



## ACTIVITY GUIDE WEEK 4 - 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 informational technology. We hope you enjoy your activity guide for week 4.

# Kent ISD



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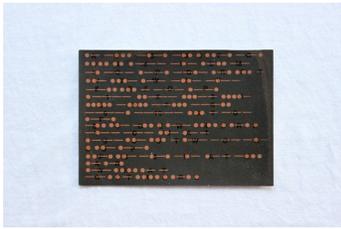
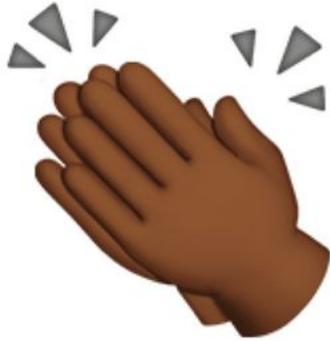


**Grades 3-5**  
**Week 4: INFORMATION TECHNOLOGY**

<p><b>STEM:</b></p> <p>Design a futuristic phone</p> <p>Create a blueprint of a phone from the future. What can your phone do? Why are these functions important to you?</p> <p>*a <i>blueprint</i> is a drawing with labels</p>	<p><b>READ:</b>  <b>Choose 1:</b></p> <ul style="list-style-type: none"> <li>- A real book about a way people communicate (computer, phone, talking, code)</li> <li>- A fiction book about a way people communicate (computer, phone, talking, code)</li> <li>- One of the stories in this packet</li> </ul>	<p><b>SOUNDS (Phonemic Awareness):</b></p> <p>Phoneme Swap</p> <p>*Phoneme = sound</p>
<p><b>WRITE:</b></p> <p>Write a note to someone using a code.</p> <p>See the math activity for an example.</p>	<p><b>FREE SPACE</b></p>	<p><b>LETTERS (Phonics):</b></p> <p>Choose a Word Ladders page</p>
<p><b>MATH:</b></p> <p>Crack the code</p>	<p><b>SCIENCE:</b></p> <p>Send a message</p>	<p><b>LANGUAGE:</b></p> <p>The way we talk to others is a code! Learn a new way to say "I love you" and tell it to someone you love.</p>

## SCIENCE

Create a way to send a message over a longer distance. Think about sound or pictures and codes. (Example: clapping a code around the corner to a friend.)



Write down your code below. How are you sending the message? Did the person receiving the message understand it? If not, make it better!

**Enrichment Activity 1:** Try making a code with pictures rather than sound or sound rather than a picture depending on what you chose the 1st time.

**Enrichment Activity 2:** Try Hour of Code on the computer. It is free with plenty of options to code for activities of your choice online with quick start guides.

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

# crack the code

Crack the code to solve the riddle:



**I have keys but no locks. I have space but no room. You can enter but can't go outside. What am I?**

2 x 8		9 x 3	10 x 8	6 x 9	1 x 7	7 x 6	8 x 2	6 x 6	9 x 5

A	B	C	D	E	F	G	H	I	J	K	L	M
16	7	70	45	80	49	48	63	21	64	27	40	28
N	O	P	Q	R	S	T	U	V	W	X	Y	Z
72	42	8	9	36	56	14	24	72	18	35	54	32

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

# crack the code

Crack the code to solve the riddle:



I have no life, but I can die. What am I?

8 x 9		1 x 7	9 x 8	9 x 7	7 x 9	7 x 7	8 x 8	4 x 8

A	B	C	D	E	F	G	H	I	J	K	L	M
72	7	42	16	49	80	27	48	36	21	56	28	45
N	O	P	Q	R	S	T	U	V	W	X	Y	Z
40	70	9	8	64	14	63	24	72	35	18	32	54

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

# crack the code

Crack the code to solve the riddle:



**What can you eat, play with, watch with and listen to music to?**

8 x 5	1 x 9	9 x 1	5 x 9	8 x 10	7 x 2

A	B	C	D	E	F	G	H	I	J	K	L	M
40	7	70	16	80	49	48	27	21	36	63	45	28
N	O	P	Q	R	S	T	U	V	W	X	Y	Z
72	42	9	8	64	14	56	24	72	18	35	32	54

# crack the code

## Answers

I have keys but no locks. I have space but no room. You can enter but can't go outside. What am I?

**A Keyboard**

I have no life, but I can die. What am I?

**A Battery**

What can you eat, play with, watch with and listen to music to?

**Apples**



### Phoneme Swap

#### Objective

The student will manipulate phonemes in words.

#### Materials

- ▶ Phoneme substitution picture cards (Activity Master PA.023.AM1a - PA.023.AM1b)
- ▶ Student sheet (Activity Master PA.023.SS1a - PA.023.SS1b)

*Can be copied back to back.*

*Note: The head of the shark denotes the beginning sound, the body of the shark with fin denotes the middle sound, and the tail denotes the final sound.*

- ▶ Pencils

#### Activity

Students decide which phoneme has been changed by comparing two pictures.

1. Place the phoneme substitution picture cards face down at the center. Provide each student with both student sheets.
2. Taking turns, students select top card. Say the name of each picture (“boat” and “coat”).
3. Determine what sound has been changed and say those two sounds (e.g., “/b/ to /k/”).
4. State whether the sound change is located at the beginning, middle, or end of the word (e.g., “. . . the beginning sound changed from /b/ to /k/”).
5. Place an “X” under the correct heading on their student sheets.
6. Continue until all cards are identified.
7. Teacher evaluation

Name _____	PA.023.SS2		
Phoneme Swap			
→			
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→	X		
→			
→			

“Boat, coat. The beginning sound changed from /b/ to /k/.”

→

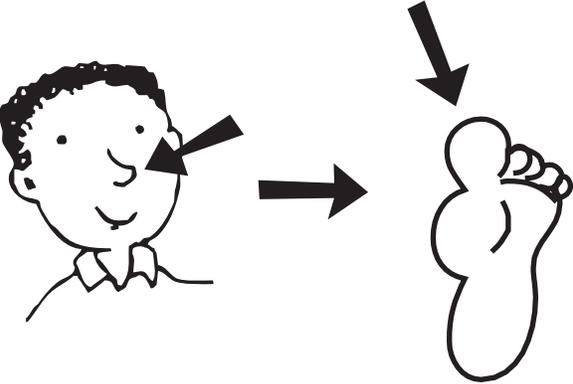
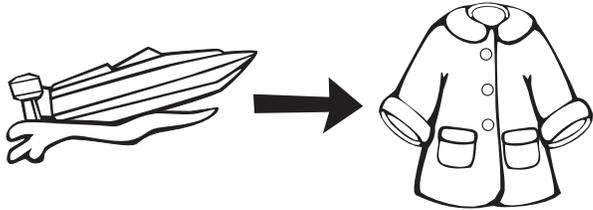
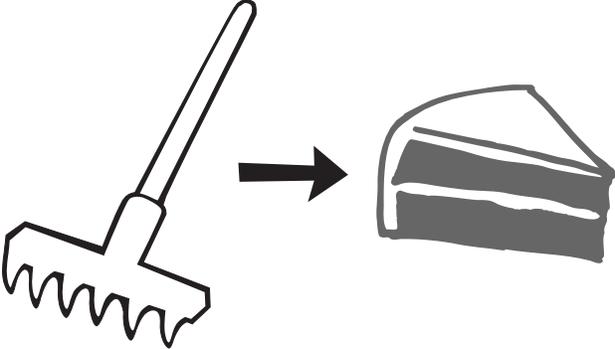
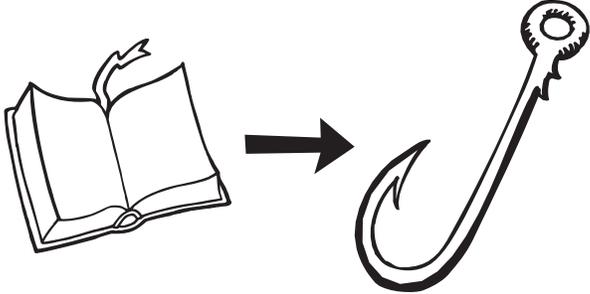
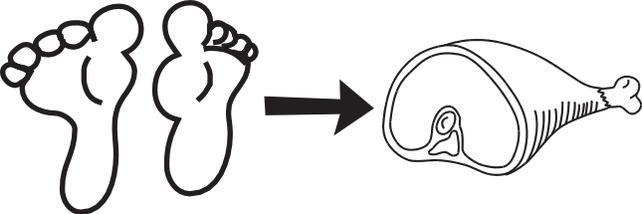
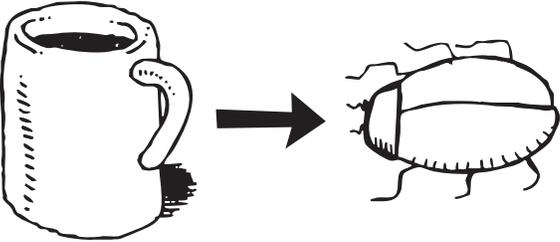
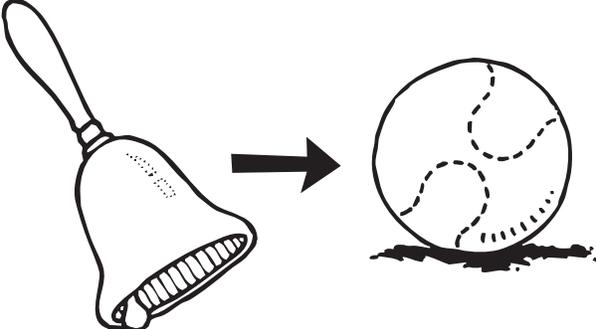
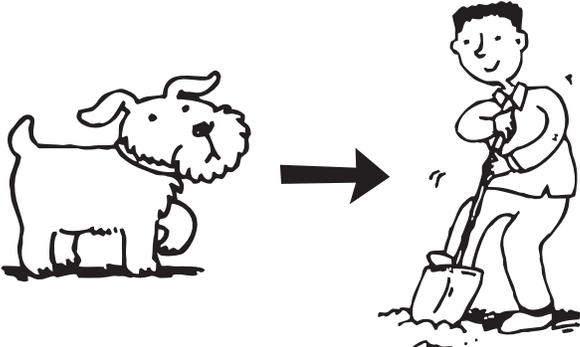
#### Extensions and Adaptations

- ▶ Sort pictures on a pocket chart by initial, final, or medial sound changes using header picture cards (Activity Master PA.022.AM1).

# Phonemic Awareness

PA.023.AM1a

Phoneme Swap

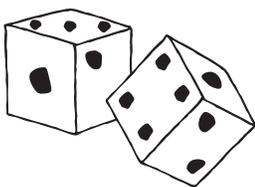
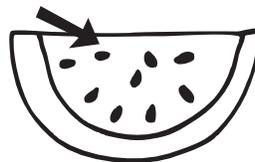
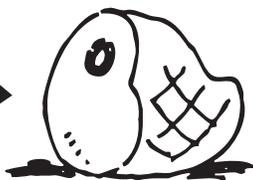
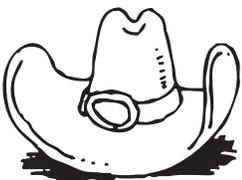
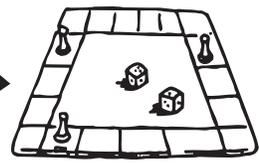
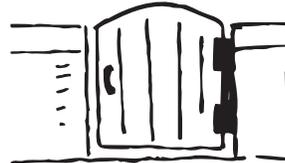
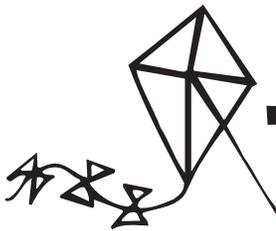
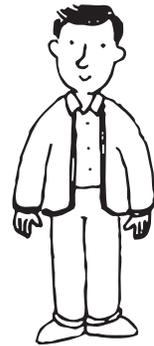
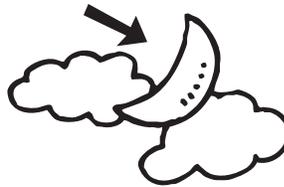
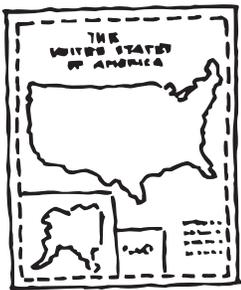
	
	
	
	

INITIAL: nose - toes, boat - coat, rake - cake, book - hook, feet - meat, mug - bug MEDIAL: bell - ball, dog - dig

# Phonemic Awareness

Phoneme Swap

PA.023.AM1b



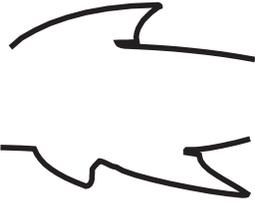
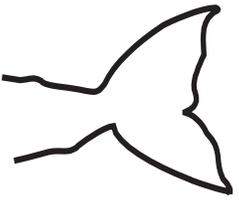
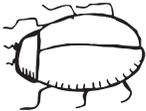
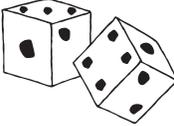
map - mop, moon - man, kite - coat FINAL: gate - game, hat - ham, seed - seal, dice - dime, cat - can



# Name \_\_\_\_\_

PA.023.SS I a

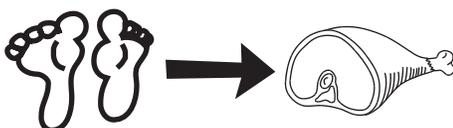
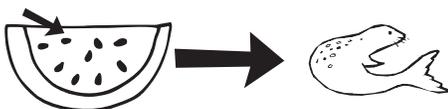
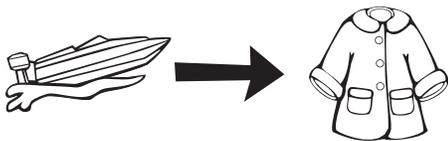
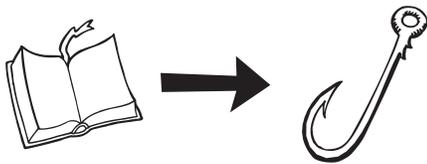
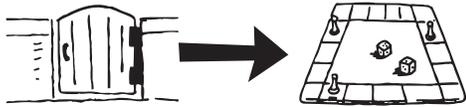
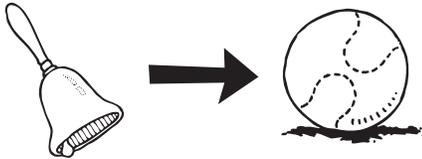
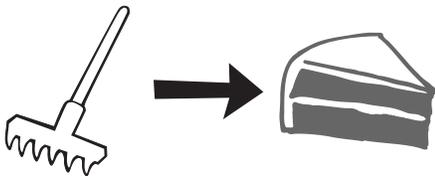
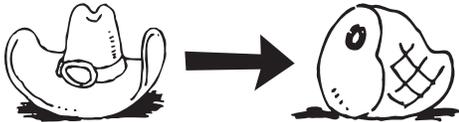
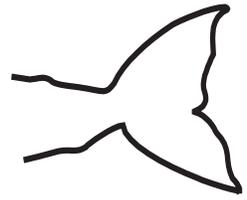
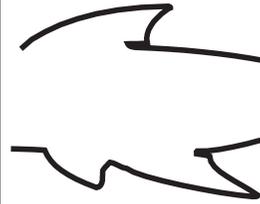
Phoneme Swap

				
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# Name \_\_\_\_\_

Phoneme Swap

PA.023.SS1b



# Video Games for Work and Play

volume 1  
issue 11



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It seems like everyone plays video games today. Kids play, moms and dads play, even grandparents play. In fact, more than half of the families in the United

States today play video games.

Video games haven't been around for a long time, though. The first computer game was invented in 1958. It was based on the game of tennis. At that time, few people had computers in their homes. Computer programmers, or people working on the computers in labs, made games for fun and to show off their skills.

In 1972, a programmer named Ralph Baer began to think about how to play video games on a television. He invented a home gaming console that allowed people to play video games on TVs. After that, many people began designing home gaming consoles. In the late 1980s, hand-held games also became popular.

As technology developed and more people owned computers, the number of games grew. Soon, people

were sitting around TVs with controls that were wired to consoles. They played sports games, mystery games, and games in which characters chased one another. Then people started playing games over the Internet. Instead of just two people playing a game in a room, hundreds of people could play a game together.

Although video games are often used for fun, they can be used in other ways, too. You may have played games that helped you recognize letters and words or that helped you learn how to add numbers.

Video games can also be used to help people in other ways. Doctors have used games to treat children and adults with brain injuries. The U.S. military uses video games to train soldiers. They have also been used to train people who respond to emergencies.

Video games have changed a lot in 60 years, from playing tennis to helping people get well. If you could program a new video game, what kind of game would you create?



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# The Colors of English



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There's a fruit that you eat in sections or squeeze to drink its juice. What is it? It's an orange. The name of the fruit is also the name of the color you use to paint carrots or flowers.

Many words have come into English from other languages. The word *orange* came into English from Arabic. Arabic farmers cultivated the orange, known there as the *naranjl*. Later, the

word came into Spanish as *la naranja*. Finally, it came into English as the *orange*. At that time, *orange* only referred to the fruit. Later, *orange* was also used for the color.

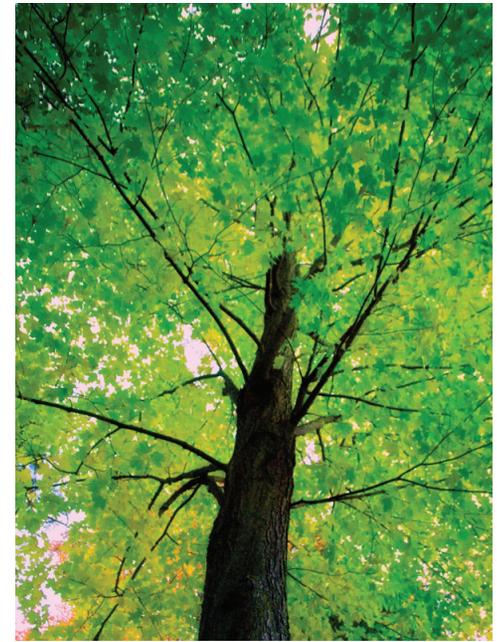
Some words keep their meaning when they come into another language. Others change their meaning. Many languages have words that came from Indo-European, which was an early language. The word *blue* is from an Indo-European word that meant "yellow." Later, the word came into Greek, where it meant "white." Then it came into Old English, where it meant "pale."

*Blue* started referring to the color we know today when the word came into French. Today, you would probably choose blue to paint the sky or blueberries, not the Sun or snow.

The word for the color green was originally from German. The German word was *gruen*, meaning "to grow." That's how we got the name for the color of plants. Today, *green* also describes actions that help our planet.

*Red*, which came from Greek, also kept the same meaning when it moved into English. You can see the word *red* in color words that are shades of red, including *ruby* and *rust*. You might use the color red to paint apples or cherries.

Words often change their spelling and meaning when they come into another language. You can be a word detective and find clues to a word's history. Many dictionaries have notes about how a word came into English. These notes can amaze you—and your friends.



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# Hula: Dance That Tells a Story

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Dancers sway gracefully, their grass skirts seeming to wave in the breeze. Their hands make soft flowing motions. This is hula dancing. In Hawaii, hula has been used

for hundreds of years to tell stories and to pay respect to gods, goddesses, and nature. Hula was created long before the Hawaiian people created a system of writing. Instead they communicated through dance and song.

Although there are many stories about how hula was invented, some believe that Pele, Hawaii's goddess of fire and volcanoes, wanted her sisters to dance for her. According to the story, only her sister Hi'iaka danced for the goddess. This sister is said to have been the first person to perform hula.

Over the years, both Hawaiians and visitors changed the dances. In the early 1800s, long before Hawaii became part of the United States, missionaries traveled there. The missionaries did not approve of hula. Although they tried to persuade the Hawaiian people to

stop dancing, the missionaries could not erase hula from the Hawaiian culture. In addition, Hawaiians began to sail around the world and bring back ideas from other cultures. They added these ideas to hula to create new dances to tell a traditional story.

There are two types of hula. Hula kahiko uses the same traditional movements and instruments as did the ancient Hawaiians. When dancers perform hula kahiko, they dance to chanting and traditional musical instruments, such as rattles and drums. In contrast, hula 'auana is considered modern hula. Modern hula is danced to modern Hawaiian music, which often features the ukulele, an instrument that looks like a small guitar. Dancers wear skirts made from leaves and bracelets and anklets made from flowers.

Today, visitors to Hawaii often go to see hula performances.

The gentle, waving movements of the dancers remind them of soft winds blowing through the islands' palm trees.



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Name \_\_\_\_\_

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



A ladder with 10 rungs, numbered 1 to 10 from bottom to top. The word "scream" is written at the base of the ladder. Clues are provided for each rung, with instructions on how to modify the word "scream" to form the answer.

**10** To call out in a loud voice.  
Take away the first two letters, then add two.

**9** A freshwater fish that's good to eat.  
Add one letter.

**8** Between a walk and a run.  
Add one letter.

**7** To decay or decompose.  
Change one letter.

**6** A rodent bigger than a mouse.  
Change one letter.

**5** A male sheep.  
Take away one letter.

**4** A sloping passageway that links two levels.  
Take away one letter.

**3** A painful contraction of a muscle.  
Add one letter.

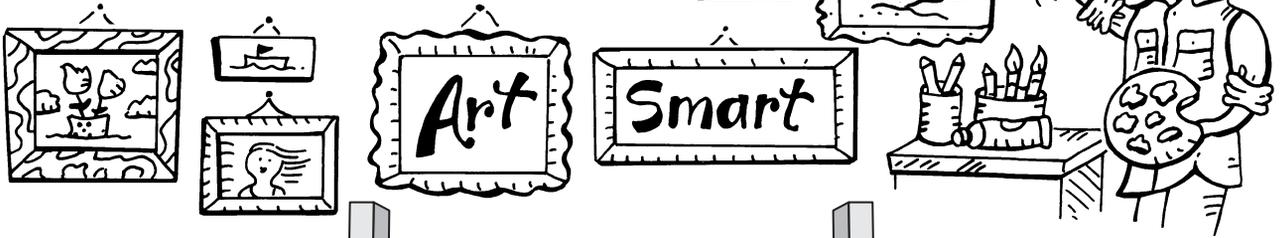
**2** To pack something tightly.  
Take away one letter.

**1** The thickest, richest part of milk.  
Take away one letter.

**scream**

Name \_\_\_\_\_

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



To make pictures.  
**Take away two letters, then add one.**

\_\_\_\_\_

9

A thing used to suck a drink from a glass.  
**Add two letters.**

\_\_\_\_\_

8

Not cooked.  
**Change one letter.**

\_\_\_\_\_

7

A tool used to cut wood.  
**Change one letter.**

\_\_\_\_\_

6

The past tense of *sit*.  
He \_\_\_\_\_ in the chair.  
**Take away one letter.**

\_\_\_\_\_

5

A word you might say to make an animal go away.  
**Add one letter.**

\_\_\_\_\_

4

A house pet that is related to lions and tigers.  
**Change one letter.**

\_\_\_\_\_

3

An automobile.  
**Take away one letter.**

\_\_\_\_\_

2

A two-wheeled vehicle for carrying things.  
**Add one letter.**

\_\_\_\_\_

1

a r t

Language

SAY *I love you* IN  
DIFFERENT LANGUAGES:

FRENCH "*Je t'aime*" PRONOUNCED:  
JUH-TEM

ITALIAN "*Ti Amo*" PRONOUNCED:  
TEA-AHMO

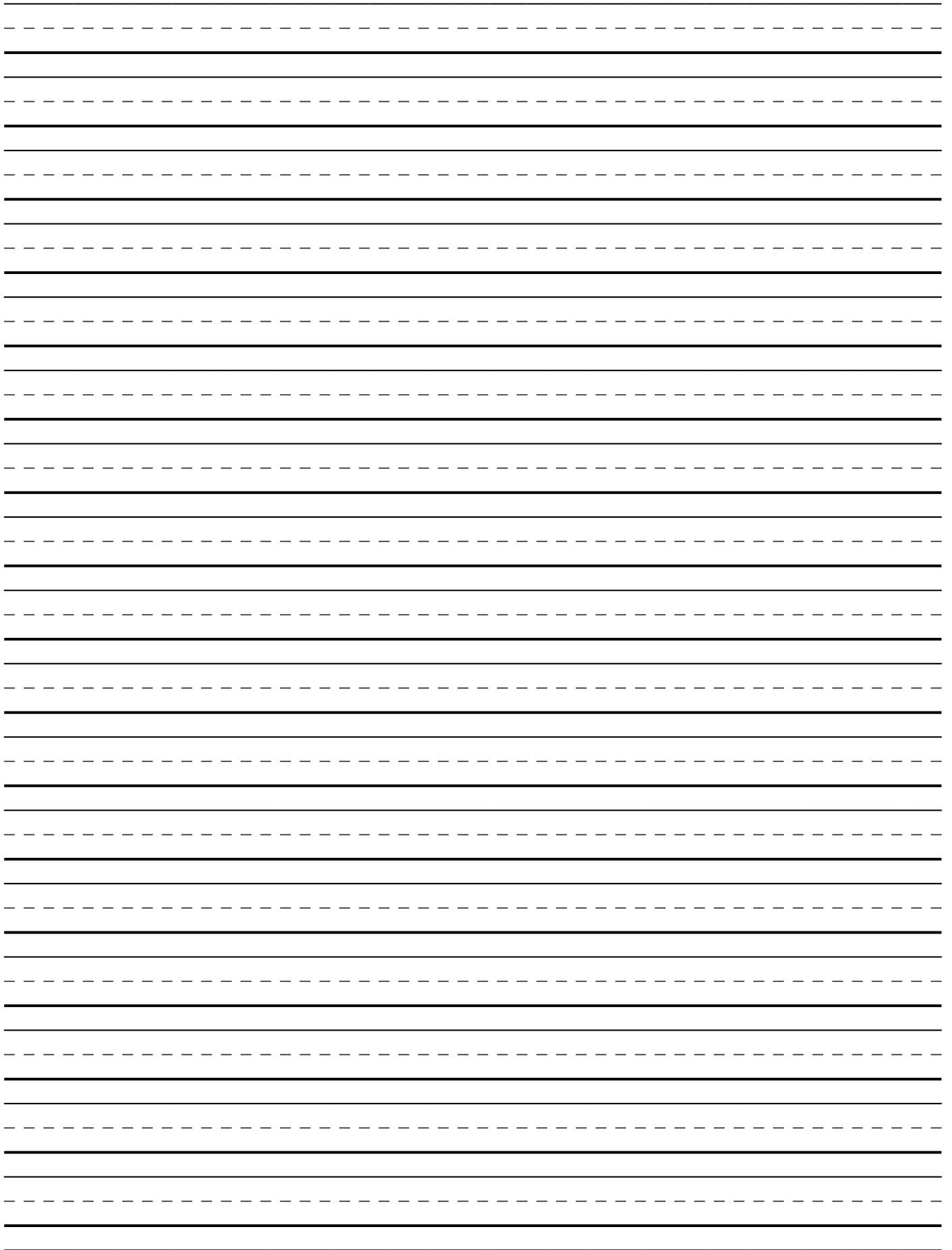
SPANISH "*Te Amo*" PRONOUNCED:  
TAY-AHMO

CHINESE "*Wo Ie Ni*" PRONOUNCED:  
WOAH-EYE-NIGH

GERMAN "*Ich Liebe Dich*" PRONOUNCED:  
ICK-LEE-BAH-DIK

JAPANESE "*Aishiteru*" PRONOUNCED:  
AYE-SHEE-TER-U

The image shows a writing grid for Grade 2 story writing. It consists of five rows of horizontal lines. Each row is composed of a solid top line, a dashed middle line, and a solid bottom line, providing a guide for letter height and placement.



## Credits

Math:

<https://www.teacherspayteachers.com/Product/Free-Crack-the-Code-Puzzles-Multiplication-4696317>

Stories: [textproject.org](http://textproject.org)

Sounds: [https://fcrr.org/resources/resources\\_sca\\_k-1.html](https://fcrr.org/resources/resources_sca_k-1.html)

Letters: [https://fcrr.org/resources/resources\\_sca\\_k-1.html](https://fcrr.org/resources/resources_sca_k-1.html)

STEM:

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

Science: Wendi Vogel, Kent ISD, Science Consultant