

FRSD Distance Learning: 3rd Grade Week 5 (May 11-15, 2020)



Hello FRSD K-5 families! As we move forward with our new distance learning format, we hope to partner with you to make this transition as smooth as possible. We know that this is a stressful time for our students and we want to be sensitive to their (and your) needs. As such, at this time distance learning at the K-5 level is being rolled out slowly, with all of our families being considered.

A paper packet will be available via the links below, each Monday which will include a weekly lesson plan as well as work from both our ELA and Math curricula. Alternately, packets will be available for pickup on Mondays at the school. Teachers will be reaching out to you at least once weekly regarding the progress of your student in their classwork. Also available to families are the online supplemental resources linked to via the COVID-19 link on the FRSD webpage under "Supplemental Learning". Please reach out to your teacher with any questions, concerns, or feedback going forward. If the school closure is extended beyond the current timeline, we will reassess our plans as needed. Thank you for your continued partnership in your child's education!



Contact Information:

1. Teachers will be available from 8:00-4:00 each day.
2. If you are unable to reach a teacher for some reason, leave a message or send an email and they will get back to you within 24 hrs.
3. Please know that many of our teachers will be using Google Voice- this number may look unfamiliar when they call you



Differentiation/Extension/Supports:

1. We understand that you may need to provide your child with extra support or extension activities during this time.
2. If you are unable to access the online Differentiation/Extension document online, please communicate with your child's teacher for more ideas



FRSD Meal Plan:

1. FRSD is providing free meals (sack lunch & breakfast) to **anyone** 18 years or younger at the following locations in our community:
2. **VES Parking Lot:** Drive through from 11:00-12:30
3. There are 13 bus routes for meal delivery with a few stops per route. The stops/routes are [listed here](#).
4. If you cannot make it to one of these locations and need meals delivered to your house please contact your school office by 8:00 AM of the day you need them delivered and let us know how many kids need a meal, your address and a phone number where you can be reached.



Stay Informed:

Please remember to check the Fern Ridge School District webpage for updates.
<https://www.fernridge.k12.or.us/>

Jahnie Cleveland **E-Mail:** jcleland@fernridge.k12.or.us **Phone:** 541-325-6215

Rachel Frede **E-Mail:** rfrede@fernridge.k12.or.us **Phone:** 541-362-4891

Mike Guill **E-Mail:** mguill@fernridge.k12.or.us **Phone:** 541-868-4420

Kyle Moeller **E-Mail:** kmoeller@fernridge.k12.or.us **Phone:** 907-831-2835

WEEKLY MESSAGE from grade level teams: It's week five! What did the science teacher say when the kid was experimenting with magnets? "May the force be with you!" Enjoy all your learning with magnets this week - if you can find a few to experiment with, even better!!!

| Monday | Tuesday | Wednesday | Thursday | Friday |
|--|--|--|---|---|
| Assignments | Assignments | Assignments | Assignments | Assignments |
| <p>MATH -----</p> <ul style="list-style-type: none"> □ Complete "Day 1" problems on Week #32 (Packet p.1). □ Complete Lesson 6 Homework (Packet p.2). <p>READING -----</p> <p><i>This week's big idea: cause and effect</i></p> <ul style="list-style-type: none"> □ Read this week's anchor text story: "The Power of Magnets" (Reading Adventures p.20-25). Talk about the "big ideas" that the story introduced. □ Complete Writing Proper Nouns (Packet p.3). <p>WRITING -----</p> <ul style="list-style-type: none"> □ Read the "Wow! What an Invention!" activity (Reading Adventures p.32-33). Brainstorm ideas for your invention. Write a few quick notes to help you remember your ideas. <p>P.E. -----</p> <ul style="list-style-type: none"> □ Get active for 30 minutes (Packet p.17). <p>EXTENSIONS -----</p> <ul style="list-style-type: none"> □ IXL Math: G.3 □ IXL Science: I.1 □ Read a book of your choice for 20 minutes or more. | <p>MATH -----</p> <ul style="list-style-type: none"> □ Complete "Day 2" problems on Week #32 (Packet p.1). □ Complete Lesson 7 Homework (Packet p.4). <p>READING -----</p> <ul style="list-style-type: none"> □ Read "Electromagnets and You" (Reading Adventures p.26-27). Can you think of an item in your home that uses an electromagnet? Draw a picture and label any parts you know! □ Complete Double Consonants (Packet p.5). <p>WRITING -----</p> <ul style="list-style-type: none"> □ Complete Contractions With Not (Packet p.6). □ Write a rough draft describing your invention using the prompt (Reading Adventures p.32). <p>P.E. -----</p> <ul style="list-style-type: none"> □ Get active for 30 minutes (Packet p.17). <p>EXTENSIONS -----</p> <ul style="list-style-type: none"> □ IXL Math: F.7 □ IXL Science: I.2 □ Write each spelling word three times. Then spell each word out loud to an adult. □ Read a book of your choice for 20 minutes or more. | <p>MATH -----</p> <ul style="list-style-type: none"> □ Complete "Day 3" problems on Week #32 (Packet p.1). □ Complete Lesson 8 Homework (Packet p.7). <p>READING -----</p> <ul style="list-style-type: none"> □ Complete Reader's Guide - The Power of Magnets (Packet p.8-9). □ Complete Contractions with Pronouns (Packet p.10). <p>WRITING -----</p> <ul style="list-style-type: none"> □ Proofread and edit your story. Make sure it includes: <ol style="list-style-type: none"> 1) a clear description of your invention 2) lots of details telling about how it works and what it does 3) proper capitalization 4) correct punctuation 5) at least 2 paragraphs <p>P.E. -----</p> <ul style="list-style-type: none"> □ Get active for 30 minutes (Packet p.17). <p>EXTENSIONS -----</p> <ul style="list-style-type: none"> □ IXL Math: F.8 □ IXL Science: I.1 □ Use each spelling word in a sentence. Try to use each word correctly to show you know what it means! □ Read a book of your choice for 20 minutes or more. | <p>MATH -----</p> <ul style="list-style-type: none"> □ Complete "Day 4" problems on Week #32 (Packet p.1). □ Complete Lesson 8 Homework (Packet p.11). <p>READING -----</p> <ul style="list-style-type: none"> □ Read "Science Fair Project" and "Magnet" (Reading Adventures p.28-29). Talk about the "Discuss Poetry" box (Reading Adventures p.29). □ Complete Proofreading for Spelling (Packet p.12). □ Read a book of your choice for 20 minutes or more. <p>WRITING -----</p> <ul style="list-style-type: none"> □ Write or type a polished final copy of your story. Make sure you make the changes from your proofreading and editing yesterday! <p>P.E. -----</p> <ul style="list-style-type: none"> □ Get active for 30 minutes (Packet p.17). <p>EXTENSIONS -----</p> <ul style="list-style-type: none"> □ Complete the "Make A Magnet" and "Do the Magnet Jump" activities (Reading Adventures p.30-31). □ IXL Math: F.9 □ IXL Science: I.3 □ IXL Lang. Arts: RR.1 | <p>MATH -----</p> <ul style="list-style-type: none"> □ Complete Week #32 Assessment (Packet #32 p.13). □ Complete Lesson 10 Homework (Packet p.14). <p>READING -----</p> <ul style="list-style-type: none"> □ Use the story "The Power of Magnets" to complete Lesson 27 Comprehension Test (Packet p.16-17). □ Have an adult give you a spelling test on this week's spelling words. Check it together and discuss any misspelled words. <p>WRITING -----</p> <ul style="list-style-type: none"> □ Add an illustration or a labeled diagram to add to your writing. Then, share your work with someone! <p>P.E. -----</p> <ul style="list-style-type: none"> □ Get active for 30 minutes (Packet p.17). <p>EXTENSIONS -----</p> <ul style="list-style-type: none"> □ IXL Math: F.10 □ IXL Lang. Arts: RR.2 □ Read a book of your choice for 20 minutes or more. □ Demonstrate your count-by knowledge! Say them out loud to show an adult your skills for the six, seven, eight, and nine count-by facts! |

Name _____

Day 1

_____ \div 2 = 7

5 \times _____ = 30

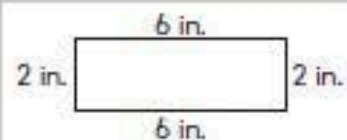
8 \times 6 = _____

Look at the clock.
What time will it
be in 25 minutes?



5 \times 7 = 35

Write a related
multiplication
sentence.



What is the
perimeter of the
shape?

Day 2

Round each
number to the
nearest 10. Then,
subtract.

653 - 307 is about

Henry found
79 shells on the
beach. He gave
his mom 34 shells.
Later, Henry found
81 more shells. How
many shells did
Henry have now?

5 \div 1 = _____

8 \times 8 = _____

36 \div 4 = _____

549 + 202 =

Day 3

Write the missing
numbers to finish
the pattern.

186, 180, 174,

_____.

_____.

_____.

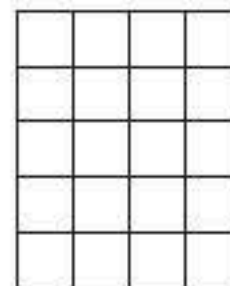
About how much
does a refrigerator
weigh?

- A. 90 grams
- B. 90 kilograms

20 \times 1 = _____

70 \times 4 = _____

80 \times 6 = _____



What is the area of
the rectangle?

_____ square units

Day 4

834 - 657 =

Ian caught 4 fish
during each hour
that he fished.
If he fished for
7 hours, how many
fish did he catch?

Round each
number to the
nearest 10. Then,
subtract.

748 - 259 is about

A jar of 36 pickles
will be divided
equally between 4
people. How many
pickles will each
person get?

Name _____

Date _____

Use a ruler and a right angle tool to help you draw the figures with the given attributes below.

1. Draw a triangle that has no right angles.

2. Draw a quadrilateral that has at least 2 right angles.

3. Draw a quadrilateral with 2 equal sides. Label the 2 equal side lengths of your shape.

Name _____ Date _____

Writing Proper Nouns

The Power of Magnets
Grammar: Spiral Review

- A **proper noun** always begins with a capital letter.
- Days, months, holidays, historical periods, and special events are proper nouns.
- The first, last, and important words in a book title are capitalized. Book titles are underlined.

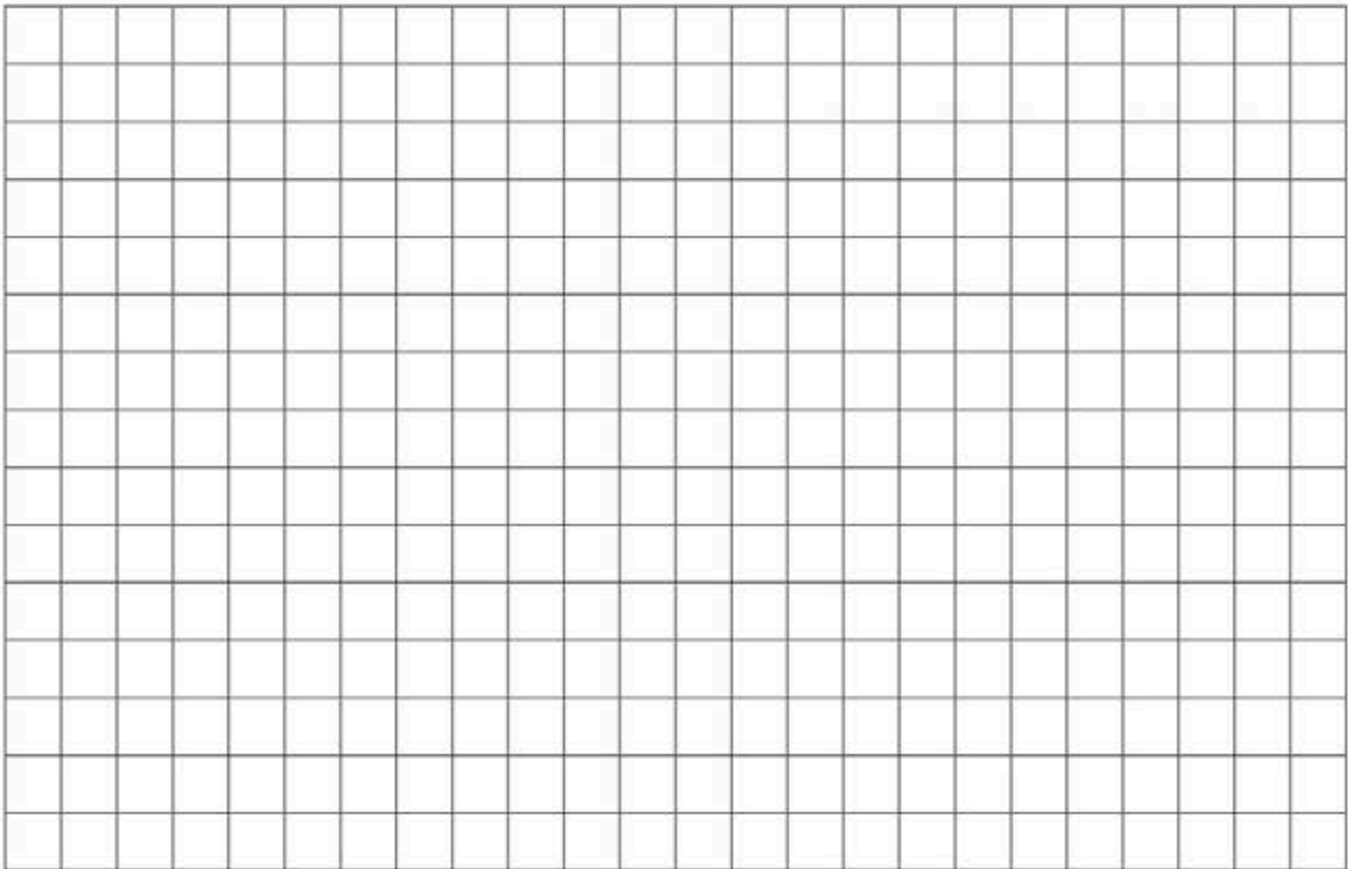
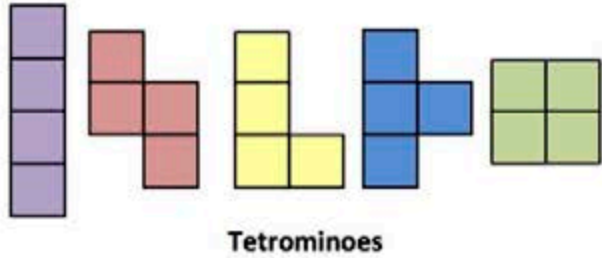
| Proper Nouns | |
|--------------|------------------|
| day | Wednesday |
| month | March |
| holiday | Thanksgiving |
| book title | <u>The Giver</u> |

Activity: Write all proper nouns and book titles from each sentence correctly.

1. The electricity went off last friday. _____
2. I read my favorite book, the dark forest, with a flashlight.

3. We saved a lot of electricity in april. _____
4. My book report on Michael Faraday is due after memorial day. _____
5. I would rather learn about world war II than about electricity. _____
6. My sister is writing a book called when the lights go out.

2. Color tetrominoes on the grid below to:
- Create a square with an area of 16 square units.
 - Create at least two different rectangles, each with an area of 24 square units.
- You may use the same tetromino more than once.



3. Explain how you know the rectangles you created in Problem 2(b) have the correct area.

Name _____ Date _____

Double Consonants

The Power of Magnets

Spelling: Words with
Double Consonants

Basic: Write the Basic Word that best completes each group.

1. sheet, blanket, _____
2. chapter, unit, _____
3. dime, quarter, _____
4. jam, preserves, _____
5. fox, raccoon, _____
6. top, side, _____
7. postcard, note, _____
8. peach, plum, _____
9. milk, cheese, _____
10. zipper, snap, _____

Spelling Words

Basic

1. jelly
2. bottom
3. pillow
4. happen
5. butter
6. lesson
7. cherry
8. sudden
9. arrow
10. dollar
11. hello
12. rabbit
13. letter
14. button

Challenge

stubborn
mirror

Challenge: Use one of the Challenge Words to write a sentence.

Contractions with *not*

You can put together two words and make a **contraction**. An apostrophe (') takes the place of any letter or letters that are left out. Many contractions combine a verb with *not*. The contraction *won't* is special. You form it from the words *will not* and change the spelling.

*It **is not** always easy to invent something.*

*It **isn't** always easy to invent something.*

*Michael Faraday **was not** afraid to try something new.*

*Michael Faraday **wasn't** afraid to try something new.*

Thinking Questions

Which verb am I putting together with the word not? Which letter should I leave out and replace with an apostrophe?

Write the contraction for the words in parentheses. Use an apostrophe in place of the underlined letter or letters.

1. Electromagnets _____ work unless they are turned on. (do not)
2. The magnet in the poem _____ get used anymore. (does not)
3. A computer's hard drive _____ work correctly without an electromagnet. (will not)
4. We _____ aware that doorbells use electromagnets. (were not)
5. A blow dryer also _____ work without an electromagnet. (would not)
6. The poem's speaker _____ been allowed to make her brother disappear. (has not)
7. I _____ see a magnetic field, but I know it exists. (cannot)
8. I _____ believe all the things magnets do! (could not)

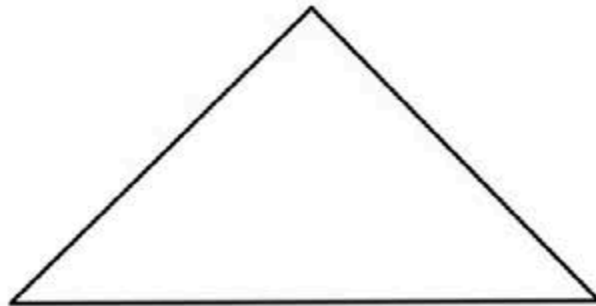
Name _____

Date _____

1. Draw a line to divide the square below into 2 equal triangles.



2. Draw a line to divide the triangle below into 2 equal, smaller triangles.



3. Draw a line to divide the trapezoid below into 2 equal trapezoids.



Name _____

Date _____



The Power of Magnets



Your Magnet Invention

Now is your chance to design a magnet to make your life easier! First, answer the questions below to make sure you understand how magnets work. Then, create your own design.

Read pages 20–21. What causes some objects to be attracted to a magnet?

Read page 22. What happens if you sprinkle iron filings around a magnet?

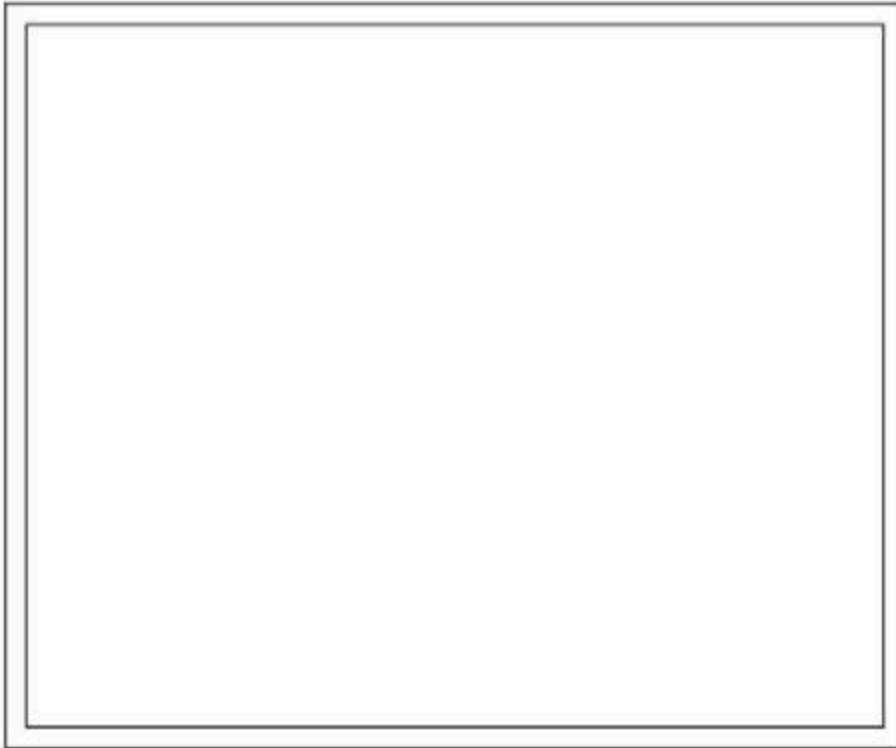
Read page 23. What is important about electromagnets?

Read pages 24–25. How can you create a magnetic field in your own home?

Name _____ Date _____

The Power of Magnets
Independent Reading

Now think of a way that you can use a magnet to improve your life. Will you use the magnet in your home or outside? Will you use it at school? Will you use a regular magnet or an electromagnet? Draw a picture of your magnet and write an explanation of how it works. Be sure that you include details from the text in your design.



Contractions with Pronouns

The Power of Magnets
Grammar:
Contractions

You can put a pronoun and a verb together to make a contraction. An apostrophe replaces the letter or letters that are left out.

*She says that **she is** working on a project.*

*She says that **she's** working on a project.*

***We will** see if it turns out.*

***We'll** see if it turns out.*

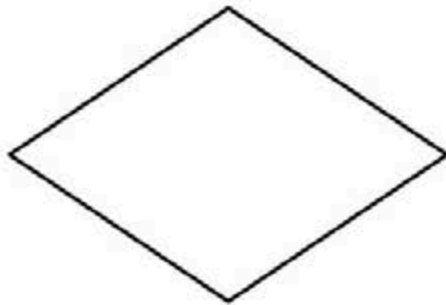
Thinking Question

When I join a pronoun with a verb, which letters should I leave out and replace with an apostrophe to make a contraction?

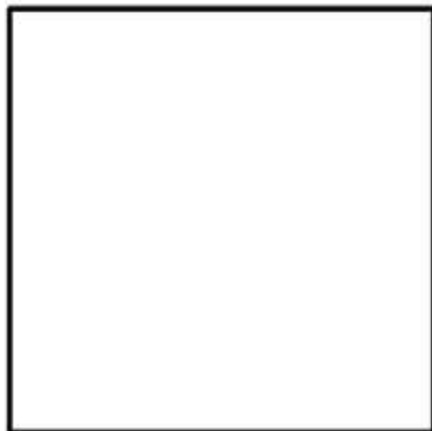
Write the contraction for the words in parentheses. Use an apostrophe in place of the underlined letter or letters.

1. _____ be exciting to find out if the experiment works. (It will)
2. _____ read a lot about experiments with magnets. (We have)
3. Make sure _____ ready for the science fair. (you are)
4. _____ going to enter the science fair, too. (I am)
5. _____ judge whose project is the best. (They will)
6. _____ going to be competitive. (It is)
7. _____ almost finished our project. (We have)
8. She says _____ enter the science fair next year. (she will)

4. Draw 2 lines to divide the quadrilateral below into 4 equal triangles.



5. Draw 4 lines to divide the square below into 8 equal triangles.



6. Describe the steps you took to divide the square in Problem 5 into 8 equal triangles.

Name _____ Date _____

Proofreading for Spelling

The Power of Magnets

Spelling: Words with
Double Consonants

Find the misspelled words and circle them. Write them correctly on the lines below.

Spelling Words

Dear Jamal,

Can you believe you're getting a letter from me, at last? I think of you a lot, especially when I see a jar of that cherry jellie you love so much. Mom bought some the other day, and all of a sudden, I find that I love it, too!

One of my front teeth fell out last week. I put the tooth under my pillow. The next morning, a dollar showed up there. Maybe that's enough to buy a treat for my pet rabbit.

Hey, you're a science buff, right? Do you happen to know much about magnets? We had a really neat lesson on them in science class last week, and I'd love to talk to you about them.

Well, say hello to your family for me. Please write back if you can. I miss you!

1. jelly
2. bottom
3. pillow
4. happen
5. butter
6. lesson
7. cherry
8. sudden
9. arrow
10. dollar
11. hello
12. rabbit
13. letter
14. button

Your friend,

Curtis

- | | | |
|----------|----------|-----------|
| 1. _____ | 5. _____ | 9. _____ |
| 2. _____ | 6. _____ | 10. _____ |
| 3. _____ | 7. _____ | |
| 4. _____ | 8. _____ | |

Name _____

1. _____ \div 5 = 8

4 \times _____ = 28

3 \times 4 = _____



2. $80 \times 3 =$ _____


20 \times 9 = _____

90 \times 3 = _____

3. Wesley has 24 cars to put into 3 boxes. If he puts the same number of cars in each box, how many cars should go in a box?

4. How many more miles did Team 3 canoe than Teams 1 and 2 combined?

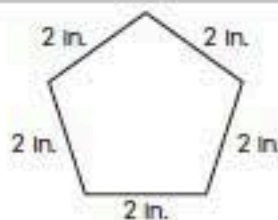
| Miles Canoeed | |
|---------------|---|
| Team 1 |  |
| Team 2 |  |
| Team 3 |  |

 = 20 miles

5. Look at the clock. What time will it be in 50 minutes?



6.



What is the perimeter of this shape?

7. About how much does a wading pool hold?

- A. 500 grams
- B. 500 liters

8.



What is the area of the rectangle?

_____ square units

9. $5 \times 4 =$ _____

$4 \times 8 =$ _____

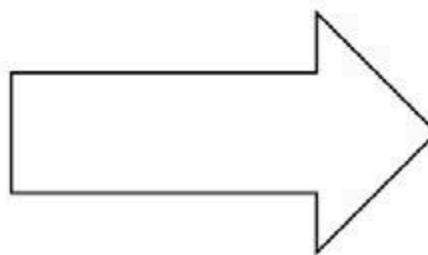
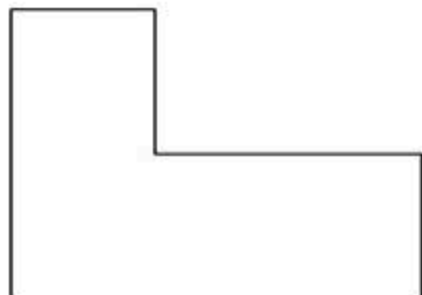
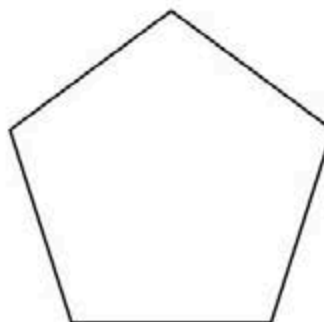
$72 \div 8 =$ _____

10. A clam has 2 shells. How many shells do 6 clams have altogether?

Name _____

Date _____

1. Trace the perimeter of the shapes below.



- a. Explain how you know you traced the perimeters of the shapes above.
- b. Explain how you could use a string to figure out which shape above has the greatest perimeter.

Name _____ Date _____

The Power of Magnets

Comprehension

Comprehension

Answer Numbers 1 through 8. Base your answers on the article “The Power of Magnets.”

- 1 Why does a magnet stick to a refrigerator door?
 - A because the door is cold
 - B because the door is sticky
 - C because the door is made of iron
 - D because the door is made of glass

- 2 Why are objects more likely to stick to the ends of a magnet?
 - F The ends have glue on them.
 - G The ends are the most powerful.
 - H The objects are repelled by the ends.
 - I The magnet is repelled by the objects.

- 3 What will happen if you try to put the north poles of two magnets together?
 - A They will pull apart.
 - B They will stick together.
 - C They will create a motor.
 - D They will create an electromagnet.

- 4 What pattern forms when you sprinkle iron filings around a magnet?
 - F a pattern in the shape of the wire
 - G a pattern in the shape of the magnetic field
 - H a pattern in the shape of the north pole of the magnet
 - I a pattern in the shape of the south pole of the magnet

Name _____ Date _____

The Power of Magnets

Comprehension

- 5 What happens to an electromagnet when electricity is turned on in it?
- A It becomes a magnet.
 - B It loses its magnetism.
 - C It wraps a wire around itself.
 - D The wire around it loses its magnetism.
- 6 According to the article, when would the reader use an electromagnet?
- F anytime electricity was needed
 - G if a magnet was needed at night
 - H only if the reader operated a junkyard
 - I if the reader wanted to control the magnetic force
- 7 Why do junkyards use electromagnets?
- A to pick up iron filings
 - B to pick up pieces of paper
 - C to pick up and put down cars
 - D to move dirt around the junkyard
- 8 What did Michael Faraday discover that a magnetic force could produce?
- F electricity
 - G iron
 - H lightning
 - I water



Physical Education

ACTIVITY LOG

Kindergarten - 5th Grade

Use this activity log to track your physical activity minutes for 1 week. Have an adult put their initials next to each day that you complete 30 - 60 minutes. Do the warm-up, pick a fitness activity from the list, and do the cool down. (An example day is done for you).

| Day | Warm-up | Fitness Activity | Cool Down | Total |
|--------------------|------------------------------|-----------------------------------|--------------------------------|-------------------|
| <i>Example Day</i> | <i>Warm-up 5 Minutes</i> | <i>Family Hike 25 Minutes</i> | <i>Cool Down 5 Minutes</i> | <i>35 Minutes</i> |
| Monday | | | | |
| Tuesday | | | | |
| Wednesday | | | | |
| Thursday | | | | |
| Friday | | | | |

Warm-up Routine

1. Hop on one foot around the house once or down the hall 4 times. (switch legs as needed)
2. Crab Walk down the hall 3 times or around the house.
3. Frog Hop around the house or 4 times down the hall.

Cool Down Routine

1. Sit, knees bent, feet together, butterfly stretch. Slowly push your knees down with your elbows.
2. Cross your legs, keep them straight, slowly reach for your toes and hold for 10 seconds. (switch and repeat)
3. Arm straight, reach in front, use the other arm to slowly pull in across your chest, count to 10. (both arms).

Fitness Activity Choices

Family Walk
 Jog Around The House
 Badminton
 Family Hike
 HIIT Workout (YouTube)
 Cosmic Kids Yoga (YouTube)
 Jump Rope
 Cup Stacking
 Bike Ride/ Scooter Ride
 Beach Body for Kids(online)
 Fit Boost Activity (online)
 Hopscotch

Tag Game
 Basketball Game
 Frisbee
 Yard Work
 Walk The Dog
 Soccer
 Zumba Kids (online)
 Build an Obstacle Course
 Outdoor Scavenger Hunt
 Playworks at Home(online)
 Four Square

Dance Party
 Croquet
 Play Catch
 Stack Wood
 Go Noodle (online)
 Wiffle Ball
 Jogging
 Build a Fort
 Juggling
 Bean Bag Toss Game
 Wall Ball

Chalk Obstacle Course on the sidewalk

Make a target, throw at it overhand and underhand (move farther back and repeat)