

Suggested ELA Practice April 20-24

Day 1	<ul style="list-style-type: none"> <input type="checkbox"/> Day 1: RCS Individual Learning Module Week 3 <input type="checkbox"/> iReady Reading lesson: Determine Word Meanings Using Context Clues 1 <input type="checkbox"/> Read the attached article "Going with the Flow"
Day 2 PBS will air an ELA lesson at 10:00 AM	<ul style="list-style-type: none"> <input type="checkbox"/> Day 2: RCS Individual Learning Module Week 3 <input type="checkbox"/> Reread the attached article "Going with the Flow" and then complete the writing activity that follows. Take a picture of your finished writing and send to your teacher on Class DoJo for feedback!
Day 3	<ul style="list-style-type: none"> <input type="checkbox"/> Day 3: RCS Individual Learning Module Week 3 <input type="checkbox"/> iReady Reading lesson: Determine Word Meanings Using Context Clues 2 <input type="checkbox"/> Complete IXL lesson: Language Arts 3rd Grade: FF. "New" Use Academic Vocabulary in Context https://www.ixl.com/ela/grade-3/use-academic-vocabulary-in-context
Day 4	<ul style="list-style-type: none"> <input type="checkbox"/> Day 4: RCS Individual Learning Module Week 3 <input type="checkbox"/> Scholastic News: Dec.2, 2019 Article: "I'm Saving My Community" (attached) or get online access to the article, including read aloud feature and videos by visiting: https://sn3.scholastic.com/issues/2019-20/120219/i-m-saving-my-community.html#On%20Level Enter classroom password: Ahrens: Dog14, Dowell: fogcorn3660, Etheridge: etheridgeer2, Gray: foxtop1849, Kenworthy: BCE32020, Romero: coatpet997 <input type="checkbox"/> Complete "Are You a Problem Solver?" (attached)
Day 5 PBS will air an ELA lesson at 10:00 AM and Math at 10:30 AM	<ul style="list-style-type: none"> <input type="checkbox"/> Day 5: RCS Individual Learning Module Week 3 <input type="checkbox"/> Flocabulary lesson: Context Clues (video and quiz) <input type="checkbox"/> Write a message to your teacher and friends using the Padlet link shared by your teacher. https://padlet.com/grayj22/3nfc2wio975k

PBS lessons can be found here after they are aired:

<https://www.youtube.com/user/TNDeptofEducation/videos>

Going With the Flow

volume 1
issue 2



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The next time it rains, watch the water run down your street. Where does it go? It probably goes down a drain or into a ditch. But the water doesn't stop

flowing once it reaches those places. Instead, it joins with water flowing from other drains and ditches. Then it flows into a stream or river. Finally, the water that ran down your street flows into the ocean.

What does that mean for the health of the ocean? It means that when people put garbage, oil, or chemicals into a stream, the water becomes polluted. The polluted water flows down streams and rivers and reaches the ocean.

In addition, the pollution can end up in the water people drink. People might also use the water for swimming or for watering their plants. In this way, pollution can get into people's bodies and make them sick.

But there is good news. People are thinking about

the things they put into rivers and streams. They're also making plans to clean up the water around them.

They're keeping garbage and chemicals out of the water. They're creating places where people can safely put their garbage, oil, and chemicals. They're not just throwing things out, they're recycling or reusing them. All of these ideas mean that water around the world is getting cleaner. That means that animals' homes are getting cleaner. It means that plants don't have as many chemicals in them. It also means people have cleaner water for drinking and swimming.

You can join these people in cleaning up the water. What can you do? You can throw your garbage into garbage cans or recycling containers, not into streams. You can tell others not to pour oil or chemicals into drains or ditches. And you can teach others to treat rivers and streams with care. People, plants, and animals will be glad you're helping.



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I'm Saving My Community

Mari Copeny, 12, has helped her neighbors in a big way. Here's her story, in her own words.

AS YOU READ

Look for the problem that Flint faced. Name two ways Mari tried to help solve it.

I live in Flint, Michigan. About five years ago, our water started to smell funny. My family started getting really bad rashes. My little sister had to use special medicine and be wrapped in plastic wrap to heal her skin. She wasn't the only kid in our town who got so sick. Some people suffered from bad headaches. Others had stomach cramps.

It turns out the cause was our water. It was **contaminated** with lead, a poisonous metal.

We could not drink or cook with the **toxic** water that came out of our tap. We had to use bottled water for drinking, cooking, and brushing our teeth. My mom told

MAP IT OUT

Name four big lakes that border Michigan.



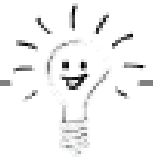
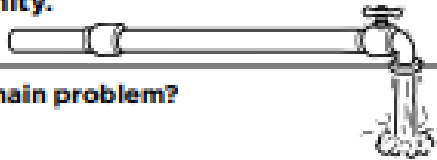
CLICK HERE

Get to know more about Mari.

Name: _____

Are You a Problem Solver?

After reading "I'm Saving My Community," use the graphic organizer below to describe the main problem and solution presented in the article. Then brainstorm ways to improve your community.



What is the main problem?

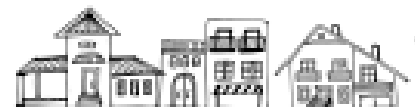
How is Mari Copeny trying to solve the problem?

List one detail about the problem.

- _____

List one detail about Mari's solution.

- _____



What is a problem in your community?

How could you help solve it?

- _____

- _____
