



TARBIYAH ACADEMY

AN AMERICAN MUSLIM LEADERSHIP SCHOOL

5<sup>th</sup> Grade

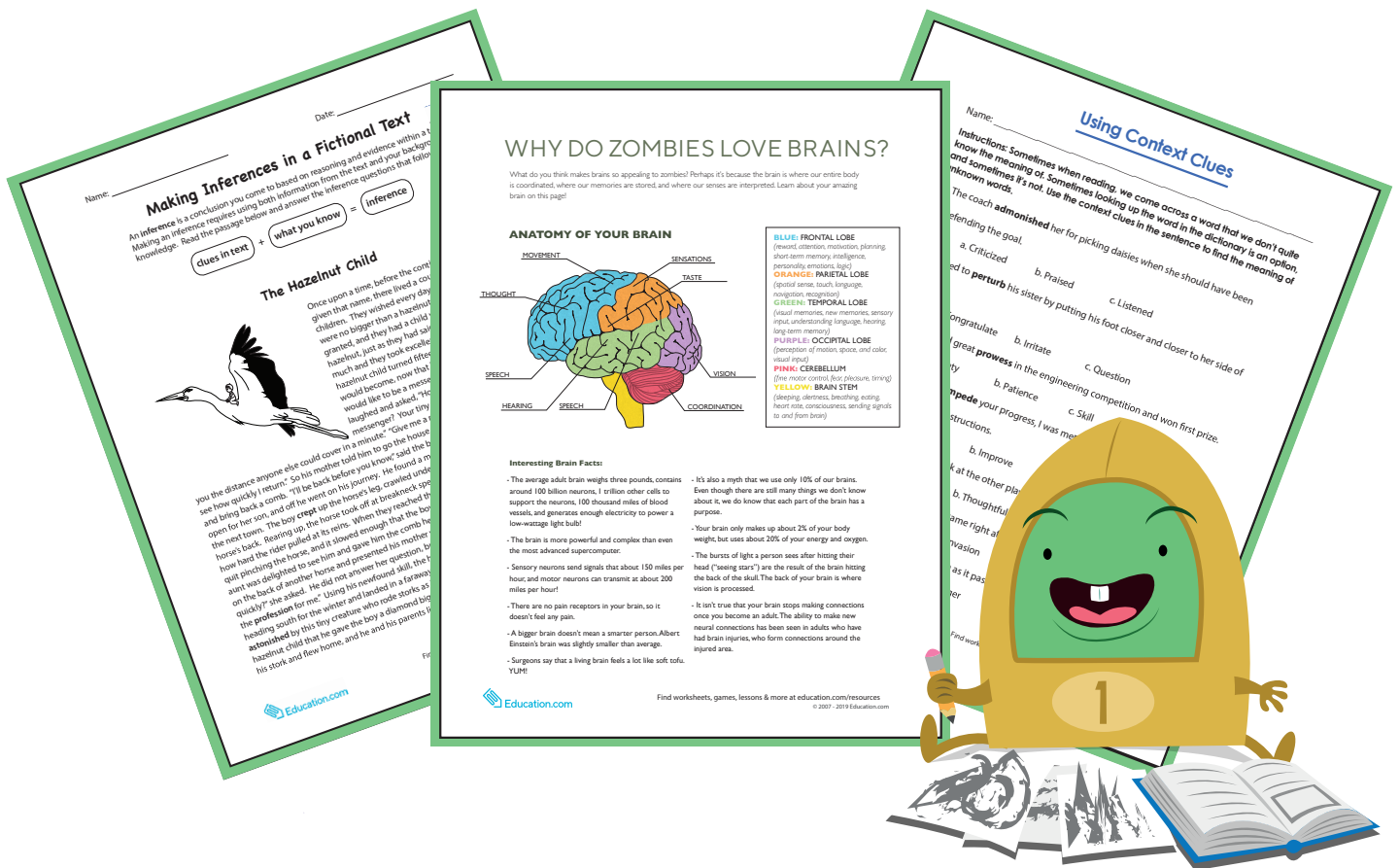


Packet

*Mrs. Ahmed, Mrs. Salama, Ms. Khan, Br. Tasibur*



# Independent Study Packet

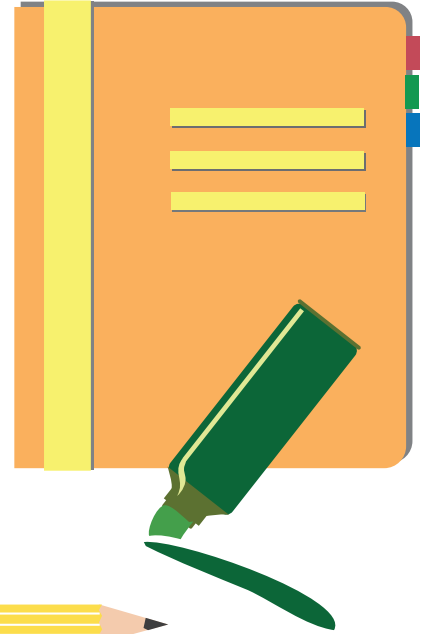


5 Days of  
Independent Activities in  
Reading, Writing,  
Math, Science, and Social Studies

# Helpful Hints for Students and Families

## Materials You Will Need:

- Pencils
- Folder
- 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

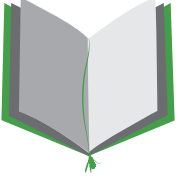




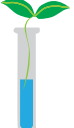


## Directions & Tips



- 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.
- Read the directions carefully before completing each activity.
- Check off each of the activities when you finish them on the menu.
- Make sure to plan your time so that you don't let things pile up at the end. Ask an adult to sign your activity menu before you bring it back to school.

# Activity Menu

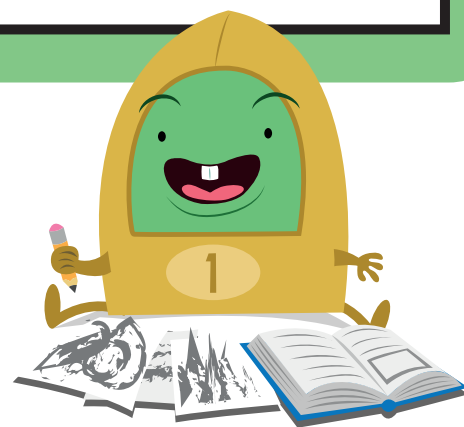
	Day 1	Day 2	Day 3	Day 4	Day 5
<b>Reading</b> 	Read for 20 minutes and answer 3 of the questions on the sheet on another piece of paper or in a journal. <b>Challenge:</b> Try not to repeat a question! <b>Independent Reading Questions</b>				
	Compare characters based on their descriptions.	Read about plays.	Read a screenplay.	Read a fictional text and make inferences.	Read two texts about the brain and color in the parts of the brain.
<b>Writing</b> 	Persuade people to like your emoji creation.	Write a play.	Write a screenplay.	Write a story using different types of sentences.	Use a Venn Diagram to compare two nonfiction reading texts.
<b>Grammar Practice</b> 	Find the meanings of words using context clues in sentences.	Practice spelling with a crossword puzzle.	Use quotation marks in a story.	Determine which sentence is complete or a fragment.	Complete a Frayer Model with a word that describes a part of the brain.
<b>Math</b> 	Calculate the time in different time zones in the United States.	Create different equations using the same four numbers.	Practice the order of operations.	Practice making conversions using liquid measurements and visuals.	Follow place value clues to discover the mystery number.
<b>Social Studies</b> 	Focus on states in the United States and their locations this week.				
<b>Science</b> 	Read about matter, gravity, sun energy, plants, and ecosystems this week.				

Parent/Guardian Signature: \_\_\_\_\_



# Day 1

<b>Reading</b>	<b>Complete the worksheet Read &amp; Compare Character Traits.</b> <b>Make sure to use the text to fill in the graphic organizer.</b>
<b>Writing</b>	<b>Get your creative juices going in the Design Your Own Emoji worksheet. Feel free to add colors to your emoji creations.</b>
<b>Grammar Practice</b>	<b>Put your knowledge of words to the test with this Using Context Clues worksheet. Underline or circle the context clue you used to choose your answer.</b>
<b>Math</b>	<b>Calculate the time in different time zones in this 50 States Time Zones worksheet.</b>



Name: \_\_\_\_\_

Date: \_\_\_\_\_

## Read & Compare Character Traits

**Directions:** Read about the two characters below. Highlight words and phrases that show their external and internal traits. Then, compare them using the double bubble chart on the next page.



Sasha is a 10-year-old girl. She is in fifth grade at Northgate Elementary School. Sasha has short, curly hair and brown eyes.

Sasha has lots of friends at school. She is always very talkative and sometimes it gets her in trouble in class. But she is a smart student and a kind classmate, so she is never in trouble for long. Her teacher understands that she is just being friendly.

Today in class, Sasha's teacher, Ms. Hammond gave a math test. Sasha felt confident that she did well on the test. Math is her favorite subject. She took the test quickly and then started talking to her friend, Gabby. "Shhh!" Ms. Hammond scolded.

After school, Sasha always goes to her parents' restaurant. She tries to be helpful since her parents are very busy. Usually she sweeps the floors and fills ketchup containers. Finally, when it's time for dinner, Sasha gets to pick something from the menu. Her favorite thing to eat at the restaurant is wat with injera, which is a type of stew served with bread.



Anil is a fifth grader at Northgate Elementary. He'll be turning 11 next month. Anil has curly, black hair and hazel eyes.

Anil is very quiet in class, but he enjoys talking with his best friend, Grant, during recess. Some people think that Anil is unfriendly, but Grant knows that he is just shy.

Today Anil took a math test in class. He felt very nervous. Even though he is a smart kid, he doesn't like math very much. He prefers to read and write. In fact, Anil hopes to be an author one day so he can write books of his own.

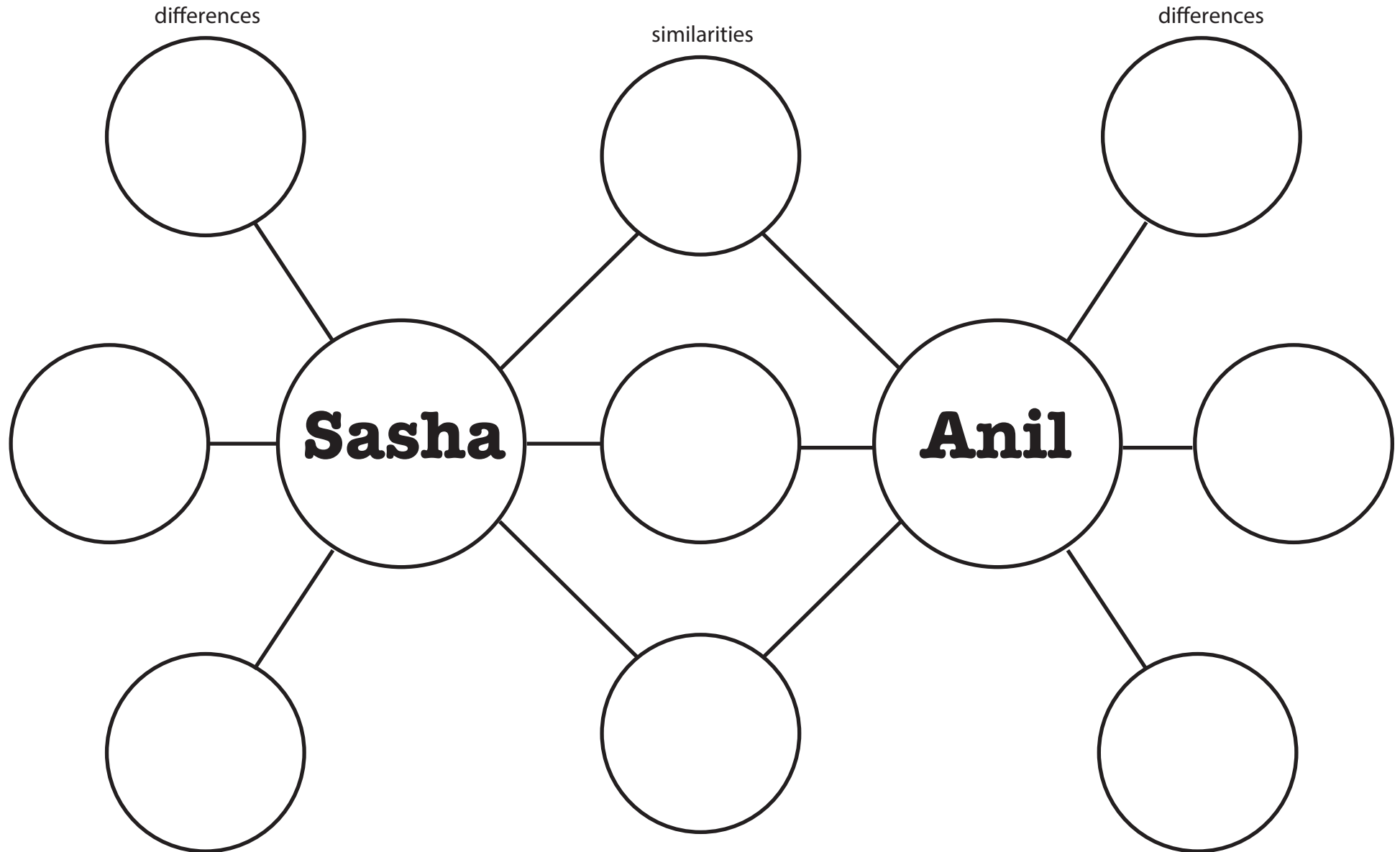
After school, Anil has piano lessons. He is a very talented musician. Then, he goes home to babysit his little brother and sister. His dad works at night, so Anil has to be helpful around the house. When his mom gets home, he helps make dinner. Tonight they are having kibbeh, which is made from meat, grains, and spices.

Name: \_\_\_\_\_

Date: \_\_\_\_\_

## Read & Compare Character Traits

**Directions:** List three traits Sasha and Anil have in common and three traits that are unique to each character.



Name \_\_\_\_\_

Date \_\_\_\_\_



# Design Your Own Emoji



*Learn how emojis are selected and designed –  
then use good design principles to create your own!*

Every year, the Unicode Consortium, a group of tech companies and volunteers with backgrounds in coding, technology, and linguistics, approve about 50 to 100 emojis from thousands of ideas submitted from people all over the world.

**What does it take to become an emoji?** In order for the panel to consider it, the emoji must be one that can be used often, as well as one that is different from existing emojis. The design should not be overly specific (it can't be an individual person), but it also should not be too detailed.

With these perimeters in mind, what emoji would you suggest to the Unicode Consortium, and how would you design it? Use the space below to draw the emoji, then write an argument for why the Unicode Consortium should consider it.

**Note:** Be sure to visit [unicode.org/emoji/charts/emoji-list.html](https://unicode.org/emoji/charts/emoji-list.html) to review the emojis already in existence.

*My proposed emoji:*

*Why Unicode should consider adding this emoji:*

---

---

---

---

---

---

---

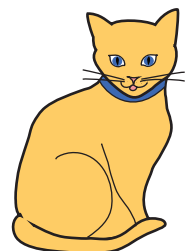
**Bonus:** Love what you've designed? Visit [unicode.org/emoji/proposals.html](https://unicode.org/emoji/proposals.html) to learn how to submit it.

# Using Context Clues

Name: \_\_\_\_\_

**Instructions:** Sometimes when reading, we come across a word that we don't quite know the meaning of. Sometimes looking up the word in the dictionary is an option, and sometimes it's not. Use the context clues in the sentence to find the meaning of unknown words.

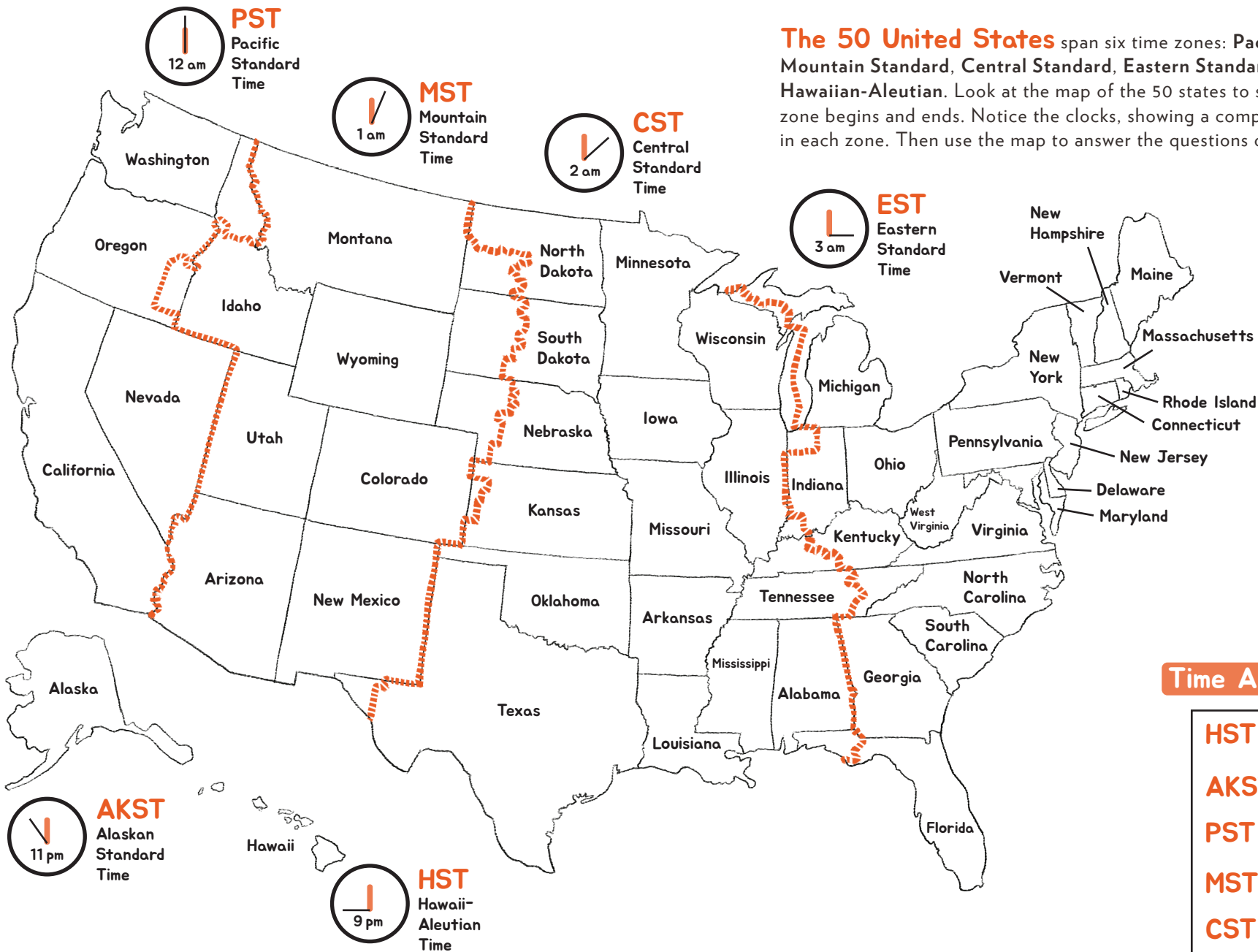
1. The coach **admonished** her for picking daisies when she should have been defending the goal.  
a. Criticized      b. Praised      c. Listened
2. He tried to **perturb** his sister by putting his foot closer and closer to her side of the car.  
a. Congratulate      b. Irritate      c. Question
3. She showed great **prowess** in the engineering competition and won first prize.  
a. Anxiety      b. Patience      c. Skill
4. I don't wish to **impede** your progress, I was merely trying to make sure you understand the instructions.  
a. Slow      b. Improve      c. Exaggerate
5. He just had to get back at the other player; he was quite **vindictive**.  
a. Loving      b. Thoughtful      c. Resentful
6. The **onslaught** of dishes came right after the party of 18 left the restaurant.  
a. Handful      b. Invasion      c. Trickling
7. The cat had some **trepidation** as it passed the dog's kennel.  
a. Confidence      b. Hunger      c. Unease



Name \_\_\_\_\_ Date \_\_\_\_\_

# 50 States Time Zones

**The 50 United States** span six time zones: Pacific Standard, Mountain Standard, Central Standard, Eastern Standard, Alaskan, and Hawaiian-Aleutian. Look at the map of the 50 states to see where each time zone begins and ends. Notice the clocks, showing a comparison of the time in each zone. Then use the map to answer the questions on the next page!



## Time Across Zones

<b>HST</b>	12 pm
<b>AKST</b>	2 pm
<b>PST</b>	3 pm
<b>MST</b>	4 pm
<b>CST</b>	5 pm
<b>EST</b>	6 pm

Name \_\_\_\_\_ Date \_\_\_\_\_

# 50 States Time Zones

Use the time zone map on the previous page to answer the questions below.

1. Daniel and Jody are flying to Massachusetts for a wedding. If their plane leaves California at 7:00 a.m. PST and lands in Massachusetts at 3:30pm EST, what time will it be in California when they arrive?
2. Carrie took a 24-hour train ride from Colorado to Illinois. If she arrived in Illinois at 2:45pm CST on Wednesday, when she did she leave Colorado?
3. If a live New Year's Eve TV special begins broadcasting at 10:00 pm EST in New York, what time should viewers in Oregon tune in?
4. Chance wants to wish his cousin a happy birthday at 9:00am CST. Chance lives in Texas and his cousin lives in Ohio. What time will it be at his cousin's house when Chance calls to say happy birthday?
5. What time is it in Nebraska when the sun goes down in New York at 5:20pm EST?
6. Abel and his family are going on a road trip from Massachusetts to Alabama. The drive will take 18 hours. If they leave Massachusetts at 5:00am EST on Friday, what time will they get to Alabama?



# Day 2

## Reading

Learn more about plays with the What is Drama? Worksheet.

## Writing

After reading the What is Drama? worksheet, challenge yourself to write your own play using guidance from this worksheet. You can even change a story you already wrote into a play.

## Grammar Practice

Complete the Fifth Grade Spelling Crossword Puzzle worksheet to help you practice spelling. If you need help, use an online dictionary to confirm your spelling.

## Math

Create equations using only the numbers in the Lucky 13 Challenge worksheet.





# What is Drama?

A **drama** is also known as a *play*. This type of text is different from prose and poetry.

## Characteristics of Drama:

- Tells a story and is divided into parts called **scenes**
- Written so that it can be performed as a play
- Includes story elements of fiction — setting, characters, plot
- **Cast of characters** that tells who will be in the play
- **Description of the setting** and what the stage should look like
- **Stage directions** tell the actors what to do, how to speak, and where to be on the stage
- Characters' **dialogue** tells the actors what to say

A **playwright** is someone who writes a drama or play.

**Directions:** Read the excerpt below and answer the questions that follow.

## What Was That?

### Cast of Characters

TATIANA  
ELIAS  
MIKAEL  
DYANA

\*

### Scene One

*On a hot afternoon in July, the smoke from an explosion rises into the sky. The kids stand in the middle of their street, staring. The kids are dirty, wearing clothes with holes in them. They all have backpacks on.*

**ELIAS** (*pointing to the sky*)

Guys, do you see that?

**MIKAEL**

Oh, I definitely see that. But can you smell it?

**DYANA** (*plugging her nose*)

Oh, I definitely smell that. That's the worst odor I've ever smelled!

What happened? Where is that coming from?

**TATIANA**

I don't know, but I think we had better get out of here. This doesn't seem like the best place for four kids to be hanging out.

*The kids turn and start walking quickly down the street, periodically looking back at the smoke in the sky.*

\* \* \* \* \*

Name \_\_\_\_\_ Date \_\_\_\_\_

1. How does a drama get its ideas across differently than prose, like a novel, or poetry?

---

---

---

---

---

2. How is drama different from other types of literature?

---

---

---

---

---

3. What do you notice about the formatting that makes a drama something that can be performed?

---

---

---

---

\* \* \* \* \*

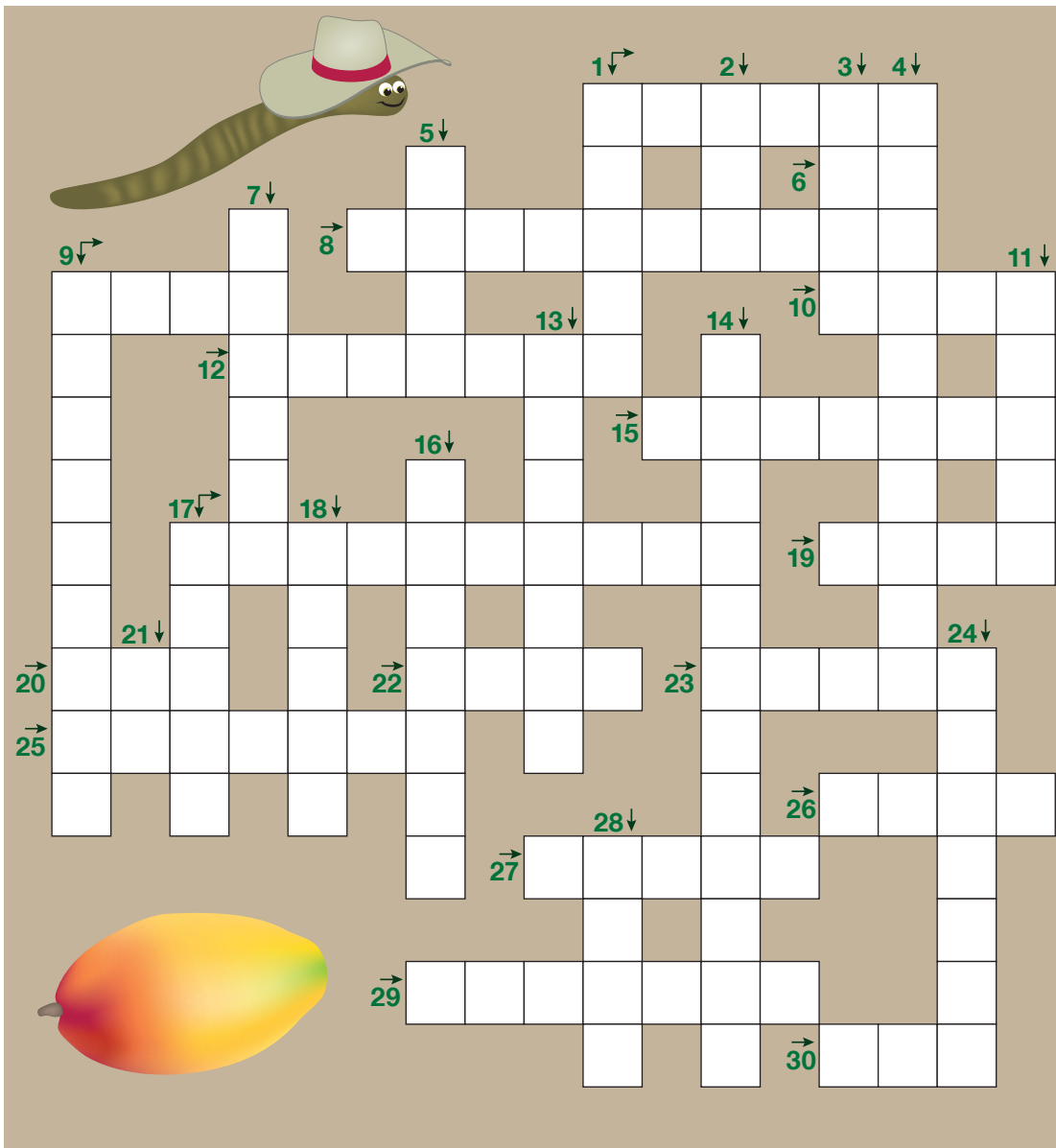
**Challenge:** On a separate sheet of paper, write your own play with:

- A cast of characters
- One scene
- Description of the setting
- Dialogue
- Stage directions

\* **Remember:** A drama has the same story elements as a story. Your play should have a setting, characters, and a plot with a problem and solution.

# Fifth Grade Spelling Crossword Puzzle

(Very hard!)

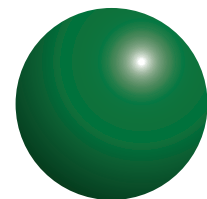


## Down

- 1) quickness
- 2) belonging to him
- 3) water falling out of clouds
- 4) a test, such as in science
- 5) to jump
- 7) someone who tends to cows or horses
- 9) a long, slimy creature that lives in dirt and has no bones
- 11) not loose
- 13) jealous
- 14) the effect or result, usually negative, as in "You'll have to face the \_\_\_\_\_."
- 16) to ruin
- 17) a tart fruit that is red, orange, or yellow
- 18) fashion, or the way something is done
- 21) my friends and I
- 24) energized, stimulated, ready to go
- 28) the opposite of early

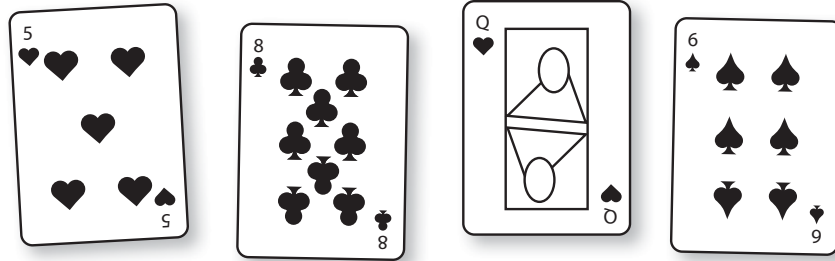
## Across

- 1) a shape, like a ball
- 6) a tool used for chopping wood
- 8) guidance from the person in charge, a personal quality that a teacher should have
- 9) a repeated sound
- 10) orderly, clean, tidy
- 12) covered by something, such as a blanket or paper
- 15) the part of the day before noon
- 17) difficult to understand, scary, like a haunted house
- 19) to nap, to sleep, or a silent beat in music
- 20) to hold as property
- 22) a loud, dull sound, as in "That door sure makes a \_\_\_\_\_."
- 23) something someone said, exactly how she said it, as in a "famous \_\_\_\_\_."
- 25) normal
- 26) the front of something, such as a head
- 27) something empty, as in "Fill in the \_\_\_\_\_."
- 29) someone associated with another, such as in business or dancing
- 30) conclusion



# Lucky 13 Challenge

The numbers from 1 to 13 can be formed using the four cards below (Queen = 12). You may use addition, subtraction, multiplication, division, place value, exponents, square roots, factorials, or even decimal points. The first two problems have been done for you. See how many you can find. Record your results below.



1  $(8 - 5) - (12 / 6) = 1$

8 \_\_\_\_\_

2  $(12 - 6) / (8 - 5) = 2$

9 \_\_\_\_\_

3 \_\_\_\_\_

10 \_\_\_\_\_

4 \_\_\_\_\_

11 \_\_\_\_\_

5 \_\_\_\_\_

12 \_\_\_\_\_

6 \_\_\_\_\_

13 \_\_\_\_\_

7 \_\_\_\_\_

# Day 3

## Reading

Take your knowledge of plays and use them in this Anatomy of a Screenplay worksheet. Take note of how a screenplay and play are the same or different.

## Writing

Continue with the Anatomy of a Screenplay worksheet and write your own screenplay.

## Grammar Practice

Complete the Writing Dialogue in *The Secret Garden* worksheet to help show dialogue between characters in a story.

## Math

Use the worksheet Order of Operations to test your understanding of order of operations. Add missing parentheses for some of the problems.

# Anatomy of a Screenplay

The screenplay, or script, is where a movie is born. It contains almost everything the actors and film crew need to bring the movie to life. What the actors say, what they do, how the camera moves, what the setting looks like—all this is in the screenplay.

If you've ever read a play, a screenplay will look familiar. Take a peek at an excerpt from the screenplay of *His Girl Friday*, written by Charles Lederer.



**FADE IN: INT. ANTEROOM CLOSE SHOT SWITCHBOARD**

Two telephone operators sit at switchboard busy plugging in and out answering calls.

**1ST OPERATOR**

Character

This is the Morning Post... The City Room? Just a moment, I'll connect you.  
(plugs in call)

Dialogue

**2ND OPERATOR**

Character

Morning Post... Sports Department?  
Just a moment --  
(plugs in call)

Camera operating instructions

**CAMERA PULLS BACK** to disclose the rest of the anteroom. To Camera left are the elevators -- at back wall directly behind switchboard are chairs and a table for visitors.

Setting description

At a table sits an office boy, about fifteen, doing a crossword puzzle. The big clock on the back wall shows that it is nearly one o'clock.

Camera operating  
instruction

**CLOSE SHOT OFFICE BOY**



as he bends over paper. We catch a glimpse of the squares of a crossword puzzle.

**MED. SHOT**

as a reporter comes out of the City Room, clanging the gate behind him. The office boy looks up.

Actor's  
instruction

**OFFICE BOY**

What's a seven-letter word for --?

**REPORTER**

Don't ask me! If I knew any seven-letter words, I'd be something better than a reporter!

He catches a glimpse of the far elevator going down.

**REPORTER**

Hey! Down! Down!

**MED. SHOT ELEVATORS**

as reporter runs into the closed elevator door and pounds on it. It comes back, the door opens, and he gets in. The door closes. The near elevator comes up and discharges Hildy Johnson and Bruce Baldwin. Bruce carries an umbrella and wears a raincoat.



**MED. CLOSE SHOT TABLE**

office boy looking over his puzzle as  
Hildy and Bruce come into the scene.

**HILDY**

(with a smile)

Hello, Skinny. Remember me?

**OFFICE BOY**

(looks up; then a  
glowing smile)

Hildy Johnson!

**CLOSE SHOT SWITCHBOARD**

Hildy approaches the switchboard.

**HILDY**

(to operator)

Hello, Maisie.

The first operator looks up.

**MAISIE**

Hello -- Hildy! You coming back?

**HILDY**

No, just visiting.

Tell me, is the lord  
of the universe in today?





**MAISIE**

He is -- and in a very bad humor. I think somebody stole one of his crown jewels. Shall I announce you?

**HILDY**

No, never mind -- I'll blow my own trumpet.

**THREE SHOT BRUCE, HILDY AND OPERATOR**

Hildy turns to Bruce.

**HILDY**

I won't be more than ten minutes, I promise you.

**BRUCE**

Even ten minutes is a long time to be away from you.



Want to see this script in action?  
Just go to [https://archive.org/details/his\\_girl\\_friday](https://archive.org/details/his_girl_friday).



Think you've got a screenplay in you? Conjure up your own tale, use an event from your life or the life of someone you know, or even borrow a section from your favorite book. Once you have an idea for a story, you can write your very own screenplay! Make sure to include these elements: character names, dialogue, setting description, actor instructions, and camera operating instructions.

A large rectangular area with a dotted teal border, containing 15 horizontal dotted lines for writing.



You now have a screenplay on your hands that you want to turn into a movie. But where to start? Run a search online or at a library to see how screenwriters go about getting their words made into a movie. Write about the next steps you'd need to take on the back of this sheet.

**Writing Dialogue in *The Secret Garden***

Punctuation counts when you're writing dialogue. It helps you understand who is speaking and what they are saying. In *The Secret Garden*, by Frances Hodgson Burnett, the author uses dialogue to show how the characters relate to each other. Try your hand at adding quotation marks to the conversations below. In the first passage, Mary, an orphan, and Martha, a young servant girl, are just getting to know each other. In the second, Mary and her cousin Colin meet for the first time.

**Passage 1**

I don't want it, she said.

You don't want your porridge! Martha exclaimed incredulously.

No.

You don't know how good it is. Put a bit of treacle on it or a bit of sugar.

I don't want it, repeated Mary.

Eh! said Martha. I can't abide to see good food go to waste. If our children were at this table they'd clean it bare in five minutes.

Why? said Mary coldly.

Why! echoed Martha. Because they've hardly ever had their stomachs full in their lives. They're as hungry as young hawks and foxes.

I don't know what it is to be hungry, said Mary with the indifference of ignorance.

Martha looked indignant.

Well it would do you good to try it. I can see that plain enough, she said outspokenly.

**Passage 2**

How old are you? he asked.

I am ten, answered Mary, forgetting herself for the moment, and so are you.

How do you know that? he demanded in a surprised voice.

Because when you were born the garden door was locked and the key was buried. And it has been locked for ten years.

*\*Some language has been changed from the original text for clarity.*



# ORDER OF OPERATIONS

(parentheses)

Determine what is needed to make the equations true.

Some of the equations need parentheses, while others do not.

Write in parentheses where needed or circle the equations that do not need them.

Ex. 1.  $(9 + 7) \times 4 - 12 = 52$

$$16 \times 4 - 12 = 52$$

$$64 - 12 = 52$$

3.  $7 - 1 + 55 \div 5 = 17$

2.  $5 + 8 \times 2 - 4 = 22$

4.  $5 \times 4 + 9 - 2 = 27$

5.  $15 + 8 - 4 \div 2 = 21$

6.  $11 + 10 - 4 \times 9 = 65$

7.  $7 + 13 + 6 \times 9 = 74$

8.  $36 \div 6 \times 2 + 9 = 21$

9.  $9 \times 21 \div 3 + 10 = 73$

10.  $13 - 4 \times 18 - 22 = 140$

11.  $16 + 21 - 3 \times 6 = 19$

12.  $43 - 4 \times 4 + 8 = 35$

# Day 4

## Reading

Practice your reading comprehension with the Making Inferences in a Fictional Text worksheet. You will make inferences with a fictional text.

## Writing

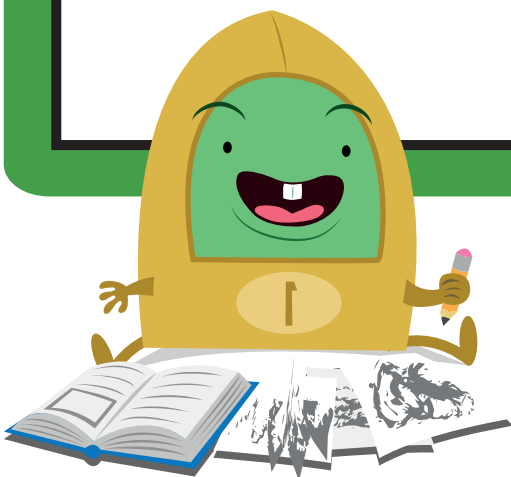
Vary your sentences as you write a story on this Mix it Up! Making Varied Sentences worksheet.

## Grammar Practice

Show you understand the difference between complete sentences and fragments in the worksheet Recognize a Fragment When You See One!

## Math

Use the visual of a measuring cup in the Measuring Cup Musings worksheet to help you convert liquids using ounces and cups.



Name: \_\_\_\_\_

Date: \_\_\_\_\_

## Making Inferences in a Fictional Text

An **inference** is a conclusion you come to based on reasoning and evidence within a text. Making an inference requires using both information from the text and your background knowledge. Read the passage below and answer the inference questions that follow.

clues in text

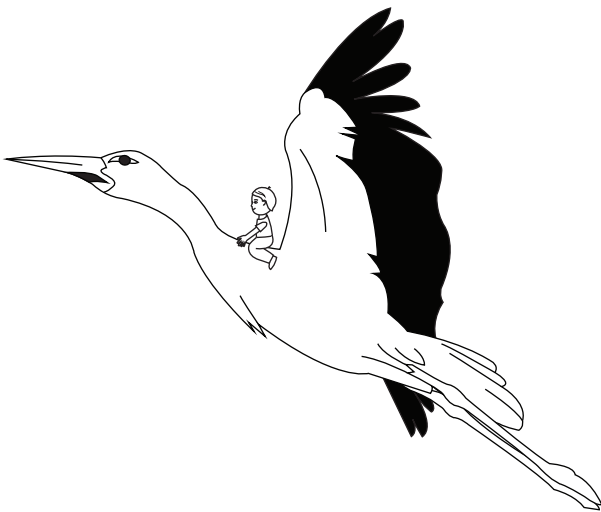
+

what you know

=

inference

### The Hazelnut Child



Once upon a time, before the continent of Europe was given that name, there lived a couple who had no children. They wished every day for a child, even if he were no bigger than a hazelnut. At last, their wish was granted, and they had a child who was the size of a hazelnut, just as they had said. They loved the child very much and they took excellent care of him. When the hazelnut child turned fifteen, his parents asked what he would become, now that he was of an age to work. "I would like to be a messenger," said the child. His mother laughed and asked, "How can you possibly be a messenger? Your tiny feet would take an hour to carry

you the distance anyone else could cover in a minute." "Give me a message to carry," said the boy, "and see how quickly I return." So his mother told him to go the house of his aunt in the neighboring village and bring back a comb. "I'll be back before you know," said the boy. His mother held the front door open for her son, and off he went on his journey. He found a man on horseback who was headed for the next town. The boy **crept** up the horse's leg, crawled under the saddle, and began to pinch the horse's back. Rearing up, the horse took off at breakneck speed and wouldn't slow down, no matter how hard the rider pulled at its reins. When they reached the neighboring village, the hazelnut child quit pinching the horse, and it slowed enough that the boy was able to climb back down its leg. His aunt was delighted to see him and gave him the comb he asked for. The hazelnut child returned home on the back of another horse and presented his mother with the comb. "But how did you get home so quickly?" she asked. He did not answer her question, but only said, "You see, I told you messenger was the **profession** for me." Using his newfound skill, the hazelnut child hitched a ride on a stork that was heading south for the winter and landed in a faraway country. There, he met the king, who was **astonished** by this tiny creature who rode storks as if they were horses. The king was so taken with the hazelnut child that he gave the boy a diamond bigger than himself. The boy hitched the diamond to his stork and flew home, and he and his parents lived in peace and **prosperity** for the rest of their lives.

Name: \_\_\_\_\_

Date: \_\_\_\_\_

# Making Inferences in a Fictional Text

## Defining Key Vocabulary

Directions: Use context clues to match each vocabulary word to its definition.

<b>crept</b>	a paid occupation or job
<b>profession</b>	wealth or good fortune
<b>astonished</b>	moved slowly and quietly to avoid being noticed
<b>prosperity</b>	greatly surprised or impressed

## Making Inferences

Directions: Complete the chart by writing a quote from the text (on the left) or an inference you can make (on the right).

	The text states...	This most likely means...
1	<p>"They wished every day for a child, even if he were no bigger than a hazelnut."</p>	<p>What can you infer about the couple who later became the hazelnut child's parents?</p> <p>_____</p> <p>_____</p> <p>_____</p>
2	<p>Write a quote from the story that supports this inference.</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p>The hazelnut child was determined to prove that he could accomplish his goals, despite his small size.</p>
3	<p>"The king was so taken with the hazelnut child that he gave the boy a diamond bigger than himself."</p>	<p>What can you infer about the king?</p> <p>_____</p> <p>_____</p> <p>_____</p>

Date: \_\_\_\_\_

### Make a Simple Sentence:

- The hungry baby **cried** (**verb**) for the cold rice cereal.

The baby **cried** (verb) for the cold rice cereal and then she **laughed** (verb).

Using the reminders above, create a short story that includes at least three of each kind of sentence. When done, swap stories with a partner and use a highlighter or colored pencils to identify each kind of sentence in your partner's story.

---

[illegible]



Name: \_\_\_\_\_

Date: \_\_\_\_\_

# Recognize a Fragment When You See One!

Read each example below. Circle whether it is a sentence or fragment. If it is a fragment, make revisions to turn it into a complete sentence.

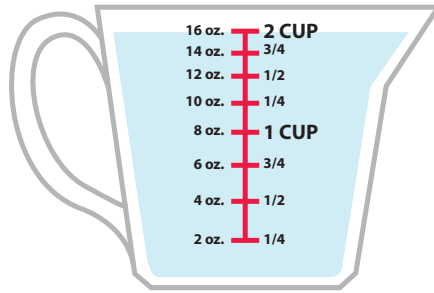
After the doctor examined the broken arm, which was broken in two places.	Sentence    Fragment
<b>FIX:</b>	
During the baseball game, in the third inning to be exact.	Sentence    Fragment
<b>FIX:</b>	
We took the short way to get to the store.	Sentence    Fragment
<b>FIX:</b>	
His ex-girlfriend Samantha, the one he dated five years ago.	Sentence    Fragment
<b>FIX:</b>	
A meteor from a galaxy 67 light years away.	Sentence    Fragment
<b>FIX:</b>	

Name: \_\_\_\_\_

Date: \_\_\_\_\_

# Measuring Cup Musings

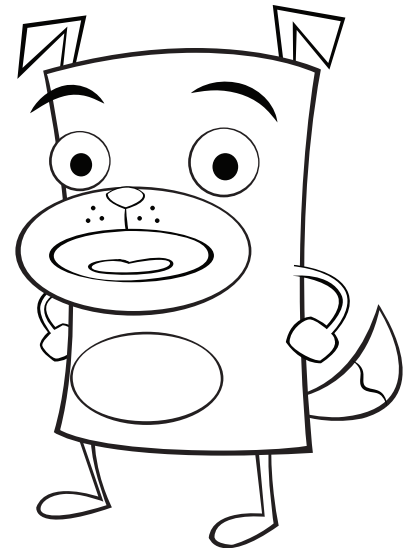
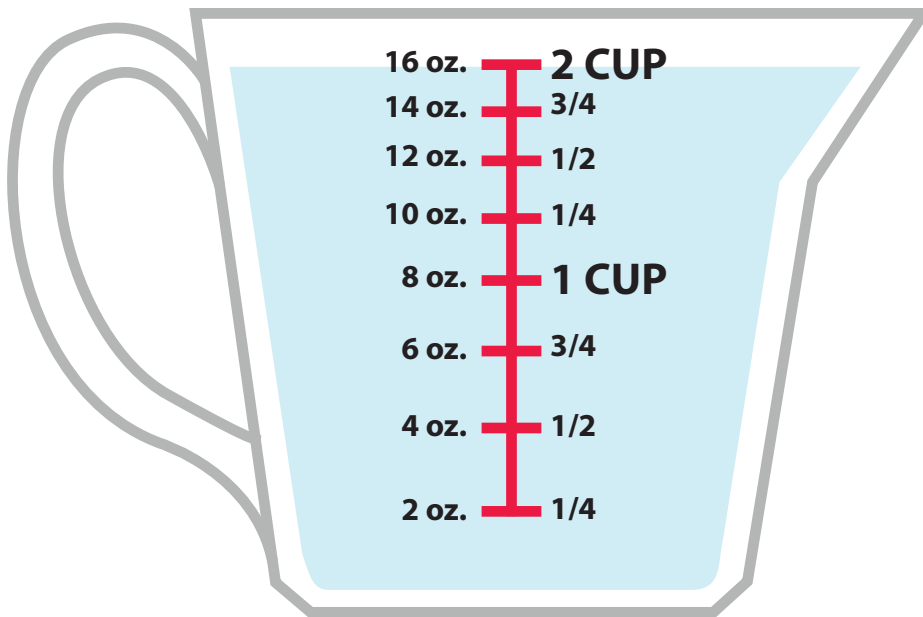
**Liquid Volume** is the quantity of three-dimensional space liquid occupies at rest.



This measuring cup has 2 cups of water in it.

What is the smallest amount it can measure in ounces (oz.)?

Answer: **2 oz.**



**Directions:** Use the measuring cup to help you answer the following questions.

1. How much water will the measuring cup have if you poured  $\frac{1}{2}$  of it out?
2. How many ounces of water is equal to  $1\frac{1}{4}$  cup of water?
3. Thirty-two ounces of water is equivalent to how many cups of water?
4. Two-fourths cup of water is how much in ounces?
5. How many cups are in 64 ounces?
6. How many ounces of water are equal to  $\frac{6}{8}$  cups of water?

# Day 5

## Reading

Discover the parts of the brain and their purpose in the **Why Do Zombies Love Brains?** worksheet.

Use the worksheet **Your Body: The Brain** to read more about the brain and color code the brain based on the information you read.

## Writing

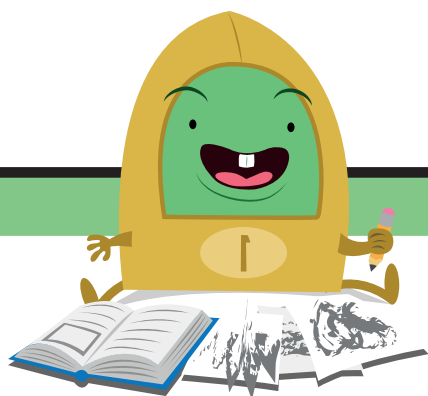
Compare the two reading articles about the brain on the **Venn Diagram** worksheet. Then write a paragraph about the brain using information you learned from the two texts.

## Grammar Practice

Pick a word that describes a part of the brain and complete this **Frayer Model** about that word.

## Math

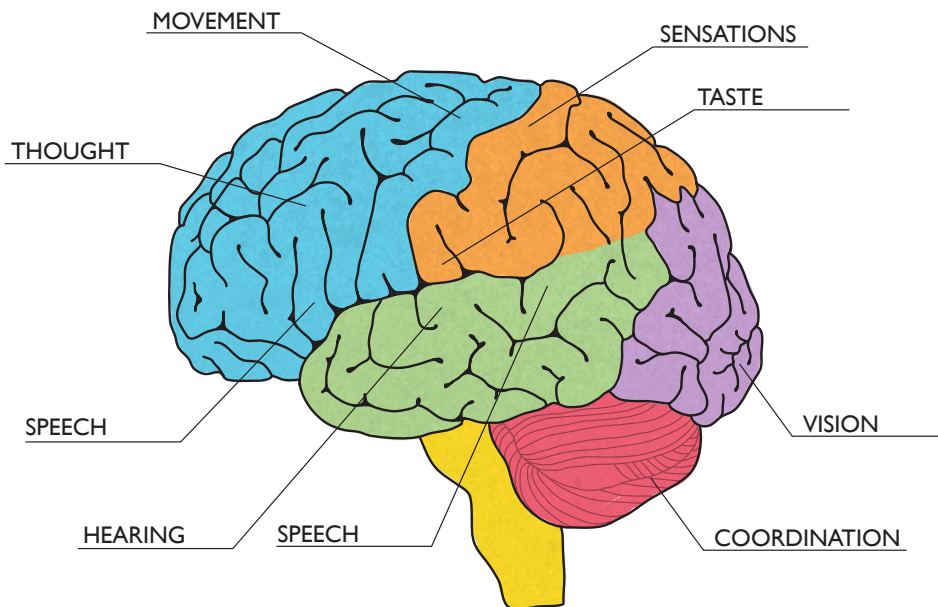
Follow the clues in the **Place Value Puzzle** worksheet to find the correct number to the hundred thousands place. You will have to remember decimals to the hundredths place as well.



# WHY DO ZOMBIES LOVE BRAINS?

What do you think makes brains so appealing to zombies? Perhaps it's because the brain is where our entire body is coordinated, where our memories are stored, and where our senses are interpreted. Learn about your amazing brain on this page!

## ANATOMY OF YOUR BRAIN



### **BLUE: FRONTAL LOBE**

(reward, attention, motivation, planning, short-term memory, intelligence, personality, emotions, logic)

### **ORANGE: PARIETAL LOBE**

(spatial sense, touch, language, navigation, recognition)

### **GREEN: TEMPORAL LOBE**

(visual memories, new memories, sensory input, understanding language, hearing, long-term memory)

### **PURPLE: OCCIPITAL LOBE**

(perception of motion, space, and color, visual input)

### **PINK: CEREBELLUM**

(fine motor control, fear, pleasure, timing)

### **YELLOW: BRAIN STEM**

(sleeping, alertness, breathing, eating, heart rate, consciousness, sending signals to and from brain)

### Interesting Brain Facts:

- The average adult brain weighs three pounds, contains around 100 billion neurons, 1 trillion other cells to support the neurons, 100 thousand miles of blood vessels, and generates enough electricity to power a low-wattage light bulb!
- The brain is more powerful and complex than even the most advanced supercomputer.
- Sensory neurons send signals that about 150 miles per hour, and motor neurons can transmit at about 200 miles per hour!
- There are no pain receptors in your brain, so it doesn't feel any pain.
- A bigger brain doesn't mean a smarter person. Albert Einstein's brain was slightly smaller than average.
- Surgeons say that a living brain feels a lot like soft tofu. YUM!
- It's also a myth that we use only 10% of our brains. Even though there are still many things we don't know about it, we do know that each part of the brain has a purpose.
- Your brain only makes up about 2% of your body weight, but uses about 20% of your energy and oxygen.
- The bursts of light a person sees after hitting their head ("seeing stars") are the result of the brain hitting the back of the skull. The back of your brain is where vision is processed.
- It isn't true that your brain stops making connections once you become an adult. The ability to make new neural connections has been seen in adults who have had brain injuries, who form connections around the injured area.

# YOUR BODY: THE BRAIN

While scientists, surgeons and doctors have mapped and studied every part of the body, there is still not much we know about the **human brain**. Your brain is a powerful, complex, clever organ that deals with hundreds of messages around you. The brain receives messages from many, many **nerve cells** all through your body. These messages are sparked when you see, hear, smell, touch, taste and move in your world. **Nerve fibers** across your body are like computer wires, where information can travel all the way from your little toe to the nerve cells in your brain.

The brain is split into **two hemispheres**, and each hemisphere controls a side of your body. Interestingly, the left side of your brain controls the right side of

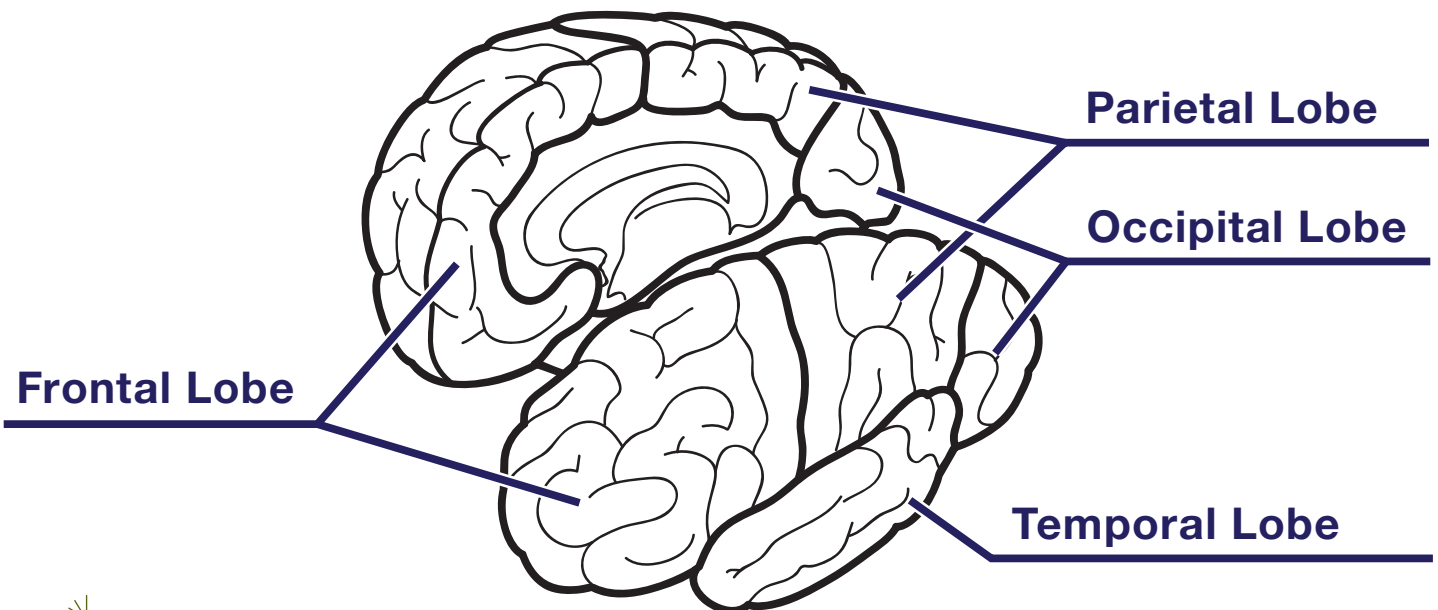
your body, while the right hemisphere controls the left side of your body.

Scientists have sectioned the brain into different lobes, based on how they interact with the information around you. The **frontal lobe** helps you talk, plan ahead, smell, and even solve problems. You can recognize faces and what people are saying because of the **temporal lobe**. The **parietal lobe** assists with your sense of taste and how you move, while the **occipital lobe** allows you to see.

Your brain is an important organ that helps you live, so be sure to protect it with the right safety gear when you bike or play sports! **Brain safety is smart safety.**

You will need crayons, markers, or colored pencils for the following activity.

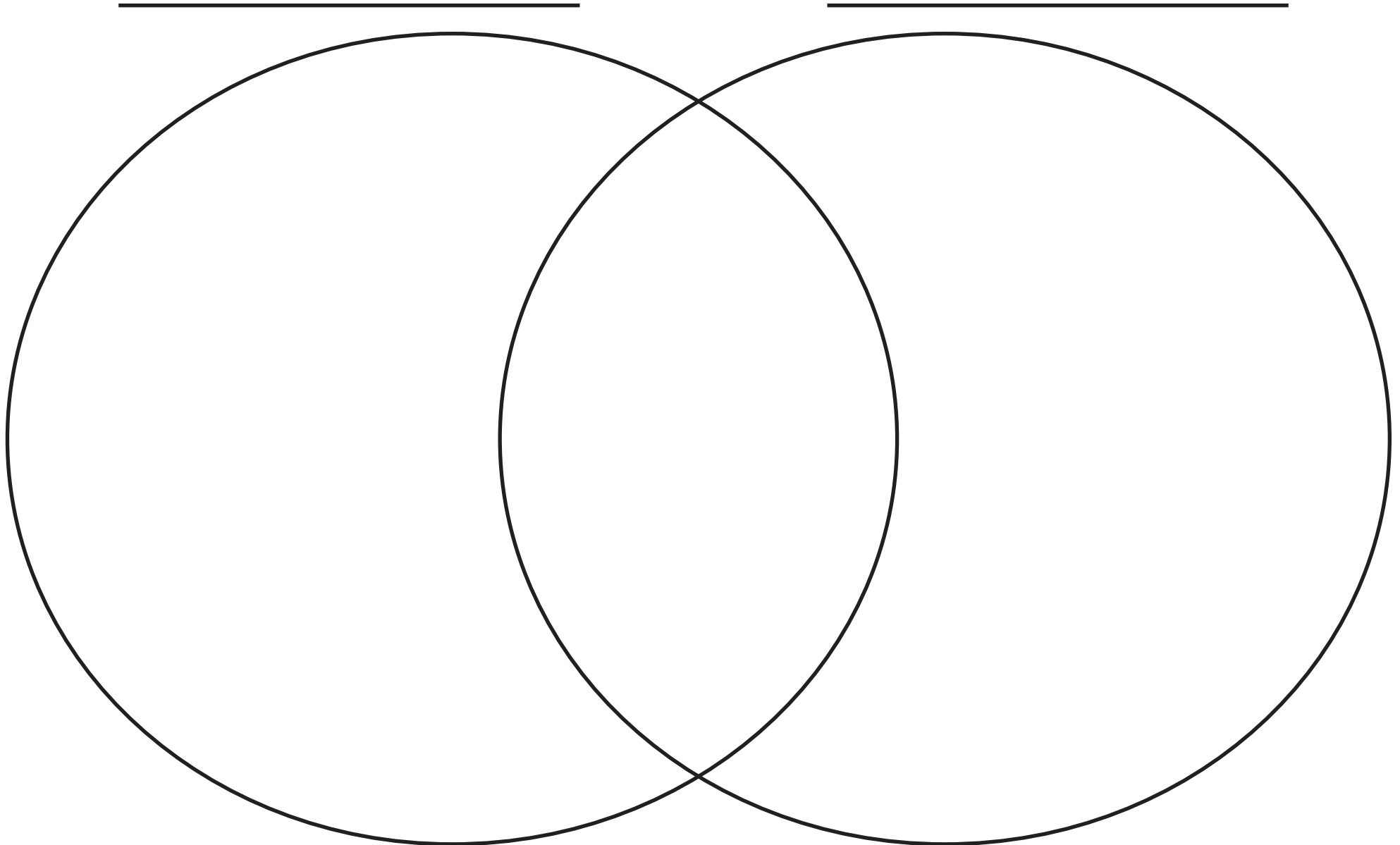
1. You use this part of the brain to talk, smell, plan and solve problems. Color this brain lobe **green**.
2. Color the brain lobe that controls your vision **red**.
3. This part of the brain controls your hearing. Color the brain lobe **yellow**.
4. Color the brain lobe that helps you move and taste food **blue**.



Name: \_\_\_\_\_

Date: \_\_\_\_\_

## Venn Diagram

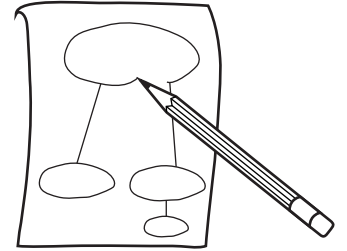


Name: \_\_\_\_\_

Date: \_\_\_\_\_

## Frayer Model

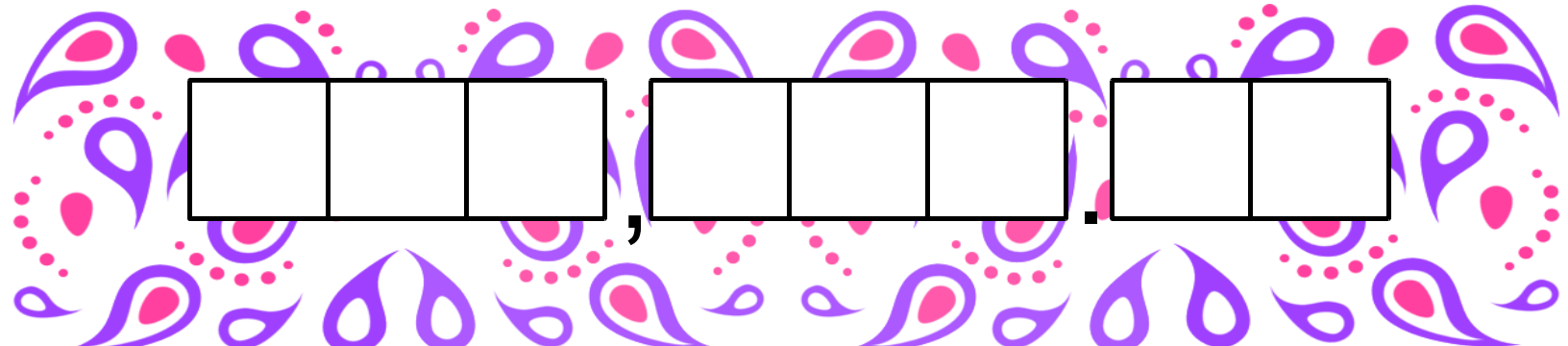
**Directions:** Write your vocabulary word in the "Vocabulary Term" oval. Complete the rest of the sections for the vocabulary term in your own words.



<b>Definition:</b>	<b>Sentence:</b>		
<b>Vocabulary Term:</b>			
<b>Examples:</b>	<b>Image Representation:</b>	<b>Non-Examples:</b>	

# Place Value Puzzle

Read each clue to help you figure out the eight-digit number.



--	--	--	--	--	--	--	--

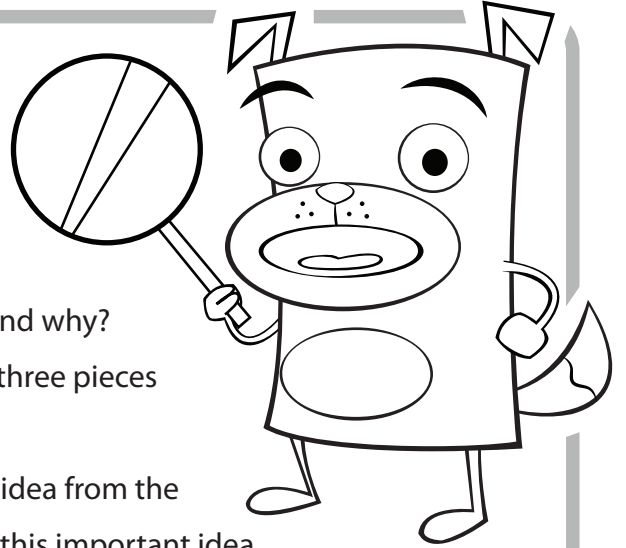
1. Multiply 3 by the number of days in a week. Subtract 12 and write your answer in the thousands place.
2. Add 3 to the difference between 5 and 2. Write your answer in the ones place.
3. Divide the number in the thousands place by itself and then multiply the answer by 0. Write your answer in the tenths place.
4. Subtract the number of days in a weekend from the number of days in February (non-leap year). Divide your answer by 2. Subtract the number in the thousands place from that answer. Write your new answer in the hundredths place.
5. Add the numbers from the tenths, hundredths and ones place, and then divide by 2. Write your answer in the tens place.
6. Divide 16 into the number of hours in two days and write your answer in the hundred thousands place.
7. Multiply the number in the hundred thousands place by the number in the thousands place. Subtract 20 from that answer. Write your new answer in the ten thousands place.
8. Subtract the number in the tens place from the number in the ones place. Write your answer in the hundreds place.



# 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. Find 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?

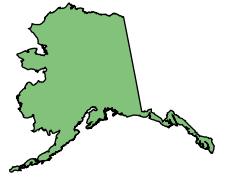
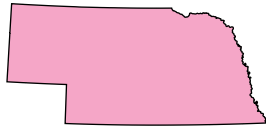


## Nonfiction Texts

- 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?

# Guess the Capital SCRAMBLE!

Get started by unscrambling the name of each state capital, then see if you can match it to its home state!



NHEELA \_\_\_\_\_

JEUUNA \_\_\_\_\_

NNCLOLI \_\_\_\_\_

MNIROTPEEL \_\_\_\_\_

ORDNCCO \_\_\_\_\_

VDOER \_\_\_\_\_

UANSTI \_\_\_\_\_

XNHOEPI \_\_\_\_\_

ATSNA EF \_\_\_\_\_

BEIOS \_\_\_\_\_

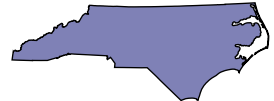
ARHILEG \_\_\_\_\_

HCARNSTLEO \_\_\_\_\_

NEDSPRFILIG \_\_\_\_\_

ILLINOIS

ARIZONA



TEXAS

IDAHO

NEW MEXICO



NORTH CAROLINA

NEW HAMPSHIRE

NEBRASKA

MONTANA

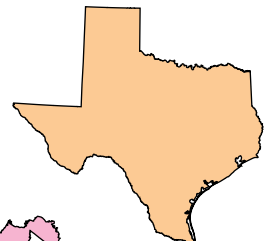
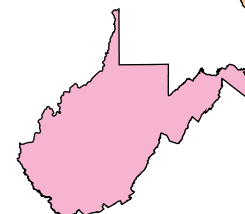
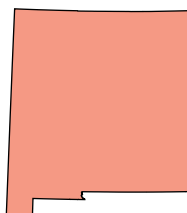
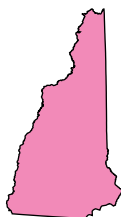
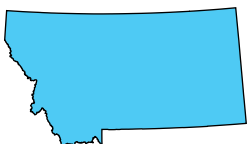


ALASKA

DELAWARE

WEST VIRGINIA

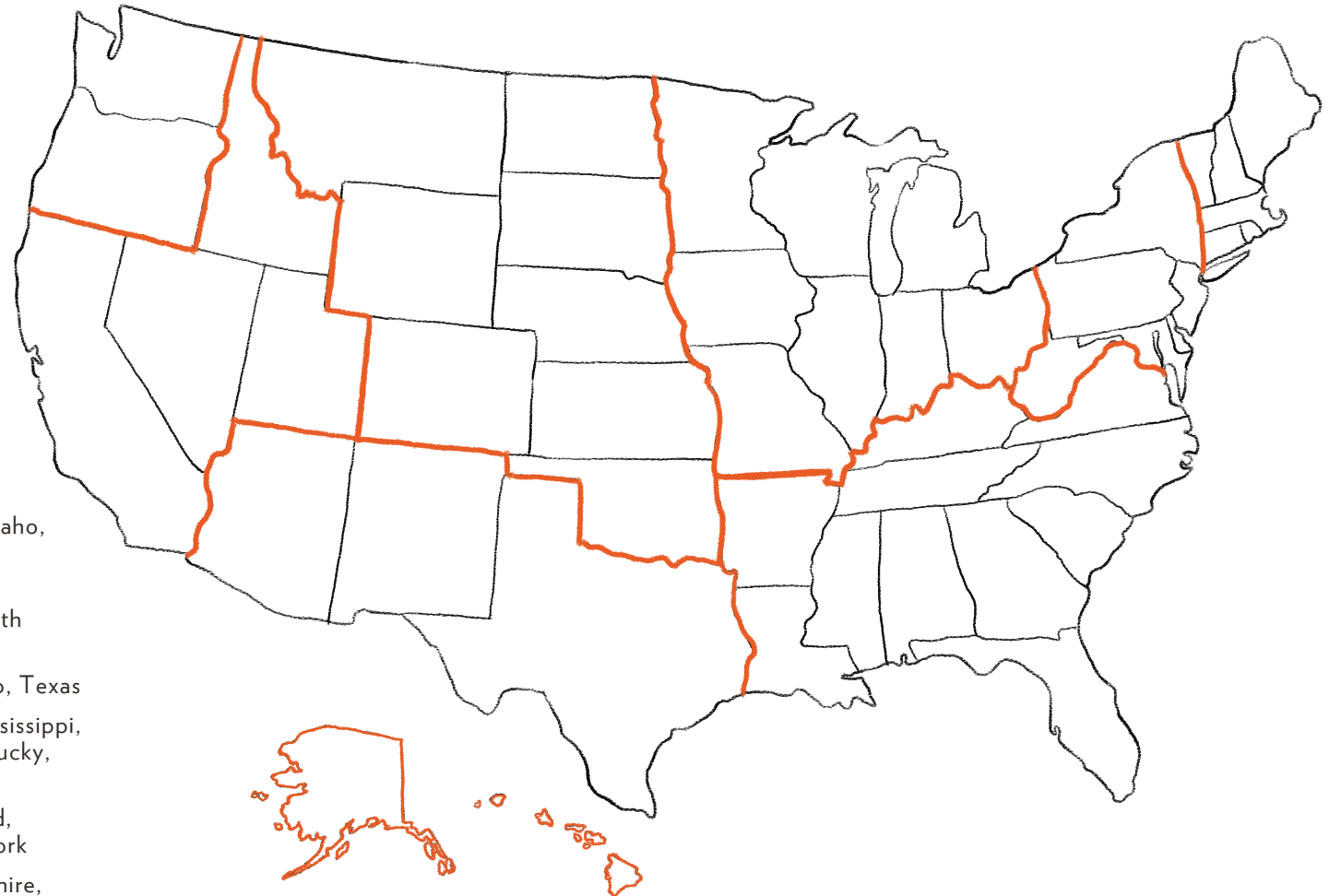
VERMONT





# Regions of the United States

**The United States** is divided into several different regions based on geography, culture, climate, history, and many other factors. The map below shows where each region of the United States is approximately located. In the list on the left, each region is named along with the states it covers. Find each region on the map, color it in, and label the states.



## U.S. Regions

**Northwest (Blue):** Washington, Oregon

**West (Yellow):** California, Nevada, Utah, Idaho, Hawaii, Alaska

**Great Plains (Green):** Montana, Wyoming, Colorado, Oklahoma, Kansas, Nebraska, South Dakota, North Dakota

**Southwest (Orange):** Arizona, New Mexico, Texas

**Southeast (Pink):** Louisiana, Arkansas, Mississippi, Alabama, Georgia, Tennessee, Florida, Kentucky, Virginia, North Carolina, South Carolina

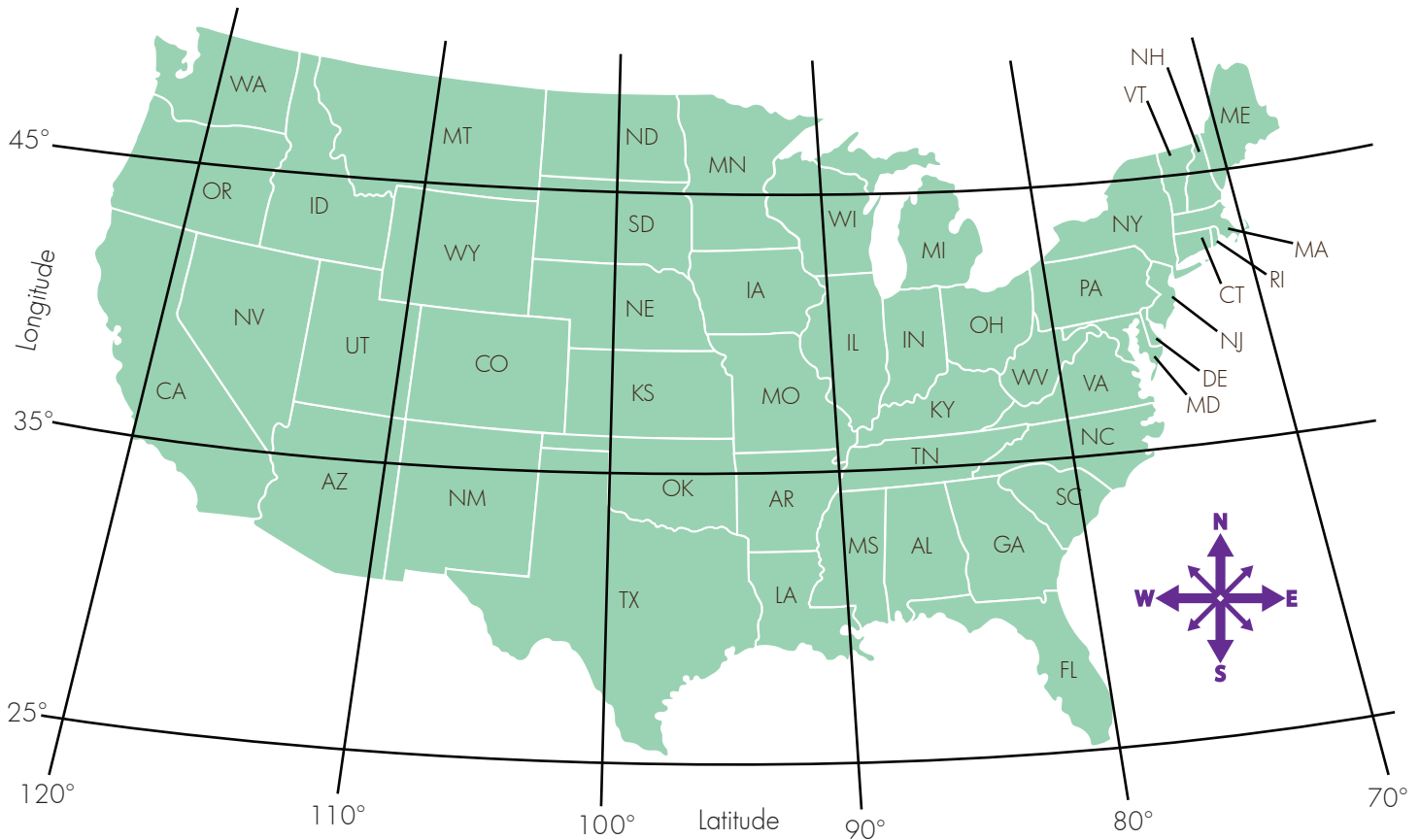
**Northeast (Grey):** West Virginia, Maryland, Delaware, Pennsylvania, New Jersey, New York

**New England (Violet):** Maine, New Hampshire, Vermont, Massachusetts, Connecticut, Rhode Island

**Midwest (Brown):** Illinois, Wisconsin, Michigan, Minnesota, Iowa, Indiana, Ohio, Missouri

# State Scavenger Hunt

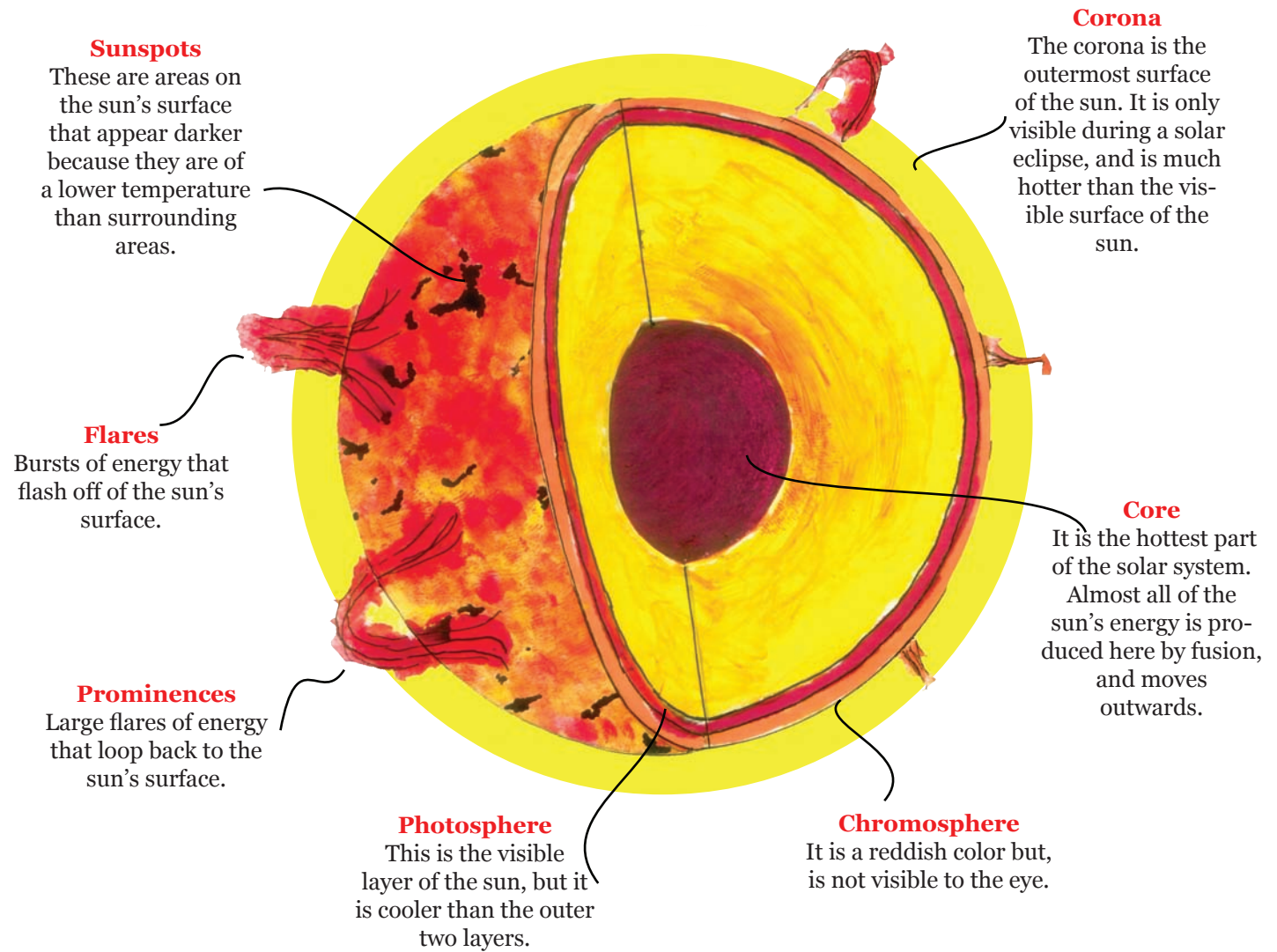
Zach and Ronnie are on a state scavenger hunt.  
Use the clues below to help them find the states they're looking for!



1. Start in Wyoming. Move one state north and then 3 states to the east. What state are you in?
2. Start in Alabama. Move one state north. Follow the 35° latitude line west 4 states. What state are you in?
3. Start in east Michigan. Move to the state that is south and east. Move one state northeast. Then go one more state north. What state are you in?
4. Start in South Dakota. Follow the 100° longitude line 2 states south. Go 2 states west. Then go to the bordering northwest state. What state are you in?

# The Sun

The sun is our star. All of the planets in our solar system orbit around it. It is made of very hot gases, mostly hydrogen and helium, that provide the light and heat for our solar system. Answer the questions at the bottom of the page using what you have learned.



## Questions

---

What is the difference between a flare and a prominence?

What part of the sun produces the majority of heat and light?

What two parts of the sun's outer layer are only visible from Earth during a solar eclipse?

Why are sunspots darker than surrounding areas?

What part of the sun do we see from Earth?

# Magnet Myths

Magnets are objects that create an area of magnetic force called a magnetic field. These fields by themselves are invisible to the human eye. Magnets only attract certain types of metals, such as iron, cobalt, and nickel.

## Attracted to:

Iron  
Cobalt  
Nickel

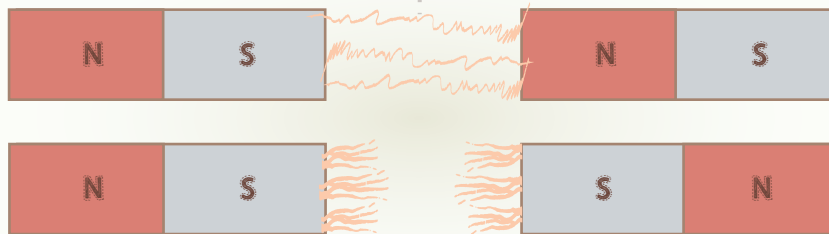
## NOT attracted to:

Plastic	Copper
Gold	Silver
Aluminum	Magnesium
Glass	

Magnets have a north pole and a south pole. If the same pole of two magnets are put close each other they will repel or push away. If different poles are close to each other they will be attracted to each other and pull together.

Magnetic objects must be inside the magnetic field to respond, which is why you may have to move a magnet closer for it to have an effect.

Unlike poles  
attract



Like poles  
Repel

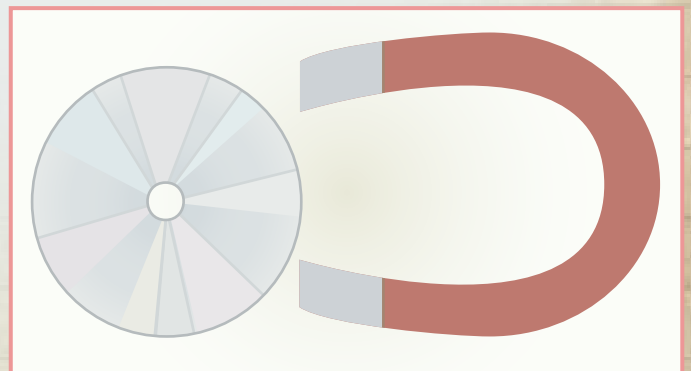
## FREQUENT QUESTIONS

Can a magnet damage electronics?

Yes, powerful magnets are actually used to wipe information from computer hard drives. Most types of electronic equipment are made with tiny magnets, and those can be affected by another magnet close by. However, most household magnets, such as fridge magnets, are not strong enough to damage electronics.

Can a magnet wipe information from a CD?

No. The information on a CD is burned onto the CD with a laser. A magnet won't affect the information on a CD.





# Magnet Myths (continued)

## FREQUENT QUESTIONS...

Can you make a metal magnetic by rubbing a magnet on it?

To make a metal magnetic, you must do something to manipulate the magnetic domains of the metal so that they point in the same direction. This happens when you rub a pin on a magnet – the pin's magnetic domains will align because they've been exposed to the magnet's magnetic field. You can also do this by placing a piece of metal in a strong magnetic field in a north-south direction or passing an electrical current through it.

Do magnets have healing powers?

Doctors and scientists have been studying the healing effects of magnets for a long time. But we're still not quite sure of how powerful a magnet's healing capabilities are. There are many theories to explain why magnets MIGHT be good for your body. For example, some say that the iron found in hemoglobin in your blood can be affected by magnets. That is why many people wear magnetic bracelets or necklaces to help improve blood circulation. Some say that magnets can also change the structure of nearby cells. This could mean that magnets might be able to heal pain or illnesses.

Magnets are used as a part of many different medical devices. For example, an MRI (Magnetic Resonance Imaging) uses magnetic fields to see the organs in our bodies.

## COMPREHENSION

1. If you can manipulate metal to be magnetic, do you think you can demagnetize something? How would this work?

---

---

---

2. Magnets do one of two things, repel or attract. Why is this?

---

---

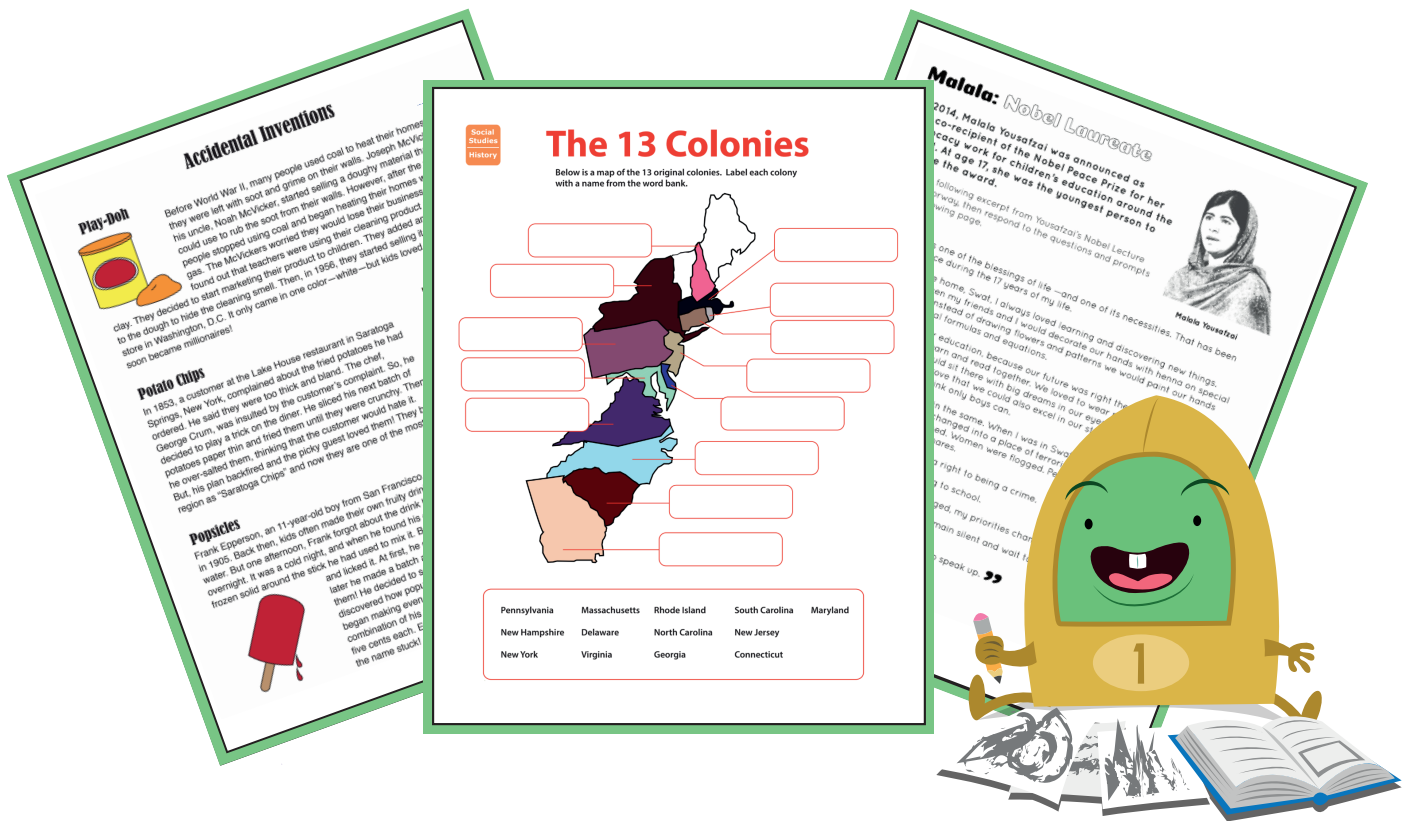
---

# Week 2

5<sup>th</sup>  
Grade

# Independent Study Packet

 Education.com



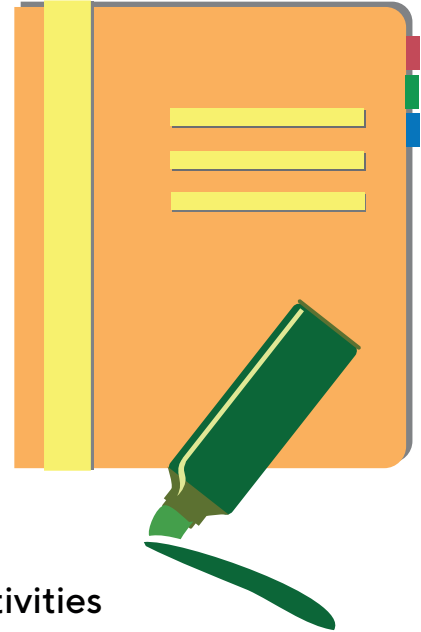
5 MORE Days of  
Independent Activities in  
Reading, Writing,  
Math, Science, and Social Studies



# Helpful Hints for Students and Families

## Materials You Will Need:

- Pencils
- Folder
- 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
- A deck of cards (for some of the games and challenges)
- Internet access to conduct research for some activities
- You will need different materials for the optional Design Challenge

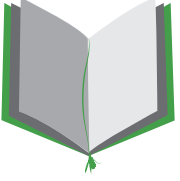




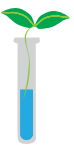


## Directions & Tips



- 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.
- Read the directions carefully before completing each activity.
- Check off each of the activities when you finish them on the activity menu.
- Make sure to plan your time so that you don't let things pile up at the end. Ask an adult to sign your activity menu before you bring it back to school.

# Activity Menu

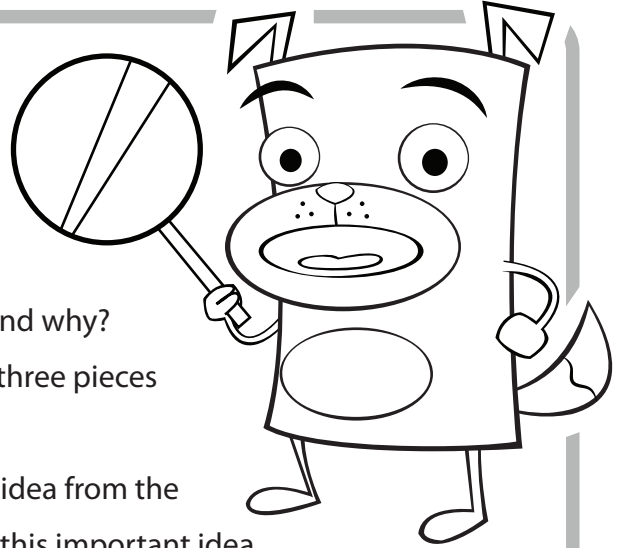
	Day 1	Day 2	Day 3	Day 4	Day 5
<b>Reading</b> 	Read for 20 minutes and answer three text dependent questions on the sheet on another piece of paper or in a journal. <b>Challenge:</b> Try not to repeat a question! <b>Independent Reading Questions</b>				
	Malala: Education Advocate	Malala: Nobel Laureate	Accidental Inventions	Read some blog posts and use the Author's Purpose and Point of View Graphic Organizer	Quotes as Evidence
<b>Writing</b> 	Malala: Interview	Make a Timeline of an Influential Person	Mix it Up! Making Varied Sentences	Blog Template: Listicles	Write Your Own Blog Post
<b>Grammar Practice</b> 	Which Sounds Better? Verbs and Adjectives	Graphic Organizer Template: Frayer Model	Imagery Using Verbs and Adjectives	Correcting Run-On Sentences	5th Grade Mixed Grammar Review
<b>Math</b> 	Probability Practice	More probability	Fraction Review	Place Value Puzzle #2	Find the Average: Mean, Median, and Mode
<b>Social Studies</b> 	Focus on the Revolutionary War this week.				
<b>Science</b> 	Shake it up with information on plate tectonics! And, a fun design challenge: Make a Hot Air Balloon!				

Parent/Guardian Signature: \_\_\_\_\_

# 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. Find 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?

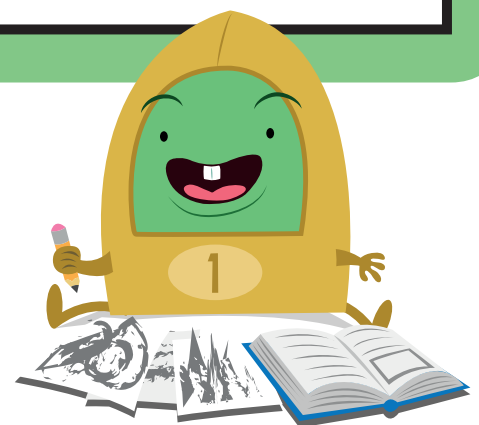


## Nonfiction Texts

- 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?

# Day 1

<b>Reading</b>	In 2014, Malala Yousafzai became co-recipient of the Nobel Peace Prize for her advocacy for children's education around the world. Read about Malala's life and answer a few reflection questions.
<b>Writing</b>	Imagine a hypothetical interview with Malala. Use your research skills to form and answer thoughtful interview questions.
<b>Grammar Practice</b>	Notice the difference between vague language and vivid imagery.
<b>Math</b>	Practice calculating probability.



Name \_\_\_\_\_

Date \_\_\_\_\_

## Malala: Education Advocate



**Read the brief introduction to Malala Yousafzai, then answer the questions that follow.**

Malala Yousafzai is a Pakistani born activist and education advocate who, inspired by her father's humanitarian work, began writing a blog at age eleven to describe life under the Taliban in her native Pakistan. After being targeted by a Taliban gunman, Yousafzai rose to international prominence, co-authoring *I Am Malala* at age 15 following her recovery. As a prominent activist for education and founder of the Malala Fund, she became the co-recipient of the Nobel Peace Prize at age 17, the youngest person ever to receive the prestigious award.

**Imagine that you were told you couldn't go to school because of who you were. How might you continue learning, even if it were against the law?**

---

---

---

---

---

---

---

**Think of a hardship or difficulty you have experienced in your own life. Has this motivated you to advocate for others? Describe how.**

---

---

---

---

---

---

---

Name \_\_\_\_\_ Date \_\_\_\_\_

## Malala: Education Advocate

### (Continued)

Malala was inspired to champion education rights for children around the world. What is a right you believe all children should have? Explain why.

---

---

---

---

---

---

---

---

---

---

Malala began her life as an activist through writing a blog. What is a way you might use writing to advocate for yourself or others? What medium\* would you use?

---

---

---

---

---

---

---

---

---

---

\* **Medium:** A means of personal communication or artistic expression. (Source: Wordsmythe.net)

Name \_\_\_\_\_

Date \_\_\_\_\_

## Interview: Malala

**After reading about the life and work of education advocate and Nobel Laureate Malala Yousafzai, imagine that you have been invited to interview her in person.**

Come up with a series of five meaningful questions to ask Yousafzai. Consider what you already know about her, and what you don't yet know, along with your intended audience. What are some questions others may have about her?

**Bonus:** On the following page, use the spaces provided to draw a picture of what your interview might look like, then research and write hypothetical answers to your questions. Be sure to cite your sources!

1. \_\_\_\_\_

\_\_\_\_\_

2. \_\_\_\_\_

\_\_\_\_\_

3. \_\_\_\_\_

\_\_\_\_\_

4. \_\_\_\_\_

\_\_\_\_\_

5. \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Name \_\_\_\_\_

Date \_\_\_\_\_

## Interview: Malala

Draw a picture of your interview with Malala, then imagine her responses to the questions you posed on the previous page, researching as needed.



1. \_\_\_\_\_

\_\_\_\_\_

2. \_\_\_\_\_

\_\_\_\_\_

3. \_\_\_\_\_

\_\_\_\_\_

4. \_\_\_\_\_

\_\_\_\_\_

5. \_\_\_\_\_

\_\_\_\_\_



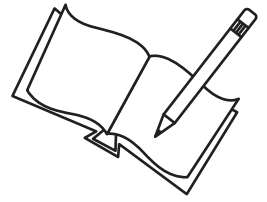
# What Sounds Better? Verbs and Adjectives

Name: \_\_\_\_\_

Date: \_\_\_\_\_

*The medium of writers is language. Just as an artist uses paint, writers use words to create a vivid image in the reader's mind. Adjectives and verbs are among the most powerful words writers can use to create images.*

1. Read both paragraphs below. Which one do you think is more effective at painting a picture, A or B? \_\_\_\_\_ Why?



**A** The man walked to the intersection, holding his books and folders. He stopped at the traffic light, the wind blowing his hair back from his face, and looked to the left and right waiting for the cars to come to a stop.

**B** The hunched-over man shuffled to the busy intersection, cradling his books and crumpled papers. He paused at the traffic light, the wind brushing his gray hair back from his face, and peered to the left and right waiting for the buzzing cars to come to a stop.

*Now go back and read them both again. This time, circle the verbs and underline the adjectives as you read.*

2. What do you notice about the use of verbs and adjectives in the paragraphs?

---

---

3. What do you think is the most powerful phrase in this description?

---

---

*Now you try. Pick a phrase or sentence in either of the paragraphs above and rewrite it using more descriptive verbs and adjectives.*

**BEFORE**

---

---

---

---

**AFTER**

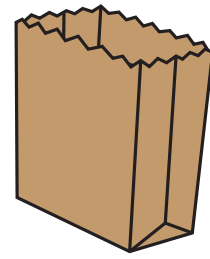
---

---

---

---

# Probability: Jelly Beans in a bag



Imagine that these  
12 jelly beans  
are in the paper bag to the right.

Now let's find the probability of picking  
these jelly beans from the bag!

Please write your answer as a fraction.  
Reduce if necessary.



## Example:

What is the probability of picking a yellow jelly bean from the paper bag?

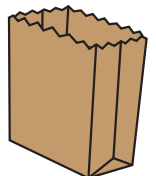
$$\frac{3}{12} = \frac{1}{4}$$

1. What is the probability of picking a white jelly bean? \_\_\_\_\_
2. What is the probability of picking a pink jelly bean? \_\_\_\_\_
3. What is the probability of picking a green jelly bean? \_\_\_\_\_
4. What color is most likely to be picked? \_\_\_\_\_
5. What color will you probably pick least often? \_\_\_\_\_
6. What is the probability of picking a jelly bean that is not yellow? \_\_\_\_\_
7. What is the probability of picking a jelly bean that is not green? \_\_\_\_\_
8. What is the probability of picking a pink or yellow jelly bean? \_\_\_\_\_

## Bonus:



If you added 3 more green and 1 more white jelly bean to the paper bag,  
what is the probability of picking a green bean? \_\_\_\_\_



# Probability

## Dice Roll



Reminder: Probability is the chance that something will happen.



What is the probability of...

- 1.) Rolling a six-sided die and getting a 2?
- 2.) Rolling a six-sided die and getting a number less than 4?
- 3.) Rolling a six-sided die and getting a number over 2?
- 4.) Rolling a six-sided die and getting a 1 or a 5?
- 5.) Rolling two six-sided dice and getting a 5?
- 6.) Rolling two six-sided dice and getting a 3 and a 6?

# Day 2

## Reading

Read an excerpt of Malala's acceptance speech. Then, imagine you are a Nobel Laureate and you need to compose your very own acceptance speech.

## Writing

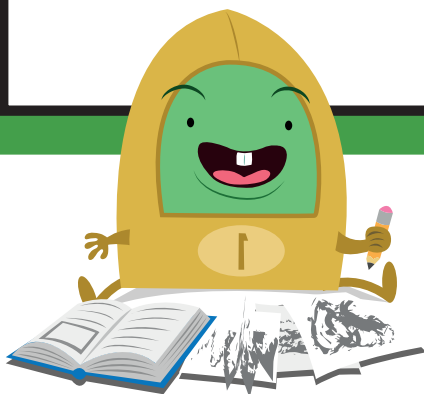
Make your own timeline about any famous person.

## Grammar Practice

Complete a Frayer Model with a word that describes Malala.

## Math

More practice with probability!



## Malala: Nobel Laureate

In 2014, Malala Yousafzai was announced as the co-recipient of the Nobel Peace Prize for her advocacy work for children's education around the world. At age 17, she was the youngest person to receive the award.

Read the following excerpt from Yousafzai's Nobel Lecture in Oslo, Norway, then respond to the questions and prompts on the following page.



Malala Yousafzai

“ Education is one of the blessings of life —and one of its necessities. That has been my experience during the 17 years of my life.

In my paradise home, Swat, I always loved learning and discovering new things. I remember when my friends and I would decorate our hands with henna on special occasions. And instead of drawing flowers and patterns we would paint our hands with mathematical formulas and equations.

We had a thirst for education, because our future was right there in that classroom. We would sit and learn and read together. We loved to wear neat and tidy school uniforms and we would sit there with big dreams in our eyes. We wanted to make our parents proud and prove that we could also excel in our studies and achieve those goals, which some people think only boys can.

But things did not remain the same. When I was in Swat, which was a place of tourism and beauty, it suddenly changed into a place of terrorism. I was just ten when more than 400 schools were destroyed. Women were flogged. People were killed. And our beautiful dreams turned into nightmares.

Education went from being a right to being a crime.

Girls were stopped from going to school.

When my world suddenly changed, my priorities changed too.

I had two options. One was to remain silent and wait to be killed. And the second was to speak up and then be killed.

I chose the second one. I decided to speak up. ”

— Malala Yousafzai



# Make a Timeline of an Influential Person

A helpful way to learn facts and important information about people is to create a timeline. As your child reads a biographical text, they can use the storyboard worksheet to draw and record important information or dates about the person. Then, they can place the dates and events in a timeline to show their understanding of important facts in chronological order. Challenge learners to support their choice of details to get them to think critically about them. This activity is perfect for studying influential people during Women's History Month, Black History Month, Hispanic Heritage Month, Asian American and Pacific Islander Heritage Month, and beyond.

## What You Need:

- One or two copies of the [Storyboard](#) worksheet
- Biography of someone you would like to research



## What You Do:

1. Give a short description of the person your child chooses to study.
2. Have your child read a biography about the person. For younger researchers, read a picture book biography or autobiography.
3. Discuss the details of the person's life and why they are famous or remembered.
4. Reread the book or text with your learner and have them write down notes on the Storyboard worksheet. Support your learner by allowing them to draw pictures first and then go back to add sentences.
5. Have them cut out the details and place them in a timeline. If your child did not include dates in their events, encourage them to do so now to help them place the events.
6. Review the event placements with your child. Ask them some of the following questions to get them thinking about the importance of each of the details they chose:
  - Which detail is the most important?
  - Which detail is the least important?
  - Why would you choose to add this detail over another?
  - Would this person's life have been different if you eliminated one of their important life events?
  - How did one event impact another event?
7. Throughout all the discussions, allow your child to disregard or add different events if they choose to.
8. Ask your child to summarize the person's life using their timeline as a reference.
9. Once they have all their finalized events in place, learners can glue the events on construction paper.

Creating timelines, whether biographical or personal, is a helpful way to organize important information. Enjoy great conversations with your researcher to help them develop critical thinking skills with this activity.

Name \_\_\_\_\_

Date \_\_\_\_\_

# Storyboard



Draw pictures and write about what you draw in this graphic organizer.

A large, empty rectangular box with a black border, intended for drawing a picture.

---

---

---

---

A large, empty rectangular box with a black border, intended for drawing a picture.

---

---

---

---

A large, empty rectangular box with a black border, intended for drawing a picture.

---

---

---

---

A large, empty rectangular box with a black border, intended for drawing a picture.

---

---

---

---

A large, empty rectangular box with a black border, intended for drawing a picture.

---

---

---

---

A large, empty rectangular box with a black border, intended for drawing a picture.

---

---

---

---

A large, empty rectangular box with a black border, intended for drawing a picture.

---

---

---

---

A large, empty rectangular box with a black border, intended for drawing a picture.

---

---

---

---

A large, empty rectangular box with a black border, intended for drawing a picture.

---

---

---

---

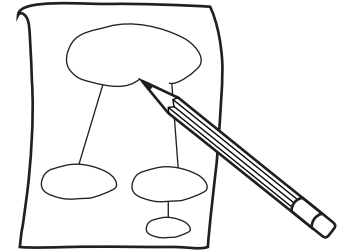


Name: \_\_\_\_\_

Date: \_\_\_\_\_

## Frayer Model

**Directions:** Write your vocabulary word in the "Vocabulary Term" oval. Complete the rest of the sections for the vocabulary term in your own words.



<b>Definition:</b>	<b>Sentence:</b>	
<b>Vocabulary Term:</b>		
<b>Examples:</b>	<b>Image Representation:</b>	<b>Non-Examples:</b>

# Probability

## Rock, Paper, Scissors



*Probability: The chance that something will happen.*

If you and a friend are playing rock, paper, scissors...

1. What is the probability that your friend will throw a rock?
2. What is the probability that your friend will not throw paper?

**Get together with a partner and play rock, paper, scissors. Play a total of 20 times and record your data.**

1. How many times was rock thrown by your partner? \_\_\_\_\_  
A. What was the probability? \_\_\_\_\_ / \_\_\_\_\_
2. How many times was paper thrown by your partner? \_\_\_\_\_  
A. What was the probability? \_\_\_\_\_ / \_\_\_\_\_
3. How many times was scissors thrown by your partner? \_\_\_\_\_  
A. What was the probability? \_\_\_\_\_ / \_\_\_\_\_
4. What do these results tell you? \_\_\_\_\_  
\_\_\_\_\_

# Days of the Week Probability

Answer the probability questions regarding the days of the week.

1. What is the probability of picking Friday at random?  
\_\_\_\_\_
2. What is the probability of picking a day that begins with the letter "S"?  
\_\_\_\_\_
3. What is the probability of picking a day that begins with the letter "T"?  
\_\_\_\_\_
4. What is the probability of picking a day that begins with the letter "M"?  
\_\_\_\_\_
5. What is the probability of picking a weekend day?  
\_\_\_\_\_
6. What is the probability of picking a day with 6 letters total?  
\_\_\_\_\_



**MONDAY    TUESDAY    WEDNESDAY**  
**THURSDAY    FRIDAY**  
**SATURDAY    SUNDAY**

# Day 3

## Reading

Learn about three well-known products that were accidentally invented, then choose your own accidental invention to research.

## Writing

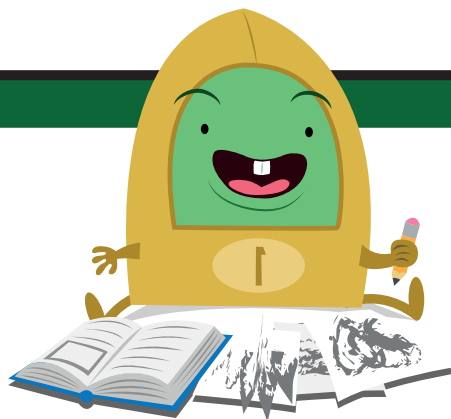
Practice writing with varied sentence patterns in this story writing challenge. By mixing in simple, compound, and complex sentences, you will learn to spice up your writing.

## Grammar Practice

Writers can create vivid imagery by being selective about the verbs and adjectives they use. Practice revising vague descriptions with more impactful verb and adjective choices.

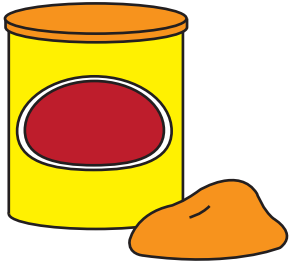
## Math

Review for addition, subtraction, and inequality concepts with fractions.



# Accidental Inventions

## Play-Doh

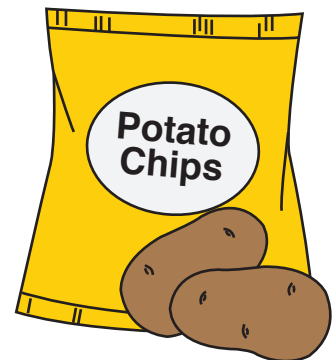


Before World War II, many people used coal to heat their homes. But they were left with soot and grime on their walls. Joseph McVicker and his uncle, Noah McVicker, started selling a doughy material that people could use to rub the soot from their walls. However, after the war, people stopped using coal and began heating their homes with natural gas. The McVickers worried they would lose their business. But they found out that teachers were using their cleaning product as modeling clay. They decided to start marketing their product to children. They added an artificial scent to the dough to hide the cleaning smell. Then, in 1956, they started selling it at a department store in Washington, D.C. It only came in one color—white—but kids loved it. The McVickers soon became millionaires!

## Potato Chips

In 1853, a customer at the Lake House restaurant in Saratoga Springs, New York, complained about the fried potatoes he had ordered. He said they were too thick and bland. The chef, George Crum, was insulted by the customer's complaint. So, he decided to play a trick on the diner. He sliced his next batch of potatoes paper thin and fried them until they were crunchy. Then he over-salted them, thinking that the customer would hate it.

But, his plan backfired and the picky guest loved them! They became known all over the region as "Saratoga Chips" and now they are one of the most popular snack foods around!



## Popsicles

Frank Epperson, an 11-year-old boy from San Francisco, accidentally invented the popsicle in 1905. Back then, kids often made their own fruity drinks by mixing flavored powder and water. But one afternoon, Frank forgot about the drink he had mixed up and he left it outside overnight. It was a cold night, and when he found his cup the next morning, the drink was frozen solid around the stick he had used to mix it. Being curious, he popped it out of the cup and licked it. At first, he didn't think it was a big deal. But 17 years later he made a batch and served them to friends. Everyone loved them! He decided to sell them at a local amusement park. When he discovered how popular they were, he applied for a patent and began making even more flavors. He called them "Eppsicles," a combination of his name and the word icicle, and he sold them for five cents each. Eventually he changed the name to popsicles and the name stuck!



Name: \_\_\_\_\_

Date: \_\_\_\_\_

# Accidental Inventions

## Research It!

There have been many other accidental inventions throughout history! Here are a few:



- chocolate chip cookie
- the Slinky
- the microwave
- ice cream cones
- Post-it notes

Choose an accidental invention to research. Then, use this chart to record the information you find.

Invention:	
Who invented it?	
When was it invented?	
Where was it invented?	
What was the person trying to make?	
How did they discover its new use?	
Why was it so successful?	

Date: \_\_\_\_\_

This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and extend across the width of the page. There are no margins, text, or other markings on the paper.

# Imagery Using Verbs and Adjectives

Name: \_\_\_\_\_

Date: \_\_\_\_\_

*Vivid imagery emerges when writers are selective about the verbs and adjectives they choose. Read each description. Pay attention to the word choices and to the way that those choices help paint a picture. Then, revise the description using more vivid verbs and adjectives.*

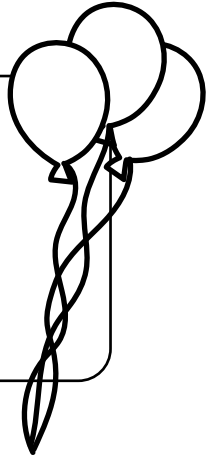
Example:

## Original:

The child **let go** of his **red** balloon and it **went** into the sky.

## Rewrite:

The small boy **released** his grip on the **thin** string of the **shiny red** balloon and it **floated** into the **robin egg blue** sky, **shrinking** by the second.



## Original:

The girl **brushed** her teeth.

## Rewrite:

---

---

---

---

## Original:

The car **hit** the pole.

## Rewrite:

---

---

---

---



# Fraction Review

For each problem below, add or subtract. Show your work on another piece of paper and write your answers on the lines provided.

- |  |  |   |
|--|--|---|
| 1) $\frac{1}{2} - \frac{1}{4} =$ _____ | 6) $\frac{7}{10} - \frac{1}{2} =$ _____  | 11) $1\frac{10}{21} + 4\frac{5}{7} =$ _____ |
| 2) $\frac{4}{8} + \frac{1}{4} =$ _____ | 7) $\frac{3}{6} + \frac{2}{12} =$ _____  | 12) $2\frac{7}{27} + 8\frac{5}{9} =$ _____  |
| 3) $\frac{1}{3} + \frac{3}{9} =$ _____ | 8) $\frac{4}{14} + \frac{1}{7} =$ _____  | 13) $7\frac{4}{5} - 3\frac{8}{20} =$ _____  |
| 4) $\frac{3}{5} - \frac{1}{3} =$ _____ | 9) $\frac{1}{3} + \frac{3}{9} =$ _____   | 14) $9\frac{8}{20} - 4\frac{2}{5} =$ _____  |
| 5) $\frac{2}{3} - \frac{1}{2} =$ _____ | 10) $\frac{4}{12} - \frac{1}{3} =$ _____ | 15) $3\frac{1}{7} + 5\frac{12}{21} =$ _____ |

---

For each problem below, add or subtract fractions and then compare results.  
Write greater than (>), less than (<), or equal to (=).

- |  |  |
|--|--|
| 1) $6\frac{1}{4} - 3\frac{1}{20} \square 6\frac{1}{4} - 3\frac{1}{20}$ | 4) $3\frac{1}{4} + 3\frac{4}{6} \square 2\frac{1}{2} + 3\frac{1}{2}$ |
| 2) $6\frac{5}{10} + 8\frac{1}{4} \square 2\frac{4}{14} + 7\frac{1}{7}$ | 5) $9\frac{5}{6} + 5\frac{2}{3} \square 8\frac{7}{9} - 4\frac{1}{3}$ |
| 3) $8\frac{3}{4} - 3\frac{5}{7} \square 9\frac{6}{7} - 3\frac{2}{14}$  | 6) $5\frac{1}{4} - 1\frac{1}{8} \square 3\frac{1}{2} + 5\frac{3}{6}$ |

---

For each problem below, find the missing factor by computing the inverse operation.

1)  $4\frac{1}{2} - \square = 2\frac{7}{8}$

2)  $\square + 1\frac{1}{2} = 11$

3)  $\square + 8\frac{7}{8} = 13\frac{3}{8}$

4)  $7\frac{5}{8} - \square = 5\frac{3}{8}$

# Day 4

## Reading

Read a few blog posts so that you can get ideas and examples on how to write your own. Pick one and complete a Graphic Organizer for it.

## Writing

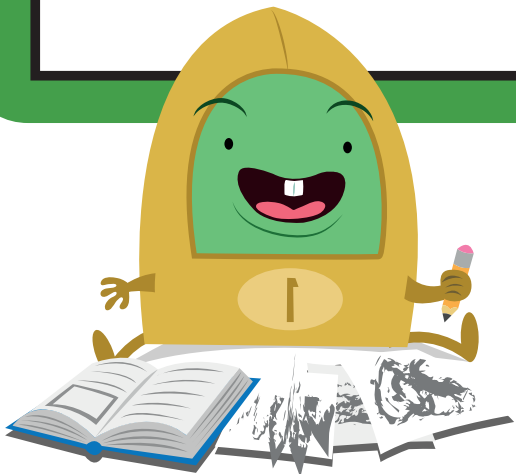
Plan out your blog post using the template.

## Grammar Practice

A run-on sentence can be kind of annoying for most people, but for William Shakespeare, it's a tragedy! Take a crack at correcting run-on sentences.

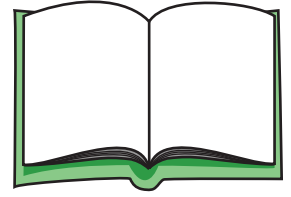
## Math

Hold on tight as you use math to solve this place value puzzle -- are you up to the challenge?



# Graphic Organizer - Author's Purpose & Point of View

Name: \_\_\_\_\_



**Use the graphic organizer to organize information from the nonfiction text.**

**Author's Point**

**Reason / Evidence**

**Reason / Evidence**

**Reason / Evidence**

**Reason / Evidence**

Name \_\_\_\_\_

Date \_\_\_\_\_

# BLOG TEMPLATE: LISTICLES

## DIRECTIONS:

1. Complete the blog template based on your topic and tips.  
(Note: You do not need to fill in all 10 tips if you have fewer in mind.)
2. Type up your completed blog post, or the column on the right.
3. Publish your blog post after input from an adult.



<b>Topic Brainstorm:</b> What is the main argument of the blog?	
<b>Title:</b> How many points will you make in the blog? (Example: "5 Reasons to Read a Book Everyday")	
<b>Hook:</b> Why should readers care about your blog? Include a personal story, something funny that happened, a quote from someone influential, or data from research you did.	
<b>Tip:</b> What point or suggestion will you make?  <b>Why</b> should readers care about the tip?	<b>1.</b>
<b>Tip:</b> What point or suggestion will you make?  <b>Why</b> should readers care about the tip?	<b>2.</b>

## BLOG TEMPLATE: LISTICLES

<p><b>Tip:</b> What point or suggestion will you make?</p> <p><b>Why</b> should readers care about the tip?</p>	<p><b>3.</b></p>
<p><b>Tip:</b> What point or suggestion will you make?</p> <p><b>Why</b> should readers care about the tip?</p>	<p><b>4.</b></p>
<p><b>Tip:</b> What point or suggestion will you make?</p> <p><b>Why</b> should readers care about the tip?</p>	<p><b>5.</b></p>
<p><b>Tip:</b> What point or suggestion will you make?</p> <p><b>Why</b> should readers care about the tip?</p>	<p><b>6.</b></p>
<p><b>Tip:</b> What point or suggestion will you make?</p> <p><b>Why</b> should readers care about the tip?</p>	<p><b>7.</b></p>

## BLOG TEMPLATE: LISTICLES

<p><b>Tip:</b> What point or suggestion will you make?</p> <p><b>Why</b> should readers care about the tip?</p>	<p><b>8.</b></p>
<p><b>Tip:</b> What point or suggestion will you make?</p> <p><b>Why</b> should readers care about the tip?</p>	<p><b>9.</b></p>
<p><b>Tip:</b> What point or suggestion will you make?</p> <p><b>Why</b> should readers care about the tip?</p>	<p><b>10.</b></p>
<p><b>Closing:</b> So what?</p> <p>Summarize the topic or offer suggestions on additional resources to consult.</p>	
<p><b>Author:</b> Who are you and what are your interests?</p> <p>Write 2-4 sentences about yourself.</p>	

# Run-On Sentences

"Fine, if Ethan gets to go somewhere of his choosing, I get to pick next," said The Professor. "It's time I visited an old friend...Mr. William Shakespeare."

"How goes it, Shakes?" said The Professor as he entered the Globe Theatre.

"Terrible!" he said with a flourish. "My lines are just too long. My actors are running out of breath! Here, can you take a look at some of my drafts? I'd love to know what you think."

*Shakespeare is considered to be one of the greatest writers that ever lived. Over the course of his career, he wrote several plays, many of which are still performed today, and classic poems as well.*



A **run-on sentence** is a sentence that contains too much information and often has too many subjects and predicates. Help Shakespeare divide these run-on sentences into multiple sentences.

## EXAMPLE

Oh, Romeo, Romeo, wherefore art thou Romeo? Deny your father and refuse your name, but if you don't, make sure you swear your love to me, and I'll no longer be a Capulet.

**Oh, Romeo, Romeo! Wherefore art thou, Romeo? Deny your father and refuse your name. If you don't, make sure you swear your love to me. If you can do that, I'll no longer be a Capulet.**

1. If we actors have offended, just think this, and all is mended: that you have but slumbered here while us actors did appear, and this weak and idle scene is nothing more than just a dream.

---

---

---

2. All the world's a stage, and all the men and women merely players, because each person has their exits and their entrances, and in one lifetime, a person plays many different parts—approximately seven different ones.

---

---

---

3. We few, we happy few, we band of brothers—for any man that fights with me today shall become my brother, no matter who he is, and gentlemen in England will curse themselves for not being here in battle with us today, because we are about to fight one of the greatest battles in history.

---

---

---

---

---



4. What’s in a name? That which we call a rose, by any other name, would smell as sweet, so Romeo, even if he were not named Romeo, would still be just as perfect.

---

---

---

5. Therefore, since brevity is the soul of wit, and since dragging things out never helps, I’ll keep it brief: your son is mad.

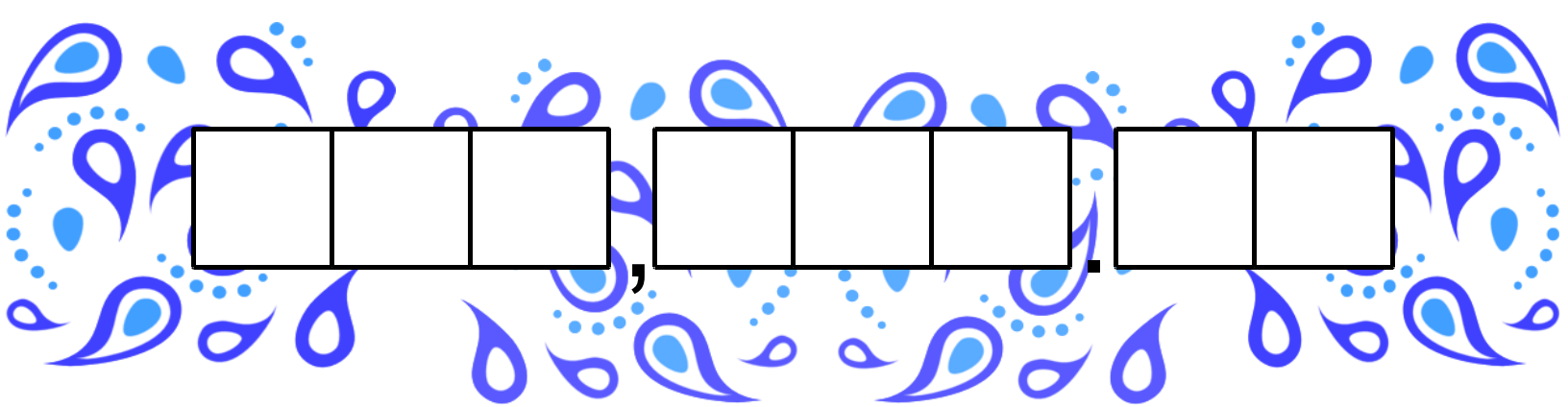
---

---

---

# Place Value Puzzle

Read each clue to help you figure out the eight-digit number.

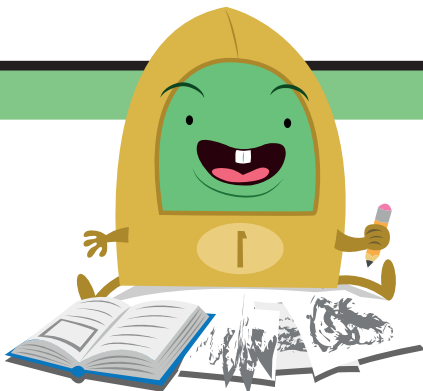


--	--	--	--	--	--	--	--

1. Multiply the sum of 1 and 2 by 3 and write your answer in the tens place.
2. Divide the number of days in November by the number of week days and write your answer in the ones place.
3. Subtract a half dozen by a dozen and write your answer in the ten thousands place.
4. Add your three answers together and subtract 13. Write your answer in the tenths place.
5. Add the number of hours in a day to the number in the ones place and divide by 10. Write your answer in the hundred thousands place.
6. Add the number in the tens place and 11. Subtract the sum of the number in the ones and tens place from the result. Write your answer in the hundredths place.
7. Add the number of months in a year to the number of minutes in an hour. Divide that number by the number in the tenths place. Write your answer in the hundreds place.
8. Multiply the number in the ones place by itself and divide the answer by 18. Write your answer in the thousands place.

# Day 5

<b>Reading</b>	Learn how to use quotations in your writing.
<b>Writing</b>	Write your blog post using the research and planning you did earlier.
<b>Grammar Practice</b>	See how much you know about parts of speech, subject-verb agreement, sentence structure, and more.
<b>Math</b>	In statistics, there are three kinds of averages: mean, median, and mode. Find the value of each average for a variety of data sets.



# Quotes as Evidence #1

When we answer questions or make statements in response to a text, we can support our ideas by using quotes as **evidence**, or proof. It is important to choose a quote from the text that directly relates to our statement.

Remember, when you copy something from a text, you should use quotation marks around the part that is copied. You can quote part of a sentence or a whole sentence.

**Example:** The author says that "lions are fierce predators."

When you think of chocolate, you probably imagine your favorite candy bar. But, when chocolate was first discovered over 4,000 years ago, it was actually consumed as a bitter-tasting drink mixed with honey, vanilla, and chili peppers. Chocolate is made from a bean called cacao, which is grown on trees that are native to Central and South America. After the beans are picked, they are allowed to ferment and dry for several weeks before being made into chocolate.

In the 14th century, the Aztec and Mayan people living in Mexico and Central America believed that chocolate had mystical properties. They used chocolate at sacred ceremonies and reserved chocolate for rulers and priests. In fact, chocolate was so desirable that cacao beans were used as currency. For example, in 1545, one cacao bean could buy a large tomato and 100 cacao beans could be traded for a whole turkey.

## Choose the quote that best supports each statement below.

1. Instead of eating chocolate, people used it the way we would use nickels and dimes.
  - a) "it was actually consumed as a bitter-tasting drink"
  - b) "They used chocolate at sacred ceremonies"
  - c) "cacao beans were used as currency."
2. It takes a long time to turn cacao beans into chocolate.
  - a) "chocolate was discovered over 4,000 years ago"
  - b) "After the beans are picked, they are allowed to ferment and dry for several weeks"
  - c) "Chocolate is made from a bean called cacao"
3. Chocolate does not come from the United States.
  - a) "people living in Mexico and Central America believed that chocolate had mystical properties."
  - b) "in 1545, one cacao bean could buy a large tomato"
  - c) "[It] is grown on trees that are native to Central and South America."
4. Chocolate has been popular for thousands of years.
  - a) "chocolate was first discovered over 4,000 years ago"
  - b) "in 1545, one cacao bean could buy a large tomato"
  - c) "They used chocolate at sacred ceremonies"



• 5th Grade •  
**Mixed Grammar Review**

**Parts of Speech**

*Choose the correct part of speech for the underlined word in each sentence below.*

Charles <u>jumped</u> over the puddle. a. noun b. verb c. adjective	Mom went to the <u>store</u> for milk. a. preposition b. adverb c. noun
I love <u>mint</u> ice cream. a. adverb b. adjective c. preposition	Kim left her umbrella <u>by</u> the door. a. preposition b. verb c. pronoun
Gio ate his lunch <u>quickly</u> . a. verb b. adjective c. adverb	Is <u>she</u> coming over after school? a. pronoun b. noun c. preposition
<i>Write the correct article (a, an, the) to complete each sentence.</i>	
Just grab _____ first towel you see.	Mark has _____ aunt named Mary.
Katy has _____ interest in science.	Uma ate _____ banana yesterday.

**Verb Tense**

*Write the correct form of the verb to complete each sentence. Then circle the tense.*

Tomorrow, I _____ the rest of the book. (read)	past present future
Xavier _____ to the park yesterday. (go)	past present future
The dog _____ a squirrel and barks. (see)	past present future

• 5th Grade •

# Mixed Grammar Review

## Subject-Verb Agreement

*Underline the subject and circle the verb in each sentence.*

Patricia knows how to divide fractions.

Liam and I love collecting shells.

The bear ran towards us.

When it rains, he always uses his umbrella.

*Correct each of the sentences below so that the subject and verb agree.*

Zion and Jay plays soccer.

\_\_\_\_\_

The bird sing a pretty song.

\_\_\_\_\_

We talks with our friends every day.

\_\_\_\_\_

## Sentence Structure

*Identify each type of sentence as simple, compound, or complex.*

We went to the park, but Leah wasn't there.

simple  
compound  
complex

Juan and Tony play football together every afternoon.

simple  
compound  
complex

When I feel sick, I don't go to school.

simple  
compound  
complex

*Write a compound sentence and underline the conjunction you use.*

Name \_\_\_\_\_

Date \_\_\_\_\_

• 5th Grade •

# Mixed Grammar Review

## Punctuation

*Add the missing punctuation to each sentence.*

Meg ate an apple a sandwich and cheese.	Jake said, Let's go play ball!
Is Dad still at work	My cousin Astrid is a great artist.
Lauryn doesnt want to go to the movies.	I'll do my homework after school
Where were you? asked Leo.	The cats bell is so shiny.

## Capitalization

*Underline the letters that should be capitalized in each sentence.*

My favorite book is <i>the very hungry caterpillar</i> .	catch the ball!
The teacher called on karen.	She lives on green street in reno, nevada.
I'm going to visit uncle joe, not my other uncle.	The president of the united states is here.
Have you ever seen the movie "toy story"?	let's eat at the cafe.

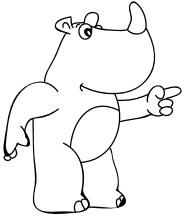
## Common Homophones

*Choose the correct homophone to complete each sentence.*

My friends are over _____.	<b>their</b> <b>there</b> <b>they're</b>
Don't you know _____ playing softball?	
I'm going to _____ house after school.	
Hannah, _____ my best friend!	<b>your</b> <b>you're</b>
Is that _____ brother?	
The chef's hat is tall and _____ always very clean.	<b>it's</b> <b>its</b>
The dog buried _____ bone in the yard.	

# Finding the Average: Mean, Median, and Mode

In statistics, there are three kinds of averages: mean, median, and mode.



- MEAN: The mean of a group of numbers is the average of the numbers.
- MEDIAN: The median of a group of numbers is the number that is exactly in the middle when the numbers are arranged numerically. **Note: For even sets of numbers, take the average of the middle two numbers.**
- MODE: The mode of a group of numbers is the number that appears most often.

## Example

Soccer Goals								
5	12	19	11	15	32	18	5	3

Before you do any computing, you should always write the numbers in numerical order, from smallest to largest:

3 5 5 11 12 15 18 19 32

**MEAN:** Add all the numbers together ( $3+5+5+11+12+15+18+19+29=117$ ) then divide (117) by the number of numbers added together (9), so  $117 \div 9 = 13$ .

**MEDIAN:** In this example, the number in the middle is 12.

**MODE:** In this example, the number that reoccurs the most is 5.



For each problem below, find the **mean**, **median**, and **mode**.

Basketball Points						
11	15	16	16	21	5	9

1. Mean: \_\_\_\_\_

Median: \_\_\_\_\_

Mode: \_\_\_\_\_



Touchdowns							
10	7	9	15	14	12	11	9

2. Mean: \_\_\_\_\_

Median: \_\_\_\_\_

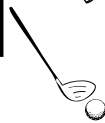
Mode: \_\_\_\_\_

Golf Scores					
61	68	75	72	68	79

3. Mean: \_\_\_\_\_

Median: \_\_\_\_\_

Mode: \_\_\_\_\_



Wrestling Wins								
5	7	13	24	16	22	13	7	6

4. Mean: \_\_\_\_\_

Median: \_\_\_\_\_

Mode: \_\_\_\_\_

Boxing Wins						
24	16	23	16	15	35	19

5. Mean: \_\_\_\_\_

Median: \_\_\_\_\_

Mode: \_\_\_\_\_



Volleyball Wins								
7	14	11	12	11	20	8	5	10

6. Mean: \_\_\_\_\_

Median: \_\_\_\_\_

Mode: \_\_\_\_\_



Name \_\_\_\_\_

Date \_\_\_\_\_

## Revolutionary War Vocabulary Review & Timeline

**Directions:** Use the word bank to fill in the blanks in the sentences below. Then, use the words that are left to complete the timeline.

### Revolutionary War Word Bank

patriots	redcoats	loyalists	parliament	boycott
minutemen	Stamp Act	Revolutionary War	treason	

- 1 The British \_\_\_\_\_ passed many new laws that increased taxes for the colonists.
- 2 The British soldiers were called \_\_\_\_\_ because their uniforms were red.
- 3 Benedict Arnold was an American general who was accused of \_\_\_\_\_ when he agreed to hand over American territory to the British army.
- 4 The colonists who rejected British rule were called \_\_\_\_\_ because they wanted the United States to be an independent nation.
- 5 The \_\_\_\_\_ were always ready to fight against the British.
- 6 Even though the \_\_\_\_\_ lived in the colonies, they supported the British government.

### Timeline of events leading to the Revolutionary War

**October 7, 1763**

At the end of the French and Indian War, the British issued the Proclamation of 1763, which banned colonists from settling on land west of the 13 colonies.

**March 5, 1770**

The Boston Massacre was a fight between Patriots and British soldiers during which several colonists were killed.

**September 3, 1783**

The United States and Great Britain signed the Treaty of Paris, which ended the Revolutionary War.

**March 22, 1765**

The \_\_\_\_\_ was the first British law that imposed a tax on the 13 colonies. It required colonists to pay taxes on any printed paper that they used.

**December 16, 1773**

When the British parliament began to tax tea, the colonists decided to \_\_\_\_\_ all British tea. Then, as an act of protest, a group of patriots threw British tea into the water. This was known as the Boston Tea Party.

**April 19, 1775**

Minutemen and redcoats fought at Lexington and Concord. This was called "the shot heard 'round the world" and it was the start of the \_\_\_\_\_.

# Revolutionary War



## Questionnaire



Answer the following questions on the Revolutionary War.

1. Who did America fight in the Revolutionary War?

---

2. Which country provided help and aid to America during the Revolutionary War?

---

3. Which treaty ended the war?

---

4. Who was the British King during the Revolutionary War?

---

5. Where did the last battle of the war take place?

---

6. Who wrote the Declaration of Independence?

---

7. Where were the two places the British and American colonists engaged in battle for the first time?

---

8. Where did the British army surrender?

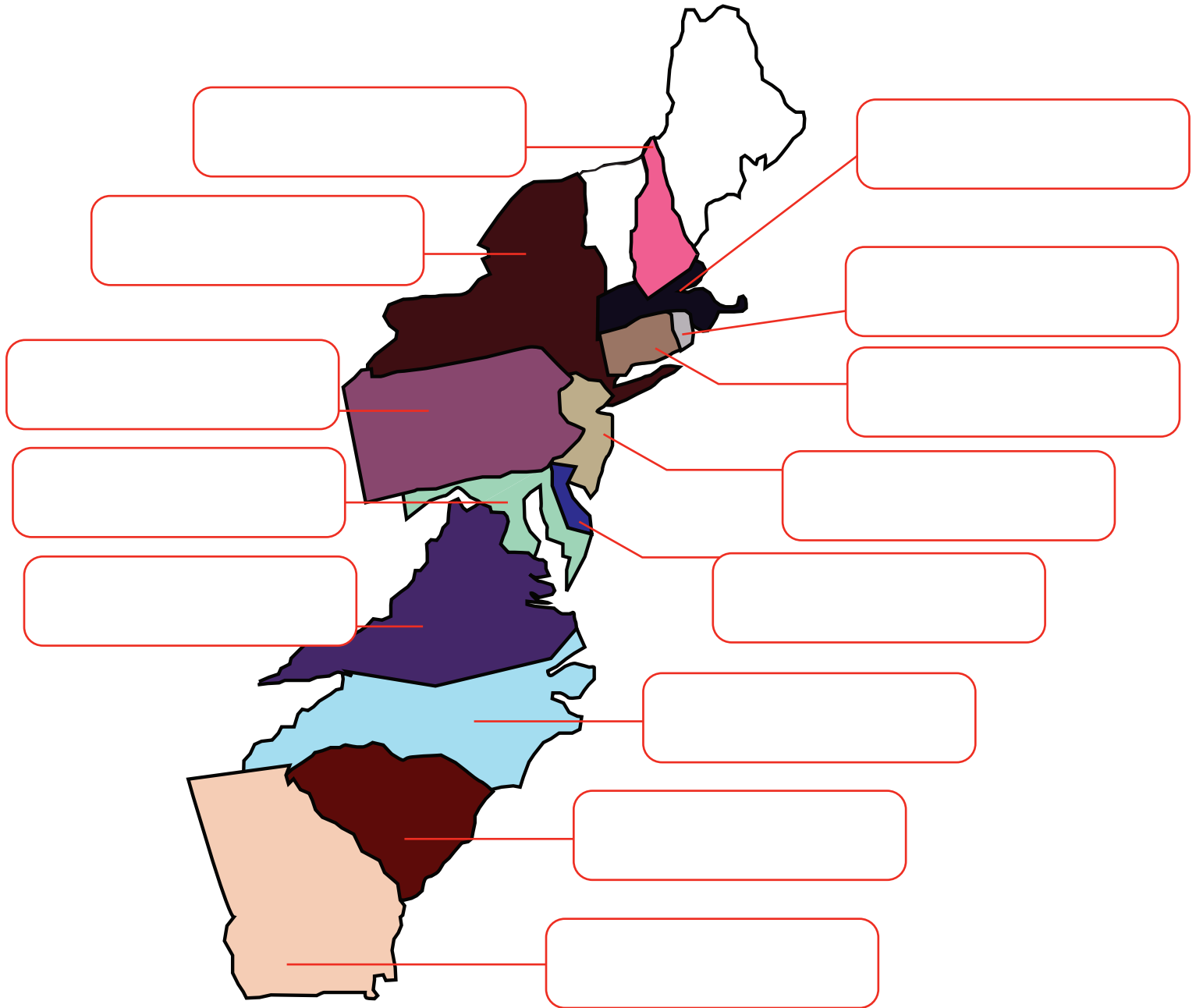
---

9. Which Continental Army soldier is known for switching sides and joining the British army?

---

# The 13 Colonies

Below is a map of the 13 original colonies. Label each colony with a name from the word bank.



Pennsylvania

Massachusetts

Rhode Island

South Carolina

Maryland

New Hampshire

Delaware

North Carolina

New Jersey

New York

Virginia

Georgia

Connecticut

## BATTLES OF THE AMERICAN REVOLUTION

# THE BATTLE OF CAMDEN

The Battle of Camden took place near Camden, South Carolina on August 16, 1780. The British, under the command of Lord Charles Cornwallis, had about 2,100 soldiers. The Americans were commanded by General Horatio Gates and had about 3,700 soldiers. Of the



*Lord Charles Cornwallis, commander of the British forces at the Battle of Camden*

American forces, only 1,500 were regular soldiers. The remaining troops were militia, which were citizens who had volunteered for the war. The militia were not as trained or as experienced as the regular soldiers.

Before the battle began, the British controlled most of South Carolina. Camden was an important location, as it would help the Americans control the rural areas of South Carolina.

The battle began at dawn and lasted about an hour. Most of the militia panicked with the first shots from the British and left the battleground. General Gates left the battleground at the same time. The remaining American forces were defeated by the British troops. At the end of the battle, over half of the American forces were either killed, wounded or taken prisoner.

The loss at Camden was a big blow to the American army. General Gates had made several serious errors that contributed to the loss. He was overconfident after winning his previous battle, the Battle of Saratoga. Camden was deep in enemy territory and his troops had trouble getting good supplies. His battle plan also had serious problems. After the battle, General George Washington replaced General Gates with General Nathanael Greene as commander of the southern American forces.



*General Horatio Gates, commander of the American forces at the Battle of Camden*

## QUICK QUIZ

Who was the commander of the American forces at the Battle of Camden?

---

When was the Battle of Camden?

---

What state is Camden in?

---

Who won the Battle of Camden?

---



*Engraving of the Battle of Camden*

# Explore Earthquakes!

## phenomenal science

**Have you ever felt an earthquake?** If you have, you'd know it's a sickening feeling. It seems impossible that the entire earth can move so dramatically, but during an **earthquake** it actually does.

So how does the ground shake and move the way it does during an **earthquake**? In order to answer that question, it's important to know exactly what is happening. An **earthquake** is a vibration that travels through the earth's crust. **A volcanic eruption, a large meteor impact, or any sort of big underground explosion** can create that vibration.

The most common cause of **earthquakes** are the earth's **tectonic plates**. These plates are in constant motion and when they bump into one another it can cause underground vibrations. Each year, more than *three million earthquakes* are an after effect of **tectonic plates** moving.

There are three different ways for plates to interact with each other. In a **normal fault**, the plates are separating. In a **reverse fault**, the plates are running into each other. In a **slip fault**, the plates move in opposite directions, with one plate sliding against the other. **Slip faults** cause the most dramatic **earthquakes**. The edges of these plates can actually lock together as they slide against each other, building up pressure. Then, in an instant, the pressure releases.

When the shift occurs in the earth's crust, the energy radiates **seismic waves**. These waves are like waves of water in a pond, but here the waves radiate through the earth and make the ground shake. There are three kinds of waves: **P waves**, **S waves**, and **L waves**. **P waves** cause the thud in the beginning of the quake, while **S waves** and **L waves** cause the most damage because they both move plate foundations.

The largest **earthquake** ever registered on earth measured 9.5 on the **Richter scale**. **Earthquakes** that register at 3 aren't usually felt by humans. For us to feel an **earthquake**, it must measure around 5 on the **Richter scale**.

## Historical Earthquakes

1811

### Madrid Missouri Quakes

These earthquakes happened along the Mississippi river, lasting for months. These quakes actually caused the river to run backwards.

1906

### San Francisco Earthquake

One of the most famous US disasters, the fires started by this earthquake actually did more damage than the quake itself.

1970

### Ancash Earthquake

One of the biggest earthquakes ever recorded, the Ancash earthquake caused landslides, destroyed homes and took away many lives. This quake hit 7.8 on the Richter scale.

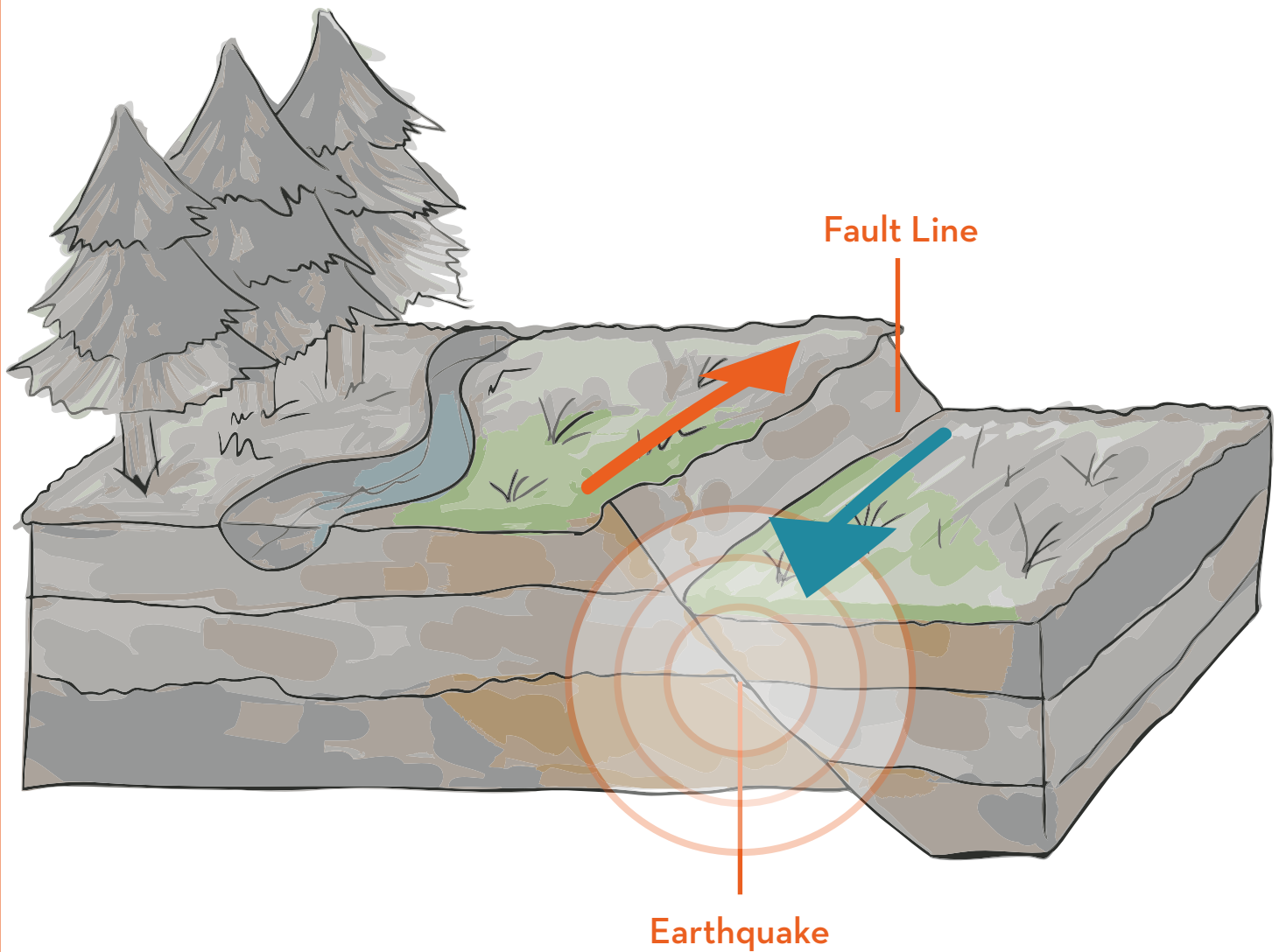
## Safety Tips

- 1 Stay away from windows.
- 2 Stay indoors.
- 3 Take cover under a sturdy piece of furniture.
- 4 Secure shelves and heavy objects against the wall.
- 5 Plan an earthquake preparation kit with your family.
- 6 If advised to evacuate, do so immediately.
- 7 Stay away from electrical wires.



# Explore Earthquakes!

phenomenal science



**After reading the article on earthquakes, please answer the following questions:**

Name two different events that would cause an earthquake. \_\_\_\_\_

What are the three ways tectonic plates interact with each other? \_\_\_\_\_

What are seismic waves? \_\_\_\_\_

# Earth Science

## Plate Tectonics

Read about plate tectonics, then label the three plate movements in the illustrations below.

**Did you ever wonder why the ground shakes during an earthquake?** Have you ever asked yourself why some volcanos are always active, while others only erupt once every millenium? (And some are even less active than that!) Believe it or not, many scientists believe that earthquakes, volcanoes, and even tsunamis are all related to a scientific phenomenon: **plate tectonics**.

About 50 years ago, many scientists came up with an idea about why earthquakes, volcanic activity, and some dinosaur fossils can be found on two continents that are far away from each other.

The theory of plate tectonics states that the second layer of earth, the **lithosphere**, is made up of large, broken-up pieces. Seven or eight giant plates make up earth, with lots of minor plates between them. Tectonic plates are always moving. Sometimes the plates move against or away from each other.

**Scientists have come up with the following names for these plate movements:**

**Divergent:** When two tectonic plates pull away in opposite directions, it is called *divergent plate movement*. This often happens on the oceanic crust, creating large trenches on the sea floor bed where hot magma is exposed by the gap between these plates, contacting icy salt water in large smoke plumes.

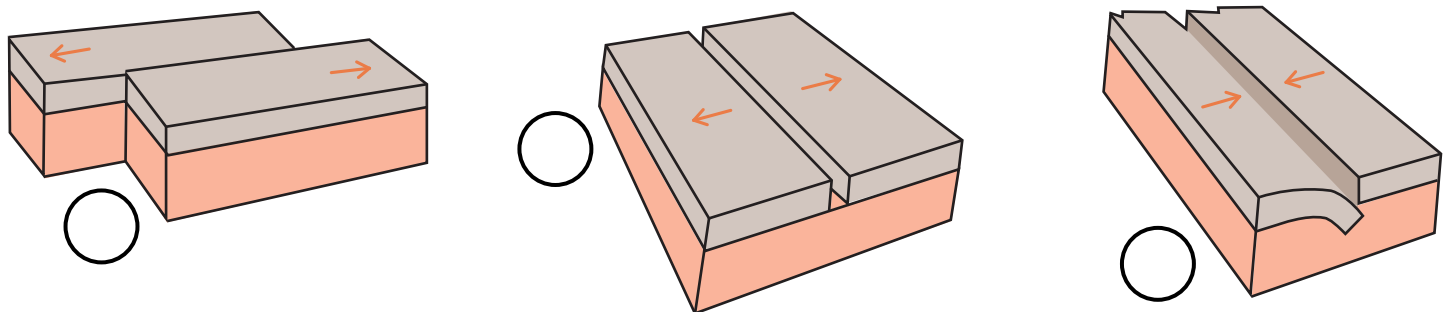
**Subduction:** This happens when two plates crash into each other. The plates behave differently depending on whether or not they are **continental** or **oceanic**. For example, when an oceanic plate crashes into a continental slab, the oceanic plate is forced to move under the overlapping continental plate. But, if two continental plates collide into each other, the crust will form mountain ranges out of the compressed plates.

**Lateral Slipping:** A lot of friction happens when two plates move against each other. As the plates grind in opposite directions and cause friction, pressure builds up until it is released. The plates will suddenly jerk apart, creating earthquakes and tsunamis.

Our world is made up of different moving parts that are constantly crashing, pushing, and brushing into one another. The plate tectonic theory helps explain how new landforms are made, where earthquakes come from, and other major questions about our planet's crust.

**Directions:** Label the three plate movements in the illustrations below.

a. divergent    b. subduction    c. lateral slipping

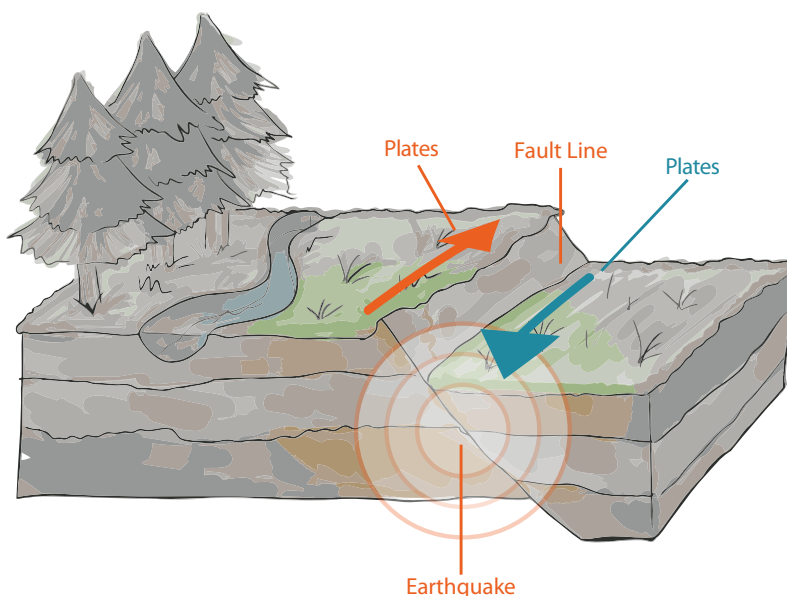


# Earthquakes: Text Features

**Directions:** Read only the text features (i.e., sidebars, diagram, and bold words). Then, answer the questions.

## Earthquakes

Have you ever felt an earthquake? During an earthquake, the earth feels like it is shaking. An **earthquake** is a vibration that travels through the earth's crust. The most common cause of earthquakes are the earth's **tectonic plates**. These plates are in constant motion and when they bump into one another it can cause underground vibrations. The place where the plates bump each other is called the **fault line**. Earthquakes are common along the Pacific Ocean.



### Historical Earthquakes

**1811**

**Madrid Missouri Quakes**  
These earthquakes happened along the Mississippi river, lasting for months. These quakes actually caused the river to run backwards.

**1906**

**San Francisco Earthquake**  
One of the most famous US disasters, the fires started by this earthquake actually did more damage than the quake itself.

**1970**

**Ancash Earthquake**  
One of the biggest earthquakes ever recorded, the Ancash earthquake caused landslides, destroyed homes and took away many lives. This quake hit 7.8 on the Richter scale.

### Safety Tips

**1**

Stay away from windows.

**2**

Stay indoors.

**3**

Take cover under a sturdy piece of furniture.

**4**

Secure shelves and heavy objects against the wall.

**5**

Plan an earthquake preparation kit with your family.

**6**

If advised to evacuate, do so immediately.

**7**

Stay away from electrical wires.



Name \_\_\_\_\_

Date \_\_\_\_\_

1. What information do you get from the text features? (i.e., bold words, sidebars, diagram)

---

---

---

---

2. Read the article. How do the text features help you understand the article?

---

---

---

---

3. What information do you get from the text features that is not included in the article?

---

---

---

---

4. What earthquake happened in 1906?

---

---

5. What is the first safety tip you should follow during an earthquake?

---

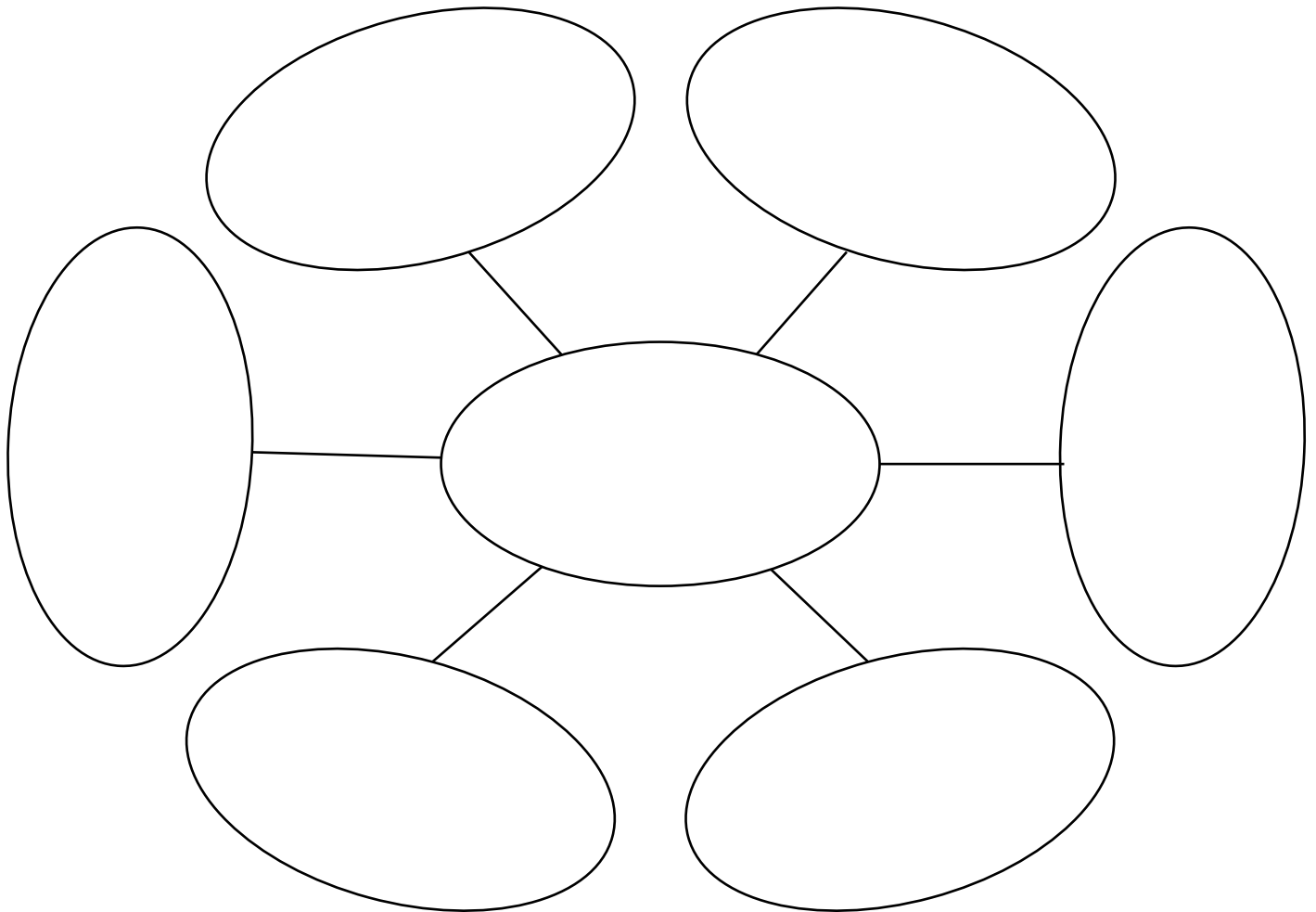
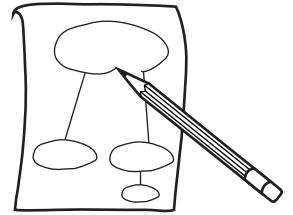
---

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.

---

---

---

---

---

# Design Challenge: Making a Hot Air Balloon

In this activity, your child will create their own hot air balloon using recycled materials. Watch it fly like a real hot air balloon!

## What You Need:

- Construction paper
- Balloons
- Toothpicks
- Pipe cleaners
- Berry baskets
- Small wax paper cups
- Popsicle sticks
- Plastic garbage bags and plastic baggies
- Fishing line
- String
- Scissors
- Tape
- Hole punch
- Hair dryer
- Pens and paper for brainstorming and notetaking



## What You Do:

1. First explain how hot air balloons work. Explain that when a flame is placed under the balloon, it causes the balloon to fill with hot air. Hot air is lighter than cold air and therefore the balloon will rise and carry the basket with it. If you like, feel free to show your child pictures or videos of hot air balloons online. This might help them understand how they work and could provide inspiration for their own hot air balloons. Next, explain the challenge to your child. Explain that they must create a hot air balloon that can be powered by a blow dryer.
2. Now it's time to begin brainstorming. Ask your child to think about what will make their balloon the most effective. Have your child write or draw their ideas on paper. Encourage your child to come up with a few different designs for their balloon.
  - Remind your child of how real hot air balloons work. The balloon part is strong, but flexible enough to be filled with air.
3. Once your child has finished with the brainstorming phase, ask them to choose the design that they think will work best. Remind your child of the goal of their balloon: to float when filled with hot air.
  - This is an important step of the design thinking process, because it teaches your child to prioritize the functionality of their prototype (design) over their personal preferences. This also prevents them from getting too emotionally attached to one design.
4. When your child has chosen a design, it's time to start building! Give your child room to make mistakes in their work and to try lots of different types of balloon designs; however, provide help when needed.
5. After your child has finished building, help them to test their balloon. Hold a blow dryer under their balloon so the hot air can enter the envelope.
  - a. If your child's balloon is successful, congratulate them on completing the challenge.
  - b. If your child's balloon does not work, ask them what they think they could improve on. Be sure to remind your child that this is an opportunity to figure out what does and does not work in order to make better designs in the future.

# Spring Break Art Bingo

Get creative this break and try to complete as many prompts as you can!

Practice your drawing skills and create a watercolor Toucan <a href="#">Video</a>	Find a cultural object in your house and draw it	Make an abstract artwork using basic shapes	Draw a picture of your favorite part of your bedroom. Add as much detail as possible.	Draw the view from your bedroom window
Make a drawing completely out of stars	Draw your favorite food	Draw your favorite book/movie character	Use this <a href="#">tutorial</a> to sketch a delicious Milkshake	Find your favorite shoes and draw them in your sketchbook
Use these <a href="#">printouts</a> to help you create your own Mixed Up Animal	Paint/draw a picture of earth in outer space. Use lots of colors	<b>Free Space</b>	Draw/paint a picture of what your house would look like if you were floating above it	Challenge yourself to create a beautiful castle. Use this <a href="#">video</a>
Use playdough/clay to create an alien	Create a comic strip of how virtual learning is going	Use watercolors to create an abstract background	Challenge yourself to draw beautiful <a href="#">Succulents</a>	Draw yourself as your favorite animal
Make a fire breathing dragon. Use <a href="#">this</a> for help	Create your own pattern using different shapes	Create a flower Bouquet using this <a href="#">tutorial</a>	Draw lots of fruit and color them using the wrong colors (orange grapes, purple apples, etc.)	Draw/paint your current or dream pet

### **Play sticks! A strategy game to exercise the mind:**

1. Everyone starts with one **finger** out on each hand.
2. The players take turns tapping hands. ...
3. If after being tapped you have to add so many **fingers** that your total is now over 5, put out the number of **fingers** past 5. ...
4. If you end up with exactly five **fingers** out on one hand, that hand is “out.”

<https://frugalfun4boys.com/play-sticks-finger-game-kids/>

### **Leg tag 1on1**

Two people needed, hold right hands with a partner and don't let go until someone gets their leg tagged with the free hand.

### **Make your Myplate to figure out how much of each food group you need in a day!**

<https://www.choosemyplate.gov/resources/MyPlatePlan>

### **Mental tic tac toe: memory exercise!**

Make a regular sized tic tac toe chart in your head, with one person. One person is O, and one person is X. When you make a move you say “X top right, top middle, top left, middle left, middle middle, middle right, or bottom middle, bottom right, bottom left.” Same if you are O. keep track of what moves you made and try to recognize three in a row!

### **Juggle Challenge**

Try juggling 2 or 3 items, set a record try and beat it, and grow in juggling skills!

<https://www.youtube.com/watch?v=Acuaa8wFDsg>

### **Balance challenge**

Try to balance on one foot for as long as possible! Set a record and try to beat it!

### **Keep it up**

Bump a floaty ball or volleyball up in to the air as many times as possible! Set a record and try to beat it!

### **Stretch challenge**

Do a stretch that is difficult for you like the splits and aim to get it deeper throughout break.

### **ABC game: Memory exercise 2**

Play with friends and family! Go down a line of people in the room. The first person starts with saying a word that starts with the letter A, then the next person says "A is for (word that was said by the first person) and then B is for (whatever word chosen). Do this down a line of people in the room until you finish the alphabet!

### **Time your Mile!**

Get an app for tracking distance and run a mile! Set a record and aim to beat it.

### **Max run!**

Get a stopwatch or count in your head while sprinting as fast as you can, for as long as you can. Whatever time you get when you stop is your max sprint/run! at full speed!

### **Coolest handshake**

Make up a handshake with people in your home, and then host a handshake contest voting for who has the best handshake!

Try doing some of these with family!

<https://www.humorthatworks.com/database/21-best-secret-handshakes/>

<https://www.buzzfeed.com/carlanka/awesome-handshakes-to-try-out-with-your-friends>

### **Shiritori: Mind and vocab exercise**

Play with friends and family. Go down a line of people in the room. The starting person says a random word out loud, and the following person has to say a word that begins with the ending letter of that word, then the next person in line does the same with the last word said. If you pause for longer than three seconds or say a word that doesn't start with the right letter you're out and the line continues without you! Last man standing wins!

## Veggie checklist

Print this and check off veggies you eat during the day!



## ABC's Backwards: Mind exercise 2

Try and say your ABC's backwards with a rhythm, start slow and write them backwards and read them off, then try without looking, and recite them with your practiced rhythm backwards and out loud!

## Handstand Challenge

Aim and practice to do a handstand and see how long you can hold it, set a record and aim to beat it. Start slow, safe and against a wall

<https://www.wikihow.com/Teach-a-Child-to-Do-a-Handstand>

### **Hot potato!**

1. Gather four or more players.
2. Set up a device that is able to play music.
3. Select an object to throw. ...
4. Clear the playing area.
5. Form a circle.
6. Start the music.
7. Toss the "Hot Potato" around the circle. ...
8. When a player drops the "Hot Potato," they are out of the round.

### **Speed Catch**

Play with friends and family, get outside and throw the ball in a circle of people. If you drop the ball you sit where you were standing. Play with three lives, a time limit, etc. Get creative and make up rules, this game has endless possibilities!

### **Wheel barrow race**

Get outside where there's open space and practice wheel barrow running with one partner, or race if you have four! See below how to wheel barrow

<https://www.youtube.com/watch?v=ukEg2-xp3S0>

### **One-foot race**

Race friends and family outside on one foot!

### **One-foot hop challenge**

See how many times you can hop on one foot, set a record and aim to beat it.

### **Pushup challenge**

See how many pushups you can do straight, set a record try to beat it.

Video on pushup form.

<https://www.wikihow.com/Do-a-Push-Up>

### **Crunches Exercise**



See how many crunches you can do straight, set a record and try to beat it.

1. Lie down on your back. Plant your feet on the floor, hip-width apart. Bend your knees and place your arms across your chest. Contract your abs and inhale.
2. Exhale and lift your upper body, keeping your head and neck relaxed.
3. Inhale and return to the starting position.

## **AQI Spring Break Activities**

Let's get ready for Ramadan and read two pages of Quran every day, fast two days a week, pray an extra two rakaas after Isha, and make duaas daily. Also keep up with your morning and evening remembrance of Allah and remember it's like a shield for you for the rest of your day.

<b>Day 1</b>	
Quran	<input type="checkbox"/>
Fast	<input type="checkbox"/>
Two rakaas	<input type="checkbox"/>
Duaa	<input type="checkbox"/>
<b>Day 2</b>	
Quran	<input type="checkbox"/>
Fast	<input type="checkbox"/>
Two rakaas	<input type="checkbox"/>
Duaa	<input type="checkbox"/>
<b>Day 3</b>	
Quran	<input type="checkbox"/>
Fast	<input type="checkbox"/>
Two rakaas	<input type="checkbox"/>
Duaa	<input type="checkbox"/>
<b>Day 4</b>	
Quran	<input type="checkbox"/>
Fast	<input type="checkbox"/>
Two rakaas	<input type="checkbox"/>
Duaa	<input type="checkbox"/>
<b>Day 5</b>	
Quran	<input type="checkbox"/>
Fast	<input type="checkbox"/>

Two rakaas	<input type="checkbox"/>
Duaa	<input type="checkbox"/>
<b>Day 6</b>	
Quran	<input type="checkbox"/>
Fast	<input type="checkbox"/>
Two rakaas	<input type="checkbox"/>
Duaa	<input type="checkbox"/>
<b>Day 7</b>	
Quran	<input type="checkbox"/>
Fast	<input type="checkbox"/>
Two rakaas	<input type="checkbox"/>
Duaa	<input type="checkbox"/>
<b>Day 8</b>	
Quran	<input type="checkbox"/>
Fast	<input type="checkbox"/>
Two rakaas	<input type="checkbox"/>
Duaa	<input type="checkbox"/>
<b>Day 9</b>	
Quran	<input type="checkbox"/>
Fast	<input type="checkbox"/>
Two rakaas	<input type="checkbox"/>
Duaa	<input type="checkbox"/>
<b>Day 10</b>	
Quran	<input type="checkbox"/>
Fast	<input type="checkbox"/>
Two rakaas	<input type="checkbox"/>
Duaa	<input type="checkbox"/>

## Read an Arabic Story Everyday: Alefbata Website

Day 1	57 حَظًّا سَعِيدًا يَا دَبْدُوبَ	<input type="checkbox"/>
Day 2	58 دَبْدُوبُ وَالذُّودَةُ	<input type="checkbox"/>
Day 3	59 الْوَحْشُ الْوَحِيدُ	<input type="checkbox"/>
Day 3	37 الْفَارِسُ الصَّغِيرُ	<input type="checkbox"/>
Day 4	38 طَبْخَةُ جَنْدُوبَ	<input type="checkbox"/>
Day 5	39 مَا هَذَا الشَّيْءُ؟	<input type="checkbox"/>
Day 6	40 أَنَا وَدَبْدُوبُ الْكَبِيرُ	<input type="checkbox"/>
Day 7	41 وُحُوشٌ وَقَطَطُ	<input type="checkbox"/>
Day 8	42 الْبَيْضَةُ الْكَبِيرَةُ	<input type="checkbox"/>
Day 9	44 قَارِي الصَّغِيرُ	<input type="checkbox"/>
Day 10	48 الْبَيْضَةُ الْغَرِيبَةُ	<input type="checkbox"/>

\*The number of the story is written next to it for you to find it easily on the website. Also, you have access to the exercises to test your understanding of the stories.

# Spring Break Art Bingo

Get creative this break and try to complete as many prompts as you can!

Practice your drawing skills and create a New York line drawing Use the following <a href="#">Video</a>	Find a cultural object in your house and draw it	Make an abstract artwork using basic shapes	Draw a picture of your favorite part of your bedroom. Add as much detail as possible.	Draw the view from your bedroom window
Make a drawing completely out of dots	Draw your favorite food	Draw your favorite book/movie character	Use this <a href="#">tutorial</a> to sketch your own <b>Baby Yoda</b>	Find your favorite shoes and draw them in your sketchbook
Use these <a href="#">printouts</a> to help you create your own Mixed Up Animal	Paint/draw a picture of earth in outer space. Use lots of colors	<b>Free Space</b>	Draw/paint a picture of what your house would look like if you were floating above it	Use overlapping lines to create abstract artwork. Use <a href="#">this</a>
Use playdough/clay to create an alien	Create a comic strip of how virtual learning is going	Use watercolors to create an abstract background	Challenge yourself to draw a Viking Longship. Follow this <a href="#">video</a>	Draw yourself as your favorite animal
Make a fire breathing dragon. Use <a href="#">this</a> for help	Look for patterns around your house. Sketch your favorite pattern in your sketchbook	Create a flower Bouquet using this <a href="#">tutorial</a>	Draw lots of fruit and color them using the wrong colors (orange grapes, purple apples, etc.)	Draw/paint your current or dream pet

# PE Spring Break Activities

Play sticks! A strategy game to exercise the mind:

1. Everyone starts with one **finger** out on each hand.
2. The players take turns tapping hands. ...
3. If after being tapped you have to add so many **fingers** that your total is now over 5, put out the number of **fingers** past 5. ...
4. If you end up with exactly five **fingers** out on one hand, that hand is “out.”

<https://frugalfun4boys.com/play-sticks-finger-game-kids/>

## Leg tag 1on1

Two people needed, hold right hands with a partner and don't let go until someone gets their leg tagged with the free hand.

## Make you Myplate

Make your Myplate to figure out how much of each food group you need in a day!

<https://www.choosemyplate.gov/resources/MyPlatePlan>

## Mental tic tac toe: memory exercise!

Make a regular sized tic tac toe chart in your head, with one person. One person is O, and one person is X. When you make a move you say “X top right, top middle, top left, middle left, middle middle, middle right, or bottom middle, bottom right, bottom left.” Same if you are O. keep track of what moves you made and try to recognize three in a row!

## Juggle Challenge

Try juggling 2 or 3 items, set a record try and beat it, and grow in juggling skills!

<https://www.youtube.com/watch?v=Acuaa8wFDsg>

## Balance challenge

Try to balance on one foot for as long as possible! Set a record and try to beat it!

## Keep it up

Bump a floaty ball or volleyball up in to the air as many times as possible! Set a record and try to beat it!

## Stretch challenge

Do a stretch that is difficult for you like the splits and aim to get it deeper throughout break.

## ABC game: Memory exercise 2

Play with friends and family! Go down a line of people in the room. The first person starts with saying a word that starts with the letter A, then the next person says "A is for (word that was said by the first person) and then B is for (whatever word chosen). Do this down a line of people in the room until you finish the alphabet!

## Time your Mile!

Get an app for tracking distance and run a mile! Set a record and aim to beat it.

## Max run!

Get a stopwatch or count in your head while sprinting as fast as you can, for as long as you can. Whatever time you get when you stop is you get is your max sprint/run! at full speed!

## Cooler handshake

Make up a handshake with people in your home, and then host a handshake contest voting for who has the best handshake!

Try doing some of these with family!

<https://www.humorthatworks.com/database/21-best-secret-handshakes/>

<https://www.buzzfeed.com/carlanka/awesome-handshakes-to-try-out-with-your-friends>

## Shiritori: Mind and vocab exercise

Play with friends and family. Go down a line of people in the room. The starting person says a random word out loud, and the following person has to say a word that begins with the ending letter of that word, then the next person in line does the same with the last word said. If you pause for longer then

three seconds or say a word that doesn't start with the right letter your out and the line continues without you! Last man standing wins!

## Veggie checklist

Print this and check off veggies you eat during the day!

# VEGGIE CHECKLIST





## ABC's Backwards: Mind exercise 2

Try and say your ABC's backwards with a rhythm, start slow and write them backwards and read them off, then try without looking, and recite them with your practiced rhythm backwards and out loud!

## Handstand Challenge

Aim and practice to do a handstand and see how long you can hold it, set a record and aim to beat it. Start slow, safe and against a wall

<https://www.wikihow.com/Teach-a-Child-to-Do-a-Handstand>

## Hot potato!

1. Gather four or more players.
2. Set up a device that is able to play music.
3. Select an object to throw. ...
4. Clear the playing area.
5. Form a circle.
6. Start the music.
7. Toss the "Hot Potato" around the circle. ...
8. When a player drops the "Hot Potato," they are out of the round.

## Speed Catch

Play with friends and family, get outside and throw the ball in a circle of people. If you drop the ball you sit where you were standing. Play with three lives, a time limit, etc. Get creative and make up rules, this game has endless possibilities!

## Wheel barrow race

Get outside where there's open space and practice wheel barrow running with one partner, or race if you have four! See below how to wheel barrow

<https://www.youtube.com/watch?v=ukEg2-xp3S0>

## One-foot race

Race friends and family outside on one foot!

## One-foot hop challenge

See how many times you can hop on one foot, set a record and aim to beat it.

## Pushup challenge

See how many pushups you can do straight, set a record try to beat it.

Video on pushup form.

<https://www.wikihow.com/Do-a-Push-Up>

## Crunches challenge

See how many crunches you can do straight, set a record and try to beat it.

1. Lie down on your back. Plant your feet on the floor, hip-width apart. Bend your knees and place your arms across your chest. Contract your abs and inhale.
2. Exhale and lift your upper body, keeping your head and neck relaxed.
3. Inhale and return to the starting position.

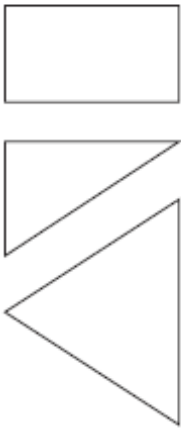
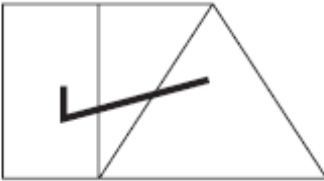
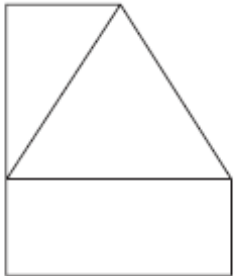
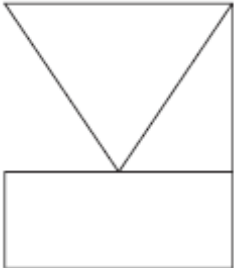
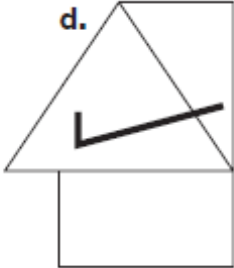
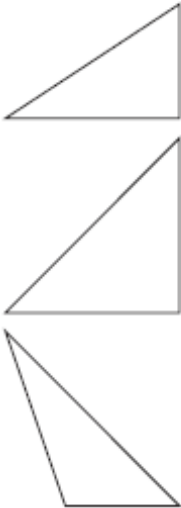
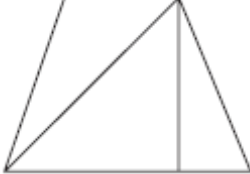
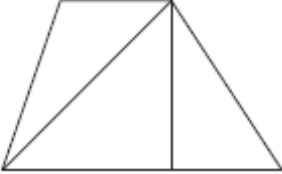

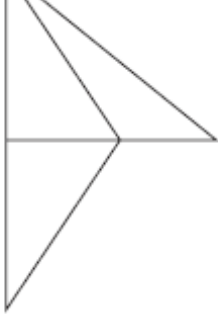
# Critical Thinking Puzzles

Building Thinking Skills® — Level 2

Figural Similarities and Differences

## COMBINING SHAPES

**DIRECTIONS:** Check the figures that can be formed by joining the three shapes in the box. Shapes may be turned or flipped.

<p><b>EXAMPLE</b> Join these three shapes.</p> 	<p>Which of these figures can be formed?</p> <div style="display: flex; justify-content: space-around;"> <div data-bbox="654 548 976 758"> <p><b>a.</b></p>  </div> <div data-bbox="987 548 1219 852"> <p><b>b.</b></p>  </div> </div> <div style="display: flex; justify-content: space-around;"> <div data-bbox="711 831 943 1129"> <p><b>c.</b></p>  </div> <div data-bbox="976 863 1208 1129"> <p><b>d.</b></p>  </div> </div>
<p><b>B-56</b> Join these three shapes.</p> 	<p>Which of these figures can be formed?</p> <div style="display: flex; justify-content: space-around;"> <div data-bbox="711 1220 959 1423"> <p><b>a.</b></p>  </div> <div data-bbox="976 1220 1256 1423"> <p><b>b.</b></p>  </div> </div> <div style="display: flex; justify-content: space-around;"> <div data-bbox="711 1465 889 1808"> <p><b>c.</b></p>  </div> <div data-bbox="987 1465 1203 1808"> <p><b>d.</b></p>  </div> </div>

## COMBINING SHAPES

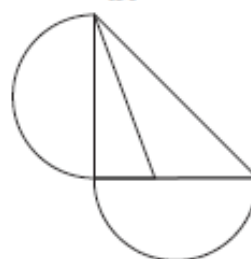
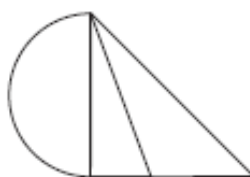
**DIRECTIONS:** Check the figures that can be formed by joining the three shapes in the box. Shapes may be turned or flipped.

**B-57**

Join these three shapes.



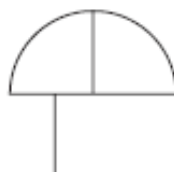
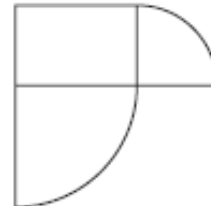
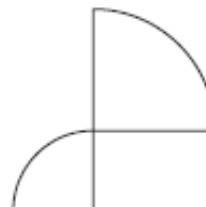
Which of these figures can be formed?

**a.****b.****c.****d.****B-58**

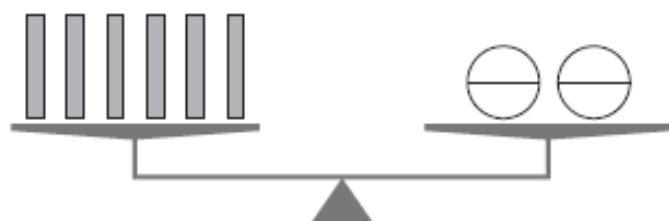
Join these three shapes.



Which of these figures can be formed?

**a.****b.****c.****d.**

# Balance Benders™



Circle the three answers below that will always be true.

a.  > 

d.  =  

b.  > 

e.  =  

c.  < 

f.  > 

**Name the Animals**

A cat, a small dog, a goat, and a horse are named Angel, Beauty, King, and Rover. Read the clues to find each animal's name.

1. King is smaller than both the dog and Rover.
2. The horse is younger than Angel.
3. Beauty is the oldest and is a good friend of the dog.

	Angel	Beauty	King	Rover
cat				
dog				
goat				
horse				

### Name That Student

Two girls (Harriet and Kathy) and two boys (Isaac and Jack) all had A's in science on the last test. Their last names are Asher, Barber, Candle, and Davis. Read the clues to find each person's last name.

1. Jack's last name is not Asher or Candle.
2. Harriet's last name is not Asher.
3. Isaac's last name is not Asher or Candle.
4. Jack's last name is shorter than Isaac's.

	Asher	Barber	Candle	Davis
Harriet				
Kathy				
Isaac				
Jack				

**Activity 2**

Use the clues and the chart to determine the value of each letter, solve the cryptogram, and discover the classic joke.

$$l > a > n$$

$$s > a > n$$

$$l - a = n$$

	l	a	s	n
1				
2				
3				
4				

$$l = \underline{\hspace{2cm}}$$

$$a = \underline{\hspace{2cm}}$$

$$s = \underline{\hspace{2cm}}$$

$$n = \underline{\hspace{2cm}}$$

$$h + r = 12$$

$$h > r$$

$$h > t$$

	i	r	h	t
5				
6				
7				
8				

$$i = \underline{\hspace{2cm}}$$

$$r = \underline{\hspace{2cm}}$$

$$h = \underline{\hspace{2cm}}$$

$$t = \underline{\hspace{2cm}}$$

$$y > c$$

$$c < e$$

$$o + 2 = 14$$

$$e < y$$

	y	o	c	e
9				
10				
11				
12				

$$y = \underline{\hspace{2cm}}$$

$$o = \underline{\hspace{2cm}}$$

$$c = \underline{\hspace{2cm}}$$

$$e = \underline{\hspace{2cm}}$$

**Cryptogram** (Parentheses separate double digits; they have no other meaning.)

W7(11) 921'6 (11)(12)u 6(10)33 2 4(10)95(10)6 81  
 2 9(12)51f8(10)3d? 6(12)(12) m21(11) (10)254 25(10)  
 3846(10)181g!

W \_ \_ \_ \_ ' \_ \_ \_ u \_ \_ \_ \_ \_ \_ \_ \_ \_ \_  
 \_ \_ \_ \_ \_ \_ \_ \_ f \_ \_ \_ \_ d? \_ \_ \_ \_ m \_ \_ \_ \_  
 \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ g!



# INSIDE-OUT MATH

Use the clues to find the missing values.

Problem 1

a	a-c	a-d
92	55	.....
b	b-c	b-d
.....	47	29
	c	d
	.....	.....

Problem 2

a	a-c	a-d
.....	39	47
b	b-c	b-d
132	46	.....
	c	d
	.....	.....

Problem 3

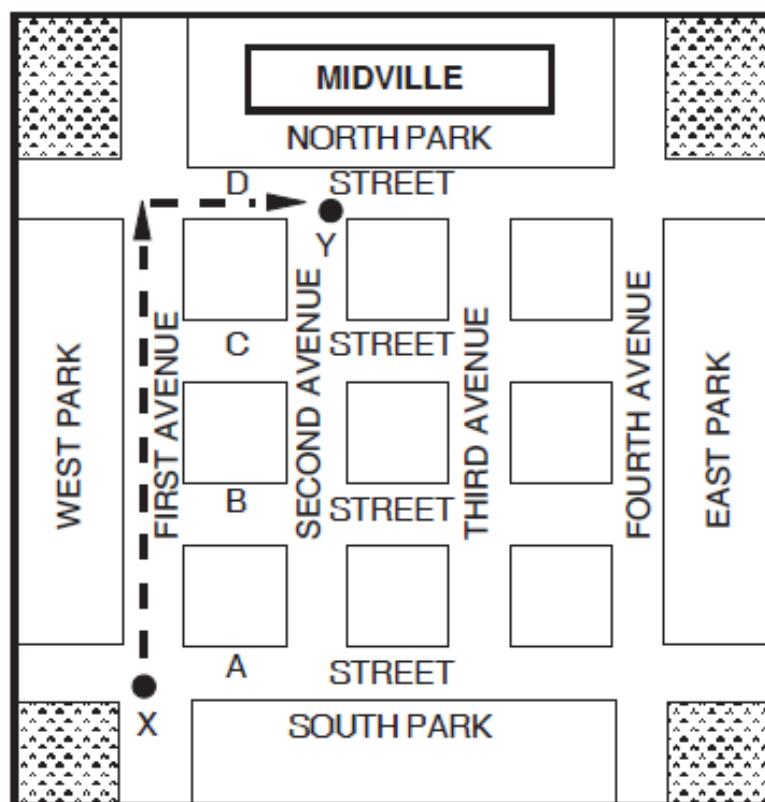
a	a-c	a-d
.....	.....	214
b	b-c	b-d
.....	159	118
	c	d
	148	.....

Problem 4

a	a-c	a-d
.....	7,350	3,930
b	b-c	b-d
.....	7,970	.....
	c	d
	.....	4,770

## DESCRIBING DIRECTIONS

**DIRECTIONS:** Locate the parts of Midville described in the exercises. Read the instructions for each exercise and answer the questions.



**H-45** Describe the path shown by the arrows between points X and Y.

Go \_\_\_\_\_ blocks to the \_\_\_\_\_ and \_\_\_\_\_ blocks to the \_\_\_\_\_.

(number)                      (direction)                      (number)                      (direction)

**H-46** Draw and describe another path having one turn which will go from point X to point Y.

Go \_\_\_\_\_ blocks to the \_\_\_\_\_ and \_\_\_\_\_ blocks to the \_\_\_\_\_.

(number)                      (direction)                      (number)                      (direction)

How many total blocks are traveled in each path? Answer: Each path is \_\_\_\_\_ blocks long.

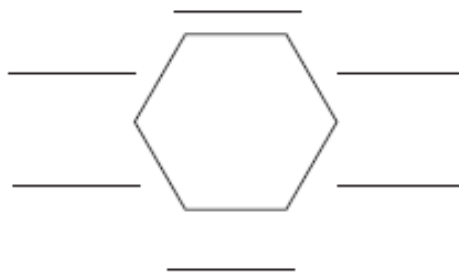
(number)

## Perplexing Puzzlers

**DIRECTIONS:** Using the clues given, write the name of each person on the line indicating where they are seated. In the clues, "opposite" means that you can draw a direct line through the center of the table from one person to another.

- a. Arnie, Jens, Moshe, Willie, Michael, and Rachel sat around a hexagonal table having a spelling bee.

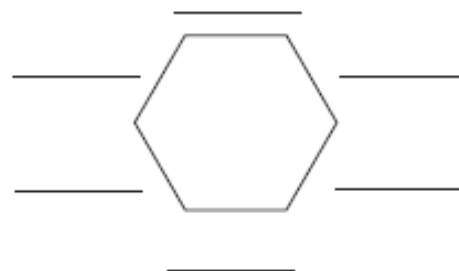
- 1) Rachel did not sit opposite Moshe.
- 2) Rachel sat to the left of Michael.
- 3) Jens sat to the right of Moshe.
- 4) Arnie sat to the left of Rachel.



Where did each person sit?

- b. Sammie, Lee, Bruno, Misha, Mario, and Tony sat around a hexagonal table playing "Fish."

- 1) Sammie sat opposite Misha.
- 2) Lee sat opposite Mario.
- 3) Tony sat opposite Bruno.
- 4) Misha did not sit next to either Lee or Tony.
- 5) Mario sat to the left of Misha.



Where did each person sit?

## From One Word to the Next

**DIRECTIONS:** For each line, rewrite the word from the line above, changing only the letter in the circle. Each word you write will be either the opposite or distinctly different from the word written to the right.

- T O P BOTTOM
- — DANCE NOT TOE DANCE
- — NOT HAT
- — NOT SAUCER
- —  NOT PASTE
- — NOT BOLT
- — NOT TAKE
- — NOT PAN
- — NOT BIG CIRCLE
- — NOT BED
- C O  NOT ROBBER

**Activity 24**

Use the clues and the chart to determine the value of each letter, solve the cryptogram, and discover the classic joke.

$$s \times 15 = o + g + r$$

$$o \div s = 5.5$$

$$r \times s > g \times s$$

	o	g	r	s
2				
9				
10				
11				

$$o = \underline{\hspace{2cm}}$$

$$g = \underline{\hspace{2cm}}$$

$$r = \underline{\hspace{2cm}}$$

$$s = \underline{\hspace{2cm}}$$

$$d \neq i \times t$$

$$i < t$$

$$t = 2.6 + 1.4$$

	d	i	a	t
3				
4				
8				
12				

$$d = \underline{\hspace{2cm}}$$

$$i = \underline{\hspace{2cm}}$$

$$a = \underline{\hspace{2cm}}$$

$$t = \underline{\hspace{2cm}}$$

$$e \div 3 \neq 2$$

$$l < f < e$$

$$l \neq 4.3 - 3.3$$

	f	l	c	e
1				
5				
6				
7				

$$f = \underline{\hspace{2cm}}$$

$$l = \underline{\hspace{2cm}}$$

$$c = \underline{\hspace{2cm}}$$

$$e = \underline{\hspace{2cm}}$$

**Cryptogram** (Parentheses separate double digits; they have no other meaning.)

Wh(12)4 838 4h7 2(12)5(12)8 2(12)y 4(11) 4h7  
 (10)76(10)397(10)(12)4(11)(10)? 15(11)27 4h7 8(11)(11)(10);  
 3'm 8(10)7223n9!

Wh \_ \_ \_ \_ \_ h \_ \_ \_ \_ \_ y \_ \_  
 \_ h \_ \_ \_ \_ \_ ? \_ \_ \_ \_ \_ h \_  
 \_ \_ \_ \_ ; \_ ' m \_ \_ \_ \_ \_ n \_ !