

Mist Grade School  
Grades 3, 4, 5  
Mrs. Jones  
Week of May 11-15

Dear Students,

Hello to you all! As I communicate each week with you through emails and phone calls, I learn through your feedback about assignments, your learning, and life outside of school. You ask me questions, you clarify meanings, you offer suggestions, you share learning, you set goals, you ask to try new ideas, and there are many more aspects of our conversations that let me know you took to heart the questions I asked you last week. We go to school to learn for ourselves so we can be the best we can be for ourselves as well as others.

The key component to learning is the feedback. The feedback that we give to ourselves and receive from others is a constant in our lives. It's what moves us forward in our thinking and our actions. It allows us to continuously build a solid foundation to support ourselves throughout life. When you work from home give yourself feedback on your learning. Give yourself praise! Question your work! Make changes! Push yourself! Persevere!

As you and your family create your own school at home, keep these feedback questions in mind to help guide your thinking and actions you take to build knowledge:

- What do I like best about my work today? Why?
- What am I proud of? Why?
- What do I notice about my work? Why is this important?
- What could I improve on? Why is this important?
- What changes will I make? What will this do for me?
- What do I need to do with this piece of learning?
- What other connections can I make with my learning?
- What goals will I make to move myself forward with my learning?

You are the one person you will always have. Train yourself to think for you. You can do this by giving yourself feedback and acting upon your own feedback. If you get stuck, there will always be someone nearby to help...you just need to ask.

Good luck and have fun on your new adventures this week! Remember, you do not need to complete everything in the packet. They are suggestions to spark your imagination and creativity to keep your reading, writing, and math skills growing.

**New Website: Not new, but on IXL, we have access to science, social studies, and Spanish for the next 30 days!!! Use these resources for your reading and writing!!!**

\_\_\_\_\_Weekly Schedule

Students, briefly write down your schedule for learning for each day. Have fun!

Day	Monday, May 11th	Tuesday, May 12th	Wednesday May 13th	Thursday, May 14th	Friday, May 15th
Math  Time:					
Read  Time:					
Write (Journal)  Time:					
(Optional)  Extra Learning #1  Extra Learning #2					

### **Assignment #1 Writing - Nature Journal - Art**

- Anything that you are learning throughout the day you can write about in your journals. This is considered writing! Give yourself feedback though! After you write, ask, "have I pushed myself to demonstrate all of my knowledge? Have I connected it to other areas?"

- Write your own stories.

- Here are the next 3 art days that you can include in your journals or a separate area.

<https://sites.google.com/dps61.net/misslanker/day-7-surrealism-mixed-media>

<https://sites.google.com/dps61.net/misslanker/day-8-watercolor-resist-patterns>

<https://sites.google.com/dps61.net/misslanker/day-9-color-theory-basics>

- Personification is a figure of speech that **gives human qualities to objects, animals, or ideas**. Something is personified if it has human traits that are not common for the object, animal, or idea.

Examples: Time flew, squirrels chattered, the wind whistled, leaves whispered, the chair ached, dishwasher sang, alarm clock yelled, ice cream called to me, the toad spat, the sun baked, the car headlights winked, the floor groaned under his weight, wildfire roamed, etc...

On the following 3 pages you can read two poems by Emily Dickinson. Can you find the personification? The words that give objects, animals, or ideas human qualities? Read the poem a few times and circle or underline those words. There is also a writing prompt page to practice personification.

Then try using personification in your own writing. This skill is "Word Choice" in your writing. It makes your writing have definite meaning that paints a clear picture in your reader's mind. Have fun with this!

# PERSONIFICATION

**Personification:** giving an animal or object human-like characteristics, qualities, or feelings

Read the two passages and underline examples of personification. Explain why the poet used personification to describe the subject of each poem.

## The Railway Train.

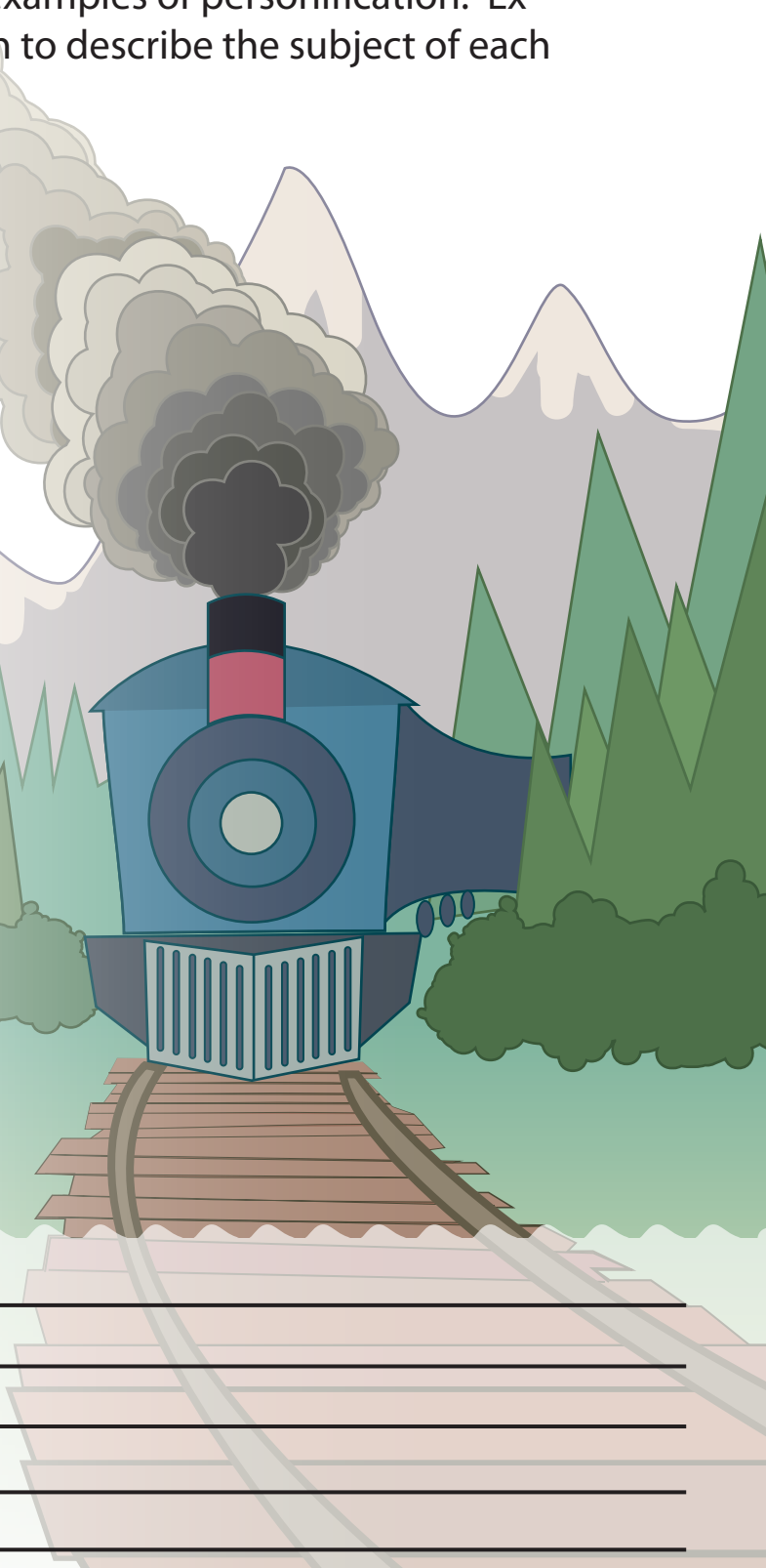
By Emily Dickinson

I like to see it lap the miles,  
And lick the valleys up,  
And stop to feed itself at tanks;  
And then, prodigious, step

Around a pile of mountains,  
And, supercilious, peer  
In shanties by the sides of roads;  
And then a quarry pare

To fit its sides, and crawl between,  
Complaining all the while  
In horrid, hooting stanza;  
Then chase itself down hill

And neigh like Boanerges;  
Then, punctual as a star,  
Stop -- docile and omnipotent --  
At its own stable door.



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# The Moon

by Emily Dickinson

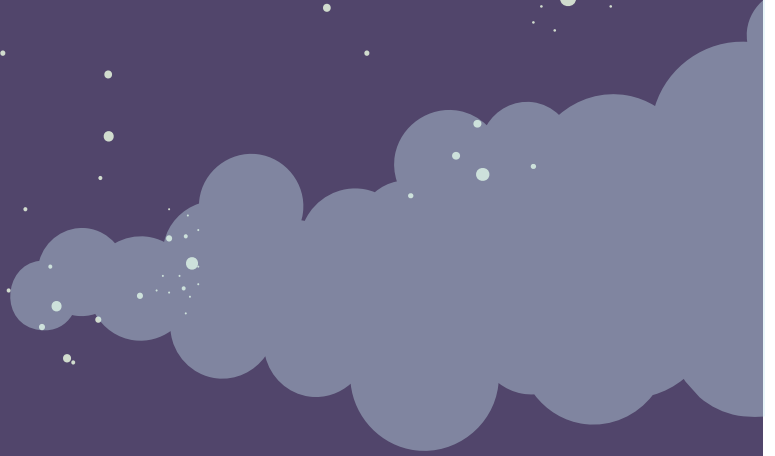
The moon was but a chin of gold  
A night or two ago,  
And now she turns her perfect face  
Upon the world below.

Her forehead is of amplest blond;  
Her cheek like beryl stone;  
Her eye unto the summer dew  
The likeliest I have known.

Her lips of amber never part;  
But what must be the smile  
Upon her friend she could bestow  
Were such her silver will!

And what a privilege to be  
But the remotest star!  
For certainly her way might pass  
Beside your twinkling door.

Her bonnet is the firmament,  
The universe her shoe,  
The stars the trinkets at her belt,  
Her dainties of blue.



A large, light purple rectangular area with a decorative, wavy border on the top and bottom edges. Inside this area are seven horizontal black lines, providing space for a student to write their own poem or response.

# WRITING PROMPT

Now write your own examples of personification! Jot down the characteristics, qualities and feelings for each subject word, and write a sentence using personification.

## 1. Ocean

CHARACTERISTICS: \_\_\_\_\_

QUALITIES: \_\_\_\_\_

FEELINGS: \_\_\_\_\_

**Write a Sentence:** \_\_\_\_\_

## 2. Snow

CHARACTERISTICS: \_\_\_\_\_

QUALITY: \_\_\_\_\_

FEELING: \_\_\_\_\_

**Write a Sentence:** \_\_\_\_\_

## 3. River

CHARACTERISTICS: \_\_\_\_\_

QUALITY: \_\_\_\_\_

FEELING: \_\_\_\_\_

**Write a Sentence:** \_\_\_\_\_

## 4. Monkey

CHARACTERISTICS: \_\_\_\_\_

QUALITY: \_\_\_\_\_

FEELING: \_\_\_\_\_

**Write a Sentence:** \_\_\_\_\_

## 5. Pickles

CHARACTERISTICS: \_\_\_\_\_

QUALITY: \_\_\_\_\_

FEELING: \_\_\_\_\_

**Write a Sentence:** \_\_\_\_\_

## **Assignment #2 Reading**

- Keep Reading your own book choice and journaling about it. Read aloud to someone. Have someone read to you. Listen to a book online or on CD.
- Explore Epic.com. We have access to it and there are lots of different books that you can read or can be read to you. It's not always the greatest to read on a screen, but it is a skill that will be needed in life so go ahead and practice a little.
- The following links are books that I found on Epic that go with your nature learning. If you so chose, I have two ideas that come to mind when I read these books: make your own ABC book of something around you that sticks to a broad subject similar to the plant book -OR- create a poster, shadow box, science experiment, make a video, a comic book, anything you can think of to apply and demonstrate your knowledge after you read the book of your choice below.

- The ABCs of Plants <https://www.getepic.com/app/read/8156>
- Photosynthesis <https://www.getepic.com/app/read/42481>
- Water Cycle <https://www.getepic.com/app/read/64981>

## **Assignment #3 Mystery Science with Doug**

- Know that you have access to all Mystery Science episodes with Doug at any grade level. You can view mini-lessons (like the ones below) or regular lessons that are about an hour long and have experiments and extra learning tacked onto the end of each lesson. You could choose science for your reading and writing.
- IXL Science - I just signed Mist School up for a free 30-day trial to science (social studies and Spanish too). Perhaps you can design a poster, write in your notebooks, or let your learning of different topics lead you to other learning and projects of your choice.

Video - How do Flowers Bloom in the Spring?

<https://mysteryscience.com/mini-lessons/spring-flowers?loc=mini-lesson-button#slide-id-8722>

Mini-Lesson extension Questions and Activity

<https://mysteryscience.com/mini-lessons/spring-flowers?modal=extension-modal#slide-id-8722>

Video - Why do Birds Lay Eggs in the Spring?

<https://mysteryscience.com/mini-lessons/birds-spring#slide-id-8400>

Mini-lesson extension Questions and Activity

<https://mysteryscience.com/mini-lessons/birds-spring#slide-id-8400>

### **Assignment #4 Math**

Keep going with your own personal math on Moby Max, IXL, or some of the other pencil/paper ideas I may have discussed with you over the phone/email. I am including (again) your grade level standards or areas you should practice to maintain your math skills for next year. Keep asking me for more math learning!

#### **3rd Grade:**

- Add/subtract up to 100s numbers.
- Know your multiplication and division facts.
- Use addition/subtraction/multiplication/division skills in problem solving.
- Know that fractions are part of a whole, equivalent fractions, add/subtract fractions, and decompose them with like denominators.

#### **4th Grade:**

- Add/subtract multi-digit numbers (thousands up to millions).
- Be able to multiply 3 or 4 digits by 1 and 2 digits.
- Be able to divide up to 4-digits by 1-digit.
- Use addition/subtraction/multiplication/division skills in problem solving.
- Know equivalent fractions, how to add and subtract fractions with like and unlike denominators, and multiply a fraction by a whole number.

#### **5th Grade:**

- Add, subtract, multiply and divide multi-digit whole numbers, fractions, and decimals.
- Know how to apply all the functions above with whole numbers, fractions, and decimals in problem solving.

I encourage you to keep track of your learning in your notebook. Show your work in your notebook. Explain your thinking and understanding of your math knowledge in words, numbers, pictures, diagrams, etc. While I enjoy seeing these journal entries, remember that your learning is for you! When you write down what you know and prove it...it sticks in your head that much more. It's part of that feedback to yourself.

### **New Math Problem Solving:**

On the following three pages you will find 3 problem solving performance tasks. They are big tasks because there is a lot of different thinking involved to answer the question - leveled thinking similar to state testing problems. The fishing problem is 3rd grade level, the class crayons problem is 4th grade level, and the kitchen tile problem is 5th grade level. Try your level or a different one. Show your thinking in words, pictures, diagrams, and numbers. If you tackle this...share it with me, please. Take your time. You might need to work on it one day and come back to it the next. Have a great week! Love, Mrs. J



# Exemplars

Name: \_\_\_\_\_

P/S	R/P	Com	Con	Rep	A/Level

Three Fish Limit ○

## Three Fish Limit

Some friends are camping near the shore. One friend suggests that they go fishing. Six boats are available at the campsite. Each boat holds two people and the friends are excited because that is exactly how many they need. The rule on this lake is that each person can catch only three fish. How many fish did the friends catch that day if each friend caught the limit? Show all your mathematical thinking.

# Exemplars

Name: \_\_\_\_\_

P/S	R/P	Com	Con	Rep	A/Level

Packages of Crayons ○

## Packages of Crayons

There are seventeen students in a class. Twice a year each student gets a new box of crayons. Boxes of crayons are packaged in groups of twelve. How many packages of twelve crayon boxes does the class need for a year? Show all your mathematical thinking.

# Exemplars

Name: \_\_\_\_\_

P/S	R/P	Com	Con	Rep	A/Level

A Border for Mr. Gomez's Kitchen ○

## A Border for Mr. Gomez's Kitchen

Mr. Gomez wants to put a ceramic tile border along all four sides of his kitchen wall. Mr. Gomez has measured and knows he needs enough tiles to make three rows with sixty-three tiles in each row on each of his four walls. How many tiles does Mr. Gomez need to make the border? Tiles are sold in boxes with fourteen tiles in each box. How many boxes of tiles does Mr. Gomez need to buy? Show all your mathematical thinking.