

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:

- ☐ Find Products and Quotients with Multiples of 10, 100, and 1,000
Page 1
- ☐ Find Products and Quotients with Multiples of 10, 100, and 1,000
Page 2

Literacy:

- ☐ Read “This Land Is My Land” and answer the questions.
- ☐ Independent Reading (20 Minutes)

Other:

- ☐ Snow Day Olympics
- ☐ “I Am” Writing
- ☐ Cursive Practice

Find Products and Quotients with Multiples of 10, 100, and 1,000

Solve each problem.

Example 1: $70 [50s] = \underline{3,500}$

1. $4 * 70 = \underline{\hspace{2cm}}$

2. $5 [80s] = \underline{\hspace{2cm}}$

3. $8 * 20 = \underline{\hspace{2cm}}$

4. $60 [60s] = \underline{\hspace{2cm}}$

5. $60 * 30 = \underline{\hspace{2cm}}$

6. $80 [40s] = \underline{\hspace{2cm}}$

7. $20 * 90 = \underline{\hspace{2cm}}$

8. $900 [30s] = \underline{\hspace{2cm}}$

9. $200 * 80 = \underline{\hspace{2cm}}$

10. $400 [400s] = \underline{\hspace{2cm}}$

11. $300 * 500 = \underline{\hspace{2cm}}$

Example 2: How many 60s are in 3,000? 50

12. How many 700s are in 2,100?

13. a. How many 4s are in 280?

b. $* 4 = 280$

c. $280 / 4 = \underline{\hspace{2cm}}$

14. a. $50 * 300 = \underline{\hspace{2cm}}$

b. $15,000 / 50 = \underline{\hspace{2cm}}$

15. How many 30s in 900?

16. $800 / 40 = \underline{\hspace{2cm}}$

17. How many 90s in 3,600?

18. $5,600 / 80 = \underline{\hspace{2cm}}$

19. How many 500s in 350,000?

20. $480,000 / 800 = \underline{\hspace{2cm}}$

Find Products and Quotients with Multiples of 10, 100, and 1,000

1. Multiply. $3 * 9 =$ _____ $8 * 4 =$ _____	2. Divide. $30 / 6 =$ _____ $14 / 7 =$ _____
3. Solve each problem. $2 [40s] =$ _____ $2 * 40 =$ _____ $7 [60s] =$ _____ $7 * 60 =$ _____ $50 [80s] =$ _____ $50 * 80 =$ _____	4. Solve each problem. How many 4s are in 240? _____ _____ $* 4 = 240$ $240 / 4 =$ _____
5. Solve each problem. How many 7s are in 350? _____ $350 / 7 =$ _____ How many 50s are in 2,000? _____ $2,000 / 50 =$ _____ How many 600s are in 4,800? _____ $4,800 / 600 =$ _____	6. Explain how you found the answers in Problem 5.

Read this speech. Then answer the questions.

This Land Is My Land

- 1 When our class went on a field trip to Shenandoah National Park, the views were incredible. Our bus drove along Skyline Drive. Driving through the Blue Ridge Mountains felt like driving through a huge painting and I'd never experienced anything like it before. I can't believe it all belongs to me.
- 2 Shenandoah is one of fifty-nine national parks in the United States today. These places have been protected because of their beauty and geography. By law, the parks cannot be developed or destroyed. Plants and animals that live in the parks are protected, too.
- 3 Our system of national parks started with people like George Catlin. In the 1800s, he painted hundreds of stunning Native American portraits and western landscapes. In 1832, he worried that the wilderness would be gobbled up by what he believed were ravenous Americans moving west. Catlin hoped that "some great protecting policy of government" would save the "wild freshness" of the United States. About thirty years later, Carleton Watkins's dramatic photographs of the California landscape inspired Congress to take ownership of Yosemite Valley. This laid the foundation for our national parks. Yellowstone became the first national park in 1872, and Yosemite followed in 1890. After John Muir lived at Yosemite for three years, he founded the Sierra Club in 1892. Its mission was to preserve and protect our land. In 1903, Theodore Roosevelt made Pelican Island in Florida our first wildlife refuge. But there was still no national system. Finally, in 1916, President Wilson signed a new law, creating the National Park System.
- 4 We should thank everyone who helped create our national parks. They are a precious gift. When we had lunch by a steep waterfall, I felt like the richest person on Earth. When we met people hiking the Appalachian Trail, I felt like they were my co-owners. When we sang "This Land Is Your Land" on the bus on the way home, the words had a new meaning. Our national parks belong to us all. It's up to us to protect them.

1. This question has two parts. First, answer Part A. Then answer Part B.

Part A In paragraph 3, the author's use of the word ravenous suggests that Americans moving west were —

- A timid.
- B greedy.
- C afraid.
- D hopeful.

Part B Choose a phrase from paragraph 3 that supports the answer to Part A. Underline the phrase you choose.

Our system of national parks started with **people like George Catlin**. In the 1800s, he painted hundreds of stunning Native American **portraits and western landscapes**. In 1832, he worried that the wilderness would be **gobbled up** by what he believed were ravenous Americans **moving west**.

2. This question has two parts. First, answer Part A. Then answer Part B.

Part A What is the main idea of paragraph 3?

- A President Wilson signed a law creating the National Park System in 1916.
- B The National Park System preserves and protects our national wilderness.
- C Many people over many years contributed to the founding of the National Park System.
- D If the National Park System had not been created in 1916, there would be no national parks today.

Part B Choose **two** key details from the passage that support the main idea in Part A.

- A The wildlife inside national parks is protected.
- B President Theodore Roosevelt established the first wildlife refuge in Florida in 1903.
- C The views inside the Shenandoah National Park are incredible.
- D John Muir started the Sierra Club in 1892 to preserve and protect America's wild places.
- E In the 1800s, there was no national system for managing parks.

5. How is Vicky's relationship with her friends stronger at the end of the story than at the beginning?
- A Her friends understand why she wanted to quit.
 - B Her friends understand why she prefers band.
 - C Her friends understand why she runs track.
 - D Her friends understand why she was sad.

6. This question has two parts. First, answer Part A. Then answer Part B.

Part A Which sentence **best** describes the relationship between Coach Gina and Vicky?

- A Coach Gina is an intimidating and unsupportive coach.
- B Coach Gina is supportive and wants to help her athletes.
- C Coach Gina is helpful but is serious about winning.
- D Coach Gina wants to make sure her athletes are healthy.

Part B Which underlined section **best** supports the answer to Part A?
Circle one underlined section.

She crept into Coach Gina's office. "Good morning, Coach. This is not easy to say, but I am sorry to inform you that I must quit the team."

"Vicky, why? Come sit down. Talk to me," Coach Gina said, sounding concerned, but showing she cared.

"Well, you know I am in the band, and I just can't find the time for both. On top of that, this school year is much harder than I expected!" Vicky exhaled, relieved that she let everything out as she waited for her coach to say something.

After what Vicky felt to be an eternally long pause, Coach Gina responded, "You sound stressed, and I understand, but I think we can work out a solution. Do you have your band schedule?"



Snow Day Olympics

Complete the following events and fill in how you did on each event. After completing the Snow Day Olympics Please fill in your answers on the worksheet.

- *Iron cross (T position with arms) holding soup cans parallel to the ground for as long as possible. How long did you go?
- *Soup can curls-How many curls can you do without stopping holding a soup can in each hand?
- *How many baskets in a row made shooting baskets with 8 x 10 sheets of paper from a distance of 10 feet into a knee high garbage can or some form of box? KOBE!
- *How long can you balance in tree pose without touching the ground?
- *How long you can hold the plank position?
- *How many Jumping Jacks can you do in one minute?
- *How many push ups can you do without stopping?
- *How many sit ups can you do without stopping?
- *How many glasses of water (8oz) can you drink in one day?
- *How many different fruits and vegetables can you eat in one day?

i am

i AM _____ (two words to describe you)

i wonder _____ (something you are curious about)

i Hear _____ (an imaginary sound)

i See _____ (an imaginary sight)

i WANT _____ (something you want)

i AM _____ (same as line 1)

i Pretend _____ (something you pretend to do)

i feel _____ (a feeling you have)

i touch _____ (something you touch)

i WORRY _____ (something you worry about)

i Cry _____ (something that makes you sad)

i AM _____ (same as line 1)

i UnderSTAND _____ (something you know)

i SAY _____ (something you believe in)

i dREAM _____ (something you dream about)

i try _____ (something you try to do well)

i HOPE _____ (something you hope for)

i AM _____ (same as line 1)

TRANSLATE NAMES

Translate these printed names into cursive. Connect the capital to the next letter.

Ashley Charlie Julie Eric

Yates Luke Rachel Kyle

Ella Ali Lily Jake

Kayla Ulysses Chelsea Rick

Translate these printed names into cursive. DO NOT connect the capital to the next letter.

Grace Isaac Sarah Tyler

Hailey Paul Deliah Fred

Remote Learning Packet 2

Day 2

Math:

- ☐ Using Place Value to Multiply

Literacy:

- ☐ r-Controlled Vowels er, ir, and ur page 1
- ☐ r-Controlled Vowels er, ir, and ur page 2
- ☐ Independent Reading (20 Minutes)

Other:

- ☐ Coin Flip Practice
- ☐ Listening to Music
- ☐ Cursive Practice

Using Place Value to Multiply

Lesson 2-4

NAME

DATE

TIME



Solve Problem 1 using U.S. traditional multiplication. Then solve Problems 2–6 using a calculator.



$$\begin{array}{r} \textcircled{1} \quad 72 \\ * \quad 6 \\ \hline \end{array}$$

$$\begin{array}{r} \textcircled{2} \quad 720 \\ * \quad 6 \\ \hline \end{array}$$

$$\begin{array}{r} \textcircled{3} \quad 72 \\ * \quad 60 \\ \hline \end{array}$$

$$\begin{array}{r} \textcircled{4} \quad 720 \\ * \quad 60 \\ \hline \end{array}$$

$$\begin{array}{r} \textcircled{5} \quad 7,200 \\ * \quad 6 \\ \hline \end{array}$$

$$\begin{array}{r} \textcircled{6} \quad 7,200 \\ * \quad 600 \\ \hline \end{array}$$

$\textcircled{7}$ Study Problems 1–6. What patterns do you see in the factors and the products?

Solve Problem 8 using U.S. traditional multiplication. Then use the patterns you noticed in Problems 1–6 to help you solve Problems 9–13. Use a calculator to check your work.

$$\begin{array}{r} \textcircled{8} \quad 67 \\ * \quad 4 \\ \hline \end{array}$$

$$\begin{array}{r} \textcircled{9} \quad 67 \\ * \quad 40 \\ \hline \end{array}$$

$$\begin{array}{r} \textcircled{10} \quad 670 \\ * \quad 40 \\ \hline \end{array}$$

$$\begin{array}{r} \textcircled{11} \quad 6,700 \\ * \quad 4 \\ \hline \end{array}$$

$$\begin{array}{r} \textcircled{12} \quad 670 \\ * \quad 400 \\ \hline \end{array}$$

$$\begin{array}{r} \textcircled{13} \quad 6,700 \\ * \quad 4,000 \\ \hline \end{array}$$

r-Controlled Vowels er, ir, ur

cultures	turned	earned	thirty
liberty	person	determination	first

Write the spelling word that matches each definition.

1. a human being _____
2. moved around or rotated _____
3. the ways of life, ideas, customs, and traditions of groups of people _____
4. freedom _____

Complete each sentence with a spelling word.

5. Lia was _____ in line every day this week.
6. Henry _____ money by shoveling walkways for his neighbors.
7. It takes about half an hour, or _____ minutes, to walk to school.
8. People from many different _____ celebrate on New Year's Eve.
9. As we _____ the corner, we saw our bus waiting.
10. Thanks to his _____, the athlete won the gold medal.

Name _____ Date _____

r-Controlled Vowels er, ir, ur

cultures	turned	earned	thirty
liberty	person	determination	first

Write the spelling word that is an antonym or a synonym of the bold word.

1. **individual** synonym: _____
2. **spent** antonym: _____
3. **decisiveness** synonym: _____
4. **straightened** antonym: _____
5. **last** antonym: _____

Circle the incorrect word in each sentence. Then write the spelling word that makes the sentence correct.

6. A noun names a poison, place, or thing. _____
7. The chef cooked food from vultures from around the world. _____
8. The Statue of Library stands in New York Harbor. _____
9. I counted at least thirsty species of birds at the zoo. _____
10. Due to his termination, Tomas achieved his goal. _____



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

Listening to Music- Journal Entry

Choose a song you know and answer the questions below.

Title of the song:

Singer/performer:

What instruments do you hear?

What are the dynamics (volume) of the song? Do they change at all?

What is the tempo (speed) of the song? Do they change at all?

Do you like the song? Why or why not?

Print to Cursive



up → up

Translate print into cursive.

For lines 11 and 12, make new words with letters you've learned.

1. u i y j u i y j
2. up _____
3. fit _____
4. jail _____
5. eight _____
6. played _____
7. delight _____
8. actually _____
9. difficult _____
10. delightful _____
11. _____
12. _____

Spelling to Cursive



juicy, j-u-i-c-y

Wait for the teacher to spell the words.

Write the Silly Spelling Words in cursive.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

Extreme Challenge

Remote Learning Packet 2

Day 3

Math:

- ☐ Using the Partial-Quotients Algorithm Page 1
- ☐ Using the Partial-Quotients Algorithm Page 2

Literacy:

- ☐ Read “Doing It All” and answer the questions.
- ☐ Independent Reading (20 Minutes)

Other:

- ☐ Phone Number Workout
- ☐ Found Sounds
- ☐ Cursive Practice

Using the Partial-Quotients Algorithm

Example: $185 / 8 \rightarrow ?$

One way:

$$\begin{array}{r|l} 8 \overline{)185} & \\ \underline{-80} & 10 \\ 105 & \\ \underline{-80} & 10 \\ 25 & \\ \underline{-24} & 3 \\ 1 & 23 \end{array}$$

Another way:

$$\begin{array}{r|l} 8 \overline{)185} & 20 \\ -160 & \\ \hline 25 & 3 \\ -24 & \\ \hline 1 & 23 \end{array}$$

Another way:

$$8 \overline{)185}$$

Rename 185 using
multiples of 8:

$$160 + 24 + 1$$

Think: $160 = 20 [8s]$

$$24 = 3 [8s]$$

$20 + 3 = 23$ [8s] with

1 left over

The answer, 23 R1, is the same for each way.

Use the partial-quotients algorithm to divide.

1. $72 \div 9 = \underline{\hspace{2cm}}$

2. $742 \div 7 = \underline{\hspace{2cm}}$

3. $2,628 \div 36 = \underline{\hspace{2cm}}$

4. $8,109 \div 9 = \underline{\hspace{2cm}}$

5. Raoul has 232 string bean seeds. He plants them in rows with 8 seeds in each row. How many complete rows can he plant?

Summary number model: _____

6. $92 \div 4 = \underline{\hspace{2cm}}$

7. $1,078 \div 7 = \underline{\hspace{2cm}}$

[illegible]

Using the Partial-Quotients Algorithm

1. Multiply.

a. $4 * 9 = \underline{\hspace{2cm}}$

b. $2 * 8 = \underline{\hspace{2cm}}$

c. $7 * 3 = \underline{\hspace{2cm}}$

d. $6 * 5 = \underline{\hspace{2cm}}$

2. Multiply.

a. $9 * 3 = \underline{\hspace{2cm}}$

b. $4 * 8 = \underline{\hspace{2cm}}$

c. $5 * 10 = \underline{\hspace{2cm}}$

d. $6 * 2 = \underline{\hspace{2cm}}$

3. Use the partial-quotients algorithm to solve these problems.

a. $332 \div 2 = \underline{\hspace{2cm}}$

b. $1,902 \div 2 = \underline{\hspace{2cm}}$

4. Use the partial-quotients algorithm to solve these problems.

a. $2,664 \div 6 = \underline{\hspace{2cm}}$

b. $96 \div 6 = \underline{\hspace{2cm}}$

5. Use the partial-quotients algorithm to solve these problems.

a. $87 \div 3 = \underline{\hspace{2cm}}$

b. $348 \div 2 = \underline{\hspace{2cm}}$

6. Explain how you found the answer in Problem 5.

Read the passage. Then answer the questions.

Doing It All



- 1 As Amy and Meena walked to school, they discussed the situation: Vicky was quitting the track team to devote her time solely to band. Vicky was their best runner and the team captain, and nobody was supposed to quit mid-season for any reason. Amy, Meena, and Vicky had played sports together for years. They had become fast friends, inseparable, and dependent on one another as teammates. To quit was unheard of, and Meena was not taking it well at all.

continued

- 2 On her way to school, Vicky worried about the conversation she was about to have with her coach. She didn't really want to quit the track team or upset her teammates.
- 3 She crept into Coach Gina's office. "Good morning, Coach. This is not easy to say, but I am sorry to inform you that I must quit the team."
- 4 "Vicky, why? Come sit down. Talk to me," Coach Gina said, sounding concerned, but showing she cared.
- 5 "Well, you know I am in the band, and I just can't find the time for both. On top of that, this school year is much harder than I expected!" Vicky exhaled, relieved that she let everything out as she waited for her coach to say something.
- 6 After what Vicky felt to be an eternally long pause, Coach Gina responded, "You sound stressed, and I understand, but I think we can work out a solution. Do you have your band schedule?"
- 7 "Yes, here it is." Vicky seemed doubtful that Coach Gina could help.
- 8 "Well, it looks like band does not conflict with track. What if we spend some of our practice time on our studies? You know, Amy had a similar concern about homework."
- 9 "Wow, I had no idea," Vicky said, perking up. "I guess I could give it a try."
- 10 Vicky was excited to talk to her friends at lunch, but when she came to their table, they scowled and turned away. Vicky figured they found out that she was about to quit the track team, and they were not pleased. But instead of getting support, it looked like her friends had given up on her. Vicky wasn't ready to get into an argument or lose her friends.
- 11 "Hey guys, I can guess why you're mad at me, but I'm not quitting! I mean, I was going to, but then Coach and I worked out a solution," Vicky excitedly explained to her friends.

12 "Still, why did you want to quit in the first place?" asked Meena.

13 "Yeah, doesn't the team mean anything to you?" said Amy.

14 Vicky explained the situation and why, before talking to Coach, she felt she had to quit. After some reluctance, Meena and Amy caved and apologized to their friend.

15 "Well, I for one am relieved. We'd lose without you! You're the fastest thing on two feet!" exclaimed Meena.

1. What is Vicky's main conflict in the story?

- A Her friends are angry that she is quitting track.
- B Her band schedule conflicts with her track schedule.
- C Coach Gina will not let her quit the track team.
- D She can't find the time for activities and homework.

2. Which sentence **best** describes the girls' relationship?

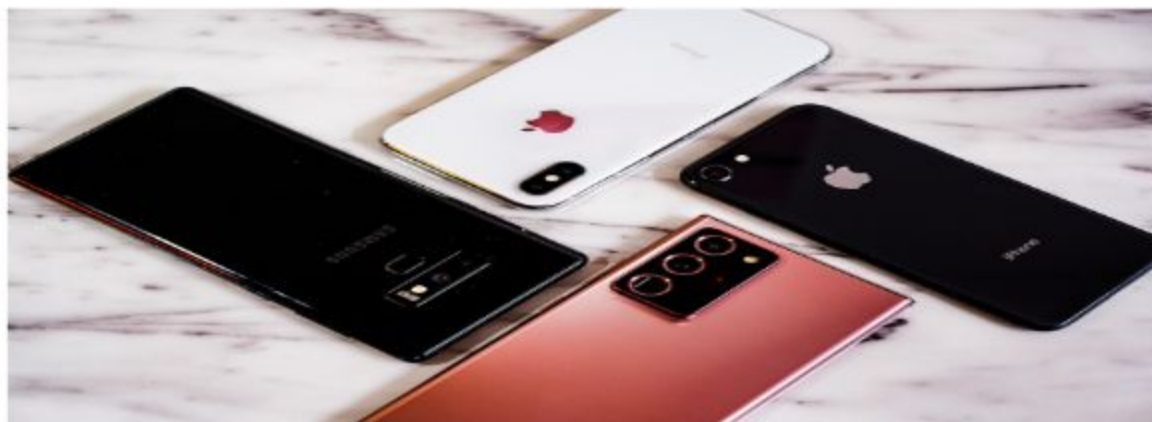
- A They are close but are not always supportive.
- B They are supportive of one another's decisions.
- C They all have the same struggles with school.
- D They are friends who have different interests.

3. What are **two** key ideas in this story?

- A Coach Gina must find a solution for Vicky.
- B Vicky needs to quit the band.
- C Vicky stays on the team to make Amy happy.
- D Vicky is doing poorly in school.
- E Meena and Amy refuse to let Vicky back on the team.

4. Why are Meena and Amy **most likely** angry that Vicky wants to quit?

- A They think track is more important than homework.
- B They needed her as captain and as a teammate on the team.
- C They think Vicky doesn't want to be their friend anymore.
- D They had played together in sports for so long.



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

Found Sounds: Around the House – Day 1

You have been hired to create percussion instruments using only objects that you can find in your house. Make a list of items that you would use.

Object	What room of the house would you find this in?	Shake, Scrape or Strike?	What is it made of?	Draw it!

Review & Mastery: Cursive to Cursive



a b c d e f g h i j k l m
n o p q r s t u v w x y z

Wait for the teacher to play The Freeze Game.

cut - cute

life - lift

jay - pay

tail - jail

full - pull

light - tight

field - yield

guppy - puppy

fact - tact

itch - pitch

playful athletic helpful