

Remote Learning Packet 2

Dear Families and Students,

This packet contains important information needed in the event GFPS has a remote learning day. Keep it in a safe place as it contains everything you need.

How to use:

- A new packet will be sent home periodically with your student throughout the school year.
- Each packet will contain 3 days worth of tasks.
- Each day includes a cover page outlining the required assignments and requires an adult signature when returned.
- If there are no remote learning days that require the use of this packet, please use these resources to extend your students at home learning.

Considerations Made:

- Each subject area is intended to take 15-45 minutes to complete.
- Assignments included are a review of content previously taught.

Expectations:

- Teachers are available via a virtual meeting from 10:00-11:00 am and 2:00-3:00 pm to answer student questions.. Please reach out to your child's teacher via Seesaw or [email](#) if you would like a virtual meeting link. Teachers will also be responding to email periodically throughout the day to provide support for students and families.

Attendance:

- To be counted 'present' the **signed** daily cover page(s) and completed work must be returned within three (3) school days of the remote learning day.

We appreciate your partnership ensuring that remote learning days are an effective part of our educational journey. Please reach out to your child's teacher with any questions as we are here to support you and your child.

-Your GFPS partners in learning

Remote Learning Packet 2

Day 1

Math:

- ☐ Rounding Whole Numbers to the Nearest 10
 - ☐ Number Grid: For use when rounding to the nearest 10.
 - ☐ Complete page 1 using the number grid as needed.
 - ☐ Complete page 2 using the number grid as needed.

Literacy:

- ☐ Superhero Ruth
 - ☐ Highlight words with /ōō/ phoneme (sound) just like in ooze.
 - ☐ Read the passage twice.
 - ☐ Answer the comprehension questions on the next page.
- ☐ Independent Reading, 20 minutes

Other:

- ☐ Handwriting Without Tears
 - ☐ Copy the words above in cursive writing, page 1.
 - ☐ Copy each sentence in cursive writing, page 2.
- ☐ Physical Education: Coin Flip Workout

Return this signed sheet with all completed work for Day 1 within three (3) school days to be considered present for our remote learning day.

Parent Signature: _____ Date: _____

Number Grid (0 to 100)

									0
1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

Rounding Whole Numbers to the Nearest 10

Sometimes an exact answer to a problem is not needed. An answer that is close to the exact answer might be helpful enough. When we round a number, we find a number that is close to it but easier to use. Numbers ending in 0 are often easier to use. Here are some strategies for rounding a number.

Example: Shade in the multiples of 10 on the number grid.

Put your finger on 27. When we round 27, it will go up or down to the nearest multiple of ten.

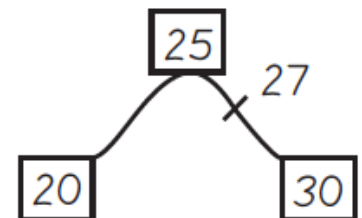
Is it fewer steps from 27 to 20 or from 27 to 30? 27 to 30

Use your number grid to round these numbers. (Hint: When a number is exactly half-way between, we usually round to the higher number.)

1. 72 _____ 2. 39 _____ 3. 83 _____ 4. 15 _____

Here is another way to think of rounding numbers.

Round 27. What would be multiples of 10 that are close to 27? _____



What number would be at the top of the hill? _____

Would 27 be heading toward 20 or toward 30? _____

5. Draw a picture to show how you would round 52.

6. Draw a picture or explain how you would round 47 to the nearest whole number.

Name: _____ Date: _____ Time: _____

Rounding Whole Numbers to the Nearest 10

Use your number grid or draw a picture to round these numbers to the nearest 10.

1. a. 22 _____

b. 37 _____

c. 64 _____

2. a. 11 _____

b. 53 _____

c. 96 _____

3. a. 68 _____

b. 19 _____

c. 85 _____



Words to Preview

227 Words

about, guess

Directions: Highlight the words with the Other Vowel Phoneme (sound) /ōō/ just like in ooze. Read the passage twice and answer the comprehension questions on the following page.

Superhero Ruth

My name is Ruth, and I have always had a dream to be a superhero. Have you? I assume you have.

Who would not want to zoom across the sky like a torpedo?

For me, the dream to be a superhero all began when I saw an alarming story in the newspaper that a foolish man stole jewelry from a store in Massachusetts. Rumor has it that this man is elusive, which means he is hard to catch. If only I could help. If I was a superhero, it would be my duty to catch the burglar. I can see it now.

My brain began to drift off...

Flash!

A bright red cape swoops down from the branch of a tall tree. In an instant, Ruth the Superhero is here to give hope. She can kick, dodge, slide, distract, and best of all, absolutely no one can stop her.

Boom!

Ruth has the arm of the jewelry bandit and is about to grab the loot to go back to the jewelry store.

“Foolish bandit. You cannot elude me. I am Ruth, and I am...”

“Late for dinner,” My mom yells. I remember that I am in my bedroom, and I feel a little goofy. I guess my time to be a superhero will come.

Poof!

Ruth swoops down from her room and into the kitchen for dinner.

Comprehension Questions- Answer the questions below.

UNIT 15: Superhero Ruth

- 1. What made Ruth start to dream of being a superhero?
- 2. What was Ruth wearing as she tried to catch the bandit?
- 3. Where was Ruth when she was daydreaming of being a superhero?
- 4. *If you could be a superhero, what would you do to help people? What superpowers would you have?

1.

2.

3.

4.

Name: _____ Date: - -

1. grew

5. super

2. include

6. unscrew

3. sooner

7. flute

4. truth

8. booth

Name: _____ Date: - -

Did you include a flute in

the band?

Please tell your teacher the

truth about your homework.

I am not able to unscrew

to cover to the pickle jar.



Coin Flip Workout!!

Flip a coin. Whatever it lands on, do that exercise. Have fun getting a quick workout in.

	Heads	Tails
Round 1 (Cardio)	60 sec jog in place	25 Jumping Jacks
Round 2 (Lower Body)	15 Squats	25 Calf Raises
Round 3 (Upper Body)	20 Kneeling Push Ups	10 Regular Push Ups
Round 4 (Cardio)	30 Mountain Climbers	20 High Knees
Round 5 (Core)	40 Flutter Kicks	20 Sit Ups
Round 6 (Upper Body)	20 Tricep Dips	40 Punches
Round 7 (Cardio)	12 Burpees	15 Jumping Lunges
Round 8 (Core)	60 sec plank	15 V-Sit Ups
Round 9 (Lower Body)	20 Forward Lunges	15 Donkey Kicks
Round 10 (Cardio)	30 Butt Kicks	20 Skaters

Remote Learning Packet 2

Day 2

Math:

- ☐ Discuss Strategies to Estimate 2- and 3-digit Numbers.
 - ☐ Parent instructions if needed.
 - ☐ Number Grid (0 to 150)
 - ☐ Complete using the number grid as needed. Follow the directions provided.

Literacy:

- ☐ Poison Dart Frog
 - ☐ Highlight words with the phoneme (sound) /oi/ just like in oink.
 - ☐ Read the passage twice.
 - ☐ Answer the comprehension questions.
- ☐ Independent Reading, 20 minutes

Other:

- ☐ Handwriting Without Tears
 - ☐ Copy the words above in cursive, page 1
 - ☐ Copy each sentence in cursive, page 2
- ☐ Physical Education: Phone Number Workout

Return this signed sheet with all completed work for Day 1 within three (3) school days to be considered present for our remote learning day.

Parent Signature: _____ Date: _____

Discuss Strategies to Estimate Sums of 2- and 3-Digit Numbers

PREREQUISITE SKILL

Use place value understanding to round whole numbers to the nearest 10 or 100.



TEACHING OPTION



TEACHER-LED
ACTIVITY



5–15 Min

Distribute page S1. Use the example below to help students make ballpark estimates of the sums of multidigit numbers.

EXAMPLE Write the following problem on the board in horizontal format: $439 + 518$. Have students give ballpark estimates for 439 and 518. **Sample answers: 400 and 500; 450 and 500** Write a number model on the board to show the estimate. Tell students the actual sum of $439 + 518$ is 957. Ask them whether they think their estimates are reasonable. **Any estimate between 900 and 1,000 is reasonable. Sample answers: $400 + 500 = 900$; $450 + 500 = 950$**

Have students complete the remaining problems on page S1. They make close enough, or ballpark, estimates for the sums in each problem. Students write number models for their ballpark estimates, and then find the actual sums. Provide a number grid and base-ten manipulatives. The focus of this activity is on estimating sums, not on adding. If students have trouble adding, you may want to let them use a calculator. When students have completed page S1, have them share explain estimation strategies. Explain that there are different ways to estimate (rounding, close but easier numbers, or no need to estimate) and that there may be different number models for each problem.

MATERIALS

- Discuss Strategies to Estimate Sums of 2- and 3-Digit Numbers master, p. S1
- number grid
- base-ten manipulatives, a variety of flats, longs, and cubes
- calculator (optional)

Number Grid (0 to 150)

									0
1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100
101	102	103	104	105	106	107	108	109	110
111	112	113	114	115	116	117	118	119	120
121	122	123	124	125	126	127	128	129	130
131	132	133	134	135	136	137	138	139	140
141	142	143	144	145	146	147	148	149	150

Discuss Strategies to Estimate Sums of 2- and 3-Digit Numbers

Make a ballpark estimate. Write a number model to show your estimate. Then use any method to find the actual sum.

Example: Ballpark estimate: $400 + 500 = 900$ $\begin{array}{r} 439 \\ + 518 \\ \hline 957 \end{array}$ Is your answer reasonable? _____	1. Ballpark estimate: $\begin{array}{r} 42 \\ + 26 \\ \hline \end{array}$ Is your answer reasonable? _____	2. Ballpark estimate: $\begin{array}{r} 80 \\ + 27 \\ \hline \end{array}$ Is your answer reasonable? _____
3. Ballpark estimate: $\begin{array}{r} 397 \\ + 550 \\ \hline \end{array}$ Is your answer reasonable? _____	4. Ballpark estimate: $\begin{array}{r} 173 \\ + 109 \\ \hline \end{array}$ Is your answer reasonable? _____	5. Ballpark estimate: $\begin{array}{r} 348 \\ + 141 \\ \hline \end{array}$ Is your answer reasonable? _____



Words to Preview

203 Words

dangerous, kinds, length, colors, tongue

Directions: Highlight words with the Other Vowel Phoneme (sound) /oi/ just like in oink. Read the passage twice and answer the comprehension questions on the following page.

Poison Dart Frog

Dangerous

Poison dart frogs are very dangerous. They could kill 10 grown men or 20,000 mice with their poison! There are more than 100 different kinds of poison dart frogs. They may only be around one inch in length, you want to avoid them at all costs. They have many different bright colors as a way to show predators to stay away!

Habitat

No, you will not find any poison dart frogs in Detroit. They are located in moist tropical rainforests. Many poison dart frogs live on the forest floor, but some live high in the trees. This is called the canopy. Poison dart frogs also live in marshes, shrublands, and swamps.

What They Eat

How do they have poison? Experts are not totally confident they know why. Some experts think the poison is from the bugs they eat. The poison dart frog deploys its sticky tongue to eat different kinds of bugs. They eat crickets, ants, termites, and more!

Fun Facts

- Poison dart frogs normally live in forests for 4-6 years, but they can live up to 15 years.
- Their one predator is a type of snake!
- In captivity, poison dart frogs do not have poison. In fact, they can be pets!

Comprehension Questions- Answer the questions below.

UNIT 16: Poison Dart Frog

1. How large are poison dart frogs?
2. Where are some of the places you'll find a poison dart frog in nature?
3. When are poison dart frogs not poisonous?
4. *Would you want a poison dart frog as a pet? Why or why not? Explain your answer with information from the text.

1.

2.

3.

4.

Name: _____

Date: - -

1. enjoy

5. royal

2. boil

6. loyal

3. spoil

7. point

4. only

8. boy

Name: _____ Date: - -

Did you enjoy the shrimp

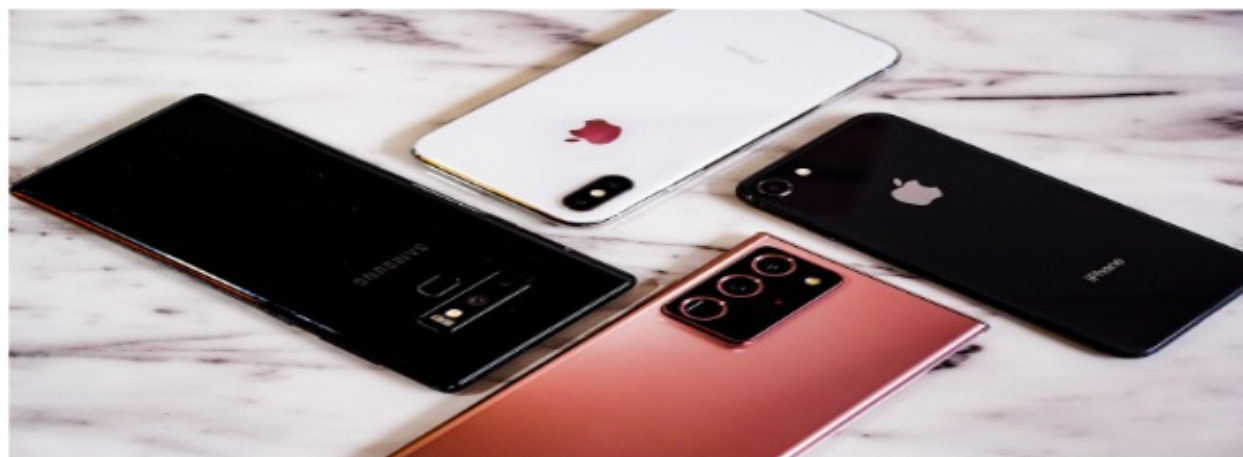
boil?

The boy can point to his

vowels.

I only like the color royal

blue.



Phone Number Workout

***Experts say children should learn their full name, address (including street, town and state) and their parents' names and phone numbers. The information can help families in an emergency.**

Directions: Using one or more family members phone number, complete the workout below with the exercises in their number.

- 0: 10 ARM CIRCLES
- 1: 15 SHOULDER TAPS
- 2: 20 JUMPING JACKS
- 3: CROSS - UNCROSS YOUR FEET 8X
- 4: MONKEY ARMS - COUNT TO 20
- 5: SIDE STRETCHES - 5 EACH SIDE
- 6: 6 STAR JUMPS
- 7: 10 WINDMILLS
- 8: SHOULDERS UP - RELAX 8X
- 9: INVISIBLE JUMP ROPE - COUNT TO 30

Remote Learning Packet 2

Day 3

Math:

- ☐ Naming and Describing Halves, Thirds and Fourths of a Region.
- ☐ Parent instructions if needed.
- ☐ Complete and follow the directions provided.

Literacy:

- ☐ Sunflowers
 - ☐ Highlight words with Other Vowel phoneme /ou/ like in ouch.
 - ☐ Read the passage twice
 - ☐ Answer the comprehension questions
- ☐ Independent Reading, 20 minutes

Other:

- ☐ Handwriting Without Tears
 - ☐ Copy the words above in cursive, page 1
 - ☐ Copy each sentence in cursive, page 2
- ☐ Physical Education: Make Your Own Warm-Up Story

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Parent Signature: _____ Date: _____

Naming and Describing Halves, Thirds, and Fourths of a Region

PREREQUISITE SKILL

Model halves, thirds, and fourths of a region.

1

TEACHING OPTION



5–15 Min

Hold up a sheet of paper and fold it into two equal parts. Unfold it.

Label each part $\frac{1}{2}$. Explain that each part is one-half of the paper.

Write the following: $\frac{1}{2}$ is an example of a **fraction**. *The 2 tells into how many equal parts the whole has been divided. The 1 tells how many equal parts we are talking about.*

Distribute quarter-sheets of paper to students. Have them fold the paper in half twice so there are 4 equal parts, which are fourths. Then, students label each fourth with $\frac{1}{4}$ and color each fourth with a different color or pattern. Ask students to describe their sheets; for example, "One fourth of my paper is red. One fourth of my paper has dots."

Have students complete page S1 by shading and labeling fractions of shapes.

MATERIALS

- Naming and Describing Halves, Thirds, and Fourths of a Region master, p. S1
- quarter-sheets of paper
- crayons, colored pencils, or markers

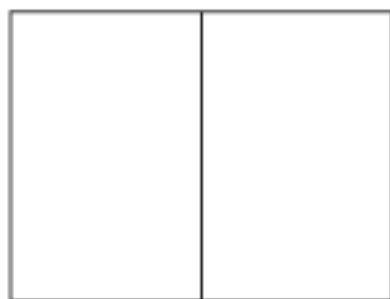
Naming and Describing Halves, Thirds, and Fourths of a Region**Example:**

How many equal parts are there? 2

These equal parts are called halves.

Write a fraction in each half of the rectangle.

Color $\frac{1}{2}$ of the rectangle.

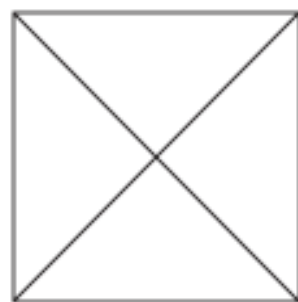


1. How many equal parts are there? _____

These equal parts are called _____.

Write a fraction in each fourth of the square.

Color $\frac{1}{4}$ of the square.



2. How many equal parts are there? _____

These equal parts are called _____.

Write a fraction in each third of the circle.

Color $\frac{1}{3}$ of the circle.



3. How many equal parts are there? _____

These equal parts are called _____.

Write a fraction in each half of the hexagon.

Color $\frac{1}{2}$ of the hexagon.





Words to Preview

225 Words

loose, water, germinate, drought, mature, angle

Directions: Highlight the words with the other vowel phoneme (sound) /ou/ as in ouch. Read the passage twice and answer the comprehension questions on the following page.

Sunflowers

Today, I would like to teach you how to plant, grow, and harvest sunflowers. These ten steps will have you growing outstanding sunflowers in no time!

1. Locate a spot in your backyard where there is powerful afternoon sunlight.
2. Dig an inch or two into the soil and set the sunflower seeds in the trench in the ground.
3. You do not want the seeds to be crowded. Plant them around six inches apart.
4. Put an inch of loose dirt over the seeds.
5. This step is important. Water the seeds, but do not soak them. Check your forecast to see if a rain shower or rainstorm is on its way. An inch of water a week will help the sunflower sprout, or germinate.
6. Sunflowers can tolerate a drought if the roots have grown; however, do not downplay the need for water.
7. The sunflowers will get bigger for 80-120 days before they are mature.
8. If you would like to enjoy them inside, you can cut them before they bloom.
9. When you cut them, cut the stem at an angle.
10. Bring your cut sunflowers inside and admire them! It may take some work to grow sunflowers, but you will not be disappointed.

Superb job! Think of giving a sunflower to a pal so they can admire your work too.

Comprehension Questions– Answer the questions below.

UNIT 17: Sunflowers

1. How deep should you plant sunflower seeds?
2. How much water do sunflowers need?
3. How long will it take for sunflowers to be fully mature?
4. *If you grew sunflowers indoors, do you think they would like to be in the middle of a room or near a window? Explain your answer with information from the text.

1.

2.

3.

4.

Name: _____

Date: - -

1. flower

5. proud

2. count

6. around

3. however

7. cloud

4. outside

8. ouch

Name: _____

Date: - -

Put the pink flower outside.

I am proud of how high I
can count.

I can see one cloud just
around the bend.

Make Your Own Warm-Up Story!

Use the template below to create your own Winter Warm-Up Story. Leaders or participants can change the story below using their own names and favorite activities.

It had been snowing all night and _____
 Name 1
 and _____ were excited to _____ into
 Name 2 Movement
 the snow pile in their backyard!

_____ decided to bend her knees and pump
 Name 1
 his/her arms so he/she could _____ as far as
 Movement
 he/she could.

_____ followed and _____ed into the
 Name 2 Movement
 snow. It wasn't long before they started to play follow
 the leader in the backyard. _____ led
 Name 1
 _____, _____ing through the snow,
 Name 2 Movement
 pausing to _____ on one foot. They reached up
 Movement
 to touch the branches on a tree, trying to
 _____ the snow falling down on them. It was a
 Movement
 wonderful winter day in the snow!

Fill in this wintery MadLib. When finished, read the story aloud, performing the actions, for a family member.