

5/21/20

Dear Students, Families, and Friends,

The activities on the next several pages were created for you to sharpen your skills, challenge yourself, and explore learning. These are not meant to replace classroom learning and parents are not being asked to replace teachers. If at any time, you are confused about an activity, need some extra support, or maybe just need to talk with someone, our teachers and staff are here for you.

- All teachers keep regular office hours from 9am until noon each school day.
- All teachers and staff can be contacted by email (firstname.lastname@fsd145.org).
- Some teachers also use Remind, Schoology, or Google Classroom to send and receive messages.

For the most current information about our emergency closure and remote learning plans, please visit our website (<https://www.fsd145.org/emergency>) for regular updates. You will always find information sorted by date, so it should be easy to follow the most recent updates.

Take care and stay safe. We'll see you soon,

From all of us here at Freeport School District



Remote Learning Day Student Activities:

[May 21](#)

[May 26](#)

[June 1](#)

[Social Emotional Learning \(SEL\)](#)



[May 22](#)

[May 27](#)

[Electives](#)

[May 28](#)



[May 29](#)

5th Grade			5/21/20 - 6/1/20
Theme(s)	ELA Skills Focus	Math Skills Focus	Other Skills Focus
Travel 	Compare and Contrast	Adding and Subtracting Fractions	Social Studies: Reflecting on the Year, Communicating Conclusions, Levels of Questioning
Reflection 	Prediction	Multiplying Fractions by Whole Numbers	Science: Engineering Design
Perseverance	Creative Writing		

Remote Learning Activities for Students

5th Grade - May 21

The columns below offer choices for student activities.

	ELA	Math	Science
Focus Skills:	Compare and Contrast CCSS.ELA-LITERACY.RL.5.3	Adding Fractions CCSS.5.NF.A.2	Engineering Design: Making a Parachute 3-5-ETS-1
Easy	<ul style="list-style-type: none"> - Create a T-Chart. - Label one side: "Best 5th Grade Memories." - Label the other side: "Worst 5th Grade Memories." - Write at least <u>3 memories</u> in each column. 	<p>Susan wanted to take a trip to a city near her. She knew her gas tank was $\frac{1}{2}$ full.</p> <p>If she purchases $\frac{1}{2}$ tank of gas, how much gas will her tank now have in it?</p>	<p>Design a parachute using items from around your house such as: <i>string, coffee filters, plastic bags, paper, paper clips, dental floss, or any other objects found around your house.</i></p> <ul style="list-style-type: none"> - Try out your parachute 3 times, dropping it from the same height. - Write 2 sentences telling what you noticed each time you dropped it. <p><i>Optional: Visit the link below to view parachute directions and ideas.</i> https://drive.google.com/file/d/1OWioFBo_qQDt5tAp0ycrC9w7XRkrpQ6z/view</p>
Average	<ul style="list-style-type: none"> - Create a T-Chart. - Label one side: "Best 5th Grade Memories." - Label the other side: "Worst 5th Grade Memories." - Write at least <u>5 memories</u> in each column. 	<p>Joe wants to visit Disney World when it opens, so he is planning his snacks for his trip now.</p>  <p>If he takes $\frac{3}{4}$ cup of peanuts and mixes it with $\frac{2}{3}$ cup of cashews, how many cups of nuts will he have in his homemade mix?</p>	<p>Complete the easy level activity above.</p> <ul style="list-style-type: none"> - Think about something you could change to your parachute design that would make it drop more slowly or more accurately to the ground. - After making the change, again drop your parachute three times from the same height. - Write two or more sentences that describe what effect your change had on your parachute and why.
Challenging	<ul style="list-style-type: none"> - Create a T-Chart. - Label one side: "Best 5th Grade Memories." - Label the other side: "Worst 5th Grade Memories." - Write at least <u>5 memories</u> in each column. - Pick one of the memories you listed from either side and write a 5 sentence paragraph about it. 	<p>Elizabeth is taking a jar of spending money with her on vacation.</p> <p>If she spends $\frac{2}{7}$ of her money on the first day and spends another $\frac{1}{5}$ of her money on the second day, how much of her money has she spent?</p>	<p>Complete the easy and average level activities above.</p> <ul style="list-style-type: none"> - Now, design a second (completely different) parachute using things from around your home. - Drop your first parachute three times, then drop your new parachute three times. - Write at least two sentences telling which parachute worked better and why.




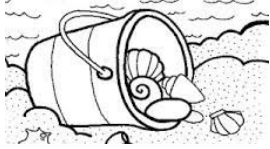
Daily - Practice math facts for fluency, Silent reading for 20 minutes, Calm Classroom 2-3 times for 3-5 minutes

Parent Signature: _____

Remote Learning Activities for Students

5th Grade - May 22

The columns below offer choices for student activities.

	ELA	Math	Social Studies
Focus Skills:	Compare & Contrast/ Making Predictions CCSS.ELA-LITERACY.RL.5.3	Adding Fractions CCSS.5.NF.A.2	Communicating Conclusions SS.IS.6.3-5
Easy	<p>Predict what you think your teacher's top 5 best and worst memories of fifth grade are.</p> <ul style="list-style-type: none"> - Create a T-Chart. - Label one side: "My Teacher's Best Memories." - Label the other side: "My Teacher's Worst Memories." <p>Write at least <u>3 memories</u> in each column.</p> 	 <p>Gordon built $\frac{1}{3}$ of his sandcastle in the morning and went back and added another $\frac{1}{3}$ to his castle. How much of his castle does he have completed now?</p>	<p><u>REVIEW PROJECT</u></p> <p>For the last 3 days of SS activities, you will create a one-pager (poster, Google SlideShow, or Google Doc) that demonstrates information that you learned in Social Studies throughout your 5th grade school year. You can use information from any topic or unit we covered. (<i>Examples: September 11th, how our government works, geography, map skills, landforms, early exploration and settlements, the effects of Covid-19 on you & the world around you, planning a trip/voyage, etc.</i>)</p>
Average	 <p>Predict what you think your teacher's top 5 best and worst memories of fifth grade are.</p> <ul style="list-style-type: none"> - Create a T-Chart. - Label one side: "My Teacher's Best Memories." - Label the other side: "My Teacher's Worst Memories." <p>Write at least <u>5 memories</u> in each column.</p>	<p>Ashley went to the beach and took a full pizza with her. She ate $\frac{1}{2}$ of it herself and she offered some to a friend. That friend ate $\frac{2}{4}$ of the pizza. How much of the pizza did they eat in all?</p>	<p>By answering the following questions, you will find the information you need for your project.</p> <ol style="list-style-type: none"> 1. List 3-5 vocabulary words and their definitions. (These can be any words associated with something we covered in Social Studies. You create them.) 2. What was your favorite lesson, activity, or topic from SS class this year?
Challenging	<p>Predict what you think your teacher's top 5 best and worst memories of fifth grade are.</p> <ul style="list-style-type: none"> - Create a T-Chart. - Label one side: "My Teacher's Best Memories." - Label the other side: "My Teacher's Worst Memories." <p>Write at least <u>5 memories</u> in each column.</p> <ul style="list-style-type: none"> - Pick one of the memories you listed either good or bad and write a 5 sentence paragraph about it. 	<p>Jamie is collecting seashells in a pail.</p>  <p>He fills it to $\frac{3}{9}$ on one day and he fills it another $\frac{4}{6}$ full the following day. How much of the pail is full of seashells now?</p>	<ol style="list-style-type: none"> 3. How did SS learning change from being in the classroom to learning at home? What was the same? What was different? 4. What would be a good title for your project? 5. What photos or pictures will you use to illustrate your project? <p>Challenge: 6. Write a brief note to yourself at the beginning of the year, trying to explain how the year would change and why.</p>




Daily - Practice math facts for fluency, Silent reading for 20 minutes, Calm Classroom 2-3 times for 3-5 minutes

Parent Signature: _____

Remote Learning Activities for Students

5th Grade - May 26

The columns below offer choices for student activities.

	ELA	Math	Science
Focus Skills:	Compare and Contrast/Prediction CCSS.ELA-LITERACY.RL.5.3	Subtracting Fractions CCSS.5.NF.A.2	Engineering Design: Making a Catapult 3-5-ETS-1
Easy	<p>Think about your feelings about moving on to 6th grade.</p>  <ul style="list-style-type: none"> - Create a T-Chart. - Label one side: “Things I’m Excited About.” - Label the other side: “Things I’m Nervous About.” - List at least <u>3 things</u> in each column. 	<p>Kylah ran $\frac{7}{9}$ of the trail on Monday. She ran $\frac{5}{9}$ of the trail on Tuesday.</p> <p>Which day did she run further and how much further did she run?</p>	<p>Design a catapult using items found around your home. You will need: a paper cup, a rubber band, a plastic spoon, a small action figure or toy.</p>  <p>Below is a link you may visit for more directions to help you make the catapult. https://drive.google.com/drive/u/0/folders/79BwfzIsh7NdnHBXZEnj2aB7TA8bhCBG</p>
Average	<p>Think about your feelings about moving on to 6th grade.</p> <ul style="list-style-type: none"> - Create a T-Chart. - Label one side: “Things I’m Excited About.” - Label the other side: “Things I’m Fearful About.” - List at least <u>5 things</u> in each column. 	<p>Domonic ran $\frac{1}{5}$ of the trail on Monday. He ran $\frac{2}{10}$ of the trail on Tuesday.</p> <p>Which day did he run further and how much further did he run?</p>	<p>Follow the directions given above to create your catapult.</p> <p>Test out your catapult to see how far it will throw your small action figure or toy by trying your catapult at least three times. Then, answer these questions:</p> <ol style="list-style-type: none"> 1. What worked well on your catapult? 2. What could you change to make your catapult work better?
Challenging	<p>Think about your feelings about moving on to 6th grade.</p> <ul style="list-style-type: none"> - Create a T-Chart. - Label one side: “Things I’m Excited About.” - Label the other side: “Things I’m Fearful About.” - List at least <u>3 things</u> in each column. - Pick one of the things you listed (excited or nervous) and write a 5 sentence paragraph about it. 	<p>Gabby ran $2\frac{3}{6}$ of the trail on Monday. She ran $3\frac{1}{5}$ of the trail on Tuesday.</p> <p>Which day did she run further and how much further did she run?</p> 	<p>Complete the activities in the easy and average levels above.</p> <p>Make at least two improvements to your original catapult design. Test out your design. Then, explain whether or not your improvement helped your catapult design or not.</p>



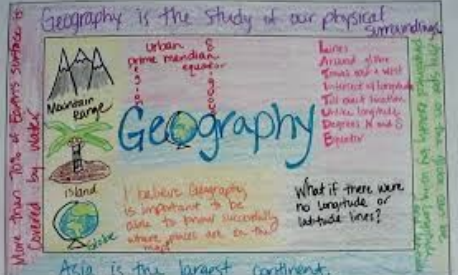


Daily - Practice math facts for fluency, Silent reading for 20 minutes, Calm Classroom 2-3 times for 3-5 minutes

Parent Signature: _____

Remote Learning Activities for Students

5th Grade - May 27

The columns below offer choices for student activities.

	ELA	Math	Social Studies
Focus Skills:	Compare and contrast/Prediction CCSS.ELA-LITERACY.RL.5.3	Subtracting Fractions CCSS.5.NF.A.2	Communicating Conclusions SS.IS.6.3-5
Easy	Think about what you did last summer and how you think this summer will go based on the current situation. - Create a T-Chart. - Label one side: “Last Summer.” - Label the other side: “This Summer.” - List at least <u>3 items</u> in each column.	Denarius is flying to Disney World. He has to take two planes to get there. His first flight is $1/8$ of the trip. His second flight is $7/8$ of the trip. Which flight is longer and by how much? 	REVIEW PROJECT (continued) Create either a poster, Google Doc, or Google SlideShow that includes all the information you gathered and recorded for the Social Studies Review Project activity on May 22. - Be creative! - Include ALL the information. - Make it neat and fun to look at.
Average 	Think about what you did last summer and how you think this summer will go based on the current situation. - Create a T-Chart. - Label one side: “Last Summer.” - Label the other side: “This Summer.” - List at least <u>5 items</u> in each column.	Bri is flying to Disney World. She has to take two planes to get there. Her first flight is $2/6$ of the trip. Her second flight is $8/12$ of the trip. Which flight is longer and by how much?	 
Challenging	Think about what you did last summer and how you think this summer will go based on the current situation. - Create a T-Chart. - Label one side: “Last Summer.” - Label the other side: “This Summer.” - List at least <u>5 items</u> in each column. - Pick one of the things you listed either from last summer or this summer and write a 5 sentence paragraph about it.	Tyler is flying to Disney World. He has to take two planes to get there. His first flight is $2 \frac{3}{7}$ of the trip. His second flight is $2 \frac{12}{21}$ of the trip. Which flight is longer and by how much? 	




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Parent Signature: _____

Remote Learning Activities for Students

5th Grade - May 28

The columns below offer choices for student activities.

	ELA	Math	Science
Focus Skills:	Reflective Writing CCSS.ELA-LITERACY.W.5.9	Multiplying Fractions by Whole Numbers CCSS.5.NF.B.4	Engineering Design: Making a Boat 3-5-ETS-1
Easy	<p>Think about all the stories that we read together as a class.</p> <p>Pick the story that you enjoyed listening to the most.</p> <p>Write a summary of the story.</p> 	<p>Skylar drove $\frac{1}{2}$ of a 30 mile trip to Rockford.</p>  <p>How many miles did she drive?</p>	<p>You will design a boat that must be able to hold 25 pennies and still float on water. You will make your boat out of these items: plastic straws, duct tape, plastic wrap, plastic container, small paper cup. (If you do not have these items, try other items from around your house).</p> <p><i>Optional: Visit the link below for more helpful ideas & directions as you make your boat.</i> https://drive.google.com/drive/u/0/folders/179BwfzIsh7NdnHBXZEnj2aB7TA8bhCBG</p> <p>Try to float your boat on water holding 25 pennies.</p>
Average	<p>Think about all the stories that we read together as a class.</p> <p>Pick the story that you enjoyed listening to the most.</p> <p>Write a summary of the story.</p> <p>Explain why you chose this book as your favorite.</p>	<p>Camrynn drove $\frac{2}{3}$ of a 30 mile trip to Rockford.</p> <p>How many miles did she drive?</p>	<p>Complete the easy level activity above.</p> <p>After you float your homemade boat, answer the following questions:</p> <ol style="list-style-type: none"> 1. What do you think makes a boat float? 2. Did your boat sink or float? Explain what you think made it sink or float?
Challenging	<p>Think about all the stories that we read together as a class.</p> <p>Pick the story that you enjoyed listening to the most.</p> <p>Write a summary of the story.</p> <p>Explain why you chose this book as your favorite.</p> <p>Think about how the story ends and try to come up with a new ending.</p>	<p>Kiera drove $\frac{5}{6}$ of a 30 mile trip to Rockford.</p> <p>How many miles did she drive?</p> 	<p>Complete the activities in the easy and average levels above.</p> <p>Now, make one change to your boat that you think will make it float better. If it sank the first time, change something you think will make it float.</p> <p>Answer the following questions:</p> <ol style="list-style-type: none"> 1. What did you change about your boat? 2. Explain if your changes improved your boat or made it worse.


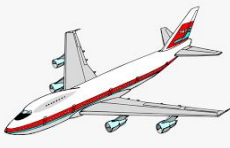

Daily - Practice math facts for fluency, Silent reading for 20 minutes, Calm Classroom 2-3 times for 3-5 minutes

Parent Signature: _____

Remote Learning Activities for Students

5th Grade - May 29

The columns below offer choices for student activities.

	ELA	Math	Social Studies										
Focus Skills:	Creative Writing CCSS.ELA-LITERACY.W.5.3	Multiplying Fractions by Whole Numbers CCSS.5.NF.B.4	Constructing Essential Questions SS.IS.5.3-5										
Easy	 <p>Since our 5th grade field trips were cancelled this year, think about where you would've liked to go.</p> <p>Write a paragraph explaining where you would like to go.</p>	<p>$\frac{1}{2}$ of the 50 tourists arrived late to their flight to France.</p> <p>How many tourists arrived late?</p> 	<p align="center">REVIEW PROJECT (continued)</p> <table border="1"> <thead> <tr> <th colspan="2">Costa's Levels of Questioning</th> </tr> <tr> <th>Level Definition</th> <th>Sentence Starters</th> </tr> </thead> <tbody> <tr> <td>Level 1 questions come directly off the page, out of the book, or in this case, directly from the information in your project.</td> <td>Can you list...? Can you name...? Provide an example of... How would you define...? How would you explain...?</td> </tr> <tr> <td>Level 2 questions are partly from the page (your project) and partly from your brain.</td> <td>How would you change...? How would you demonstrate...? Compare and contrast... How is ___ related to ___? What does ___ infer about ___?</td> </tr> <tr> <td>Level 3 questions require you use your brain, using connections and opinions to find answers.</td> <td>Imagine that... What would happen if...? What is your opinion of...? Why do you think...? Predict the outcome of...?</td> </tr> </tbody> </table> <p>Review the 3 Levels of Questions from the chart above.</p> <p>1) Write a level one question using the information on your SS Review Project from May 22 & 27.</p> <p>2) Write a level two question using the information on your SS Review Project from May 22 & 27.</p> <p>3) Write a level three question using the information on your SS Review Project from May 22 & 27.</p> <p>Challenge: Write additional questions for each level.</p>	Costa's Levels of Questioning		Level Definition	Sentence Starters	Level 1 questions come directly off the page, out of the book, or in this case, directly from the information in your project.	Can you list...? Can you name...? Provide an example of... How would you define...? How would you explain...?	Level 2 questions are partly from the page (your project) and partly from your brain.	How would you change...? How would you demonstrate...? Compare and contrast... How is ___ related to ___? What does ___ infer about ___?	Level 3 questions require you use your brain, using connections and opinions to find answers.	Imagine that... What would happen if...? What is your opinion of...? Why do you think...? Predict the outcome of...?
Costa's Levels of Questioning													
Level Definition	Sentence Starters												
Level 1 questions come directly off the page, out of the book, or in this case, directly from the information in your project.	Can you list...? Can you name...? Provide an example of... How would you define...? How would you explain...?												
Level 2 questions are partly from the page (your project) and partly from your brain.	How would you change...? How would you demonstrate...? Compare and contrast... How is ___ related to ___? What does ___ infer about ___?												
Level 3 questions require you use your brain, using connections and opinions to find answers.	Imagine that... What would happen if...? What is your opinion of...? Why do you think...? Predict the outcome of...?												
Average	<p>Since our 5th grade field trips were cancelled this year, think about where you would've liked to go.</p> <p>Write a paragraph explaining where you would like to go and why.</p>	<p>$\frac{3}{8}$ of the 56 tourists arrived late to their flight to Spain.</p> <p>How many tourists arrived late?</p>											
Challenging	<p>Since our 5th grade field trips were cancelled this year, think about where you would've liked to go.</p> <p>Write a paragraph explaining where you would like to go and why.</p> <p>Draw and label a diagram of the place that you chose.</p>	<p>$\frac{2}{6}$ of the 144 tourists arrived late to their flight to Costa Rica.</p> <p>How many tourists arrived late?</p> 											





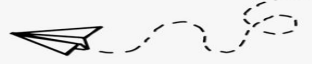
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Parent Signature: _____

Remote Learning Activities for Students

5th Grade - June 1

The columns below offer choices for student activities.

	ELA	Math	Science
Focus Skills:	Creative Writing CCSS.ELA-LITERACY.W.5.3	Multiplying Fractions by Whole Numbers CCSS.5.NF.B.4	Engineering Design: Longest Flying Plane 3-5-ETS-1
Easy 	<p>HAPPY LAST DAY OF SCHOOL!</p> <p>Imagine school was in session. Write about what your perfect last day of school would be like. Think about what you would do. Would you be inside or outside?</p> <p>- Write a 5 sentence paragraph to answer this prompt.</p>	<p>200 fifth graders voted on which field trip they want to take next year. 1/2 of the students voted to go to Milwaukee Discovery World.</p> <p>How many students voted to go to Discovery World?</p>	<p>How far can you fly a paper airplane? </p> <p>Using paper, fold a paper airplane. <i>Optional: For help folding a plane, visit the following link:</i> https://www.foldnfly.com/1.html</p> <p>Test fly your plane at least 3 times.</p> <p>Write down at least 3 things you thought went well or didn't go well when you flew it.</p>
Average	<p>HAPPY LAST DAY OF SCHOOL!</p> <p>Imagine school was in session. Write about what your perfect last day of school would be like. Think about what you would do. Would you be inside or outside?</p> <p>- Write a 7 sentence paragraph to answer this prompt.</p>	<p>200 fifth graders voted on which field trip they want to take next year. 4/10 of the students voted to go to the Madison Zoo. How many students want to go to the Madison Zoo?</p> 	<p>Complete the easy level activity above.</p> <p>Next, using more paper, fold 2 more airplanes. Use the same airplane design, but try using a different type of paper or a different size of paper.</p> <p>Test fly all 3 of your planes and answer the following question:</p> <p>Which one flew the farthest? Explain why you believe it flew for so long?</p>
Challenging	<p>HAPPY LAST DAY OF SCHOOL!</p> <p>Imagine school was in session. Write about what your perfect last day of school would be like. Think about what you would do. Would you be inside or outside?</p> <p>- Write a 10 sentence paragraph to answer this prompt.</p> <p>- Draw a picture of what your last day of school would look like.</p>	<p>270 fifth graders voted on which field trip they want to take next year. 2/6 of the students voted to visit Byron Forest Preserve.</p> <p>How many students voted to visit the Byron Forest Preserve?</p> 	<p>Complete the easy and average level activities above.</p> <p>Then, select the plane that flew the farthest and make one improvement to that plane. </p> <p>Test out your improvement and record whether or not the change made your plane fly farther.</p> <p>Explain why you think your improvement helped the plane fly farther or not.</p>



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Remote Learning Activities for Students

5th & 6th Grade -- (SEL) Theme: Empathy

The columns below offer choices for student activities for any day.

Social Emotional Learning Choice Board aligns with standards 2A.1a Recognizes others may have different feelings about situations. 2A.1b Listens to others to identify their feelings.		
<p>Labeling Feelings</p> <p>Ask children to describe and label how they might feel in these three different bullying situations:</p> <ul style="list-style-type: none"> -If they saw someone being bullied -If they were being bullied themselves -If they bullied someone <p>Explain that bullying can lead to strong feelings, such as anger, frustration, and fear. While it's okay to feel these feelings, it's never okay to react by doing violent things, such as intentionally hurting someone.</p>	<p>Different and Similar</p> <p>Discuss the main ways that children are different from one another. Prompt them with examples, if needed.</p> <ul style="list-style-type: none"> -Some children are big, and others are small. -Some children run fast, and others run slowly. -Some children like to play with blocks, and others like to draw pictures <p>Ask, "What would the world, school, neighborhood/etc. be like if we were all the same"</p>	<p>Helping Others Feel Better</p> <p>First, use these questions to discuss with your child what children can do to help others feel better:</p> <ol style="list-style-type: none"> 1. How can you know how someone else feels? 2. How can we recognize when another child is feeling bad or left out? 3. How can we cheer up children who feel bad and help them feel better? <p>Next, use role-playing to help children practice recognizing a child who is feeling hurt and helping the child feel better.</p>
<p>Acts of Kindness</p> <p>Discuss how an act of kindness is the opposite of bullying because it helps another person feel <i>good</i> instead of <i>bad</i>—it <i>gives</i> a person a good feeling rather than <i>takes away</i> a good feeling.</p> <p>At the end of the day, have children report on their acts of kindness.</p> <p>Ask children to describe one nice thing they did for someone else, how it made the other person feel, and how it made them feel. Have each child plan one act of kindness that he or she will do that day for someone.</p>	<p>Modeling Helpfulness</p> <p>Discuss the ways that bullying behavior leads both the child who bullies and the child who is bullied to disrespect each other and feel like enemies, rather than friends. Then use pictures, stories, puppets, or other concrete props to model examples of the many ways that children and adults can show that they care about others feelings and can help each other. Discuss how caring behaviors make both the giver and the receiver feel happy and good.</p> <p style="text-align: center;">- - - - -</p> <p>Definition of Bullying: Bullying is mean or hurtful behavior that keeps happening. It is unfair and one-sided. Our school defines bullying by three primary characteristics: It is aggressive behavior that is usually repeated over time, occurs in a relationship where there is an imbalance of power, and intends to cause harm or distress and/or has a serious harmful or distressing impact on the target.</p> <p style="text-align: center;">- - - - -</p>	<p>Role-Play with Empathy</p> <p style="text-align: center; border: 1px dashed black; padding: 5px;">Empathy is the ability to understand and share the feelings of another.</p> <p>Pretend you are in the following scenarios with your child. How can you encourage empathy with the following:</p> <ul style="list-style-type: none"> • ... a friend did not want to play • ...his puppy needs surgery • ...all friends going to the movie but you • ...someone drew a better picture • ...someone told a secret of yours • ...he cleaned his room • ...kids laugh at her at the park <p>Write or draw some outcomes.</p>
<p>Kind Words</p> <p>Materials: cotton balls or something with a soft texture and sandpaper or something with a rough texture</p> <p>How can the way we speak to someone help them? How can it hurt?</p> <p>First focus on the cotton balls. Rub them on your hands and arms and use descriptive words to describe how they feel. If cotton balls were like words what words would they be? Example: Please, thank you, good job, your hair looks nice.</p> <p>Now focus on the sandpaper and use descriptive words to describe how it feels. If words were like sandpaper what words would it be? Example: Calling names, yelling, saying things that are hurtful. Next have an adult help you scrape the sandpaper on some wood or plastic. Look at the mark it left and discuss how "sandpaper words" hurt feelings.</p> <p>Finally discuss the importance of using "cotton ball words" instead of "sandpaper words" to solve problems.</p>	<p>Walk a Minute (Mile) in Someone's Shoes!</p>  <p>Pick a person in your family. Spend some time doing the things they do;</p> <p>Ideas: chores, jobs, responsibilities, etc...</p> <p>At the end of the day (or time) sit down and talk about what it was like.</p> <p>Was it easy? Hard?</p> <p>What would you change? How did it make you feel? How can you better understand that person now?</p>	<p>Paper Chain of Kindness</p> <p>Brainstorm different things you can do that would be kind. Cut strips of paper. Write each act of kindness on a strip of paper and then link your strips of paper together with glue to create a chain. Everyday take one link out of your chain and complete that act of kindness. Reflect on how that act of kindness made you feel and how the person you did the kind act for felt as well.</p>  <p>If you do not have supplies create a unique drawing linking words of Kindness in a fun way!</p>

Parent Signature: _____

Remote Learning Activities for Students

5th/6th Grade -- (Electives)

The columns below offer choices for student activities for any day.

Art	Music	PE/Health																																
<p><u>VA.Cr.1.1.5</u></p> <p>Draw a picture of what your dream house would look like from the outside! What color would it be? What types of things might you have in the yard? Would there be a car in the driveway?</p> <p>Be creative!</p> <p><u>VA.Cr.1.1.5</u></p> <p>Draw a picture of what the INSIDE of your dream house would look like! How many rooms would there be? Who would live in the house with you? What kind of special rooms would be in the house?</p>	<p>Describe what You Hear! MU:Re7.1.6</p> <p>This activity will help students to describe music and to be creative with language. Use three (3) contrasting songs (different styles or genres), such as Marilyn Manson’s Sweet Dreams, Eminem’s Lose Yourself, and Rolling in the Deep by Adele. You may pick any 3 songs you like.</p> <ol style="list-style-type: none"> 1) Listen to the first song/recording and write down what you hear. Students must use single words to describe what they hear. 2) After you have listened to the song and you have a list of words, group the words into categories. Identify words that relate to the rhythm, the melody, the tempo, the instrumentation, and so on. 3) At this point, listen to the next song/recording and repeat steps 1 & 2. 4) Listen to the third song/recording and repeat steps 1 & 2. 5) Once this is complete compare and contrast the words you wrote for each song. Were there any similar words used? What about when you related them to the different categories, any similarities? 6) Finally, share your results with your teacher by email or google classroom. <p>*If you don’t have the means to share with your teacher, share your work with a family member or friend.</p>	<p>FOCUS SKILLS: Daily physical activity (Physical Development & Health, 19.A.3b) ACTIVITY: Your goal is to be active at least 60 minutes everyday.</p> <ul style="list-style-type: none"> Record your activity for each day in your activity log. You can find the activity log in Google Classroom or make your own using notebook paper. All activities can also be found on Google Classroom. Label each activity as a Cardio, Flexibility or Muscular Strength type of fitness. <p>EASY:</p> <ul style="list-style-type: none"> Participate in your favorite cardio, strength, and flexibility activities throughout the day to meet the goal of 60 minutes and record them on your activity log. <p>AVERAGE:</p> <ul style="list-style-type: none"> Complete the “Easy” activity. Add more challenge by completing the daily “14-day Body Challenge” workout. <p>DIFFICULT:</p> <ul style="list-style-type: none"> Complete the “Easy” and “Average” activities. Do the daily “14-day Body Challenge” workout <u>twice</u> each day. <p>OPTIONAL: Play “Roll a Heart Smart Superhero”</p>																																
<p><u>VA.Cr.1.1.5</u></p> <p>Draw a detailed picture of your dream ROOM! What type of furniture would you have? How would you decorate the room? How would your dream room represent YOU?</p> <p>Share your drawings with Mrs. Wallin by emailing them, or uploading a picture to google docs!</p>	<p>Make your own Music Flash Cards</p> <p>MU Cr3.2.c.1a</p> <p>Materials: pencil, lined or staff paper, scissors</p> <p>First: Draw staff lines on paper, draw notes (they can be for your instrument) on the lines, spaces, above, or below the staff.</p> <p>Second: Cut out the notes in squares and put the answers (note name or solfege syllable) on the back. Make about 12 different notes with or without accidentals.</p> <p>Third: Quiz yourself first then have your parents quiz you on them. Make sure you mix them up before you test yourself</p> <p>Take the next step: (technology) Use the websites musictheory.net or musicracer.com. Take a screenshot of how you progressed and send the screenshot to your music teacher.</p>	<ul style="list-style-type: none"> <table border="1" data-bbox="1052 1270 1502 1864"> <thead> <tr> <th>DAY #</th> <th>WORKOUT</th> <th>DAY #</th> <th>WORKOUT</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>Plank-15 seconds Push-Ups-5 Squats-20</td> <td>8</td> <td>Plank-40 seconds Push-Ups-13 Squats-40</td> </tr> <tr> <td>2</td> <td>Plank-20 seconds Push-Ups-6 Squats-25</td> <td>9</td> <td>Plank-45 seconds Push-Ups-15 Squats-55</td> </tr> <tr> <td>3</td> <td>Plank-20 seconds Push-Ups-8 Squats-30</td> <td>10</td> <td>Plank-50 seconds Push-Ups-13 Squats-65</td> </tr> <tr> <td>4</td> <td>Plank-25 seconds Push-Ups-8 Squats-30</td> <td>11</td> <td>Plank-50 seconds Push-Ups-17 Squats-75</td> </tr> <tr> <td>5</td> <td>Plank-30 seconds Push-Ups-10 Squats-35</td> <td>12</td> <td>Plank-60 seconds Push-Ups-18 Squats-85</td> </tr> <tr> <td>6</td> <td>Plank-30 seconds Push-Ups-10 Squats-40</td> <td>13</td> <td>Plank-60 seconds Push-Ups-18 Squats-90</td> </tr> <tr> <td>7</td> <td>Plank-40 seconds Push-Ups-13 Squats-45</td> <td>14</td> <td>Plank-65 seconds Push-Ups-20 Squats-100</td> </tr> </tbody> </table> 	DAY #	WORKOUT	DAY #	WORKOUT	1	Plank-15 seconds Push-Ups-5 Squats-20	8	Plank-40 seconds Push-Ups-13 Squats-40	2	Plank-20 seconds Push-Ups-6 Squats-25	9	Plank-45 seconds Push-Ups-15 Squats-55	3	Plank-20 seconds Push-Ups-8 Squats-30	10	Plank-50 seconds Push-Ups-13 Squats-65	4	Plank-25 seconds Push-Ups-8 Squats-30	11	Plank-50 seconds Push-Ups-17 Squats-75	5	Plank-30 seconds Push-Ups-10 Squats-35	12	Plank-60 seconds Push-Ups-18 Squats-85	6	Plank-30 seconds Push-Ups-10 Squats-40	13	Plank-60 seconds Push-Ups-18 Squats-90	7	Plank-40 seconds Push-Ups-13 Squats-45	14	Plank-65 seconds Push-Ups-20 Squats-100
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Remote Learning Activities for Students

5th/6th Grade -- (Electives)

The columns below offer choices for student activities for any day.

Computers	Speech/Drama
<p>Computer Standards used - ISTE 6a to 6e.</p> <p>We now travel, whether across town to a store (Menards or Walmart) or halfway across the country.</p> <p>Just like “throwback” sports, remember and reflect on previous trips, to parks or museums or stores (even Menards or Walmart). You may have seen characters animated by computers, or rides run by computers that took you to space or the ocean.</p> <p>I went to Philadelphia and saw robots of Benjamin Franklin and George Washington, giving famous lines they said.</p> <p>You may have experiences by TV shows or Youtube videos. How were computers used to animate such experiences? Were they cartoon animations or computer modeled robots, made to look like people (like Abraham Lincoln)?</p> <p>Or for the cross town trip to Menards, where would you see computers? Examples are Registry computers by the store’s entrance. Why would you use a Registry computer? Or, if you wanted to return an item to Menards, but you did not have a receipt? How would you use a computer to print a receipt, to bring to the service desk, to return an item?</p> <p>Why do stores use computerized registers or online “shopping carts” to collect money and track “inventory” of stocked items? Why is that important?</p> <p>So, reflect on a trip (real or imaginary), and say where you saw computers (or characters), how the computers were used, and why computers are important?</p>	<p>CCSS RL.5.2 W.5.4 Read or watch a book/movie of your choice and write a report on it. Include the main character(s), plot, problem to be solved, and your thoughts and feelings on what you read/saw.</p> <p>Tie-in to travel” How does the setting affect the story?</p>
<p>Computers and Travel - Part 2</p> <p>Computer Standards used ISTE 6a to 6e.</p> <p>For Computers and Travel, Part 2, how would you use computers to take a trip, real or imaginary, to a place you would like to visit.</p> <p>How would you use computers to make reservations for your trip? Example, you might have to “book” a hotel for night(s) near the place you would like to go.</p> <p>To try some “different” type of foods, how would you reserve a table in a restaurant, in a far away town? Why might a computer be involved to make your reservation for July or August? Think about how computers are used to reserve a table for you and family? Also, why might you need a computer to “remember” your reservation in July or August?</p> <p>How would you use a computer, or tablet, or smartphone; to remember all your travel plans for your trip, with all the places to go, and things to do? Remember you are planning a trip (whether for two days or two weeks), and saying how you would fill your calendar with reservations?</p> <p>Remember to think portable (tablet or smartphone). How would you keep track of where you would be, during your vacation?</p> <p>How might you use GPS to find out where you are, while you are on vacation? Remember that you are using a tablet or smartphone. Say you have to change plans, for some reason.</p>	

Parent Signature: _____

Remote Learning Activities for Students

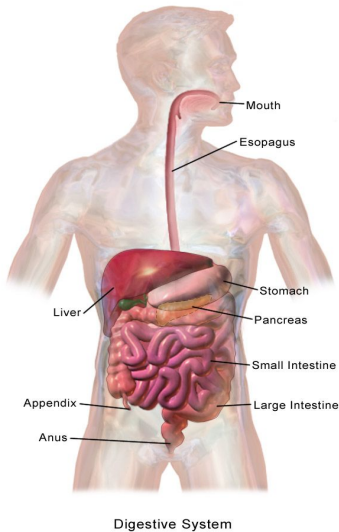
5th/6th Grade -- (Electives)

The columns below offer choices for student activities for any day.

STEM

5-PS3-1 Imagine your family had a summer cookout for dinner. You decided to eat a hot dog in a bun and corn on the cob. Your dinner contains many different types of food molecules that your body uses in many different ways in a process called digestion. Both the bun and the corn contain a food molecule called a carbohydrate. Our lesson is going to focus on when we begin to digest carbohydrates. Digestion is the process of breaking down food into substances that can be used by the body.

Make a prediction to this question: *What part of the digestive system do you think digestion of carbohydrates starts? Why?*



Next, you will need a saltine cracker and a piece of paper to perform this investigation. Ask your family for a saltine cracker. As you slowly chew this cracker, pay attention to how the cracker tastes at the beginning, during and before you swallow the cracker. You should chew the cracker for about 30 seconds. Think about the physical changes to the cracker. Write all of your observations down on the paper. You could make a 3 column chart with the headers: Beginning, during chewing and ending chewing. What do you notice? What happens to the texture of the cracker? How does it taste? What kinds of changes do you think are happening in your mouth when you are eating the cracker?

If you have computer access, you can read this one page article ["What's Spit?"](#)

An interesting part of the article says, *"Before food hits your stomach, saliva starts to break it down while the food's still in your mouth. It does this with the help of enzymes (say: EN-zymes), which are special chemicals found in the saliva. Amylase, which aids in the digestion of complex carbohydrates, is one kind of enzyme that can be found in your mouth. The combination of chewing food and coating it with saliva makes the tongue's job a bit easier—it can push wet, chewed food toward the throat more easily."*

Based on your observations and data, where do you think that the digestion of carbohydrates begins?

Lesson [Source:](#)

Parent Signature: _____