

Mist Grade School
Grades 3, 4, 5
Mrs. Jones

Week of April 20-24

Thank You! - After talking with all of you last week, so many of you are finding your own learning and adapting my suggestions. Brilliant!!!! What works for you, works for me! I appreciate that you are using your resources at home and all around you to learn. It is very helpful for the phone calls and emails that I receive with questions and samples of student learning. All of this helps me learn and gives me new ideas. Please keep heading in this direction. There are many individual needs that I learn about that are actually helping classmates and families!

Websites - On the following page, I am including supplementary learning websites that may assist your learning needs. I like the education.com website and encourage you to take a look at it. There are so many ideas to choose from over all subject areas. Please check out the Scholastic News and National Geographic sites under reading. There is a special code to access our school subscription.

Assessment - This week I would like, if you can, to please share a picture of a piece of writing and some math thinking from your journal you have been working on. Have someone take a picture of your work and send it through email. For writing, remember to reread, proofread, edit, and challenge yourself to change at least one thing you know needs to be changed in your writing. You could also share with me your weekly schedule of learning plans if you like.

Supplemental Learning

Writing

<https://classroommagazines.scholastic.com/support/learnathome/grades-3-5.html>

<https://khankids.zendesk.com/hc/en-us/articles/360004559231-Welcome-to-Khan-Academy-Kids>

<https://www.mobymax.com/>

Reading

<https://sn4.scholastic.com/home-page-logged-out.html> Please login with: mist2020

<https://www.nationalgeographic.org/education/classroom-resources/explorer-magazine/student-signin/> Please login with: water

<https://www.readworks.org/>

Math

<https://www.mobymax.com/>

<https://www.ixl.com/math/>

<https://khankids.zendesk.com/hc/en-us/articles/360004559231-Welcome-to-Khan-Academy-Kids>

Science

<https://mysteryscience.com/school-closure-planning>

STEM

[STEM ACTIVITY GUIDE](#)

Art/Music

[30 Days of Art](#)

<https://musiclab.chromeexperiments.com/Experiments>

Physical Fitness/Health

<https://yogawithadriene.com/free-yoga-videos/true-30-day-yoga-journey/>

<https://kcts9.pbslearningmedia.org/subjects/health-and-physical-education/physical-education/>

Family Time

<https://marathonkids.org/walkandtalk/>

http://www.sheppardsoftware.com/web_games.htm

Paper/Pencil Packet to Print (or just for ideas)

<https://www.education.com/>

Weekly Schedule

_____ (insert your name)

In the grid, please briefly write what you chose for your learning for math, reading, and writing each day and the time you chose to work on your learning.

Day	Monday, April 20th	Tuesday, April 21th	Wednesday, April 22th	Thursday, April 23th	Friday, April 24th
Math Time:					
Read Time:					
Write (Journal) Time:					
Optional: Extra learning you want Time:					

Questions? Thoughts? Ideas? Concerns?

Assignment 1- Writing “The Journal” (30 minutes, more or less)

Use your notebook to record your thinking in words and pictures, pencil to write with, and colors for your pictures (if you want). Each day you write, always include the following information:

- Name
- Date
- Temperature
- Weather
- One word or an emoji to describe how you feel

*This Week's focus is different plants, their root systems, leaf types, and the anatomy of a plant. Please review/fill out the handouts included to help you with your learning.

*Choose a new plant each day, Monday through Thursday, to observe. . It will be necessary as "Botanists" (plant scientists) to dig up the plant you wish to study. Please be respectful to your plant specimen and inquire if it's a plant that can be dug up.

*Go back to those fine details you have been working on and Sketch/draw/color/label your plant in its entirety: roots, stem, leaves, flower, blossoms, the ladybug hitchhiker...

*Record all your observations and thoughts and questions.

*If you have a plant book or access to the internet, I encourage you to find the names of plants and add in any information to your diagram about the plant you find. Ask family members if they know anything about the plant.

*Use the vocabulary from the handouts to help you record your learning in your journal.

*On Friday, create a Venn Diagram (two large circles that connect sharing a common space in the middle). Choose 2 plants from this week. Label the top of each circle with the plant name. Label above the connecting space "Both." In the circle space below each plant write what is different or unique to that plant that the other plant does not have. In the middle section write what is the same about each plant.

*See below in math. I have included measurement for your plants.

*Make and ABC list of plant names, or animal names, or insect names, or items around your house, or things you find in a city, things you find at the pond, things in your backyard.

Assignment 2- Read daily. (30 minutes, more or less)

*In addition to reading books of your choice, please pick a poem each day from the ones included or one you may have at home. Read the poem to yourself, outloud to someone, or with someone. Read the poem several times. As you read circle words or phrases you are not sure of. Reread for context to find meaning, ask someone, or consult a dictionary. Write what you think the poem is about on the paper or your notebook. Put a box around your favorite stanza and explain what is happening in that particular stanza. Draw a picture the poem paints in your mind when you hear it. Remember to reread poems or have them read to you many times so you can concentrate and get the picture in your mind.

Assignment 3- Math through IXL and/or MobyMax (30 minutes, more or less)

Record your math practice learning in your notebook. Your learning should Include:

- Name and date
- Title your learning, such as "Measuring Objects in Centimeters"
- Show your thinking in numbers, words, and pictures.
- Write about your understanding of your practice.

-Write down questions to ask me that you are not sure about with your learning and share with me through email or phone.

I have spoken to most all of you about math. I will continue this week to connect, assign learning in MobyMax and IXL as well as paper and pencil ideas for practice and problem solving.

Something for everyone to work on this week would be to take your ruler along with your plant journaling and take measurements of stems, leaves, roots, blossoms, flowers, etc. in centimeters (cm). Measure to the nearest centimeter or measure exact length. Remember that the smaller increments (lines) between the centimeters are millimeters. So maybe a clover leaf is 2 whole centimeters and 3 millimeters. You would write that 2.3 cm. Record this information on all your plant sketches. It will be a part of your observations. Also, find another plant of the same kind and measure all of its parts and see how it compares. Are all clover leaves 2.3 cm? Check it out. Measure those plants! Measure all parts of the plant! Roots, leaves, stem, petals, the ladybug! Record your measurements in your writing journal this week next to the plants you draw..

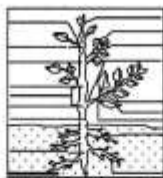
*Make a Line Plot from plant measurement data. Choose a plant, such a dandelion, and measurement 20-30 dandelions stems, or dandelion flowers, or their leaves to get a collection of measurements. Use those centimeters and millimeters. Take your data and record it on a line plot. I was measuring lima beans the other day and I got the following results in centimeters: 1.7, 1.6, 1.9, 2.1, 2.0, 2.1, 1.8, 1.8, 2.0, 1.8, 1.7, 1.8, 2.0, 2.1, 1.8, 1.8, 1.8, 2.0, 1.7, 1.8, 2.0, 1.8, 2.0, 1.7, 1.8. Make plot, use "X" to plot each length.

Lima Bean Line Plot in Centimeters

X



Learning Resources for Plants and Poems:



Plant Anatomy: Label Me!
Printout

EnchantedLearning.com

Plant Anatomy

Go to Plant Printouts



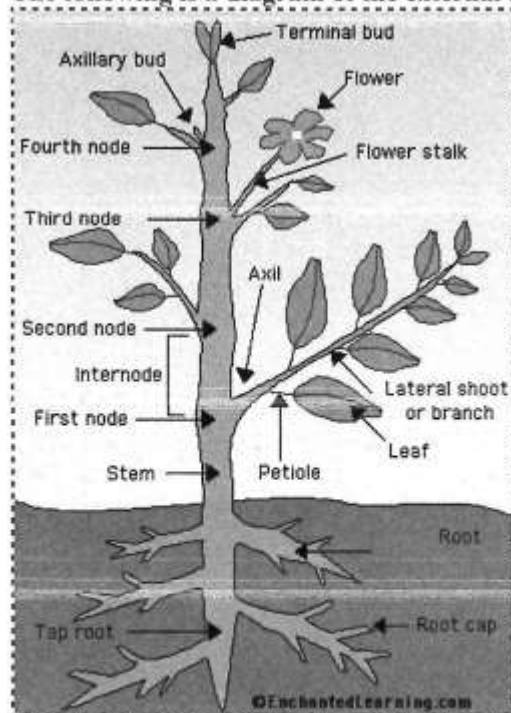
Tree Anatomy: Label Me! Printout

A plant is a member of the kingdom Plantae, a living organism that utilizes photosynthesis, a process in which energy from sunlight is converted to chemical energy (food). Plants are at the base of the food web and are autotrophs (or producers - organisms that make their own food). Plants vary greatly in size, shape, and the type of environment in which they live.



Structure and Function: Roots anchor the plant in the ground and absorb water and mineral nutrients from the ground. Leaves contain chloroplasts, in which photosynthesis occurs. Carbon dioxide is absorbed through pores in the leaves; oxygen is produced as a byproduct of photosynthesis and is released. Plant cells have a supportive cellulose cell wall (unlike animal cells which lack cellulose).

The following is a diagram of the external anatomy of a typical flowering plant:



axil - the angle between the upper side of the stem and a leaf, branch, or petiole.

axillary bud - a bud that develops in the axil.

flower - the reproductive unit of angiosperms.

flower stalk - the structure that supports the flower.

internode - the area of the stem between any two adjacent nodes.

lateral shoot (branch) - an offshoot of the stem of a plant.

leaf - an outgrowth of a plant that grows from a node in the stem. Most leaves are flat and contain chloroplasts; their main function is to convert energy from sunlight into chemical energy (food) through photosynthesis.

node - the part of the stem of a plant from which a leaf, branch, or aerial root grows; each plant has many nodes. Label the two lower nodes (the first and second nodes) on the plant diagram.

petiole - a leaf stalk; it attaches the leaf to the plant.

root - a root is a plant structure that obtains food and water from the soil, stores energy, and provides support for the plant. Most roots grow underground.

root cap - a structure at the ends (tips) of the roots. It

covers and protects the apical meristem (the actively growing region) of the root.

stem - (also called the axis) is the main support of the plant.

tap root - the main root of some plants; the tap root extends straight down under the plant.

terminal bud - a bud located at the apex (tip) of the stem. Terminal buds have special tissue, called apical meristem, consisting of cells that can divide indefinitely.

Phyla: The phyla in the kingdom Plantae include: Ginkgophyta, Lycophyta (lower ferns like club mosses), Pterophyta (ferns), Psilophyta (whisk ferns), Anthophyta (flowering plants), Gnetophyta, Sphenophyta, Coniferophyta (conifers), Cycadophyta (cycads), Sphenophyta, and Bryophyta (mosses, liverworts, hornworts).

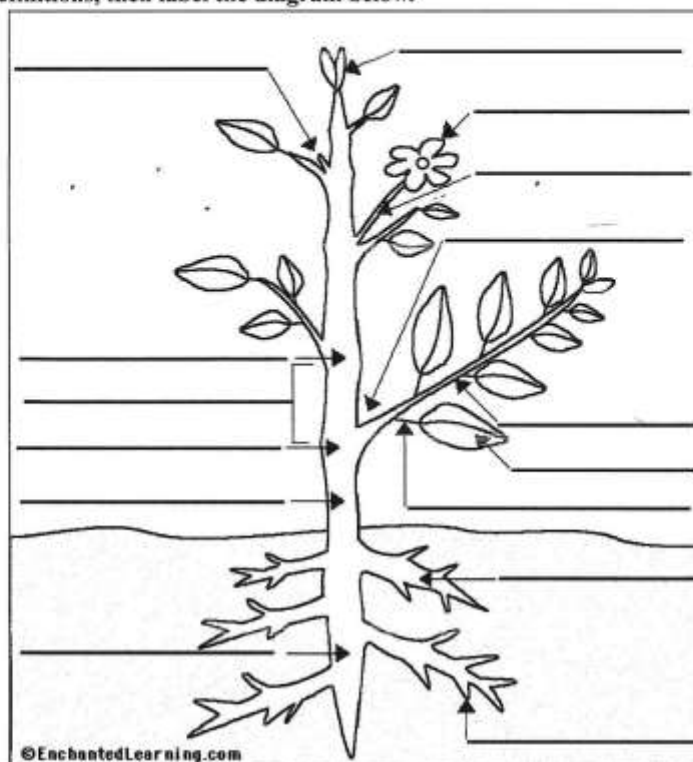
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Label Flowering Plant Anatomy

Name _____

Read the plant definitions, then label the diagram below.



axil - the angle between the upper side of the stem and a leaf, branch, or petiole.

axillary bud - a bud that develops in the axil.

flower - the reproductive unit of angiosperms.

flower stalk - the structure that supports the flower.

internode - the area of the stem between any two adjacent nodes.

lateral shoot (branch) - an offshoot of the stem of a plant.

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EnchantedLearning.com**Label the Flower**

Name: _____

Read the definitions then label the diagram below.

Definitions

anther - the anther is the tip of a flower's stamen (the male reproductive organs of the plant) - it contains the pollen.

filament - the filament is the part of the flower that holds the anther (and part of the stamen, the male reproductive organs of the plant).

ovary - the ovary is a female reproductive organ in plants that produces ovules. It is at the base of the pistil.

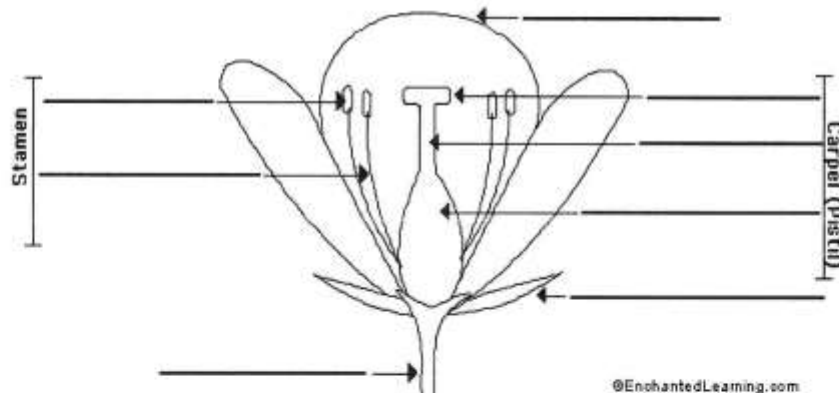
petal - a petal is one of the leafy structures that comprise a flower. Petals are often brightly-colored and have many different shapes.

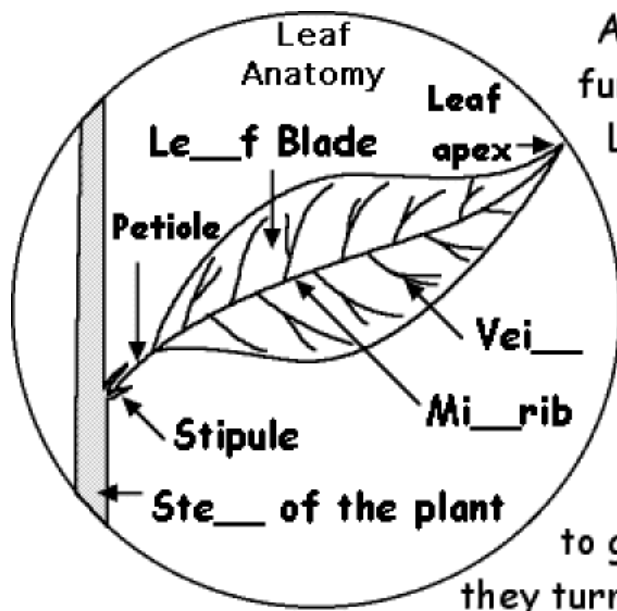
sepal - the sepals are small leaves located directly under a flower - they are the outermost part of a flower.

stem (also called the peduncle) - the stem supports the plant.

stigma - the stigma is uppermost part of the pistil, the female reproductive tissue of a flower. The stigma receives the male pollen grains during fertilization, when they travel through the style to the ovary.

style - the style is part of the pistil, the female reproductive tissue of a flower. The style is a long tube on top of the ovary, and below the stigma.

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A leaf is a part of a plant whose main function is to make food for the plant.


Leaves make food (chemical energy) from the energy in sunlight, in a process called photosynthesis.

This process is done using a chemical called chlorophyll.

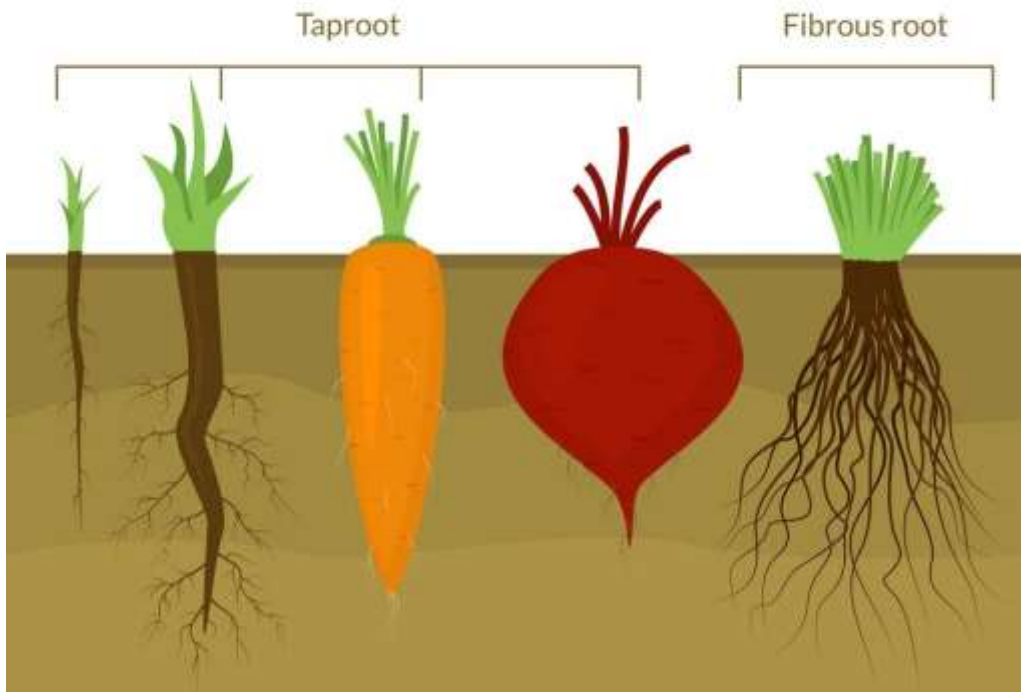
Leaves have tiny holes called stomata. Leaves use these holes to get carbon dioxide gas from the air; they turn this gas into oxygen and release it.

Leaves come in different shapes, colors, sizes, margins, and vein patterns. Here are a few.

<i>Shapes</i>	<i>Margins</i>	<i>Vein Patterns</i>
 oval  lanceolate  cordate (heart-shaped)	 entire  lobed  serrate  crenate	 pinnate  palmate  parallel

1. A leaf's main function is to make _____.
2. _____ is the process that converts sunlight into food.
3. The tiny holes in leaves are called _____.
4. Leaves take in which gas? _____
5. Leaves produce which gas? _____
6. Another word for heart-shaped is _____.
7. This vein pattern  is called _____.

TYPES OF ROOT SYSTEMS



FIBROUS AND TAP ROOTS

A plant's root system can be either fibrous or have a distinct tap root. Many dicot plants have a main root known as the tap root which has many lateral roots growing from it. By having a thick tap root that grows deep into the soil, the plant gains extra anchorage to the ground. Some plant species have extra thick tap roots such as carrots and parsnips that store large amounts of



nutrients. Fibrous root systems, common in monocots, have many very thin roots spread out under the surface and form a mat of roots underground. Keeping their roots close to the surface means they may lose some stability provided by the deep tap root, however the large number of roots firmly secure the plant to ground. Plant species with fibrous roots such as grasses are also great at stabilising the soil and preventing erosion. The extensive root system provides excellent exposure to nutrients and water in the soil.

Springtime

My eyes can see it's springtime, it's springtime, it's springtime

My eyes can see it's springtime, the grass is so green

The green grass, the flowers, the sunshine and showers

My eyes can see it's springtime, and I am so glad.

My ears can hear it's springtime, it's springtime, it's springtime

My ears can hear it's springtime, the birds sweetly sing

The birds sing, the lambs bleat, the frogs croak, the bees buzz

My ears can hear it's springtime, and I am so glad.

My body feels it's springtime, it's springtime, it's springtime,

My body feels it's springtime, the air is so warm.

The warm air, the breezes, no frost and no freezes

My body can feel it's springtime, and I am so glad.

~ Author Unknown ~

April

Rain has such fun in April, it patters through the trees

Talking to all the leaf buds and robins that it sees

It splashes through the puddles and skips along the walks

Goes coasting down the grass blades and dandelion stalks

It dips in all the flowers and when the clouds blow by

It paints with flower colors a rainbow in the sky.

~ Author Unknown ~

Big Round Sun

The big round sun in the springtime sky

Winked at a cloud that was passing by

The little cloud laughed as it scattered rain

Then out came the big round sun again.

~ Author Unknown ~

I Meant To Do My Work Today

by Richard Le Gallienne

I meant to do my work today,
But a brown bird sang in the apple tree,
And a butterfly flitted across the field,
And all the leaves were calling me.
And the wind went sighing over the land,
Tossing the grasses to and fro,
And a rainbow held out its shining hand--
So what could I do but laugh and go?

Spring (Again)

Michael Ryan

*The birds were louder this morning,
raucous, oblivious, tweeting their teensy bird-brains out.
It scared me, until I remembered it's Spring.
How do they know it? A stupid question.
Thank you, birdies. I had forgotten how promise feels.*

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A Prayer in Spring

Robert Frost - 1874-1963

Oh, give us pleasure in the flowers to-day;
And give us not to think so far away
As the uncertain harvest; keep us here
All simply in the springing of the year.

Oh, give us pleasure in the orchard white,
Like nothing else by day, like ghosts by night;
And make us happy in the happy bees,
The swarm dilating round the perfect trees.

And make us happy in the darting bird
That suddenly above the bees is heard,
The meteor that thrusts in with needle bill,
And off a blossom in mid air stands still.

For this is love and nothing else is love,
The which it is reserved for God above
To sanctify to what far ends He will,
But which it only needs that we fulfil

Field in Spring

Susan Stewart - 1952-

Your eye moving

left to right across
the plowed lines
looking to touch down
on the first
shoots coming up
like a frieze
from the dark where
pale roots
and wood-lice gorge
on mold.

Red haze atop
the far trees.

A two dot, then
a ten dot
ladybug. Within
the wind, a per-
pendicular breeze.

Hold a mirror,
horizontal,
to the rain. Now
the blurred repetition
of ruled lines, the faint
green, quickening,

the doubled tears.

Wake up.

The wind is not for seeing,

neither is the first

song, soon half-

way gone,

and the figures,

the figures are not waiting.

To see what is

in motion you must move.

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