

## Reading:

Informational book project: (writing a **rough draft**, or "messy" copy)

### Monday:

Students must have their chart filled in --with enough information in each category. (This should have already been completed).

During the Zoom session (on Monday, June 1st), each student will share 2 facts from each category. Students must be ready to participate. Students will be graded for the "chart assignment" and zoom participation (meaning—attendance and listening).

See example below:

Animal \_\_\_\_\_

Has	Can	Is

### Tuesday:

On Tuesday, students must have their **Table of Contents** completed:—With a minimum of 3 "headings." During the Tuesday Zoom meeting, students will share their Table of Contents. They will be graded for their presentation, and for zoom participation (meaning—attendance-and listening).

See examples below:

(These are "sample" headings for a table of contents. These are just some suggestions. You can choose other headings).

### Sample A

#### Table of Contents

What is a \_\_\_?

What does a \_\_\_ have?

What can a \_\_\_ do?

### Sample B

#### Table of Contents

What is a \_\_\_?

How can a \_\_\_ live (adapt) in  
it's environment?

What is the diet of a \_\_\_?

### Sample C

#### Table of Contents

What is a \_\_\_?

Where does a \_\_\_ live?

How does a \_\_\_ protect itself  
(from predators)?

**Wednesday:**

On Wednesday, students will spend the day writing the book pages that correspond to each "heading" in their **table of contents**. Students can start adding **text features** like: **labels**, **captions**, or even add (draw) **a diagram**.

Example:

If the student's table of contents looks like this:

Table of Contents:

What **is** a giraffe?.....page 2

What does a giraffe **have**?...page 4

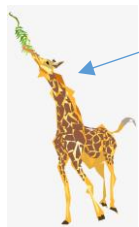
What **can** a giraffe do?.....page 6

Then, the "**first heading**" page of their book should look something like this...

**What is a giraffe?**

A Giraffe **is** the tallest mammal on Earth. A mammal **is** an animal with fur or hair on its body.

A giraffe's yellowish fur is spotted. The large brown spots are round, or oval in shape.

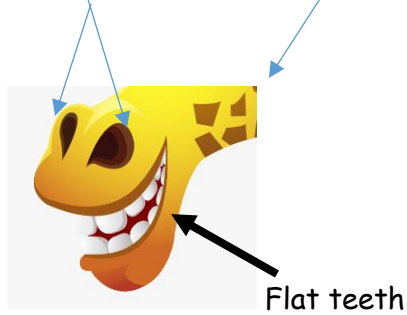


Long neck

With its long neck, and long tongue, a giraffe can reach its food.

A giraffe is a herbivore. A herbivore is an animal that eats plants, seeds, or even fruit.

Nostrils                      Spotted fur



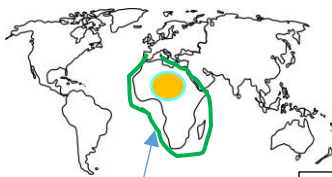
Long tongue

Page 3

A giraffe is a vertebrate. Vertebrates are animals with a spine or backbone.


Did you know that a giraffe lives on the plains of Africa? This land is also called a savanna. Africa is a large continent

Map of the world



Africa

Map Key

Plains = 

Page 4

## Thursday

By Thursday, students will share their first "heading" page. Look at the example above (the example of the Giraffe)

You can have up to 3 pages for heading 1, up to 3 pages for heading 2, and up to 3 pages for heading 3. (2 pages should be the minimum for each heading).

## Friday:

By Friday, students will share a page from their second heading--"heading" 2.

# Science:

## Monday

Google: [Mysteryscience.com](http://Mysteryscience.com).

Step 1 -Look under "**School Closure Planning.**"

Step 2—Click "3<sup>rd</sup> Grade"

Step 3---Find the Lesson: ***Can animals get a sunburn?***

Your job is to watch the lesson video, and listen closely. Repeat the video (if necessary). Then think about your animal (The animal you are writing a book about). Complete this simple activity: This is a Must do activity. ***Can my animal get a sunburn? \*\*Copy this information on a sheet of paper or notebook. Please text or email a photo.***

Name of animal \_\_\_\_\_

Can my animal get a sunburn? Yes or No

If "yes", explain why you think it can.

A \_\_\_\_\_ can get a sunburn because \_\_\_\_\_

If "no," explain why you think it cannot.

A \_\_\_\_\_ cannot get a sunburn because \_\_\_\_\_

## Science:

Tuesday and Wednesday (this could take 2 days)

Tuesday—watch the video (listen closely to the lesson) Repeat the parts

Wednesday -Do the activity.

Google: [Mysteryscience.com](http://Mysteryscience.com).

Step 1 -Look under "School Closure Planning."

Step 2—Click "2nd Grade"

Step 3---Find the Lesson: *Biodiversity & Classification How many different kinds of animals are there?*

Your job is to watch the lesson video, and listen closely. Repeat the video (if necessary). Then think about your animal (The animal you are writing a book about).

This is a good lesson video to help you learn more about your type of animal. You can use information that you learned and include it in your book.

## Social Studies & Word Work (combined)

### Wednesday

Your job is to review the names of the continents (We've learned these in class).

Complete the map activity: *Continents and Oceans of the World*.

Pay attention to "the shape" of the continents. This is a Must do activity. Please send me a text, or email with a photo.

Wednesday, Thursday, and Friday--complete the activity:

*"Animals of the World."*

However ...I only need a picture of your animal (map-coloring activity)


Math: (continuing with Subtraction with regrouping)

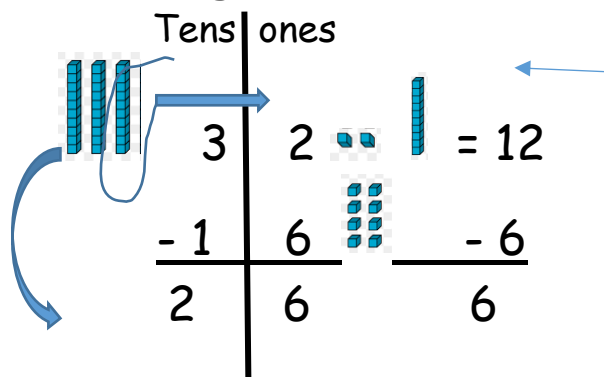
**In mathematics:**

I'm attaching a few subtraction sheets (for extra practice). However, **I need the math** for these 3 days: See below:

**Tuesday, Wednesday and Thursday:** Please show all of your work (draw the base ten blocks to show how you regroup or "borrow").

Look at the model below:

Regroup to find the difference. Use base ten block  to show your understanding:



Solving this problem by the "regrouping," (method):

I noticed I could not subtract 6 from 2 in the "ones" column, because 2 is smaller than 6. So I "borrowed" 1 ten from the "tens" column to regroup.

I added the "ten" I borrowed and added it to the 2 (in the "one" column).

Now I have 12 "ones." Now I can subtract 6 from 12.

## Subtraction with Regrouping

More on top?  
No need to stop!

$$\begin{array}{r} \square \square \\ - \square \square \\ \hline \square \square \end{array}$$

More on the floor?  
Go next door  
Get one ten  
That's ten ones more

$$\begin{array}{r} \square \square \\ - \square \square \\ \hline \square \square \end{array}$$

Numbers the same?  
Zero's the game

$$\begin{array}{r} \square \square \\ - \square \square \\ \hline \square \square \end{array}$$



**Tuesday: (for Mrs. Pino -to grade)**

Show me your work—by drawing the “base ten” blocks (the answer alone doesn’t show me your understanding).

Regroup to find the difference:

$$\begin{array}{r} 62 \\ -16 \\ \hline \end{array}$$

$$\begin{array}{r} 74 \\ -47 \\ \hline \end{array}$$

$$\begin{array}{r} 36 \\ -12 \\ \hline \end{array}$$

$$\begin{array}{r} 72 \\ -46 \\ \hline \end{array}$$

**Wednesday: (for Mrs. Pino -to grade) Math practice**

1.

$$\begin{array}{r} 80 \\ -24 \\ \hline \end{array}$$

2.

$$\begin{array}{r} 72 \\ -15 \\ \hline \end{array}$$

3.

$$\begin{array}{r} 60 \\ -58 \\ \hline \end{array}$$

4.

$$\begin{array}{r} 75 \\ -46 \\ \hline \end{array}$$

Thursday: (for Mrs. Pino -to grade) math practice

$$\begin{array}{r} 92 \\ - 36 \\ \hline \end{array}$$

$$\begin{array}{r} 92 \\ - 87 \\ \hline \end{array}$$

$$\begin{array}{r} 97 \\ - 68 \\ \hline \end{array}$$

$$\begin{array}{r} 91 \\ - 16 \\ \hline \end{array}$$