April 16, 2020

Good Morning Explorers!!

I hope you had fun learning about different habitats in last week's learning packet! For the next **TWO** weeks, we are sending you on a virtual expedition to learn about an animal of your choice and its habitat! DO NOT hand in this packet with the rest of you work! We will collect everything together at the end of the project in May. You will need this work to successfully complete the rest of the assignment.

You will pretend that you have been hired to design a dream habitat for your animal at a new zoo. The first week, (April 20th - 23rd), you will be focusing first, on learning about your animal. Then you will plan your expedition to their habitat and lastly, collect information about their habitat so you can be prepared to plan the zoo enclosure!

The last few pages of the packet (for the week of April 27th - 30th), will have you gathering more information about your animal's predators and prey, and then how they have adapted to live in their environment.

Later, in May, you will be asked to design and create a model of your zoo enclosure, and finally, write a research paper about your animal and its habitat. This is why you will need to hold on to the work you do over the next couple of weeks! Please reach out if you have any questions throughout the process!!

Have Fun Learning!!

Mr. Hall
# 3rd Grade Suggested Daily Work Schedule
(Week 5: April 20-24)

<table>
<thead>
<tr>
<th>Day</th>
<th>Project/Reading/Writing</th>
<th>Math</th>
<th>Other</th>
</tr>
</thead>
</table>
| Monday 4/20 | • Cover pages  
• Before the Expedition, I Know | • Perimeter - Pages 1-4                   | • Cards/posters for healthcare workers     |
| Tuesday 4/21 | • The First Expedition  
• Pack for an Expedition | • Perimeter - Page 5  
• Play perimeter game With someone | You will need to Cut out your perimeter game |
| Wednesday 4/22 | • Habitat Exploration Expedition  
(research) | • Perimeter - Page 6  
• Play perimeter game With someone |                                           |
| Thursday 4/23 | • Journal Entry                               | • Perimeter - 7-8  
Play perimeter game With someone | Keep your Perimeter game To play more Next week |
Perimeter
The total distance, boundary, around an object.

Count the outside edges of each square unit to find the perimeter.

Finish counting the sides to find the perimeter of the rectangle.

Perimeter = __________

Perimeter Formula
You can find the perimeter of a rectangle by adding the sides together.

\[ 3 \text{ ft.} \times 4 + 3 + 4 = 14 \text{ ft.} \]

What is the perimeter of the rectangle below?

\[ 4 \text{ ft.} \times P = \]

6 ft.
PERIMETER
OR
perIMeter
(measured around the RIM of the shape, like the rim of a glass)

It's time to start something NEW 3rd graders! We are moving on to the math concepts of AREA and PERIMETER. This week we will be focusing on perimeter, or the distance around a shape.

There are a few ways to do this:
- Count the sides of square units that make up a shape

```
   1 2 3 4 5 6 7 8 9
   10

\[ P = 12 \]
```

- Add up the inches, centimeters, feet, meters, yards that are used to label the sides of the shape

```
   5 ft.
   10 ft.

\[ P = 10 + 5 + 10 + 5 = 30 \text{ ft.} \]
```

- If you are just given the numbers...just add them up!

```
   3
   q
   3
   q

\[ P = q + 3 + 9 + 3 = 2q \]
```
Some things to remember from 2nd grade about rectangles and squares:

- Opposite sides of a rectangle are of equal length. That means that the "top and bottom" are the same length, and the two sides are the same length.

\[ P = 8 + 4 + 8 + 4 = 24 \text{ in} \]

- A square is a rectangle with 4 equal sides. So you really only need to know one side to figure out the perimeter!

\[ P = 1 + 1 + 1 + 1 = 4 \text{ in} \]

For other shapes...

- Some triangles have equal sides, but not all...

\[ P = 3 + 3 + 3 = 9 \text{ in} \]

- You can find the perimeter of any shape if you have the lengths of the sides

\[ P = 2 + 6 + 2 + 10 + 10 + 10 = 40 \text{ in} \]
Find the perimeter of each rectangle.

Find the perimeter of each rectangle.

P= ________ units

P= ________ units

P= ________ units

P= ________ units

P= ________ units

P= ________ units
Find the Perimeter

Find the perimeter of each rectangle.

1. \( P = \) 20 ft. 10 ft.
2. \( P = \) 15 ft. 4 ft.
3. \( P = \) 10 ft. 2 ft.
4. \( P = \) 25 ft. 9 ft.
5. \( P = \) 12 ft. 6 ft.
6. \( P = \) 22 ft. 8 ft.
7. \( P = \) 35 ft. 15 ft.
8. \( P = \) 30 ft. 12 ft.

earleigh-educationjourney.com
Find the perimeter of each figure.

1. Quadrilateral: 7 ft, 8 ft, 1 ft, 1 ft, 1 ft
   \[ P = 7 + 8 + 1 + 1 + 1 = 18 \text{ ft} \]

2. Triangle: 6 ft, 6 ft, 4 ft
   \[ P = 6 + 6 + 4 = 16 \text{ ft} \]

3. Rectangle: 12 ft, 15 ft
   \[ P = 12 + 15 + 12 + 15 = 54 \text{ ft} \]

4. Pentagon: 8 in
   \[ P = 8 + 8 + 8 + 8 + 8 = 40 \text{ in} \]

5. Triangle: 6 ft
   \[ P = 6 + 6 + 6 = 18 \text{ ft} \]

6. Trapezoid: 25 in, 20 in, 20 in, 35 in
   \[ P = 25 + 20 + 20 + 35 = 100 \text{ in} \]

7. Hexagon: 9 ft
   \[ P = 9 + 9 + 9 + 9 + 9 + 9 = 54 \text{ ft} \]

8. Triangle: 8 in, 8 in, 8 in
   \[ P = 8 + 8 + 8 = 24 \text{ in} \]
Cut & Paste Perimeter

Cut out and glue the rectangles to the box with the correct perimeter.
<table>
<thead>
<tr>
<th>Problem</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>Your principal announced that there would be a new addition to your playground! It would be 45 feet long and 35 feet wide. What is the perimeter of the new addition?</td>
<td></td>
</tr>
<tr>
<td>Ben's dog pen is a square. Each side is five feet. What is the perimeter of the dog pen?</td>
<td></td>
</tr>
<tr>
<td>Emily is going to fence in her backyard for her dog. She bought 100 feet of fence. Her backyard is 25 feet wide and 45 feet long. Did she buy enough fence?</td>
<td></td>
</tr>
<tr>
<td>Hadley made a picture frame that was 24 inches tall and 15 inches wide. What was the perimeter of the picture frame?</td>
<td></td>
</tr>
</tbody>
</table>

1. **Draw a rectangle to show Emily's backyard. Label the sides with the lengths given in the problem. Remember, you have 4 sides to label!**
2. **Calculate the perimeter.**
3. **Answer the question.**
   - Do this one on the back!
Dear Parents,

Please find the attached cards for 4 perimeter games to play with your student. Have them cut out all of the cards, including the four game instruction cards. Store the game in a safe place as they should be playing these games each day this week (2 different games each day), as well as a few times over the next 3 weeks.

Thanks,

The 3rd Grade Team
Title, Wilds, and Game Instruction Cards

Understanding Perimeter of a Rectangle

Pairs Challenge
Players: 2-6
Time: 2-10 minutes
Object: Earn the most points from matches.
Setup: Deal six cards to each player. (Wild cards are not needed.)
Instructions: Players look at their cards to see if there are any matching cards. Each matching pair is worth 1 point. A set of three matching cards is worth 3 points. The player with the most points wins. (Some games will end as a tie.) Repeat the game several times.


Clear the Deck
Players: 1
Time: 10-20 minutes
Object: Pick up all of the cards.
Setup: Deal nine piles of cards, face up, four per pile. (Omit Wild cards.)
Instructions: The player looks at the nine piles, picks up two cards that match, and stacks them to the side. The player continues to look for and pick up pairs. When there are no visible matching pairs, the game is over. If the player clears all cards without getting stuck, the player wins! As a variation, players can spread cards into empty spaces and continue until all cards have been cleared.


Concentration
Players: 2-4 Time: 15-30 minutes
Object: Match the most pairs of cards.
Setup: Place the set of cards (except Wilds) face down in a 6-by-6 array.
Instructions: Each player, in turn, turns up two cards, states the value of each card, and decides if the cards match. If the cards match, the player picks up and saves the two cards and the turn ends. If they do not match, the player turns the cards back over. The next player then takes a turn. Play goes on until all cards are picked up. The player with the most pairs wins.


Crazy Match
This game is similar to Crazy 8s or UNO.
Players: 2-4 (Use a double set if there are 3-4 players.) Time: 15-30 minutes
Object: Be the first to run out of cards.
Setup: Deal 7 cards per player. Turn up a card for the Discard pile. Place the rest in a Draw pile.
Instructions: Players take turns matching a card from their hand to the top card on the Discard pile. They can match the number, suit, or play a Wild card. If a player has no card to play, he or she must draw two cards from the Draw pile and the turn ends. When a player plays a Wild card, the player must name a suit for the next player to match. Play goes on until a player runs out of cards. That player wins.


You have been hired to design a dream habitat for an animal, of your choice, for a new zoo being built by the X-Animal Company. As a researcher, you want to design the perfect habitat for your animal. To do this, you will need to become an expert on that animal. You will need to use a variety of resources and technologies to research as much as you can about that animal, and record facts that you find.

In this project, you will research and write journal entries about expeditions, collect data on the animal, its habitat, and predators/prey. You will also write an informational report about the animal and its habitat, and design and build a small-scale model habitat for your animal.

Questions to think about during the project, and to answer in your journal entries:

- Where does my animal live? What is that habitat like?
- What are some special adaptations my animal has for survival in its environment?
- What are predators and prey to my animal?
- What are some interesting facts about my animal?
- What elements are specific to my animal’s habitat? (ex: types of trees and plants, other animals, type of terrain and weather)
- What does my animal eat and how does it get its food?
- How does my animal survive weather in its habitat?
Name:

Animals and their Habitats

An Expedition to learn, discover, and create!

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The Animal I Choose is...

Write name of animal above

A field sketch of my animal

This animal is a:

- Amphibian  ○
- Bird  ○
- Fish  ○
- Insect  ○
- Mammal  ○
- Reptile  ○

I chose this animal because...

[Blank lines for writing]
**Before the Expedition, I Know...**

Below, record all that you already know about your animal. Try your best to come up with at least one thing for each box. Do your best and think back to all the times you've seen this animal, heard about or read about this animal.

<table>
<thead>
<tr>
<th>Characteristics</th>
<th>Habitat</th>
<th>Prey</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Predator(s)</th>
<th>Adaptations</th>
<th>Interesting Facts</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</table>
The First Expedition

You have chosen your animal and now it is time to go on your first expedition into the field to observe your animal in nature for the first time. Imagine you are a researcher and, in your expedition you see your animal in its environment. You need to collect the basic facts on this animal to use as a starting point in your research to help you dig deeper for information later.

Use books and other technologies to find basic information on your animal.

Facts About My Animal

Color of my animal: _______________________

Approximate weight: ____________________

Height/Size of my animal: __________________

Fur/Feathers/Scales: ______________________

Lifespan: ________________________________

Where it lives: ___________________________

Three interesting facts about my animal:

1) ______________________________________

2) ______________________________________

3) ______________________________________
Habitat Exploration Expedition

You and your team fly out and explore your animal's habitat for the first time. On this trip you are to find out all the information you can about your animal's habitat to better prepare yourself for when you create your design for a habitat for the zoo!

In class, research using books and technologies about your animal’s habitat. Record your data and findings below:

Data Collected:

Type of Habitat: (ex: arctic tundra, tropical forest, ocean, freshwater wetland, etc)

What is the weather like in this habitat?

What are seasons like in this habitat?

What does the environment look like in this habitat?

3 key characteristics I observed on my expedition to my habitat are:

1)  

2)  

3)  

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Journal Entry: Habitat Exploration

Write about your first expedition to observe the habitat. Write a journal entry about your habitat using all your senses (sight, smell, taste, touch, hear). Use as many descriptive words as you can to re-create the landscape in the minds of the X-Animal Company. Use at least 10 descriptive words and be specific about what you saw and how it is unique to your habitat.
Field Sketch: Habitat Exploration

Below, draw what you see on your first expedition to explore the habitat. Please be accurate in your drawing to properly convey what you saw to your bosses. Take your time and use books and technology to help you find reference images to help you draw exactly what the habitat looks like. Please add color as well.
The Second Expedition

You and your team head back out to the habitat and search for your animal. You spend a week in camouflage outfits to watch your animal in secret to observe the predators and prey to your animal.

In class, research using books and technologies about your animal's predator's, and prey. Create lists below.

The Prey:
Which animals are prey to your animal?

Draw a prey to your animal

The Predators:
Which animals are predators to your animal?

Draw a predator to your animal
Journal Entry: Second Expedition

Write about your second expedition to observe your animal in its habitat amongst its prey and predators. Explain what it is like for you and your team to hide in secret in the habitat and how you knew which animals were prey and which were predators.

Use your research to help you accurately depict what you saw. Be descriptive.
The Third Expedition: Adaptations

On your third expedition, you and your team set out to observe any adaptations that are unique to your animal that help it survive in its habitat. What unique adaptations does your animal have? What kind of skin? Body parts? Abilities it has? Personality? Unique characteristics?

Research in a variety of sources about adaptations your animal may have and record the data below.

<table>
<thead>
<tr>
<th>1)</th>
<th>2)</th>
<th>3)</th>
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<tbody>
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<table>
<thead>
<tr>
<th>4)</th>
<th>5)</th>
<th>6)</th>
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**What I Know NOW About My Animal**

Below, record all that you have learned about your animal.

Once you have filled it out, flip back to your "Before the Expedition" page to compare and see what you have learned since the beginning.

<table>
<thead>
<tr>
<th>Characteristics</th>
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<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Report on My Animal and Its Habitat

PLANNING SHEET

Introduction: Write the first lines that will introduce your topic. Here you need to hook your reader (which is the X-Animal Company).

Paragraph 1: Write ideas for your first paragraph. Include details of what you will write about.

Paragraph 2: Write ideas for your second paragraph. Include details of what you will write about.

Paragraph 3: Write ideas for your third paragraph. Include details of what you will write about.

Conclusion: Write the ending lines that will conclude your write. Here you need to summarize what you wrote about above.
Report on My Animal and Its Habitat
The Presentation: Model Habitat

You and your team have collected all data you needed on your animal and its habitat and have written your informational report. It is time to use your knowledge of your animal to design your model habitat that you will show to the X-Animal Company to convince them that you have the perfect dream habitat for your animal of your choosing at their new zoo.

Create a model habitat for the dream zoo enclosure for your animal. Money is not an issue with X-Animal Company so be creative and use your imagination. Try to use your knowledge of how your animal exists in nature and what its habitat is like to help you create the perfect design.

The Steps: Creating the Model

Step 1: Draw
Using the drawing page, sketch a detailed drawing of your model. This will help you sort out all your ideas and get creativity flowing prior to building.

Step 2: Plan Your Materials
Plan out what materials you will need for each terrain and element in your habitat and where you will find it in real life to use on your model.

Step 3: Read the Rubric
Read the rubric to see how you will be graded on this project and to ensure you meet the requirements.

Step 4: Build
Build your model either on a flat, hard piece of cardboard and cut to a desired shape or build inside a shoebox. Be creative and don’t limit yourself to the box.
Use any materials you wish to build a small scale model of a dream habitat for your animal. You need to re-create what you learned about in your model to ensure the habitat will be suitable for your animal. Also make sure to have sources for your animal to find food, water and shelter.
This project will require problem solving to learn how to design and build it.
The Presentation: Draw Your Model Habitat

Below, draw what your model might look like. This sketch is a way to work out your idea before you begin to create it. All creators (artists, designers, architects) need to work out their ideas and edit them before they invest their time and money on the real project so they do not waste it or make design errors. Include lots of details in your drawing to help you when you build.
Like any artist or designer, you need to know what materials will best suit your model. As you are making a small model, you will need to think about what materials can mimic things in real life habitats. What will material will mimic a pond, full water? What will you use for plants? What about weather? What material for all the types of terrain? Where will you find it?

**Materials for My Model**

Below, list terrains or elements you wish to create in your habitat, the material that can mimic or be used for that element and where you will find it.

<table>
<thead>
<tr>
<th>1) Terrain/Element in habitat:</th>
<th>2) Terrain/Element in habitat:</th>
<th>3) Terrain/Element in habitat:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Material:</td>
<td>Material:</td>
<td>Material:</td>
</tr>
<tr>
<td>Where to find it:</td>
<td>Where to find it:</td>
<td>Where to find it:</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>4) Terrain/Element in habitat:</th>
<th>5) Terrain/Element in habitat:</th>
<th>6) Terrain/Element in habitat:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Material:</td>
<td>Material:</td>
<td>Material:</td>
</tr>
<tr>
<td>Where to find it:</td>
<td>Where to find it:</td>
<td>Where to find it:</td>
</tr>
</tbody>
</table>
The Presentation: Rubric

Below is the rubric for which the X-Animal Company will use to score your presentation to see if it meets their requirements of your design being a dream design for an animal of your choosing in their new zoo. Please refer to it to make sure you fulfill all their requirements.

Small Scale Habitat Model

<table>
<thead>
<tr>
<th>Evaluation Criteria:</th>
<th>Outstanding/Always Evident</th>
<th>Frequently Evident</th>
<th>Evident some of the time</th>
<th>Evident time to time</th>
<th>Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Execution of Projects: Care of appropriate style, craftsmanship, skill, attention to detail, composition, design.</td>
<td>Student offers complete consideration of style and quality. Habitat has lots of detail. Student shows understanding of habitat.</td>
<td>Student considered style and quality. Has executed project with good skill. Has considered design. Mostly shows understanding of habitat.</td>
<td>Some quality of work evident. Sometimes shows evidence of considering composition and design. Some understanding of habitat.</td>
<td>Student does not present best quality or skill. No attention to detail. Little evidence of considering design. Does not know the habitat.</td>
<td>/10</td>
</tr>
<tr>
<td>Creativity &amp; Originality: Originality and innovation of work, evidence of experimentation, unexpected discoveries.</td>
<td>Student shows original ideas work, outstanding experimentation, and has lots of new discoveries.</td>
<td>Student frequently presents original work. Has some experimentation, and some new discoveries.</td>
<td>Student some times presents original, innovative work. Experiments some of the time.</td>
<td>Student, time to time, presents original thought and innovative work. Little experimentation, little discoveries.</td>
<td>/5</td>
</tr>
<tr>
<td>Habitat meets the Needs of the animal: Has the student created a design and has added elements to the habitat to fulfill needs of their animal (food/water/shelter)</td>
<td>Student carefully met all the needs of their animal and has created a dream habitat. Has considered food/water/shelter</td>
<td>Student met most of the needs of their animal and has created a dream habitat. Has considered food/water/shelter</td>
<td>Student met some needs of their animal and has created a dream habitat. Has not considered food/water/shelter</td>
<td>Student had trouble met all the needs of their animal.</td>
<td>/10</td>
</tr>
<tr>
<td>Responsibly: Work habits, attitude, effort, completeness of work.</td>
<td>Student always works hard/stays on job. Worked enthusiastically toward goals. Project finished with maximum effort with a positive attitude.</td>
<td>Student frequently works hard/stays on job. Project almost finished with maximum effort but could have pushed further.</td>
<td>Student sometimes works hard but needs to focus more on the work. More effort needed in creating their art.</td>
<td>Student will, time to time, work hard/stay on job. Project finished with little effort.</td>
<td>/5</td>
</tr>
</tbody>
</table>

Total: /30
Hello Terrific Third Graders!

Computers make a lot of our tasks easier, and they often can do things faster than a human can!

If you were to invent a machine that could make things easier, faster, more helpful or even just more fun—what would it be??

- What would it do?
- How would it do it?
- What would it look like? Sound like?

Tell me about it below and draw a picture on the back.
Week 5 Music Menu

Greetings VCST! I hope you enjoy these choice music activities from the menu. **Pick 2 from each learning column** (sing, move, and play).

**Circle** (and maybe add a few words, if asked) your 6 in total, choices. Have fun being *tuneful, beatful and artful* :)

*Please remember, I can accept these in paper form when you return your other work to the bins. If you choose another way, please let me know through dbondi@sau61.org or Dojo/Class tag platform.

—Mrs. Bondi

<table>
<thead>
<tr>
<th>Sing</th>
<th>Move</th>
<th>Play</th>
</tr>
</thead>
</table>
| Warm-up your voice. | Have a member in the house help you. When they clap, travel around the room in short, spiky and sudden movements. When they rub their hands smoothly, move around the room slowly and slide and smoothly. Go back and forth between the movements. | Find 3 items that make 3 different sounds. Try them all out. Finally, create a musical idea/pattern/song and share it for someone. **BONUS**: What were your 3 items: write them here:  
**BONUS**: Who did you play for? |
| **Vocal exploration.**  
With string or yarn, make a loopy shape on the floor/table and trace the shape with your finger, THEN add your voice in a *glissando*, Try a few! | **DID the Move It! Video Mrs. Bondi recorded and posted recently on Dojo/Class Tag email.**  
**BONUS**: Write here about your Move It experience. What did you think about the music? Did you imagine anything when we moved? | **Listen to the radio/cd/etc., MUSIC. Try to name the type of music it is. Also, can you name the instruments in the music? Also, can you describe to someone how the music plays with our music words like, fast/slow; quiet/loud, short and long notes.... What was song selected?** |
| Find your 2 favorite stuffed animals/lego people/ something like that. Have them **talk** to each other. Have them **whisper** to each other. Have them **yell** (only for a moment) at each other. Have them **sing** to each other. **Arias** is to make up a musical tune in one's voice. | **With the 2 selected toys, make up a tune about their favorite foods. Have the 2 characters sing a conversation!** | **Movement Exploration**  
Pretend your living room is filled with Jell-o!  
**What do you look like moving from one side of the room to the other?**  
**Can you find slow music to play while you move?** |
| **Watch and learn:**  
With an older person, find the Youtube channel for The Little Einsteins. Find the video section. Watch a little clip or a bigger episode to learn about music!! | **Watch and learn:**  
This is a fun music site for kids through the Dallas Symphony Orchestra! | **Watch and learn:**  
https://www.bso.org/nrands/bso/at-home/bso-homeschool/bso-homeschool-musicians.a spx  
Go to bso.org and look for "at home" activities. This is the Boston Symphony Orchestra's webpage FULL of educational lessons for a time such as now.  
**Which episode or instrument or thing did you learn about?** |

---

Student: ____________________________  Grade: ____________________________  class: ____________________________
Hello Valley View Students,

Thank you for all your hard work so far at home. I have got used to working from home, but I am looking forward to being back in the Library with all of you and the books!

This week we are working on 21st learning skills in the Library:

Below you will find a MAKERSPACE CHOICE BOARD. Please circle the activity you would like to complete. Any of the items can be created using basic items around your home such as recyables, crafting supplies or things outside in your yard. If you see this symbol * feel free to substitute an item for something else. If you have extra time you can even complete more than one!

<table>
<thead>
<tr>
<th>Make an instrument using materials from your recycling bin. Think of a song Mrs. Bondi has taught you. Can you play it?</th>
<th>Make a container that will protect an Easter egg*. What is the highest point you can drop it from without it breaking?</th>
<th>Turn two plastic Easter eggs* into cars that roll. Then, build a ramp and race them. Which car was fastest?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Build a boat out of foil*. Float it in water. How many plastic Easter eggs* do you think it will hold before it sinks? Test it out.</td>
<td>Free Choice</td>
<td>Make a parachute for your favorite toy. Does your toy safely float to the ground?</td>
</tr>
<tr>
<td>Make a bird feeder or bird house and hang it from a tree in your yard. Count the birds that come and visit. Can you name them all?</td>
<td>Make a garden planter using materials from your recycling bin. What will you grow?</td>
<td>Create an Earth Day Poster using some drawing techniques that you have learned from Mrs. Smith. What date is Earth Day?</td>
</tr>
</tbody>
</table>

Before you start building please turn over this paper and list your materials and draw your blueprint. When you are finished please answer the questions with a grown-up's help if necessary. If you like you can send me a photo of your creation at hlevasseur@sau61.org and I will add it to the Makespace slideshow on the Library website.

Have fun, stay safe and remember to read!

Mrs. Levasseur
My Makerspace Creation

I am creating _________________________

Materials List:

Design Blueprint

Describe Your Creation
Use this space to answer any questions asked in the choice board. Other questions to consider: Did your design work? Why or why not? How can you improve your design?

Name: ___________________________ Date: _____________ Class Teacher: ___________________________
PE PHYSICAL ACTIVITY LOG

Use this activity log to track your physical activity while we are remote learning. Have an adult sign their initials next to each day that you complete 60 minutes. Remember, it does NOT have to be done all at once.

<table>
<thead>
<tr>
<th>DAY</th>
<th>ACTIVE OUTSIDE 30 MINUTES</th>
<th>ACTIVE WITH FAMILY 15 MINUTES</th>
<th>FREE CHOICE 15 MINUTES</th>
<th>TOTAL 60 MINUTES</th>
</tr>
</thead>
<tbody>
<tr>
<td>DAY 1</td>
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<td>DAY 2</td>
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<td>DAY 7</td>
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</tbody>
</table>

Standard 3: The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness

Standard 5: The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.