Hillcrest
Elementary School

Packet for Ms. Rice's Class GROUP 3

Paquete para GRUPO 3 en la clase de Ms. Rice

Peekskill City School District

Our mission is to educate and empower all students to strive for excellence as life-long learners who embrace diversity and are contributing members of a global society.

Randy Lichtenwalner
Principal

Shannon O'Grady
Assistant Principal

Hillcrest Elementary School, 4 Horton Drive, Peekskill, NY 10566
Phone: (914) 739-2284 Fax: (914) 737-9053
Email: rlichtenwalner@peekskillschools.org
Email: sogrady@peekskillschools.org

April 7, 2020

Dear Hillcrest Families,

The Peekskill City School District and Hillcrest Elementary are committed to providing instructional resources to our students for use during school closures. Our teachers have worked to create a packet of instruction that your child can use on a daily basis. We have included reading, writing, math and more.

In addition to books and worksheets, we have provided a list of online resources that we use at school and your child is familiar with and enjoys learning from. Each student has their own login and we have provided directions to our website for online access.

The information contained in this packet will be provided online on our school page as well. Please have your child work for a minimum of one hour a day on the packet. In addition, your child should read for at least 30 minutes, as well as work online if feasible via the websites provided.

If you have any questions, please reach me via email at rlichtenwalner@peekskillschools.org.

We thank you for your partnership during this extraordinary time in our city and country.

Sincerely,

Randy Lichtenwalner
Principal

Peekskill City School District

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07.abril.2020

Estimadas Familias de Hillcrest,

El Distrito Escolar de la Ciudad de Peekskill y la Escuela Elemental Hillcrest se comprometen a proporcionar recursos de instrucción a nuestros estudiantes para usar durante el cierre de la escuela. Nuestros maestros han trabajado para crear un paquete de instrucción que su hijo pueda usar a diario. Hemos incluido lectura, escritura, matemáticas, y mas.

Además de libros y hojas de trabajo, hemos proporcionado una lista de recursos en línea que usamos en la escuela y si hijo está familiarizado y le gusta usar a aprender. Cada estudiante tiene su nombre de usuario y hemos proporcionado instrucciones en la página electrónica de nuestra escuela para acceder en la computadora.

La información contenida en este paquete también se proporcionará en el internet en las páginas de nuestra escuela. Haga que su hijo trabaje durante un mínimo de una hora al día en el paquete. Además, su hijo debe leer durante al menos 30 minutos, así como trabajar en línea si es posible a través de los sitios web proporcionados.

Si tiene alguna pregunta, comuníquese conmigo por correo electrónico a rlichtenwalner@peekskillschools.org.

Le agradecemos su colaboración durante este tiempo extraordinario en nuestra ciudad y país.

Sinceramente,

Randy Lichtenwalner
Director

Hillcrest
Elementary School

Activity Packet for Continued Learning

Spring 2020

Dear Parents Guardians and Families,

In order to continue learning at home, I have found some resources that your child can work on at home. The packet you are receiving has been differentiated based on your child's needs. The packets are called "Independent Study Packet". The packets include reading, math, writing, and other fun activities that they can do. Some of the fun activities require materials you may not have at home; these activities are optional. You have been provided with three weeks of activities. Work on one packet a week.

When you receive the packet , look at the second page that says "Activity Menu". This is just a suggestion for what you child can do daily.

In addition to worksheets, please continue to work on online resources such as www.Raz-kids.com, www.Splashlearn.com, and www.epic.com, to name a few. A list of online resources is also provided on the school's website. Additionally, your child can log into Google Classroom where I will be adding additional materials such as educational videos.

If you have any questions, please reach be via email at rrice@peekskillschools.org.

Thank you so much for your partnership during this time. Stay well.

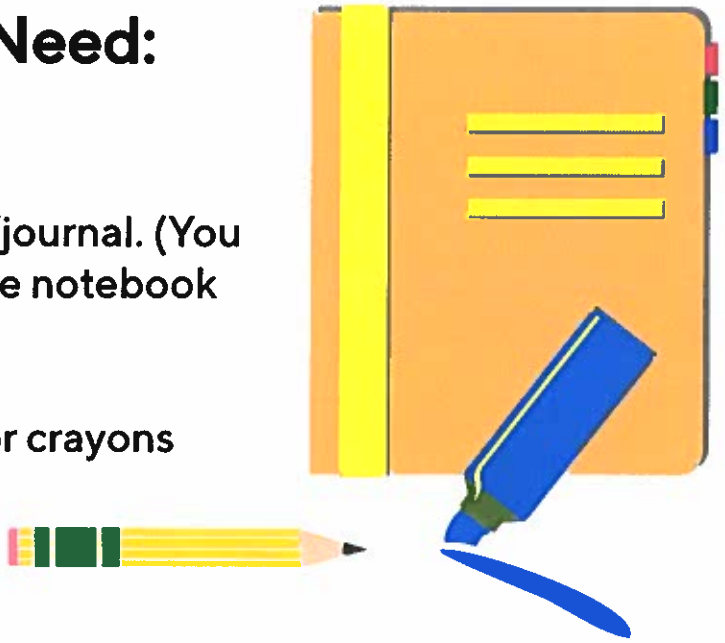
Sincerely,

Rachele Rice

Ms. Rachele Rice

Helpful Hints for Students and Families

Materials You Will Need:



- Pencils
- Extra paper or a notebook/journal. (You may put everything into one notebook if you like.)
- Colored pencils, markers, or crayons for some of the activities

Directions & Tips

- There is a schedule for each day. You may complete the activities in any order. Social studies and science activities may take you more than one day to complete.
- Make sure to plan your time so that you don't let things pile up at the end.
- Read the directions carefully before completing each activity.
- Check off each of the activities when you finish them on the menu.
- Make sure an adult signs the activity menu before you bring it back to school.

Activity Menu

	Day 1	Day 2	Day 3	Day 4	Day 5
Reading 	Read for 20 minutes and answer 3 of the questions on the sheet on another piece of paper or in a journal. **Challenge:** Try not to repeat a question! **Independent Reading Questions**				
	Game Show Story: Understanding the Character	**Game Show Story:** Order of Events	**Game Show Story:** Remember Details	**Pair the Cause and Effect** and **Reading for Comprehension:** Cause and Effect	**Comparing Two Stories**
Writing 	**Personal Narrative Writing (Part I - Now, What Seems to Be the Problem?)**	**Personal Narrative Writing (Part II - Time to Write)**	**Game Show Story:** Make a Prediction	**Creative Writing:** Any Pet in the World	**Make Up Your Own Scary Story**
Grammar Practice 	**Say What?**	**Punctuation: Commas**	**Plural Nouns**	**Suject-Verb Agreement**	**Context Clues: Finding Word Meanings**
Math 	**Word Problems Learning Check**	**Hundreds Board Challenge 3**	**Two-Step Addition** and **Subtraction Word Problems Check-In (#1-5)**	**Two-Step Addition** and **Subtraction Word Problems Check-In (#6-10)**	**Missing Digits: Addition** and **Subtraction and Math Puzzle Boxes**
Social Studies 	**Find Your Way Around a Map and Map It! Scale Skills**				
Science 	**Nonfiction Text Features: Wild, Wild Weather and Concept Web**				

Parent/Guardian Signature: _____

Day 1

Reading	**Game Show Story: Understanding the Character**
Writing	**Personal Narrative Writing (Part I - Now, What Seems to Be the Problem?)**
Grammar Practice	**Say What?**
Math	**Word Problems Learning Check**

Name: _____ Date: _____

Reading Comprehension: Game Show Story

Understanding the Character

Great readers can focus on the story elements in a text to have a deeper understanding of the story. The characters, setting, problem, and solution, are story **elements**. They make the story interesting!

Characters: The people or creatures in a story, movie, or play.

Setting: The time and place in which something happens.

Problem: A question or situation that is difficult to deal with.

Solution: The way to solve a problem.

Directions: *Read the story. Then, answer questions about the characters in the story.*

Today was the day, and I couldn't ignore the butterflies in my stomach. I had waited and studied for this day for months, after all, and I felt on edge. I was on my way to the most-watched game show on television: "Will You Win?" It's a staple at our house. We watch it every day right after I get off the bus.

On the show, the host asks questions about random facts. The contestants need to answer before the other person to win a point. If they answer incorrectly, the contestant needs to dance or act out a famous scene from a movie of their choice. Then, the audience votes to give the contestant another chance. The boo from the audience is legendary on this show. It is especially entertaining when someone famous is the cause of the booing. It's not a complicated show, but you have to be smart and quick with your answer. I can't believe they finally chose me to be a contestant! I can't believe I have a chance to win the prize money!

As my mother drove me to the airport, I focused on the "Will You Win?" show. Facts raced through my head and I skimmed all the pocket factbooks I'd brought with me. The speed limit decreased and the car slowed as we approached the airport. My mother parked in the long-term parking garage. We headed towards the terminal. My pace slowed. I thought, "Can I do this?"

"Alexis, are you ready?" Mom asked.

The airport loomed before us. This is my chance to win money for our after-school program. This is what I worked so hard for. "I can do this," I told myself. I stood taller and said, "Ready or not, here I come!" Then, I smiled for the first time that day.

Directions: *Answer the questions about using information from the story.*

1. Who is the main character in the story?

_____

2. What is the setting in the story?

_____

3. How does the character feel in the story?

_____

4. How has Alexis prepared for the game show?

_____

5. What do the words "on edge" tell you about Alexis?

_____

Now, What Seems to be the Problem?

Just like fictional stories, personal narratives involve some kind of a problem, or conflict. Personal narratives are filled with feelings and emotions that often change throughout the story.

Problems could relate to:

a disagreement you had with someone
an obstacle you faced
the challenge of learning something new
getting through a tough time in your life
something unexpected happened

Feelings and Emotions:

serious happy scared furious sad annoyed
frustrated thrilled excited hurt unwelcome
anxious determined confused surprised
confident shocked warm safe inspired

Use the space below to brainstorm some ideas from your own life. Try to think of an instance where you experienced each type of problem described above and describe it below. Then write two or three feelings or emotions you felt during each experience. You can use the ideas from the box to help you, or come up with your own.

1. Once, I had a disagreement with _____ about

_____

_____

Feeling _____ Feeling _____ Feeling _____

2. An obstacle I had to overcome was _____

_____

_____

Feeling _____ Feeling _____ Feeling _____

3. Even though it was really challenging, I finally learned how to _____

_____

_____

Feeling _____ Feeling _____ Feeling _____

4. I once had an unexpected _____

_____

_____

Feeling _____ Feeling _____ Feeling _____

5. I went through a tough time in my life when _____

_____

_____

Feeling _____ Feeling _____ Feeling _____

6. Once, I helped my _____ deal with _____

_____

_____

Feeling _____ Feeling _____ Feeling _____

7. I was really surprised when _____

_____

_____

Feeling _____ Feeling _____ Feeling _____

8. I once failed at _____ but then learned _____

_____

_____

Feeling _____ Feeling _____ Feeling _____

9. There was a time when I had to learn _____

_____

_____

Feeling _____ Feeling _____ Feeling _____

Say What?

Write in the missing quotation marks to fix the punctuation in each sentence.

Lily said, Let's go to the park after school.

Do you want ice cream? asked Peter.

I love my new kitten! said Tina. He is so playful.

I have a lot of homework today, said Samantha.

I stayed up late, said Charles, to finish reading my book.

Oh no! The cake is burning! yelled Jill's mom.

Is the school play tomorrow? asked Ellie.

Matt said, The roller coaster was a lot of fun.

Abe asked, What's your brother's name?

You should wear a hat. It's cold today, said Andrew's dad.

Name: _____ Date: _____

Word Problems Learning Check

Directions: Solve the problems below. Be sure to show your work!

1. A group of friends had money to spend at the store on summer toys. They bought bags of water balloons and bubbles. Each bag of water balloons cost $2.00 and each bottle of bubbles cost $1.00. They purchased 3 bags of water balloons and 5 bottles of bubbles. How much money did they spend?

2. To prepare for swim team tryouts, Leann swam in the pool. On Monday, she swam for 24 minutes. On Tuesday, she swam for 18 minutes. On Wednesday, Thursday, and Friday, she swam for 30 minutes each day. How many minutes did Leann swim this week?

3. There were 34 people at the barbecue. 19 people are adults, and they ate hamburgers. The rest of the people are kids. If each kid ate 2 hot dogs, how many hot dogs were eaten?

4. On a beautiful day, there are 65 cars in the beach parking lot. 26 more cars parked in the parking lot before noon, but 17 cars left. How many cars are in the beach parking lot?

5. Gracie and Eleanor played in the ocean. Their mom said they could play in the water for 45 minutes. First, they jumped into the waves for 13 minutes. Then, they floated on their backs for 7 minutes. How many more minutes can they play in the ocean?

Name: _____ Date: _____

Word Problems Learning Check

Directions: Solve the problems below. Be sure to show your work!

6. There are six crackers in each package. If the family brought seven packages on the road trip and had 4 crackers leftover, how many crackers did they eat?

7. Sasha made cups of lemonade to sell at her stand. She sold 9 cups of lemonade in the first hour. For each hour after that, she sold five cups. She was outside for a total of 4 hours. How many cups of lemonade did she sell?

8. The friends went strawberry picking for the birthday party. Erica picked 56 strawberries. Casey picked 47 strawberries. Katie picked 61 strawberries. Together, they ate 14 strawberries. How many strawberries did they pick all together?

9. Alyssa made 6 trays of popsicles. Each tray makes 8 popsicles. She gave 5 friends a popsicle. How many popsicles does she have left over?

10. Summer camp has 80 kids in the program. They have 15 preschoolers and 40 elementary school kids. How many middle school kids are in the program?

Day 2

Reading	**Game Show Story: Order of Events**
Writing	**Personal Narrative Writing (Part II - Time to Write)**
Grammar Practice	**Punctuation: Commas**
Math	**Hundreds Board Challenge 3**

Name: _____ Date: _____

Reading Comprehension: Game Show Story

Order of Events

The **sequence of events**, or the order of the story, is the order in which events happen in the story. One event typically leads to another. Paying attention to the sequence of events in the story can help readers understand challenges and victories characters encounter in a story.

Directions: *Read the story. Then answer the questions.*

The hot air whipped in my face as I got out of the taxi in front of Studio B. The sun was shining and I regretted wearing the sweater I had packed. The flight across the country to Los Angeles had been long and nerve-wracking, and I could not study a minute longer about American presidents or the names of states. The game show, "Will You Win?", was in 2 hours, and I felt ready. At least, I hoped I was ready.

"Alexis, don't forget your pocket factbook. Did you finish studying the water cycle on the plane?" Mom asked.

I groaned. "No, I forgot that one on the bus yesterday. But, I feel ready. I can do this!" I tried to talk myself into it. The funding for our after-school program hung in the balance. "I'll read a bit more when I get to the green room," I assured her.

We walked into Studio B. I'd never been to a studio before and couldn't help staring at everything in the room. I didn't even notice my pocket factbook fall to the ground until a friendly face stood in front of me, holding it out to me.

"Hi! I'm Angie. Are you here for the game show?" she asked

"Uh, yeah. Yes." I stammered.

"Great! Come check out their library of facts! I'm sure the books will prepare us even more for the contest," she said as she pivoted quickly on her heels and walked down the hall.

I nodded at her gratefully. "Do you think they have any information on the water cycle?" I asked as I hurried behind her.

1. How did Alexis get to Los Angeles?

_____

2. Where did the taxi take Alexis and his mother?

_____

3. How much longer until the game show starts?

_____

4. Put these events in the order they occurred in the story. Number the events 1-8.

_____ Alexis met Angie.

_____ Mom asked Alexis if he'd studied on the plane.

_____ Alexis walked towards the library.

_____ Alexis and his mother arrived in Los Angeles.

_____ The heat made Alexis regret wearing his sweater.

_____ Alexis groaned.

_____ The pocket factbook falls to the floor.

_____ The taxi pulled in front of Studio B.

TIME TO WRITE

Using the Story Map from the previous page, write your personal narrative from beginning to end. Begin your story in the moment that the experience began in your life, imagining you are looking at the experience through a microscope and describing every detail as it happened. Describe the problem, action, and the feelings you had from moment to moment, so your readers can create a movie of your experience in their minds as they read your narrative. Describe what you were thinking about during the experience and how the experience ended.

Title: _____

Punctuation: Commas

Insert commas in the sentences below.
Remember that commas are needed when:

1) Listing a series: I ate a hot dog, ice cream, a burger and soda.
2) Before conjunctions: I slept all summer, but still felt accomplished.
3) Before parentheses: "I don't want summer to end," Kyle sighed.
4) After introductory elements: As a child, my favorite part of summer was not having to go to school.

1. This summer I am going to read play with friends and go to the beach.

2. Watermelon a refreshing fruit is nice to eat on a hot day.

3. My ice cream which is chocolate flavored is melting fast.

4. I will miss my friends but I will enjoy the break from school.

5. The baseball game which started at 5 was the perfect way to spend a summer evening.

6. While we were at the market mom and dad bought food for the July 4th barbeque.

7. "I would like to invite you to my pool party" my friend Veronica said.

8. My brother grandma and aunt bought root beer floats.

9. Although I don't want to get sunburnt I like laying out on the grass.

10. Since we are expecting crowds at the boardwalk we plan to arrive early.

11. Sunny Stroll the local pier is always a fun place to go during summer evenings.

12. I bought new shorts sunglasses swimsuits and tank tops for the summer weather.

13. Our summer reading list includes Maniac Magee A Wrinkle in Time and Tuck Everlasting.

14. I will be sad when summer ends but I look forward to the new school year.

Name _____ Date _____

Hundreds Board Challenge 3

Directions: Read each clue. Solve for the clue and shade in the answer(s) on the hundreds board.

1. Shade all single-digit numbers.
2. Shade all multiples of 10.
3. Shade all numbers with a 1 in the ones place.
4. Shade the number with the value of 5 nickels and 3 pennies.
5. Shade the number that is 11 + 11 + 11.
6. Shade the number that is one cent less than a quarter.
7. Shade the number that is 10 x 3 + 4.
8. Shade the number that is 9 x 3.
9. Shade the number that is 3 less than 40.
10. Shade the number that is 40 less than 68.
11. Shade the value of 3 dimes, 1 nickel and 3 pennies.
12. Shade the value of 2 quarters and 3 pennies.
13. Shade the number that is 3 less than 61.
14. Shade the number that is 3 more than the number of minutes in an hour.
15. Shade the even number between 66 and 69.
16. Shade the even numbers between 73 and 79.
17. Shade the odd numbers between 72 and 78.
18. Shade the numbers between 91 and 100.

Name _____ Date _____

Hundreds Board Challenge 3

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

Day 3

Reading	**Game Show Story: Remember Details**
Writing	**Game Show Story: Make a Prediction**
Grammar Practice	**Plural Nouns**
Math	**Two-Step Addition and Subtraction Word Problems Check-In (#1-5)**

Name: _____ Date: _____

Reading Comprehension: Game Show Story

Remember Details

Directions: *Read the story. Then answer the questions.*

Alexis and Angie stood with all the other contestants of the "Who Will Win?" game show. They thought about what was at stake. They thought about the prize money and about all the people that would be watching them on the television. There was excitement in the air, but a nervous energy as well. They still had to deal with the pesky dance or acting challenge if they answered a question incorrectly.

In the "Who Will Win?" game show, the host asks questions about random facts. The contestants need to answer before the other person to win a point. If they answer incorrectly, the contestant needs to dance or act out a famous scene from a movie of their choice. Then, the audience votes to give the contestant another chance. All the contestants dread hearing a boo from the audience.

The first round began and Angie faced off with another contestant, Harvey. The crowd cheered as Angie answered question after question correctly. Harvey didn't even get a chance to answer any questions before Angie got 3 correct answers and eliminated him. He practically ran off the set with a relieved look on his face.

Alexis anxiously stepped up to the contestant table during the third round. Angie had dominated the competition in round one and two. Now it was his turn to face off with her. Everyone in the room could see his smile when the host announced the last category would be about the water cycle. Alexis grabbed the buzzer. He was ready to answer the first question.

1. Who won the first round of the competition?

_____

2. What was the topic of the third round?

_____

3. In what round did the contestants answer all the questions correctly?

_____

4. What do contestants need to do when they answer a question incorrectly?

_____

5. How many total rounds did they have to play?

_____

6. How did Harvey feel when he was eliminated?

_____

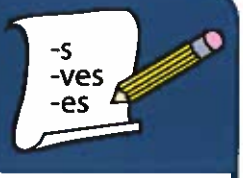
Name: _____ Date: _____

Reading Comprehension: Game Show Story

Make a Prediction

Directions: *Think about each character in the story of the "Will You Win?" game show. Who do you think will win? How did the contestants' family feel while watching them compete in the show? How do the contestants feel at the end of the competition? Write your answers below.*

Plural Nouns



Noun ending in:	Make plural by:
ch, sh, ss, x, zz	adding *-es*
y	dropping the *y* and adding *-ies*
f or *fe*	dropping the *f* and adding *-ves*

Using the rules in the chart, write the plural form of each noun.

1. sky _____
2. fly _____
3. party _____
4. roof _____
5. wife _____
6. wolf _____
7. class _____
8. canary _____
9. spy _____
10. loss _____
11. berry _____
12. story _____
13. lunch _____
14. fish _____
15. beach _____
16. box _____
17. bush _____
18. buzz _____
19. fox _____
20. library _____
21. pony _____
22. mess _____
23. shelf _____
24. calf _____
25. half _____
26. life _____
27. loaf _____
28. knife _____

Name:_____ Date:_____

TWO-STEP ADDITION & SUBTRACTION WORD PROBLEMS CHECK-IN

Directions: Solve the problems below. Be sure to show your work!

1. This morning, there were 26 fish in an aquarium and 32 fish in the other aquarium. At noon, 11 fish were sold. How many fish are left in the aquariums?

2. There are 52 cars in the movie theater parking lot. 12 more cars parked in the parking lot before the movie started, but 3 cars left. How many cars are in the parking lot?

3. There are 44 people on the train. At the first stop, 16 more people got on the train. 9 people got off the train. How many people are on the train?

4. There were 18 volleyballs in the bag. There were 13 volleyballs in the basket. 10 balls were used for practice. How many volleyballs were not used?

5. My mom baked 36 cookies for the bake sale. I baked 24 cookies. My brother ate 5 cookies. How many cookies are there for the bake sale?

Day 4

Reading	**Pair the Cause and Effect** **Reading for Comprehension: Cause and Effect**
Writing	**Creative Writing: Any Pet in the World**
Grammar Practice	**Subject-Verb Agreement**
Math	**Two-Step Addition and Subtraction Word Problems Check-In (#6-10)**

Name: _____ Date: _____

Pair the Cause and Effect

Cause and effect are connected events. A **cause** is the *first event* and the **effect** is the *second event*, or resulting action, that happens after the cause.	**First:**	**Then:**
	Emilio forgot his house key at school. 	So, he went to his friend's house while he waited for his parents to come home.

Directions: Read the events. Draw a line connecting the cause to the effect. Then, copy them in the correct location on the T-chart.

1. Sasha had to do school work during lunch

2. I wanted to go back home

3. Since I knew my friends were performing their poetry,

4. Because the mail was late

5. The reason I didn't go to practice is

A. Joshua didn't get his birthday card on his birthday.

B. because she didn't bring her homework to school.

C. I went to the auditorium to hear the show.

D. because I needed to finish my homework.

E. since I did not feel welcomed at the party.

Cause	Effect
1.	1.
2.	2.
3.	3.
4.	4.
5.	5.

Name _____ Date _____

Reading for Comprehension: Cause and Effect

A **cause** is something that makes something else happen. It is the reason for the effect.

It answers the question, "Why did this happen?"

→

An **effect** is the result of the cause. It happens because of the cause.

It answers the question, "What happened?"

Directions: Read the passage below. Then, answer the questions that follow.

School starts in a week and today is the day we go shopping for school supplies! I told my mom that I didn't need new supplies this year. I loved my backpack from last year because it had a picture of Topaz, my favorite rock singer. It even had her autograph across the bottom of her picture! I couldn't wait to get it out and check my supplies.

When I pulled out my backpack from the back of my closet, I was horrified at how dirty it was. Somehow, over the summer, I had forgotten that the backpack wasn't in good shape. A strap was broken, the color was faded, and the zipper was stuck. There was a dark spot right on Topaz's chin and you could hardly read her signature any more.

When I looked inside, I found papers that were stuck together from an open glue bottle. I wondered who took the cap off of my glue bottle. There was a library book I borrowed and forgot to return. My markers had escaped from the box and the caps were mysteriously missing. My lucky pencil was too short to write with anymore. How did this happen?

I discovered the dark spot on Topaz's chin was from the cupcake I packed away from the end-of-the-year picnic. The frosting melted all over my notebooks and scissors. I decided it was time to make my list of new school supplies.

1. Why did the main character think she could use her old school supplies?

_____

2. What caused the main character to change her mind about getting new school supplies?

_____

3. What caused the dark spot on the backpack?

_____

4. Why were the papers stuck together in the backpack?

_____

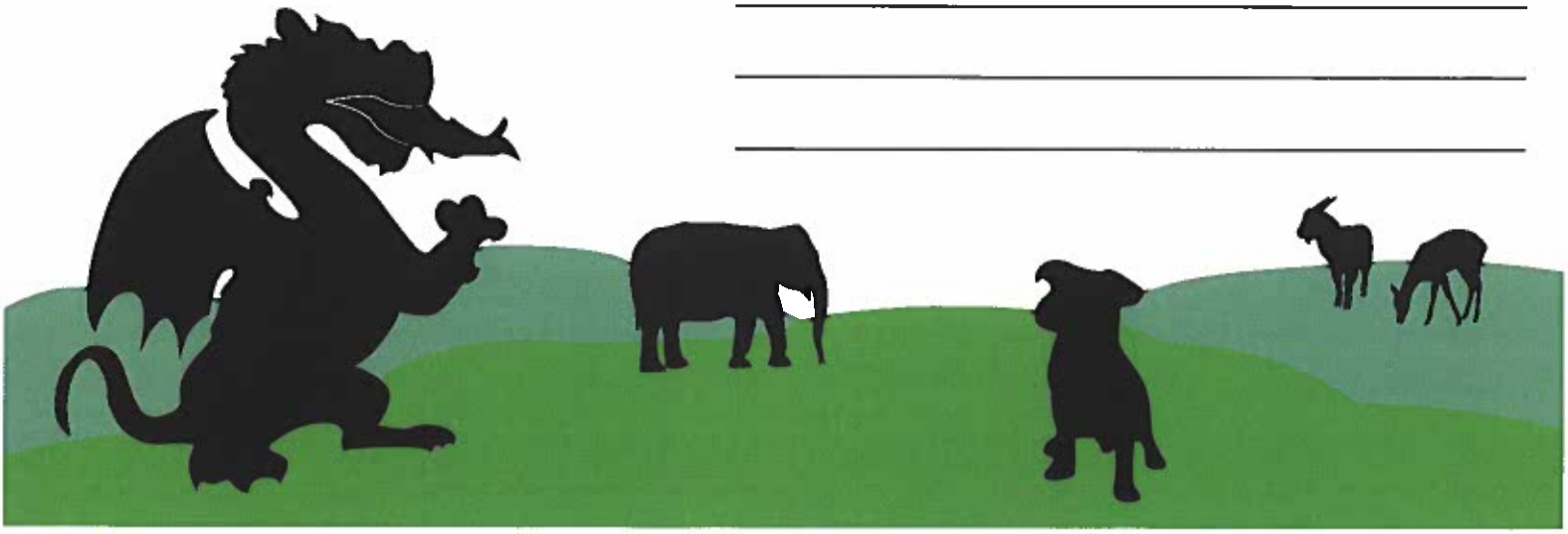
5. Why was there a library book inside the backpack?

_____

CREATIVE WRITING

If you could have ANY pet in the world, even a mythical creature, what would it be? Would it be an animal, a reptile or something else? Draw a picture of your pet and tell a story about it. How you came to own this pet? Describe your pet in detail and tell about the things you do together.

DRAW YOUR PET HERE



Subject / Verb Agreement

With Gabriella Grammar

Hi! I'm Gabriella Grammar. Let's learn about subject and verb agreement together! The subject and verb must agree in number: both must be singular, or both must be plural. For example:

Singular --> The dog chases the cat

Plural --> The dogs chase the cat

Circle the verb that correctly completes each sentence.

1. The four aliens _____ green goo inside their spaceship.
2. My dinosaur _____ onto the trampoline.
3. Those cars _____ a loud sound as they race around the track.
4. One of his sisters _____ the trombone.
5. I _____ milkshakes to cool down on hot summer days.
6. Our hamburgers _____ so delicious!
7. Mrs. Lane, my teacher, _____ us to finish our homework before the big game.

eat eats

leap leaps

make makes

play plays

drink drinks

taste tastes

want wants

Circle the correct verb and complete the sentence.

1. The elephant (bring/brings) _____
2. Sarah (win/wins) _____
3. All the princes and princesses (eat/eats) _____

Name:_____ Date:_____

TWO-STEP ADDITION & SUBTRACTION WORD PROBLEMS CHECK-IN

Directions: Solve the problems below. Be sure to show your work!

6. Jeremiah's class collected 61 cans for the food drive. Jennifer's class collected 73 cans. 14 cans fell off the table and had to be thrown away. How many cans did they have left?

7. McKenzie had 50 dollars. She spent 37 dollars. Then she earned 20 more dollars. How many dollars does she have?

8. There were 27 pieces of candy in the bag. The boy bought 14 more pieces of candy. He ate 12 pieces. How much candy does he have left?

9. Mickey earned 92 points in his game. The second time he played it, he lost 43 points. Then he earned 75 points. How many points does Mickey have?

10. There were 94 people at the football game. 34 more people came to watch the game. 16 people left early. How many people were at the football game?

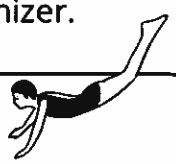
Day 5

Reading	**Comparing Two Stories**
Writing	**Make Up Your Own Scary Story**
Grammar Practice	**Context Clues: Finding Word Meanings**
Math	**Missing Digits: Addition and Subtraction** **Math Puzzle Boxes**

Name:_____ Date:_____

COMPARING TWO STORIES

Directions: Read the two stories below. Then complete the graphic organizer.



Story 1

Pierre changed into his track clothes and laced up his shoes. He left the locker room to meet the rest of the kids outside on the field. It was the first day of track tryouts. The coach walked up and greeted the athletes.

"I see you are all interested in being on Town Creek Middle School's track team," the coach stated. "Let's see if you have what it takes."

The boys began to complete the tryout drills. The coach wanted to see who could run the farthest, who could run the longest, and who could run the fastest. Pierre liked to run and he knew he was talented, but he didn't know how well the other boys ran. Would he be good enough to make the team?

Each time it was Pierre's turn to run, he began shaking and it was hard to breathe. He was so nervous! The coach realized Pierre was panicking and pulled him aside. He put his hand on his shoulder and spoke calmly to Pierre.

"Pierre, I've seen your running skills. You have no reason to be nervous! Take a deep breath and join this group. You've got this! I know you can do it," he said.

Taking a deep breath, Pierre lined up with the other boys. As soon as the whistle blew, he took off running. His arms and legs moved faster than they ever had before. He controlled his breathing and stayed focused on the finish line. Sweat dripped down his forehead as he used every muscle in his body to win the race. Pierre knew he had won first place.

Inside, Pierre was grinning from ear to ear. He had successfully turned his first day jitters into the fuel that helped him win the race and make the team.

Story 2

Francesca was the best swimmer on the team. She swam the fastest. She swam long distances. She was chosen as the captain for this season. All the other girls wanted to be like Francesca.

The biggest race of the season was this Friday. The whole school was excited. The team would race against Leeward Middle, the school's rival team. Every year the schools compete against each other. The winner gets a special trophy.

Francesca was always nervous in the days before the big race. She had a hard time eating. She couldn't sleep. It was hard to focus in class. All she could think about was how she would beat the other team.

On Wednesday, Francesca realized that she really wasn't feeling right. This was more than just being nervous and excited. She visited the school nurse who took her temperature and checked her throat. The nurse called Francesca's mom and sent her home from school early.

Francesca was devastated. She was so upset that she came down with a cold right before her big race. The trophy meant so much for her school. What if she could not compete? Would her team stand a chance?

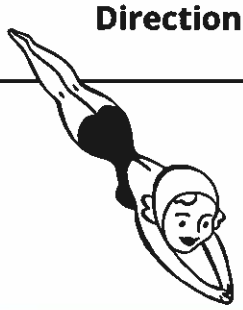
The next morning, Francesca woke up feeling better. Her mom kept her home from school so she could rest more.

On Friday after school, Francesca and her teammates raced at the swim meet. Her team won in every event at the meet. Francesca even set a school record! All of Francesca's rest from being sick had paid off to help her achieve and lead her team to victory.

Name:_____ Date:_____

COMPARING TWO STORIES

Directions: Read the two stories below. Then complete the graphic organizer.



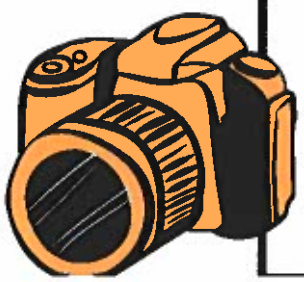
	Story 1	Story 2
Characters		
Setting	Pierre is at track team tryouts at the middle school.	
Problem		
Events		Francesca has to go home sick from school and rest. She sleeps off the sickness.
Solution		
Theme		

CREEPY CREATURE NEWS

MAKE UP YOUR OWN SCARY STORY

Does your city or town have any local legends? Make up a story about a monster, ghost, or alien that might live in your hometown. Make sure to use places you know as the setting!

Draw a picture of your monster here.



Context Clues
Finding Word Meanings

Name: _____ **Date:** _____

Read the sentences below. Read the underlined word in the sentence. Circle the answer choice that has the same meaning as the underlined word.

1. The student replied to the teacher with a witty answer and the class laughed.

A. funny **B.** mean **C.** word

2. I looked at my brother with a glare after he broke my toy.

A. confusing **B.** dirty look **C.** difficult

3. Fireworks on the 4th of July give off a beautiful glimmer in the sky.

A. glow **B.** bright **C.** look

4. When we go camping, my father will ignite the fire so we can roast marshmallows.

A. start **B.** call **C.** see

5. He chose to delete the unhealthy foods from his meal and make better choices.

A. include **B.** make more **C.** remove

6. My grandpa will doze during television shows he watches when he is tired.

A. cheer **B.** nap **C.** discuss

7. The curious puppy emptied the bag while he sniffed around looking for something to chew.

A. problem **B.** interested **C.** happy

8. Each day during the spring there is a slight increase in temperature until summer arrives.

A. small **B.** increase **C.** bright

9. The tower will topple if it has too much weight at the top.

A. pounds **B.** grow **C.** fall over

10. The students who put in the best effort will be included in the celebration.

A. attitude **B.** hard work **C.** completion

Name _____ Date _____

Missing Digits: Addition and Subtraction

Directions: Find the missing digits in the following problems. Place your answers in the boxes provided.

1.
$$\begin{array}{r} 2\square 56 \\ +\ 2\square 1 \\ \hline \square 597 \end{array}$$

2.
$$\begin{array}{r} \square 86 \\ -\ 34\square \\ \hline 3\square 9 \end{array}$$

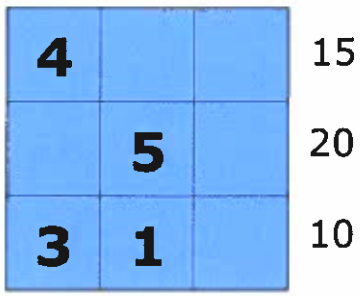
3.
$$\begin{array}{r} 796 \\ +\ 3\square\square \\ \hline 1\square 80 \end{array}$$

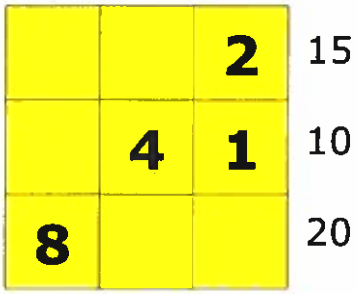
4.
$$\begin{array}{r} 372 \\ -\ 5\square \\ \hline 3\square 6 \end{array}$$

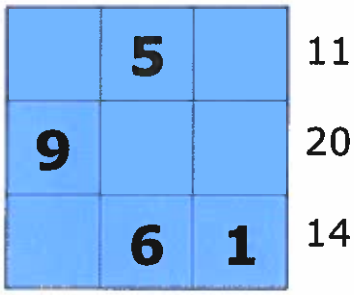
5.
$$\begin{array}{r} 4\square\square \\ +\ 39\square \\ \hline \square 70 \end{array}$$

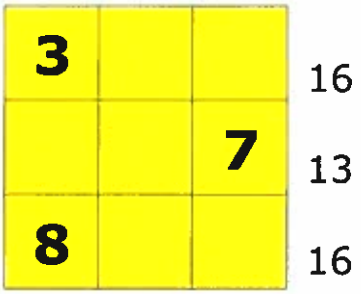
Math Puzzle Boxes

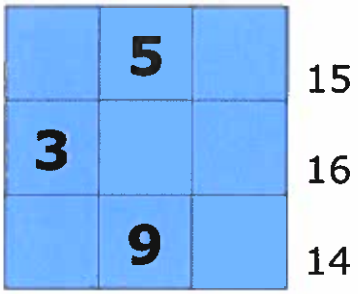
Each puzzle contains the numbers 1-9. Each column and each row add up to the number given outside the boxes. Put the correct number in each box to complete the addition equations without repeating any numbers.

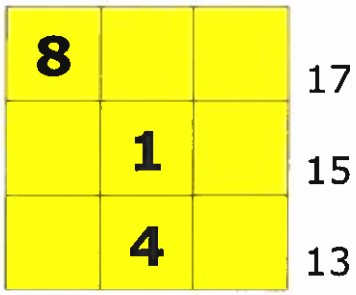


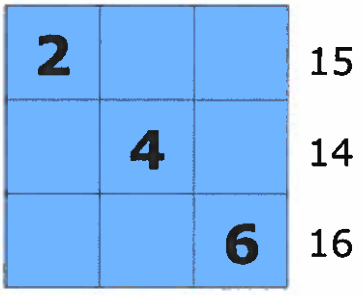


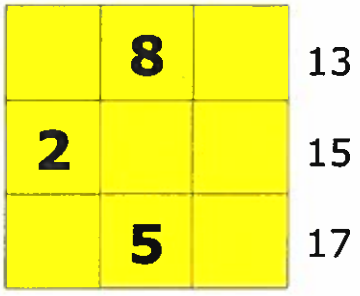


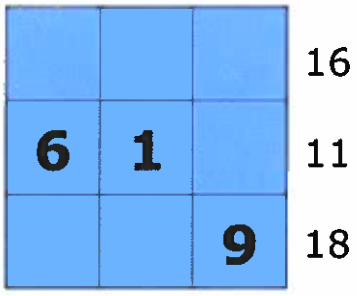








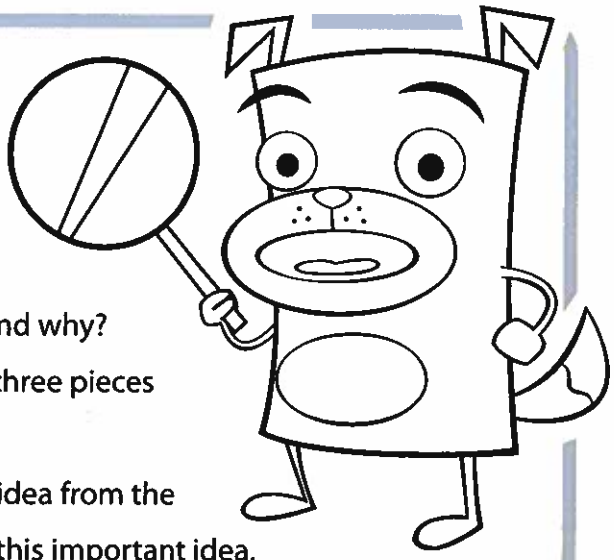




Name _____ Date _____

Text Dependent Questions for Independent Reading

Fiction Texts

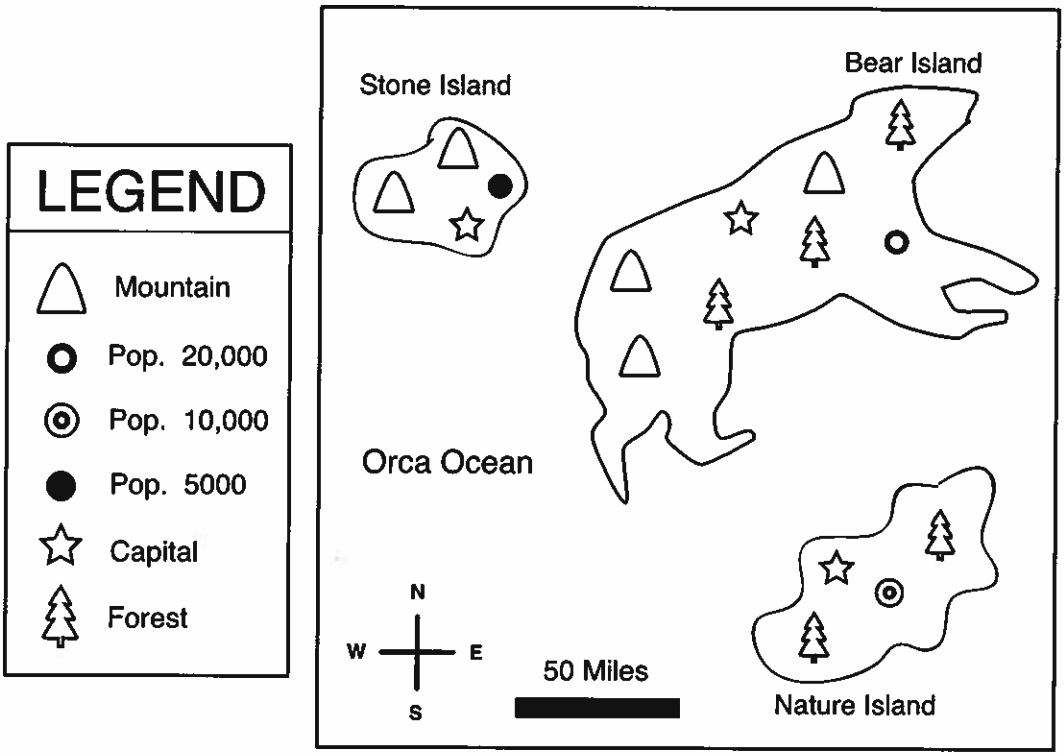


- Choose a sentence that describes a character, setting, or action in an interesting way. Why did the author choose to use those particular words to tell the story? Which words in the sentence are the most important and why?
- What patterns do you notice in the story? Cite at least three pieces of evidence to support this.
- After reading a chapter, tell about the most important idea from the story. Fine one or two sentences in the text that show this important idea.
- How does the author use dialogue to tell the reader what is happening? Give an example from the text.
- If you don't know what is going to happen next, make a prediction. Give at least one piece of evidence from the text about why you predict that.
- What is the **tone** of the book? (Is it serious, funny, magical, sad?) Find at least two phrases or sentences that make the reader feel this way.
- What lesson is the author trying to teach the reader? How do you know? What in the book tells you that?
- What details in the text describe one of the characters for you?
- Is there a point in the story where things make a big change? What is it?

Nonfiction Texts

- How do the **pictures** in your text help you understand what you are reading? Give an example.
- How do the **captions** in your text help you understand what you are reading? Give an example.
- Pick a diagram, chart, or graph in your book. What is it trying to teach you? What conclusions can you draw from it?
- Is there a glossary in the back of the book? What word can you find that you didn't know before? Why is that word important to understanding the book?

Find Your Way Around a Map!



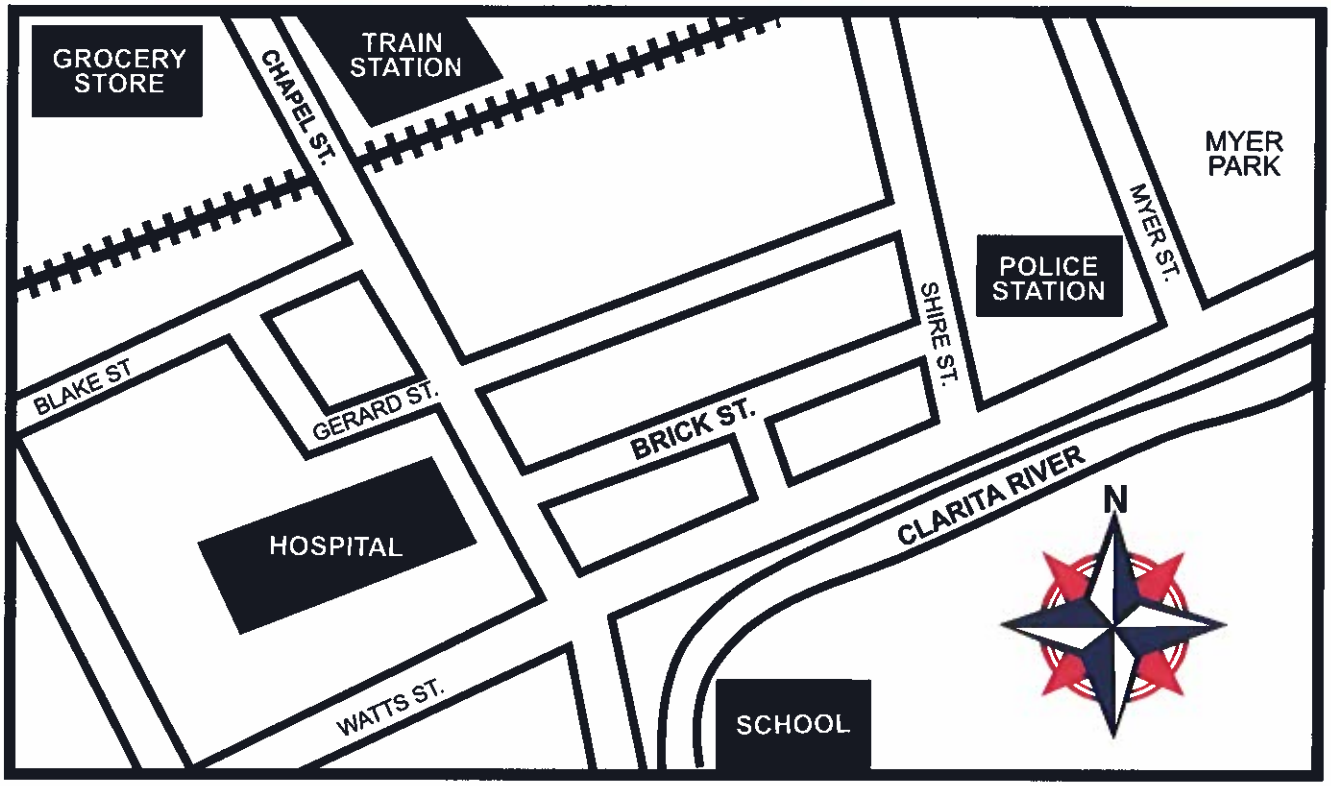
Color it in!

Color the mountains purple.
Color the water blue.
Color the capitals yellow.
Color the forests green.

Use the map and legend to answer the questions below.

1. What is the population of Bear Island?
2. What is the population of Stone Island?
3. Use the compass on the map to find out which direction you would travel to go to Bear Island from Nature Island.
4. Use the distance meter on the map to find out how many miles you have to travel to go from the capital of Bear Island to the capital of Nature Island.
5. How many more mountains are there on Bear Island than Stone Island?
6. Are there more forests on Bear Island or Nature Island?

INTERMEDIATE DIRECTIONS



1. LABEL the compass rose with the cardinal and intermediate directions.

2. Amy is a police officer and goes to the grocery store after work. What direction should she travel in to go to the grocery store?

A. Northwest B. South C. Southwest D. Northeast

3. Cindy goes to the park after school. What direction should she travel in to get to the park?

A. Southeast B. South C. Southwest D. Northeast

4. Charles lives on Brick Street. He needs to head in what direction to go to the grocery store?

A. North B. Northwest C. Northeast D. Northsouth

5. Dave is a train conductor. He wants to meet an old friend at the Clarita River during his break. In what direction should he travel to go to the river?

A. Southwest B. Northeast C. Northwest D. Southeast

6. Rika is a teacher and takes the train home. In what direction should she travel to get to the train station?

A. Northeast B. Southeast C. Southwest D. Northwest

Name: _____ Date: _____

Nonfiction Text Features: Wild, Wild Weather

Text features help a reader navigate the text. They give more information about the text.
Examples: illustrations, photographs, captions, maps, charts, graphs, headings, table of contents, side bar

Directions: Read the passage and answer the questions that follow.

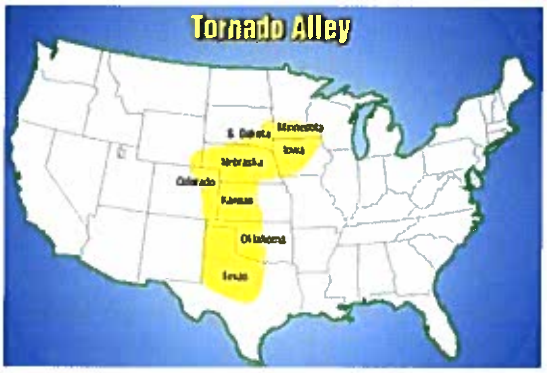
"It's raining! It's pouring! The old man is snoring!" Have you ever heard that song? It is a famous tune about the weather. Weather is something that affects all of us daily. Extreme weather is something that affects most people only a few times in their lives.

Usually a tornado is in the form of a funnel-shape. Sometimes it looks like a rope.

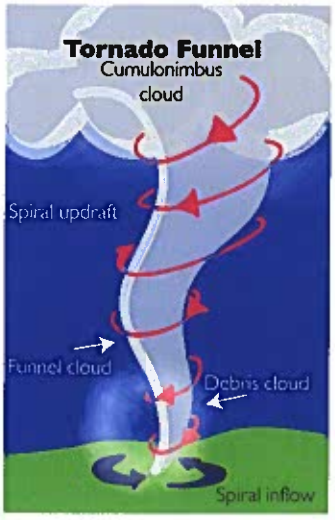
Extreme weather includes flooding rains, tornadoes, blizzards, and hurricanes. People study weather so they can inform us. These are the people who give us the information we need so that we can remain safe in the case of extreme weather.

Tornadoes

A tornado is a storm that can cause destruction in its path. Winds can reach up to 300 mph! Tornadoes form from thunderstorms. They are most common in an area of the United States called Tornado Alley. This area is where many tornadoes form because of the way the air moves.



Cool, dry air from the north and warm, moist air from the south meet. This causes thunderstorms, which can become severe. When the atmosphere is not stable, the winds can increase and produce a tornado.



Waterspouts

A waterspout is a weak tornado. It forms over water. It can happen on the ocean. It can happen on smaller bodies of water, such as lakes.

Waterspouts are most common in the Gulf of Mexico. They have occurred in the tropics as well. Waterspouts can pick up things, such as animals or tree limbs, and drop them in other places. If a waterspout moves onto land, it becomes a tornado and can cause damage.

Wild weather comes in many forms. Tornadoes and waterspouts are directly related and look alike. Both weather events require attention because they can be dangerous to humans and animals. Wild weather is fascinating, and it is completely unpredictable sometimes!

Name: _____ Date: _____

Nonfiction Text Features: Wild, Wild Weather

Text features help a reader navigate the text. They give more information about the text.
Examples: illustrations, photographs, captions, maps, charts, graphs, headings, table of contents, side bar

Directions: Read the passage and answer the questions that follow

1. What information does the map show?

_____

_____

2. What does the diagram show?

_____

_____

3. What information can you gather from the caption under the picture?

_____

_____

4. Complete a T-Chart to record information about the two types of wild weather.

Tornado	Waterspout

5. Why does the author use headings in this nonfiction text?

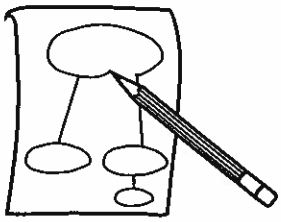
_____

_____

_____

Name: _____ Date: _____

Concept Web



Directions: Place the word or topic in the center oval. Then, write details about the topic in the remaining ovals. Lastly, place headings at the top of each oval to give more information about your details.

Write about it! Describe your concept web. Be sure to write about the central topic and the details about the topic.

Helpful Hints for Students and Families

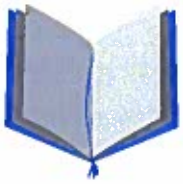
Materials You Will Need:

- Pencils
- Extra paper or a notebook/journal. (You may put everything into one notebook if you like.)
- Colored pencils, markers, or crayons for some of the activities
- Internet access for online research
- You will need different materials for the optional Design Challenge

Directions & Tips

- There is a schedule for each day. You may complete the activities in any order. Social studies and science activities may take you more than one day to complete.
- Make sure to plan your time so that you don't let things pile up at the end.
- Read the directions carefully before completing each activity.
- Check off each of the activities when you finish them on the activity menu.
- Make sure an adult signs the activity menu before you bring it back to school.

Activity Menu

	Day 1	Day 2	Day 3	Day 4	Day 5
Reading 	Read for 20 minutes and answer three of the questions from the reading log on another piece of paper or in a journal. **Challenge:** Try not to repeat a question!				
	Introducing Mae Jemison, the Star	**Who Am I? Women in Space**	Why Does the Earth Spin?	Gemini 4	**Solar System Quiz**
Writing 	**Two Truths and One Lie:** Mae Jemison	**Make a Planet**	**Definition of a Planet**	**Writing Science Fiction**	**If I Had a Million...**
Grammar Practice 	**Its or It's?**	**Great Grammar:** Compound Sentences	**Great Grammar:** Possessive Pronouns	**Possessive Nouns**	**There, Their, or They're**
Math 	**Solar Subscription Subtraction**	**Secret Code Math**	**Collecting Data**	**Follow the Instructions**	**Addition and Subtraction:** Runaway Signs
Social Studies 	**U.S. Maps and States**				
Science 	**The Solar System and Solar Energy**				

Parent/Guardian Signature: _____

Reading Log

1. Read a fiction or nonfiction book on your own or with a grown-up.

2. Put your name and the title of the book at the top of a new page.

3. Choose one of the prompts from the chart and write the letter at the top of the page in the title of the book.

4. Write 3–5 sentences about your book. Remember, not all of the questions make sense for every book!

a. What details in the text describe one of the characters? Draw a sketch of the character.	b. Which words in the book were tricky? What strategy did you use to help you understand them?	c. What lesson is the author trying to teach the reader? How do you know?
d. What is your favorite part of the text? Why?	e. What is the most important part of the story? Why?	f. What did the author want you to learn? How do you know?
g. How does the main character feel in this book? How do they change?	h. What is the most interesting part of the text? Why?	i. What are three facts you learned from reading this book?
j. How do the pictures in the text help you understand what you are reading? Give an example.	k. Where does the story take place (the setting)? How does the author describe it?	l. What information was surprising in the text? Why?
m. What is the character's main problem, and how did they solve it? How would you have solved it?	n. How is this book like another you have read? How is it different?	o. What was a major event in the story? Why was it important to the story?

Day 1

Reading	Mae Jemison is a pioneer; she was the first African American female in outer space! This biography details her early life, education, and experience as an astronaut, as well as her life after NASA.
Writing	Use the worksheet to learn more about Mae Jemison and practice separating between facts and a lie.
Grammar Practice	Learn the difference between "it's" and "its". It's important!
Math	Use your subtraction skill to solve the riddle.

Name _____ Date _____

Introducing Mae Jemison, the Star

"It's part of the imagination. All of science, all of space exploration - everything we do in the world is about imagination and using your creativity to expand beyond your normal boundaries."
- Mae Jemison

Introduction

Have you ever used your imagination to make something happen? Like, fly down the stairs to the dinner table, or wave a magic wand to clean your room? Well, you're not alone in using your imagination. Doctor Mae Jemison imagined herself in space as a child, and she is now famous for making that dream come true.

As an astronaut for NASA, Mae became the first African American female to fly into space. She was a mission specialist on the space shuttle *Endeavour* in 1992. Mae studied how living things act in space. She is also a doctor, researcher, teacher, and a businessperson.

Early Life and Education

Mae was born in Decatur, Alabama on October 17, 1956. She lived there until she was three years old, when her family moved to Chicago, Illinois. Her mother was an elementary school teacher, and her father was a carpenter. She has two older siblings, a sister and a brother.

When Mae was younger, she liked dance and science. She liked astronomy. She loved science so much she would help her brother and sister with their science projects. She also read books at the public library, especially about stars. Mae wanted to go to space. She never had any doubt that she would get there.

Mae won a scholarship to Stanford University in California. She was only 16 years old, but she learned a lot in her studies in science and in the arts. She double majored in chemical engineering and Afro-American studies. While on campus, she planned and performed in dance performances. After graduating from Stanford in 1977, she went to Cornell University Medical College in New York. In 1981, Mae became a doctor.

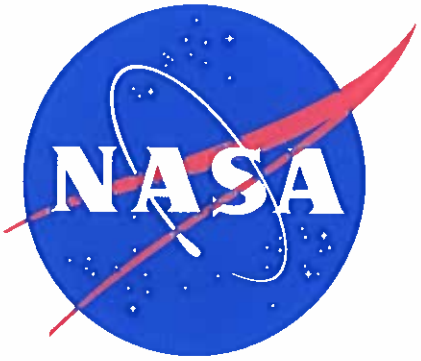
Name _____ Date _____

Introducing Mae Jemison, the Star

During summer breaks from school, Mae went to Cuba and Kenya to learn about medical care in other countries. Mae wanted to use her medical degree to help others. After her experiences abroad, she decided to join the Peace Corps in 1983. She served in the Peace Corps for two and a half years. During her time as a medical officer in the Peace Corps, she was able to use her knowledge of Swahili while working in West Africa. Not only does Mae speak English and Swahili, but she speaks Russian and Japanese as well.

Launching Her Way into the History Books

Over the years, Mae continued to think about her dream to go to space, so she applied to be an astronaut for NASA. Even though Mae's first application was denied because NASA stopped taking on astronauts at the time, she didn't give up! She applied a second time. In 1987, Mae was one of fifteen people chosen to become an astronaut out of 2,000 applicants.



NASA is an acronym for National Aeronautics and Space Administration.

Five years later, Mae worked on the STS-47 mission to study life in space. NASA had a joint mission with Japan for this flight. On the same mission was the first Japanese national to fly in space, Mamoru Mahri. Mae studied in space for eight days. Her experience in space was so important that she wanted to encourage more space travel.

Continuing Her Scientifc Work

After leaving NASA, Mae started her own businesses. One business was a camp called "The Earth We Share." It started through the Dorothy Jemison Foundation for Excellence, named after Mae's mother in honor of her work as an educator. The camp helps kids learn more about science. Kids go to the camp from around the world. At the camp, young scientists get to use their imagination and share their ideas about future missions.

Mae currently lives in Houston, Texas. There she is leading the 100 Year Starship (100YSS) initiative through the United States Defense Advanced Research Projects Agency (DARPA). The goal of this DARPA program is to make sure human space travel to another solar system is possible within the next 100 years. In 2012, Mae's team won a grant to research how to travel to other stars.

Name _____ Date _____

Introducing Mae Jemison, the Star

Combining Arts and Science

All throughout her life, Mae had an artistic side. She is trained as a dancer, choreographer, and actor. Using her training, she has appeared on television over the years. When she was younger, she looked up to Uhura, a female officer in the television show Star Trek. Her real life blurred with her childhood imagination as she guest starred in the television show Star Trek: The Next Generation. Mae jumped at the chance to play Lt. Palmer in one episode. This was another example of her childhood dream coming true. It was also another experience that showed Mae the importance of the arts in expanding her imagination.

In her TED talk in 2002, Mae said, "We need to revitalize the arts and sciences right now in 2002." She says that understanding the arts can help young learners understand science better. Mae ended her TED talk by saying, "I like to think of ideas as potential energy. They're really wonderful, but nothing will happen until we risk putting them into action." She thinks it's time to act; it's time to teach the arts and science together.

There is no doubt that Mae used her imagination and worked hard to go beyond her normal boundaries. She is still trying to go beyond her earthly boundaries. The world, and maybe even a new star, is her oyster.

Directions: Answer the questions using evidence from the text.

1. What are some things Mae Jemison liked to do?

2. Why is Mae Jemison famous?

Name _____ Date _____

Introducing Mae Jemison, the Star

3. What is a challenge Mae Jemison had in her life?

4. What does Mae Jemison mean when she says, "I like to think of ideas as potential energy. They're really wonderful, but nothing will happen until we risk putting them into action." Use information from the text to support your answer.

5. Reread the last section of the biography. Do you think teachers should teach arts and science together? Why or why not? Do outside research to support your answer.

6. In all of the journeys in her life, whether they were on earth or outer space, Mae Jemison used her scientific knowledge to help others. Write about a career you would like to try that can help people, too.

Name _____ Date _____

Two Truths and One Lie: Mae Jemison

Read the three statements about Mae Jemison. Can you figure out which two statements are true and which one is false? Research using books, articles, or websites to confirm your answer. Circle the lie.

1 Doctor Mae Jemison joined the Peace Corps after earning her medical degree from Cornell Medical School.

2 When travelling on the space shuttle *Challenger*, Mae Jemison became the first African American female astronaut to enter space.

3 Jemison grew up in Chicago, and that is where she continued her love of dance and studies in science.

Answer these questions after doing some research.

1. Fix the false statement so that it is now true.

2. Choose a fact about Mae Jemison you think is important.

3. Explain why you chose that fact to share.

4. On a separate sheet of paper, write a paragraph about Mae Jemison using more than two sources for information (like a website and an article).

Its or It's?

Circle the correct word in each sentence.

Its is a **possessive** pronoun.
It's is a **contraction** that means it is.

The tiger licked its it's paw.

I wonder if its it's going to rain tomorrow.

Its It's time to go to school.

My cat and its it's kittens are taking a nap.

Its It's going to be a long walk to the train.

That dress is beautiful! Its It's color is perfect for you.

I'm glad its it's sunny outside today.

Your puppy is so cute, what's its it's name?

Hurry up and catch the train! Its It's coming!

Have you seen my toy? Its It's not in its it's box.

Grade 2

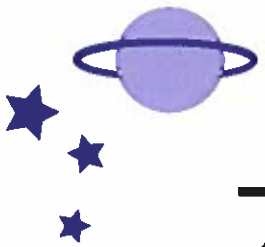
Solar System Subtraction: The 6th Planet

What's the 6th planet from the sun? Find out by finding the difference, then using the letters to spell out the name.

B	G	N	R
94 − 74 =	47 − 21 =	78 − 45 =	98 − 12 =

A	U	K	T
49 − 13 =	92 − 70 =	98 − 21 =	97 − 55 =

S	C
53 − 40 =	77 − 61 =



___	___	___	___	___	___
13	36	42	22	86	33

It has sixty one known moons. It is best known for its rings.

Day 2

Reading	Use your research skills to match each person to the correct description.
Writing	Dream big and design your very own planet.
Grammar Practice	Learn how compound sentences are connected and then practice joining together simple phrases.
Math	Find the sum to break the code.

Name _____ Date _____

Who Am I? Women in Space

Directions: Read each description below. Then, use books and digital research tools to help you match the person to the description. Cut and paste the person's image and name to the correct description. Then, conduct further research using the instructions below.

Research Directions:

- Research one of the women online and/or by finding books at the library.
- Next, create a blog, piece of writing, poster, or artwork to teach others about what you learned.

I was born in Boston and went to Harvard University for college. I am an American engineer and a NASA astronaut. I flew to space onboard three Space Shuttle missions. I'm the second African American female to go into space. I spent 42 days in space, which is the record for the most time any African American astronaut has spent in space.	Who am I?
I was born in California. As a student, I loved math and science. I also loved playing tennis. In 1977, I applied to be an astronaut at NASA and was hired. At first, I worked to support other space shuttle flights. I also helped develop the robotic arm that helps put satellites into space. In 1983, I became the first American woman in space.	Who am I?
I was born in Karnal, Haryana, India. As a kid, I loved to learn about airplanes and flying. I moved to the United States in 1982 after getting my degree in India. I began working at NASA in 1988 as a researcher to learn about takeoff and landing. My first space mission was in 1997, when I was the first Indian woman to fly in space.	Who am I?
I was born in Alabama, but grew up in Chicago. As a child, I loved dancing and science. I joined the Peace Corps after earning a medical degree from Cornell Medical School. I traveled on the space shuttle *Endeavour* as a mission specialist. That is when I became the first African American female astronaut to enter space.	Who am I?

Kalpana Chawla

Mae Jemison

Sally Ride

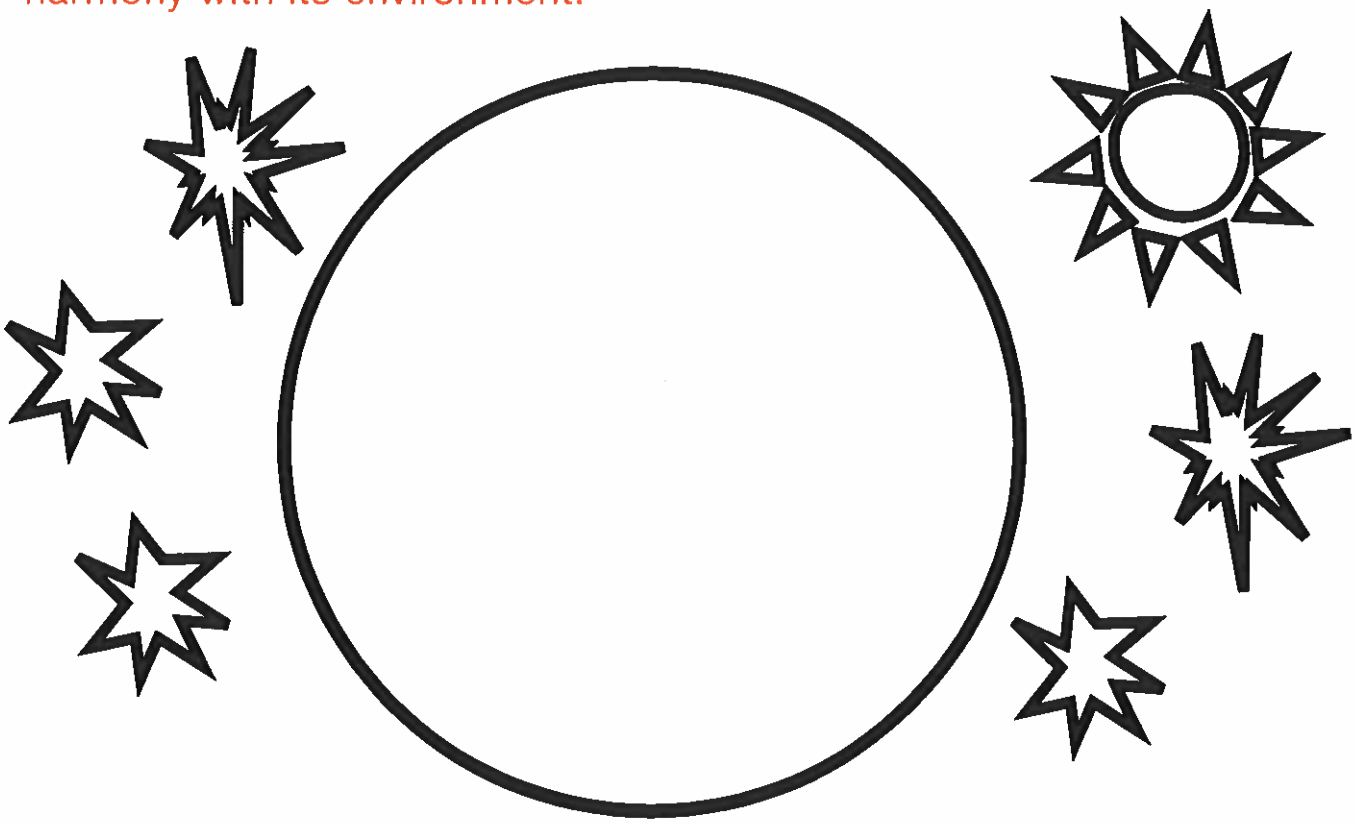
Stephanie Wilson

Name _____ Date _____

MAKE A PLANET

Billions and billions of stars thrive in our universe, and many more planets orbit around those very stars. Astronomers and space enthusiasts hope that one day we will find a planet like Earth and work towards inhabiting it.

Scientists have just discovered a new planet. Draw a picture of it and come up with ways that humans can live on this planet in harmony with its environment.



What is the name of your planet? _____

How will people be able to live there? _____

_____

What steps will you take to protect the planet's environement?

_____

_____

Compound Sentences

A **compound sentence** is made up of two or more complete sentences connected by a conjuction (a joining word) such as **and, but,** or **so.**

Tom walked through the haunted house, but he wasn't scared at all.

Create your own compound sentences on the lines below by combining a sentence from column A with one from column B and connecting them with a conjunction. You can use sentences more than once.

A	B
Jan went to the carnival.	She had a great time.
Jan wanted to ride the roller coaster.	She rode on all the rides.
Jan played arcade games.	She didn't have enough money.
Jan tried to win a stuffed bear.	She didn't stay for long.
Jan started to get hungry.	She stood in a long line.
	It started to rain.
	She won a kewpie doll.
	She bought a hot dog.

example Jan went to the carnival, but she didn't stay for long.

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

SECRET CODE MATH

Hello! I'm Ninja Aki. I've coded these addition problems. Decode the numbers using the chart below and solve, regroup if needed.

0	1	2	3	4	5	6	7	8	9
◎	△	♒	♎	♊	♈	♐	♍	✔	♌

CODE NUMBERS | **REGULAR NUMBERS** | **CODE NUMBERS** | **REGULAR NUMBERS**

♒ ◎ ♍ ♎ + 2 0 7 3
♈ ♊ ♊ ♍ + 5 4 4 7
♍ ♈ ♒ ◎ = 7 5 2 0

△ ♈ ♎ ◎ + ♊ ▲ ♍ ◎ + _____

CODE NUMBERS | **REGULAR NUMBERS** | **CODE NUMBERS** | **REGULAR NUMBERS**

♍ ♊ ♒ △ + △ ♈ ♍ △ + _____

✔ ♎ ♈ ✔ + ♒ ♌ ♐ △ + _____

CODE NUMBERS | **REGULAR NUMBERS** | **CODE NUMBERS** | **REGULAR NUMBERS**

♍ ♌ ♒ ◎ + ♎ ♐ ♊ ✔ + _____

✔ ♎ ♎ ♍ + ♍ ♈ ♊ ◎ + _____

CODE NUMBERS | **REGULAR NUMBERS** | **CODE NUMBERS** | **REGULAR NUMBERS**

♊ ♒ △ ♐ + ♌ ♈ ✔ ♒ + _____

♎ ♈ ♈ ♍ + ✔ ◎ ♌ ♐ + _____

Day 3

Reading	Right now the Earth is spinning, even though we can't feel it. Do you know why?
Writing	Would you rather travel through time or travel through space?
Grammar Practice	Use these possessive pronouns to rewrite sentences, making them shorter and cleaner.
Math	Collect data around the house for this graph.

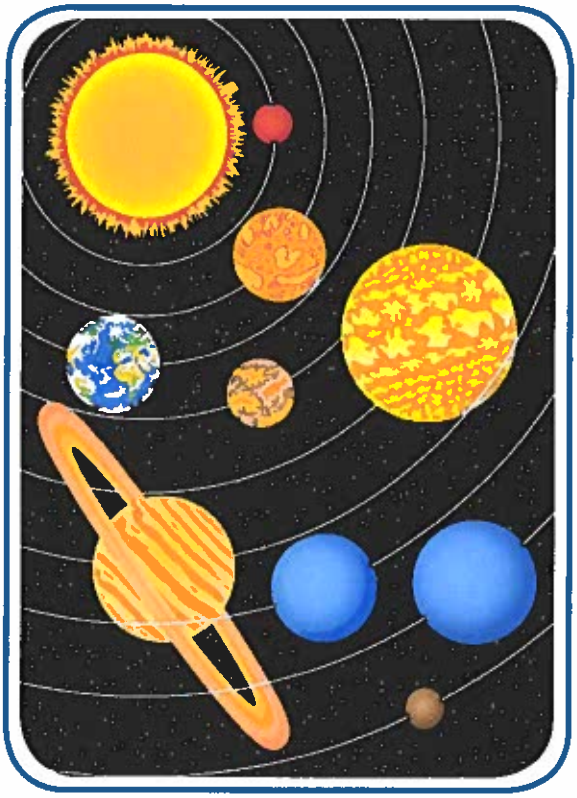
WHY AND HOW

Why does the earth spin?

The Earth spins because there is nothing in its way to stop it!

Long before our planet was a solid sphere, there was just a mass of dust and gas. Earth was formed when all this matter began to spin. That's how most planets and stars are formed!

Thousands of years later, the spinning cloud of dust and gas became our planet, and thanks to our position in the Solar System, neither the sun nor the moon had the power to slow Earth's rotation enough to halt it completely.



QUESTION & ANSWER:

What was Earth before it became a solid sphere?

. . . . . .

. . . . . .

How was Earth formed?

. . . . . .

. . . . . .

Can the sun and the moon stop Earth from spinning?

. . . . . .

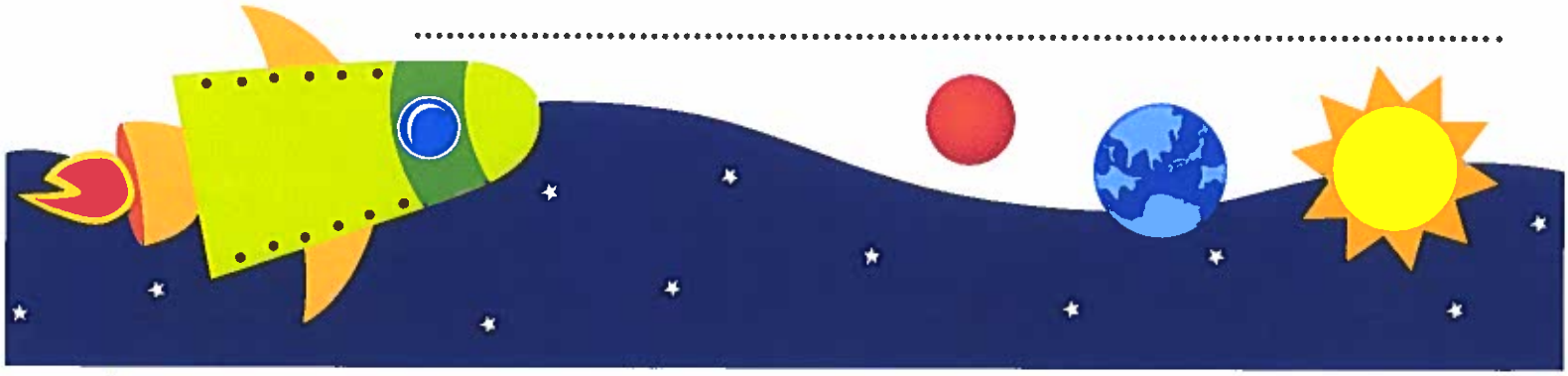
. . . . . .

Imagine the Earth did not spin. How would this affect your life?

★ **Remember that the Earth's rotation is responsible for the sun rising and setting. If the Earth did not spin, parts of our planet would spend half a year in darkness and another half a year in full sunlight.**

CREATIVE WRITING

Would you rather...
Travel through time, or travel through outer space?



Possessive Pronouns

Pronouns take the place of nouns in a sentence. A **possessive pronoun** shows ownership.

Whose face is on the quarter?

Circle the **possessive pronouns**.

my your you its our her him

his your their there whose you

Rewrite each sentence to include a **possessive pronoun** with the noun.

1. I saw the dog that belongs to you. **I saw your dog.**
2. The coat that belongs to me is warm. _____
3. This is the house that belongs to Sue. _____
4. Tim's brother is five years old. _____
5. The horse's leg is sore. _____
6. Dad is driving the car that belong to us. _____

Some **possessive pronouns** can stand alone. These pronouns include **yours, mine, ours, hers, his and theirs**.

Complete each sentence with a possessive pronoun that stands alone.

1. This room belongs to my sisters. This room is **theirs**.
2. Those glasses belongs to you. Those glasses are _____.
3. These books belong to Bruce. These books are _____.
4. Two of these dollars belong to me. Two of these dollars are _____ .

Collecting Data Sets

Collecting data is an important part of math and science. For practice, let's use the home or classroom as an investigative environment. Fill in the chart below by counting up the items that you see in your home or classroom.

desks									
books									
windows									
chairs									
lamps									
pictures on walls									
shelves									
	1	2	3	4	5	6	7	8	9

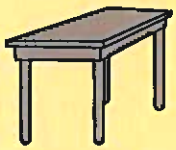
The data collection process is more than just counting. For example, the set of desks in a classroom will likely include a large number of student desks, but it will also include the teacher's desk and maybe other desks or tables.

How do you record the teacher's desk? It's not a "student" desk, but it still belongs in the set of desks. How do you record the difference?

In the set of shelves, other choices will have to be made. What if some of your shelves are attached to the walls, and some are not? They all belong in the set of shelves, but how will you record the difference?

Collecting Data Sets

Think of different ways to organize each set into categories. Some sets may have only two categories, but others may have a lot. Record the number of items in each category using tally marks.

Day 4

Reading	Gemini 4 set the scene for later space triumphs for the United States.
Writing	Learn about what makes a planet, a planet.
Grammar Practice	Learn all about apostrophes in possessives.
Math	Follow the directions to add, subtract or multiply.

U.S. SPACE MISSIONS

GEMINI 4

Part of Project Gemini, Gemini 4 launched on June 3, 1965. Project Gemini was part of the U.S. space program to explore space. The project followed Project Mercury, which introduced manned space flight. The Gemini missions were important, as they had two astronauts on board each flight.

Astronauts Edward White and James McDivitt

The astronauts on Gemini 4 were Edward White and James McDivitt. The Gemini 4 mission performed many things for the first time:

Launch of Gemini 4

- The first flight to go over one day. It was important for scientists to know if humans could stay in space long enough to travel to the moon.
- The first flight to be managed from the new Mission Control Center in Houston, Texas.
- The first flight to try and meet up with another spacecraft. While this was not successful, it gave scientists valuable information.
- Most importantly, Gemini 4 was the first flight where an astronaut would leave the capsule and go into space. Called a space walk, this was a dangerous, but important, objective of the mission. On June 3, for 20 minutes, Edward White left the capsule and floated in space. He was attached to the capsule by a cord. White took photographs of Earth during his space walk.

Gemini 4 splashed down safely on June 7, 1965 after four days in space. It had orbited the earth 66 times.

Q&A

How many astronauts were on board Gemini 4?

_____

What is it called when an astronaut leaves the command module and floats in space??

_____

What year was Gemini 4 launched?

_____

How many days was the Gemini 4 in space?

_____

Astronaut Edward White during his space walk.

Name Date

WHAT IS A PLANET?

There wasn't a definition written for planet until 2006! According to the official definition, a planet is a celestial body moving in an orbit around a star that has no other bodies of similar size near it. When telescopes were invented and people began to look at the sky, they noticed some things they could see in the sky looked like stars, but acted differently. They appeared to be in different places at different times of the year. We later came to realize that these were the planets in our solar system.

We currently have eight planets and five dwarf planets in our solar system. A dwarf planet is an object that orbits around a star but is not powerful enough to have moved other objects away from it. Before 2006, there was another planet called Pluto. When scientists wrote out the definition of a planet, they realized Pluto did not fit. Pluto was renamed a dwarf planet in 2006.

Look at the astronomy words below. Use books or the internet to write a definition for each word.

star

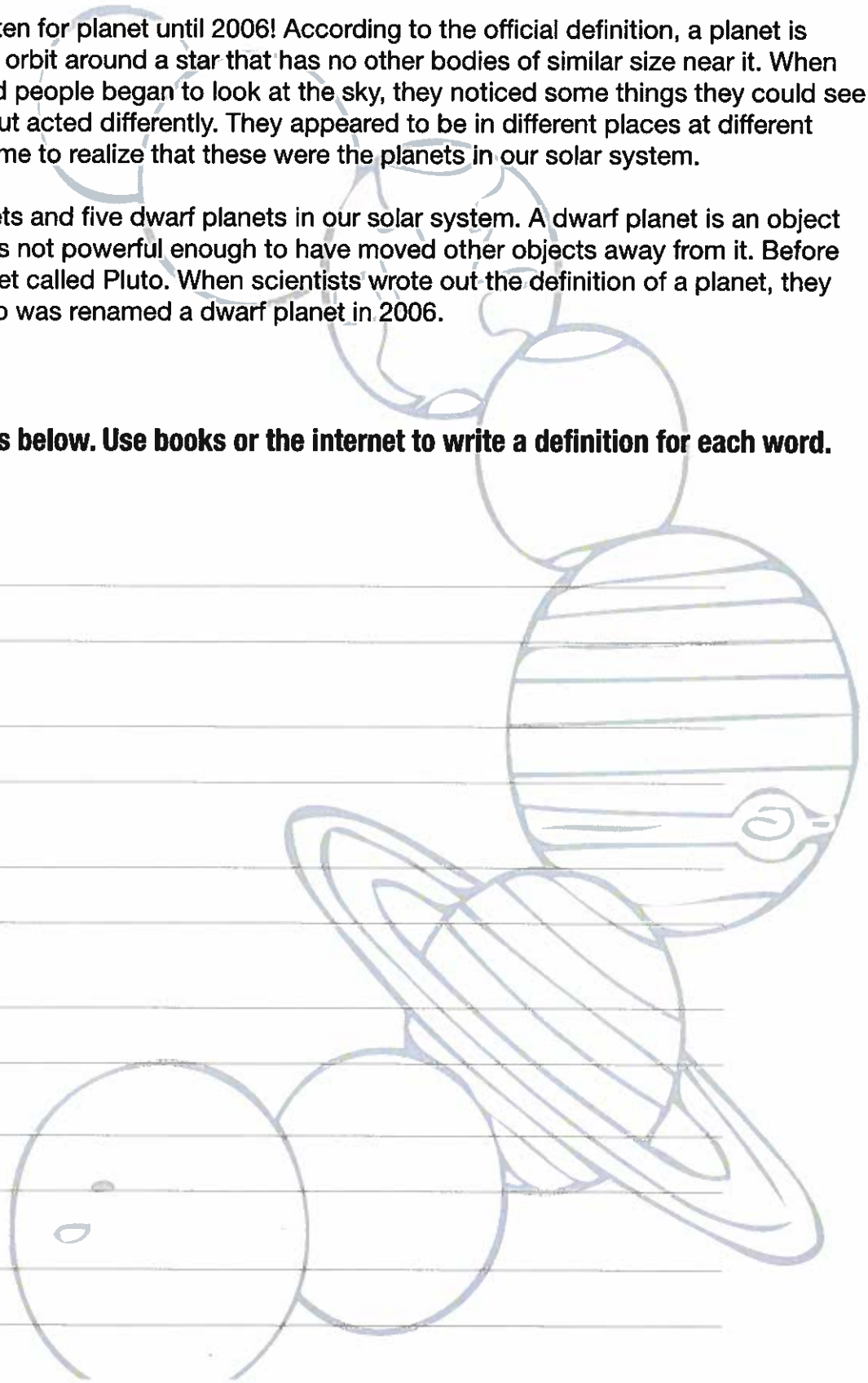
orbit

mass

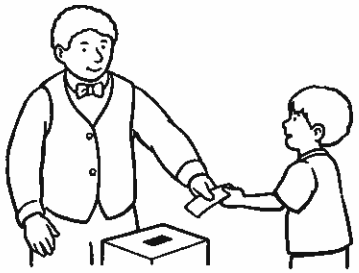
satellite

moon

dwarf planet



Singular Possessive Nouns



A possessive noun shows ownership. Most singular possessive nouns are made by adding 's to them.

Rewrite each sentence to include a singular possessive noun.

1. She dropped the toy of the baby. She dropped the baby's toy.
2. He painted the house of my dog. _____
3. I wore the cap of my friend. _____
4. The class of Mr. Gee is in the hall. _____
5. The singing of Mom woke me up. _____
6. I washed the windows of the car. _____

Complete each sentence by adding a **singular possessive noun**
Add articles as needed.

1. Mrs. Brooks shook the president's hand.
2. I went with _____ sister to the zoo.
3. She threw _____ ball over the fence.
4. He searched through _____ rooms for the book.
5. Carlos rode _____ bicycle around the block.

How well can you follow directions?

Start with the string of numbers labeled "A". Follow the first set of directions and put the answer in the first box provided. Then cross out the numbers in string "A" that are used in the first set of directions. Write the unused numbers in string "A", in the same order, in the boxes provided. Continue with the next string of numbers (B, C, D, etc.) and set of directions (2, 3, 4, etc.).

A | 9 | ~~4~~ | 2 | 9 | ~~8~~ | 5 | 4 | 1 | 0 | 3 | 6 |

EX. 1. Add the second number and fifth number. (4 + 8)

B | 12 | 9 | 2 | 9 | 5 | 4 | 1 | 0 | 3 | 6 |

2. Multiply the third number and sixth number.

C | | | | | | | | | |

3. Multiply the fourth number and eighth number.

D | | | | | | | | |

4. Add the last three numbers.

E | | | | | | |

5. Subtract the fourth number from the second number.

F | | | | | |

6. Subtract the third number from the first number.

G | | | | |

7. Add the first number, second number and fourth number.

H | | |

8. Subtract the last number from the first number.

answer

| |

Day 5

Reading	Do some online research to answer this Solar System Quiz!
Writing	Imagine what you would like a million of, write about what you would do with it.
Grammar Practice	Learn about the difference between these homophones and fill in the sentences correctly.
Math	Plus and minus have run away! Fix the equations so that they are complete.

Solar System Quiz

Draw a line from the fact to the object in the solar system.

1. The brightest object in the sky.

2. The biggest planet in the solar system.

3. The coldest planet in the solar system.

4. The planet with the most life forms.

5. The planet nearest the sun.

6. Hottest planet in the solar system.

7. The planet with the nickname "The Red Planet."

8. Planet farthest from the sun.

9. This planet is so light, it could float in water.

Jupiter

Uranus

Venus

Mercury

Sun

Earth

Neptune

Mars

Saturn

ANSWERS: 1. Sun 2. Jupiter 3. Uranus 4. Earth 5. Mercury 6. Venus 7. Mars 8. Neptune 9. Saturn

Name _____ Date _____

Fill-in-the-Blank

If I Had a Million...

What would you like one million of? Fill in the blanks below to show what you would do with it!

Example: If I had a million cats I would teach them how to fetch and dance. And then, I would open a cat circus, the first in the world, for all my friends to see. I would give Sasha 15 cats, and she would open a cat cafe so people who didn't have cats could come and play.

If I had a million _____ (plural noun) I would _____

_____

_____

_____

And then, I would _____

_____

_____

_____

I would give _____ (name of person) _____ (a number) _____ (same plural noun as previous)

and they would _____

_____

_____

_____

There, Their, or They're?

Complete each sentence with there, their, or they're.

The words there, their, and they're are often confused.

There is used to refer to a place. Example: Fred is over there.
Their means belonging to them. Example: This is their cat.
They're is a contraction meaning they are. Example: I hope they're coming.

They went to visit _____ aunt.

Please put your coats _____ .

Kim likes eggs only when _____ hard-boiled.

_____ house is almost one hundred years old!

Have you been _____ yet?

_____ looking for _____ lost cat.

Tomorrow, _____ throwing a graduation party.

_____ going to Hawaii for summer vacation.

_____ is no more milk left.

What did you see over _____ ?

On Sunday, _____ family plays tennis.

Eva played with _____ new puppy.

Runaway Signs

The plus and minus signs have run away! Now these equations are missing the **plus** and **minus sign**. Write the correct sign in each box.

8 ☐ 12 = 20

11 ☐ 6 = 5

7 ☐ 9 = 16

100 ☐ 75 = 25

67 ☐ 22 = 45

34 ☐ 13 = 21

150 ☐ 50 ☐ 20 = 120

12 ☐ 12 ☐ 20 = 4

20 ☐ 32 ☐ 4 = 56

42 ☐ 10 = 32

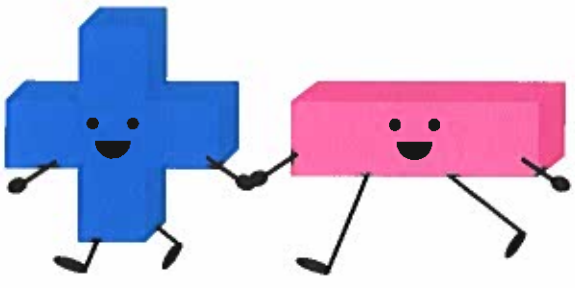
12 ☐ 12 = 24

55 ☐ 20 = 75

87 ☐ 2 = 85

20 ☐ 22 = 42

56 ☐ 16 = 40



What's That State? 1

Use a map to help you identify the states by their shapes.
You can also use the state capitals as clues.

_____

_____

_____

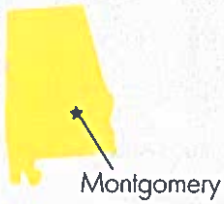
_____

_____

_____

_____

_____



_____

_____

_____

_____

Color the States!

Color the state where you live **red**.
Color the states you have visited **green**.
Color the states you want to visit **blue**.

Note: Alaska and Hawaii are not to scale.

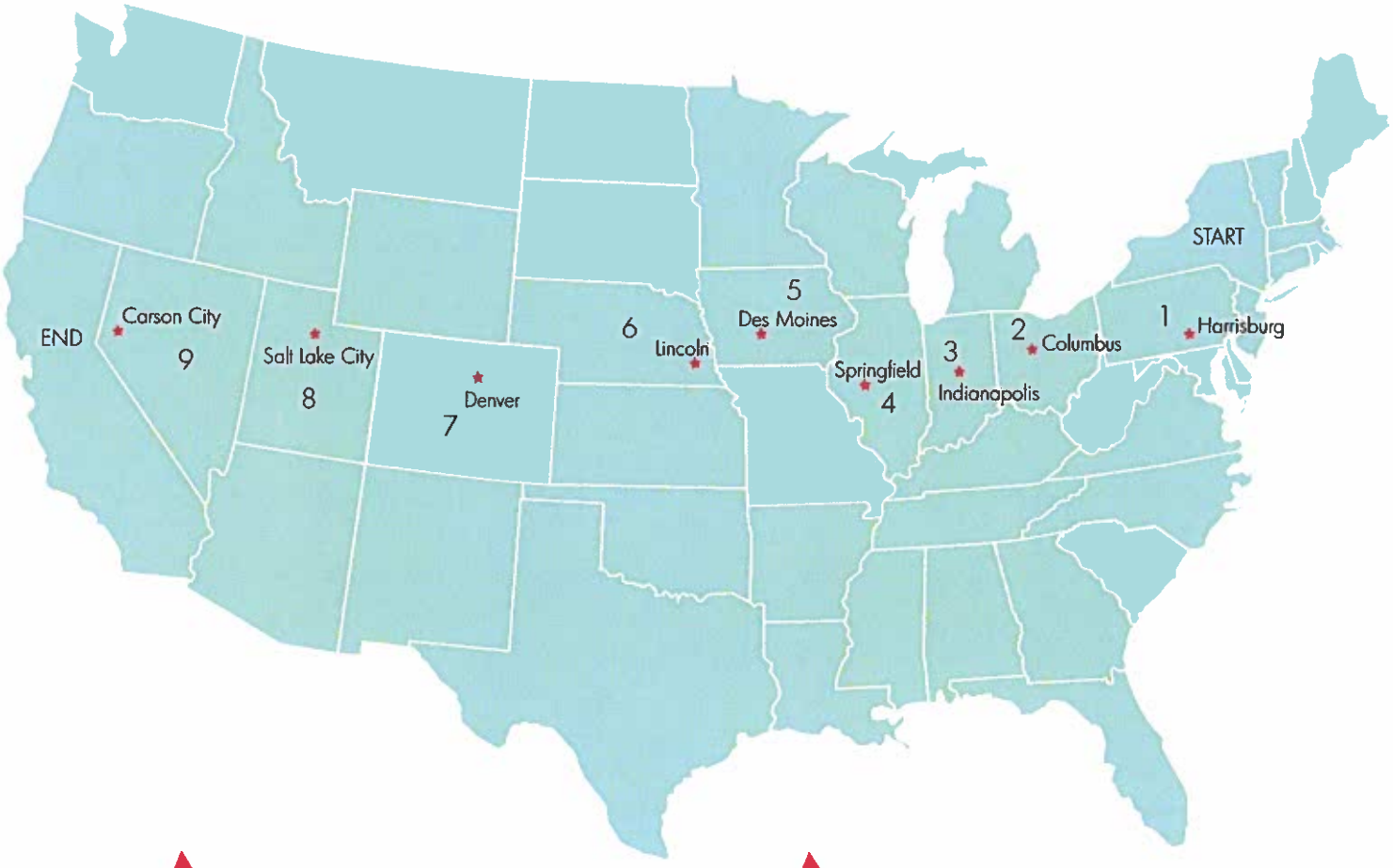
Color the States!

Look at the states you colored **green**. Why did you visit these states?

Look at the states you colored **blue**. Why do you want to visit these states?

Road Trip!

Samantha and Jordan are going on a road trip from New York to California. They are going to stop at the capital of every state they pass through. Can you name the states they will pass through?

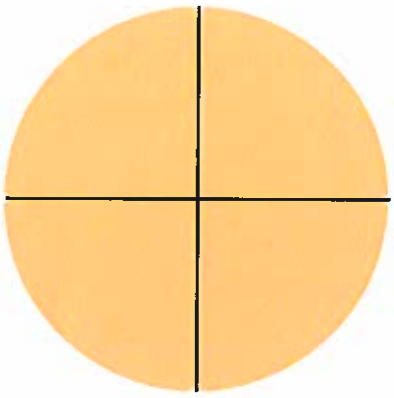


1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____

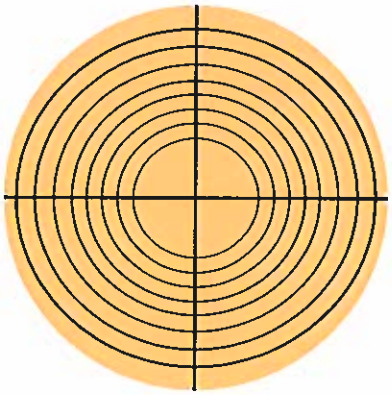
Make a Solar System Mobile

You will need:

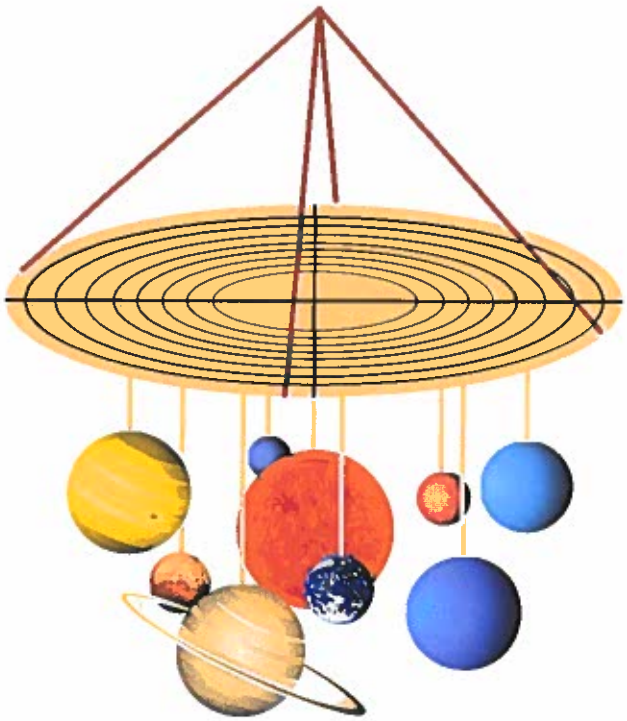
- String or yarn
- Tape or glue
- Scissors
- Hole punch or large nail
- Cardboard circle (one from a pizza works great)



1. Print out the sun and 8 planets on the following pages. Cut out each planet. (If you want, print out two of each planet and glue them together so that each planet has two sides.) Attach a piece of string to each with a piece of tape.



2. Draw a cross down the center of a round piece of cardboard.Then, using a compass, draw 8 circles, each bigger than the last. These will be the orbits of your planets.



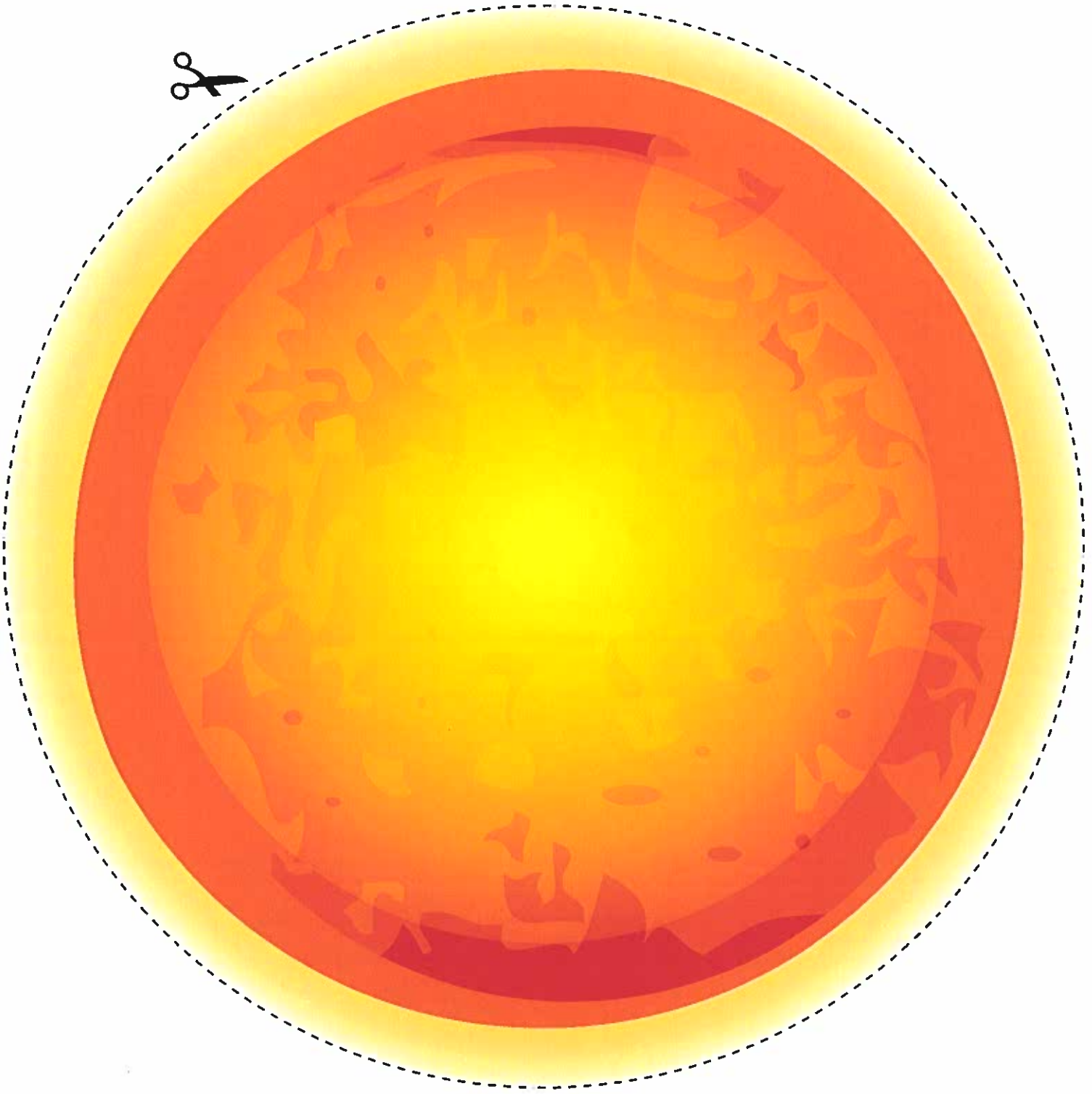
3. With a hole punch or a large nail, make holes in the middle of the cardboard for the sun. Then punch a hole on each orbit, spacing them out. Attach the sun in the middle, and each planet on its orbit in this order, from closest to the sun to farthest: Mercury, Venus, Earth, Mars, Jupiter, Saturn, Uranus and Neptune.

4. To hang your solar system mobile, make four holes on the edge of the cardboard circle and tie on four pieces of string, then tie them together.

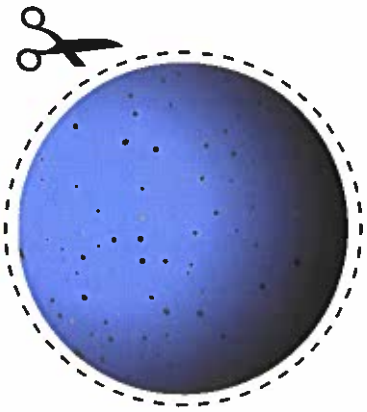
Make a Solar System Mobile

The Sun

The sun is much too big to show in accurate proportion to the planets, so we will just make it the biggest. Without the warmth and light of the sun, nothing could survive on our planet.



Make a Solar System Mobile

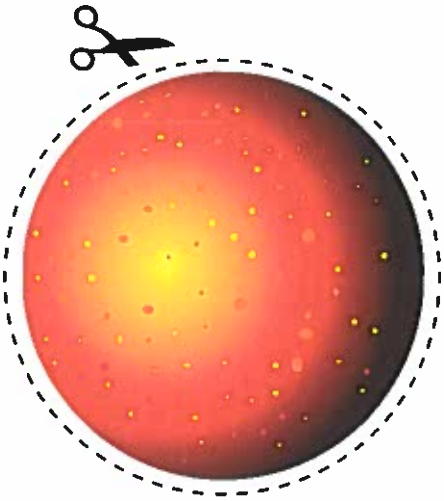


Mercury

Mercury is the closest planet to the sun. The surface of this barren planet is covered with craters. These craters have been created by thousands of years of being hit with asteroids and comets. There is no atmosphere on Mercury.

Venus

Venus is second closest to the sun. It is the hottest planet in the solar system. It is the brightest of all the planets, and is also known as the evening star and the morning star.



Make a Solar System Mobile

Earth

The Earth is the third planet from the sun, and the fifth largest of the eight planets in our solar system. It was formed 4.5 billion years ago, and life appeared on its surface within 1 billion years. Earth is home to millions of species, including humans — and that means you!

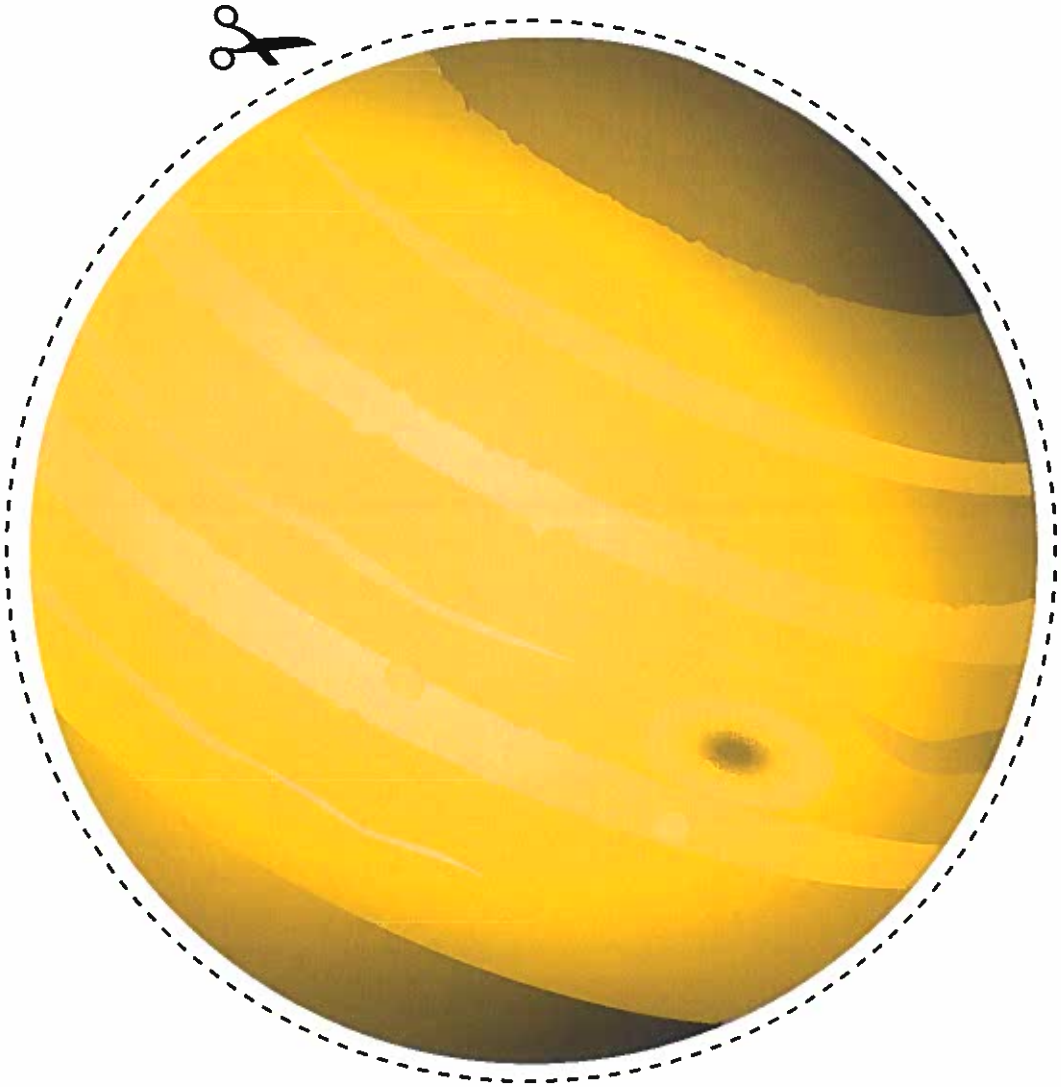
Mars

Mars has three moons, and has the nickname "The Red Planet." Mars is the only planet whose surface can be seen in detail from the Earth. Mars is the fourth closest planet to the sun.

Make a Solar System Mobile

Jupiter

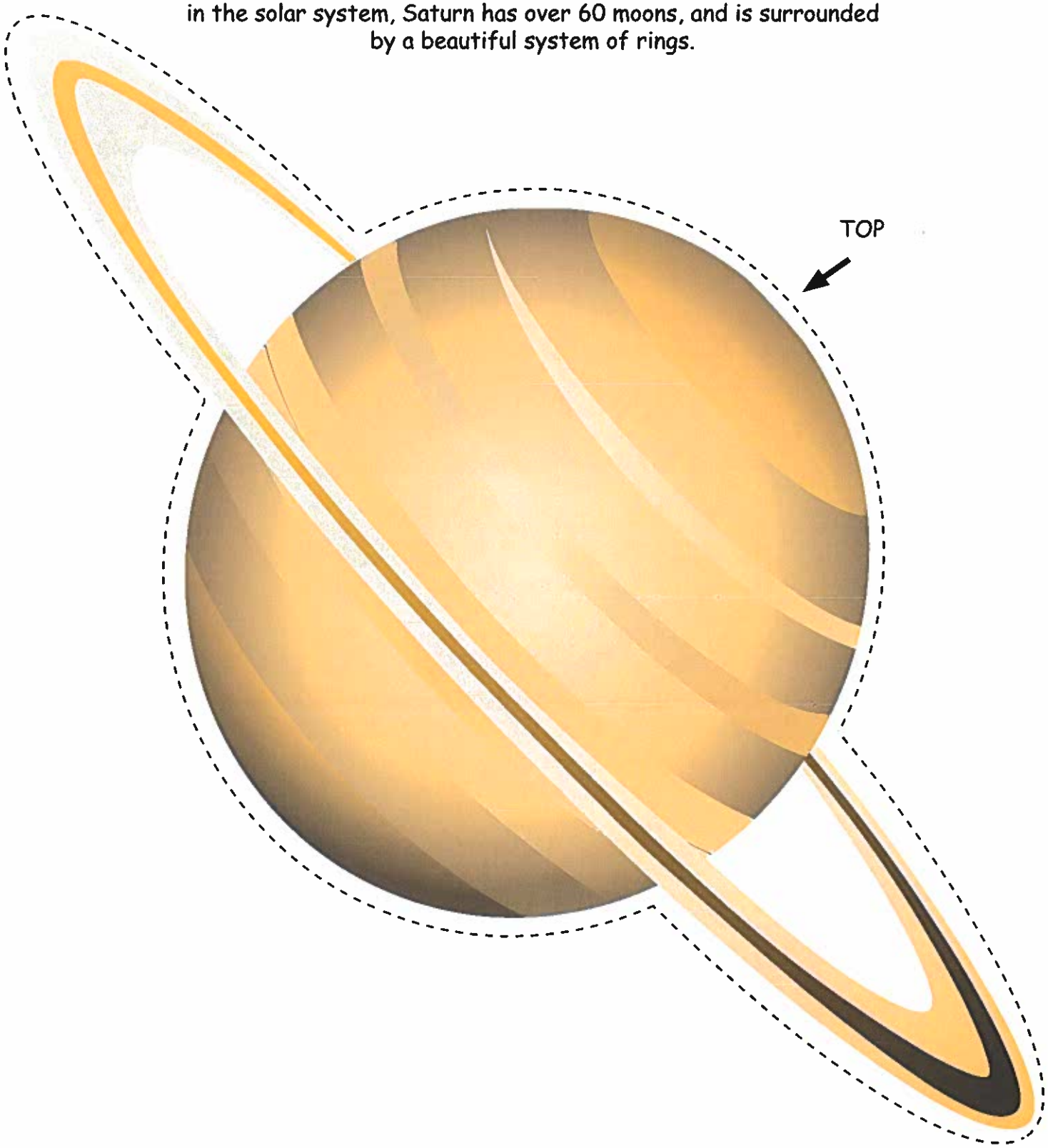
Jupiter is the largest planet in the solar system, and the fifth closest planet to our sun. If you weigh 100 pounds on Earth, you would weigh 264 pounds on Jupiter. Jupiter rotates faster than any other planet. It rotates so quickly that the days are only 10 hours long. The great red spot on Jupiter is a storm that has been going on for over 300 years.



Make a Solar System Mobile

Saturn

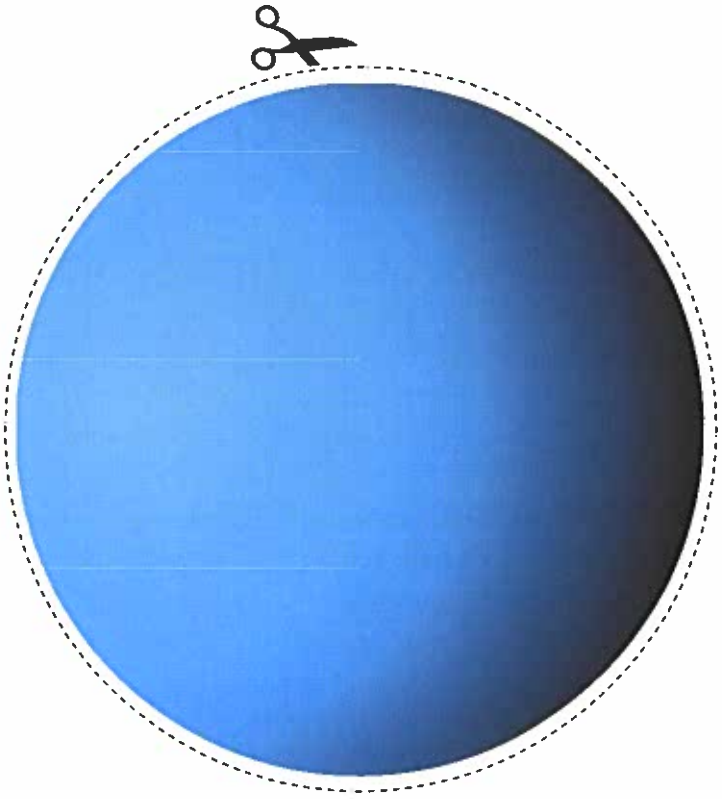
Saturn is the sixth planet from the sun and the second largest in the solar system, Saturn has over 60 moons, and is surrounded by a beautiful system of rings.



Make a Solar System Mobile

Uranus

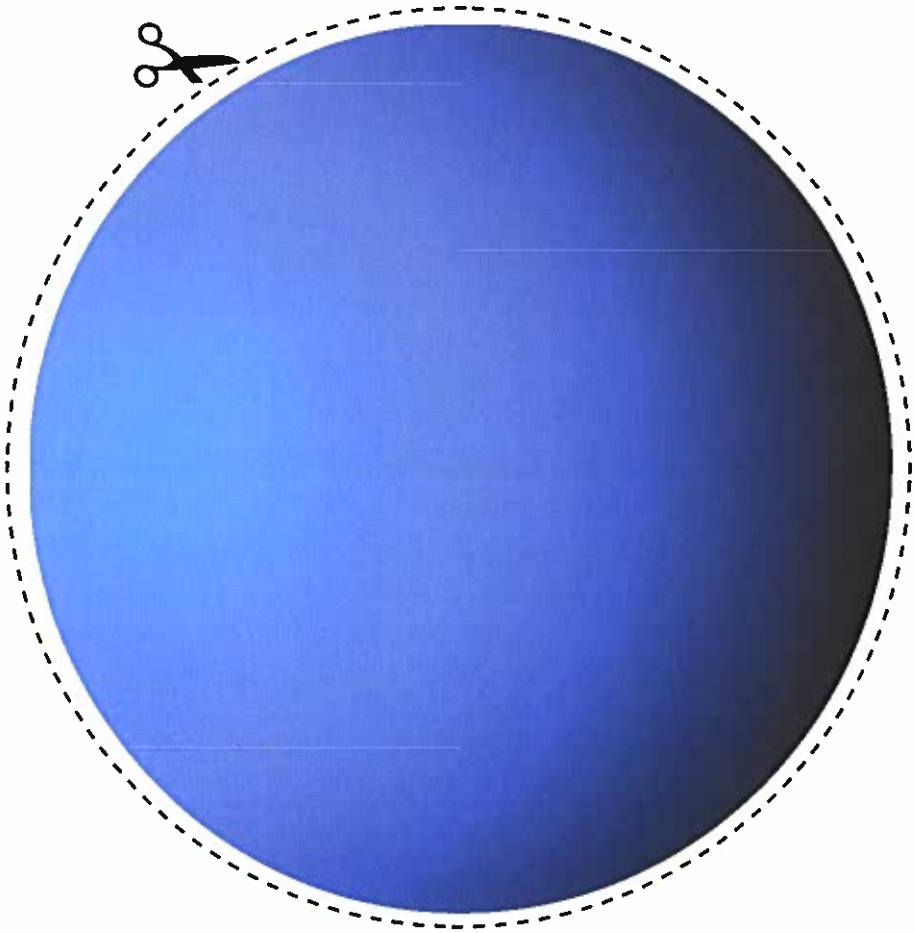
Uranus is the seventh planet from the sun. Because of the strange way it spins, nights on some parts of Uranus can last for more than 40 years. Uranus is a very cold planet. It is made up of rock and ice and has a large rocky core. It has the nickname "Ice Giant." It is possible there are diamonds on the surface of this planet.



Make a Solar System Mobile

Neptune

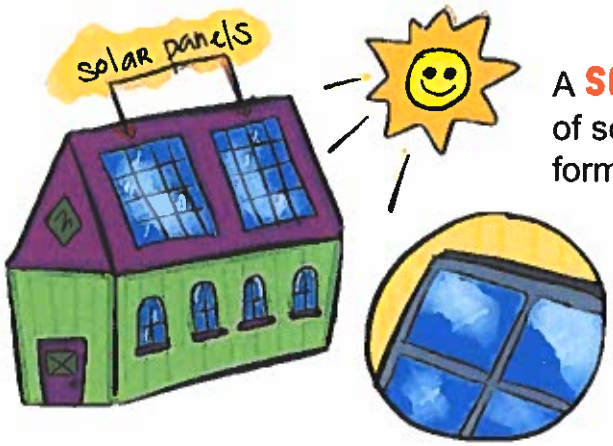
Neptune is the eighth planet. It is the farthest planet from the sun.
It is the fourth largest planet. The interior of Neptune,
like that of Uranus, is made mostly of ice and rock.
A gas called methane causes Neptune to look blue.



WHAT IS SOLAR ENERGY?

Solar energy comes from the sun. The sun is an important resource, as it helps sustain life. Without the sun, our planet would have no life. Through the use of technology, we are able to harness the energy from the sun to convert it to electricity.

SOLAR CELLS are tools that change light energy from the sun and other light sources into electricity. Many calculators use solar cells to power them.



A **SOLAR PANEL** is a group of solar cells connected to form a large, flat surface.

THINK AND DRAW

What do you think a car powered by the sun would look like? Draw a picture.

Design Challenge: Making a Solar Oven

In this fun activity, your child will create their very own solar oven to bake cookies or s'mores! We have given instructions which you can use to guide your child through the design thinking process. Since this is a design challenge, your child can be entirely creative with how they choose to make their oven using typical household items. However, we have also given a step-by-step procedure for making a solar oven in case your child is struggling to come up with ideas. Feel free to rely entirely on your child's creativity, take some inspiration from our procedure, or follow our procedure exactly. Be sure to engage your child by asking them questions that have them think critically about the design process.

What You Need:

- Cardboard pizza box
- Box cutter or scissors
- Aluminum foil
- Plastic wrap
- Black construction paper
- Ruler
- Cooking ingredients of your choice (Some options are s'mores or nachos. Avoid cooking raw meat or raw eggs using your solar oven.)
- Any other household items
- Pen and paper for taking notes

What You Do:

1. First, explain to your child their task in this activity. Explain to them that their job is to create a solar oven out of a cardboard pizza box in order to cook the food of their choice.
2. Ask your child what they would like to cook in their solar oven. Prepare the ingredients.
    a. Some ideas are s'mores, nachos, and cookies (if possible, use edible cookie dough in case the oven doesn't work very well).
3. Ask your child the following questions so that they begin thinking critically about the design process:
    a. What does your oven need in order to cook the food? (Answer: heat.)
    b. What are some of the best objects or colors that absorb heat? (Answer: the color black is good at absorbing heat.)
4. Show your child the materials they have, but don't have them start building just yet. Instead, ask them to **brainstorm** how they will use these materials in order to create a solar oven. Have them write out or draw their ideas on a piece of paper.
5. After your child has finished brainstorming, ask them to choose the design they think will work best. Remind them of the purpose of their oven: to cook the food of their choice.
    a. This is an important step of the design thinking process because it teaches your child to prioritize the functionality of their design over personal preferences, and it prevents them from getting too emotionally attached to one design.
6. Once your child has decided on a design, they can start **building**. Be sure to supervise and help out as needed.
7. After your child is done building, it's time to **test** it out! The best time to use your solar oven is between 11 a.m. and 2 p.m. when the sun's rays are strongest. Make sure to set the food on a dish so you don't make a mess inside the oven.
8. Depending on the food your child has decided to make, the cooking process will vary.
    a. To make a solar s'more: Place one or two marshmallows on top of a graham cracker. Put two to three squares of chocolate on top of the marshmallow. Wait until the chocolate and marshmallow are done cooking to top them with the second graham cracker.
        i. Ask your child why it might be a good idea to have the chocolate on top. (Answer: dark colors, like brown or black, are best at absorbing heat. If the chocolate is on top, it will absorb heat into the entire s'more.)
    b. To make nachos: place grated cheese on top of tortilla chips and wait for the sun to melt the cheese.
9. Wait for your child's oven to cook the food. (Timing will vary depending on the oven and food choice.) Be sure to frequently check back on the oven and observe whether the food is gradually cooking.
    a. If your child's oven eventually cooks the food, congratulate your child on their success!
    b. If your child's oven doesn't work, help them find out what went wrong. You could ask them if they think there was a mistake with the way they constructed the oven or if they forgot to add a necessary material. Then, encourage your child to go back and repeat this process until they make an oven that works.

Here is a procedure for creating a solar oven in case your child is struggling to come up with designs:

1. Take an empty pizza box and clean out any stray bits of cheese, sauce, or crumbs

    a. Ask your child what they think the purpose of the foil is. (Answer: aluminum foil reflects sunlight and brings heat into the oven.)
7. Line the bottom of the pizza box with black construction paper.
    a. Ask your child why they think black paper is useful and if white paper would work as well. Why or why not? (Answer: the color black absorbs sunlight best, and therefore black paper absorbs the sun's heat. White paper would not work well because it would reflect a lot of sunlight instead of absorbing it.)
8. Cut two pieces of plastic wrap that are the same size as the top of the pizza box.
9. Use tape to secure the plastic wrap to the inside edges of the square window you cut into the box. You are creating an airtight window.
    a. Ask your child why they think it's important to create an airtight oven. (Answer: your oven should be airtight in order to prevent any of the sun's heat from escaping it.)
10. Roll up some newspaper pages into tubes to stuff into the sides of the box. Make sure you are still able to close the lid of the pizza box.
    a. Ask your child what they think the purpose of the newspaper is. (Answer: newspaper insulates the oven and prevents heat loss.)
11. Finally, it's time to test out your oven by cooking something!

Author: Hanna Zarrinnegar