3rd Grade Study Plan- May 4

Week 7 Monday/ lunes	Tuesday/ martes	Wednesday/ miercoles	Thursday/ jueves	Friday/viernes

ELA
● Read 30 minutes independently
● 1 Lexia/ Reading Plus lesson
● Read "Family Feast", page 280
● Daily Journal Entry: Plan a family feast of your own! Write a menu that includes all the foods you would serve and who you would invite.
 	
Math
● 1 Dreambox or ST Math Lesson
● Monday Homework
● Math Sprint: lesson 17A
 	
ELD
● Daily ELD homework **OR** BrainPopELL (access through Clever)
 	
PE
● PE Activities
 	
Well-Being & Leader in Me
● Monday LIM homework
● SEL Lesson- choose one activity
● FUESD's SEL Resources
	ELA
	● Read 30 minutes independently
	● 1 Lexia/ Reading Plus lesson
	  ● Read "Stone Soup", page 282
	  ● Daily Journal Entry: Re-read page 285. What do you think makes the monks happy? What makes you happy?
	
	Math
	● 1 Dreambox or ST Lesson
	● Tuesday Homework
	● Math Sprint: lesson 17B
	
	ELD
	  ● Daily ELD homework **OR** KPBS Kids (access through Clever)
	
	PE
	  ● PE Activities
	
	Well-Being & Leader in Me
	● SEL Lesson-choose one activity OR Tuesday SEL homework
	● FUESD's SEL Resources
	● Thirvely- choose one activity (access through Clever)
		ELA
		● Read 30 minutes independently
		● 1 Lexia/ Reading Plus lesson
		● Re-read "Family Feast", page 280
		● Daily Journal Entry:
		● Re-read for Comprehension p. 281 and complete the graphic organizer.
		● Optional: Food Waste
		● Complete a Six Word Story about the Wild Dogs video.
		
		Math
		● 1 Dreambox or ST Math Lesson
		● Wednesday Homework
		● Math Sprint: lesson 18A
		
		ELD
		  ● Daily ELD homework **OR** BrainPopELL (access through Clever)
		
		PE
		  ● PE Activities
		
		Well-Being & Leader in Me
		● SEL Lesson- choose one activity
		● FUESD's SEL Resources
			ELA
			● Read 30 minutes independently
			● 1 Lexia/ Reading Plus lesson
			● Re-read "Stone Soup", page 282
			● Daily Journal Entry: If you were a villager in this story, would you have helped make stone soup? Why or why not?
			
			Math
			● 1 Dreambox or ST Math Lesson
			● Thursday Homework
			● Math Sprint: lesson 18B
			
			ELD
			  ● Daily ELD homework **OR** Benchmark Universe Ebooks (Dual Collection English/SPanish) (access through Clever)
			
			PE
			  ● PE Activities
			
			Well-Being & Leader in Me
			● SEL Lesson - choose one activity OR Thursday SEL homework
			● FUESD's SEL Resources
			● Thirvely- choose one activity (access through Clever)
				ELA
				● Read 30 minutes independently
				● 1 Lexia/ Reading Plus lesson
				● Read "What's for Lunch", page 304
				● Read "Critical Thinking" on page 105. Based on what you know, where in the world would you like to eat lunch? Explain your answer.
				
				Math
				● 1 Dreambox or ST Lesson
				● Math Sprint: lesson 20A
				
				ELD
				  ● Tarea diaria ELD o Benchmark Universe Ebooks (Dual Collection English/SPanish) (acceso a través de Clever)
				
				PE
				  ● PE Activities
				
				Well-Being & Leader in Me
				● Friday LIM homework
				● SEL Lesson - choose one activity
				● FUESD's SEL Resources

3 Grado - Plan de Estudio Independiente de FUESD – 4 de mayo

Semana 7 lunes	martes	miercoles	jueves	viernes

ELA
● Leer 30 minutos independientemente: Registro de Lectura
● 1 Lexia/o lección de Reading Plus
● Leer "Family Feast", página 280
● Entrada diaria del diario: ¡Planifica tu propia fiesta familiar! Escribe un menú que incluya todos los alimentos que servirías y a quién invitarías.
 	
Math
● 1 Dreambox o lecciónST
● Tarea de lunes
● Math Sprint: lección 17A
 	
ELD
● Tarea diaria el ELD o BrainPopELL (acceso a través de Clever)
 	
Educacion Física
PE Activities
 	
El bienestar y Líder en mi
lunes LIM tarea
Lección SEL- elegir una actividad
Recursos SEL de FUESD
	ELA
	● Leer 30 minutos independientemente: Registro de Lectura
	● 1 Lexia/o Reading Plus lección
	● Leer "Stone Soup", página 282
	● Entrada diaria del diario: Vuelva a leer la página 285. ¿Qué crees que hace felices a los monjes? ¿Qué te hace feliz?
	
	Math
	● 1 Dreambox o ST lección
	● Tarea de martes
	● Math Sprint: lección 17B
	
	ELD
	● Tarea diaria de ELD o KPBS Kids (acceso a través de Clever)
	
	Educacion Física
	● PE Activities
	
	El bienestar y Líder en mi
	● Lección SEL- elegir una actividad o tarea de martes (Positive Me)
	● FUESD's SEL Resources
	● Thirvely- elegir una actividad (acceso a través de Clever)
		ELA
		● Leer 30 minutos independientemente: R
		● Registro de Lectura
		● 1 Lexia/o Reading Plus lección
		● Re-leer "Family Feast", página 280
		● Entrada diaria del diario: Vuelva a leer para Comprehension p. 281 y complete el organizador gráfico.
		   ● Optional: Food Waste
		● Completar 6 Word Story sobre el video "Food Waste"
		
		Math
		● 1 Dreambox o ST lección
		● Tarea de miércoles
		● Math Sprint: lección 18A
		
		ELD
		   ● Tarea diaria el ELD o BrainPopELL (acceso a través de Clever)
		
		Educacion Física
		● PE Activities
		
		El bienestar y Líder en mi
		● Lección SEL- elegir una actividad
		   ● FUESD's SEL Resources
			ELA
			● Leer 30 minutos independientemente: Registro de Lectura
			● 1 Lexia/o Reading Plus lección
			● Releer "Stone Soup", página 282
			● Entrada diaria del diario: Si fueras un aldeano en esta historia, ¿habrías ayudado a hacer sopa de piedra? ¿Por qué o por qué no?
			
			Math
			● Lección 1 Dreambox o ST
			● Tarea de jueves
			● Math Sprint: lección 18B
			
			ELD
			   ● Tarea diaria ELD o Benchmark Universe Ebooks (Dual Collection English/SPanish) (acceso a través de Clever)
			
			Educacion Física
			● PE Activities
			
			El bienestar y Líder en mi
			● Lección SEL- elegir una actividad o tarea de jueves (Positive Me)
			● FUESD's SEL Resources
			● Thirvely- elegir una actividad (acceso a través de Clever)
				ELA
				● Leer 30 minutos independientemente
				● Registro de Lectura
				● 1 Lexia/o Reading Plus lección
				● Leer "What's for Lunch", página 304
				● Lea "Pensamiento crítico" en la página 105. Basándote en lo que sabes, ¿en qué parte del mundo te gustaría almorzar? Explica tu respuesta.
				
				Math
				● 1 Dreambox o ST lección
				● Math Sprint: lección 20A
				
				ELD
				   ● Tarea diaria de ELD o KPBS Kids (acceso a través de Clever)
				
				Educacion Física
				PE Activities
				
				El bienestar y Líder en mi
				● lunes LIM tarea
				● Lección SEL- elegir una actividad
				● Recursos SEL de FUESD

Monday Reading Log

Please submit your daily reading log answers here.

Book/Chapter(s) read:	
Minutes read:	
1 sentence comment about reading:	

Monday Journal Response

Read "Family Feast", page 280. Plan a family feast of your own! Write a menu that includes all the foods you would serve and who you would invite. Record your response below.

Family Feast

by Arthur Stam

It was time for our end-of-year class party, and everyone was having trouble coming up with good ideas, including me.

"How about a carnival with games and cotton candy?" said Penny.

"I know!" said Megan. "A talent show with prizes and pizza!"

"Those are great ideas," said Mr. Ortiz. "What do you think about inviting our families to be **guests** at a foods-of-the-world festival? We can each bring our family's favorite dish. All of that food will make a lovely **banquet**."

The class liked the idea and seemed **agreeable** to it. I couldn't wait to see what dishes would arrive on the day of our party!

"My family loves Italian food," said Sophia on the morning of the party. "I brought spaghetti and meatballs."

"This is our favorite," said Sam. "It's lamb curry from India."

"Wait until you taste my Mexican tamales," said Elena.

I looked at all the strange dishes with great **curiosity**. Mr. Ortiz watched me **gaze** at each dish. He thought I was **untrusting**. "I can't wait to try some of these foods, Mr. Ortiz," I said.

I tried chicken stew from Kenya, German sausages, Greek salad, and more. All of it was delicious!

Not only did I eat a world of food, I met a world of families, too. We all did. What a day!

Reread for **Comprehension**

Visualize

Make Inferences When authors develop a plot, they do not always tell readers every detail. Sometimes readers have to **make inferences** to figure out missing information. To make inferences, use story clues and what you already know. You can also visualize, or picture, what is happening to help you make inferences. Reread the selection. Use your Inference Map to figure out details the author left out.

Clue
↓
Clue
↓
Clue
↓
Inference
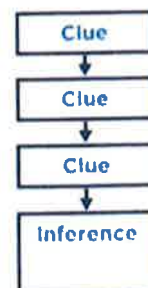
Monday Math Homework

Directions: Please submit your Monday answers in the purple boxes below.

3rd Grade Homework - Trimester 2

Trimester 2: Week 7	Name _____ Student #_____

Monday: Single-Digit Multiplication

1. 9 x 3 = _____   2. 7 x _____ = 42   3.   2   4.   8
                                                           x 7   x 7

5. A teacher has 8 boxes of crayons. Each box has 6 crayons in it. How many crayons does the teacher have?

1.	2.	3.	4.	5.

Monday ELD Homework

Choose any TV show or movie. Write the title, characters, setting, beginning, middle, and end in the gray box below **OR** complete an activity on BrainPopELL (access through Clever).

<u>Monday Math Sprint (Lesson 17A)</u>

Please submit your daily sprint answers in the green answer boxes below.

A   # Correct _____

Divide.

1	$3 \div 3 =$		23	$24 \div 3 =$	
2	$4 \div 4 =$		24	$16 \div 2 =$	
3	$5 \div 5 =$		25	$30 \div 10 =$	
4	$19 \div 19 =$		26	$30 \div 3 =$	
5	$0 \div 1 =$		27	$27 \div 3 =$	
6	$0 \div 2 =$		28	$18 \div 2 =$	
7	$0 \div 3 =$		29	$40 \div 10 =$	
8	$0 \div 19 =$		30	$40 \div 4 =$	
9	$6 \div 3 =$		31	$20 \div 4 =$	
10	$9 \div 3 =$		32	$20 \div 5 =$	
11	$12 \div 3 =$		33	$24 \div 4 =$	
12	$15 \div 3 =$		34	$30 \div 5 =$	
13	$4 \div 2 =$		35	$28 \div 4 =$	
14	$6 \div 2 =$		36	$40 \div 5 =$	
15	$8 \div 2 =$		37	$32 \div 4 =$	
16	$10 \div 2 =$		38	$45 \div 5 =$	
17	$18 \div 3 =$		39	$44 \div 4 =$	
18	$12 \div 2 =$		40	$36 \div 4 =$	
19	$21 \div 3 =$		41	$48 \div 6 =$	
20	$14 \div 2 =$		42	$63 \div 7 =$	
21	$20 \div 10 =$		43	$64 \div 8 =$	
22	$20 \div 2 =$		44	$72 \div 9 =$	

TIC TAC TOE #1

Find some tokens and complete three games with a family member if you can! (Or, videochat a friend and challenge them to a game!)

20 Arm Rotations	**8 Straddle Jumps**	**12 Standing Toe Touches**
Hold a Sit & Reach for 15 Seconds	**10 Curl Ups**	**15 Sec. Butterfly Stretch**
10 Push Ups	**Hold a Plank for 15 Seconds**	**15 Mountain Climbers**

Tic Tac Toe

FITNESS

Monday LIM Homework

Directions: Begin With the End in Mind= Plan your week with a family member! Record your plan in the box below. Then complete the activity that follows.

Directions: Match the correct situation to the correct response. There should be one blue and one purple squares in each match. Discuss which you would match with a family member. No answer box needed.

You have a project due tomorrow that you haven't started on. Your best friend calls and asks you to go to the mall with her.	Your piano recital is tomorrow evening. You haven't practiced all week. The neighborhood kids have a game of kickball going on outside that you really want to join.	You record the movie and get up off the couch to vacuum the floor for your mom because you know how hard she works and all she does for you.
Today is Monday. You have a math test on Friday.	You see that a movie you love is coming on TV tonight and you get comfortable on the couch ready to watch it. Your mom, who is tired from working all day, asks you to help her clean the house by vacuuming the living room.	After breakfast you decide to put off procrastinating and start cleaning your closet. You make a plan to clean first and then call a friend to do something fun with later in the day.
Today is a teacher workday. Your closet is a messy, disorganized place. For several weeks, you have been planning to clean it out so you can find your clothes easier.		You tell her "I would love to go with you but I have to stay home and finish a project that's due tomorrow. Let's plan to go tomorrow afternoon."
	You come home from school every afternoon and study a little bit for the test so you don't have to cram it all into one night on Thursday.	You decide that practicing your recital piece is more important than playing kickball. Besides, the kids are usually out there playing it every day. You can catch another game.

Activity from LIM online.

Tuesday Reading Log

Please submit your daily reading log answers here.

Book/Chapter(s) read:	
Minutes read:	
1 sentence comment about reading:	

Tuesday Journal Response

Read "Stone Soup", page 282. Re-read page 285. What do you think makes the monks happy? What makes you happy? Record your response below.

STONE SOUP

Award Winning Author

retold and
illustrated by
Jon J Muth

CA Comprehension

Genre

A **Folktale** is a story based on the customs and traditions of a people or region, handed down orally from one generation to the next.

Visualize

Make Inferences
As you read, use your Inference Map.

```
Clue
  ↓
Clue
  ↓
Clue
  ↓
Inference
```
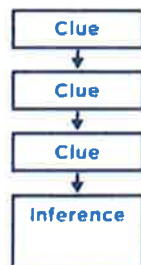
Read to Find Out

What do the people of the village learn from making stone soup?

THREE MONKS, Hok, Lok, and Siew, traveled along a mountain road. They talked about cat whiskers, the color of the sun, and giving.

"What makes one happy, Siew?" asked Hok, the youngest monk.

Old Siew, who was the wisest, said, "Let's find out."

> **Make Inferences**
> What do you think makes the monks happy?

285
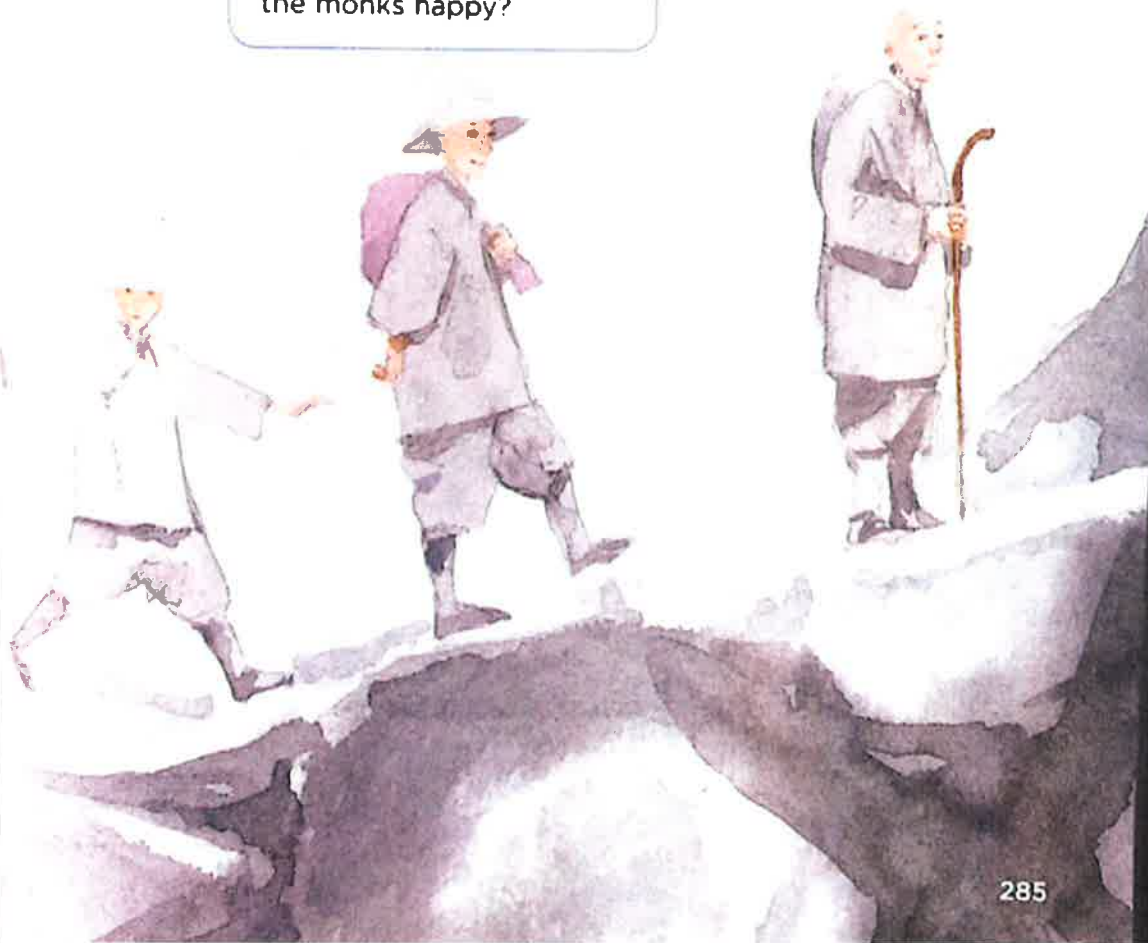
The sound of a bell brought their **gaze** to the rooftops of a village below. They could not see from so high above that the village had been through many hard times. Famine, floods, and war had made the villagers weary and **untrusting** of strangers. They had even become suspicious of their neighbors.

The villagers worked hard, but only for themselves.

There was a farmer.
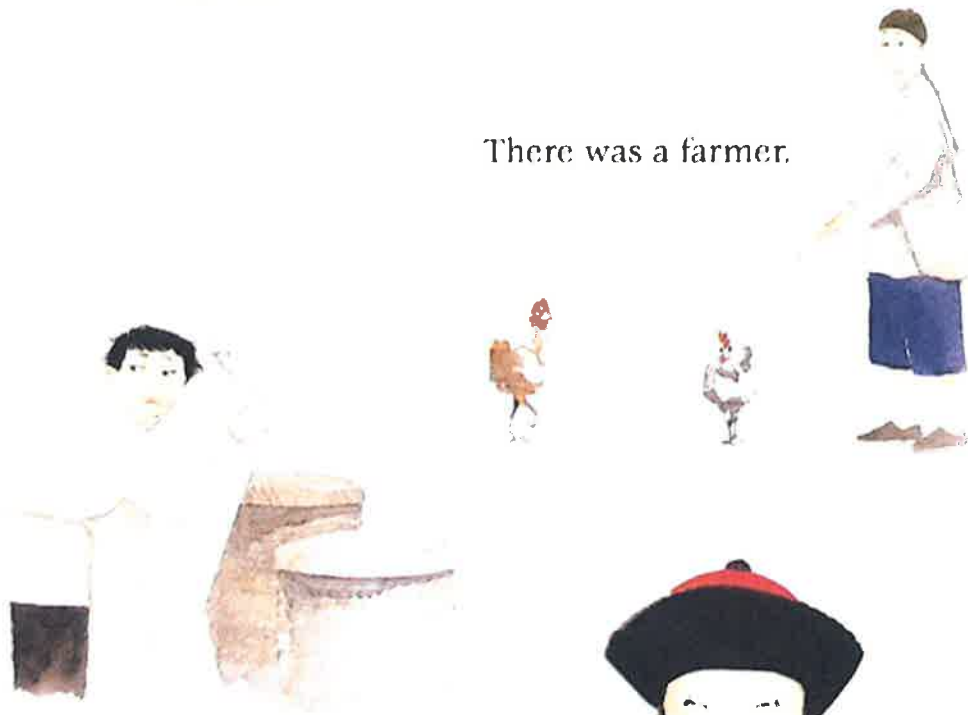
A tea merchant.

A scholar.

A seamstress.

A doctor.

A carpenter ...
... and many others.
But they had little to do with
one another.
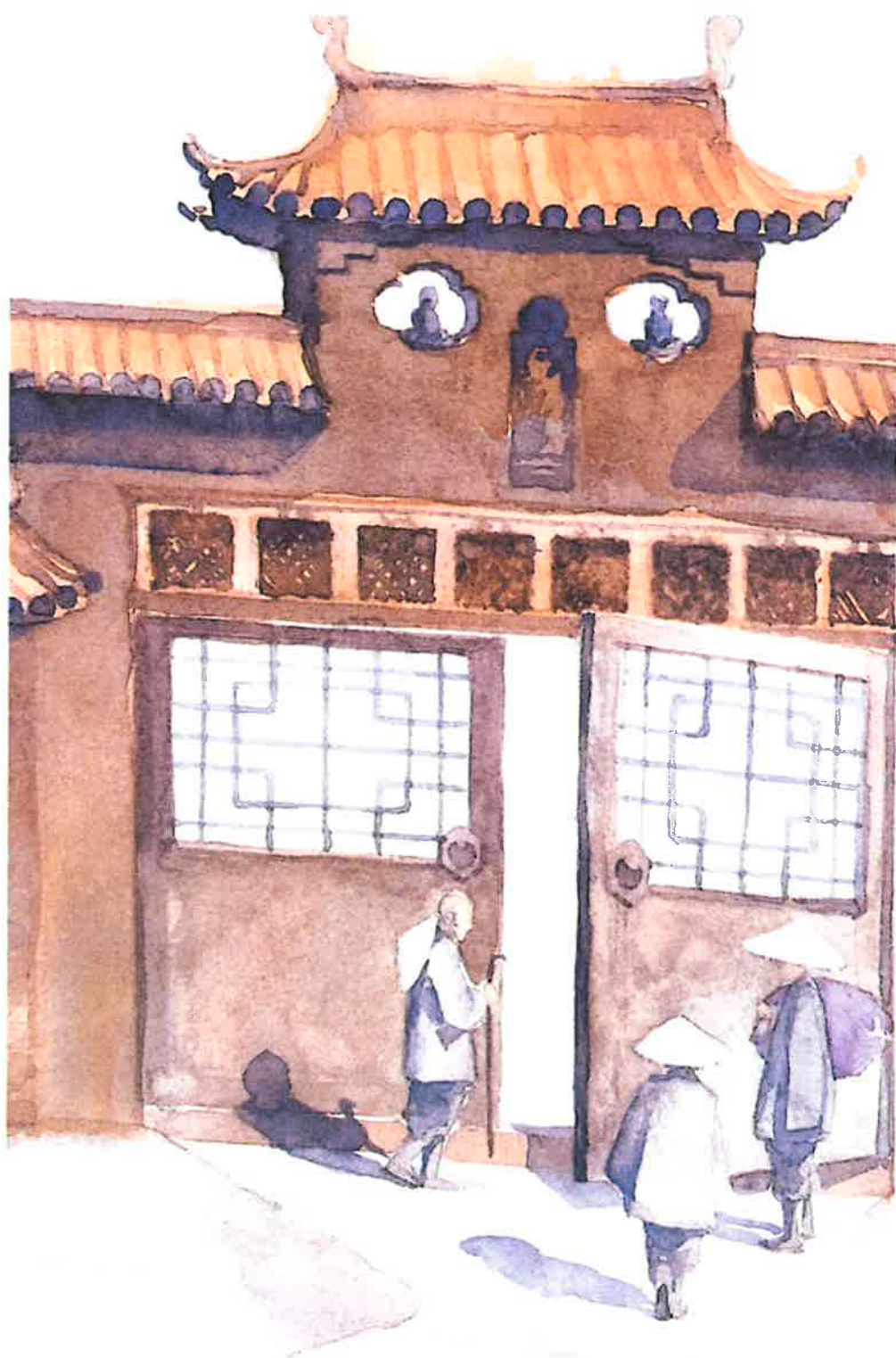
When the monks reached the foot of the mountain, the villagers disappeared into their houses. No one came to the gates to greet them.

And when the people saw them enter the village, they closed their windows tight.

The monks knocked on the door of the first house. There was no answer. Then the house went dark.

They knocked on a second door and the same thing happened.

It happened again and again, from one house to the next.

"These people do not know happiness," they all agreed.

"But today," said Siew, his face bright as the moon, "we will show them how to make stone soup."

Make Inferences
Why do the monks think that the villagers are not happy?

289

They gathered twigs and branches and made a fire.

They placed a small tin pot on top and filled it with water from the village well.

A brave little girl who had been watching came to them. "What are you doing?" she asked.

"We are gathering twigs," said Lok.

"We are making a fire," said Hok.

"We are making stone soup and we need three round, smooth stones," said Siew.

The little girl helped the monks look around the courtyard until they found just the right ones. Then they put them in the water to cook.

"These stones will make excellent soup," said Siew. "But this very small pot won't make much I'm afraid."

"My mother has a bigger pot," said the girl.

The little girl ran home. As she started to take a pot, her mother asked what she was doing.

"The three strangers are making soup from stones," she said. "They need our biggest pot."

"Hmm," said the girl's mother. "Stones are easy to come by. I'd like to learn how to do that!"
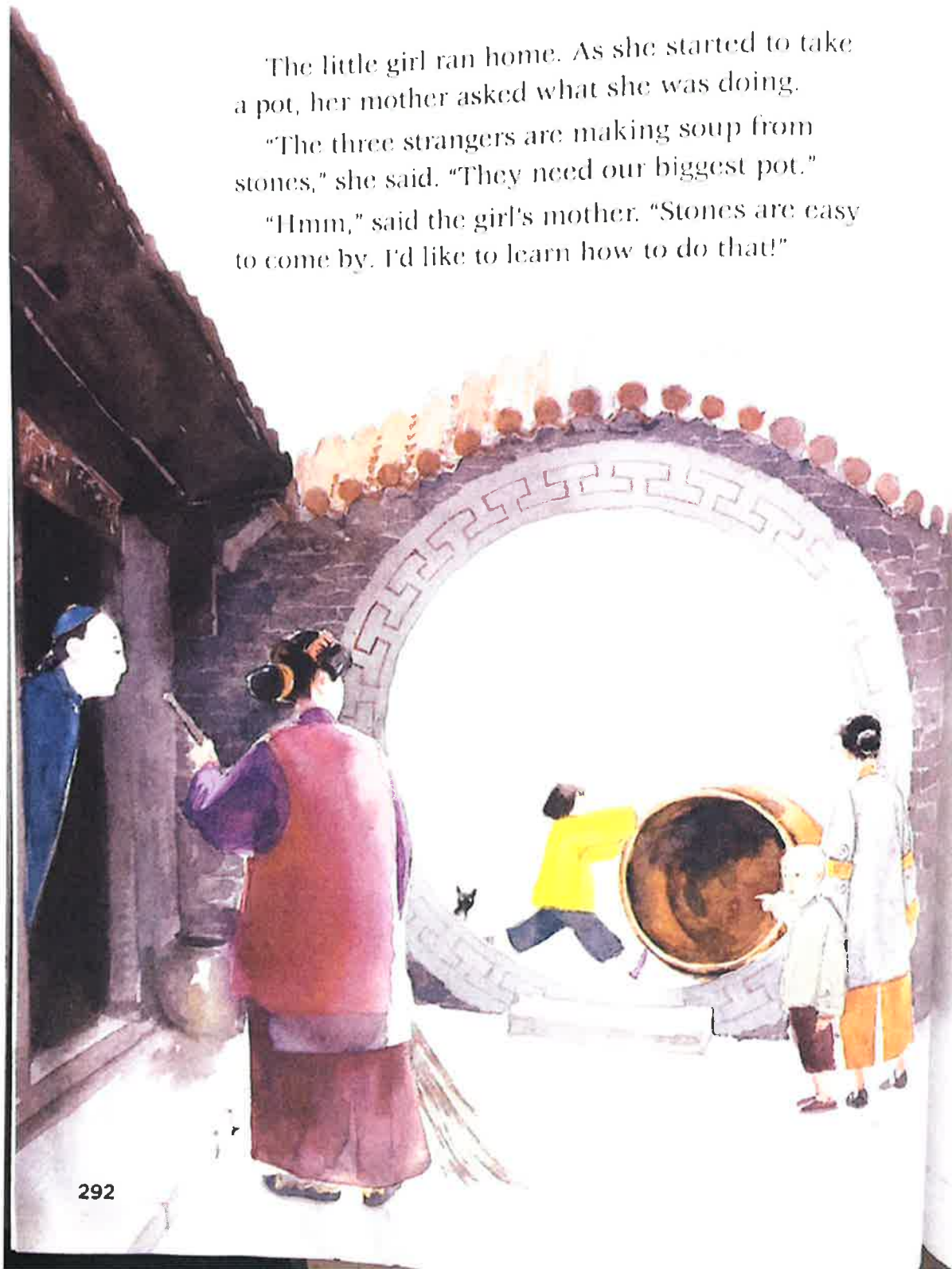
The monks poked the coals. As smoke drifted up, the neighbors peered out from their windows. The fire and the large pot in the middle of the village was a true **curiosity**!

One by one, the people of the village came out to see just what this stone soup was.

"Of course, old-style stone soup should be well seasoned with salt and pepper," said Hok.

"That is true," said Lok as he stirred the giant pot filled with water and stones. "But we have none ..."

"I have some salt and pepper!" said the scholar, his eyes big with curiosity. He disappeared and came back with salt and pepper and even a few other spices.

Siew took a taste. "The last time we had soup stones of this size and color, carrots made the broth very sweet."

"Carrots?" said a woman from the back. "I may have a few carrots! But just a few." And off she ran. She returned with as many carrots as she could carry and dropped them into the pot.

"Do you think it would be better with onions?" asked Hok.

"Oh, yes, maybe an onion would taste good," said a farmer, and he hurried off. He returned in a moment with five big onions, and he dropped them into the bubbling soup.

"Now, that's a fine soup!" he said.

The villagers all nodded their heads, as the smell was very **agreeable**.

"But if only we had some mushrooms," said Siew, rubbing his chin.

Several villagers licked their lips. A few dashed away and returned with fresh mushrooms, noodles, pea pods, and cabbages.

Something magical began to happen among the villagers. As each person opened their heart to give, the next person gave even more. And as this happened, the soup grew richer and smelled more delicious.

"I imagine the Emperor would suggest we add dumplings!" said one villager.

"And bean curd!" said another.

"What about cloud ear and mung beans and yams?" cried some others.

"And taro root and winter melon and baby corn!" cried other villagers.

"Garlic!" "Ginger Root!" "Soy sauce!" "Lily buds!"

"I have some! I have some!" people cried out. And off they ran, returning with all they could carry.

The monks stirred and the pot bubbled. How good it smelled! How good it would taste! How giving the villagers had become!

At last, the soup was ready. The villagers gathered together. They brought rice and steamed buns. They brought lychee nuts and sweet cakes. They brought tea to drink, and they lit lanterns.

Everyone sat down to eat. They had not been together for a feast like this for as long as anyone could remember.

After the **banquet**, they told stories, sang songs, and celebrated long into the night.

Then they unlocked their doors and took the monks into their homes and gave them very comfortable places to sleep.

In the gentle spring morning, everyone gathered together near the willows to say farewell.
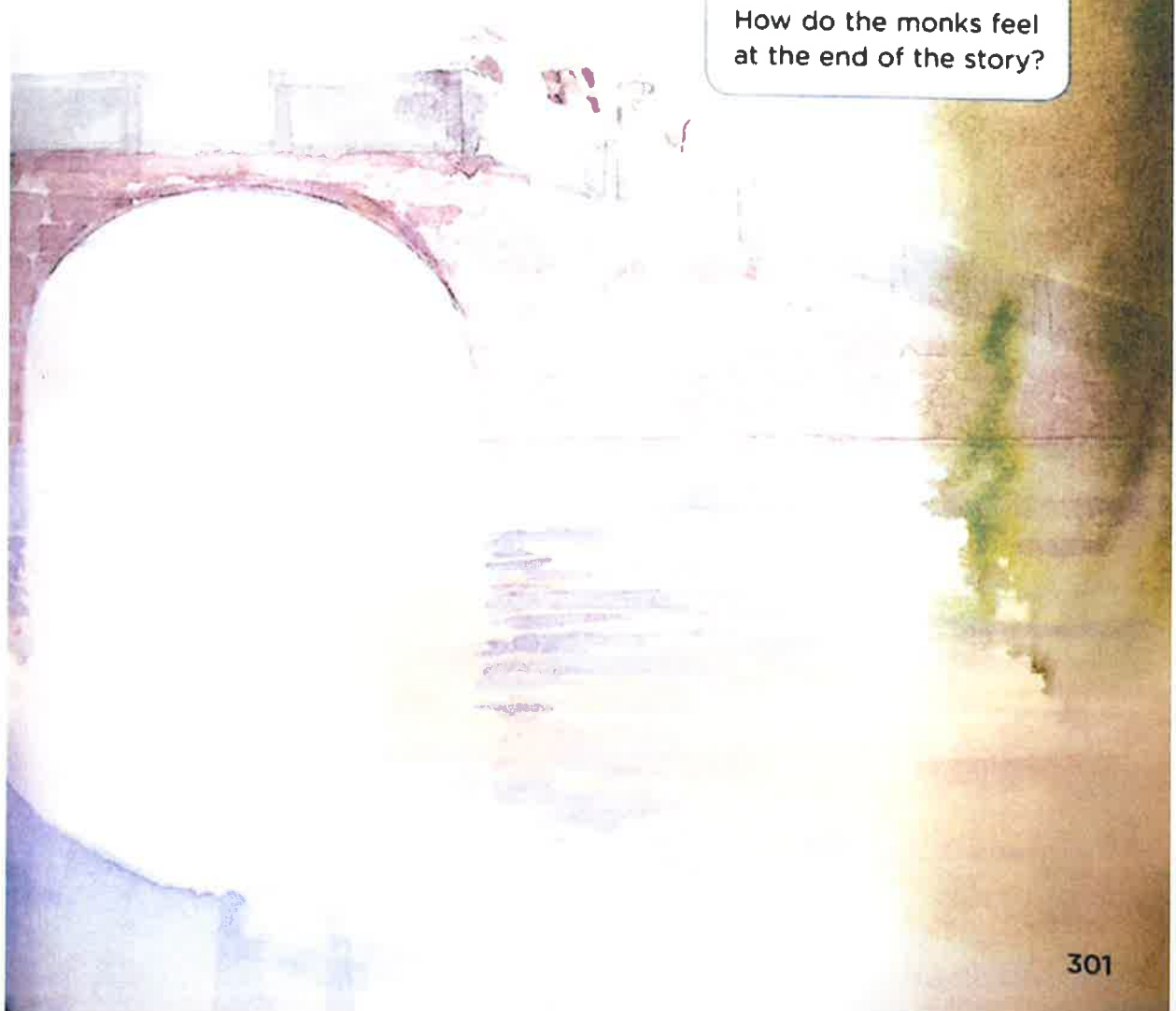
"Thank you for having us as your **guests**," said the monks. "You have been most generous."

"Thank you," said the villagers. "With the gifts you have given, we will always have plenty. You have shown us that sharing makes us all richer."

"And to think," said the monks, "to be happy is as simple as making stone soup."
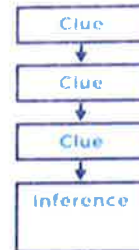
Make Inferences
How do the monks feel at the end of the story?

CA Critical Thinking

Summarize

Summarize what the monks did in *Stone Soup.* Use your Inference Map to help you explain why they wanted to make the soup.

```
┌──────────┐
│   Clue   │
└────┬─────┘
     ▼
┌──────────┐
│   Clue   │
└────┬─────┘
     ▼
┌──────────┐
│   Clue   │
└────┬─────┘
     ▼
┌──────────┐
│ Inference│
└──────────┘
```

Think and Compare

1. What **Inference** can you make about the monks' choice to stop at this village to make stone soup? Use details and information from the story to explain your answer. **Visualize: Make Inferences**

2. Look at pages 298-299. How have the villagers at the **banquet** changed from the beginning of the story? Use the illustrations and the text to support your answer. **Analyze**

3. If you were a villager in this story, would you have helped make stone soup? Why or why not? **Apply**

4. Explain how the world might change if more people shared. **Apply**

5. Read "Family Feast" on pages 280-281. Compare the class banquet with the village feast in *Stone Soup.* How are they alike? How are they different? Use details from both selections in your answer. **Reading/Writing Across Texts**

1.	13.	25.	37.
2.	14.	26.	38.
3.	15.	27.	39.
4.	16.	28.	40.
5.	17.	29.	41.
6.	18.	30.	42.
7.	19.	31.	43.
8.	20.	32.	44.
9.	21.	33.	
10.	22.	34.	
11.	23	35.	
12.	24.	36.	

Tuesday Math Homework

Directions: Please submit your Tuesday answers in the purple boxes below.

Tuesday: Single-Digit Division

1. $49 \div 7 =$ _____   2. $24 \div 6 =$ _____   3. $48 \div 8 =$ _____   4. $27 \div 3 =$ _____

5. The factory makes 54 stuffed bears each week. If the factory is open 6 days a week, and makes the same number of bears every day, how many stuffed bears does it make each day?

1.	2.	3.	4.	5.

Tuesday Math Sprint (Lesson 17B)

Please submit your daily sprint answers in the green answer boxes below.

B Improvement _____ # Correct _____

Divide.

#	Problem	Answer	#	Problem	Answer
1	2 ÷ 2 =		23	16 ÷ 2 =	
2	3 ÷ 3 =		24	24 ÷ 3 =	
3	4 ÷ 4 =		25	30 ÷ 3 =	
4	17 ÷ 17 =		26	30 ÷ 10 =	
5	0 ÷ 2 =		27	18 ÷ 2 =	
6	0 ÷ 3 =		28	27 ÷ 3 =	
7	0 ÷ 4 =		29	40 ÷ 4 =	
8	0 ÷ 17 =		30	40 ÷ 10 =	
9	4 ÷ 2 =		31	20 ÷ 5 =	
10	6 ÷ 2 =		32	20 ÷ 4 =	
11	8 ÷ 2 =		33	30 ÷ 5 =	
12	10 ÷ 2 =		34	24 ÷ 4 =	
13	6 ÷ 3 =		35	40 ÷ 5 =	
14	9 ÷ 3 =		36	28 ÷ 4 =	
15	12 ÷ 3 =		37	45 ÷ 5 =	
16	15 ÷ 3 =		38	32 ÷ 4 =	
17	12 ÷ 2 =		39	55 ÷ 5 =	
18	18 ÷ 3 =		40	36 ÷ 4 =	
19	14 ÷ 2 =		41	54 ÷ 6 =	
20	21 ÷ 3 =		42	56 ÷ 7 =	
21	20 ÷ 2 =		43	72 ÷ 8 =	
22	20 ÷ 10 =		44	63 ÷ 9 =	

Tuesday Math Skills Practice
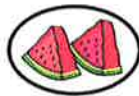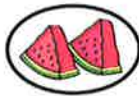
2. The picture below shows 3 groups of hot dogs. Does the picture show 3 × 3? Explain why or why not.

Name _____   Date _____

1. The picture below shows 4 groups of 2 slices of watermelon. Fill in the blanks to make true repeated addition and multiplication sentences that represent the picture.

2 + _____ + _____ + _____ = _____

4 × _____ = _____

a. 2+ ___ + ___ + ___ = _____

b. 4x ___ = _____

CHALLENGE COURSES
Choose one to complete or alternate between the two!
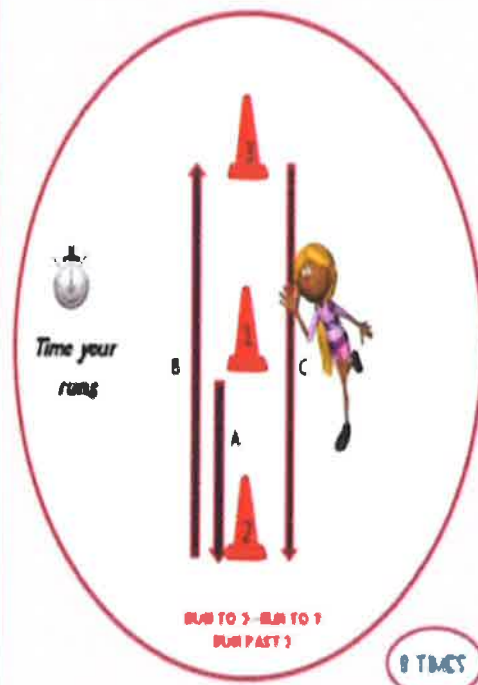(You could use cardboard boxes for cones and number them!

FOUR CORNER DRILL

Time your
4-corner movement

RUN SLIDE STEP
BACK PEDAL GRAPEVINE
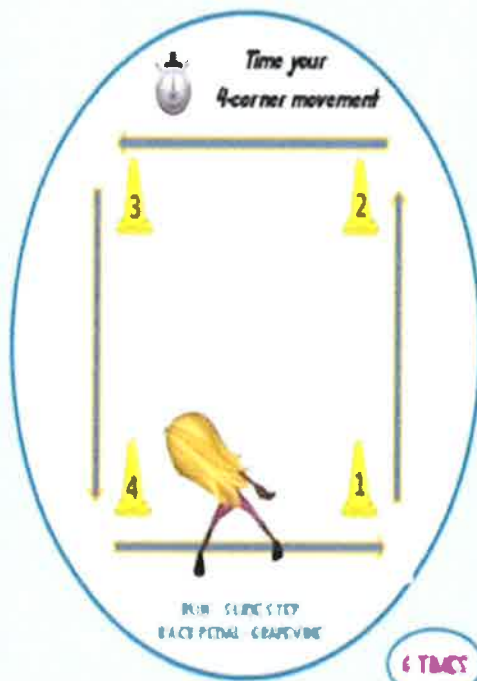
6 TIMES

Start at cone 1- Run Forward to cone 2.
Slide step facing out to cone 3.
Back pedal to cone 4.
Grapevine step back to cone 1.

1 CONES AND POLYSPOTS

TURN AND SPRINT

Time your
runs

RUN TO 2 - RUN TO 3
RUN PAST 2

8 TIMES

Start at cone 1 in an "athletic stance."
A. Run Forward to cone 2.
B. Turn quickly and run to cone 3.
C. Turn and sprint past cone 2.

2 CONES AND POLYSPOTS

<u>Wednesday Reading Log</u>

Please submit your daily reading log answers here.

Book/Chapter(s) read:	
Minutes read:	
1 sentence comment about reading:	

<u>Wild Dog's Teamwork Video 6 Word Story</u>

Use 6 words to explain how you can reduce food waste.

<u>Wednesday Journal Response</u>

Re-read "Family Feast", page 280. Re-read for Comprehension p. 281 and complete the graphic organizer.

Clue

Type here...

Clue

Type here...

Clue

Type here...

Inference

Type here...

1.	13.	25.	37.
2.	14.	26.	38.
3.	15.	27.	39.
4.	16.	28.	40.
5.	17.	29.	41.
6.	18.	30.	42.
7.	19.	31.	43.
8.	20.	32.	44.
9.	21.	33.	
10.	22.	34.	
11.	23	35.	
12.	24.	36.	

Wednesday Math Homework

Directions: Please submit your Wednesday answers in the purple boxes below.

Wednesday: Area of Rectangles and Shapes Made of Rectangles

1. 6 mi. x 5 mi. = _____ square miles

2. 4 m. (length) x _____ m. (width) = 28 square meters

3.
4 ft. [ ] = _____ square feet
6 ft.

4. 2 in. [ ] Square side length 2 inches.
Area = _____ square inches

5. If a rug measured 6 feet in length and 5 feet in width, how many square feet is the rug?

1.	2.	3.	4.	5.

Wednesday Math Sprint (Lesson 18A)

Please submit your daily sprint answers in the green answer boxes below.

A   # Correct _____

Complete the number sentence.

1	__ x 1 = 2		23	9 + __ = 9	
2	__ x 1 = 3		24	8 x __ = 8	
3	__ x 1 = 4		25	__ x 1 = 1	
4	__ x 1 = 9		26	0 + 3 = __	
5	8 x __ = 0		27	__ x 1 = 7	
6	9 x __ = 0		28	6 x __ = 0	
7	4 x __ = 0		29	4 x __ = 4	
8	5 x __ = 5		30	0 + 8 = __	
9	6 x __ = 6		31	0 x __ = 0	
10	7 x __ = 7		32	1 + 1 = __	
11	3 x __ = 3		33	__ x 1 = 24	
12	0 + 1 = __		34	17 x __ = 0	
13	0 + 2 = __		35	32 x __ = 32	
14	0 + 3 = __		36	0 + 19 = __	
15	0 + 6 = __		37	46 x __ = 0	
16	1 x __ = 1		38	0 + 51 = __	
17	4 + __ = 4		39	64 x __ = 64	
18	5 + __ = 5		40	__ x 1 = 79	
19	6 + __ = 6		41	0 + 82 = __	
20	8 + __ = 8		42	__ x 1 = 96	
21	__ x 1 = 5		43	27 x __ = 27	
22	3 x __ = 0		44	43 x __ = 0	

TIC TAC TOE #2

Find some tokens and complete three games with a family member if you can! (Or, videochat a friend and challenge them to a game!)

Thursday Reading Log

Please submit your daily reading log answers here.

Book/Chapter(s) read:	
Minutes read:	
1 sentence comment about reading:	

Thursday Journal Response

Re-read "Stone Soup", page 282. IIf you were a villager in this story, would you have helped make stone soup? Why or why not?

Thursday Math Sprint (Lesson 18B)

Please submit your daily sprint answers here.

B   Improvement _____   # Correct _____

Complete the number sentence.

#	Problem		#	Problem	
1	__ x 1 = 3		23	8 + __ = 8	
2	__ x 1 = 4		24	7 x __ = 7	
3	__ x 1 = 5		25	__ x 1 = 1	
4	__ x 1 = 8		26	0 + 5 = __	
5	7 x __ = 0		27	__ x 1 = 9	
6	8 x __ = 0		28	5 x __ = 0	
7	3 x __ = 0		29	9 x __ = 9	
8	4 x __ = 4		30	0 + 6 = __	
9	5 x __ = 5		31	1 + 1 = __	
10	6 x __ = 6		32	0 x __ = 0	
11	2 x __ = 2		33	__ x 1 = 34	
12	0 + 2 = __		34	16 x __ = 0	
13	0 + 3 = __		35	31 x __ = 31	
14	0 + 4 = __		36	0 + 18 = __	
15	0 + 7 = __		37	45 x __ = 0	
16	1 x __ = 1		38	0 + 52 = __	
17	3 + __ = 3		39	63 x __ = 63	
18	4 + __ = 4		40	__ x 1 = 78	
19	5 + __ = 5		41	0 + 81 = __	
20	7 + __ = 7		42	__ x 1 = 97	
21	__ x 1 = 6		43	26 x __ = 26	
22	4 x __ = 0		44	42 x __ = 0	

1.	13.	25.	37.
2.	14.	26.	38.
3.	15.	27.	39.
4.	16.	28.	40.
5.	17.	29.	41.
6.	18.	30.	42.
7.	19.	31.	43.
8.	20.	32.	44.
9.	21.	33.	
10.	22.	34.	
11.	23	35.	
12.	24.	36.	

Thursday Math Homework

Directions: Please submit your Thursday answers here.

Thursday: Add/Subtract within 1000

1. $512 - 327 =$ _____   2. $526 + 367 =$ _____   3. $\begin{array}{r} 322 \\ + 559 \end{array}$ 4. $\begin{array}{r} 823 \\ - 598 \end{array}$

5. Joe wants to stack 940 cards. So far he has stacked 448 cards. How many more cards does he need to stack to reach his goal?

1.	2.	3.	4.	5.

Thursday Math Skills Practice

2. The picture below shows 2 groups of apples. Does the picture show 2 × 3? Explain why or why not.
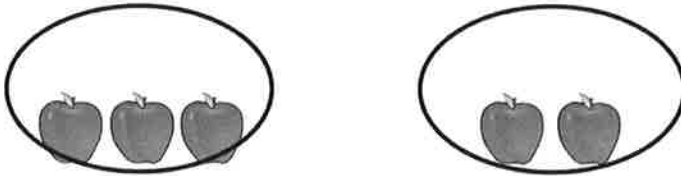
Thursday ELD Homework
Find something in your house that starts with every letter of the alphabet.
Example: A: airplane toy
B: bread
OR Benchmark Universe Ebooks (Dual Collection English/SPanish) (access through Clever)

HOKEY POKEY AEROBICS
(SING ALONG WITH FAMILY MEMBERS)

HOKEY POKEY AEROBICS (WITH FAMILY MEMBERS)

Hokey Pokey Song by Maximo - Sing while doing the corresponding movement:

- Put your right foot in (lunge forward on the right leg)
- Put your right foot out (return to standing position)
- Put your right foot in and shake it all about (lunge forward on right leg and lightly bounce up in down in lunge position)
- Do the Hokey Pokey and turn yourself around (do jumping jacks while turning in a circle)
- Repeat above but do the opposite for the left leg.
- Continue to sing while working the following body parts
- Right arm and left arm (in-extend arm at the elbow, out-flex arm at the elbow, shake- bicep curls)
- Head (in-slowly touch chin to chest, out-back to starting position, shake- slowly side to side)
- Right hip and left hip (in-side jump in, outside jump out, shake- jump side to side)
- Whole self (in- forward jump, out- backward jump, shake-jump in and out)
- Finish with "Do the Hokey Pokey and turn yourself around, that's what it's all about!"

Variation(s) - Each time your turn yourself around you can incorporate different movements:

- Hopping on one foot - Leg squats
- Running in place

79

Directions: Type your answers in the colored boxes for each item

<u>Friday Reading Log</u>

Please submit your daily reading log answers here.

Book/Chapter(s) read:	
Minutes read:	
1 sentence comment about reading:	

<u>Friday Journal Response</u>

Read "What's for Lunch", page 304. Read "Critical Thinking" on page 105. Based on what you know, where in the world would you like to eat lunch? Explain your answer.

What's for Lunch?

by Leonard Mercury

What will you eat for lunch today? In some countries, lunchtime often means soup time! There are many kinds of **unique**, or different, soups served around the world. Some are as thin and clear as water. Some are as thick as stews. Others are full of noodles!

Soup is just one thing that can be eaten for lunch. What you eat for lunch may be different from the lunch of someone who lives in another country. Let's take a look around the world to see what kids are eating for lunch.

Mexico: Tasting Tortillas

Many children in Mexico eat **tortillas** (tor·TEE·yas) for lunch. Most tortillas are made from ground corn, but sometimes wheat flour is used. Tortillas are usually flat and round. They are heated and filled with eggs, beans, or meat. Cheese and tasty sauces, called salsas, are often added. These sauces are made from chopped tomatoes, onions, hot peppers, and spices. Salsas add flavor and vitamins.

Russia: Sipping Soup

Winters in Russia are very cold. Maybe that's why many Russian children eat soup for lunch. Two of their favorites are cabbage soup and beet soup.

Many Russian soups also include potatoes. Potatoes are an important crop in Russia. They make soups thick and **hearty**. Eating thick soups can help keep people warm and can fill them up so hunger is no problem!

School Lunches Around the World

Reading a Chart

Charts organize ideas into columns and rows.

This chart has two headings in the first row: "Country" and "School Lunches." Down the first column, you can read the country names. The second column shows what is eaten in each place.

Country	School Lunches
Russia	beet or potato soup; wheat or rye bread
Mexico	tortillas with black beans and salsa
India	chapatis with dal
Thailand	rice noodles with tofu, shrimp, and peanuts
South Korea	squid with hot sauce, rice, radish kimchi

South Korea: Passing the Pickles

Meals in Korea are made up of many dishes. No matter what else is served, there is always rice.

Kimchi (KIM·chee) is also always on the table. Kimchi is pickled meat or vegetables. Korean children mix together many dishes and flavors at meals. It's common for their food to be hot and spicy.
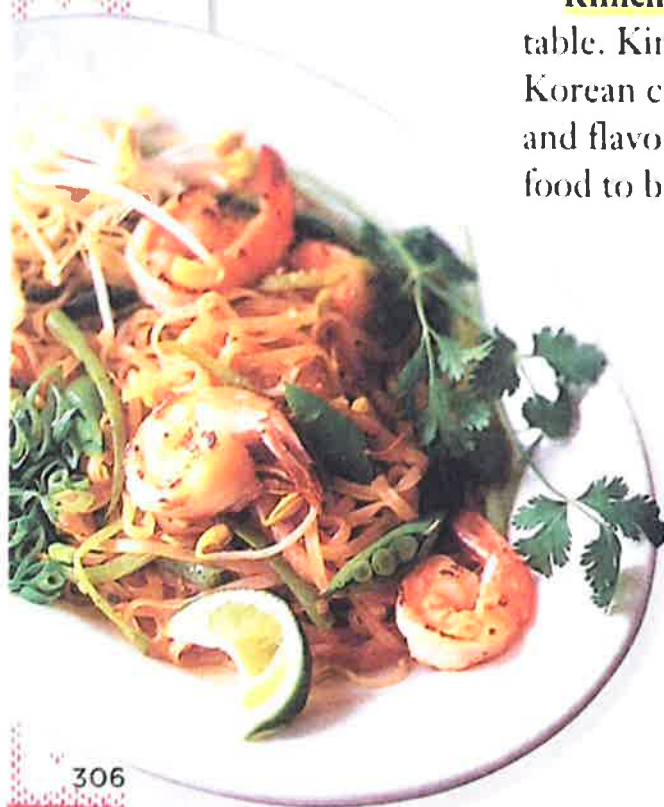
Thailand: Eating Noodles at Noon

Lunch in Thailand often includes noodles. There are many ways to serve noodles. One popular dish is made with thin rice noodles, tofu, and shrimp. Another favorite way to eat rice noodles is with meat, vegetables, and thick gravy.

India: Chewing on Chapatis

Many children living in India eat **chapatis** (chuh-PAH-tees) for lunch. Chapatis are made from only two ingredients: wheat flour and water. The flour and water are mixed into dough. The dough is rolled flat and thin. It's cooked on a hot griddle until it puffs up. Then it's held over an open flame.

Some children like dal (dahl) with their chapatis. Dal looks like a very thick soup. It is spicy and delicious!

CA Critical Thinking

1. Look at the chart on page 505. What kind of soups do children eat for school lunch in Russia? **Reading a Chart**

2. Based on what you know, where in the world would you like to eat lunch? Explain your answer. **Evaluate**

3. Think about this article and *Stone Soup*. What ingredients might people from Russia, Mexico, India, Thailand, and South Korea have brought to put in the soup? **Reading/Writing Across Texts**

History/Social Science Activity

Learn what kids eat for lunch in a country not on the chart, such as Australia, Iran, or Greece. Copy the chart and add your new row of information to it.

LOG ON   Find out more about lunch at
www.macmillanmh.com

Friday Math Sprint (Lesson 20A)

Please submit your daily sprint answers here.

A   # Correct _____

Solve.

#			#		
1	2 x 2 =		23	___ x 2 = 20	
2	3 x 2 =		24	___ x 2 = 4	
3	4 x 2 =		25	___ x 2 = 6	
4	5 x 2 =		26	20 ÷ 2 =	
5	1 x 2 =		27	10 ÷ 2 =	
6	4 ÷ 2 =		28	2 + 1 =	
7	6 ÷ 2 =		29	4 ÷ 2 =	
8	10 ÷ 2 =		30	6 ÷ 2 =	
9	2 + 1 =		31	___ x 2 = 12	
10	8 ÷ 2 =		32	___ x 2 = 14	
11	6 x 2 =		33	___ x 2 = 18	
12	7 x 2 =		34	___ x 2 = 16	
13	8 x 2 =		35	14 ÷ 2 =	
14	9 x 2 =		36	18 ÷ 2 =	
15	10 x 2 =		37	12 ÷ 2 =	
16	16 ÷ 2 =		38	16 ÷ 2 =	
17	14 ÷ 2 =		39	11 x 2 =	
18	18 ÷ 2 =		40	22 ÷ 2 =	
19	12 ÷ 2 =		41	12 x 2 =	
20	20 ÷ 2 =		42	24 ÷ 2 =	
21	___ x 2 = 10		43	14 x 2 =	
22	___ x 2 = 12		44	28 ÷ 2 =	

HOKEY POKEY AEROBICS
(SING ALONG WITH FAMILY MEMBERS)

HOKEY POKEY AEROBICS (WITH FAMILY MEMBERS)

Hokey Pokey Song by Maximo - Sing while doing the corresponding movement:

- Put your right foot in (lunge forward on the right leg)
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- Head (in-slowly touch chin to chest, out-back to starting position, shake- slowly side to side)
- Right hip and left hip (in-side jump in, outside jump out, shake- jump side to side)
- Whole self (in- forward jump, out- backward jump, shake-jump in and out)
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Variation(s) - Each time your turn yourself around you can incorporate different movements:

- Hopping on one foot - Leg squats
- Running in place

19

Friday LIM Homework

HABIT 7

sharpen the Heart

SHARPEN THE SAW

Relaxing and having fun is an important and a healthy part of life. Fun helps you stay positive and upbeat.

How many minutes each day did you spend laughing when you were seven-years-old? Plot it on the chart.

How many minutes each day do you spend laughing now? Plot it on the chart.

Several Hours		
90 Minutes		
60 Minutes		
30 Minutes		
	Laughing at 7-years-old	Laughing now.

Type here...

Type here...

Fun

How do you feel after having fun?

Type here...

Type here...

ESL at Home 3-5 Weeks 1-2

Use notebook paper to complete these activities. Do one each day!

| Monday	Tuesday	Wednesday	Thursday	Friday
Choose any TV show or movie. Write the title, characters, setting, beginning, middle, and end.	Use things you can find in your house to invent something new. Illustrate and label it. Write about how you would use this invention to solve a problem.	Write a letter to your teacher about what you did today. Use words like first, next, then, last, and finally.	Find something in your house that starts with every letter of the alphabet. Example: **A**: airplane toy **B**: bread	Choose something in your house to use as a measuring tool, like a water bottle or a spoon. Measure 10 things with that tool and make a list. **Example**: My bed is 12 water bottles long.
Monday	Tuesday	Wednesday	Thursday	Friday
Find 30 objects in your home. Sort them into lists. Example: things that are red, things that are plastic, things that are magnetic.	Roll up three pieces of paper to make tubes. Stand them up. See how many things you can stack on top of the tubes. Make a list of all the things you were able to stack.	Create a scavenger hunt for your family. Hide things around your house, then write clues to help them search.	Write acrostic poems to describe each member of your family (even your pets!) Example: **M** - magical **A** - ambitious **X** - eXcellent	Think of two characters from two different books or shows. Write a story about what might happen if they met each other.

ESL en Casa 3-5 Semanas I-2
usar una hoja de libreta para completer las actividades. Hacer uno por dia.

Lunes	Martes	Miercoles	Jueves	Viernes
Escoge un progroma de television y crear una lista de titulo, personajes, lugar, comienzo, medio y fin.	Usar cosas que puedas encontrar en tu casa para inventar algo nuevo. Dibujalo y etiquetalo. Escribe como este invento va hacer de ayuda.	Escribir una carta a tu maestro de como estuvo tu dia. Usar palabras como: primero, siguiente,despues , ultimo y finalmente.	Encontrar cosas en casa que empiecen con las letras del abecedario Ejemplo: **A**: anillo **B**: basura	Escoge algo en tu casa para usar de herramienta para medir, como una botella de agua o una cucharra. Medir 10 cosas con tu herramiento y hacer una lista. **Ejemplo**: Mi cama mide 12 botellas de agua de largo.
Lunes	Martes	Miercoles	Jueves	Viernes
Encontrar 30 cosas en tu casa. Acomodarlos por listas. Ejemplo: cosas que son rojas, cosas que son de plastico, cosas que tienen iman.	Enrollar 3 pedazos de papel para hacer tubos. Paralas y mira cuantas cosas puedes poner encima. Hacer una lista de todo lo que pusiste encima.	Crear una busqueda de tesoros para tu familia. Esconde cosas alrededor de tu casa y escribe pistas para que los demas los encuentren.	Escribe poemas acrostico de toda tu familia diciendo cosas buenas (hasta de tus mascotas)! Ejemplo: **M** - magico **A** - asombroso **X** – eXcelente	Piensa en dos diferentes personajes de distintos libros o peliculas. Escribe una historia de como pudieran llegar a conocerse.

POSITIVE WORDS TO DESCRIBE
ME.

Write words all over the page that describe you!
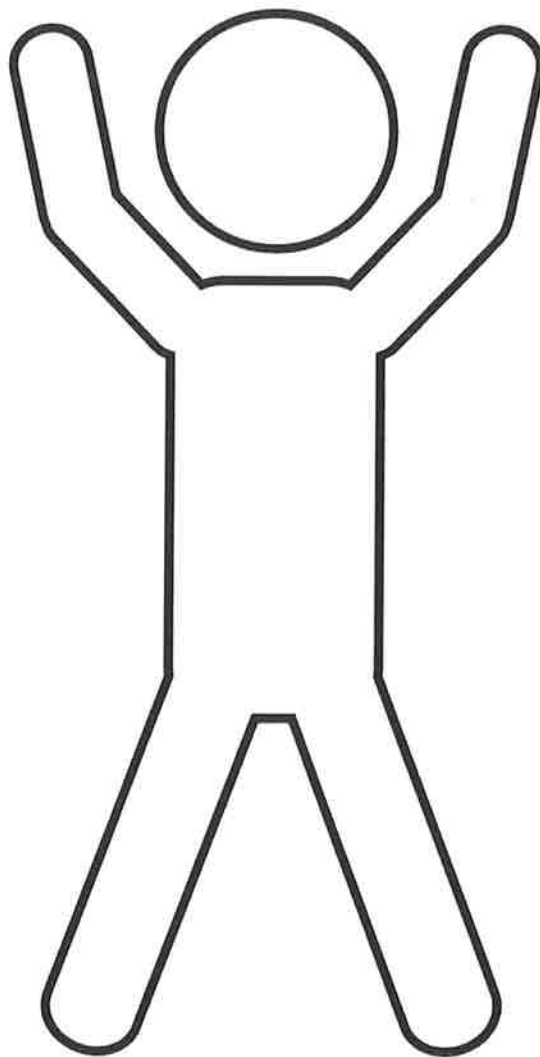
Cover your sneezes and coughs with your inner elbow.

Massage your scalp with shampoo because most of the oil builds up there.

Dampness causes bacteria build up and odor. Let things air dry when they get wet.

Give your shoes a chance to air out by not wearing them every single day or by taking them off as soon as you get home.

Take a bath or shower after exercise to clean off sweat that causes bacteria build up.

Clean and trim your fingernails and toenails. Your nails collect germs and bacteria that can smell and make you sick.

Wear clean clothes and underwear/ under garments daily.

Wipe bottom from front to back.

Brush and floss your teeth in the morning and at bedtime. If you are able, brush after meals as well.

Use soap. Plain water will not get rid of the bacteria.

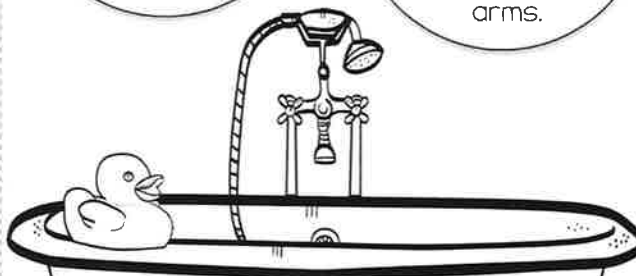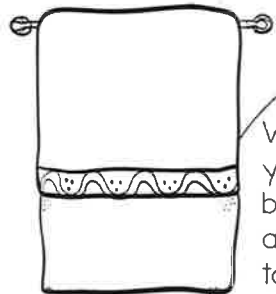Feet sweat more than you think. Always wear socks and wash them after every wear.

Keep your hands out of your mouth and eyes so you don't get germs into your body.

Use deodorant daily and repeat if you exercise or get sweaty during the day.

Keep your area tidy to keep bugs away.

Don't go to bed sweaty or dirty.

Taking a bath or shower before bed will reduce how often you need to clean your sheets.

Don't miss those hard to reach areas and under your arms.

Wash your sheets once to four times a month.

Wash your hands after you go to the restroom, before you eat, and after you've been touching surfaces out in public.

Wash jackets & coats regularly. They will start to smell and build up bacteria just like your other clothes.

BATHE OFTEN
Your body creates bacteria and oil daily that can cause you to smell.