WAYNE ELEMENTARY SCHOOL (4/27/2020) - (5/15/2020)

RSU38 Remote Learning Opportunity Grades 4/5

Objective: These are activities that students can complete independently to maintain skills learned in school.

Sample schedule

Suggested Time Frames	What are you going to learn today?
15 min - 30 mins per day math activity	❖ We strongly suggest you establish a routine for example 2 to 3 learning activities in the morning? and 2 to 3 learning activities in the afternoon. (Whatever fits your situation.) ❖ Students should be doing a variety of learning tasks. Use the websites, menus, or resource packet to find something interesting to learn in each category. ❖ This is a suggested time-frame. Your child may do more or less depending on what's appropriate for them!
15 min - 30 mins per day Reading together	
15 - 30 mins per day Writing	
15 - 30 mins per day movement activity	
Choose 1 of the following areas to do each day: music, art, science or social studies 15 - 30 mins 5210 LET'S GO! www.letsgo.org **Use 5,2,1,0 for balance!** 5 or more fruits and veggies daily 2 hours or less of screen time daily 1 hour or more of physical activity 0 high sugar drinks	

Important information

- These educational opportunities for learning at home are meant to provide parents with resources for student learning to continue at home while our schools are not in session.
- Don't hesitate to contact your classroom teacher by email with questions.
- Students will benefit from engaging with academic materials daily in order to maintain skills. We encourage you to establish routines with kids to maximize this impact.
- Set goals: setting daily goals for what your child will accomplish can help to make tasks meaningful and build confidence for students.
- If your child has access to technology you may also use any of the digital resources as a replacement or expansion of learning.
- For students receiving special education services, please see their distance learning plan and contact their case manager with any questions regarding that plan.

Literacy

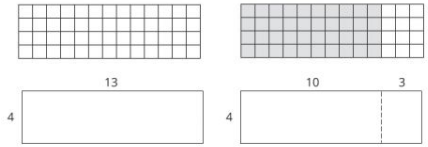
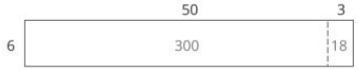
Read for at least 20 minutes each day and..

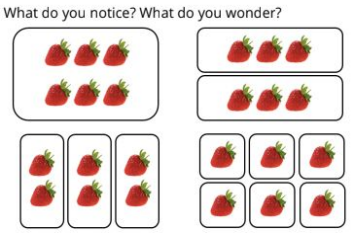
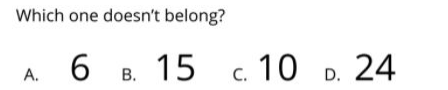
Cause and Effect Show an example of cause and effect in the story that you read. Describe how an event caused another event to happen.	**Sequence of Events** What are the four main events of the story? How does the story begin and end? Make sure to use transition words: First, Next, Then, Last.	**Problem and Solution** What was the problem in the story and how was it solved? *The main problem in the story is…...*	**School vs. School at Home** Do you think learning from home is better than learning at school? -Write a hook to persuade your reader. -Write 2-3 points about why you are correct in thinking this. -Think about how someone might disagree and prove that point is wrong.
Compare and Contrast Compare a character to yourself. How are you similar? How are you different?	**Text To Self Connection** Does the story remind you of something that happened in your life? *This reminds me of…...*	**Would You Rather?** Would you rather drive a beautiful, sleek sports car that was unreliable OR an ugly, dented, rust-covered beater that never broke down? State your opinion and give three reasons why.	**For and Against** An example of an academic argument could be "Schools should have school uniforms." Write 2-3 reasons **for** this argument (why should we have uniforms?) and 2-3 reasons **against** this argument (why should we NOT have uniforms?).
Text to World Connection Write about something you built outdoors today. Make a connection to something you've learned in science.	**Text To Text Connection** Does the story remind you of something that happened in another book or story? This reminds me of…...	**Write a Script** Make up a little play that you could act out with a friend or sibling.	**Sequence** Build or create something inside (examples: complete a recipe, build with legos, or create a fort). Record the steps that you used in order.

Read to Learn Look up information about something you saw outdoors. Make an informational poster about what you saw and learned. Be sure to use lots of colors.	**Prove you are right!** Find an article, do you agree with the author? -Write a hook to persuade your reader. -Write 2-3 points about why you are correct in thinking this. -Think about how someone might disagree and prove that point is wrong.	**What's your ultimate fifth grade field trip?** Create a brochure about a place that interests you or a place that you have already been. Include text features (drawings, photos, captions, text boxes, headings, subheadings, diagrams, etc.) You may want to do some research. Be creative! Don't forget to tell your audience why they should visit this place.	**Text Features** Name a text feature that you used when reading to learn. (for example: glossary, diagram, table of contents, chart, etc.) What did you learn? *I used.. I learned...*

Math

Solve each expression mentally.	Priya is packing 18 peppers	Han is arranging a set of cards	What do you notice?

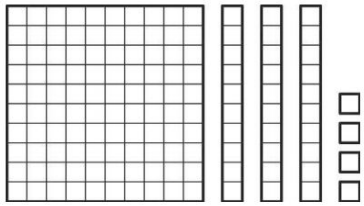
20 ÷ 4 40 ÷ 4 80 ÷ 4 16 ÷ 4 96 ÷ 4 Remember you can use the previous problems to help you solve.	into snack bags. 1. How many bags can she pack and how many peppers can she pack in each bag? Describe or show all the ways she could pack the peppers so that each bag has the same number of peppers. 2. What if she has 25 peppers? Can she pack them so that each bag has 4 peppers? Why or why not?	into an array. Describe or show all the ways he could arrange the cards if he has: a. 9 cards b. 7 cards c. 20 cards d. 19 cards What do you notice about some of the arrangements of cards?	What do you wonder? 
Find the value of each product mentally. 8 x 30 8 x 60 7 x 60 15 x 30 What strategy are you using to solve those products mentally? What patterns do you notice in your products?	Kiran is at a store and notices that kiwi fruits are only sold in packs of 6. 1. Is it possible for Kiran to buy exactly 34 kiwi fruits from the store? Explain your reasoning. 2. Is it possible for Kiran to buy exactly 72 kiwi fruits? Explain your reasoning. 3. Name two possible amounts of kiwi fruits that Kiran could buy from that store. Show your reasoning.	 Priya used the base ten diagram to multiply 6 x 53. Where do you see 300 and 18 in her model?  Han used the area model to multiply 6 x 53. Where do you see 300 and 18 in his model? How are these models similar? How are they different?	 About how many chairs are in the room? What is an estimate you think is unreasonable? Why is it unreasonable?

 How many stickers are there? Show how you know without counting the stickers.	 How is each array of berries the same? Is it possible to make an array of 6 berries with a row of 4? Why or why not?	Han earns $37 a day for walking dogs Monday through Friday. How much money will he have earned at the end of Friday? Show your reasoning.	 Do you notice any factor and multiple relationships in the numbers?
Flipping Factors 1) Deal 10 cards to yourself. 2) Place cards face up. 3) Name a multiple. 4) Flip over all the factors of that multiple. 5) Record the factors. 6) The game ends when you turn all factors over. Record your multiples and factors in a two column chart.	Elena was helping count the money for a field trip. There were 18 envelopes and each envelope had $10. How much money was there all together? If all the money for the field trip is in ten dollar bills, find all the different ways the money could be organized into envelopes with the same amount.	*Solve each problem. Show your thinking using a diagram or expression.* Kiran is planting a garden with side lengths of 4 feet and 16 feet. What is the area of the garden in square feet? Measure to find the dimensions of a room in your house. What is the area of that room?	If you have a deck of cards, play a multiplication game. Two great games, Multiplication War and Heads Up are detailed in the Math Game directions.

Grade 5 Math

Warm-up: How Many Do You See: Base Ten Blocks

How many do you see? How do you see them?



If the small cube represents .01, where do we see the expression 1.0 +.3 + .04? Where do we see the expression 1.0 + .34”

Find the value of each quotient mentally.

- 20 ÷10
- 200÷10
- 2,000 ÷10
- 20,000 ÷10

What patterns do you notice? What happens to the quotient when the dividend increases?

dividend ÷ divisor = quotient

Is each statement true or false? Be prepared to explain your reasoning.

$1 \times \frac{1}{10} + 2 \times \frac{1}{100} = \frac{1}{10} + \frac{2}{100}$

$5 \times 10 + 6 \times \frac{1}{100} = 50.6$

$4 \times 100 + 6 \times 1 + 7 \times \frac{1}{1000} = 406.007$

How can you justify each answer without solving both sides?

6 x 10 = 60	60 x 10 = 600	
6 x 20 = 120	60 x 20 = 1,200	
6 x 30 = 180	60 x 30 = 1,800	
6 x 40 = 240	60 x 40 = 2,400	
Add-ons		

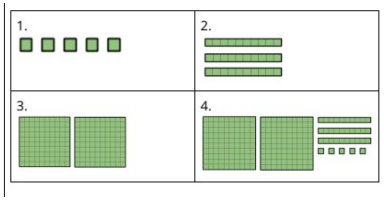
What could go in the bottom row? If we use the patterns, what might the third column be?

Warm-up: Hundredths and Thousandths

1. Begin counting at .5
   Count by tenths
   What patterns do you see?

2. Begin counting at .37
   Count by hundredths.
   What patterns do you see?

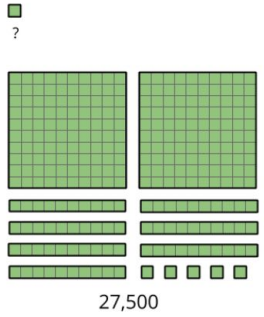
3. Do you think the pattern will be the same if you were counting by thousandths? Why or why not?



The small square has a value of 10

- Write the value of each of the diagrams in standard form.
- In your set of four numbers, how is the last number related to the first number?

How can we decompose this area diagram to solve 345 x 23?
What are the equations for the partial product strategy?



Find the value of the small square

<table>
<tr>
<td>What do you know about 6.478?

Name two numbers that 6.478 comes between.</td>
<td>The mass of 3 seedlings are shown in the table.

<table><tr><td>tomatoes</td><td>25.8 grams</td></tr><tr><td>peas</td><td>19.3 grams</td></tr><tr><td>carrots</td><td>22.15 grams</td></tr></table>If you were recording the mass to the nearest gram, what would each mass be? Explain your reasoning in words or with a diagram.</td>
<td>For each round:
1. Each player, roll a number cube 3 times.
2. Record the 3 numbers in the blank spaces of the decimal to get as close as possible to the target number.
3. Compare decimals to the target number and circle the closest one.
4. The player with the most circled decimals after 10 rounds wins.

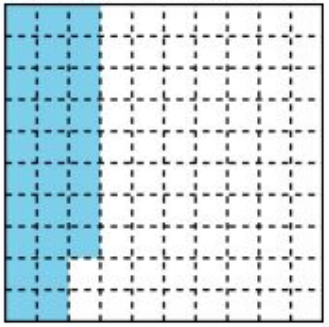
See “Target Number” recording sheet.
What might be the best placement for the digits? What might be the worst placement?</td>
<td>a. 64 x 2 x 10,000

b. 64 x 20 x 1,000

We could use either of these expressions to solve 64 x 20,000. Which do you prefer?

How do we know the expressions are equivalent?</td>
</tr>
<tr>
<td>Diego and Jada were competing to see who could throw the frisbee further. Diego threw the frisbee 5.10 meters. Jada threw the frisbee 5.01 meters.

Who won the competition? How do you know? Draw a picture or model to show how you know!</td>
<td>Air traffic controllers help to make sure that planes have a safe distance between them. The table shows the altitude (height) of ten planes.

<table><tr><th>Plane</th><th>Altitude (ft)</th></tr><tr><td>WN11</td><td>35,625</td></tr><tr><td>SK51</td><td>28,999</td></tr><tr><td>VT35</td><td>15,450</td></tr><tr><td>B64</td><td>36,000</td></tr><tr><td>AL16</td><td>31,000</td></tr><tr><td>AB25</td><td>33,975</td></tr><tr><td>CL48</td><td>16,600</td></tr><tr><td>WN90</td><td>30,775</td></tr><tr><td>NM44</td><td>30,245</td></tr></table></td>
<td>The large square is worth 1.
 
How many tenths are represented?
How many hundredths are represented?
How do you know?</td>
<td>Is each statement true or false? Be prepared to explain your reasoning.
0.909 > 0.91
4.1 < 4.100
0.99 < 0.999

How does equivalence help us to compare decimals?</td>
</tr>
<tr>
<td>Locate decimals on a numberline:
1. Draw 8 playing cards from the deck. Use the numerals to</td>
<td>Which planes are flying at about 30,000 ft? Show or explain your reasoning using rounding.</td>
<td></td>
<td></td>
</tr>
</table>

make 4 decimal numbers to the 100th place (number cards 0-9. Joker is 0 and Ace is 1). For example: 0.34. 2. Draw a number line segment between 0 and 1. 3. Locate and label each decimal on the number line.			

Heads Up Game -

Remove the 0s and Jokers from the deck.

To play with 3 people
• Without looking at the value, each player draws a card from the deck and holds it number side-out on their forehead.
The leader of the game looks at both cards and says out loud the product of the two cards. For example, if one player had a 10 and the other player had a 2, the facilitator would say, “20.”
• The first person to identify the card against their own forehead is the winner.
Play 5 rounds of the game. The winner is the player who identifies the most cards.

To play with only 2 people
• One person is the leader and one person is the player.
• One card is placed face up so that everyone can see it.
• The player places a card on their forehead.
• The facilitator says out loud the product of the face-up card and the forehead card.
• The player identifies the card on their forehead as quickly as possible.

Multiplication War -

- Remove the Jacks, Kings and Queens from a regular deck of cards.
- Shuffle.
- Players place cards face down in a pile.
- At the count of three, both players flip over their first card.
- The first person to say the product of the 2 cards receives both cards and puts them in a separate pile.
- If both players say the answer at the same time, the cards are put in the middle of the table.
- The next player to win the "flip" gets the cards in the middle of the table in addition to the cards just played.
- The winner is the person with the most cards at the end of play.

Science and Social Studies

Think about an animal. Find things around the house and build that animal's habitat. What do they need for survival?	Go on a nature scavenger hunt. Label or create any representation of what you saw (poetry, essay, art).	Pick a current event. How is it affecting life now? How may it affect life in the future? Has anything like this happened in the past - if so how was it similar or different to today? Record your ideas on a chart EVENT Past Present Future Get creative!	What place we've discussed in the American Revolution Unit would you like to visit? Explain why and what you would like to see there.
Imagine you are an animal. Draw or write about your day - what do you do, what is the weather like, what do you see, what other animals do you come across? What	Create a timeline that goes from the American Revolution to today. Include at least five events you think were important.	Find things around the house and build an animal habitat. What do they need for survival and adaptations? How does your unique animal features help	Make a model of something that changes (tides, erosion, moon phases, seasons, ice)..

adaptations do you need to survive? Remember Point of View.		them?	
Sit outside or take a walk. Make a list, chart, or graph about things that are living and nonliving outside.	Write and draw about a historical figure or someone that has made a difference in our world.	Have someone put 3-5 unknown objects in a bag. What are their physical properties? Touch them and try to identify. Compare and contrast the objects.	Create an animal or plant life cycle diagram.
Pick an event. Identify the cause of the event and what effects resulted from it (tides, phases of the moon).	Pick two items around your house, give facts and opinions about them. Compare and contrast the properties of the two items.	Think about a type of energy you use in your daily life. Describe the energy and how you use it.	Think about physical or chemical changes that happen around your home. Write about one or more you see happening.

Note: This menu is the same as for the first three weeks of Remote Learning, as you may not have tried all the activities yet. Teachers hope to focus more on science and social studies when they update again in mid-May. Meanwhile, you may also check out other online resources at the end of this file.

Art, PE, Music, Guidance: Choice Learning Activities - (3-5)

Art:	Color Wheel Challenge: find household items and create the color wheel. #colorwheelchallenge	Draw a portrait of someone in your family! Ask them to pose. Be sure to add the details that make them unique! Add a background that tells a story about your subject.	Use found objects to make a sculpture: paper rolls, foil, recyclables, etc. What can you create? Maybe a robot, a castle, or a boat?	Use your imagination! Create a drawing that combines features of three different animals. What type of habitat do they live in?
Music:	Make up your own song or rap! You can sing about your friends, pets, or even your favorite food!	Practice your instrument or singing for 15 minutes. (Remember the three ways to practice: study music, practice fingerings, or sing/play).	Have a concert in your living room. You can use your singing voice, instruments, or everyday objects (ex: pots, pans, etc..)	Create your own theme song! Explain to someone why you wrote it.
PE:	Make an obstacle course from things outside or inside; rocks, logs, toys. See how fast you can go through it. Try again to see if you improve. Put things back!	Put a piece of paper on your chest. How far can you travel before it drops? Crunch the paper into a ball. Toss and strike with your hand. Toss & catch. Shoot into a trash can - any target will do! Pick up the paper with your feet and pass to your hands. From a push up position,	Clap to the beat of a song with your hands. Pick a body part to move: your elbows, knees, shoulders, hips, toes, head, left foot, right foot. Can you move two body parts to the beat? Create your own dance with any of these movements.	Create an individual or family game. Write it down to share when we get back!

		pass the paper between your hands.		
Guidance:	Ask your child what they feel, what they notice, what they need and what they can do with different feelings. Worry, anger, sad, frustrated, happy.	Feeling worried? Imagine what your worry would look like if it were a person or creature. Draw it and create a story with yourself as the superhero who defeats worry.	Practice mindfulness: Imagine you are a bubble. As you breathe in, focus on getting bigger and filling with air. As you blow out, feel your body relax, letting your thoughts about the past and the future float away, like a bubble. Simply focus on how your body feels in the moment.	Choose Kind: Keep a daily record of all the kindness you show during the day. Maybe post it on a monthly calendar! Here are some ideas: 1.Help a family member with a chore 2. Keep your room tidy 3. Say “good morning”! 4. Say “please and “thank-you” 5. Play with a younger child 6. Help with the pets 7. Write a letter or call someone you haven’t talked to in a while

Supplementary Technology-based sites:

Literacy (with social studies and science content) :

Scholastic Learn at Home Username: Learning20, Password: Clifford.

Scholastic Learn at Home *https://classroommagazines.scholastic.com/support/learnathome/grades-3-5.html*

No password; week 2 *Washington’s Secrets Revealed* week 3 *Virtual Field Trip to American Revolution*

Storyworks Student login code is PHQ56GL *https://storyworks.scholastic.com/home-page-logged-in.html*

Epic: https://www.getepic.com/students

Storyline Online: https://www.storylineonline.net/

Crash course videos, read alouds on YouTube

The Hidden Worlds of the National Parks - https://artsandculture.withgoogle.com/en-us/national-parks-service

Computer Class

Ms. Poulin's PortaPortal: https://guest.portaportal.com/weslab