

# BSD Fifth Grade Remote Learning Packet 2 (English)

Dear Families, English

The packet is organized by:

 3-week calendar of activities	 Math Lesson (complete in one day)	 Reading Lesson (complete in one day)
 Social Studies Lesson (week-long)	 Science Lesson (week-long)	 Social Emotional Learning

★ Extra Activities

Estimadas Familias: Español

El paquete informativo está dividido de la siguiente manera:

 Calendario de actividades para 3 semanas	 Lección de Matemáticas (complete en un día)	 Lección de Lectura (complete en un día)
 Lección de Estudios Sociales (para una semana)	 Lección de Ciencias (para una semana)	 Aprendizaje Social y Emocional

★ Actividades Adicionales

Arabic اللغة العربية

العائلات الكرام

تم تنظيم الحزمة حسب الآتي

تقويم الأنشطة لمدة 3 أسابيع

درس رياضيات (أكملته في يوم واحد)

درس القراءة (أكملته في يوم واحد)

درس الدراسات الاجتماعية (لمدة أسبوع)

درس العلوم (لمدة أسبوع)

التعليم العاطفي الاجتماعي

★ الأنشطة الإضافية

Goysaska Qaaliga ahow, Somali

Xirmada waxaa diyaariyay::

 Jadwalka howlaha 3-isbuuc	 Casharka Xisaabta (mid dhameey maalinti)	 Casharka Aqrinta (mid dhameey maalinti)
 Casharka Cilmiga Bulshada (Isbuucoo-dhan)	 Casharka Sayniska (Isbuucoo-dhan)	 Barashada shucuurta bulshada

★ Howlaha Dheeraad ah

Уважаемые родители, Russian

Этот пакет составлен:

 Календарь занятий на 3 недели	 Урок Математики (закончить за 1 день)	 Урок Чтения (закончить за 1 день)
 Общественные науки (на неделю)	 Естественные науки (на неделю)	 Социально-эмоциональное развитие

★ Дополнительные занятия

학부모님께, Korean

수업 및 활동들은 다음과 같이 짜여 있습니다:

 3주 동안 활동 캘린더	 수학 수업 (하루에 하나 완성)	 읽기 수업 (하루에 하나 완성)
 사회 수업 (일주 동안)	 과학 수업 (일주 동안)	 사회적 정서적 학습

★ 과외 활동

亲爱的学生家庭: Chinese

数据包包括:

 3周活动日历	 数学课程 (一天完成)	 阅读课程 (一天完成)
 社会学课程 (一周)	 科学课程 (一周)	 社会情感学习

★ 其他活动

保護者の皆様 Japanese

パッケージは以下のように分類されています:

 3週間のアクティビティ	 算数のレッスン(1日で完了)	 リーディングレッスン(1日で完了)
 社会科レッスン(一週間)	 理科レッスン(一週間)	 社会性/情動スキル教育

★ その他の活動

Thân gửi gia đình, Vietnamese

Tài liệu được chuẩn bị do:

 Lịch học cho 3-tuần	 Toán (cần làm trong ngày)	 Đọc (cần làm trong ngày)
 Khoa học xã hội (nguyên tuần)	 Khoa học (nguyên tuần)	 Học và áp dụng kỹ năng giao tiếp

★ Các hoạt động phụ trợ



# Fifth Grade Calendar

May 11-29

## Week 1

	<b>Activities from the packet</b>	<b>Other Activities</b>
Day 1	Book Club Social Studies: Geography Mini-Project	Play a math or strategy game Read Aloud to your child for 20 minutes
Day 2	Math Lesson 7 Social Emotional Learning Lesson 1	Read 20 minutes
Day 3	Book Club Health: Thinking About Growing Up	Play a math or strategy game
Day 4	Math Lesson 8 Social Emotional Learning Lesson 2	Read 20 minutes

## Week 2

	<b>Activities from the packet</b>	<b>Other Activities</b>
Day 5	Book Club Science: Phases of the Moon Mini-Project	Play a math or strategy game Read Aloud to your child for 20 minutes
Day 6	Math Lesson 9 Social Emotional Learning Lesson 3	Read 20 minutes
Day 7	Book Club Health: Looking Good and Feeling Good	Play a math or strategy game
Day 8	Math Lesson 10 Social Emotional Learning Lesson 4	Read 20 minutes

## Week 3

	<b>Activities from the packet</b>	<b>Other Activities</b>
Day 9	Book Club Social Studies: Economics/Financial Literacy Mini-Project	Play a math or strategy game Read Aloud to your child for 20 minutes
Day 10	Math Lesson 11 Social Emotional Learning Lesson 5	Read 20 minutes
Day 11	Literacy Health: Setting a Personal Goal	Play a math or strategy game
Day 12	Math Lesson 12 Social Emotional Learning Lesson 6	Read 20 minutes

# 5th Grade Book Club

Hello Parents/Guardians,

A **Fantasy Book Club** will be the focus for the next three weeks of learning. If your child has a book they are reading at home, they can join in with the learning activities below. If you do not have access to books at this time, there are reading passages at the end of this packet they can choose to do instead. ☆ Spend 20 minutes reading each day.

## Learning Activity #1:

1. **Reading:** Make predictions after looking at the cover, title, images, any blurbs about what you predict will happen in this story.
  
2. Use today's time to enjoy reading and get lost in your book!
3. **Writing:** You will have the opportunity to write your own fantasy story too! The goal is to include each of these elements. Start brainstorming a number of ideas that could be turned into fabulous fantasy stories.

A Fantasy Story Could Have
Magic system
Time travel or no sense of time
Well developed setting
Complex flawed characters
Special powers
Animals act like people
Full of action
Surprising twists
Plot starts quickly
Conflict solved w/great deed
Good vs evil
Achieves the impossible
Failure isn't an option

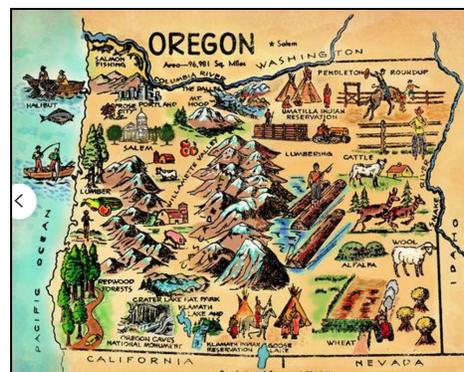
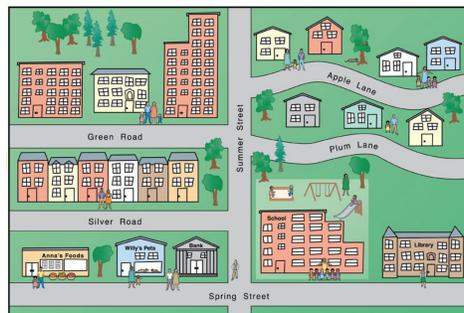
## Grades 4-5 Social Studies: Geography

*\*this is 1-2 week mini-project.* 

**A map shows where things are located, both big and small.** You could have a map of the world or a map of your classroom. Usually a map shows places from above, though some newer technology like GoogleEarth can do lots of cool new things too.

**Maps are one way for people to learn about and move around their communities and world.** People have been using maps for a long time. You may have seen maps of the "Oregon Trail" or Lewis & Clark and their journey west, or of the 13 colonies during the American Revolution. However, who makes maps?

Maps can tell stories, but they can also leave out stories depending on how much detail they have, and who the creator is. For example, the Oregon map to the right only has 2 of Oregon's 9 federally-recognized Native American tribal nations. What & who do you think maps should include? Have you ever *made* a map?



### Your learning - choose one and go!

**1. Community mapmaking:** If you can, walk around your neighborhood with your family. While you are on your walk, pay attention to natural things (trees, flowers, animals) and human-made things (streets, houses). Also, think about the natural and human-made things and how they affect your community and how they may affect people in other places too. When you get home, draw (or build) and label your map with details.

*or...*

**2. State of Oregon mapmaking:** Oregon has the ocean, mountains, valleys, high desert, cities, small towns, 9 tribal nations, and more. When creating your map of Oregon, think about physical features (mountains, rivers) and human features (cities/towns/ reservations). Also think about natural spaces and human-made spaces. How will your map represent all of that? Also label any places you have traveled to!

### More cool ideas! (maybe with some help!)

- [GoogleEarth!](#) You can look up Oregon, your school, or home! Try it!
  - Also, check out this [GoogleEarth expedition of Lewis & Clark's journey](#).
- Pay attention to how cities, streets, schools, and parks in Beaverton are named. What stories and histories are behind the names? Do a little research.
- What do you think your Beaverton looked like long ago? [Check these old photos out](#), and pay attention to how the city of Beaverton got its name!
  - Also, just like with maps, pay attention to whose story is told, and whose story/perspective is missing. Do some research and fill in some of those gaps.
- Take a close look at this [map which represents Native American tribal nations](#) before Europeans arrived (so before the American Revolution and Lewis and Clark).
  - What do you notice? What questions do you have?

Math Lesson 7 (Adapted from Graham Fletcher)    

**Directions:** This is a 3 Act Task:

Act 1 - What do you notice? What do you wonder?

What do you think the question will be?

Act 2 - You get some more information to solve it.

Act 3 - Solve it!

**Hints:** One layer is an array of 6 by 3. How many of those layers will get you to 198?

**Challenge:** What could the dimensions of the box be if the amount of sugar cubes was doubled?



**What do you notice? What do you wonder? What do you think the question will be? (try and write at least 3-4 things you notice and wonder)**

**What is your estimate of how you think the sugar is packed (the dimensions: length x width x height)? Why?**

Here is the information you need to know to be able to solve how the sugar cubes are organized in this box:

Show your work on how you solved this problem below.



# CALM-A-LLAMA SCAVENGER HUNT

How many can you complete?

- Wear headphones and clean your room to your favorite songs.
- Snuggle in a cozy blanket & watch a movie.
- Sleep with a super soft stuffed animal.
- Fall asleep to spa music.
- Learn some new jokes & try them out.
- Color with new markers.
- Learn to make a new recipe that you love.
- Just sit & watch people in public.
- Learn & try progressive muscle relaxation.
- Stretch your arms up to the sky, hold while counting to 15. Release.
- Try a new hobby.
- Make shapes with play-doh.
- Play with kinetic sand.
- Stretch all of your muscles.
- Talk to an animal.
- Take a bubble bath.
- Take a nature walk.
- Balance on one leg and time it.
- Read a book in quiet in your bed.
- Try a yoga pose.
- Daydream in the dark.
- Make a list of things or people that make you feel grateful.





## Thinking About Growing Up

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

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

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

**Directions:** Complete the Home Connection activity and share it with your family. Ask a parent or guardian to sign and bring it back to class for discussion.

1. Values are what we believe to be important in life. Part of growing up and becoming mature means we are able to stick to our positive values even under pressure not to. Being honest, working hard, and being a good friend are some examples of positive values. List other values below. Make a check next to the values you think you will need as a mature adult.

2. Another part of growing up and becoming mature means you can handle responsibility, such doing your chores, following rules, completing assignments and handing them in on time, etc. In column A, list some responsibilities you now have including family chores. In column B, list some responsibilities you think you will have as a mature adult.

Column A	Column B

3. Learning to make healthy choices is still another part of growing up. List some decisions you think you may have to make as you go through puberty.

**Objective:** To list values, responsibilities, and decisions related to growing up

Math Lesson 8 (Adapted from Graham Fletcher) 

**Directions:** This is a 3 Act Task:

Act 1 - What do you notice? What do you wonder? What do you think the question will be?  
Act 2 - You get some more information to solve it.  
Act 3 - Solve it!

**Hint:** First, try using the information in the email on the next page. Or think about one layer first. There are 25 rows and 32 columns. There are 3 layers.

**Challenge:** What are the dimensions in kilometers? Meters?



**What do you notice? What do you wonder? What do you think the question will be? (try and write at least 3-4 things you notice and wonder)**

**What is your estimate of how many donuts there are?**

**Here is the information you need to know to be able to solve how many donuts there are:**

Hi Graham,

We hope the information below helps:

The box was created to allow 3 x layers of ■ doughnuts (■ x ■ doughnuts on each layer)

Each doughnut is approximately 89 millimeters in diameter. The box is 3000 mm x 2300 mm which allows a gap between each doughnut to sit comfortably. We do not have any schematics to share as they are for internal use only but wish you all the best with your class.

Kind regards,

Krispy Kreme

**(diameter is the length of the donut)**

**This space is for you to show your work.**



# BREATHING

## MINDFUL BREATHING:

Think of something that you love or that is a blessing in your life. Use your 5 senses to think about it more deeply. Does it have a smell, a taste, or a feeling? Can you hear or see it? Think of those things for a moment. Now, take in a deep breathe while repeating the name of this blessing. Breathe out slowly while imagining this thing that brings you joy. Repeat this each day with a new blessing

## IN - HOLD - OUT BREATHING

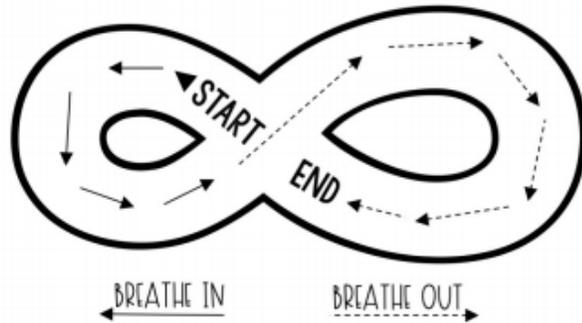
Inhale through your nose while counting to 5  
Hold it while counting to 6  
Exhale through your mouth while counting to 7

## SQUEEZE AND BREATHE

1. Find a stress ball, play doh, or other soft object to squeeze.
2. Take in a deep breath as you squeeze.
3. Breathe out slowly as you let go.



Trace your finger around the race track. Breathe in while tracing the left side and out slowly while tracing the right side. (repeat daily)



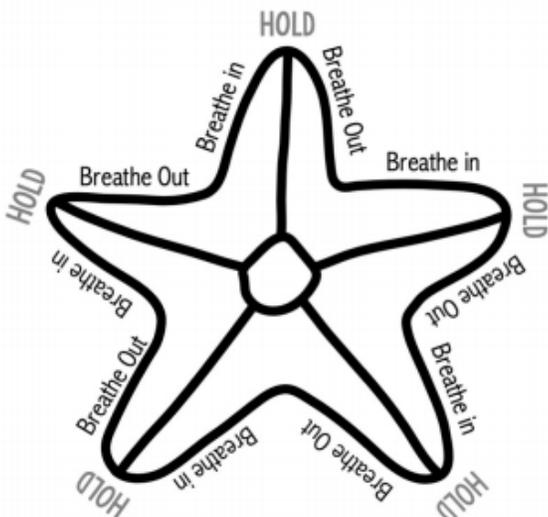
### BELLY BREATHING:

Switch the focus of your breathing from your chest to your belly. Place one hand on your chest and one on your belly. Take a deep breathe. Notice your belly rise. Breathe out. Notice your belly fall.



## STARFISH BREATHING:

Breathe in as you trace up the star. Hold at the tip. Breathe out as you trace down. Go slowly.



## BREATHE THE RAINBOW



Imagine the color of the rainbow.

Take a deep breath while imagining you are breathing in each color.

**Red:** Breathe deeply through your nose, the warming calm of the color red. Hold it and feel the warmth in your chest. Blow that warmth back into the room, slowly with your mouth.

**Orange:** Breathe in the zesty excitement of the color orange in through your nose. Hold it and feel the tingling joy in your heart. Blow that joy slowly back into the room with your mouth.

**Yellow:** Breathe deeply through your nose, the glowing rays of the color yellow. Hold it like sunshine beaming down on your face. Blow those rays back into the room, slowly with your mouth.

**Green:** Breathe in the morning dew of the color green through your nose. Hold it and feel the feeling of a new morning in my arms. Blow the freshness of a new start back into the room with your mouth.

**Blue:** Breathe in the calming waves of the color blue. Hold it like you are floating on the top of that wave. Let that wave crash as you blow it's calmness back into the room with your mouth.

**Purple:** Breathe in the loving embrace of the color purple. Hold it like a tight hug for a moment. Blow the love of that hug slowly out of your mouth, back into the room.

# 5th Grade Book Club

## Learning Activity #3:

1. **Reading:** As you read today, note any places where you learn important new information.
2. Take a moment and notice how you learned this information.
  - a. Did another character teach you and the main character?
  - b. Did the main character make a discovery?
  - c. Did you learn something the character didn't?

3. **Writing:** Think about your main character and make a plan for a nice complex character using this character plan template.

<b>Goal &amp; Motivation</b>	<b>Character Plan</b> Use this template to think through different aspects of your main character. Share your complete thinking.		<b>Character Backstory</b>
	<b>Strengths</b>	<b>Flaws</b>	
<b>Static or Dynamic</b>	<b>External Conflict</b>	<b>Internal Conflict</b>	<b>External Characteristics</b>

**Optional Drawing:** Draw a picture of the main character of your fantasy story.

Phases of the Moon   
*\*this is a 1-2 week mini-project.*

**Look at the Moon! Journaling Project**  
**Scientists observe patterns.**

The Moon is the most visible object in our night sky, and we can sometimes even see it during the day.



Talk about the following with a family member:

- What shape is the Moon?
- Does the Moon's shape change?

Each evening, observe the moon in the attached Moon Journal. Record the date and time, and draw the moon as you see it in the sky. Repeat every day. If it's too cloudy to see the moon, record the date and time and leave the picture area blank.

After observing for 21-28 days, discuss with a family member and then write your answers the following:

What patterns can you see when looking at your journal?
If so, could you fill in what the moon looked like on any blank dates when it was cloudy?
Can you predict what the moon will look like tomorrow? Next week?
What questions do you have?



# MOON JOURNAL

MONTH \_\_\_\_\_ YEAR \_\_\_\_\_

SUNDAY		MONDAY		TUESDAY		WEDNESDAY		THURSDAY		FRIDAY		SATURDAY	
DATE	TIME	DATE	TIME	DATE	TIME	DATE	TIME	DATE	TIME	DATE	TIME	DATE	TIME
MOON		MOON		MOON		MOON		MOON		MOON		MOON	
DATE	TIME	DATE	TIME	DATE	TIME	DATE	TIME	DATE	TIME	DATE	TIME	DATE	TIME
MOON		MOON		MOON		MOON		MOON		MOON		MOON	
DATE	TIME	DATE	TIME	DATE	TIME	DATE	TIME	DATE	TIME	DATE	TIME	DATE	TIME
MOON		MOON		MOON		MOON		MOON		MOON		MOON	
DATE	TIME	DATE	TIME	DATE	TIME	DATE	TIME	DATE	TIME	DATE	TIME	DATE	TIME
MOON		MOON		MOON		MOON		MOON		MOON		MOON	
DATE	TIME	DATE	TIME	DATE	TIME	DATE	TIME	DATE	TIME	DATE	TIME	DATE	TIME
MOON		MOON		MOON		MOON		MOON		MOON		MOON	

**INSTRUCTIONS:**

1	5:30PM
DATE	TIME

1. Write in the month, year, date and time that you are viewing the Moon.



2. Draw a picture of what the Moon looks like at that date and time.



\*Note to parent: You may read aloud this formative assessment to your child, but students should do the work themselves to help their teacher get an idea of what other support or extension they may need.

Your teacher wants to take three boxes of books home from school. She needs to know if they will all fit in her truck, or if she needs to make two trips to get all the boxes home.

Here is some information you will need:

- Two of the boxes are the same size. (2 ft. long, 3ft. wide, and 2 ft. high)
- One box is larger than the others. (3 ft. long, 3 ft. wide, and 3 ft. high)
- Your teacher's truck has 63 cu. ft of space. (7 ft. long, 3 ft. wide and 3 ft. high)

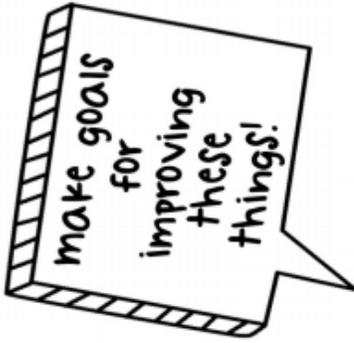
**Can your teacher take all three boxes in one load? How do you know?**

# SELF CONTROL

- Choosing to do what you **should do**, not just what you want to do.
  - Focusing on what you **can control** and not worrying about things you cannot control.
- Look at the things that you can control in your life. Make goals for those things.  
Look at the things you cannot control. Let go of those things.*

## I CAN CONTROL

- My thoughts
- My happiness
- My actions
- who I choose as friends
- what I focus on
- My goals
- My study habits
- My effort
- My habits
- Others:



Add to this list and give specific examples.

## I CANNOT CONTROL

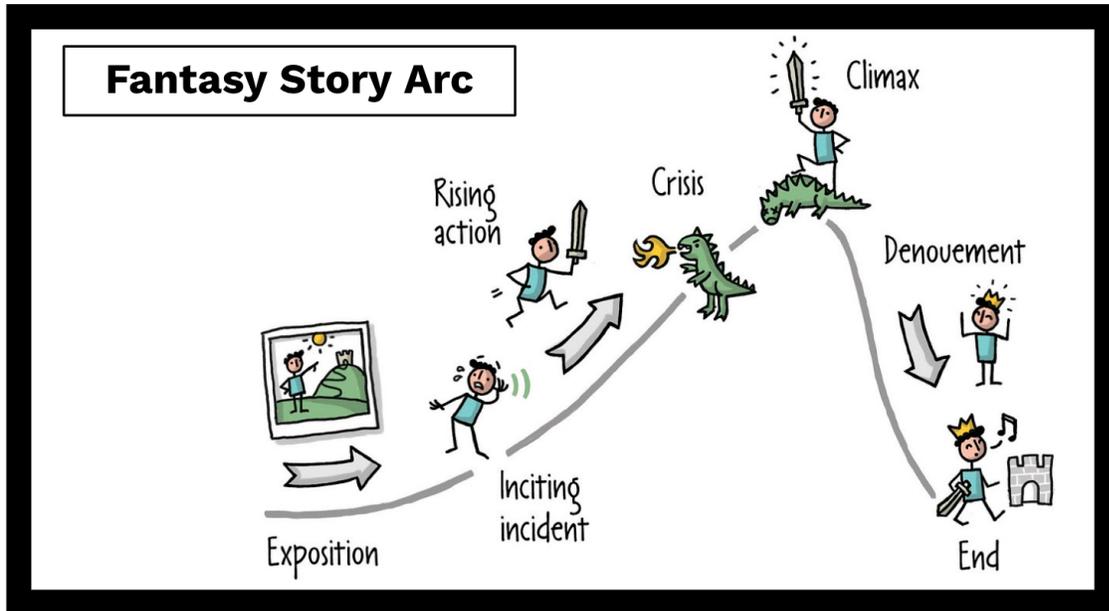
- Other people's thoughts and attitudes
- Other people's actions
- Other people's happiness
- Other people's sadness
- Other people's anger
- The problems in the world
- Grown up issues
- Others:



Add to this list and give specific examples.



4. **Writing/Drawing:** Draw the story arc for your fantasy story plot complete with words saying what will happen and little images as well like this example.



## Looking Good and Feeling Good

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

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

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

Choose six or seven routines, such as showering, shampooing, brushing and flossing, etc. Record them on this sheet. Keep a log for a week.

At the end of each day, write about your feelings for that day. Use the back of this sheet if you need more room. Did you leave for school looking your best? How did that make you feel? How does keeping clean make you feel about your appearance?

At the end of the week, share your results with a parent or guardian. Have them sign and bring it back to class.

Routines	M	T	W	Th	F	S	S

How I felt Monday: \_\_\_\_\_

How I felt Tuesday: \_\_\_\_\_

How I felt Wednesday: \_\_\_\_\_

How I felt Thursday: \_\_\_\_\_

How I felt Friday: \_\_\_\_\_

How I felt Saturday: \_\_\_\_\_

How I felt Sunday: \_\_\_\_\_



**Objective:** To identifying and practice good hygiene routines and analyze the effect on your self-esteem



**Directions:**

Read the instructions below.

**Hint:** See the vocabulary page at the back if you have questions about the types of triangles.

**Challenge:**

Is it possible to have an equilateral right triangle? Why or why not?

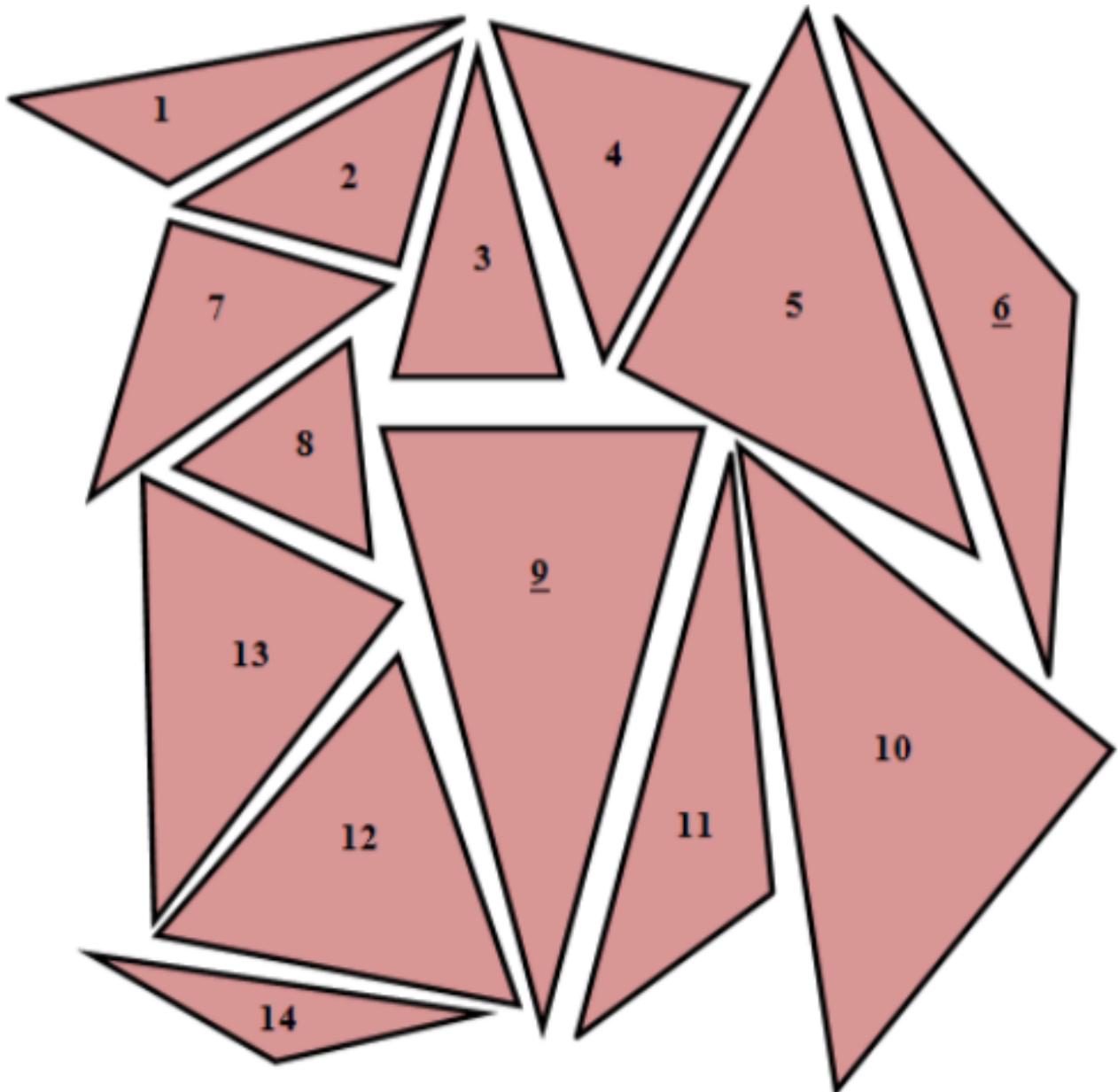
Is it possible to have an equilateral obtuse triangle? Why or why not?

**Label each triangle with the type of triangle it is:**

E = Equilateral triangle

I = Isosceles triangle

S = Scalene triangle



Looking back on the last page, please place each triangle number in the box below where you think it belongs.

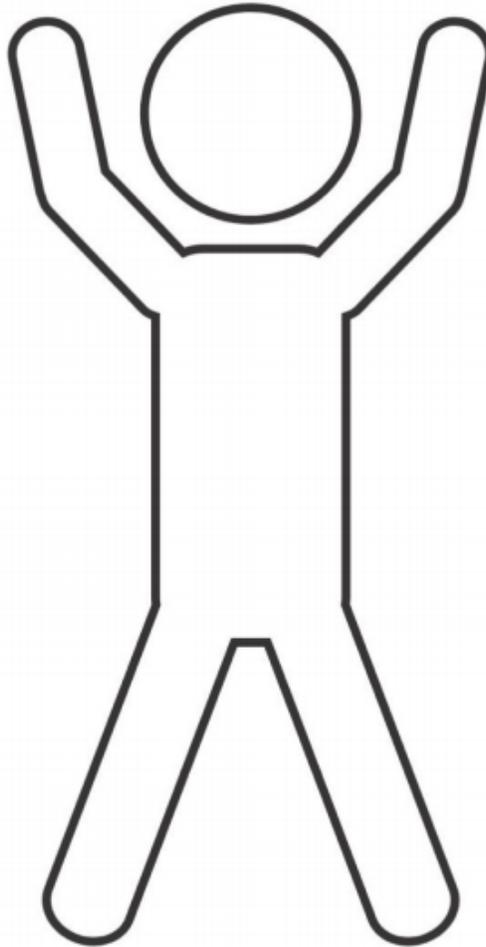
	Equilateral	Isosceles	Scalene
Acute			
Right			
Obtuse			

What do you notice about all the different types of triangles?

# POSITIVE WORDS TO DESCRIBE

# ME.

Write words all over the page that describe you!



## 5th Grade Book Club

If you are following along with the **Book Club**, please do the learning activities below. If you do not have access to books at this time, there are reading passages at the end of this packet you can choose to do instead. ☆ Spend 20 minutes reading each day.

### Learning Activity #5:

1. **Reading:** As you read today, note any places where you can see different sides of characters.
  - a. Do you see evidence of them being good?
  - b. And do you see evidence of them being bad/evil?
  
2. Write a sentence or two about how your character is complex with text examples.
  
  
  
  
  
  
  
  
  
  
3. **Writing:** Look at some of the common universal themes and pick a theme for your fantasy story.

#### *Common Universal Themes*

*Kids grow up fast in times of trouble.*

*Even ordinary people or minor characters can affect events.*

*Ordinary people can be capable of great courage.*

*When people band together they can build power to change.*

*Where there is power, there is also resistance.*

*Humans are capable of great evil to each other, and great goodness.*

## What theme will you have in your fantasy story?

**Optional drawing:** Draw pictures of your minor characters.

# Grades 4-5 Social Studies: Economics/Financial Literacy

*\*this is a 1 week mini-project*

Many people are staying home right now to help themselves and others stay healthy and safe. When at home, or maybe when out shopping for groceries, families think about the things they need and want to take care of each other.

Look at the pictures below. Some may be things you need to live a healthy life, and others may be things you don't necessarily need, but that might be nice to have (wants).

As you look through these ask yourself - does everyone have access to this? If not, why not?



Pick some of the pictures above and talk about them with someone at home or a classmate on the phone/computer. Then start to divide them into two different columns in a chart like the one below. Use both words and pictures.

Needs	Wants

### Also think about:

- Where do the above things come from? Are they human-made or natural?
- Do you need money for these things? Why/why not?
- Does everyone have access to them? Are they fairly shared? If not, why not?
- What are some things you can do to help others who may have less than you?
- What things are missing from the pictures above? Are they needs or wants?



**Directions:**

Read the instructions below.

**Hint:** See the vocabulary page at the back if you have questions about the names of shapes.

**Challenge:** All squares are rectangles, but not all rectangles are squares. Why? All squares are rhombi, but not all rhombi are squares. Why?

**Name each figure!** Next to each number, write the name of the shape that matches to the numbered picture below. Some shapes you will write more than once.

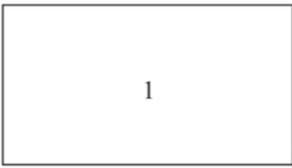
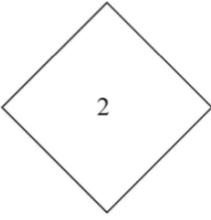
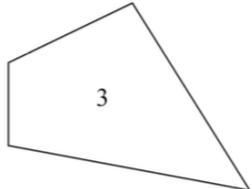
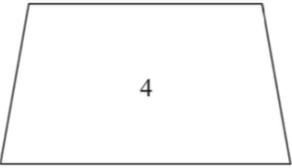
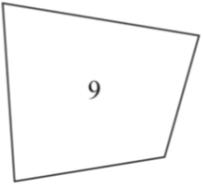
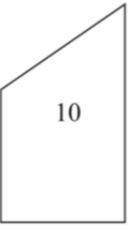
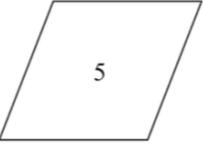
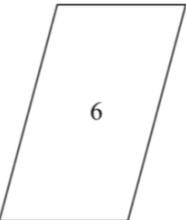
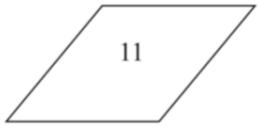
quadrilateral      square      rectangle      rhombus      trapezoid      parallelogram

1. \_\_\_\_\_ 2. \_\_\_\_\_ 3. \_\_\_\_\_

4. \_\_\_\_\_ 5. \_\_\_\_\_ 6. \_\_\_\_\_

7. \_\_\_\_\_ 8. \_\_\_\_\_ 9. \_\_\_\_\_

10. \_\_\_\_\_ 11. \_\_\_\_\_ 12. \_\_\_\_\_

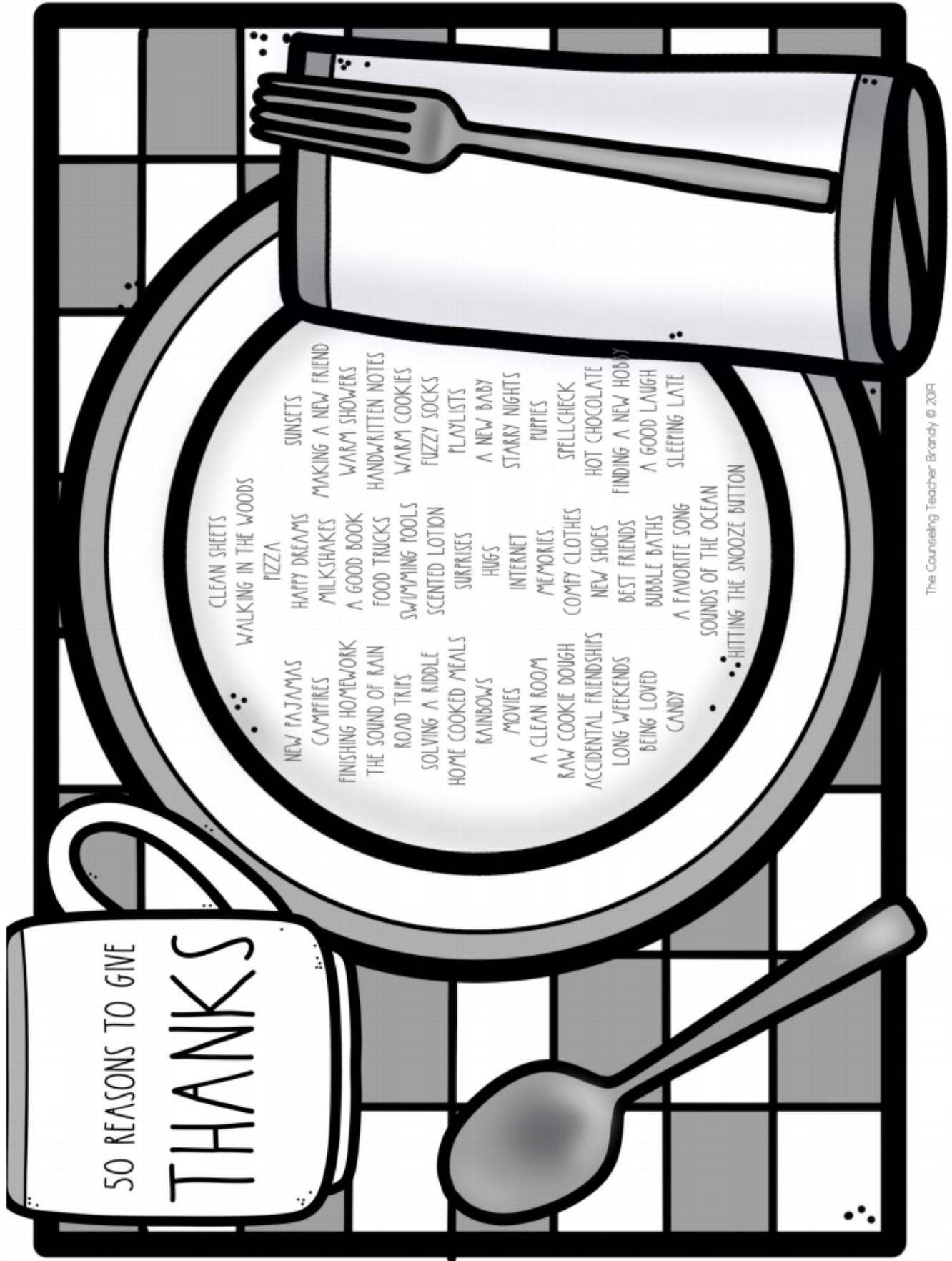
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 <p>3</p>	 <p>4</p>	 <p>9</p>	 <p>10</p>
 <p>5</p>	 <p>6</p>	 <p>11</p>	 <p>12</p>

**Fill out this chart with a number for the first two rows and then yes or no for the remainder of the rows.**

Investigating Quadrilaterals

Attributes of Shapes	Quadrilateral	Square	Rectangle	Rhombus	Trapezoid	Parallelogram
number of sides						
number of angles						
congruent sides						
congruent angles						
right angles						
parallel sides						
symmetry						
congruent angles						

**What do you notice about this chart now that it is filled out? (please write at least two things you notice)**



## 5th Grade Book Club

If you are following along with the **Book Club**, please do the learning activities below. If you do not have access to books at this time, there are reading passages at the end of this packet you can choose to do instead. ☆ Spend 20 minutes reading each day.

### Learning Activity #6:

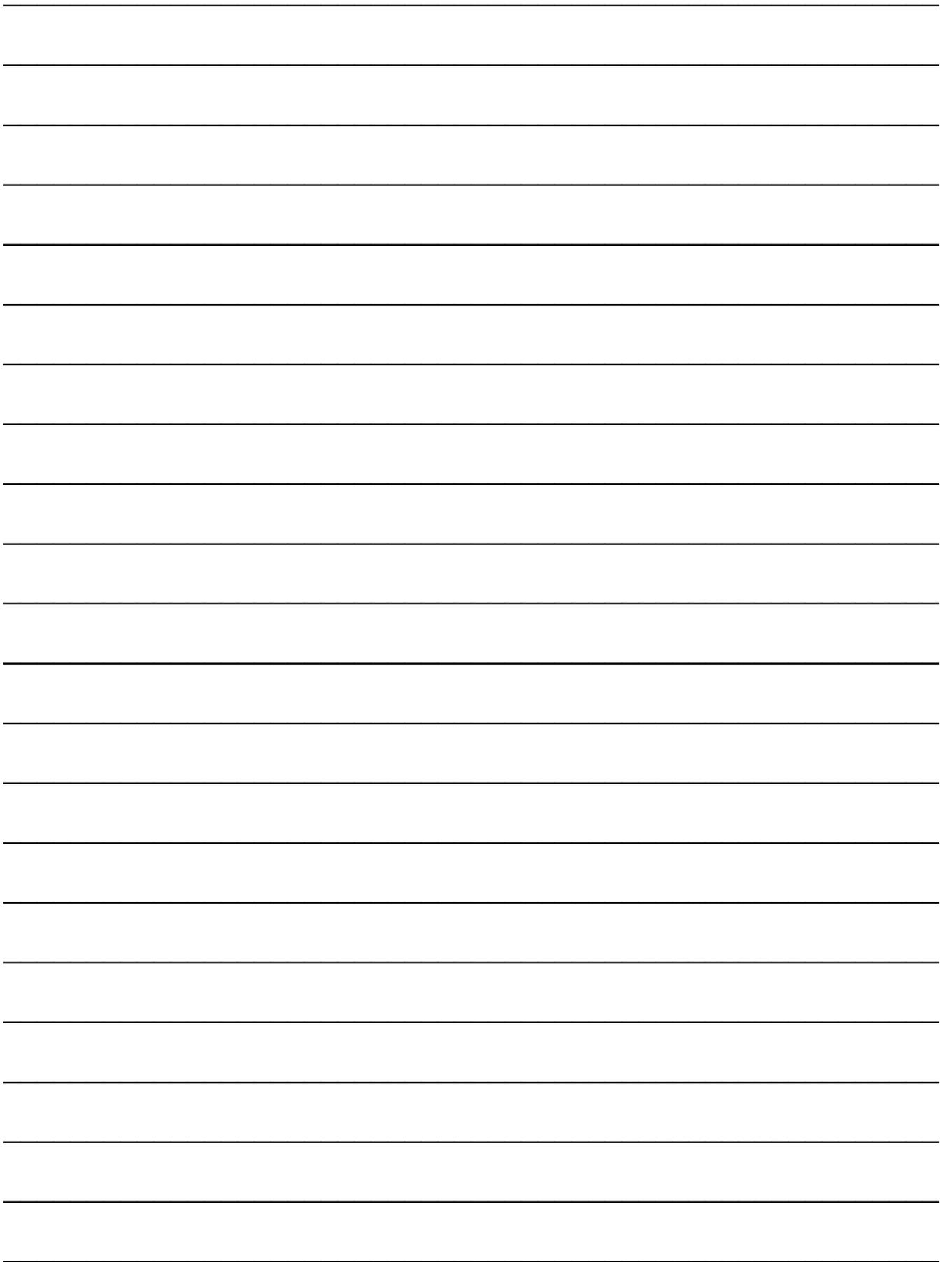
1. **Reading:** As you read today, think about the themes or life lessons that you have learned from your fantasy book.
2. Think about other books you have read and the themes or lessons in those books that have really stuck with you.
3. Create a list of the books that have been very special to you growing up.

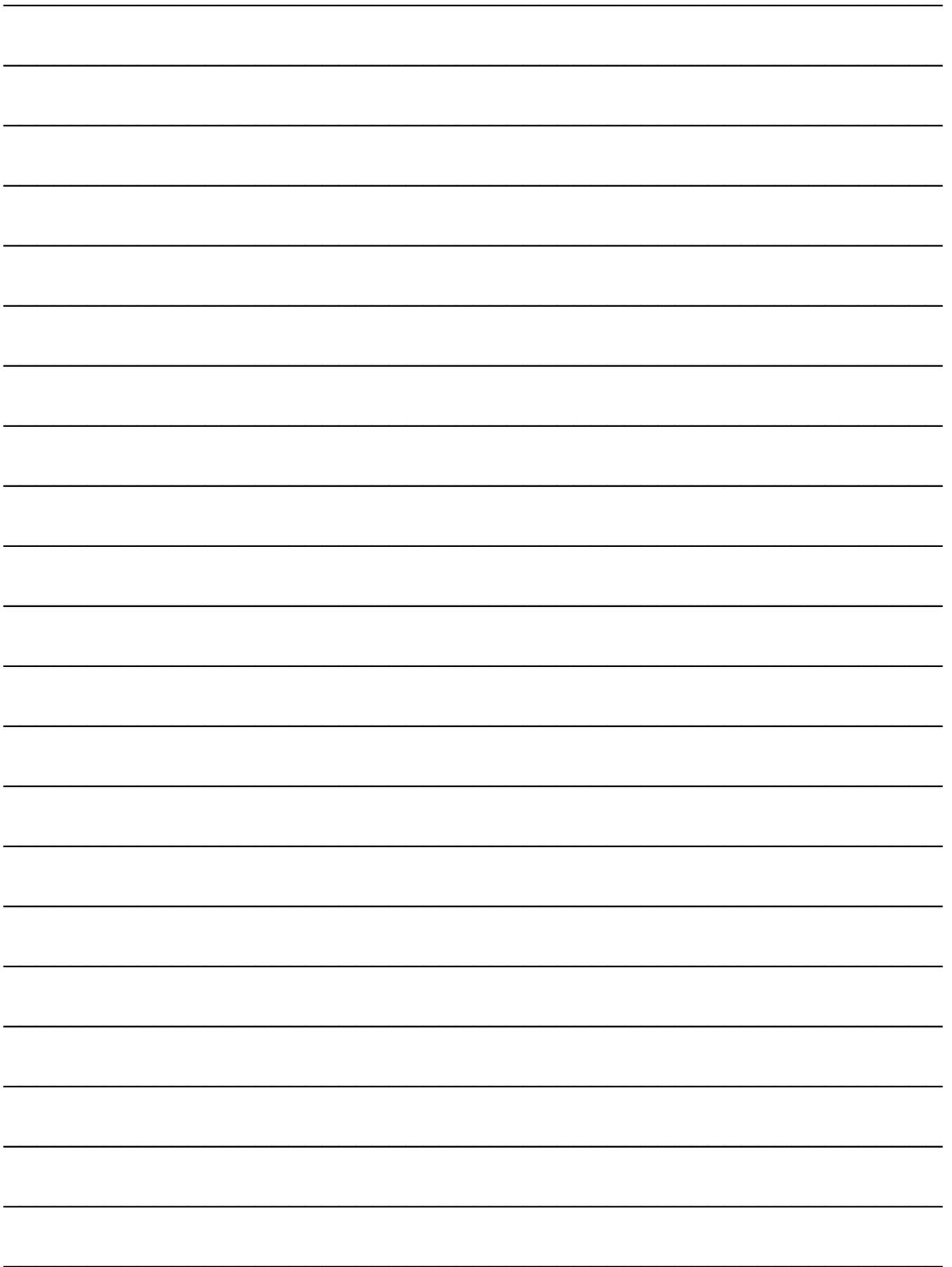
4. **Writing:** Today you get to start writing your fantasy story! Use this checklist to make sure you include all of the elements that you can. Have fun!

# 5th Grade Fantasy Checklist

My Fantasy Story Has.....	YES	NO
Magic system		
Time travel or no sense of time		
Well developed setting		
Complex flawed characters		
Special powers		
Animals act like people		
Full of action		
Surprising twists		
Plot starts quickly		
Conflict solved w/great deed		
Good vs evil		
Achieves the impossible		
Failure isn't an option		

My Fantasy Story Has.....		YES	NO
Lead	I wrote a beginning in which I not only showed what was happening and where, but also gave some clues to a later become a problem for the main character.		
Transitions	I used transitional words/phrases to show passage of time in complicated ways, perhaps by showing things happening at the same time (meanwhile, at the same time) or flashback and flash-forward (early that morning, three hours later)		
Ending	I wrote an ending that connected to the main part of the story. The character said, did, or realized something at the end that came from what happened in the story.		
Organization	I used paragraphs to separate different times or parts of the story. Some parts of the story were longer and more developed than others.		
Elaboration	I developed characters, setting, and plot throughout my story, especially the heart of the story. To do this, I used a blend of description, action, dialogue, and thinking.		
Craft	I showed <u>why</u> characters did what they did by including their thinking and their responses to what happened.		





## Setting a Personal Goal

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

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

People who have goals are less likely to experiment with drugs. Think about your goals and list them here. Choose goals that will help you lead a healthy lifestyle, including staying physically active and drug free. (Examples: I will not misuse medications. I will live a drug-free life. I will be physically active each day. I will graduate from college.)

Write the date, your name, and sign your name on the last line.

Cut out your pledge and save it. You may want to keep it in your Portfolio.

## A Personal Pledge

On this day, \_\_\_\_\_,

I, \_\_\_\_\_,

do hereby promise to do everything I can to respect my great body. I am pledging to myself and others that:

\_\_\_\_\_

\_\_\_\_\_ (your signature)

**Objective:** To set a goal to protect the body from misuse and abuse of drugs



**Directions:** Read the instructions below.

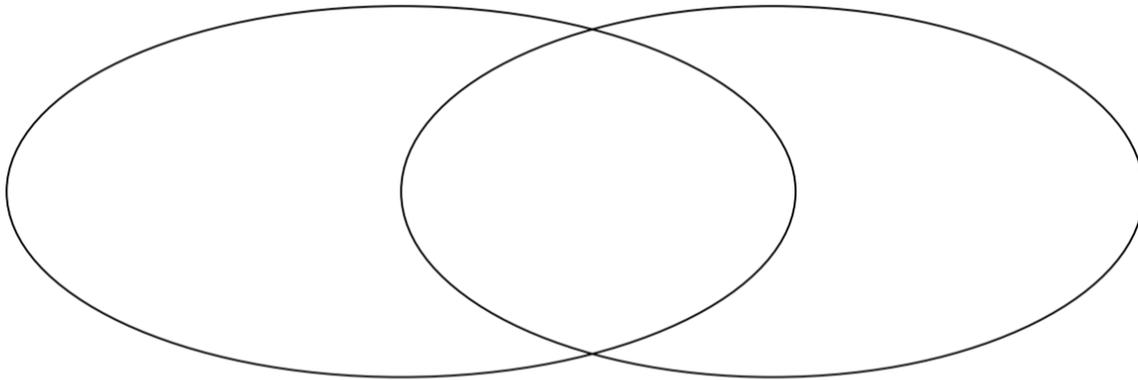
**Hint:** See the vocabulary page at the back if you have questions about the names of shapes.

**Challenge:** Create a picture of the words in a hierarchy with reasoning why.

quadrilateral      square      rectangle      rhombus      trapezoid      parallelogram

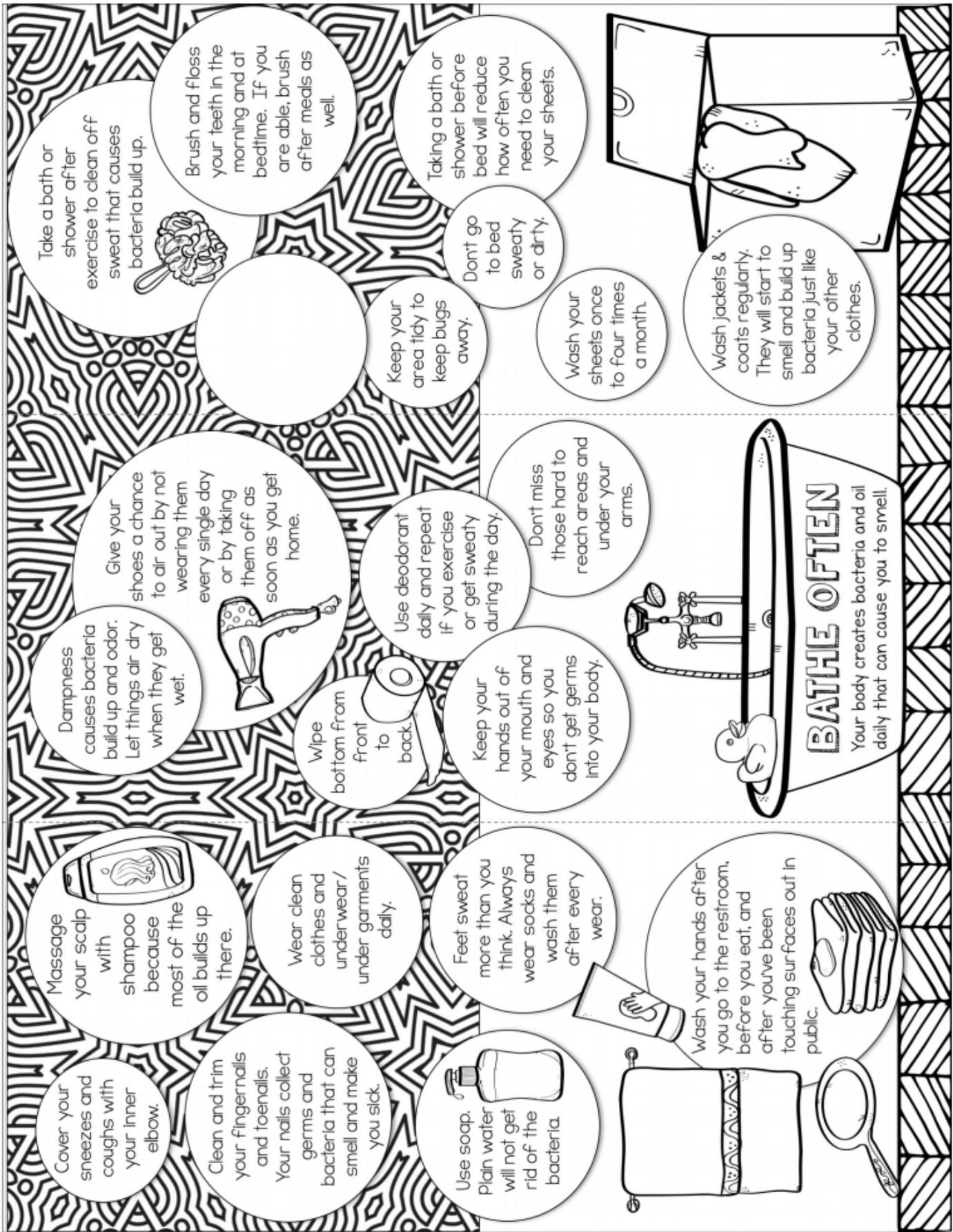
**From the list of quadrilaterals, select two. Use the Venn Diagram to compare and contrast them. List at least two similarities and two differences for each.**

Name of Quadrilateral 1 \_\_\_\_\_ Name of Quadrilateral 2 \_\_\_\_\_



**Write whether each of these statements is always, sometimes, or never true. Then give an example to prove your thinking.**

Statement	Always, Sometimes or Never?	Proof of My Answer
A rhombus is a square.		
A square is a parallelogram.		
A triangle is a parallelogram.		
A parallelogram is a rectangle.		
A trapezoid is a quadrilateral.		



Take a bath or shower after exercise to clean off sweat that causes bacteria build up.

Brush and floss your teeth in the morning and at bedtime. If you are able, brush after meals as well.

Take a bath or shower before bed will reduce how often you need to clean your sheets.

Don't go to bed to sweaty or dirty.

Wash your sheets once to four times a month.

Wash jackets & coats regularly. They will start to smell and build up bacteria just like your other clothes.

Give your shoes a chance to air out by not wearing them every single day or by taking them off as soon as you get home.

Use deodorant daily and repeat if you exercise or get sweaty during the day.

Don't miss those hard to reach areas and under your arms.

Dampness causes bacteria build up and odor. Let things air dry when they get wet.

Wipe bottom from front to back.

Keep your hands out of your mouth and eyes so you don't get germs into your body.

Massage your scalp with shampoo because most of the oil builds up there.

Wear clean clothes and underwear/under garments daily.

Feet sweat more than you think. Always wear socks and wash them after every wear.

Wash your hands after you go to the restroom, before you eat, and after you've been touching surfaces out in public.

Cover your sneezes and coughs with your inner elbow.

Clean and trim your fingernails and toenails. Your nails collect germs and bacteria that can smell and make you sick.

Use soap. Plain water will not get rid of the bacteria.

Wash your hands after you go to the restroom, before you eat, and after you've been touching surfaces out in public.

**BATHE OFTEN**  
Your body creates bacteria and oil daily that can cause you to smell.

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

## **Black Blizzard**

By Maurine V. Eleder  
2015

*Maurine V. Eleder has written for Highlights. In this short story, Eleder explores the experiences of those who lived through the Dust Bowl, a time period of severe dust storms during the 1930s in parts of Kansas, Oklahoma, Colorado, and neighboring states. As you read, take notes on the effects of the black blizzard.*

- [1] "Ooooh, Betty. Come quick!" said four-year-old Mary Ann. Paper dolls lay forgotten on the floor as she stared out the window.

Betty felt her stomach muscles tighten as she joined Mary Ann. On the horizon loomed a rolling black cloud. It stretched from the ground into the sky, and it was heading directly toward them.

"It's another dust storm, Mary Ann," Betty said, trying to stay calm. How many more would there be, she wondered.



*"We'll never make it to the barn." by James Watling is used with permission.*

For the last four years — since 1932 — Oklahoma and nearby states had endured<sup>1</sup> dozens of such storms. Betty knew the routine. "Let's get some towels from the kitchen," she said.

- [5] The girls went from window to window, closing each and placing a rolled-up towel where the window met the sill. It would keep out some of the windblown dirt, but Betty knew that powdery dust would cover everything — dishes in cupboards and clothes in closets — long after the storm had passed.

"I'm scared," said Mary Ann.

"I know," said Betty, "but we'll be safe if we stay in the house."

"What about Mommy and Daddy?" Mary Ann asked.

"They're probably on their way home from the bank. They won't be able to drive in the storm. I expect they'll stop at a neighbor's home."

- [10] The dust cloud hid the sun and brought an eerie<sup>2</sup> darkness, even though it was the middle of the afternoon. The wind howled. Tiny particles of soil pelted the window glass.

No wonder they call these storms "black blizzards," thought Betty. She stared out the window.

"Oh no!" she said suddenly.

1. **Endure (verb):** to suffer something painful or difficult

2. **Eerie (adjective):** strange and frightening

"What's wrong?" asked Mary Ann.

"I thought I saw Fancifoot. See there — near the fence," Betty said. In a momentary lull<sup>3</sup> of the wind, she had glimpsed Fancifoot's white markings.

- [15] Betty remembered other dust storms. Sometimes, even though there was no rain, there was thunder and lightning. That would frighten Fancifoot.

Fancifoot was Betty's colt. She had seen him born. She had named him. She helped carry his hay and clean his stall. Fancifoot would stumble around trying to find shelter. What if he stumbled into the dry creek bed and broke a leg?

Suddenly Betty picked up Mary Ann and set her in the rocker.

"I'm going to get Fancifoot back into the barn," Betty said. "You stay in this chair and don't move."

Mary Ann nodded solemnly.<sup>4</sup>

- [20] Betty jammed on her old straw hat and pulled the brim low over her forehead. She wound a scarf around it so her nose and mouth were covered. In the storeroom near the kitchen, she found her mother's long clothesline. She wrapped one end around her wrist and tied it in a knot. Then she plunged into the storm.

The wind almost whipped the clothesline from her hand. Sandy grit<sup>5</sup> pounded her face. Betty closed her eyes and groped her way to the porch railing. Bracing herself against it, she tied the free end of the clothesline firmly to one of the posts. Bending against the wind, she trudged along the house, then turned left to follow the fence.

The fence ended. No Fancifoot. Betty couldn't see more than a few yards in the swirling blackness. Then she heard him whinny, and she stumbled toward the sound.

"Fancifoot!" Betty called. Where was he? Again she heard a low whinny. She turned and stepped forward. Now she thought she heard him to her right. She walked backward to keep the grit from hitting her face.

Maybe the wind is playing tricks, she thought. Maybe I didn't really see or hear him. But then she smacked right into him.

- [25] "Fancifoot," she said with relief, "you're OK." She glided her hands over his ears and neck. Quickly, she looped the slack of the clothes-line around his neck.

"We'll never make the barn," she said. "I've turned around so many times I can't tell where it is. You're coming home with me."

---

3. **Lull** (*noun*): a moment of quiet or lack of activity  
4. **Solemn** (*adjective*): not cheerful or smiling; serious  
5. small, loose particles of sand

Hand over hand, Betty guided Fancifoot along the clothesline, back to the end she had fastened to the porch.

“Come on, Fancifoot. Up two steps and we’ll be safe. Come on, boy,” Betty coaxed<sup>6</sup> as she pulled him into the house.

“All safe,” Betty gasped to a surprised Mary Ann.

[30] “We’ll put him in the storeroom until the storm is over,” Betty said.

The storm continued to blow as Betty prepared supper. She sliced bread and cheese and found an apple for Fancifoot. Then she lugged Daddy’s chair over to the storeroom.

“Come on, Mary Ann, I’ll read your favorite story, and we can keep an eye on Fancifoot at the same time,” Betty said. Soon Mary Ann was asleep.

Betty noticed that the wind was not as strong as it had been. Then she, too, fell asleep.

Ai-ooga-ai-ooga! Betty sat up, wide awake. Then she heard it again. Ai-ooga!

[35] “What is it?” Mary Ann asked.

“Our car! They’re home!” Betty answered.

They raced to the front door. A hazy rising sun shone on drifts of dirt piled against the house.

“Are you all right?” Mommy and Daddy asked as they hugged and kissed the girls. “We were passing Schuler’s farm when the storm hit, and had to stay there overnight. We were so worried.”

“Thank goodness you’re all right,” said Daddy. He looked uncertainly at Betty. “I noticed the barn door was open. I’m afraid we may find that Fancifoot got out of the barn and —”

[40] He stopped as Mary Ann and Betty giggled.

“He did get out of the barn, but he’s OK. He’s right there,” Betty said, pointing to the storeroom where Fancifoot stood — munching Betty’s old straw hat.

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6. **Coax** (*verb*): to persuade someone to do something



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

## The Poetry Quilt

By Deirdre Mundy  
2014

*Deirdre Mundy has written for Highlights. In this short story, a Puritan girl is discouraged from writing poetry by her sister. As you read, take notes on how Charity feels about poetry.*

- [1] Charity stood by the house. Across the road, Andover's weathervane<sup>1</sup> spun in the wind.

Charity whispered, "The vane on the meeting house is turning to and fro. The first breeze of April whips across the melting snow."

*That may be a fine addition to my poetry quilt, she thought. In fact, that poem will finish it.* She repeated her rhyme aloud and smiled.

Her older sister, Prudence, overheard. "Charity, when are you going to grow up? Making rhymes is for babies. No one marries a girl for her poems. You should practice tending the house instead."

- [5] Charity's throat tightened. "I know, Prudence. I'll work harder."

Prudence smiled and handed her the broom. "You can start by sweeping the walk. I'm going inside to help Mother with the baking."



*"I'm not a baby, and I write poems." by Craig Orback is used with permission.*

Charity kept her head down as she swept. She tried to ignore the warm breeze. Prudence was right. Only babies made rhymes.

That evening, Charity embroidered<sup>2</sup> her last poem, the one about the weathervane. Then she finished the quilt and put it in her dowry<sup>3</sup> chest. She was done with poems.

Weeks passed. Charity worked hard. She cooked and cleaned, and she didn't make any rhymes.

- [10] One night, she took out her poetry quilt and looked at it. She'd embroidered 35 poems. It had been a lot of work, but she'd loved it. She sighed. "Prudence is right. I need to grow up. Only babies make rhymes about everything they see."

1. a turning pointer to show the direction of the wind  
2. to decorate cloth by sewing on it with thread  
3. a box filled with blankets and other items that a wife brings to her husband when they marry

She was so tired that she didn't put the quilt back. Instead, she left it folded on her bed.

That night, Charity tossed and turned. When she woke up in the morning, the air was hazy.<sup>4</sup>

She glanced at the foot of her bed.

The poetry quilt was missing!

- [15] Charity dressed and hurried to the kitchen, where she found her father sitting at the table. Soot<sup>5</sup> coated his face.

Charity gasped. "What happened? And where are Prudence and Mother?"

"The Bradstreets' house burned down last night," her father replied. "They lost everything. Prudence and your mother took them food and blankets."

"Blankets? Oh no!" Charity dashed<sup>6</sup> out the door. The Bradstreets were among the most respected people in the colony.<sup>7</sup> She couldn't let them see her poetry quilt. It was too embarrassing.

She met her mother and sister in the street. They'd already delivered the blankets.

- [20] "I have to get my quilt back," Charity cried.

"The Bradstreets have nothing left! You can't begrudge<sup>8</sup> them a blanket," her mother scolded<sup>9</sup> her.

"Yes, Mother," Charity said forlornly.<sup>10</sup>

Later that afternoon, Charity knelt in the garden to weed. She glanced up and saw Mistress Bradstreet talking to her mother. She was holding the poetry quilt.

Charity blushed. Mistress Bradstreet probably didn't like the quilt. Prudence was right. She shouldn't have made those rhymes.

- [25] Charity stood quickly when she noticed Mistress Bradstreet walking over to the garden. She brushed dirt from her apron. Her legs shook as she curtsied. "Good day, Mistress Bradstreet. I'm sorry for the fire at your house."

"I'm thankful no one was hurt," Mistress Bradstreet said softly. "But I fear that your mother may have accidentally given me this." She held out the quilt.

"It's all right," Charity replied. "It's just a silly old quilt. Some of my baby work. I'm sorry for the poems."

---

4. covered by fog or smoke

5. a black powder that is created by burning something

6. **Dash (verb):** to run somewhere quickly

7. an early type of state in the United States

8. to give unwillingly

9. **Scold (verb):** to point out someone's fault or wrongdoing

10. to do something in a sad manner

"Why are you sorry? I enjoyed the poems. Your work shows great promise."

"But Prudence says poems are for babies."

[30] Mistress Bradstreet smiled. "I'm not a baby, and I write poems. I've even published a book."

Charity's jaw dropped.

"In fact," the woman continued, "I make poems all the time. I'm working on one now about the fire. It's how I remind myself to be grateful for what I have. Otherwise I might waste my days bemoaning<sup>11</sup> what I've lost."

"I'm thankful for warm breezes in springtime," Charity said.

Mistress Bradstreet nodded.

[35] "I could tell from your poems."

Charity took a deep breath. "Mistress Bradstreet, may I show you more poems someday? And would you let me hear your poems?"

"I'd love that, Charity." Mistress Bradstreet handed her the quilt. "Your poems helped me smile after the fire. But you should keep this. It's a beautiful addition to your dowry chest."

"Thank you, Mistress Bradstreet!" Charity curtsied, then ran to put the quilt inside the house before returning to the garden. After all, she had an idea for a poem about radishes.

## Discussion Questions

**Directions:** *Brainstorm your answers to the following questions in the space provided. Be prepared to share your original ideas in a class discussion.*

1. Miss Bradstreet's encouragement gives Charity the self-confidence to continue writing poetry. When was a time you gained self-confidence because others were encouraging you?

# health.moves.minds.®

## Mind and Body Bingo

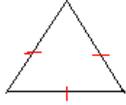
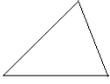
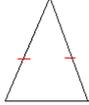
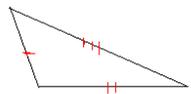
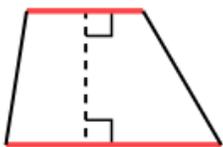
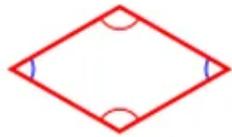
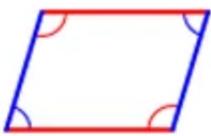
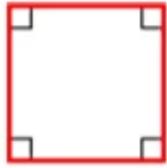
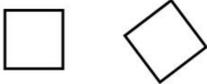
Mark with an “X” the different activities you complete over the course of a week.  
How many different variations of BINGO can you get?

<b>B</b>	<b>I</b>	<b>N</b>	<b>G</b>	<b>O</b>
Go outside for a walk and find 10 things that start with the letter of your name.	Try a new healthy recipe.	Do a Mindful Minute.	Complete three tasks from the Mind & Body Calendar.	Call a friend or family member to check in.
Drink eight glasses of water.	Make a list of things for which you are grateful.	Back in the Day: Play a game you used to like when you were smaller.	Write a compliment to yourself and keep it to look at later.	Take three movement breaks in a day.
Write a letter to a friend or family member.	Complete all the yoga poses on the At Home Physical Activity Chart.	FREE	Draw or color a picture.	Find an object that you feel represents kindness.
Clean up your room before bed.	Device Detox: don't use any technology for three consecutive hours.	Put on some music and dance for five minutes.	Complete five exercises from the At Home Physical Activity Chart.	Try a new activity.
Share your feelings with someone or journal about school being closed.	Physical activity of your choice.	Complete a chore around the house.	10 jumping jacks 10 squats 10 bell jumps	Leave a kind note somewhere for somebody to find.

## Math Vocabulary Page ☆

These terms may help you with working on your task for the day.

\*\*The picture is just one example of the math term.

<p><b>Equilateral triangle:</b> An equilateral triangle is a triangle that has three equal sides.</p>		<p><b>Acute triangle:</b> In an acute triangle, all angles are less than 90 degrees, so all angles are acute angles.</p>	
<p><b>Isosceles triangle:</b> An isosceles triangle is a triangle that has two equal sides.</p>		<p><b>Right triangle:</b> A right triangle has a 90 degrees angle. The following is a right triangle.</p>	
<p><b>Scalene triangle:</b> A scalene triangle is a triangle that has no equal sides.</p>		<p><b>Obtuse triangle:</b> An obtuse triangle has <b>only one</b> angle that is bigger than 90 degrees (Obtuse angle).</p>	
<p><b>Quadrilateral</b> - any 4-sided figure</p>		<p><b>Rectangle</b> - all of the attributes of the parallelogram, and 4 right angles</p>	
<p><b>Trapezoid</b> - 4 sided figure and at least 1 pair of parallel sides</p>		<p><b>Rhombus</b> - All of the attributes of a parallelogram</p>	
<p><b>Parallelogram</b> - all of the attributes of a trapezoid, and 2 pairs of parallel sides (which results in congruent opposite angles)</p>		<p><b>Square</b> - all of the attributes of parallelogram, rhombus, and rectangle, and equal sides, equal angle</p>	
<p><b>Congruent</b> - this is when a polygon is the same size and same shape.</p>		<p><b>Symmetry</b> - if you were to cut the shape in half somehow, both of the halves would be the same. Some shapes have more than 1 line of symmetry</p>	