

DAY 3

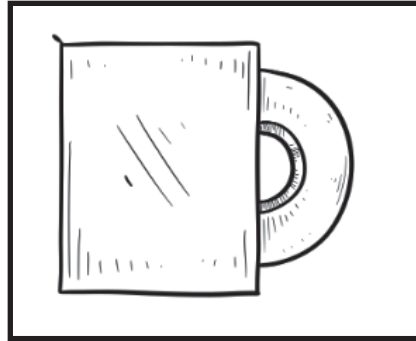
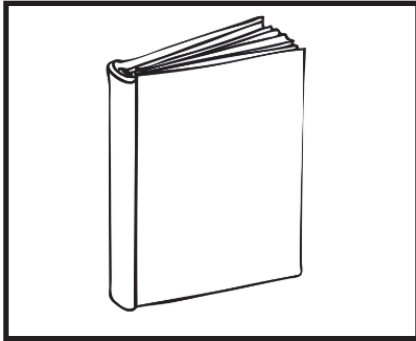
THEME: SPORTS/GAMES

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Learning Activity:

Art

Design a cover for your favorite book, movie, or cereal box.






A large, empty rectangular box with a black border, intended for the student to draw their design for a book cover, movie case, or cereal box.

Learning Activity:

Music

Let's Create a Rondo Pattern






To Do: Repeat the Rondo Shape Pattern (A-B-A-C-A)

 A	 B	 A	 C	 A
A	B	A	C	A

To Do: Create 2 Rondo Shape Patterns. (Use different shapes than the ones above.)







A	B	A	C	A
A	B	A	C	A

To Do: Repeat the Rondo Note/Rest Pattern (A=  , B=  , C= )

 A	 B	 A	 C	 A
A	B	A	C	A

To Do: Create 2 Rondo Note/Rest Patterns

A	B	A	C	A
A	B	A	C	A

(A=  , B=  , C= ) (A=  , B=  , C= )

To Do: Create your own Rondo Pattern using shapes, notes and rests.

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Burpees

60 Second Challenge

Have fun and stay safe!

**How many burpees can you
complete in 60 seconds?**

No equipment is needed.

Just make sure you use a clear, open and safe space.

You must extend your legs back once you
have lowered yourself to the ground.

Challenges:

1. If it's too tough, give yourself a 5 second break between burpees or do not perform leg extensions.
2. To add more difficulty, do a jump after each burpee?
3. Try to teach a family member how to perform a burpee.

Repeat this challenge 3 times.

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 Writing



Directions: Circle the picture to finish the sentence.

1. The pitcher threw the ball as fast as _____.



2. The girl ran to the base as fast as a _____.



3. The boy's homerun flew like an _____.



Learning Activity: Language Arts Writing



Directions: Match the simile to the picture

Pictures

1.



2.



3.



Similes

a. The pitcher threw the ball as fast as lightning.

b. The girl ran the bases as fast as a cheetah.

c. The boy's homerun flew like an airplane.

Learning Activity: Language Arts Vocabulary



Match the word with the picture.

Words

1. Microphone

2. Erupted

3. Biography

Pictures

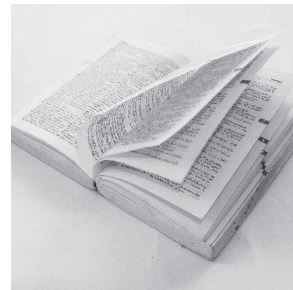
a.



b.



c.



Learning Activity: Language Arts Vocabulary



Circle the word that connects to each sentence.

1. We could hear the announcer through a speaker.

Microphone

Biography

Erupted

2. The team burst out of the locker room.

Microphone

Biography

Erupted

3. The students read a story about the life of Jackie Robinson.

Microphone

Biography

Erupted

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:
Language Arts Vocabulary



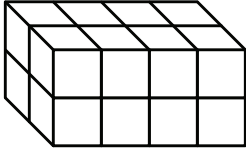
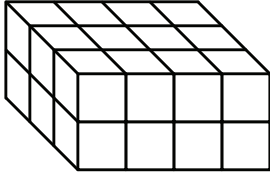
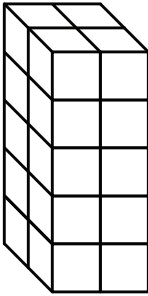
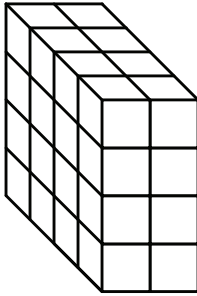
List as many words as you can that contain these Greek and Latin roots:

Phon-	Bio-	Rupt-
<i>Example: Microphone</i>	<i>Example: Biography</i>	<i>Example: Erupted</i>

Learning Activity:
Math (Set 1)



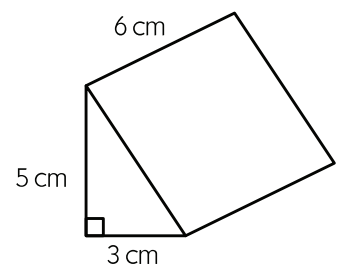
1 Each figure below is built out of centimeter cubes. Find the surface area and volume of each one.

ex		a	
			
Surface Area	Volume	Surface Area	Volume
$2 \times 2 \times 2 = 8$ $4 \times 2 \times 4 = 32$ $8 + 32 = 40 \text{ sq. cm.}$	$2 \times 2 \times 4 =$ 16 cubic cm.		
b		c	
			
Surface Area	Volume	Surface Area	Volume



CHALLENGE

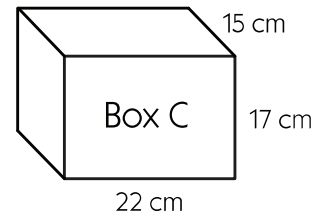
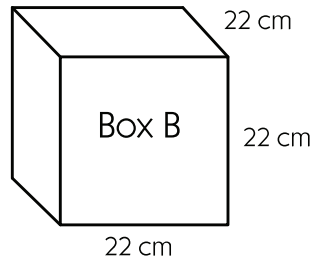
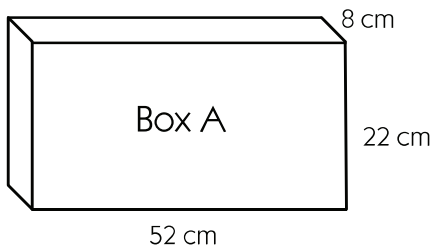
2 Find the volume of this triangular prism.



Learning Activity:
Math (Set 2)



1 Ebony's cousin Jada is away at college this year. Ebony wants to send her a package with some candy in it. She has the three boxes shown below. Which box should she use if she wants to send Jada as much candy as possible?



a What do you need to know about the boxes in order to answer the question above?

b Solve the problem. Show all your work.

2 Ebony wants to wrap the box in paper before she sends it to Jada. What is the surface area of the box you chose above? Show all your work.

Learning Activity: Math (Set 2)



1 Chin is using 36 feet of leftover fencing his neighbor gave him to make a rectangular vegetable patch in his backyard. He wants to use up all the fencing and make the patch have the largest area possible. What should be the dimensions of Chin's vegetable patch?

a Restate the question in your own words:

b Solve the problem. Show all your work.



CHALLENGE

2 Use numbers, words, and/or sketches to describe any patterns you noticed while solving this problem.

Learning Activity: Science

STEM Challenge

Below are four options for your STEM Challenge.

Read the four options, choose the one you would like to work on, and circle it.

You will not be creating the actual object.

Instead, you will be thinking through a potential design and answering some questions.

Problem solving is the most important part of “thinking like a STEM-ist”!

<p>Create a boat that floats using only 2 materials</p> <ol style="list-style-type: none">1. What 2 materials would you use to make this boat?2. What is the size of your boat?3. List 2 objects that would fit in your boat.4. What other materials would you consider using if yours aren't available?	<p>Make something useful with an empty cereal box</p> <ol style="list-style-type: none">1. What is the purpose of your design?2. How does it help someone?3. What materials would you use in addition to the box?4. How would the size of your chosen box limit what you can create?
<p>Design a chair using only paper and tape that will hold a stuffed animal</p> <ol style="list-style-type: none">1. How would you fold your paper to make the chair?2. Where did you use the most tape to support your chair?3. If you could use one more material, what would you choose?4. How would you change your plan if it only needed to hold a feather?	<p>Choose your own adventure: Make a tool that helps</p> <p>_____.</p> <p>(fill in the blank)</p> <ol style="list-style-type: none">1. What does your tool help you do?2. Why create this tool instead of using something that already exists?3. Can you use the tool in more than one way?4. Is this tool child-friendly?

Answer the 4 questions from your chosen STEM challenge on the lines below.

1. _____

2. _____

3. _____

4. _____

Learning Activity: Social Studies

Citizenship

Active citizenship is part of our civic duty. Active citizens participate in public meetings, share their opinions and ideas, and vote.

Read the example school rules below:

- All students must take a 30-minute nap after lunch.
- Be respectful of classmates, teachers, and property.
- Help keep your classroom and school clean.
- No running in the gym or on the playground.
- Respect others and be kind with your words and actions.



Circle one of the rules above that you agree with. Explain why.

Underline one rule that you do not agree with. Explain why.

Imagine these rules were presented at a school meeting, students were able to give their opinions, and then everyone voted. You didn't attend the meeting because you didn't think it was important. Can you be upset with the rules if you didn't participate? Why or why not?

Learning Activity: Second Step

PRINT

Grade 5, Unit 2 Lesson 10: Calming Down

Home Link



Name: _____

You are an emotion doctor. You specialize in calming down strong feelings. Today your patient is an adult family member.

Give your adult the routine calming-down checkup. With your adult, practice each of the Ways to Calm Down on the checklist below.

Patient's name: _____ Reason for visit: Routine calming-down checkup

A situation in which you may need to calm down: _____

When you need to calm down, start with the following (practice each step):

Stop—use your signal. What's your signal? _____

Name your feeling. The situation above makes you feel: _____

Calm down:

Breathe. *Go through the following with the patient to practice deep, centered breathing. Repeat as necessary: Sit down and close your eyes or look at the floor. Put your hand on your stomach—that's just above your belly button. Now focus your attention on your breathing as you take a breath deep into the lower part of your lungs. You should feel your stomach moving as you do this. Now breathe out through your mouth slowly and with control. Make sure you can feel your hand moving out and in as you breathe.*

Count. Count backward from ten.

Use positive self-talk. What is something positive you can say to yourself in the situation above that will help you calm down? _____

The patient has successfully completed the calming-down checkup.

