



# Elementary E-Learning Plan

## 25-26 School Year

E-Learning Expectations will be discussed during the October conferences. No devices will be sent home. Packets will be distributed during conferences, and an additional link will be posted on the district website the day before inclement weather in case packet has become lost. No new content will be taught during an E-Learning day. All material will be a review of skills that have been taught. **Students will be marked absent for the day until the learning day has been returned to the teacher.**

### PreK-Kindergarten:

- Packets (5 days of work) for Preschool to be sent home with students.

### 1st Grade-5th Grade:

- Packet (5 days of work) to be sent home with students. 20 minutes of on-level reading and response.

### EL/Title/Sped:

- PreK-5 will have work included in the packet they take home.
- Special Education Students may have adapted work to complete instead of the classroom packet. Case managers and classroom teachers will decide which students need the adaptations.

### PE/Music:

- Activities students can do independently will be included in the packet.

### Band

- Instruments will also be sent home before inclement weather.
- Assignments

All staff will be required to send parents a grade-level note clarifying the E-learning expectations during conferences. Teachers will include their email and phone numbers during the school day so that students and parents can reach out with questions.

Teacher office hours availability via- google classroom, zoom, email, or phone will follow a teacher 2-hour late schedule- 9:30- 3:00 with a lunch hour from 12:00-1:00pm.



# Elementary E-Learning Plan

## 25-26 School Year

### Dear Preschool Parents and Guardians,

This year it has been decided that all classes (PreK-5) will participate in e-learning days by completing the attached work “packets” and returning it completed with a parent/guardian signature the next school day. This is how we will be marking attendance for the school day.

Attached you will find 3 days worth of work for your student to complete on e-learning days ONLY. Please only complete one day's worth of work on an e-learning day, ie. Day 1 work to be completed on e-learning day number one, Day 2 work to be completed on e-learning day number two, etc. Please do NOT complete all the packets on the first e-learning day.

Included in the packet of work is review of skills your student has seen before in reading and math. If any questions arise while you are working with your student, your student’s teacher is available via phone, or email until 3:30p.m. Please do not hesitate to reach out and ask questions.

 Snow Day to Do.docx

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*ECSE Activities [Version #1](#), [Version #2](#)*

## E-learning Day to Do

Pick **3** of the activities from below to complete if we have a snow day off/tech day. Enjoy! ☺

<p>Go outside and play in the snow. Make footprints in the snow and count how many you made. Write your name in the snow.</p>	<p>Find a calendar and talk about the date. What month? What day? Do exercises for the date. (ex. if it is Feb. 7<sup>th</sup> do 7 jumping jacks)</p>	<p>Adult draw 2 circles to make a snowman shape. Child tear or cut paper to fill circles. Glue on if possible</p>
<p>Count as high as you can!</p>	<p>Write your name the best you can 10 times. Use different things to write (ex. crayon, marker, highlighter, pen, pencil etc.)</p>	<p>Draw a picture of something you see.</p>
<p>Get paper and something to write with and copy words you see around your house.</p>	<p>Listen to a story. Talk about what happened in the story and who was in the story.</p>	<p>Count things you see around your house (ex. doors, windows, cups, books etc.)</p>

Complete 3 activities each E-learning day and fill out the signature page. Let us know if you have any questions.

Contact Information:

[bditterich@rcw.k12.mn.us](mailto:bditterich@rcw.k12.mn.us) - or on Seesaw

[kdahl@rcw.k12.mn.us](mailto:kdahl@rcw.k12.mn.us) - or on Seesaw

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DAY 1

Activities Completed:

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Parent Signature:

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DAY 2

Activities Completed:

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Parent Signature:

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**DAY 3**

Activities Completed:

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Parent Signature:

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## E-learning Day to Do



Pick 3 of the activities from below to complete if we have a snow day/ELearning

Day. Enjoy! ☺

Play a Board  
Game.

Listen as an  
adult reads a  
book to you.

Make a card for  
someone. Add  
pictures and  
words.

Write your  
numbers  
1-10.

Shape Hunt.  
Look for items  
shaped as a square,  
circle, rectangle,  
and triangle.

Play a Card  
Game.

### Rhyming

Repeat 2 words and  
decide if they rhyme.  
Clap if they rhyme.

Bug, hug  
Boat, house  
Pig, wig  
Cup, pup

Count out loud to  
20 or higher.  
How high can you  
count?

Work on  
beginning sounds.

Adult says words to child  
and see if child can hear  
the beginning sound.

Sun, Apple, Pencil, Noodles, Turtle

Complete 3 activities each E-learning day and fill out the signature page. Let us know if you have any questions.



# E-learning Day to Do



**DAY 4-** Child's Name \_\_\_\_\_ Date: \_\_\_\_\_

Activities Completed:

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Parent Signature:

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**DAY 5-** Child's Name \_\_\_\_\_ Date: \_\_\_\_\_

Activities Completed:

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Parent Signature:

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# Elementary E-Learning Plan

## 25-26 School Year

### Dear Kindergarten Parents and Guardians,

This year it has been decided that all classes (PreK-5) will participate in e-learning days by completing the attached work “packets” and returning it completed with a parent/guardian signature the next school day. This is how we will be marking attendance for the school day.

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Included in the packet of work is review of skills your student has seen before in reading and math. If any questions arise while you are working with your student, your student’s teacher is available via ClassDojo or email until 3:30 p.m. Please do not hesitate to reach out and ask questions.

Grace Draeger      [gdraeger@rcw.k12.mn.us](mailto:gdraeger@rcw.k12.mn.us) ext. 1128

Cassie Rivera      [crivera@rcw.k12.mn.us](mailto:crivera@rcw.k12.mn.us) ext. 1111



# Kindergarten E-Learning Packet 25-26

**Day 1**

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

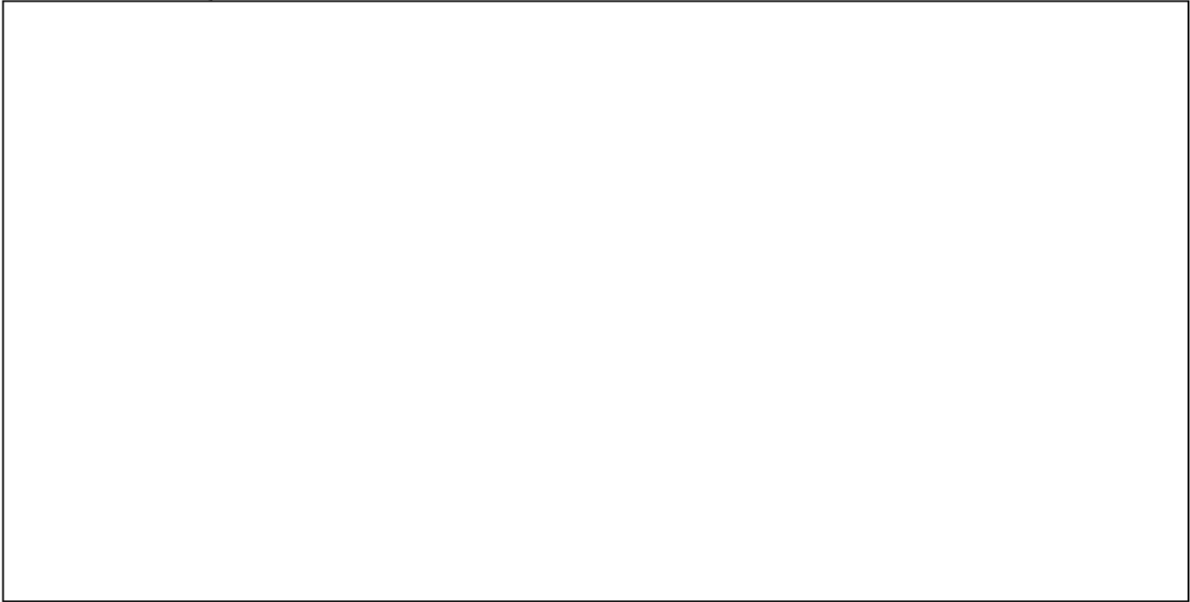
Independent Reading	<input type="checkbox"/> Read attached Decodable story "I see" <input type="checkbox"/> Draw a picture to match the story in the box
SEL Social Skills	<u>Sharing About Feelings</u> Have a conversation with someone and share about times when you felt: scared, angry, happy, nervous, and excited
Reading Work	Word search
Math Work	Fill in missing numbers on the attached math worksheet.
Music	Color, draw, or do a craft while listening to your favorite music.
PE	<b>Negen and Landquist: 10 minutes of exercise (jumping jacks, squats, sit-ups, mountain climbers, push-ups and jog in place)</b> Pick a square to finish from <a href="#">fitness challenge board</a> Other activities: Shovel Snow, build snowman/snow fort, or other activities outside.
English Language Development (Ms. Loidolt)	<u>"5 Seconds" Game</u>
Letter Work (Mrs. Elfering/Ms. Hagen)	Find something in your house that starts with a, m, t, and p. Draw them below.

**Parent Signature:** \_\_\_\_\_

**Day 1**

## I See

Illustrate the story here:



I see a pig. The pig is in its pen. I see a cat. The cat is on the bed. I see a dog. The dog is in its den. I see a bug. The bug is on a bat!

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

# Word search



bug       pot       ten

can       map       sun

pig       hat       leg

cop       cup       bin







## EL Students Only

K-5 e-Learning: Day #1

ELL assignment from Ms. Loidolt

This game is called '5 Seconds.' You can play by yourself OR with other people. Use a timer to list 3 things from each card within 5 seconds. If playing with another person, they have to say 3 new words, no repeats. Try 10-20 seconds if 5 seconds isn't long enough.

EXTRA CHALLENGE: write down the 3 ideas (untimed). Have fun!

Name 3 things that are yellow	Name 3 farm animals	Name 3 fruits
Name 3 heavy items	Name 3 light items	Name 3 holidays
Name 3 books	Name 3 movies	Name 3 types of shoes

# PE

## E-Learning RCW Health Challenge

Complete all 25 challenges to have a chance to win extra Phy Ed or Recess Time

Cross off with an X as you complete

Cardio	Strength	Mind	Core	Be a Kid
3 separate 1-mile walks timed	Push-up variation 10 a day for one week	Complete a puzzle	Have a plank contest with family or friend	Challenge 4 friend or family to rock paper scissors
2 sets of 50 reps jumping jacks	Squat 3 sets of 20 reps with or without weight	Read a complete book at current reading level	Sit-ups 3 sets of 12 reps	Play in snow
Complete a Just Dance video on YouTube.	Challenge a friend or family to arm wrestle	Play a board or card game with family member(s)	Mountain Climbers 2 cycles of As many reps as possible	Cook your own meal or help an adult
Be outside for 60 minutes	Leg raises 2 sets of 15 reps	Create a maze	Create 3 yoga poses	Invent a Tag game and play it
Complete a H.I.I.T video from YouTube	Find the heaviest object you can lift safely in your home	Give 5 positive compliments out in a day	Walk 100 yards on all four limbs	Build a fort



## Kindergarten E-Learning Packet 25-26

**Day 2**

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

Independent Reading	<input type="checkbox"/> Read attached decodable story, highlight or color the letter a's you see <input type="checkbox"/> Sequence story
SEL Social Skills	Draw a picture to show how to be a good friend. Discuss with an adult.
Reading Work	Fluency Review (e, f, d, n, t)
Math Work	<a href="#">Snowman Ten Frames</a>
Music	Find something you can use as a drum and echo rhythm patterns with a partner. Rhythm syllables include: Ta, Ti-Ti, Too and Rest.
PE	Negen and Landquist: 10 minutes of exercise (jumping jacks, squats, sit-ups, mountain climbers, push-ups and jog in place) Pick a square to finish from <a href="#">fitness challenge board</a> Other activities: Shovel Snow, build snowman/snow fort, or other activities outside.
English Language Development (Ms. Loidolt)	<a href="#">"5 Seconds" Game</a>
Letter Work (Mrs. Elfering/Ms. Hagen)	Find something in your house that starts with o, n, c, and d.

**Parent Signature:** \_\_\_\_\_

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

# Comprehension Sequencing

Read the passage and paste the pictures in order.

bat

sat

cab

lap

The bat sat on  
the cat. The bat  
sat on the cab.  
The bat sat on  
my lap.

1

2

3



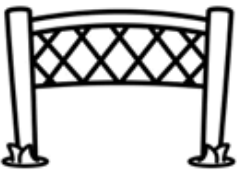




Name: \_\_\_\_\_

ef dnt

Directions: Point and say the letters. Write the beginning sounds in the boxes.

t	d	e	f	n	t	f	d	n	e
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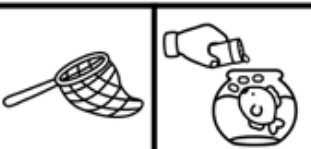
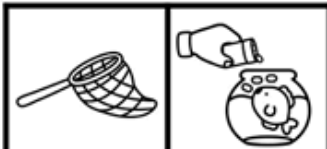


 <input type="text"/>	 <input type="text"/>	 <input type="text"/>	 <input type="text"/>	 <input type="text"/>
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Directions: Read the word pyramids 3x through. Color a star each time you read.

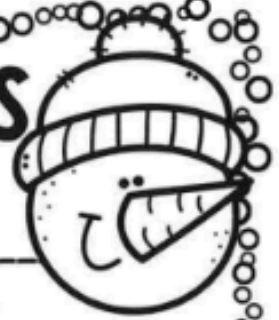
f fe fed	d de den	n ne net	t te ten
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Directions: Read the words and color the matching pictures.


fed	net	ten	den
			


# SNOWMAN TEN FRAMES




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

Fill in the ten frame for each number.















## EL students Only

K-5e-Learning: Day #2

ELL assignment from Ms. Leibold

This game is called "5 Seconds." You can play by yourself OR with other people. Use a timer to list 3 things from each card within 5 seconds. If playing with another person, they have to say 3 new words, no repeats. Try 10-20 seconds if 5 seconds isn't long enough.

EXTRA CHALLENGE: write down the 3 ideas (untimed). Have fun!

Name 3 things that are blue	Name 3 forest animals	Name 3 vegetables
Name 3 things at a bakery	Name 3 pieces of clothing	Name 3 things to pack
Name 3 places to visit	Name 3 stinky animals	Name 3 books you like

# PE

## E-Learning RCW Health Challenge

Complete all 25 challenges to have a chance to win extra Phy Ed or Recess Time

Cross off with an X as you complete

Cardio	Strength	Mind	Core	Be a Kid
3 separate 1-mile walks timed	Push-up variation 10 a day for one week	Complete a puzzle	Have a plank contest with family or friend	Challenge 4 friend or family to rock paper scissors
2 sets of 50 reps jumping jacks	Squat 3 sets of 20 reps with or without weight	Read a complete book at current reading level	Sit-ups 3 sets of 12 reps	Play in snow
Complete a Just Dance video on YouTube.	Challenge a friend or family to arm wrestle	Play a board or card game with family member(s)	Mountain Climbers 2 cycles of As many reps as possible	Cook your own meal or help an adult
Be outside for 60 minutes	Leg raises 2 sets of 15 reps	Create a maze	Create 3 yoga poses	Invent a Tag game and play it
Complete a H.I.I.T video from YouTube	Find the heaviest object you can lift safely in your home	Give 5 positive compliments out in a day	Walk 100 yards on all four limbs	Build a fort



## Kindergarten E-Learning Packet 25-26

**Day 3**

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

Independent Reading	<input type="checkbox"/> Complete attached Decode, draw, write page
SEL Social Skills	Read a story with an adult. Discuss how characters are feeling, how you know, and why they may be feeling that way.
Reading Work	<a href="#">Mitten Rhymes</a>
Math Work	Fill in the hundreds chart.
Music	Find things around the house to tap or shake (gently!) that can be an instrument. Then use the instrument while listening to one of your favorite songs. Tap or shake (gently!) the rhythm you hear with your found instrument to the song.
PE	Negen and Landquist: 10 minutes of exercise (jumping jacks, squats, sit-ups, mountain climbers, push-ups and jog in place) Pick a square to finish from <a href="#">fitness challenge board</a> Other activities: Shovel Snow, build snowman/snow fort, or other activities outside.
English Language Development (Ms. Loidolt)	<a href="#">"5 Seconds" Game</a>
Letter Work (Mrs. Elfering/Ms. Hagen)	Find something in your house that starts with u, s, g, and h. Draw a picture of them. Sound out how to spell them and label your picture.

**Parent Signature:** \_\_\_\_\_

Name:

# Decode, draw and write

Decode and read the sentence.

# The big dog is wet.

Draw a matching picture.



Write the sentence.

Handwriting practice lines consisting of solid top and bottom lines with a dashed middle line, repeated four times.

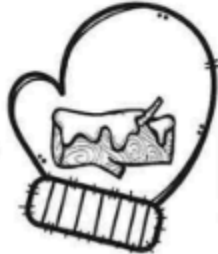
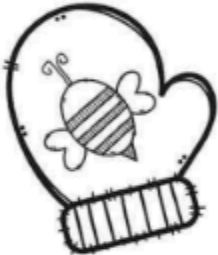
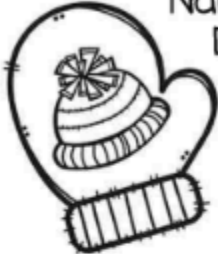


# MITTEN RHYMES



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

Draw a line to match the rhymes.



# Hundreds Chart

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



# PE

## E-Learning RCW Health Challenge

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Be outside for 60 minutes	Leg raises 2 sets of 15 reps	Create a maze	Create 3 yoga poses	Invent a Tag game and play it
Complete a H.I.I.T video from YouTube	Find the heaviest object you can lift safely in your home	Give 5 positive compliments out in a day	Walk 100 yards on all four limbs	Build a fort

## EL Students Only

K-5 e-Learning: Day #3

ELL assignment from Ms. Loidolt

This game is called "5 Seconds." You can play by yourself OR with other people. Use a timer to list 3 things from each card within 5 seconds. If playing with another person, they have to say 3 new words, no repeats. Try 10-20 seconds if 5 seconds isn't long enough. EXTRA CHALLENGE: write down the 3 ideas (untimed). Have fun!

Name 3 things that are green	Name 3 ocean animals	Name 3 types of meat
Name 3 types of snacks	Name 3 friends	Name 3 sticky foods
Name 3 places to eat	Name 3 places at school	Name 3 rooms in your house



# Kindergarten E-Learning Packet 25-26

**Day 4**

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

<b>Independent Reading</b>	<input type="checkbox"/> <b>Lesson 34 Decodable Story: Read the story 3x and then draw a picture in the box to match the story</b>
<b>SEL Social Skills</b>	<b>Kindness Challenge: Do 3 Kind Things</b>  Tell the child they have a Kindness Mission: do three kind actions for someone at home.  Give simple examples: <ul style="list-style-type: none"><li>• Help pick up toys</li><li>• Give someone a compliment</li><li>• Draw a picture for a family member</li><li>• Offer to help with a small task</li></ul> After each act, the child shares: “What did I do?” “How did it make the other person feel?” “How did it make me feel?”
<b>Reading Work</b>	Search and find the high frequency word Said using crayons, highlighter, or pencil.
<b>Math Work</b>	<b>Addition Worksheet: cut and paste the matching sums to the addition problem.</b>
<b>Music</b>	Play or sing two songs, one fast and one slow, while you pat or clap the steady beat.
<b>PE</b>	<b>Negen and Landquist: 10 minutes of exercise (jumping jacks, squats, sit-ups, mountain climbers, push-ups and jog in place)</b> <b>Pick a square to finish from <a href="#">fitness challenge board</a></b> <b>Other activities: Shovel Snow, build snowman/snow fort, or other activities outside.</b>
<b>English Language Development (Ms. Loidolt)</b>	<b>- EL STUDENTS ONLY</b> <b>Vocabulary Word Cards</b>

**Parent Signature:** \_\_\_\_\_

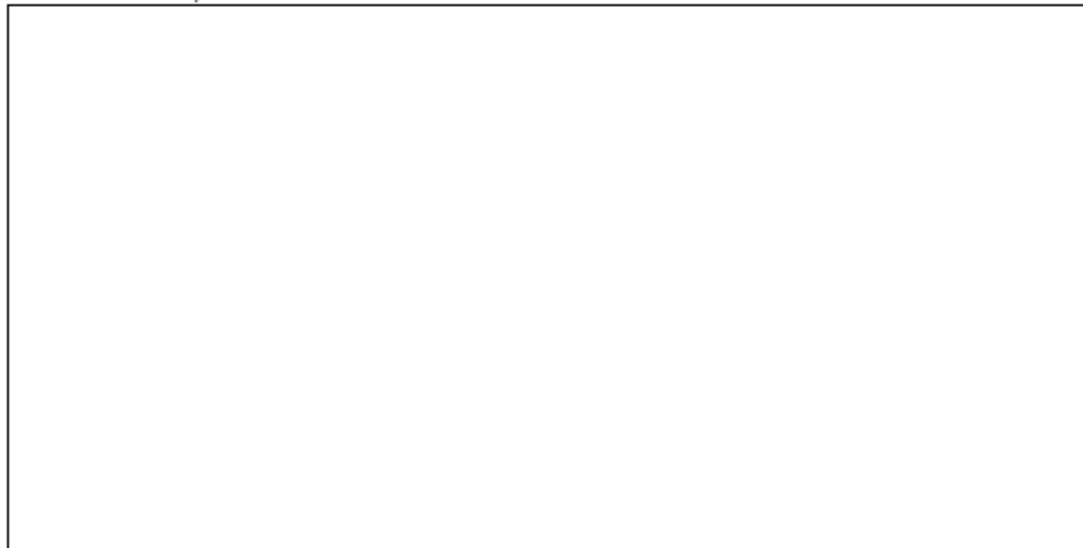
Name: \_\_\_\_\_

Directions: Search and find the focus high frequency word.

The image contains a word search puzzle. In the center, the word "said" is written in a large, bold, black font and is enclosed within a black rectangular border. Surrounding this central box are various instances of the words "said", "look", and "see" scattered across the page. These words are written in a smaller, regular black font and are rotated at various angles. The words "said" appear approximately 12 times, "look" appears approximately 12 times, and "see" appears approximately 12 times, all distributed around the central box.

## Zip the Tent

Illustrate the story here:



Jaz and Zed went on a trip in a tent. Jaz sets up the tent. Zed helps.

“Look at the pond,” said Jaz. “Let’s swim!”  
Jaz and Zed jump in the pond to swim.

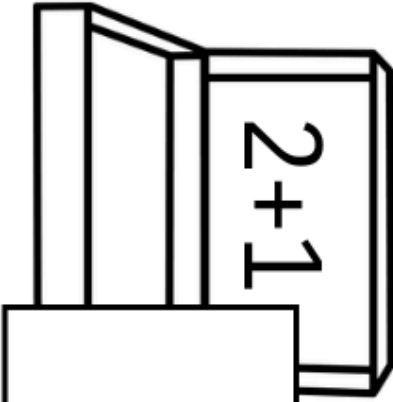
Jaz and Zed see lots of bugs. “You have to zip up the tent,” said Jaz. “If you zip it, the bugs do not get in.”

Zed runs to the tent to zip it up. The bugs do not get in.

# I Can Add

Match the answers to the addition problems on the boxes.

 $3+2$

 $2+1$

 $3+4$

 $2+4$

 $1+1$

 $2+2$



7



2



5



4



3



6

# E-Learning

## RCW Health Challenge

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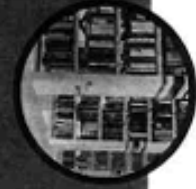
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Complete a Just Dance video on YouTube.	Challenge a friend or family to arm wrestle	Play a board or card game with family member(s)	Mountain Climbers 2 cycles of As many reps as possible	Cook your own meal or help an adult
Be outside for 60 minutes	Leg raises 2 sets of 15 reps	Create a maze	Create 3 yoga poses	Invent a Tag game and play it
Complete a H.I.I.T video from YouTube	Find the heaviest object you can lift safely in your home	Give 5 positive compliments out in a day	Walk 100 yards on all four limbs	Build a fort



crayons



homework



library



graduation



field trip



backpack



music



teacher



science



reading



student



playground



scissors



physical education



principal

STUDENT PAGE Name \_\_\_\_\_

Date \_\_\_\_\_

1

E Learning Day # 4 Ms. Loidolt

\*Cut the pictures out and sort them into categories: items, people, places, subjects, and things to do.

\* Kindergarten and First Grade – have an adult write the names in the squares after you have them sorted.

\* Grades 2-5 you can write the name in the squares

\* Kindergarten – choose 1 card and write a sentence about it. Then draw a picture to go with your sentence

\* First grade – pick 2 cards and write good, detailed sentences about the picture.

Draw 2 pictures that go with your sentences.

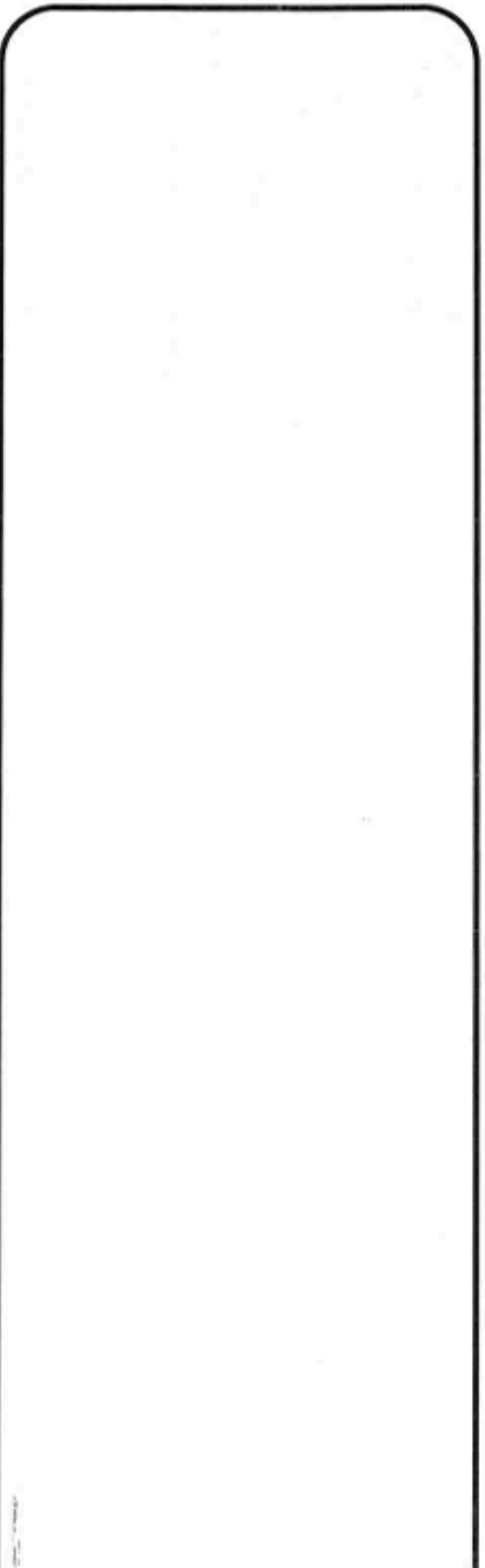
\* 2<sup>nd</sup> – 5<sup>th</sup> grade – pick 3 cards and write good, detailed sentence about the picture.

Draw three detailed pictures about your sentence.



2

Choose 3 cards and write them in a sentence below.  
Then draw a picture.



Handwriting practice lines consisting of a solid top line, a dashed middle line, and a solid bottom line. There are four sets of these lines stacked vertically.



# Kindergarten E-Learning Packet 25-26

**Day 5**

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

<b>Independent Reading</b>	<input type="checkbox"/> <b>Lesson 35 Decodable Story:</b> Read the story 3x and then draw a picture in the box to match the story
<b>SEL Social Skills</b>	Have the child place their hands on their belly.  Say: “We’re going to blow up a pretend balloon in our tummy.”  Guide them through slow breaths: <ul style="list-style-type: none"><li>• Inhale through the nose for a count of 3 (belly expands like a balloon).</li><li>• Exhale through the mouth for a count of 3 (balloon deflates).</li><li>• Do 4–5 rounds together.</li><li>• End by asking: “How does your body feel now?”</li></ul>
<b>Reading Work</b>	Search and find the high frequency word look using crayons, highlighter, or pencil.
<b>Math Work</b>	<b>One Less page:</b> cut and paste the number that is one less for each problem.
<b>Music</b>	Dance to two songs, or lie down and close your eyes while listening to soft, slow music.
<b>PE</b>	<b>Negen and Landquist: 10 minutes of exercise</b> (jumping jacks, squats, sit-ups, mountain climbers, push-ups and jog in place) <b>Pick a square to finish from <a href="#">fitness challenge board</a></b> <b>Other activities:</b> Shovel Snow, build snowman/snow fort, or other activities outside.
<b>English Language Development</b> (Ms. Loidolt)	<b>- EL STUDENTS ONLY</b> Find 5 new items (that you don’t know what they are) at home and write them down on a piece of paper.

**Parent Signature:** \_\_\_\_\_

## Bag of Hats and Caps

Illustrate the story here:



Jax has a big bag. The bag has hats and caps in it. Six hats and ten caps fit in the bag.

“Can I have a hat?” asks Gab. “Yes, you can have a hat,” said Jax. “Can I have a cap?” asks Kat. “Yes, you can have a cap,” said Jax. Gab and Kat are glad to have the hat and cap.

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

Directions: Search and find the focus high frequency word.

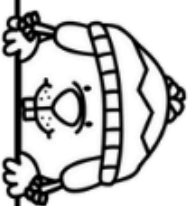
Word search grid containing the words "look", "said", and "see". The word "look" is highlighted in a large central box.

Grid layout (clockwise from top-left):

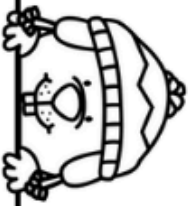
- Row 1: said, see, said, see
- Row 2: look, look, said, said, look
- Row 3: said, **look**, said
- Row 4: look, **look**, look
- Row 5: see, **look**, said
- Row 6: said, look, see, see, look
- Row 7: said, said, look, said, see
- Row 8: look, see, see, look, see
- Row 9: look, look, look, see

# I Know One Less

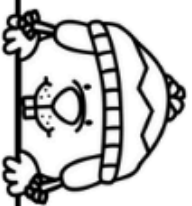
Match the numbers that are one less.



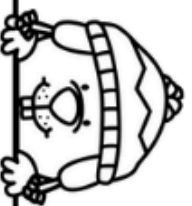
12



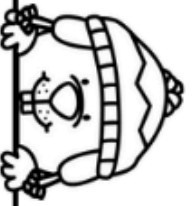
17



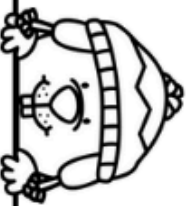
14



19



11



15

11

18

14

16

10

13

# E-Learning

## RCW Health Challenge

Complete all 25 challenges to have a chance to win extra Phy Ed or Recess Time

Cross off with an X as you complete

Cardio	Strength	Mind	Core	Be a Kid
3 separate 1-mile walks timed	Push-up variation 10 a day for one week	Complete a puzzle	Have a plank contest with family or friend	Challenge 4 friend or family to rock paper scissors
2 sets of 50 reps jumping jacks	Squat 3 sets of 20 reps with or without weight	Read a complete book at current reading level	Sit-ups 3 sets of 12 reps	Play in snow
Complete a Just Dance video on YouTube.	Challenge a friend or family to arm wrestle	Play a board or card game with family member(s)	Mountain Climbers 2 cycles of As many reps as possible	Cook your own meal or help an adult
Be outside for 60 minutes	Leg raises 2 sets of 15 reps	Create a maze	Create 3 yoga poses	Invent a Tag game and play it
Complete a H.I.I.T video from YouTube	Find the heaviest object you can lift safely in your home	Give 5 positive compliments out in a day	Walk 100 yards on all four limbs	Build a fort



# Elementary E-Learning Plan

## 25-26 School Year

### Dear First Grade Parents and Guardians,

This year it has been decided that all classes (PreK-5) will participate in e-learning days by completing the attached work “packets” and returning it completed with a parent/guardian signature the next school day. This is how we will be marking attendance for the school day.

Attached you will find 3 days worth of work for your student to complete on e-learning days ONLY. Please only complete one day's worth of work on an e-learning day, ie. Day 1 work to be completed on e-learning day number one, Day 2 work to be completed on e-learning day number two, etc. Please do NOT complete all the packets on the first e-learning day.

Included in the packet of work is review of skills your student has seen before in reading and math. If any questions arise while you are working with your student, your student’s teacher is available via phone, or email until 3:30p.m. Please do not hesitate to reach out and ask questions.

**Ashley Novotny**  
**Morgan Madsen**

320-329-8368 ext. 1132  
320-329-8368 ext. 1217


[anovotny@rcw.k12.mn.us](mailto:anovotny@rcw.k12.mn.us)  
[mmadsen@rcw.k12.mn.us](mailto:mmadsen@rcw.k12.mn.us)

Have fun learning today!



# First Grade E-Learning Packet 25-26

**Day 1**      **Date:** \_\_\_\_\_      **Name:** \_\_\_\_\_

Independent Reading	<input type="checkbox"/> 10 minutes read to self <input type="checkbox"/> 10 minutes read to a grownup
SEL Social Skills	Tell someone in your house about a rule we have at school and why you follow it. Draw a picture of the rule and write a sentence to explain your picture.
UFLI Work	<a href="#">Short Vowel Decodable</a> (read 3x, highlight short vowel words)  <a href="#">Short Vowel Roll/Read</a>
Math Work	<a href="#">Story Problems</a>
Music	Color the "Everything is Ducky" page using the dynamic shown for each color.  <a href="#">everything-is-ducky-dynamics-worksheet.pdf</a>
PE	Negen and Landquist: 10 minutes of exercise (jumping jacks, squats, sit-ups, mountain climbers, push-ups and jog in place) Pick a square to finish from <a href="#">fitness challenge board</a> Other activities: Shovel Snow, build snowman/snow fort, or other activities outside.
English Language Development (Ms. Loidolt)	<a href="#">"5 Seconds" Game</a>
Letter Work (Mrs. Elfering/Ms. Hagen)	How many CVC (Consonant, Vowel, Consonant) words can you make with the letters a, c, d, f, h, m, n, t, and x? (ex. had)

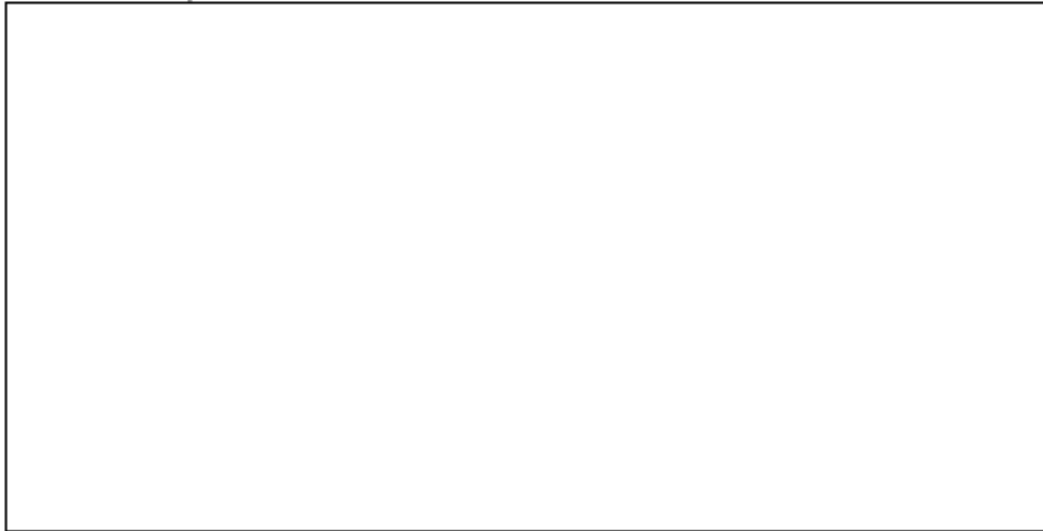
# Parent Signature \_\_\_\_\_

Lesson 41a: short vowel review (CVC)



## The Fox and the Red Hen

Illustrate the story here:

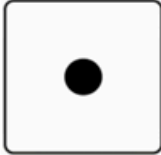
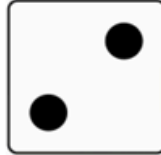
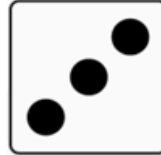
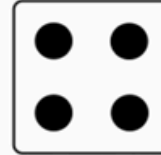
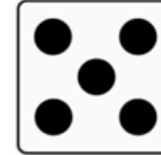



The fox can not get up. He is in a pit. The red hen looks at the fox. "Oh no! You are in the pit." "Yes, I am in the pit. Can you help me?" asks the fox. "Yes, I can help, but do not jump on me!" said the red hen.

The red hen helps the fox. The fox did not jump on the red hen. The red hen and the fox are glad the fox is not in the pit.

# Roll and Read

Lesson 41a: short vowel review (1)

					
am	six	if	at	him	and
had	run	ran	got	man	but
is	big	get	did	cut	in
not	it	men	us	red	has
let	up	hot	an	set	on
can	his	yes	ten	sit	as



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

## I Can Solve Word Problems

Max the monkey loves bananas! He ate 7 bananas in the morning. Then he ate 8 bananas at night. How many bananas did Max eat in all?

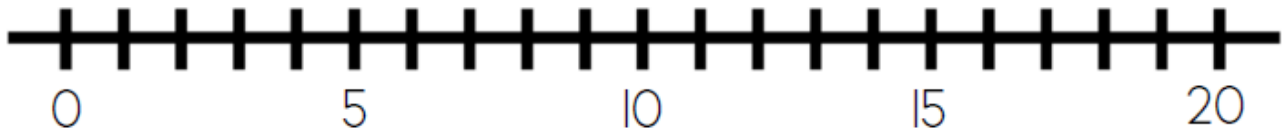


Draw A Picture

Use Ten Frames

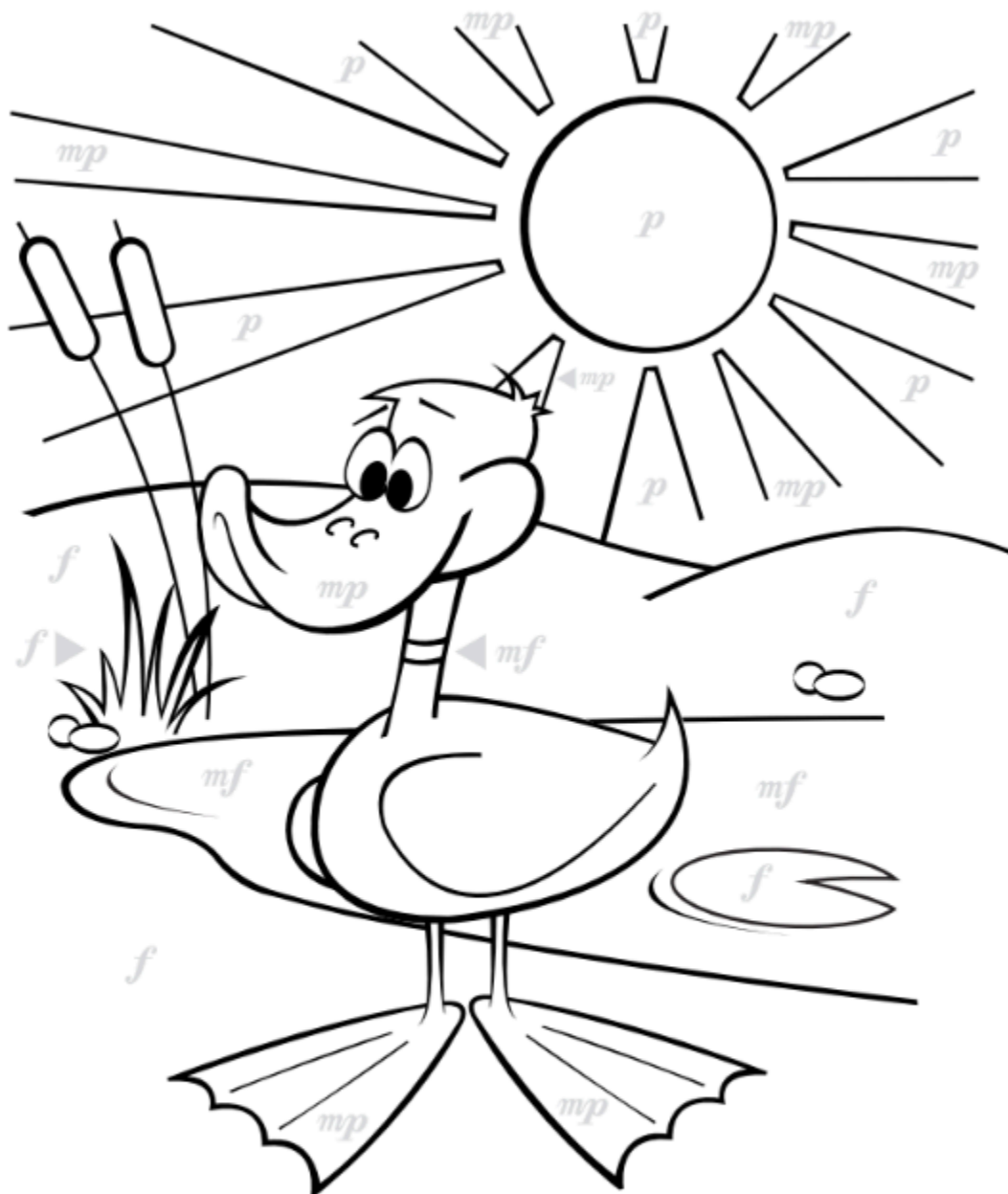


Use A Number Line



Write An Equation

\_\_\_\_\_ ○ \_\_\_\_\_ = \_\_\_\_\_  
My Answer



# EVERYTHING IS DUCKY

Piano = Yellow  
(soft)

Mezzo Piano = Orange  
(Mezzo Piano)

Mezzo Forte = Blue  
(Medium Loud)

Forte = Green  
(Loud)



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# E-Learning

## RCW Health Challenge

Complete all 25 challenges to have a chance to win extra Phy Ed or Recess Time

Cross off with an X as you complete

Cardio	Strength	Mind	Core	Be a Kid
3 separate 1-mile walks timed	Push-up variation 10 a day for one week	Complete a puzzle	Have a plank contest with family or friend	Challenge 4 friend or family to rock paper scissors
2 sets of 50 reps jumping jacks	Squat 3 sets of 20 reps with or without weight	Read a complete book at current reading level	Sit-ups 3 sets of 12 reps	Play in snow
Complete a Just Dance video on YouTube.	Challenge a friend or family to arm wrestle	Play a board or card game with family member(s)	Mountain Climbers 2 cycles of As many reps as possible	Cook your own meal or help an adult
Be outside for 60 minutes	Leg raises 2 sets of 15 reps	Create a maze	Create 3 yoga poses	Invent a Tag game and play it
Complete a H.I.I.T video from YouTube	Find the heaviest object you can lift safely in your home	Give 5 positive compliments out in a day	Walk 100 yards on all four limbs	Build a fort

## EL Students Only

K-5 e-Learning: Day #1

ELL assignment from Ms. Loidolt

This game is called "5 Seconds." You can play by yourself OR with other people. Use a timer to list 3 things from each card within 5 seconds. If playing with another person, they have to say 3 new words, no repeats. Try 10-20 seconds if 5 seconds isn't long enough.


EXTRA CHALLENGE: write down the 3 ideas (untimed). Have fun!

Name 3 things that are yellow	Name 3 farm animals	Name 3 fruits
Name 3 heavy items	Name 3 light items	Name 3 holidays
Name 3 books	Name 3 movies	Name 3 types of shoes



# First Grade E-Learning Packet 25-26

**Day 2**      **Date:** \_\_\_\_\_      **Name:** \_\_\_\_\_

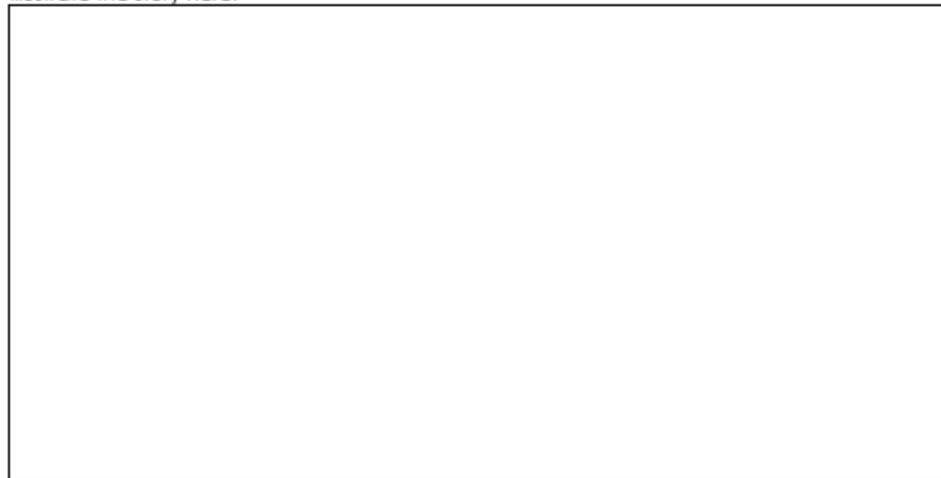
Independent Reading	<input type="checkbox"/> 10 minutes read to self <input type="checkbox"/> 10 minutes read to a stuffed animal
SEL Social Skills	Draw a picture of what it looks like to be kind. Write a sentence to go along with your drawing.
UFLI Work	<u><a href="#">Decodable</a></u> (read 3x, find and highlight short vowel words)  <u><a href="#">Roll &amp; Read</a></u>
Math Work	<u><a href="#">Story Problems</a></u>
Music	Complete the Mystery Musical Sounds Scavenger Hunt.  <a href="#">Musical Sounds Scavenger Hunt - K-2.pdf</a>
PE	Negen and Landquist: 10 minutes of exercise (jumping jacks, squats, sit-ups, mountain climbers, push-ups and jog in place) Pick a square to finish from <u><a href="#">fitness challenge board</a></u> Other activities: Shovel Snow, build snowman/snow fort, or other activities outside.
English Language Development (Ms. Loidolt)	<u><a href="#">"5 Seconds" Game</a></u>
Letter Work (Mrs. Elfering/Ms. Hagen)	How many CVC (Consonant, Vowel, Consonant) words can you make with the letters b, d, e, g, l, m, n, p, t, and w? (ex. peg)

**Parent Signature**\_\_\_\_\_



## The Frog and the Slug

Illustrate the story here:


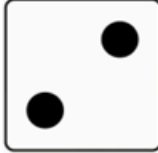
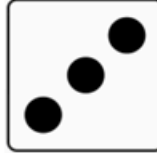
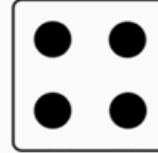
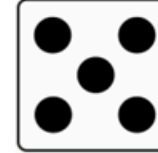



Glen is a frog with black spots. Glen is in the pond. The pond has pads. Glen can jump from pad to pad. He can flip and flop on the pads in the pond.

Glen sees a slug in the pond. The slug is on a pad. "Do you have legs to jump?" Glen asks the slug. "I do not have legs. I can not jump." said the slug. Glen lets the slug get on his back. Look! Glen and the slug can jump from pad to pad!

# Roll and Read

Lesson 41b: short vowel advanced review 1

					
ask	end	last	best	left	just
must	stop	just	must	hand	went
help	dent	list	hint	step	test
jump	next	hunt	fast	went	land
slip	glad	vent	frog	send	soft
bend	twin	lift	flat	dusk	lump

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

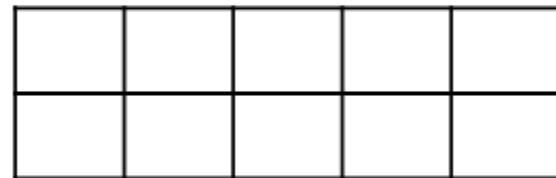
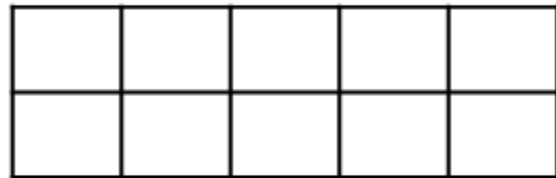
## I Can Solve Word Problems

Jill went to the fair. She had 16 tickets to go on rides. Jill used 4 tickets on the big slide. How many tickets did Jill have left?

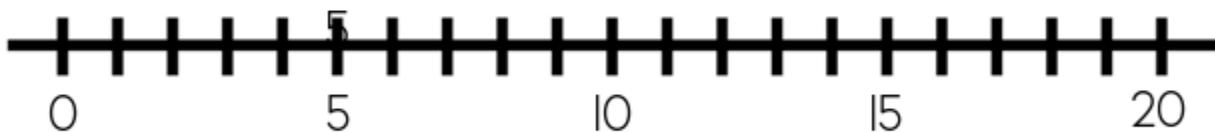


Draw A Picture

Use Ten Frames



Use A Number Line



Write An Equation

$$\underline{\hspace{2cm}} \bigcirc \underline{\hspace{2cm}} = \underline{\hspace{2cm}}$$

My Answer

## Mystery Musical Sounds Scavenger Hunt!

Find **5** objects around your house or apartment that make a musical sound. It would be fun if you and someone else in your family had a contest to each find 5 sounds.

When you find a musical sound, write the name of the object in a bubble and practice making its sound with your voice.

**I can use my voice to echo musical sounds.**



After all your bubbles are filled, make one of musical sounds again with your voice and have a family member guess what object makes that sound.

# E-Learning

## RCW Health Challenge

Complete all 25 challenges to have a chance to win extra Phy Ed or Recess Time

Cross off with an X as you complete

Cardio	Strength	Mind	Core	Be a Kid
3 separate 1-mile walks timed	Push-up variation 10 a day for one week	Complete a puzzle	Have a plank contest with family or friend	Challenge 4 friend or family to rock paper scissors
2 sets of 50 reps jumping jacks	Squat 3 sets of 20 reps with or without weight	Read a complete book at current reading level	Sit-ups 3 sets of 12 reps	Play in snow
Complete a Just Dance video on YouTube.	Challenge a friend or family to arm wrestle	Play a board or card game with family member(s)	Mountain Climbers 2 cycles of As many reps as possible	Cook your own meal or help an adult
Be outside for 60 minutes	Leg raises 2 sets of 15 reps	Create a maze	Create 3 yoga poses	Invent a Tag game and play it
Complete a H.I.I.T video from YouTube	Find the heaviest object you can lift safely in your home	Give 5 positive compliments out in a day	Walk 100 yards on all four limbs	Build a fort

## EL Students Only

K-5e-Learning: Day #2

ELL assignment from Ms. Lucidol+

This game is called "5 Seconds." You can play by yourself OR with other people. Use a timer to list 3 things from each card within 5 seconds. If playing with another person, they have to say 3 new words, no repeats. Try 10-20 seconds if 5 seconds isn't long enough.

EXTRA CHALLENGE: write down the 3 ideas (untimed). Have fun!

Name 3 things that are blue	Name 3 forest animals	Name 3 vegetables
Name 3 things at a bakery	Name 3 pieces of clothing	Name 3 things to pack
Name 3 places to visit	Name 3 stinky animals	Name 3 books you like




# First Grade E-Learning Packet 25-26

Day 3

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

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

Independent Reading	<input type="checkbox"/> 10 minutes read to self <input type="checkbox"/> 10 minutes read to a grownup
SEL Social Skills	Tell someone in your family what makes you unique. Then ask them what makes them unique. Write the answers below.
UFLI Work	<a href="#">Decodable</a> (read 3x, highlight short vowel words)  <a href="#">Roll &amp; Read</a>
Math Work	<a href="#">Color by Subtraction Facts</a>
Music	Color the Burger & Fries Dynamics page.  <a href="#">Burger and Fries Dynamics.pdf</a> <i>pp=very soft p=soft mp=moderately soft mf=moderately loud</i> <i>f=loud ff=very loud &lt;=gradually get louder &gt;=gradually get softer</i>
PE	Negen and Landquist: 10 minutes of exercise (jumping jacks, squats, sit-ups, mountain climbers, push-ups and jog in place) Pick a square to finish from <a href="#">fitness challenge board</a> Other activities: Shovel Snow, build snowman/snow fort, or other activities outside.
English Language Development (Ms. Loidolt)	<a href="#">"5 Seconds" Game</a>
Letter Work (Mrs. Elfering/Ms.Hagen)	How many CVC (Consonant, Vowel, Consonant) words can you make with the letters b, d, g, h, i, n, p, s, and t? (ex. dig)

Parent Signature \_\_\_\_\_



## A Craft from Us

Illustrate the story here:






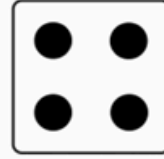


Brent and Clint must get Mom a gift. The kids went to Gram's Craft Stand.

Brent helps Clint cut ten red dots. Next, Clint helps Brent stamp six red spots. The gift Brent and Clint craft is a crest. The kids set the crest in a box.

The crest Brent and Clint craft is grand. "Yes!" said Mom, "This is the best gift. You are the best kids."

# Roll and Read

Lesson 41c: short vowel advanced review 2

					
scram	plant	bland	stunt	squid	splint
gland	sprint	brunt	script	crept	blunt
frost	trust	blend	grasp	crust	cramp
scrub	stomp	draft	blimp	strap	slump
stand	twist	squint	clump	trend	swept
crisp	plump	strand	spend	crest	scrap








NAME: \_\_\_\_\_

SUBTRACTION to 20

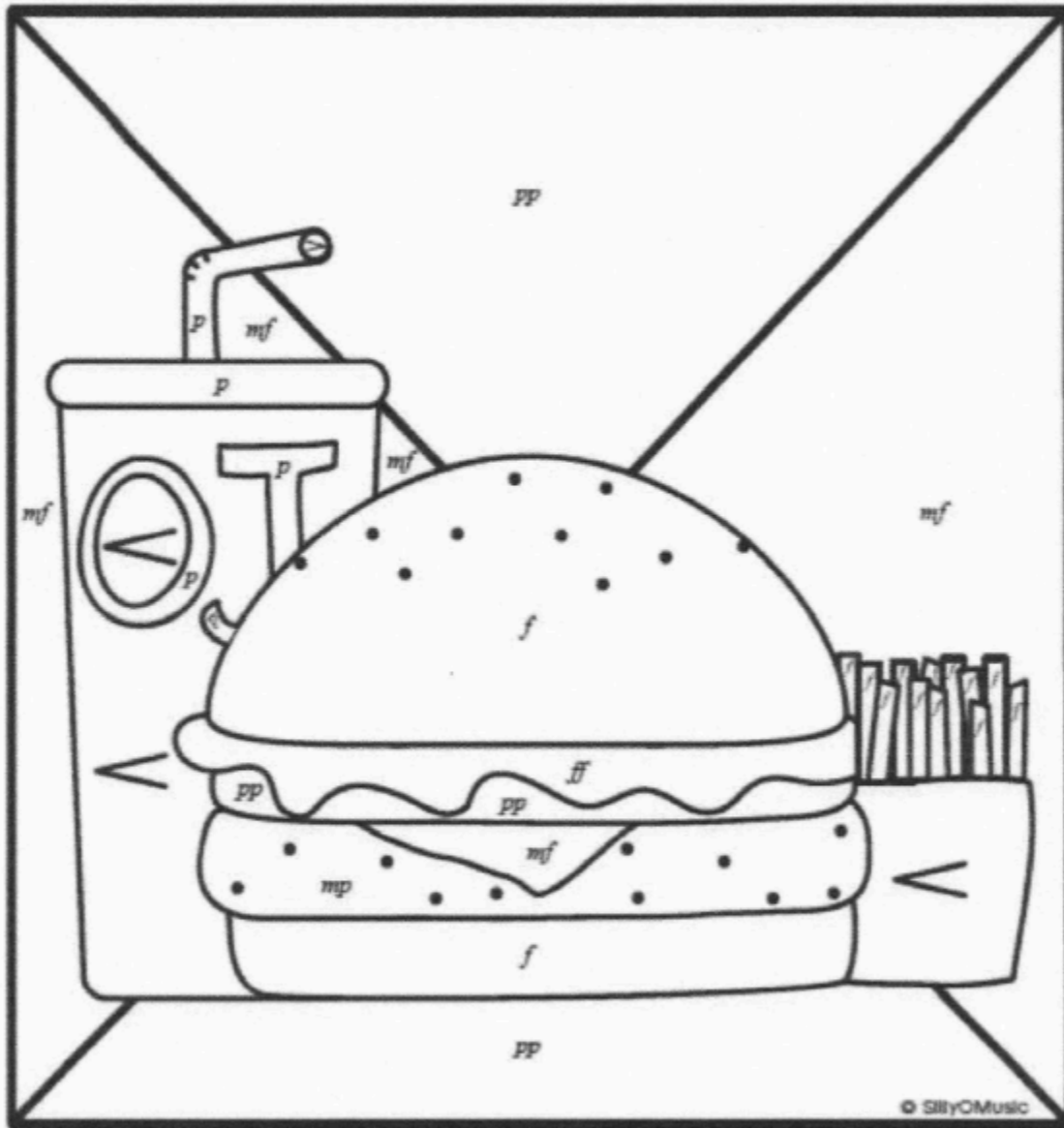
# COLOR BY NUMBER

Directions: Solve the problem and color the picture.

6  
- 3  
20  
- 17  
17  
- 2  
6 - 1 =  
14 - 8 =  
10 - 7 =  
12 - 0 =  
20 - 15 =  
11 - 2 =  
7 - 2 =  
19 - 16 =  
16 - 1 =  
15 - 0 =  
7 - 2 =  
5 - 2 =  
14 - 2 =  
18 - 13 =  
16 - 11 =  
15 - 6 =  
20 - 5 =  
7 - 1 =  
10 - 1 =  
11 - 5 =  
8 - 3 =  
13 - 7 =  
17 - 12 =  
9 - 3 =  
6 - 0 =  
15 - 3 =  
16 - 4 =  
12 - 9 =  
4 - 1 =  
20 - 8 =  
13 - 1 =  
15 - 10 =  
16 - 0 =  
20 - 4 =  
18 - 2 =

 blue	 orange	 yellow	 red	 purple	 green	 brown
3	6	9	12	15	5	16

# BURGER & FRIES DYNAMICS



- |           |                 |           |                      |
|-----------|-----------------|-----------|----------------------|
| green     | yellow          | orange    | blue                 |
| very loud | moderately loud | soft      | gradually get louder |
| tan       | brown           | red       | black                |
| loud      | moderately soft | very soft | gradually get softer |

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

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

# E-Learning

## RCW Health Challenge

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Cross off with an X as you complete

Cardio	Strength	Mind	Core	Be a Kid
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Be outside for 60 minutes	Leg raises 2 sets of 15 reps	Create a maze	Create 3 yoga poses	Invent a Tag game and play it
Complete a H.I.I.T video from YouTube	Find the heaviest object you can lift safely in your home	Give 5 positive compliments out in a day	Walk 100 yards on all four limbs	Build a fort

## EL Students Only

K-5 e-Learning: Day #3

ELL assignment from Ms. Loidolt

This game is called "5 Seconds." You can play by yourself OR with other people. Use a timer to list 3 things from each card within 5 seconds. If playing with another person, they have to say 3 new words, no repeats. Try 10-20 seconds if 5 seconds isn't long enough. EXTRA CHALLENGE: write down the 3 ideas (untimed). Have fun!

Name 3 things that are green	Name 3 ocean animals	Name 3 types of meat
Name 3 types of snacks	Name 3 friends	Name 3 sticky foods
Name 3 places to eat	Name 3 places at school	Name 3 rooms in your house



# First Grade E-Learning Packet 25-26

Day 4      Date: \_\_\_\_\_      Name: \_\_\_\_\_

Independent Reading	<input type="checkbox"/> 10 minutes flashlight reading <input type="checkbox"/> 10 minutes read to a grownup
SEL Social Skills	<u>Think About Winter</u>  Think about winter. Write or draw what comes to your mind, such as feelings, weather, food, or activities
UFLI Work	Heart Word Handwriting - Pick <u>3 words</u> and write them in <u>3 separate sentences</u>
Math Work	<u>10 more, 10 less</u> - Write the number that is 10 more and 10 less than the given number
Music	A Song A Day! Worksheet
PE	Negen and Landquist: 10 minutes of exercise (jumping jacks, squats, sit-ups, mountain climbers, push-ups and jog in place) Pick a square to finish from <u>fitness challenge board</u> Other activities: Shovel Snow, build snowman/snow fort, or other activities outside.
English Language Development (Ms. Loidolt)	- EL STUDENTS ONLY Vocabulary Word Sort/Sentence Writing

Parent Signature \_\_\_\_\_

# Think About Winter

Think about winter. Write or draw what comes to your mind, such as feelings, weather, food, or activities.



**Read the irregular words. Pick 3 words and write them in 3 separate sentences.**

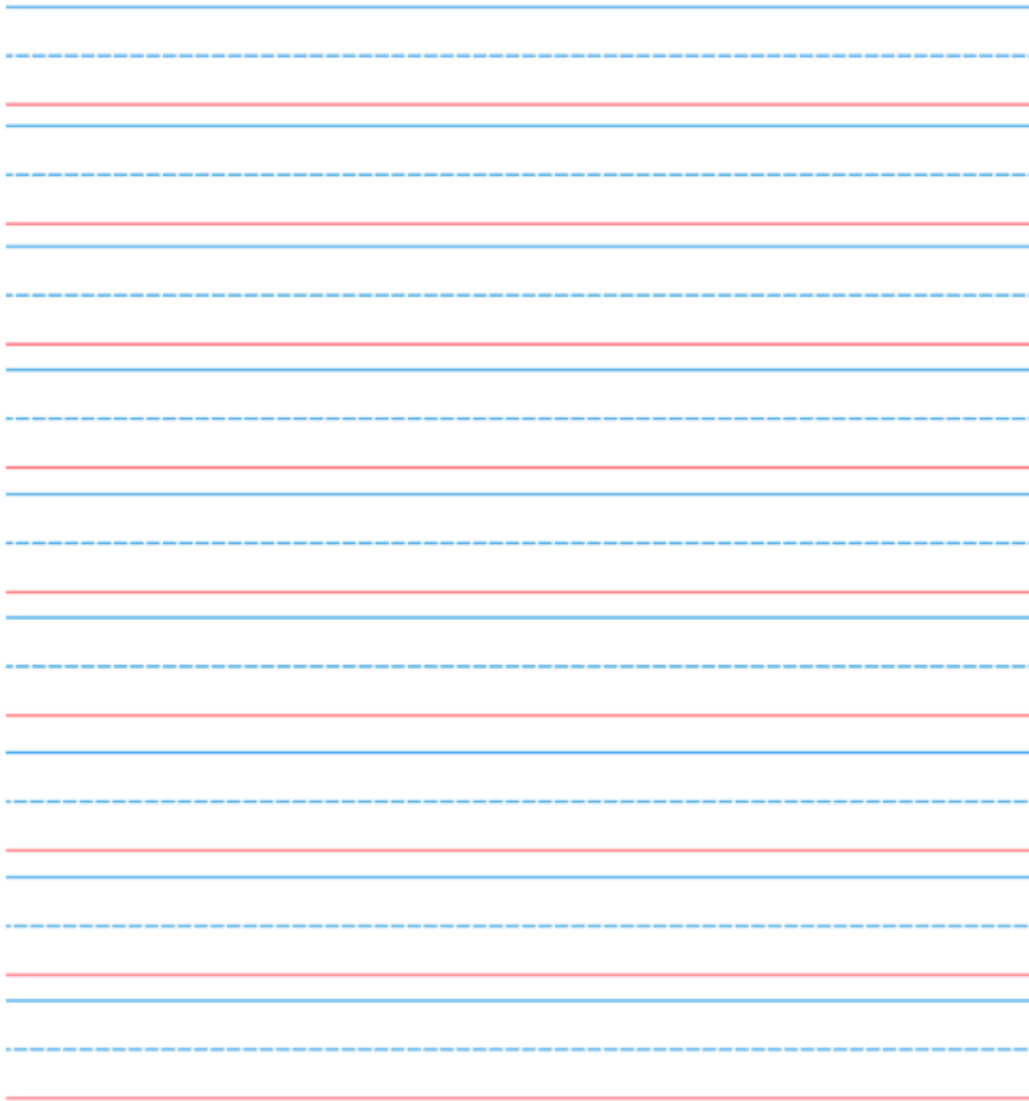
<b>was</b>	<b>were</b>
<b>look</b>	<b>what</b>
<b>they</b>	<b>are</b>
<b>be</b>	<b>my</b>
<b>could</b>	<b>book</b>
<b>you</b>	<b>all</b>
<b>for</b>	<b>have</b>
<b>like</b>	<b>little</b>
<b>she</b>	<b>to</b>
<b>eat</b>	<b>from</b>

Name \_\_\_\_\_

Date \_\_\_\_\_

# Heart Word Handwriting

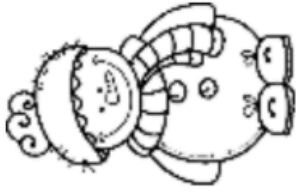
Read the word, circle the sound-spellings, write how many sounds, write the word



The page contains 12 sets of handwriting lines. Each set consists of four horizontal lines: a solid blue top line, a dashed blue middle line, a solid red bottom line, and a solid blue baseline. These lines are spaced evenly down the page to provide a guide for letter height and placement.

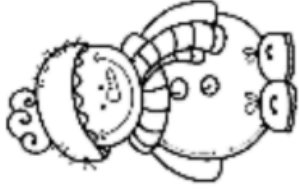
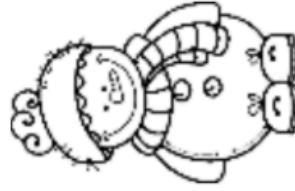
Name \_\_\_\_\_

Ten More / Ten Less



10 less (-10)	10 more (+10)
24	
61	
34	
58	
41	
80	

10 less (-10)	10 more (+10)
79	
84	
67	
70	
103	
77	



10 less (-10)	10 more (+10)
110	
102	
109	
95	
13	
89	



### **SING ONE SONG YOU KNOW IN A NEW WAY!**

Ask an older sibling or parent to join in, too.

Do 3 of the activities below and check off the box when you have finished that activity.

- Sing the song and pat the steady beat.
- Sing the song and pat the rhythm.
- Sing the song and make up hand motions that help others understand the meaning of the words.
- Sing the song and make up a repeating hand motion to go along with it.
- Sing the song again at a faster speed. Sing it another time at a very slow speed.
- Teach the song to someone else and have them sing it with you.
- Sing the song again, but change it to express a different emotion.
- Sing the song and draw a picture of the character who may be singing it.
- Sing the song and draw a picture of where the song may be taking place.
- Sing the song and then tell what happens first, second, and next.

# E-Learning

## RCW Health Challenge

Complete all 25 challenges to have a chance to win extra Phy Ed or Recess Time

Cross off with an X as you complete

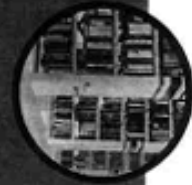
Cardio	Strength	Mind	Core	Be a Kid
3 separate 1-mile walks timed	Push-up variation 10 a day for one week	Complete a puzzle	Have a plank contest with family or friend	Challenge 4 friend or family to rock paper scissors
2 sets of 50 reps jumping jacks	Squat 3 sets of 20 reps with or without weight	Read a complete book at current reading level	Sit-ups 3 sets of 12 reps	Play in snow
Complete a Just Dance video on YouTube.	Challenge a friend or family to arm wrestle	Play a board or card game with family member(s)	Mountain Climbers 2 cycles of As many reps as possible	Cook your own meal or help an adult
Be outside for 60 minutes	Leg raises 2 sets of 15 reps	Create a maze	Create 3 yoga poses	Invent a Tag game and play it
Complete a H.I.I.T video from YouTube	Find the heaviest object you can lift safely in your home	Give 5 positive compliments out in a day	Walk 100 yards on all four limbs	Build a fort



crayons



homework



library



graduation



field trip



backpack



music



teacher



science



reading



student



playground



scissors



physical education



principal

STUDENT PAGE Name \_\_\_\_\_

Date \_\_\_\_\_

1

E Learning Day # 4 Ms. Loidolt

\*Cut the pictures out and sort them into categories: items, people, places, subjects, and things to do.

\* Kindergarten and First Grade – have an adult write the names in the squares after you have them sorted.

\* Grades 2-5 you can write the name in the squares

\* Kindergarten – choose 1 card and write a sentence about it. Then draw a picture to go with your sentence

\* First grade – pick 2 cards and write good, detailed sentences about the picture.

Draw 2 pictures that go with your sentences.

\* 2<sup>nd</sup> – 5<sup>th</sup> grade – pick 3 cards and write good, detailed sentence about the picture.

Draw three detailed pictures about your sentence.



2

Choose 3 cards and write them in a sentence below.  
Then draw a picture.



Handwriting practice lines consisting of a solid top line, a dashed middle line, and a solid bottom line. There are four sets of these lines stacked vertically.



# First Grade E-Learning Packet 25-26

Day 5

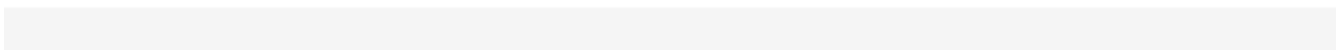
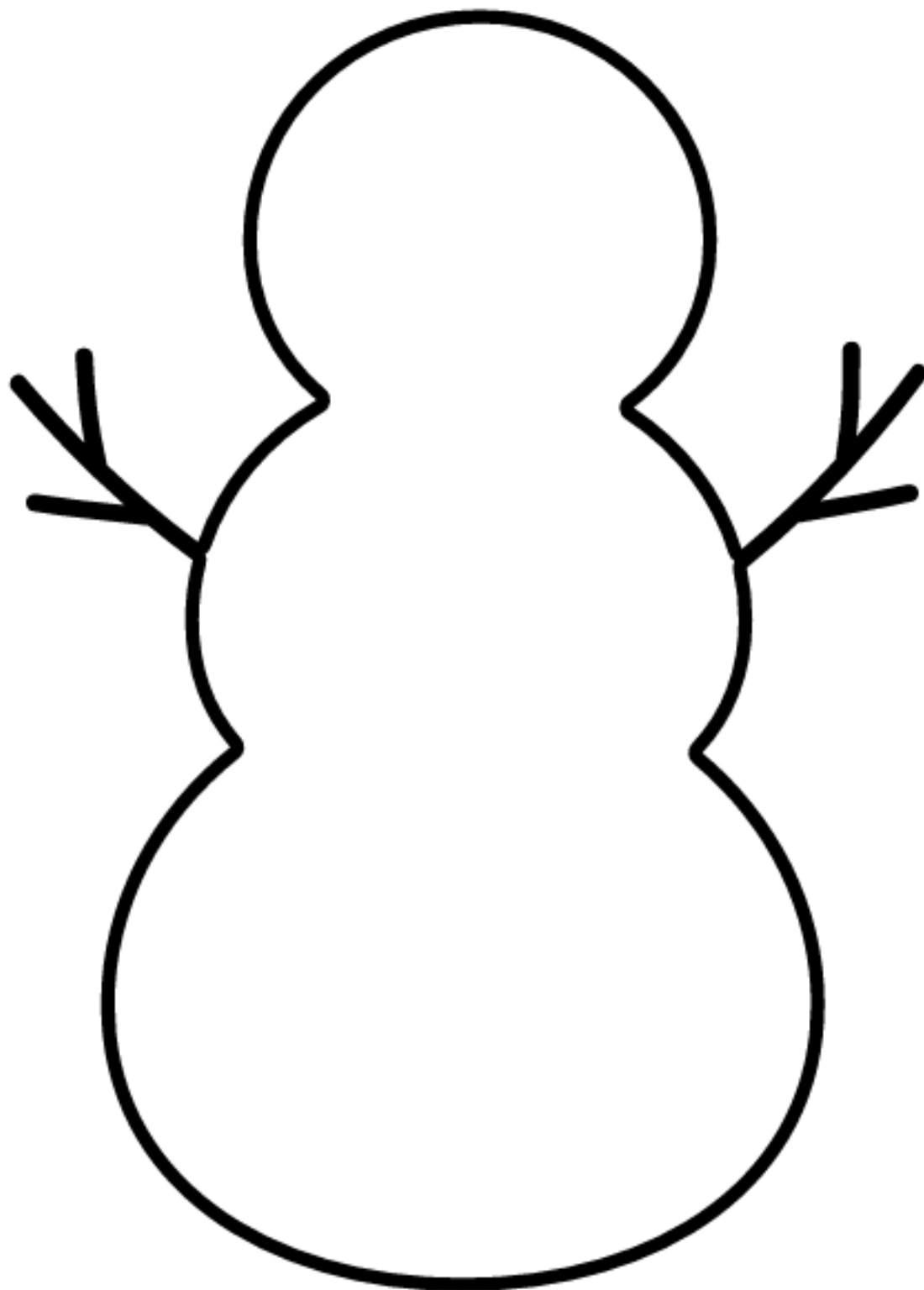
Date: \_\_\_\_\_

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

Independent Reading	<input type="checkbox"/> 10 minutes flashlight reading <input type="checkbox"/> 10 minutes read to a grownup
SEL Social Skills	<u>Snowman Strengths</u>  Draw or write your strengths in the snowman. Think of things you are good at or like to do. Ask a sibling or grownup if you are having a hard time thinking of ideas.
UFLI Work	<u>Decodable</u> <ul style="list-style-type: none"><li>- Read the poem, draw a picture of what you visualized</li><li>- List 4 short e words you found</li><li>- Read the short e words, only color the boxes with real words</li></ul>
Math Work	<u>Place Value</u> <ul style="list-style-type: none"><li>- Write the number shown by place value blocks</li><li>- Draw a model to show the number</li></ul>
Music	I am a Musician! Activity Board
PE	Negen and Landquist: 10 minutes of exercise (jumping jacks, squats, sit-ups, mountain climbers, push-ups and jog in place) Pick a square to finish from <u>fitness challenge board</u> Other activities: Shovel Snow, build snowman/snow fort, or other activities outside.
English Language Development (Ms. Loidolt)	- EL STUDENTS ONLY Write a sentence and tell me 1 activity that you did today. Be sure to try and use details like we have been talking about.

Parent Signature \_\_\_\_\_

# WINTER STRENGTHS SNOWMAN



# Jen the Hen

Jen is a hen  
and she is red.  
Jen rests all day  
and sits in bed.

Jen has an egg  
in her nest.  
Jen gets fed.  
It is the best.

Jen's leg was bent.  
She went to the vet.  
Jen got a bath  
and she was wet.

short e

# Visualize it:

After reading the poem, draw a picture of  
what you visualized:

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

List 4 of the short e words you found in the poem.

_____	_____
-----	-----
_____	_____
-----	-----
_____	_____

## Real or Nonsense?

Read the short e words below. Color the boxes that have REAL words in them.

pen	west	mep	tep	pet
het	get	bed	nep	wek
fell	jet	ren	men	dem
hen	vest	leg	test	veb

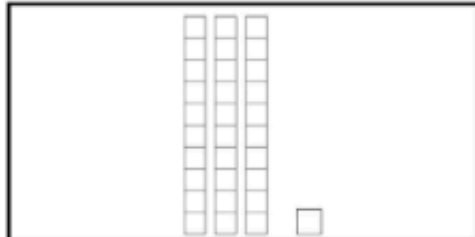
**short e**

How many real words did you find? \_\_\_\_\_

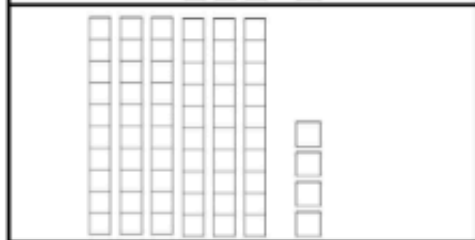
Name: \_\_\_\_\_

# Place Value

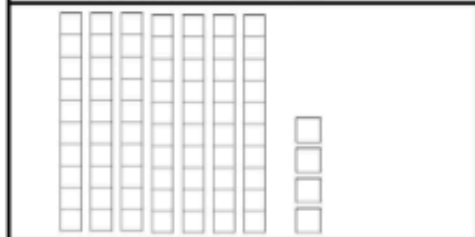
**Directions:** Write the number shown by the place value blocks.



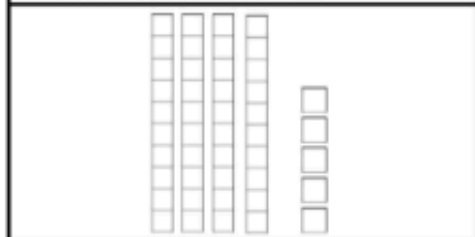
Blank space for writing the number.



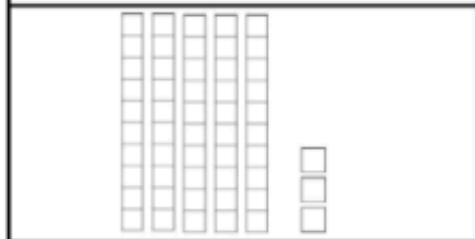
Blank space for writing the number.



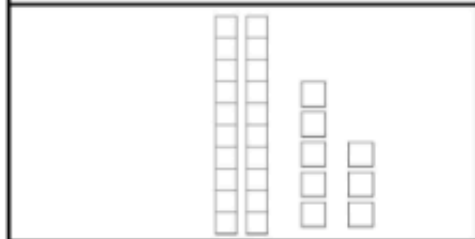
Blank space for writing the number.



Blank space for writing the number.



Blank space for writing the number.



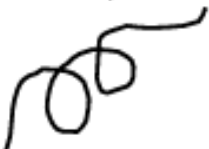









Blank space for writing the number.



## I am a musician! Activity Board

I can create, perform, respond to, and connect music to life.

**Directions:** Work alone or with someone else in your family. Choose one **row** and complete all of the activities in that row. Have fun sharing your musical knowledge and skills!

<b>FOUNDATIONS</b> (Knowledge & Skills)	<b>CREATE</b> music	<b>PERFORM</b> music	Listen to and <b>RESPOND</b> to music	<b>CONNECT</b> music to life
Sing notes that follow this shape. 	Make up a clapping pattern and teach it to someone else.	Sing a song you learned in music class. 	Choose 2 words to describe music you hear during a commercial.	Is there a song that makes you happy when you hear it? Explain.
Use 2 different sounds to make this pattern. 	Make up short melodies using something in your house that makes pitches. Sing them, too! <i>(Be sure to check with an adult if that something is not yours.)</i>	Have someone in your family sing the "Alphabet Song" with you. 	Listen to part of a song and pat the steady beat.	Have you been to a celebration where there was music? Explain. 
Name this instrument. 	<div style="border: 1px solid black; padding: 10px; text-align: center;"> <b>FREE SPACE</b> </div>	Sing a song smoothly.  Sing it again but make it choppy. - - - -	Would you rather listen to music that is loud or quiet? Explain.	Do you remember seeing a marching band or other band? Explain.
Name these symbols. 	Ask someone in your family to clap a pattern. Repeat their pattern over and over then change it a little? Which way do you like better?	Turn on some music and move! 	Think of 2 songs you know from a movie. How are the songs different?	Have you been to a sporting event where there was music? Explain. 

# E-Learning

## RCW Health Challenge

Complete all 25 challenges to have a chance to win extra Phy Ed or Recess Time

Cross off with an X as you complete

Cardio	Strength	Mind	Core	Be a Kid
3 separate 1-mile walks timed	Push-up variation 10 a day for one week	Complete a puzzle	Have a plank contest with family or friend	Challenge 4 friend or family to rock paper scissors
2 sets of 50 reps jumping jacks	Squat 3 sets of 20 reps with or without weight	Read a complete book at current reading level	Sit-ups 3 sets of 12 reps	Play in snow
Complete a Just Dance video on YouTube.	Challenge a friend or family to arm wrestle	Play a board or card game with family member(s)	Mountain Climbers 2 cycles of As many reps as possible	Cook your own meal or help an adult
Be outside for 60 minutes	Leg raises 2 sets of 15 reps	Create a maze	Create 3 yoga poses	Invent a Tag game and play it
Complete a H.I.I.T video from YouTube	Find the heaviest object you can lift safely in your home	Give 5 positive compliments out in a day	Walk 100 yards on all four limbs	Build a fort



# Elementary E-Learning Plan

## 25-26 School Year

### Dear Second Grade Parents and Guardians,

This year it has been decided that all classes (PreK-5) will participate in e-learning days by completing the attached work “packets” and returning it completed with a parent/guardian signature the next school day. This is how we will be marking attendance for the school day.

Attached you will find 3 days worth of work for your student to complete on e-learning days ONLY. Please only complete one day's worth of work on an e-learning day, ie. Day 1 work to be completed on e-learning day number one, Day 2 work to be completed on e-learning day number two, etc. Please do NOT complete all the packets on the first e-learning day.

Included in the packet of work is review of skills your student has seen before in reading and math. If any questions arise while you are working with your student, your student’s teacher is available via phone, or email until 3:30p.m. Please do not hesitate to reach out and ask questions.

**Reese Marks**

**320.329.8368 ext: 1135**

**[rmarks@rcw.k12.mn.us](mailto:rmarks@rcw.k12.mn.us)**

**Shelby Meigs**

**320.329.8368 ext: 1137**


**[smeigs@rcw.k12.mn.us](mailto:smeigs@rcw.k12.mn.us)**



# Second Grade E-Learning Packet 25-26

Day 1

Date \_\_\_\_\_

Independent Reading	<input type="checkbox"/> 10 minutes read to self <input type="checkbox"/> 10 minutes read to self <input type="checkbox"/> Written activity
SEL Social Skills	Write down 5 ways you can be respectful at home. Then share them with an adult.  1. _____  2. _____  3. _____  4. _____  5. _____
Reading Work	Choose a favorite book or use your library book.(If you don't have a book to read at home you may go onto YouTube or Epic and find a story there) Read it, or have someone read it to you. Complete the <a href="#">Answer Questions</a> worksheet for the book. Practice your spelling words.
Math Work	Complete the <a href="#">2 digit addition</a> worksheet
Music	Complete the Musical Codes worksheet. Label each note either so, la, or mi. <i>Hint: the first note is so, the last note is mi.</i>  <a href="#">Musical Codes.pdf</a>
PE- Mr. Negen	Do our warm up 15 Jumping Jacks, 15 pushups, 15 squats  Engage 10 minutes of heart rate increasing activity shoveling snow, running around, and extra warm up movements.
English Language Development (Ms. Loidolt)	<a href="#">"5 Seconds" Game</a>

**Letter Work (Mrs.  
Elfering/Ms. Hagen)**

**How many CVC (Consonant, Vowel, Consonant) words can you make with the letters a, c, d, f, h, m, n, t, and x?  
(ex. had)**

**Parent Signature**\_\_\_\_\_

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

2.RL.1

I can answer questions to show I understand what I read.

# Answer Questions

Title: \_\_\_\_\_

Who was the story about?

What happened in the story?

Where did the story take place?



When did the story take place?

How did the story end?

## Two-Digit Addition

Name \_\_\_\_\_ Date \_\_\_\_\_

First add the ones. Then add the tens.

tens	ones	
3	4	
+ 5	3	
8	7	

Add.

1.  $\begin{array}{r} 12 \\ + 27 \\ \hline \end{array}$       $\begin{array}{r} 16 \\ + 42 \\ \hline \end{array}$       $\begin{array}{r} 62 \\ + 21 \\ \hline \end{array}$       $\begin{array}{r} 32 \\ + 43 \\ \hline \end{array}$       $\begin{array}{r} 47 \\ + 30 \\ \hline \end{array}$

2.  $\begin{array}{r} 35 \\ + 14 \\ \hline \end{array}$       $\begin{array}{r} 17 \\ + 11 \\ \hline \end{array}$       $\begin{array}{r} 10 \\ + 61 \\ \hline \end{array}$       $\begin{array}{r} 11 \\ + 44 \\ \hline \end{array}$       $\begin{array}{r} 23 \\ + 46 \\ \hline \end{array}$

3.  $\begin{array}{r} 26 \\ + 22 \\ \hline \end{array}$       $\begin{array}{r} 18 \\ + 80 \\ \hline \end{array}$       $\begin{array}{r} 42 \\ + 42 \\ \hline \end{array}$       $\begin{array}{r} 22 \\ + 16 \\ \hline \end{array}$       $\begin{array}{r} 65 \\ + 21 \\ \hline \end{array}$

4.  $\begin{array}{r} 22 \\ + 51 \\ \hline \end{array}$       $\begin{array}{r} 30 \\ + 62 \\ \hline \end{array}$       $\begin{array}{r} 53 \\ + 15 \\ \hline \end{array}$       $\begin{array}{r} 67 \\ + 20 \\ \hline \end{array}$       $\begin{array}{r} 42 \\ + 32 \\ \hline \end{array}$



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

# 100 more, 100 less



Directions: Fill in the puzzle.  
Color the even numbers RED. Color the odd numbers BLUE.

100 more	100 more	100 more	100 more	100 more
<b>345</b>	<b>556</b>	<b>907</b>	<b>500</b>	<b>212</b>
100 less	100 less	100 less	100 less	100 less

100 more	100 more	100 more	100 more	100 more
<b>233</b>	<b>801</b>	<b>999</b>	<b>128</b>	<b>523</b>
100 less	100 less	100 less	100 less	100 less

100 more	100 more	100 more	100 more	100 more
<b>516</b>	<b>331</b>	<b>503</b>	<b>378</b>	<b>496</b>
100 less	100 less	100 less	100 less	100 less

Name \_\_\_\_\_

COPYING MASTER

1-2

## MUSICAL CODES

Use this activity to help you practice identifying *mi so la* (3 5 6).  
The boatmen want to send a message in code to another boat.

- Write the syllables or numbers (*mi so la* or 3 5 6) on the lines below the staff to code the song.

so

## EL Students Only

K-5 e-Learning: Day #1

ELL assignment from Ms. Loidolt:

This game is called "5 Seconds." You can play by yourself OR with other people. Use a timer to list 3 things from each card within 5 seconds. If playing with another person, they have to say 3 new words, no repeats. Try 10-20 seconds if 5 seconds isn't long enough.

EXTRA CHALLENGE: write down the 3 ideas (untimed). Have fun!


Name 3 things that are yellow	Name 3 farm animals	Name 3 fruits
Name 3 heavy items	Name 3 light items	Name 3 holidays
Name 3 books	Name 3 movies	Name 3 types of shoes



## Second Grade E-Learning Packet 25-26

**Day 2**

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

<b>Independent Reading</b>	<input type="checkbox"/> 10 minutes read to self <input type="checkbox"/> 10 minutes read to self <input type="checkbox"/> Written activity
<b>SEL Social Skills</b>	<p><b>Write down 5 ways you listen to your parents. Then listen to your parents and help them with 2 chores.</b></p> <hr/> <hr/> <hr/> <hr/> <hr/>
<b>Reading Work</b>	<p>Choose a favorite book or use your library book.(If you don't have a book to read at home you may go onto YouTube or Epic and find a story there) Read it, or have someone read it to you. Complete the <a href="#">Character worksheet</a> for the book. Practice your spelling words.</p>
<b>Math Work</b>	Complete the two-digit <a href="#">subtraction</a> worksheets.
<b>Music</b>	Complete the Musical Instruments Crossword Puzzle.  <a href="#">Musical Instruments Crossword (student).pdf</a>
<b>PE- Mr. Negen</b>	<p>Do our warm up 15 Jumping Jacks, 15 pushups, 15 squats</p> <p>Engage 10 minutes of heart rate increasing activity shoveling snow, running around, and extra warm up movements.</p>
<b>English Language</b>	<a href="#">"5 Seconds" Game</a>

<b>Development (Ms. Loidolt)</b>	
<b>Letter Work (Mrs. Elfering/Ms. Hagen)</b>	<b>How many CVC (Consonant, Vowel, Consonant) words can you make with the letters b, d, e, g, l, m, n, p, t, and w? (ex. peg)</b>

**Parent Signature** \_\_\_\_\_

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

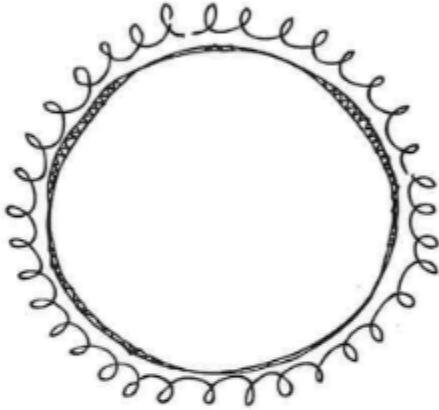
2.RL.3

I can describe how a character responds to a challenge.

# Character

Title: \_\_\_\_\_

**Character**



\_\_\_\_\_

**Challenge the Character Faced**

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**How did the character respond?**

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

# Two-Digit Subtraction

Name \_\_\_\_\_ Date \_\_\_\_\_

First subtract the ones. Then subtract the tens.

tens	ones
5	6
- 2	5
3	1

Unit 1

Subtract.

1.	$\begin{array}{r} 59 \\ - 22 \\ \hline \end{array}$	$\begin{array}{r} 98 \\ - 75 \\ \hline \end{array}$	$\begin{array}{r} 40 \\ - 10 \\ \hline \end{array}$	$\begin{array}{r} 89 \\ - 65 \\ \hline \end{array}$	$\begin{array}{r} 47 \\ - 30 \\ \hline \end{array}$
----	---	---	---	---	---

2.	$\begin{array}{r} 77 \\ - 66 \\ \hline \end{array}$	$\begin{array}{r} 82 \\ - 51 \\ \hline \end{array}$	$\begin{array}{r} 29 \\ - 17 \\ \hline \end{array}$	$\begin{array}{r} 32 \\ - 10 \\ \hline \end{array}$	$\begin{array}{r} 63 \\ - 42 \\ \hline \end{array}$
----	---	---	---	---	---

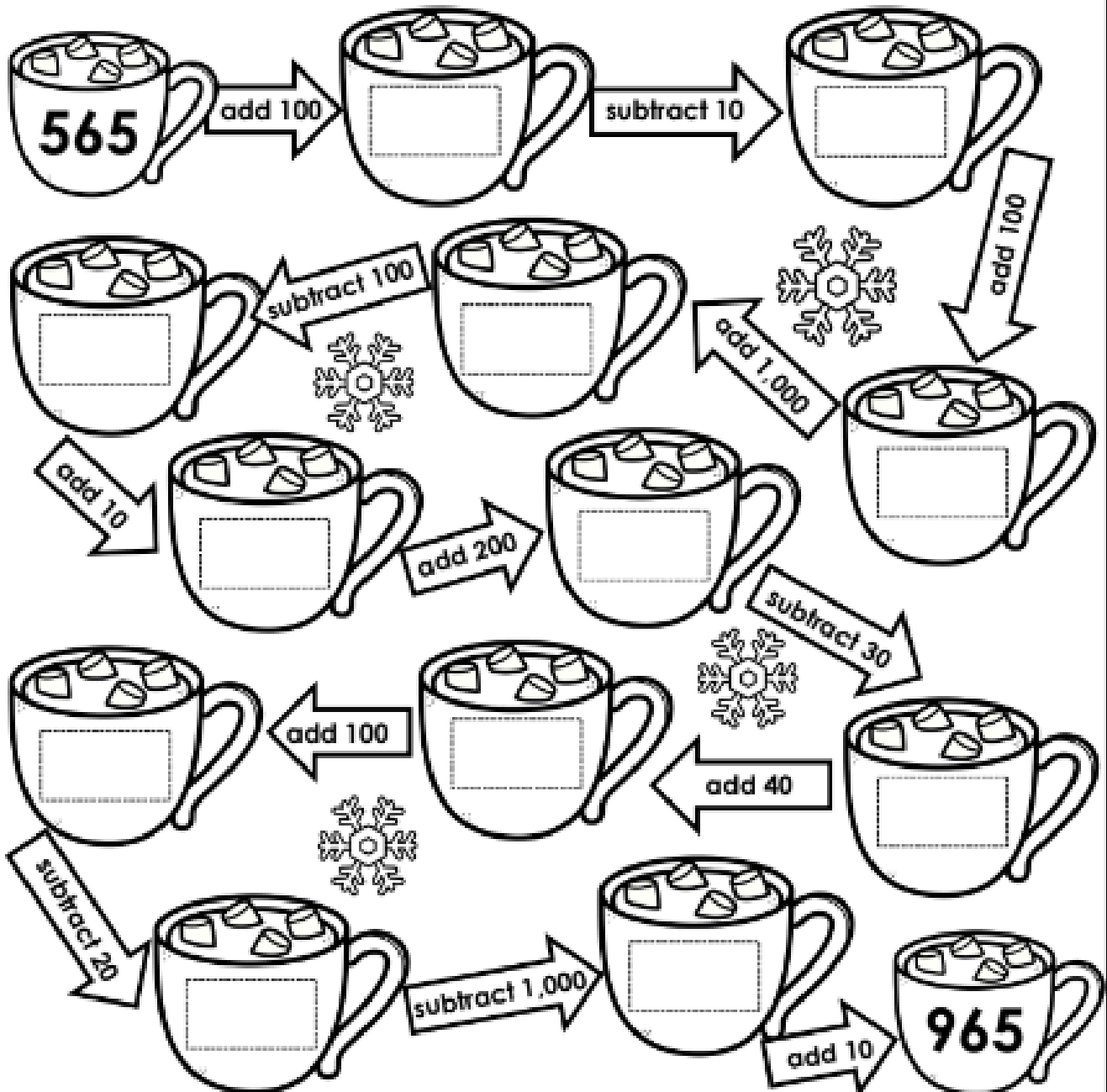
3.	$\begin{array}{r} 39 \\ - 14 \\ \hline \end{array}$	$\begin{array}{r} 90 \\ - 50 \\ \hline \end{array}$	$\begin{array}{r} 64 \\ - 51 \\ \hline \end{array}$	$\begin{array}{r} 59 \\ - 43 \\ \hline \end{array}$	$\begin{array}{r} 67 \\ - 21 \\ \hline \end{array}$
----	---	---	---	---	---

4.	$\begin{array}{r} 74 \\ - 21 \\ \hline \end{array}$	$\begin{array}{r} 88 \\ - 44 \\ \hline \end{array}$	$\begin{array}{r} 69 \\ - 22 \\ \hline \end{array}$	$\begin{array}{r} 57 \\ - 42 \\ \hline \end{array}$	$\begin{array}{r} 45 \\ - 32 \\ \hline \end{array}$
----	---	---	---	---	---

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

# Mental Math

Directions: Follow the arrows. Cut and paste the numbers to complete the puzzle.

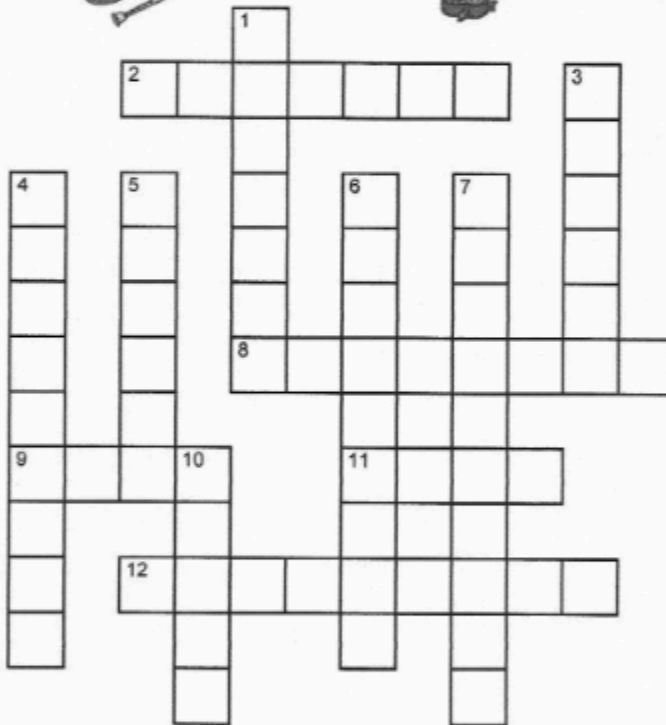
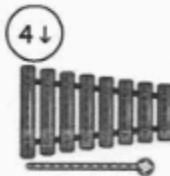
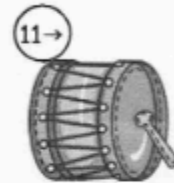
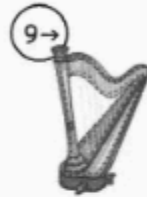
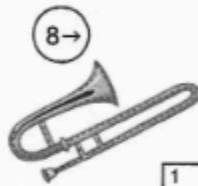


755	1,865	1,655	1,835	655	955
1,665	1,975	665	1,875	1,755	1,955

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

# Musical Instruments

DIRECTIONS: Fill in the crossword puzzle grid with the name of each musical instrument following the numbers and direction indicated. Use the word bank if you get stuck.



ACCORDION	PIANO
DRUM	TAMBOURINE
GUITAR	TROMBONE
HARMONICA	TRUMPET
HARP	VIOLIN
MARACAS	XYLOPHONE

## EL Students Only

K-5e-Learning: Day #2

ELL assignment from Ms. Lucidol+

This game is called "5 Seconds." You can play by yourself OR with other people. Use a timer to list 3 things from each card within 5 seconds. If playing with another person, they have to say 3 new words, no repeats. Try 10-20 seconds if 5 seconds isn't long enough.

EXTRA CHALLENGE: write down the 3 ideas (untimed). Have fun!

Name 3 things that are blue	Name 3 forest animals	Name 3 vegetables
Name 3 things at a bakery	Name 3 pieces of clothing	Name 3 things to pack
Name 3 places to visit	Name 3 stinky animals	Name 3 books you like



## Second Grade E-Learning Packet 25-26

Day 3

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

Independent Reading	<input type="checkbox"/> 10 minutes read to self <input type="checkbox"/> 10 minutes read to self <input type="checkbox"/> Written activity
SEL Social Skills	Write 3 things you do while you are at home and how they make you feel. ( Ex. Playing a game makes me happy.)
Reading Work	Choose a favorite book or use your library book.(If you don't have a book to read at home you may go onto YouTube or Epic and find a story there) Read it, or have someone read it to you. Complete the <a href="#">Story Structure worksheet</a> for the book.
Math Work	Complete the <a href="#">addition word problems</a> and <a href="#">adding 3 digit numbers</a> .
Music	Read about Mexican music, then write short answers to the questions. <a href="#">Mexican Music</a>
PE- Mr. Negen	Do our warm up 15 Jumping Jacks, 15 pushups, 15 squats  Engage 10 minutes of heart rate increasing activity shoveling snow, running around, and extra warm up movements.
English Language Development (Ms. Loidolt)	<a href="#">"5 Seconds" Game</a>
Letter Work (Mrs. Elfering/Ms. Hagen)	How many CVC (Consonant, Vowel, Consonant) words can you make with the letters b, d, g, h, i, n, p, s, and t? (ex. dig)

Parent Signature \_\_\_\_\_

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

2.RL.5

I can sequence events in a story.

# Story Structure

Title: \_\_\_\_\_

First,

---

---

---

---

Next,

---

---

---

---

Then,

---

---

---

---

Last,

---

---

---

---

## Word Problems: Addition (I)

Name \_\_\_\_\_ Date \_\_\_\_\_

Read each problem. Write a number sentence and solve.

1. 12 cats are at the pet parade. Then 17 more cats join the parade. How many cats are in the parade now?



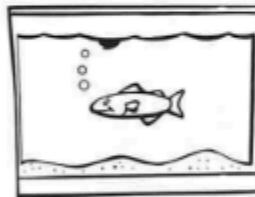
2. 26 dogs are in the park. 11 more dogs come. How many dogs are in the park now?



3. Serina has 45 goldfish in her tank. Ray has 32 goldfish in his tank. How many goldfish are in both tanks?



4. Jeff had 50 guppies. His mother bought him 18 more guppies. How many guppies will Jeff have now?



5. 16 horses are in the barn. 10 more horses are brought in the barn. How many horses are in the barn now?



6. 34 cows are grazing in the grass. Then 24 more cows come along. How many cows are there now?



# Adding Three Numbers

Name \_\_\_\_\_ Date \_\_\_\_\_

Add.



Unit 1

1.

40	10	61	56	13
20	26	27	20	12
+ 30	+ 31	+ 10	+ 10	+ 11
<hr/>	<hr/>	<hr/>	<hr/>	<hr/>

2.

20	23	30	14	10
22	61	12	43	22
+ 24	+ 15	+ 13	+ 20	+ 11
<hr/>	<hr/>	<hr/>	<hr/>	<hr/>

3.

16	21	14	26	30
21	32	13	21	30
+ 50	+ 23	+ 22	+ 11	+ 30
<hr/>	<hr/>	<hr/>	<hr/>	<hr/>

4.

18	20	20	41	52
10	34	16	27	12
+ 11	+ 14	+ 23	+ 20	+ 10
<hr/>	<hr/>	<hr/>	<hr/>	<hr/>



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

# Writing Numbers

Directions: Write each number in word and expanded form.



Number	Word Form	Expanded Form
567	Five hundred sixty-seven	$500 + 60 + 7$
609		
432		
226		
789		
790		
348		
456		
987		
205		
133		
846		



Music plays a big part in Mexican culture! Though Mexican music is always changing, many traditional Mexican music styles are still played today.

The most famous type of Mexican music is **mariachi**. Mariachi is performed by traveling bands that play on the street, in restaurants and at celebrations like parties and weddings. Mariachi music uses guitars, violins, and trumpets, but other instruments that are easy to carry can be added as well. Mariachi musicians usually wear traditional Mexican cowboy clothing.

**Ranchera** got its start during the Mexican Revolution. It is called ranchera because it began as songs that were sung on ranches in Mexico's countryside. The songs were often about patriotism, love, and the beauty of nature. Ranchera songs are a lot like **corridos**, which are ballads that tell a story.

**Norteño** music began in the mid-1800s, when many Europeans were migrating to Mexico. Norteño, which means "northern," can be recognized by its use of accordion and tuba. Norteño is similar to **banda**, another kind of Mexican music that uses many brass instruments and sounds like German polka music. Banda bands are usually very big, with around 10-20 members.

1. Name two instruments used in mariachi music.

---

2. The accordion was invented in Germany in the 1800s. Why do you think it was used in norteño music?

---

---

---

3. Why do you think patriotism was a popular topic for songs during the Mexican Revolution?

---

---

## EL Students Only

K-5 e-Learning: Day #3

ELL assignment from Ms. Loidolt

This game is called "5 Seconds." You can play by yourself OR with other people. Use a timer to list 3 things from each card within 5 seconds. If playing with another person, they have to say 3 new words, no repeats. Try 10-20 seconds if 5 seconds isn't long enough. EXTRA CHALLENGE: write down the 3 ideas (untimed). Have fun!

Name 3 things that are green	Name 3 ocean animals	Name 3 types of meat
Name 3 types of snacks	Name 3 friends	Name 3 sticky foods
Name 3 places to eat	Name 3 places at school	Name 3 rooms in your house



# Second Grade E-Learning Packet 25-26

**Day 4**      **Date:** \_\_\_\_\_

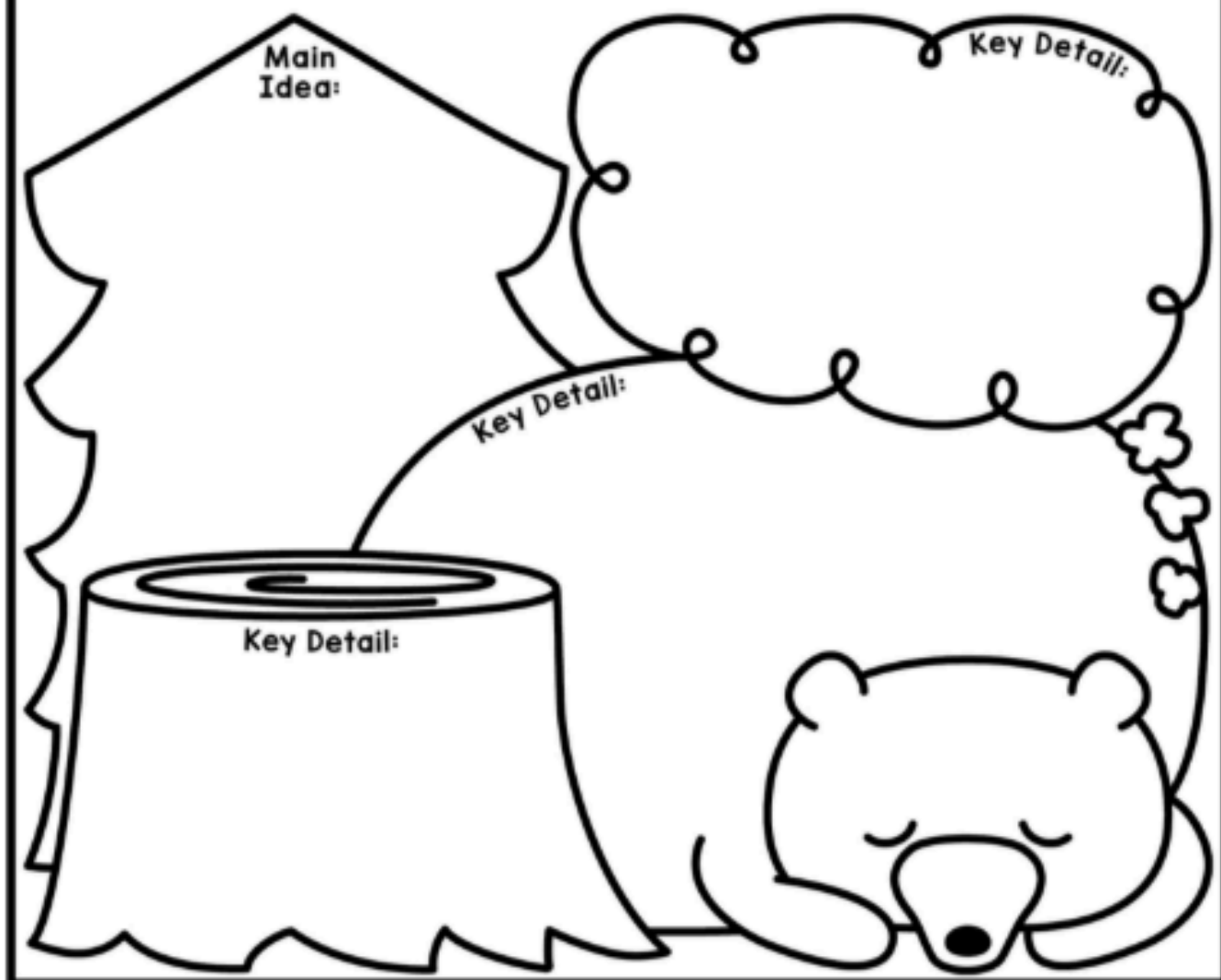
<b>Independent Reading</b>	<input type="checkbox"/> 10 minutes read to self <input type="checkbox"/> 10 minutes read to self <input type="checkbox"/> Written activity
<b>SEL Social Skills</b>	<b>Who is the person most like you? Why?</b>
<b>Reading Work</b>	Choose a favorite book or use your library book.(If you don't have a book to read at home you may go onto YouTube or Epic and find a story there) Read it, or have someone read it to you. Complete the main idea and details worksheet for the book.
<b>Math Work</b>	Complete the addition worksheet.
<b>Music</b>	<b>Guitar Facts Worksheet</b>
<b>PE- Mr. Negen</b>	Do our warm up 15 Jumping Jacks, 15 pushups, 15 squats  Engage 10 minutes of heart rate increasing activity shoveling snow, running around, and extra warm up movements.
<b>English Language Development (Ms. Loidolt)</b>	<b>- EL STUDENTS ONLY</b> <b>Vocabulary Word Sort/Sentence Writing</b>

**Parent Signature** \_\_\_\_\_

# HIBERNATING Bears

- \* Highlight the main idea in yellow
- \* Highlight the supporting details in the color of your choice.
- \* Fill out the graphic organizer.

Bears hibernate in the winter, but first, they need to get ready for their long nap. They start by eating a lot of food. This extra food helps them store fat for their nap. Next, they find a safe place to sleep. A cave or den is a good spot. The last thing they do is make a cozy bed. They use leaves, grass, or fur to make it soft and warm. After all this, they are ready for their long winter nap!

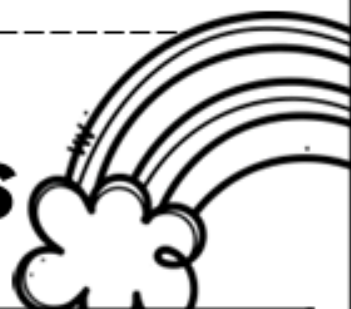




Name: \_\_\_\_\_

# Adding Four 2-Digit Numbers

Directions: Solve each problem.



1.

$$\begin{array}{r} 45 \\ 34 \\ 20 \\ + 29 \\ \hline \end{array}$$

2.

$$\begin{array}{r} 89 \\ 60 \\ 43 \\ + 28 \\ \hline \end{array}$$

3.

$$\begin{array}{r} 76 \\ 55 \\ 34 \\ + 20 \\ \hline \end{array}$$

4.

$$\begin{array}{r} 13 \\ 19 \\ 21 \\ + 24 \\ \hline \end{array}$$

5.

$$\begin{array}{r} 48 \\ 22 \\ 76 \\ + 30 \\ \hline \end{array}$$

6.

$$\begin{array}{r} 66 \\ 34 \\ 29 \\ + 22 \\ \hline \end{array}$$

7.

$$\begin{array}{r} 70 \\ 70 \\ 45 \\ + 34 \\ \hline \end{array}$$

8.

$$\begin{array}{r} 98 \\ 76 \\ 22 \\ + 30 \\ \hline \end{array}$$

9.

$$\begin{array}{r} 33 \\ 23 \\ 45 \\ + 60 \\ \hline \end{array}$$

10.

$$\begin{array}{r} 44 \\ 22 \\ 90 \\ + 56 \\ \hline \end{array}$$

11.

$$\begin{array}{r} 32 \\ 78 \\ 25 \\ + 65 \\ \hline \end{array}$$

12.

$$\begin{array}{r} 65 \\ 21 \\ 34 \\ + 76 \\ \hline \end{array}$$

# Guitar



Guitar-like instruments have been around for a long time. The oldest picture of a guitar-shaped instrument dates back 3,300 years ago in a stone carving. All modern forms of the word “guitar” have their roots in the Old Persian language word “tar,” which means “string.” The guitar usually has six strings.

The actual form of the modern guitar may have come from the four-stringed “oud” of the Moors in the 8th century, or possibly the six-stringed lute from Scandinavian Vikings. With stringed instruments of similar form from all over the globe in our human history, it’s no wonder these instruments are still popular today.

Although there are only two categories of guitars, acoustic and electric, there are many types of guitars. All acoustic guitars have a hollow body with curved sides with a round hole towards the center of the front panel, a long **fretboard** or fingerboard (the neck of the guitar usually made of wood with thin metal bars embedded in it in measured sections), and a headstock with tuning keys. They have either nylon or metal strings that run across the front panel, over the hole, up the fretboard, and around the tuning keys. The tuning keys turn to adjust the tension of the strings to produce the correct notes and chords when they vibrate. Guitars are played with both hands, one on the fretboard held in various positions, and one to strum or pluck the strings. Electric guitars are similar, except the sound from the vibrations of the strings don’t **resonate** (or echo) inside the hollow body. Instead, they use electric feedback through amplifiers to produce music.

Guitar music is very versatile. It can be used in almost any **genre** of music such as jazz, flamenco, classical, country, rock, blues, bluegrass, folk, mariachi, reggae, punk, soul, pop, and metal. There is debate as to who should make the list of best guitar players of all time. Jimi Hendrix and Chuck Berry are often mentioned. However, there is no debate about the popularity of the almost limitless instrument known as the guitar.



1. **New terms:** See how these three terms are used in the text, and write a definition next to each one.

**fretboard**

**resonate**

**genre**

2. What language do all forms of the word “guitar” come from? What was the root word?

- 
3. There are five categories of guitar types.

**True or False?**

4. Guitar music is used in many different genres of music.

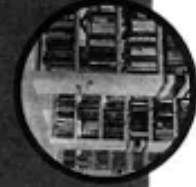
**True or False?**



crayons



homework



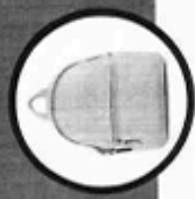
library



graduation



field trip



backpack



music



teacher



science



reading



student



playground



scissors



physical education



principal

STUDENT PAGE Name \_\_\_\_\_

Date \_\_\_\_\_



E Learning Day # 4 Ms. Loidolt

\*Cut the pictures out and sort them into categories: items, people, places, subjects, and things to do.

\* Kindergarten and First Grade – have an adult write the names in the squares after you have them sorted.

\* Grades 2-5 you can write the name in the squares

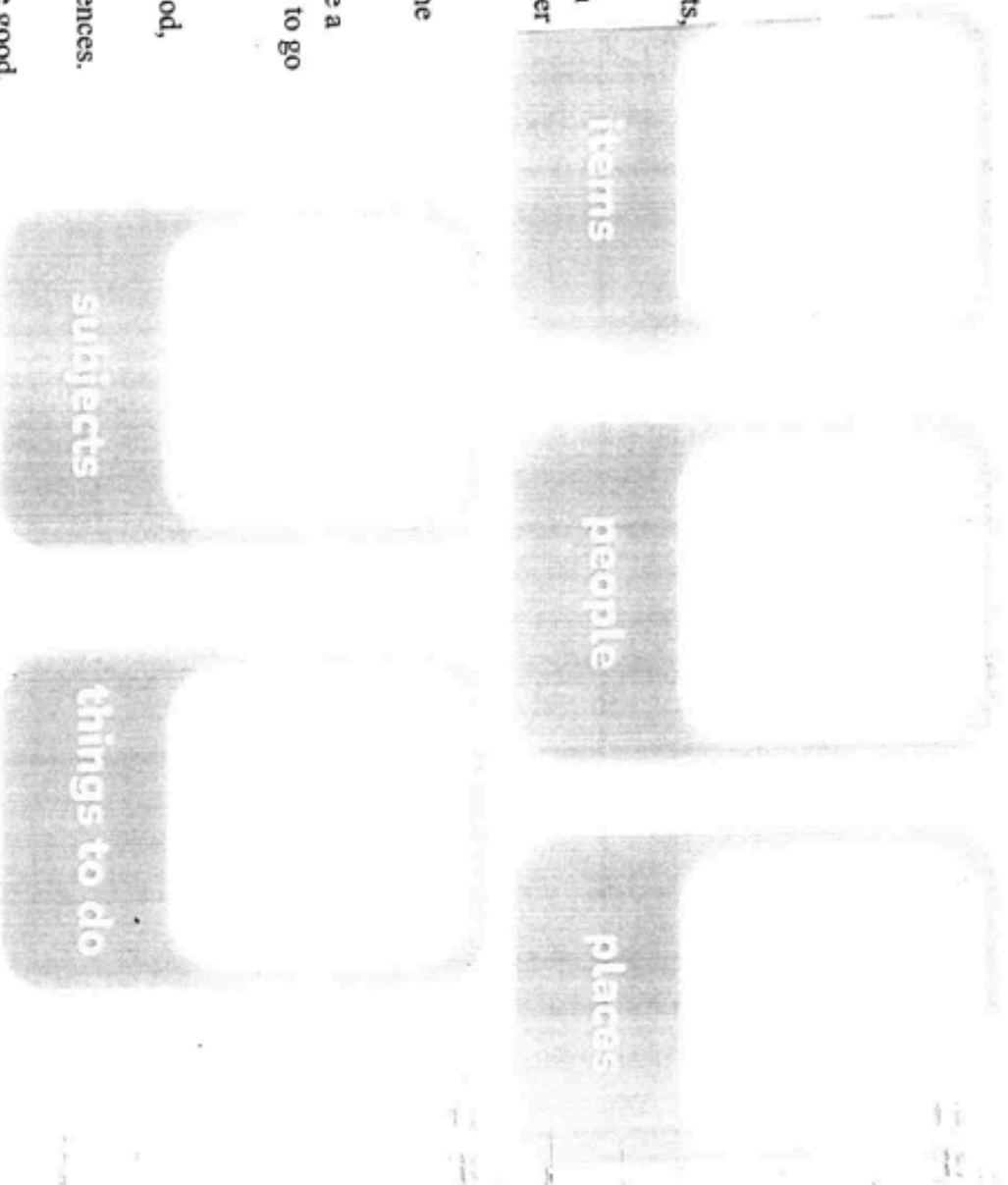
\* Kindergarten – choose 1 card and write a sentence about it. Then draw a picture to go with your sentence

\* First grade – pick 2 cards and write good, detailed sentences about the picture.

Draw 2 pictures that go with your sentences.

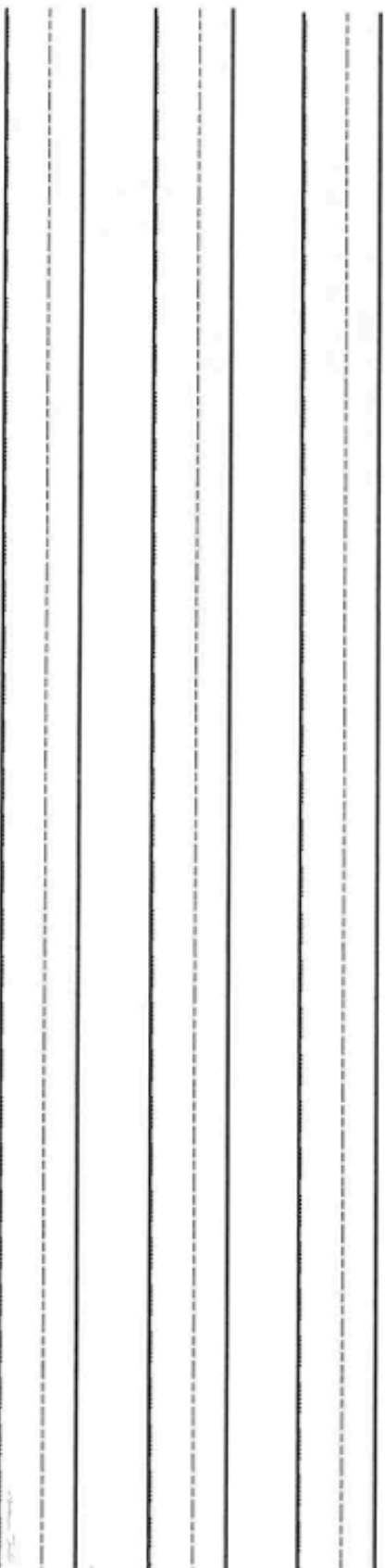
\* 2<sup>nd</sup> – 5<sup>th</sup> grade – pick 3 cards and write good, detailed sentence about the picture.

Draw three detailed pictures about your sentence.



2

Choose 3 cards and write them in a sentence below.  
Then draw a picture.





# Second Grade E-Learning Packet 25-26

**Day 5**

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

Independent Reading	<input type="checkbox"/> 10 minutes read to self <input type="checkbox"/> 10 minutes read to self <input type="checkbox"/> Written activity
SEL Social Skills	<b>What makes someone a good friend?</b>
Reading Work	Choose a favorite book or use your library book.(If you don't have a book to read at home you may go onto YouTube or Epic and find a story there) Read it, or have someone read it to you. Complete the main idea and details worksheet for the book.
Math Work	Complete the world problem work sheet.
Music	Percussion Family Crossword Puzzle
PE- Mr. Negen	Do our warm up 15 Jumping Jacks, 15 pushups, 15 squats  Engage 10 minutes of heart rate increasing activity shoveling snow, running around, and extra warm up movements.
English Language Development (Ms. Loidolt)	- EL STUDENTS ONLY Explain what foods you ate for breakfast? Be sure to use good complete sentences like we have been working on in class and include good details.

**Parent Signature** \_\_\_\_\_

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

# BUTTERFLY

The weather is warming up and the butterflies are coming out! Did you know there are more than 20,000 species of butterflies? Butterflies are insects. They have four stages of life: egg, caterpillar, pupa, and adult. As an adult, butterflies have four beautiful scaly wings. They can't fly if their body temperature is not above 86 degrees. Some butterflies can fly as fast as 30 miles per hour! Butterflies live all over the world except for Antarctica. Many butterflies are found in tropical rainforests, but they can live in many different climates and habitats.

## Fun Facts

**Weight** - They can weigh between 0.04-0.3 grams

**Size** - Their size can range from 1/8th inch up to 12 inches

**Lifespan** - They can live up to 12 months



**BUTTERFLIES  
ARE  
INTERESTING  
INSECTS.**

Butterflies smell things using their antennae.

Butterflies can be many different colors. Their colors help them blend in with the flowers!



Butterflies have a tongue shaped like a tube. Their tongue helps them drink or suck on the nectar from flowers.

Butterflies taste things with their feet!

# BUTTERFLY:

## Comprehension Questions

1. How many species of butterflies are there?

---

---

---

2. What are the four stages of a butterfly's life?

---

---

3. True or False: A butterfly can not fly if their body temperature is not above 86 degrees.

---

4. What do butterflies drink from flowers?

---

---

5. What do butterflies use their antennae for?

---

---

6. What does a butterfly's color help them do?

---

7. What is a butterfly's tongue shaped like?

---

---



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

# Word Problems

Directions: Read and solve each problem.

1. Jason bakes 35 vanilla cookies. Noah bakes 18 more cookies than Jason.  
How many cookies do both boys bake?

\_\_\_\_\_ cookies



2. In the morning, Mr. Peterson fills up 60 green balloons and 23 yellow balloons. In the afternoon, 15 balloons fly away. How many balloons does Mr. Peterson have left?

\_\_\_\_\_ balloons



3. Alana has read 87 pages in her book. The book has a total of 178 pages. How many more pages does Alana need to read to finish the book?

\_\_\_\_\_ pages



4. Roberto has 45 golden tokens. Stephanie has 8 more tokens than Roberto. Lee has 4 more tokens than Stephanie. How many tokens does Lee have?

\_\_\_\_\_ tokens



5. Cindy has 77 heart-shaped stickers and 23 star-shaped stickers. She wants to have a total of 200 stickers. How many more stickers does she need to reach her goal?

\_\_\_\_\_ stickers



6. Greg has 89 cents. If he buys a hat for 54 cents, how much change will he get back?

\_\_\_\_\_ cents





### Percussion Family Crossword Puzzle

Word Bank:  
Bass Drum  
Castanets  
Chimes  
Cymbals  
Glockenspiel  
Gong  
Guiro

Maracas  
Snare Drum  
Tambourine  
Timpani  
Triangle  
Xylophone



#### Across

1. This large brass instrument was first used in China to send signals
3. This instrument has a Greek name meaning "wood sound"
6. A big, low sounding, unpitched instrument that is played on its side
10. This piano-like instrument is played with rubber, plastic, or metal mallets
13. Shaped like its name

#### Down

2. To produce sound, scrape this instrument with a stick
4. A set of metal tubes hung from a long metal frame
5. First drums used in the orchestra
7. These small instruments make a clicking noise when they are played
8. This instrument is filled with dry seeds.
11. This instrument has a batter-head and a snare-head.
12. Large circular, brass plates that are "crashed" together





# Elementary E-Learning Plan

## 25-26 School Year

### Dear Third Grade Parents and Guardians,

This year it has been decided that all classes (PreK-5) will participate in e-learning days by completing the attached work “packets” and returning it completed with a parent/guardian signature the next school day. This is how we will be marking attendance for the school day.

Attached you will find 3 days worth of work for your student to complete on e-learning days ONLY. Please only complete **one day's worth of work** on an e-learning day, ie. Day 1 work to be completed on e-learning day number one, Day 2 work to be completed on e-learning day number two, etc. Please do NOT complete all the packets on the first e-learning day.

Included in the packet of work is review of skills your student has seen before in reading and math. If any questions arise while you are working with your student, your student’s teacher is available via phone, or email until 3:30p.m. Please do not hesitate to reach out and ask questions.

**Mandy Kronlokken**  
**Taylor Mills**

[mkronlokken@rcw.k12.mn.us](mailto:mkronlokken@rcw.k12.mn.us)  
[tmills@rcw.k12.mn.us](mailto:tmills@rcw.k12.mn.us)

**329-8368 EXT. 1105**  
**329-8368 EXT. 1102**


Thank you, and have a great e-learning day!



# Third Grade E-Learning Packet 25-26

Day 1

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

<b>Independent Reading</b>	<input type="checkbox"/> 10 minutes read to self in your library book or with a book you have at home. <input type="checkbox"/> Written activity: <ul style="list-style-type: none"><li>- Think about the book you read for 'read to self' time. Summarize what you read in 2-3 sentences.</li></ul>
<b>SEL Social Skills</b>	<input type="checkbox"/> Think of an "at home" scenario where you may need to use self talk before you respond. Write your scenario and the self talk you would use, in your notebook. <ul style="list-style-type: none"><li><input type="checkbox"/> Ex. You are trying to read and your sibling is distracting you by talking loudly/screaming. You might use self talk and say, "Focus your attention on the book" to stay on task.</li></ul>
<b>Reading Work</b>	<input type="checkbox"/> Review finding key details and identifying the main idea with the following Quick Check passages: <ul style="list-style-type: none"><li>- <a href="#">Determine Main Idea of a Text</a></li><li>- <a href="#">Recount Key Details of a Text</a></li></ul>
<b>Math Work</b>	<input type="checkbox"/> <a href="#">Subtraction Practice Review</a> Students should practice and review subtraction. Problems will include regrouping.
<b>Music - Biehn</b>	<b>Complete Note Value Review 1.</b>  <b>Note Value Review 1.pdf</b>
<b>PE - Mr Negen &amp; Landquist</b>	<b>Complete 20 Jumping Jacks, 15 pushups, 15 sit ups, 15 squats.</b>  <b>Do 10 minutes of various movements running, shoveling snow, playing catch, etc</b>
<b>English Language Development (Ms. Loidolt)</b>	<b><a href="#">"5 Seconds" Game</a></b>
<b>Letter Work (Mrs. Elfering/Ms. Hagen)</b>	Think of or find (in a book, magazine, etc.) 5 short a words and 5 long a words. (Ex. Short a- man, ran; Long a- mane, rain)

**Guardian Signature** \_\_\_\_\_

**Directions:**

Read the passage and answer the questions.

Write your answers on separate paper or on the back of this page.

## Passage B

1 Yogi Berra was one of the best baseball players of all time. He was a catcher for the New York Yankees and played for 17 years.

2 Yogi was born in 1925 in Missouri, and he grew up playing sports. His family had money problems, so he dropped out of school in the eighth grade to help them. A few years later, he started playing for minor league baseball teams. In 1946, the New York Yankees discovered his talent. He became the starting catcher for the team.

3 Yogi was a very good catcher and liked to distract the batters. He also liked to talk a lot during games. When a good hitter came to the plate, he started chattering. He hoped to break the batter's concentration so he would make a mistake. Ted Williams, a great batter, once told him to be quiet so he could work!

4 As a batter, Yogi was terrific. He struck at almost any pitch, no matter how bad it was. But he very rarely struck out.

5 As famous as Yogi Berra is for baseball, he may be better known for things he said, such as "It ain't over 'til it's over." He also said: "A nickel ain't worth a dime anymore" and "Nobody goes there anymore. It's too crowded." One sports reporter thinks Yogi's funniest saying of all time was, "If you don't know where you are going, you might wind up somewhere else."

**Comprehension Questions:**

1. Which sentence gives the main idea of paragraph 3?

Circle the sentence.

2. Underline the sentence that states the main idea of paragraph 4?

3. What is the main idea of the passage as a whole?

4. What would be a good title for this passage?

**Directions:**

Read the passage and answer the questions.

Write your answers on separate paper or on the back of this page.

Informational Text

## The Largest National Park

1 Most people have heard of Yellowstone National Park and the Grand Canyon. But have you heard of the Wrangell-St. Elias National Park in Alaska? Many people never have, but it is the largest national park in the United States.

2 The U.S. government began creating national parks in 1872. The first was Yellowstone. The purpose was to preserve the beautiful landscapes for everyone to enjoy in the future.

3 Wrangell-St. Elias National Park is one of the youngest parks. It was established in 1978 and is quite impressive. It covers over 13 million acres of land and is six times the size of Yellowstone. But size is not the most impressive part. You can see nine of America's highest mountains in Wrangell-St. Elias. The park is so large that you can hike for days without seeing a soul. Unlike other national parks, this one has ocean, volcanoes, and glaciers all in one place.

4 The park also has abundant wildlife, including wild sheep, mountain goats, moose, bears, and caribou. On the coasts, sea lions and harbor seals swim in the seas.

5 Only a visit to Wrangell-St. Elias can reveal the beauty of this park. But don't come in the winter. Then it is closed to everyone but the animals that live there.

**Comprehension Questions:**

1. What was the first national park? Circle the name.
2. What animals can you see off the coast of Wrangell-St. Elias? Draw boxes around the animal names.
3. How large is Wrangell-St. Elias? Draw two lines under the sentence that tells.
4. Name three special things you can see in Wrangell-St. Elias National Park.

Name:

Solve the following problems anyway you know how. (Don't be afraid to stack them!)

1.  $845 - 322 =$

2.  $524 - 488 =$

3.  $281 - 155 =$

4. Savanna had \$450 from her summer job. She bought a new bike that cost \$199.  
How much money does Savanna have left?

5. If Jimmy bought a pack of 90 Gatorade bottles, and Spencer bought 145 Gatorade bottles, how many more bottles does Spencer have?

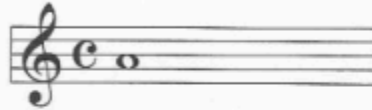
## Student Worksheet 1: Whole, Half, Quarter Note

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

How long a note is held for - its duration - is determined by the note value.

### Whole Note

A whole note (○) is held for four beats in 4/4 time.  
The whole note is drawn as an oval and has no stem.  
Draw one whole note in each measure.



### Half Note

The half note (J) looks like a whole note with a stem added.  
Stems are drawn up on the right side and down on the left side of  
the note.

If the note is above the middle line, the stem goes down.

If the note is below the middle line, the stem goes up.

A half note is held for two beats in 4/4 time.

Draw two half notes in each measure.



### Quarter Note

A quarter note (♩) is held for one beat in 4/4 time.  
The quarter note looks like a half note that is filled in.  
Draw four quarter notes in each measure.



*Reproducible Page: The teacher has permission to copy this page for the use of students in one school.*

## EL Students Only

K-5 e-Learning: Day #1

ELL assignment from Ms. Loidolt:

This game is called "5 Seconds." You can play by yourself OR with other people. Use a timer to list 3 things from each card within 5 seconds. If playing with another person, they have to say 3 new words, no repeats. Try 10-20 seconds if 5 seconds isn't long enough.

EXTRA CHALLENGE: write down the 3 ideas (untimed). Have fun!

Name 3 things that are yellow	Name 3 farm animals	Name 3 fruits
Name 3 heavy items	Name 3 light items	Name 3 holidays
Name 3 books	Name 3 movies	Name 3 types of shoes




# Third Grade E-Learning Packet 25-26

Day 2

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

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

<b>Independent Reading</b>	<input type="checkbox"/> 10 minutes read to self in your library book or with a book you have at home. <input type="checkbox"/> 10 minutes read to self in your library book or with a book you have at home. <input type="checkbox"/> Written activity: <ul style="list-style-type: none"> <li>• Think about the book you read for 'read to self' time. Summarize what you read in 2-3 sentences.</li> </ul>
<b>SEL Social Skills</b>	<input type="checkbox"/> Think of an "at home" scenario where you may need to focus your attention. Write your scenario and the skills for learning (self talk, listen, etc.) you will use to focus your attention. <input type="checkbox"/> Ex. Your parent is giving you directions for a chore that needs to be done at home, while you are playing on your ipad. You might pause what you are doing, make eye contact and use self-talk to focus attention and hear directions.
<b>Reading Work</b>	<input type="checkbox"/> Review Asking/Answering questions with the following Quick Check passages: - <a href="#">Ask Questions to Demonstrate Understanding of a Text</a>
<b>Math Work</b>	<input type="checkbox"/> <a href="#">Addition and subtraction mixed operation review</a> Practice addition and subtraction intermixed. Make sure to read the sign before you solve it!
<b>Music -Biehn</b>	Complete Note Value Review 2.  <a href="#">Note Value Review 2.pdf</a>
<b>PE - Mr Negen &amp; Landquist</b>	Complete 20 Jumping Jacks, 15 pushups, 15 sit ups, 15 squats. Do 10 minutes of various movements running, shoveling snow, playing catch, etc
<b>English Language Development (Ms. Loidolt)</b>	<a href="#">"5 Seconds" Game</a>
<b>Letter Work (Mrs. Elfering/Ms. Hagen)</b>	Think of or find (in a book, magazine, etc.) 5 short e words and 5 long e words. (Ex. Short e-bet, men; Long e-beat, mean)

**Guardian Signature** \_\_\_\_\_

**Directions:**

Read the passage and answer the questions.

Write your answers on separate paper or on the back of this page.

## Horse and Rabbit

1 Horse and Rabbit lived on a farm, and they were born the same day. They grew up together and became great buddies.

2 One day, Rabbit suggested that they go to the hill behind the barn. "Let's roll down the hill. It'll be fun!"

3 So Rabbit and Horse climbed the hill. When they got to the top, Rabbit hugged herself into a ball and rolled all the way to the bottom of the hill. Rabbit laughed and laughed. "It's your turn, Horse!" But when Horse tried it, he couldn't move. "What's wrong?" Rabbit asked.

4 Horse replied, "My legs get in the way and won't tuck in. Let's play in the lake."

5 So Horse jumped into the deep water and began swimming. "Come on in and join the fun!" he said to Rabbit. But when Rabbit hopped into the water, he didn't know what to do. He thrashed around, but he couldn't move. So Horse pushed him back to shore.

6 "There must be something we can do together, but what?" Rabbit asked.

7 Horse nudged Rabbit and let him hop on his head, then onto his back. "Hold on, Rabbit," Horse yelled as he galloped off through the pasture. Rabbit shrieked with delight as Horse ran faster. Everyone on the farm turned to see what all the noise was about.

**Comprehension Questions:**

1. Where does this story take place?
2. What does Rabbit do at the beginning of the story?
3. What can Horse do that Rabbit cannot do?
4. What do Rabbit and Horse do at the end of the story?

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

Solve the mixed addition and subtraction problems anyway you can!

$$\begin{array}{r} 5 \\ +2 \\ \hline \end{array} \quad \begin{array}{r} 7 \\ +9 \\ \hline \end{array} \quad \begin{array}{r} 8 \\ -3 \\ \hline \end{array} \quad \begin{array}{r} 16 \\ -8 \\ \hline \end{array}$$

$$\begin{array}{r} 24 \\ +63 \\ \hline \end{array} \quad \begin{array}{r} 57 \\ +43 \\ \hline \end{array} \quad \begin{array}{r} 87 \\ -14 \\ \hline \end{array} \quad \begin{array}{r} 94 \\ -32 \\ \hline \end{array}$$

$$\begin{array}{r} 321 \\ +321 \\ \hline \end{array} \quad \begin{array}{r} 564 \\ +392 \\ \hline \end{array} \quad \begin{array}{r} 324 \\ -116 \\ \hline \end{array} \quad \begin{array}{r} 574 \\ -342 \\ \hline \end{array}$$

## Student Worksheet 2: Quarter Rest, Eighth Notes, Dotted Half

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

### Quarter Rest

A quarter rest ( $\frac{1}{4}$ ) is one beat in 4/4 time. A rest is a silent beat.  
Draw four quarter rests in each measure.



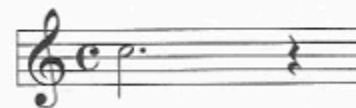
### Eighth Notes

Eighth notes can be drawn separately ( $\frac{1}{8}$   $\frac{1}{8}$ ), but are usually joined as a pair ( $\frac{1}{8}$   $\frac{1}{8}$ ). Draw four pairs of eighth notes in each measure.



### Dotted Half Note

The dotted half note looks like a half note with a dot beside it ( $\frac{1}{2}$ ).  
The dotted half note is held for 3 beats in 4/4 time.  
Draw one dotted half note in each measure.



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## EL Students Only

K-5e-Learning Day #2

ELL assignment from Ms. Laidolt

This game is called "5 Seconds." You can play by yourself OR with other people. Use a timer to list 3 things from each card within 5 seconds. If playing with another person, they have to say 3 new words, no repeats. Try 10-20 seconds if 5 seconds isn't long enough.

EXTRA CHALLENGE: write down the 3 ideas (untimed). Have fun!


Name 3 things that are blue	Name 3 forest animals	Name 3 vegetables
Name 3 things at a bakery	Name 3 pieces of clothing	Name 3 things to pack
Name 3 places to visit	Name 3 stinky animals	Name 3 books you like



Day 3

# Third Grade E-Learning Packet 25-26

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

<b>Independent Reading</b>	<input type="checkbox"/> 10 minutes read to self in your library book or with a book you have at home. <input type="checkbox"/> 10 minutes read to self in your library book or with a book you have at home. <input type="checkbox"/> Written activity: <ul style="list-style-type: none"> <li>• Think about the book you read for ‘read to self’ time. Find 1 word you don’t know well,</li> </ul>
<b>SEL Social Skills</b>	<input type="checkbox"/> Think of an “at home” scenario where you may need to be assertive to ask for what you want/need in a <b>respectful</b> way. Write your scenario and what you would say in an assertive way, in your notebook. <ul style="list-style-type: none"> <li><input type="checkbox"/> Ex. You are watching a movie and a sibling keeps trying to talk to you while you really want to focus. You might say in a <b>respectful</b> way with eye contact and a clear strong voice, “I hear you and I really want to watch my movie right now, can I talk with you later?”</li> </ul>
<b>Reading Work</b>	<input type="checkbox"/> Review recounting the story and identifying the lesson, or moral with the following Quick Check passages: <ul style="list-style-type: none"> <li>- <a href="#">Recount the Story</a></li> <li>- <a href="#">Identify Central Message, Lesson, Moral</a></li> </ul>
<b>Math Work</b>	<input type="checkbox"/> <a href="#">Multiplication review</a> Students will make repeated addition into multiplication problems and then multiplication problems into addition. Students will also solve 1 problem with the array method.
<b>Music - Biehn</b>	<b>Complete Note Value Review 3.</b>  <a href="#">Note Value Review 3.pdf</a>
<b>PE - Mr Negen &amp; Landquist</b>	<b>Complete 20 Jumping Jacks, 15 pushups, 15 sit ups, 15 squats.</b> <b>Do 10 minutes of various movements running, shoveling snow, playing catch, etc.</b>
<b>English Language Development (Ms. Loidolt)</b>	<a href="#">“5 Seconds” Game</a>
<b>Letter Work (Mrs. Elfering/Ms. Hagen)</b>	<b>Think of or find (in a book, magazine, etc.) 5 short i words and 5 long i words.</b> <b>(Ex. Short i-bit, lit; Long i-bite, light)</b>

Guardian Signature \_\_\_\_\_

Directions:

Read the passage and answer the questions.

Write your answers on separate paper or on the back of this page.

## Hazel's Bike Ride

1 Hazel lived in the countryside. She loved this time of year when all the fruit trees were covered with ripe fruit.

2 One day, Hazel got a new bike with a big wicker basket on the front. Hazel rode that bike all afternoon and never wanted to stop. But then she felt a little hungry. She spotted an apple tree and climbed it to pick some apples. She put them in the basket on her bike.

3 Meanwhile, her mother called, "Hazel, it's time to come home!"

4 Hazel didn't hear her mom because she was riding her bike toward a tree loaded with peaches. She picked as many peaches as she could. Then she put them in the bike's basket with the apples.

5 Again, her mother called, "Hazel, it's getting late!"

6 Hazel still didn't hear her mother because she was riding her bike. Just ahead, she spotted a nut tree that was full of ripe nuts. She climbed the tree and picked the nuts. Then she put them into the basket.

7 Finally, Hazel turned toward home.

8 Her mother was waiting for her and said, "Hazel, it's time for dinner!"

9 Hazel said, "I know! I have brought it home in my basket!"

### **Comprehension Questions:**

1. What is the first important event of the story?
2. Describe what Hazel's mother does in this story.
3. What does Hazel do all afternoon?
4. Tell how the story ends.

**Directions:**

Read the passage and answer the questions.

Write your answers on separate paper or on the back of this page.

## The Farmer's Treasure

1 A rich farmer was getting very old, and he was concerned about his farm. His three sons were not very hard workers, and he worried about what would happen to them. So he called his sons together. He said, "A treasure is buried on this farm. I cannot tell you where, but if you dig every inch of the fields, you will find where it is hidden."

2 So the sons began digging the very next day. They worked very hard, and soon all the soil had been overturned. However, they found no treasure.

3 But since the soil was ready for planting, the three sons put seeds in the ground. They planted all kinds of crops.

4 Months later, the sons harvested the crops. They took the vegetables to market and sold most of what they had picked. The sons made more money than they ever thought possible.

5 The next day, the sons went to their father. The oldest one said, "We found a valuable treasure in the ground, but it was not what we expected!"

6 Their father said, quietly, "Yes, hard work is a treasure on a farm like this. My sons, you have become very wise."

**Comprehension Questions:**

1. Why was the farmer worried about his sons?

Underline the sentence that tells the reason.

2. How did the farmer trick his sons into digging up the fields?

3. What lesson did the sons learn from their father?

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

Rewrite the following addition sentences as multiplication. Also, rewrite the following multiplication sentences as addition.

1.  $8+8+8+8 =$

2.  $4+4+4+4+4+4 =$

3.  $7 \times 2 =$

4.  $3 \times 5 =$

5.  $6+6+6+6+6 =$

6.  $4 \times 7 =$

Draw an array for the following multiplication problem, write your answer and put a STAR around it.







$6 \times 4 =$

## Student Worksheet 3: Note Value Review

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

4/4 time: beat 1	beat 2	beat 3	beat 4
 whole note - 4 beats in 4/4 time say: fo-----our			
 half note - 2 beats in 4/4 time say: too-----oo		 too-----oo	
 quarter note - 1 beat in 4/4 time say: ta	 ta	 ta	 ta
 quarter rest - 1 beat in 4/4 time say: sh	 sh	 sh	 sh
 eighth notes - 1/2 beat in 4/4 time say: titi	 say: ti for one, or titi for two titi	 titi	 titi
 dotted half note - 3 beats in 4/4 time say: three-	oo-	ee	 rest

**To Do:** Tell what kind of note is given and how many beats it will receive in 4/4 time. The first example is done for you.

1.  whole note      4 beats in 4/4 time.
2.  \_\_\_\_\_ note      \_\_\_\_\_ beats in 4/4 time.
3.  \_\_\_\_\_ note      \_\_\_\_\_ beats in 4/4 time.
4.  \_\_\_\_\_ rest      \_\_\_\_\_ beats in 4/4 time.
5.  \_\_\_\_\_ notes      Together are held for \_\_\_\_\_ beat(s) in 4/4 time.
6.  \_\_\_\_\_ note      \_\_\_\_\_ beats in 4/4 time.

**To Do:** Say the following rhythm using the names ta, sh, titi, too-oo:



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## EL Students Only

K-5 e-Learning: Day #3

ELL assignment from Ms. Loidolt

This game is called '5 Seconds.' You can play by yourself OR with other people. Use a timer to list 3 things from each card within 5 seconds. If playing with another person, they have to say 3 new words, no repeats. Try 10-20 seconds if 5 seconds isn't long enough. EXTRA CHALLENGE: write down the 3 ideas (untimed). Have fun!

Name 3 things that are green	Name 3 ocean animals	Name 3 types of meat
Name 3 types of snacks	Name 3 friends	Name 3 sticky foods
Name 3 places to eat	Name 3 places at school	Name 3 rooms in your house



Day 4

# Third Grade E-Learning Packet 25-26

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

<b>Independent Reading</b>	<input type="checkbox"/> 10 minutes read to self in your library book or with a book you have at home. <input type="checkbox"/> 10 minutes read to self in your library book or with a book you have at home. <input type="checkbox"/> Written activity: <ul style="list-style-type: none"> <li>• Think about the book you read for 'read to self' time. Summarize what you read in 2-3 sentences.</li> </ul>
<b>SEL Social Skills</b>	<input type="checkbox"/> Think of an "at home" scenario where you may need to use self talk before you respond. Write your scenario and the self talk you would use, in your notebook. - Ex. You are trying to read and your sibling is distracting you by talking loudly/screaming. You might use self talk and say, "Focus your attention on the book" to stay on task.
<b>Reading Work</b>	<input type="checkbox"/> Review recounting the story and identifying the lesson, or moral with the following Quick Check passages: - <u>Recount the story</u> - <u>Identify Central Message, Lesson, Moral</u>
<b>Math Work</b>	<input type="checkbox"/> <u>Multiplication word problem practice</u>
<b>Music - Biehn</b>	<b>Complete Note Value Review 4.</b>
<b>PE - Mr Negen &amp; Landquist</b>	<b>Complete 20 Jumping Jacks, 15 pushups, 15 sit ups, 15 squats. Do 10 minutes of various movements running, shoveling snow, playing catch, etc.</b>
<b>English Language Development (Ms. Loidolt)</b>	<b>- EL STUDENTS ONLY Vocabulary Word Sort/Sentence Writing</b>

**Guardian Signature** \_\_\_\_\_

**Directions:**

Read the passage and answer the questions.

Write your answers on separate paper or on the back of this page.

## Jerry and Kimo

1 Jerry and Kimo are friends, and both do chores at home. Each Monday, they get an allowance from their parents.

2 One Monday, they went to the park and saw an empty basketball court. Kimo said, "I wish we could play."

3 "We don't have a ball," Jerry said.

4 Later, they started home. On the way, Jerry stopped at the bakery and bought a muffin. "Are you getting something?" Jerry asked.

5 "No," Kimo said, "I'm saving my money." So Jerry gave Kimo half of his muffin.

6 The next Monday, they went to the park again. Some boys were playing basketball, but they wouldn't let Kimo and Jerry play because they were too little.

7 "We need our own ball," Jerry said. "Come on, let's head home." On the way, Jerry bought grapes at the corner store.

8 "Get some fruit," Jerry said.

9 Kimo said, "No, they cost too much." So Jerry shared his grapes.

10 The next Monday, they went to the park again, but this time Kimo surprised Jerry with a basketball.

11 "Can I play with it, too?"

12 "Of course! You always share with me, so I'll share with you. Now let's play basketball!"

**Comprehension Questions:**

1. How do you know that Jerry is generous?

2. How do you know that Kimo is generous?

3. What happens in the story? Write 3–4 sentences recounting what happens.

**Directions:**

Read the passage and answer the questions.

Write your answers on separate paper or on the back of this page.

## Coyote and Cat

1 Coyote saw Cat on the road and began chasing her. Cat climbed a tree, and Coyote said, "I've got you now!" He jumped and rocked the tree, but he did not see the bees' nest. The angry bees ran after him.

2 Cat ran away on the road and jumped over a mud puddle. Coyote caught up with her and said, "I've got you now!" But Coyote didn't see the mess in the road, so he got stuck in the mud.

3 Cat saw a cornstalk in a field and climbed to the top for safety. Coyote said, "This is the end for you now!" Cat saw an angry farmer running toward them. She said, "You're wrong about that!" The farmer chased Coyote out of the cornfield.

4 Cat ran into the barn but realized there was no way out. Coyote found her and blocked the entrance. "This is it for you, Cat!"

5 But Cat jumped on Coyote's head and then sailed out of the barn. The farmer saw her and chased her out of the barnyard. She ran as fast as she could but ran into the tree with the bees and knocked the nest on the ground. The bees swarmed around her, so she ran back to the road. But she ran so fast, she didn't see the mud patch and got stuck.

6 Coyote walked by and said, "Maybe it's safer for us to be friends."

7 Cat said, "You are right about that!"

**Comprehension Questions:**

1. What three things happened to Coyote when he chased Cat?

Underline three sentences that tell what happened.

2. What happened to Cat during the story?

3. What is the moral, or central message, of this story?


Solve the following multiplication problems anyway you are able to. (Arrays, repeated addition)


1. Jimmy has 5 rows in his grove. Each row has 4 trees. How many total trees are in his grove?
2. Jan was setting up desks in her classroom. There are 7 rows, and each row has 3 desks. How many desks are there in the classroom?
3. Mandy has 2 baskets. Each basket has 9 apples in it. How many apples does Mandy have?
4. Hunter had a new box of oreos. There are 4 rows in the box. Each row has 10 oreos in it. How many oreos does he have?
5. Kim had 2 bags. Each bag has 7 hats inside. How many hats does she have?

## Student Worksheet 4: More Note Value Review

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

**Matching:** Write the name of the note on the line beside it. Choose from the names that are given below. Tell how many beats each note or rest will receive in 4/4 time.

1.  \_\_\_\_\_ beats

2.  \_\_\_\_\_ beats

3.  \_\_\_\_\_ beats

4.  \_\_\_\_\_ beats

5.  \_\_\_\_\_ beats

6.  \_\_\_\_\_ beats

*whole note   dotted half note   quarter rest   eighth notes   half note   quarter note*

**To Do:** Draw each of the notes as indicated.

1. whole note \_\_\_\_\_

4. half note \_\_\_\_\_

2. dotted half note \_\_\_\_\_

5. quarter rest \_\_\_\_\_

3. pair of eighth notes \_\_\_\_\_

6. quarter note \_\_\_\_\_

Another way to think of note values:



=



=



One whole note

=

two half notes

=

four quarter notes

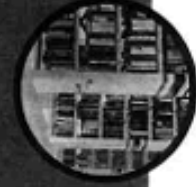
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crayons



homework



library



graduation



field trip



backpack



music



teacher



science



reading



student



playground



scissors



physical education



principal

STUDENT PAGE Name \_\_\_\_\_

Date \_\_\_\_\_

1

E Learning Day # 4 Ms. Loidolt

\*Cut the pictures out and sort them into categories: items, people, places, subjects, and things to do.

\* Kindergarten and First Grade – have an adult write the names in the squares after you have them sorted.

\* Grades 2-5 you can write the name in the squares

\* Kindergarten – choose 1 card and write a sentence about it. Then draw a picture to go with your sentence

\* First grade – pick 2 cards and write good, detailed sentences about the picture.

Draw 2 pictures that go with your sentences.

\* 2<sup>nd</sup> – 5<sup>th</sup> grade – pick 3 cards and write good, detailed sentence about the picture.

Draw three detailed pictures about your sentence.



2

Choose 3 cards and write them in a sentence below.  
Then draw a picture.



Handwriting practice lines consisting of a solid top line, a dashed middle line, and a solid bottom line. There are four sets of these lines stacked vertically.



Day 5

## Third Grade E-Learning Packet 25-26

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

<b>Independent Reading</b>	<input type="checkbox"/> 10 minutes read to self in your library book or with a book you have at home. <input type="checkbox"/> 10 minutes read to self in your library book or with a book you have at home. <input type="checkbox"/> Written activity: <ul style="list-style-type: none"> <li>• Think about the book you read for 'read to self' time. Summarize what you read in 2-3 sentences.</li> </ul>
<b>SEL Social Skills</b>	<input type="checkbox"/> Think of an "at home" scenario where you may need to show empathy. Write your scenario and how you would show empathy, in your notebook. - Ex. Your sibling falls down when playing outside and scrapes their knee. You might say to them, "oh no, that really hurt you! It's ok, I fell too once and I got better quickly with a band-aid and an ice pack."
<b>Reading Work</b>	<input type="checkbox"/> Review recounting the story with the following Quick Check passage: <u><a href="#">Explain key details supporting the main idea</a></u>
<b>Math Work</b>	<input type="checkbox"/> <u><a href="#">Division review</a></u>
<b>Music</b>	<b>Complete Puzzling Patterns Worksheet.</b>
<b>PE - Mr Negen &amp; Landquist</b>	<b>Complete 20 Jumping Jacks, 15 pushups, 15 sit ups, 15 squats.</b>  <b>Do 10 minutes of various movements running, shoveling snow, playing catch, etc</b>
<b>English Language Development (Ms. Loidolt)</b>	- EL STUDENTS ONLY <b>Explain what foods you ate for breakfast? Be sure to use good complete sentences like we have been working on in class and include good details.</b>

**Guardian Signature** \_\_\_\_\_

**Directions:**

Read the passage and answer the questions.

Write your answers on separate paper or on the back of this page.

## The Three Sisters

1 Corn, beans, and squash. For some Native Americans, planting these three vegetables together led to good harvests. For that reason, they called the vegetables “The Three Sisters.”

2 Before the Iroquois planted gardens, they lived by hunting and gathering. They hunted animals and gathered fruits or vegetables they found. As the seasons changed, they had to move from place to place to gather fresh produce. But when they began to plant crops, they could stay in one place. Women stayed in villages and planted the crops while men hunted. Life changed for these Native Americans.

3 Before long, the Iroquois learned that when they planted corn, beans, and squash together, all of the crops thrived. So they planted beans and squash in between the corn plants.

4 These people probably didn’t know the science behind their plantings. But by observing their gardens, they learned what grew well together. Squash grew large leaves, which shielded the soil from the sun. Without sun, no weeds grew under the squash. Beans made the soil healthy for the other crops. Scientists later determined that the roots of bean plants contain nitrogen, which makes the soil richer. Some kinds of beans grow upward like vines and need to hold onto something. Corn stalks served as poles for the beans to grow. And nitrogen from the beans made the stalks grow stronger.

**Comprehension Questions:**

1. What is the main idea of paragraph 2?

2. Underline a sentence that supports the main idea from question 1.

3. The passage says that planting corn, beans, and squash together led to good crops. Write three details from the passage that explain how this worked.

Solve the following division problems using any strategy - show your work:

1.  $25/5=$

2.  $81/9=$

3.  $27/3$

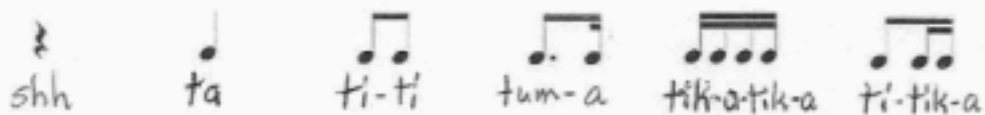
4.  $48/6$

5.  $20/4=$

# PUZZLING PATTERNS

## Directions:

- Fill in the missing rhythm symbols. You will use each symbol two times to complete the puzzle.
- No symbols should be repeated in any row, column, or 6 square grid.
- When the puzzle is complete, play the rhythms of each row across on a drum or other percussion instrument while a friend plays the steady beat on a different instrument,




# Elementary E-Learning Plan

## 25-26 School Year



### **Dear Fourth Grade Parents and Guardians,**

This year it has been decided that all classes (PreK-5) will participate in e-learning days by completing the attached work “packets” and returning it completed with a parent/guardian signature the next school day. This is how we will be marking attendance for the school day.

Attached you will find 3 days worth of work for your student to complete on e-learning days **ONLY**. Please only complete one day's worth of work on an e-learning day, ie. Day 1 work to be completed on e-learning day number one, Day 2 work to be completed on e-learning day number two, etc. Please do **NOT** complete all the packets on the first e-learning day.

Included in the packet of work is review of skills your student has seen before in reading and math. If any questions arise while you are working with your student, your student’s teacher is available via phone, or email until 3:30p.m. Please do not hesitate to reach out and ask questions.

Thank you.

Katerina Siemard

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320-329-8368 ex. 1218

Jiana Robertsdahl

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320-329-8368 ex. 1216



# Fourth Grade E-Learning Packet 25-26

**Day 1**

**Date:** \_\_\_\_\_ **Name:** \_\_\_\_\_

<b>Independent Reading</b>	<input type="checkbox"/> 10 minutes read to self/Epic! <input type="checkbox"/> Writing activity
<b>SEL Social Skills</b>	What does respect look like at home? - Create a list of “rules” on how to be respectful at home - We did this together in the classroom- what are the “rules” of respect at home?
<b><u>Reading Work</u></b>	- <b>Reading Comprehension-Earth Day and Dolphins</b>
<b><u>Math Work</u></b>	- <b>Triple Digit Addition</b>
<b>Music</b>	Complete the Color That Note! Worksheet.  <a href="#">color-that-note-treble-clef-c-position.pdf</a>
<b>PE - Mr Negen &amp; Landquist</b>	<b>Complete 25 Jumping Jacks, 15 pushups, 20 squats, 20 sit ups</b>  <b>Engage 10 minutes of heart rate increasing activity shoveling snow, running around, and extra warm up movements.</b>
<b>English Language Development (Ms. Loidolt)</b>	<b><u>“5 Seconds” Game</u></b>

**Parent Signature** \_\_\_\_\_

## Word Stories

<b>panic</b>	<b>flashy</b>	<b>gargantuan</b>	<b>china</b>	<b>pineapple</b>
<b>vandalism</b>	<b>popcorn</b>	<b>jeep</b>	<b>funny bone</b>	<b>eavesdrop</b>

MANY WORDS HAVE INTERESTING **STORIES** ABOUT THEIR ORIGINS.

If you **panic**, you have a sudden and unreasonable fear. Something that is colorful and stands out is **flashy**.

**China** is a fine pottery used to make dishes.

A **pineapple** is a fruit that looks like a pinecone.

**Vandalism** means the destruction of valued things.

**Popcorn** is made by heating corn kernels.

A **jeep** is a powerful car with four-wheel drive.

The place where a nerve passes your bended elbow is called a **funny bone**.

When you **eavesdrop**, you listen in on someone's conversation.



Something that is **gargantuan** is huge.

### A. Write a vocabulary word for each word story.

1. Dishes made of fine pottery first came from China. \_\_\_\_\_
2. When corn grains explode, they make a popping sound. \_\_\_\_\_
3. The name of a tropical fruit means "apple of the pine." \_\_\_\_\_
4. A General Purpose vehicle in the army was called a GP. \_\_\_\_\_

### B. Draw a line from each vocabulary word to the person or place for which it is named.

- |                      |  |
|----------------------|--|
| 1. <b>panic</b>      | a. Gypsies who dressed in bright clothes lived in an English village called Flash. |
| 2. <b>gargantuan</b> | b. A book by a French author was about a giant called Gargantua.                   |
| 3. <b>flashy</b>     | c. The ancient Greeks thought the god Pan made frightening noises in the woods.    |

## Word Stories

<b>panic</b>	<b>flashy</b>	<b>gargantuan</b>	<b>china</b>	<b>pineapple</b>
<b>vandalism</b>	<b>popcorn</b>	<b>jeep</b>	<b>funny bone</b>	<b>eavesdrop</b>

**A. Use what you know. Write the best word to complete each sentence.**

- The singer wore a \_\_\_\_\_ shirt with spangles on it.
- When Robin banged her elbow on the door, it hurt her \_\_\_\_\_.
- Dad always buys a bag of \_\_\_\_\_ at the movies.
- The spy was trying to \_\_\_\_\_ on their conversations.
- Scott drove the \_\_\_\_\_ easily along the muddy dirt road.
- The guests ate off fine \_\_\_\_\_ at the formal dinner.
- You have to cut open a \_\_\_\_\_ to get at the fruit.
- The loud noise caused Barry to \_\_\_\_\_.
- The old building was a wreck because of \_\_\_\_\_.
- After the fierce storm, \_\_\_\_\_ piles of snow drifted around the house.

**B. Read each question. Choose the best answer.**

- |                             |                                    |                                    |
|-----------------------------|------------------------------------|------------------------------------|
| 1. Which one do you notice? | <input type="checkbox"/> dull      | <input type="checkbox"/> flashy    |
| 2. Which one breaks?        | <input type="checkbox"/> china     | <input type="checkbox"/> chino     |
| 3. Which one is a crime?    | <input type="checkbox"/> vandalism | <input type="checkbox"/> vanilla   |
| 4. Which one is rude?       | <input type="checkbox"/> eastward  | <input type="checkbox"/> eavesdrop |



### Writing to Learn

Find out more about the story behind one of the vocabulary words. Write a paragraph to explain its background.

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

## Daily Word Problems

WEEK 1 • DAY 1



Maisy wants to be a magician when she grows up. She goes to Magic School every Saturday. Her classes go from 10:00 a.m. to 1:00 p.m.

Magic School is 28 weeks long. Once Maisy completes the classes, how many hours will she have spent at Magic School?

Work Space:

Answer:

\_\_\_\_\_ hours

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

## Daily Word Problems

WEEK 1 • DAY 2



Maisy is taking a Card Tricks class. She is learning to make cards disappear.

In one trick, Maisy makes 4 cards disappear. She practiced the trick 15 times. How many cards did she make disappear by the time she finished practicing?

Work Space:

Answer:

\_\_\_\_\_ cards

## Daily Word Problems

WEEK 1 • DAY 3



Marvelo the Magician was showing Maisy's class how to make coins appear out of people's ears. He put his hand near Maisy's ear. Then 9 quarters, 7 dimes, and 3 nickels spilled out! How much money was that in all?

Work Space:

Answer:

\$ \_\_\_\_\_

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

## Daily Word Problems

WEEK 1 • DAY 4



Maisy held three pieces of rope. They were 9 inches, 13 inches, and 14 inches long. Maisy said, "Presto!" The rope became one long piece!

1. What was the length in inches of the long piece of rope?
2. How many feet was that?  
(Hint: One foot equals 12 inches.)

Work Space:

Answer:

1. \_\_\_\_\_ inches

2. \_\_\_\_\_ feet



### About This Activity

Grab your crayons and color your way to success! Complete this worksheet by first choosing 5 crayons. Color each of the first 5 whole notes with a different color. Then complete this worksheet by naming each note correctly, and by coloring each note the same color as it was colored at the top of the worksheet. Example: Each C is blue, each D is red, etc.

Treble Clef (G Clef)/C Position



# COLOR THAT NOTE!

C D E F G



# EL Students Only

K-5 e-Learning: Day #1

ELL assignment from Ms. Loidelt

This game is called "5 Seconds." You can play by yourself OR with other people. Use a timer to list 3 things from each card within 5 seconds. If playing with another person, they have to say 3 new words, no repeats. Try 10-20 seconds if 5 seconds isn't long enough.

EXTRA CHALLENGE: write down the 3 ideas (untimed). Have fun!


Name 3 things that are yellow	Name 3 farm animals	Name 3 fruits
Name 3 heavy items	Name 3 light items	Name 3 holidays
Name 3 books	Name 3 movies	Name 3 types of shoes



# Fourth Grade E-Learning Packet 25-26

Day 2

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

<b>Independent Reading</b>	<input type="checkbox"/> 10 minutes read to self/Epic! <input type="checkbox"/> Writing activity
<b>SEL Social Skills</b>	What is empathy? - Write about a situation in which you have had to be empathetic towards another peer (person) at home, school, church, etc.
<b><u>Reading Work</u></b>	- <b>Compare and Contrast and Reading Comprehension: Jan and Jill and A Little Snail</b>
<b><u>Math Work</u></b>	<b>Triple Digit Subtraction</b>
<b>Music</b>	Complete the Codebreaker! Worksheet.  codebreaker-treble-clef.pdf
<b>PE - Mr Negen &amp; Landquist</b>	Complete 25 Jumping Jacks, 15 pushups, 20 squats, 20 sit ups  Engage 10 minutes of heart rate increasing activity shoveling snow, running around, and extra warm up movements.
<b><u>English Language Development (Ms. Loidolt- EL)</u></b>	<b><u>"5 Seconds" Game</u></b>

**Parent Signature** \_\_\_\_\_

## Content Words: Math

<b>polygon</b>	<b>parallel</b>	<b>estimate</b>	<b>congruent</b>	<b>triangle</b>
<b>diameter</b>	<b>octagon</b>	<b>probability</b>	<b>diagonal</b>	<b>pentagon</b>

**A. Use what you know. Write the best word to complete each sentence.**

1. Railroad tracks are \_\_\_\_\_ lines.
2. The class had to \_\_\_\_\_ how much food was needed for the party.
3. Instead of horizontal and vertical lines, the artist used \_\_\_\_\_ lines in his design.
4. According to the weather report, the \_\_\_\_\_ of rain is great.
5. The two shapes were identical and therefore were \_\_\_\_\_.
6. A triangle, pentagon, and octagon are all examples of a \_\_\_\_\_.
7. A building with eight sides is an \_\_\_\_\_.
8. Tasha drew a five-pointed \_\_\_\_\_.
9. The \_\_\_\_\_ divides the circle into halves.
10. The three stakes formed the points of a \_\_\_\_\_.

**B. Read each question. Choose the best answer.**

- |                              |                                 |                                |
|------------------------------|---------------------------------|--------------------------------|
| 1. Which one means "three"?  | <input type="checkbox"/> tri    | <input type="checkbox"/> penta |
| 2. Which one means "eight"?  | <input type="checkbox"/> quadri | <input type="checkbox"/> oct   |
| 3. Which one means "many"?   | <input type="checkbox"/> poly   | <input type="checkbox"/> para  |
| 4. Which one means "across"? | <input type="checkbox"/> deca   | <input type="checkbox"/> dia   |



### Writing to Learn

Make up two math questions. Use at least one vocabulary word in each.

## Content Words: Math

<b>polygon</b>	<b>parallel</b>	<b>estimate</b>	<b>congruent</b>	<b>triangle</b>
<b>diameter</b>	<b>octagon</b>	<b>probability</b>	<b>diagonal</b>	<b>pentagon</b>

**SPECIAL WORDS NAME AND DESCRIBE LINES, FIGURES, AND FUNCTIONS IN MATH.**



A **polygon** is a closed figure with three or more straight lines.

**Parallel** lines are always the same distance apart.

When you **estimate**, you make a careful guess about quantity.

When two figures are equal in size and shape, they are **congruent**.

A **diameter** is a straight line through the center of a circle.

An **octagon** is a figure with eight sides and eight angles.

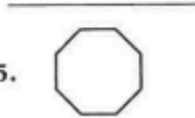
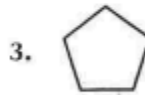
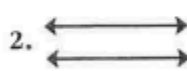
**Probability** refers to the chances of something happening.

A line that slants is a **diagonal**.

A **pentagon** is a figure that has five sides and five angles.

A **triangle** is a figure with three sides and three angles.

### A. Write a vocabulary word for each picture.



### B. Write a vocabulary word for each pair of synonyms.

1. likelihood, chance \_\_\_\_\_      2. calculate, guess \_\_\_\_\_

**READING: READING COMPREHENSION****Lesson 9: Inferencing/Drawing Conclusions**

**Directions:** Read the passage. Choose the best answer to the questions that follow.

**Example**

Sometimes we see sand dunes near the water. These sand dunes do not always stay in the same place. The wind blows them along. Some sand dunes move only a few feet each year. Others move over 200 feet in a year.

**A. Sand dunes move the most —**

- (A) near the water.
- (B) where it is coldest.
- (C) where it is windiest.
- (D) where there are a lot of people.



After you read the story, think about why things happened and about what might happen after the end of the story.

**Practice**

It's as black as ink out here in the pasture, and I'm as tired as an old shoe. But even if I were in my bed, I don't think I'd be sleeping like a baby tonight.

Last summer for my birthday, my parents gave me my dream horse. Her name is Goldie. She is a beautiful palomino. I love to watch her gallop around the pasture. She runs like the wind and looks so carefree. I hope I'll see her run that way again.

Yesterday, after I fed her, I forgot to close the door to the feed shed. She got into the grain and ate like a pig, which is very unhealthy for a horse. The veterinarian said I have to watch her like a hawk tonight to be sure she doesn't get colic. That's a very bad stomachache. Because he also said I should keep her moving, I have walked her around and around the pasture until I feel like we're on a merry-go-round.

Now the sun is finally beginning to peek over the horizon, and Goldie seems content. I think she's going to be as good as new.

**1. What will the narrator most likely do the next time she feeds the horse?**

- (A) She will feed the horse too much.
- (B) She will make sure she closes the feed shed door.
- (C) She will give the horse plenty of water.
- (D) She will leave the feed shed open.

**2. How much experience do you think the narrator has with horses?**

- (F) Lots. She's probably owned many horses before.
- (G) This is probably her first horse. She doesn't have a lot of experience.
- (H) She's probably owned a horse before this, but not many.
- (J) I can't tell from the story.



## English Language Arts

1.0

# Read and Respond to Nonfiction

## Reading and Comprehension

**DIRECTIONS:** Read the passage and answer the questions that follow.

Have you ever seen someone send a code for SOS? Maybe you've seen an old movie showing a ship about to sink. Perhaps someone on the ship was tapping wildly on a device. That person was using the telegraph to send for help.

Samuel Morse invented the telegraph. He also invented the electronic alphabet called *Morse code*. The code was a set of dots and dashes that stood for each number and letter of the alphabet.

In 1832, Morse was sailing back to the United States from Europe. During the trip, he came up with the idea of an electronic telegraph. It would help people communicate across great distances. They would be able to be in contact with each other from ship to shore. He was eager to make his invention as quickly as possible.

By 1835, he had made his first telegraph. However, it was only a trial version. In 1844, he built a telegraph line. It went from Baltimore to Washington, D.C. The telegraph line was like a telephone line today. It carried Morse code messages from one person to another.

Morse kept working to make his telegraph better. In 1849, the government gave him a patent. This gave him the right to make his invention. Within a few years, there were 23,000 miles of telegraph wire. People could now communicate across great distances.

As a result of his invention, trains ran more safely. Conductors could warn about dangers or problems and ask for help. People in businesses could communicate more easily. This made it easier to sell their goods and services. Morse had changed communication forever.

1. What is the main idea of this passage?

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2. Give three details from the passage that helped you answer Question 1.

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3. What type of writing is this passage?

- (A) fiction
- (B) poetry
- (C) nonfiction
- (D) fable

4. What was the author's purpose for writing this passage?

- (F) to entertain the reader
- (G) to alarm the reader
- (H) to inform the reader
- (J) to challenge the reader



# Play Ball!

*How did soccer become such a popular sport in the United States?*

1 What if someone asked you to go to an association football game? Would you be interested? You might be more interested if you knew they were talking about soccer, the world's most widely played sport. Games similar to soccer were played as long as two thousand years ago in China! Modern soccer got its name from association football, a game played in England in the mid-1800s. The word *association* was shortened to *assoc*, which finally turned into *soccer*.

2 The first soccer clubs were formed in England in the 1850s. The first professional players joined in the 1880s. Soccer quickly spread across Europe and became very popular in countries such as Spain, Italy, and Germany. Soccer even spread to countries in faraway South America. People seemed to like how simple the game is. All you need to play is a ball and two goals. Everything else comes from the players. Soccer still remains incredibly popular in both Europe and South America. Professional players there are often as popular as movie stars are in the United States.

3 One of the best and most famous of these professionals is Edson Arantes do Nascimento. He is better known by his nickname, Pelé. Pelé was born in Brazil, a country in South America. With Pelé's help, Brazil won three World Cup titles from the late 1950s to the early 1970s. Today, he is still one of the

all-time leading scorers in World Cup history with 12 goals. The International Olympic Committee named Pelé Soccer Player of the Century in 1999.

4 The World Cup is the worldwide soccer competition that is held every four years, once for women and once for men. More than 200 teams work hard to be chosen as one of the 32 best teams that get the honor of competing in the Men's World Cup. More than a billion people watched the 2002 match on television. The first Women's World Cup match was played in 1991 in China. Today, about 100 teams compete for just 16 spots.

5 It took longer for soccer to be accepted in the United States than it did in other places around the world. A different kind of football was already being played in this country. People were not eager to try another form. After Pelé joined the New York Cosmos in 1975, soccer became more popular in the United States. It continues to grow in popularity. Today, soccer is the second favorite sport for kids in the United States!



## Vocabulary Skills

Circle the homophone that correctly completes each sentence below and write it on the line.

1. Brazil \_\_\_\_\_ three World Cup titles. (one, won)
2. A \_\_\_\_\_ and some goals are all you need to play a game of soccer. (ball, bawl)
3. After playing for a long time, the soccer players need to take a \_\_\_\_\_. (brake, break)

Write a compound word using two words in each sentence.

4. A ball that you kick with your foot is a \_\_\_\_\_.
5. Wood that is used to make a fire is \_\_\_\_\_.
6. A yard that is near a barn is called a \_\_\_\_\_.
7. Work that you do at home is \_\_\_\_\_.
8. A bell that you ring at someone's door is a \_\_\_\_\_.

## Reading Skills

1. Number the events below in the order in which they happened in the selection.  
\_\_\_\_\_ More than a billion people watched the World Cup on television.  
\_\_\_\_\_ Pelé was named Soccer Player of the Century.  
\_\_\_\_\_ The first soccer clubs were formed in England.  
\_\_\_\_\_ Games similar to soccer were played in China.  
\_\_\_\_\_ Pelé joined the New York Cosmos.

2. Check the reason the author probably wrote this story.

\_\_\_\_\_ to tell people about the history and popularity of soccer

\_\_\_\_\_ to explain how the game of soccer is played

\_\_\_\_\_ to show how soccer got its name

3. Name two European countries where soccer is popular.  
\_\_\_\_\_

4. What do you need to play a game of soccer?  
\_\_\_\_\_

5. In what country was Pelé born?  
\_\_\_\_\_

6. It took longer for soccer to be accepted in the United States because \_\_\_\_\_  
\_\_\_\_\_

## Study Skills

Use the chart below to answer the questions that follow.

Country	Number of 1st Place Wins	Number of Games Played	Total Games Won
Brazil	4	80	53
Italy	3	66	38
France	1	41	21

1. Which country has the most first place wins? \_\_\_\_\_
2. Which country has won a total of 21 games? \_\_\_\_\_
3. How many World Cup games has Italy played? \_\_\_\_\_
4. How many World Cup games has Brazil won? \_\_\_\_\_

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

## Daily Word Problems

WEEK 2 • DAY 1



Bird Feeder

Work Space:

Jonathan has a bird feeder in his yard. He pours 8 ounces of birdseed into the feeder every day.

1. How many ounces does Jonathan use in a week?
2. How many pounds of birdseed is that?  
(Hint: Eight ounces is  $\frac{1}{2}$  pound.)

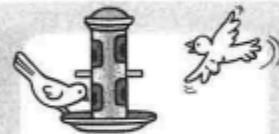
Answer:

1. \_\_\_\_\_ ounces
2. \_\_\_\_\_ pounds

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

## Daily Word Problems

WEEK 2 • DAY 2



Bird Feeder

Work Space:

Jonathan bought two bags of Birdy Delight Seeds. Each bag holds 80 ounces of seed. If Jonathan pours 8 ounces of birdseed into his feeder every day, how many days will the two bags last?

Answer:

\_\_\_\_\_ days

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

## Daily Word Problems

WEEK 2 • DAY 3



Bird Feeder

Work Space:

On Saturday, 4 chickadees came to Jonathan's bird feeder. Twice as many finches came. Half as many cardinals came.

1. How many finches and cardinals came?
2. How many birds came in all?

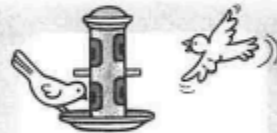
Answer:

1. \_\_\_\_\_ finches and  
\_\_\_\_\_ cardinals
2. \_\_\_\_\_ birds in all

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

## Daily Word Problems

WEEK 2 • DAY 4



Bird Feeder

Work Space:

The birdseed cost \$23.75. Jonathan gave the clerk a twenty-dollar bill and a ten-dollar bill. How much change did he get back?

Answer:

\$ \_\_\_\_\_

**Lesson 4.7** Multiplying 2 Digits by 2 Digits  
(with renaming)

Multiply.

	<b>a</b>	<b>b</b>	<b>c</b>	<b>d</b>	<b>e</b>	<b>f</b>
1.	$\begin{array}{r} 22 \\ \times 19 \\ \hline \end{array}$	$\begin{array}{r} 32 \\ \times 41 \\ \hline \end{array}$	$\begin{array}{r} 72 \\ \times 18 \\ \hline \end{array}$	$\begin{array}{r} 45 \\ \times 15 \\ \hline \end{array}$	$\begin{array}{r} 48 \\ \times 20 \\ \hline \end{array}$	$\begin{array}{r} 77 \\ \times 22 \\ \hline \end{array}$

2.	$\begin{array}{r} 63 \\ \times 24 \\ \hline \end{array}$	$\begin{array}{r} 52 \\ \times 48 \\ \hline \end{array}$	$\begin{array}{r} 28 \\ \times 25 \\ \hline \end{array}$	$\begin{array}{r} 77 \\ \times 30 \\ \hline \end{array}$	$\begin{array}{r} 33 \\ \times 29 \\ \hline \end{array}$	$\begin{array}{r} 90 \\ \times 70 \\ \hline \end{array}$
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3.	$\begin{array}{r} 57 \\ \times 23 \\ \hline \end{array}$	$\begin{array}{r} 18 \\ \times 18 \\ \hline \end{array}$	$\begin{array}{r} 77 \\ \times 27 \\ \hline \end{array}$	$\begin{array}{r} 65 \\ \times 17 \\ \hline \end{array}$	$\begin{array}{r} 88 \\ \times 22 \\ \hline \end{array}$	$\begin{array}{r} 90 \\ \times 20 \\ \hline \end{array}$
----	--	--	--	--	--	--

4.	$\begin{array}{r} 37 \\ \times 23 \\ \hline \end{array}$	$\begin{array}{r} 91 \\ \times 38 \\ \hline \end{array}$	$\begin{array}{r} 44 \\ \times 43 \\ \hline \end{array}$	$\begin{array}{r} 17 \\ \times 13 \\ \hline \end{array}$	$\begin{array}{r} 88 \\ \times 17 \\ \hline \end{array}$	$\begin{array}{r} 55 \\ \times 38 \\ \hline \end{array}$
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## EL Students Only

K-5e-Learning: Day #2

ELL assignment from Ms. Leibold

This game is called "5 Seconds." You can play by yourself OR with other people. Use a timer to list 3 things from each card within 5 seconds. If playing with another person, they have to say 3 new words, no repeats. Try 10-20 seconds if 5 seconds isn't long enough.

EXTRA CHALLENGE: write down the 3 ideas (untimed). Have fun!

Name 3 things that are blue	Name 3 forest animals	Name 3 vegetables
Name 3 things at a bakery	Name 3 pieces of clothing	Name 3 things to pack
Name 3 places to visit	Name 3 stinky animals	Name 3 books you like



# Fourth Grade E-Learning Packet 25-26

Day 3

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

<b>Independent Reading</b>	<input type="checkbox"/> 10 minutes read to self/Epic! <input type="checkbox"/> Writing activity
<b>SEL Social Skills</b>	Listening with attention - Draw a picture of YOU in the classroom- label parts- what does it look like to be listening with attention?
<b><u>Reading Work</u></b>	<b>Word Work:</b> - Lesson #12: Blends <b>Reading:</b> - Lesson #11: Parts of a Story - Lesson #12 Fiction - ELA 2.0: Responding to Literature - ELA 3.0: Identifying Text Features
<b><u>Math Work</u></b>	<b>Daily Word Problem:</b> - Week #3 Day 1-4 <b>Math:</b> - Lesson #4.8: Multiplying 3-digit X 2-digit
<b>Music</b>	Complete the Musical Spelling Bee worksheet.  musical-spelling-bee-tc.pdf
<b>PE - Mr Negen &amp; Landquist</b>	<b>Complete 25 Jumping Jacks, 15 pushups, 20 squats, 20 sit ups</b>  <b>Engage 10 minutes of heart rate increasing activity shoveling snow, running around, and extra warm up movements.</b>
<b><u>English Language Development (Ms. Loidolt- EL)</u></b>	<b><u>"5 Seconds" Game</u></b>

Parent Signature \_\_\_\_\_

## Blends

<b>moped</b>	<b>smash</b>	<b>heliport</b>	<b>twirl</b>	<b>telecast</b>
<b>brunch</b>	<b>smog</b>	<b>cheeseburger</b>	<b>motel</b>	<b>chortle</b>

**A. Use what you know. Write the best word to complete each sentence.**

1. We slept late on Saturday, so our first meal was \_\_\_\_\_.
2. Heavy \_\_\_\_\_ hung over the city and made everything gray.
3. The driver stopped for the night at a \_\_\_\_\_ along the highway.
4. Alice let out a \_\_\_\_\_ as she watched the comedy.
5. Your \_\_\_\_\_ has a motor so it's not allowed on this walking path.
6. The pilot went to the \_\_\_\_\_ for his flight.
7. Scott likes his \_\_\_\_\_ on a toasted bun.
8. The autumn leaves spin and \_\_\_\_\_ as they flutter down.
9. You could hear the \_\_\_\_\_ of bottles when the bag broke.
10. The game will be \_\_\_\_\_ tonight at eight o'clock.

**B. Read each question. Choose the best answer.**

- |                            |                                   |                                  |
|----------------------------|-----------------------------------|----------------------------------|
| 1. Which one is a vehicle? | <input type="checkbox"/> motel    | <input type="checkbox"/> moped   |
| 2. Which one is a sound?   | <input type="checkbox"/> smash    | <input type="checkbox"/> smog    |
| 3. Which one can you see?  | <input type="checkbox"/> telecast | <input type="checkbox"/> chortle |
| 4. Which one is a meal?    | <input type="checkbox"/> brunch   | <input type="checkbox"/> branch  |



### Writing to Learn

Write a traffic report. Use at least two vocabulary words.

## Blends

<b>moped</b>	<b>smash</b>	<b>heliport</b>	<b>twirl</b>	<b>telecast</b>
<b>brunch</b>	<b>smog</b>	<b>cheeseburger</b>	<b>motel</b>	<b>chortle</b>

A **BLEND** IS A WORD FORMED WHEN PARTS OF TWO WORDS ARE COMBINED OR BLENDED TOGETHER.

A bicycle with a motor is a **moped**.

If you **smash** something, you shatter it.

Helicopters land and take off from a **heliport**.

When you **twirl**, you turn around.

**Brunch** is a meal that combines breakfast and lunch.

**Smog** is fog that is polluted. / A **cheeseburger** is a hamburger with cheese.

A **motel** is a hotel for motorists. / When you **chortle**, you laugh.



If you turn on the TV, you can see a **telecast**.

### A. Write the blend formed from each pair of words.

1. breakfast and lunch

\_\_\_\_\_

2. chuckle and snort

\_\_\_\_\_

3. twist and whirl

\_\_\_\_\_

4. motor and pedal

\_\_\_\_\_

5. helicopter and airport

\_\_\_\_\_

6. smack and mash

\_\_\_\_\_

7. smoke and fog

\_\_\_\_\_

8. television and broadcast

\_\_\_\_\_

### B. Write a vocabulary word for each clue.

1. I'm a place to sleep. \_\_\_\_\_

2. I'm a popular food. \_\_\_\_\_

**READING: READING COMPREHENSION****Lesson 11: Parts of a Story**

**Directions:** Read the passage. Choose the best answer to the question(s) that follows.

**Example**

Maggie and Isabel went to the park on Saturday. They both headed for the slides. But, they couldn't decide who should go first. Isabel said she should because she was older. Maggie said she should because Isabel always got to. Just then, Brett came over and said, "Why don't you each get on one slide and start down at the same time?"

And that's just what they did.

**A. What is the turning point of this story?**

- (A) Maggie and Isabel argue over the slide.
- (B) Brett comes up with a great solution.
- (C) The girls go down the slides at the same time.
- (D) The girls immediately head for the slides.



Look for the who, what, where, when, why, and how of the story.

**Practice**

Joel's hockey team had been playing well all season, and this was their chance to win the tournament. He was their best player.

He glanced around at his teammates. "Guys," he said. "Let's skate really hard and show them how great we are!"

The team cheered and started to walk out to the ice. Joel turned around to grab his helmet, but it wasn't there. He looked under the benches and in the lockers, but his helmet wasn't anywhere. He sat down and felt his throat get tight. If he didn't have a helmet, he couldn't play.

Just then there was a knock on the door. Joel's mom peeked her head around the locker room door. "Thank goodness," she said. "I got here just in time with your helmet."

**1. This story takes place in —**

- (A) a locker room.
- (B) an ice center lobby.
- (C) a sporting goods store.
- (D) an outdoor playing field.

**2. Why does Joel become upset?**

- (F) He can't find his hockey helmet.
- (G) He missed his game.
- (H) His mom will miss the game.
- (J) His coach is counting on him.

**3. Joel's mom resolves the conflict by —**

- (A) taking him out for pizza.
- (B) finding his hockey stick.
- (C) playing for him.
- (D) bringing him his helmet.



Name \_\_\_\_\_

Date \_\_\_\_\_

**READING: READING COMPREHENSION****● Lesson 12: Fiction****Directions:** Read the passage. Choose the best answer to the questions that follow.**Example**

Bobby saw Dad lying on the sofa. He looked peaceful with his eyes closed and his hands resting on his stomach. Bobby took his roller skates and quietly left the room. A few minutes later, Bobby's mother asked where Bobby was. His dad said that Bobby had gone roller skating.

**A. How did Bobby's dad know where he was?**

- (A) He has ESP.
- (B) He had set up a video camera to watch him.
- (C) He wasn't really asleep on the couch.
- (D) Bobby left a note for him.



**Read carefully. Make sure you know all the characters and the main events. Skim or read again if necessary.**

**● Practice**

Brian went zooming to the park to meet his buddies for an afternoon of hoops. It would have been a perfect day, but he had to drag his little brother Pete along.

"Wait for me, Brian," whined Pete.

Brian walked Pete over to a nearby tree, handed him his lunch, and said, "Sit here and eat. Don't move until I come back and get you." Brian ran off to meet his buddies.

As Pete began eating, he heard the pitter-patter of rain falling around him. When Pete saw lightning, he ran for shelter. Suddenly a loud crack of lightning sounded. Looking behind him, Pete saw the top of the tree come crashing down right where he had been sitting. Brian saw it too, from the other side of the park.

"Pete!" Brian screamed as he ran. At the moment the lightning struck, Brian thought, "Pete's not the drag I always thought he was."

1. **What is the main conflict in this story?**
  - (A) Brian has to drag his brother along to the park.
  - (B) There is a lightning storm.
  - (C) The tree crashes down.
  - (D) Brian thinks Pete is hurt.
2. **What is Brian going to the park to play?**
  - (F) baseball
  - (G) tennis
  - (H) basketball
  - (J) soccer
3. **Why does Brian realize that Pete is not such a drag?**
  - (A) They have fun together.
  - (B) He didn't have to save him.
  - (C) Pete turns out to be a great runner.
  - (D) He realizes that he had been taking his little brother for granted.

# Responding to Literature

## Reading and Comprehension

**DIRECTIONS:** Read the passage and answer the questions that follow.

### The Un-Birthday

In my family, we don't celebrate birthdays—at least not like most families. My friends say I have an "un-birthday."

The tradition started with my grandmother. She and grandfather grew up in Poland. They escaped before World War II and made their way to America. When they got here, they were so grateful that they decided to share what they had with others. On their birthdays, they gave each other just one small gift. Then, they each bought a gift for someone who needed it more than they did.

As the years passed and the family grew, the tradition continued. On my last birthday, I got a backpack for school. We had a little party with cake and all of that. Then, we headed off to the Lionel School for disabled kids. Some of the children are in electric wheelchairs, and only a few can walk. I picked this school because my friend has a sister there.

When we walked in with our arms full of gifts, the kids were really excited. Even though we gave them little things—like sticker books and puzzles—all the presents were wrapped and had bows.

I gave Maggie, my friend's sister, a floppy, stuffed animal. Maggie can't talk, but she hugged her stuffed animal and looked at me, so I knew she was grateful.

I don't get as much stuff as my friends, but it's okay, even though I want a new skateboard. Seeing Maggie and the others receive their gifts was a lot better than getting a bunch of presents myself.

1. How do you think the narrator feels about this unusual family tradition?

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2. How does the narrator know that Maggie liked her gift?

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3. Why does the narrator call this family tradition an "un-birthday"?

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4. Would the narrator agree with the saying, "It is better to give than to receive"? Explain your answer.

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# Identifying Textual Features

## Reading and Comprehension

**DIRECTIONS:** Read the passage and answer the questions that follow.

### Kelp Forests

Both rain forests and kelp forests are important to our ecology. They keep animals safe by providing animal homes. Rain forests keep land animals safe, while kelp forests keep sea creatures safe.

Like rain forests, kelp forests are homes for many types of animals. Crab, eel, lobster, and seahorses are just a few of the sea creatures that live in sea kelp. In California alone, kelp forests are home to more than 770 animal species. A sandy ocean bottom can make a home for some creatures, but a kelp forest can make a home for thousands more. Why? The animals can live on the many kinds of kelp surfaces—rocky and leafy ones, for example.

Like a rain forest, a kelp forest has layers. You will find three main layers in a kelp forest. They are the canopy, middle, and floor layers. The canopy is at the top, and the floor is at the bottom.

You will find different sea creatures and plants at different levels. Herring and mackerel like to swim through the canopy. Sea slugs and snails feast on sea mats they find in the canopy.

Sea urchins look for food in the middle layer. Red seaweeds are often found in this layer of kelp forest as well, though they might be found at other levels.

Sea anemones, crabs, and lobsters live on the floor level. Older blue-rayed limpets feast here, too.

Like a rain forest, a kelp forest is a complex habitat for many sea creatures. It keeps them safe from predators and from people. To keep kelp forests an important part of our ecology, we must protect them from pollution and destruction.

1. How many paragraphs are in this passage?

- (A) 4
- (B) 5
- (C) 6
- (D) 7

2. Which sentence below describes the main idea of this passage?

- (F) A kelp forest has three levels.
- (G) Like rain forests, kelp forests help our ecology by providing homes for many animals.
- (H) Many sea creatures live in kelp forests and rain forests.
- (J) Kelp forests are like rain forests.

3. Which sentence is the topic sentence for paragraph 3?

- (A) sentence 1
- (B) sentence 2
- (C) sentence 3
- (D) sentence 4

4. Which sentence is the concluding sentence for the passage?

- (F) A kelp forest has layers.
- (G) To keep kelp forests an important part of our ecology, we must protect them from pollution and destruction.
- (H) Sea urchins look for food in the middle layer.
- (J) They are the canopy, middle, and floor layers.



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

## Daily Word Problems

WEEK 3 • DAY 1



School News

Mei's school had a Read-a-Thon. Students kept track of how long they read after school for three weeks. Students who read a total of 1,000 minutes won a book.

Mei read 328 minutes the first week, 346 minutes the second week, and 335 minutes the third week. Did she win a book? Explain.

Work Space:

Answer:

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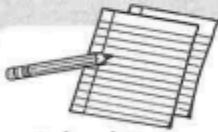
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Name: \_\_\_\_\_

## Daily Word Problems

WEEK 3 • DAY 2



School News

Beth and Kai ran for student council president. A total of 465 students voted. Beth received 236 of the votes.

1. How many students voted for Kai?
2. Who won the election?

Work Space:

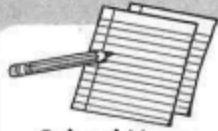
Answer:

1. \_\_\_\_\_ students
2. \_\_\_\_\_

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

## Daily Word Problems

WEEK 3 • DAY 3



School News

Mrs. Santos earned a teaching award. Read the clues to find out how long she has taught at her school.

### Clues:

- The number is even.
- The digits add up to 9.
- If you double the number and then add 8, you will get 80.

Work Space:

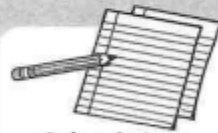
Answer:

\_\_\_\_\_ years

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

## Daily Word Problems

WEEK 3 • DAY 4



School News

The lockers at Toby's school are getting renumbered as shown to make a pattern.



What numbers will the next two lockers have? How do you know?

Work Space:

Answer:

\_\_\_\_\_ and \_\_\_\_\_

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## Lesson 4.8 Multiplying 3 Digits by 2 Digits (with renaming)

Multiply.

1.	$\begin{array}{r} \text{a} \\ 315 \\ \times 30 \\ \hline \end{array}$	$\begin{array}{r} \text{b} \\ 527 \\ \times 42 \\ \hline \end{array}$	$\begin{array}{r} \text{c} \\ 287 \\ \times 21 \\ \hline \end{array}$	$\begin{array}{r} \text{d} \\ 242 \\ \times 70 \\ \hline \end{array}$	$\begin{array}{r} \text{e} \\ 209 \\ \times 30 \\ \hline \end{array}$	$\begin{array}{r} \text{f} \\ 813 \\ \times 17 \\ \hline \end{array}$
----	---	---	---	---	---	---

2.	$\begin{array}{r} 140 \\ \times 32 \\ \hline \end{array}$	$\begin{array}{r} 196 \\ \times 23 \\ \hline \end{array}$	$\begin{array}{r} 673 \\ \times 92 \\ \hline \end{array}$	$\begin{array}{r} 542 \\ \times 48 \\ \hline \end{array}$	$\begin{array}{r} 604 \\ \times 40 \\ \hline \end{array}$	$\begin{array}{r} 150 \\ \times 45 \\ \hline \end{array}$
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3.	$\begin{array}{r} 713 \\ \times 67 \\ \hline \end{array}$	$\begin{array}{r} 900 \\ \times 42 \\ \hline \end{array}$	$\begin{array}{r} 198 \\ \times 72 \\ \hline \end{array}$	$\begin{array}{r} 513 \\ \times 58 \\ \hline \end{array}$	$\begin{array}{r} 841 \\ \times 71 \\ \hline \end{array}$	$\begin{array}{r} 379 \\ \times 84 \\ \hline \end{array}$
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4.	$\begin{array}{r} 125 \\ \times 73 \\ \hline \end{array}$	$\begin{array}{r} 706 \\ \times 31 \\ \hline \end{array}$	$\begin{array}{r} 448 \\ \times 33 \\ \hline \end{array}$	$\begin{array}{r} 809 \\ \times 12 \\ \hline \end{array}$	$\begin{array}{r} 615 \\ \times 73 \\ \hline \end{array}$	$\begin{array}{r} 458 \\ \times 83 \\ \hline \end{array}$
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## EL Students Only

K-5 e-Learning: Day #3

ELL assignment from Ms. Loidolt

This game is called '5 Seconds.' You can play by yourself OR with other people. Use a timer to list 3 things from each card within 5 seconds. If playing with another person, they have to say 3 new words, no repeats. Try 10-20 seconds if 5 seconds isn't long enough. EXTRA CHALLENGE: write down the 3 ideas (untimed). Have fun!

Name 3 things that are green	Name 3 ocean animals	Name 3 types of meat
Name 3 types of snacks	Name 3 friends	Name 3 sticky foods
Name 3 places to eat	Name 3 places at school	Name 3 rooms in your house



# Fourth Grade E-Learning Packet 25-26

**Day 4**

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

<b>Independent Reading</b>	<input type="checkbox"/> 10 minutes read to self/Epic! <input type="checkbox"/> Writing activity - Summary
<b>SEL Social Skills</b>	-
<b>Reading Work</b>	<b>Word Work:</b> - Lesson #5 Compound Words <b>Reading:</b> - Reading Practice Test: Part #2 - Fiction - ELA 3.0 Evaluating Information
<b>Math Work</b>	<b>Daily Word Problems:</b> - Week #4 Day 1-4 <b>Math:</b> - Lesson # 4.9 Multiplication Practice
<b>Music</b>	Name that Tune! Worksheet
<b>PE - Mr Negen &amp; Landquist</b>	<b>Complete 25 Jumping Jacks, 15 pushups, 20 squats, 20 sit ups</b>  <b>Engage 10 minutes of heart rate increasing activity shoveling snow, running around, and extra warm up movements.</b>
<b>English Language Development (Ms. Loidolt- EL)</b>	<b>- EL STUDENTS ONLY</b> <b>Vocabulary Word Sort/Sentence Writing</b>

**Parent Signature** \_\_\_\_\_



## Compound Words

<b>drift</b> wood	<b>water</b> front	<b>card</b> board	<b>junk</b> yard	<b>sun</b> burn
<b>bean</b> stalk	<b>quick</b> sand	<b>text</b> book	<b>land</b> mark	<b>ginger</b> bread

A **COMPOUND WORD** IS A WORD MADE UP OF TWO SMALLER WORDS PUT TOGETHER.

Wood that floats on water is **driftwood**.

Land along a body of water is a **waterfront**.

**Cardboard** is stiff, heavy paper.

A **junkyard** is where junk is kept.

If you get too much sun, you have a **sunburn**.

The stalk on which beans grow is a **beanstalk**.

**Quicksand** is loose sand and water that gives way under weight.

A **landmark** is a building or place kept to mark an event that happened there.

**Gingerbread** is a kind of cake or cookie made with ginger.



You use a **textbook** to learn about a subject.

**A. Complete each sentence with a vocabulary word.**

- Sand that sinks quickly is \_\_\_\_\_.
- A stalk for a bean is a \_\_\_\_\_.
- A book full of text is a \_\_\_\_\_.
- Land that fronts on water is a \_\_\_\_\_.
- Wood that drifts in water is \_\_\_\_\_.
- A burn from the sun is a \_\_\_\_\_.
- A yard full of junk is a \_\_\_\_\_.

**B. Write the two words that make up each compound word.**

**1. landmark**

\_\_\_\_\_

\_\_\_\_\_

**2. cardboard**

\_\_\_\_\_

\_\_\_\_\_

**3. gingerbread**

\_\_\_\_\_

\_\_\_\_\_

## Compound Words

driftwood	waterfront	cardboard	junkyard	sunburn
beanstalk	quicksand	textbook	landmark	gingerbread

### A. Use what you know. Write the best word to complete each sentence.

1. Verna got a bad \_\_\_\_\_ at the beach.
2. That box is made of \_\_\_\_\_.
3. Don't step on the \_\_\_\_\_ or you'll sink.
4. For today's assignment, you need your science \_\_\_\_\_.
5. Pieces of \_\_\_\_\_ floated to the shore.
6. The cottage was on the \_\_\_\_\_ with a view of the sea.
7. Mrs. Banks made \_\_\_\_\_ for the class party.
8. In the story, Jack climbed up a \_\_\_\_\_.
9. There are a lot of old cars at the \_\_\_\_\_.
10. That church is a \_\_\_\_\_ because of what happened there.

### B. Read each question. Choose the best answer.

- |                           |                                   |                                    |
|---------------------------|-----------------------------------|------------------------------------|
| 1. Which one is a plant?  | <input type="checkbox"/> beanbag  | <input type="checkbox"/> beanstalk |
| 2. Which one is historic? | <input type="checkbox"/> landfill | <input type="checkbox"/> landmark  |
| 3. Which one hurts?       | <input type="checkbox"/> sunburn  | <input type="checkbox"/> sunset    |
| 4. Which one is a place?  | <input type="checkbox"/> junkyard | <input type="checkbox"/> jumpstart |



### Writing to Learn

Write a sign for a landmark, waterfront, or junkyard. Use at least one other vocabulary word on the sign.

**READING PRACTICE TEST****Part 2: Fiction**

**Directions:** Read the passage. Choose the best answer to the questions that follow.

**Example**

"I can't find my baseball glove," complained Jane. "I left it in the closet, but it's not there. I must use my own glove if I'm going to play my best." That afternoon, just before her baseball game, Jane said, "I feel that I'm going to win for sure."

A. Why did Jane's attitude probably change just before the game?

- (A) She found her glove.
- (B) Her whole family was there.
- (C) She had been promised ice cream after the game.
- (D) Her coach had given a great pep talk.

Cassie's mom has errands to run, so Cassie agrees to stay home to babysit for her little brother, who is asleep. Her mom also leaves Cassie a list of chores to do while she is gone. Cassie will be able to go to the mall with her friends when her chores are finished and her mom gets back.

As soon as Cassie's mom leaves, Cassie starts calling her friends on the phone. She talks to Kim for 20 minutes and to Beth for 15 minutes. She is supposed to call Maria when she finishes talking to Jackie.

After talking on the phone, Cassie decides to do her nails while she watches a movie on TV. After the movie, Cassie listens to the radio and reads a magazine.

Before Cassie realizes it, three and a half hours have passed and her mom is back home. Her mom walks in and finds the kitchen still a mess, crumbs all over the carpet, dusty furniture, and Cassie's little brother screaming in his room.

1. Who was Cassie going to call after Beth?

- (A) Kim
- (B) Maria
- (C) Jackie
- (D) her mom

2. Which of the following is a chore Cassie probably wasn't supposed to do?

- (F) dust
- (G) listen for her brother
- (H) clean her room
- (J) clean the kitchen

3. What do you think the resolution to this problem will be?

- (A) Cassie's little brother will have to do all the chores.
- (B) Cassie will be punished and will not go to the mall.
- (C) Cassie's mom will drive her to the mall.
- (D) Cassie, her mom, and her brother will watch a movie.

GO ON

**READING PRACTICE TEST****Part 2: Fiction (cont.)**

Read the passage. Choose the best answer to each question.

David's grandpa is coming to visit for a week. David is really excited because he and his grandpa have always had a great time together. But, David is also nervous. His grandpa had a stroke a few months ago, and David's mom said his grandpa moves a little slower than he used to. "Oh, well," thinks David, "we'll still have fun."

On the day of Grandpa's arrival, David is up early. He is too excited to sleep. Finally, it is time to go to the airport. Off the plane comes Grandpa. But, he is using a cane! Mom never told David that. What about their long walks down to the creek? David gives his grandpa a big hug. His grandpa seems really old and tired.

On the way home, Grandpa keeps talking about how he doesn't want to be in anyone's way and if David's family gets tired of him, they can send him home early. David feels sorry for his grandpa. Then David starts coming up with all kinds of new things they can do together, like build model airplanes, watch movies, put together his train set, and organize David's baseball card collection.

"No way are you going home one second early, Grandpa," says David. His grandpa looks very happy.

4. Why is this visit different from others?

- F David is excited about the visit.
- G Grandpa will not be staying as long this time.
- H Grandma is coming along with Grandpa.
- J Grandpa has had a stroke since that last time David saw him.

5. How does David feel about his grandpa's visit?

- A exhilarated
- B anxious
- C optimistic
- D depressed

6. What is the turning point in this story?

- F David sees his grandpa using a cane.
- G David's grandpa arrives.
- H David thinks of lots of new things he can do with his grandpa.
- J Grandpa looks very happy.



**READING PRACTICE TEST****Part 2: Fiction (cont.)**

Read the passage. Choose the best answer to each question on the next page.

**Class President**

Quinn was running for class president. He and his friend Zack hung colored posters up in the hallways. They declared, "QUINN SHOULD WIN!"

A fifth grader walked by them as they hung one on the door to the library. He read the poster and asked, "Why? Why should *you* win?" and then walked away.

Quinn had never thought about *why* before. He knew that he was popular and that a lot of people would vote for him.

"I suppose you should have some issues," Zack commented. "More recess time? Hey, how about that new gumball machine in the boys' bathroom you're always talking about?"

In the election meeting that afternoon, Mrs. Jacobs, the school principal, told them it was a great responsibility to be each class's president. All candidates running, she said, should be honest. "Let your platform speak for itself," she said.

At home, Quinn and Zack made up new campaign posters that said, "VOTE QUINN: New gumball machine in the boys' room. Everyone will play soccer at lunch. Taco day is abolished!"

The next day at school, some of Quinn's regular friends avoided him, especially the girls. When he asked J.D. if he wanted to play soccer at lunch, J.D. responded, "Of course, Your Majesty."

"What's the matter with everyone?" Quinn muttered while standing in the lunch line.

"I'll tell you what's wrong," said a small girl in line behind him. "Nobody likes your campaign promises. The girls couldn't care less if you're going to get a gumball machine in the boys' room. A lot of people like taco day. And, nobody wants to be told they have to play soccer at recess. Some people like to play other games. You only made promises about what you like."

Quinn thought about what he could do. He decided that if he wanted to know what his classmates wanted, he should take a poll. So, he and Zack asked each fourth grader what they wanted most to change in their school. They made a bar graph so they could see what was most important to fourth graders. Then Quinn and Zack made up new campaign posters. Quinn's friends started talking to him again, and the next week he won the election. Quinn realized that listening to your classmates is the most important thing a class president can do.



**READING PRACTICE TEST****Part 2: Fiction (cont.)**

7. What is the main message of this story?
- (A) Holding a public office is an important responsibility.
  - (B) School elections are very complicated.
  - (C) Popularity is more important than campaign promises.
  - (D) Girls and boys don't always like the same things.
8. What was Quinn's first campaign slogan?
- (F) New gumball machine in the boys' room.
  - (G) Everyone will play soccer at lunch.
  - (H) Quinn should win!
  - (J) Taco day is abolished!
9. Which of the following probably would have happened if Quinn hadn't changed his slogans?
- (A) He would have won anyway.
  - (B) Mrs. Jacobs would have told him he couldn't run.
  - (C) Zack would have refused to speak to him.
  - (D) He would have lost the election.
10. What causes Quinn's friends to stop speaking to him?
- (F) He puts up his campaign posters.
  - (G) He only makes promises for things he wants.
  - (H) He decides to run for class president.
  - (J) He changes his campaign promises.
11. What is the turning point in this story?
- (A) The girl in line tells him what is wrong with his promises.
  - (B) Quinn decides to ask his classmates what they want.
  - (C) Quinn wins the election.
  - (D) Some of Quinn's friends refuse to talk to him.
12. Which genre is this story?
- (F) western
  - (G) mystery
  - (H) drama
  - (J) nonfiction



## English Language Arts

3.0

**Evaluating Information**

## Reading and Comprehension

**DIRECTIONS:** Read the passage and answer the questions that follow.**The North Star**

The North Star is one of the most famous stars. Its star name is *Polaris*. It is called the *North Star*, because it shines almost directly over the North Pole. If you are at the North Pole, the North Star is overhead. As you travel farther south, the star seems lower in the sky. Only people in the Northern Hemisphere can see the North Star.

Because the North Star is always in the same spot in the sky, it has been used for years to give direction to people at night. Sailors used the North Star to navigate through the oceans.

*Polaris*, like all stars, is always moving. Thousands of years from now, another star will get to be the North Star. Vega was the North Star thousands of years before it moved out of position and *Polaris* became the North Star.



- The North Star might be one of the most famous stars because \_\_\_\_\_.
  - it is near the North Pole
  - it is always moving
  - it is always in the same spot in the sky
  - it is difficult to find in the sky
- Another star will someday get to be the North Star because \_\_\_\_\_.
  - stars are always moving
  - there are many stars in the sky
  - Earth will turn to the South Pole
  - scientists rename it every 50 years
- The name *Polaris* most likely comes from which name?
  - polecat
  - polar bear
  - Poland
  - North Pole
- Only people in the \_\_\_\_\_ Hemisphere can see the North Star.
  - Eastern
  - Western
  - Northern
  - Southern



## Daily Word Problems

WEEK 4 • DAY 1



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

Work Space:

Foothill School had a carnival to raise money. The principal ordered 45 rolls of tickets to sell for the booths and games at the carnival. Each roll had 100 tickets. How many tickets were for sale?

Answer:

\_\_\_\_\_ tickets

## Daily Word Problems

WEEK 4 • DAY 2



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

Work Space:

Micah's class and Janna's class sold raffle tickets. Micah's class sold 1,015 tickets. Janna's class sold 279 more tickets than Micah's class.

1. How many tickets did Janna's class sell?
2. How many tickets did both classes sell in all?

Answer:

1. \_\_\_\_\_ tickets
2. \_\_\_\_\_ tickets in all

## Daily Word Problems

WEEK 4 • DAY 3



Micah played the Ring Toss game. He threw rings around numbered bottles to score points.

Micah tossed a ring two times and earned a total of 21 points. He scored 2 times as many points on his second toss as on his first. How many points did he score each time?



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

Work Space:

Answer:

first toss \_\_\_\_\_ points

second toss \_\_\_\_\_ points

## Daily Word Problems

WEEK 4 • DAY 4



Janna visited the Jelly Bean booth. There were 25 packets of lime jelly beans, 26 orange ones, and 19 cherry ones. Each packet was in its own little bowl.

The bowls were arranged on mats. There were 10 bowls on each mat. How many mats were there?

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

Work Space:

Answer:

\_\_\_\_\_ mats

**Lesson 4.9** Multiplication Practice

Multiply.

$$\begin{array}{r} \text{a} \\ 81 \\ \times 9 \\ \hline \end{array}$$

$$\begin{array}{r} \text{b} \\ 23 \\ \times 4 \\ \hline \end{array}$$

$$\begin{array}{r} \text{c} \\ 63 \\ \times 7 \\ \hline \end{array}$$

$$\begin{array}{r} \text{d} \\ 22 \\ \times 3 \\ \hline \end{array}$$

$$\begin{array}{r} \text{e} \\ 78 \\ \times 9 \\ \hline \end{array}$$

$$\begin{array}{r} \text{f} \\ 94 \\ \times 3 \\ \hline \end{array}$$

$$\begin{array}{r} 2. \\ 90 \\ \times 8 \\ \hline \end{array}$$

$$\begin{array}{r} 36 \\ \times 5 \\ \hline \end{array}$$

$$\begin{array}{r} 52 \\ \times 3 \\ \hline \end{array}$$

$$\begin{array}{r} 44 \\ \times 2 \\ \hline \end{array}$$

$$\begin{array}{r} 73 \\ \times 5 \\ \hline \end{array}$$

$$\begin{array}{r} 87 \\ \times 8 \\ \hline \end{array}$$

$$\begin{array}{r} 3. \\ 465 \\ \times 3 \\ \hline \end{array}$$

$$\begin{array}{r} 203 \\ \times 3 \\ \hline \end{array}$$

$$\begin{array}{r} 515 \\ \times 8 \\ \hline \end{array}$$

$$\begin{array}{r} 150 \\ \times 3 \\ \hline \end{array}$$

$$\begin{array}{r} 917 \\ \times 7 \\ \hline \end{array}$$

$$\begin{array}{r} 711 \\ \times 6 \\ \hline \end{array}$$

$$\begin{array}{r} 4. \\ 258 \\ \times 4 \\ \hline \end{array}$$

$$\begin{array}{r} 412 \\ \times 3 \\ \hline \end{array}$$

$$\begin{array}{r} 330 \\ \times 3 \\ \hline \end{array}$$

$$\begin{array}{r} 703 \\ \times 6 \\ \hline \end{array}$$

$$\begin{array}{r} 900 \\ \times 9 \\ \hline \end{array}$$

$$\begin{array}{r} 664 \\ \times 8 \\ \hline \end{array}$$

$$\begin{array}{r} 5. \\ 72 \\ \times 38 \\ \hline \end{array}$$

$$\begin{array}{r} 49 \\ \times 23 \\ \hline \end{array}$$

$$\begin{array}{r} 32 \\ \times 17 \\ \hline \end{array}$$

$$\begin{array}{r} 90 \\ \times 30 \\ \hline \end{array}$$

$$\begin{array}{r} 84 \\ \times 7 \\ \hline \end{array}$$

$$\begin{array}{r} 68 \\ \times 32 \\ \hline \end{array}$$

$$\begin{array}{r} 6. \\ 27 \\ \times 18 \\ \hline \end{array}$$

$$\begin{array}{r} 80 \\ \times 22 \\ \hline \end{array}$$

$$\begin{array}{r} 77 \\ \times 43 \\ \hline \end{array}$$

$$\begin{array}{r} 52 \\ \times 30 \\ \hline \end{array}$$

$$\begin{array}{r} 19 \\ \times 17 \\ \hline \end{array}$$

$$\begin{array}{r} 48 \\ \times 27 \\ \hline \end{array}$$



### Instructions

Each puzzle is a phrase from a popular children's song. Begin by writing the correct alphabet letter in the space below the note. After you've identified all the notes, play the phrase and write the name of the song in the blank above the staff.

Name \_\_\_\_\_



Name \_\_\_\_\_



Name \_\_\_\_\_



Name \_\_\_\_\_



Name \_\_\_\_\_



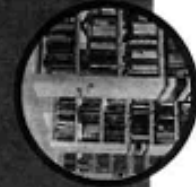
Possible Answers: Twinkle, Twinkle, Little Star • Ode to Joy • Yankee Doodle • Jingle Bells • Jolly Old St. Nicholas • Mary Had a Little Lamb • Old MacDonald • This Old Man



crayons



homework



library



graduation



field trip



backpack



music



teacher



science



reading



student



playground



scissors



physical education



principal

STUDENT PAGE Name \_\_\_\_\_

Date \_\_\_\_\_

1

E Learning Day # 4 Ms. Loidolt

\*Cut the pictures out and sort them into categories: items, people, places, subjects, and things to do.

\* Kindergarten and First Grade – have an adult write the names in the squares after you have them sorted.

\* Grades 2-5 you can write the name in the squares

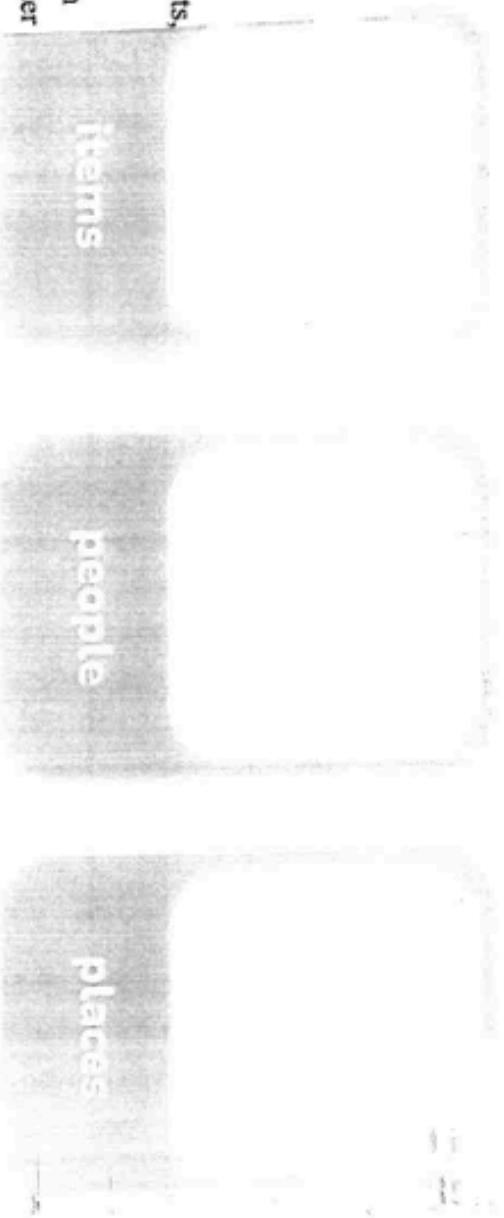
\* Kindergarten – choose 1 card and write a sentence about it. Then draw a picture to go with your sentence

\* First grade – pick 2 cards and write good, detailed sentences about the picture.

Draw 2 pictures that go with your sentences.

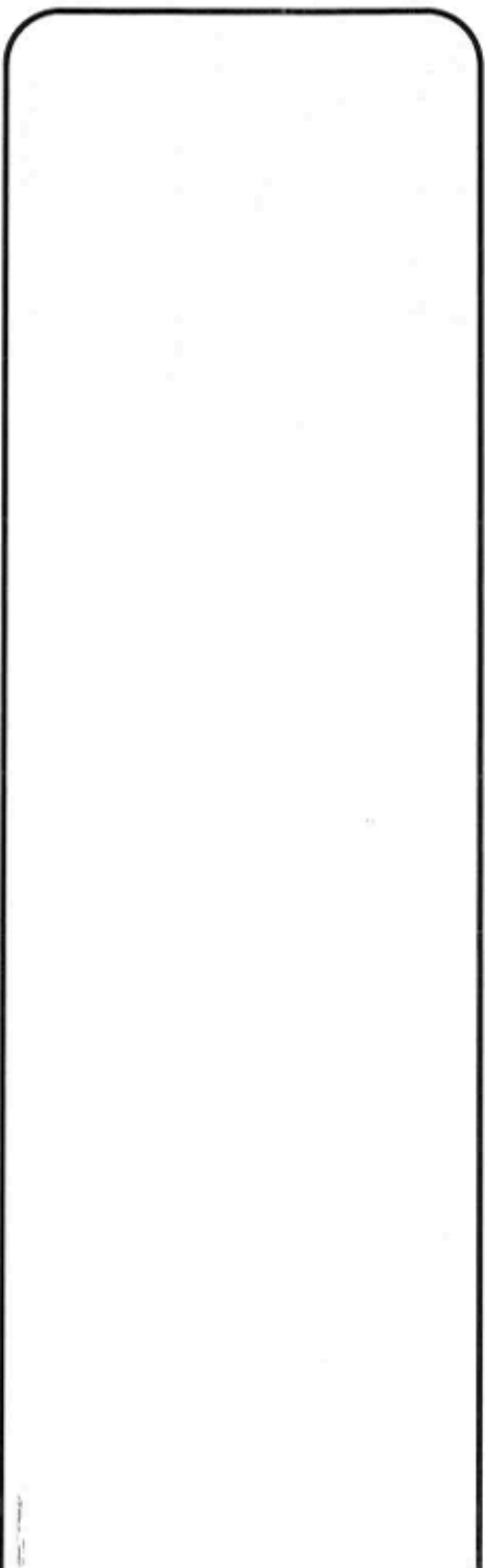
\* 2<sup>nd</sup> – 5<sup>th</sup> grade – pick 3 cards and write good, detailed sentence about the picture.

Draw three detailed pictures about your sentence.



2

Choose 3 cards and write them in a sentence below.  
Then draw a picture.



Handwriting practice lines consisting of a solid top line, a dashed middle line, and a solid bottom line. There are five sets of these lines stacked vertically.



# Fourth Grade E-Learning Packet 25-26

**Day 5**

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

<b>Independent Reading</b>	<input type="checkbox"/> 10 minutes read to self/Epic! <input type="checkbox"/> Writing activity - Summary
<b>SEL Social Skills</b>	-
<b>Reading Work</b>	<ul style="list-style-type: none"><li>- Reading Practice Test Part #3: Nonfiction</li><li>- ELA 3.0 - Determining Meaning Using Content</li><li>- "Quick Feet and a Big Heart" Reading and Comprehension</li></ul>
<b>Math Work</b>	<b>Daily Word Problems</b> <ul style="list-style-type: none"><li>- Lesson 4.10 - Problem Solving</li></ul> <b>Math</b> <ul style="list-style-type: none"><li>- "Check What You Learned" Multiplying through 3-digits by 2-digits</li></ul>
<b>Music</b>	Star Wars Color-By-Number
<b>PE - Mr Negen &amp; Landquist</b>	<b>Complete 25 Jumping Jacks, 15 pushups, 20 squats, 20 sit ups</b>  <b>Engage 10 minutes of heart rate increasing activity shoveling snow, running around, and extra warm up movements.</b>
<b>English Language Development (Ms. Loidolt- EL)</b>	<b>- EL STUDENTS ONLY</b> <b>Explain what foods you have eaten today? Be sure to use good complete sentences like we have been working on in class and include good details.</b>

**Parent Signature** \_\_\_\_\_



**READING PRACTICE TEST****Part 3: Nonfiction (cont.)**

Read the passage. Choose the best answer to each question on the next page.

***The Origins of the Telegraph***

Have you ever watched someone tap a key and send a code for S.O.S.? Perhaps you have seen an old film and seen a ship about to sink. Perhaps someone was tapping wildly on a device, trying to send for help.

From where did this system of tapping out dashes and dots come? Who invented this electronic device? Samuel Morse invented the telegraph and the electronic alphabet called Morse code.

When Morse was young, he was an artist. People in New York knew his work well and liked it a great deal. Being well known, Morse decided to run for office. He ran for the office of New York mayor and congressman, but he lost these political races.

In 1832, while Morse was sailing back to the United States from Europe, he thought of an electronic telegraph. This would help people communicate across great distances, even from ship to shore. He was anxious to put together his invention as quickly as possible. Interestingly, someone else had also thought of this same idea.

By 1835, he had put together his first telegraph, but it was only experimental. In 1844, he built a telegraph line from Baltimore to Washington, D.C. He later made his telegraph better, and in 1849, was granted a patent by the U.S. government. Within a few years, people communicated across 23,000 miles (37,007 km) of telegraph wire.

As a result of Samuel Morse's invention, trains ran more safely. Conductors could warn about dangers or problems across great distances and ask for help. People in business could communicate more easily, which made it easier to sell their goods and services. Morse had changed communication forever.



**READING PRACTICE TEST****Part 3: Nonfiction (cont.)**

4. **What is the main idea of this article?**
- (F) Trains run more safely because of the telegraph.
  - (G) Telegraphs send electronic signals to communicate.
  - (H) By the 1850s, people communicated effectively by telegraph.
  - (J) Morse's invention of the telegraph changed communication forever.
5. **Before 1832, Morse had —**
- (A) run for office in New York.
  - (B) improved his telegraph.
  - (C) built his first telegraph.
  - (D) come up with the idea for the telegraph.
6. **Which of the following can you infer about Samuel Morse's childhood?**
- (F) He was well educated.
  - (G) He had to work at a young age to support his family.
  - (H) He lived on a farm and was not able to go to school.
  - (J) He was abandoned at a young age and forced to live on the streets.
7. **What can you infer about long-distance communication before Morse's invention?**
- (A) It was easy.
  - (B) No one was interested in it.
  - (C) It was difficult to do quickly.
  - (D) There was no long-distance communication.
8. **Which of the following sentences from the article concludes this reading selection?**
- (F) As a result of Samuel Morse's invention, trains ran more safely.
  - (G) People in business could communicate more easily, which made it easier to sell their goods and services.
  - (H) Within a few years, people communicated across 23,000 miles (37,007 km) of telegraph wire.
  - (J) Morse had changed communication forever.
9. **How is the telegraph not similar to the telephone?**
- (A) helps communicate over long distances
  - (B) makes people safer
  - (C) helps people sell goods and services
  - (D) lets people hear their loved ones' voices

A right-pointing arrow with the words "GO ON" written inside it.

**READING PRACTICE TEST****Part 3: Nonfiction (cont.)**

Read the passage. Choose the best answer to each question on the next page.

**Radio**

Inventor Guglielmo Marconi came to the United States in 1899. Telegraph communication by wire was already in place, but Marconi wanted to show off his wireless communication—radio.

Marconi's invention could send Morse code without using any wires. He thought this would help with business communication. When introducing his work, he also planned to show how his invention could do things such as broadcasting a sporting event.

Other people had more and different ideas. These ideas led to programs that included spoken words and music being broadcast on the radio. Operas, comedy hours, and important speeches were now being heard in many homes throughout the country. Two famous radio broadcasts were the "War of the Worlds" presentation on October 31, 1938, a fictional story that told about invading aliens; and President Roosevelt's radio announcement of the Japanese attack on Pearl Harbor on December 8, 1941.

In 1922, there were 30 radio stations that sent broadcasts. By 1923, the number had grown to an amazing 556! There was a problem with so many stations broadcasting, however. There was no regular way to do things. Radio station owners organized their stations any way they saw fit.

Even though stations organized into networks, broadcasting still was not organized. The United States government passed laws to regulate radio. This let station owners know which airwaves they could use. The laws also addressed what was okay to say on the radio and what was not appropriate.

Even though television and the Internet are with us today, most homes and cars have radios. It looks as though this kind of communication is here to stay, thanks to Mr. Marconi and his invention.



**READING PRACTICE TEST****Part 3: Nonfiction (cont.)**

10. Which of the following would be an appropriate title for this article?
- (F) Guglielmo Marconi
  - (G) Radio: How Did It Begin?
  - (H) Radio Is Here to Stay
  - (J) Wireless, Here We Go!
11. Which of the following came before there were 30 radio stations that sent broadcasts?
- (A) There were an amazing 556 radio stations.
  - (B) The "War of the Worlds" program was broadcast.
  - (C) President Roosevelt announced the attack on Pearl Harbor.
  - (D) Guglielmo Marconi came to the United States.
12. What can you infer about people's reactions to radio?
- (F) They didn't like it and preferred to watch events.
  - (G) It took a long time for them to get used to the idea.
  - (H) They immediately liked it and were excited about it.
  - (J) They shunned Marconi and thought his invention was too modern.
13. Which of the following is a fact?
- (A) Radio was the most helpful invention ever created.
  - (B) Mr. Marconi was a genius.
  - (C) Radios send signals without wires.
  - (D) Radio will never go away.
14. Which of the following is not a supporting detail found in this article?
- (F) The United States government passed laws to regulate radio.
  - (G) Marconi won the Nobel Prize in 1909.
  - (H) Marconi wanted to introduce his wireless communication.
  - (J) Marconi came to the United States in 1899.
15. Why did the author most likely write this article?
- (A) to inform us about the introduction of radio in the United States
  - (B) to prove how successful a life Marconi had
  - (C) to inspire us to invent more communication devices
  - (D) to inform us about all the possible radio shows there are to make

# Determining Meaning Using Content

## Reading and Comprehension

**DIRECTIONS:** Read the passage and answer the questions that follow.

### Snakes

How much do you know about snakes? Read these snake facts and find out.

- A snake skeleton has numerous ribs. A large snake may have as many as 400 pairs!
- Most snakes have poor eyesight. They track other animals by sensing their body heat.
- Snakes can't blink! They sleep with their eyes open.
- Although all snakes have teeth, very few of them—only the venomous ones—have fangs.
- Many snakes are very docile and unlikely to bite people.
- Pet snakes recognize their owners by smell. They flick their tongues in the air to detect smells.
- Snakes have special ways of hearing. Sound vibrations in the ground pass through their bellies to receptors in their spines. Airborne sounds pass through snakes' lungs to receptors in their skin.

1. **Numerous** means about the same as \_\_\_\_\_.

- (A) number  
(B) many  
(C) few  
(D) special

2. In this passage, **poor** means the opposite of \_\_\_\_\_.

- (F) rich  
(G) good  
(H) happy  
(J) broke

3. What does **track** mean as it is used in this passage?

- (A) the rails on which a train moves  
(B) a sport that includes running, jumping, and throwing  
(C) to follow the footprints of  
(D) to find and follow

4. What does the word **venomous** mean as it is used in this passage?

- (F) vicious  
(G) sharp  
(H) poisonous  
(J) huge

5. Which word means the opposite of **docile**?

- (A) vicious  
(B) shy  
(C) gentle  
(D) active

6. Which word means the same as **detect**?

- (F) enjoy  
(G) arrest  
(H) find  
(J) hide

7. A receptor \_\_\_\_\_ something.

- (A) throws  
(B) takes in  
(C) gives  
(D) sees

8. Airborne sounds are \_\_\_\_\_.

- (F) carried through the air  
(G) carried through the earth  
(H) always made by wind  
(J) louder than other sounds



# Quick Feet and a Big Heart

*What is it like to play soccer professionally?*

1 When Mia Hamm was growing up, there were not many female athletes to have as role models. Today, there are many more women in professional sports. Mia Hamm, often called the world's best all-around female soccer player, is happy to be a role model for many young athletes, both girls and boys.

2 Mariel Margaret Hamm was born in 1972 in Selma, Alabama. Her father was in the military, so she moved around a lot as a child. Mia's mother wanted her to take ballet lessons, but Mia was not interested. She wanted to take soccer lessons, instead. This turned out to be the right choice for her. Mia was just 15 years old when she became the youngest player ever to get a spot on the U. S. National Team!

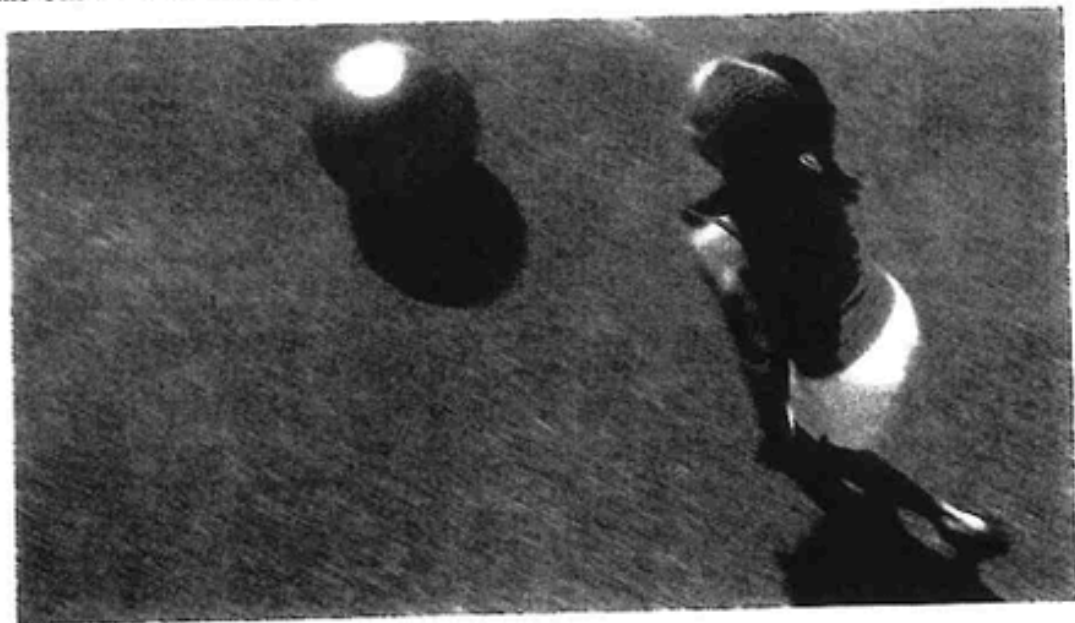
3 Mia attended college at the University of North Carolina at Chapel Hill. She helped the women's soccer team there win the national championship four times in a row. When Mia graduated, her number was retired. This is a great honor for any athlete.

4 In 1991, the first Women's World Cup was held in China. At only 19 years old, Mia was the youngest member of the team, but she still helped the United States win the title.

5 In the 1996 Olympic Games in Atlanta, Georgia, Mia was proud to lead the women's team as it won a gold medal. More sports fans came to watch this game than had ever before attended a women's event. This was a good sign that women's sports were being taken more seriously in the United States. In 2004, Mia helped the U.S. team win another gold medal. She retired from the national team later that year, so the victory at the Athens Olympics was very meaningful for her.

6 During her career, Mia scored 158 goals in international competition. This makes her the leading scorer in the world among both men and women!

7 Since her retirement, Mia has had more time to devote to the charities that are important to her. In 1997, Mia's older brother Garrett died of a bone marrow disease. Mia and her brother had been very close. In his honor, Mia started the Mia Hamm Foundation to raise money to fight bone marrow disease and to support sports programs for girls. Mia also works with many other charities. She likes to help other young athletes, both boys and girls, achieve their goals.



## Vocabulary Skills

Write the words from the article that have the meanings below.

1. mark of excellence

\_\_\_\_\_ Par. 3

2. of two or more countries

\_\_\_\_\_ Par. 6

3. to help or to supply

\_\_\_\_\_ Par. 7

4. reach; accomplish

\_\_\_\_\_ Par. 7

Check the meaning of the underlined word in each sentence.

5. Mia has scored many goals in international competition.

\_\_\_\_\_ something a person works hard for

\_\_\_\_\_ a score for driving a ball into a certain area

6. When Mia was a teenager, she won a spot on the U. S. National Team.

\_\_\_\_\_ a mark or stain

\_\_\_\_\_ a place; a position

The suffix **-able** can mean *capable of*. *Reasonable* means *capable of reason*. Add **able** to each base word below. Then, use each new word in a sentence.

7. afford \_\_\_\_\_

\_\_\_\_\_

8. teach \_\_\_\_\_

\_\_\_\_\_

9. adjust \_\_\_\_\_

\_\_\_\_\_

## Reading Skills

Write **T** before the sentences that are true. Write **F** before the sentences that are false.

1. \_\_\_\_\_ Mia Hamm was born in Chapel Hill.

2. \_\_\_\_\_ Mia's brother's name was Garrett.

3. \_\_\_\_\_ Mia is happy to be a role model for young athletes.

4. \_\_\_\_\_ Mia wanted to take ballet lessons when she was younger.

5. \_\_\_\_\_ Mia helped her team win a gold medal in the 1996 and 2004 Olympics.

6. Why did Mia start the Mia Hamm Foundation?

\_\_\_\_\_

7. Explain why Mia might enjoy being a role model for girls.

\_\_\_\_\_

8. Why do you think Mia Hamm has been so successful in her life?

\_\_\_\_\_

9. Check the sentence that best states the main idea of the selection.

\_\_\_\_\_ Mia Hamm liked playing soccer better than taking ballet lessons.

\_\_\_\_\_ Mia Hamm is a talented athlete and a giving person.

\_\_\_\_\_ Mia Hamm helped her college team win the national championship four times.

**Check What You Learned**

## Multiplying through 3 Digits by 2 Digits

Multiply.

	<b>a</b>	<b>b</b>	<b>c</b>	<b>d</b>	<b>e</b>	<b>f</b>	<b>g</b>
1.	$\begin{array}{r} 72 \\ \times 4 \\ \hline \end{array}$	$\begin{array}{r} 24 \\ \times 8 \\ \hline \end{array}$	$\begin{array}{r} 339 \\ \times 2 \\ \hline \end{array}$	$\begin{array}{r} 34 \\ \times 8 \\ \hline \end{array}$	$\begin{array}{r} 150 \\ \times 9 \\ \hline \end{array}$	$\begin{array}{r} 333 \\ \times 2 \\ \hline \end{array}$	$\begin{array}{r} 93 \\ \times 2 \\ \hline \end{array}$

2.	$\begin{array}{r} 242 \\ \times 2 \\ \hline \end{array}$	$\begin{array}{r} 64 \\ \times 8 \\ \hline \end{array}$	$\begin{array}{r} 31 \\ \times 7 \\ \hline \end{array}$	$\begin{array}{r} 300 \\ \times 21 \\ \hline \end{array}$	$\begin{array}{r} 7 \\ \times 9 \\ \hline \end{array}$	$\begin{array}{r} 173 \\ \times 28 \\ \hline \end{array}$	$\begin{array}{r} 90 \\ \times 8 \\ \hline \end{array}$
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3.	$\begin{array}{r} 8 \\ \times 7 \\ \hline \end{array}$	$\begin{array}{r} 728 \\ \times 1 \\ \hline \end{array}$	$\begin{array}{r} 22 \\ \times 3 \\ \hline \end{array}$	$\begin{array}{r} 207 \\ \times 21 \\ \hline \end{array}$	$\begin{array}{r} 900 \\ \times 6 \\ \hline \end{array}$	$\begin{array}{r} 79 \\ \times 4 \\ \hline \end{array}$	$\begin{array}{r} 643 \\ \times 7 \\ \hline \end{array}$
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4.	$\begin{array}{r} 743 \\ \times 2 \\ \hline \end{array}$	$\begin{array}{r} 439 \\ \times 10 \\ \hline \end{array}$	$\begin{array}{r} 117 \\ \times 23 \\ \hline \end{array}$	$\begin{array}{r} 943 \\ \times 6 \\ \hline \end{array}$	$\begin{array}{r} 8 \\ \times 6 \\ \hline \end{array}$	$\begin{array}{r} 200 \\ \times 9 \\ \hline \end{array}$	$\begin{array}{r} 555 \\ \times 40 \\ \hline \end{array}$
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5.	$\begin{array}{r} 42 \\ \times 41 \\ \hline \end{array}$	$\begin{array}{r} 311 \\ \times 12 \\ \hline \end{array}$	$\begin{array}{r} 72 \\ \times 18 \\ \hline \end{array}$	$\begin{array}{r} 12 \\ \times 11 \\ \hline \end{array}$	$\begin{array}{r} 507 \\ \times 42 \\ \hline \end{array}$	$\begin{array}{r} 95 \\ \times 27 \\ \hline \end{array}$	$\begin{array}{r} 353 \\ \times 17 \\ \hline \end{array}$
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6.	$\begin{array}{r} 606 \\ \times 12 \\ \hline \end{array}$	$\begin{array}{r} 786 \\ \times 31 \\ \hline \end{array}$	$\begin{array}{r} 202 \\ \times 33 \\ \hline \end{array}$	$\begin{array}{r} 52 \\ \times 49 \\ \hline \end{array}$	$\begin{array}{r} 86 \\ \times 14 \\ \hline \end{array}$	$\begin{array}{r} 94 \\ \times 65 \\ \hline \end{array}$	$\begin{array}{r} 403 \\ \times 55 \\ \hline \end{array}$
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**Lesson 4.10** Problem Solving**SHOW YOUR WORK**

Solve each problem.

1. Xavier loves to eat pears. He ate 2 a day for 48 days. How many pears did Xavier eat?

Xavier ate \_\_\_\_\_ pears.

2. Clayton keeps pet mice. If his 33 mice have 12 babies each, how many mice will Clayton have in all?

Clayton will have \_\_\_\_\_ mice.

3. In a tropical rain forest, the average annual rainfall is about 150 inches. After 5 years, about how much rain will have fallen in the rain forest?

About \_\_\_\_\_ inches of rain will have fallen.

4. A class of 55 students went on a field trip to collect seashells. If the students collected 15 shells each, how many shells did they collect?

The students collected \_\_\_\_\_ shells.

5. Buses were reserved for the big field trip. If each bus holds 20 students, how many students would 6 buses hold?

The buses would hold \_\_\_\_\_ students.

6. If 16 potato chips is a serving size and there are 5 servings per bag, how many potato chips are in each bag?

There are \_\_\_\_\_ chips in a bag.

1.

2.

3.

4.

5.

6.

# STAR WARS

## Color-by-Note Worksheet



Pick a space to color, find the note that matches the letter, and select the correct crayon.

Black	Yellow	Pink	Red	Blue	Brown





# Elementary E-Learning Plan

## 25-26 School Year

### Dear Fifth Grade Parents and Guardians,

This year it has been decided that all classes (PreK-5) will participate in e-learning days by completing the attached work “packets” and returning it completed with a parent/guardian signature the next school day. This is how we will be marking attendance for the school day.

Attached you will find 3 days worth of work for your student to complete on e-learning days ONLY. Please only complete one day's worth of work on an e-learning day, ie. Day 1 work to be completed on e-learning day number one, Day 2 work to be completed on e-learning day number two, etc. Please do NOT complete all the packets on the first e-learning day.

Included in the packet of work is review of skills your student has seen before in reading and math. Please make sure they are using 5th grade level sentences when writing, also known to them as a three star sentence. If any questions arise while you are working with your student, your student’s teacher is available via phone, or email until 3:30p.m. Please do not hesitate to reach out and ask questions.

Thank you,

Victoria Bagley                      320-329-8368 ext. 1115                      [vbagley@rcw.k12.mn.us](mailto:vbagley@rcw.k12.mn.us)

Maci Markfort                      320-329-8368 ext, 1108                      [mmarkfort@rcw.k12.mn.us](mailto:mmarkfort@rcw.k12.mn.us)




# Fifth Grade E-Learning Packet 25-26

**Day 1**

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

<b>Independent Reading</b>	<b>10 minutes read to self</b> <b>Written activity:</b> Choose 2-3 boxes from the choice board to complete
<b>Reading Work</b>	<b>Functional Morphology</b> 1.1.1 Independent Practice- Students will complete two pages, the first page has students use a word box to fill in the blanks using words with prefixes and or suffixes. The second page students have to use the words in a paragraph (4-6 sentences) of their own.
<b>Math Work</b>	<b>Math Worksheet</b> Students will complete a math worksheet, starting with a warm up problem of the day (these are review skills) and followed by story problems that also include review skills (adding and subtracting decimals and fractions, multi-step multiplication and long division with remainders.
<b>Science</b>	<b>Exploration</b> Students can use this time to do some Science Exploration within your home. What Science things do you see around your home? Do some research on Science in everyday life. Find a snow experiment to complete on this snow day (ei why/how are igloos warm enough to live in, how are snowflakes created, etc)
<b>Music</b>	<b>Complete the worksheet using notes in the bass clef.</b> <a href="#"><u>Bass Clef Crazy</u></a>
<b>PE</b>	<b>Negen/Landquist: 15 minutes of exercise (jumping jacks, squats, sit-ups, mountain climbers, push-ups and jog in place)</b> <b>Pick a square to finish from <a href="#"><u>fitness challenge board</u></a></b> <b>Other activities: Shovel Snow, build snowman/snow fort, or other activities outside.</b>

English Language Development (Ms. Loidolt- EL)	<a href="#"><u>"5 Seconds" Game</u></a>
Band	Link:  <a href="#">5th Band Elearning Packet.pdf</a>  Everyone: <ul style="list-style-type: none"><li>• Use the practice log for a practice session. Try to practice for 30 minutes.</li></ul>

Parent Signature \_\_\_\_\_

**Independent Reading:** After reading a book of your choice, choose 2-3 boxes from the choice board to complete- you may use the back of the choice board to record your answers, or a separate sheet of paper and attach to the packet.

<p>1. Who is the main character? What do you know about them so far?</p>	<p>2. Where does the story take place? What details help you picture it?</p>	<p>3. What problem or challenge is happening in your book right now?</p>	<p>4. What do you think the character will do next? Why?</p>
<p>5. How would the story change if you were the main character?</p>	<p>6. What lesson or message do you think the author wants you to learn?</p>	<p>7. Does anything in your book remind you of your own life? How?</p>	<p>8. Does this book remind you of another book you've read? How are they alike?</p>
<p>9. What part of the book made you wonder/think the most? Why?</p>	<p>10. What is your favorite part so far? Why?</p>	<p>11. Do you like the main character? Why or why not?</p>	<p>12. Would you recommend this book to a friend? Why or why not?</p>
<p>13. If you could ask the author one question, what would it be?</p>	<p>14. Draw or describe an illustration of an important scene/part in your book &amp; write a sentence describing what your illustration is.</p>	<p>15. Write a new ending or add a new character to the story.</p>	<p>16. If you could be friends with one character who would it be? Why?</p>

**Fill-in-the-Blank**

Name \_\_\_\_\_

**Word Bank**

dances	disappear	experiment	fastest
playful	preheat	quietly	singing

**Write the word from the word bank that best fits into each sentence.**

1. The magician used a trick to \_\_\_\_\_ into thin air.
2. The birds are \_\_\_\_\_ happily in the trees.
3. My little sister \_\_\_\_\_ to her favorite songs all the time.
4. I need to \_\_\_\_\_ the oven before I bake cookies.
5. My dog is the \_\_\_\_\_ runner in the park.
6. The \_\_\_\_\_ puppy was full of energy.
7. The cat walked \_\_\_\_\_ through the house.
8. The teacher gave us a fun science \_\_\_\_\_ to do.



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

Problem of the day- convert  $\frac{3}{4}$  into a decimal

Assignment: solve the following story problem, be sure to show your work when needed. Circle your final answer and be sure you include a label.

**Maria is collecting books for a class library. On Monday, she brought 126 books, and on Tuesday she brought 238 books. How many books does Maria have altogether?**

**A runner completed a race in 15.6 minutes. Her friend finished the same race in 18.4 minutes. How many minutes faster was the first runner?**

**Ethan ate  $\frac{2}{5}$  of a pizza at lunch and  $\frac{2}{3}$  of a pizza at dinner. How much pizza did Ethan eat in all?**

**Sophia read  $7\frac{3}{4}$  chapters of her book this week. Her goal was to read  $10\frac{1}{2}$  chapters. How many more chapters does Sophia need to read to reach her goal?**

**A pack of gum costs \$1.25. If James buys 8 packs, how much money does he spend in total?**

**Science Exploration-** Take today to learn something that interests **you**.

What do you want to learn?	How are you going to learn it?	What did you learn?



## Future Ready, Jaguar Proud.

Renville County West ISD #2890  
RCW Phy Ed/Health Department

### E-Learning

#### RCW Health Challenge

Complete all 25 challenges to have a chance to win extra Phy Ed or Recess Time

Cross off with an X as you complete


Cardio	Strength	Mind	Core	Be a Kid
3 separate 1-mile walks timed	Push-up variation 10 a day for one week	Complete a puzzle	Have a plank contest with family or friend	Challenge 4 friend or family to rock paper scissors
2 sets of 50 reps jumping jacks	Squat 3 sets of 20 reps with or without weight	Read a complete book at current reading level	Sit-ups 3 sets of 12 reps	Play in snow
Complete a Just Dance video on YouTube.	Challenge a friend or family to arm wrestle	Play a board or card game with family member(s)	Mountain Climbers 2 cycles of As many reps as possible	Cook your own meal or help an adult
Be outside for 60 minutes	Leg raises 2 sets of 15 reps	Create a maze	Create 3 yoga poses	Invent a Tag game and play it
Complete a H.I.I.T video from YouTube	Find the heaviest object you can lift safely in your home	Give 5 positive compliments out in a day	Walk 100 yards on all four limbs	Build a fort


# I THOUGHT THAT I WAS CRAZY




Decode this wacky rhyme and learn your note names at the same time! Write the notes names in the blanks below the notes to solve the puzzle, and then read the rhyme.


I woke up this morning, and jumped up out of ,


I thought that I was crazy, going out of my .  
h \_ \_ \_


I'd been dreaming of my homework, with a smile on my .

And doing as I'm asked , and always in my .


I loved to please my parents, and  alike.  
pl \_ \_ \_  
t \_ \_ \_ h \_ r s

I loved to pick my toys up,  I ride my bike.  
\_ \_ \_ \_ or \_

The knocking at the door is what startled me from this .  
\_ r i \_ h t

And saved me from this dream,  most certain plight.  
\_ n \_

Had my dream continued, I feared there'd come a ,

The men in white would come for me, and carry me .  
\_ w \_ y



## EL Students Only

K-5 e-Learning: Day #1

ELL assignment from Ms. Loidolt:

This game is called "5 Seconds." You can play by yourself OR with other people. Use a timer to list 3 things from each card within 5 seconds. If playing with another person, they have to say 3 new words, no repeats. Try 10-20 seconds if 5 seconds isn't long enough.

EXTRA CHALLENGE: write down the 3 ideas (untimed). Have fun!

Name 3 things that are yellow	Name 3 farm animals	Name 3 fruits
Name 3 heavy items	Name 3 light items	Name 3 holidays
Name 3 books	Name 3 movies	Name 3 types of shoes

## RCW Band Practice Session Log

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

### Goals:

Skill: I want to get better at \_\_\_\_\_.

Time: I can dedicate \_\_\_\_\_ to accomplishing my goal.

I will play this to help myself improve:

---

### Strategies:

- ★ Tempo: going at a slow enough tempo to be successful
- ★ Chunking: practicing 1 spot or measure at a time
- ★ Resources: fingering chart, book, scales. Use these!

### Reflection:

How well was I able to complete my goal? (circle one)

I got it!    I'm getting there    It's in-progress    I need help

I want to focus on these skill(s) in the future:

---

# Note Reading Worksheet

## Treble Clef Exercise #2

E G B D F  
Every Good Boy Does Fine

LINES: Write each note on the correct line using quarter notes. Notes below B have stems on the right side facing up. Notes above B have stems facing down from the left side. The stem on the note B can face either direction

E B G D G D B F B F E G F D B E  
E G B G G B D B E B G F E F D B

F A C E  
The letter names of the spaces spell out the word FACE

SPACES: Write each note in the space. Use quarter notes again. Make sure the stems are correct.

F E C E A C A E C A F A F A C F  
A C A C F E F E E C A F E A C A

ALL NOTES: Write each note on the line or space. This time write half notes.

B E A D A G E C A G E B A D  
B E G A C E B E D D A D  
F E E D C A B B A G E D E A D B A G G A G E

Name \_\_\_\_\_

Date \_\_\_\_\_

## Musical Words - Treble Clef I

Each group of notes spells a word.  
Write the word that each group spells.

Example   
B E D

1 

— — —

2 

— — —

3 

— — —

4 

— — —

5 

— — —

6 

— — —

7 

— — —

8 

— — —

9 

— — —

10 

— — —

11 

— — —

12 

— — —

13 

— — —

14 

— — —

15 

— — —

16 

— — —

17 

— — —

18 

— — —

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# Note Reading Worksheet

## Bass Clef Exercise #2

Good      Boys      Do      Fly      Airplanes

LINES: Write each note on the correct line using quarter notes. Notes below D should have a stem on the right side facing up. Notes on or above the D line should have the stems facing down from the left side.

G   D   G   D   G   D   B   F   B   F   D   G   F   D   B   A

A   G   B   G   G   B   D   B   A   B   G   F   A   F   D   B

All      Cows      Eat      Grass

SPACES: Write each note in the space. Use quarter notes again. Make sure the stems are correct.

A   G   C   E   A   C   A   E   C   A   G   A   G   A   C   E

A   C   A   C   G   E   G   E   E   C   A   G   E   A   C   A

ALL NOTES: Write each note on the line or space. This time write half notes.


B   E   A   D   A   G   E   C   A   G   E   B   A   D

B   E   G   A   C   E   B   E   D   D   A   D

F   E   E   D   C   A   B   B   A   G   E   D   E   A   D   B   A   G   G   A   G   E

# Musical Words - Bass Clef I

Each group of notes spells a word.  
Write the word that each group spells.

Example   
B E D

---

1  _ _ _	2  _ _ _	3  _ _ _
4  _ _ _	5  _ _ _	6  _ _ _
7  _ _ _ _	8  _ _ _ _	9  _ _ _ _
10  _ _ _ _	11  _ _ _ _	12  _ _ _ _
13  _ _ _ _	14  _ _ _ _	15  _ _ _ _
16  _ _ _ _	17  _ _ _ _	18  _ _ _ _

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I Got Rhythms—Worksheet 3A  
Dotted Half Notes

Please Label the Counting of the Following Rhythms:

1. 
2. 
3. 
4. 
5. 
6. 
7. 
8. 
9. 
10. 
11. 
12. 




# Fifth Grade E-Learning Packet 25-26

Day 2

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

<b>Independent Reading</b>	<b>10 minutes read to self</b> <b>Written activity:</b> Choose 2-3 boxes from the choice board to complete
<b>Reading Work</b>	<b>Functional Morphology</b> 1.1.2 Independent Practice- Students will complete two pages, the first page has students use a word box to fill in the blanks using words with prefixes and or suffixes. The second page students have to use the words in a paragraph (4-6 sentences) of their own.
<b>Math Work</b>	<b>Math Worksheet</b> Students will complete a math worksheet, starting with a warm up problem of the day (these are review skills) and followed by story problems that also include review skills (adding and subtracting decimals and fractions, multi-step multiplication and long division with remainders.
<b>Science</b>	<b>Exploration</b> Students can use this time to do some Science Exploration within your home. What Science things do you see around your home? Do some research on Science in everyday life. Find a snow experiment to complete on this snow day (ei why/how are igloos warm enough to live in, how are snowflakes created, etc)
<b>Music</b>	<b>Complete the bass clef crossword.</b> <a href="#"><u>Bass Clef Crossword</u></a>
<b>PE</b>	<b>Negen/Landquist: 15 minutes of exercise (jumping jacks, squats, sit-ups, mountain climbers, push-ups and jog in place)</b> <b>Pick a square to finish from <a href="#"><u>fitness challenge board</u></a></b> <b>Other activities: Shovel Snow, build snowman/snow fort, or other activities outside.</b>

English Language Development (Ms. Loidolt- EL)	<a href="#"><u>"5 Seconds" Game</u></a>
Band	Link:  <a href="#">5th Band Elearning Packet.pdf</a>  Everyone: <ul style="list-style-type: none"><li>● Label the counting of rhythms on the last page. Compare how those rhythms relate to what we play from the book.</li><li>● Use the practice log for a practice session. Try to practice for 30 minutes.</li></ul>

Parent Signature \_\_\_\_\_

**Independent Reading:** After reading a book of your choice, choose 2-3 boxes from the choice board to complete- you may use the back of the choice board to record your answers, or a separate sheet of paper and attach to the packet.

<p>1. Who is the main character? What do you know about them so far?</p>	<p>2. Where does the story take place? What details help you picture it?</p>	<p>3. What problem or challenge is happening in your book right now?</p>	<p>4. What do you think the character will do next? Why?</p>
<p>5. How would the story change if you were the main character?</p>	<p>6. What lesson or message do you think the author wants you to learn?</p>	<p>7. Does anything in your book remind you of your own life? How?</p>	<p>8. Does this book remind you of another book you've read? How are they alike?</p>
<p>9. What part of the book made you wonder/think the most? Why?</p>	<p>10. What is your favorite part so far? Why?</p>	<p>11. Do you like the main character? Why or why not?</p>	<p>12. Would you recommend this book to a friend? Why or why not?</p>
<p>13. If you could ask the author one question, what would it be?</p>	<p>14. Draw or describe an illustration of an important scene/part in your book &amp; write a sentence describing what your illustration is.</p>	<p>15. Write a new ending or add a new character to the story.</p>	<p>16. If you could be friends with one character who would it be? Why?</p>

### Fill-in-the-Blank

Name \_\_\_\_\_

#### Word Bank

prescription	prohibit	forethought	precedes
foreword	professional	preservation	protects

#### Write the word from the word bank that best fits into each sentence.

1. The letter 'B' always \_\_\_\_\_ the letter 'C' in the alphabet.
2. The baker decorated the cake with \_\_\_\_\_ skill, making it look fancy and delicious!
3. When I had an earache, the doctor wrote me a \_\_\_\_\_ for special ear drops.
4. We packed snacks for the hike with \_\_\_\_\_, because we knew we'd get hungry!
5. The teacher read the \_\_\_\_\_ of the book before starting the first chapter. It told us a little bit about the author and the story.
6. The school rules \_\_\_\_\_ running in the hallway to help keep everyone safe.
7. The firefighter's helmet \_\_\_\_\_ their head from flames.
8. Grandma used a special method of \_\_\_\_\_ called canning. This keeps her extra summer fruits and vegetables so we could eat them all winter long!





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

Problem of the day- locate the following on a number line

0.25

1.75

$\frac{3}{4}$

Assignment: solve the following story problem, be sure to show your work when needed. Circle your final answer and be sure you include a label.

**A baker has 147 cupcakes. She wants to put them into boxes that hold 16 cupcakes each. How many full boxes can she make?**

**There are 125 students going on a field trip. Each bus can hold 42 students. How many buses are needed?**

**A teacher has 98 crayons. She wants to give 5 crayons to each student. How many crayons will be left over?**

**Tickets cost \$17 each. Mateo has \$52. How many tickets can he buy?**

**Grandma sends you and your three siblings \$10, and tells you to share it equally. How much money do you each get?**

**Science Exploration-** Take today to learn something that interests **you**.

What do you want to learn?	How are you going to learn it?	What did you learn?

## EL Students Only

K-5e-Learning Day #2

ELL assignment from Ms. Laidolt

This game is called "5 Seconds." You can play by yourself OR with other people. Use a timer to list 3 things from each card within 5 seconds. If playing with another person, they have to say 3 new words, no repeats. Try 10-20 seconds if 5 seconds isn't long enough.

EXTRA CHALLENGE: write down the 3 ideas (untimed). Have fun!

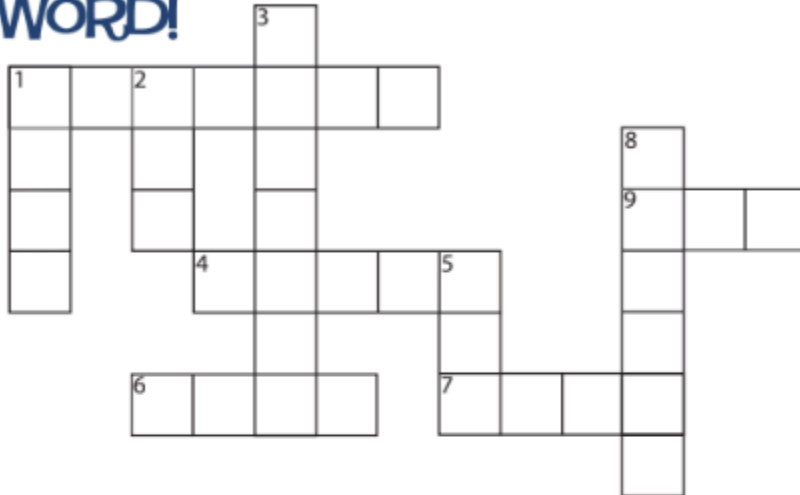
Name 3 things that are blue	Name 3 forest animals	Name 3 vegetables
Name 3 things at a bakery	Name 3 pieces of clothing	Name 3 things to pack
Name 3 places to visit	Name 3 stinky animals	Name 3 books you like

### About This Activity

Let's Crossword! is ideal for the beginning and intermediate student, helping them to learn note names in fun way. Figure out what each note name is, and then write the alphabet letter in the blank below the note. Once you discover what the word is you can start solving the puzzle!

Bass Clef

# LET'S CROSSWORD!



### ACROSS

1

4

7

6

9

### DOWN

1

2

3

5

8



# E-Learning

## RCW Health Challenge

Complete all 25 challenges to have a chance to win extra Phy Ed or Recess Time

Cross off with an X as you complete

Cardio	Strength	Mind	Core	Be a Kid
3 separate 1-mile walks timed	Push-up variation 10 a day for one week	Complete a puzzle	Have a plank contest with family or friend	Challenge 4 friend or family to rock paper scissors
2 sets of 50 reps jumping jacks	Squat 3 sets of 20 reps with or without weight	Read a complete book at current reading level	Sit-ups 3 sets of 12 reps	Play in snow
Complete a Just Dance video on YouTube.	Challenge a friend or family to arm wrestle	Play a board or card game with family member(s)	Mountain Climbers 2 cycles of As many reps as possible	Cook your own meal or help an adult
Be outside for 60 minutes	Leg raises 2 sets of 15 reps	Create a maze	Create 3 yoga poses	Invent a Tag game and play it
Complete a H.I.I.T video from YouTube	Find the heaviest object you can lift safely in your home	Give 5 positive compliments out in a day	Walk 100 yards on all four limbs	Build a fort

## RCW Band Practice Session Log

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

### Goals:

Skill: I want to get better at \_\_\_\_\_.

Time: I can dedicate \_\_\_\_\_ to accomplishing my goal.

I will play this to help myself improve:

---

### Strategies:

- ★ Tempo: going at a slow enough tempo to be successful
- ★ Chunking: practicing 1 spot or measure at a time
- ★ Resources: fingering chart, book, scales. Use these!

### Reflection:

How well was I able to complete my goal? (circle one)

I got it!    I'm getting there    It's in-progress    I need help

I want to focus on these skill(s) in the future:

---

# Note Reading Worksheet

## Treble Clef Exercise #2

E G B D F  
Every Good Boy Does Fine

**LINES:** Write each note on the correct line using quarter notes. Notes below B should have a stem on the right side facing up. Notes above B have stems facing down from the left side. The stem on the note B can face either direction

E B G D G D B F B F E G F D B E  
E G B G G B D B E B G F E F D B

F A C E  
The letter names of the spaces spell out the word FACE

**SPACES:** Write each note in the space. Use quarter notes again. Make sure the stems are correct.

F E C E A C A E C A F A F A C F  
A C A C F E F E E C A F E A C A

**ALL NOTES:** Write each note on the line or space. This time write half notes.

B E A D A G E C A G E B A D  
B E G A C E B E D D A D  
F E E D C A B B A G E D E A D B A G G A G E

Name \_\_\_\_\_

Date \_\_\_\_\_

# Musical Words - Treble Clef I

Each group of notes spells a word.  
Write the word that each group spells.

Example   
B E D

1   
\_ \_ \_

2   
\_ \_ \_

3   
\_ \_ \_

4   
\_ \_ \_

5   
\_ \_ \_

6   
\_ \_ \_

7   
\_ \_ \_

8   
\_ \_ \_

9   
\_ \_ \_

10   
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11   
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15   
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16   
\_ \_ \_

17   
\_ \_ \_

18   
\_ \_ \_

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# Note Reading Worksheet

## Bass Clef Exercise #2

Good                  Boys                  Do                  Fly                  Airplanes

LINES: Write each note on the correct line using quarter notes. Notes below D should have a stem on the right side facing up. Notes on or above the D line should have the stems facing down from the left side.

G      D      G      D      G      D      B      F      B      F      D      G      F      D      B      A

A      G      B      G      G      B      D      B      A      B      G      F      A      F      D      B

All                          Cows                          Eat                          Grass

SPACES: Write each note in the space. Use quarter notes again. Make sure the stems are correct.

A      G      C      E      A      C      A      E      C      A      G      A      G      A      C      E

A      C      A      C      G      E      G      E      E      C      A      G      E      A      C      A

ALL NOTES: Write each note on the line or space. This time write half notes.

B      E      A      D      A      G      E      C      A      G      E      B      A      D

B      E      G      A      C      E      B      E      D      D      A      D

F      E      E      D      C      A      B      B      A      G      E      D      E      A      D      B      A      G      G      A      G      E

## Musical Words - Bass Clef I

Each group of notes spells a word.  
Write the word that each group spells.

Example   
B E D

1 

— — —

2 

— — —

3 

— — —

4 

— — —

5 

— — —

6 

— — —

7 

— — —

8 

— — —

9 

— — —

10 

— — —

11 

— — —

12 

— — —

13 

— — —

14 


— — —

15 

— — —

16 

— — —

17 

— — —

18 

— — —

I Got Rhythms—Worksheet 3A  
Dotted Half Notes

Please Label the Counting of the Following Rhythms:






## Fifth Grade E-Learning Packet 25-26

Day 3

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

<b>Independent Reading</b>	<b>10 minutes read to self</b> <b>Written activity:</b> Choose 2-3 boxes from the choice board to complete
<b>Reading Work</b>	<b>Functional Morphology</b> 1.1.3 Independent Practice- Students will complete two pages, the first page has students use a word box to fill in the blanks using words with prefixes and or suffixes. The second page students have to use the words in a paragraph (4-6 sentences) of their own.
<b>Math Work</b>	<b>Math Worksheet</b> Students will complete a math worksheet, starting with a warm up problem of the day (these are review skills) and followed by story problems that also include review skills (adding and subtracting decimals and fractions, multi-step multiplication and long division with remainders.
<b>Science</b>	<b>Exploration</b> Students can use this time to do some Science Exploration within your home. What Science things do you see around your home? Do some research on Science in everyday life. Find a snow experiment to complete on this snow day (ei why/how are igloos warm enough to live in, how are snowflakes created, etc)
<b>Music</b>	<b>Complete the Intervals Fiesta Worksheet.</b> <a href="#">Intervals Fiesta</a>
<b>PE</b>	<b>Negen/Landquist: 15 minutes of exercise (jumping jacks, squats, sit-ups, mountain climbers, push-ups and jog in place)</b>

	<p>Pick a square to finish from <a href="#">fitness challenge board</a></p> <p>Other activities: Shovel Snow, build snowman/snow fort, or other activities outside.</p>
<p>English Language Development (Ms. Loidolt- EL)</p>	<p><a href="#">“5 Seconds” Game</a></p>
<p>Band</p>	<p>Link:  <a href="#">5th Band Elearning Packet.pdf</a></p> <p>Percussion:</p> <ul style="list-style-type: none"> <li>• Complete #1-9 of the treble clef and bass clef worksheets.</li> </ul> <p>Treble Clef: Flute/Clarinet/Trumpet/Alto Saxophone</p> <ul style="list-style-type: none"> <li>• Complete the “Musical Words - Treble Clef 1.”</li> </ul> <p>Bass Clef: Trombone/Baritone/Tuba</p> <ul style="list-style-type: none"> <li>• Complete the “Musical Words - Bass Clef 1.”</li> </ul> <p>Everyone:</p> <ul style="list-style-type: none"> <li>• Use the practice log for a practice session. Try to practice for 30 minutes. Use the worksheet to make sure you are playing the right notes.</li> </ul>

Parent Signature \_\_\_\_\_

**Independent Reading:** After reading a book of your choice, choose 2-3 boxes from the choice board to complete- you may use the back of the choice board to record your answers, or a separate sheet of paper and attach to the packet.

<p>1. Who is the main character? What do you know about them so far?</p>	<p>2. Where does the story take place? What details help you picture it?</p>	<p>3. What problem or challenge is happening in your book right now?</p>	<p>4. What do you think the character will do next? Why?</p>
<p>5. How would the story change if you were the main character?</p>	<p>6. What lesson or message do you think the author wants you to learn?</p>	<p>7. Does anything in your book remind you of your own life? How?</p>	<p>8. Does this book remind you of another book you've read? How are they alike?</p>
<p>9. What part of the book made you wonder/think the most? Why?</p>	<p>10. What is your favorite part so far? Why?</p>	<p>11. Do you like the main character? Why or why not?</p>	<p>12. Would you recommend this book to a friend? Why or why not?</p>
<p>13. If you could ask the author one question, what would it be?</p>	<p>14. Draw or describe an illustration of an important scene/part in your book &amp; write a sentence describing what your illustration is.</p>	<p>15. Write a new ending or add a new character to the story.</p>	<p>16. If you could be friends with one character who would it be? Why?</p>

### Fill-in-the-Blank

Name \_\_\_\_\_

#### Word Bank

nonsensical	antibiotics	antifreeze	nonabsorbent
nonfiction	antisocial	nonspecific	nonfat

#### Write the word from the word bank that best fits into each sentence.

1. The recipe called for \_\_\_\_\_ yogurt to be mixed with fruit for a healthy and refreshing afternoon snack.
2. The silly monster wore a hat made of mismatched socks. It looked absolutely \_\_\_\_\_!
3. Remember, \_\_\_\_\_ is for car radiators, not for drinks! It can be very dangerous.
4. The doctor gave Leo some \_\_\_\_\_ to help his body fight the infection.
5. The \_\_\_\_\_ book told all about the different kinds of dinosaurs that roamed the Earth.
6. Rain splashed on Maya's raincoat, but the water beaded up and rolled right off. The material was completely \_\_\_\_\_!
7. Making friends is important! Someone who doesn't like to be around others might be called \_\_\_\_\_.
8. The teacher asked the students for a specific answer, not a \_\_\_\_\_ one like "kind of."



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

Problem of the day: Draw a number line and locate the following decimals and fractions on it.

$\frac{1}{4}$     0.5    1.75    2  $\frac{25}{100}$  (two and twenty-five hundredths)

Jordan went to the store and bought apples for \$12.45, oranges for \$8.75, and bananas for \$5.60.

When she got home, she realized she had only spent \$24.00 from her wallet. How much money does Jordan still have left?

Olivia read  $3\frac{2}{3}$  chapters of her book on Monday and  $4\frac{1}{2}$  chapters on Tuesday. The book has 12 chapters total. How many chapters does Olivia still need to read to finish the book?

A school ordered 24 boxes of pencils. Each box contains 48 pencils. The pencils will be shared equally among 12 classrooms. How many pencils does each classroom get?

A concert sold 1,260 tickets. Each row in the concert hall holds 35 seats. How many full rows of seats were filled with the tickets sold?

There are 18 teams in a soccer tournament. Each team has 15 players. The players will be split into vans that hold 9 players each. How many vans are needed to take all the players to the tournament?

**Science Exploration-** Take today to learn something that interests **you**.

What do you want to learn?	How are you going to learn it?	What did you learn?



# INTERVALS FIESTA



Treble Clef

Match the interval to the correct maraca and record your score.

•

•

•

•

•

•

•

• 3<sup>RD</sup>

• 4<sup>TH</sup>

• 2<sup>ND</sup>

• 7<sup>TH</sup>

• 5<sup>TH</sup>

• 6<sup>TH</sup>

• OCT

•

•

•

•

•

•

•

• 4<sup>TH</sup>

• 3<sup>RD</sup>

• 2<sup>ND</sup>

• 5<sup>TH</sup>

• OCT

• 7<sup>TH</sup>

• 6<sup>TH</sup>

Score: \_\_\_ of 7

Score: \_\_\_ of 7



# E-Learning

## RCW Health Challenge

Complete all 25 challenges to have a chance to win extra Phy Ed or Recess Time

Cross off with an X as you complete

Cardio	Strength	Mind	Core	Be a Kid
3 separate 1-mile walks timed	Push-up variation 10 a day for one week	Complete a puzzle	Have a plank contest with family or friend	Challenge 4 friend or family to rock paper scissors
2 sets of 50 reps jumping jacks	Squat 3 sets of 20 reps with or without weight	Read a complete book at current reading level	Sit-ups 3 sets of 12 reps	Play in snow
Complete a Just Dance video on YouTube.	Challenge a friend or family to arm wrestle	Play a board or card game with family member(s)	Mountain Climbers 2 cycles of As many reps as possible	Cook your own meal or help an adult
Be outside for 60 minutes	Leg raises 2 sets of 15 reps	Create a maze	Create 3 yoga poses	Invent a Tag game and play it
Complete a H.I.I.T video from YouTube	Find the heaviest object you can lift safely in your home	Give 5 positive compliments out in a day	Walk 100 yards on all four limbs	Build a fort

## EL Students Only

K-5 e-Learning: Day #3

ELL assignment from Ms. Loidolt

This game is called "5 Seconds." You can play by yourself OR with other people. Use a timer to list 3 things from each card within 5 seconds. If playing with another person, they have to say 3 new words, no repeats. Try 10-20 seconds if 5 seconds isn't long enough. EXTRA CHALLENGE: write down the 3 ideas (untimed). Have fun!

Name 3 things that are green	Name 3 ocean animals	Name 3 types of meat
Name 3 types of snacks	Name 3 friends	Name 3 sticky foods
Name 3 places to eat	Name 3 places at school	Name 3 rooms in your house

## RCW Band Practice Session Log

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

### Goals:

Skill: I want to get better at \_\_\_\_\_.

Time: I can dedicate \_\_\_\_\_ to accomplishing my goal.

I will play this to help myself improve:

---

### Strategies:

- ★ Tempo: going at a slow enough tempo to be successful
- ★ Chunking: practicing 1 spot or measure at a time
- ★ Resources: fingering chart, book, scales. Use these!

### Reflection:

How well was I able to complete my goal? (circle one)

I got it!    I'm getting there    It's in-progress    I need help

I want to focus on these skill(s) in the future:

---

# Note Reading Worksheet

## Treble Clef Exercise #2

E G B D F  
Every Good Boy Does Fine

LINES: Write each note on the correct line using quarter notes. Notes below B should have a stem on the right side facing up. Notes above B have stems facing down from the left side. The stem on the note B can face either direction

E B G D G D B F B F E G F D B E  
E G B G G B D B E B G F E F D B

F A C E  
The letter names of the spaces spell out the word FACE

SPACES: Write each note in the space. Use quarter notes again. Make sure the stems are correct.

F E C E A C A E C A F A F A C F  
A C A C F E F E E C A F E A C A

ALL NOTES: Write each note on the line or space. This time write half notes.

B E A D A G E C A G E B A D  
B E G A C E B E D D A D  
F E E D C A B B A G E D E A D B A G G A G E

Name \_\_\_\_\_

Date \_\_\_\_\_

## Musical Words - Treble Clef I

Each group of notes spells a word.  
Write the word that each group spells.

Example   
B E D

1   
\_ \_ \_

2   
\_ \_ \_

3   
\_ \_ \_

4   
\_ \_ \_

5   
\_ \_ \_

6   
\_ \_ \_

7   
\_ \_ \_

8   
\_ \_ \_

9   
\_ \_ \_

10   
\_ \_ \_

11   
\_ \_ \_

12   
\_ \_ \_

13   
\_ \_ \_

14   
\_ \_ \_

15   
\_ \_ \_

16   
\_ \_ \_

17   
\_ \_ \_

18   
\_ \_ \_

# Note Reading Worksheet

## Bass Clef Exercise #2

Good                  Boys                  Do                  Fly                  Airplanes

LINES: Write each note on the correct line using quarter notes. Notes below D should have a stem on the right side facing up. Notes on or above the D line should have the stems facing down from the left side.

G   D   G   D   G   D   B   F   B   F   D   G   F   D   B   A

A   G   B   G   G   B   D   B   A   B   G   F   A   F   D   B

All                          Cows                          Eat                          Grass

SPACES: Write each note in the space. Use quarter notes again. Make sure the stems are correct.

A   G   C   E   A   C   A   E   C   A   G   A   G   A   C   E

A   C   A   C   G   E   G   E   E   C   A   G   E   A   C   A

ALL NOTES: Write each note on the line or space. This time write half notes.

B   E   A   D   A   G   E   C   A   G   E   B   A   D

B   E   G   A   C   E   B   E   D   D   A   D

F   E   E   D   C   A   B   B   A   G   E   D   E   A   D   B   A   G   G   A   G   E

## Musical Words - Bass Clef I

Each group of notes spells a word.  
Write the word that each group spells.

Example  B E D

1 

— — —

2 

— — —

3 

— — —

4 

— — —

5 

— — —

6 

— — —

7 

— — —

8 

— — —

9 

— — —

10 

— — —

11 

— — —

12 

— — —

13 

— — —

14 

— — —

15 

— — —

16 

— — —

17 

— — —

18 

— — —

I Got Rhythms—Worksheet 3A  
Dotted Half Notes

Please Label the Counting of the Following Rhythms:

1.  2. 
3.  4. 
5.  6. 
7.  8. 
9.  10. 
11.  12. 



# Fifth Grade E-Learning Packet 25-26

Day 4

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

<b>Independent Reading</b>	<b>10 minutes read to self</b> <b>Written activity:</b> Choose 2-3 boxes from the choice board to complete
<b>Reading Work</b>	<b>Functional Morphology</b> 1.1.4 Independent Practice- Students will complete two pages, the first page has students use a word box to fill in the blanks using words with prefixes and or suffixes. The second page students have to use the words in a paragraph (4-6 sentences) of their own.
<b>Math Work</b>	<b>Math Worksheet</b> Students will complete a math worksheet, starting with a warm up problem of the day (these are review skills) and followed by story problems that also include review skills (adding and subtracting decimals and fractions, multi-step multiplication and long division with remainders.
<b>Science</b>	<b>Exploration</b> Students can use this time to do some Science Exploration within your home. What Science things do you see around your home? Do some research on Science in everyday life. Find a snow experiment to complete on this snow day (ei why/how are igloos warm enough to live in, how are snowflakes created, etc)
<b>Music</b>	<b>Music Maths 5</b>
<b>PE</b>	Negen/Landquist: 15 minutes of exercise (jumping jacks, squats, sit-ups, mountain climbers, push-ups and jog in place) Pick a square to finish from <a href="#">fitness challenge board</a> Other activities: Shovel Snow, build snowman/snow fort, or other activities outside.
<b>English Language Development (Ms. Loidolt- EL)</b>	<b>- EL STUDENTS ONLY</b> Vocabulary Word Sort/Sentence Writing
<b>Band</b>	Find music songs/tunes for your instrument and practice writing in your notes and reviewing rhythms for each song/tune. See if you recognize any that we have done in band class or if you recognize other songs that you think you might be interested in learning. <a href="https://drive.google.com/file/d/1GvahvbcByMbX3Ugg5Z6pz0fUw-lxwBOO/view?usp=drive_link">https://drive.google.com/file/d/1GvahvbcByMbX3Ugg5Z6pz0fUw-lxwBOO/view?usp=drive_link</a>

**Parent Signature** \_\_\_\_\_

**Independent Reading:** After reading a book of your choice, choose 2-3 boxes from the choice board to complete- you may use the back of the choice board to record your answers, or a separate sheet of paper and attach to the packet.

<p>1. Who is the main character? What do you know about them so far?</p>	<p>2. Where does the story take place? What details help you picture it?</p>	<p>3. What problem or challenge is happening in your book right now?</p>	<p>4. What do you think the character will do next? Why?</p>
<p>5. How would the story change if you were the main character?</p>	<p>6. What lesson or message do you think the author wants you to learn?</p>	<p>7. Does anything in your book remind you of your own life? How?</p>	<p>8. Does this book remind you of another book you've read? How are they alike?</p>
<p>9. What part of the book made you wonder/think the most? Why?</p>	<p>10. What is your favorite part so far? Why?</p>	<p>11. Do you like the main character? Why or why not?</p>	<p>12. Would you recommend this book to a friend? Why or why not?</p>
<p>13. If you could ask the author one question, what would it be?</p>	<p>14. Draw or describe an illustration of an important scene/part in your book &amp; write a sentence describing what your illustration is.</p>	<p>15. Write a new ending or add a new character to the story.</p>	<p>16. If you could be friends with one character who would it be? Why?</p>

**Choose the Affix**

Name \_\_\_\_\_

**Affix Bank**

mid-

semi-

over-

**Read the base in parentheses. Combine an affix to make a word that will fit in the blank.**

Example: (*heat*) The recipe said to preheat the oven to 350°.

1. (*crowd*) If you \_\_\_\_\_ the auditorium, it will not be safe because people will not be able to have space to move around.
2. (*turn*) Every time the baby would \_\_\_\_\_ her bowl, her dad held it and asked, "All done?"
3. (*section*) Sarah tied a bright ribbon around the \_\_\_\_\_ of the box to make it look festive.
4. (*colon*) A \_\_\_\_\_ is like a strong pause used in writing, even stronger than a comma. It connects two closely related sentences.
5. (*burden*) Don't \_\_\_\_\_ yourself by carrying too many heavy books at once. It's better to make multiple trips or ask for help.
6. (*annual*) The school has a \_\_\_\_\_ book fair where you can find all sorts of exciting books to read.
7. (*field*) The coach placed Sarah in the \_\_\_\_\_ position because she's a great passer and can run fast.
8. (*winter*) The town organizes a fun festival in \_\_\_\_\_ to celebrate the season with games, music, and hot food.

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

Problem of the day: Find a common denominator for the following fractions  $\frac{1}{2}$ ,  $\frac{4}{6}$ , and  $\frac{2}{3}$

Mia used  $2\frac{1}{3}$  cups of flour to make brownies and  $1\frac{5}{6}$  cups of flour to make cookies. How much flour did Mia use in all?

During recess, Noah ran  $3\frac{3}{4}$  laps around the playground in the morning and  $2\frac{2}{5}$  laps in the afternoon. How many laps did Noah run altogether?

Ava had  $5\frac{1}{2}$  feet of ribbon. She used  $2\frac{3}{8}$  feet to decorate a poster. How much ribbon does Ava have left?

Liam read  $1\frac{2}{3}$  hours on Monday and  $2\frac{5}{12}$  hours on Tuesday. How much time did Liam spend reading over the two days?

A hiking trail is  $6\frac{7}{8}$  miles long. A family already hiked  $4\frac{2}{3}$  miles. How many miles do they still need to hike to finish the trail?

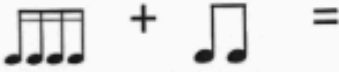
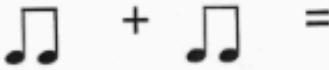
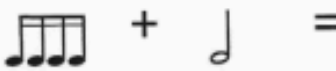

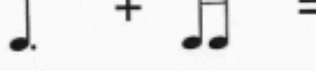





**Science Exploration-** Take today to learn something that interests **you**.

What do you want to learn?	How are you going to learn it?	What did you learn?

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

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

# Music Maths 5

1		=	
2		=	
3		=	
4		=	
5		=	
6		=	
7		=	
8		=	
9		=	
10		=	

# E-Learning

## RCW Health Challenge

Complete all 25 challenges to have a chance to win extra Phy Ed or Recess Time

Cross off with an X as you complete

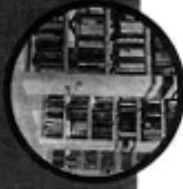
Cardio	Strength	Mind	Core	Be a Kid
3 separate 1-mile walks timed	Push-up variation 10 a day for one week	Complete a puzzle	Have a plank contest with family or friend	Challenge 4 friend or family to rock paper scissors
2 sets of 50 reps jumping jacks	Squat 3 sets of 20 reps with or without weight	Read a complete book at current reading level	Sit-ups 3 sets of 12 reps	Play in snow
Complete a Just Dance video on YouTube.	Challenge a friend or family to arm wrestle	Play a board or card game with family member(s)	Mountain Climbers 2 cycles of As many reps as possible	Cook your own meal or help an adult
Be outside for 60 minutes	Leg raises 2 sets of 15 reps	Create a maze	Create 3 yoga poses	Invent a Tag game and play it
Complete a H.I.I.T video from YouTube	Find the heaviest object you can lift safely in your home	Give 5 positive compliments out in a day	Walk 100 yards on all four limbs	Build a fort



crayons



homework



library



graduation



field trip



backpack



music



teacher



science



reading



student



playground



scissors



physical education



principal

STUDENT PAGE Name \_\_\_\_\_

Date \_\_\_\_\_

1

E Learning Day # 4 Ms. Loidolt

\*Cut the pictures out and sort them into categories: items, people, places, subjects, and things to do.

\* Kindergarten and First Grade – have an adult write the names in the squares after you have them sorted.

\* Grades 2-5 you can write the name in the squares

\* Kindergarten – choose 1 card and write a sentence about it. Then draw a picture to go with your sentence

\* First grade – pick 2 cards and write good, detailed sentences about the picture.

Draw 2 pictures that go with your sentences.

\* 2<sup>nd</sup> – 5<sup>th</sup> grade – pick 3 cards and write good, detailed sentence about the picture.

Draw three detailed pictures about your sentence.



2

Choose 3 cards and write them in a sentence below.  
Then draw a picture.



Handwriting practice lines consisting of a solid top line, a dashed middle line, and a solid bottom line. There are five sets of these lines.



# Fifth Grade E-Learning Packet 25-26

Day 5

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

<b>Independent Reading</b>	<ul style="list-style-type: none"><li>- <b>10 minutes read to self</b></li><li>- <b>Written activity:</b> Choose 2-3 boxes from the choice board to complete</li></ul>
<b>Reading Work</b>	<b>Functional Morphology</b> 1.1.5 Independent Practice- Students will complete two pages, the first page has students use a word box to fill in the blanks using words with prefixes and or suffixes. The second page students have to use the words in a paragraph (4-6 sentences) of their own.
<b>Math Work</b>	<b>Math Worksheet</b> Students will complete a math worksheet, starting with a warm up problem of the day (these are review skills) and followed by story problems that also include review skills (adding and subtracting decimals and fractions, multi-step multiplication and long division with remainders.
<b>Science</b>	<b>Exploration</b> Students can use this time to do some Science Exploration within your home. What Science things do you see around your home? Do some research on Science in everyday life. Find a snow experiment to complete on this snow day (ei why/how are igloos warm enough to live in, how are snowflakes created, etc)
<b>Music</b>	<b>Catch a Fish! Worksheet</b>
<b>PE</b>	<b>Negen/Landquist: 15 minutes of exercise (jumping jacks, squats, sit-ups, mountain climbers, push-ups and jog in place)</b> <b>Pick a square to finish from <a href="#">fitness challenge board</a></b> <b>Other activities: Shovel Snow, build snowman/snow fort, or other activities outside.</b>
<b>English Language Development (Ms. Loidolt- EL)</b>	<b>- EL STUDENTS ONLY</b> <b>Explain what foods you have eaten today? Be sure to use good complete sentences like we have been working on in class and include good details.</b>
<b>Band</b>	<b>Complete the fingering/note sheet for your instrument. Percussionists work on the mallet sheet. Guitar work on the flute sheet.</b>  <b>Intermediate Band Fingering Worksheets.pdf</b>

**Parent Signature** \_\_\_\_\_

**Independent Reading:** After reading a book of your choice, choose 2-3 boxes from the choice board to complete- you may use the back of the choice board to record your answers, or a separate sheet of paper and attach to the packet.

<p>1. Who is the main character? What do you know about them so far?</p>	<p>2. Where does the story take place? What details help you picture it?</p>	<p>3. What problem or challenge is happening in your book right now?</p>	<p>4. What do you think the character will do next? Why?</p>
<p>5. How would the story change if you were the main character?</p>	<p>6. What lesson or message do you think the author wants you to learn?</p>	<p>7. Does anything in your book remind you of your own life? How?</p>	<p>8. Does this book remind you of another book you've read? How are they alike?</p>
<p>9. What part of the book made you wonder/think the most? Why?</p>	<p>10. What is your favorite part so far? Why?</p>	<p>11. Do you like the main character? Why or why not?</p>	<p>12. Would you recommend this book to a friend? Why or why not?</p>
<p>13. If you could ask the author one question, what would it be?</p>	<p>14. Draw or describe an illustration of an important scene/part in your book &amp; write a sentence describing what your illustration is.</p>	<p>15. Write a new ending or add a new character to the story.</p>	<p>16. If you could be friends with one character who would it be? Why?</p>

**Choose the Affix**

Name \_\_\_\_\_

**Affix Bank**

intra-

inter-

trans-

**Read the base in parentheses. Combine an affix to make a word that will fit in the blank.**

*Example: (heat) The recipe said to preheat the oven to 350°.*

1. (*form*) The caterpillar will soon \_\_\_\_\_ into a beautiful butterfly.
2. (*sect*) A Venn diagram has two circles that \_\_\_\_\_, showing the things that both categories have in common.
3. (*venous*) Sometimes a doctor will give \_\_\_\_\_ medicine to a person who is very sick. This medicine goes directly into their veins.
4. (*fer*) If you take the bus to the ball game, you might need to \_\_\_\_\_ to a second bus to get to the stadium.
5. (*scribe*) She asked her secretary to \_\_\_\_\_ the handwritten meeting notes into a neat, typed document.
6. (*mural*) Do you like sports? Our school has \_\_\_\_\_ games where different classes compete against each other.
7. (*view*) Before hiring a teacher, the principal will \_\_\_\_\_ all the candidates to see who would be the best fit for the school.
8. (*cept*) The superhero swooped in to \_\_\_\_\_ the villain before they could steal the treasure.

**Fill-in-the-Blank**

Name \_\_\_\_\_

**Word Bank**

intramural	international	intermediate	translation
intranet	interactive	transportation	transmit

**Write the word from the word bank that best fits into each sentence.**

1. The swimming instructor divided the class into beginner, \_\_\_\_\_, and advanced groups.
2. The school \_\_\_\_\_ is a special website that only students and teachers can access. It has resources and information for schoolwork.
3. The \_\_\_\_\_ soccer tournament brought together teams from all over the world.
4. Are you raveling to a new country? A \_\_\_\_\_ app on your phone can help you understand signs and menus in a different language.
5. Public \_\_\_\_\_, like buses and trains, is a good way to get around without needing a car.
6. Satellites \_\_\_\_\_ signals from space that allow us to use GPS and watch TV.
7. The museum exhibit was \_\_\_\_\_, allowing visitors to touch buttons and learn more about the topic.
8. The kids were excited for the \_\_\_\_\_ kickball tournament! It's a fun way to play with classmates after school.

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

Problem of the day: What is the surface area of a cube with the base length of 6in?

What is the area of the triangle with the base of 5 and the height of 8?

What is the area of a parallelogram with a base of 10 and the height of 5?

Joan measures a triangle with a base of 4 inches and a height of 6 inches, if she increases both measurements 2 inches, what would the new area be?

How many faces are there on a rectangular prism? \_\_\_\_\_

Is this the correct net for the shape? How do you know?



Name \_\_\_\_\_

Score \_\_\_\_\_

Date \_\_\_\_\_

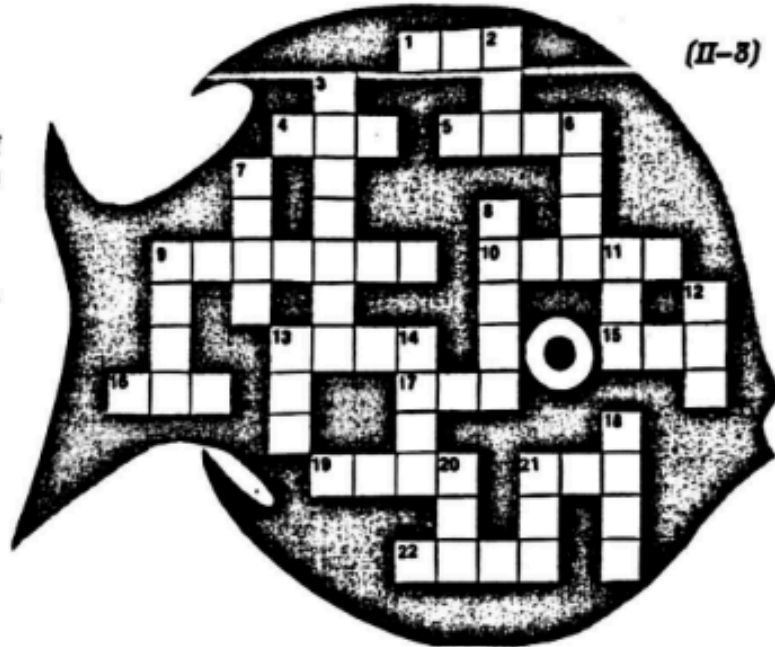
Class \_\_\_\_\_

### 3. CATCH A FISH

(II-3)

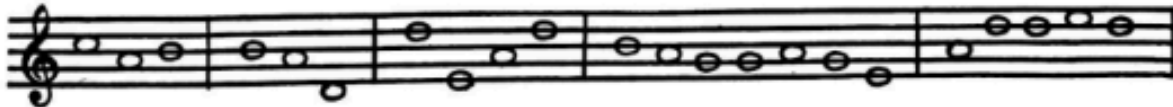
You've caught yourself a fish if you can spell the words. How's your bait? Good luck!

Read the notes below and then write the words on the puzzle.



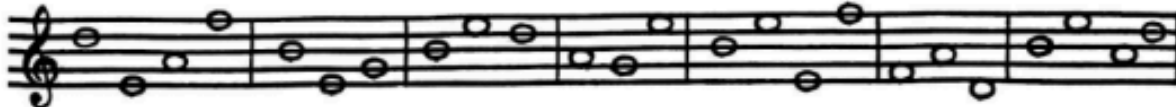
#### ACROSS

1.                      4.                      5.                      9.                      10.



#### ACROSS

13.                      15.                      16.                      17.                      19.                      21.                      22.



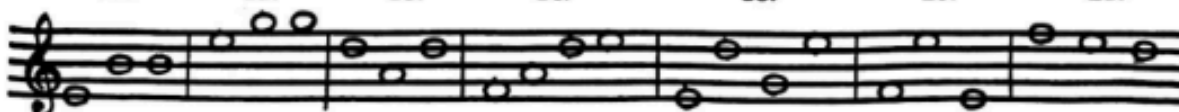
#### DOWN

2.                      3.                      6.                      7.                      8.                      9.



#### DOWN

11.                      12.                      13.                      14.                      18.                      20.                      21.



# E-Learning

## RCW Health Challenge

Complete all 25 challenges to have a chance to win extra Phy Ed or Recess Time

Cross off with an X as you complete

Cardio	Strength	Mind	Core	Be a Kid
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