



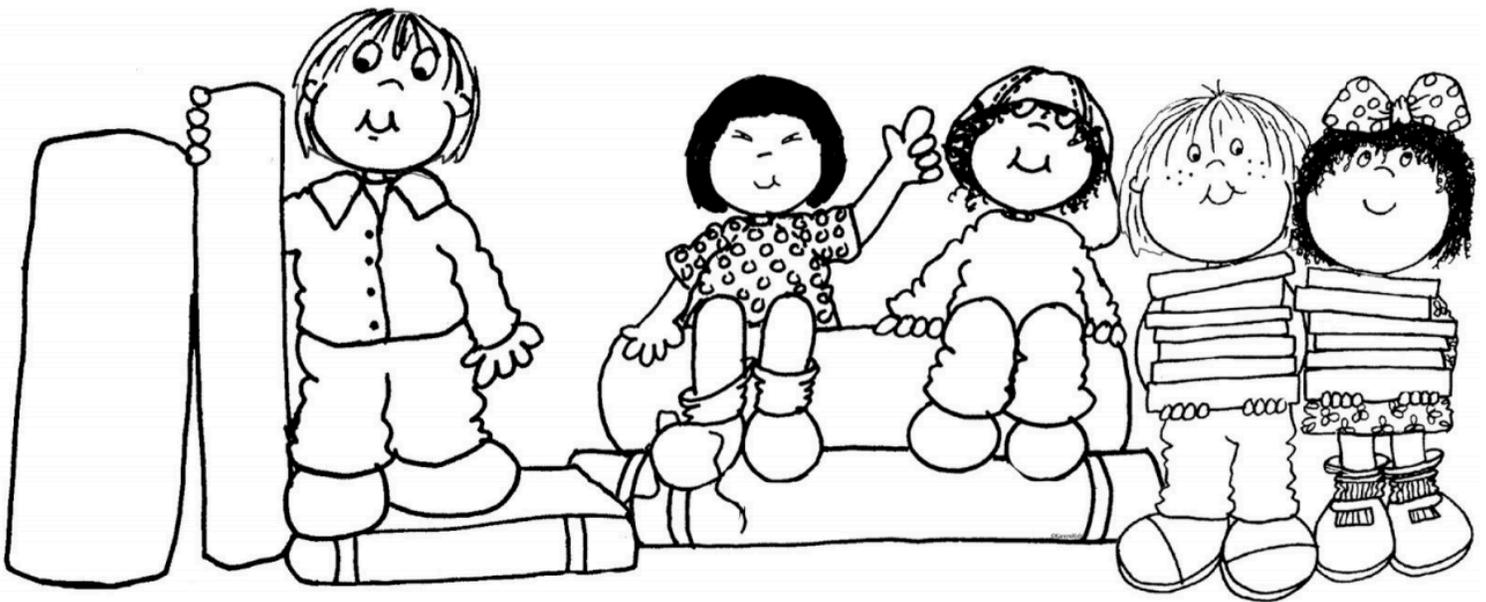
Kent County Public Schools



# 4th Grade

Home Learning Materials

May 4, 2020—May 22, 2020



Keep these materials for ongoing learning.

Grade 4 Pacing Guide  
Weeks from 5/4/20-5/22/20

Please use this as a guide for completing your work. Check off the assignments when completed.

Week #:	Work to Complete this Week:
<p style="text-align: center;">Week 6- 5/4/20-5/8/20</p>	<p><u>Reading/Writing:</u></p> <ul style="list-style-type: none"> <li>○ Comprehension and Fluency: Eastern Influence</li> <li>○ Grammar: Adjectives</li> </ul> <p><u>Math:</u></p> <p><b><i>Customary and Metric Units</i></b></p> <ul style="list-style-type: none"> <li>○ <i>Conversion Charts</i></li> <li>○ <i>Convert Standard Units of Measurement</i></li> <li>○ <i>Word Problems</i></li> </ul> <p><u>Science/Social Studies:</u></p> <ul style="list-style-type: none"> <li>○ Choice Board</li> </ul>
<p style="text-align: center;">Week 7- 5/11/20-5/15/20</p>	<p><u>Reading/Writing:</u></p> <ul style="list-style-type: none"> <li>○ Comparing with More and Most</li> <li>○ Comparing with Good</li> <li>○ Comprehension and Fluency: The Lost Diary of Princess Itet</li> </ul> <p><u>Math:</u></p> <p><b><i>Customary and Metric Units</i></b></p> <ul style="list-style-type: none"> <li>○ <i>Conversion Charts</i></li> <li>○ <i>Convert Standard Units of Measurement</i></li> <li>○ <i>Word Problems</i></li> </ul> <p><u>Science/Social Studies:</u></p> <ul style="list-style-type: none"> <li>○ Choice Board</li> </ul>
<p style="text-align: center;">Week 8- 5/18/20-5/22/20</p>	<p><u>Reading/Writing:</u></p> <ul style="list-style-type: none"> <li>○ The Generation Belt</li> <li>○ Writing Traits: Word Choice</li> </ul> <p><u>Math:</u></p> <p><b><i>Customary and Metric Units</i></b></p> <ul style="list-style-type: none"> <li>○ <i>Conversion Charts</i></li> <li>○ <i>Convert Standard Units of Measurement</i></li> <li>○ <i>Word Problems</i></li> </ul> <p><u>Science/Social Studies:</u></p> <ul style="list-style-type: none"> <li>○ Choice Board</li> </ul>

Name \_\_\_\_\_

Read the passage. Use the summarize strategy to find the most important ideas in the passage.

## Eastern Influence

11 The first Asian immigrants to enter the United States were from  
 24 China and some came as early as the 1700s. But most came looking  
 35 for gold in California in the mid-1800s. The Chinese brought their  
 46 culture. They also brought the skills to perform many jobs. Their  
 influence in those early years is still felt today.

### 55 Culture and Adapting

58 In 1848, word spread across the world that gold had been found in  
 71 the United States. The Gold Rush began in the West. Thousands of  
 83 people rushed to California dreaming of a better life. The Chinese  
 94 came as well.

97 The Chinese brought their culture to America. They had their own  
 108 language and belief systems to share. They shared their customs and  
 119 food with the West.

123 In the search for gold, it was every man for himself. At first the  
 137 Chinese had no trouble finding gold. But then, all good things must  
 149 come to an end. The people looking for gold increased. Gold became  
 161 harder to find. At last, the Chinese found themselves looking for other  
 173 ways to make money. They opened shops for work. They also ran  
 185 cleaning and laundry services.

### 189 Sharing Skills

191 Many of the Chinese that came were from farming areas in China.  
 203 In the 1850s, they used their skills in California. They grew View site informatio  
 215 close to home and sold it door-to-door. Citrus fruits, peanuts, and rice  
 227 were among the things they grew.

Name \_\_\_\_\_

The Chinese also helped to make California a good place for fishing. Many of the Chinese were experts. They fished for cod, flounder, and shark. They also took oysters and mussels from the water. They sold their food in local markets. They also salt-dried it and shipped it to other areas.

### A Strong Work Ethic

The Chinese showed that hard work pays off. They played a vital role in the first transcontinental railroad in America. It was built from 1863 to 1869. It was the first railroad to connect the East and the West.

By 1868, most of the thousands of workers on the railroad were Chinese. They laid track across rivers and valleys. They built tunnels through mountain ranges. Harsh weather and long days were part of the job.

With the railroad came trade across the country. The West had crops that the East wanted. Farms grew in size and farmers were needed. The Chinese were called upon to help farm the land. Crops were then sent east.

The Chinese had a big influence on life in the West. They helped shape the country into what it is today.

### A Different Kind of Medicine

Medicine and cures in the 1800s in America were not advanced. Rules for drugs were not set. The Chinese brought time-tested herbs for medicine. They had herbal treatments that had been around for thousands of years. Herbs from Asia are often still used today. People believe that they have little or no side effects.



**Chinese immigrants played an important role in the building of the first transcontinental railroad.**

Name \_\_\_\_\_

**A. Reread the passage and answer the questions.****1. According to the sequence of the text, what happened first in 1848?**


---



---



---

**2. What important event happened later from 1863 to 1869?**


---



---



---

**3. How do you know that the information in the text is presented in time order?**


---



---



---

**B. Work with a partner. Read the passage aloud. Pay attention to rate and expression. Stop after one minute. Fill out the chart.**

	Words Read	–	Number of Errors	=	Words Correct Score
First Read		–		=	
Second Read		–		=	





Name \_\_\_\_\_

- An **adjective** is a word that describes a noun or a pronoun.
- An adjective usually comes before the noun or pronoun it describes. It also may follow a linking verb.
- Adjectives are usually placed in order of *opinion, size, age*, and then *color*.

**Read each sentence and find the adjective or adjectives. Write all of the adjectives in the sentence on the line provided.**

1. The garden has red roses. \_\_\_\_\_
2. Our playful friends play many games. \_\_\_\_\_
3. The waves looked dangerous. \_\_\_\_\_
4. Have you seen my little dog? \_\_\_\_\_
5. The big red truck drove down the busy road. \_\_\_\_\_
6. This dinner smells delicious. \_\_\_\_\_
7. The book was long but interesting. \_\_\_\_\_
8. Where is the golden key that opens the locked door? \_\_\_\_\_
9. Do not leave the curious baby alone. \_\_\_\_\_
10. We cooked the tasty breakfast on a hot skillet. \_\_\_\_\_



## Math Week 6

Standard: 4.MD.1 Know relative sizes of measurement units within one system of units including km, m, cm; kg, g; lb, oz.; l, ml; hr, min, sec.

Directions: Please complete at least 9 out of the 15 boxes for a completion grade. Complete at least 2 out of the 3 word problems for a completion grade. For each day, solve the set of problems. Work on the word problems. Use the reference page for support. If possible, work on Dreambox for 15 minutes daily.

### Customary and Metric Units

Length	Weight	Time	Length	Mass/Weight	Capacity
1 ft = 12in. 1 yd = 3 ft 1 mile = 5,280 ft	1 lb. = 16 oz 1 ton = 2,000 lb.	1 minute = 60 seconds 1 hour = 60 minutes 1 day = 24 hours 1 week = 7 days 1 month = 28 to 31 days 1 month = about 4 weeks 1 year = 12 months or 52 weeks or 365 days	1 meter (m) = 1,000 mm 1 meter = 100 cm 1 meter = 10 dm 1 cm = 10 mm 1 dm = 10 cm 1 km = 1,000 m	1 g = 1,000 mg 1 kg = 1,000 g	1 l = 1,000 mL

Convert Standard Units of Measurement	One yard equals three feet. 12 yards = __ feet.  a. 48 b. 56 c. 24 d. 36	One pound equals sixteen ounces. 3 pounds = __ ounces  a. 35 b. 45 c. 52 d. 48	<u>Challenge:</u> One mile equals 5,280 feet. 10 miles = __ feet  a. 52,800 b. 52,000 c. 53,800 d. 58,000	One gallon equals four quarts. 14 gallons = __ quarts  a. 55 b. 56 c. 46 d. 65	One foot equals twelve inches. 24 feet = __ inches  a. 288 b. 289 c. 298 d. 188
Convert Standard Units of Measurement	One yard equals three feet. 53 yards = __ feet.  a. 158 b. 156 c. 159 d. 169	One pound equals sixteen ounces. 24 pounds = __ ounces  a. 364 b. 374 c. 386 d. 384	<u>Challenge:</u> One mile equals 5,280 feet. 6 miles = __ feet  a. 51,680 b. 41,680 c. 31,680 d. 31,780	One gallon equals four quarts. 68 gallons = __ quarts  a. 272 b. 271 c. 262 d. 261	One foot equals twelve inches. 36 feet = __ inches  a. 332 b. 432 c. 132 d. 208



Topic	Monday 5/4	Tuesday 5/6	Wednesday 5/7	Thursday 5/8	Friday 5/9					
Conversion Charts	Complete the chart.		Complete the chart.		Complete the chart.		Complete the chart.		Complete the chart.	
	Feet (ft)	Inches (in)	Yards (yd)	Feet (ft)	Yards (yd)	Inches (in)	Feet (ft)	Inches (in)	Yards (yd)	Feet (ft)
	1		1		1		12		13	
	2		2		2		14		14	
	3		3		3		19		19	
	5		5		5		22		21	
	10		10		10		25		24	

Word Problems -

- If I saw a movie that was 2 hours and 37 minutes long, what time could I have entered the theatre and what time could I have left the theatre?
- In PE, Zack and his friends had to measure their heights. They each used a different measurement tool, and then recorded their heights in the chart below.

Student	Zack	Duncan	Cameron
Height	1 yard	$3\frac{1}{2}$ feet	34 inches

Order the three boys by height, writing their names from tallest to shortest.

\_\_\_\_\_ > \_\_\_\_\_ > \_\_\_\_\_

Explain how you figured out which boy was the tallest of the three.

- Margie bought 3 apples that cost 50 cents each. She paid with a five-dollar bill. How much change did Margie receive?



# Science Choice Board

Grade 4 – Week 6 – please choose one!

<p><b>Be an Energy Detective!</b></p> <p>Look for and list at least 5 things around your home that use energy. How do you know they use energy? Where does the energy come from?</p> <p>Use evidence to support your conclusions.</p>	<p>Roses have thorns for protection. Some lizards can blend in to their environment so that they don't attract predators. In your journal, describe at least 5 other traits organisms have for their protection and/or survival.</p>
<p>Go outside and observe the heights of different plants. Why do you think some plants grow faster and/or taller than others? What environmental factors might influence plant growth? Write your ideas and observations in your journal.</p>	<p>Keep a home science journal [or continue one if you chose this activity last time]. Add an entry each day by writing or drawing. What do you wonder? What can you observe (see, hear, feel)? What questions do you have about what you see?</p>

Name \_\_\_\_\_

- For most adjectives with two or more syllables, add *more* to compare two nouns.
- Add *most* to compare more than two nouns.

**Write *more* or *most* to correctly complete each sentence.**

1. This book is \_\_\_\_\_ exciting than the last one I read.
2. I am \_\_\_\_\_ nervous about the race than you are.
3. Which city is the \_\_\_\_\_ crowded of all?
4. I am \_\_\_\_\_ talented in art than in music.
5. That is the \_\_\_\_\_ ridiculous thing I have ever seen.
6. This is the \_\_\_\_\_ interesting magazine available for nature lovers.
7. I am \_\_\_\_\_ flexible after stretching than before.
8. Of all of us, she is the \_\_\_\_\_ eager to see the dolphins.
9. Soccer is \_\_\_\_\_ popular than basketball in Brazil.
10. The ice cream was the \_\_\_\_\_ popular dessert at the party.



Name \_\_\_\_\_

- The adjective *good* becomes *better* or *best* when it is used to compare.
- Use *better* to compare two people, places, or things.
- Use *best* to compare more than two.

**Write *better* or *best* to correctly complete each sentence.**

1. This is a \_\_\_\_\_ meal than the one we had last night.
2. This painting has the \_\_\_\_\_ frame in the art gallery.
3. Michael is the \_\_\_\_\_ singer of everyone in the chorus.
4. Tigers are \_\_\_\_\_ swimmers than lions.
5. That is the \_\_\_\_\_ movie I've seen in a long time.
6. You have a \_\_\_\_\_ chance at winning the race than I do.
7. This is the \_\_\_\_\_ sofa in the furniture store.
8. The \_\_\_\_\_ books in the library are sometimes hard to find.
9. I have a \_\_\_\_\_ baseball mitt than I used to have.
10. This has been the \_\_\_\_\_ day ever!



Name \_\_\_\_\_

- Use a comma before the coordinating conjunction when you combine two simple sentences to form a compound sentence.
- **Appositives** and **appositive phrases** rename nouns or give more information about them. They can be used to combine two sentences that explain or refer to the same thing.
- **Commas** are used to set off many **appositives** from the rest of the sentence.
- **Adjectives, adverbs,** and **correlative conjunctions** may also be used to combine sentences.

**Combine each pair of sentences. Write the new sentence on the lines.**

1. I want to go to the movies. I don't want to go ice skating.

\_\_\_\_\_

2. The dog ran around the backyard. It was a playful pup.

\_\_\_\_\_

3. I am late for school. I am almost ready to leave.

\_\_\_\_\_

4. He finished his homework. He was quick.

\_\_\_\_\_

5. Wolves stay away from humans. Wolves are shy creatures.

\_\_\_\_\_



Name \_\_\_\_\_

- **Adjectives** can be used to combine two sentences into one longer sentence.
- **Participial phrases** can be used to combine two sentences into one longer sentence.
- **Appositives** can be used to combine two sentences into one longer sentence.
- **Adverbs** and **prepositional phrases** can also be used to combine sentences.

**Combine each pair of sentences. Write the new sentence on the lines.**

1. This school has students who like to build things. They are creative.

---

---

2. The girl was the winner of the spelling bee. She had spelled a very difficult word.

---

---

3. My brother is a clumsy kid. He always bumps into things.

---

---

4. The geese flew upward toward the clouds. They flew quickly.

---

---



Name \_\_\_\_\_

- The adjective *good* becomes *better* or *best* when it is used to compare.
- The adjective *bad* becomes *worse* or *worst* when it is used to compare.
- Adjectives, participial phrases, appositives, adverbs, and prepositional phrases can all be used to combine two sentences into one longer sentence.

**Rewrite the sentences below, correcting mistakes in adjectives and combining sentences.**

1. This is a good song than the last one, but the first song is the better.

---

2. I am the worse gardener in my entire family.

---

3. The sun set below the horizon. The sun moved slowly.

---

4. The student got a gold star in class. He got the better score on the test.

---

---

5. The bad day I ever had was when I was in the third grade.

---

6. Ramon is a worst soccer player than Andrew, but Kyle is bad of all.

---



Name \_\_\_\_\_

Read the passage. Use the reread strategy to make sure you understand what you read.

## The Lost Diary of Princess Itet

12 Amelia peered down at the papyrus scrolls laid on the table. She  
13 was standing inside a room full of them. They were bundled up  
14 in rolls and spread over long tables. Strange symbols were drawn  
15 on them in black ink. One looked like a bird. Another looked like  
16 an open eye. The Egyptian hieroglyphs didn't look at all like the  
17 English alphabet. She recognized the symbol *leb* that meant *heart*.

18 "Amelia, what are you doing?" Amelia's mother asked.

19 Amelia's mother was an archaeologist. She still had dust on her  
20 clothes from digging in the pyramid that morning. It was 1905 and  
21 exciting things were happening in Egypt. Amelia's mother and her  
22 team of archaeologists found new artifacts every day.

23 "I'm reading the hieroglyphs," she said proudly.

24 "I bet you've learned a lot of new things from Mr. Breasted,"  
25 her mother said. James Henry Breasted was her mother's boss and  
26 Amelia's teacher. He knew a lot about ancient Egypt.

27 "Mom, do you think I could help your team at the pyramids?"

28 "I don't know, Amelia. Maybe when you're older," she said.

29 Amelia sighed and went back to reading the scrolls.

30 "Hello, Amelia," Mr. Breasted said. He walked up to Amelia,  
31 smiling. "Are you translating the new papyrus scrolls we found?"

32 "I'm trying, but I don't know all of the symbols," said Amelia.

33 "Well, why don't we work on it together?" he suggested.

34 Amelia copied all the hieroglyphs on a piece of paper. Then  
35 they translated each symbol into English. Soon they had translated  
36 all the scrolls. Amelia read their finished work aloud.

Name \_\_\_\_\_

**Day 32, the harvest season**

*I asked Mother if I could go to Pharaoh's feast. She said I am not old enough. The trip through the desert is long. I am nine years old! My cousins are going and they're the same age as I am. Last year my cousin Nefer talked about the delicious dessert for days. I wish there was a way to change Mother's mind.*

**Day 34, the harvest season**

*This morning Nefer had an idea. "Itet, you need to show your mother you can be useful at the harvest feast," she said. I'm a good writer, but I'm not sure if that will help.*

**Day 37, the harvest season**

*I have exciting news! I wrote a poem for Pharaoh. I tried very hard to write it from my heart. Mother loved it. She wants me to read it to Pharaoh at the feast. It will be a gift from our family. Nefer was right. I just needed to show her! And just in time too. We leave for the feast in an hour!*

"Wow. It's a diary!" said Amelia.

"Not just any diary," said Mr. Breasted. "This is the lost diary of Princess Itet! Itet met the Pharaoh's son at this feast. They later married. Thank you, Amelia. I could not have done this without your help." Amelia had a sudden idea.

"Mr. Breasted, could I show these papers to my mom?"

"Of course! You earned it." Amelia ran off to show her mom.

"You helped translate *all this*?" her mom asked. "This is very good work, Amelia. Maybe you are ready to help at the pyramids."

"Thank you, Mom!" said Amelia.

*And thank you too, Nefer and Itet, she thought.*

Name \_\_\_\_\_

**A. Reread the passage and answer the questions.**

**1. What does Amelia want to do in the beginning of the passage?**

---



---

**2. What does Amelia do to help get what she wants?**

---



---

**3. What is the theme of this story?**

---



---



---

**B. Work with a partner. Read the passage aloud. Pay attention to intonation. Stop after one minute. Fill out the chart.**

Copyright © The McGraw-Hill Companies, Inc.

	Words Read	–	Number of Errors	=	Words Correct Score
First Read		–		=	
Second Read		–		=	

Math Week 7

Standard: 4.MD.2 Use the four operations to solve word problems involving distances, intervals of time, liquid volumes, masses of objects, and money, including problems involving simple fractions or decimals, and problems that require expressing measurements given in a larger unit in terms of a smaller unit.

Directions: Please complete at least 9 out of the 15 boxes for a completion grade. Complete at least 2 out of the 3 word problems for a completion grade. For each day, solve the set of problems. Work on the word problems. Use the reference page for support. If possible, work on Dreambox for 15 minutes daily.

**Customary and Metric Units**

Length	Weight	Time	Length	Mass/Weight	Capacity
1 ft = 12in.	1 lb. = 16 oz	1 minute = 60 seconds	1 meter (m) = 1,000 mm	1 g = 1,000 mg	1 l = 1,000 mL
1 yd = 3 ft	1 ton = 2,000 lb.	1 hour = 60 minutes	1 meter = 100 cm	1 kg = 1,000 g	
1 mile = 5,280 ft		1 day = 24 hours	1 meter = 10 dm		
		1 week = 7 days	1 cm = 10 mm		
		1 month = 28 to 31 days	1 dm = 10 cm		
		1 month = about 4 weeks	1 km = 1,000 m		
		1 year = 12 months			
		or 52 weeks or 365 days			



Topic	Monday 5/11	Tuesday 5/12	Wednesday 5/13	Thursday 5/14	Friday 5/15																																																												
Conversion Charts	Complete the chart.	Complete the chart.	Complete the chart.	Complete the chart.	Complete the chart.																																																												
	<table border="1"> <thead> <tr> <th>Centimeter (cm)</th> <th>Millimeter (mm)</th> </tr> </thead> <tbody> <tr><td>1</td><td></td></tr> <tr><td>3</td><td></td></tr> <tr><td>5</td><td></td></tr> <tr><td>8</td><td></td></tr> <tr><td>10</td><td></td></tr> </tbody> </table>	Centimeter (cm)	Millimeter (mm)	1		3		5		8		10		<table border="1"> <thead> <tr> <th>Meter (m)</th> <th>Centimeter (cm)</th> </tr> </thead> <tbody> <tr><td>1</td><td></td></tr> <tr><td>3</td><td></td></tr> <tr><td>5</td><td></td></tr> <tr><td>8</td><td></td></tr> <tr><td>10</td><td></td></tr> </tbody> </table>	Meter (m)	Centimeter (cm)	1		3		5		8		10		<table border="1"> <thead> <tr> <th>Liter (l)</th> <th>Milliliter (ml)</th> </tr> </thead> <tbody> <tr><td>1</td><td></td></tr> <tr><td>3</td><td></td></tr> <tr><td>5</td><td></td></tr> <tr><td>8</td><td></td></tr> <tr><td>10</td><td></td></tr> </tbody> </table>	Liter (l)	Milliliter (ml)	1		3		5		8		10		<table border="1"> <thead> <tr> <th>Gram (g)</th> <th>Milligram (mg)</th> </tr> </thead> <tbody> <tr><td>1</td><td></td></tr> <tr><td>3</td><td></td></tr> <tr><td>5</td><td></td></tr> <tr><td>8</td><td></td></tr> <tr><td>10</td><td></td></tr> </tbody> </table>	Gram (g)	Milligram (mg)	1		3		5		8		10		<table border="1"> <thead> <tr> <th>Kilometer (km)</th> <th>Meter (m)</th> </tr> </thead> <tbody> <tr><td>1</td><td></td></tr> <tr><td>3</td><td></td></tr> <tr><td>5</td><td></td></tr> <tr><td>8</td><td></td></tr> <tr><td>10</td><td></td></tr> </tbody> </table>	Kilometer (km)	Meter (m)	1		3		5		8		10	
	Centimeter (cm)	Millimeter (mm)																																																															
	1																																																																
	3																																																																
	5																																																																
8																																																																	
10																																																																	
Meter (m)	Centimeter (cm)																																																																
1																																																																	
3																																																																	
5																																																																	
8																																																																	
10																																																																	
Liter (l)	Milliliter (ml)																																																																
1																																																																	
3																																																																	
5																																																																	
8																																																																	
10																																																																	
Gram (g)	Milligram (mg)																																																																
1																																																																	
3																																																																	
5																																																																	
8																																																																	
10																																																																	
Kilometer (km)	Meter (m)																																																																
1																																																																	
3																																																																	
5																																																																	
8																																																																	
10																																																																	
Convert Metric Units of Measurement	One centimeter equals ten millimeters.  31 centimeters = __ millimeters	One meter equals 100 centimeters.  78 meters = __ centimeters	One liter equals one thousand milliliters.  8 liters = __ milliliters	One gram equals one thousand milligrams.  14 grams = __ milligrams	One kilometer equals one thousand meters.  33 kilometers = __ meters																																																												
Convert Metric Units of Measurement	5 centimeters and 12 millimeters = __ millimeters	14 meters and 4 centimeters = __ centimeters	51 liters and 5 milliliters = __ milliliters	78 grams and 13 milligrams = milligrams	64 kilometers and 300 meters = __ meters																																																												

Word Problems -

- Julianna bought a bag of candy at the movie theatre. She spent less than  $\frac{75}{100}$  of a dollar but more than  $\frac{5}{10}$  of a dollar. How much money could Julianna have spent on candy? Give your answer in decimal form. What is another possible answer?
- The table below shows the prices of several items at the toy store.

Item	Price
coloring book	\$2.05
toy car	\$1.85
board game	\$1.15
figurine	\$3.10
organizer	\$1.40

Katie had \$5.00 when she went to the store. If she bought 1 coloring book, what is the most expensive item she can buy with the money she has left?

- Brandon and Kelly are training to run in a 5-kilometer race next month. Each morning, Brandon runs a route through the neighborhood park while Kelly runs on the racetrack at the high school.  
On Monday, Brandon ran  $3\frac{1}{2}$  kilometers before he needed to take a break. Kelly ran 7 laps on the track, and then she needed to rest. If each lap Kelly ran was 400 meters, who ran a longer distance on Monday: Brandon or Kelly?

Circle one:    Brandon            Kelly

Explain how you know which person ran a longer distance.



Students will be able to...describe how people adapt to, modify and impact the natural environment.

### 4th Grade Social Studies Choice Board

Directions: Please choose 2 activities to complete by May 22.

<p>1. On a piece of paper, write down 8 ways that you can help the environment around you. These can be things that you are already doing! Take a picture of your list, and share it with your teacher.</p>	<p>1. Write one paragraph that explains why you think it is important to protect planet Earth. Your response should include:</p> <ol style="list-style-type: none"><li>a. At least 5 sentences.</li><li>b. Your opinion statement<ol style="list-style-type: none"><li>i. Example: It is important to protect planet Earth because...</li></ol></li><li>c. 3 reasons that support your opinion.</li><li>d. A sentence that summarizes your thoughts.</li></ol>
<p>3. Go outside and pick up any trash that is left on the ground. Don't forget that you can recycle anything that is plastic, metal, or made from paper! Take a picture of what you found, and share it with your teacher.</p>	<p>4. Go on a nature walk, and try to find as many of the following objects! Check off each object you find. Count the total number of objects you found. Share the total number with your teacher.</p> <ul style="list-style-type: none"><li>● Mud</li><li>● Leaves</li><li>● Grass</li><li>● Trees</li><li>● Butterfly</li><li>● Lady bug</li><li>● Birds</li><li>● Squirrel</li><li>● Rocks</li></ul>

## Read the passage.

### The Generation Belt

Kanti snuck behind her village's circle of wigwams. One Algonquin family was repairing their home with fresh birch bark strips. Kanti stayed in the shadow of the trees until she reached the lake. She could see her father's sleek canoe far off in the distance. He was fishing for their dinner. Her cousins were splashing merrily near the shore and waved to her. She stepped into the water.

"Kanti!" an irritated voice said.

Kanti felt her heart drop to her stomach. She was caught. Kanti's mother walked quickly toward her. "Kanti you know that your grandmother is going to teach you today."

"It's so steamy outside. Why can't I swim with my cousins?" she whined.

Her mother looked sympathetic, but firm. "Sometimes we have to set aside play so we can learn. Come, I think you will like this lesson better than you predict."

Kanti's grandmother looked dignified sitting cross-legged in the center of their wigwam. Around her lay wide beaded belts of white and purple with all kinds of vivid designs. In front of her was a loom shaped like an archer's bow with a few rows of beads strung.

"Thanks for coming, Kanti." There was a mischievous glint in her grandmother's eye. She held a few small purple beads. "Do you know what these are?"

"That's easy, they're wampum." Sometimes Kanti would collect quahog, or clams, the beads were made from.

"I actually meant, what do the beads stand for?" Kanti's grandmother said. "Here, let me show you."

She held out one of the most elaborate belts for Kanti to see. The purple beads made a pattern of triangles on the right side. On the left side, two figures stood holding hands next to a wigwam. "These people are your great-great grandmother and grandfather," she said. "They traveled over the mountains to find a place to settle." She traced the triangles with her fingers, stopping at one with the outline of a majestic bird hovering over it. "Your great-great grandmother saw an eagle that led them through the mountains."

A circle at the edge of the mountains represented the lake that fed the village. "When they found a wide lake, they knew it would support many people. This is how our village began."

Despite herself, Kanti was drawn in by the story the belt portrayed. Suddenly, the belts' patterns jumped out at her, all holding adventures of their own. She



looked at the loom with a scant five rows completed. “What story will this belt tell?” she asked.

“This belt will tell your story,” her grandmother said. “I started it for you and you can continue to add to it as you grow.” With that, her grandmother carefully stacked the belts and left.

Kanti immediately set to work, concentrating on finding just the right shades of purple wampum before stringing together rows. The purple beads became a figure about to leap into a calm lake. She couldn’t wait for her cousins to come back so she could show them her new belt.’

**Reread the passage, and answer the comprehension questions in COMPLETE sentences.**

**1. Why can’t Kanti swim with her cousins?**

**2. What does Kanti learn about the belts?**

**3. What is the theme of this story? Remember, theme is the main message or lesson about life within a story. For example, the theme of *The Three Little Pigs* is hard work and patience pays off in the end.**



### Writing Traits: Word Choice

Good writers use strong descriptive words to make their writing interesting and clear. Strong words, including strong verbs, adverbs, and adjectives, help the reader picture what is happening. They show rather than tell. For example, a writer may write *Snow fell from the sky*. But to create a clearer picture in readers' minds, the writer might instead write *Large snowflakes spiraled down gracefully from the wide-open sky*.

One page 2 of this document, write about a tradition that is important to you. Your writing should be **AT LEAST THREE PARAGRAPHS** and include strong words to make your description clear. Before writing, list two traditions you could write about below. Also, jot down three details about each tradition that you could include in your writing. Use strong words in your details to make your description clear.

Tradition	Details
1.	1.  2.  3.
2.	1.  2.  3.



### (Example) Writing Traits: Word Choice

Good writers use strong descriptive words to make their writing interesting and clear. Strong words, including strong verbs, adverbs, and adjectives, help the reader picture what is happening. They show rather than tell. For example, a writer may write *Snow fell from the sky*. But to create a clearer picture in readers' minds, the writer might instead write *Large snowflakes spiraled down gracefully from the wide-open sky*.

**One page 2 of this document, write about a tradition that is important to you. Your writing should be AT LEAST THREE PARAGRAPHS and include strong words to make your description clear. Before writing, list two traditions you could write about below. Also, jot down three details about each tradition that you could include in your writing. Use strong words in your details to make your description clear.**

Tradition	Details
1. Friendsgiving	<ol style="list-style-type: none"><li>1. laughter floated through the air</li><li>2. large, sizzling, smoked ham</li><li>3. warm smiles light the room</li></ol>
2. Christmas Cookie Exchange	<ol style="list-style-type: none"><li>1. cookies as big as Texas</li><li>2. powdery, white, flour swirling in the air</li><li>3. sweet, chewy treats melt in my mouth</li></ol>

**Prompt: Below write about a tradition that is important to you. Your writing should be AT LEAST THREE PARAGRAPHS and include strong words to make your description clear.**

ELA Week 8 Assignment 2

**Prompt: Below write about a tradition that is important to you. Your writing should be AT LEAST THREE PARAGRAPHS and include strong words to make your description clear.**

### **Friendsgiving**

One tradition that is important to me is Friendsgiving. Friendsgiving is a large, tasty meal shared with friends during the month of November. It is tradition that my husband and I started this past year. We plan to continue this warm tradition year after year.

This past Friendsgiving, I smoked a ham. I remember my friends staring at the large, sizzling, smoked ham as I pulled it out of the oven. I could tell by their eyes they were ready to eat! Each friend that attended the Friendsgiving brought a covered dish. There was buttery mashed potatoes, crunchy, green bean casserole, homemade, chunky applesauce, melt in your mouth rolls, and of course pumpkin pie! Before we consumed massive amounts of food, everyone shared something they were thankful for. As I listened carefully, I saw warm smiles light the room. After sharing, we ate like there was no tomorrow. Laughter floated through the air as we stuffed our bellies full.

This first Friendsgiving was a day I will never forget. It has become a tradition for my husband and I. We are looking forward to hosting this tradition for many years to come. A time to appreciate our friendships and fortunes.



## Math Week 8

1.

Standard: 4.MD.2 Use the four operations to solve word problems involving distances, intervals of time, liquid volumes, masses of objects, and money, including problems involving simple fractions or decimals, and problems that require expressing measurements given in a larger unit in terms of a smaller unit.

Directions: Please complete at least 9 out of the 15 boxes for a completion grade. Complete at least 2 out of the 3 word problems for a completion grade. For each day, solve the set of problems. Work on the word problems. Use the reference page for support. If possible, work on Dreambox for 15 minutes daily.

Topic	Monday 5/18	Tuesday 5/19	Wednesday 5/20	Thursday 5/21	Friday 5/22																																																												
Conversion Charts	<table border="1"> <thead> <tr> <th>Pints</th> <th>Cups</th> </tr> </thead> <tbody> <tr><td>1</td><td></td></tr> <tr><td>5</td><td></td></tr> <tr><td>7</td><td></td></tr> <tr><td>8</td><td></td></tr> <tr><td>12</td><td></td></tr> </tbody> </table>	Pints	Cups	1		5		7		8		12		<table border="1"> <thead> <tr> <th>Quarts</th> <th>Pints</th> </tr> </thead> <tbody> <tr><td>1</td><td></td></tr> <tr><td>9</td><td></td></tr> <tr><td>11</td><td></td></tr> <tr><td>13</td><td></td></tr> <tr><td>16</td><td></td></tr> </tbody> </table>	Quarts	Pints	1		9		11		13		16		<table border="1"> <thead> <tr> <th>Gallons</th> <th>Quarts</th> </tr> </thead> <tbody> <tr><td>1</td><td></td></tr> <tr><td>4</td><td></td></tr> <tr><td>7</td><td></td></tr> <tr><td>9</td><td></td></tr> <tr><td>12</td><td></td></tr> </tbody> </table>	Gallons	Quarts	1		4		7		9		12		<table border="1"> <thead> <tr> <th>Pounds</th> <th>Ounces</th> </tr> </thead> <tbody> <tr><td>1</td><td></td></tr> <tr><td>2</td><td></td></tr> <tr><td>5</td><td></td></tr> <tr><td>7</td><td></td></tr> <tr><td>9</td><td></td></tr> </tbody> </table>	Pounds	Ounces	1		2		5		7		9		<table border="1"> <thead> <tr> <th>Pints</th> <th>Cups</th> </tr> </thead> <tbody> <tr><td>13</td><td></td></tr> <tr><td>16</td><td></td></tr> <tr><td>18</td><td></td></tr> <tr><td>21</td><td></td></tr> <tr><td>32</td><td></td></tr> </tbody> </table>	Pints	Cups	13		16		18		21		32	
Pints	Cups																																																																
1																																																																	
5																																																																	
7																																																																	
8																																																																	
12																																																																	
Quarts	Pints																																																																
1																																																																	
9																																																																	
11																																																																	
13																																																																	
16																																																																	
Gallons	Quarts																																																																
1																																																																	
4																																																																	
7																																																																	
9																																																																	
12																																																																	
Pounds	Ounces																																																																
1																																																																	
2																																																																	
5																																																																	
7																																																																	
9																																																																	
Pints	Cups																																																																
13																																																																	
16																																																																	
18																																																																	
21																																																																	
32																																																																	
Convert Standard Units of Measurement	One pint equals two cups. 6 pints = __ cups	One quart equals two pints. 8 quarts = __ pints	One gallon equals four quarts. 12 gallons = __ quarts	One pound equals 16 ounces. 12 pounds = __ ounces	One pint equals two cups. 24 pints = __ cups																																																												
Convert Standard Units of Measurement	One pint equals two cups. 56 pints = __ cups	One quart equals two pints. 45 quarts = __ pints	One gallon equals four quarts. 13 gallons = __ quarts	One pound equals 16 ounces. 67 pounds = __ ounces	One pint equals two cups. 89 pints = __ cups																																																												



Word Problems -

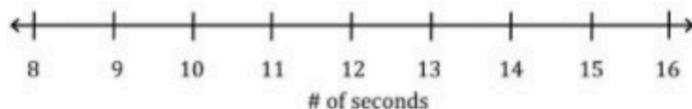
1. The table below shows the prices of several items at the grocery store.

Item	Price
bag of plates	\$1.30
cheese dip	\$3.35
soda	\$1.15
bag of chips	\$1.70
bag of cups	\$1.85

Tiffany had \$5.00 when she went to the grocery store. If she bought 1 bag of plates what is the most expensive item she can buy with the money she has left?

2. Jack and Abby are in swim class together. They challenged each other to see who could hold their breath underwater the longest. Jack and Abby's coach, Coach Foster, timed them with a stopwatch when they went underwater. Jack stayed underwater for  $10\frac{1}{4}$  seconds, while Abby was able to stay under for 14 seconds.

Label the number line to show the amount of time Jack and Abby each stayed underwater.



How much longer could Abby stay underwater than Jack? \_\_\_\_\_ -

Part 2: Coach Foster told the kids that he was a champion swimmer, and he used to train himself to hold his breath. The longest he was ever able to hold his breath was three minutes. How much longer would Abby have to hold her breath underwater to match Coach Foster's time? Explain your thinking using words, numbers, and/or symbols.





## Sometimes Earth Just Can't Sit Still

Catastrophic, Tsunami, Earthquake, Landslide

Flowing water pushes small rocks and dirt down the river. The dirt and stones settle in different places over time, changing the shape of the river and the land around it. Large ice sheets flow down the hill, grinding and smoothing the rock under it over thousands of years. Many of Earth's changes happen so slowly that you cannot even see them. But sometimes the Earth goes crazy and the shape of everything in sight changes in an instant.

Heavy rains fill a river and it flows over its banks, destroying farms and houses. Swirling winds smack into a town, knocking down buildings as if they were made of toothpicks. Lightning hits a dry forest, starting a fire that burns across the land, threatening nearby homes. Floods and fires can change the face of the Earth overnight. We call this a **catastrophe**, which is a sudden event that causes a lot of damage.

A loud rumble and strong shaking make buildings sway and cars tumble. A large hole seems to open up in the Earth. The ground is not as solid as you think. The surface you stand on floats on melted rock, like a boat floats on the ocean. Different pieces of land and water sit on different plates. Sometimes these plates crash into each other or slip past each other, releasing a lot of energy that makes the Earth move and shake. An **earthquake** is when the Earth's solid top layer moves because the plates under it shift, letting out waves that we feel as shaking.

Many earthquakes happen deep in the ocean floor, far away from buildings, homes, and people. Even though the shaking itself may not hurt people, the moving earth can make powerful waves that wash to shore. The energy from the moving earth makes waves that may be 100 miles apart or more. These waves can move faster than an airplane. When they reach shallow water, the waves slow down and grow much higher. These waves, now taller than a 15-story building, can smack into the land, destroying buildings along the coast. A **tsunami** is a huge wave that is made when Earth moves suddenly under the ocean floor, on an island, or on a beach.

A few months ago, a fire moved through a hilly place, burning away trees, grass, and other plants. Now a heavy rain soaks the bare land for many hours or days in a row. At some point, the ground becomes too wet to soak up any more water. Without trees or grass to hold the ground in place, the Earth's gravity pulls the rain-soaked dirt down the hill. It becomes a river of mud and rock, which flows down the hill, washing away cars and buildings below. A **mudslide** is a wall of mud, water, and rocks that moves down the hill.

Catastrophes have the power to change the shape of the land overnight. After a fire, a mudslide might wash away buildings, roads and cars, as parts of the hill fall away. Two of the Earth's floating



# Music - Grades 3-5 - Earth Day

Be creative and have fun! Any questions? Want to share?

Contact Mrs. Frison (HHGES/RHES) email - [kfrison@kent.k12.md.us](mailto:kfrison@kent.k12.md.us)

Mr. Thai (GALES/RHES) email - [cthais@kent.k12.md.us](mailto:cthais@kent.k12.md.us)

Mrs. Frison's office hours are 8:45AM - 4:05PM Monday - Friday

Mr. Thai's office hours are 8:45AM - 4:05PM Monday - Friday

## Week 6 - 5/4/2020

In 1969 U.S. Senator Gaylord Nelson (D-Wisconsin) proposed a day to teach school children, all over the nation, about protecting our environment. The first Earth Day was held April 22, 1970 and focused on the United States. In 1990, it became an international celebration and Earth Day events were held in 141 countries around the world. Occurring every year on April 22nd, the Earth Day Network organizes events in more than 193 countries. Going green (by reducing, reusing, and recycling) is a way to live with less waste and damage to the earth, humans and other living creatures.

1. **Watch and use** "Earth Day Celebration Around the World!"  
<https://www.youtube.com/watch?v=Kz1YnhCxaso> to **complete** the following information.

2. **Complete** the definition for "Go Green" by **filling in** the blanks with the correct words.

"Go Green" means making changes to the way you \_\_\_\_\_, some big and some \_\_\_\_\_, in order to be \_\_\_\_\_ to your environment.

3. **Name** one country visited in the video **and tell** how Earth Day is celebrated there.

In \_\_\_\_\_,  
\_\_\_\_\_.

4. **Watch/listen to** the following two songs. **Circle the title** of the song you like better. **Draw a star** beside the one you think will help you best to remember how to go green.  
(We're) Going Green <https://www.youtube.com/watch?v=8DJ45Yc3urg>  
Going Green Song <https://www.youtube.com/watch?v=TDL3xOEjAe8>

5. **Name** something mentioned in **both** songs people can do to Reduce, Reuse or Recycle.

\_\_\_\_\_

6. **Name** one specific thing **you are willing to do** to Reduce, Reuse or Recycle.

\_\_\_\_\_

National Music Standards: Pr. 4.2, Pr6.1, Re8.1, CN10.1, CN11.1, CN11.2



# Music - Grades 3-5 - Form

Be creative and have fun! Any questions? Want to share?  
 Contact Mrs. Frison (HHGES/RHES) email - [kfrison@kent.k12.md.us](mailto:kfrison@kent.k12.md.us)  
 Mr. Thai (GALES/RHES) email - [cthais@kent.k12.md.us](mailto:cthais@kent.k12.md.us)  
 Mrs. Frison's office hours are 8:45AM - 4:05PM Monday - Friday  
 Mr. Thai's office hours are 8:45AM - 4:05PM Monday - Friday

**Week 7 - 5/11/2020**

In your class, you have worked with patterns. Figure out these patterns What is the next item in these patterns?  
 5, 10, 15, 20, \_\_ 12, 24, 36, 48, \_\_ CAKE, BALLOON, CAKE, BALLOON, \_\_\_\_\_  
 If your answers were "25, 60 and CAKE" you are correct! Now, say the whole CAKE, BALLOON pattern using letters instead of words. CAKE = A and BALLOON = B (The pattern would be A B A B A .)

A song or piece of music has sections. How the sections are arranged can make patterns. These patterns create "FORM." Each picture in the boxes below stands for a part or section of a song. Figure out the form (pattern) by writing the correct letter **below** the box. **Hint: Always start with the letter "A."** If the next picture is **different**, use the **next** letter of the alphabet. If any pictures are the same make sure they have the same letter. The first one is done for you.

			
<u>A</u>	<u>B</u>	<u>C</u>	<u>A</u>

= ABCA Form

		
<u>A</u>	_____	_____

= \_\_\_\_\_ Form

				
<u>A</u>	_____	_____	_____	_____

= \_\_\_\_\_ Form

Listen to "Happy" by Pharrell Williams. <https://www.youtube.com/watch?v=C7dPqrmDWxs>  
**Determine** the form. **Write** the letter for each section in the boxes below.

A		A'							
It	Because	Here	Because	Bring	Because	Because	Bring	Because	Because

**Hints:**  
 1. There are 10 sections. 2. Sections that have the same music should have the same letter. 3. There are letters written in 2 boxes to help you. Box 1 is A because it is the first section. Box 3 is A' because it is the third section and is similar (almost the same) as Box 1. 4. The first words of the sections are under the boxes. 5. Perform a movement or dance for each section. Sections with the **same music** should have the **same movement** and the **same letter**.

**Optional: Perform "Happy" for your family, using your movements/dances at the appropriate times to demonstrate its form.**





# PREK-5TH ART CHOICE BOARD

Choose one Art assignment from the choices below to complete each week.

Be creative and have fun! Please submit in Google Classroom or by email.

Contact Mrs. Boumiea (HHGES/GALES) email [aboumiea@kentk12.mdus](mailto:aboumiea@kentk12.mdus)

Mrs. Jetton (RHES/GALES) email [tjetton@kentk12.mdus](mailto:tjetton@kentk12.mdus)

Questions for us? Our Office Hours are 8:45 - 4 PM everyday by email OR visit us on Zoom:

PreK-2nd Grade every Tuesday from 10-11 AM, 3rd-5th Grade every Thursday from 10-11 AM

Zoom links are posted in the Grade level Google Classrooms and through email requests.

## Let's talk about **Shadows!**

*What is a shadow?*

A shadow is a dark shape that is created on a surface when an object blocks light. Take a look at this:

<https://www.youtube.com/watch?v=IOIGOT88Aqc>

Belgian artist, **Vincent Bal**, uses shadows from everyday objects to complete his drawings. View this video of him explaining how he creates his "Shadowology" artwork:

<https://youtu.be/NlnkH0ukCOI>

More examples of his art: <https://youtu.be/b-R-ZHTRksI>



**Now we can try some fun shadow art ourselves!**

First, decide if you want to make shadow art by using objects and tracing them (#1)

**OR**

a more challenging "Shadowology" art piece like artist Vincent Bal creates (#2).



**Find something that creates a fun shadow (a toy, piece of furniture, something in nature or a person). Use a natural light source (the sun) or angle a lamp to emphasize the shadows of the object to draw.**

Think about these questions before starting:

-->What kind of paper do I want to use? Plain, colored, etc.

-->How should my object and paper be positioned to make an interesting shadow with my light source?

-->Do I want to capture the whole shadow or part of my object's shadow on my paper?

**Using paper and a pencil, either trace the shadow your object creates (if completing #1) OR add the details of your drawing around the shadow (if completing #2).**

When finished, take a picture of your drawing with the object included. Then, add color or details. Take another picture of your drawing and compare. *Which do you like better (with or without color)? Why?*

*Alternative material: use chalk or water on your sidewalk instead of paper (this works better with larger objects).*

**Share your shadow pictures with your art teacher!**

Choose **ONE** of the following

## **Drawing Prompts** to complete.

***Be creative and make it your own idea!***

Use the entire piece of paper and include a background. Start with pencil and then color your drawing using a medium of your choice (crayons, colored pencil, markers, etc.). Refer back to the video posted in Google Classroom about Art Supplies to get more unconventional ideas for supplies.

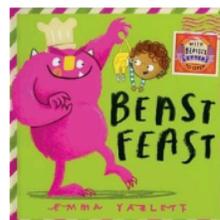
**-A map with hidden treasure**

**-Something special to you**

**-Illustrate a scene from a favorite book**

Be descriptive in what you include by drawing lots of details from the story.

Here is Mrs. Boumiea's sample drawing from Benjamin, her 5 year old's favorite book, **Beast Feast!**



**Mrs. Boumiea will be adding color to her drawing during the Art Zoom Office Hours.**

Be sure to share your picture and the story behind your artwork with a sibling or adult.

**Send a picture to your art teacher!**

## Word On The Street: Inspiring Our Community Through Art



**Street art** is art created on surfaces in public places. It is usually created as a way to convey messages to a large group of people. The murals (a painting on a wall) above are examples of famous street art pieces. Most of Mrs. Boumiea's classes have discussed murals.

Check out this video to learn about **Street Artists** including images from Banksy, Jason Naylor, Andrea Von Bujdoss, Shepard Fairey, Lakwena Maciver, and Eduardo Kobra: <https://www.youtube.com/mcVR0lvZ4r4>

### Create a Positive Artwork to Share

There are ideas below and examples in the video.

**Think and plan** What positive message do I want to use? What is an image or simple word that would quickly get my message across to others? What materials do I have?

#### Ideas:

- Sidewalk or Fence Chalk Message
- Poster or Banner
- Cardboard Sign
- Window Art (painted or paper)
- Nature Message
- Painted Rocks
- Flag posted in your yard
- OR your own idea

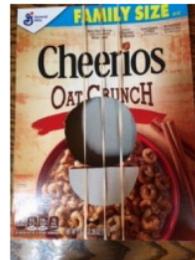
**\*\*Be sure to ask your parents for permission and decide on a good spot to create or display your art.\*\***

**SHARE** your positive artwork with others.

Don't forget to take a picture for your art teacher!

## Let's make a guitar!

These are the materials you will need: a cereal box, a pen, a glass or something circular to trace, scissors, tape, 2 or more rubber bands and your parents will need a knife.



**\*\*The cutting is a little tricky.\*\***

Please watch this video with a

family member before starting and have your parents or an older sibling help you:

[https://www.youtube.com/watch?v=dr4oDIMbi\\_E&t=22s](https://www.youtube.com/watch?v=dr4oDIMbi_E&t=22s)



*Decorate your guitar*

*Be imaginative and make it personal!*

*Prepare to show your guitar to family and friends and be able to explain how you made it.*

*You can show it off at your class zoom meetings!*

*Don't forget to send a picture of your guitar to your art teacher.*

EXTENSION: CAN YOU MAKE A SONG TO PLAY ON YOUR GUITAR ABOUT YOUR EXPERIENCE STAYING HOME DURING THIS PANDEMIC? WHAT WOULD YOU SING ABOUT TO MAKE PEOPLE FEEL BETTER? WHAT WOULD YOU JOKE ABOUT? SEND A VIDEO TO YOUR TEACHERS.

Tune in to the Art Zoom Office Hours to see Mrs. Jetton's finished blue guitar.

# Flowers *And a look at Georgia O'Keeffe*

Practice drawing an Iris flower

<https://www.youtube.com/watch?v=IABkbSgg0WQ>

Practice drawing a Black Eyed Susan

[https://www.youtube.com/watch?v=wFw\\_rdRKB8E](https://www.youtube.com/watch?v=wFw_rdRKB8E)

Practice drawing a Daffodil

<https://www.youtube.com/watch?v=A3FydEEiyFA>

*Use your new flower drawing skills to create a final product that is personal to you and serves a greater purpose,*

*It can be an inspiring artwork for the kitchen, a birthday card for someone or maybe a sign of wellness to put in the window for others outside to appreciate.*

**Georgia O'Keeffe painted flowers among other things and was unique in her approach. Watch this short video:**

<https://www.youtube.com/watch?v=vyRzUii-pSc>



**Questions to answer:**

**Can a beautiful picture of flowers create a change in someone's mood? How?**

**Can a lack of artwork also contribute to peoples' moods and feelings?**

**What conclusion can you draw about art in hospitals or nursing homes?**

**Does the age of the artist make a difference?**

**Why would it?**

**Please explain your ideas to someone in your family or a friend over the phone.**

**Send a picture to your art teacher!**



## Recyclables

*Gather your trash!!! Mrs. Jetton gathered these items. It took a week or so to save so many containers. Now, what should she make?*

Important things to think about:  
How will I connect parts? Glue? Tape?  
How will I cut things?  
How will I add details & color?  
You might need a parent's help to cut and assemble your masterpiece.

*Brainstorm some ideas for your project. Draw sketches of each and think how you will make them.*



*Is your project finished? Is there anything else you need to add that you forgot?*

*Are you ready to send pictures of your project to family and friends?*

*Tell them what it is and how you made it.*

*What was hard and what was your favorite part?*

*Give your project a title.*

*Don't forget to send your art teacher a picture!*

# PreK - 5<sup>th</sup> PE/Health Choice Board

## April 20 - May 1

Choose (1) PE activity and (1) Health activity per week from the choices below to be completed April 20<sup>th</sup> - May 1<sup>st</sup>.

Each activity can only be chosen once.

Be creative & have fun! Questions? Want to share a challenge? Contact your teacher:

Mr. Williams (HHGES): [dbwilliams@kent.k12.md.us](mailto:dbwilliams@kent.k12.md.us)

Mr. Walters (RHES): [wwalters@kent.k12.md.us](mailto:wwalters@kent.k12.md.us)

Mr. Pritzlaff (GALES): [rpritzlaff@kent.k12.md.us](mailto:rpritzlaff@kent.k12.md.us)

*Our office hours are 8:00am - 3:30pm every day.*

<p><b><u>PHYSICAL EDUCATION</u></b></p> <p><b><u>Increase and track your physical activity...</u></b></p>  <ul style="list-style-type: none"><li>• <b>Add activities:</b> Try to find new and different activities that you enjoy and challenge yourself each day and log them.</li><li>• <b>Trade active time for inactive time:</b> For example, during commercial breaks when watching tv, practice different exercises you have learned in class or exercises you enjoy until the show comes back on - log how many minutes you do this (it adds up!).</li><li>• <b>Do more than what you are doing:</b> Add more time to an exercise that you are doing in a row, do an activity for a longer time or multiple times a day. Log your progress.</li></ul> <p>Use the attached log to track your progress.</p>	<p><b><u>HEALTH</u></b></p> <p>Talk to a parent/guardian about how germs/viruses/diseases are spread from person to person.</p> <p>Talk to a parent/guardian about what someone could do to encourage others to keep from getting sick.</p> <p><b>Mindful Minute:</b> For 60 seconds, clear your mind &amp; only focus on your breathing. If your mind starts to wander, bring your attention back to your breathing.</p> 
<p><b><u>PHYSICAL EDUCATION</u></b></p>  <p>Physical Education BINGO</p> <p>(see attached BINGO Card)</p>	<p><b><u>HEALTH</u></b></p> <p>Germ Smart Kids</p> <p>Watch the video on How to wash your hands: <a href="https://www.youtube.com/watch?v=LQ24EfM7sEw">https://www.youtube.com/watch?v=LQ24EfM7sEw</a></p> <p>Create a poster for your bathroom at home to teach everyone in your house the proper way to wash your hands!</p> <p>Make a chart and keep track of how many times you wash your hands each day for a week.</p>

**Kent County Public Schools  
Rock Hall, MD  
ESOL Program**

April 6, 2020

Dear Families,

We hope you are well. This letter is being sent to inform you of what is being done to continue your child's education while schools are closed. The following actions have been put into place for the continuity of your child's education:

- calls are being made to you from the schools and the central office to keep you updated
- elementary schools are creating packets of work for students
- the middle school has distributed devices and work to its students ~ the high school is continuing its online instruction
- teachers are calling the homes of their students to check in and zooming with them

The ESOL Team would like to handle any of your questions or concerns regarding your child's education. **Feel free to call or email any of the team; these teachers are not fluent in Spanish, but want to help:**

Lynne Ewing            [lewing@kent.k12.md.us](mailto:lewing@kent.k12.md.us)    410 648 5283

Jody Herman    Garnet Elementary    [jherman@kent.k12.md.us](mailto:jherman@kent.k12.md.us)    410 708 1232

Tracey Kendall-Parent    Galena Elementary    [tkendall-parent@kent.k12.md.us](mailto:tkendall-parent@kent.k12.md.us)    410  
708 8878

Lisa Lerner    Kent County Middle and High Schools    [llerner@kent.k12.md.us](mailto:llerner@kent.k12.md.us)    4430  
995 9602

We look forward to hearing from you. |

Lynne Ewing  
ESOL Program



