



ACTIVITY GUIDE WEEK 2 - EXPLORE, DESIGN, CREATE GRADES: 3-5

Hello Parent/Guardian,

We hope you are doing well. Here is a guide full of fun activities for your child to try out this week at home! This educational guide is meant to be engaging and fun for your child. Complete the tic-tac-toe board with them on the front sheet, or challenge them to complete each of the activity squares. Included you will find: stories to read; letter, and sound activities; science and art activities; and some great math graphing practice. This week's theme is plants and animals. We hope you enjoy your activity guide for week 2.

Kent ISD



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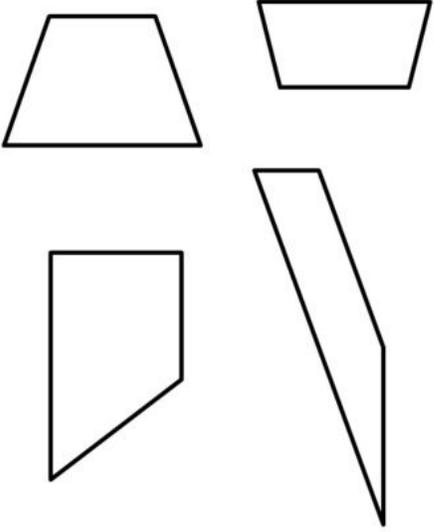
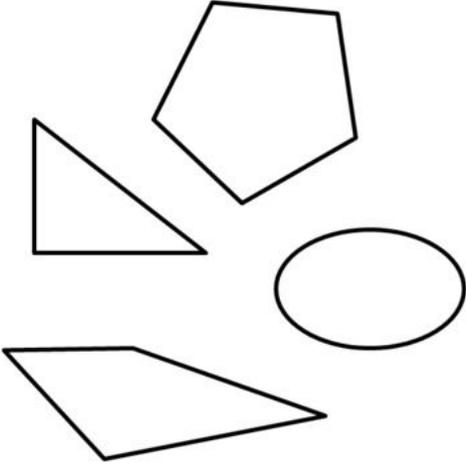




Grades 3-5
Week 2: PLANTS AND ANIMALS

<p>STEM:</p> <p>Design a Bird Nest</p> <p>Use materials you find outside to design a nest for a bird. Why were these the best materials for a nest?</p>	<p>READ: Choose 1:</p> <ul style="list-style-type: none"> - A real book about an animal - A fiction book about an animal - One of the stories in this packet 	<p>SOUNDS (Phonemic Awareness):</p> <p>Break Apart</p>
<p>WRITE: Choose 1:</p> <p>-Draw two animals. They can be real or made up. Label each animal part and what that part does. Then write sentences that tell how the animals are alike, and how they are different.</p> <p>-Write a story about an animal. Write a beginning, middle, and end.</p>	<p>FREE SPACE</p>	<p>LETTERS (Phonics):</p> <p>Choose a Word Ladders page</p>
<p>MATH: Choose 1</p> <p>What is a Trapezoid?</p> <p>Rectangles and Parallelograms</p>	<p>SCIENCE:</p> <p>Observe animals in nature</p>	<p>LANGUAGE:</p> <p>Talk with someone: I went on a nature walk and I saw ____ and ____. I think this animal has these body parts because.... Two animals were the same because _____. They were different because _____. Now I wonder why / how</p>

MATH
What is a Trapezoid?

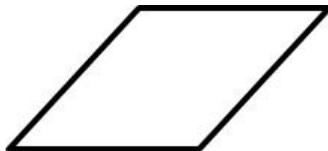
These are trapezoids:	These are not trapezoids:
	

1. Write what a trapezoid is in your own words.

Use some of these words. Definitions are in this packet.

- Side
- Right angle
- Adjacent
- Angle
- Obtuse angle
- Opposite
- Parallel
- Acute angle
- Equal

2. Is this a trapezoid according to your definition? Explain.



MATH
Rectangles and Parallelograms

Look at each figure. Read each of the descriptions. Place an X in the box if it appears to describe the figure pictured. Definitions of terms are on the next page.

				
4 vertices				
4 sides				
Opposite sides parallel				
Perpendicular sides				
Opposite sides have equal length				
All sides have equal length				
Contains right angle(s)				
Contains acute angle(s)				
Contains obtuse angle(s)				

All of the figures above are rectangles. Use the information and terms from the chart to write a definition of a rectangle.

All rectangles have:

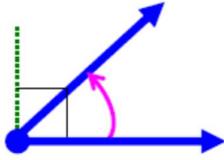
All rectangles do not have:

Some rectangles have:

Some rectangles do not have:

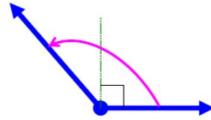
MATH
Terms to Know

**acute
angle**



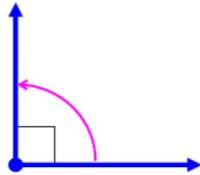
An angle with a
measure less than 90° .

obtuse angle



An angle with a measure
greater than 90°
but less than 180° .

**right
angle**



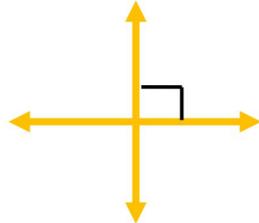
An angle that
measures exactly 90° .

**parallel
lines**



Lines that are always
the same distance apart.
They do not intersect.

**perpendicular
lines**



Two intersecting lines
that form right angles.

vertex



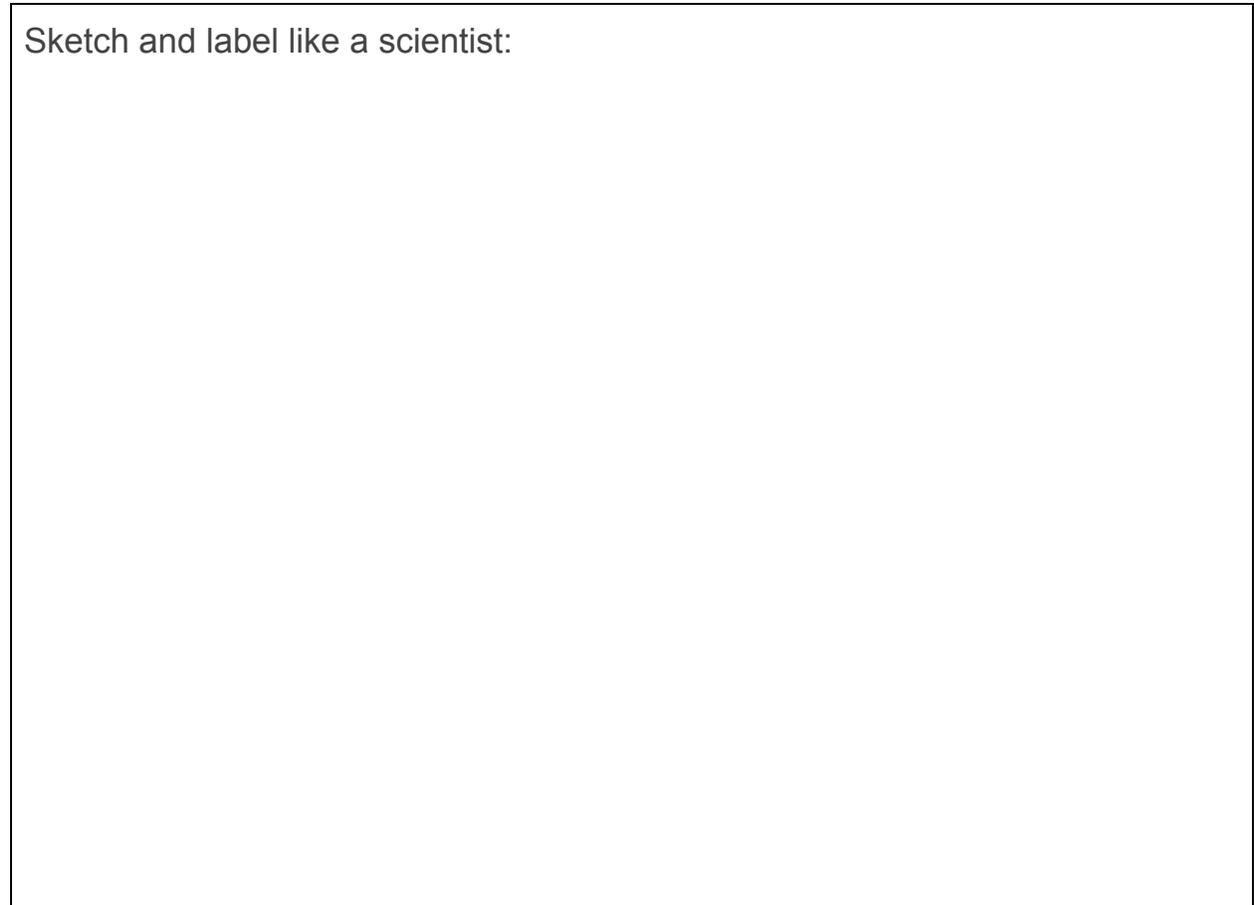
The point at which
two line segments,
lines, or rays meet to
form an angle.
(plural - **vertices**)

SCIENCE

Any time we are outside, we're in nature. Spend about 15-30 minutes outside.

1. Go on a nature walk or explore your yard - find different animals
2. Sit for awhile and look
3. Draw or take pictures of animals you see
4. Try to collect some animals a clear jar or cup
5. Pick one to really draw like a scientist - be an observer! Look closely!
6. Label the animal's parts and what you think those parts are used for
7. Think about the animals you have found - What looks the same? What looks different?
8. Let the animals go back to the wild!

Sketch and label like a scientist:



Thanks to Jessica Ashley from Oakland Schools for this activity

Bird Nests



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Most birds build nests, but all nests are not alike. The most common bird nest is the kind made by robins. Robins build nests that look like cups. They make a frame of twigs and sticks and cover it with mud. When this is done, robins line their nest with fine moss, feathers, and hair they find on the ground.

Barn swallows build nests of mud.

They make them in barns, close to the roof where it is safe. Sometimes several swallows build nests near one another.

Some birds build their nests in unusual ways. All birds use their beaks to help make their nests, but Tailorbirds use their beak as a needle to sew leaves together. Tailorbirds use threads they gather from the cotton in cotton plants.

Some birds don't build nests at all. Some lay their eggs right on the ground or on a rocky cliff. Auks are birds that lay their eggs on rocky cliffs near the sea.

Auks' eggs are pointed at one end. This shape lets the eggs roll in a circle if another animal tries to move them or if the wind blows hard. Because the eggs can roll in a circle, they do not roll off the cliff.

King penguins also do not build nests. Instead, they tuck their eggs into the folds of skin on their lower belly. The eggs rest on their feet and stay warm in the cold arctic winds.

Some bird species also lay their eggs in the nests of other birds. Cuckoos get other birds to keep their eggs safe and to feed their babies.

Most birds build a new nest each year. Some use the same nest for several years but clean the nest a little each year. Eagles build huge platform nests that they use for several years. However different they are, though, birds build nests that are just right for their families.



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Moles



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Did you ever walk across a lawn and find a mound in the dirt? It may have been made by a mole. Moles have rounded bodies and thick, soft fur that's usually black or gray. They are about six inches long and weigh about six ounces. Their eyes are tiny because they live underground, where they don't need to see well. Instead, moles have strong senses of hearing,

smell, and touch. They use these senses to find food and stay safe.

Moles use their short powerful legs, broad front feet, and sharp claws to burrow through the ground. Their long, pointed nose is hard, and it extends far beyond their mouth. Moles use their nose to loosen the earth. Then they use their claws to scratch and their feet to shovel the earth out to the sides of their body. Moles are sometimes said to be the best diggers in the animal world.

Moles burrow along at speeds as fast as four miles

per hour. In addition, moles can move both backwards and forwards in their tunnels. This helps them escape from danger.

Moles build tunnels near the surface and deep underground. They build warm dry nests in their tunnels to sleep and to raise their babies. They also build areas to store food.

Moles like to eat earthworms and grubs, and they find these animals as they burrow along. People sometimes think of moles as pests because they can destroy a lawn. However, moles help gardeners, too, by eating insects that harm plants.

When moles enter or leave their tunnel, they pile up dirt into mounds called mole hills. These mounds contain dirt the mole has dug out of the ground. So, the next time you see a mound in a lawn, look carefully.

If you wait patiently, you might see a mole peeking out.



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Counting Endangered Animals

volume 5
issue 2



Counting animals in the wild is a hard job. To get a hint of how hard it is, try to count all of the birds in a park near you. The difficulty of counting doesn't stop

the International Union for Conservation of Nature and Natural Resources, though. This group publishes a list of the world's endangered animal and plant species.

People from all over the world work with the union to track and count endangered species. Counting endangered animals is hard because some animals are so rare that even scientists hardly ever see them. Other animals live in such large areas that finding them is almost impossible without modern technology. Here are two ways scientists count endangered animals.

Florida panthers are an endangered species. While these big cats once roamed the southeastern United States, only thirty to fifty panthers are left in the wild. Scientists use dogs to sniff them out. After netting a panther, scientists put a radio collar around its neck.

Airplanes with special antennas then pick up signals from the collar. Because the signal from each collar is different, scientists can track specific panthers. The signal also tells whether the panther is resting or moving.

Humpback whales are another endangered species. Scientists locate humpback whales by using underwater microphones, which pick up the whales' songs. Photographs of whales' tails then help scientists identify individual whales. Like human fingerprints, each humpback's tail has different marks. Tail photographs help scientists identify, count, and track whales as they swim through the oceans of the world.

There are many reasons to count animals, but the most important is to make sure a species doesn't die out. Keeping animals healthy can help people, too. Scientists still don't know if a species might be a source of an important medicine or how species help one another stay healthy. Plus, protecting species might help protect the planet.



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Objective

The student will identify base words and affixes.



Materials

- ▶ Word cards (Activity Master P.060.AM1a - P.060.AM1b)
- ▶ Student sheet (Activity Master P.060.SS)
- ▶ Whiteboards
- ▶ Vis-à-Vis® markers
- ▶ Pencils



Activity

Students segment words by isolating the base word and affixes.

1. Place word cards face down in a stack on a flat surface. Provide each student with a whiteboard, Vis-à-Vis® marker, and student sheet.
2. Taking turns, students select the top card from the stack, read it orally (e.g., “tallest”), and write the word on their whiteboards.
3. Determine the base word and the affix (i.e., tall - est). Put a line between the base word and affix.
4. Record on student sheet.
5. Continue until all words are recorded.
6. Teacher evaluation

The illustration shows a stack of whiteboards on the left, with the word "tallest" written on the top one. To the right is a student sheet titled "Prefix and Suffix Word Pins" with the following table structure:

Word	=	Prefix	+	Base Word	+	Suffix
tallest	=		+	tall	+	est
	=		+		+	
	=		+		+	
	=		+		+	
	=		+		+	
	=		+		+	
	=		+		+	
	=		+		+	
	=		+		+	
	=		+		+	
	=		+		+	
	=		+		+	

A yellow pencil is shown pointing to the first row of the table.



Extensions and Adaptations

- ▶ Make and use compound words (Activity Master P.056.AM3).

Phonics

Break Apart

P.060.AM1a

tallest

returning

undo

landed

misuse

discolored

word cards



wishes

trainer

unsure

removes

asking

helpful



Name _____

Break Apart

P.060.SS

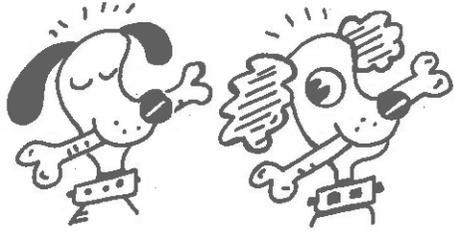
Word	=	Prefix	+	Base Word	+	Suffix
_____	=	_____	+	_____	+	_____
_____	=	_____	+	_____	+	_____
_____	=	_____	+	_____	+	_____
_____	=	_____	+	_____	+	_____
_____	=	_____	+	_____	+	_____
_____	=	_____	+	_____	+	_____
_____	=	_____	+	_____	+	_____
_____	=	_____	+	_____	+	_____
_____	=	_____	+	_____	+	_____
_____	=	_____	+	_____	+	_____
_____	=	_____	+	_____	+	_____
_____	=	_____	+	_____	+	_____
_____	=	_____	+	_____	+	_____
_____	=	_____	+	_____	+	_____
_____	=	_____	+	_____	+	_____

Name _____

Read the clues, then write the words.
Start at the bottom and climb to the top.



Give a Dog a Bone



What a dog likes to chew.
Change one letter.

A sudden, loud, and explosive sound.
Add one letter.

Not small.
Take away two letters.

To twist a cloth to make water come out of it.
Add one letter to the beginning.

Sound made by a bell.
Add one letter.

What dogs like to do in the dirt.
Change one letter.

11 _____

10 _____

9 _____

8 _____

7 _____

6 _____

5 _____

5 _____

4 _____

3 _____

2 _____

1 _____

The deep sound made by a bell.
Change one letter.

A sack for carrying things.
Change one letter.

To take something or someone with you.
Change one letter.

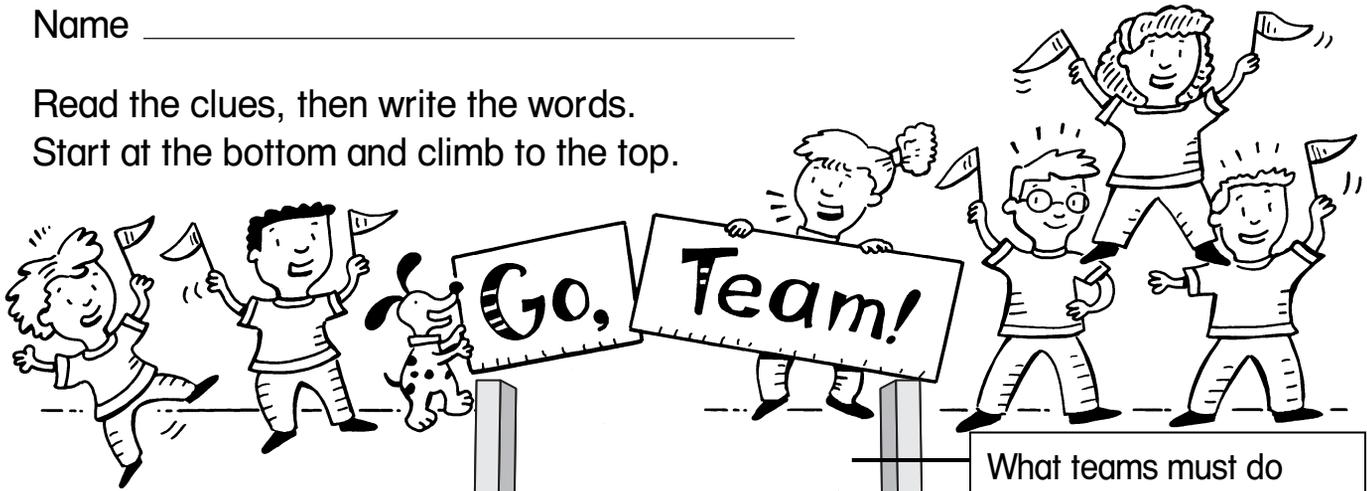
Jewelry worn on the finger.
Change one letter.

Overwhelming noise.
Change the last letter.

d o g

Name _____

Read the clues, then write the words.
Start at the bottom and climb to the top.



What teams must do together. The coach said to us, "Good ____, team!"
Change one letter.

Something gets ____ out when it has been used often.
Change one letter.

Ripped.
Add one letter.

An enormous weight: 2,000 pounds.
Take away two letters, then add one.

 What you pay to cross a bridge.
Change one letter.

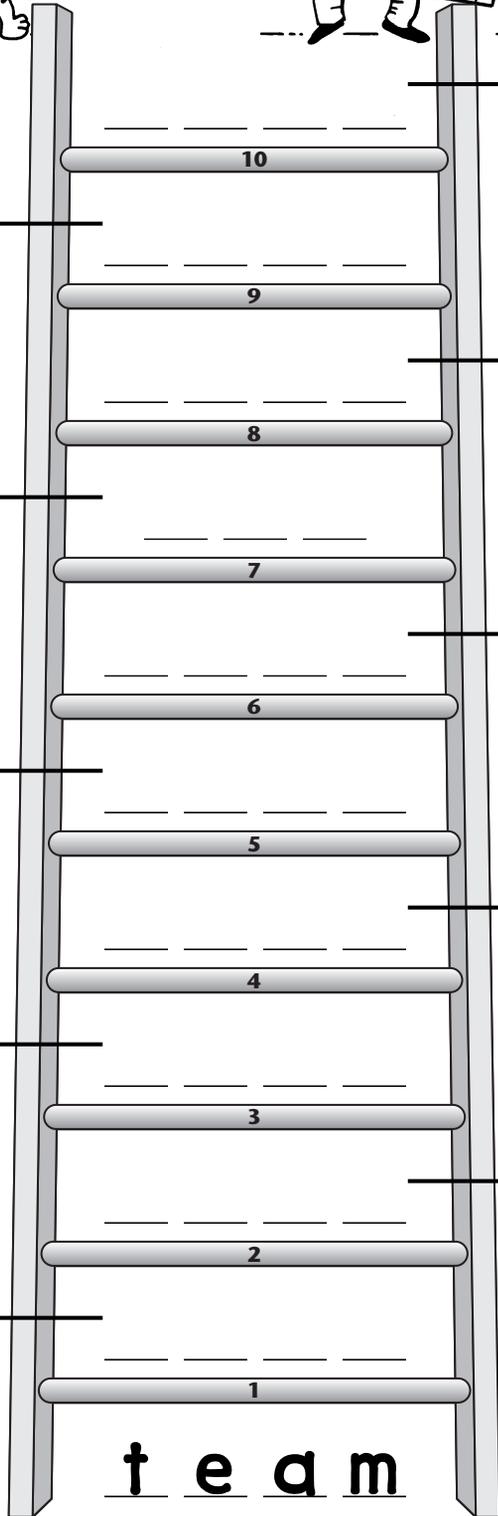
Not short.
Change one letter.

A story.
Change one letter.

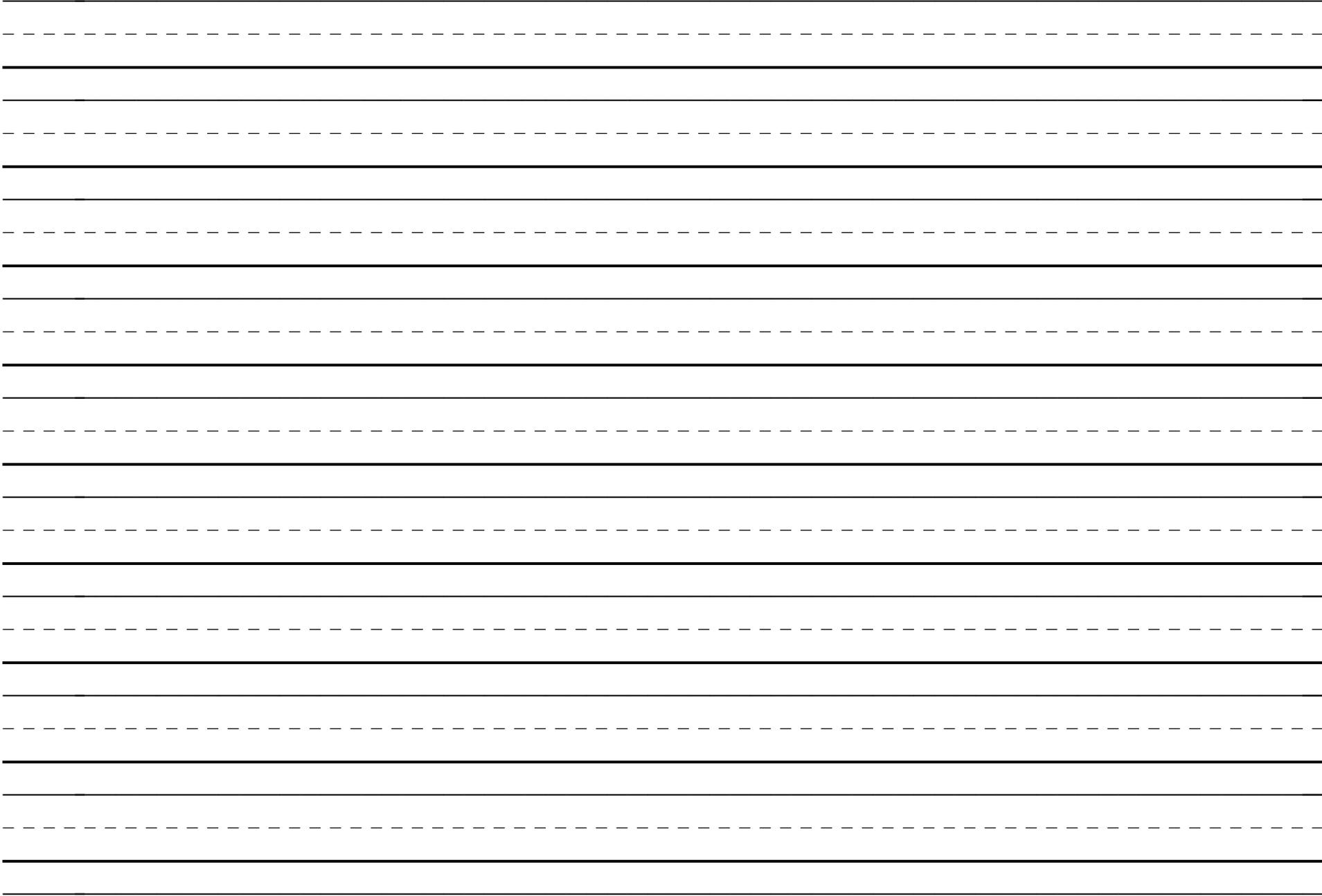
To get or bring something.
Change one letter.

Not wild. A house pet is ____.
Rearrange letters.

Food that comes from animals.
Rearrange letters.



The image shows a writing grid for Grade 2. It consists of five identical sets of horizontal lines. Each set includes a solid top line, a dashed middle line, and a solid bottom line, which are standard for teaching handwriting and letter formation.



Credits

Math:

Tasks: illustrativemathematics.org

Terms: <https://www.graniteschools.org/mathvocabulary/vocabulary-cards/>

Stories: <https://www.readworks.org/>

Sounds: https://fcr.org/resources/resources_sca_k-1.html

Letters:

STEM:

<https://drive.google.com/drive/folders/12OQtEcSkhsxLgiXAltn8kxJFwq8dbKB7?usp=sharing>

Science: https://padlet.com/jessicaashley/Wonderfilled_Elem_Science