

# REMOTE E-LEARNING FOR YOU

APRENDIZAJE REMOTO EN LÍNEA PARA TI

5

D6  
@HOME



**zion**  
Zion Elementary District 6



## RESOURCE GUIDE GUÍA DE RECURSOS

In the event of an emergency closure resulting in an eLearning Day, students in Zion Elementary School District 6 should complete the first available learning activity card in this packet to be counted as present and receive instructional credit for the day. Parents/guardians are also asked to initial each subject area to confirm participation was completed.

En caso de un cierre de emergencia que resulte en un Día de Aprendizaje en Línea (eLearning Day), los estudiantes del Distrito Escolar Primario 6 de Zion deben completar la primera tarjeta de actividad de aprendizaje disponible en este paquete para ser contados como presentes y recibir crédito educativo por el día. También se les pide a los padres o tutores que pongan sus iniciales en cada área temática para confirmar que la participación fue completada.

### CONTACT TEACHER CONTACTAR EL/LA PROFESOR(A)

During an eLearning school day, parent/guardians may contact a teacher by the following:

- Staff email
- ParentSquare
- Contact the school office

Durante un día escolar remoto de emergencia de eLearning, los padres / tutores pueden comunicarse con un(a) maestro(a) de la siguiente manera:

- Correo electrónico del personal
- ParentSquare
- Póngase en contacto con la oficina de la escuela

### ACTIVITY KIT EXPECTATIONS EXPECTATIVAS DEL KIT DE ACTIVIDADES:

#### Students will:

- Select one eLearning Activity Card.
- Add student name, PowerSchool ID, and remote eLearning date at the top of the activity card.
- Complete all the activities listed on the card for the given remote eLearning day.
- Return all completed assignments and signed activity card to homeroom teacher.

#### Los estudiantes:

- Seleccione una tarjeta de actividad de aprendizaje electrónico.
- Agregue el nombre de los estudiantes, el ID de PowerSchool y la fecha de aprendizaje remoto en la parte superior de la tarjeta de actividades.
- Complete todas las actividades enumeradas en la tarjeta para el día de aprendizaje remoto en línea como indicado.
- Devuelva todas las tareas completadas y la tarjeta de actividad firmada al maestro(a) de la clase.

#### Parent/Guardian will:

- Initial each subject on the activity card that the student completed.

#### El Padre/Tutor:

- Inicializar cada asignatura en la tarjeta de actividad que el estudiante.

### COMPLETED WORK / TRABAJO FINALIZADO

#### Printed Resource Assignments:

- Return activity card and any/all completed written assignment to homeroom teacher when school resumes in person.
- Include student name, teacher and PowerSchool ID on all written assignments.

#### Asignaciones de Recursos Impresos:

- Devolver la tarjeta de actividades y cualquier / todas las tareas escritas completadas al maestro de aula cuando la escuela se reanude en persona.
- Incluya el nombre del estudiante, el maestro y la identificación de PowerSchool en todas las tareas escritas.

### GRADING / CALIFICACIONES

All completed work will be recorded and reviewed by your child's teacher. Any/all completed work will count as a passing grade. Assignment completion is required for attendance.

Todo el trabajo completado será registrado y revisado por el maestro/a de su hijo/a. Cualquier y todo trabajo completado contará como una calificación aprobatoria. La finalización de las tareas es un requisito para la asistencia.

### ATTENDANCE / ASISTENCIA

Student attendance will be recorded for each eLearning day. The returned activity card will provide documentation of student attendance. If the signed activity card is not returned to school, the student will be marked absent for the eLearning school day.

La asistencia de los estudiantes se registrará para cada día de eLearning. La tarjeta de actividad devuelta proporcionará documentación de asistencia de los estudiantes. Si la tarjeta de actividades firmada no se devuelve a la escuela, el estudiante será marcado como ausente para el día escolar de eLearning.

Student Name / Nombre del estudiante: \_\_\_\_\_

Grade / Grado: \_\_\_\_\_ PowerSchool ID/Identificación de PowerSchool: \_\_\_\_\_ eLearning Date/Fecha de eLearning: \_\_\_\_\_

Items marked with an asterisk (\*) are included in the packet.

Los artículos marcados con un asterisco (\*) están incluidos en el paquete.

English Language Arts <i>Artes del Lenguaje Inglés</i>	Math <i>Matemática</i>	Social Studies/Science <i>Estudios Sociales/Ciencias</i>
<b>Suggested Time: 60 Minutes</b> <i>Tiempo Sugerido: 60 Minutos</i>	<b>Suggested Time: 60 Minutes</b> <i>Tiempo Sugerido: 60 Minutos</i>	<b>Suggested Time: 60 Minutes</b> <i>Tiempo Sugerido: 60 Minutos</i>
Read "The Tree Goats of Morocco."* Write a sentence that tells the main idea of the text.  Lee "Las cabras arborícolas de Marruecos."* Escribe una oración que cuente la idea principal del texto.	Write down 25 division problems and then solve.  Escriba 25 problemas de división y luego resuélvalos.	Read "Goods and Services."* Leer "Bienes y servicios."*
Circle 5 different adjectives from the story. Then tell what each means.  Encierra en un círculo cinco adjetivos diferentes de la historia y luego di lo que significa cada uno.	Complete "Describe Angles in Plane Shapes" worksheet.*  Complete la hoja de trabajo "Describir ángulos en formas planas"*	Create a chart that shows 10 goods and 10 services you used this month.  Cree un gráfico que muestre 10 bienes y 10 servicios que utilizó este mes.
Create a fiction story based on "The Tree Goats of Morocco."  Crear una historia de ficción basada en "Las cabras arborícolas de Marruecos"	Find 10 items in your house that have angles. List which angles are greater or less than a right angle.  Encuentra 10 artículos en tu casa que tengan ángulos. Enumere qué ángulos son mayores o menores que un ángulo recto.	Track the position of the sun throughout the day and draw what you see.  Sigue la posición del sol a lo largo del día y dibuja lo que ves.
Create a list of 30 antonyms (hot-cold or soft-hard).  Cree una lista de 30 antónimos (caliente-frío o suave-duro.)	Draw a house with lots of details (windows, doors, etc.) and count how many angles you see.  Dibuja una casa con muchos detalles (ventanas, puertas, etc.) y cuenta cuántos ángulos ves.	Read the article "Land of the Midnight Sun."* and answer the questions.  Lea el artículo "Tierra del sol de medianoche" y responda las preguntas.
Parent/Guardian Initials Iniciales del padre/tutor		

PE <i>Gimnasio</i>	Art <i>Arte</i>	Music <i>Música</i>	Technology/Library <i>Tecnología/Biblioteca</i>
<b>Suggested Time: 30 minutes for each subject / Tiempo sugerido: 30 minutos para cada asignatura</b>			
Play basketball with a pair of socks and a basket or pot. Count how many times you make a basket.  Juegue al baloncesto con un par de calcetines y una canasta o olla. Cuenta cuántas veces haces una canasta.	Create a puppet out of paper and tape it to a spoon. Use a lamp of flashlight to make them into shadow puppets.  Crea una marioneta de papel y pégala con cinta adhesiva a una cuchara. Usa una lámpara de linterna para convertirlos en marionetas de sombras.	Use pots, pans, or milk jugs to drum! Create a beat and try to write it down.  ¡Usa ollas, sartenes o trabajos de leche para jarra. Crea un ritmo e intenta escribirlo.	Who is your favorite book character? Write and draw what would happen if you met them in real life.  ¿Quién es tu personaje favorito del libro? Escribe y dibuja lo que pasaría si los conocieras en la vida real.
Parent/Guardian Initials Iniciales del padre/tutor			

**By initialing, I acknowledge my child has completed the activities in each subject, in its entirety.  
Al poner mis iniciales, reconozco que el niño(a) ha completado las actividades de cada materia, en su totalidad.**

# The Tree Goats of Morocco

by Caitlyn Meagher

If you look up into a tree, you can often spot animals like squirrels and birds. But you may see a very different animal in the argan tree in Morocco: goats! Moroccan goats climb the argan's branches to eat its fruits.

The argan tree is a rare tree that only grows in Sous Valley in southwestern Morocco. This area is quite dry and hot. There are not many food sources for goats in this part of Morocco. So, these goats have gotten creative! When argan fruits ripen, the goats come in groups. They carefully climb up the argan trees, which can be up to 30 feet tall. They risk being pricked by its thorny branches. Then, the goats feast on the yellow and dark brown fruits of argan trees. The fruits make up between 47% and 84% of the tree goats' diet, depending on the season.

These goats cannot digest the nut inside the fruit, however. They either spit out the nut or pass it through their digestive system. Farmers gather these softened nuts and crack them open to get to the seeds. These seeds are roasted, ground, and pressed to produce argan oil. Argan oil is a rare item that has become popular throughout the world. This oil is used in cooking. It is also used as a skin and hair cosmetic.

Although these goats help farmers produce argan oil, there are other consequences to their tree climbing. Goats often spend an average of 6 hours per day on the branches of these trees. Their hooves damage the tree's branches. These tree-climbing goats are also a large tourist attraction in Morocco. Farmers have brought in more and more goats to this area to attract tourists, causing a decline in the health of the argan trees. Argan trees are now considered endangered. Some environmentalists are trying to help document this issue to save these trees. Hopefully, these trees will stand the test of time... and these goats will be able to continue enjoying these fruits for many years to come!



sachbearbeitung from Pixabay

goats in an argan tree

Name \_\_\_\_\_

## Describe Angles in Plane Shapes

There are different types of angles.

A **right angle** forms a square corner.



Some angles are less than a right angle.



Some angles are greater than a right angle.

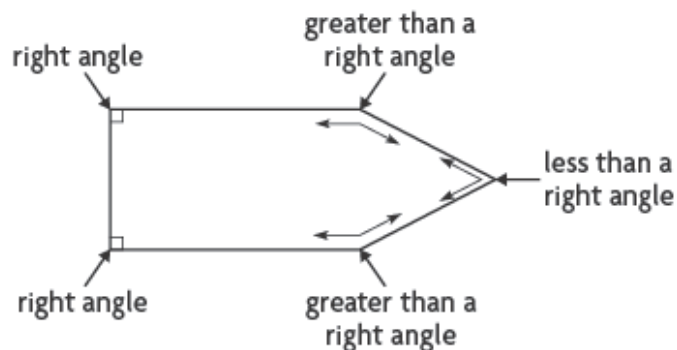


Look at this shape.  
Describe the angles.

There are 2 right angles.

There are 2 angles greater than a right angle.

There is 1 angle less than a right angle.



Use the corner of a sheet of paper to tell whether the angle is a *right angle*, *less than a right angle*, or *greater than a right angle*.

1.



\_\_\_\_\_

2.



\_\_\_\_\_

3.



\_\_\_\_\_

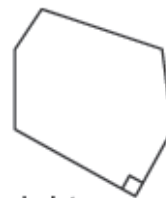
Write how many of each type of angle the shape has.

4.



\_\_\_ right  
\_\_\_ less than a right  
\_\_\_ greater than a right

5.



\_\_\_ right  
\_\_\_ less than a right  
\_\_\_ greater than a right

6.



\_\_\_ right  
\_\_\_ less than a right  
\_\_\_ greater than a right

## Land of the Midnight Sun

Have you ever heard of the midnight Sun? If you live near the Arctic Circle, it's an annual occurrence. The Arctic Circle is an imaginary line that circles the globe at about 66° N latitude and defines the Arctic region. Within the arctic are parts of Greenland, Canada, Russia, Norway, and the United States. Once a year, on the summer solstice, the Sun does not set, even at midnight—thus the name, midnight Sun. This happens each year on or around June 21.

Much of Alaska lies within the Arctic Circle. Barrow is the northernmost town in Alaska. In Barrow, from about May 10 until August 2, the Sun doesn't set. But winter is a different story for the people of Barrow. From November 18 to January 24, the Sun doesn't rise. Could you imagine going to school and coming home when it is dark? What about sleeping when the Sun is still shining? Places south of Barrow also experience extremely long summer days and extremely short winter ones. Take Anchorage, Alaska, for example. On July 1, the Sun rises at 4:28 in the morning. It doesn't set until 11:35 at night. That's 19 hours of daylight! In contrast, on January 1, the Sun rises at 10:10 the morning and sets at 3:54 p.m. That's less than six hours of daylight.

Why such differences in the number of daylight hours? It has to do with Alaska's location on Earth and Earth's tilt as it revolves around the Sun. Earth is tilted on its axis at approximately 23°. On the day of the summer solstice, the area inside the Arctic Circle is pointed most directly at the Sun. Everywhere inside the circle experiences 24 hours of sunlight. As summer changes to fall, Earth moves farther along in its orbit. The Arctic Circle points less and less directly at the Sun.

The hours of daylight decrease. Finally, on the winter solstice, the Sun no longer shines directly on the Arctic Circle. On this day, the Sun doesn't rise above the horizon anywhere above the Arctic Circle.

### Questions:

1. Why doesn't a state such as Wyoming experience the midnight Sun?
2. How do Earth's revolution and the tilt of its axis affect how sunlight falls on the planet?
3. Does everyone on Earth see the Sun appear to move across the sky in the same way? Explain.



Credit: Senthil Raman/Shutterstock.com

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Practice writing the names of your family members in cursive.  Practique escribir los nombres de los miembros de tu familia en cursiva.	Write out 20 multiplication problems and time how long it takes for you to solve them.  Escribe 20 problemas de multiplicación y calcula cuánto tiempo te lleva resolverlos.	Make a list of 10 common problems you see in your community (litter, potholes, etc.).  Haga una lista de 10 problemas comunes que ve en su comunidad (basura, baches, etc.)
Read "Why Animals Need to Be Protected."* complete the activity.  Lea "Por qué los animales necesitan ser protegidos."* Completa la actividad.	Practice dividing numbers by completing "The Special Delivery" worksheet*  Practique dividir números completando la hoja de trabajo "Entrega especial"*	Pick one of the common problems and create an argument why your local government needs to solve the problem.  Elija uno de los problemas comunes y cree un argumento de por qué su gobierno local necesita resolver el problema.
Write a letter to the mayor and tell reasons that animals need to be protected and how the mayor should help.  Escriba una carta al alcalde y dígame las razones por las que los animales necesitan ser protegidos y cómo el alcalde debe ayudar.	Write down four 3-digit numbers. Divide these numbers by the following: 2, 5, and 8. What do you notice?  Anota cuatro números de 3 dígitos. Divide estos números por lo siguiente: 2, 5 y 8. ¿Qué notas?	Draw a picture of our solar system and label each planet  Haz un dibujo de nuestro sistema solar y etiqueta cada planta.
Make a chart of the different punctuation from the text and what it is used for.  Haga un gráfico de los diferentes signos de puntuación del texto y para qué se usa	Create a division word problem about sharing your food with your friends.  Crea un problema de división de palabras sobre compartir con tu comida con tus amigos.	Create and draw your own planet and tell what it is like on that planet (weather, living things, etc.).  Crea y dibuja tu propio planeta y cuenta cómo es en ese planeta (clima, seres vivos, etc.)

Parent/Guardian Initials / Iniciales del padre/tutor

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Create a new sport. Tell what kind of equipment you need for the sport and make a rules poster.  Crear un nuevo deporte. Diga qué tipo de equipo necesita para el deporte y haga un póster de reglas.	Look in the mirror and sketch your face. In the eye area, add things you would like to see. Color your drawing.  Mírate en el espejo y dibuja tu cara. En el área de los ojos, agregue cosas que le gustaría ver. Colorea tu dibujo.	Using the drum beat you made up yesterday, write lyrics to match.  Usando el ritmo de batería que inventaste ayer, escribe letras que coincidan.	Talk to an older family member about what each device was like when they were your age (telephone, TV, etc.)  Hable con un miembro mayor de la familia sobre cómo era cada dispositivo cuando tenía su edad (teléfono, TV, etc.)

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# Comprehension

Independent Practice Passage

Author's Purpose: Persuade • Set 4

Graphic Organizer

Name \_\_\_\_\_

## Why Animals Need to Be Protected

Protecting animals benefits humans. This protection may come at a high cost. Yet, the benefits to our planet far outweigh the cost.

Humans depend on healthy environments for resources and food, and animals support these environments. For example, if the population of bees declined, fewer plants would reproduce to make new plants animals need to live. Scientists estimate that a third of people's food supply depends on animals' role in nature. So, protecting them also protects our way of life.

People consider some animal species to be pests. However, animals eat plants and other animals to survive. The animals that consume pests help keep the pest populations in check. Otherwise, people would face big challenges from pests. Pests can destroy crops, carry diseases, and damage buildings. It's up to us to protect the animals that provide this benefit.

Animals are as important to our planet as clean air and water. They are more than just pets. We have ways to protect them, so it would be irresponsible not to do so.

**Instructions:** Decide the author's main purpose for writing this passage: to entertain, to inform, or to persuade. Identify four clues from the passage that support the main purpose and two clues that support a secondary purpose. On the back of this paper write two paragraphs about how the author's purpose for writing the passage is shown. Be sure to start by stating what the author's purpose is for writing the passage.

Purpose	Clue

Name \_\_\_\_\_

## Special Delivery

**Mailbox #2 only accepts letters with numbers that can be evenly divided by 2.**

**Mailbox #3 only accepts letters with numbers that can be evenly divided by 3.**

**Mailbox #5 only accepts letters with numbers that can be evenly divided by 5.**

- Deliver the letters by writing each number below the correct mailbox. Some letters will be undeliverable.

458	41	129	236	625	
243	284	29	149	355	163
813	152	85	120	339	925




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- Write Math
 Could any letter be delivered to all three mailboxes?  
**Explain** your reasoning.

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Make a list of 20 verbs and then write each one in the present and past tense.  Haz una lista de 20 verbos y luego escribe cada uno en tiempo presente y pasado.	Write out 10 multiplication facts using the number 5 (9 x 5, 7 x 5).  Escribe 10 factores de multiplicación usando el número 5 (9 x 5, 7 x 5)	Ask an adult family member to tell you 5 laws that exist in the state. Record these laws.  Pídale a un familiar adulto que le diga 5 leyes que existen en el estado. Registre estas leyes.
Read "Kim's Hungry Pet"* and identify the settings, characters, and problem in the story.  Lee "Kim's Hungry Pet"* e identifica los escenarios, los personajes y el problema de la historia.	Worksheet: "Model Place Value Relationships."*  Hoja de trabajo: "Modelo de relaciones de valor posicional"	Which law above do you think is the most important and why? What law do you think they should change?  ¿Qué ley anterior crees que es la más importante y por qué? ¿Qué ley crees que deberían cambiar?
Based on the problem in "Kim's Hungry Pet", create 3 new diary entries telling how Kim solved the problem.  Basado en el problema en "Kim's Hungry Pet", crea 3 nuevas entradas de diario que cuenten cómo Kim resolvió el problema.	Use things in your home to create a pretend store. Write what you will sell and what it will cost (Example: red shirt = \$10, toilet paper \$1.35)  Use cosas en su hogar para crear una especie de tienda. Escribe lo que venderá y lo que costará (Ejemplo: camisa roja = \$ 10, papel higiénico \$ 1.35)	Find 5 items in your house you can fit in a glass of water (cracker, piece of toilet paper, etc.). Find how long it takes each to dissolve  Encuentra 5 artículos en tu casa que puedas meter en un vaso de agua (galleta, trozo de papel higiénico, etc.). Averigüe cuánto tiempo tarda cada uno en disolverse
Using a Venn diagram, compare and contrast writing in a diary vs. writing a letter.  Usando un diagrama de Venn, compare y contraste la escritura en un diario con la escritura de una carta.	Have your family visit your pretend store. Create receipts for them by adding the cost of each items (place value addition.)  Haga que su familia visite su tienda simulada. Cree recibos para ellos agregando los artículos (adición de valor posicional).	Which do you think will dissolve in water faster, salt or sugar? Test your hypothesis and record your observation.  ¿Cuál crees que se disolverá en agua más rápido, sal o azúcar? Pon a prueba tu hipótesis y registra tu observación.
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Daily Circuit-repeat 3 times: stretch for 2 minutes, 20 jumping jacks, 5 push ups, 3 Crunches, jog in place for 2 minutes, rest for 1 minute  Circuito diario (repetir 3 veces) Estirar durante 2 minutos, 20 saltos de tijera, 5 flexiones, 3 abdominales, trotar en su lugar durante 2 minutos, descansar durante 1 minuto	Tear up several pieces of paper (possibly junk mail.) Create a new piece of art using the torn pieces.  Rompa varios pedazos de papel (posiblemente correo basura). Crea una nueva obra de arte usando las piezas rotas.	Find items around your house and create an instrument. Come up with a song and write lyrics to it.  Encuentra artículos alrededor de tu casa y crea un instrumento. Crea una canción y escribe la letra.	Pick a character from a book. Write a message that character would post on social media.  Elige un personaje de un libro. Escribe un mensaje que ese personaje publicaría en las redes sociales.
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## Kim's Hungry Pet

*Saturday*

Dear Diary,

Today I got a goat. Everyone says she's kind of funny looking. I think she's beautiful. I'm going to name her Felicity. She's going to stay out in the field during the day. At night, I'll bring her into the barn. She's little-hardly taller than a pig. I think she's very smart. - Kim

*Sunday*

Dear Diary,

I spent most of today showing Felicity around the farm. It was easy. She followed me everywhere. She even tried to come into the house for dinner. I fed her an apple, and she stayed on the porch making goat sounds. Then she ate the petunias in the yard. And a postcard that I had in my pocket is missing. I noticed that it was gone after Felicity poked her nose into my coat.-Kim

*Monday*

Dear Diary,

I stayed in the barn last night with Felicity. She seemed a bit lonely. I fed her carrots and hay. She liked the hay. I'm not sure about the carrots. Today after school, my friend Jane came over. Jane fed her a handful of grass. Felicity really likes to eat. She also nibbled on Jane's shoelace and chewed a hole in one of her mittens. - Kim

*Tuesday*

Dear Diary,

I did my homework in the barn to keep Felicity company. I read it to her and she seemed to like it. I had to sleep in the house because I had all sorts of bug bites on me from sleeping in the barn hay. Goats are hard work. - Kim

*Wednesday*

*Dear Ms. Granger,*

*Kim does not have her homework today. Her goat ate it last night. She will turn it in tomorrow.*

*Sincerely,*

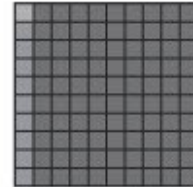
*Carol Gray, Kim's mom*

Name \_\_\_\_\_

## Model Place Value Relationships

A hundred grid can help you understand place-value relationships.

- One small square has been shaded to represent 1.
- Shade the rest of the first column. Count the number of small squares. There are 10 small squares. The model for 10 has 10 times as many squares as the model for 1.
- Shade the remaining 9 columns. Count the number of small squares. There are 100 small squares. The model for 100 has 10 times as many squares as the model for 10.
- If you shade ten hundred grids, you will have shaded 1,000 squares. So, the model for 1,000 has 10 times as many squares as the model for 100.



A place-value chart helps you find the value of each digit in a number.

THOUSANDS			ONES		
Hundreds	Tens	Ones	Hundreds	Tens	Ones
		8,	5	1	6

In the number 8,516:

The value of the digit 8 is 8 thousands, or 8,000.

The value of the digit 5 is 5 hundreds, or 500.

The value of the digit 1 is 1 ten, or 10.

The value of the digit 6 is 6 ones, or 6.

Find the value of the underlined digit.

1. 756

2. 1,025

3. 4,279

4. 35,703

\_\_\_\_\_

Compare the values of the underlined digits.

5. 700 and 70

6. 5,000 and 500

The value of 7 in \_\_\_\_\_ is \_\_\_\_\_

The value of 5 in \_\_\_\_\_ is \_\_\_\_\_

times the value of 7 in \_\_\_\_\_.

times the value of 5 in \_\_\_\_\_.

# What Is a Law?

by Ben's Guide to the U.S. Government

We can better understand the law when we understand our communities. Laws teach us how to behave properly and inform us of the rules we all must follow. So first, we need to know what a law is, who makes the laws, and how laws are made. Let's get started!

Imagine that you and your family are sitting down to play a game. First, you would need to know the rules. Someone in your family would read the rules of the game aloud. Then, you would clearly understand how to play. The rules, just like laws, tell us how to play fairly and how to make sure that everyone is treated in the same way.

Every country has its own set of laws, and each is unique to that country. For example, in the United States, the law is that drivers must drive on the right side of the road. In England, on the other hand, the law is that drivers must drive on the left side of the road. If you and your family are traveling to England, you can see how knowing the law can keep you safe.



*a street in a U.S. city*



*a street in London, England*

1. What do laws teach us?

- A. how to become a citizen
- B. how to behave properly
- C. how to make money
- D. how to learn to read

2. What does the author compare laws to?

- A. getting suspended at school
- B. a traffic light
- C. the rules of a game
- D. your parents' rules

3. People living in different parts of the world have different laws to follow.

What evidence from the passage supports this conclusion?

- A. "Every country has its own set of laws, and each is unique to that country."
- B. "Laws teach us how to behave properly and inform us of the rules we all must follow."
- C. "We can better understand the law when we understand our communities."
- D. "Someone in your family would read the rules of the game aloud."

4. What advice might you give someone traveling to a new country with different laws?

- A. to act the same way they would in their home country
- B. to re-read the U.S. Constitution
- C. to learn about the country's laws before they go there
- D. to try to guess what the country's laws are

5. What is the main idea of this passage?

- A. Laws are rules that tell us how to behave, and they are different in different places.
- B. Laws are like the rules in a game that you sit down to play with your family.
- C. Laws are made by the government to protect people in their country.
- D. We can understand laws better by understanding our communities better.

Student Name / Nombre del estudiante: \_\_\_\_\_

Grade / Grado: \_\_\_\_\_ PowerSchool ID/Identificación de PowerSchool: \_\_\_\_\_ eLearning Date/Fecha de eLearning: \_\_\_\_\_

Items marked with an asterisk (\*) are included in the packet.

Los artículos marcados con un asterisco (\*) están incluidos en el paquete.

English Language Arts <i>Artes del Lenguaje Inglés</i>	Math <i>Matemática</i>	Social Studies/Science <i>Estudios Sociales/Ciencias</i>
<b>Suggested Time: 60 Minutes</b> <i>Tiempo Sugerido: 60 Minutos</i>	<b>Suggested Time: 60 Minutes</b> <i>Tiempo Sugerido: 60 Minutos</i>	<b>Suggested Time: 60 Minutes</b> <i>Tiempo Sugerido: 60 Minutos</i>
Make a list of at least 10 adjectives that describe "chocolate."  Haz una lista de al menos 10 adjetivos que describan "chocolate".	Write down 3 different, 6-digit numbers (i.e.-347,529) and note what digit is in the thousands place.  Escriba 3 números diferentes 6 dígitos (es decir, 347,529) y anote qué dígito está en el lugar de los miles.	Create a time capsule someone will find in 100-years. Include a list of items that represent today's society.  Crea una cápsula del tiempo que alguien encontrará en 100 años. Incluye una lista de elementos que representen a la sociedad actual.
Read "From Trees to Treats."* Follow the instructions on the page to sequence the events.  Lee "De los árboles a las golosinas."* Siga las instrucciones de la página para secuenciar los eventos.	Complete the "Comparing Decimals"* worksheet.  Complete la hoja de trabajo "Comparación de decimales"	Ask an older family members what they would have included in a time capsule when they were in 5th grade.  Pregúntele a los miembros mayores de la familia qué habrían incluido en una cápsula del tiempo cuando estaban en 5 grado.
Create a comic strip of the steps needed to go from a cocoa bean growing to the factory.  Crea una tira cómica de los pasos necesarios para pasar de un cultivo de grano de cacao a la fábrica.	Look back at the "Comparing Decimals worksheet."* Circle all of the numbers that look like amounts of money.  Vuelva a consultar la hoja de trabajo Comparación de decimales. Encierra en un círculo todos los números que parezcan cantidades de dinero.	Read and complete the worksheet "Find Out What Animals are Saying."*  Lea y complete la hoja de trabajo "Averigüe lo que los animales están "diciendo"
Write as many words as you can using the letters in the word "chocolate."  Escribe tantas palabras como puedas usando las letras de la palabra "chocolate"	Find 10 items in your house that have numbers with decimals in them. Record those numbers.  Encuentra diez artículos en tu casa que tengan números con decimales en ellos. Registre esos números.	Make list of 10 different animals and tell how they communicate with others (cats = meow).  Haz una lista de 10 animales diferentes y cuenta cómo se comunican con los demás (gatos = miau).

Parent/Guardian Initials  
Iniciales del padre/tutor




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<b>Suggested Time: 30 minutes for each subject / Tiempo sugerido: 30 minutos para cada asignatura</b>			
Make a t-chart of the healthy and unhealthy foods in your home. For the unhealthy foods, list two healthy alternatives.  Haga un gráfico T de los alimentos saludables y no saludables en su hogar. Para los alimentos no saludables, enumere dos alternativas saludables.	Trace your hand and then keep drawing around the outline. Create a different pattern in each layer.  Traza tu mano y luego sigue dibujando alrededor del contorno. Crea un diseño diferente en cada capa.	Listen to any song. Write down any similes you hear (ie, I came in LIKE a wrecking ball.)"  Escucha cualquier canción. Escribe cualquier símil que escuches (es decir, entré COMO una bola de demolición).	Design an app for cell phones. Tell it's purpose and who would use it. Draw an icon to match.  Diseño de una aplicación para teléfonos móviles. Indique su propósito y quién lo usaría. Dibuja un icono para que coincida.

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**By initialing, I acknowledge my child has completed the activities in each subject, in its entirety.  
Al poner mis iniciales, reconozco que el niño(a) ha completado las actividades de cada materia, en su totalidad.**



# Comprehension

Independent Practice Passage

Graphic Organizer

Name \_\_\_\_\_

## Treats from Trees

Almost everyone loves chocolate and it can be good for you, too! Do you ever wonder how chocolate is made?

Chocolate comes from cocoa beans. The beans are found inside pods that grow on cacao trees in countries with warm climates, like Brazil or Ecuador.

Factory machines roast and grind cocoa beans into paste. Workers mix this paste with sugar and other ingredients to make chocolate.

Even before arriving at the factory, it all starts with picking ripe, bright orange pods from cacao trees. Workers pick the pods by hand and crack them open with a blade to remove the beans.

Cocoa beans must be dried. In order to do this, workers hand-wash the beans. Once the beans are clean, workers put them into piles and cover them with banana leaves. The beans sit for about a week until they turn brown.

Once the beans turn brown, they are laid out in the sun to dry. After a few weeks, the dry cocoa beans are finally ready to ship to the factory.

**Instructions:** Write the most important steps for making chocolate in order from first to last. Then on the back of this paper, write a summary of the steps in the chocolate-making process.

<b>First</b>
<b>Next</b>
<b>Next</b>
<b>Next</b>
<b>Next</b>
<b>Next</b>
<b>Last</b>

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

## Comparing Decimals

L151

Compare each pair of decimals using the symbols  $>$ ,  $<$  or  $=$ .

1) 43.5  43.12

2) 18.49  19.9

3) 21.75  21.75

4) 4.63  4.3

5) 5.17  5.4

6) 10.35  10.35

7) 47.31  39.73

8) 25.6  25.9

9) 24.5  24.5

10) 7.7  6.95

11) 36.62  36.4

12) 29.3  29.27

13) 12.7  12.8

14) 6.1  6.1

15) 40.24  40.24

16) 28.5  28.3

# Find Out What Animals Are “Saying”

Doctor Dolittle talks to animals. But real-life scientists learn about animals by observing their behavior. Discover more below, then answer the questions.

## Silent Alarm

When male silverback gorillas are under threat, they give off a very specific smell. The scent can be detected at a distance. It warns the gorilla’s troop of danger without making a sound.

## Stone-Cold Stare

Giraffes were once thought to be silent animals. It turns out they communicate through a very quiet humming sound, but only with other giraffes. So when face-to-face with a predator, a giraffe will stare it down with its large eyes. This warns the other animal to back off.

## Life Lessons

Polar bears are solitary animals. That means they spend most of their lives living on their own. To prepare her cub for solitary life in the tundra habitat, a mother polar bear uses her paws, her muzzle, and a “chuffing” sound to discourage dangerous behavior and teach important life skills.

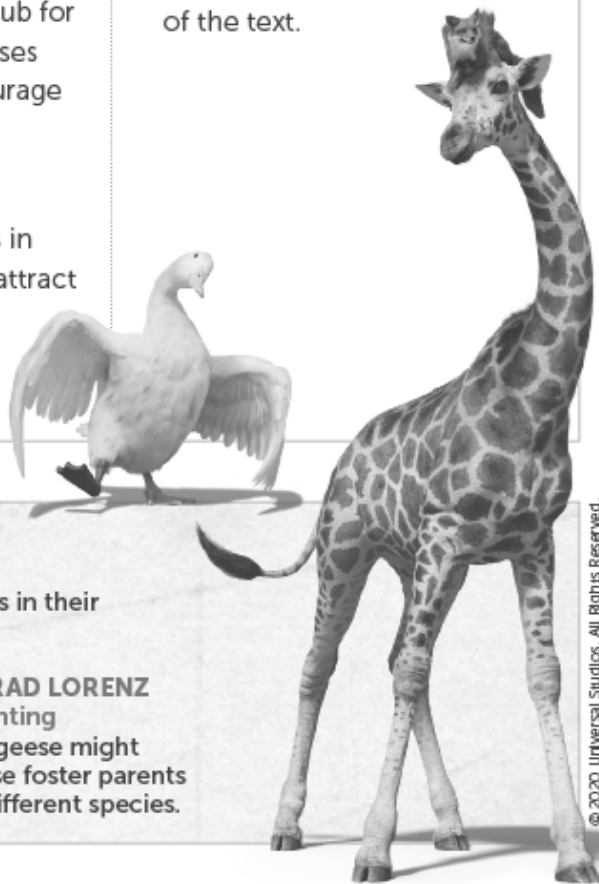
## Hiss Alert

Sugar gliders live in groups, and they make their nests in trees. When they are under attack by predators, they attract friends by making a hissing sound. A group is safer than being alone! They also make a chattering sound when they are happy.

## YOUR TURN

Answer the questions on separate paper.

- Describe an example of animal communication that relies on:
  - Sound
  - Scent
  - Touch
  - Sight
- Choose two examples of animal communication. Explain how each example helps the animal to survive.
- Summarize the main idea of the text.



## STAR SCIENTISTS

These three famous behavioral scientists observed animals in their habitats and made some amazing discoveries.

**JANE GOODALL**  
Tool Kit  
Chimpanzees make tools for eating and grooming.

**KARL VON FRISCH**  
Super Navigation  
Bees use the sun as a compass.

**KONRAD LORENZ**  
Imprinting  
Baby geese might choose foster parents of a different species.

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Write down 10 different verbs. Practice adding the endings -ing, -ed and -s/-es) to each verb.  Escribe 10 verbos diferentes. Practica añadiendo las terminaciones -ing, -ed y -s/-es) a cada verbo.	Find food in your house, like crackers or water bottles. Write and draw a word problem. Solve.  Encuentre comida en tu casa, como galletas saladas o botellas de agua. Escribir y dibuja un problema de palabras. Resolver.	Map out a new city. Include essential services you think the community needs for everyone to thrive.  Traza una nueva ciudad. Incluye los servicios esenciales que crees que la comunidad necesita para que todos prosperen.
Read "Hilde's Headlines."* Based on the information in the passage, what is Hilde's purpose for reporting on newsworthy stories?  Lee "Los titulares de Hilde."* Con base en la información del pasaje, ¿cuál es el propósito de Hilde para informar sobre historias de interés periodístico?	Complete the worksheet "Area."*  Complete la hoja de trabajo "Área."*	What essential service is your community missing right now? Write a letter to the local city representatives urging them to bring in this service.  ¿Qué servicio esencial le falta a su comunidad en este momento? Escriba una carta a los representantes locales de la ciudad instándolos a traer este servicio.
Create a newspaper on a sheet of paper. Write 3 different headlines and details from the story. Add any illustrations.  Crea un periódico en una hoja de papel. Escribe 3 titulares y detalles diferentes de la historia. Añade cualquier ilustración.	Using your shoe as a ruler, find the area of these items: bed, bathtub/shower, counter. Example: A bed is 9-shoes long by 3-shoes wide.  Usando su zapato como regla, encuentre el área de estos artículos: cama, bañera / ducha, mostrador. Ejemplo: una cama mide 9 zapatos de largo por 3 zapatos de ancho	Choose two animals; imagine what they would look like if they were combined. Draw and write about it's habitat, predators/prey.  Elige dos animales; Imagínese lo que les gustaría si se combinaran. Dibuja y escribe sobre su hábitat, depredadores / presas.
Make a T-chart and list all of the oppositions in your home (fork vs. spoon, chair vs. table).  Haga una tabla en T y enumere todas las oposiciones en su hogar (tenedor vs. cuchara, silla vs. mesa).	Find another item in your house to use as a ruler to measure the area of the same items. Record how the results differ from your shoe.  Encuentre otro elemento en su casa para usar como regla para medir el área de los mismos artículos. Registre cómo los resultados difieren de su zapato.	Make a chart of 5 dangerous animals and their prey. Note if there are any predators to these dangerous animals.  Haz una tabla de 5 animales peligrosos y sus presas. Tenga en cuenta si hay depredadores para estos animales peligrosos.

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Create a daily menu for your family making sure to include something from all the major food groups (dairy, meat, grains, fruit/vegetables.)  Cree un menú diario para tu familia asegurándose de incluir algo de todos los grupos principales de alimentos (lácteos, carne, granos, frutas / verduras).	Draw out your first and last name in bubble letters. Design and color each letter differently.  Dibuja tu nombre y apellido en letras de burbuja. Diseña y colorea cada letra de manera diferente.	Use pots, pans, or milk jugs to drum! Create a beat and try to write it down.  ¡Usa ollas, sartenes o jarras de leche para tambor!. Crea un ritmo e intenta escribirlo.	Make a list of 5 different technology items that might exist in the future. Write a description of one of them.  Haga una lista de 5 elementos tecnológicos diferentes que podrían existir en el futuro. Escribe una descripción de uno de ellos.

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# TRIBECA FILM FESTIVAL



Hilde wrote about some crimes on her website, the Orange Street News, even before the local paper had reported them!

Photo credits: Page 1: © Steve Mack/FilmMagick/Getty Images; background:

## Hilde's Headlines

Hilde Kate Lysiak uncovers the truth behind a news story. As an investigative journalist, Hilde reports about her hometown in Pennsylvania. She has an online newspaper called the Orange Street News.

"I like letting people know all the information," says Hilde. She goes to the scene of the crime to find the facts. Hilde is not afraid to ask questions or knock on doors to get answers.

### Do You Know?

#### The Five W's

Good newspaper writing should always contain the "Five W's." Every news story should answer these basic questions.

- What happened?
- Who was there, or who caused it to happen?
- Why did it happen?
- When did it happen?
- Where did it happen?

She reports, edits, and publishes news through articles and videos on her website. Hilde is like any other journalist except that she is only nine years old!

Although Hilde is only in third grade, she investigates newsworthy stories to keep people informed. She is one of the only reporters covering local news in her hometown. Local people tell her their stories because they know she will report the truth.

Her favorite stories are about crimes—the things that most directly affect her hometown.

Some people think she is too young to investigate crime. Hilde disagrees. "If you want me to stop covering news, then you get off your computers and do something about the news," she says.

Hilde's family helps with her website, but she does all the reporting. Nothing stands in the way of this investigative journalist!

Crime Rate in Hilde's Hometown by Year\*

Type of Crime	2006	2007	2008	2009	2010	2011	2012	2013	2014
Violent Crimes	79	69	115	117	129	66	77	79	44
Property Crimes	252	232	260	231	194	249	190	183	128

\*Data provided by FBI Uniform Crime Report

www.readinga-z.com

Name \_\_\_\_\_

# Area

**Area** is the measure of the number of **unit squares** needed to cover a surface. A unit square is a square with a side length of 1 unit. It has an area of 1 **square unit**.

Find the area of the rectangle at the right.

You can use the formula **Area = base × height**.

**Step 1** Identify one side as the base.

The base is 14 feet.

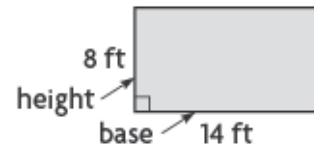
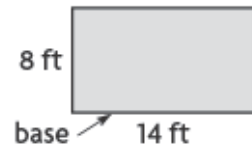
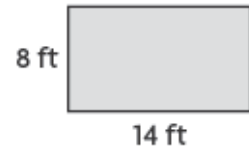
**Step 2** Identify a perpendicular side as the height.

The height is 8 feet.

**Step 3** Use the formula to find the area.

$$\begin{aligned} \text{Area} &= \text{base} \times \text{height} \\ &= 14 \times 8 \\ &= 112 \end{aligned}$$

So, the area of the rectangle is 112 square feet.

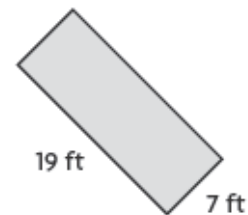


Find the area of the rectangle or square.

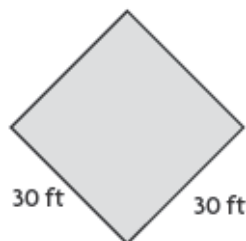
1.



2.



3.



4.

