

Work Place Instructions 6A Dragon's Treasure

Each pair of players needs:

- 1 Dragon's Treasure Record Sheet to share
- 1 red and 1 blue game marker
- 1 die numbered 1–6
- scratch paper

1 Each player rolls the die once to determine who gets to start. Player 1 chooses whether to play for red or for blue.

2 Player 1 places his game marker on the coordinate grid at point (1, 0) and rolls the die. He chooses the best move, and then records his path, his score, and the coordinates of the point on which he landed.

- A player moves his marker the number of spaces he rolled, forward, backward, or sideways, but not diagonally.
- A player collects the value of any gold pieces he lands on along the way.

- If there is one star along the path the player takes, he gets to multiply his total for that turn by 10.
- If there are two stars along the path the player takes, he gets to multiply his total for that turn by 100.
- Once the player has decided on the path he will take, he must record it, using numbers and arrows. He must also record the coordinates for the point on which he lands at the end of his path as the Start Point for his next turn.

Player 1 OK, I rolled a 4. I tried some different paths, and I decided to go 2 up and 2 over to the right. On that path, I landed on a gold piece worth \$18.25, a star, and another gold piece worth \$24.00. I added \$18.25 and \$24.00 on my scratch paper. I got \$42.25, and if you multiply that by 10, you get \$422.50.

3 Player 2 places her game marker on the coordinate grid at point (1, 0) and takes her turn.

4 Players take turns until they've each had five turns.

- Each time a player takes her next turn, she must start at the coordinate point she landed on at the end of her previous turn.

5 Players add their scores for all five turns. The player with the higher score wins the game.

Game Variations

A Use a calculator to check your addition and multiplication.

B Use a copy of the Challenge Record Sheet, and before the game begins, work with your partner to fill in your own values on the dragon's gold pieces.

C Multiply by numbers that are more interesting than 10 and 100. If you decide to use this variation, you and your partner have to agree on the numbers. The second number must be 10 times the first number.

D Use a die numbered 4–9 instead of a die numbered 1–6.

Unit 6 Module 1 | Session 7 *Use as needed, stored in the Work Place tray*

NAME _____ DATE _____

6A Dragon's Treasure Record Sheet

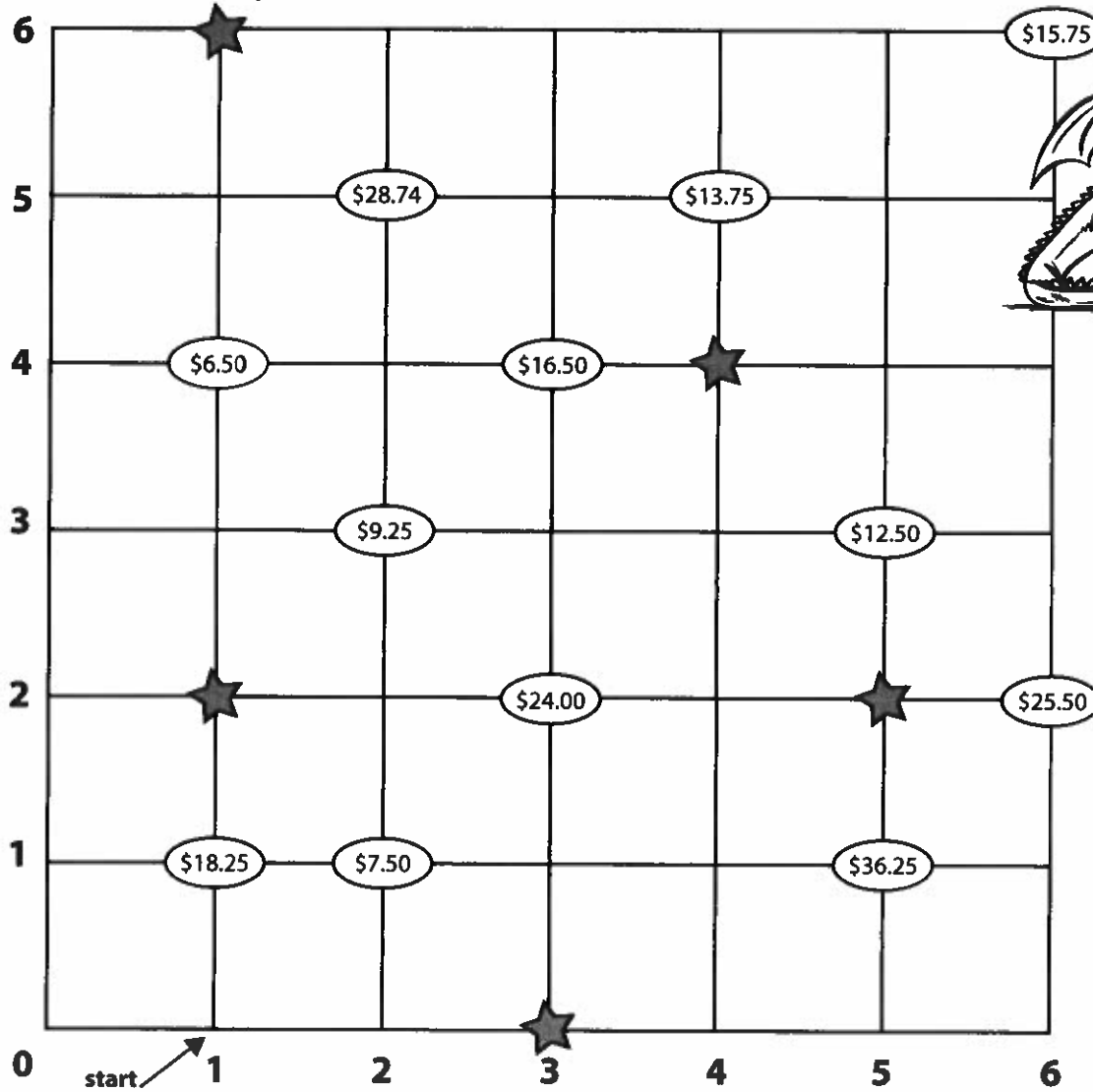
| Red Team | | | Blue Team | | |
|-------------|------|----------|-------------|------|-------|
| Start Point | Path | Score | Start Point | Path | Score |
| (1, 0) | 2 2 | \$422.50 | (1, 0) | | |
| (3, 2) | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |

NAME _____

DATE _____



6A Dragon's Treasure Record Sheet



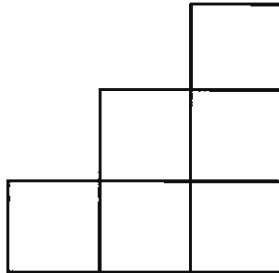
| Red Team | | |
|-------------|------|-------------|
| Start Point | Path | Score |
| (1, 0) | | |
| | | |
| | | |
| | | |
| | | |
| End Point | | Total Score |

| Blue Team | | |
|-------------|------|-------------|
| Start Point | Path | Score |
| (1, 0) | | |
| | | |
| | | |
| | | |
| | | |
| End Point | | Total Score |

Problem of the Month

Growing Staircases

Level A



This is a staircase that goes up three steps.

How many blocks are needed for the first step?

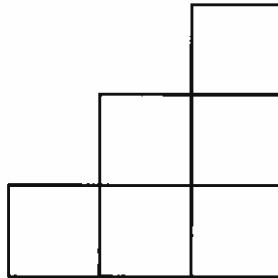
How many blocks are needed for the second step?

How many blocks are needed for the third step?

How many blocks in all are needed to make this staircase of three steps?

Explain how you know.

Level B



Draw the blocks in the diagram to make the fourth step.

How many blocks in all are needed to make a staircase with five steps?

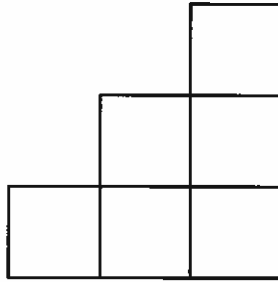
How many blocks does it take to build just the twelfth step?

How many blocks in all are needed to make a staircase of ten steps?

A staircase has 105 blocks. How many stairs does it have?

Explain your answers.

Level C



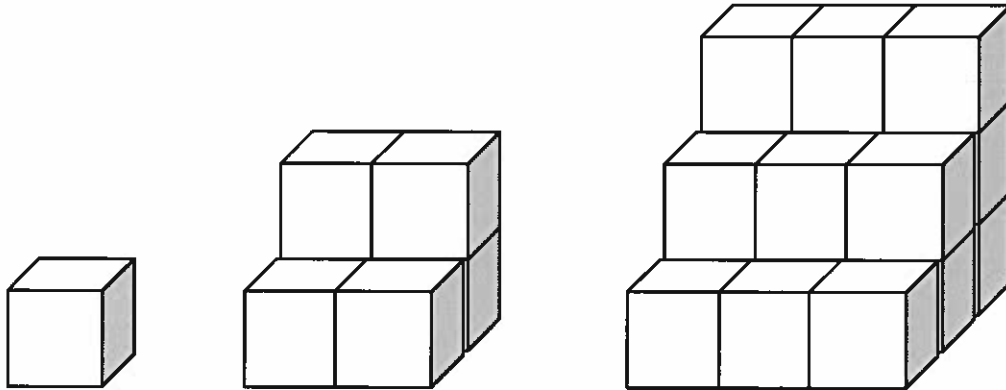
How many blocks are needed to make just the one hundredth step? Explain how you know.

Write a rule to find the number of blocks needed for the n th step. Explain your rule.

Write a rule to find the total number of blocks needed to make a staircase with n number of steps. Explain your rule.

Write a rule that, given y number of blocks, you can use to determine how many steps are in the staircase. Explain your rule.

Level D



This set of staircases grows at a different rate.

How many blocks in all are needed to make a staircase with five steps?

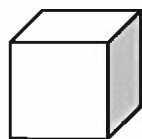
How many blocks make up the top step of a staircase with n steps?

How many blocks make up the first level (the base) of a staircase with n steps?

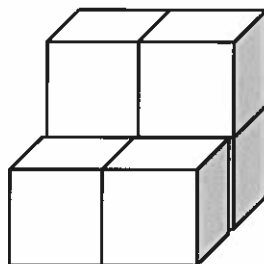
Given a staircase with 30 steps, explain a process you might follow to determine the number of blocks necessary to build the staircase.

Explain your answers.

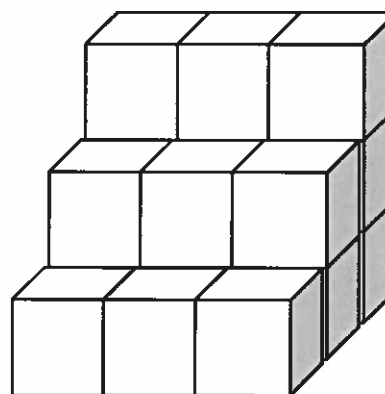
Level E



Step 1



Step 2



Step 3

Using the pattern shown above, find a general (closed) formula to find the number of blocks needed to build a staircase with n stairs.

Justify why your formula works.

Explain and justify which stages will require an odd number of blocks to build them.

To be used with the February 17, 2020, issue

Name: _____

Key Details
Common Core R.2

Interesting vs. Important

As you read "Riding With Pride," think about which details are most interesting. Then think about which are most important. Some details might be both! Next, figure out the main idea of the article. Last, use the important details you marked to write a summary of the article.

Put an exclamation point next to **three interesting details** in the article.
Then put a star next to the **three details** you think are **most important**.



Interesting Details

- entertain the reader
- can include surprising information



Important Details

- support the main idea of the article
- should be included in a summary

MAIN IDEA:

SUMMARY: In the article titled _____

Tricia Culligan discusses _____

For example, _____

One important detail is _____

The author also explains _____

She concludes by _____

To be used with the February 17, 2020, issue

Name: _____

Cause/Effect
Common Core R.5

Causing Trouble

A cause is a reason something happens. An effect is something that happens as a result. As you read "How This Little Goldfish Can Cause Big Trouble," look for cause-and-effect relationships and record them below. For the last one, fill in your own example from the article.

Cause
(why something happens)

Effect
(what happens as a result)

1

Goldfish have invaded
waterways across the
country.

2

Goldfish have no natural
predators.

3

Little food is left for native
fish.

4

To be used with the February 17, 2020, issue

Name: _____

Close-Reading Questions

Refer to "Riding With Pride" to respond to the questions below. Reread the article to find details that support your answers. Remember to write in complete sentences.

1. Summarize the section "On the Trails."

2. What does Michael Searles mean when he refers to "the added burden of racism"?

3. What is the purpose of the Bill Pickett Rodeo?

To be used with the February 17, 2020, issue

Name: _____

Close-Reading Questions

Refer to “How This Little Goldfish Can Cause Big Trouble” to respond to the questions below. Reread the article to find details that support your answers. Write in complete sentences.

1. Why are goldfish considered invasive species?

2. Do you think it is humane or irresponsible to release goldfish into the wild? Support your response with evidence.

3. How are goldfish similar to Burmese pythons? Use details from the article and sidebar to support your response.

To be used with the February 17, 2020, issue

Name: _____

Be a Quiz Whiz!

For each question below, fill in the circle next to the correct answer.

Riding With Pride Pages 2-3

1 A word similar in meaning to *rugged* is ____.

- A rough
- B soft
- C dirty
- D wet

2 **Part A** Which statement about cowboys is supported by the article?

- A Only white men could be cowboys.
- B Race affected how cowboys were treated.
- C Being a cowboy was easy and safe.
- D In the late 1880s, the need for cowboys grew.

3 **Part B** Which detail best supports the answer to question 2?

- A "There were more black cowboys in Texas than anywhere else."
- B "Many African American cowboys had been enslaved but were freed after the Civil War ended in 1865."
- C "[Black cowboys] faced discrimination from ranchers and fellow cowboys."
- D "Still, many of these men saw working on the trails as a chance at a new life."

How This Little Goldfish Can Cause Big Trouble Pages 4-5

4 Which is an example of an invasive species?

- A beetles from Asia that destroy trees in a U.S. forest
- B a dog adopted from a shelter to be a household pet
- C native bees creating honey in a beehive
- D a hawk creating a nest in a tree for its eggs

5 What is likely to happen if people continue "dumping their pet fish where they don't belong"?

- A Bodies of water will become less murky.
- B Goldfish populations will decrease.
- C The populations of native fish will decrease.
- D People will stop buying goldfish at pet stores.

6 If something is *kept in check*, it is ____.

- A controlled
- B growing
- C trapped
- D struggling

I'm Turning 3! Page 6

7 Why does leap year occur every four years?

- A It honors scientists who study space.
- B Earth stops traveling around the sun once every four years.
- C Earth makes a larger orbit every four years.
- D The extra day accounts for the extra 6 hours spent traveling around the sun each year.

8 In the article, a *rotation* is most similar to a(n) ____.

- A orbit
- B year
- C leap year
- D calendar

Monster Flower Page 6

9 Rotting meat is mentioned in the article to describe the ____.

- A appearance of the rafflesia's leaves
- B odor of the rafflesia's flower
- C color of the bloom
- D nutrients a rafflesia needs to survive

Is Texting Ruining Your Writing? Page 7

10 Which detail challenges the argument that texting has a negative effect on grammar?

- A "...too much texting and posting messages on social media can hurt kids' ability to write properly."
- B "On average, kids in grades five through eight send 14 text messages each day ..."
- C "Experts are concerned that kids' spelling and writing skills could weaken over time."
- D "... using textisms didn't hurt kids where it counts most—on spelling and writing tests in school."

Contributions to Society

Personality Traits and Evidence

Challenges

Pinnacle or Highlight of Career

Name: _____

Date: _____

Historical Character's Name: _____

Date of Birth: _____ Date of Death: _____ Place of Birth: _____

Career: _____

Early Life/Influences

Middle Life/Influences

Interest and Hobbies

If we close school, these are various tasks and assignments your 5th grader can do for the first days until we send out more on google classroom.

| | |
|-----------------------|--|
| Morning Work | <p>Watch CNN10</p> <p>Daily Work Packet (Higher Order Thinking)</p> <ul style="list-style-type: none"> ● Complete one day at a time |
| Literacy | <p>Vocabulary</p> <ul style="list-style-type: none"> ● Membean 15 minutes <p>Reading</p> <ul style="list-style-type: none"> ● Read independent book for minimum of 30 minutes ● Write a response to your reading <p>Writing</p> <ul style="list-style-type: none"> ● Current event ● Find a current event. Read it. Summarize it. Then respond to it with your thinking. (Possible resources: Newsela, CBBC Newsround BBC, |
| Math | <p>Problem of the Month</p> <ul style="list-style-type: none"> ● Work on the problem of the month in the packet ● Try to solve up to at least level C <p>Workplace</p> <ul style="list-style-type: none"> ● Play the Dragon's Treasure workplace game with a sibling or parent ● You will need dice and something to use as a marker <p>Khan Academy</p> <ul style="list-style-type: none"> ● If you are able to access Khan Academy, you can work on any of your course mastery tasks or open assignments <p>Complete Ms. Donahoe's Daily Math Challenge</p> <ul style="list-style-type: none"> ● https://www.phillipsbrooks.org/math |
| Social Studies | <p>Travelling Journalist</p> <ul style="list-style-type: none"> ● Research a destination outside of San Francisco ● Work on the travelling journalist packet ● If possible, make a presentation on google slides with your research |
| Colonial Play | <p>Research Colonial Play Character</p> <ul style="list-style-type: none"> ● Research your colonial play character and record findings on the "Colonial Character Research Notes" ● Your goal is to learn as much as you can about your character ● Eventually, you should decide on two or three pinnacle moments from their lives |

Mindful Schools Workbook



I like mindfulness because it helps me feel better and teaches me to concentrate.



Breathing In...
Breathing Out...

I am grateful for my family and my school.



It makes me happy and great. It's calming and peaceful. It makes me grateful and light.



It helps me in school when I'm trying to work



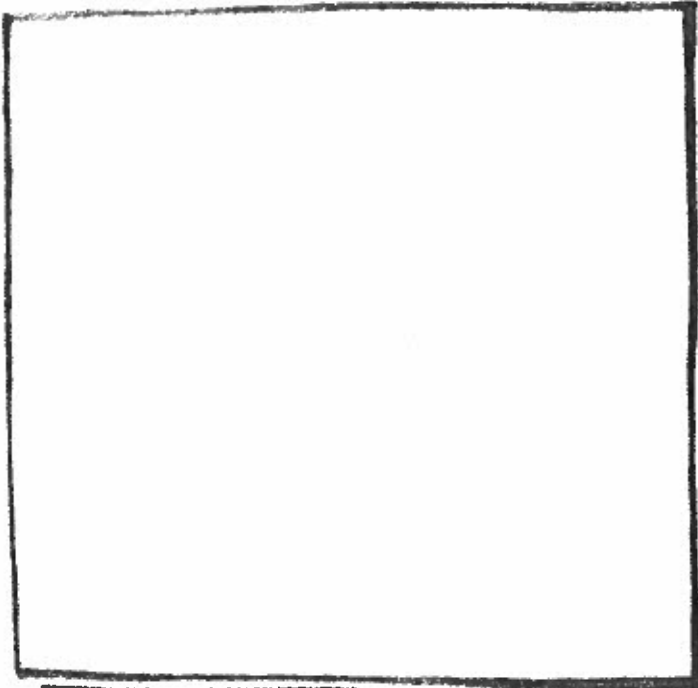
May I Be Happy

This workbook belongs to:

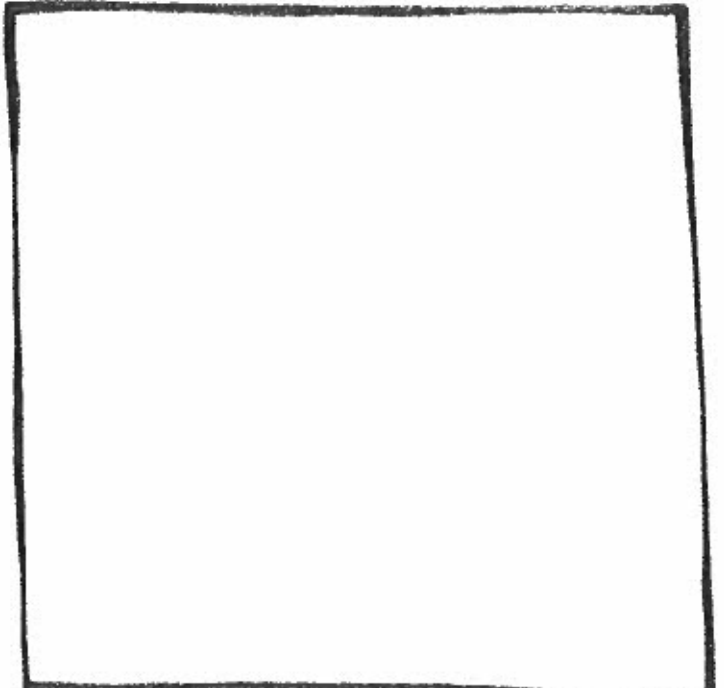
Grade: _____

Mindful Bodies

Draw a picture of:



NOT mindful body



Mindful Body

How do we sit when we are in our Mindful Bodies?

- | | |
|---------|---------|
| ① _____ | ④ _____ |
| ② _____ | ⑤ _____ |
| ③ _____ | ⑥ _____ |

★ **Challenge:** If you get sleepy in class, try getting into your mindful body. Notice if this gives you more energy.

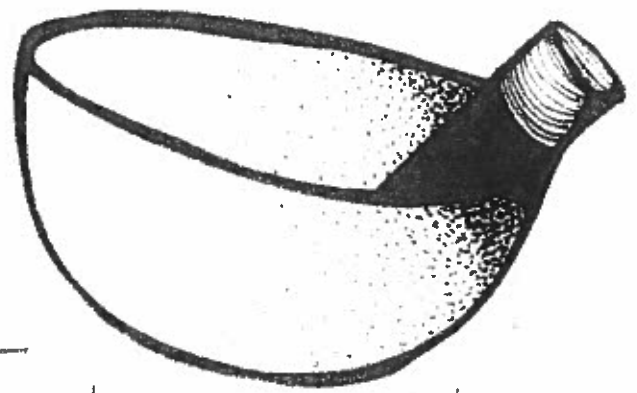
mindful LISTENING

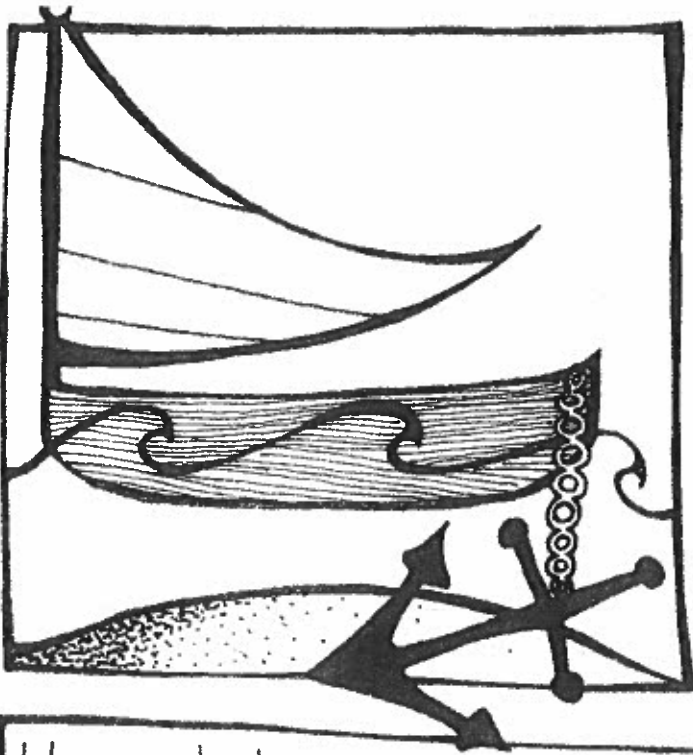
Make a list of sounds you heard in the classroom while doing mindful listening.

- ① _____
- ② _____
- ③ _____
- ④ _____
- ⑤ _____
- ⑥ _____
- ⑦ _____
- ⑧ _____
- ⑨ _____
- ⑩ _____
- ⑪ _____
- ⑫ _____

MINDFUL LISTENING Challenge:

Choose a place in your neighborhood, home, or school to sit quietly and listen for sounds you don't normally notice.





Mindful Breathing:

FINDING YOUR

Anchor Spot

How did you feel when you practiced mindful breathing?

When you breathe, where do you feel it in your body? Your belly? Your chest? Your nose? Somewhere else?

Heartfulness

SENDING KIND THOUGHTS



May You be Safe

May You be Healthy

May You be Peaceful

May You be Happy



May You be Calm

Who did you send Kind thoughts to?

How did it make you feel to send kind thoughts

HEARTFULNESS Challenge:

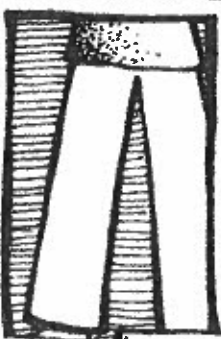
Go to a place with many people nearby. Send kind thoughts silently in your mind to some of the people. If you are upset about something this week, try sending kind thoughts to yourself. Notice how you feel.

BODY Awareness

Next to each picture, Write what feelings you felt in that area of your body.



Shoulders



Legs



Hands



arms



Feet



Head



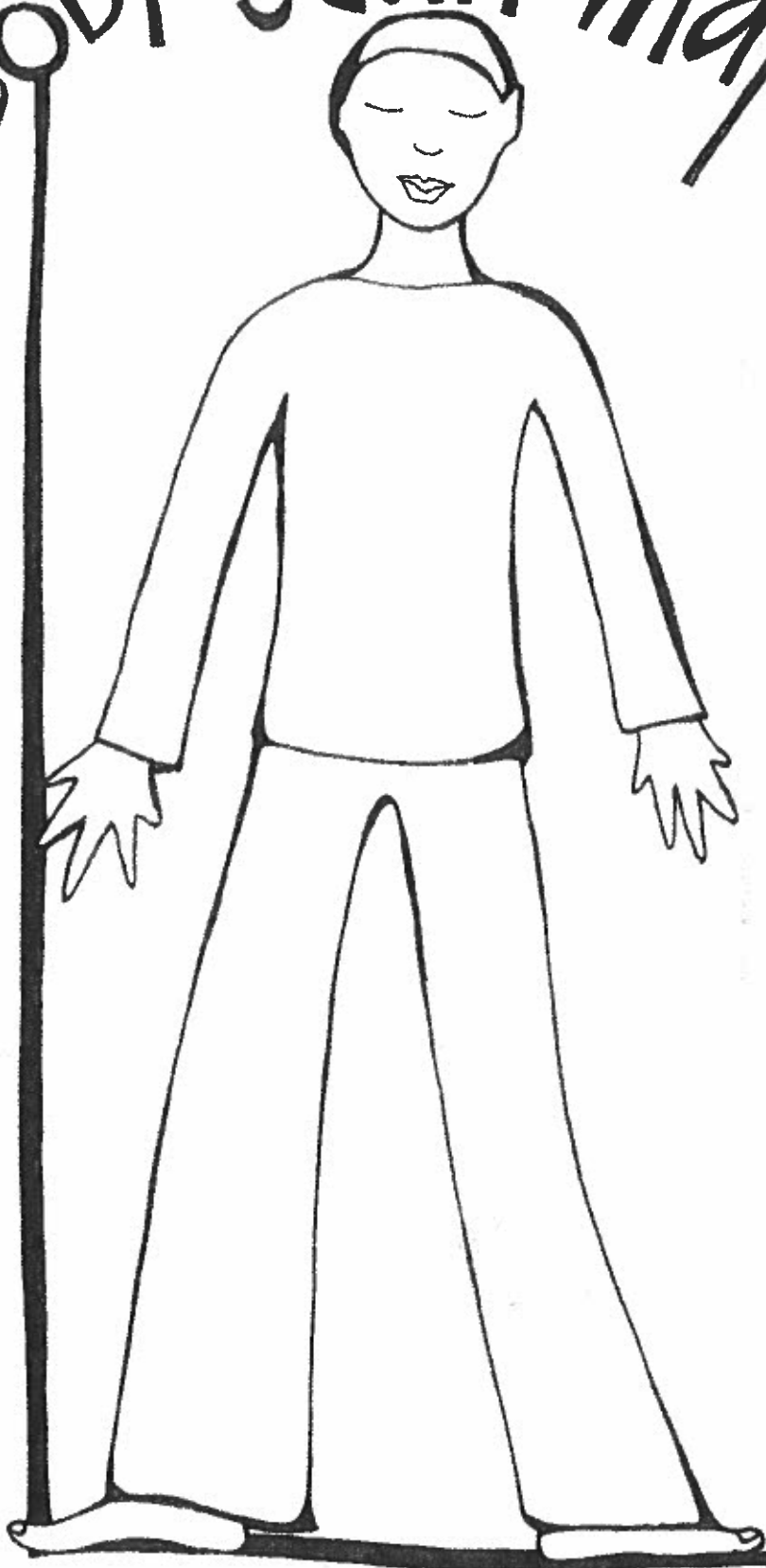
Belly

Where in your body did you notice the most sensation?

BODY Awareness Challenge:

This week, when you are waiting in line: for a drink, lunch, library, recess, or the grocery store, do a quick body scan with your eyes open.
See if you can notice ③ different body feelings.

BODY SCAN MAP



USING SHAPES,
LINES,
SQUIGGLES,
DOTS, AND
COLORS,

DRAW

WHAT YOU FELT
IN YOUR
BODY
DURING THE
BODY SCAN

**Body Scan
Challenge:**

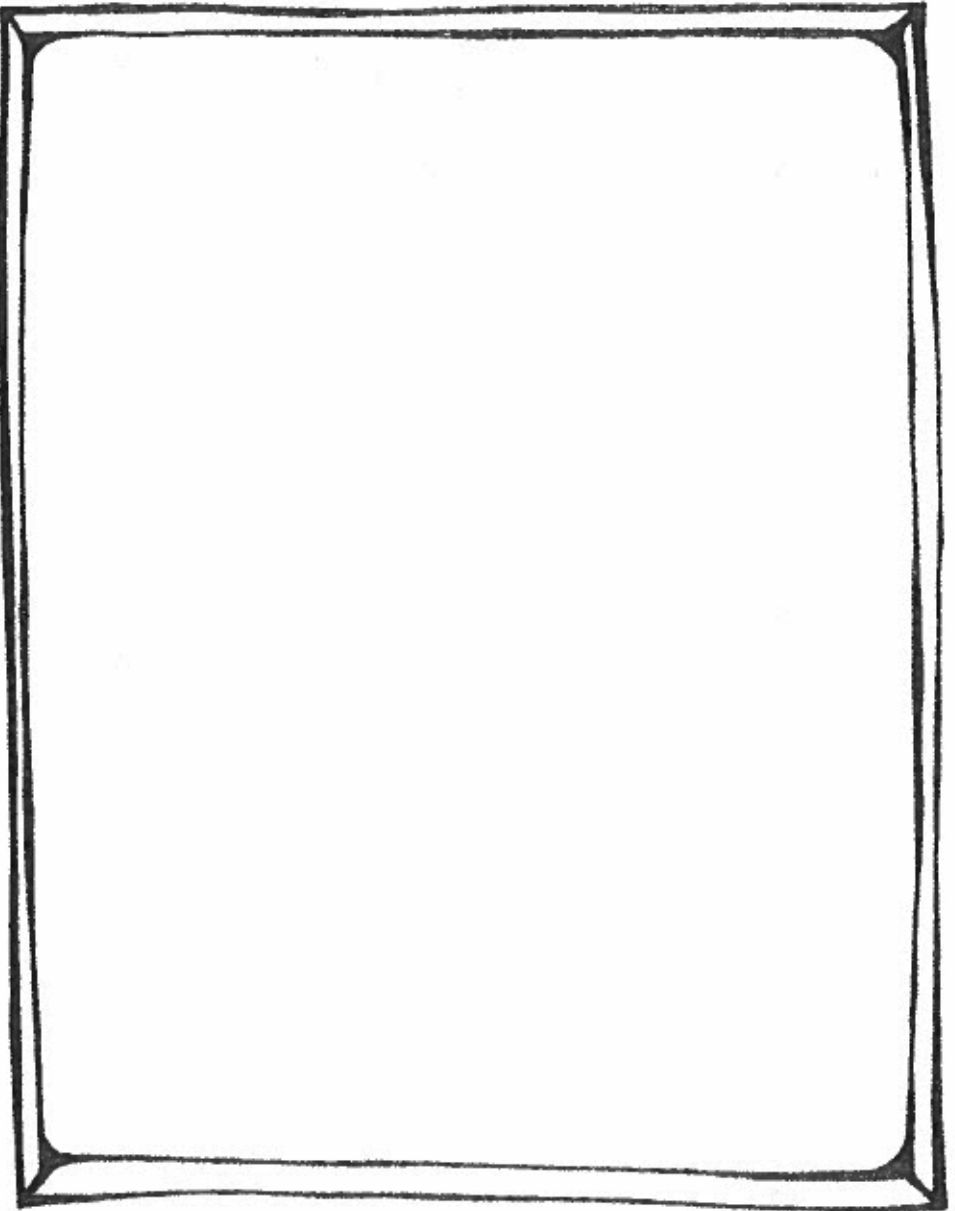
Try doing a body scan
in bed, before falling
asleep.

Notice if it helps
relax you or fall asleep
easier.

Draw

a picture
of your
hand on
your

Anchor
Spot



Mindful Breathing Challenge:

Pick a place: at home, the park, at recess, in the lunch room or somewhere else. Practice mindful breathing there. Is it easier or harder to pay attention to your breath outside of mindfulness class?

ANCHOR WORDS

"Breathing
In,
Breathing
Out..."



"...in...
...out..
...in..
out..."

Was it difficult or easy to stay focused on your breath today?

How did it feel to focus on your breath while using the **Anchor Words** "Breathing In, Breathing out?"



In the lunch room, see if you can practice **30** seconds of mindful breathing. Use your anchor words "In and Out" to focus on your breath in the noisy room.

ANCHOR WORDS

"Breathing
In,
Breathing
Out..."



"...in...
...out...
...in...
out..."

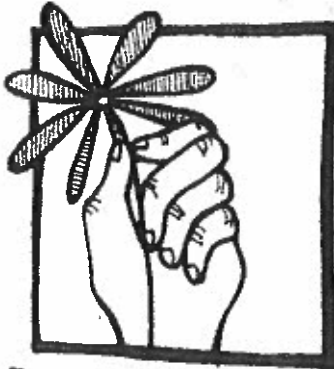
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How did it feel to focus on your breath while using the **Anchor Words** "Breathing In, Breathing out?"



In the lunch room, see if you can practice **30** seconds of mindful breathing. Use your anchor words "In and Out" to focus on your breath in the noisy room.

Generosity



What is
Something
Kind
Someone
has done
for you?

Four horizontal lines for writing.

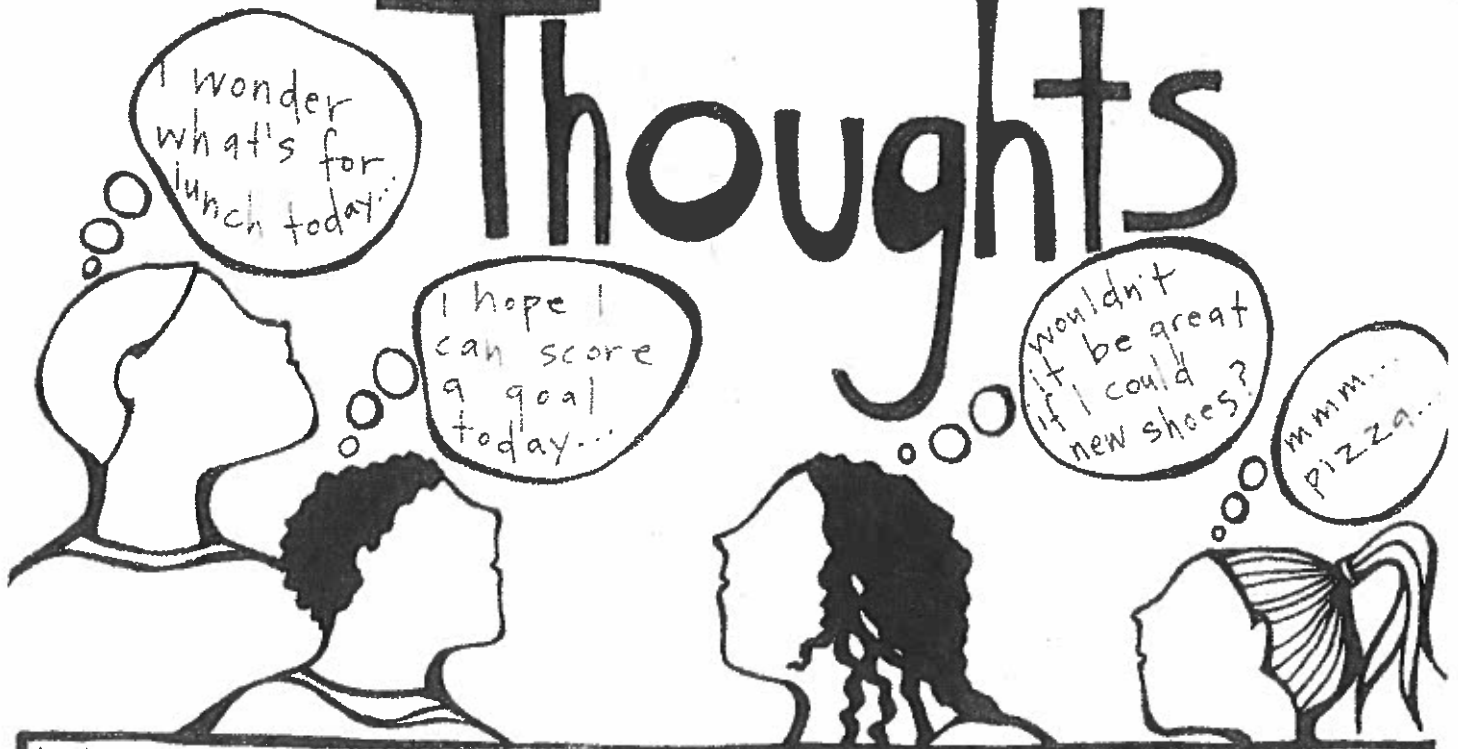
Make a list of some things you can give or do that don't cost money... like smiles!

- ① _____
- ② _____
- ③ _____
- ④ _____
- ⑤ _____
- ⑥ _____
- ⑦ _____
- ⑧ _____

★ Generosity Challenge:

As a class, create a list on a large piece of paper of all the kind and generous acts you see this week. See if together you can write **50** things

Thoughts



Write an example of a past thought, present thought, and future thought.

Past

Present

Future

★ Thinking Challenge:

When you notice yourself distracted by past, present, or future thoughts in class, say "thinking" silently to yourself and see if you can bring your attention back to what is happening in class.
What does it feel like to bring your attention back?



MINDFUL SEEING USING OUR OWL EYES

How do you think the world would be different if people were using their mindful seeing eyes all the time?

A large rectangular box with a thick black border, containing five horizontal dashed lines for writing.

Mindful
Seeing
Challenge

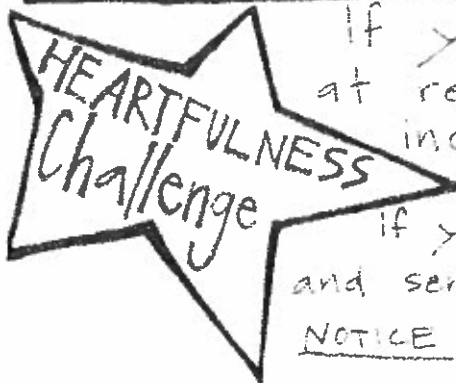
Go into your room at home and put on your owl eyes. See if you can notice **3** things you've never noticed before.

KIND and CARING On the playground



What is a difficult situation you have had on the playground?

Now that you know about mindfulness and heartfulness, what could you do differently in the same situation?



If you notice someone being left out at recess, see if you can find a way to include the person.

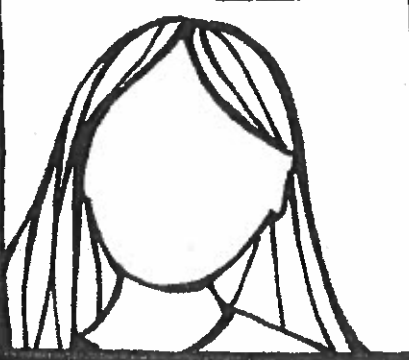
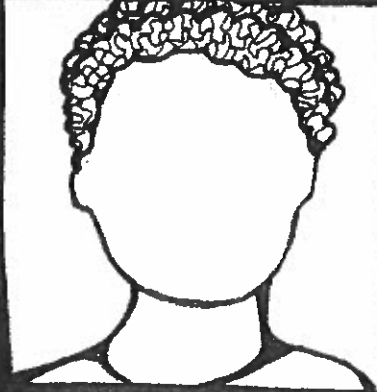
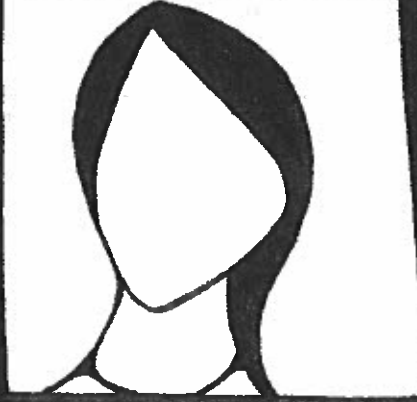
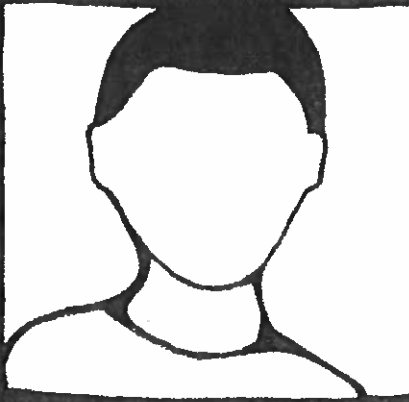
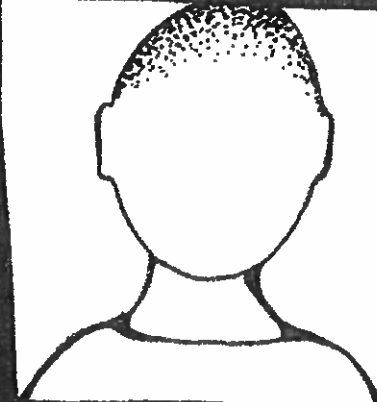
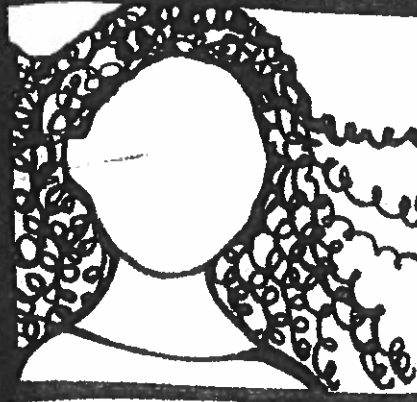
NOTICE HOW IT FEELS TO BE KIND.

If you see someone being made fun of, stop and send kind thoughts.

NOTICE HOW IT FEELS TO SEND KIND THOUGHTS.

Emotions

Think of 6 different emotions or feelings you have.
WRITE the emotion on the blank space in the word box.
DRAW the emotion on the blank face.

| | | |
|---|---|---|
|  |  |  |
| <input data-bbox="154 955 560 1060" type="text"/> | <input data-bbox="592 966 966 1071" type="text"/> | <input data-bbox="1023 987 1437 1092" type="text"/> |
|  |  |  |
| <input data-bbox="154 1470 560 1585" type="text"/> | <input data-bbox="592 1480 966 1585" type="text"/> | <input data-bbox="1023 1501 1437 1596" type="text"/> |

★ MINDFUL EMOTION CHALLENGE:

Next time you are **ANGRY** this week, stop and take 3 mindful breaths. Notice what happens.

Be ready to share with the class: ① what made you upset.
② what did it feel like to be angry. ③ what you did after taking 3 breaths.

S L O W motion

WRITE your full name in
S L O W M O T I O N
10 TIMES.

Notice all the sensations or feelings you can in your shoulders, arm, hand and fingers.

①

②

③

④

⑤

⑥

⑦

⑧

⑨

⑩



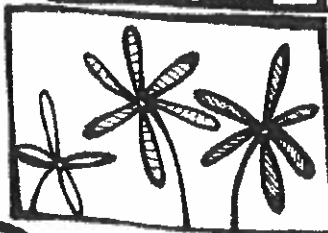
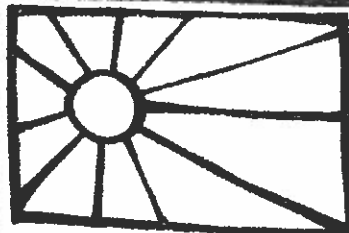
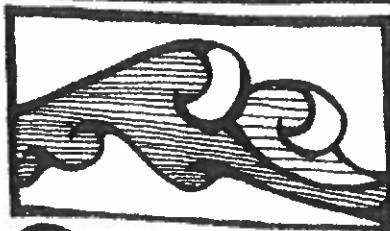
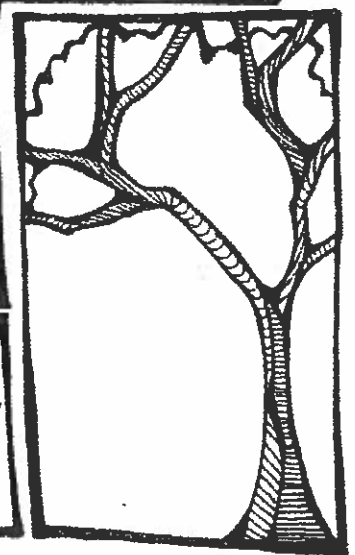
MINDFUL MOVEMENT CHALLENGE:

When you raise your hand in class, at the normal speed, see how many sensations you can notice in your arm and hand.

GRATITUDE

Looking for the good things in our lives

Make a list of some things you are grateful for.

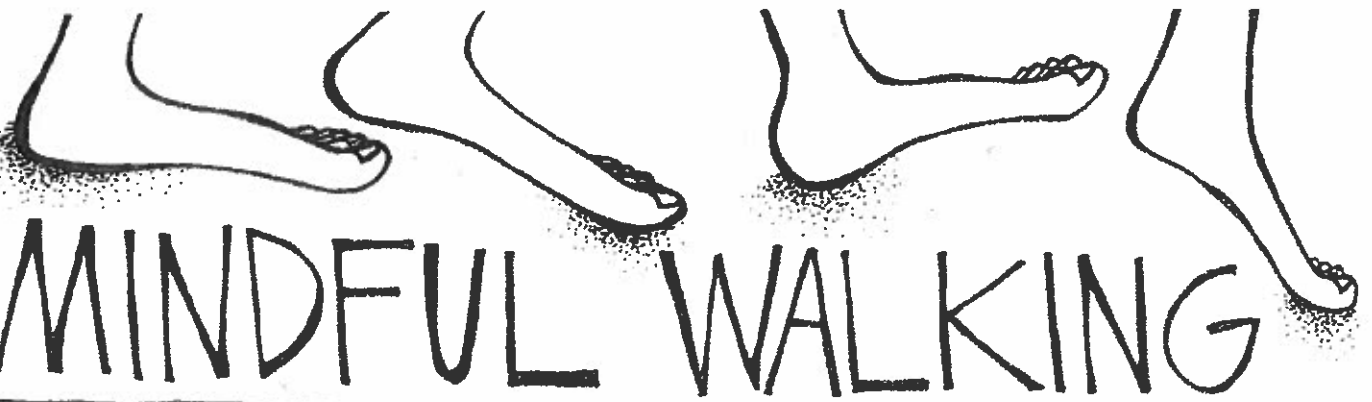


- ① _____
- ② _____
- ③ _____
- ④ _____
- ⑤ _____
- ⑥ _____

- ⑦ _____
- ⑧ _____
- ⑨ _____
- ⑩ _____
- ⑪ _____
- ⑫ _____

★ Gratitude Challenge:

Next time you are feeling sad, angry, lonely, or afraid, see if you can think of **3** things you are grateful for. Notice how you feel.



MINDFUL WALKING

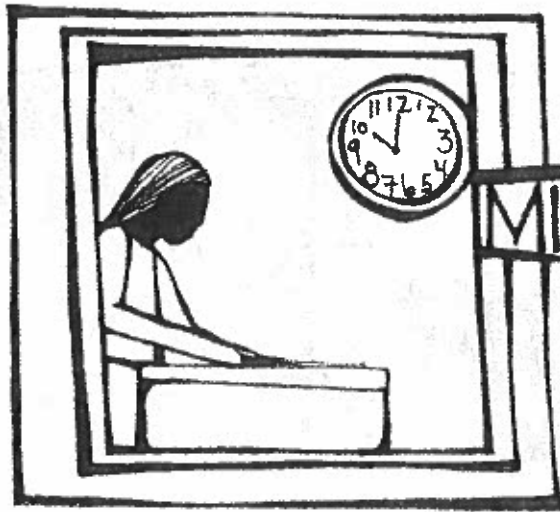
Write ③ sensations you felt in your body during mindful walking practice.

- ① _____
- ② _____
- ③ _____

How would the school, playground, world be different if everyone practiced mindfulness?

★ MINDFUL MOVEMENT CHALLENGE:

Pick an activity: bike riding, soccer, four-square, running, skateboarding, etc. Put your attention in your feet. Notice if this makes the activity easier.



MINDFUL TEST TAKING

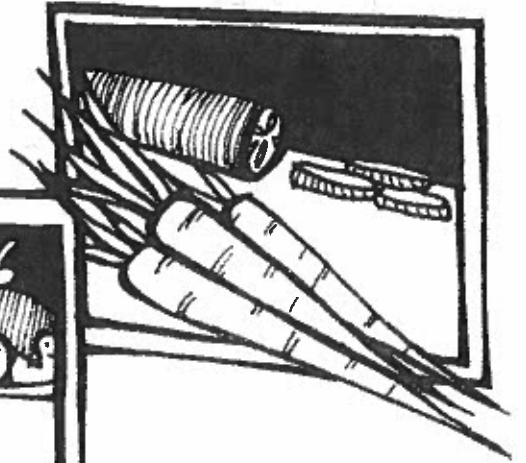
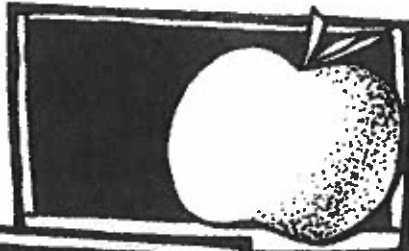
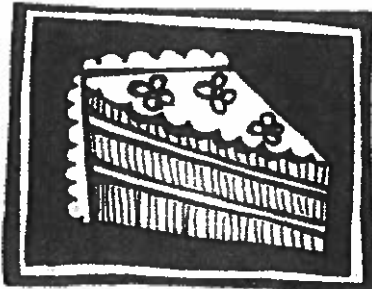
Do you think feeling calm helps you do well on tests? Why?

A large rectangular box with a double-line border, containing several horizontal lines for writing.

MINDFUL TEST TAKING CHALLENGE:

The next time you take a test, take **3** mindful breaths before starting. When you get stuck on a question, stop and take **3** mindful breaths before answering the question.

Notice how this makes you feel before, during, and after the test.



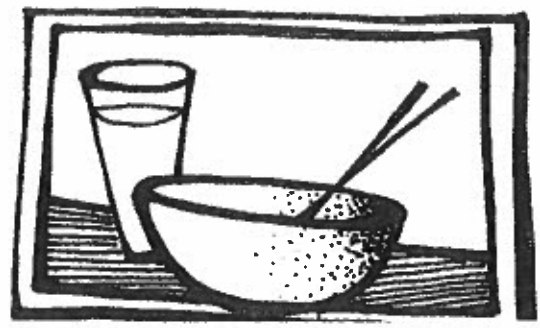
Mindful Eating

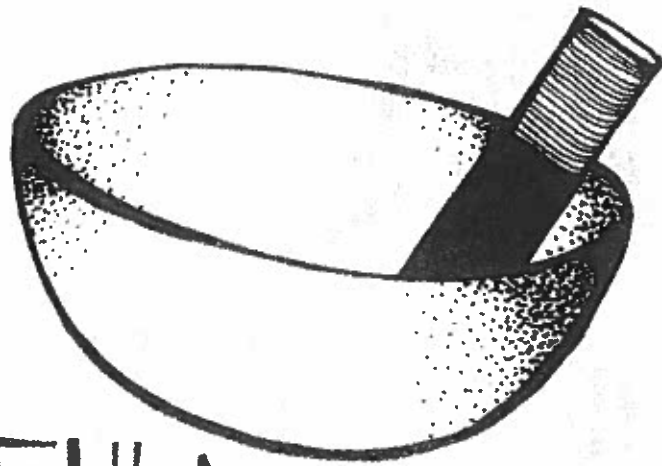
Think of 3 reasons why mindful eating would be good for everyone to practice?

1. _____
2. _____
3. _____

Mindful Eating Challenge:

During lunch at school, or while eating with your family, see if you can mindfully eat a whole meal.





MINDFULNESS WRAP-UP

What is the best thing you've learned in mindfulness class?

When do you think you'll use mindfulness the most from now on?

EXTRA

Lesson: _____

MINDFULNESS QUESTION

EXTRA challenge:

Tell Me More

Week 12

DAY 1

interview: to ask someone questions about his or her life

Choose someone who has done something heroic. It can be someone you know or someone you have read about or heard about. **Interview** this person to discover things about his or her life that led to heroic action.



police officer



rescue worker



disaster relief worker

I choose to interview _____

Write five questions for your interview.

1. _____

2. _____

3. _____

4. _____

5. _____

plan: to find a good way to do something



Read the text.

The beings of the planet Oculon are quite a sight! Some have one eye, some have two, and some have three!

For every group of 5 one-eyed beings, there is a group of 4 two-eyed beings and a group of 3 three-eyed beings. If there are 84 beings on Oculon, how many of each kind are there?

Plan how you will solve the problem. Show your work in the “My Work” section and then write your solution.

1. My Plan

2. My Work

3. My Solution

_____ 1-eyed beings

_____ 2-eyed beings

_____ 3-eyed beings

Why So Callus?

Week 12

DAY 3

analyze: to look at closely for patterns and relationships

Read the text.

Callus is a type of tough, dry tissue that forms from friction to protect your skin. Its cells are dry on the inside and have thick walls.

Sebum is an oily substance that also protects your skin. It keeps skin from absorbing too much water or letting water out. It acts like a natural waterproof seal.



Analyze each situation. Determine whether callus or sebum would better protect the skin. Circle your answer.

- | | | |
|------------------------------------|--------|-------|
| 1. digging with a shovel | callus | sebum |
| 2. playing on the monkey bars | callus | sebum |
| 3. swimming in a lake | callus | sebum |
| 4. staying outside on a hot day | callus | sebum |
| 5. handling a hot pan | callus | sebum |
| 6. taking a long bath | callus | sebum |
| 7. walking barefoot | callus | sebum |
| 8. playing the guitar | callus | sebum |
| 9. preventing viruses and bacteria | callus | sebum |
| 10. shoe rubbing the foot | callus | sebum |

infer: to figure out using observation and experience

Read the text. Then **infer** to answer the questions.

Planet Earth is divided into 24 standard time zones. These imaginary zone lines, which run north to south around the whole globe, indicate the time in that zone. The 24 zones correspond to the 24 hours in the day. Where do you think this idea for time zones came from? The government? Some scientists? Actually, it was railroad companies.

Before railroads crisscrossed North America, most towns had their own local time. For instance, there were 38 different local times just in Wisconsin. Back when it took weeks to travel any distance by horse, this wasn't a problem. But in the 1870s, trains made it possible to go quite far in a single day. Railways solved travel problems but created new scheduling problems. Which local time would they use to establish departure and arrival schedules?

In 1883, the United States and Canada were divided into four time zones. Since the railroads were critical for delivering supplies in regions that were just being settled, most people gladly accepted the new time zones. A year later, 25 countries decided on a global time zone plan. By 1929, most countries were using the time zone plan.

1. In ancient times, people came up with their own ways to tell time. Why?

2. Imagine that it is the same time everywhere on the planet right now; there are no time zones anywhere. How would life be different?

3. Imagine that time zones had never been established and towns had their own local times. What might be difficult today as a result of having so many local times?

California Gold Rush

Week 12

DAY 5

determine: to figure out using facts or what you observe

In 1849, gold was discovered in California. Thousands of gold hunters, called '49ers, hoped to strike it rich. Use the clues in the dialogue to **determine** which '49er is which. Write each man's name below his picture.

Tom said, "Oh no, there goes my hat! Sam, can you grab it from that hole?"

"Why me?" Sam replied. "I'm not the shortest man here."

"Well, don't look at me," said Clem. "I'm not wiggling my tall self into that hole."

Jim stroked his beard while staring at Slim, who was standing next to Tom. "I guess I'm elected," said Slim with a sigh.

