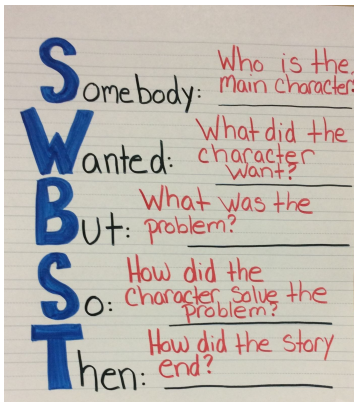



Select one activity to complete in each row. When you complete the activity, cross it off. Please request any required print copies of offline options prior the Flexible Learning Day if required.

*Speech/Language students for February 8: You will receive an email from Ms. Olson with a speech/language task to complete.

**Mrs. Lesney's students will receive an email from her explaining what to do for her classes.

4th SCOREcard			
	Digital	Paper	Hands On
<p>Friday- Language Arts</p> <p>I can summarize a text</p>	<p>1. Two See Reader Lessons (Use rereads) On a separate sheet of paper, write the title of each See Reader, the number of rereads used on each, as well as the score. THIS WILL NEED TO BE ATTACHED TO THE SCORE CARD. REMEMBER TO PUT YOUR NAME ON IT & WRITE NEATLY.</p> <p>2. Complete 2 Vocabulary lessons on Reading Plus</p> <p>Remember we are in the middle of a Reading Plus Competition! Make sure you are working hard to get your See Readers done for the week!</p>	<p>Read a good fit book of your choice, or listen to a story online, and summarize what you've read using SWBST</p> <p>S = Somebody. Who is the main character in the story? W = Wanted. What did that character want? What was their goal? B = But. BUT, what happened? What got in the way of the character doing what they wanted? What was the problem? S = So. So, what did the character do to solve their problem? T = Then. Then, how did the story end.</p>  <p>If you meet with Mrs. Peterson for LLI:</p> <p>I Can: read fluently to an adult.</p> <p>Choose a book or a chapter from a book and read aloud to someone older than you. Tell them the main idea of the story or chapter.</p>	<p>Feeling artsy? Create a comic book summary of a story you read at home! This story can be from a book, a chapter of a novel, an article from a magazine, etc.</p> <p>After you read, summarize the text by creating a comic strip. You should have at least 4 boxes: 1 for the beginning, 2 for the events in the middle, and 1 for the end. Make sure to include details about character, setting, and plot.</p> 

<p>Friday-Math</p> <p><u>I can...</u> Compare and order fractions.</p> <p><u>I can...</u> Find equivalent fractions.</p> <p><u>I can...</u> Multiply and divide whole numbers.</p>	<p>Go to</p> <p>khanacademy.com through CLEVER (DIRECTIONS TO GET TO CLEVER ARE AT THE BOTTOM OF THE PAGE) and complete 2 fractions assignments from your mastery goal or 2 assignments on fractions that your teacher has assigned.</p>	<p>On a separate piece of paper complete each problem and <u>show your work</u>.</p> <ol style="list-style-type: none"> 1. Find 2 equivalent fractions for the fraction $\frac{2}{3}$ and $\frac{4}{6}$. 2. Change the fraction $2\frac{3}{4}$ to an improper fraction. 3. Change the improper fraction $\frac{23}{7}$ to a mixed number. 4. Compare the fractions $\frac{3}{7}$ and $\frac{4}{9}$ using $<$, $>$, $=$. 5. Solve. $471 \div 3 =$ 	<p>With an adult (parent, grandparent, older sibling, aunt, uncle) bake something or cook a meal. Take a picture of your creation and of the fractions you used to create it and send it to your teacher via email or bring it in on Friday.</p>
<p>Science & Social Studies</p> <p><u>I can...</u> Locate and identify physical and human characteristics of places in the US</p>	<p>Learn about 3 places on google.com/earth Record 2 interesting facts for each place</p>	<p>Choose a state and create a map of the landforms from that state. Be sure to include rivers, mountains, the capital, and any large cities. Include a title, legend or key, compass, and labels.</p>	<p>Create a travel brochure for your hometown. List facts for the following:</p> <ul style="list-style-type: none"> Location (where is it?) Region (what part of the US is it located in?) Place (what's the area like?) Environment (how does the environment affect the people who live there?) 2 Fun Facts
<p>Friday 2/8 - EL</p> <p><u>Students of:</u> Ms. Bierwagen Mr. Haagenson Ms. Rickert</p> <p><u>I can compare and contrast 3 different kinds of snow crystals.</u></p>	<p>The Story of Snow</p> <p>Click the link above to watch/read The Story of Snow on Tumblebooks. OR go to mle.rdale.org/library/mediacenter/resources/tumblebooks</p> <p>Listen to and read the text.</p> <p>What are the 3 different kinds of snow crystals? Write 3 sentences comparing and contrasting the 3 different types of snow crystals.</p> <p>Example sentence frame: ____ and ____ are ____, but ____ are ____.</p> <p>Use google docs to write</p>	<p>The Story of Snow</p> <p>Click the link above to watch/read The Story of Snow on Tumblebooks. OR go to mle.rdale.org/library/mediacenter/resources/tumblebooks</p> <p>Listen to and read the text.</p> <p>What are the 3 different kinds of snow crystals? Write 3 sentences comparing and contrasting the 3 different types of snow crystals.</p> <p>Example sentence frame: ____ and ____ are ____, but ____ are ____.</p> <p>Use a piece of paper to write your response.</p>	<p>The Story of Snow</p> <p>Click the link above to watch/read The Story of Snow on Tumblebooks. OR go to mle.rdale.org/library/mediacenter/resources/tumblebooks</p> <p>Using paper or other materials, create models that show the 3 different types of snow crystals. Be sure to label your models.</p>

	your response.		
Friday- Music (Beacom/Angell) <u>I can...</u>	Compose a rhythm or song. Use the rhythms we know: ta, ta-di, ta-a, takadimi, rest. Make your song or rhythm at least 16 beats long.	Record what you choose to do and what you learned.	Visit the website: https://www.mydso.com/dso-kids Click on either "Learn and Listen" or "Activities" to learn more about instruments or composers.
Friday- Physical Education (Giacomini/Kelleher) <u>I can...Work independently On Physical Education.</u>	Create a 10-minute workout, invite your family members to participate in the workout with you.	Teach someone a movement game that you play at school. Play that game.	Create a video of yourself doing a dance or workout move and email it to your teacher. Kari_torgerson@rdale.org

Your student's teacher will be available via classroom telephone and email during the office hours of 8:20 - 4:00 pm on February 8.

Ms. Kelleher: 763-504-7749	sarah_kelleher@rdale.org
Ms. Giacomini: 763-504-7750	kendal_giacomini@rdale.org
Ms. Angell: 763-504-7752	monica_angell@rdale.org
Mrs. Beacom: 763-504-7751	janet_beacom@rdale.org
Mrs. Peterson: 763-504-7754	teresa_peterson@rdale.org
Sarah Nimchuk (Orchestra): 612-440-5797	sarah_nimchuk@rdale.org
EL: Ms. Rickert: 763-504-7739	susan_rickert@rdale.org
Mr. Haagenson: 763-504-7739	tim_haagenson@rdale.org
Ms. Bierwagen: 763-504-7739	marybeth_bierwagen@rdale.org

I attest that my student has completed the marked tasks above.

Signature _____ Date _____

Printed Name _____

Please return this SCOREcard to your teacher by Monday, February 11, 2019.

Directions to access CLEVER (Khan Academy, Reading Plus, BrainPop):

1. Go to mle.rdale.org
2. Under the "Students" tab, click on CLEVER.
3. Log-in to CLEVER with Google.
4. Choose your account to log-in. (Email address: firstname_lastname27@rdale.org)
5. Enter your password. (Same number as your Chromebook log-in)
6. Choose Khan, ReadingPlus, or BrainPop to complete the assignment you are working on.