

Minutes	Subject	Grade 3 Week At Glance
60 min	Monday	<p>Math: Geometry-Watch Video Intro to quadrilaterals and/ or use <i>Reference sheet</i>, Complete Practice sheets: Quadrilaterals and Polygons</p> <p>Reading: Read "Venn Diagram Recap" and complete the activity.</p> <p>Writing: Watch video lesson 9 and/or read the week's directions.</p> <p>Specials: Almost Summer Olympics (see back of packet)</p>
60 min	Tuesday	<p>Math: Geometry Continued: Complete Geometry Riddles</p> <p>Reading: Read <u>The Goose that Lays Golden Eggs</u> twice. Underline or highlight any words you don't know and make sure you know those unknown words: ask a family member or your teacher!</p> <p>Writing: Edit your draft focusing on spelling.</p> <p>Specials: Almost Summer Olympics (see back of packet)</p>
60 min	Wednesday	<p>Math: Geometry: Tangrams- Watch Video:Grandfather Tang, Tangram Explorations! Use Tangram Patterns to explore polygons</p> <p>Reading: Read <u>The Ants and the Grasshopper</u> twice. Underline or highlight any words you don't know and make sure you know those unknown words: ask a family member or your teacher!</p> <p>Writing: Edit your draft focusing on grammar.</p> <p>Specials: Almost Summer Olympics (see back of packet)</p>
60 min	Thursday	<p>Math: Spiral Review:Multiplication/Division: Create a Multiplication/Division chart</p> <p>Reading: Reread each passage and fill out the Venn Diagram using the information from the fables.</p> <p>Writing: Edit your draft focusing on punctuation.</p> <p>Specials: Almost Summer Olympics (see back of packet)</p>
60 min	Friday	<p>Math: Feedback and Fact Friday! Complete the Fact Family Triangles, Find your favorite activity!</p> <p>Reading: Reflect on your favorite fable from the last two weeks. Tell your teacher about why it is your favorite!</p> <p>Writing: Share your final version of your draft with your teacher.</p> <p>SEL: Social Emotional Learning (see back of packet)</p> <p>ELL: Resources at the back of packet.</p>
		<p style="text-align: center;">What can you do to help your family today?</p>

KINDERGARTEN REGISTRATION



Overview

Families can complete kindergarten registration forms online or via hard copy for the 2020-21 school year. To be eligible for kindergarten for the 2020-21 school year, a child must be five years of age on or before August 31, 2020.

REGISTRATION OPTIONS

ONLINE

www.ferndalesd.org/kindergarten

HARD COPY

Forms available during school meal distributions at elementary schools on
Mondays, Wednesdays and Fridays from 11 am to 1 pm

Return completed packets via email, mail or drop box

Email

Completed packets can be returned by email to Darlene Patterson in the district's Teaching & Learning Department at Darlene.Patterson@ferndalesd.org.

Mail

Completed packets can be returned via mail and addressed as follows:

Ferndale School District
Attn: Darlene Patterson
PO Box 698
Ferndale, WA 98248

Drop box

Drop boxes are available to submit completed packets during meal distribution times from 11 am to 1 pm on Mondays, Wednesdays, and Fridays at all elementary school meal distribution sites. Please note, drop boxes are not available outside of the meal distribution times.

Ferndale School District Elementary Schools

Beach Elementary, 3786 Centerview Rd., Lummi Island
(360) 383-9440

Cascadia Elementary, 6175 Church Rd.
(360) 383-2300

Central Elementary, 5610 Second Ave.
(360) 383-9600

Custer Elementary, 7660 Custer School Rd.
(360) 383-9500

Eagleridge Elementary, 2651 Thornton Rd.
(360) 383-9700

Skyline Elementary, 2225 Thornton Rd.
(360) 383-9450

Who can I contact if I have questions?

For assistance, please call the Ferndale School District at (360) 383-9200. You may locate the school your child will attend by visiting the **InfoFinder** web page through the Families link of the district's web page at www.ferndalesd.org. Enter your home address to see your school attendance area.

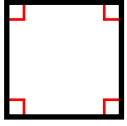
Monday

Subject	Materials	Learning Activity
Math	Video Link/ Geometry Reference pgs. Practice sheets	<p>Learning Goal: I can identify and name different quadrilaterals.I can name the different attributes of a polygon.</p> <p>Activity Instructions: Watch the video link Intro to quadrilaterals and/or refer to the reference pages and complete practice sheets</p>
Reading	Venn Diagram Recap page	<p>Learning Goal: I can compare and contrast myself to someone else I know.</p> <p>Activity Instructions: Read the Venn Diagram Recap and complete the activity.</p>
Writing	Video Lesson 9 Monday Directions Page	<p>Learning Goal: I can watch the video and/or read the directions to learn about the task for this week.</p> <p>Activity Instructions: This week you will be editing your draft. To learn how to do this, watch this video: https://youtu.be/1WkeTgTrLNY</p>
Special	Almost Summer Olympics pages	<p>Learning Goal: Have fun being active and creative.</p> <p>Activity Instructions: Complete activities to earn a Gold, Silver, or Bronze medal!</p>

Name: _____

Quadrilaterals

Quadrilaterals are any polygon with four sides and four angles.



Square

All sides are the same length; there are four right angles



Rectangle

Opposite sides are parallel and the same length; there are four right angles



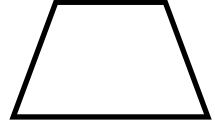
Parallelogram

Two pairs of opposite parallel sides



Rhombus

Two pairs of parallel sides; all sides are the same length

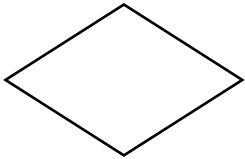


Trapezoid

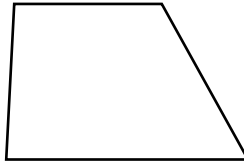
Only one pair of parallel sides

Write the name of each quadrilateral.

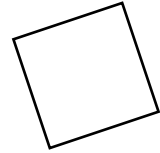
a.



b.



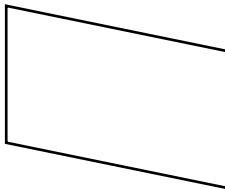
c.



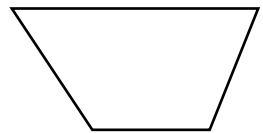
d.



e.



f.




g. How can you tell the difference between a parallelogram and a trapezoid?

h. How can you tell the difference between a square and a rhombus?

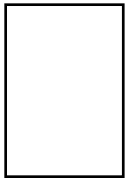
Name: _____

Polygons

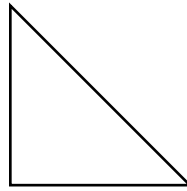


polygon name: **parallelogram**
number of sides: **4**
pairs of parallel sides: **2**
number of right angles: **0**

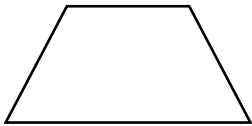
Fill in the blanks for each polygon.



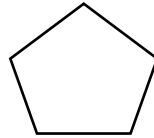
polygon name: _____
number of sides: _____
pairs of parallel sides: _____
number of right angles: _____



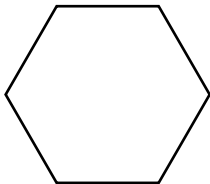
polygon name: _____
number of sides: _____
pairs of parallel sides: _____
number of right angles: _____



polygon name: _____
number of sides: _____
pairs of parallel sides: _____
number of right angles: _____



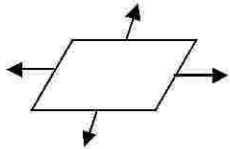

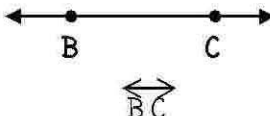
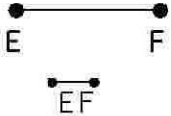

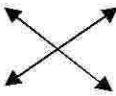

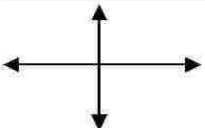
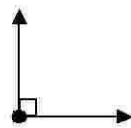
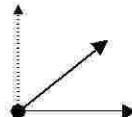

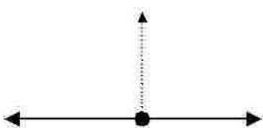
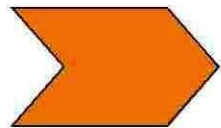
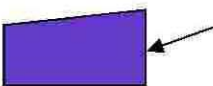
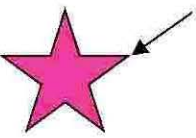
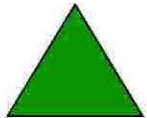

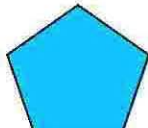
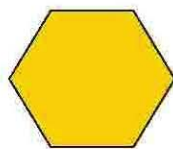
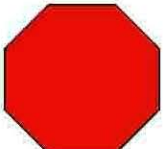
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number of sides: _____
pairs of parallel sides: _____
number of right angles: _____

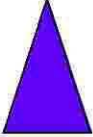

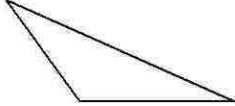
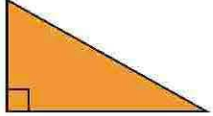
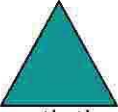
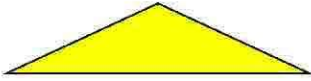

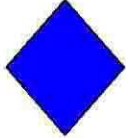



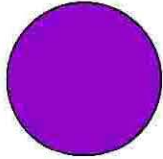
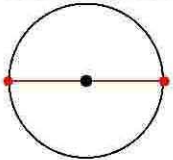

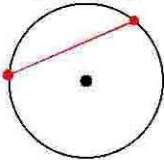

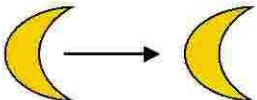
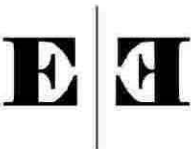
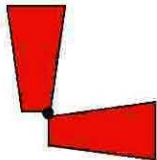
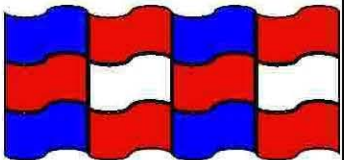


polygon name: _____
number of sides: _____
pairs of parallel sides: _____
number of right angles: _____

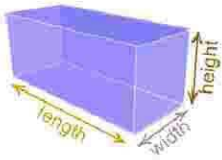


polygon name: _____
number of sides: _____
pairs of parallel sides: _____
number of right angles: _____

<p><u>Plane</u></p>  <p>An endless flat surface</p>	<p><u>Point</u></p>  <p>An exact location in space</p>	<p><u>Line</u></p>  <p>A straight path of points that goes on forever in opposite directions.</p>	<p><u>Line Segment</u></p>  <p>Part of a line that has two endpoints</p>
<p><u>Ray</u></p>  <p>Part of a line with one endpoint and continues endlessly in one direction</p>	<p><u>Intersecting Lines</u></p>  <p>Lines that cross at one point</p>	<p><u>Parallel Lines</u></p>  <p>Lines on the same plane that never intersect</p>	<p><u>Perpendicular Lines</u></p>  <p>Two intersecting lines that form right angles.</p>
<p><u>Right Angle</u></p>  <p>An angle that is a square corner: (90 degrees)</p>	<p><u>Acute Angle</u></p>  <p>An angle that is LESS than 90 degrees (Less than a right angle)</p>	<p><u>Obtuse Angle</u></p>  <p>An angle that is GREATER than 90 degrees (Greater than a right angle)</p>	<p><u>Straight Angle</u></p>  <p>An angle that forms a straight line. (180 degrees)</p>
<p><u>Polygon</u></p>  <p>A closed plane figure made up of line segments. It has all straight sides.</p>	<p><u>Side</u></p>  <p>A line segment that makes up part of a polygon</p>	<p><u>Vertex</u></p>  <p>Where two sides of a polygon meet. Plural = Vertices</p>	<p><u>Triangle</u></p>  <p>Any polygon with THREE Sides and Vertices</p>
<p><u>Quadrilateral</u></p>  <p>Any polygon with FOUR Sides and Vertices</p>	<p><u>Pentagon</u></p>  <p>Any polygon with FIVE Sides and vertices</p>	<p><u>Hexagon</u></p>  <p>Any polygon with SIX Sides and Vertices</p>	<p><u>Octagon</u></p>  <p>Any polygon with EIGHT Sides and Vertices</p>

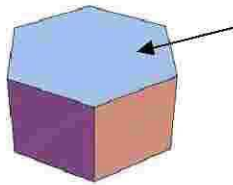
<p><u>Isosceles Triangle</u></p>  <p>A triangle with two congruent (equal) sides</p>	<p><u>Equilateral Triangle</u></p>  <p>A triangle with three congruent (equal) sides</p>	<p><u>Scalene Triangle</u></p>  <p>A triangle with NO congruent sides.</p>	<p><u>Right Triangle</u></p>  <p>A triangle that has a Right (90 degree) angle.</p>
<p><u>Acute Triangle</u></p>  <p>A triangle with three acute (less than 90 degree) angles</p>	<p><u>Obtuse Triangle</u></p>  <p>A triangle with one obtuse (more than 90 degree) angle</p>	<p><u>Parallelogram</u></p>  <p>Any quadrilateral that has opposite parallel sides.</p>	<p><u>Rhombus</u></p>  <p>Any parallelogram with all congruent (equal) sides.</p>
<p><u>Rectangle</u></p>  <p>A parallelogram with four right (90 degree) angles</p>	<p><u>Square</u></p>  <p>A rectangle with four congruent (equal) sides</p>	<p><u>Trapezoid</u></p>  <p>A quadrilateral with only one pair of parallel sides</p>	<p><u>Circle</u></p>  <p>A plane figure with all points equally distant from the center</p>
<p><u>Diameter</u></p>  <p>A line segment that connects two points on a circle and passes through the center point.</p>	<p><u>Radius</u></p>  <p>A line segment that the center point to any point on a circle</p>	<p><u>Chord</u></p>  <p>A line segment that connects two points on a circle without passing through the center point.</p>	<p><u>Circumference</u></p>  <p>The distance around a circle.</p>
<p><u>Translation</u></p>  <p>A change in position (slide) that moves a figure up, down, or sideways</p>	<p><u>Reflection</u></p>  <p>The mirror image of a figure</p>	<p><u>Rotation</u></p>  <p>Turning of an object around a pivot point</p>	<p><u>Tessellation</u></p>  <p>A repeating pattern with no gaps or overlays</p>

Solid Figure



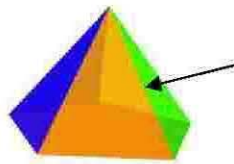
A figure with 3 dimensions—length, width, and height (depth). Solids may have curved surfaces.

Face



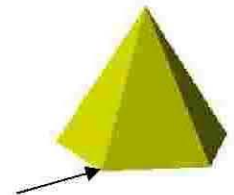
The flat surface of a solid

Edge



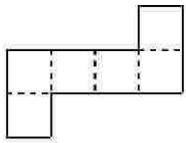
Where two faces meet

Vertex



Where three or more vertices of a solid figure meet

Net



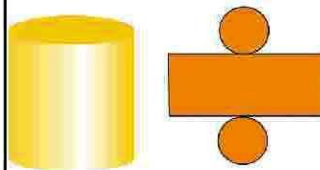
A pattern used to make a solid figure

Sphere



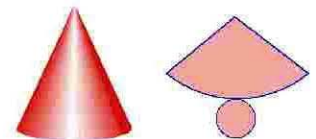
A solid figure with all points equally distant from the center point

Cylinder



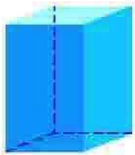
A solid figure with two congruent bases

Cone



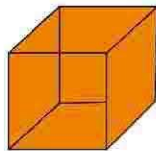
A solid figure with a circular base and a curved surface that meets at a point.

Rectangular Prism



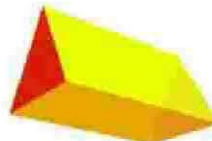
A solid figure with 6 rectangular faces

Cube



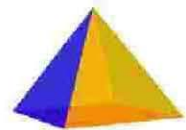
A rectangular prism with 6 square faces

Triangular Prism



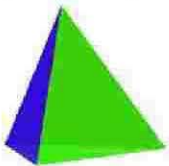
A solid figure with three rectangular faces and two triangular faces

Rectangular Pyramid



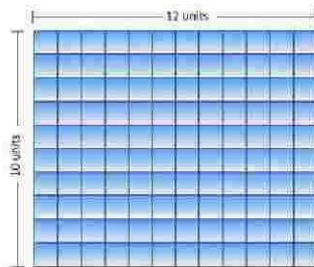
A solid with a rectangular base and triangles for all other faces

Triangular Pyramid



A solid with all triangular faces.

Area

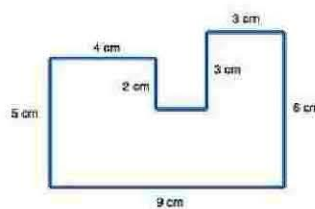


The number of square units needed to cover an region

Area of Rectangles
 $A = \text{length} \times \text{width}$
($A = \text{base} \times \text{width}$)

$A = \# \text{ of square units}$
or
 $A = \# \text{ of units}^2$

Perimeter

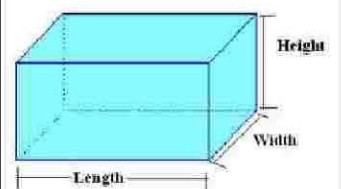


The distance around a figure. Perimeter is measured in linear units.

Perimeter of Rectangles:
 $P = \text{Side} + \text{Side} + \text{Side} + \text{Side}$
 $P = (2 \times \text{length}) + (2 \times \text{width})$

$P = \# \text{ of units}$

Volume

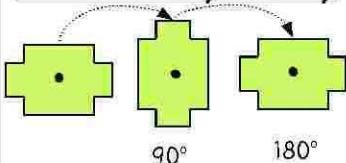


The number of cubic units needed to fill a solid figure.

$V = \text{length} \times \text{width} \times \text{height}$

$V = \# \text{ of cubic units}$
or
 $V = \# \text{ of units}^3$

Rotational Symmetry



When a figure can rotate onto itself in less than a full (360°) turn

Compare and Contrast Recap

When you **compare** something, you are telling how they are

_____.

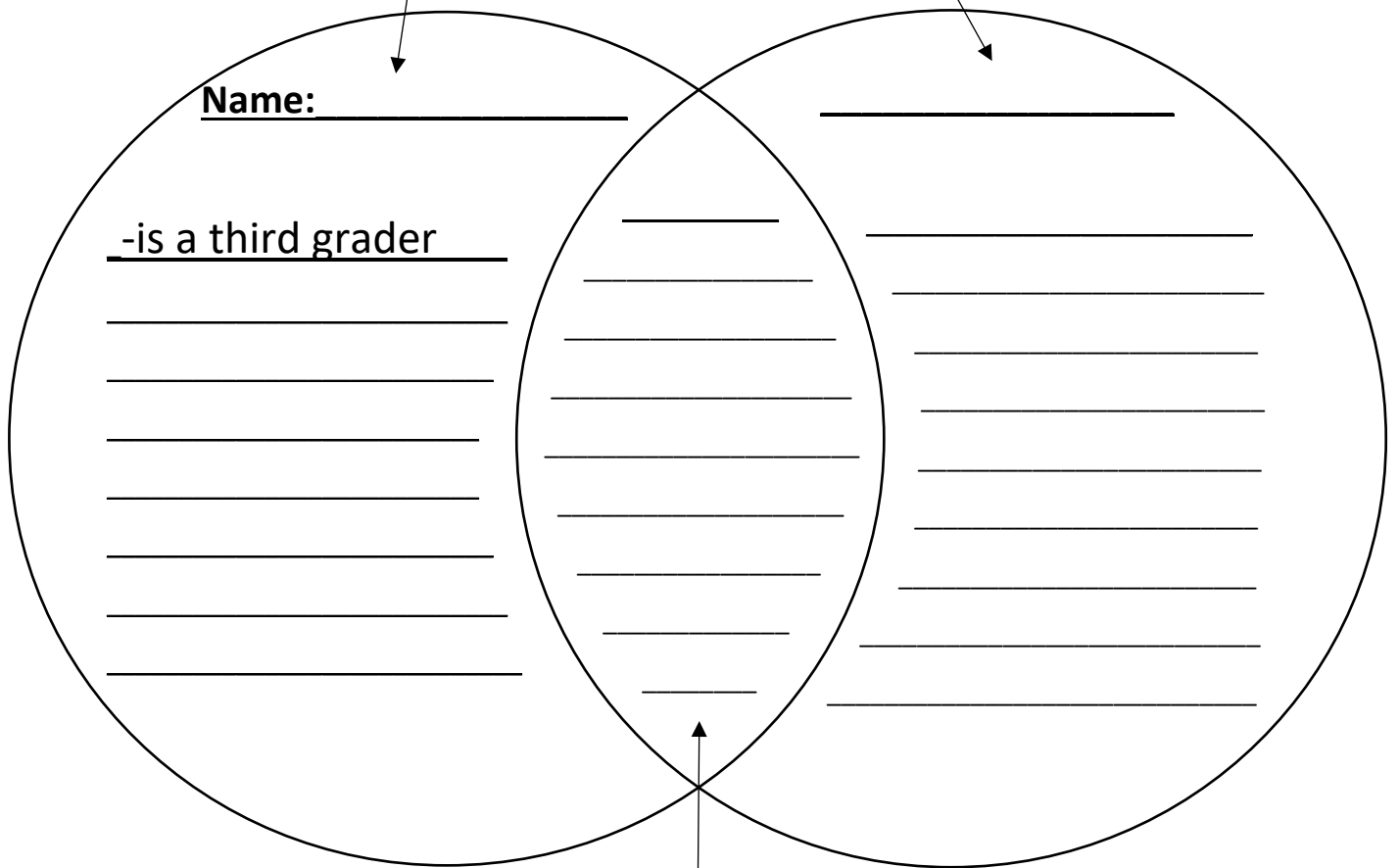
When you **contrast** something, you are telling how they are

_____.

Last week you filled in a Venn Diagram that compared and contrasted cats and dogs. This week you are going to compare yourself to someone else. You may choose to compare yourself to a sibling, an adult you live with, or one of your friends. Try to think of as many things as you can for each section!

In this section you write things that are only true about you.

In this section you write things that are only true about the person you chose.



In this section you write things that are true about both you and who you chose.

Opinion Writing Lesson 9

Monday June 1st

Editing

Learning Target: I can watch the video and/or read the directions to learn about the task for this week.

Directions: This week you will be editing your draft. To learn how to do this, watch this video: <https://youtu.be/1WkeTgTrLNY>

If you are not able to watch the video, here is what it says:

Editing is how we make our writing look better. You probably made some mistakes, and now we are going to go back and try and fix these errors.

First, you are going to take out your draft and re-read it. You will re-read your draft three times, over three days, to look for something different each time. You may want to read your writing out loud. Sometimes it is easier to find your mistakes this way.

- **Tuesday:** The first time you read over it you will check for spelling. Do you have words that look like they aren't spelled correctly? Can you fix that spelling? Did you spell all the "3rd grade words" correctly?
- **Wednesday:** The second time you read it you will check your grammar. Do your sentences make sense?
- **Thursday:** The third time you re-read, make sure the punctuation is correct. Check for capitals at the beginning of sentences, and ending punctuation (periods, exclamation points, and question marks) at the end.

You will make all these changes right on your draft.

Happy editing 3rd graders!

Tuesday

Subject	Materials	Learning Activity
Math	Geometry Ref. Sheets, Geometry Riddles	<p>Learning Goal: I can name/identify quadrilaterals using attribute clues.</p> <p>Activity Instructions: Read the riddles carefully and solve. Do your best to draw the quadrilaterals.</p>
Reading	<u>The Goose That Laid the Golden Eggs</u> and vocabulary sheet	<p>Learning Goal: I can read the passage.</p> <p>Activity Instructions: Read <u>The Goose That Laid the Golden Eggs</u>. Re-read the fable, underlining or highlighting any words you don't know. Make sure you know those unknown words: ask a family member or your teacher! Optional Fun: Watch the 'What is a Fable' video: https://www.youtube.com/watch?v=ruX6oQeLC3M</p>
Writing	Your draft	<p>Learning Goal: I can edit my draft focusing on spelling.</p> <p>Activity Instructions: Today your job is to read your draft out loud and focus on your spelling. Did you spell all the "3rd grade words" correctly? If you need to make any changes, go ahead and do it right on your draft.</p>
Special	Almost Summer Olympics Pages	<p>Learning Goal: Have fun being active and creative.</p> <p>Activity Instructions: Complete activities to earn a Gold, Silver, or Bronze medal!</p>

Name: _____

Quadrilateral RIDDLES

3. GA. 1



Directions: Solve each riddle. Use your template to draw and write the name of each quadrilateral.

Each name may only be used once.

<p>I have 4 equal sides. I have 4 right angles. What am I?</p>	<p>I am another name for a quadrilateral that has two sets of parallel sides. I can describe a square or rectangle but not a trapezoid. What am I?</p>
<p>I am a quadrilateral (4 sides). I only have <u>one</u> set of parallel sides. What am I?</p>	<p>I have 4 equal sides and 4 vertices. I have no right angles. What am I?</p>
<p>I have 4 sides and 4 right angles. My top and bottom are equal and my left and right are equal. What am I?</p>	<p>Make up your own polygon riddle for a partner to solve!</p>

The Goose That Laid the Golden Eggs

This text is provided courtesy of OLogy, the American Museum of Natural History's website for kids.



There once was a man who owned a wonderful goose. Every morning, the goose laid for him a big, beautiful egg - an egg made of pure, shiny, solid gold. Every morning, the man collected golden eggs. And little by little, egg by egg, he began to grow rich. But the man wanted more.

"My goose has all those golden eggs inside her," he kept thinking. "Why not get them all at once?"

One day he couldn't wait any longer. He grabbed the goose and killed her. But there were no eggs inside her!

"Why did I do that?" the man cried! "Now there will be no more golden eggs."

Opinion Writing Lesson 9

Tuesday June 2nd

Editing

Learning Target: I can edit my draft focusing on spelling.

Directions: Today your job is to read your draft out loud and focus on your spelling. Do you have words that look like they aren't spelled correctly? Can you fix that spelling? Did you spell all the "3rd grade words" correctly? If you need to make any changes, go ahead and do it right on your draft.

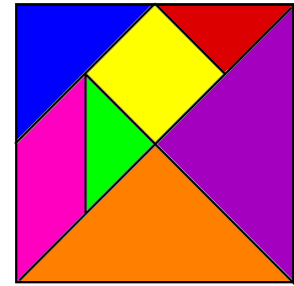
Check the box below after editing your draft:

My editing checklist: Spelling	
All words that 3 rd graders should know are spelled correctly.	

Wednesday

Subject	Materials	Learning Activity
Math	Video Link, Tangram learning pages scissors	<p>Learning Goal: I can explore attributes of polygons with Tangrams.</p> <p>Activity Instructions: Watch the Video Link: Grandfather Tang Explore polygons using Tangrams! Cut out the Tangrams and complete at least 2 activities. Feel free to try more!</p>
Reading	The Ants and the Grasshopper passage, reuse vocab sheet from yesterday.	<p>Learning Goal: I can read the passage.</p> <p>Activity Instructions: Read <u>The Ants and the Grasshopper</u>. Re-read the fable, underlining or highlighting any words you don't know. Make sure you know those unknown words: ask a family member or your teacher! Optional fun: How to draw an ant: https://www.youtube.com/watch?v=PP4zB2VzdVO</p>
Writing	Your draft	<p>Learning Goal: I can edit my draft focusing on grammar.</p> <p>Activity Instructions: Today your job is to read your draft out loud a second time. This time, focus on your grammar. If you need to make any changes, go ahead and do it right on your draft.</p>
Special	Almost Summer Olympic Pages	<p>Learning Goal: Have fun being active and creative.</p> <p>Activity Instructions: Complete activities to earn a Gold, Silver, or Bronze medal!</p>

Tangram Polygon Explorations



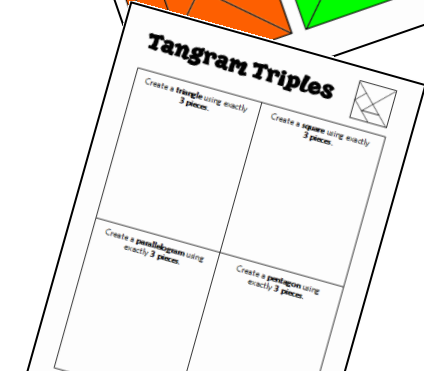
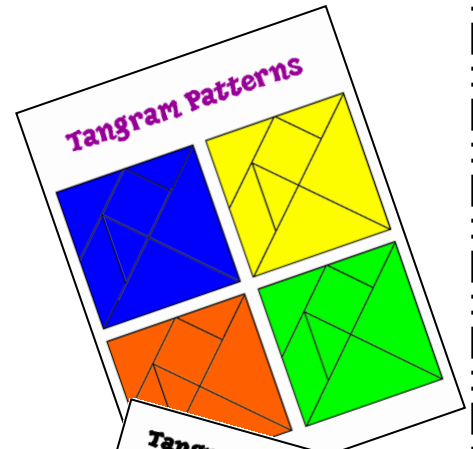
Created by Laura Candler

A tangram is an ancient Chinese puzzle with 7 specific pieces that fit perfectly together to form a square. Those 7 pieces are 2 large triangles, 1 medium triangle, 2 small triangles, a square, and a parallelogram. Children enjoy playing with tangrams and using them to create silhouettes of animals and objects.

I've also found that tangrams are excellent for exploring and reinforcing polygon concepts. Duplicate, laminate, and cut apart one set of tangram patterns for each student, or use plastic tangram shapes. Make sure students start by counting to be sure they have all 7 pieces. It's also best if students who are seated near each other have different colored sets of tangrams.

Start by discussing the various shapes and their attributes, using precise mathematical terms. Then challenge students to create specific polygons with one or more of their tangram pieces, without overlapping them. It's best to start out very simply with the Tangram Doubles activity on page 7 and work up to the more difficult challenges on pages 10 and 11. Give each student one page and work through each challenge, one at a time, allowing students to demonstrate their solutions on an overhead projector or with a document camera. Students will be able to trace their solutions on that page. For example, students might draw the arrangement shown on the right for the problem, "Create a triangle using exactly 2 pieces." As the activity pages become increasingly more difficult, you will no longer be able to trace their pieces but will have to draw their solutions to scale.

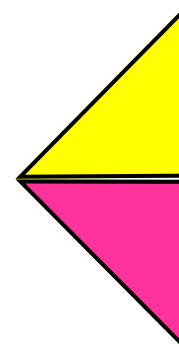
Please note that some solutions are not possible. For example, it's not possible to make a rectangle with 2 pieces (unless the rectangle is a square). Students should write "No solution" if they are absolutely certain that it's not possible to create the given polygon.



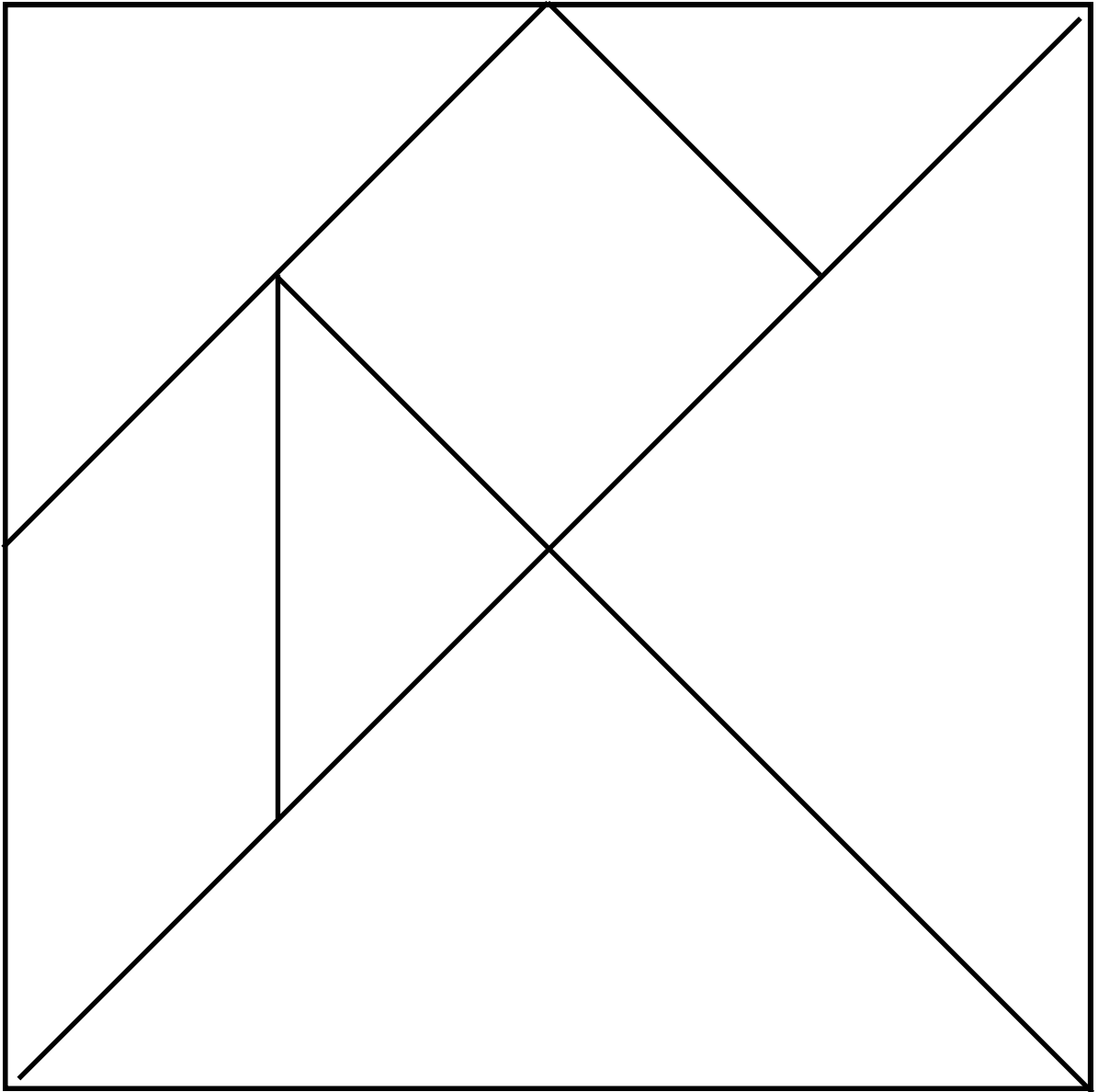
Tangram Polygon Super Challenge Name: _____

For each polygon, use different numbers of tangram pieces. Draw your shape on the grid below. Some shapes may not be possible.

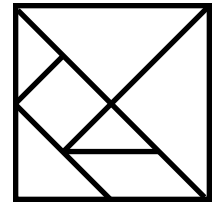
# of Pieces	1	2	3	4	5	6	7
Square							
Triangle							
Trapezoid							
Parallelogram							
Pentagon							



Tangram Pattern



Tangram Duos



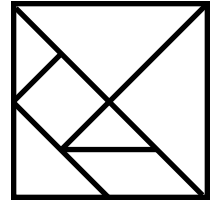
Create a **triangle** using exactly
2 pieces.

Create a **square** using exactly
2 pieces.

Create a **parallelogram** using
exactly 2 pieces.

Create a **trapezoid** using
exactly 2 pieces.

Tangram Triples



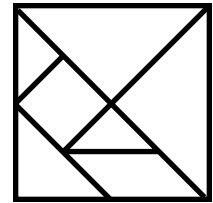
Create a **triangle** using exactly
3 pieces.

Create a **square** using exactly
3 pieces.

Create a **parallelogram** using
exactly 3 pieces.

Create a **pentagon** using
exactly 3 pieces.

Tangram Quads



Create a **triangle** using exactly
4 pieces.

Create a **square** using exactly
4 pieces.

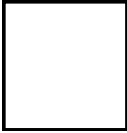
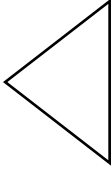
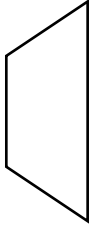
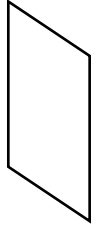
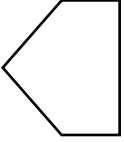
Create a **parallelogram** using
exactly 4 pieces.

Create a **trapezoid** using
exactly 4 pieces.

Tangram Polygon Super Challenge

Name _____

Try making the polygons using different numbers of tangram pieces. Draw your findings on the chart below. Some solutions may not be possible.

# of Pieces →	1	2	3	4	5	6	7
 Square							
 Triangle							
 Trapezoid							
 Parallelogram							
 Pentagon							

The Ants and the Grasshopper

by Aesop

This text is from "Aesop's Fables."



One bright day in late autumn a family of Ants was bustling about in the warm sunshine, drying out the grain they had stored up during the summer, when a starving Grasshopper, his fiddle under his arm, came up and humbly begged for a bite to eat.

"What!" cried the Ants in surprise. "Haven't you stored anything away for the winter? What in the world were you doing all last summer?"

"I didn't have time to store up any food," whined the Grasshopper. "I was so busy making music that before I knew it the summer was gone."

The Ants shrugged their shoulders in disgust.

"Making music, were you?" they cried. "Very well; now dance!" And they turned their backs on the Grasshopper and went on with their work.

There's a time for work and a time for play.

Opinion Writing Lesson 9
Wednesday June 3rd
Editing

Learning Target: I can edit my draft focusing on grammar.

Directions: Today your job is to read your draft out loud a second time. This time, focus on your grammar. Do your sentences make sense? Is each sentence a complete thought? Did you follow the rules of English? If you need to make any changes, go ahead and do it right on your draft.

Check each box below after editing that part of your draft:

My editing checklist: Grammar	
My sentences make sense.	
Each sentence is a complete thought.	
I followed the rules of English.	
Each paragraph is indented.	

Thursday

Subject	Materials	Learning Activity
Math	Strengthen mult.page, Chart Start, Grid paper	<p>Learning Goal: Spiral Review! Keeping skills sharp! I can fluently multiply and divide within 100.</p> <p>Activity Instructions: Read <i>Strengthen Multiplication</i>. Complete <i>Chart Start</i>, then use the grid paper to make your own mult. chart!</p>
Reading	Use both passages to fill in the Venn Diagram	<p>Learning Goal: I can compare and contrast the two fables.</p> <p>Activity Instructions: Reread each passage and then fill out the Venn Diagram using information from the fables. Optional fun: Watch <u>The Ants and the Grasshopper</u> in Spanish: https://www.youtube.com/watch?v=vXWnZLmtmGI</p>
Writing	Your draft	<p>Learning Goal: I can edit my draft focusing on punctuation.</p> <p>Activity Instructions: Today your job is to read your draft out loud a third time. This time, focus on your punctuation.</p>
Special	Almost Summer Olympic Pages	<p>Learning Goal: Have fun being active and creative.</p> <p>Activity Instructions: Complete activities to earn a Gold, Silver, or Bronze medal!</p>

Strengthen Your Multiplication Fact Understanding

It's really important to see the *patterns with multiplication*. Making a facts chart helps with this! **There are three sheets to use with this activity:**

- 1) A fully complete **multiplication chart up to 10 x 10** (You may use this to study patterns and as a check sheet after you make your own.)
- 2) **“Chart Start”**- already has factors on edges, just write in products using what you know about multiplication. Then check your work!
- 3) **Light grid paper** for building your own. (The goal is to have such a solid understanding of how your math facts relate to one another that you can create your own chart given grid square paper and a pencil.)

Directions to make your own multiplication chart:

- Put an “x” in the upper left corner of the blank grid.
- Add some horizontal and vertical lines (a ruler helps).
- Number 1-10 horizontally and vertically
 - At this point, you have made a "chart start"
 - An adult can help you set up your chart start if need be.
- Now fill in the "easy patterns" - 1s, 2s, 5s, 10s, horizontally and vertically. Filling in the easier patterns provides some checkpoints.
- From here on out, *it is up to you* what to do next, but it usually is good to do the 4s, 3s, 9s, 8s, and 7s.

The *cool thing* about this is that doing this really *helps you see all of the patterns*, especially the symmetry with the 9s

It is also helpful to use a yellow highlighter to show those last, toughest facts because it helps you see how many duplicate facts are on the chart!

X	1	2	3	4	5	6	7	8	9	10										
1	1	2	3	4	5	6	7	8	9	10										
2	2	4	6	8	10	12	14	16	18	20										
3	3	6	9	12	15	18	21	24	27	30										
4	4	8	12	16	20	24	28	32	36	40										
5	5	10	15	20	25	30	35	40	45	50										
6	6	12	18	24	30	36	42	48	54	60										
7	7	14	21	28	35	42	49	56	63	70										
8	8	16	24	32	40	48	56	64	72	80										
9	9	18	27	36	45	54	63	72	81	90										
10	10	20	30	40	50	60	70	80	90	100										

The Goose that Laid the Golden Egg

The Ant and the Grasshopper

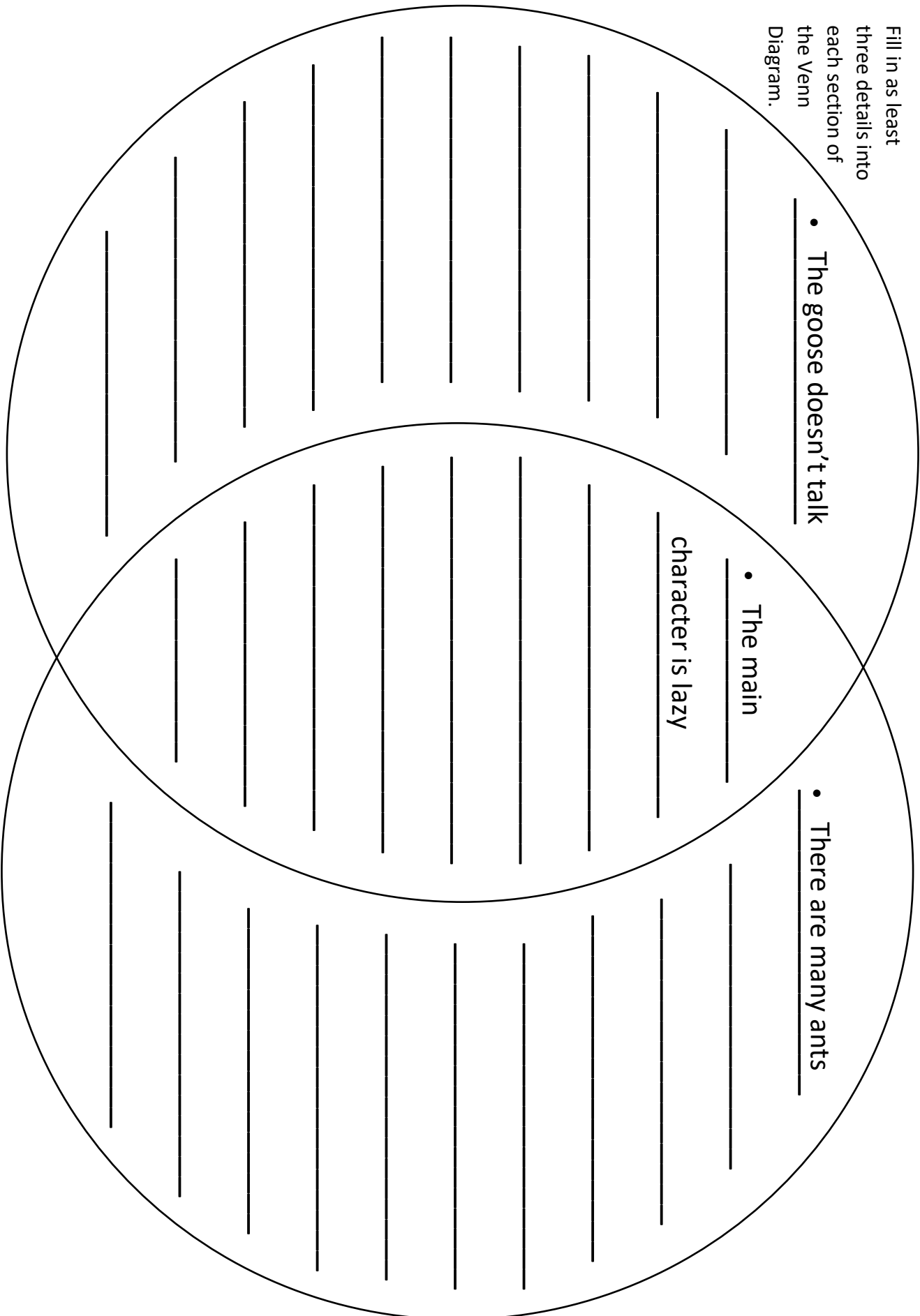
Fill in as least three details into each section of the Venn Diagram.

• The goose doesn't talk

• The main

• There are many ants

character is lazy



Opinion Writing Lesson 9
Thursday June 4th
Editing

Learning Target: I can edit my draft focusing on punctuation.

Directions: Today your job is to read your draft out loud a third time. This time, focus on your punctuation. Check for capitals at the beginning of sentences, and ending punctuation (periods, exclamation points, and questions marks) at the end. If you need to make any changes, go ahead and do it right on your draft.

Check each box below after editing that part of your draft:

My editing checklist: Punctuation	
Each sentence starts with a capital.	
Each sentence ends with an ending mark (! . ?).	

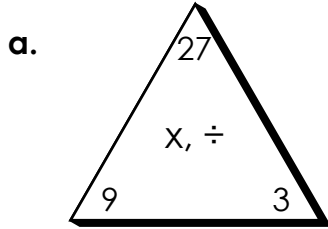
Friday

Subject	Learning Activity
Math	Reflection: Feedback and Fact Friday! Complete the fact family triangles. Choose your favorite math activity from the week to share with your teacher.
Reading	Reflection: What was your favorite fable from the last two weeks? What would you like to learn more about? Contact your teacher with questions and tell them about your favorite fable. Optional fun: Create you own fable to share with your teacher: https://www.youtube.com/watch?v=FQrfC54ygG0
Writing	Reflection: Share your final version of your draft with your teacher. Next week you will put it all together and publish the final version of your essay!
Social- Emotional Learning	Watch the video on animal breathing and practice with a family member. Use the worksheets when you have a strong feeling and need to solve a problem (see worksheets at back of packet). Video: https://bit.ly/3e55dRB

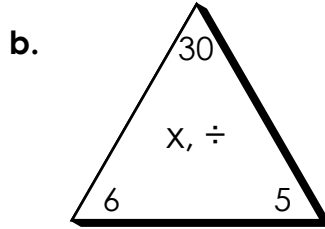
Name: _____

Fact Families

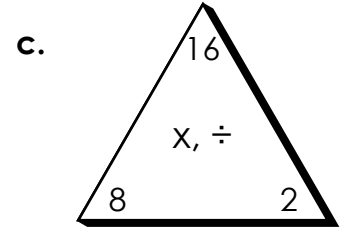
Use multiplication and division to write the fact family for each.



$$\begin{array}{l} ___ \times ___ = ___ \\ ___ \times ___ = ___ \\ ___ \div ___ = ___ \\ ___ \div ___ = ___ \end{array}$$

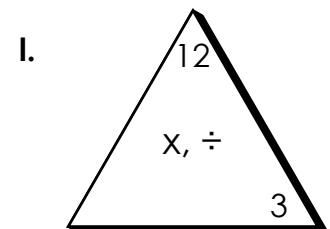
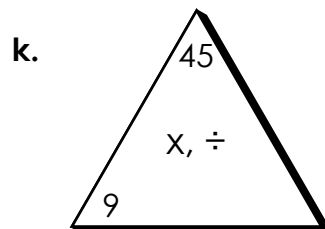
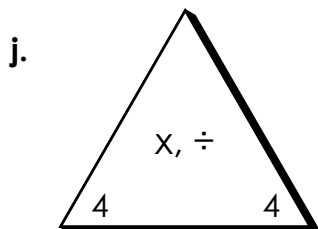
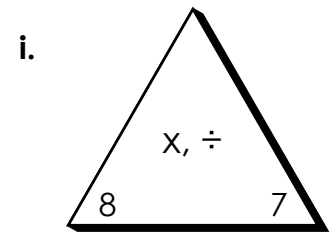
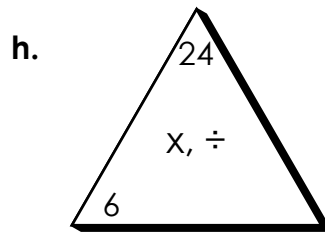
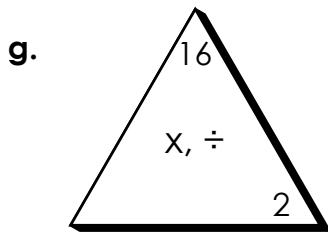
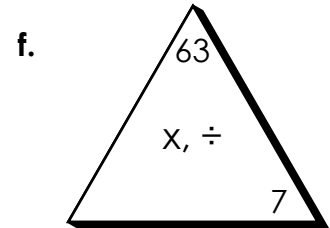
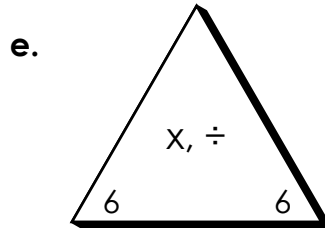
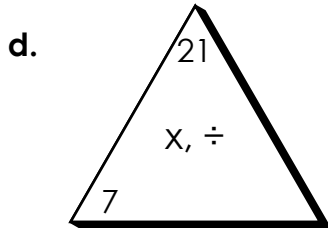


$$\begin{array}{l} ___ \times ___ = ___ \\ ___ \times ___ = ___ \\ ___ \div ___ = ___ \\ ___ \div ___ = ___ \end{array}$$



$$\begin{array}{l} ___ \times ___ = ___ \\ ___ \times ___ = ___ \\ ___ \div ___ = ___ \\ ___ \div ___ = ___ \end{array}$$

Use multiplication and division to fill in the missing fact in each family.



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Weekly Reflection

<p>Something I did well:</p>	<p>Something I need to work on:</p>
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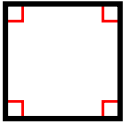
<p>Questions for a teacher and/or parent comments:</p>

Extra work space

ANSWER KEY

Quadrilaterals

Quadrilaterals are any polygon with four sides and four angles.



Square

All sides are the same length; there are four right angles



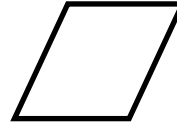
Rectangle

Opposite sides are parallel and the same length; there are four right angles



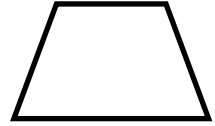
Parallelogram

Two pairs of opposite parallel sides



Rhombus

Two pairs of parallel sides; all sides are the same length

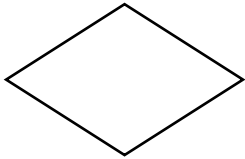


Trapezoid

Only one pair of parallel sides

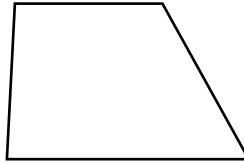
Write the name of each quadrilateral.

a.



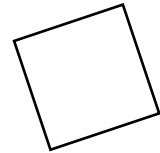
RHOMBUS

b.



TRAPEZOID

c.



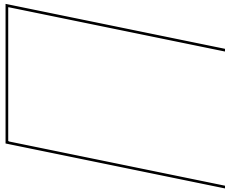
SQUARE

d.



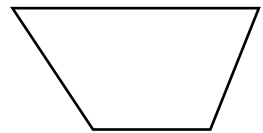
RECTANGLE

e.



PARALLELOGRAM

f.



TRAPEZOID

g. How can you tell the difference between a parallelogram and a trapezoid?

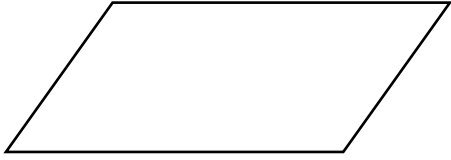
A parallelogram has two pairs of opposite parallel sides while a trapezoid has only one pair of parallel sides.

h. How can you tell the difference between a square and a rhombus?

Both have four equal side lengths but a square must also have four right angles. Rhombus angles don't have to be right angles.

ANSWER KEY

Polygons



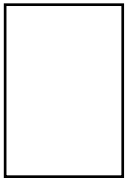
polygon name: **parallelogram**

number of sides: **4**

pairs of parallel sides: **2**

number of right angles: **0**

Fill in the blanks for each polygon.

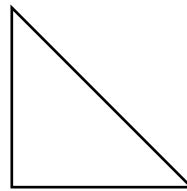


polygon name: **rectangle**

number of sides: **4**

pairs of parallel sides: **2**

number of right angles: **4**

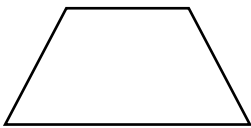


polygon name: **right triangle**

number of sides: **3**

pairs of parallel sides: **0**

number of right angles: **1**

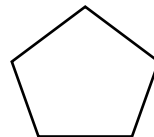


polygon name: **trapezoid**

number of sides: **4**

pairs of parallel sides: **1**

number of right angles: **0**

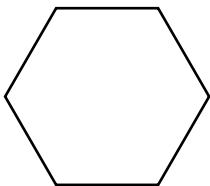


polygon name: **pentagon**

number of sides: **5**

pairs of parallel sides: **0**

number of right angles: **0**



polygon name: **hexagon**

number of sides: **6**

pairs of parallel sides: **3**

number of right angles: **0**



polygon name: **square**

number of sides: **4**

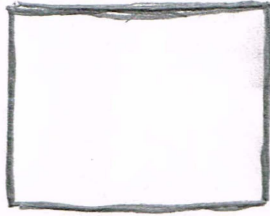
pairs of parallel sides: **2**

number of right angles: **4**

I have 4 equal sides.

I have 4 right angles.

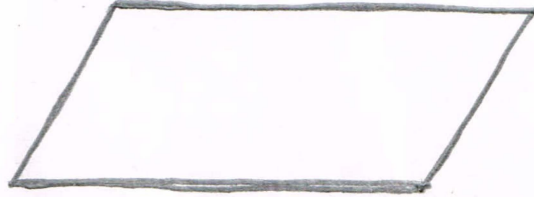
What am I?



square

I am another name for a quadrilateral that has two sets of parallel sides. I can describe a square or rectangle but not a trapezoid.

What am I?

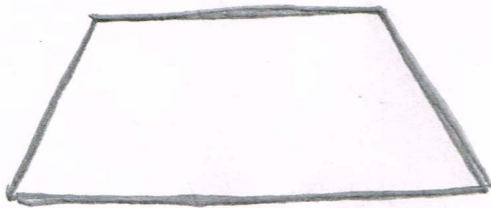


parallelogram

I am a quadrilateral (4 sides).

I only have one set of parallel sides.

What am I?

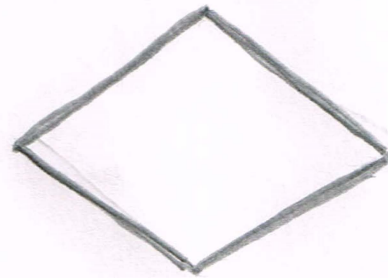


trapezoid

I have 4 equal sides and 4 vertices.

I have no right angles.

What am I?



rhombus

I have 4 sides and 4 right angles.

My top and bottom are equal and my left and right are equal. What am I?



rectangle

Make up your own polygon riddle for a partner to solve!


I am a polygon.
I have 5 sides.
I have no right angles. What am I?

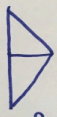
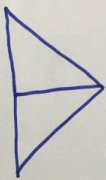
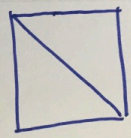


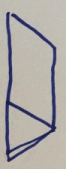


regular pentagon

Teacher's Copy


Tangram Duos

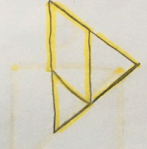
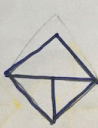
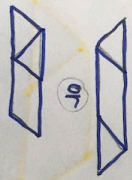

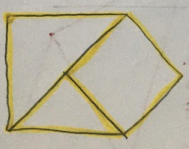


<p>Create a triangle using exactly 2 pieces.</p>  <p style="text-align: center;">or</p> 	<p>Create a square using exactly 2 pieces.</p>  <p style="text-align: center;">or</p> 
<p>Create a parallelogram using exactly 2 pieces. <i>(4 sides, opposite sides are Parallel)</i></p> 	<p>Create a trapezoid using exactly 2 pieces. <i>(4 sides, one pair of parallel sides)</i></p> 

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
Tangram Triples

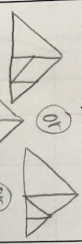
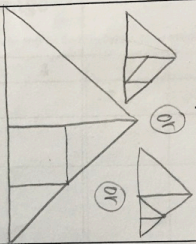
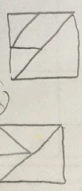
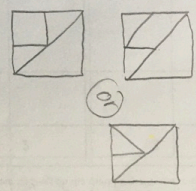
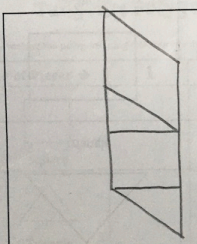
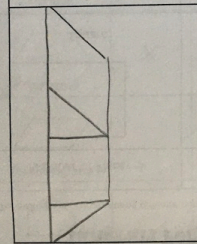


<p>5 Create a triangle using exactly 3 pieces.</p> 	<p>6 Create a square using exactly 3 pieces.</p> 
<p>7 Create a parallelogram using exactly 3 pieces.</p>  <p style="text-align: center;">or</p> 	<p>8 Create a pentagon using exactly 3 pieces.</p> 

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Tangram Quads



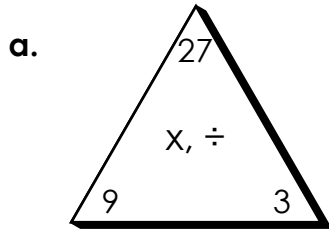
<p>9 Create a triangle using exactly 4 pieces.</p>  <p style="text-align: center;">or</p> 	<p>10 Create a square using exactly 4 pieces.</p>  <p style="text-align: center;">or</p> 
<p>11 Create a parallelogram using exactly 4 pieces.</p> 	<p>12 Create a trapezoid using exactly 4 pieces.</p> 

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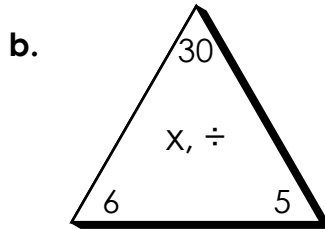
ANSWER KEY

Fact Families

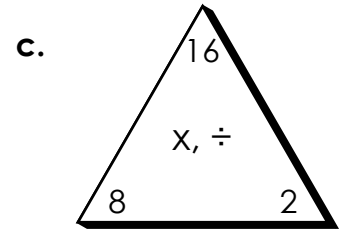
Use multiplication and division to write the fact family for each.



$$\begin{array}{r} \underline{9} \times \underline{3} = \underline{27} \\ \underline{3} \times \underline{9} = \underline{27} \\ \underline{27} \div \underline{9} = \underline{3} \\ \underline{27} \div \underline{3} = \underline{9} \end{array}$$

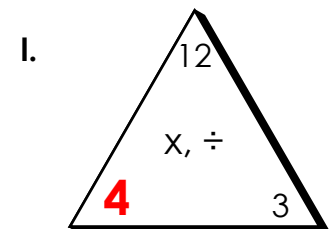
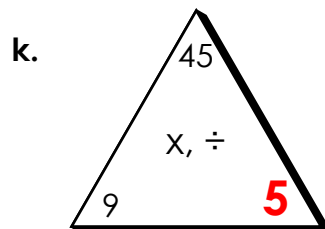
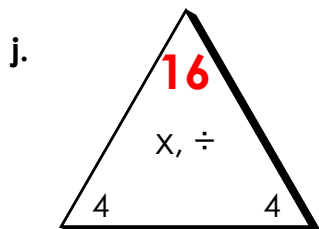
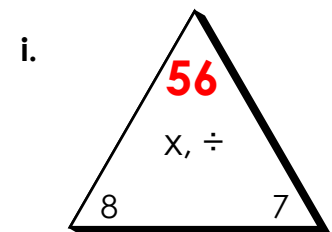
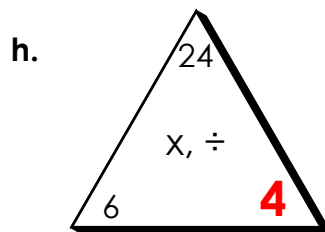
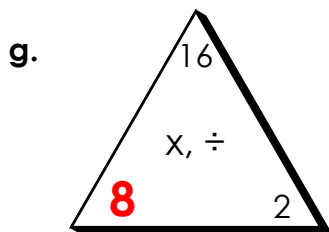
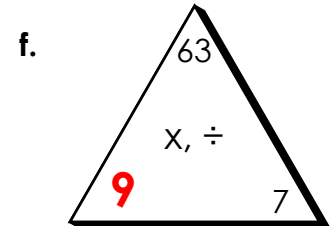
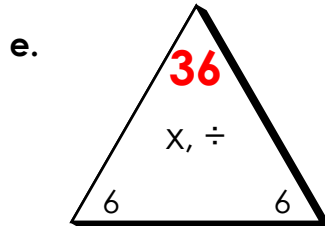
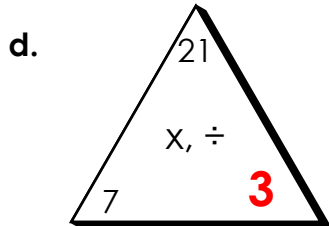


$$\begin{array}{r} \underline{6} \times \underline{5} = \underline{30} \\ \underline{5} \times \underline{6} = \underline{30} \\ \underline{30} \div \underline{6} = \underline{5} \\ \underline{30} \div \underline{5} = \underline{6} \end{array}$$



$$\begin{array}{r} \underline{8} \times \underline{2} = \underline{16} \\ \underline{2} \times \underline{8} = \underline{16} \\ \underline{16} \div \underline{8} = \underline{2} \\ \underline{16} \div \underline{2} = \underline{8} \end{array}$$

Use multiplication and division to fill in the missing fact in each family.

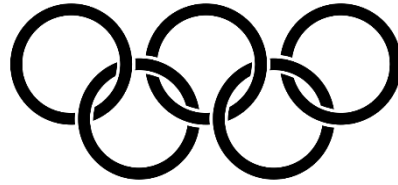


Reading Log

Goal: Read 20 minutes each day!

Book Title	Time Spent Reading

K-5 Music & PE Olympics



Almost Summer 2020 Olympic Games

Here are some music and PE activities you can do with your family.

Bronze Medal = Complete bottom row

Silver Medal = Complete bottom and middle rows

Gold Medal = Complete all activities

GOLD	Take your pulse before and after. Make 4 patterns of movement that last 8 beats. Perform all the patterns with your favorite song.				
SILVER	Choose at least 4 movements to show different musical styles changing every 8 beats. Show ragdoll, robot, sloth, sprinkler, disco, karate, and/or ballerina styles.	Complete a 10 minute marathon		Make an idiophone/percussion instrument. Write an 8-beat rhythm using real music notes or invent your own symbols. Play the pattern with your favorite song.	
BRONZE	Go on a walk or ride your bike for at least 20 minutes three times this week	Ask a family member, "If you could meet any musician, past or present, who would it be. Why?"	Challenge a family member to get the most steps or activity minutes per day	Sing the ABC's and match your feet to the beat while you walk. Change the tempo (speed) by crawling, marching, and running.	Check your pulse (count heartbeats for 10 seconds) then do one minute of jumping jacks. Now check your pulse again.

Have fun being active and creative together--email your medal level to your music and PE teachers when you're finished.

How I Feel...

Your feelings and emotions change many times throughout the day. At times, it can be challenging to explain how you feel. Take time to think through these feelings and discover ways you can smile.

Right now I feel _____.

I feel this way because _____.

Who can I talk to? _____.

What are some things I can do to make me or someone else smile? Write or draw below!



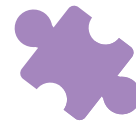
Listen to music!



Go for a walk!



Draw a picture!



Do a puzzle!



Dance!

My Story

What happened is _____

At the time, I was feeling _____

At the time, I was thinking _____

Since it happened I have been thinking _____

The person or people who were harmed are _____

This is how they were harmed _____

My Plan

This is what I can do to make things better _____

To prevent something like this happening again, I can use these *Second Step* skills. (Check off the skills below)

<p>Skills for Learning</p> <p><input type="checkbox"/> Listen</p> <p><input type="checkbox"/> Focus Attention</p> <p><input type="checkbox"/> Use self-talk</p> <p><input type="checkbox"/> Be assertive</p>	<p>Empathy</p> <p><input type="checkbox"/> Ask myself "How does the other person feel?"</p> <p><input type="checkbox"/> Look at the person's face and body for clues</p> <p><input type="checkbox"/> Ask myself "What is this person's point of view?"</p> <p><input type="checkbox"/> Think of how I can help</p> <p><input type="checkbox"/> Think of a kind thing to say</p>
<p>How to Calm Down</p> <p><input type="checkbox"/> Stop: Use my signal</p> <p><input type="checkbox"/> Name my feeling</p> <p><input type="checkbox"/> Calm down</p> <p><input type="checkbox"/> Breathe <input type="checkbox"/> Count <input type="checkbox"/> Use positive self talk</p>	<p>Problem-Solving</p> <p><input type="checkbox"/> S: Say the Problem (without blame)</p> <p><input type="checkbox"/> T: Think of solutions (safe and respectful)</p> <p><input type="checkbox"/> E: Explore consequences (what could happen if...)</p> <p><input type="checkbox"/> P: Pick the best solution (make my plan)</p>

(CHILD'S NAME)	(DATE)	(ADULT'S SIGNATURE)
----------------	--------	---------------------

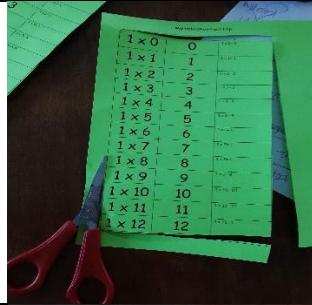
ELL Resources

The pages that follow are activities, supportive resources, or translated materials designed to support students who are learning English. All these materials align with the activities provided by the grade level teachers in this week's learning packet. Although these items are designed with ELL students in mind, all students are welcome to use them.

Las páginas que siguen son actividades, recursos de apoyo o materiales traducidos diseñados para apoyar a los estudiantes que están aprendiendo inglés. Todos estos materiales se alinean con las actividades proporcionadas por los maestros de nivel de grado en el paquete de aprendizaje de esta semana. Aunque estos artículos están diseñados para apoyar a los estudiantes ELL, cualquier estudiante puede usarlos.

Multiplication Flip Book Directions

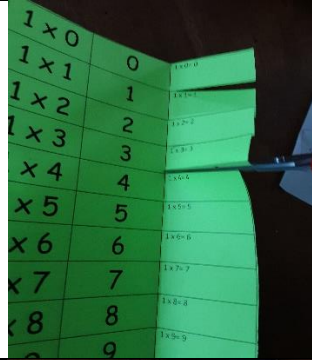
1. Cut outside border



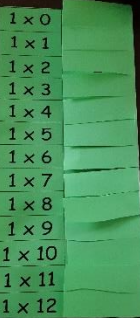
2. Fold the right column.



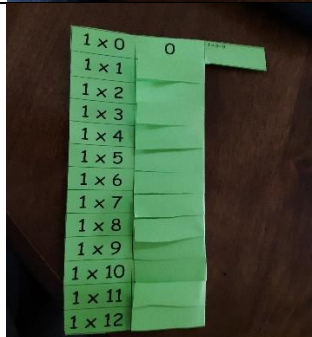
3. Cut the folded right column flaps.



4. Fold all flaps over.

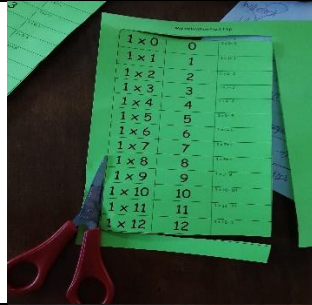


5. Practice saying the equation aloud.



Direcciones de libro de multiplicación

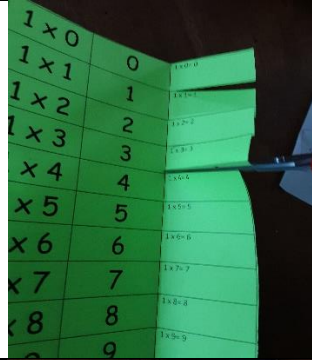
1. Cortar el borde exterior.



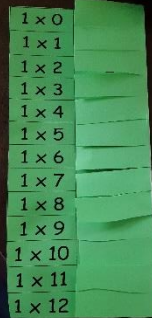
2. Dobla la columna derecha.



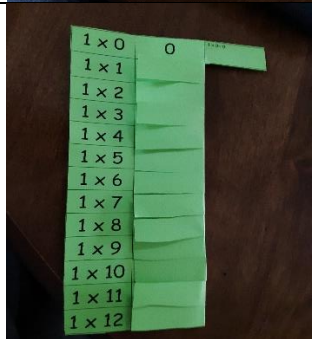
3. Cortar el doblado a la derecha solapas de columna.



4. Doblar todas las aletas.



5. Practica decir el ecuación en voz alta.



Multiplication Fact Flip

9×0	0	$1 \times 0 = 0$
9×1	9	$9 \times 1 = 9$
9×2	18	$9 \times 2 = 18$
9×3	27	$9 \times 3 = 27$
9×4	36	$9 \times 4 = 36$
9×5	45	$9 \times 5 = 45$
9×6	54	$9 \times 6 = 54$
9×7	63	$9 \times 7 = 63$
9×8	72	$9 \times 8 = 72$
9×9	81	$9 \times 9 = 81$
9×10	90	$9 \times 10 = 90$
9×11	99	$9 \times 11 = 99$
9×12	108	$9 \times 12 = 108$

Multiplication Fact Flip

10×0	0	$10 \times 0 = 0$
10×1	10	$10 \times 1 = 10$
10×2	20	$10 \times 2 = 20$
10×3	30	$10 \times 3 = 30$
10×4	40	$10 \times 4 = 40$
10×5	50	$10 \times 5 = 50$
10×6	60	$10 \times 6 = 60$
10×7	70	$10 \times 7 = 70$
10×8	80	$10 \times 8 = 80$
10×9	90	$10 \times 9 = 90$
10×10	100	$10 \times 10 = 100$
10×11	110	$10 \times 11 = 110$
10×12	120	$10 \times 12 = 120$

Multiplication Fact Flip

11 × 0	0	<small>11 × 0 = 0</small>
11 × 1	11	<small>11 × 1 = 11</small>
11 × 2	22	<small>11 × 2 = 22</small>
11 × 3	33	<small>11 × 3 = 33</small>
11 × 4	44	<small>11 × 4 = 44</small>
11 × 5	55	<small>11 × 5 = 55</small>
11 × 6	66	<small>11 × 6 = 66</small>
11 × 7	77	<small>11 × 7 = 77</small>
11 × 8	88	<small>11 × 8 = 88</small>
11 × 9	99	<small>11 × 9 = 99</small>
11 × 10	110	<small>11 × 10 = 110</small>
11 × 11	121	<small>11 × 11 = 121</small>
11 × 12	132	<small>11 × 12 = 132</small>

Multiplication Fact Flip

12 × 0	0	<small>12 × 0 = 0</small>
12 × 1	12	<small>12 × 1 = 12</small>
12 × 2	24	<small>12 × 2 = 24</small>
12 × 3	36	<small>12 × 3 = 36</small>
12 × 4	48	<small>12 × 4 = 48</small>
12 × 5	60	<small>12 × 5 = 60</small>
12 × 6	72	<small>12 × 6 = 72</small>
12 × 7	84	<small>12 × 7 = 84</small>
12 × 8	96	<small>12 × 8 = 96</small>
12 × 9	108	<small>12 × 9 = 108</small>
12 × 10	120	<small>12 × 10 = 120</small>
12 × 11	132	<small>12 × 11 = 132</small>
12 × 12	144	<small>12 × 12 = 144</small>

Speaking Practice

Look at the picture. Then answer the questions below **out loud** in complete sentences. Use the sentence stems and the word bank to help you if you need to.



Word Bank

banana split hot fudge
whipped cream party
celebration nuts cherry
sweet yummy treat

What do you see in the picture?



I see...

There are...

What would you put on your ice cream?



I would put...

The best toppings are...

At an ice cream party...

What is confusing to you? What do you wonder more about?



I don't know why...

Why is...?

What is your favorite dessert?



I like...

My favorite...

The best dessert is...



Word Bank

skate park helmet socks
concentrating biking tricks
jump fall down friends
fast roller skating scooter

What do you see in the picture? Where are they? What are they doing?



I see...

There are...

The kids are...

What activity do you like to do on wheels? What do you wonder about this picture?



I like...

Skateboarding is fun because...

I wonder...?

I do not like skateboarding because...

The best activity is...

Who is...?