Tri County Area Schools
Academics • Arts • Athletics • Achievement

TRI COUNTY AREA SCHOOLS

DAN CLEGG, JULIE SCOTT

5/25/2020

3rd Grade

Dear Families:

This is the final week of the 2019-20 school year and the question on everyone's mind is, "What will school look like in the fall?" We are currently working on 2020-21 school year plans that meet the needs of our students and families in our communities. Providing a quality education in a safe environment is so important to us, and we will communicate those plans as soon as we are able. As school leaders, we are committed to staying up to date with the latest information from Lansing and Washington and being flexible to adapt to whatever comes our way.

Now it is time to ask a favor in regards to the worrying cuts to public education that have been reported in the news this week. **We would greatly appreciate it if you would reach out to your federal and state representatives and senators and let them know that adequately funding public education is vital.** Having citizens that are well educated is core to the democratic processes that we hold dear. As educators, many of us went into this career because we love America, and the promise that every child can become whatever they dream if they study and work hard. Funding quality public education is central to maintaining that way of life. As parents your voices are extremely important, and your perspectives will guide our leaders. Our leaders will listen to you, the voters and parents of future voters. Over the past weeks, we hope that you've come to see that our school is at the heart of our community. This is a place that we love, and a place where our roots run deep. TC provides so much more than just a quality education. We are also a touchstone for supporting the social, emotional and physical health of those who live within our borders. We appreciate your support.

As you know, this is our final week of school and the last packet pick-up. Meals will be provided through the current home-delivery system through the end of the week (Wednesday and Friday), then we will switch to a weekly lunch pick-up system in June.

Beginning June 3rd: ALL MEALS WILL BE GRAB-N-GO
on Wednesday and Friday from 10:30 am—12:30

GRAB-N-GO STATION LOCATIONS (no longer delivered via bus routes)**:**

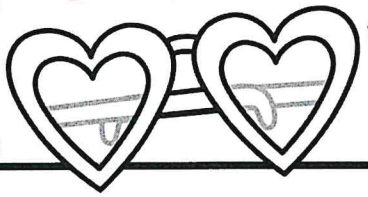
- High School, MacNaughton Elementary, Sand Lake Elementary
- Pine Grove Church (Howard City, M82),
- Pierson Bible Church,
- Skate Estate (Howard City, M-46),
- Baptist Lake (Boat Launch),
- Gordon Park (Sand Lake, Federal Rd).

We hope you have a safe summer and look forward to seeing you again in the fall. It was a privilege to work with you and be a part of your child's bright future. If you need anything in the coming months, please don't hesitate to reach out.

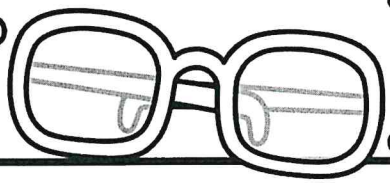
Take Care,
Dan Clegg, Julie Scott
Principals, MacNaughton and Sand Lake Elementaries

E-MAIL DCLEGG@TRICOUNTYSCHOOLS.COM, JSCOTT@TRICOUNTYSCHOOLS.COM

SUMMER READING



WHO? • WHAT? • WHERE?
WHEN? • HOW?



WHO?	WHAT?	WHERE?	WHEN?	HOW?
Read to someone who is younger than you.	Read a book that a friend recommends.	Read at the park.	Read while standing in line.	Read in the dark with a flashlight.
Read to a relative over the phone.	Read an old favorite!	Read in the bathtub.	Read while driving in the car.	Read aloud with an accent.
Read to a pet or a stuffed animal.	Read something that is non-fiction.	Read by a pond, lake, river, or ocean.	Read early in the morning.	Read wearing sunglasses.
Read to a friend or a sibling.	Read something out of your comfort zone.	Read under the stars.	Read while on a day trip or a vacation.	Read aloud in a silly voice.
Read to someone who is older than you.	Read from a magazine or a newspaper.	Read in another town, city, state, or country.	Read while having a picnic.	Read wearing your bathing suit.

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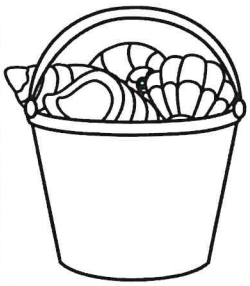
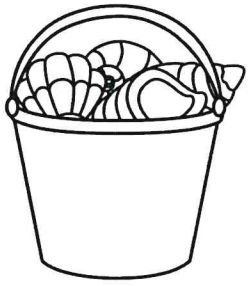


SUMMER READING BUCKET LIST



Create a list of books that you would like to read this summer!

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____
13. _____
14. _____
15. _____
16. _____
17. _____
18. _____

© CREATE teach SHARE

Name _____

Time to the Minute

Tommy wants to know what time the clock shows. He also wants to know one way to write the time.

Step 1 Where is the hour hand pointing? What is the hour?
It points just after the 6, so the hour is 6.

Step 2 Where is the minute hand pointing?
It points just after the 3.

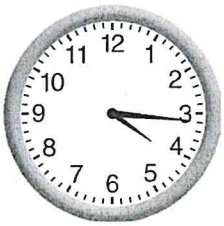
Count the minutes. Count zero at the 12. Count on by fives: 5, 10, 15.

Then count on by ones: 16, 17.

So, the time is 6:17, or seventeen minutes after six.

Write the time. Write one way you can read the time.

1.



_____

_____

_____

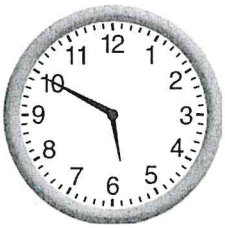
2.

_____

_____

_____

3.



_____

_____

_____

4.

_____

_____

_____

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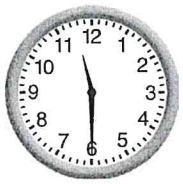
Name _____

A.M. and P.M.

Lori and her father went shopping at the time shown on the clock at the right. How should Lori write the time?
Use A.M. or P.M.



Step 1 Read the time on the clock. 11:30

Step 2 Decide if the time is A.M. or P.M.

Write **P.M.** for times after noon and before midnight.

Write **A.M.** for times after midnight and before noon.

Think: Most people go shopping during the day.

So, Lori should write the time as 11:30 A.M.

REMEMBER

Noon is 12:00 in the daytime.

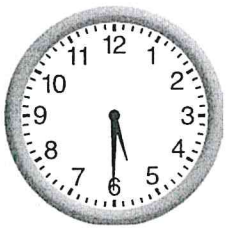
Midnight is 12:00 at night.

Write the time for the activity. Use A.M. or P.M.

1. leave school

_____

2. eat dinner



_____

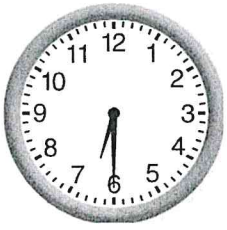
3. arrive at school

_____

4. Mackenzie's violin lesson starts at the time shown on the clock. Write the time using A.M. or P.M.

_____

5. The diner opens for breakfast at the time shown on the clock. Write the time using A.M. or P.M.



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Name _____

Measure Time Intervals

Julia starts her homework at 4:20 P.M. She finishes at 5:00 P.M. How much time does Julia spend doing homework?

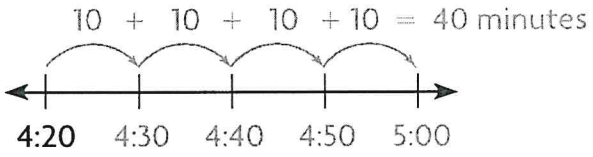
Elapsed time is the amount of time that passes from the start of an activity to the end of the activity.

Use a number line to find elapsed time.

Step 1 Begin with the start time, 4:20.

Step 2 Skip count by tens to count the minutes from 4:20 to 5:00.

Step 3 Label the number line. Draw jumps for every 10 minutes until you get to 5:00.



Step 4 Add the minutes that have elapsed. 40 minutes

So, Julia spends 40 minutes doing homework.

Use the number line to find the elapsed time.

1. Start: 3:15 P.M. End: 3:45 P.M.

_____

2. Start: 11:05 A.M. End: 11:56 A.M.

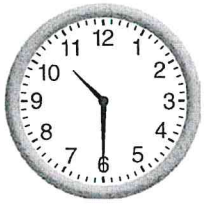
_____

Find the elapsed time.

3. Start: 4:10 P.M. End: 4:46 P.M.

_____

4. Start: 10:30 A.M. End: 10:59 A.M.



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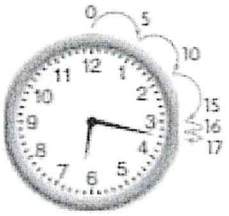
Name _____

Time to the Minute

Tommy wants to know what time the clock shows. He also wants to know one way to write the time.



Step 1 Where is the hour hand pointing? What is the hour?
It points just after the 6, so the hour is 6.

Step 2 Where is the minute hand pointing?
It points just after the 3.

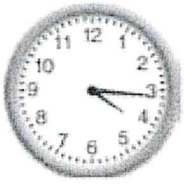
Count the minutes. Count zero at the 12. Count on by fives: 5, 10, 15.

Then count on by ones: 16, 17.

So, the time is 6:17, or seventeen minutes after six.

Write the time. Write one way you can read the time. Possible answers are given.

1.



4:16;
sixteen minutes after four

2.

8:51;
nine minutes before nine

3.

5:50;
ten minutes before six

4.

6:22;
twenty-two minutes after six

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Name _____

A.M. and P.M.

Lori and her father went shopping at the time shown on the clock at the right. How should Lori write the time?
Use A.M. or P.M.

Step 1 Read the time on the clock. 11:30

Step 2 Decide if the time is A.M. or P.M.

REMEMBER

Write **P.M.** for times after noon and before midnight. **Noon** is 12:00 in the daytime.

Write **A.M.** for times after midnight and before noon. **Midnight** is 12:00 at night.

Think: Most people go shopping during the day.

So, Lori should write the time as 11:30 A.M.

Write the time for the activity. Use A.M. or P.M.

1. leave school

2:35 P.M.

2. eat dinner

5:30 P.M.

3. arrive at school

8:20 A.M.

4. Mackenzie's violin lesson starts at the time shown on the clock. Write the time using A.M. or P.M.

4:05 P.M.

5. The diner opens for breakfast at the time shown on the clock. Write the time using A.M. or P.M.

6:30 A.M.

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Name _____

Measure Time Intervals

Julia starts her homework at 4:20 P.M. She finishes at 5:00 P.M. How much time does Julia spend doing homework?

Elapsed time is the amount of time that passes from the start of an activity to the end of the activity.

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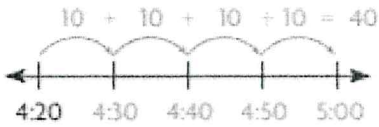


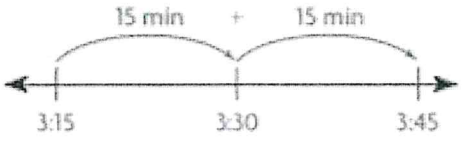
Step 4 Add the minutes that have elapsed. 40 minutes

So, Julia spends 40 minutes doing homework.

Use the number line to find the elapsed time.

Possible drawings and labels are given.

1. Start: 3:15 P.M. End: 3:45 P.M.



30 minutes

2. Start: 11:05 A.M. End: 11:56 A.M.

51 minutes

Find the elapsed time.

3. Start: 4:10 P.M. End: 4:46 P.M.

36 minutes

4. Start: 10:30 A.M. End: 10:59 A.M.

29 minutes

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3rd Grade - Learning at Home

Social Emotional

Here are some ideas that you can use to support yourself in your social emotional health and wellbeing. It is important to keep our bodies and minds healthy and sharp. **These are suggested social emotional learning activities. Each week we will have a different focus that will be linked to our Second Step - Social Emotional Learning curriculum. For information and additional learning you may visit Second Step.org.**

Please go at your own pace.

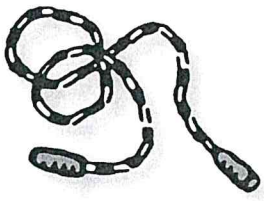
<table>
<tr><th colspan="3">Week of May 25-29</th></tr>
<tr>
<td>Social Emotional Learning

Topic:
Managing Hurt Feelings

Be Able To:
• Identify situations that require using strategies for calming down
• Demonstrate using strategies for calming down
• Generate alternative explanations in response to scenarios</td>
<td>Why?
Emotion-management techniques can help stop strong emotions from pushing your child into jumping to conclusions about others. Your child can use the Calming -Down Steps to make it less likely they'll act impulsively on their emotions. Then they can take the next step & ask questions assertively, which helps them better understand others' perspectives & intentions.</td>
<td>Possible Activities:
• Complete the Lesson Handout provided.
• Practice these words with your child before or during the lesson:
  ○ Jumping to conclusions: thinking or deciding something without having all the facts
  ○ Explanation: explaining something, or giving a reason for doing something
• Notice when your child avoids jumping to conclusions, and REINFORCE the behavior with specific feedback: ex: "When your pencil went missing, you asked if anyone had seen it instead of jumping to the conclusion that someone took it."
  ○ Remind your child that calming down first, thinking of other explanations, and finding out more information can help them avoid jumping to conclusions when their feelings have been hurt.</td>
</tr>
<tr>
<td>Social Emotional Learning Extra:</td>
<td colspan="2">If possible, you may watch Lesson 16: Managing Hurt Feelings at https://www.secondstep.org/covid19support/grade-3-lessons</td>
</tr>
</table>

Directions

1. Read the scenario.
2. Jump to conclusions: Read what you think happened.
3. Think again: Write down another explanation.

Scenario	Jump to conclusions	Think again! What's another explanation?
Your teacher asks you to go to the office.	Oh, no! You're in trouble!	There's a phone call for you from your mom.
Your best friend is playing alone at recess.	He's mad at you. You've done something wrong!	
Your seat neighbor is looking in your desk.	She's snooping. Or worse, she's going to take something!	
You can't find the new jump rope you brought to school. 	Someone took it out of your backpack!	

Tri County Ancillary Tips and Tweets
WEEK 6

SPEECH & LANGUAGE TIPS

Incorporating speech and language skills into everyday activities: OUTDOORS

If you child has articulation/phonological processes difficulties:

- When going on a walk or drive, look for specific things: for example, name all the animals you see, count all the mailboxes, everyone in the family pick a color and count how many cars you see of that color.
- Be creative and have fun!

If your child has receptive language difficulties (understanding language):

- As you are traveling or participating in activities, talk about what you will be doing, who you will see or be active with, when it is (put it on a calendar and count down the days), where you will go. If you have pictures of the event from the past or you can find pictures in magazines or images on the computer, share those with your child.
- Have a scavenger hunt (outdoors or indoors). Tell your child what to find, one thing at a time up to a few things. You can have pictures or a written list to help, but tell them verbally what they are to look for.

If your child has expressive language difficulties (expressing themselves):

- Go for a walk and pick up items you see. When you get home, you can use them to make a picture or a story. Talk about what the items are, where they come from, and the resulting "art" project.
    - For older children, have them write their story.
- As you are traveling, talk about, and have your child answer questions about, where you are going, what you will do, who you will see, etc.

GROSS MOTOR PLAY FOR EVERYONE (WITH LITTLE TO NO EQUIPMENT!)

- MOVEMENT GAMES -

Charades: This game is all about acting out a word or phrase using no spoken words whatsoever. It can be easily modified for any age group.

Animal Charades: Before playing, first print off a page of animal pictures. Cut out each individual animal, fold each in half, and put them in a bucket. Begin the game by having the first child choose a piece of paper. The child then needs to act out the animal silently, while the other children try to guess what animal is being portrayed. Once the animal is guessed, choose another child who has not picked a piece of paper yet, and then they get to have their fun acting. Charades games are so versatile that they can be group games for 5 year olds, one on one games for 2 kids or even adult games with no kids at all.

Indoor Bowling: You will need a level space indoors to create a bowling "lane" for this game. Collect items to act as pins such as empty water bottles or plastic cups. A small ball works best for indoor bowling; nothing heavy is needed.

Variations: Make a bulls-eye on the ground out of masking tape or one on a piece of paper. With each section worth different amounts of points, the kids can take aim and challenge each other.

Hopscotch: Use painter's tape to create the squares on the floor.

Balance Contest: Who can stand on one foot the longest? Variations: who can hop the longest on one foot? Who can stand on one foot with one eye closed?

Jumping Beans: Who can jump the highest?

Dance Party: No explanation needed ☺

Lava: Put pillows on the floor and instruct kids that if they fall off the pillows they will be falling into hot lava!!!

Ring Toss: Make a ring toss with an upright cardboard paper towel roll and rings cut from paper plates.

ADDITIONAL RESOURCES

Resources for Learning at Home

https://www.weareteachers.com/resources-learning-home/?utm_source=WAT&utm_medium=Ticker&utm_campaign=LearningAtHome

Social skills activities for children and teens: Evidence-based games and exercises

https://www.parentingscience.com/social-skills-activities.html

25 Fabulously Fun Family Activities To Bring You Closer Together

https://www.lifehack.org/790143/fun-family-activities

OCCUPATIONAL THERAPY

Xbox Kinect & Nintendo Wii

Videogame systems address lots of body movements to increase and improve a variety of skills, including balance, coordination, strengthening, and endurance.

Kinect for Xbox is a system that allows for full body fun, in which the child controls the movements on the screen and does not need a controller.

Nintendo's **Wii system** is a classic favorite that offers motion-controlled action play, incorporating lots of coordination work with a variety of controllers and accessories (such as a balance board and dual-hand controllers).

Both systems provide tons of sensory input, allowing for improved body awareness, movement processing, and overall motor skill acquisition and development. Games that focus on these areas include:

- **Wii Fit Plus:** Balance, coordination, and body awareness
- **Wii Sports:** Hand-eye coordination, timing of movements
- **Dance Dance Revolution:** Strength, endurance, following sequences, vestibular (movement) input
- **Kinect Dance Central:** Strength, gross motor imitation
- **Kinect Training:** Strength, endurance, proprioceptive (active resistive) input
- **Kinect Sports:** Hand-eye coordination, timing of movements

Have fun and learn with technology!

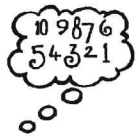
What are your favorite games that can help with occupational therapy?

IMPROVING SOCIAL EMOTIONAL WELLBEING AT HOME

Healthy Coping Strategies

Healthy coping strategies (or calming strategies) are an important life skill. Tough emotions can sometimes make us start to lose control of our thoughts and actions. It is important to stay in control so you can make good decisions. This is why coping strategies are so important. By learning to calm down when you are upset, you are helping yourself get back on track so you can make the best decisions. Below is a list of some coping strategies that you can use when you feel big emotions:

- Take deep breaths
- Slowly count to 10 or even 100
- Exercise
- Read
- Stretch
- Take a quick walk
- Think of something funny
- Use positive self-talk



- Talk to someone
- Picture your favorite place
- Write in a journal
- Color, draw, doodle
- Use a fidget
- Listen to music
- Play with your pet
- Blow bubbles

CONTACT INFORMATION

Please feel free to contact staff members for questions, concerns, or additional support if needed.

We are here to help!

Marcy Jaques, Teacher Consultant
mjaques@maisd.com

Ashley Young, School Social Worker
ayoung@maisd.com

Michele Ludtke, Occupational Therapist
mludtke@maisd.com

Laura McBeth, Speech & Language Pathologist
lmcbeth@tricountyschools.com

Jason Rykse, Behavior, Academic, Community Coordinator
jrykse@tricountyschools.com

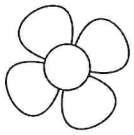
Katie Deming, Physical Therapist
kdeming@maisd.com

SPECIALS' ACTIVITIES FOR MAY 25 THROUGH MAY 29

STEM **Scavenger Hunt II**

In the last scavenger hunt, students offered suggestions for what could be put on the next one. So, here is an encore scavenger hunt taken from those suggestions.

1. _____ Find some twigs or sticks and make a "stick person" with them.
2. _____ Find 3 trees that, if connected, would make a straight line.
3. _____ A broken tree or a tree that has fallen over
4. _____ An interesting looking tree. What made it interesting? _____
5. _____ A leaf skeleton
6. _____ A squirrel or bird nest
7. _____ Animal scat
8. _____ Animal tracks. What did the tracks look like? _____
9. _____ A rabbit
10. _____ A feather
11. _____ Flowers of as many different colors as you can. What colors did you find? _____
12. _____ Water (stream, lake, puddle)



I have missed our time together as a group this spring, but was glad to have kept in contact with some of you through Google Classroom or email. I hope you have had fun with our STEM activities. As you go on to enjoy your summer, stay curious and keep on problem-solving - because that's what we do!

Miss Bolt *pbolt@tricountyschools.com*

Music - Miss Burnell

Poem- How many ways can you perform the poem below? For example: put "instruments" from around your house to the words, perform in canon, add rhythm, turn it into a song, etc.

Spring is finally here,
Seems like we've been waiting a year.
Now's the day that it's okay to run
and play cause spring is finally, spring
is finally here!

Mirroring- You will need one other person for this activity. One is the leader, the other, the "**mirror**." The leader begins to make simple gestures or **movements**. ... The goal is to **mirror** the partner perfectly, so the leader must **move** carefully so that the '**mirror**' won't fall behind. Use the movements and body parts we've talked about in class. How can you use levels? Try playing different songs in the background to see how that changes your movements. A fast song will feel much different than a calm, slow song!

Have a great Summer, Vikings! I will miss you. Stay Safe! - Miss Burnell

PE ACTIVITIES FROM MR. STOLL

(rstoll@tricountyschools.com)

This week features our annual **TC OLYMPICS**, also known as Field Day 2020!

Since we will be at home, I suggest you participate in this time of unique circumstances by having **all three of YOU** compete against one another. I often used an old expression to answer the question "Who's upstairs?" when I was playing alone in my room. I'd yell back, "Just **Me, Myself, and I**!" This reminded me that we could still challenge ourselves during the TC Olympics by pretending to award Gold (1st place), Silver (2nd place), and Bronze (3rd place) medals to **Me, Myself, and I**.

I suggest you do the three scheduled events each day three times, once for **Me**, once for **Myself**, and once for **I**. Keep track of how you did each time to see which of "You" wins each event! It will now be a competition and also allow you to try each thing three times! And, by all means, I encourage you to have competition with other family members as well. Feel free to make medals and/or certificates that you can present when the TC Olympics come to an end. However you choose to participate, have fun! Good luck to all of **YOU**!

Monday: 1) Time yourself running a short distance (straight or down and back).
2) Measure how far you can soccer kick a ball including the roll after it lands.
3) Time yourself running a short course while going over 3-4 hurdles along the way.

Tuesday: 1) Time yourself running a 2-3 laps around your house, yard, or something else.
2) Measure how far you can throw a ball including the roll after it lands.
3) Time yourself hopping a short distance on one foot down and the other foot back.

Wednesday: 1) Run a longer course that take about 3-4 minutes to complete.
2) Measure how far you can jump from a standing position (like done in PE class).
3) Time yourself going through a small obstacle course that you create using things to go over, go under, go around, go between, etc. Make it challenging!

Art- Mrs. Pake email: cpake@tricountyschools.com

Activity 1: Draw something you use from your kitchen.
Activity 2: Trace the bottom of a coffee mug and make designs with it.
Activity 3: Paint with coffee or tea as watercolor paint!
Activity 4: What do you do frequently in the kitchen at home? Draw yourself doing something in the kitchen.
Activity 5: Arrange and draw a still life using the items from the school meals delivered or picked up.

Tri County Area Schools
Tradition • Character • Achievement • Success

Preschool Opportunities

At Tri County Area Schools, our goal is to offer preschool experiences to all age eligible students. We strive to offer the right preschool placement and service to our families. All preschool enrollments start with the Collaborative Preschool Application process. After an application is submitted, it will be sent to the appropriate preschool program. Families will be contacted regarding the enrollment process. Below are some basic facts about our preschool offerings.

	Tri County Area Schools **3yr Old Preschool**	Tri County Area Schools **4yr Old Preschool**	Great Start Readiness Program **Great Start Readiness Preschool (GSRP) 4yr old**	GAP, Inc. 0-5 Head Start **Head Start**	Tri County Area Schools **Early Childhood Special Education (ECSE)**
Age	3 by Sept. 1, 2020	4 by Sept. 1, 2020	4 by Sept. 1, 2020	Ages 3-5	Ages 3 - 6
Location	Edgerton Building – (Early Childhood Center), serving the whole district	Edgerton Building – (Early Childhood Center), serving the whole district	Edgerton Building – (Early Childhood enter) serving the whole district	Edgerton Building-(Early Childhood Center), serving the whole district	Edgerton Building-(Early Childhood Center), serving the whole district
Cost	Tuition based on household income level	Tuition based on household income level	Free to qualifying families	Free to qualifying families	Free to qualifying families
Bussing	Not available – self transport program	Available for students within Tri County School district	Available for students within Tri County School district	Available for students within Tri County School district	Available for students qualifying for special education services within Tri County School district
Days & Times	Two days a week; M/F or T/Th 8:15 – 11:15 (days and times subject to change based on enrollment)	Four days a week; M, T, Th, F 8:30-12:00 or 12:00-3:30 (days and times subject to change based on enrollment)	Four days a week;(Full day option may be available) M, T, Th, F 8:30-12:00 or 8:30-3:30 (times subject to change based on enrollment)	Four days a week; T, W, TH, F 8:30-12:00 or 12:00-3:30	Four days a week; M, T, Th, F 8:15-11:45 or 11:45-3:15
Contact Information	Kayla Pyne kpyne@tricountyschools.com 231-937-4391 x 3103	Kayla Pyne kpyne@tricountyschools.com 231-937-4391 x 3103	Kayla Pyne kpyne@tricountyschools.com 231-937-4391 x 3103	Denise Boyce deniseb@8cap.org 616-754-9315 x 3369	Melissa Clegg mclegg@tricountyschools.com 231-937-4391 x 3100

Program days and times subject to change. *****Please return applications to Kayla Pyne @ the Edgerton Building, 412 E. Edgerton, Howard City, MI 49329**

Collaborative Preschool Application can be found at: tricountyschools.com/ourschools/edergton/tricountypreschool/

May 25, 2020

Hello Students who are working on Speech Sounds (and Parents)!

Using your child's speech sheets that were sent to you, please have them say the words at least once a week. If you hear a mistake, say the word. Have them repeat. If it is still wrong, you just say the word again. Don't have them do it a third time.

If they want to make it fun: Have them balance the sheet on their head or other body part.

I have one more week of visual/tele therapy available for your child. Please feel free to email me anytime at lmcbeth@tricountyschools.com. The best time to reach me is my office hour on Wednesdays at 9:00. We could make an appointment almost any time. If you would like a phone call, also let me know.

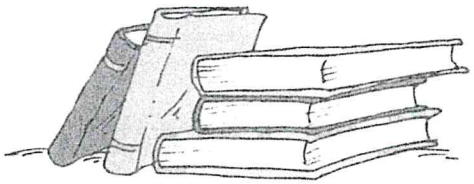
I can't believe this is the last week for virtual learning! Don't forget to keep practicing all summer. I can't wait to see you all in the fall!

Mrs. (Laura) McBeth

Speech/Language Teacher

Literary Terms If you don't want to read, ask someone to read to you. Make a sentence with each word.

Definitions



1. **chapter**
   one part or section of a book

2. **character**
   a person in a story, book, play, movie, or TV program

3. **fable**
   a story that teaches a lesson; often has animals that talk and act as people

4. **fairy tale**
   a children's story about magic, fairies, giants, etc.

5. **fiction**
   a story that is not true or real

6. **idea**
   a belief, thought, or plan about something

7. **legend**
   a story handed down from earlier times; told many times over the years; often based on fact but isn't completely true

8. **reread**
   to read something again

9. **study**
   to learn about something either by reading about it or by practicing it

10. **title**
    the name of a story, book, song, or painting

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Ms. Ary's Distance Learning Packet

Week 6

GAME OPTION ONE

Materials included:

- one die
- one game board

Materials NOT included:

- colored pencils (blue, green, red, orange, yellow)

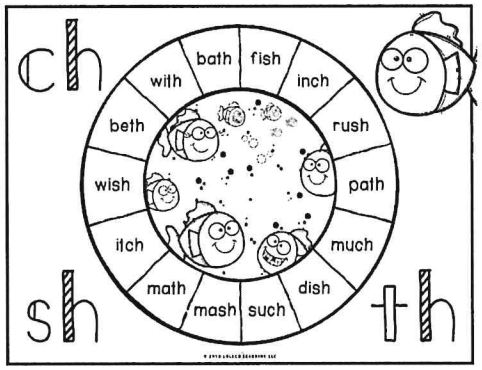
Number of players:

1

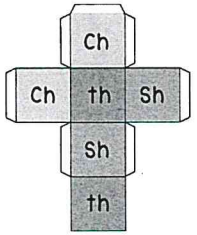
HOW DO WE PLAY?

How to Assemble Game:

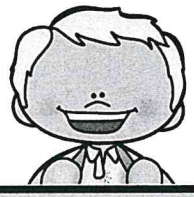
Just choose a game board and print. Laminate it, if you like.



The Game Die:



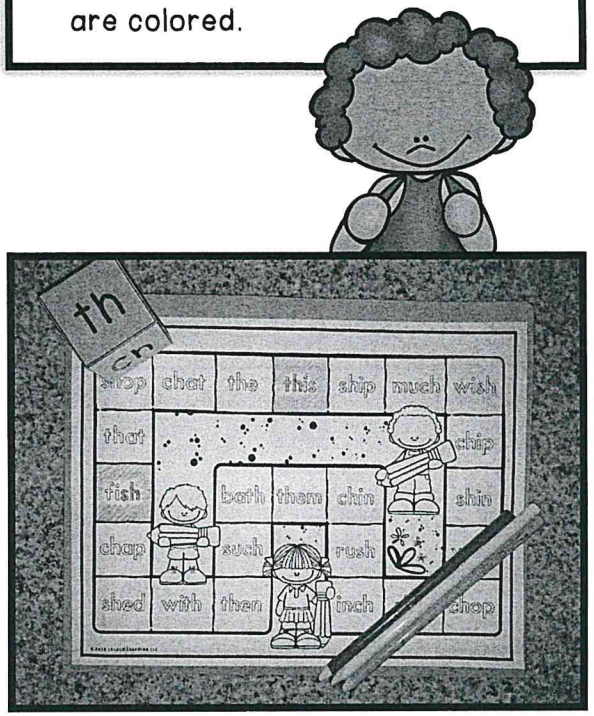
Use the colored in die.



Directions:

- Player rolls the die.
- Then, player finds a word on the game board that includes the 2 letters shown on the die and reads the word.
- Then, player colors in the space on the game board using the color shown on the die.

- Continue until all of the spaces are colored.



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GAME OPTION TWO

Materials included:

- one game board
- one 'My Word List' for each player

Materials NOT included:

- one coloring utensil for each player (different color per player)

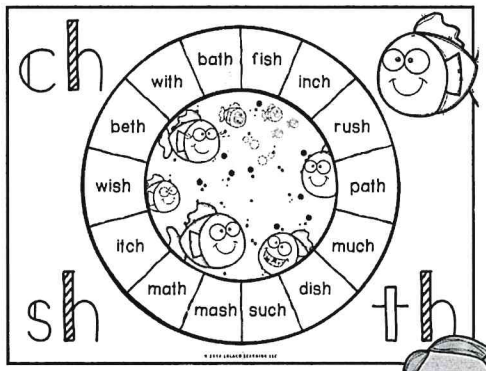
Number of players:

2 TO 4

HOW DO WE PLAY?

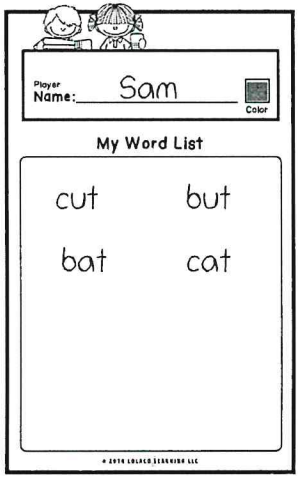
How to Assemble Game:

Just choose a game board and print. Laminate it, if you like.



The 'My Word List':

How to fill it in.



Directions:

- Each player chooses a different colored writing utensil.
- Players take turns.
- Tallest player goes first.
- Player chooses a word to read.
- Then, player colors in the space after reading the word correctly.
- Then, player writes their word on their 'My Word List'.
- If the player misreads the word, the player cannot color the space nor write down the word. And the next player gets to go.
- Continue until all of the spaces are colored.
- The player with the most words wins.

Tiebreaker:

- If there is a tie, each player takes a turn reading all 24 words on the board. The player that can read them all the fastest wins!

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Sh
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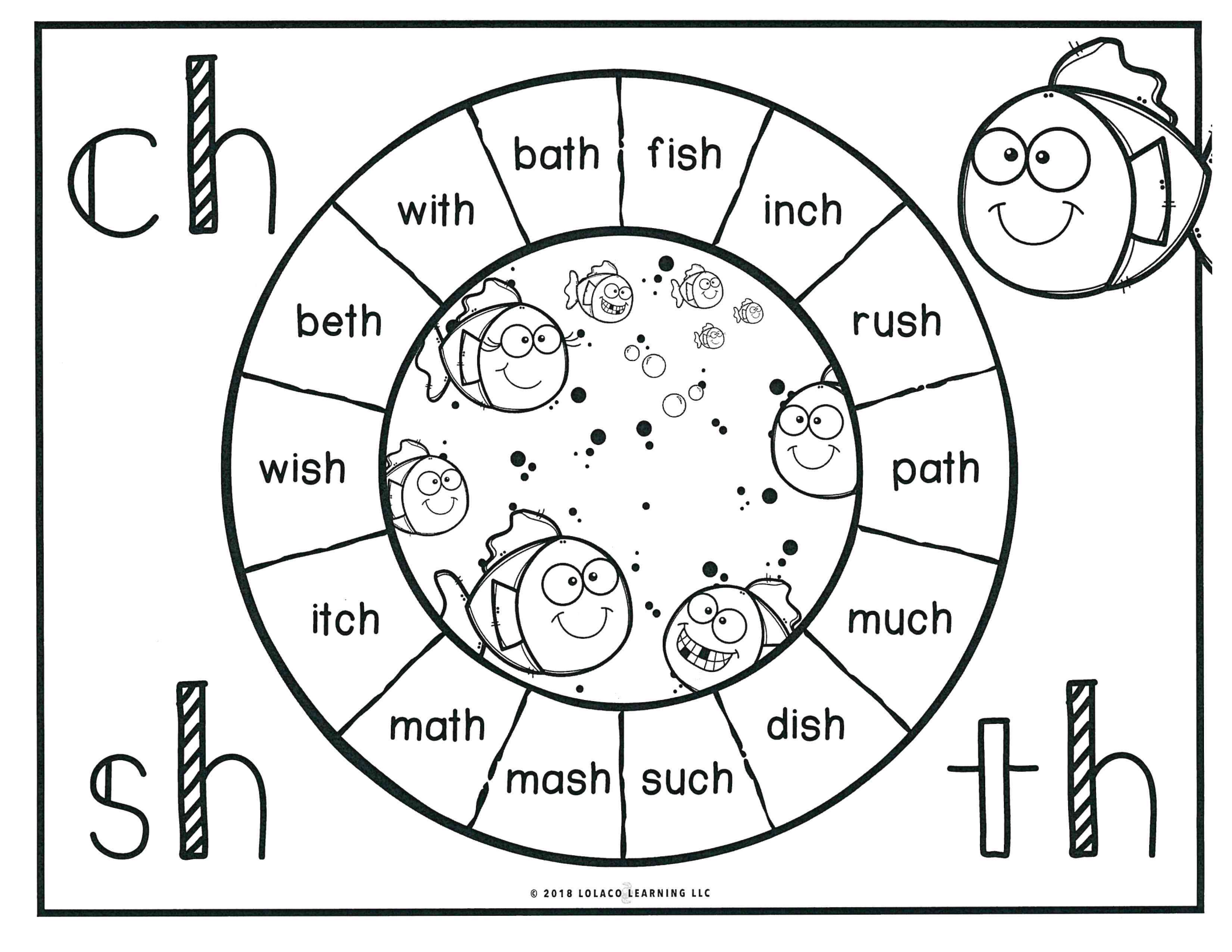
Sh



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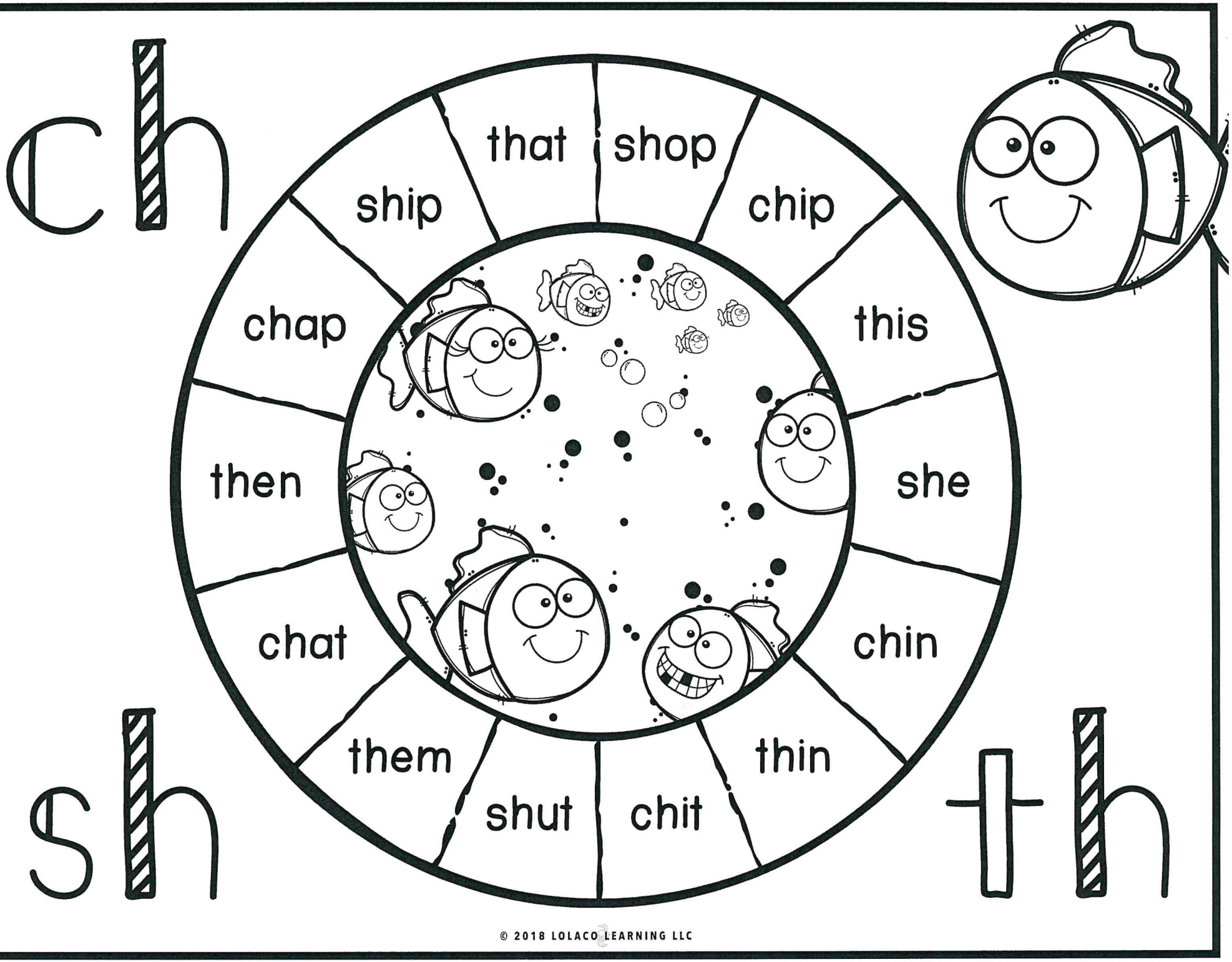

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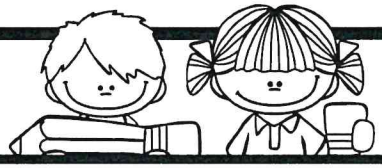


Player
Name:_____

Color

My Word List

© 2018 LOLACO LEARNING LLC

Player
Name:_____

Color

My Word List

© 2018 LOLACO LEARNING LLC

Be On The Lookout

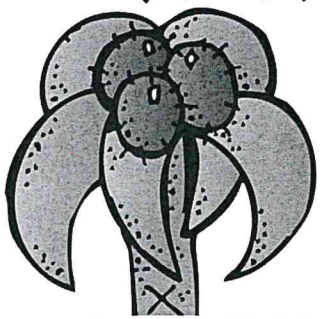
Cut apart the words at the bottom. Sort to the correct digraph below.

SH	TH	CH

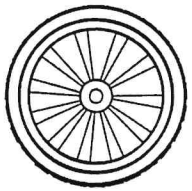
Jessica Travis

shirt	three	chase	shark	thank
third	chow	shape	thumb	chick

The Digraph expedition



Look at the picture.
Cut out and paste in the correct digraph to complete the word.



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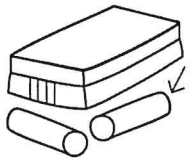

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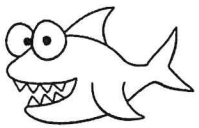

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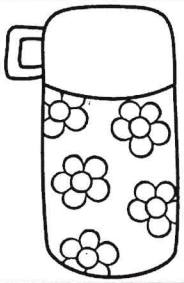

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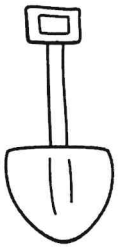


[ ] ovel

Jessica Travis

sh

th

ch

wh

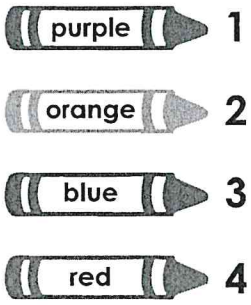
sh

ch

Name: _____

Sight Word
down

Color by number.



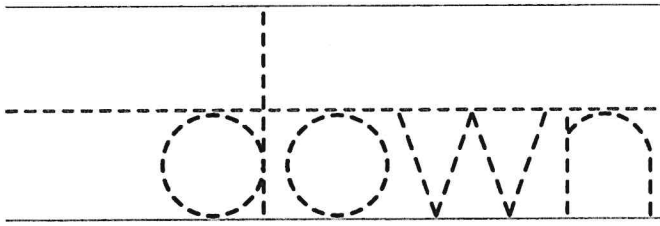
Circle the word.

b o d o w n o w d o n

How many letters are in the word ***down***?

1 2 3 4 5

Trace.



Color the word ***down***.

pawn	down
dawn	domn
dwon	bown

Write.

ch

Lost Watch

Name:

Ben is in a pinch. He lost his watch. He thought he was clutching it tight, but he dropped it. He was a grouch without his watch. He decided to search everywhere he went that day. Since it was dark he carried a torch for light. First he crouched down and looked under his couch. It was not there. Then he searched the beach where he had lunch. It was not there. Last he went and searched under the branches of the peach tree. He found his watch on a patch of grass!

1. Where did Ben look first?

2. Where did Ben find his watch?

Write 3 **ch** words.

©Ainsley Karl

ch

Cheer for Charlie

Name:

Charlie is a ten year old child. He loves to play baseball. Before the game the children must stretch and practice catching. The coach calls Charlie up to the plate. The pitcher throws the first pitch. Smash! Charlie hits the ball. It flies over the bleachers. Charlie runs the bases like a cheetah. The other team can't catch him. Home run! Three cheers for Charlie!

1. What sport does Charlie love?

2. Did Charlie get a hit?

Write 3 **ch** words.

©Ainsley Karl

Name: _____

Mia, Max, and the Missing Earring

by Anita N. Amin

Mia and her twin brother, Max, pulled on their rain coats and galoshes. The storm had finally passed but it was still drizzling outside.

"We're going to check on Mrs. Wilson," Mia told their mom. "To make sure she's safe." Mrs. Wilson lived alone next door.

Mia and Max squelched across the yard, picking their way around fallen branches. They hopped over some muddy puddles and rang Mrs. Wilson's doorbell.

Mrs. Wilson opened the door. She was rubbing her right earlobe.

"Are you okay?" Max asked.

"I'm fine." Mrs. Wilson frowned. "But my earring is missing."

"A mystery!" Mia said. "We can help. We're detectives you know. Does it look like the one you're wearing? When did you notice it was missing?"

"And what were you doing before that?" Max asked.

Mrs. Wilson thought for a moment. She tucked her hair behind her ears. "I was watching a movie and eating my popcorn. The thunder and wind were so loud. Then the power went out. That's when I noticed my earring was gone. And yes, it looks just like this one." She touched the pearl earring in her left earlobe.

"Do you mind if we search inside?" Max asked.

Mrs. Wilson invited them in.

Mia and Max checked around the sofa, under the sofa, and under the cushions. They found some squished popcorn, pennies, and a pen.

"I don't know if these are clues or not." Mia frowned.

"So that's where that pen went." Mrs. Wilson put her pen and pennies away. A strand of hair fell over her eyes again. Mrs. Wilson sighed. "I really need a haircut." As she tucked her hair behind her ears, the other earring fell out. She picked it up and put it away.

"Hmm..." Mia brushed the sofa popcorn crumbs from her hands. She saw the bowl of popcorn on the kitchen counter and walked over to it.

"Help yourself," Mrs. Wilson said.

"Caramel popcorn, my favorite!" Mia said, sticking her hand into the bowl. She sifted through the hard kernels for some fluffy popcorn.

As Mia munched on the popcorn, Max closed a cupboard door. "It's not in there," he said.

"It's like it just vanished into thin air," Mrs. Wilson said.

Mia stopped munching. She put her hand back in the bowl. "Maybe not thin air," Mia said slowly, her hand closing around something round and hard. Was that what she thought it was? She pulled her hand out and held it up.

"My earring!" Mrs. Wilson cried.

"It must've fallen into the bowl while you were watching your movie," Max said.

"And you were probably tucking your hair behind your ear," Mia added.

Mrs. Wilson invited Mia and Max to stay and watch the movie. They cuddled up on the sofa and finished the popcorn. And right after that, Mrs. Wilson went and got a haircut!

Name: _____

Mia, Max, and the Missing Earring

by Anita N. Amin

1. At the beginning of the story, why do Mia and Max visit their neighbor, Mrs. Wilson?

   a. They are bringing over a batch of caramel popcorn.
   b. They want to make sure Mrs. Wilson is okay after the storm.
   c. Mrs. Wilson wants to show them her new earrings.
   d. Mrs. Wilson invited them over to watch a movie.

2. Put a check mark (☑) next to all the places Mia and Max look for Mrs. Wilson's earring.

   ☐ inside the kitchen drawers

   ☐ under and around the sofa

   ☐ beneath the cushions

   ☐ inside Mrs. Wilson's knitting basket

3. Throughout the story, Mrs. Wilson keeps brushing hair back from her face. Why is this an important clue to what happened to her missing earring?

   _____

   _____

4. Where do Mia, Max, and Mrs. Wilson find the missing earring at the end of the story?

   _____

5. Choose the pair of words that best describes Mrs. Wilson.

   a. unfriendly and quiet
   b. kind and puzzled
   c. forgetful and gloomy
   d. loud and grumpy

Name: _____

Mia, Max, and the Missing Earring

by Anita N. Amin

Draw lines to match the words from the story with their meanings.

1.	galoshes	•	• people who solve mysteries
2.	caramel	•	• made a sucking sound when walking through mud
3.	detectives	•	• went away; disappeared
4.	drizzling	•	• rain boots
5.	vanished	•	• looked through something carefully
6.	squelched	•	• made a serious face
7.	frowned	•	• a sweet, sticky brown syrup
8.	sifted	•	• lightly raining

Name: _____

Mia, Max, and the Missing Earring

by Anita N. Amin

In the story, "Mia, Max, and the Missing Earring," Mia and Max look for clues to help their neighbor, Mrs. Wilson, find her missing earring.

On the lines below, write about a time when you lost something that was important to you. Describe the item you lost, where you looked for it, and if you found it.

ANSWER KEY

Mia, Max, and the Missing Earring

by Anita N. Amin

1. At the beginning of the story, why do Mia and Max visit their neighbor, Mrs. Wilson? b

   a. They are bringing over a batch of caramel popcorn.
   b. They want to make sure Mrs. Wilson is okay after the storm.
   c. Mrs. Wilson wants to show them her new earrings.
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   ☐ inside the kitchen drawers

   ☑ under and around the sofa

   ☑ beneath the cushions

   ☐ inside Mrs. Wilson's knitting basket

3. Throughout the story, Mrs. Wilson keeps brushing hair back from her face. Why is this an important clue to what happened to her missing earring?

   They discover that Mrs. Wilson must have knocked her earring off when she was brushing her hair back.

4. Where do Mia, Max, and Mrs. Wilson find the missing earring at the end of the story?

   They find it at the bottom of the popcorn bowl.

5. Choose the pair of words that best describes Mrs. Wilson. b

   a. unfriendly and quiet
   b. kind and puzzled
   c. forgetful and gloomy
   d. loud and grumpy

ANSWER KEY

Mia, Max, and the Missing Earring

by Anita N. Amin

Draw lines to match the words from the story with their meanings.

1.	galoshes	people who solve mysteries
2.	caramel	made a sucking sound when walking through mud
3.	detectives	went away; disappeared
4.	drizzling	rain boots
5.	vanished	looked through something carefully
6.	squelched	made a serious face
7.	frowned	a sweet, sticky brown syrup
8.	sifted	lightly raining

Name: _____

Count by 10s

a.

0	10	20			

b.

80					130

c.

		390				430		

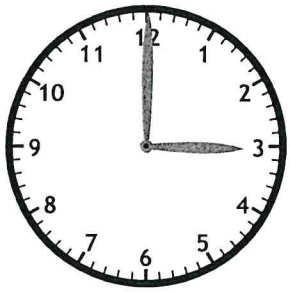
d.

		780		

Name: _____

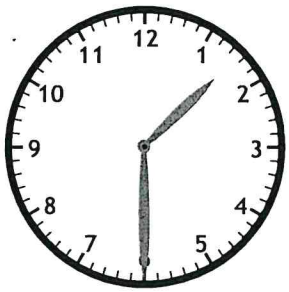
Nearest Hour and Half Hour

Telling Time

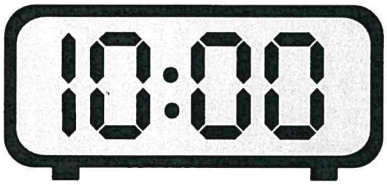


What time is it?
two o'clock
three o'clock
three thirty

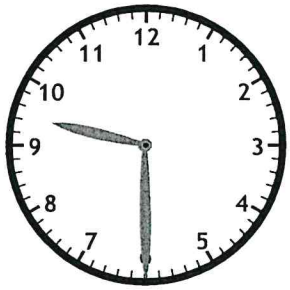
What time is it?
six o'clock
nine thirty
six thirty



What time is it?
two thirty
three thirty
one thirty

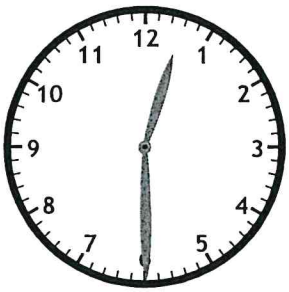


What time is it?
ten o'clock
one o'clock
ten thirty

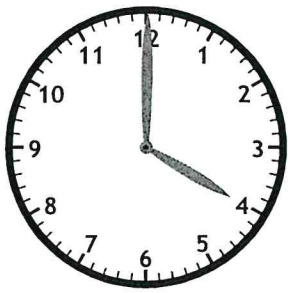


What time is it?
nine thirty
eight thirty
nine o'clock

What time is it?
eleven thirty
eleven o'clock
ten o'clock



What time is it?
twelve o'clock
three o'clock
twelve thirty



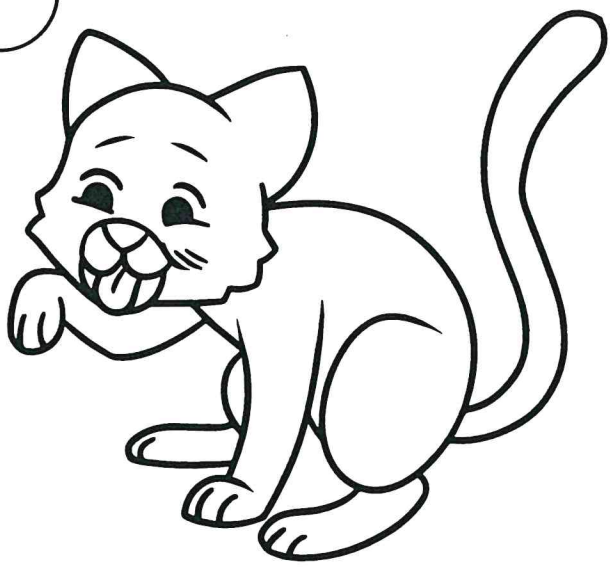
What time is it?
four thirty
five o'clock
four o'clock

What time is it?
twelve thirty
twelve o'clock
two thirty

Name: _____

Horizontal Addition
(Addends to 5, Sums to 10)

Add



3 + 4 = _____

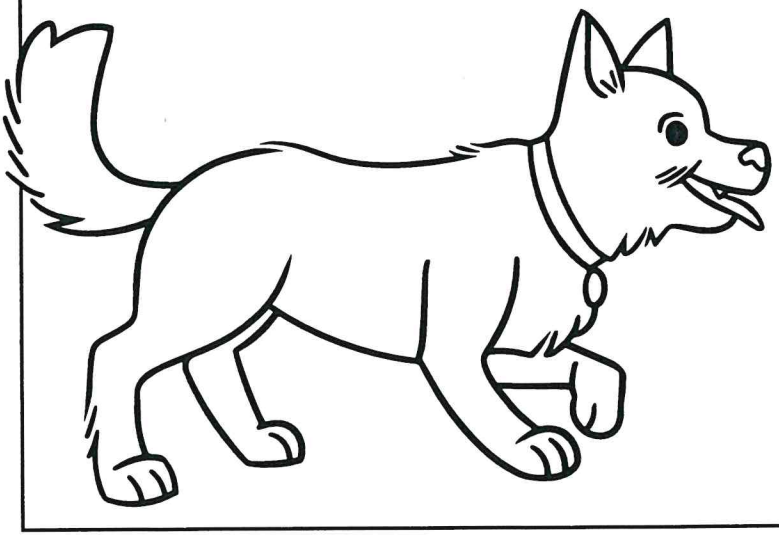
1 + 0 = _____

2 + 3 = _____

0 + 4 = _____

5 + 4 = _____

6 + 1 = _____



4 + 2 = _____

2 + 1 = _____

4 + 4 = _____

1 + 5 = _____

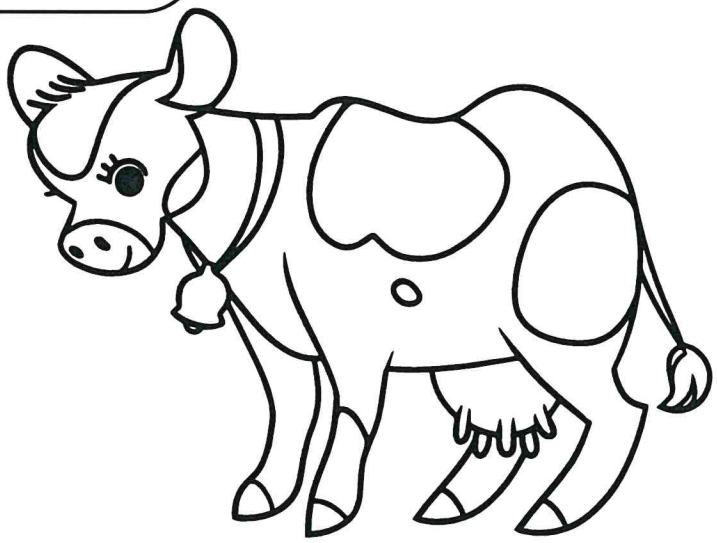
2 + 2 = _____

5 + 3 = _____

Name: _____

Horizontal Subtraction
(Minuends 10 or less)

Subtract



5 − 4 = _____

6 − 3 = _____

7 − 2 = _____

9 − 3 = _____

2 − 1 = _____

10 − 4 = _____

8 − 6 = _____

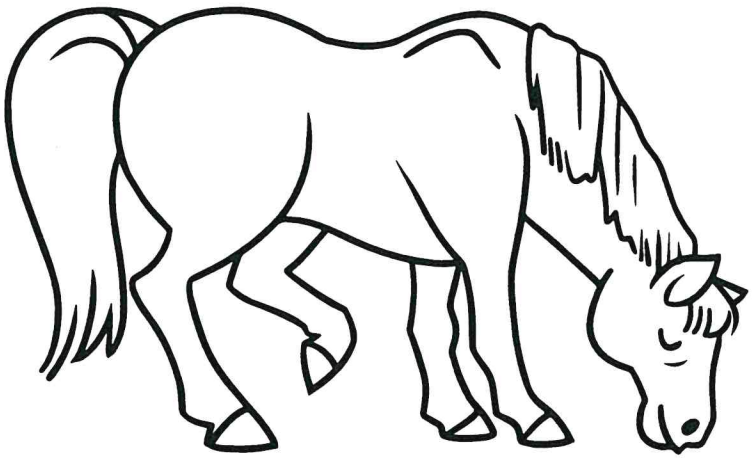
10 − 2 = _____

4 − 0 = _____

7 − 4 = _____

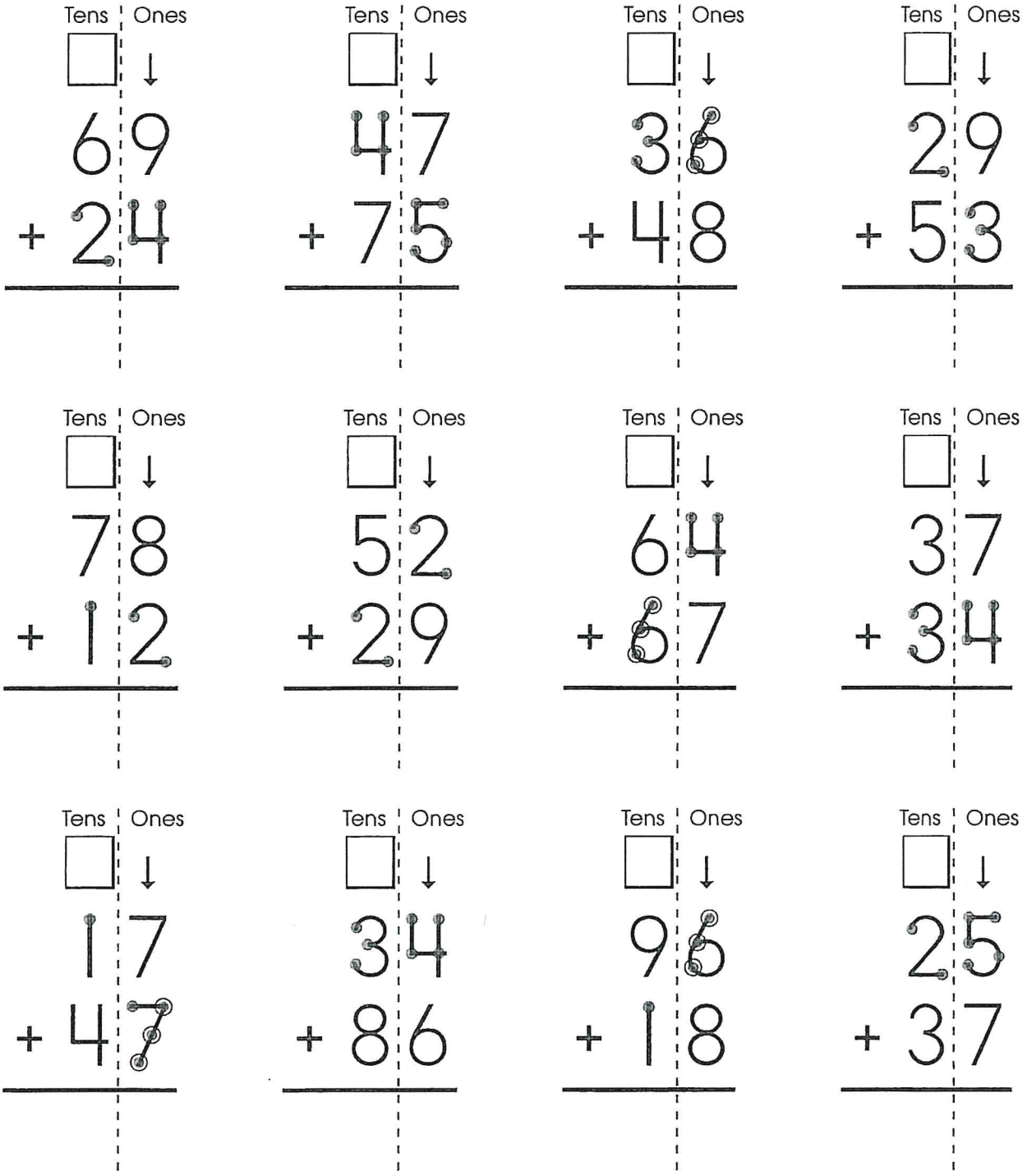
9 − 2 = _____

5 − 3 = _____



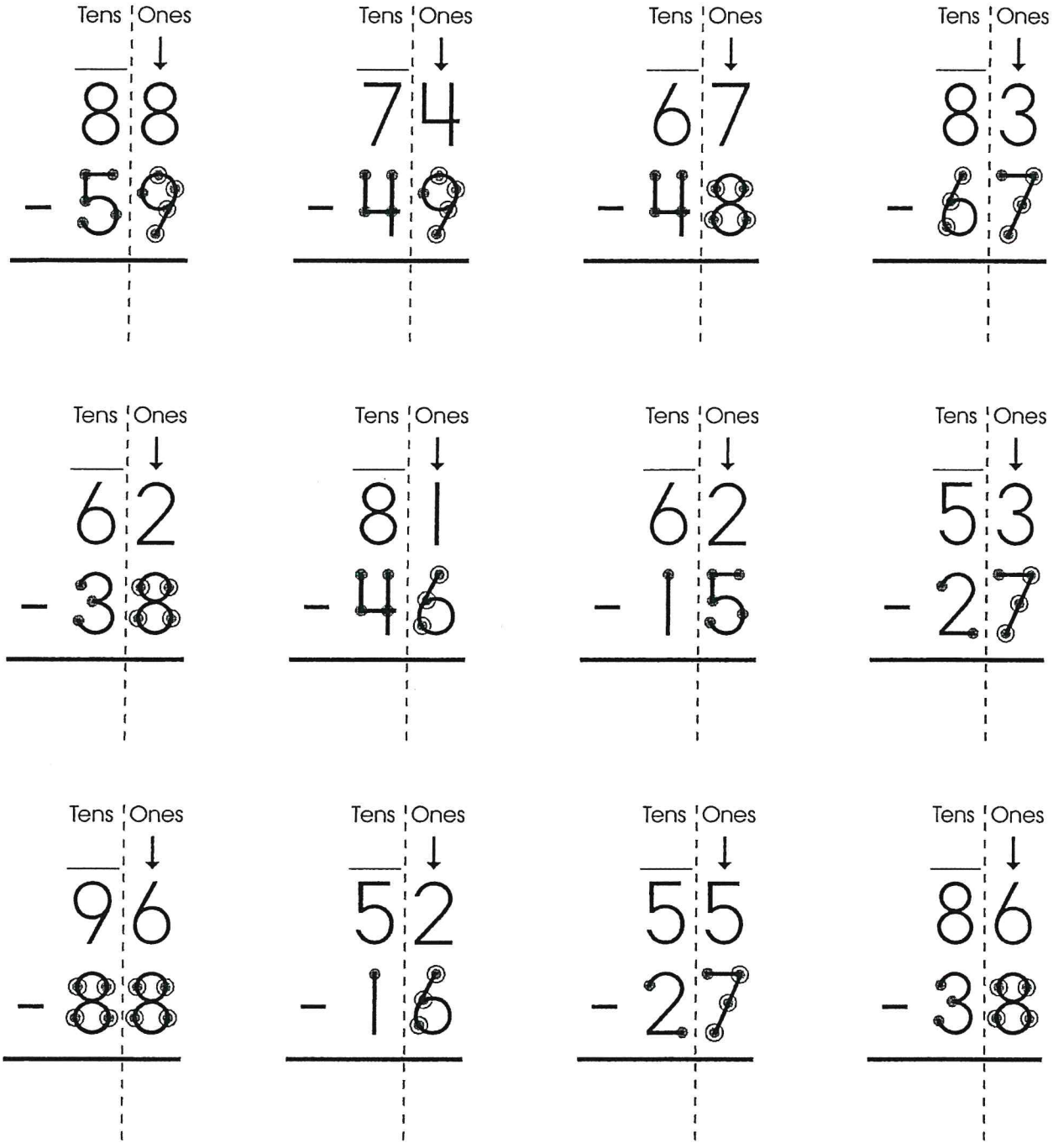
Name _____

Directions. Add the numbers in the ones column. Write the number of tens in the box, then write the number of ones below the ones column. Add the numbers in the tens column, including the number in the box. Then write the answer.



Name _____

Directions. Subtract the numbers in the ones column. If you cannot count backward on all of the TouchPoints, regroup by borrowing one ten from the tens column. Add the ten to the ones, then touch and count backward from the new number in the ones column. Next, subtract the numbers in the tens column.



Name _____

Problem Solving. Write the correct numbers in the boxes. Work each problem.

1. Jim's house has 7 windows on the top and 9 windows on the bottom. How many windows are there?

$$\square + \square = \underline{\quad}$$

2. If Jim's house has 16 windows and 5 of them get broken, how many windows are not broken?

$$\square - \square = \underline{\quad}$$

3. Jim fixed the windows. What is the total number of windows that Jim didn't have to fix?

$$\square - \square = \underline{\quad}$$

Name _____

Problem Solving. Write the correct numbers in the boxes. Work each problem.

1. Steve has 9 beans and 4 carrots. How many vegetables does Steve have in all?

$$\square + \square = \_\_\_$$

2. Steve's Mom gave him 4 more carrots. Now how many vegetables does Steve have?

$$\square + \square = \_\_\_$$

3. How many vegetables will Steve have left to eat if he eats all of his beans?

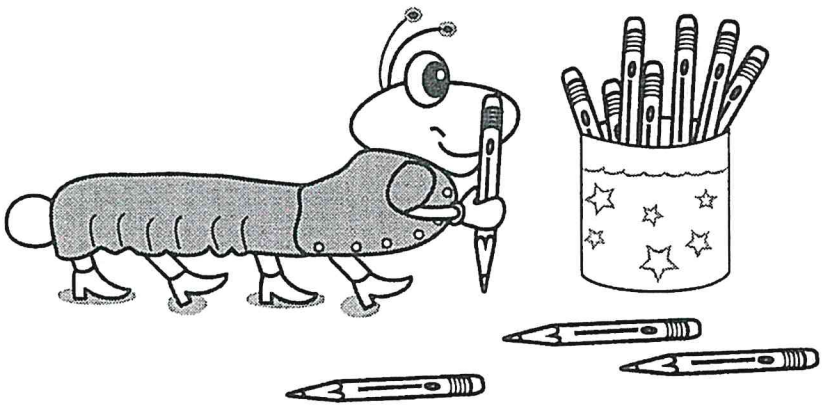
$$\square - \square = \_\_\_$$

Name _____

Problem Solving. Write the correct numbers in the boxes. Work each problem.

1. Happy has 16 pencils and 8 pens. How many fewer pens than pencils are there?

$$\square - \square = \_\_\_$$



2. Happy will hand out one pencil each to 7 girls. She has 16 pencils. How many pencils will be left over?

$$\square - \square = \_\_\_$$

3. If Happy has 8 pens and buys 9 more, how many pens will she have altogether?

$$\square + \square = \_\_\_$$