



SCHOOL DISTRICT 149

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*Berger-Vandenberg • Diekman • New Beginnings Learning Academy • Caroline Sibley • Carol Moseley-Braun
• Creative Communications Academy • School of Fine Arts • S.T.E.M. Academy*

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*Director of Curriculum, Instruction
& Assessment*

May, 2020

Dear Parents, Guardians and Students:

I hope that you and your family are healthy and well. Enclosed with this letter are the Remote/E-Learning instructional materials that will be used to support at home learning for the remainder of the 2019-2020 school year. The last day of school for this school year will be June 2, 2020. The purpose of these materials is to support continuous learning and to reinforce the skills that students were taught when they were physically able to attend class.

Each student is receiving an instructional packet according to their grade level. Student learning opportunities have been organized into “choice boards” or “activity boards”. Directions appear on each board so that the student will know how many assignments they need to complete and how frequently to work on a particular subject area. On most boards, students have the option to pick and choose which assignments they would like to complete. Assignments were created for every grade level to support learning in the areas of English Language Arts, Mathematics, Science, Social Studies and Health. In addition, included are activities that support our Special Area classes (Art, Music, Technology, Physical Education and Business Education). As a reminder, students normally participate in special area classes throughout the course of a school year. Therefore, students may choose to do special area activities that they would have participated in during 4th quarter. Students can submit assignments through phone conferences with their teachers, taking screenshots and uploading through email, text messages or Class Dojo.

Our goal this school year was to promote a “Love, Joy and Passion for Reading” within our students. As a result, the district experienced tremendous growth in students wanting to read. Therefore, we strongly urge parents to keep this momentum going by encouraging your child to read every day. On a daily basis, students are encouraged to participate in read alouds, the Bedtime Story Project, and to spend time reading independently or with a family member.

All administrators and teachers will continue to be available Monday - Friday from 9:00 a.m. – 2:00 p.m. to support student learning. Teachers are committed to making at least one phone call to their students each week. In addition, teachers remain in contact with students through emails, text messages and Class Dojo.

Due to the large volume of students that special area teachers instruct, teacher contact to all students is not always possible. However, please feel free to contact these teachers with any questions or concerns.

Students that receive special services (i.e. special education, ESL, speech or other therapies) will continue to receive support in accordance with their needs. Those teachers (or service providers) will work directly with their students to make sure that choice board assignments are appropriately modified for success. An accommodations list is also included in this packet which may be used for all students (as needed).

We encourage every student to continue learning by making an effort to complete the activities in this packet. However, we understand that parents may need to make modifications in what their child is able to complete based upon their household situations. The classroom teacher will strive to make this a positive learning experience for you and your child.

In closing, we want to thank each and every family for partnering with us during this unexpected journey. We are equally appreciative of the work and dedication our educators have provided throughout this process. Although the COVID-19 pandemic impacted everyone in many different ways, we are confident that our students were able to continue their engagement in valuable learning experiences. Please continue to visit our district website at www.sd149.org for important updates. Thank you again for allowing us the privilege of serving you and your students this school year.

Sincerely,

Carolyn Franklin

Director of Curriculum, Instruction and Assessment

Accommodation List

The following is a list of accommodations that may be helpful for your child. Use the accommodations that will best meet the needs of your child.

Assignments

- Extra time to complete assigned work
- Simplify directions
- Limit homework to a timeframe that is tolerable for student
- Permit assignments to be printed or typewritten • Allow breaks as necessary and offer opportunities for movement

Learning style

- Provide oral directions
- Provide visual directions, demonstrations and representations
- Use tactile and manipulative aides
- Provide short break between assignments
- Provide fidget object for manual activity (e.g. Koosh ball, clay, worry beads, etc.)
- Repeat oral instructions
- Pair written instructions with oral instructions

Reading

- Encourage sustained silent reading
- Provide visual breaks while reading
- Fold paper or cover paper so that only part is visible • Encourage oral reading

Math

- Model correct computational procedure
- Encourage self-talk
- Encourage turning lined paper sideways to maintain column alignment

Organizational/ Planning Skills

- Remind student to check over work product
- Give assignments one at a time
- Supervise student in writing full assignment in book or provide written instructions

Positive Reinforcement

- Provide reassurances and encouragement
- Focus on student strengths
- Compliment positive behavior and work • Cue students to stay on task
- Provide positive reinforcement
- Present verbal encouragement and prompts

B I N G O

<p>Do the Fresh-Baked Cookies Slow Breathing technique <small>(Breathe in the smell of fresh cookies and hold for 5 sec. Then slowly blow on them to cool them off).</small></p>	<p>Write a thank you letter to someone</p>	<p>Make a list of all the things you are grateful for</p>	<p>Read for 15-30 minutes</p>	<p>Play a board/card game</p>
<p>Draw a picture of your favorite place</p>	<p>Do an act of kindness</p>	<p>Learn a new word</p>	<p>Make a list of 10 things you are good at doing <small>(Skills, Gifts, Abilities)</small></p>	<p>Sing a song or listen to your favorite song</p>
<p>Count backwards from 20</p>	<p>Make a card to encourage someone</p>	<p>FREE SPACE SMILE </p>	<p>Draw a picture or write about what you want to be when you grow up</p>	<p>Do a dance</p>
<p>Do the high/low stretch <small>(Reach as high up as you can and hold it for 5 seconds. Then touch the floor and hold for 5 seconds)</small></p>	<p>Compliment someone</p>	<p>Make a list of 10 things you love about who you are <small>(Character)</small></p>	<p>Do 10 Jumping Jacks or Push-ups</p>	<p>Learn how to say "My name is..." in another language</p>
<p>Give Yourself a Hug</p>	<p>Draw a picture or write a thank you note to your parent/guardian</p>	<p>Make a book about your favorite things</p>	<p>Draw a picture/write about someone who has made a difference in your life</p>	<p>Make 3 silly faces</p>

3rd GRADE ELA CHOICE BOARD

Directions: Every Monday, Wednesday, and Friday select at least 1 activity from the **choice board** below to complete after reading a text of your choice. Submit evidence of your finished product to your teacher. Each activity can only be used once. Be sure to also participate in a daily **read aloud**. If possible, please continue utilizing Stride Academy for at least 15 minutes per day for additional practice.

<p><u>Interview an Author</u> Pretend that you get a chance to interview your favorite author. Write 3 questions you would ask him/her. Write down also what you believe the author would answer.</p>	<p><u>Picture Collage</u> Choose 5 vocabulary words from a story you are reading. Ask your parents for permission to use old magazines and papers. Then find pictures from a magazine or newspaper to represent each word. Next, glue the pictures down on one paper to create a collage.</p>	<p><u>How To Writing</u> Write the steps involved on how to make a homemade mask for kids. Include illustrations for each step and the final product. Extra: Make the mask if you have the materials at home.</p>	<p><u>Daily Journal</u> Keep a daily journal about how you are practicing social distancing. Write in your journal each day to record what you did, how you are feeling and what you did to stay safe.</p>	<p><u>Dream Vacation</u> Imagine you won a dream vacation anywhere in the world. Where would you go? Who would you bring? What would you do on this vacation? What kinds of items would you need to pack for this vacation? Write and illustrate.</p>
<p><u>Plot</u> Create a song or rap about the plot of the text you've read. Include the main idea. Record yourself singing or rapping and upload that to your portfolio.</p>	<p><u>Design a T-Shirt</u> Design a t-shirt to go with a story you have read or for the pandemic (Covid-19) by drawing a picture of a t-shirt on a piece of paper or using a real t-shirt if you have parent permission. Be sure to illustrate and color.</p>	<p><u>Timeline</u> Construct a timeline of the story you have read to show the order in which an event happened in the text.</p>	<p><u>Sunbeam Synonyms</u> Draw a sun with 5 sunbeams. In the center of the sun, write a new word from a text you are reading. On each sunbeam write the synonyms. Draw another sun with 5 sunbeams. In the center, write the same word. On the sunbeams, write the antonyms.</p>	<p><u>Main Character</u> Pretend you are the main character in the story. Write a diary or journal entry describing the events of the story from the character's point of view. Please include at least three entries.</p>
<p><u>Cause/Effect</u> Read a story or book. Then identify 3 cause and effect relationships in the story. Fold a paper in half lengthwise and label one side cause and the other side effect. Write the cause under the cause side and the effect under the effect side. (The cause is what makes something happen and the effect is the result.)</p>	<p><u>Problem/Solution</u> Identify a problem in your neighborhood. Then decide on a solution to the problem. Write a paragraph that tells the problem and explains your solution.</p>	<p><u>Write a Commercial</u> Write a commercial to sell a new product (such as a hair product). Tell how to use the product and how it works. Explain how it is better than other products of its kind. Include the price and where it can be found. You should also include a drawing of your product.</p>	<p><u>Venn Diagram</u> Make a Venn Diagram to compare and contrast 2 characters in a book or story you have read. Remember: Compare and Contrast means to tell how people or things are alike and different.</p>	<p><u>Timeline</u> Make a timeline of your life including important events from the day you were born until now. For example, start with your birthdate, then you can add kindergarten, and go on from there.</p>

ADDITIONAL 3rd GRADE ELA CHOICE BOARD ACTIVITIES

<p><u>Vocabulary</u> Record at least 5 vocabulary words that you found interesting. Illustrate the meaning of the words as they were used in the story. Explain why you chose those words.</p>	<p><u>Setting</u> Draw the setting of your story. Be sure to include where and when the story takes place. Color the setting and write a couple of sentences to explain it.</p>	<p><u>Story Events</u> Sequence the events of your story in order using a folded piece of paper. Each box can represent one event. Be sure to start at the beginning and go to the end. Only include the events that are important.</p>	<p><u>Vocabulary</u> Create a vocabulary quiz. Find 5-10 interesting words and define each one. Then use that to make your quiz. Include an answer key.</p>	<p><u>Character Can</u> Pick a character in your story. Use an empty can to create your character using materials you have at home. Using paper strips write 5-8 sentences describing your character's thoughts, words, and actions and place them inside the can.</p>
<p><u>Create a Bookmark</u> Make a bookmark to go along with your story. Be sure to include the title of your story. The bookmark should represent a character, event, important word, or the setting of the story.</p>	<p><u>Book Review</u> How do you feel about the story you read? Would you recommend it to your friends? Write a book review about your story that includes the setting and important events. Be sure to include a rating and a recommendation.</p>	<p><u>Advertisement</u> Imagine your story is going to turn into a movie. Develop a campaign to advertise your movie (commercial, ad, video, etc.) You can write it out or record it. Think...How will you get your movie out to the public?</p>	<p><u>Creative Writing</u> Decide what character you would like to spend the day with and why. Write a creative story about your day with your favorite character.</p>	<p><u>Opinion Writing</u> Do you think people will like this story as a movie? Why or why not? What would make this movie better?</p>
<p><u>Nouns/Verbs</u> Take a sheet of paper and fold it in half lengthwise. Label one side nouns and the other side verbs. Then fold the paper again in eighths. Next, write a different noun in four of the sections and 4 verbs in the last four sections. Last, draw a picture to represent your nouns and verbs. You can also use newspaper or magazine pictures to represent your nouns and verbs.</p>	<p><u>Problem/Solution</u> Read a story. Identify the problem that the main character has and how they solved the problem. Then think about a similar problem you may have had. How do you relate to the character's problem? How did you solve your problem? Write a paragraph that explains your problem and solution. Be sure to name our problem, the steps you took to solve it, and the solution.</p>	<p><u>Sequencing</u> Read a story or book. Think about the order of the main events in the story. Summarize the events in the story in a list. Use sequence words such as first, next, then, after that, and last. List at least 6 events</p>	<p><u>Story Scroll</u> Tape at least 3 sheets of paper together end-to-end. Then make up a story that includes characters, setting, and plot. Your story can take place in the past, present times, or in the future. When you are done writing, roll up your story on each end until they meet in the middle. Then you will have a story scroll!</p>	<p><u>Figurative Language</u> Write a story about sheltering in place during this pandemic using figurative language. (Exaggerations, Similes, and metaphors). <u>Exaggerations</u> I walked a million miles to get here. <u>Similes</u> He is as brave as a lion. They fought like cats and dogs. <u>Metaphor</u> He is a shining star!</p>

3rd GRADE MATH CHOICE BOARD

Directions: Every Monday, Wednesday, and Friday select at least 1 activity from the **choice board** below to complete. Submit evidence of your finished product to your teacher. Each activity can only be used once. If possible, please continue utilizing BlueStreak Math for at least 15 minutes per day to practice your math fact fluency.

<p>Addition/Subtraction</p> <p>Mrs. Wasserman wants 168 cupcakes for her party. She has already made 36 cherry cupcakes and 72 cocoa cupcakes. How many more cupcakes does Mrs. Wasserman need to make?</p> <p>Practice your multiplication facts for the number 2.</p>	<p>Multiplication</p> <p>Choose 10 different multiplication facts. Make two arrays for each fact using any items that you find at home. Then write the fact families for all 10 problems.</p> <p><i>Array Ex: 4x3</i> XXXX XXXX XXXX</p> <p>Practice your multiplication facts for the number 3.</p>	<p>Fractions</p> <p>Draw a picture of a sandwich or make a real sandwich. Cut it vertically and horizontally. Is half the sandwich equal to 2/4? Explain.</p> <p>Practice your multiplication facts for the number 4.</p>	<p>Multi-Step Operations</p> <p>Toney has 86 spelling words to study in 8 weeks. He already knows 6 of the words, so he does not need to study them. He wants to study the same amount of words each week. If he studies 7 words a week, will he have studied all the words in 8 weeks? Why or why not? Explain. If he will not study all the words, solve the problem correctly to decide how many words he should study each week to learn all the words in 8 weeks.</p> <p>Practice your multiplication facts for the number 5.</p>	<p>Subtraction</p> <p>Mrs. Ojermark had 4,978 stickers. She gave 1,321 away to her girl students and 1,312 to her boy students. How many stickers does she have left? Who received more stickers: the girls or boys?</p> <p>Practice your multiplication facts for the number 6.</p>
<p>Time</p> <p>Cut out three circles and three strips of paper to design watches. Have the watches show 9:00, 3:30, and 12:15.</p> <p>Practice your multiplication facts for the number 7.</p>	<p>Multiplication/Division</p> <p>A restaurant orders 9 dozen bananas. Five bananas from each dozen are rotten. Draw a picture to show how many bananas are not rotten from each dozen. Then, write an equation to find out how many bananas are not rotten. Use Distributive Property to solve. (Hint: 1 dozen= 12)</p> <p>Practice your multiplication facts for the number 8.</p>	<p>Addition/Subtraction</p> <p>Ms. Parker likes to collect pens. She got 24 pens from Ms. Hayes, 36 pens from Mrs. McFall, as well as 35 pens from Mrs. Davis. However, Ms. Parker lost 33 pens before putting those pens into her desk. How many pens does Ms. Parker have in her desk?</p> <p>Practice your multiplication facts for the number 9.</p>	<p>Graphing</p> <p>Keep a chart with tally marks for a day or two to show how often the people in your home open the refrigerator. Who opened the refrigerator the most times? The least? How many times total was the refrigerator opened that day?</p> <p>Practice your multiplication facts for the number 10.</p>	<p>Multiplication</p> <p>Each classroom at CMB has 12 boys and 10 girls. There are 5 classrooms. How many students are there at CMB? Draw an array to show how many students are in one class. Then, write an equation to find the total amount of students in 5 classes. Use Distributive Property to solve.</p> <p>Practice your multiplication facts for the number 11.</p>
<p>Money</p> <p>You want to buy a toy for \$1.95. You have 2 dollars, 1 quarter, 3 dimes, 5 nickels and 3 pennies. How much money will you have left?</p> <p>Practice your multiplication facts for the number 12.</p>	<p>Addition/Subtraction</p> <p>Before getting to school, Ms. Eaves has a few errands to run. She has to drive 12 blocks to the store and 10 blocks to the bank, before driving the final 7 blocks to arrive at school. If Ms. Eaves has already driven 9 blocks, how many <u>more</u> blocks must she drive before arriving at school?</p> <p>Practice your division facts for the number 2.</p>	<p>Multiplication/Division</p> <p>Ms. McGee has 5 rows of desks and 4 desks in each row. She passed out 40 pencils. How many pencils did she put on each desk? Draw a picture. Write an equation and use the Associative Property of Multiplication to solve.</p> <p>Practice your division facts for the number 3.</p>	<p>Measurement</p> <p>Prepare a meal, snack, or dessert with an adult. Write down the measurements for the recipe that you used. If you can, take a picture of the finished product!</p> <p>Practice your division facts for the number 4.</p>	<p>Measurement</p> <p>Use a ruler to measure the length or width of your kitchen table, your pillow and your favorite shoe.</p> <p>Practice your division facts for the number 5.</p>

ADDITIONAL 3RD GRADE MATH CHOICE BOARD ACTIVITIES

<p>Subtraction</p> <p>Mrs. Broniarczyk was selling raffle tickets to raise money for her school. She needs to sell at least 100 tickets. Last week, she sold 21 tickets. This week, she sold 34 tickets. How many more tickets does Ms. Broniarczyk need to sell?</p> <p>Practice your division facts for the number 6.</p>	<p>Time</p> <p>Draw 3 analog clocks that show 1:20, 7:05, and 10:55.</p> <p>Practice your division facts for the number 7.</p>	<p>Graphing</p> <p>Make a bar graph of the number of boys and girls in your class. Use 15 girls and 12 boys.</p> <p>Practice your division facts for the number 8.</p>	<p>Addition</p> <p>Ms. Jones wanted to save money to buy a new computer. She made 37 trips to the bank in May, 25 trips in June, 23 trips in July and 18 trips in August. How many times did Ms. Jones go to the bank over this time period?</p> <p>Practice your division facts for the number 9.</p>	<p>Multiplication</p> <p>Ms. Hayes has 5 shelves of books. Each shelf has (b) number of books. Then Ms. Hayes adds 1 book to 2 of the shelves. If $b=8$, how many books are on the shelves altogether? Draw a picture to solve. Then write an equation with the variable, b, and solve.</p> <p>Practice your division facts for the number 10.</p>
<p>Division</p> <p>Ms. Slate fed her puppy 12 treats. The puppy ate half of them by noon. At 3pm the puppy ate some more treats. At the end of the day there were 3 treats left. How many did the puppy eat at 3pm? Draw a picture. Then write an equation using a letter for the unknown, then solve.</p> <p>Practice your division facts for the number 11.</p>	<p>Fractions</p> <p>Cut 4 strips of paper 1 inch wide and 6 inches long. Evenly divide (or fold) them to show 2 even parts ($1/2$), 4 even parts ($1/4$), 3 even parts ($1/3$), and 6 even parts ($1/6$).</p> <p>Practice your division facts for the number 12.</p>	<p>Addition</p> <p>Mr. Jones has 281 blue marbles, Ms. Kostanski has 303 blue marbles, and Ms. Boyce has 364 blue marbles. The marbles cost 28 dollars. How many blue marbles do they have in all?</p> <p>Practice your multiplication facts for the numbers 2 and 3.</p>	<p>Multiplication</p> <p>Twenty-four students ordered lunch from Ms. Herndon. Twelve ordered a hamburger. Two ordered a ham sandwich. Three ordered a turkey sandwich, and the rest ordered a chicken sandwich. How many ordered a chicken sandwich? Draw a picture. Then write an equation using a letter for the unknown and solve.</p> <p>Practice your multiplication facts for the numbers 4 and 5.</p>	<p>Money</p> <p>Use a sale paper to 'go shopping.' You have \$100. You may spend your money on whatever you see in the paper. Make a list and add your items as you go. You may not spend more than \$100. When you are done shopping, calculate how much money you have left over. Write about it: Would you rather spend all your money on 1 large expensive item or would you rather spend your money on several smaller, less expensive items? Why? Write 3-5 sentences explaining your thinking.</p> <p>Practice your multiplication facts for the numbers 6 and 7.</p>
<p>Geometry</p> <p>Make a list of twenty items in your home that have the following shapes:</p> <ul style="list-style-type: none"> circle (5) rectangle (5) square (5) triangle (5) <p>Practice your multiplication facts for the numbers 8 and 9.</p>	<p>Geometry</p> <p>Create a shape design (a person, cat, building, etc.) using the shapes you know (triangle, rectangle, pentagon, etc.). Label the shapes with their names.</p> <p>Practice your multiplication facts for the numbers 10 and 11.</p>	<p>Multiplication</p> <p>Mrs. Copps has two dogs, one Pug and one Rottweiler. Her Rottweiler weighs twice as much as her Pug, plus 5 pounds. If her Rottweiler weighs 105 lbs, how much does her Pug weigh? Draw a picture. Then write an equation using a letter for the unknown and solve.</p> <p>Practice your multiplication facts for the number 12.</p>	<p>Time</p> <p>Make a daily schedule of your day. Include the times you wake up, go to bed, do assignments and eat meals.</p> <p>Practice your multiplication facts for the numbers 0 and 1.</p>	<p>Addition</p> <p>There are 4,321 pencils in the drawer and 2,100 pencils on the desk. Ms. Wycbe placed 1,111 more pencils on the desk. How many pencils are in the drawer and on the desk in total?</p> <p>Practice your multiplication facts for all the odd numbers from 1-9.</p>

3rd GRADE SOCIAL STUDIES, SCIENCE, & HEALTH PROJECT BASED LEARNING

Directions: Every Tuesday and Thursday complete the activities from the table below.
Submit evidence of your finished work to your teacher.

		Tuesday	Thursday
MAY 5th	COVID-19 Food Garden	Food can become scarce at times during this COVID-19 pandemic. If you had to plant your own garden to provide food for your family, what would you plant and why? Explain and draw a picture of your garden.	COVID-19 Face Mask Wearing a face mask out in public is becoming mandatory. What is the purpose of this mask? Design your own face mask and use materials you have around the house to create your mask. Research what materials would work best.
MAY 12th	COVID-19 Hand Sanitizer	We have been told to wash our hands more often and use hand sanitizer when soap is not available. Create a recipe for a useful hand sanitizer that would help us during this pandemic. Research what products you would have to use that will help kill the germs. If you have the ingredients to make it, do so (with parent permission).	COVID-19 Touch Your Face Activity You touch your face without realizing it more than a dozen times a day and touching your face can help spread the COVID-19 virus. Explain what you can do to stop touching your face. What can you do that allows you to catch yourself in the act every time you bring your hand near your face? Observe a family member for the day to see how many times they touch their face. Make a tally chart to show the data.
MAY 19th	COVID-19 Create a Game	List ways to play with friends while maintaining the 6-foot social distancing guidelines recommended by the CDC (Center of Disease Control). Then create a game your friends can play again. Be sure to maintain the 6-foot social distancing guidelines recommended by the CDC (Center of Disease Control).	COVID-19 Write a Letter and a Speech Write a thank you letter to an essential worker in your community. Write a letter to Governor J.B. Pritzker describing how the stay-at-home order has affected your life. Write a speech to give to the community as if you were the mayor or president during this pandemic.
MAY 26th	COVID-19 Animal Control	There has been a case of a tiger in a New York zoo that has tested positive for COVID-19. Do you think the Corona virus can be spread to your pet from a human being or can a person contract the disease from an animal? Write to explain.	COVID-19 What Can We Eat? Having a healthy diet keeps us well. Create a meal for breakfast, lunch, dinner, and one healthy snack for a day. Use pictures from sales ads, magazines, or old books to create your healthy meal. If you do not have those materials at home, you may draw your meals.

June 2nd - COVID-19 Song or Poem - Create a song or poem about how your community can stay safe during the Covid-19 pandemic.

Special Area Choice Board

P. E-Choose 1 activity to do on Mondays, Wednesdays and Fridays.

Balance and walk in a straight line.	Run in place while counting to 50.	Do 10 sit ups.	Play "Simon Says" with your family.
Race a family member.	Challenge a family member to a race.	Take a walk with someone.	Do 25 Jumping Jacks.
Dance to your favorite song.	Invent your own physical activity game.	Play catch with someone.	Play tag with a family member.
Count to 50 while jumping rope.	March in place while counting to 100 and do 10 cartwheels.	Hop on 1 foot for 2 minutes. Hop on the other one for 2 minutes.	Stretch 3 muscles for 3 minutes each.

Choose 1 activity to do every Wednesday.

ART/BUSINESS EDUCATION	MUSIC	TECHNOLOGY
Create a picture. Color it. Cut it into 8 pieces. Have someone put it back together.	Write a "Washing My Hands" song to the tune of a nursery rhyme and teach it to your family.	Work on Stride Academy (Reading) for 30 min (without games).
Design your own t-shirt. Draw a picture or use a pattern in your shirt. Color it.	Make an instrument out of household items.	Work on BlueStreak Math ~ 30 min.
Create a mask using a Dr. Seuss, Super Hero or book character.	Interview a friend or family member about their music tastes. What are their favorite songs, artists, or instruments?	Identify your 3 favorite websites. Explain why they are your favorites.
Draw a Spring or Summertime picture. Color it. Label 4 things in your picture.	Create an original dance routine to your favorite song.	Create a poster of technology items in your bedroom.
Draw your favorite meal. Color it. Label 3 things in your picture.	Make up a silly song about your favorite foods. Share your song with a friend on facetime or a phone call.	Create/Draw an emoji. What is its name? When would you use it?
Draw three things that you can see out of your window. Color your picture.	Make a list of rhyming words and turn them into song lyrics.	Write 3 "I Can" teach statements about technology. (Ex. I can teach someone to type a web address.)

