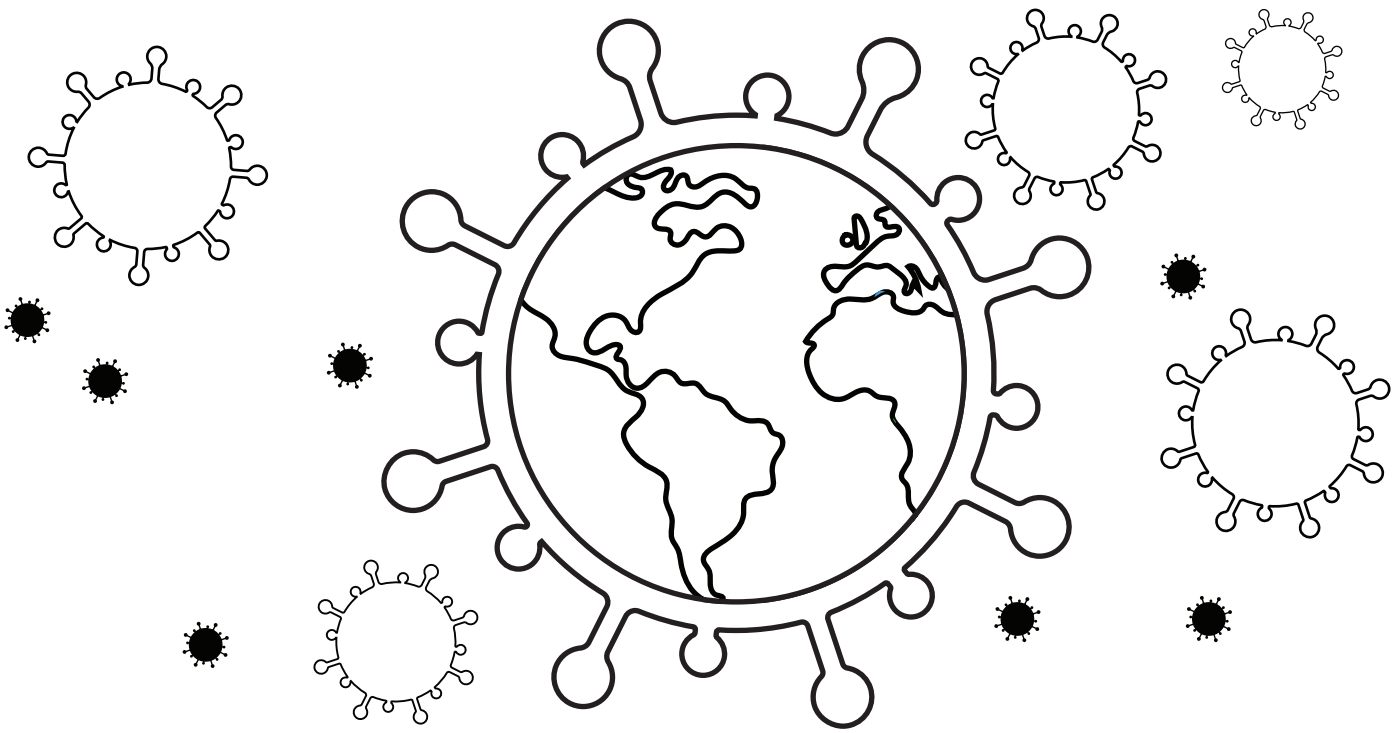
6th Grade
June 8 - June 12

Wayne-Westland
COMMUNITY SCHOOLS

MY 2020 COVID-19 TIME CAPSULE



BY: _____

YOU ARE LIVING THROUGH HISTORY RIGHT NOW

TAKE A MOMENT TO FILL IN THESE PAGES FOR YOUR FUTURE SELF TO LOOK BACK ON. AND HERE ARE SOME OTHER IDEAS OF THINGS TO INCLUDE:

- ☐ SOME PHOTOS FROM THIS TIME
- ☐ A JOURNAL OF YOUR DAYS
- ☐ LOCAL NEWSPAPER PAGES OR CLIPPING
- ☐ ANY ART WORK YOU CREATED
- ☐ FAMILY / PET PICTURES
- ☐ SPECIAL MEMORIES

DRAW A PICTURE OF THE PEOPLE YOU ARE SOCIAL DISTANCING WITH HERE

ALL ABOUT ME

I AM

YEARS OLD

I STAND

INCHES TALL

I WEIGH

POUNDS

SHOE SIZE

MY FAVOURITES

TOY: _____

COLOUR: _____

ANIMAL: _____

FOOD: _____

SHOW: _____

MOVIE: _____

BOOK: _____

ACTIVITY: _____

PLACE: _____

SONG: _____

MY BEST FRIEND/S:

_____

_____

_____

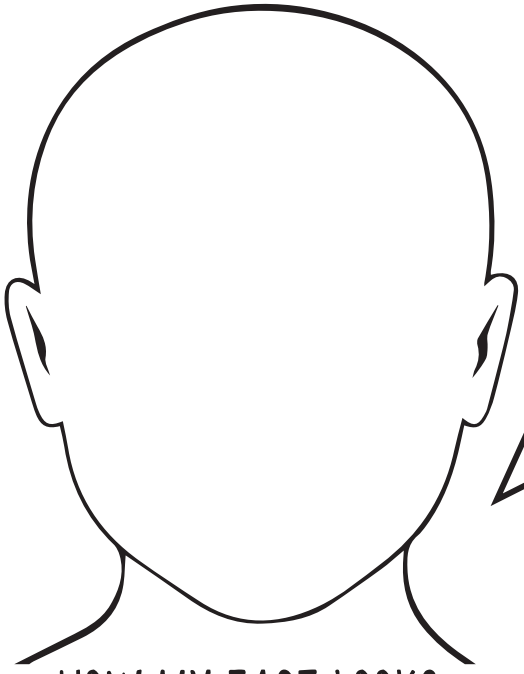
WHEN I GROW UP I WANT TO BE:

_____

_____

DATE:

HOW I'M FEELING



HOW MY FACE LOOKS

WORDS TO DESCRIBE HOW I FEEL:

I AM MOST THANKFUL FOR

WHAT I HAVE LEARNT MOST FROM THIS EXPERIENCE:

THE 3 THINGS I AM MOST EXCITED TO DO WHEN THIS IS OVER:

1

2

3

MY COMMUNITY

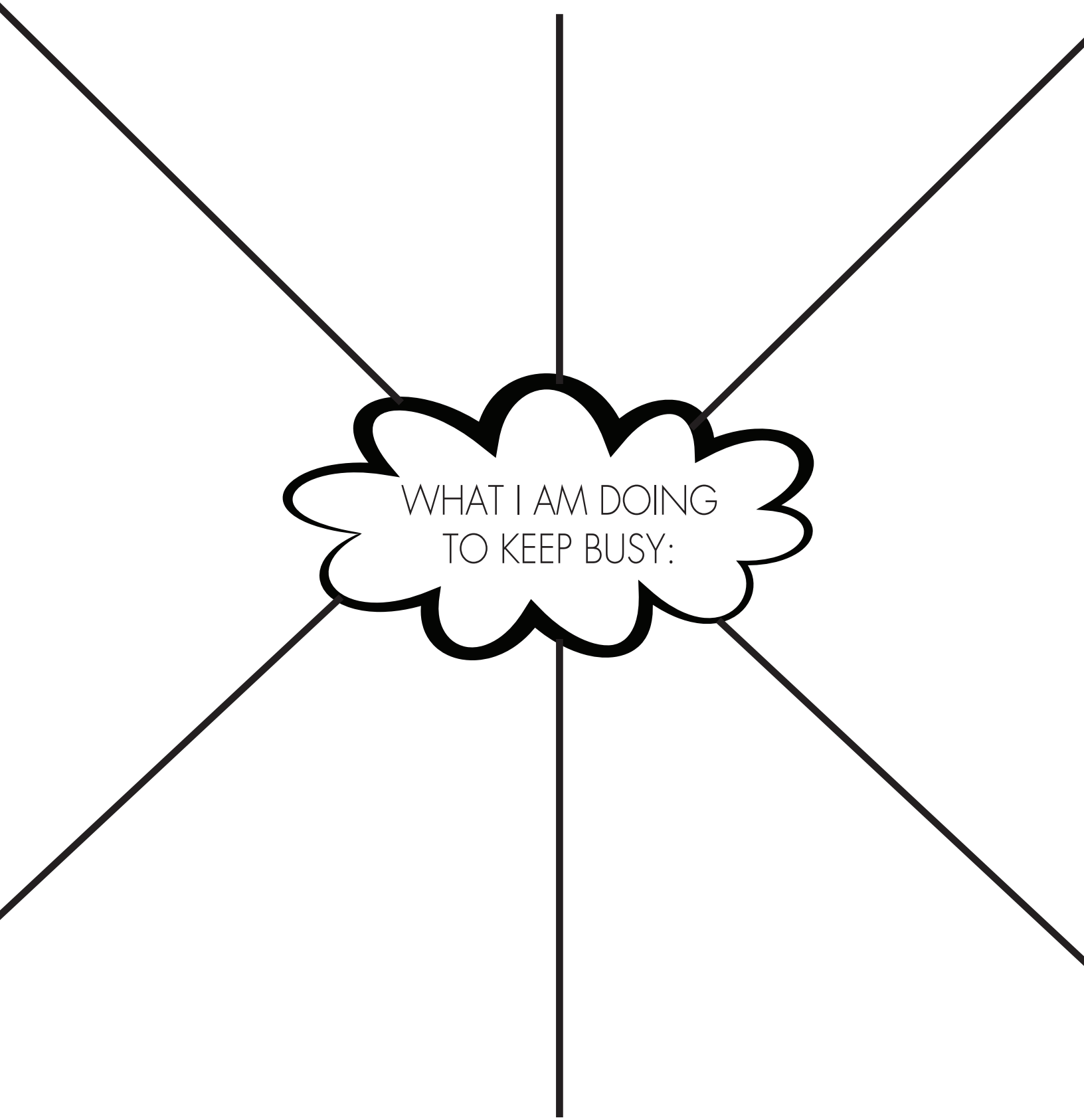
COLOUR THIS HOUSE TO LOOK LIKE YOURS

WHERE I AM LIVING DURING THIS TIME:

WHAT THINGS ARE YOU DOING TO HELP FEEL CONNECTED/HAVE FUN OUTSIDE (e.g hearts in windows, chalk notes on sidewalk, etc)

HOW ARE YOU CONNECTING WITH OTHERS?

YOU ARE NOT STUCK AT HOME, YOU ARE SAFE AT HOME!



OUR HANDPRINTS

PRINT THE HANDS OF ALL THE PEOPLE LIVING IN YOUR HOME
(IN DIFFERENT COLOURS) AND PLACE YOUR HANDS HERE

SPECIAL OCCASIONS

WHAT OCCASIONS DID YOU CELEBRATE DURING THIS TIME?
WRITE THE LIST DOWN HERE AND WHAT YOU DID TO CELEBRATE
(E.G. ST. PATRICK'S DAY, EASTER, BIRTHDAYS, ANNIVERSARIES)

EVENT	DATE	HOW YOU CELEBRATED

LETTER TO MYSELF

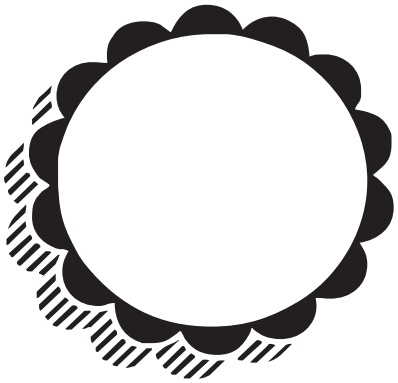
DEAR, _____

LOVE, _____

INTERVIEW YOUR PARENTS

WHAT HAS BEEN THE BIGGEST CHANGE?

HOW ARE YOU FINDING HOMESCHOOLING?



DAYS SPENT INSIDE

HOW ARE YOU FEELING?

YOUR TOP 3 MOMENTS FROM THIS EXPERIENCE:

1. _____

2. _____

3. _____

WHAT ACTIVITIES/HOBBIES HAVE YOU MOST ENJOYED DOING?

WHAT ARE YOU MOST THANKFUL FOR?

WHAT TV SHOW YOU WATCHED : _____

YOUR NEW FOUND FAVOURITE INSIDE FAMILY ACTIVITY:

_____

FAVOURITE FOOD TO BAKE:_____

FAVOURITE TIME OF DAY: _____

GOAL/S FOR AFTER THIS:

LETTER FROM YOUR PARENTS

DEAR,

LOVE,

Unit 5 Writing Prompt
Research Paper
Week 1 and 2

Week 1 and 2: Pick a topic and draft your Research Paper

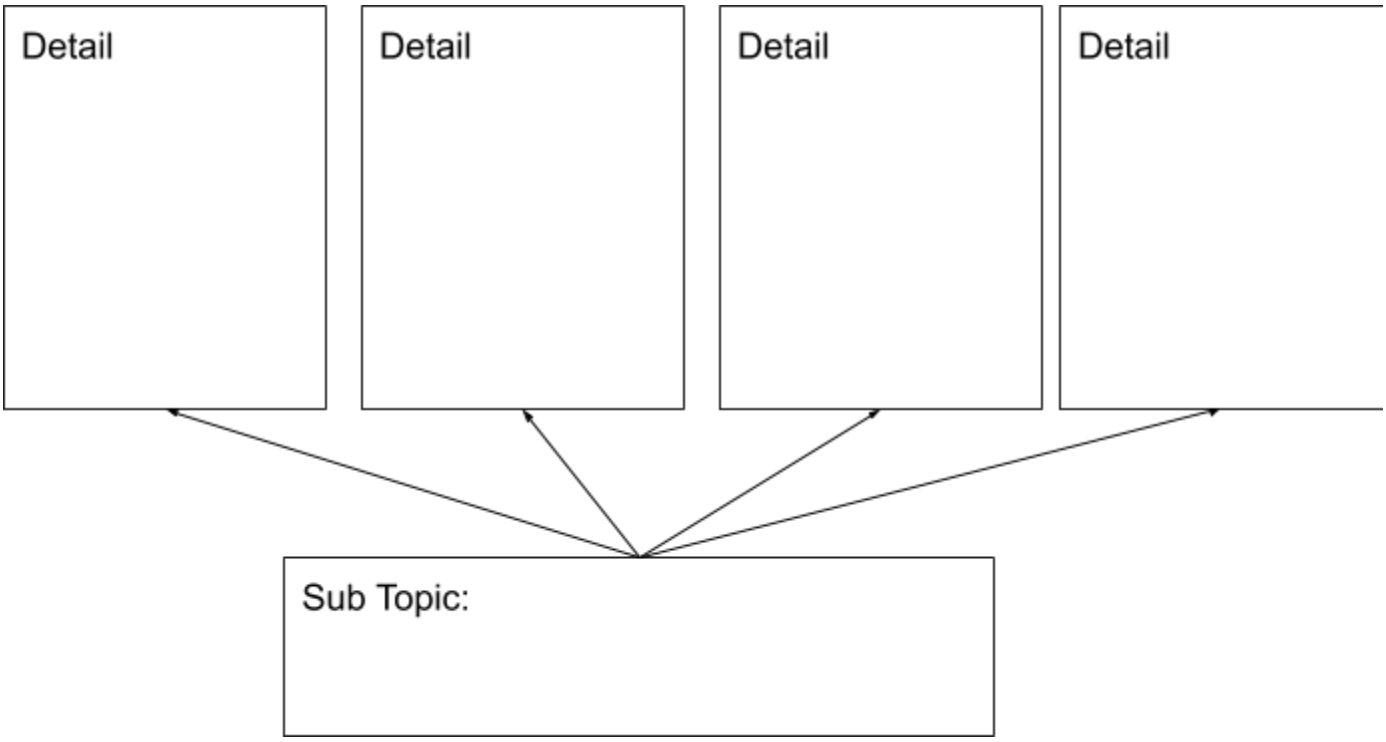
Write about one science or technology topic. Write a research report telling about this topic.

To help come up with an idea, ask yourself what you are interested in and what do you want to learn about this topic?

Examples of Scientific or Technological Topics you could write about:

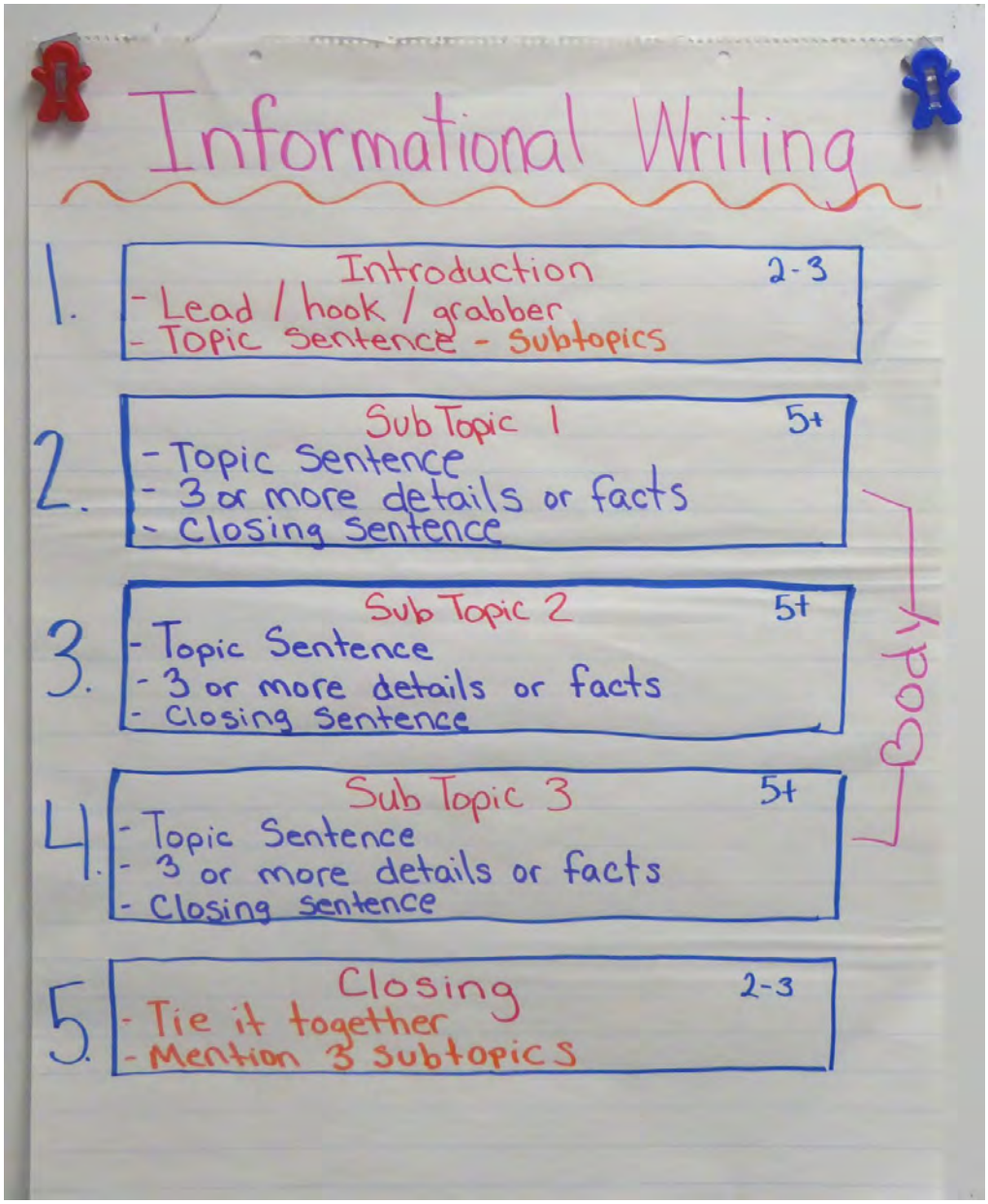
- The discovery of the planets
- The invention of the world wide web
- How video games are developed
- Mammals of the sea

<u>Week 1</u> - Use a graphic organizer like the one below to record some facts about your topic. You should come up with three subtopics within your main topic. Then the subtopic can be your Topic Sentence of each paragraph followed by details.



Week 2 - Continuing researching your topic and writing the rough draft.

Follow an outline like this when writing your research paper



Sheet for Rough Draft

Topic:

Introduction:

Paragraph 1 (subtopic 1 with details)

Paragraph 2 (subtopic 2 with details)

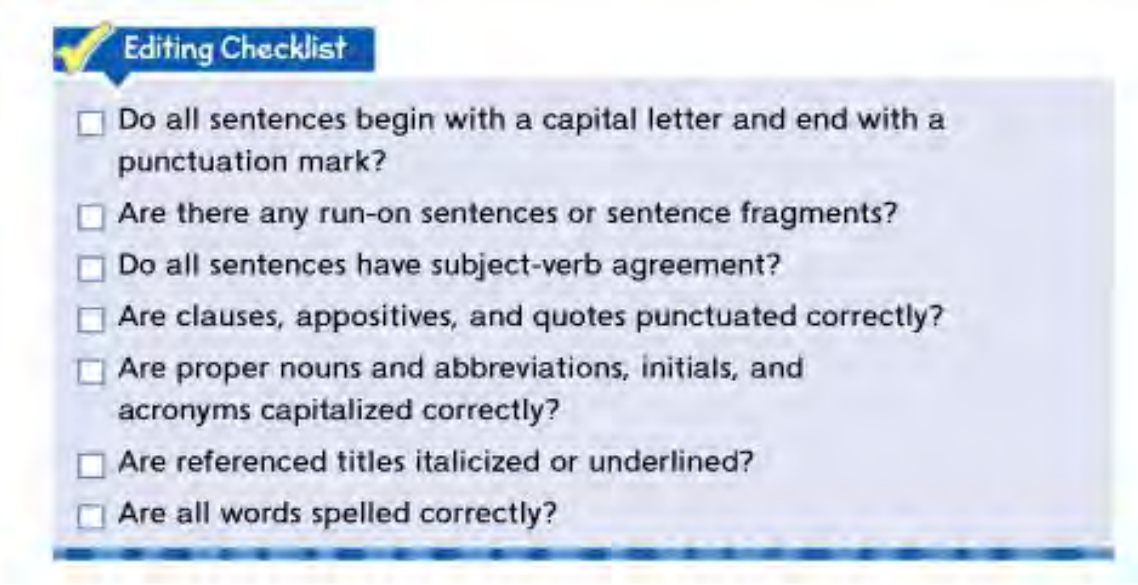
Paragraph 3 (subtopic 3 with details)

Conclusion:

Unit 5 Writing Prompts
Research Paper
Week 3 and 4

Week 3 and 4 - Revising and Final copy

1. Now that you have your rough draft done. Make sure you have it in a 5 paragraph writing form. Once you are done with your draft. Have a family member read it and have them look for the following editing skills.



2. Once you have checked your grammar using the editing checklist, write your final paper or type it. Make sure your paper follows these guidelines.
    a. Guidelines for the Research Paper:
        i. Introduces the topic in a way that captures readers' attention and clearly states the purpose of the report.
        ii. Provides research facts, specific details, examples, and explanations relevant to the topic.
        iii. Information is presented in a logical order

3. Publish your paper to your teacher. Here are different ways your teacher would love to see your research paper.
    a. Email it to your teacher
    b. Share it, if you typed it in google docs.
    c. Take a picture of it and send it to your teacher through dojo messenger.

Final Copy Sheet

Topic:

Introduction:

Paragraph 1 (subtopic 1 with details)

Paragraph 2 (subtopic 2 with details)

Paragraph 3 (subtopic 3 with details)

Conclusion:

Fifth Grade Writing Prompts

Persuasive Essay Writing Prompts

Persuasive essays are those written to convince another person to agree with the writer or take action. These persuasive essay prompts inspire 5th graders to share their passions with an audience.

1. **Pets Day**. You've just gone to work with your parent for "bring your child to work day." Write an essay convincing your school to have a "bring your pet to school" day.
2. **Yuck**. What is your least-favorite cafeteria food? Give three compelling reasons why your school should quit serving it.
3. **Let's Trade**. Your friend's lunches from home always look better than yours. Write an essay convincing your buddy that you should start swapping meals every day. Be sure to highlight the benefits of the food you bring!
4. **Home Alone**. Write an essay convincing your parents that you are old enough and responsible enough to stay at home alone.
5. **Sunny Day**. The weather outside is beautiful for the first time in weeks. Persuade your teacher not to assign any homework so that you'll have time to go out to play.
6. **The Sequel**. The long-awaited sequel to your favorite book or video game is now available. Convince your brother or sister to do your chores this week so that you have plenty of time for reading or gaming.
7. **Seating Chart**. Because of your teacher's seating chart, you're not going to be able to sit next to your friend all year! Persuade your teacher to let students choose their seats.
8. **Birth Order**. Are you an only child, the oldest sibling, the youngest, or the middle? What makes your birth order the best?
9. **The Ultimate Game**. What is the best video game on the planet? Explain why it's better than similar games.
10. **Life Lessons**. What are the three most important lessons parents should teach their children and why?

11. **Test Time**. Do you think standardized tests are helpful or harmful? Explain your answer.
12. **Tunes**. Some studies have shown that listening to music can help students concentrate. Should students be allowed to listen to music using headphones during independent work times at school? Persuade the reader of your answer.
13. **Catch-22**. You're not a big fan of writing. Write an essay convincing your teacher that you shouldn't have to write any more essays this year.

Expository Essay Writing Prompts

Expository essays are often called how-to essays. They usually teach the reader something or provide facts about a particular topic.

1. **Let's Play**. Your family frequently attends community theater productions, but your friend has never seen one. Write an essay describing what he or she can expect during the evening.
2. **Band**. You're graduating elementary school, and a younger student is taking your spot in the school band. Explain to him or her how to clean and care for your musical instrument.
3. **Lessons Learned**. Write an essay to a younger sibling explaining two or three key strategies for having a positive 5th-grade experience.
4. **Class Pet**. You've cared for your class pet this week, but now it's another classmate's turn. Explain how to feed and care for the pet properly.
5. **Upgrade Ahead**. You have an idea to improve your school. Explain it.
6. **Safety Zone**. Explain three of the best steps kids can take to be safe online.
7. **Family Traditions**. Does your family have any customs or traditions that might be unfamiliar to a classmate? Describe them.
8. **Pen Pal**. Describe for your pen pal who lives in another state an animal native to your area, including its physical characteristics, behaviors, and any sounds that it makes.
9. **Creepy Crawlies**. Compare and contrast two insects or animals that are similar, but have different characteristics such as a bumblebee and a

yellow jacket or a horse and a mule. How are they alike and how are they different?

10. **Clean Up**. Your class is going to spend a day cleaning up at a local park. You've done this with another group before, but some of your classmates haven't. Explain the process.
11. **Action**. Your favorite book was made into a movie. Compare and contrast the film and book versions.
12. **Team Players**. Explain how contributing responsibly helps or how it hurts a group when someone doesn't do his part.
13. **Tell and Show**. Your class is having a "tell and show" day. You have to describe your item in as much detail as possible without naming it. Only when the class guesses or gives up can you show your item. Write out the description of your item

Number Correct: _____

A

Multiply Decimals

1.	3 × 2 =	
2.	3 × 0.2 =	
3.	3 × 0.02 =	
4.	3 × 3 =	
5.	3 × 0.3 =	
6.	3 × 0.03 =	
7.	2 × 4 =	
8.	2 × 0.4 =	
9.	2 × 0.04 =	
10.	5 × 3 =	
11.	5 × 0.3 =	
12.	5 × 0.03 =	
13.	7 × 2 =	
14.	7 × 0.2 =	
15.	7 × 0.02 =	
16.	4 × 3 =	
17.	4 × 0.3 =	
18.	0.4 × 3 =	
19.	0.4 × 0.3 =	
20.	0.4 × 0.03 =	
21.	0.3 × 0.04 =	
22.	6 × 2 =	

23.	0.6 × 2 =	
24.	0.6 × 0.2 =	
25.	0.6 × 0.02 =	
26.	0.2 × 0.06 =	
27.	5 × 7 =	
28.	0.5 × 7 =	
29.	0.5 × 0.7 =	
30.	0.5 × 0.07 =	
31.	0.7 × 0.05 =	
32.	2 × 8 =	
33.	9 × 0.2 =	
34.	3 × 7 =	
35.	8 × 0.03 =	
36.	4 × 6 =	
37.	0.6 × 7 =	
38.	0.7 × 0.7 =	
39.	0.8 × 0.06 =	
40.	0.09 × 0.6 =	
41.	6 × 0.8 =	
42.	0.7 × 0.9 =	
43.	0.08 × 0.8 =	
44.	0.9 × 0.08 =	

A

Number Correct: _____

Divide Decimals

1.	1 ÷ 1 =	
2.	1 ÷ 0.1 =	
3.	2 ÷ 0.1 =	
4.	7 ÷ 0.1 =	
5.	1 ÷ 0.1 =	
6.	10 ÷ 0.1 =	
7.	20 ÷ 0.1 =	
8.	60 ÷ 0.1 =	
9.	1 ÷ 1 =	
10.	1 ÷ 0.1 =	
11.	10 ÷ 0.1 =	
12.	100 ÷ 0.1 =	
13.	200 ÷ 0.1 =	
14.	800 ÷ 0.1 =	
15.	1 ÷ 0.1 =	
16.	1 ÷ 0.01 =	
17.	2 ÷ 0.01 =	
18.	9 ÷ 0.01 =	
19.	5 ÷ 0.01 =	
20.	50 ÷ 0.01 =	
21.	60 ÷ 0.01 =	
22.	20 ÷ 0.01 =	

23.	5 ÷ 0.1 =	
24.	0.5 ÷ 0.1 =	
25.	0.05 ÷ 0.1 =	
26.	0.08 ÷ 0.1 =	
27.	4 ÷ 0.01 =	
28.	40 ÷ 0.01 =	
29.	47 ÷ 0.01 =	
30.	59 ÷ 0.01 =	
31.	3 ÷ 0.1 =	
32.	30 ÷ 0.1 =	
33.	32 ÷ 0.1 =	
34.	32.5 ÷ 0.1 =	
35.	25 ÷ 5 =	
36.	2.5 ÷ 0.5 =	
37.	2.5 ÷ 0.05 =	
38.	3.6 ÷ 0.04 =	
39.	32 ÷ 0.08 =	
40.	56 ÷ 0.7 =	
41.	77 ÷ 1.1 =	
42.	4.8 ÷ 0.12 =	
43.	4.84 ÷ 0.4 =	
44.	9.63 ÷ 0.03 =	

B

Number Correct: _____

Improvement: _____

Divide Decimals

1.	10 ÷ 1 =	
2.	1 ÷ 0.1 =	
3.	2 ÷ 0.1 =	
4.	8 ÷ 0.1 =	
5.	1 ÷ 0.1 =	
6.	10 ÷ 0.1 =	
7.	20 ÷ 0.1 =	
8.	70 ÷ 0.1 =	
9.	1 ÷ 1 =	
10.	1 ÷ 0.1 =	
11.	10 ÷ 0.1 =	
12.	100 ÷ 0.1 =	
13.	200 ÷ 0.1 =	
14.	900 ÷ 0.1 =	
15.	1 ÷ 0.1 =	
16.	1 ÷ 0.01 =	
17.	2 ÷ 0.01 =	
18.	7 ÷ 0.01 =	
19.	4 ÷ 0.01 =	
20.	40 ÷ 0.01 =	
21.	50 ÷ 0.01 =	
22.	80 ÷ 0.01 =	

23.	4 ÷ 0.1 =	
24.	0.4 ÷ 0.1 =	
25.	0.04 ÷ 0.1 =	
26.	0.07 ÷ 0.1 =	
27.	5 ÷ 0.01 =	
28.	50 ÷ 0.01 =	
29.	53 ÷ 0.01 =	
30.	68 ÷ 0.01 =	
31.	2 ÷ 0.1 =	
32.	20 ÷ 0.1 =	
33.	23 ÷ 0.1 =	
34.	23.6 ÷ 0.1 =	
35.	15 ÷ 5 =	
36.	1.5 ÷ 0.5 =	
37.	1.5 ÷ 0.05 =	
38.	3.2 ÷ 0.04 =	
39.	28 ÷ 0.07 =	
40.	42 ÷ 0.6 =	
41.	88 ÷ 1.1 =	
42.	3.6 ÷ 0.12 =	
43.	3.63 ÷ 0.3 =	
44.	8.44 ÷ 0.04 =	

Problem 1

At the Highland Falls pumpkin growing contest, the prize winning pumpkin contains 360 seeds. The proud farmer plans to sells his seeds in packs of 12. How many packs can he make using all the seeds?

Problem 2

105 students were divided equally into 15 teams.

a. How many players were on each team?

b. If each team had 3 girls, how many boys were there altogether?

Problem 3

A long-time runner compiled her training distances in the chart below. Fill in the missing values.

Runner's Log

Total # of Miles Run	Number of Days	Miles Run Each Day
420	_____	12
14.5	5	_____
38.0	10	_____
_____	17	16.5

Life Science
WEEK 7

Prehistoric
Life

Science Studies Weekly
Challenger
GRADE 5

See Primary-Source Related Media...
s-w.co/S5L-7

Discovering Dinosaurs

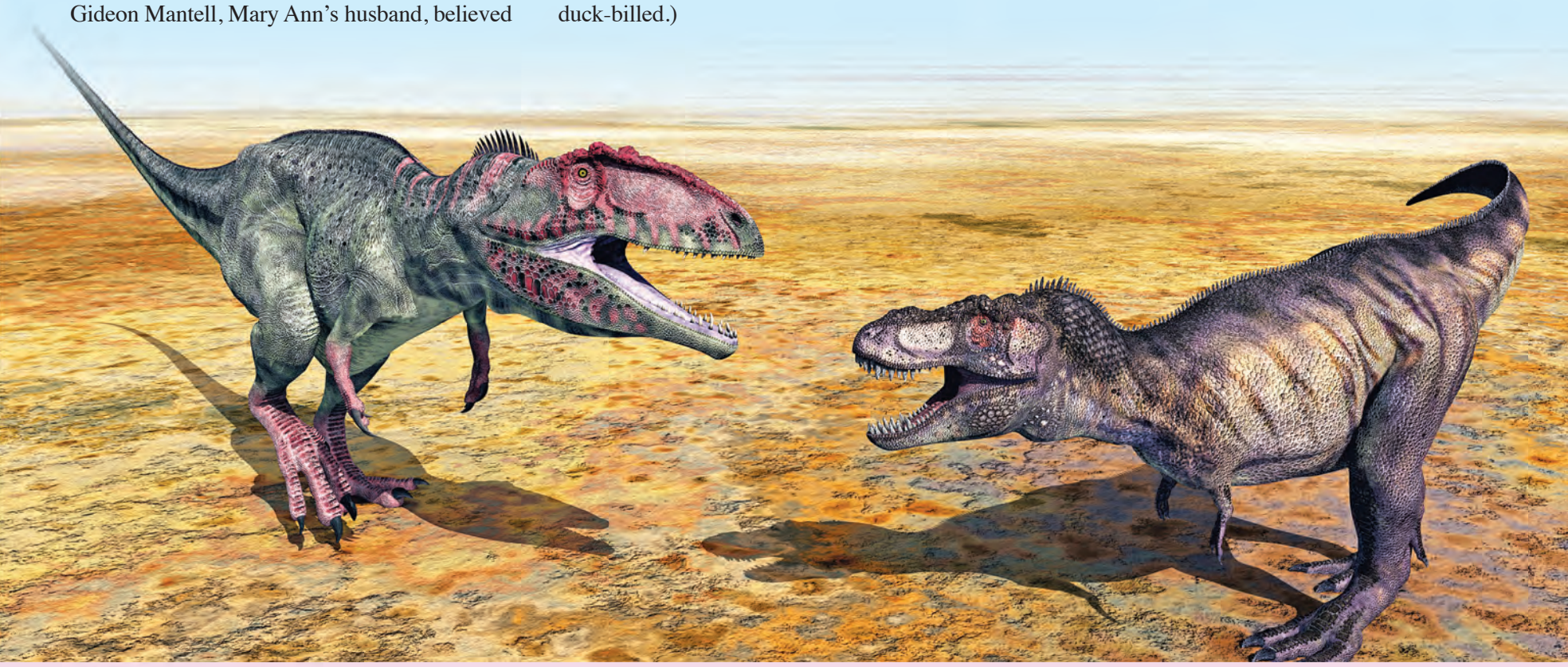
Most of us learn a little something about dinosaurs when we are pretty young. There are dinosaur toys, backpacks and lunch boxes, cuddly stuffed dinos (yes, cuddly) and a whole host of books, puzzles and games related to these fascinating animals. You'd think they'd been around forever! You might be surprised to learn that it wasn't until the early 1800s that people even knew that giant, ancient creatures like dinosaurs existed. Of course, even back then, dinosaur fossils had been discovered but were mistaken for the bones of large living animals.

In 1822, Mrs. Mary Ann Mantell was on her way home one day in Sussex, England, when she spotted a strange-looking rock. It turned out to be a strange "rock," indeed. It was a tooth! Dr. Gideon Mantell, Mary Ann's husband, believed that it was from a giant animal, long extinct. Judging by the shape of the tooth, he thought perhaps it must be a giant lizard. They named it Iguanodon, which means "tooth of an iguana." They dug up more Iguanodon bones, and in 1854, scientists put the skeleton together like a gigantic puzzle.

Because no one knew what a dinosaur actually looked like, this first dino skeleton had some bones put in the wrong places. They made it stand on all four legs and placed the spiky thumb bone right on its nose, just like just a rhinoceros. Later, archaeologists discovered more Iguanodon bones, and they gradually figured out the correct skeleton structure. (We now know that Iguanodons stood upright on two legs and were duck-billed.)

Scientists still compare fossil bones with those of modern creatures to help put the bones together. They also use other clues, such as tiny, smooth places and curves in the fossils, which may indicate where the muscles ran along the bones.

Scientists often argue about how ancient life would have looked. Did dinosaurs have colored or scaly skin? What about spots? What did dinos sound like? What was the texture of their skin? Well, by looking at ancient footprints, skin prints and even feather prints from ancient dinosaurs, scientists have learned much about how dinosaurs lived and even what they looked like. Dig into this issue of Science Studies Weekly and find out more!



Biography *Dinosaur Tracker: Robert T. Bakker*

If you like studying dinosaurs, you're not alone. Beginning with Dr. and Mrs. Mantell, adults and children alike have been fascinated with the ancient, extinct beasts. Robert T. Bakker is a famous paleontologist who loves to research, write about and discover dinosaurs. His love for dinosaurs began when he was in elementary school, too! He scoured the libraries for articles, illustrations and books and devoured everything about dinosaurs he could get his hands on!

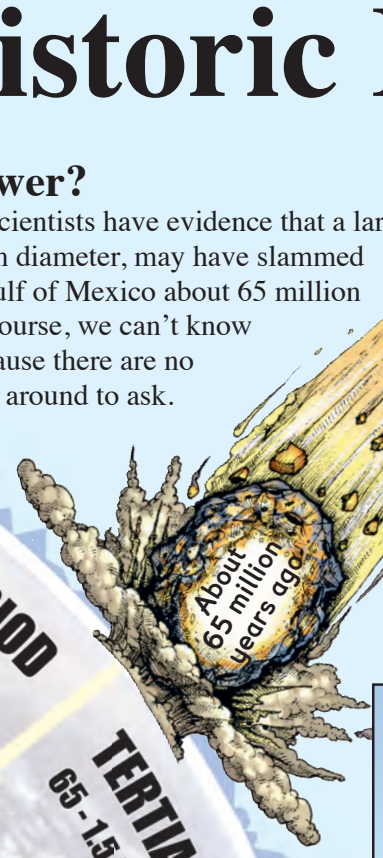
Dr. Bakker has worked in Wyoming where he digs for Jurassic dinosaur bones, which are millions of years old. So far, he has made many discoveries. Some of them include bones of the Epanterias, a skull of an Apatosaurus and other small dinosaur bones. But Dr. Bakker isn't just a digger of bones. He is perhaps most famous for suggesting that dinosaurs were actually warm-blooded, smart and adaptable creatures. At first, scientists did not agree with him, but after Dr. Bakker showed them his evidence, many soon agreed.

Dr. Bakker encourages children and adults to be interested in paleontology and the exciting things it has to offer. His goal is to study dinosaurs and share what he learns with everyone. If you are interested in learning more about Dr. Bakker and the world of natural science, visit the website for the Houston Museum of Natural Science (hmns.org), where Dr. Bakker has been the curator of paleontology!

Prehistoric Life

A Deadly Meteor Shower?

So what killed the dinosaurs? Scientists have evidence that a large object, up to about 10 kilometers in diameter, may have slammed into what is now the Gulf of Mexico about 65 million years ago. Of course, we can't know for sure because there are no dinosaurs around to ask.



TRIASSIC PERIOD
250 - 205 Million Years Ago

Lots of reptiles in crazy styles, shapes, and sizes and the beginning of dinosaurs!

JURASSIC PERIOD
205 - 135 Million Years Ago

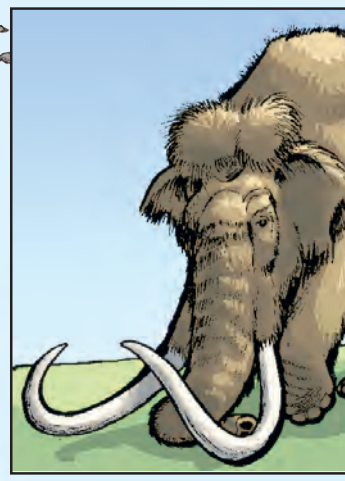
Dinosaurs were the most popular kids in school. They RULED! Everywhere from the water to the land was dino country. Even the sky was filled with them.

CRETACEOUS PERIOD
135 - 65 Million Years Ago

This is the period in which bad boys like T-Rex started to appear. But on a gentler note, it was also the time that angiosperms (flowering plants) grew. Of course, by the end of this period, dinos were altogether extinct.

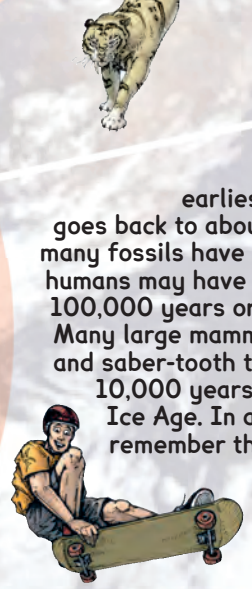
TERTIARY PERIOD
65 - 1.5 Million Years Ago

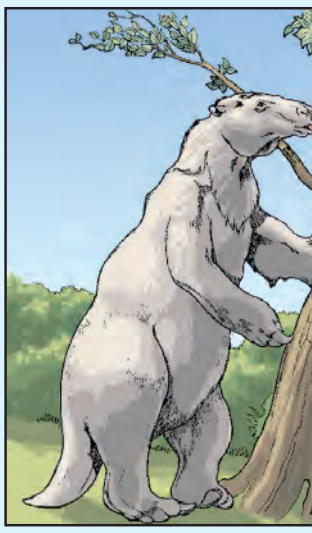
Out with scales, and in with fur! Mammals took the stage and set the fashion in the Tertiary Period! T-Who?



QUATERNARY PERIOD
1.6 Million Years Ago to Today

Many new mammals emerged. The earliest written record of humans goes back to about 6,000 years ago, though many fossils have been found that suggest humans may have been on the Earth for 100,000 years or even much, much longer. Many large mammals, such as mammoths and saber-tooth tigers, died out in the last 10,000 years, since the most recent Ice Age. In addition to all that, remember that the Quaternary Period includes the present: the age of skateboards, Wii and bungee jumping.





Scientists believe that the Earth is about 4.5 billion years old. They believe that during most of that time, the Earth was quiet, and not much life existed. This quiet time is called the Precambrian time. It lasted for about 4 billion years with just tiny forms of life, such as bacteria and soft-bodied critters, in the oceans.

Then, about 570 million years ago, the Cambrian Period began. This period is marked by fossils of shelled creatures in the oceans. Next came the Silurian, Devonian, Carboniferous, and Permian Periods, which lasted up to about 250 million years. There was a lot of action there but not much that you see in Spielberg movies. Then comes the Triassic Period and the exciting times full of the strange creatures you see in science fiction. Study the timeline above to learn about the main time periods, starting with the Triassic Period.

Technology & Science

How old is it?

By looking at the elements inside fossils and other rocks, scientists believe they can tell how old some objects are. Here's how it works: Plants and animals take in carbon dioxide, and some of those molecules contain a substance called carbon 14 (or C-14). Over time, C-14 decays, and (lucky us) we happen to know exactly how fast it decays. Knowing the rate of decay, scientists count the number of C-14 molecules in a stone or a fossil and can figure out about how long ago it formed.

Scientists know how certain other chemical elements (such as potassium and argon gas) behave and change over long periods of time as well. When they find rocks, fossils, or artifacts that contain certain chemicals, they can guess pretty closely how old they are.

Book Science

'Feathered Dinosaurs' by Christopher Sloan

Dinosaurs with feathers? The stereotype that all dinosaurs look like colossal lizards is quickly disappearing. Evidence of feathers has been discovered in well-preserved dinosaur fossils. Some have been found in China, Germany and Canada. Many paleontologists (scientists who study the Earth's history using fossils) now agree that certain dinosaurs did have feathers.

Christopher Sloan's fascinating book "Feathered Dinosaurs" is chock-full of color photos, illustrations and diagrams of these dinosaurs. It's easy for the reader to imagine what these feathered dinosaurs might have looked like. The book also traces the fossil records of some of these species. It explains how research from dinosaurs' nesting habits and parenting behavior might show links between dinosaurs and modern-day birds. This book makes some complicated science theories easy to understand for kids and grownups alike.

The Jurassic Park movies came out in the 1990s.They gave audiences the first glimpse of how real dinosaurs might have looked and acted. The movies used animatronics, or technology that allowed the dinosaur models to actually move using computer programming or remote control. The dinosaurs seem animated, almost life-like.

Today, animatronic dinosaurs may be coming to a museum near you. There are several traveling exhibits that feature full-size models of moving (and roaring!) dinosaurs. Some displays include carefully researched models of dinosaur skeletons and fossils. One exhibit features dinosaurs ranging from the familiar Apatosaurus and Stegosaurus to the feathered Sinosauropteryx recreated from the Chinese fossils. One thing is certain—new discoveries about prehistoric life are only a dig away.

Dinosaurs' Grand-Kids Are Birds?

One of the most important fossil discoveries was of a dinosaur with feathers. Scientists now know that some dinosaurs had feathers. Archaeopteryx fossils show that it was a feathered dinosaur. Many paleontologists say that dinosaurs are more closely related to birds than they are to reptiles. The discovery of feathered dinosaur fossils links them to the bird family. The roadrunner is a lot like a very small version of an ancient dinosaur.

George Lucas, the producer of "Star Wars," must have read about this discovery. You may remember seeing huge dinosaur-looking creatures with feathers in "Episode One: The Phantom Menace."

Mammals Roam the Earth

More than 200 million years ago, mammals were on the scene. When dinosaurs died out about 65 million years ago, mammals dominated the Earth. Some amazingly big mammals once walked the Earth. For a good look at the remains of elephant ancestors, you can stay right here in North America. Wooly mammoths came in all shapes and sizes, and their fossil remains are found throughout the continent. Prehistoric elephants evolved into a great variety of animals, some of them as big as houses! Modern elephants often have long, upward-curving tusks, but prehistoric elephants had tusks you wouldn't believe. Some were short and curved downward, like fangs. Others were as long as a car and as straight as a spear. Some looped like a roller coaster, huge and round. Still others were shovel shaped, like a built-in spoon. In some very cold places, like Siberia, nearly complete mammoths have been found frozen in the ice.

We talk about studying dinosaur bones all the time, but what about the remains of actual HUMANS? The first ancient human skeleton was found in Neander Valley, Germany. The skeleton was hunched over and practically dragged his knuckles on the ground. Scientists wondered if everyone used to walk that way until they discovered that the skeleton they had found had a disease called osteoarthritis, which made his bones all twisted and deformed, making him hunch over like that. Sometimes, when all you have is one skeleton, it's tough to know what everyone was like. Hundreds of ancient skeletons and many years later, we're still learning!

There were many different kinds of mammals on the Earth in prehistoric times. They aren't your average elephants, are they?

In the Lab

Leaf Impressions

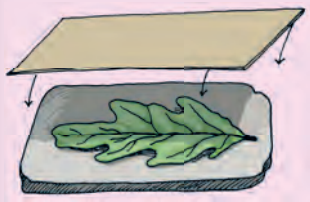
Today we're going to make our own leaf impressions. In This Week's Question, we learn about fossils and how they're formed. Making impressions is kind of like making your own fossils. We're just going to speed up the process a little bit!

Materials

- leaf
- bottle or rolling pin
- paper clips
- cardboard card formed in a circle
- tuna can or tin can cut down, or note
- plasticine or modeling clay
- plaster of Paris
- plastic spoons

Instructions

1. With a smooth roller, flatten out some plasticine or modeling clay.



2. Lay a leaf on the clay, with the thickest veins down. Place a piece of cardboard over the leaf, and roll over it. Remove the cardboard and leaf, leaving an impression in the clay.

3. Place a wall of cardboard or tin (tuna cans or index card material work well) around the leaf impression.

4. Pour plaster of Paris that has been mixed to a thick, creamy consistency into the mold. Insert a paper clip so you can hang it up later.

5. After the plaster has set up hard, remove the mold and clay and trim off the sharp edges with a kitchen knife.

Conclusions: How is this similar to a fossil? How is it different from a real fossil? Enjoy your leaf impression and learning about fossils and dinosaurs!

What is a fossil?

This Week's Question

When an ancient living thing dies, sometimes it's covered up by sediments, like sand in the ocean. Over millions of years, more and more layers of sediment are laid over the remains of the creature, burying it deep in the ground. The soft parts of the animal decompose quickly, but shells and bones dissolve over time, leaving a mold, or a space in the rock where the creature used to be. Minerals often drip into that mold and harden. Over millions of years, the pressure from sediment above turns those minerals into stone. Those new stones—shaped exactly like the creatures that died there—are called fossils.

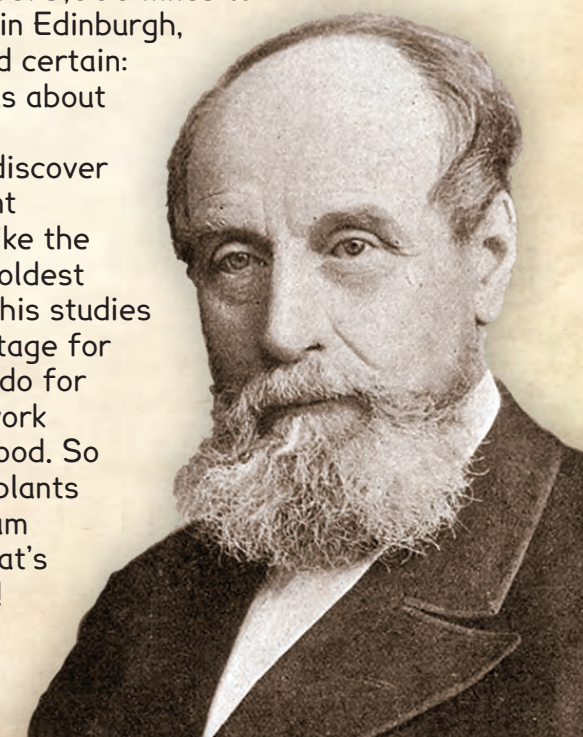
Often, scientists have to dig deep to find fossils. Other times, the Earth layers where fossils lie are pushed back up to the surface by earthquakes or erosion, and fossils can be found just by walking around. Once a fossilized bone or shell is discovered, it is studied, numbered, and photographed. Then it's carefully unearthed, packed in a plaster cast, and taken to a lab, where it just might become part of a dino skeleton, reconstructed over a metal and plastic framework.

John William (Sir William) Dawson

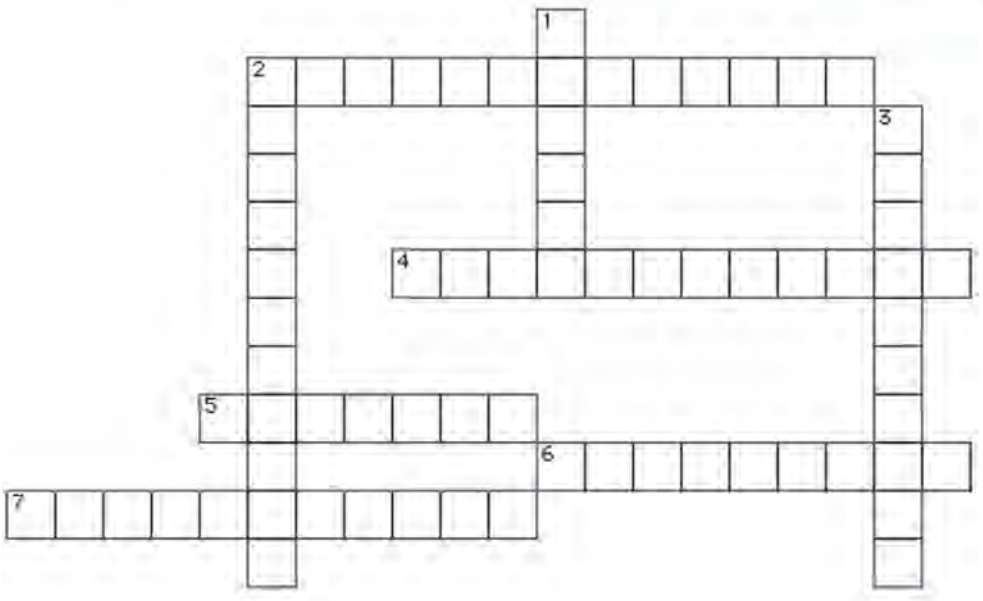
Spotlight

In 1817, when a young Canadian named John William Dawson went to school, his parents and teachers might not have known that he'd grow up to be one of the world's leading geologists and paleontologists. They still might not have known it when, at age 16, he presented a speech to the local scientific society about a paper he'd written. But, by the time he decided to travel 5,000 miles to study science at a college in Edinburgh, Scotland, one thing seemed certain: This young man was serious about science!

Mr. Dawson went on to discover some of the most important fossils in North America (like the oldest snail fossil and the oldest millipede ever found), and his studies of ancient plants set the stage for work that scientists would do for 100 years after him. His work even earned him a knighthood. So when you think of ancient plants and animals, think of William Dawson, and remember, that's Sir William Dawson to you!



Name _____



ACROSS

2. a feathered dinosaur whose fossils have been found
4. This prehistoric mammal came in all shapes and sizes, and remnants of them can be found all across North America.
5. The first ancient human skeleton was found in Neander Valley, _____.
6. The first dinosaur skeleton was what kind of dinosaur?
7. This "quiet" period lasted for about 4 billion years.

DOWN

1. the stone that is made when minerals harden in the mold of a living thing
2. flowering plants
3. the time period in which Tyrannosaurus rex first appeared

Be a Scientific Detective!

Mini-Lab

Dinosaur teeth give scientists clues about the food that these animals ate. Examine these dinosaurs. Then, classify them according to what they might have eaten. You may need to do some research on your own in the library or on the Internet.

1. Grippers: Dinosaurs with no teeth swallowed their food whole. They were often omnivores. They ate plants and animals.
2. Snippers: Dinosaurs with pencil-sharp teeth in the front were herbivores. They used these teeth to rip twigs and leaves from the trees.
3. Stabbers: Sharp, saw-tooth-like teeth were characteristics of carnivores. These dinosaurs dined on meat.
4. Grinders: Some plants were tough and chewy. Dinosaurs with flat, wide teeth would grind these plants. They were herbivores.

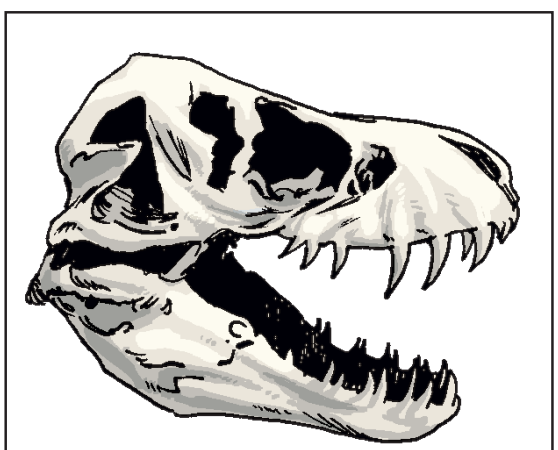
1. Allosaurus

2. Diplodocus

3. Hadrosaurus

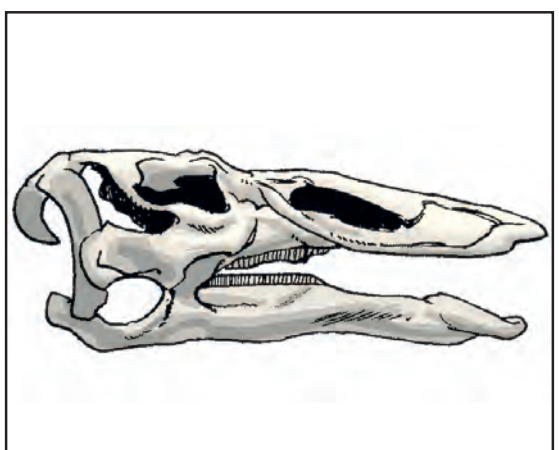
4. Apatosaurus

Gripper



Stabber

Snipper

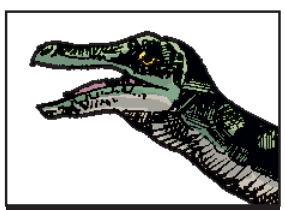


Grinder

5. Avimimus

6. Deinonychus

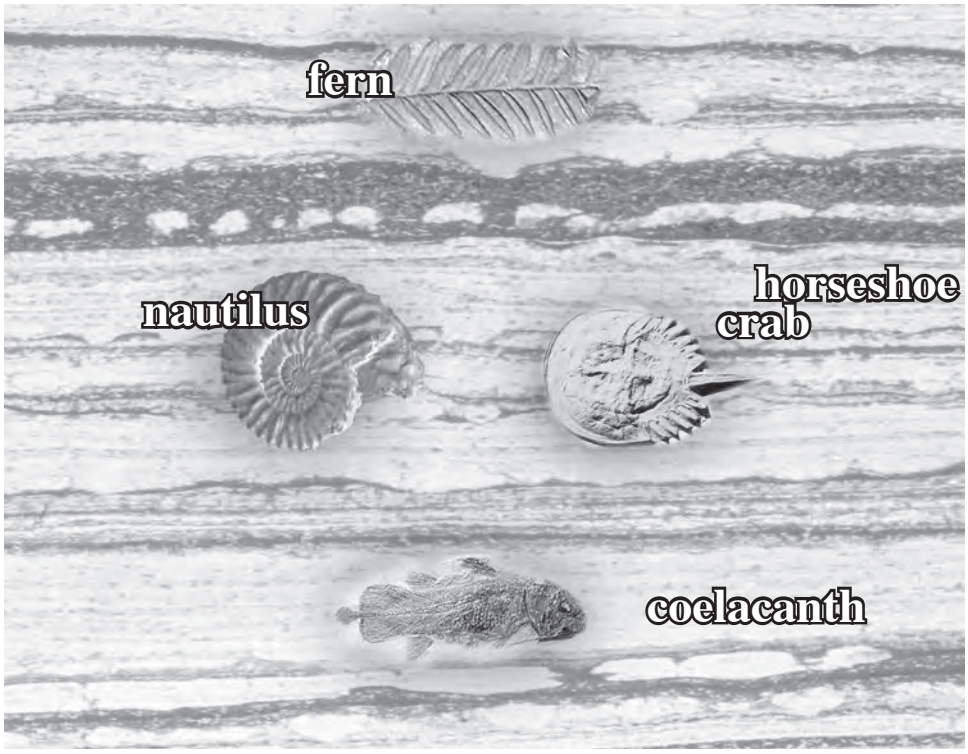
7. Brachiosaurus



8. Gallimimus

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

How Old is that Fossil?



1. Which fossil is the oldest? _____

2. How can you tell? _____

_____

3. Which fossil is the newest? _____

4. How can you tell? _____

5. Which two fossils existed at about the same time? _____

6. How can you tell? _____

_____

Standards Covered: N/A

Changes Over Time

By studying fossils, scientists have learned that many animals have survived because they adapted to changing environments. Here's an example: 60 million years ago, today's modern horse was called a Hyracotherium or Eohippus. It was much shorter than modern horses. It probably lived in the forest and ate leaves and fruit. This early version of today's horse had four toes on its front feet and three toes on its hind feet. It also had pads on its feet, which allowed it to walk easily through the soft soil.

Fast-forward 35 or 40 million years. The horse ancestors who lived about 20 million years ago were called Merychippus. Since the forests were thinning out, they adapted to life on the grasslands. They began to stand on just one central toe. Their eyes were further up on the head. This allowed them to easily search for predators while grazing.

Two million years ago, Equus (the modern horse) appeared. It had grown much bigger and faster than its ancestors had been millions of years earlier. Horses survived that long because they adapted to changes in the environment.

Now that you've read about how horses changed over time, choose a modern day animal. Write a paragraph about how you believe it might change over the next 50 million years as the environment around it changes. Follow the suggestions below to help you create your animal of the future.

1. Pick a modern day animal you think will have to evolve to survive in the future. Hint: Think about some animals that are threatened or endangered.
2. How will changes on Earth affect your animal? Could the greenhouse effect and global climate change threaten its habitat or food supply?
3. How will your animal have to adapt to survive these changes?
4. How will the changes in the Earth affect the predators of your animal?
5. How will the adaptations change how the animal looks?
6. Draw a picture of the way you think your animal will look in 50 million years. Label your drawing to explain how your animal has changed.
7. Use clay to create a three-dimensional model of your animal.
8. Share your paragraph with your class. Show your drawing and sculpture to the class and explain why you believe your animal will change in the ways you suggested.

Standards Covered: N/A

Dinosaurs

Because of fossil evidence, we know dinosaurs walked the Earth for more than 150 million years. Then they died out 65 million years ago. Why? We can't ask the dinosaurs, so no one really knows for sure. Today, most scientists believe a large asteroid crashed into the planet. They believe the impact caused a huge amount of dust to surround the Earth, blocking all the sunlight. That meant photosynthesis was impossible. Plants died. Without food, the plant-eaters died. That left no food for the meat-eating dinosaurs, so they died, as well.

Over the years, there have been many other theories about why dinosaurs became extinct. Some scientists believed cosmic rays were released from exploding stars far out in space. They thought the rays changed the Earth's climate, causing many volcanic eruptions that caused a climate change similar to the one in the asteroid theory. That led to the dinosaurs becoming extinct.

Other scientists believed the shifting of landmasses (plate tectonics) caused dinosaurs to become exposed to new predators that attacked and killed them. Still other scientists suggested that disease or an ice age killed off the dinosaurs.

Have you heard any other ideas about the reasons for dinosaur extinction?

Comprehension Quiz

1. What is the author's purpose in writing this article?

- ❍ persuade
- ❍ entertain
- ❍ inform

2. What is the meaning of the underlined word evidence?

- ❍ something that supports a theory
- ❍ something that disproves a theory
- ❍ something that no longer exists

3. What would be a good title for this article?

- ❍ How Dinosaurs Began
- ❍ How Dinosaurs Became Extinct
- ❍ How Dinosaurs Lived

4. Which of the following is not mentioned in the article as a theory about dinosaur extinction?

- ❍ volcanoes
- ❍ asteroids
- ❍ floods

5. Does the author know for sure what caused the dinosaurs to become extinct?

- ❍ Yes
- ❍ No

WEEK 1

Geography

US-SS-AA-EN-SE

Picture the Earth!

"Hi! I'm Jackson, the historian."

"And I'm Alana, the photographer. We're going to take you on a tour of our history from ancient times to the reconstruction. Starting now, you are a history tourist just like us. Welcome to the club!"

"Along the journey, you'll read about things that are happening right now in our 'Current Events' section. In 'American Character,' we'll introduce you to people who demonstrate great character traits (qualities). This week we talk about perseverance. In the 'Trades and Technology' section, you'll discover some cool tools and technology that have affected our lives in some amazing ways. In the 'Biography' section, you'll read fascinating life stories of people who have had an important impact on our world. Inside, you'll find the section that shows off my writing talent and Alana's photography genius. Be sure to check out the back page. That's our favorite part! We've included crossword puzzles, comics and other fun things to do. There's a lot to learn, so test yourself in the 'Think and Review' section to see if you remember everything."

"Right, Jackson. This is going to be so much fun! But before we get started, we have to start with the big picture—the big picture of Earth, that is! As you might know, the Earth is mostly made up of water. About 70 percent of Earth is covered with water. There are seven large landmasses, or continents. They are Asia, Australia, Africa, Antarctica, North America, South America and Europe. The world's five major oceans are the Pacific, Atlantic, Indian, Southern and Arctic. Did you know that until recently only four oceans were recognized by most geographers?"

"I sure did, Alana. And I know that geographers are people who study the Earth and its features. They use globes and maps to represent the Earth. Globes are three-dimensional scale models of the Earth. Maps are flat, detailed representations of places on Earth. Each half of the world is known as a hemisphere. The imaginary line that runs west to east, or horizontally, around our Earth is the equator. It divides the Earth into northern and southern hemispheres. The imaginary line that runs north to south, or vertically, around the Earth is the prime meridian. It divides the Earth into western and eastern hemispheres."

"Great! Now that we know a little more about our world, let's get on with the tour!"

Connections

Help a Rat and Learn to Run the Country This Year!

Hey, kids! I'm Revere the Rat, but you can call me Rev. I'm your online Studies Weekly friend and I need your help. You can help me get great stuff by earning points while you learn. Just scan the code or go to www.studiesweekly.com and click on my picture.

Has your family ever bought something that came with an owner's manual? Cars, TVs and other things have an owner's manual, a book on how to use them. Your social studies class is the "owner's manual" for the United States of America. You'll learn about history, geography, government by the people, and much more, so you can do a good job of running our country someday.

In America rats can't vote, so "you the people" govern (run) the country. Someday you will be in charge of this country, and you'll choose leaders and representatives by voting. Then you can tell the representatives you help elect how you think the country should be run. In fact, Studies Weekly kids are so smart, that many of you will someday be mayors, senators, governors—maybe even the president!

For now you have two jobs: Learn about the country and how it works and earn points for me so I can get that great stuff I told you about. It's easy. Just scan or click and you're on your way!

Geography and Maps

One of the most important things to have on a trip is a map. So, we definitely need to talk about the maps we use. Each map has its own special purpose. In fact, mapmakers develop each map specifically with its own theme or purpose.

Political Maps

Some maps show the boundaries between countries, states or provinces. These maps often show the major cities found within those areas. They also mark the separation between the governments of the world. Since these maps focus on the political parts of the world, they are called political maps. For example, the political map of North America shows the boundaries between countries like Canada, the United States and Mexico. Each country is usually indicated by a different color to make it easy to see where one country ends and another begins, just like on this map.

Physical Maps

Mapmakers create other maps to show the physical features (characteristics of a place) of an area like landforms or major bodies of water. We call these physical maps. For instance, the physical map of the United States shows the Pacific and Atlantic oceans, the islands of Hawaii, the Rocky Mountains, the five Great Lakes and the Mississippi River. Many times physical maps will also include varying colors to indicate elevations of the land and landforms.

Notice on the map above that the highest points in the Rocky Mountains are a darker green than the lower lying area of the Great Plains. This allows us to easily see the changes in elevation.

People use maps for a variety of reasons. Most often, people use maps to plan a route, find their way or locate something like a specific place, landmark or landform.

Once, for fun, Alana's parents made a "treasure map" for her and Jackson. The two friends followed the map to the "treasure"—tickets to a hometown baseball game! What a fun way to use a map!

Map Features

Although different types of maps have different purposes, all maps include a title and a theme. Maps have other similar parts as well. One such part is a legend. It is a very important component, or part, of a map. A legend shows symbols that represent man-made or natural features on a map. For example, a red line on a road map might represent a highway, or a tent on a park map might show where a campsite is located.

Another important part of a map is a compass rose. A compass rose shows directions on a map like north, south, east and west. One reason it is important is that you can use a compass rose to figure out which direction you need to go to get where you are going.

An additional important feature on a map is the map scale. Because maps are not the same size as the areas they represent, a map scale is necessary to provide actual distances. These distances are usually in either miles or kilometers. It is another key part of a map because people can use the map scale to calculate distances. This can be very important, especially to travelers who need to figure out the actual length and time of their trips.

There is one last feature on a map that we need to talk about. Some maps have lines numbered in degrees that run both vertically and horizontally. Lines that run vertically (up and down) are called lines of longitude, or meridians. Lines that run horizontally (across) are called lines of latitude, or parallels. Lines of latitude and longitude are important because they create a grid that can be used to find the exact location of any place in the world. You can see a map with lines of latitude and longitude on Page 4.

____ **1.** shows symbols used on a map
____ **2.** type of map that shows boundaries and cities
____ **3.** helps travelers figure out distance
____ **4.** horizontal lines or parallels
____ **5.** type of map that shows landforms, bodies of water, etc.
____ **6.** shows directions
____ **7.** vertical lines or meridians

A. lines of latitude
B. political map
C. physical map
D. map scale
E. lines of longitude
F. legend
G. compass rose

Geography in Review

Use what you read in "Geography and Maps" to help you match the words and definitions above:

To wrap things up let's think about our location on a map. We live in North America, the third largest continent behind Asia and Africa. There are many countries here in North America. Some of the largest and most populated countries are the United States, Canada and Mexico. The country we live in is the United States, and within our country there are 50 states. Which state is your home state? Now hang on for the ride of your life because things are just getting started! See you next week!

Perseverance: Abby Sunderland

American Character

A California teenager named Abby Sunderland is a dreamer with an adventurous spirit. She seems to know how to persevere no matter what obstacles face her! At 16 years old, Abby left her home in Thousand Oaks, California, in an attempt to become the youngest person to sail solo (alone) around the world, nonstop. During Abby's long and difficult journey, her boat's autopilot broke, which caused Abby to have to stop to have it fixed. Despite knowing that this detour had cost her a world record, she continued her journey. Abby was determined to finish what she had started!

Then, while crossing the perilous (dangerous) Indian Ocean, a storm hit that ripped her boat's mast in half. This left Abby stranded in the middle of the ocean and without any communication. Rescuers finally found her after days at sea, but Abby vowed to sail again and accomplish her dream of crossing the globe. Now that's perseverance!

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Trades&Technology

Cartography

Have you ever looked at a map and wondered who made it? People who make maps are called cartographers, and cartography is the art and science of mapmaking. Because of its style and precision, mapmaking is both an art and a science. Cartography has evolved (changed) over time. In ancient times, people drew maps on walls. Today, we can access maps easily through a computer. Early mapmakers had little technology to help, and oftentimes maps were distorted and inaccurate (wrong). Modern mapmakers have the ability to use high-tech tools like satellites to make very accurate representations of locations on Earth.

There are many cartography companies. Look around your classroom and locate a map or two. Then try to find the name of the mapmaking company printed on the map.

Now that you know more about mapmaking, the next time you or your parents use a map to go somewhere, you can thank those hard working cartographers for helping you get to where you need to go!

Look Down! Ocean Cartographer Marie Tharp (1920-2006)

Spotlight

"Don't look down!" is a line you may have heard in movies, usually while the heroes are walking on a narrow bridge over a dangerous pit. For Michigan native Marie Tharp, however, "looking down" is just part of the job.

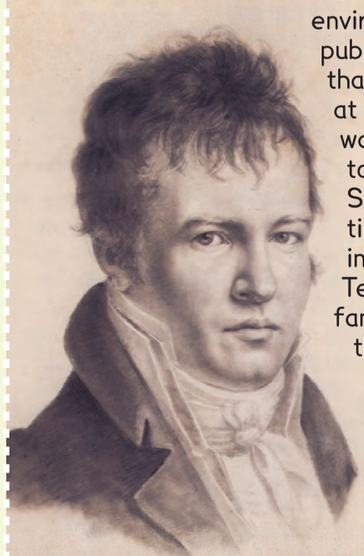
During World War II when many men were off fighting, Marie's college invited young women to join the geology department, and Marie accepted. She became interested in studying the bottom of the ocean. Unfortunately, this was during a time when women were not allowed to work "in the field." Frustrated, Marie thought about quitting until her father encouraged her to find a way to do what she loved. Encouraged, she continued to follow her dream of exploring the ocean. Her hard work and determination paid off, and in 1965, she was able to join a cartographer named Bruce Heezen on an ocean expedition.

Together, Marie and Bruce completed several maps of the ocean floor, made discoveries about how the Earth's tectonic plates and ridges fit together and sparked a new wave of interest in ocean exploration. Although she died in 2006, Marie Tharp remains an inspiration to many people to this day.

Alexander von Humboldt (1769-1859)

Biography

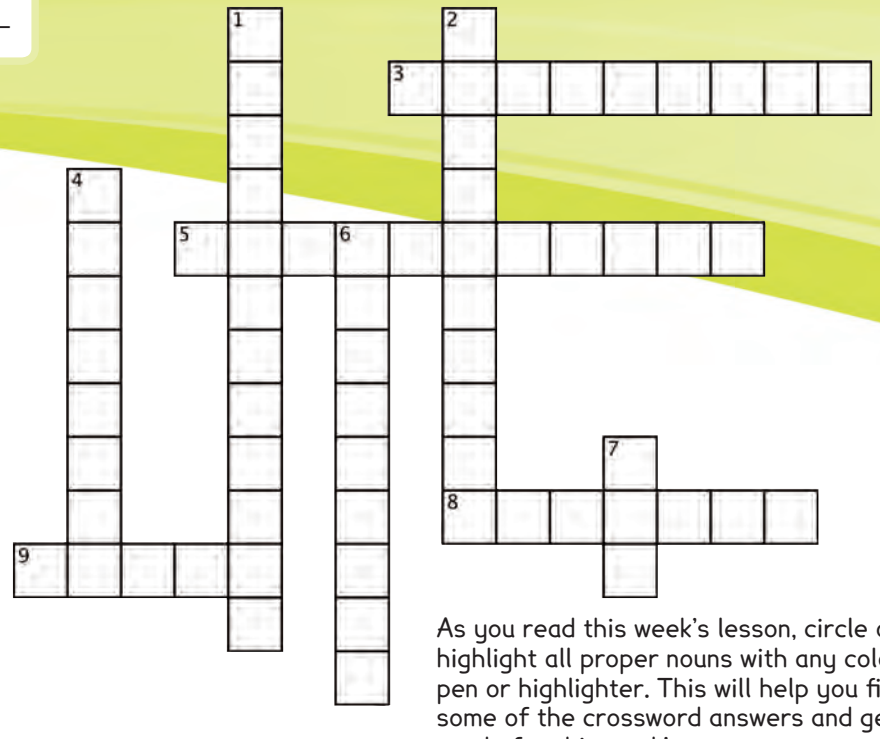
Alexander von Humboldt was one of the founders of modern geography. Born in Germany in 1769, von Humboldt traveled all around the world, including Latin and South America. In 1800, he mapped thousands of miles of previously uncharted territory. In fact, many places and species of animals he discovered are now named after him. In his lifetime, von Humboldt studied and researched Earth's magnetism, climate zones and human interaction with the environment. His book "Kosmos," published in 1845, included all that was known about the Earth at that time. Von Humboldt was one of the first scientists to believe that Africa and South America were at one time joined, now recognized in the "Theory of Plate Tectonics." Charles Darwin, a famous scientist who developed the "Theory of Evolution," described von Humboldt as, "the greatest scientific traveler who ever lived." What a great compliment!



Name _____

ACROSS
3. the study of the Earth and its features
5. the part of a map that tells direction
8. imaginary line that divides Earth into northern and southern hemispheres
9. three-dimensional scale model of Earth

DOWN
1. another name for a mapmaker
2. one-half of the Earth
4. A _____ map shows the landforms, water and features of a place.
6. A _____ map shows boundaries such as countries, states and cities.
7. a flat graphical representation of locations on Earth



As you read this week's lesson, circle or highlight all proper nouns with any color pen or highlighter. This will help you find some of the crossword answers and get ready for this week's test.

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Mapping & Charting

Who Are Our Neighbors?

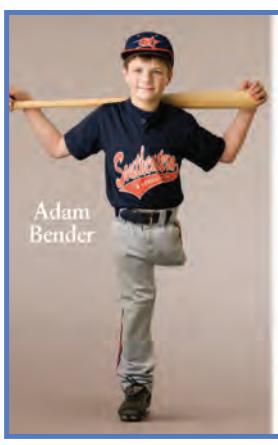
1. _____ 2. _____ 3. _____

4. _____ 5. _____ 6. _____

7. _____ 8. _____ 9. _____

10. _____ 11. _____ 12. _____

13. Use a red marker or crayon to highlight the equator.
14. Use a blue marker or crayon to highlight the prime meridian.



Threw cancer a curve ball.

OVERCOMING
Pass It On.
VALUES.COM

Let's Write

Imagine that you just moved to an old house in a small town. While searching through the attic, you find a map tucked away in a dusty, old trunk. Tell where it leads you and describe what you find. Be sure to use proper spelling, punctuation and grammar in your creative writing.

Think & Review
1. About what percentage of the Earth is covered by water?
2. What does a geographer do?
3. How is a map different from a globe?
4. What is one-half of a globe called?
5. How are the equator and prime meridian alike? How are they different?
6. Name two types of maps. List their similarities and differences.
7. Explain why maps are important to people.
8. Name the third largest continent.
9. Explain how Abby Sunderland demonstrated perseverance.

USA Studies Weekly—Ancient America to Reconstruction, Week 1

Name _____ Date _____

Design a Neighborhood Map

Building Background

There are many different types of maps, and each one has its own purpose. Some maps show the physical features, or landforms, of a place like oceans, mountains, rivers and lakes. We call these maps physical maps. Other maps show the boundaries between countries, states or territories. We call these maps political maps. There are also specialty maps. Some show elevation, population, climate, environments or natural hazards.

No matter what kind of map you use, all have certain basic features, such as a title and theme. Most maps have a compass rose that shows directions, a map scale to show distances and a legend (or map key) that explains what the symbols on the map mean.

Activity

Use the space below to design a map of your neighborhood. Be sure to include the directions for the compass rose, and complete a legend that shows what each symbol on your map represents.

Legend

On the back of this paper, give reasons why it is important to be able to create a map of your neighborhood.

Design a Neighborhood Map
Common Core Connection
RI.5.8

1. Go to the following link: http://www.icsm.gov.au/mapping/maps_general.html.

Looking at the information provided and the maps at the link above, which map is closely related to your map? Use information from the the page titled "General Reference Maps" to support your answer.

_____

_____

_____

_____

_____

_____

_____

_____

2. Using the same website above, explore the "Types of Maps" section to the left to determine which map would be the best to use for determining direction, distances, and locations.

_____

Wayne-Westland Community Schools
Elementary Art
Distance Learning Lessons

Week of 6/8/20

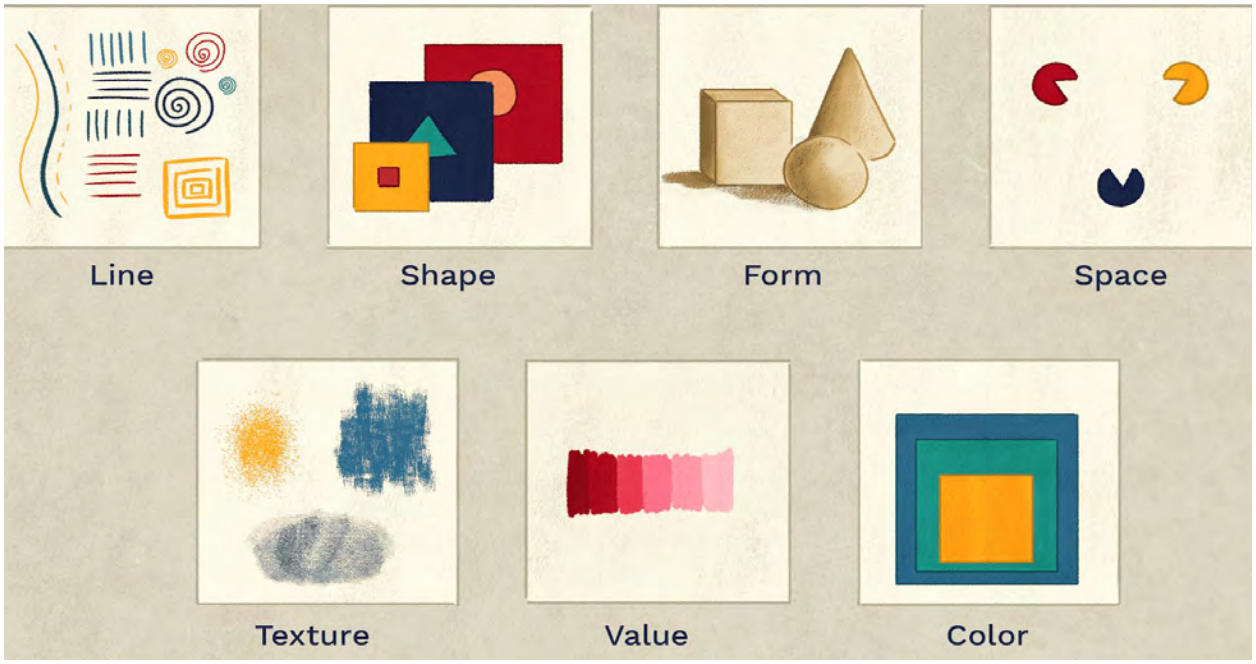
ELEMENTS SCAVENGER HUNT

DIRECTIONS:

Using the information you've learned in the past about the Elements of Art, create a painting/drawing or "Found Objects" picture using at least 5 elements of art (out of 7 total).

This project could be worked on by a single student, but 2 or more students in the same household, even if they are in different grades, may work together to create the project.

The Elements of Art



ELEMENTS RESOURCES:

Auditory/“satisfying” Elements of Art introduction video
https://youtu.be/iSbm21bhXVk

Videos:

The Elements of Art

Elements and Principles of Design

Sesame Street: Abby Cadabby teaches Josh Gad about Texture

Elements of Art song

Books:

https://www.storyjumper.com/book/read/40241606/The-Elements-and-Principles-of-Art-Shown#page/18

Spiky, Slimy, Smooth By Jane Brocket

A Line Bends..A Shape Begins by Rhonda Gowler Greene

A line can be read aloud by Lin

Swatch read aloud

Look! Look! Look!

Dreaming UP Read-Aloud

Games:

Highlight Zone . Games . peg + cat

Paint-A-Long . Games . peg + cat | PBS KIDS

ARTHUR | Games . Planet Pal

Tangramz!

Nature Art Box | Games | Nature Cat

We would love to see your creations! You can post photos of them to your Dojo story or email them directly to your art teacher! We miss you guys. HAVE A GREAT SUMMER!

Ms. Huhn huhnb@wwcsd.net

Ms. Kurtz kurtzd@wwcsd.net

Mrs. Windley windleyA@wwcsd.net

Mr. Millett milletts@wwcsd.net

Ms. Peck peckme@wwcsd.net

Mrs. Smith smitha@wwcsd.net

Mr. Wilburn wilburnp@wwcsd.net

Wayne-Westland Physical Education Elementary Distance Learning Lessons

Week of June 8th

Move It Monday

It's time to get up and dance! Put on your favorite music and bust out your favorite dance moves for 20 minutes today!

Turn It Up Tuesday

Time to get moving! Click on the link below and get a great workout! Invite your family to join in on the fun too!

20 Minute High Energy Workout for Kids

Walk Around Wednesday

Get outside and walk around your backyard, around your block or around your neighborhood. Walk at a fast pace for at least 30 minutes to get your heart pumping! Being outside and in the sun helps your body produce vitamin D which gives you energy and makes you feel better!

Team Spirit Thursday

Put on your favorite school t-shirt and head outside and play! Today you're going to get on your bike, or get out your hula hoops or jump ropes. You can also design a hopscotch game with some chalk or play soccer or basketball. You can even jump on your trampoline if you have one!

Fun Time Friday

Today is the last day of school! Get outside and do some water activities. Blow up some water balloons and have a water balloon toss, turn on a sprinkler, play with the hose or jump in and play in a pool, but make sure no matter what you do, make sure you're wearing sunscreen and have a great summer!

Spanish Educators are available to provide support and feedback during the following days and times each week. You can initiate contact through email and then connect further in the method of communication that works best.

Ms Garcia
Email: garciamp@wwcsd.net
Tues & Wed 1:00 - 3:00

Ms. Williams
Email: williamssd@wwcsd.net
Mon & Wed 10:00 - 12:00

Week of June 8

Tema (Theme) - Materiales Escolares (School Supplies)

Vocabulario

el låpiz-Pencil
las tijeras-scissors
el pegamento-glue
el crayon-crayon
el marcador-marker
el papel-paper
el libro-book
la silla-chair
la mesa-table
la mochila-backpack

Lunes, el 8 de junio -

Introducción del vocabulario (Introduction to the vocabulary)

https://www.youtube.co/watch?v=JTiVsSAu8uc
Actividad (Activity)
Miran la imagen que es abajo y escribe cinco cosas que pueden ver en la imagen. Pueden mirar por las cosas que ya aprendieron como colores, animales, transportación, y materiales escolares. (Look at the image below and write five things that you can see in the image. You can look for things that you have already learned such as colors, animals, transportation, and school materials.)

Martes, el 9 de junio -

Repaso de las materiales escolares. (Review of school supplies.) Escuchan a la canción mochila roja. (Listen to the red backpack song)
https://www.youtube.com/watch?v=HfcrHBfqOgo

Actividad (Activity)

Llena la mochila con las materiales escolares. (Fill the backpack with the school supplies.) Pueden dibujar y/o escribir los nombres de las materiales. (You can draw and or write the names of the materials.)

Miercoles, el 10 de junio -

Repaso de las materiales escolares (Review of school supplies)

Actividad (Activity)

Cuáles son las materiales escolares que pueden encontrar en su casa? (What are the school materials you can find in your house?)

Vayan en un búsqueda para encontrar materiales escolares. (Go on a hunt to find school supplies.)

Opción 1 (Option 1) Después pueden escribir qué encontraste. (After you can write what you have found.) Empiecen con “Encontré…… (Begin with “Encontré….

Opción 2 (Option 2)Escriben el nombre de cada cosa y toman una foto. (Take a picture of what you found and write the name of each item.)

Jueves, el 11 de junio -

Un día para celebrar!

Pueden mirar los videos de gato y perro. (You can watch the Cat and Dog video)
https://www.youtube.com/watch?v=1bhIsy9p_TQ

Un video para bailar. (A dancing video)
https://www.youtube.com/watch?v=ZrGwXMbGb1g
Un otro para bailar. (Another dancing video)
https://www.youtube.com/watch?v=_3GTeMrkkHA

Cabeza, hombros, rodillas, pies. (Head, Shoulders, Knees and Toes)
https://www.youtube.com/watch?v=nUklGzMrHQg

Disfruten! Enjoy!

5th - 6th Grade Media Choice Board

Please choose ONE activity to do per WEEK along with 10 minutes of TypingClub

Typing Club - Log in with your school email - if you forgot it please ask a parent and make a new account or use the free option, it just won't save your progress.

These can be completed in any order - Just try to complete one box a week!
We Miss you!

- Play Digital Compass
- This game will teach you about being a good digital citizen.

Digital Compass

- Code for 20 minutes
- Pick an activity from the Hour of Code
- You do not need to sign in but you can if you want to use your school email.

Hour of Code

- Type an E-mail using your school email to your teacher telling them how you are doing.

- Open a new Google Doc
- Type your first and last name 10 times
- Each time use a different color, FONT, and size.
- You DO NOT need to upload this to google classroom

- Create your own Comic
- Read/Show your comic to someone in your household
- Pixton
  - Click For Students
  - Click On MY Own
  - Click "Try for Free" or "Sign Up" using your school email

---

- Log into your **MEDIA** Google Classroom
- Complete My Quarantine Time Capsule

3D Learning: Tinker for 20 min / Complete the 7 Starters at your own pace

- If this is your first time using Tinkercad.com , scroll down to watch the “See How It Works” video.
- Click the blue box “**Start Tinkering**”
- Sign in (or create a free personal account, if this is your first time)
- Click “**Learn**” at the top
- Go to the “**Starters**” There are 7 direct starters that explain and help you learn important 3D functions. Try to complete all 7 Starters at your own pace.
- Once you complete the starters, you are ready to begin the **Lessons**
- Have fun tinkering!

Tinkercad.com

Other activities you may choose to do can include the following:

- Use Google Drawing to edit or create your own picture
- Use Google Sheets to create pixel artwork
- Use Google Sheets to create a graph