middle and end?What did you learn?)

Mrs. Arnone-special educator
arnonewendi@coventryschool
s.net

Go to my google classroom to see work

Mrs. Lima-Log into our Google Classroom and follow the link to ReadWorks. "Whoop It Up" – read passage and answer questions. Remember to use your CLOSE reading strategies.

Special directions: Make sure to answer the questions in complete sentences and recycle the question in your answer.

	<p>Continue working on venn diagram from yesterday</p> <p>Mrs. Ricci- Follow Mrs. Ricci's lesson</p>	
--	--	--

Date: Thursday, March 26, 2020

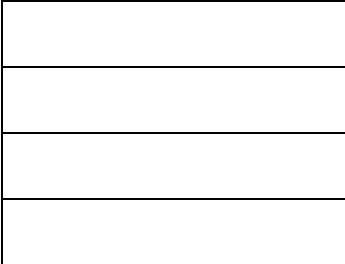
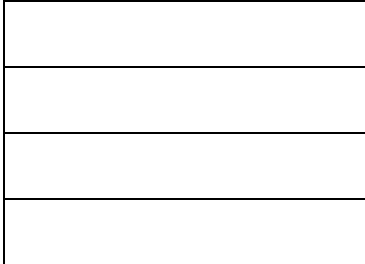
		Option 1	Option 2
<p>ELA/SS</p> <p>Reading</p>	<p>Objective: CCSS.ELA-LITERACY.RI.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p> <p>Assignment:</p> <ol style="list-style-type: none"> 1. Log into our ELA Google Classroom and follow the link to ReadWorks. "Moose on the Move" – read passage and answer questions. Remember to use your CLOSE reading strategies. <p>Special directions: Make sure to answer the questions in complete sentences and recycle the question in your answer.</p>	<p>Objective: Same as Option 1</p> <p>Assignment:</p> <ol style="list-style-type: none"> 1. ReadWorks "Moose on the Move" – read the passage three times while coding the text and answer questions. <p>Special directions: Make sure to answer the questions in complete sentences and recycle the question in your answer.</p>	
<p>Writing</p>	<p>Objective: CCSS.ELA-LITERACY.W.3.1 Write opinion pieces on topics or texts, supporting a point of view with reasons.</p> <p>Assignment:</p> <p>This is a two day assignment.</p>	<p>Assignment:</p> <p>This is a two day assignment.</p>	

	<p>Day 2-Think about the two migrations in <i>The Journey of Migration</i>. If you could watch either the locust migrate or the whales migrate, which would you choose? Write a paragraph about your choice. Use text evidence from the selection to support your opinion.</p> <p>Log onto our ELA Google Classroom and finish typing your response in the Google Form. Remember to read over your work and edit it before submitting.</p> <p><u>Special directions:</u> Think of the response tool that helps you the most. Hamburger, Races, Stoplight Writing</p>	<p>Day 2-Think about the two migrations in <i>The Journey of Migration</i>. If you could watch either the locust migrate or the whales migrate, which would you choose? Write a paragraph about your choice. Use text evidence from the selection to support your opinion.</p> <p>Please complete your response on lined paper.</p> <p><u>Special directions:</u> Think of the response tool that helps you the most. Hamburger, Races, Stoplight Writing</p>
<p>Math</p>	<p>Objectives: 3.NF.A.1 Develop an understanding of fractions as numbers Assignment:</p> <ol style="list-style-type: none"> 1. Watch the Fractions in a Set video to review important vocabulary and concepts about fractions. 2. Complete Math IXL Skill, grade 3 W.17, to a score of 80 or higher. Be sure to use the read aloud tool if you need it and look at the pictures to help you with comprehension. <p>Special directions: If you already completed IXL grade 3 W.17 to a score higher than 80, you may go onto W.18.</p>	<p>Objectives: 3.NF.A.1 Develop an understanding of fractions as numbers Assignment:</p> <ol style="list-style-type: none"> 1. Read the example Italian Flag problem on pg. 461 in Go Math! 2. Make 4 small groups of similar items at your house: <ul style="list-style-type: none"> - A group of 2 pens - A group of 4 socks - A group of 6 crayons - A group of 8 legos or small colorful toys <p><u>On lined paper</u>, write 2 fraction statements about each of these sets; for example, $\frac{1}{2}$ pens is blue, $\frac{3}{4}$ socks are blue, etc.</p> 3. Complete <u>Go Math!</u> pgs. 463-464. Draw pictures, if needed, to help you.

		<p>Special directions: If you do not have the items suggested above, use whatever items you might have available. Use similar items with different traits that you can observe and write fraction statements for.</p>
<p>Science</p>	<p><u>Objective:</u> Analyze and interpret data to provide evidence that plants and animals have traits inherited from parents and that variation of these traits exists in a group of similar organisms. (3-LS3-1,3-5-ETS1-2.3-LSA,3LSB)</p> <p><u>Assignment:</u></p> <ol style="list-style-type: none"> 1. Log into your Google Classroom and Stemscoptes today. Review all of your vocabulary words for Inheritance and Variation of Traits. (variation, inherited information, organism, parents, evidence, traits, characteristics) As you read your word and the definition of the words, please look at the picture too. This will help you to remember the word. (hint, hint) 2. Play the Concept Review Game in your Stemscoptes. 3. Review all of the information that you did this week and last week for a quiz tomorrow. <p><u>Special directions:</u> Tomorrow, we will end our unit on Inherited and Variation of Traits. We will begin Plant and Animal</p>	<p><u>Objective:</u> Analyze and interpret data to provide evidence that plants and animals have traits inherited from parents and that variation of these traits exists in a group of similar organisms. (3-LS3-1,3-5-ETS1-2.3-LSA,3LSB)</p> <p>Students will complete the work on paper and submit the work in accordance to drop off and pick up times set by the district.</p> <p>Vocabulary words Today</p> <ol style="list-style-type: none"> 1. Review all of your vocabulary words. (variation, inherited information, organism, parents, evidence, traits, characteristics) As you read the word, please look at the definition and picture carefully. This will help you remember the word. (hint! hint!) 2. Make flashcards for your words and study them with a family member. 3. Review all of the information that you did this week and last week for a quiz tomorrow. <p><u>Special directions:</u> Tomorrow, we will end our unit on Inherited and Variation of Traits. We will begin Plant and Animal Extinction next week.</p>

	Extinction next week.	
<p>Itinerant: Health</p> <p>Alicia DelSanto</p> <p>delsantoalicia@coventryschools.net</p> <p>Ryan Silva</p> <p>silvaryan@coventryschools.net</p>	<p>Objective: Students will demonstrate the ability to practice health-enhancing behaviors and reduce health risks</p> <p>Students will be able to recognize the different parts of a food label after viewing a video and completing a worksheet</p> <p>Assignment: Directions: Follow the link and watch the Kids' Health video then complete the attached worksheet</p>	<p>Video: https://www.youtube.com/watch?v=zt_ko5QvGRc</p> <p>Food Label information: https://www.fda.gov/media/89314/download</p> <p>Worksheet: https://drive.google.com/open?id=104-uBp4vW0ZJSofHxRaEIKnvnqOjmkHi</p>
<p>Other:Math with Mrs. Vandervelde</p> <p>Reading Intervention: Mrs. Lukowicz Please contact:</p>	<p>Objective:</p> <p>Assignment: Write numbers counting by tens on and off the decade for any given number from 1-1000. Example:</p> <p><u>230, 240,250,260,270,.....</u> <u>376, 386, 396, 406,416,.....</u></p> <p>Special directions: Please do this starting with 5 different number and continue the ten count for 15 more decades.</p> <p>Assignment: Raz-Kids::https://www.kidsa-z.com/main/Login We will be monitoring Raz-Kids</p>	

<p>ELA/SS</p> <p>Reading</p>	<p>Objective: CCSS.ELA-LITERACY.RF.3.3 Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>Assignment: IXL: Please work on the following skills. Please spend a minimum of ten minutes on each skill for a minimum total of 30 minutes on IXL Language Arts Skills. W.5 W.6 W.7</p>	<p>Objective: CCSS.ELA-LITERACY.RF.3.3 Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>Assignment: Suffix Sort Rules for adding -less -ful</p>
<p>Writing</p>	<p>Objective: CCSS.ELA-LITERACY.W.3.3.A Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.</p> <p>Assignment: Log onto our ELA Google Classroom type your response in the Google Form. Remember to read over your work and edit it before submitting.</p> <p>Everyone has someone they look up to as a role model. Who do you look up to and why?</p> <p>Special directions:</p>	<p>Objective: Same as Option 1</p> <p>Assignment: Complete your response on lined paper.</p> <p>Everyone has someone they look up to as a role model. Who do you look up to and why?</p>
<p>Math</p>	<p>Objective: MP1,2,4 How can you represent and locate fractions on a number line?</p>	<p>Objective:MP1,2,4 How can you represent and locate fractions on a number line?</p>

	<p><u>Assignment:</u></p> <ol style="list-style-type: none"> 1. Take a piece of paper. Fold the paper into fourths, the long way, so it looks like this.  2. Cut apart the 4 sections. Fold one section into: halves, one into fourths, one into sixths, and one into eights. 3. Use those folds to label fractions on a number line. Each strip of paper begins with 0 and ends with 1. The folds in between become the fractions on the number lines. See pgs. 467-468 in <u>Go Math!</u> as a reference. 4. Grade 3 IXL W.14 or W.15 <p><u>Special directions:</u></p>	<p><u>Assignment:</u></p> <ol style="list-style-type: none"> 5. Take a piece of paper. Fold the paper into fourths, the long way, so it looks like this.  6. Cut apart the 4 sections. Fold one section into: halves, one into fourths, one into sixths, and one into eights. 7. Use those folds to label fractions on a number line. Each strip of paper begins with 0 and ends with 1. The folds in between become the fractions on the number lines. See pgs. 467-468 in <u>Go Math!</u> as a reference. 8. Complete <u>Go Math!</u> pgs. 470 - 471. <p><u>Special directions:</u></p>
<p>Science</p>	<p><u>Objective:</u> Analyze and interpret data to provide evidence that plants and animals have traits inherited from parents and that variation of these traits exists in a group of similar organisms. (3-LS3-1,3-5-ETS1-2.3-LSA,3LSB)</p> <p><u>Assignment:</u></p> <ol style="list-style-type: none"> 1. Review all of your information from the past three weeks about 	<p><u>Objective:</u> Analyze and interpret data to provide evidence that plants and animals have traits inherited from parents and that variation of these traits exists in a group of similar organisms. (3-LS3-1,3-5-ETS1-2.3-LSA,3LSB)</p> <p>Students will complete the work on paper and submit the work in accordance to drop off and pick up times set by the district.</p>

	<p>Inherited and Variations of traits.</p> <ol style="list-style-type: none"> 2. Log into your Stemscores and complete the Concept Attainment quiz online. 3. After you have completed the quiz you may go to Hour of Code Friday online. <p>Special directions: Get ready for a great Stemscore coming up Super Scientists! Mrs. Lima and I will be working together for your Science and ELA assignments next week as we begin an exciting Stemscore unit on Plant and Animal Extinction. This is for all of you Dinosaur fans! Have a nice weekend.</p>	<ol style="list-style-type: none"> 1. Review all of your information from the past three weeks about Inherited and Variations of traits. 2. Complete the Concept Attainment quiz on paper. <p>Special directions: Get ready for a great Stemscore coming up Super Scientists! Mrs. Lima and I will be working together for your Science and ELA assignments next week as we begin an exciting Stemscore unit on Plant and Animal Extinction. This is for all of you Dinosaur fans! Have a nice weekend.</p>
<p>Itinerant: Music Mrs. Di Nitto dinittomaria@c oventryschools. net</p>	<p>Objective: MU:Pr4.2.5a Demonstrates understanding of the structure of the elements of music (such as rhythm, pitch, form, and harmony) in music selected for performance. Essential Question: How does understanding the structure and context of musical works inform performance. Assignment: Read the history of jazz worksheet and complete the questions. Special directions: Listen and learn about the history of jazz.</p>	<p>https://www.education.com/download/worksheet/98840/history-of-jazz.pdf</p> <p>https://www.youtube.com/watch?v=636kFQoZ4ew</p>
<p>Other: Math with Mrs. Vandervelde</p>	<p>Objective:</p> <p>Assignment: Follow Thursday plans but count backwards by tens on and off the decades.</p>	

<p>Reading Intervention: Mrs. Lukowicz Please contact: lukowiczlisa@coventryschools.net</p> <p>Mrs. Toohey Kaye Please contact tooheykayesusan@coventryschools.net</p>	<p>Example: <u>516, 506, 496, 486,...</u> <u>910, 900, 890, 880,</u></p> <p>Special directions: Same as Thursday.</p> <p>Assignment: Raz-Kids https://www.kidsa-z.com/main/Login We will be monitoring Raz-Kids daily so if you need help please ask.</p> <p>Finish the assignments for one book. Orally read an important page to another person at home. Explain to someone what you read (What was important? What happened at the beginning, middle and end?What did you learn?)</p> <p>Mrs Arnone Special educator arnonewendi@coventryschools.net</p> <p>Mrs Lima-Follow Mrs. Lima's lesson plans but please go on my classroom for your 30 minutes of IXL</p> <p>Mrs. Ricci- Please follow her lesson plans. Rewatch the fraction video if needed.</p>	
---	---	--

Daily Lesson Plans from your teachers:

Date: Monday, March 30, 2020

	Option 1	Option 2
ELA/SS Reading	<p>Objective: Reading: Informational Text</p> <p>Students will determine the meaning of general academic and domain-specific words and phrases in a text relevant to a <i>grade 3 topic or subject area</i>. (RI.3.4)</p> <p>By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2-3 text complexity band independently and proficiently. (RI.3.10)</p> <p>Assignment: Lesson 17 in your <u>Journeys</u> book. <u>The Albertosaurus Mystery</u></p> <ol style="list-style-type: none">1. Study each Vocabulary Context Card found on pages 54-55.2. Preview the topic by reading pages 56-57.3. Preview the story and take a text feature walk.4. Next, think about your purpose for reading. What will you enjoy? What will you learn? What is a question that you have?5. Select a reading strategy that you will use during your reading.	<p>Objective: Same as Option 1</p> <p>Assignment: Lesson 17 in your <u>Journeys</u> book. <u>The Albertosaurus Mystery</u></p> <ol style="list-style-type: none">1. Study each Vocabulary Context Card found on pages 54-55.2. Preview the topic by reading pages 56-57.3. Preview the story and take a text feature walk.4. Next, think about your purpose for reading. What will you enjoy? What will you learn? What is a question that you have?5. Select a reading strategy that you will use during your reading.

	<p>6. Read the Anchor Text found on pages 58-75 of your Journeys book.</p> <p><u>Special directions:</u> Students may read the text silently or an adult can read it to them. Students can also listen to the story at this link: https://www.youtube.com/watch?v=RypyKcAUeRM</p>	<p>6. Read the Anchor Text found on pages 58-75 of your Journeys book.</p> <p>7. Study the following vocabulary words:</p> <p>buried – covered up</p> <p>location – place where something is</p> <p>remains – what is left</p> <p>clues – things that help solve a mystery or problem</p> <p>skeletons – frameworks of bones inside or outside of bodies</p> <p>evidence – facts that lead to a conclusion or help people find out what is true</p> <p>fossils – very old traces or remains of plants or animals</p> <p>prove – to show by using facts</p> <p>fierce – very wild and dangerous</p> <p>uncovering – opening to view</p> <p><u>Special directions:</u> Students may read the text silently or an adult can read it to them.</p>
--	--	---

<p>Writing</p>	<p>Objective: CCSS.ELA-LITERACY.W.3.1 Write opinion pieces on topics or texts, supporting a point of view with reasons.</p> <p>Assignment:</p> <p>This is a two day assignment.</p> <p>DAY 1-Response: Philip Currie found Barnum Brown’s bone bed after the rest of the team had gone back to camp. What do you think might have happened if Philip had returned with the rest of his team? Would he have found the bone bed? Use text evidence to support your answer.</p> <p>Please begin your response on the Google Form on our ELA Google Classroom. Remember to click submit and you can still edit your response tomorrow.</p>	<p>Objective: Same as Option 1</p> <p>Assignment:</p> <p>This is a two day assignment.</p> <p>DAY 1-Response: Philip Currie found Barnum Brown’s bone bed after the rest of the team had gone back to camp. What do you think might have happened if Philip had returned with the rest of his team? Would he have found the bone bed? Use text evidence to support your answer.</p> <p>Please begin your response on lined paper.</p>
<p>Math</p>	<p>Objective: 3.NF.A.2a,b</p> <p>Assignment:</p> <p>1. Mid-point chapter checkpoint complete in <u>Go Math!</u> pages 473-474 or use this link to electronically send your work to Mrs. Ricci. https://forms.gle/UpP5k7h egdhHQ3K3A</p> <p>Special directions:</p>	<p>Objective: 3.NF.A.2a,b</p> <p>Assignment:</p> <p>1. Mid-point chapter checkpoint complete in <u>Go Math!</u> pages 473-474</p>
<p>Science Note:ELA and</p>	<p>Objective: Evidence of Common Ancestry and Diversity: Some kinds of plants and animals that once lived on Earth</p>	<p>Objective: Evidence of Common Ancestry and Diversity: Some kinds of plants and animals that once lived on Earth are</p>

<p>Science assignments will be integrated for this unit.</p>	<p>are no longer found anywhere. (3-LS4,3-LS4.A,3-LS4.A.1,3-5) Assignment: Log into your Stemscoptes and look at the Vocabulary for our new unit. Plant and Animal Diversity. Review each word and practice them. Write each word and their definition highlighting your vocabulary word. Go onto your Google Classroom and practice these words. (Evidence, Fossil, Organism, Environment, Diversity, Ancestry) Special directions: Use your dictionary to look up the word dinosaur.</p>	<p>no longer found anywhere. (3-LS4,3-LS4.A,3-LS4.A.1,3-5) Assignment: Use your dictionary that the Grange gave you to look up and write the definition of these words; (environment, diversity, ancestry,evidence, fossil, organism,dinosaur) Special direction</p>
<p>Itinerant: Physical Ed.</p> <p>Alicia DelSanto</p> <p>delsantoalicia@coventryschool.s.net</p> <p>Ryan Silva</p> <p>silvaryan@coventryschools.net</p>	<p>Objective: Students will be able to perform an activity and recognize the value of physical activity.</p> <p>Standard 3: The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.</p> <p>Assignment: Fill in the log week by week with the physical activity performed.</p> <p>Special directions:</p> <p>Be creative! The exercises provided are just examples! Any movement you do add it to the log!!!</p>	<p>https://docs.google.com/document/d/18ZCU1xuC81DKUt132W73zaqbWeaYY26SCRwCGv7iuhA/edit?usp=sharing</p> <p>Hard copy also available if needed.</p>
<p>Other:</p>		

<p>Reading Intervention: Mrs. Lukowicz Please contact: lukowiczlisa@coventryschools.net</p> <p>Mrs. Toohey Kaye Please contact tooheykayesusan@coventryschools.net</p>	<p><u>Assignment:</u> Raz-Kids:https://www.kidsa-z.com/main/Login We will be monitoring Raz-Kids daily so if you need help please ask.</p> <p>Start the assignments for one book. Orally read an important paragraph or page to another person at home. If you need help, remember to click on the word and it will be read to you. Explain to someone what you read (What was important? What happened at the beginning, middle and end?What did you learn?)</p> <p><u>Mrs. Arnone-special educator</u> <u>arnonewendi@coventryschools.net</u> Go to my google classroom to</p> <p><u>Mrs.Lima-</u> watch link on <u>The Albertosaurus Mystery</u> and listen for new vocabulary</p> <p><u>Mrs. Ricci-Follow Mrs. Ricci's lesson if needed watch link in my classroom on fractions</u></p>	
---	---	--

Date: Tuesday, March 31, 2020


Option 1

Option 2

<p>ELA/SS</p> <p>Reading</p>	<p>Objective: By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2-3 text complexity band independently and proficiently. (RI.3.10)</p> <p>Assignment: Practice your CLOSE reading strategies by rereading <u>The Albertosaurus Mystery</u>. The first read was to get the gist and this second read is to make connections.</p> <p>Special directions: Students may read the text silently or an adult can read it to them.</p> <p>Students can also listen to the story at this link: https://www.youtube.com/watch?v=RypyKcAUeRM</p>	<p>Objective: Same as Option 1</p> <p>Assignment: 1. Practice your CLOSE reading strategies by rereading <u>The Albertosaurus Mystery</u>. The first read was to get the gist and this second read is to make connections.</p> <p>Special directions: Students may read the text silently or an adult can read it to them.</p>
<p>Writing</p>	<p>Objective: CCSS.ELA-LITERACY.W.3.1 Write opinion pieces on topics or texts, supporting a point of view with reasons.</p> <p>Assignment: This is a two day assignment.</p> <p>DAY 2-Response: Philip Currie found Barnum Brown’s bone bed after the rest of the team had gone back to camp. What do you think might have happened if</p>	<p>Objective: Same as Option 1</p> <p>Assignment: This is a two day assignment.</p> <p>DAY 2-Response: Philip Currie found Barnum Brown’s bone bed after the rest of the team had gone back to camp. What do you think might have happened if Philip had</p>

	<p>Philip had returned with the rest of his team? Would he have found the bone bed? Use text evidence to support your answer.</p> <p>*Please finish your response on the Google Form on our ELA Google Classroom. Remember to check over your work and click submit.</p> <p><u>Special directions:</u></p>	<p>returned with the rest of his team? Would he have found the bone bed? Use text evidence to support your answer.</p> <p>*Please use your lined paper to finish your response.</p>
<p>Math</p>	<p><u>Objective:</u> 3.NF.A.2b, 3.G.A.2</p> <p><u>Assignment:</u> Today is a project day ;)</p> <ol style="list-style-type: none"> 1. Prepare a recipe with an adult that involves the use of measuring tools, such as measuring cups and measuring spoons. Use the tools to accurately measure ingredients and prepare your food item. 2. Use this link to write a letter on a blank slide in the book explaining how you used fractions to create your recipe. What did you learn or practice today? Be sure to include your name https://docs.google.com/presentation/d/1hL3li-G9mQq0g1p7F5WX6wrYQX4-6Zm12wk7f1U7Vzo/edit?usp=sharing <p><u>Special directions:</u> Please be sure not to write on another student's slide. Pick a blank one.</p>	<p><u>Objective:</u> 3.NF.A.2b, 3.G.A.2</p> <p><u>Assignment:</u></p> <ol style="list-style-type: none"> 1. Same as option 1 2. On lined paper, write me a letter explaining how you used fractions to create your recipe. What did you learn or practice today? <p><u>Special directions:</u></p>

	<p>This template can be edited by all the children.</p>	
<p>Science</p>	<p><u>Objective:</u> Evidence of Common Ancestry and Diversity: Some kinds of plants and animals that once lived on Earth are no longer found anywhere. (3-LS4,3-LS4.A,3-LS4.A.1,3-5)</p> <p><u>Assignment:</u> Log into your Stemsscopes and read the exciting article"Science Today". This is a news article about a fossil that was found and you will enjoy it very much. It has wings Super Scientists! Answer the questions that go along with the article. I hope you just love it!</p> <p><u>Special directions:</u> Email me if you have any questions.</p>	<p><u>Objective:</u> Evidence of Common Ancestry and Diversity: Some kinds of plants and animals that once lived on Earth are no longer found anywhere. (3-LS4,3-LS4.A,3-LS4.A.1,3-5)</p> <p><u>Assignment:</u> Paper copy Read" Paleontologists uncover wolf-sized prehistoric otter in China." Answer the questions and highlight the vocabulary words that you are unfamiliar with. Circle 5 facts</p> <p><u>Special directions:</u> A teacher will be calling you to check on you.</p>
<p>Itinerant: Art</p>	<p><u>Objective:</u> Grade 3 VA:Cr2.1.3 Create personally satisfying artwork using a variety of artistic processes and materials.</p> <p><u>Assignment:</u> Pretend your family has won the lottery, and you get to design your new house!</p> <ul style="list-style-type: none"> ● What will your house look like? ● How many rooms will there be? ● What will the rooms be used for? ● Draw your new house and include: a background, lots of details, and fill up the page! ● You could even create a collage or 3D model of your new house using recycled objects at home! 	<p><u>Directions:</u>Use any of the following materials to complete one lesson on your usual art day each week.</p> <p><u>You can use:</u></p> <ul style="list-style-type: none"> ● Any Paper: construction paper, computer paper, lined paper or any other paper large enough to draw on ● Pencil (or pen if a pencil is not available) ● Crayons ● Markers or sharpie ● Colored pencils ● Any art materials available to you such as recycled objects, magazines, cardboard ,or plastic bottles!

	<p>Below are some ideas to inspire you!</p>	
<p>Other: Mrs. Hemendinger hemendingersarah@coventryschools.net Available for email M-F 9am-3pm</p> <p>Mrs. McKay mckayalexandria@coventryschools.net</p> <p>Reading Intervention: Mrs. Lukowicz Please contact: lukowiczlisa@coventryschools.net</p> <p>Mrs. Toohey Kaye Please contact tooheykayesusan@coventryschools.net</p>	  <p>Assignment: Raz-Kids:https://www.kidsa-z.com/main/Login</p> <p>We will be monitoring Raz-Kids daily so if you need help please ask.</p> <p>Finish the assignments of listening, reading, and comprehension quiz for one book. Orally read an important page to another person at home. If you need help, remember to click on the word and it will be read to you. Explain to someone what you read (What was important? What happened at the beginning, middle and end?What did you learn?)</p>	<p>More ART Lessons:</p> <p>https://docs.google.com/presentation/d/1JSRFweKb190i0entJmgps9DjlBveKeaJh0hO5Xn_hY/edit?usp=sharing</p>

	<p>Mrs. Arnone-special educator arnonewendi@coventrsyschool s.net Go to my google classroom</p> <p><u>Mrs.Lima</u>- re-watch link on <u>The Albertosaurus</u> <u>Mystery.</u></p> <p>2 day activity-Writing activity Follow Mrs. Lima’s lessonplans Remember to write complete sentences <u>Mrs. Ricci</u>-Follow Mrs. Ricci’s lessons Have fun!!!</p>	
--	---	--

Date: Wednesday, April 1, 2020

	Option 1	Option 2
<p>ELA/SS Reading</p>	<p><u>Objective:</u> R.I 3.2, R.I 3.10</p> <p><u>Assignment:</u> 2. Log into our ELA Google Classroom and follow the link to ReadWorks. “Fossils and Dinosaurs: The Age of Dinosaurs”_– read the passage and answer questions. Remember to use your CLOSE reading strategies. <u>Special directions:</u> Make sure to answer the questions in complete sentences and recycle the question in your answer</p>	<p>Objective: Same as Option 1</p> <p><u>Assignment:</u> 2. ReadWorks “Fossils and Dinosaurs: The Age of Dinosaur” – read the passage three times and code the text, read and answer questions.</p> <p><u>Special directions:</u> Make sure to answer the questions in complete sentences and recycle the question in your answer.</p>

	Special directions:	
Writing	<p>Objective: W.3.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>Assignment: Research your favorite dinosaur. Use the information that you have read in all of your Readworks and Newsela readings and science Stemsscopes. Go online and find out where your dinosaur lived, when it lived, what did it eat, how it became extinct, what it looked like. Begin to write facts about your dinosaur. You can write you facts on paper or open a new google doc.</p> <p>Special directions: This will be a multiple day assignment so please be sure to be specific and write down great details that are WOW facts. This is an integrated lesson for reading and science.</p>	<p>Objective: Same as option 1</p> <p>Assignment: Choose one of your favorite dinosaurs that you have read about in your Readworks and Newsela readings or one of your own. Write down as many facts as you can about your dinosaur. Where did it live, what did it eat, how did it become extinct, what did it look like?</p> <p>Special directions: This will be a multiple day assignment so please be sure to be specific and write down great details that are WOW facts. This is an integrated lesson for reading and science.</p>
Math	<p>Objectives: 3.NF.A.3c, MP1,4,6,7</p> <p>Assignment:</p> <ol style="list-style-type: none"> Solve each review problem. Explain the method you used to solve each. Use the link to submit your work electronically. https://forms.gle/dQYsBBXGnJKBeZk66 Problem Solver 	<p>Objectives: 3.NF.A.3c, MP1,4,6,7</p> <p>Assignment:</p> <ol style="list-style-type: none"> On paper, solve these review problems: 702 - 618 = 456 - 279 = 588 + 299 = *Be sure to show me which 3rd grade strategy you used to solve each one. Solve this Problem: Maci's family ordered 2 pizzas. One was a small pizza, the other

	<p><u>Special directions:</u></p>	<p>was a large pizza. Each pizza had 8 slices. Maci had 1 slice of the large pizza and her brother had 1 slice of the small pizza. Did they eat the same amount? Draw a picture and write an explanation to show your thinking.</p> <p><u>Special directions:</u></p>
<p>Science</p>	<p><u>Objective:</u> Evidence of Common Ancestry and Diversity: Some kinds of plants and animals that once lived on Earth are no longer found anywhere. (3-LS4,3-LS4.A,3-LS4.A.1,3-5)</p> <p><u>Assignment:</u> Log into your Stemsopes and read the Stemsopedia. Highlight the words that you are unfamiliar with. Think about what you are reading and if you would like make a fossil following the directions on the last page.</p> <p><u>Special directions:</u> Email me if you need any help.</p>	<p><u>Objective:</u> Evidence of Common Ancestry and Diversity: Some kinds of plants and animals that once lived on Earth are no longer found anywhere. (3-LS4,3-LS4.A,3-LS4.A.1,3-5)</p> <p><u>Assignment:</u> Read Stemsopedia and highlight the words you are unfamiliar with, Think about what you are reading and make a fossil following the directions on the last page.</p> <p><u>Special directions:</u> A teacher will be calling to check in.</p>
<p>Itinerant: Library/Media Ms.Wolk wolkesther@coventryschools.net Available for email M-F 9am-3pm</p>	<p><u>Objective: AASL V.D.3</u> Learners develop through experience and reflection by recognizing capabilities and skills that can be developed, improved, and expanded.</p> <p><u>Assignment:</u> STEAM Lesson #1 <u>Ask an adult for permission before you start!</u></p> <p>Build a tower out of recyclables that you have in your house.</p>	<p><u>Objective: AASL V.D.3</u> Learners develop through experience and reflection by recognizing capabilities and skills that can be developed, improved, and expanded.</p> <p><u>Assignment:</u> Sign into Google Classroom using the section code from last week. Follow the directions and complete the STEAM Lesson #1 assignment</p>

	<p>See how tall you can make it. Can you get it to be as tall as you are? Can you get it to be taller than you?</p> <p>Special directions: You can take a picture of your finished tower and share it with me via email: wolkesther@coventryschools.net</p> <p>Keep Reading!</p>	<p>Special directions: Keep Reading!</p>
<p>Other:</p> <p>Reading Intervention: Mrs. Lukowicz Please contact: lukowiczlisa@coventryschools.net</p> <p>Mrs. Toohey Kaye Please contact tooheykayesusan@coventryschools.net</p>	<p>Assignment: Raz-Kids:https://www.kidsa-z.com/main/Login We will be monitoring Raz-Kids daily so if you need help please ask.</p> <p>Start the assignments for one book. Orally read an important paragraph or page to another person at home. If you need help, remember to click on the word and it will be read to you. Explain to someone what you read (What was important? What happened at the beginning, middle and end? What did you learn?)</p> <p>List at least one question you think will be answered in the remainder of the text.</p>	

	<p>Mrs Arnone arnonewendi@coventryschools.net t</p> <p>Please log into my classroom for additional work Please follow the plans of Mrs. Lima and Mrs. Ricci</p>	
--	--	--

Date: Thursday, April 2, 2020

	Option 1	Option 2
<p>ELA/SS Reading</p>	<p>Objective: RI.3.10</p> <p>Assignment:</p> <ol style="list-style-type: none"> Log into our ELA Google Classroom and follow the link to ReadWorks. “Fossils and Dinosaurs: The Extinction of Dinosaurs” – read passage and answer questions. Remember to use your CLOSE reading strategies. <p>Special directions: Make sure to answer the questions in complete sentences and recycle the question in your answer.</p>	<p>Objective: Same as Option 1</p> <p>Assignment:</p> <ol style="list-style-type: none"> ReadWorks “Fossils and Dinosaurs: The Extinction of Dinosaurs” – read the passage three times and code the text, read and answer questions. <p>Special directions: Make sure to answer the questions in complete sentences and recycle the question in your answer.</p>

<p>Writing</p>	<p>Objective: W.3.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>Assignment: Continue to research your dinosaur today. Go online and find out where your dinosaur lived, when it lived, what did it eat, how it became extinct, what it looked like. Write facts about your dinosaur.</p> <p>Special directions: This is a fun and exciting ela and science project!</p>	<p>Objective: Same as Option 1</p> <p>Assignment: Continue to research your favorite dinosaurs that you have read about in your Readworks and Newsela readings or one of your own. Write down as many facts as you can about your dinosaur. Where did it live, what did it eat, how did it become extinct, what did it look like?</p> <p>Special directions: This is a fun and exciting ela and science project!</p>
<p>Math</p>	<p>Objective: 3.NF.A.2b; 3.G.A.2</p> <p>Assignment:</p> <ol style="list-style-type: none"> 1. Read Lesson 8.6 on <u>Go Math!</u> page 475 2. Watch this video on Fractions on a number line 3. Complete pages 475 - 478 in Go Math! <p>Special directions: A ruler is a great tool to use when looking at fractions greater than 1. For example, examine how many $\frac{1}{2}$ inches make 2 whole inches? How many $\frac{1}{4}$ inches make 3 whole inches?</p>	<p>Objective: 3.NF.A.2b; 3.G.A.2</p> <p>Assignment:</p> <ol style="list-style-type: none"> 1. Read Lesson 8.6 on <u>Go Math!</u> page 475 2. Complete pages 475 - 478 in Go Math! <p>Special directions: A ruler is a great tool to use when looking at fractions greater than 1. For example, examine how many $\frac{1}{2}$ inches make 2 whole inches? How many $\frac{1}{4}$ inches make 3 whole inches?</p>

<p>Itinerant: Health</p> <p>Alicia DeISanto</p> <p>delsantoalicia@coventryschool.s.net</p> <p>Ryan Silva</p> <p>silvaryan@coventryschools.net</p>	<p>Objective: Students will demonstrate the ability to practice health-enhancing behaviors and reduce health risks</p> <p>Students will be able to understand and describe the negative effects of consuming too much salt and sugar.</p> <p>Assignment: Read Each passage and complete the questions after the passage.</p> <ol style="list-style-type: none"> 1. Time to Cut Back- article on sugar 2. Too Much of a Salty thing- article on Salt <p>Special directions: If you cannot make copies at home, please use any paper available at home and answer the questions labeled Salt or Sugar.</p>	<p>Too Much of a Salty Thing https://drive.google.com/file/d/0B6LVRHXzOgtVY044R2tld2t1NDA/view?usp=sharing</p> <p>Time to Cut Back https://drive.google.com/file/d/0B6LVRHXzOgtVVnBpd3pwcHdCS0E/view?usp=sharing</p>
<p>Science:</p>	<p>Objective: Evidence of Common Ancestry and Diversity: Some kinds of plants and animals that once lived on Earth are no longer found anywhere. (3-LS4,3-LS4.A,3-LS4.A.1,3-</p> <p>Assignment: Log into your Stemscoptes and answer the story Hiking Trip and answer the questions that are provided. Highlight your vocabulary words that you are unfamiliar with one color and use another color to highlight 5 facts from the story.</p>	<p>Objective: Evidence of Common Ancestry and Diversity: Some kinds of plants and animals that once lived on Earth are no longer found anywhere. (3-LS4,3-LS4.A,3-LS4.A.1,3-</p> <p>Assignment: Paper Copy Read the story about the “Brontosaurus Gets its name Back” and answer the questions. Circle your vocabulary words and highlight any 5 facts from your story.</p> <p>Special directions:</p>

	<p>Special directions: Have fun and email me if you need any help.</p>	<p>Have fun and tell me if you need any help. A teacher will be calling to check in.</p>
<p>Other:</p> <p>Reading Intervention: Mrs. Lukowicz Please contact: lukowiczlisa@coventryschools.net</p> <p>Mrs. Toohey Kaye Please contact tooheykayesusan@coventryschools.net</p>	<p>Assignment: Raz-Kids:</p> <p>https://www.kidsa-z.com/main/Login</p> <p>We will be monitoring Raz-Kids daily so if you need help please ask.</p> <p>Finish the assignments for one book. Orally read an important paragraph or page to another person at home. Summarize what you read (What was important? What happened at the beginning, middle and end? What did you learn?) Was your question (s) answered?</p> <p><u>Mrs Arnone</u> Please log into my google classroom and follow Mrs. Lima and Mrs. Ricci's lesson</p>	

Date: Friday, April 3, 2020

	Option 1	Option 2
ELA/SS Reading	<p>Objective: CCSS.ELA-LITERACY.RF.3.3 Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>Assignment: IXL: Please work on the following skills. Please spend a minimum of ten minutes on each skill for a total of 30 minutes on IXL Language Arts. H.2 H.3 H.4</p>	<p>Objective: CCSS.ELA-LITERACY.RF.3.3 Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>Assignment: What is my occupation? Inferences</p>
Writing	<p>Objective: W.3.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>Assignment: Use your facts that you have researched and now write one paragraph about your dinosaur. Submit your paragraph on the google form in our ELA Google Classroom.</p> <p>Special directions: You can draw a picture of your dinosaur and label the parts.</p>	<p>Assignment: Use your facts that you have researched and now write one paragraph about your dinosaur on paper.</p> <p>Special directions: You can draw a picture of your dinosaur and label the parts.</p>
Math	<p>Objective: 3.NF.A.2b; 3.G.A.2</p>	<p>Objective: 3.NF.A.2b; 3.G.A.2</p>

	<p>Assignment: Using paper, make a book showing what you know and understand about fractions. Be creative, include color, real world examples and pictures. Think of all the activities we completed before leaving school and those included in these lessons and use those ideas in your book. Of course, expand your ideas to include other connections you may have made.</p> <p>Special directions: Have fun and email me if you need any help.</p>	<p>Assignment: Using paper, make a book showing what you know and understand about fractions. Be creative, include color, real world examples and pictures. Think of all the activities we completed before leaving school and those included in these lessons and use those ideas in your book. Of course, expand your ideas to include other connections you may have made.</p> <p>Special directions: Have fun and tell me if you need any help. A teacher will be calling to check in.</p>
<p>Science</p>	<p>Objective: Evidence of Common Ancestry and Diversity: Some kinds of plants and animals that once lived on Earth are no longer found anywhere. (3-LS4,3-LS4.A,3-LS4.A.1,3-5</p> <p>Assignment: Log into your Stemscoptes and watch the Content Connections Video about what happened to the dinosaurs. Answer the questions that go along with your reading. Go online and find any other information that relates to how the dinosaurs became extinct. Go onto to Hour of Code and practice your coding Friday.</p> <p>Special directions: Have fun and email me if you need any help..</p>	<p>Objective: Evidence of Common Ancestry and Diversity: Some kinds of plants and animals that once lived on Earth are no longer found anywhere. (3-LS4,3-LS4.A,3-LS4.A.1,3-5</p> <p>Assignment: Paper copy Read “Before the Dinosaurs, this sea creature was one of Earth’s biggest animals”. Answer the questions and circle the vocabulary words. Highlight 5 facts from your story that you found interesting.</p> <p>Special directions: Have fun and tell me if you need any help. A teacher will be calling to check in.</p>
<p>Itinerant: Music Mrs. Di Nitto</p>	<p>Objective: MU:Pr4.2.5a Demonstrates understanding of the structure of the elements of</p>	<p>https://www.youtube.com/watch?v=1otUpNJfzMw</p>

<p>dinittomaria@c oventryschools. net</p>	<p>music (such as rhythm, pitch, form, and harmony) in music selected for performance. Essential Question: How does understanding the structure and context of musical works inform performance.</p> <p>Assignment: Read about the life and career of Louis Armstrong the Jazz musician.</p> <p>Special directions: OR Listen and follow along to the story of Louis Armstrong.</p>	<p>https://www.makingmusicfun.net/pdf/printit-biographies/louis-armstrong-printit-biography.pdf</p> <p>https://liquidliteracy.files.wordpress.com/2013/03/templatebiographyorganizer-1.jpg</p>
<p>Other:</p> <p>Reading Intervention: Mrs. Lukowicz Please contact: lukowiczlisa@coventryschools.net</p> <p>Mrs. Toohey Kaye Please contact tooheykayesusan@coventryschools.net</p>	<p>Assignment: Raz-Kids:https://www.kidsaz.com/main/Login We will be monitoring Raz-Kids daily so if you need help please ask.</p> <p>Select one of your Raz-Kids books you completed over the last two weeks. Reread the text to yourself for accuracy. When you are ready, read the text to someone else. Ask the person three comprehension questions or discuss what you think is important about what you read.</p> <p>Mrs Arnone arnonewendi@coventryschools.net</p> <p>Please log into my google classroom and follow Mrs. Lima and Mrs. Ricci's lesson</p>	

