

3rd Student eLearning Activities Log Day 2

Student Name _____ Grade _____

Teacher _____

Complete your selected activity per subject and have your parent/guardian sign it. You can use a device for the online activities or complete the hard copy activities. Students must participate in the eLearning activities to be counted as in attendance for the eLearning days. Submit form to your homeroom teacher the day after the eLearning day. Together the activities should take about 5 hours to complete.

Day 2

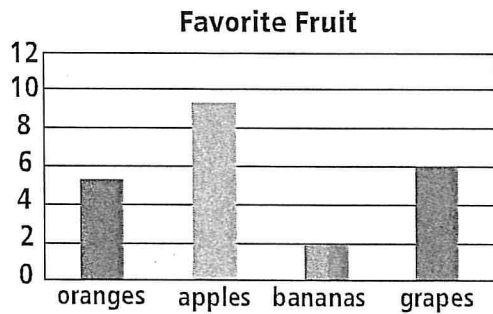
Language Arts	Math	Social Studies	Science	Specials
Engage in Reading activities with RazKids, Lexia, or Imagine Espanol accessed via Clever. (www.clever.com/in/maywood89)	Engage in Math activities using Imagine Math via Clever.	Read "Families" on RAZ kids and then write in 3-4 sentences about what your family is like.	Read "Goliath Bird Eating Spiders: Giant Spiders" on RAZ Kids and draw an animal you see around your neighborhood.	PE: Exercise along with this video: https://youtu.be/L_A_HjHZxfI Pretend to be an animal—slither like a snake, leap like a frog, and run on four legs like a dog.
Wonders/Maravillas: Go to Wonders ConnectED online and complete assigned activities OR Wonders/Maravillas: Complete Grammar Activity	Complete Math handouts and return them to school.	Complete the Social Studies handouts and return them to school.	Complete the Science handouts and return them to school. Describe in 4-5 sentences what a Chicago Snowstorms is like.	Music: Make a song beat. Drum with spoons, utensils, bowls, and pans.
Read a story and complete a Z-chart graphic organizer. Then write a paragraph summarizing the story.				Art: Draw a picture illustrating your favorite holiday. Use crayons, markers, or pencils.

Parent Signature _____ Date _____

For 1–10, use the graphs to answer the questions.

Horizontal Bar Graph

Vertical Bar Graph



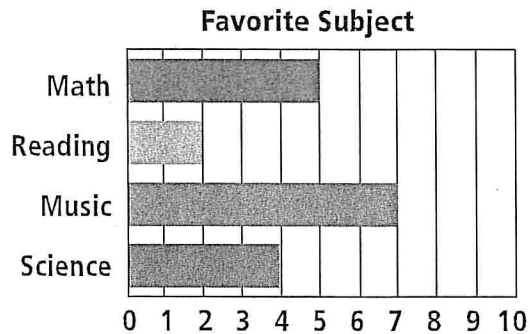
1. Range: _____

2. Type of graph:

3. Which fruit did the most people choose?

4. How many people liked oranges best?

5. How many more people liked grapes than bananas?



6. Range: _____

7. Type of graph:

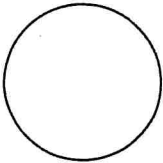
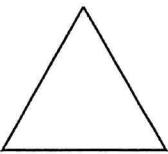
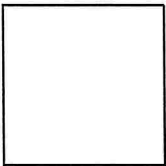
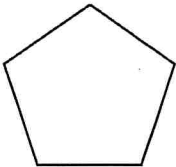
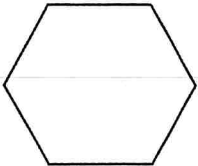
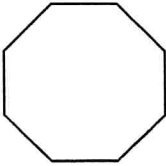
8. Which subject did the least number of people choose?

9. How many people liked math best?

10. How many fewer people liked science than music?

Geometry

Complete the chart.

Figure	Name	Number of Sides	Number of Angles	Number of Vertices
				
				
				
				
				
				

Snow expert brings racecourse to life for Olympic skiers

By Washington Post, adapted by Newsela staff on 01.05.18

Word Count **485**

Level **520L**

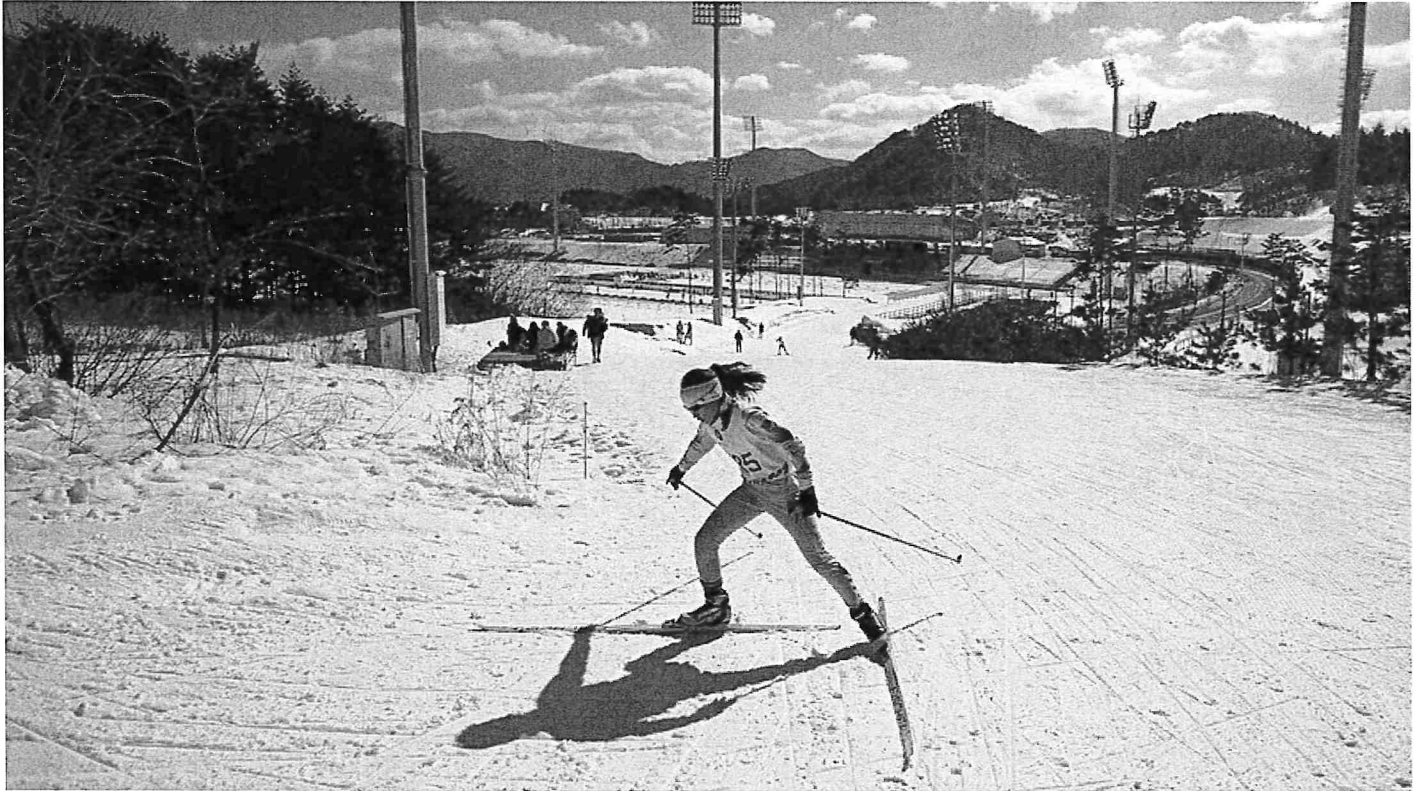


Image 1: A skier races during an event at the Alpensia Cross-Country Centre on February 14, 2017, in Pyeongchang-gun, South Korea. This is where the 2018 Winter Olympics will be held. Photo by Cameron Spencer/Getty Images.

Tom Johnston is a cowboy. He raises cattle on a ranch in Wyoming. Sometimes, though, he has another job.

Last month, Johnston left his ranch. He said goodbye to his wife and his cows. Then he made a 20-hour journey to South Korea, a country in Asia. Johnston will spend the next two months there. His job is to care for a mountain.

Johnston knows a lot about snow. He is in charge of getting a ski course ready. It will be used in the upcoming Winter Olympics. Johnston works with the snow on the course. He makes sure the jumps and turns are smooth. He has an important title, too. It is "chief of race for ski events."

"A Magician With Snow"

Johnston's job is not simply moving snow around. It is not a chore, like snow-shoveling. It is more like bringing the mountain to life. Johnston gets a plan for the race course. Then he has to make it

a reality.

"Tommy is a magician with snow," said Steven Nyman. He is an American skier and three-time Olympian.

Johnston laughs at that. But professional skiers agree. They say they can tell the difference between a course that Johnston made and all the others.

"He knows how to put in the time it takes to make the snow good," said Travis Ganong, another skier. He is hoping to compete in his second Olympic Games this year.

"That's why he's the best in the business," Ganong says. "Every course he's always done, it's way better than everywhere else we go."

Fast But Not Too Fast

For Johnston, the real challenge is understanding the snow and the weather. Johnston wants a course that is fast. But it cannot be too fast. If it is, someone could get hurt.

Johnston hopes for cold weather with just the right amount of moisture. He wants snow that sticks. However, he hates when it really snows!

"I don't like natural snow," Johnston said. "You can't control it," he said. Instead, he prefers man-made snow. It can be blasted out of machines along his racecourses.

Ranching Is His Real Job

Johnston skied a lot growing up. He started coaching after college. That's how he started crafting courses and preparing the snow.

All that time, preparing racecourses was just a way to make money. It's a passion, he said. But it's not like cattle ranching. Ranching is his real job.

"Every year I was like, 10 more cows and I won't have to coach anymore," Johnston said.

Still, he works hard at both jobs. When he's on the ranch or on the mountain, he works very long days.

The mountain is not totally ready until the first race begins. Until then, Johnston will spend every hour making it perfect.



Quiz

- 1 Read the section "A Magician With Snow."
- Select the sentence from the section that BEST shows what Olympic skiers think about Johnston's work.
- (A) Johnston's job is not simply moving snow around.
 - (B) It is more like bringing the mountain to life.
 - (C) "Tommy is a magician with snow," said Steven Nyman
 - (D) He is hoping to compete in his second Olympic Games this year.
- 2 Which paragraph from the section "Ranching Is His Real Job" BEST explains how Johnston got involved with making racecourses?
- (A) Johnston skied a lot growing up. He started coaching after college. That's how he started crafting courses and preparing the snow.
 - (B) All that time, preparing racecourses was just a way to make money. It's a passion, he said. But it's not like cattle ranching. Ranching is his real job.
 - (C) "Every year I was like, 10 more cows and I won't have to coach anymore," Johnston said.
 - (D) The mountain is not totally ready until the first race begins. Until then, Johnston will spend every hour making it perfect.
- 3 Finish the sentence below.
- One MAIN idea of the article is that ____.
- (A) Tom Johnston's passion is taking care of cattle on his ranch.
 - (B) Tom Johnston is an expert at preparing ski courses.
 - (C) Tom Johnston works long hours at two different jobs.
 - (D) Tom Johnston has to make sure that racecourses are not too fast.
- 4 What is the MAIN idea of the section "A Magician With Snow"?
- (A) Johnston spends a lot of time making a plan for moving snow.
 - (B) Nyman and Ganong are professional Olympic skiers.
 - (C) It is very difficult to prepare the snow on Olympic ski courses.
 - (D) Johnston is very good at getting ski courses ready for the Olympics.

Name _____ Date _____

Generalize

Preview

A generalization is a broad statement that tells how different ideas or facts are alike in some way. Read this generalization:
Living in a community allows people to work together to get the things they need.

Read the sentences below. Underline the sentence that does not support the generalization.

1. A worker in the grocery store puts food into bags.
2. My family eats dinner at 6:00 each evening.
3. His teacher helped him with his math homework.

Practice

Now write your own sentence that supports the generalization.

Apply

Read the paragraph below. Circle the generalization. Underline two facts about the sizes of different communities.

Communities are different in size and location. Rayne is a small rural community in Louisiana. It is surrounded by rice fields. Port Allen, Louisiana, is a suburb. It is near the city of Baton Rouge. Baton Rouge is a large urban community. It is the capital of Louisiana.

Name _____

A **sentence** is a group of words that expresses a complete thought.

- Every sentence has two parts: the **subject** and the **predicate**.
- The **subject** tells what or whom the sentence is about.
- The **predicate** identifies what the subject does or is.
- A **complete subject** is all the words in a subject.

What or whom is each sentence about? Draw a line under the complete subject.

1. The pet store is busy on Saturday.
2. People smile at the puppies and kittens.
3. The goldfish swim in a big tank.
4. Furry rabbits hop around.
5. A long snake coils in its cage.
6. Pet supplies are on the shelves.
7. The owner answers a lot of questions.
8. A little boy points to a sleeping puppy.
9. The brown puppy wakes up and barks.
10. A family buys the puppy and goes home.