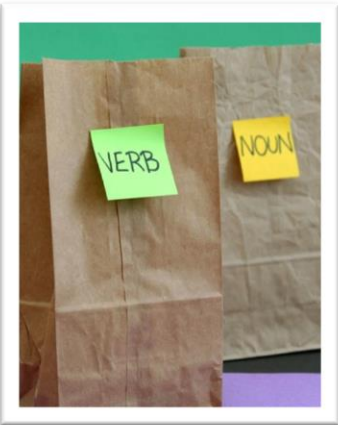
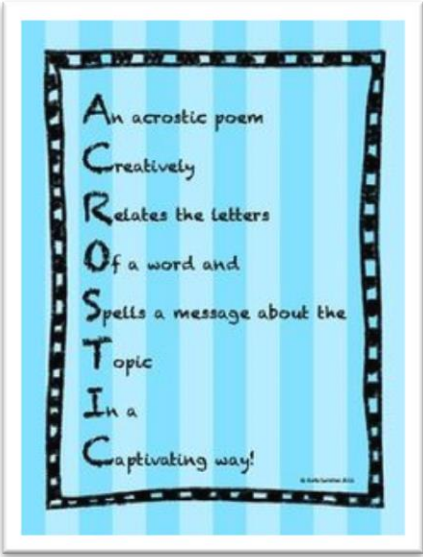




WEEK: May 11th-May 15th (Gr. 5-Gr.8 Calendar)

MONDAY May 11 th	AM ACTIVITY: PLAY THE BAG GAME:LEARN PARTS OF SPEECH	PM ACTIVITY: TRUST WALK
	<p>INSTRUCTIONS:</p> <p>What You Need:</p> <ul style="list-style-type: none">- 25 Flashcards Pencil- 8 small brown paper bags or any type of bag you cannot see through <p>What You Do:</p> <ol style="list-style-type: none">1. Review 8 common parts of speech with your kids. <p>Noun: Often described as a person, place or thing. For example: dog, flower, girl, boy, mountain, rock. Verb: an action or a state of being. Examples: run, swim, jump, think, laugh, and cry. Adjective: a word that modifies a noun. It will describe a person, place or thing. Examples: small, heavy, red, orange, smart, kind, loyal, angry. Adverb: modifies a verb. Examples: quickly, forcefully, steadily, often, and rarely. Pronoun: represents a noun. Examples: he, she, her, him, it, they, them. Preposition: describes information about phrases in a sentence, such as how words relate to each other. Examples: across, above, in, from, underneath, onto, on, behind. Conjunction: connects two phrases together. If the phrases are independent, they should be separated by a comma after the conjunction. Examples: and, but, yet, so, or. Interjection: used to express emotion or excitement, and they are usually followed by exclamation marks. Examples: Gosh, Phew, Wow, Yikes, Aha.</p> <ol style="list-style-type: none">2. Write the name of one of the 8 parts of speech on every paper bag.3. Have your kids write down 25 different words, one on each flashcard. Encourage them to think of a variety of words.4. Help your kids identify the part of speech belonging to each word and placing it in its corresponding paper bag.5. Choose one word from each paper bag, and ask your kids to use the words to form a sentence. They will receive one point for each word they used correctly in the sentence.6. Play until you have used up all of the flashcards. Count up the points that each player has received to determine the winner.	<p>INSTRUCTIONS:</p> <p>What you will need:</p> <ul style="list-style-type: none">- Blind fold (cloth, dish towel, sweater) <p>What you need to do:</p> <ol style="list-style-type: none">1. Talk to your child about the five senses (smell, touch, taste, sight, and hearing)2. Tell them you are going to go on a trust walk where they will be blind folded as you direct on a walk around the house3. Ask them to identify things based on their five senses<ul style="list-style-type: none">➔ What do they hear?➔ What do they smell?➔ What do they taste?➔ What can they touch?4. Ask your child to try and identity different areas on the walk based on what they are experience with their five senses.



WEEK: May 11th-May 15th (Gr. 5-Gr.8 Calendar)

Tuesday May 12 th	AM ACTIVITY: PEOPLE POEM	PM ACTIVITY: READ, READ, READ
	<div data-bbox="357 381 551 410">INSTRUCTIONS:</div> <div data-bbox="405 423 911 529"><ul style="list-style-type: none">- Have your child write poems about people or places they have learned about in social studies.</div> <div data-bbox="405 560 970 665"><p>The poem can be in the form of an acrostic, in which the first letter of each line begins with a letter of the person's name.</p></div> <div data-bbox="405 696 956 768"><ul style="list-style-type: none">- The lines consist of words or phrases describing the person's characteristics.</div> <div data-bbox="1029 418 1451 971">A diagram of an acrostic poem. It consists of a blue square with vertical stripes and a black border. Inside, the text reads: "An acrostic poem Creatively Relates the letters Of a word and Spells a message about the Topic In a Captivating way!"</div> <div data-bbox="381 816 822 1433">A template for a Diamante Poem. It is a white rectangle with a colorful border. The title "Diamante Poem" is at the top. Below it is a diamond-shaped grid of lines for writing. The lines are labeled: Noun, Adjective, Adjective, Verb, Verb, Verb, Noun, Noun, Noun, Noun, Verb, Verb, Verb, Adjective, Adjective, Noun. At the bottom right is a line for the author: "By _____".</div> <div data-bbox="862 1040 1459 1149"><p>Or the poem can be in the form of a diamante poem, which takes its name from the diamond-shaped form it makes.</p></div>	<div data-bbox="1494 381 1688 410">INSTRUCTIONS:</div> <div data-bbox="1494 453 2481 518"><p>Think about the last great thing you read at school, or something you are currently reading. As you think about that story think about the following questions:</p></div> <div data-bbox="1542 524 2206 1084"><ol style="list-style-type: none">1. What does the main character(s) learn in this story?2. What was the main problem in this story, and if you know how it was solved?3. Why did the author probably write this story?4. Would you like to be a character in this story? WHY or WHY not?5. Is what you read believable? WHY or WHY NOT?</div> <div data-bbox="1860 565 2548 1271">A cartoon illustration of a young boy with brown skin, wearing a red baseball cap, a green long-sleeved shirt, and blue pants with red shoes. He is lying on his back, holding a large red book open with both hands, and looking up at it with a wide, happy smile.</div>

WEEK: May 11th-May 15th (Gr. 5-Gr.8 Calendar)

<p>Wednesday May 13th</p>	<p>AM ACTIVITY: MATCH THAT!</p> <p>INSTRUCTIONS:</p> <p>What You Need:</p> <ul style="list-style-type: none">- Duplicate set of common household items (coins or Legos work great, as long as there are at least two of each item)- Cloth large enough to cover items- Timer- Paper and pen or pencil <p>What You Do:</p> <ol style="list-style-type: none">1. Arrange five related items on a table. ➔ For example, one penny, one nickel, one dime, and two quarters.2. Set the timer for 30 seconds and have your child study the arrangement of coins during that time. They may not write anything down to help them remember.3. At the end of the 30 seconds, cover the coins with the cloth.4. Give your child the duplicate set of items (another penny, nickel, dime, and two quarters in this case) and have them arrange the items in the same pattern as the ones under the cloth.5. When they are satisfied with their arrangement, remove the cloth and compare the patterns. <p>Award 1 point for each coin that matches the pattern, being as specific as possible – is the coin facing head or tails up, is it turned in the same direction? Use the paper and pen to keep track of the points.</p> <ol style="list-style-type: none">6. Your turn! Now your child gets to set the pattern for you. Take your turn and tally the score.7. Continue playing by rearranging the items and adding one more item each round for a total of five rounds. <p>In addition, up the challenge by decreasing the time allowed for observation each round by five seconds. Keep track of each of your scores for each round.</p> <ol style="list-style-type: none">8. At the end of five rounds, tally the score for each player and crown the champion of observation!	<p>PM ACTIVITY: CLOSE CALL ADD UP</p> <p>INSTRUCTIONS:</p> <p>What you need:</p> <ul style="list-style-type: none">- A deck of cards- A sheet of paper, a pencil or a pen <p>What You Do:</p> <ul style="list-style-type: none">- To play Close Call, each player deals themselves four cards- The player will then use the cards to determine how to arrange them so they make two two-digit numbers- Players want to try to get cards that add up close to 100 without going over.- Try to do the same process for a subtraction version, work to get as close to zero as possible
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WEEK: May 11th-May 15th (Gr. 5-Gr.8 Calendar)

Thursday 14 th	<p data-bbox="357 358 962 383">AM ACTIVITY: THINK OUT OF THE BOX THURSDAY</p> <p data-bbox="357 431 548 456">INSTRUCTIONS:</p> <ul data-bbox="405 464 873 561" style="list-style-type: none">- Complete the following three drawings by turning the object into something new <div data-bbox="411 646 825 727"></div> <div data-bbox="459 792 774 1013"></div> <div data-bbox="499 1057 736 1294"></div>	<p data-bbox="1494 358 2059 383">PM ACTIVITY: Let's put the pen to the paper....</p> <p data-bbox="1494 431 1685 456">INSTRUCTIONS:</p> <p data-bbox="1494 464 1962 561">Pick 3 out of the 5 writing prompts and write 3 detailed sentences about each writing prompt you choose.</p> <ol data-bbox="1542 570 1978 1243" style="list-style-type: none">1. Write about something academically that you did that you were very proud of. What was it, and why were you so proud?2. You lost your scissors and need to cut out 100 paper snowflakes. How are you going to be able to accomplish this?3. What are better pumpkins, or potatoes? Why?4. Something incredible just happened and your parents or your friends believe you. Explain what this incredible thing was.5. What is the best strategy for teacher your younger or older siblings or parents to stay out of your bedroom? <div data-bbox="2029 498 2497 1224"></div>
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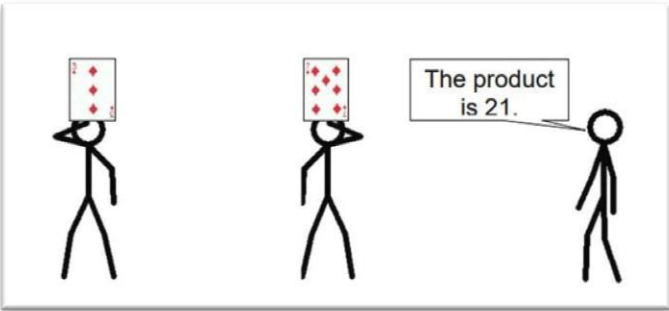
WEEK: May 11th-May 15th (Gr. 5-Gr.8 Calendar)

Friday May 15th

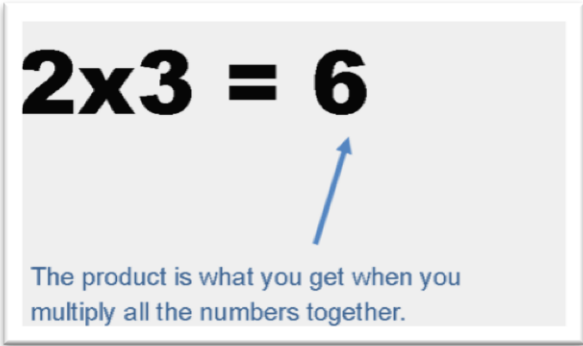
AM ACTIVITY: CAN YOU READ MY MIND

INSTRUCTIONS:

- Two people draw a card from the deck without looking and hold it up to their forehead facing out.
- A third person mentally multiplies the numbers and gives them the product.
- The students then must figure out what number each is holding.



A product is the result of multiplying, or an expression that identifies factors to be multiplied, for instance, 30 is the product of 6 and 5



You can do this with addition and subtraction too.

PM ACTIVITY: THREE MARKER CHALLENGE

INSTRUCTIONS:

1. Pick your favorite coloring page or download something from the internet, or draw a picture (or a couple) before you start the challenge
2. Lose your eyes and select three random marker colors -- No peeking! ...
3. Color and share your completed creation with your family and siblings

