

Name \_\_\_\_\_

Date \_\_\_\_\_

**Franklin Elementary 3<sup>rd</sup> Grade Virtual Learning Day 5**

Verification sheet

\*Submit completed verification to your teacher. Please include your daily writing activity.

Activity	Maximum Time	Actual Time Spent	Parent Signature	Teacher Verification
Independent Reading	20 minutes			
Spelling City	15 minutes			
Moby Max Math	30 minutes			
Writing	20 minutes			
Art	20 minutes			
Reading	25 minutes			

Independent Reading: Students must read books for 20 minutes independently.

www.spellingcity.com: Students must spend 15 minutes completing practice activities for the current spelling list, such as hang mouse, spat-n-spell, etc. Alternate activity below for those without internet.

Math – www.mobymax.com: Students must spend 30 minutes completing math lessons. Alternate activity below for those without internet.

Writing: Students will respond to the following writing prompt using the Six Traits of writing. Be sure to answer all four questions and to include a beginning, middle, and end.

Prompt:

Is there someone in your family that stands out from the rest? Describe that person.

- *What do they look like?*
- *How do they act?*
- *How do you feel about that person?*

Be sure your story has a beginning, middle, and an end. Write as many descriptive details as you can to make your story interesting.

Reading: Students will log into the website <http://www.logan.lib.in.us/index.php/kids/>. Students will select the top Tumblebook icon on this page. Select a book on your reading level. Read/listen to the book and complete any activities that go along with that book. Do this for 25 minutes. Keep track of your reading by writing down the titles in case you take an AR quiz on the book at school. Alternate activity below for those without internet.

Alternate Activities If Internet is Unavailable

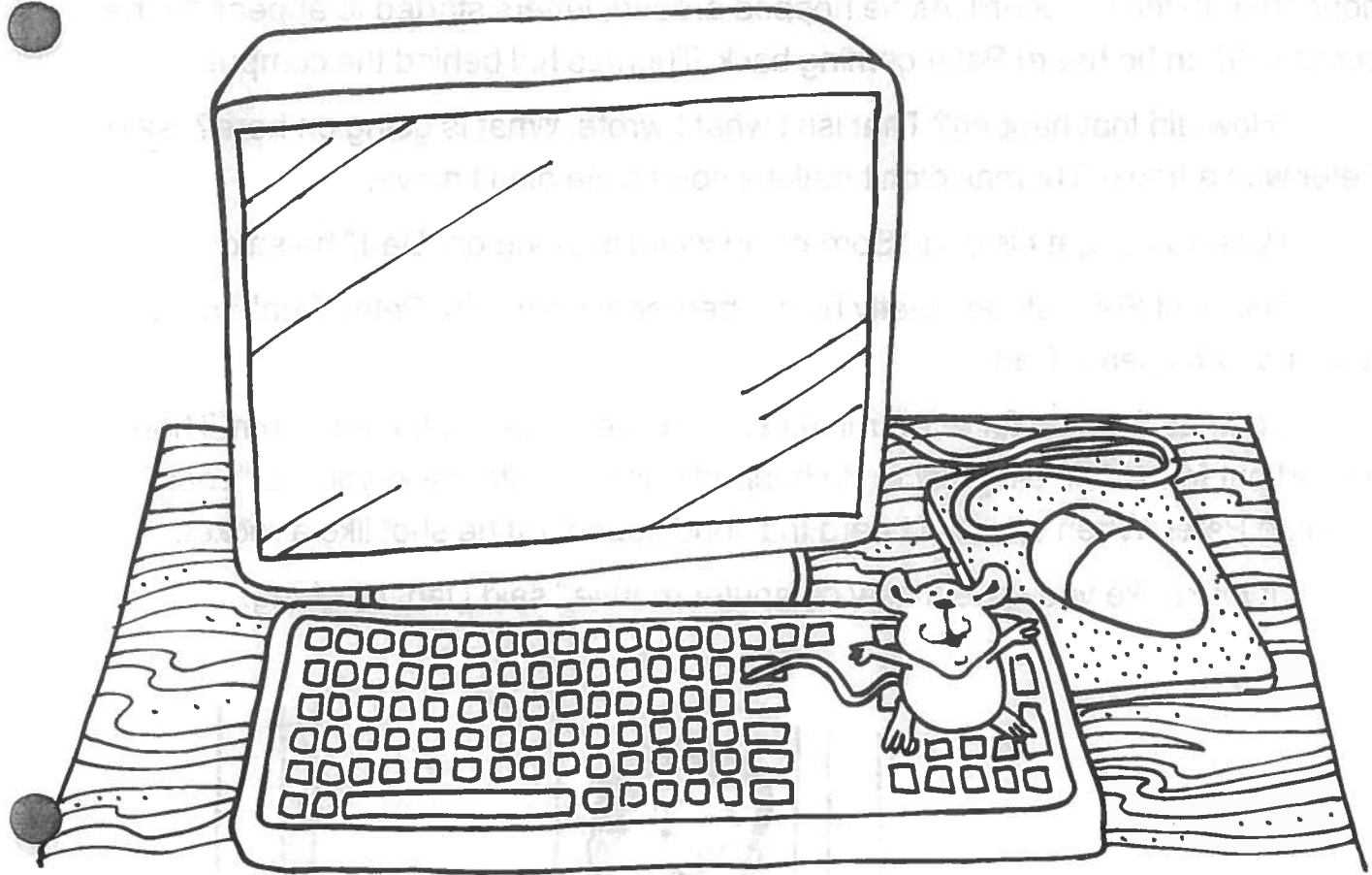
Spelling: Write the alphabet and number it 1-26. (A=1, B=2, etc.) Write each of your spelling words in a number code.

Math: Complete Guided Class Practice 13A & 13B.

Reading: Read "Computer Mouse" and complete attached activities.

*Specials: Two Choice - choose an activity from one special and complete.*

# Computer Mouse



Thomas is a little brown mouse. He lives in the wall of Peter's bedroom. Peter doesn't know he has a houseguest. Thomas only comes out when Peter is gone.

One day after Peter left, Thomas came out of his hole in the wall. He saw something new on Peter's desk. Thomas jumped up onto the desk. He walked around the strange box he found there. Suddenly there was a bright light on one side of the box. Somehow Thomas had bumped a switch and turned on Peter's computer. Thomas hopped off the desk and ran home.

An hour later, Peter returned. "Oh, no! I forgot to turn off my computer," groaned Peter. Since the computer was on, Peter began to work on a report for school. He didn't see the tiny face peeking around the edge of the computer. Without a sound, Thomas had slipped up to watch Peter.

"Peter," called Dad, "can you come here for a minute?" Peter went to see what his father wanted.

Thomas jumped up onto the computer mouse. The screen changed. Then he hopped onto the keyboard. As he hopped around, letters started to appear on the screen. When he heard Peter coming back, Thomas hid behind the computer.

“How did that happen? That isn’t what I wrote. What is going on here?” said Peter with a frown. Thomas didn’t make a sound. He didn’t move.

Peter ran to get his dad. “Something weird is going on, Dad,” he said.

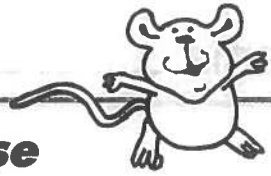
Dad and Peter stood quietly by the bedroom door. “Sh, Peter. Don’t make a sound,” whispered Dad.

Thomas listened for a few minutes. It was very quiet in the bedroom. Thomas moved out from his hiding place. He hopped back up onto the keyboard. “Look!” shouted Peter. When Thomas heard that loud sound, off he shot like a rocket.

“It looks like you have a new computer mouse,” said Dad, laughing.



Name \_\_\_\_\_



## Questions about Computer Mouse

1. Who was:

Peter? \_\_\_\_\_

Thomas? \_\_\_\_\_

2. Where did Thomas live?

\_\_\_\_\_

3. How did Thomas:

turn on the computer? \_\_\_\_\_

type letters? \_\_\_\_\_

4. How did Peter and Dad find out about Thomas?

\_\_\_\_\_

5. Why did Dad call Thomas a computer mouse?

\_\_\_\_\_

6. What do you think will happen to Thomas?

\_\_\_\_\_

## Think about It

What would you do if you found a mouse in your bedroom?

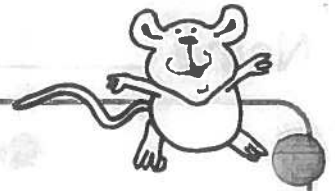
\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Name \_\_\_\_\_



## What Does It Mean?

Match each word to its meaning.

- |               |   |
|---------------|---|
| 1. houseguest | to see; to observe                        |
| 2. switch     | a device for turning a machine off and on |
| 3. watch      | to speak softly                           |
| 4. weird      | a visitor to your home                    |
| 5. whisper    | strange; odd                              |

What are the two meanings for **mouse** in the story?

\_\_\_\_\_

What does **off he shot like a rocket** mean?

\_\_\_\_\_

Use these words in sentences to show you know what they mean.

switch

weird

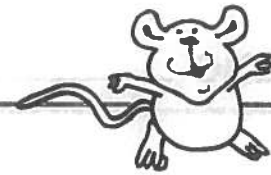
houseguest

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

Name \_\_\_\_\_



## Spelling ou

The sound **ou** can be spelled **ou** (sound) and **ow** (town).

m\_\_\_\_se

br\_\_\_\_n

h\_\_\_\_r

fr\_\_\_\_n

n\_\_\_\_

f\_\_\_\_nd

\_\_\_\_t

h\_\_\_\_se

h\_\_\_\_

sh\_\_\_\_t

d\_\_\_\_n

r\_\_\_\_nd

## Silent Letters

Read the words. Cross out the letters that don't make a sound.

Thomas

listen

know

write

talk

sign

Use the past-tense form of three words above to fill in the blanks.

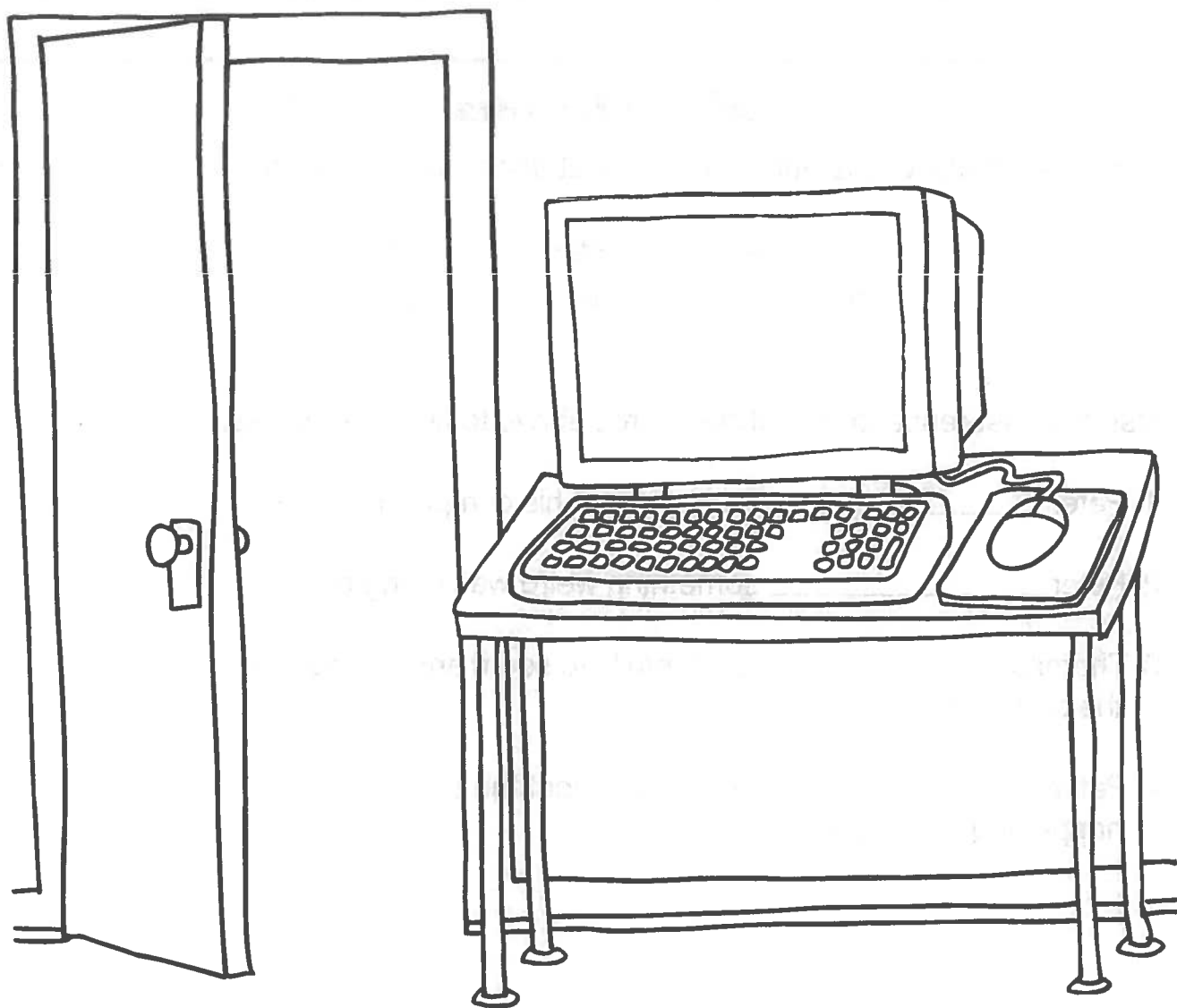
1. Peter \_\_\_\_\_ the report on his computer.
2. Peter \_\_\_\_\_ something weird was going on.
3. Thomas \_\_\_\_\_ carefully to see if anyone was in the bedroom.
4. Peter \_\_\_\_\_ to his dad about the strange things happening in his room.

Name \_\_\_\_\_



## Peter and Thomas

1. Write your name on the computer screen.
2. Make an X on the keyboard.
3. Color the desk dark brown and the computer light brown.
4. Draw:
  - a. a hole in the wall where Thomas lives
  - b. Thomas sitting on the computer mouse
  - c. Dad and Peter peeking around the door



Name \_\_\_\_\_



## What Happened Next?

Pretend you are Peter in *Computer Mouse*. Write a letter to a friend. Explain what happened in the story.

Dear \_\_\_\_\_

Your friend,  
Peter





Name \_\_\_\_\_

### Guided Class Practice 13A

Date \_\_\_\_\_

Math 3 (for use with Lesson 13)

Draw a line segment that is congruent to the name line.

How long is the line segment? \_\_\_\_\_ inches

1. Belinda's sister learned how to walk a week ago.

On what date did she learn how to walk? \_\_\_\_\_

2. What is the value of these coins? \_\_\_\_\_



3. Circle the odd number greater than 25.

a. 20      b. 23      c. 27      d. 28

4. Shade the graph to show the ages of these children.

Dawn	6 years
Frank	3 years
Rachele	7 years

Frank								
Rachele								
Dawn								

0 1 2 3 4 5 6 7 8

Who is the oldest? \_\_\_\_\_

How many years older is Dawn than Frank? \_\_\_\_\_

5. Order these numbers from greatest to least. Circle the even numbers.

70 56 43 89 51

\_\_\_\_\_ greatest \_\_\_\_\_ least

Name \_\_\_\_\_

### Homework 13B

Date \_\_\_\_\_

Math 3 (for use with Lesson 13)

1. Roxanne's friend is coming to visit two days from today.

What is the date of her visit? \_\_\_\_\_

2. What is the value of these coins? \_\_\_\_\_



3. Circle the odd number less than 25.

a. 20

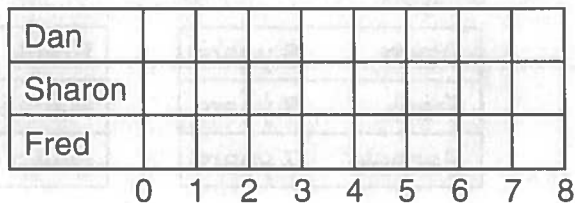
b. 23

c. 27

d. 28

4. Shade the graph to show the ages of these children.

Sharon	4 years
Fred	8 years
Dan	5 years



Who is the youngest? \_\_\_\_\_

How many years older is Fred than Sharon? \_\_\_\_\_

5. Order these numbers from greatest to least. Circle the even numbers.

76 40 64 49 73

\_\_\_\_\_ greatest

\_\_\_\_\_ least

# Franklin Elementary Physical Education

## 3rd Grade Virtual Learning Activities

In order for the student to receive their E- Learning Credit for Physical Education, they will need to complete the log for the time slots that are provided. The list of exercises is something they should all do, after that there are options for each one to choose from. Make sure a parent documents and signs the time log. All of these exercises are concepts we use every day in class so the students will be familiar with them.

1. 25 Jumping Jacks
2. 20 Forward Arm Circles
3. 20 Backward Arm Circles
4. 20 Toe Touches
5. 15 Push Ups
6. 25 Sit Ups
7. 100 Jump Ropes (If jump rope available)
8. Running in place (Students can set their own time.)

Students should repeat this list of exercises 2 times.

Students are going to be “Creating a Game”. They are to come up with a name of the game, objectives of the game, rules of the game, list equipment of the game, and draw a picture of the students playing the game on the back. Below is an outline of what the front page should look like.

**Name of the Game**

**Objectives of the Game (Why they think we should play this game. It should be about 3-4 sentences).**

**Rules of the Game (This is how you play the game. This does not need to be very detailed. Basic Rules of the game.**

**Equipment (This should be a listing of all the equipment needed to play the game).**

**On the back have the students draw a vague picture of the class playing the game.**



## Music Virtual Learning Day #5 Grades 3-5

### University of Michigan School of Music

Greetings, future music stars! Sadly, we will not be seeing each other today due to school not being in session. (I have a sad face right now since I won't get to see you today) ☹. This is the 5<sup>th</sup> Virtual Learning Day this year. Are you enjoying them? I hope so! Today we set out on yet another musical tour! Today you will learn about one of the best musical theatre colleges in the country!

So..... on to the University of Michigan School of Music! The school of music widely considered to have the very best musical theatre and classical saxophone programs, this institution, famously noted for graduating the likes of Madonna, Darren Criss (from Glee!), and Iggy Pop, consistently sends students to lucrative positions in the top Broadway stages and professional symphonies throughout the globe. Additionally, the school also hosts the most popular cello teacher in the nation, Richard Aaron, who is noted for having students almost every year advance to positions in the top-paying symphonic orchestras in the entire world.

Other notable faculty members include the Grammy-Award winning composer Michael Daugherty, who became an internationally known composer in the late 1980s with the premiere of his "Metropolis Symphony," as well as recently appointed saxophone professor Timothy McAllister, a man who has held a dramatic influence over the state of classical saxophone in the last 10 years.

Outside of classical music performance, the school also boasts a state-of-the-art music production facility.

A selective institution with a strong background in both music and traditional academics, as well as an intelligent, liberal arts community in Ann Arbor, MI, this school is the creme de la creme of state-sponsored music schools.

3<sup>rd</sup>-5<sup>th</sup> grade students, use this link, <http://www.music.umich.edu/about/aboutUsIndexPage.htm>

- Spend 10 minutes reading about the music programs/theatre programs at this amazing University. Should you choose this University as your college choice, don't forget about your crazy music teacher when you make it to super stardom (I get front row tickets to your performances)!! 😊
- If you would rather watch a video on the University of Michigan School of Music, watch this link, <https://www.youtube.com/watch?v=ca6pd3w6uaw>

3<sup>rd</sup>-5<sup>th</sup> grade students, use this link, <https://www.youtube.com/watch?v=0XT6z3dnORw>

- Watch the above music video. You will be watching the University of Michigan School of Music performing Gershwin's Rhapsody in Blue. Super cool!!
- After the completion of the video, click the thumbs up button if you liked it, click the thumbs down button if you did not enjoy this musical selection.
- Post your "review" in the comments section beneath the video.
- If you do not wish to post your review via the internet, you can choose to turn in your review by completing the music review questions on the next page, according to your grade level.

If you do not have access to the internet, then do this.....

- Listen to 2 contrasting styles of music (i.e. country music vs. rock and roll)
- After you have listened to both selections, complete the music review questions on the next page according to your grade level.

Music Review Questions 3<sup>rd</sup>-5<sup>th</sup> grades

1. List 3 things that you liked about this musical selection:

A. \_\_\_\_\_

B. \_\_\_\_\_

C. \_\_\_\_\_

2. Would you be interested in listening to similar selections in the future? Explain in 3-4 sentences why or why not.

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3. What have you enjoyed the most in music class so far this year?

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Name: \_\_\_\_\_

Classroom Teacher: \_\_\_\_\_

Grade Level: \_\_\_\_\_

## Library Virtual Learning Days

**Pick one**

**(library day)**

**1. Typing**

**-15 minutes of typing. You may use BBC typing, typing web or any typing app/site you have available.**

**2. Reading**

**-20 Minutes of reading**

**-you may check to see if your book has an AR quiz available at this site <http://www.arbookfind.com/UserType.aspx>**

**3. Take quizzes at this site**

**<https://hosted137.renlearn.com/121536/default.aspx>**

**4. Reading comprehension passages**

**-Scroll to 5<sup>th</sup> grade and read a passage and answer the questions at the following site:**

**<http://mrnussbaum.com/readingpassageindex/>**

**If you have no internet at home please read a chapter book, magazine, newspaper or picture book for at least 20 minutes.**

**1. Fill out the attached slip and return it to Mrs. Crozier.**

**Snow day 5 (optional library day)**

**1. Pick a different activity from above that you did not complete.**

**If you are having trouble logging into any of the sites, please email Mrs. Crozier at**

**[crozierm@lsc.k12.in.us](mailto:crozierm@lsc.k12.in.us)**

## Virtual Learning Reading Summary

**Student Name** \_\_\_\_\_ **Classroom teacher** \_\_\_\_\_

**Time I started reading:** \_\_\_\_\_

**Title of book:** \_\_\_\_\_

**Starting page** \_\_\_\_\_

**Time I finished** \_\_\_\_\_

**Ending page** \_\_\_\_\_

**Author** \_\_\_\_\_

**Summary of what I read:**

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