

DAY 1


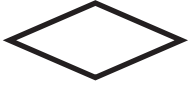


THEME: WEATHER

✓ ACTIVITY	PAGE(S)
Art	2
Music	3
Wellness	4
Language Arts Writing	5
Language Arts Vocabulary	6-9
Math (Set 1)	10-13
Math (Set 2)	14-15
Science	16
Social Studies	17-18
Second Step	19

Learning Activity:

Art

Draw your own example of Line, Shape, Form, and Pattern

<p>Line</p> 	<p>Shape</p> 
<p>Form</p> 	<p>Pattern</p> 

Learning Activity:

Music

To Do: Read the poem, “My Igloo” below this box.

To Do: So what happens at day light? Create a verse to tell the story.

Poem:

I love the snow, I love the cold, I love to play outside.
I’ll make an igloo out of snow where I can go and hide.
My friends will come and play with me until it turns to night.
And then we’ll do it all again, tomorrow at day light.

To Do: Draw a picture to help tell what is happening in your story.



Fitness Challenges

Complete each task one by one.


Place an 'X' next to the box when the exercise is completed.

Have fun and stay safe!




Jog in place for 30 seconds

Reach up high with both arms and hold for 10 seconds





Do arm circles for 30 seconds

Hold a plank position for 30 seconds



Do as many mountain climbers as you can in 30 seconds

Sit and touch your toes, hold for 10 seconds



Lie on your back and lift your legs and back off the ground, hold for 10 seconds

Do 15 jumping jacks



Physical Education Standard 1:

The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.

Congratulations!

You did it!!!

Grades: 4-5

Learning Activity: Language Arts Vocabulary



Match the word with the picture.

Words

1. Vision

2. Audible

3. Photograph

Pictures

a.



b.



c.



Learning Activity: Language Arts Vocabulary



Circle the word that connects to each sentence.

1. It snowed so hard that I could not see out the window.

Vision

Audible

Photograph

2. The rain made his voice hard to hear.

Vision

Audible

Photograph

3. They took a picture of the snowman they made.

Vision

Audible

Photograph

Learning Activity: Language Arts Vocabulary



Choose two of the three words and complete the graphic organizer for each word.

Vision

Audible

Photograph

Draw a picture representing the word. 	Write the word you chose. <hr/> <hr/>
Use the word in a sentence. <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	Write a definition of the word. <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>

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Learning Activity:
Math (Set 1)



1 Complete the multiplication facts.

$$\begin{array}{r} 0 \\ \times 5 \\ \hline \end{array}$$
$$\begin{array}{r} 7 \\ \times 4 \\ \hline \end{array}$$
$$\begin{array}{r} 8 \\ \times 6 \\ \hline \end{array}$$
$$\begin{array}{r} 3 \\ \times 4 \\ \hline \end{array}$$
$$\begin{array}{r} 6 \\ \times 6 \\ \hline \end{array}$$
$$\begin{array}{r} 3 \\ \times 6 \\ \hline \end{array}$$
$$\begin{array}{r} 7 \\ \times 8 \\ \hline \end{array}$$

$$\begin{array}{r} 4 \\ \times 4 \\ \hline \end{array}$$
$$\begin{array}{r} 6 \\ \times 8 \\ \hline \end{array}$$
$$\begin{array}{r} 7 \\ \times 7 \\ \hline \end{array}$$
$$\begin{array}{r} 8 \\ \times 4 \\ \hline \end{array}$$
$$\begin{array}{r} 1 \\ \times 9 \\ \hline \end{array}$$
$$\begin{array}{r} 3 \\ \times 7 \\ \hline \end{array}$$
$$\begin{array}{r} 5 \\ \times 6 \\ \hline \end{array}$$

$$\begin{array}{r} 10 \\ \times 4 \\ \hline \end{array}$$
$$\begin{array}{r} 5 \\ \times 5 \\ \hline \end{array}$$
$$\begin{array}{r} 8 \\ \times 8 \\ \hline \end{array}$$
$$\begin{array}{r} 9 \\ \times 3 \\ \hline \end{array}$$
$$\begin{array}{r} 4 \\ \times 9 \\ \hline \end{array}$$
$$\begin{array}{r} 7 \\ \times 5 \\ \hline \end{array}$$
$$\begin{array}{r} 6 \\ \times 7 \\ \hline \end{array}$$

2 Complete the division facts.

$42 \div 6 = \underline{\hspace{2cm}}$

$54 \div 6 = \underline{\hspace{2cm}}$

$24 \div 3 = \underline{\hspace{2cm}}$

$63 \div 9 = \underline{\hspace{2cm}}$

$28 \div 4 = \underline{\hspace{2cm}}$

$7 \div 1 = \underline{\hspace{2cm}}$

Learning Activity: Math (Set 1)



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$\begin{array}{r} 0 \\ \times 5 \\ \hline \end{array}$	$\begin{array}{r} 7 \\ \times 4 \\ \hline \end{array}$	$\begin{array}{r} 8 \\ \times 6 \\ \hline \end{array}$	$\begin{array}{r} 3 \\ \times 4 \\ \hline \end{array}$	$\begin{array}{r} 6 \\ \times 6 \\ \hline \end{array}$	$\begin{array}{r} 3 \\ \times 6 \\ \hline \end{array}$	$\begin{array}{r} 7 \\ \times 8 \\ \hline \end{array}$
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$42 \div 6 = \underline{\hspace{2cm}}$
 $54 \div 6 = \underline{\hspace{2cm}}$
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 $7 \div 1 = \underline{\hspace{2cm}}$

3 Write a greater than, less than, or equal sign to complete each number sentence. Try to complete each number sentence without doing all the calculations.

example $36 + 4 < 26 + 20$	a 2×24 2×16
b $400 \div 80$ $400 \div 10$	c $77 - 20$ $67 - 20$
d $36 + 23$ $46 + 16$	e $458 - 129$ $358 - 29$
f 3×360 40×30	g 50×400 400×50
h $2,500 \div 10$ $1,000 \div 5$	i $24,000 \div 6$ $48,000 \div 12$

Learning Activity: Math (Set 1)



The order of operations tells you how to do calculations when there is more than one kind of operation.

Order of Operations	Example
	$20 - 12 \div (3 + 1)$
1. Anything inside parentheses	$20 - 12 \div (3 + 1) = 20 - 12 \div 4$
2. Multiplication and division from left to right	$20 - 12 \div 4 = 20 - 3$
3. Addition and subtraction from left to right	$20 - 3 = 17$

1 Use the order of operations above to complete each equation. Show all your work.

a _____ = $463 - 180 \div (3 \times (2 + 3))$	b $(249 - 192) \div 3 \times 14 =$ _____
c _____ = $36 + 14 \times (182 - 164) \div 12$	d $(9 \div 3 + 213) - 72 \div 4 =$ _____

2 Insert parentheses to make each equation true. Show all your work.

a $3 \times 9 + 18 + 36 \div 9 = 33$	b $2 = 140 \div 2 + 12 - 4 \times 2$
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Learning Activity:
Math (Set 1)



1 Fill in the missing numbers to make each equation true. Hint: *Remember the order of operations.*

ex a $45 - \underline{7} = 38$	ex b $6 = \underline{42} \div 7$	a $\underline{\quad} + 13 = 26 - 8$
b $64 \div \underline{\quad} = 5 + 3$	c $84 - 12 = \underline{\quad} + 60$	d $120 \div 2 = \underline{\quad} - 29$
e $37 = 10 + \underline{\quad} \times 3$	f $(36 - \underline{\quad}) \div 7 = 2$	g $32 = 4 \times 2 + \underline{\quad}$

2 Write an equation in which the missing number has to be 10.



CHALLENGE

3 Look at this sequence:

1, 10, 19, 28, 37 ...

a What would be the 50th number in the sequence? Show all your work.

b Would the 75th number in the sequence be odd or even? Explain how you can tell.

Learning Activity: Math (Set 2)



1 Solve the addition problems below.

$$\begin{array}{r} 457 \\ + 142 \\ \hline \end{array}$$

$$\begin{array}{r} 387 \\ + 414 \\ \hline \end{array}$$

$$\begin{array}{r} 609 \\ + 734 \\ \hline \end{array}$$

$$\begin{array}{r} 1,589 \\ + 3,437 \\ \hline \end{array}$$

2 Solve the subtraction problems below.



$$\begin{array}{r} 803 \\ - 547 \\ \hline \end{array}$$

$$\begin{array}{r} 745 \\ - 548 \\ \hline \end{array}$$

$$\begin{array}{r} 985 \\ - 237 \\ \hline \end{array}$$

$$\begin{array}{r} 3,581 \\ - 1,346 \\ \hline \end{array}$$

3 Fill in the missing numbers to make each equation true.

a $100 = \underline{\hspace{2cm}} + 30$	b $100 \times \underline{\hspace{2cm}} = 1,000$
c $4 = \underline{\hspace{2cm}} \div 9$	d $\underline{\hspace{2cm}} = 100 - 56$
 e $18 \times 2 = \underline{\hspace{2cm}} \times 4$	 f $90 \div \underline{\hspace{2cm}} = 5 \times 9$

4 Fill in the missing digits.

example

$$\begin{array}{r} 5 \boxed{3} \boxed{6} \\ - 248 \\ \hline \boxed{2}88 \end{array}$$

a

$$\begin{array}{r} \boxed{}0\boxed{} \\ - 1\boxed{}9 \\ \hline 223 \end{array}$$

b

$$\begin{array}{r} \boxed{}82 \\ - 1\boxed{}\boxed{} \\ \hline 405 \end{array}$$

c

$$\begin{array}{r} \boxed{}246 \\ - 1\boxed{}2\boxed{} \\ \hline 29\boxed{}7 \end{array}$$

d

$$\begin{array}{r} 30\boxed{}8 \\ - 1\boxed{}9\boxed{} \\ \hline \boxed{}712 \end{array}$$

e

$$\begin{array}{r} 506\boxed{}3 \\ - \boxed{}7\boxed{}55 \\ \hline 1\boxed{}13\boxed{} \end{array}$$

Learning Activity:
Math (Set 2)



1 Stephanie is 11 years old. Her sister Emma is 9 years old. They are doing Run for the Arts at their school. Stephanie wants people to make pledges based on the number of miles she runs. Emma just wants people to pledge a certain amount of money. Their grandma pledged \$36 for Emma and \$8 per mile for Stephanie. Their uncle pledged \$18 for Emma and \$7 per mile for Stephanie. How many miles will Stephanie need to run to earn more money than Emma?

a Restate the question in your own words:

b Underline the information in the problem you *do* need to solve the problem.

c Cross out the information in the problem you *don't* need to solve the problem.

d Solve the problem. Show all your work.

e Does your answer make sense? Explain how you can tell.

Learning Activity:
Science

Ecology

Add to the picture of the tree below. Show how at least 5 different animals are benefiting from it. Label each animal with its name and how the tree is helping it.



What might happen to these animals if the tree were cut down?

Learning Activity:

Social Studies

Materials from Inquiry Journeys-Native America-Module 4-Lesson 2

1. Review the cards on the next page showing artifacts of different Native American Cultural Regions.
2. Choose 1 artifact and fill out the Artifact.

Artifact Analysis









Observe

Artifact Name: _____ Date: _____

Cultural Area: _____ Materials: _____

Shape or Size	Symbols	Other

Why do you think this artifact was important or meaningful? Be sure to explain your thinking.

 <p>Arctic and Subarctic Date: 1830–1860 Culture: Inuit Location: Alaska Materials: Engraved ivory (walrus tusk)</p>	 <p>California Date: ca. 1835 Culture: Maidu or Wintun Location: California Materials: Feathers, cord</p>
 <p>Northwest Coast Date: 1880–1890 Culture: Kwakwaka'wakw (Kwakiutl) Location: British Columbia (Canada) Materials: Wood, pigment</p>	 <p>Southeast Date: 14th–17th century Culture: Quapaw Location: Arkansas Materials: Ceramic clay, slip, pigment</p>
 <p>Great Basin Date: 1880s Culture: Shoshone Location: Wyoming Materials: Hyde, beads, thread, sinew</p>	 <p>Northeast Date: ca. 1830 Culture: Seneca Location: New York Materials: Native-tanned skin, quill, silk, glass</p>
 <p>Southwest Date: ca. 1880 Culture: Western Apache Location: United States, Southwest Materials: Tanned leather, pigment</p>	 <p>Plains Date: ca. 1875 Culture: Unknown Location: United States, Central Plains Materials: Feathers, beads, wool cloth, leather</p>

Learning Activity: Second Step

PRINT

Grade 5, Unit 1 Lesson 8: Responding with Compassion

Home Link



Name: _____

What does compassion mean to you? Ask an adult family member to think about this question. Then create a collage together in the space below that expresses what you both think compassion means. You can draw, paint, or write words; or glue photos, pictures from magazines, or shapes from paper. Use the other side of the paper if you need to. Be creative!

Compassion

