

## Grades 3–5 Supplemental Learning Packets

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March 30, 2020

Dear 4J Families and Caregivers,

This packet contains paper-based home learning enrichment activities for your student. Thank you for accessing opportunities to keep kids engaged, learning, and thinking as we negotiate these changing and challenging conditions. This packet is part of Phase One for remote learning activities in 4J.

Phase Two begins April 6 when teachers will provide grade-level education activities that can be done at home. Teachers and schools will do their best to connect with each student in their classroom communities and check to see that community resources, technology, and learning activities are available for all.

In the meantime, we'd like to share some optional resources to support Reading/English Language Arts and Math.

Inside this packet, you will find:

- A reading/English language arts activity choice board
  - Students can choose one activity per day. You can always do your favorites again!
- Some articles for students to read
- A math choice board
  - Students can choose 2-3 activities per day.
  - Directions for the games and activities are found at the end of the packet
  - **Materials needed:** scissors, pencil, crayons/colored writing tools, small objects (like beans, rocks, or socks)
  - **Tools provided** (some require cutting or slight assembly): 100s chart, number cards, shapes and names, recording space, images for some activities

If you choose to use these resources, please do so in a way that works for you and your family.

With great care for you and your loved ones,

The 4J Instruction Department

**Supplemental learning online links are recommended over paper packets at:**

<https://www.4j.lane.edu/communications/coronavirus/learning/#distance>

*The link above has a Spanish option as well as English.*



# Third-Fifth Grade Literacy Choice Board

- ❑ **Read for 20-minutes daily.** Students can read to themselves, to someone, or to a pet. Try not to set a timer but instead have them read to a natural stopping point. It is less about the time and more about fostering enjoyment.
- ❑ Choose **one** fun literacy activity from below to complete each day!

**Journal:** Start a personal journal. In your journal entries, describe the activities that you are doing each day and how you are feeling.

## Letter Writing

Write a letter to the main character of a book you are reading. Give the character advice on how to solve the problem in the story. In your letter, share if you have ever had a similar problem. How did you solve your problem?



## Research

Think about a topic you would like to learn more about. Generate questions about the topic. If possible, do some research on the topic to find answers to your questions.



## Illustrate a Scene

Select a favorite scene from something you are reading. Using available supplies, draw and color your favorite scene. Add a caption to your scene.



## Comic Strip

Create a comic strip about an experience you had with your family. Make sure you include dialogue.



## Write a Story

Be sure to:

- Write a beginning that gets the reader into the story and helps them understand what is going on.
- Use dialogue and descriptions of actions, thoughts, and feelings.
- Use transition words.
- Organize your story in sequence and include a sense of closure.

## Advertisement

Create an advertisement for your favorite movie or book. Make sure to include the genre, characters, setting, theme, and plot.



## Family Interview

Interview a family member in person or on the phone. Ask questions to learn more about them. Write 2-3 paragraphs about what you learned.



## Words/ Handwriting

Write your full name. Using the letters in the name, generate as many words that you can that have more than 3 letters.

Choose 10 interesting words to write in your best handwriting. Write each word 3 times each. Write in cursive if you can.

## Timeline

Create a timeline of your life or another topic. Include at least 5 important events. Briefly describe the events and add a symbol to represent each event.



## Design Description

Describe the school of your dreams! Include a map with labels of your school. Create an advertisement for your school.



## Look Who's Talking!



sxc.hu

*Each African elephant has a one-of-a-kind voice, say scientists. Why are scientists tuning*

## Why are scientists tuning in to elephant chats?

Many people have heard the loud trumpet sounds that elephants make. But did you know that elephants make a lot of other noises that humans can't hear?

Scientists have recently learned that each elephant has a unique voice. **Unique** means "one of a kind." Scientist Anne Savage told *Weekly Reader*, "Each person's voice is different. It's the same for elephants."

The scientists listened to the secret language of African elephants at Disney's Animal Kingdom in Florida. To hear the elephants, they used special equipment. Each elephant wore a radio collar fitted with a microphone. Then the sound was recorded and studied using a computer.

## Saving African Elephants

African elephants are **endangered**, or at risk of dying out. In the past, people have hunted the elephants for their ivory tusks. Today that practice is not allowed in most African countries. However, some people ignore the laws and still hunt elephants. The huge animals are also endangered because people build homes and farms in areas where elephants live.

## Did You Know?

African elephants are the largest living land animals. The average male weighs more than four cars!

An African elephant never sweats. Heat escapes through its large ears to keep the animal cool.

African elephants like to take baths every day. Then, they cover themselves in dirt to keep insects away.

The work scientists are doing at Animal Kingdom may help African elephants in the wild. "If we can tell individual voices apart, we can keep track of each elephant over time," says Savage. "We can tell when elephants are feeling nervous by the voices they are using. In the wild, that would help us know if they are in danger, so we can help them."

## Head Count



U.S. Fish and Wildlife Service

*Zebra*

As the tallest animals in the world, giraffes have a great view of the zoo. Scientists recently had an even better view--from 280 miles above Earth! Animals at the Bronx Zoo in New York City were tracked from outer space with a **satellite**. A satellite is a spacecraft that orbits a planet or moon.

The satellite took images of different species of zoo animals and sent the images back to Earth. These

pictures showed many groups of plants or animals that are alike in certain ways. Scientists studied the images to see how well the satellite could spot different species.

So far, scientists are pleased with the results. They hope to use the satellite to track **endangered** animals in faraway places in the wild. Endangered animals are at risk of becoming extinct, or dying out completely.

Currently, people track animals either by foot or by airplane. Scientists think that using a satellite to track animals will be both easier and cheaper.



Leigh Haeger

*The Bronx Zoo is located in New York City.*

## Future Plans

"Taking a count is the first step in finding out if a species is in danger of extinction," scientist Scott Bergen told *Weekly Reader*. Along with counting endangered animals, scientists want to learn where they migrate. When animals migrate, they move from one place to another. Why do scientists want to learn where animals migrate? "[We want to know where to] create national parks and other protected areas for endangered animals," said Bergen.

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

**Use the article "Look Who's Talking!" to answer questions 1 to 2.**

1. What have scientists learned about elephants' voices?

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2. How can scientists use their knowledge about elephants' voices to help elephants in the wild?

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**Use the article "Head Count" to answer questions 3 to 4.**

3. What do scientists hope to track by using a satellite?

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4. How might scientists use a satellite to help endangered animals?

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**Use the articles "Head Count" and "Look Who's Talking!" to answer questions 5 to 6.**

5. What general goal do the scientists in both texts share? Use evidence from both texts to support your answer.

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6. Could scientists use a satellite to help African elephants? Why or why not? Support your answer using evidence from both texts.

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# The Shortest Path

by Christopher Maag



What happens when you're standing in one spot, and you want to visit a different spot, but there's water in the way? That's the problem people faced for hundreds of years in the area that is now New York City. In New York City, there is a tidal strait called the Narrows, which connects Upper New York Bay with Lower New York Bay. On one side of the water is Brooklyn. On the other side is Staten Island. The Narrows is the place where Brooklyn and Staten Island come closest to touching.

But the Narrows isn't really so narrow. The water is almost a mile wide, and it's more than 100 feet deep. For a long time that wasn't a problem, because only a few people lived in Brooklyn and Staten Island. When they wanted to talk to each other, they climbed into their boats and sailed across.

By the 1800s, people were very annoyed with the Narrows. Lots of people had to travel between Staten Island and Brooklyn to get from their homes to their jobs. Taking a boat every time was very slow and expensive, and in bad weather the ferries couldn't sail at all.

In 1888, the Baltimore & Ohio Railroad announced it would dig a tunnel under the water for freight trains. Tunnels cost a lot of money to build, though, so that plan didn't work. Then in the early 1920s, New York's leaders decided to build a tunnel so that subway trains could

carry people under the Narrows. They paid workers to start digging the tunnel, but the job was too expensive to complete, and they gave up.

Other people wanted to cross the Narrows by building a bridge. In 1910 Charles Worthington proposed a bridge that would hang 260 feet above the water. Six years later, an engineer named David Steinman proposed a taller bridge. But leaders of the military feared the bridges could block big Navy ships entering New York Harbor. So neither bridge was built.

Finally, after World War II, there were so many people living in New York City that leaders decided Brooklyn and Staten Island needed a direct connection. Since tunnels were so expensive, they decided to build a bridge. They hired engineer Othmar Ammann to design it. Ammann decided the bridge should have two separate roadways stacked on top of each other. Both roadways would hang in the air from thick steel cables, supported by two giant steel towers.

Construction took five years, employed 12,000 workers, and cost \$320 million. The bridge was named after the first European who sailed to New York Harbor, Giovanni da Verrazzano. He explored America in 1524. When the Verrazano-Narrows Bridge opened in 1964, it was the longest of its kind in the world. About 190,000 cars and trucks travel the bridge every day.

Sometimes getting from one place to another is easy. You simply walk there. Other times it can be quite hard. In New York, people tried to solve the problem of crossing the Narrows by sailing boats, digging tunnels, and dreaming of bridges. Figuring out a good solution took hundreds of years.

# Shasta Dam

by James Folta



Shasta Dam is one of the largest dams in the United States. The dam is 602 feet tall and 883 feet thick at its base. Located in Northern California, it blocks the flow of California's biggest river, the Sacramento River. This dam forms a big lake behind it, Lake Shasta, which has a 365-mile-long shore line.

The dam's main use is to provide water for farms in California's Central Valley. The Central Valley is 400 miles long, and grows over 250 different types of fruits and vegetables. The dam protects farms from floods, and it helps to prevent a buildup of salt water from San Francisco Bay. It also provides water for people in nearby towns to drink and use. It has a hydroelectric power plant that creates electricity.

Shasta Dam isn't the only dam in the area. It is just one part of the Central Valley Project, a huge system of dams and reservoirs that provides water to the farms in the Central Valley. This water system was initially conceived of in the 1870s, after people moved to the area in the 1850s. People flocked to California because of the gold rush, hoping to get rich by mining for gold. While most people didn't strike it rich, many ended up staying in the area and farming. But the valley has contrasting rain patterns. In the north, there is more than 30

inches of rain per year, while the south gets less than 5 inches. There are also droughts, when almost no rain falls at all. Additionally, the Central Valley is at a risk to be flooded due to spring rain and infiltrated by saline water coming from the bay. Since farms need water to grow plants, the farmers needed a better, more reliable way to get water. This is why the Central Valley dams were built.

Shasta Dam took many years to build, starting in 1937 and ending in 1945. Many thousands of workers helped build it. In fact, there was so much work to be done that building contractors had to join together in groups to finish it.

The first step was to have 4,700 men dig out millions of tons of granite to make room for the dam. An almost 10-mile conveyor belt ran 24 hours a day to move the rocks away. Next, a railroad brought in dry cement. It was mixed with Sacramento River water, rock, and sand to make wet cement. Before it dried, the workers had to quickly rush the cement to the dam using a custom-built cable system. Once there, the cement was poured into interlocking wooden structures to form the large blocks that make up the dam. After two days, the cement was dry and the wooden structures were broken down and taken away, leaving the dried cement blocks.

Overall, the dam has been a positive addition to the Central Valley, allowing people and farms to thrive. But there are also drawbacks to the dam. The biggest loss is what is now buried under Lake Shasta. When the dam was built, Native American villages and sacred places belonging to the Winnemem Wintu tribe were flooded, and the people who lived there were forced to move. Local salmon were also affected. Because of changes in the Sacramento River from the dam, the salmon have had a harder time living, traveling, and breeding in the river. Fortunately, the dam has a water temperature control system to help the salmon survive.

Shasta Dam is an extremely impressive structure, and is the result of hard work by many people. The dam allows many more people to live and work in the area today. The Central Valley of California would not be the same without it.

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

**Use the article "The Shortest Path" to answer questions 1 to 2.**

1. What is the Narrows?

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2. The Narrows caused a problem for people in New York City. It was difficult for them to travel from one side of the Narrows to the other. What finally solved that problem?

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**Use the article "Shasta Dam" to answer questions 3 to 4.**

3. What problems did farmers have with water in the Central Valley?

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4. Has the Shasta Dam solved those problems? Support your answer with evidence from the text.

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**Use the articles "The Shortest Path" and "Shasta Dam" to answer questions 5 to 6**

5. Was the problem people in New York City had with the Narrows similar to the problems farmers in the Central Valley had with water? Support your answer with information from both texts.

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6. The author of "The Shortest Path" refers to the Verrazano-Narrows Bridge as "a good solution." Was the Shasta Dam also a "good solution"? Support your answer with evidence from one or both texts.

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# Sunrise, Sunset...or Not?

by ReadWorks



The sun is a wonderful thing for Earth. It is a star that heats the planet and makes life on Earth possible. In addition, its light shines onto the planet. It is Earth's ultimate source of energy.

Summer days may be longer than winter days, but for most people, the sun seems to do the same thing each day: it appears to come up in the east for the day, and it appears to go down in the west for the night. The sun looks like it rises in the east and sets in the west because of how the earth spins in space. It spins toward the east, or counterclockwise. This means that when most people look at the sky in the morning, the sun will first appear in the east.

The earth takes 24 hours to complete one turn. For most places on Earth, there is a daytime and nighttime every 24 hours. But in some places for many days at a time, the sun might stay up in the sky, or it might not even come up above the horizon.

In some parts of the world, the sun can be up in the sky for months. During part of the spring and summer in Earth's Northern Hemisphere, the Northern Hemisphere is tilted towards the sun so much that the sun in northern Alaska, which is located in the Arctic Circle, never goes below the horizon. The Arctic Circle is an area at the top of the earth. In Barrow, Alaska, the sun doesn't set for almost three months! This phenomenon is called the midnight sun, when the sun has not set at midnight. Try sleeping through that!

During parts of the fall and winter in Earth's Northern Hemisphere, the Northern Hemisphere is tilted in such a way that the sun doesn't come over the horizon in northern Alaska for a little over two months. Therefore, nights last more than 24 hours. This phenomenon is called the polar night. Although the sun never rises above the horizon during parts of the fall and winter in the Arctic Circle, enough light often shines so that people who live there don't need



flashlights to walk around outside.

It may be hard for many people to get through these times of very little or prolonged sunlight. But arctic plants and wildlife have adapted to these seasons of long days and long nights. In the arctic winter, some animals hibernate, and others travel south to where there is more sunlight.

In the arctic summer, there are pools of still water from melted ice, and the 24-hour sunlight warms the Arctic Circle. These conditions are favorable for mosquitoes, which lay their eggs on the surface of water, to thrive. The birds that eat these insects now have plenty of food in the arctic summer. For animals like caribou that mainly eat plants, they can easily find food during the long days of summer.

Most animals, including humans, are used to a period of sunlight and a period of no sunlight every 24 hours. In places where there are months when the sun continuously stays above the horizon or below the horizon, living things have had to adapt to survive.



# The Ever-Changing Sky

by Megan McGibney



Look up at the sky on a clear day. You will see the sun. It is bright and shiny, warming much of what its light touches. Look up at the sky again at night. You may see the stars. They are also bright and shiny, glimmering in the dark sky. You may also see the moon. It looks bright and shiny, reflecting light from the sun. People have always looked up at the sky with wonder. Some have even studied the sun, moon, and stars. These people, called astronomers, have learned that those objects in the sky do not stay in the same place all the time.

The earth revolves around the sun and also rotates on its axis, which is an imaginary line that runs from the North Pole to the South Pole, through the earth's center. It takes just under 24 hours for the earth to complete one rotation on its axis - a day, that's right! And guess how long it takes the earth to revolve around the sun? A little over 365 days. That's a year, with an

extra quarter of a day.

Let's take a closer look at the moon. The earth does not revolve around the moon. Instead, the moon revolves around the earth. It takes the moon about four weeks to complete a revolution around the earth. The portion of the moon we, here on Earth, see changes over this period of about four weeks as the moon's position around the earth changes. The moonlight we see at night is the moon's reflection of sunlight onto Earth. The different ways the moon appears to us are known as the moon's phases. The moon's phases depend on the moon's position in relation to the earth and the sun.

The four-week period starts and ends with the new moon. The new moon cannot be seen because the side of the moon lit by the sun is facing away from the earth. This is because the moon is nearly between the sun and the earth at this time. After that comes the first quarter moon, which is when we see half of the side of the moon lit by the sun. Then comes the full moon, when we can see the entire side of the moon lit up by the sun. This is because the earth is nearly lined up between the sun and the moon, and the sunlit part of the moon is facing the earth. One of the last phases is called the last quarter moon. This is when we see the other half of the lit side of the moon.

Sometimes the way the sun, moon, and earth are positioned causes an event known as an eclipse. There are two types of eclipses. A lunar eclipse happens when the earth passes between the moon and the sun and when the earth blocks the moon from the sun. The earth's shadow may block the entire moon or just part of the moon from view. A solar eclipse happens when the moon passes directly between the earth and the sun. A solar eclipse can block part of the sun or the entire sun from the earth's view.

Because of the regular orbit of the moon around the earth and the regular orbit of the earth around the sun, astronomers can predict when an eclipse will happen even many years into the future.

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

**Use the article "The Ever-Changing Sky" to answer questions 1 to 3.**

**1.** What does the first paragraph of this article describe?

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**2.** The first paragraph uses the word "you." What effect does the use of this word have on the paragraph's description?

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**3.** Reread the first two paragraphs of the article. Describe the tone of this text, based on the language in the first two paragraphs.

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**Use the article "Sunrise, Sunset...or Not?" to answer questions 4 to 5.**

4. What does the first paragraph of this article describe?

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5. Reread the first two paragraphs of the article. Describe the tone of this text, based on the language in the first two paragraphs.

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**Use the articles "The Ever-Changing Sky" and "Sunrise, Sunset...or Not?" to answer questions 6 to 7.**

6. Which article has a more formal tone? Support your answer with details from both texts.

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7. How might an author create an informal tone in an article? Support your answer with evidence from the texts.

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Goal: Complete 2-3 spaces a day and have fun!

<b>_____ 's Math Choice Board</b> (student name)			
<b>Tell and Solve</b>	<b>MISSING DIGITS</b>	Close to 1,000 Game	<b><u>Pig Game</u></b>
<b>4 Button Calculator</b>	Toothpicks	<b>MIND READER GAME</b>	PICK a PROBLEM SET 1 or 2
Baking Cookies	<b>Close to 0 Game</b>	<b>Let's Move!</b>	Draw with Shapes Activity
The answer is _____. What is the question?	Which one doesn't belong? Activity	Fraction Talks	<b>Counting Collections Activity</b>

## Problem Sets

### Problem Set 1

David, Mary, Claire, and Mark were picking strawberries in their grandparents' garden. They had each picked the same number of strawberries when their grandma gave everyone 2 more strawberries. Now the 4 kids had 36 strawberries in all.

A. How many strawberries did each child have before Grandma gave them more? Show your work.

B. Mark the **two** equations below that could help you solve the problem.

$(s + 2) \times 4 = 36$

$2 \times 4 + s = 36$

$36 - (2 \times 4) = s$

$(36 \div 4) - 2 = s$

### Problem Set 2

Ten alligators went down to the river. Three of them laid eggs. They laid 5 eggs each. A snake ate 8 eggs. How many eggs are left?

Did you know that there are 14 Life Saver candies in a roll of Life Savers? Fill in the blanks on the table to show how many Life Savers there are in different numbers of rolls.

Number of Rolls	Number of Lifesavers
1 roll	14 Life Savers
3 rolls	
	56 Life Savers
8 rolls	
	140 Life Savers



# Tell and Solve

**Tell and solve a word problem:** Think about what you know about the operations...

- + addition: “putting together” and “adding to”
- subtraction: “taking apart” and “taking from”
- X multiplication: “groups of” and “times as many”
- ÷ division - “shared out between” and “split into groups of”

Tell a story using at least one operation and some of the numbers below. Then solve using drawings, objects or equations!

<b>24</b>	<b>5</b>	<b>7</b>	<b>6</b>	<b>35</b>	<b>4</b>	<b>1</b>
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Example: Out my window I see 6 branches with 4 birds on each branch. If 5 fly away? How many birds are left on the branches?



# Games

**Pig Game:** Players take turns rolling the die as many times as they like. If a roll is a 2, 3, 4, 5, or 6, the player adds that many points to their score for the turn. A player may choose to end their turn at any time and “bank” their points. If a player rolls a 1, they lose all their unbanked points and their turn is over. Play to 50.

*Materials needed:* dice (or deck of cards only 1-6 used), pencil, paper, two or more players

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**Mind Reader Game (multiplication):** The two players (or “mind readers”) each draw a card and, without looking at it, hold it up to their foreheads so that everyone else can see it, but themselves. The third player (or “leader”) announces the product of the two cards. Each “mind reader” must figure out which card is on his or her own forehead and say it aloud. When both “mind readers” have figured out their cards, a new leader is chosen and the game continues.

*Materials needed:* three players, a deck of cards, and multiplication table (optional)

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**Close to 1000 Game:** Each player is dealt 8 cards. Each player uses 6 cards in their hand to make 2 three-digit numbers with a total as close to 1,000 as possible. For example, with cards 4, 9, 2, 5, 7, 6, 1, 4, a player might select  $742 + 256 = 998$ . Thinking flexibly is helpful since 2, 5, and 6 could make different three-digit numbers such as 256, 265, 526, 562, 625, and 652. Each player records their equation and determines their score. The score is the difference between their total and 1,000. For example,  $1,000 - 998 = 2$ . Put the cards used in a discard pile. Keep the two remaining cards and draw six more for a total of 8 cards. Play four more rounds of the game. The player with the lowest score at the end of the game (5 rounds) wins.

*Materials needed:* two players, deck of cards with 10s and face cards removed, sheet to record number sentences that are close to 20, and writing tool.

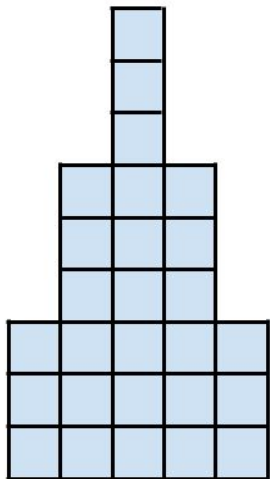
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**Close to 0 Game:** Decide which player goes first. Player 1 rolls the die or draws a card. They multiply the number by 10 or 1, then subtract the number from 100. For example, if you draw a 4, you could multiply by 1 to get 4 or 10 to get 40. Player 2 takes their turn and subtracts the number from 100. After 7 rounds, the player that is closest to 0

*Materials needed:* two players, dice or playing cards (1-6 only), writing tool, paper

# Activities

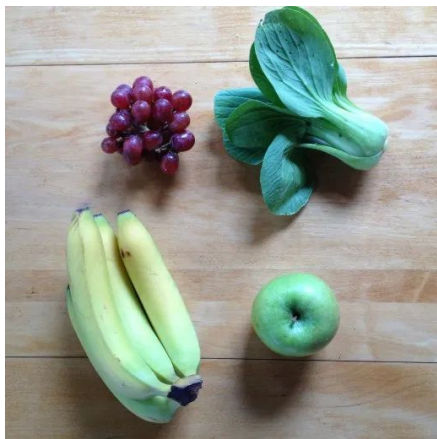
**Counting Activity:** How many do you see? How did you count them?



Bonus: Make your own set, then ask the questions again to count!

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**Which one doesn't belong?** Pick one item. Explain why you think it doesn't belong with the others. Can you pick another item and give a different reason?



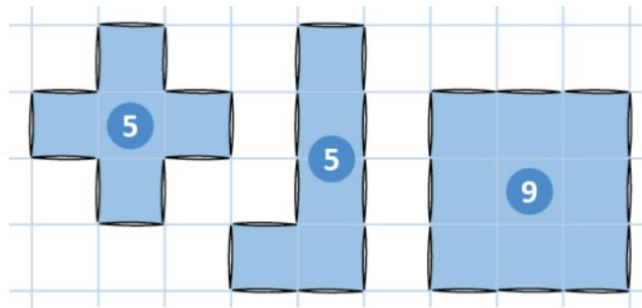
Bonus: Make your own set, then ask the questions again to count!

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**Missing Digits:** Fill in the blanks with digits to make the answer closer to 200 than 300.

$$4\boxed{\phantom{0}}\boxed{\phantom{0}} - 1\boxed{\phantom{0}}\boxed{\phantom{0}}$$

**Toothpicks:** Twelve toothpicks can outline shapes with areas of 5 and 9. What other areas can you outline with 12 toothpicks?

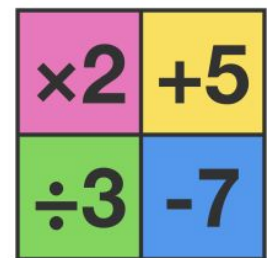


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**Baking Cookies:** Daniel was making chocolate cookies. He had  $\square\square$  cookies in each row and  $\square\square$  many rows. There were a total of 84 cookies. How many cookies were there in each row and how many rows of cookies were there? Draw a model to support your answer. You may use the digits 0-9 once in any of the blank boxes. (The answer of 84 does not eliminate the 8 or the 4.)

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**4 Button Calculator:** You have a calculator with 4 buttons as shown; they multiply the current value shown on the calculator by 2, divide the current value by 3, add 5 to the current value, or subtract 7 from the current value. If the screen starts at 6, what are the button presses you need to make to get a value of 1?



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**The answer is \_\_\_\_.** **What is the question?** Choose a number 0-100. Then say “If the answer is \_\_(your choice)\_\_, then the question could be...” Then say “Here is how I know!” and act out situations, model with objects, write equations, or draw pictures to show how you can prove your question matches the answer.

Examples:

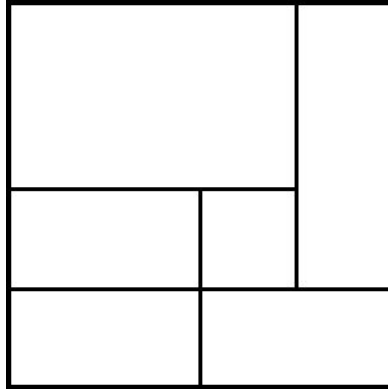
If the answer is  $\frac{3}{4}$ , then the question could be “What is  $\frac{1}{2}$  plus  $\frac{1}{4}$ ?”

If the answer is .20, then the question could be “How do you write  $\frac{2}{10}$  in decimal form?”

If the answer is 8,652, the question could be “What is the largest number you can make with 2, 8, 6, 5?”

# Fraction Talks

**Rectangles & Squares:** What fraction of the big square is represented by each region? (Do all your fractions add up to one whole?)



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**Comparing Fractions:** Use the digits 1 to 9, at most one time each, to fill in the boxes to create two different fractions: one that is less than one half and one that is more than one half. Draw a visual or write a story to explain how you know!

$$\frac{\square}{\square} < \frac{1}{2} \text{ and } \frac{\square}{\square} > \frac{1}{2}$$

Bonus: Is there more than one solution? How many other solutions can you find?

## Draw with Shapes

Make a picture that is worth at least \$2.89. You can use as many as you like of these shapes. Label your picture. Prove that it is worth at least \$2.89. How much more or less than \$2.98 is your drawing?

Square: 10¢



Circle: 25¢



Triangle: 1¢

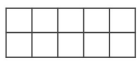
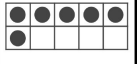
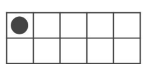
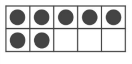
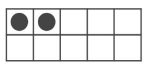
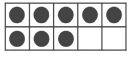
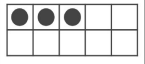
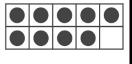
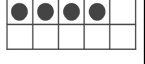
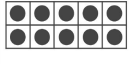
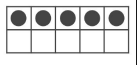


\_\_\_\_\_ 's Shape Design

I made a \_\_\_\_\_.

# LET'S MOVE!

Set up your movement board by drawing pictures or writing the name of a move into each box. Examples: frog jump, stretch, jumping jack, sit up, and more! Draw two cards and multiply (remember it means "groups of") then do each move that many times. Think about it: What is the largest amount (without the "wild card") you might make? What is the smallest? How do you know?

<div data-bbox="170 441 321 640"><p>0</p></div>	<div data-bbox="828 441 974 640"><p>6</p></div>	<p>Draw again!</p>
<div data-bbox="170 682 328 892"><p>1</p></div>	<div data-bbox="828 682 974 882"><p>7</p></div>	
<div data-bbox="170 934 328 1144"><p>2</p></div>	<div data-bbox="828 934 974 1134"><p>8</p></div>	
<div data-bbox="170 1186 328 1396"><p>3</p></div>	<div data-bbox="828 1186 974 1386"><p>9</p></div>	
<div data-bbox="170 1438 328 1648"><p>4</p></div>	<div data-bbox="828 1438 974 1638"><p>10</p></div>	
<div data-bbox="170 1690 321 1879"><p>5</p></div>	<div data-bbox="828 1690 974 1879"><p>Wild Card</p></div>	<p>You pick the number!</p>

# Counting Collections Activity

## What are Counting Collections?

Counting collections are simply a group of objects that kids can count! This can range from a twenty (kindergarten) to hundreds. Kids take the lead on what and how they group to count them!

## What can kids count?

Anything really... collect sticks on walk, laundry or socks, beans or pennies, sets in packages with a few extras, toys, books, crayons, paperclips, rocks or leaves, fence boards, and more!

## What can I do to support my child?

- Provide the objects (and possibly some containers such as cups, bowls or bags for sort groups).
- Listen to your child
- Count with your child
- Know there are many ways to count the same objects. There is not one right way and sometimes trying and re-trying leads to discoveries... we're not counting for speed but to discover and to ask questions!

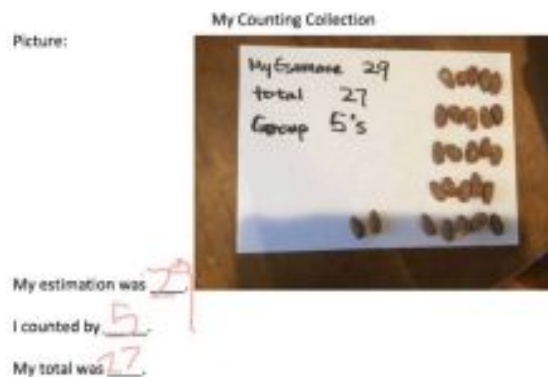
## Recording thinking...

After your child is finished counting their collection, they will record their thinking on the record sheet attached (or a blank paper). Exploring ways to capture their ideas with pictures, numbers and words help them further bring all their math thinking to life.

## Asking questions of our collections

Kids may wish to explore their collections by asking questions about their counting or groupings, such as...

- How many more gray rocks do I have than brown rocks?
- If I count by 5s, how many will be leftover to count by 1s?
- If I found 3 more, how many would I have now?
- What equations could I write about my groups?



# ----Counting Collections----

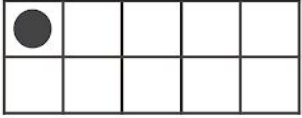
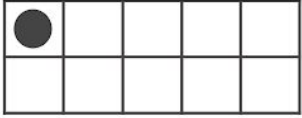
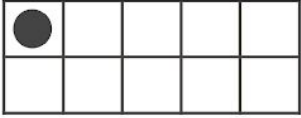
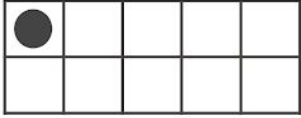
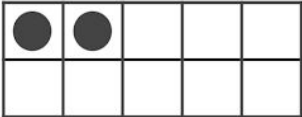
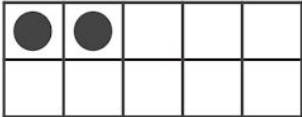
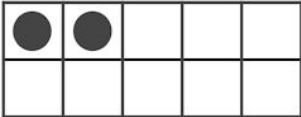
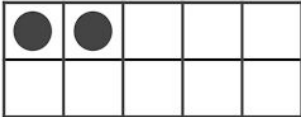
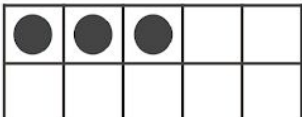
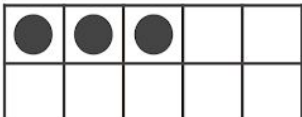
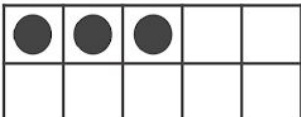
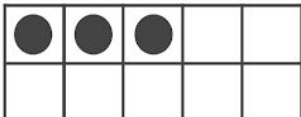
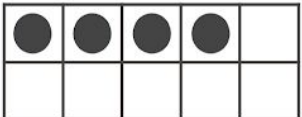
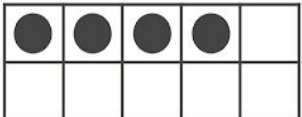
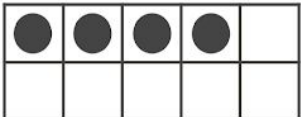
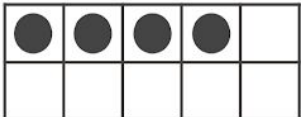
Name \_\_\_\_\_

I counted \_\_\_\_\_.

This is how I counted my collection:

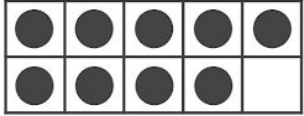
I counted \_\_\_\_\_ items in my collection.



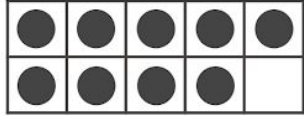
1 	1 	1 	1 
2 	2 	2 	2 
3 	3 	3 	3 
4 	4 	4 	4 



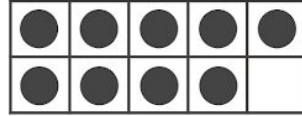
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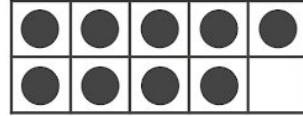
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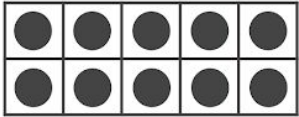
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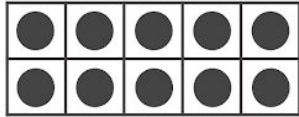
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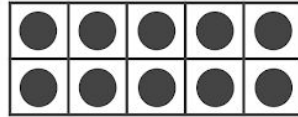
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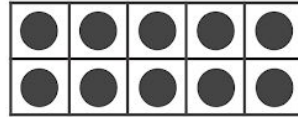
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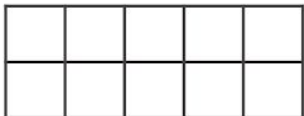
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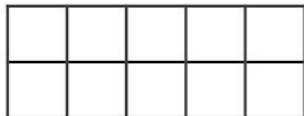
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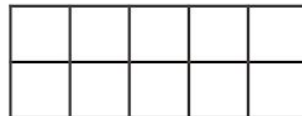
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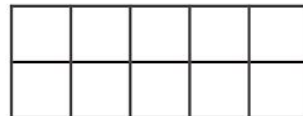
0



0



0



Wild  
Card

Wild  
Card

Wild  
Card

Wild  
Card

## Multiplication Chart

X	0	1	2	3	4	5	6	7	8	9	10	11	12
0	0	0	0	0	0	0	0	0	0	0	0	0	0
1	0	1	2	3	4	5	6	7	8	9	10	11	12
2	0	2	4	6	8	10	12	14	16	18	20	22	24
3	0	3	6	9	12	15	18	21	24	27	30	33	36
4	0	4	8	12	16	20	24	28	32	36	40	44	48
5	0	5	10	15	20	25	30	35	40	45	50	55	60
6	0	6	12	18	24	30	36	42	48	54	60	66	72
7	0	7	14	21	28	35	42	49	56	63	70	77	84
8	0	8	16	24	32	40	48	56	64	72	80	88	96
9	0	9	18	27	36	45	54	63	72	81	90	99	108
10	0	10	20	30	40	50	60	70	80	90	100	110	120
11	0	11	22	33	44	55	66	77	88	99	110	121	132
12	0	12	24	36	48	60	72	84	96	108	120	132	144

### Optional Activities:

- Have someone cover up a few spaces while you're not looking and then tell the product and how you know.
- Notice patterns in the numbers going up, down, or diagonal. Talk about what you notice. Use different colors to show your ideas!