March 13, 2020

Dear Breakthrough Families,

Despite this unprecedented closure of our schools due to the COVID-19 disease, we want to continue offering our scholars educational opportunities and support while at home during the next few weeks. Please find the following resources attached:

- **Online Resources for Families during the Break**: these websites offer a variety of educational experiences; we have suggested grades for some of them
- **Grades K-2 ~ Choice Board for At-Home Work**: for our younger scholars, this worksheet gives them 9+ days of educational activities
- **Grades 3-5 ~ Choice Board for At-Home Work**: this worksheet lists 9+ days of educational activities for our older scholars
- **Grade 6-8 ~ Choice Board for At-Home Work**: this worksheet lists 9+ days of educational activities for our older scholars

Please, be safe and stay healthy!

General Ideas for Scholars over Break:

1. Use eBooks, books, magazines, articles or anything you can find to find something to READ, READ, and READ some more.
2. Go on a virtual field trip! [https://www.virtualfieldtrips.org/video-library/](https://www.virtualfieldtrips.org/video-library/)
3. Learn a new skill and/or teach someone something.
4. Research a college, university, and/or career that interests you.
5. Interview a person in your household about his/her school experiences, favorite childhood memory, etc.

*Each grade level will also have a list of specific activities that students can work on that do not require Internet access. These are designed to keep our students’ engaged in academics while away from our building. These are in addition to the Choice boards below.*
Online Resources for Families during the Break

Here is a list of websites to keep your childrens’ skills sharp while they are at home.

- [www.khanacademy.org](http://www.khanacademy.org) > Great for ALL levels of math (K-8)
- [www.getepic.com](http://www.getepic.com) > A digital library for reading (K-6)
- [www.zearn.org](http://www.zearn.org) > Early learners math
- [www.STMath.com](http://www.STMath.com) > Math practice
- [www.classroom.google.com](http://www.classroom.google.com) > Stay in touch with your teachers, complete assignments
- [www.nearpod.com](http://www.nearpod.com) > Teachers can assign lessons here
- [www.discovery.com](http://www.discovery.com) > Stay up-to-date on current events
- [www.breakoutedu.com/funathome](http://www.breakoutedu.com/funathome) > Engaging lessons
- [www.quizlet.com](http://www.quizlet.com) > Study topics
- [www.si.edu/kids](http://www.si.edu/kids) > The Smithsonian Institute
- [https://www.funbrain.com/](https://www.funbrain.com/)
- [https://www.starfall.com/h/](https://www.starfall.com/h/)
- [https://www.coolmath.com/](https://www.coolmath.com/) > Upper elementary and middle school math
- [https://www.learninggamesforkids.com/](https://www.learninggamesforkids.com/)
- [http://www.cookie.com/](http://www.cookie.com/) > A variety of learning activities
- [https://www.storyboardthat.com/storyboard-creator](https://www.storyboardthat.com/storyboard-creator)-Create a story/comic strip. Use the free version
Grades K-2 ~ Choice Board for At-Home Work

Select one activity below for each day at home. Put an X in the box after you complete the activity and have a parent or guardian initial the box. If you select from the “other ideas” below, please write the number of the activity in the box.

| Pretend you are going to interview your principal about what it is like to be a principal. Write down 5 questions you would ask them or have someone help you write them. | Make up 10 word problems using addition and/or subtraction. | Part 1: See how many sit ups you can do at one time.  
Part 2: Do 5 minutes of deep, mindful breathing. |
<table>
<thead>
<tr>
<th></th>
<th></th>
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</tr>
</thead>
<tbody>
<tr>
<td>Follow a recipe with someone in your family and make a snack.</td>
<td>Time yourself hopping on your right foot. Then, time yourself hopping on your left foot. See which foot you can hop on the longest. Write a math problem that calculates the difference.</td>
<td>Make an all about me book that you will read to your class.</td>
</tr>
<tr>
<td>Watch a video or tv show about an animal. Write down 5 words that describe that animal. Write sentences about the animal including the words you have written.</td>
<td>Draw a picture about your favorite thing to do in the summer. Write 3 to 5 sentences to go with your picture.</td>
<td>Do 25 jumping jacks. Then put your hand over your heart and tell someone at home if your heart is beating fast or slow.</td>
</tr>
</tbody>
</table>

Other Ideas:

1. Make a paper chain and add one link for each day you are home. Count the total number of links in your chain.
2. Go on a virtual field trip! [https://www.virtualfieldtrips.org/video-library/](https://www.virtualfieldtrips.org/video-library/)
3. Complete a lesson on Khan Academy and write 3-5 sentences about what you learned.
4. Practice writing letters and words by air-writing or using play dough/shaving cream - be creative!
5. Using items around the house, sort things according to size, shape, and color. Create patterns using your items.
6. K-1 Find one thing that begins with each letter of the alphabet. Draw and label what you find.

**Grades 3-5 ~ Choice Board for At-Home Work**

Select one activity below for each day at home. Put an X in the box after you complete the activity and have a parent or guardian initial the box. If you select from the “other ideas” below, please write the number of the activity in the box.

<table>
<thead>
<tr>
<th>Pretend you are going to interview your principal about what it is like to be a principal. Write out 7 questions you would ask him or her.</th>
<th>Make up 10 word problems using addition, subtraction, multiplication, and/or division and solve them.</th>
<th>Part 1: See how many sit ups you can do at one time. Part 2: Do 5 minutes of deep, mindful breathing.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Follow a recipe with someone in your family and make a snack.</td>
<td>Time yourself hopping on your right foot. Then, time yourself hopping on your left foot. See which foot you can hop on the longest. Write a math problem that calculates the difference.</td>
<td>Write a speech about the harmful effects of bullying and ways that it can be prevented.</td>
</tr>
<tr>
<td>Watch a video or tv show about an animal. Write down 5 words that describe that animal. Write sentences about the animal including the words you have written.</td>
<td>Think of a change you would like to see at your school. Write a letter to your principal explaining what you would like to change and give 3 reasons why.</td>
<td>Do 25 jumping jacks. Then put your hand over your heart and tell someone at home if your heart is beating fast or slow.</td>
</tr>
</tbody>
</table>

**Other Ideas:**

1. Read this book about [topic] and answer/discuss the [following questions]
2. Go on a virtual field trip! [https://www.virtualfieldtrips.org/video-library/](https://www.virtualfieldtrips.org/video-library/)
3. Complete a lesson on [Khan Academy](https://www.khanacademy.org) and write 3-5 sentences about what you learned.
4. Choose a career from the [iWonder site](https://i.wonder.com) on INFOhio.org. Write three paragraphs describing why you would like to work in that field and how you can help make the world a better place.
5. Teachers could start a google classroom book club. The students already know how to use Google classroom
6. Create a cookbook- write a recipe for something you love to eat each day

**Grades 6-8 ~ Choice Board for At Home Work**

Select one activity below for each day at home. Put an X in the box after you complete the activity and have a parent or guardian initial the box. IF you select from the “other ideas” below, please write the number of the activity in the box.

<table>
<thead>
<tr>
<th>Activity</th>
<th>Activity</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Read a current events article and summarize (1 paragraph)</td>
<td>Design your dream school</td>
<td>Learn Yoga</td>
</tr>
<tr>
<td>Read some “Articles of the Week”</td>
<td>Explore the world by taking a virtual field trip</td>
<td>Create a fitness plan or an exercise regiment</td>
</tr>
<tr>
<td>Article of the week</td>
<td>Ditch that textbook link</td>
<td></td>
</tr>
<tr>
<td>Create a recipe and explain the process</td>
<td>Make your own video game:</td>
<td>Create a vision board</td>
</tr>
<tr>
<td></td>
<td><a href="http://gamefroot.com">http://gamefroot.com</a></td>
<td></td>
</tr>
<tr>
<td>Ask a bunch of questions and research the answers. Try using:</td>
<td>Create your own Rube Goldberg contraption</td>
<td>Get creative or artistic and invent, make, or build something</td>
</tr>
<tr>
<td><a href="https://wonderopolis.org">https://wonderopolis.org</a></td>
<td>Goldberg link</td>
<td></td>
</tr>
</tbody>
</table>
Phonics practice:  [www.lalilo.com](http://www.lalilo.com) school code: IBCPXS

Reading: read at home every night and look for sight words, beginning blends and hunk and chunks. Ask comprehension questions after reading: who are the characters? Where did the story take place? What is the main idea? What happened in the story?

[https://www.storylineonline.net/](https://www.storylineonline.net/) students can listen to read alouds and answer comprehension questions after.

Math: Practice counting and adding/subtraction using coins, goldfish, fruit snacks or small objects found around the house.
1st Grade

Writing

- Students need to write every day. They can write about what they did that day, how they may have served others, or use this link for fun topic ideas: 

Math

- There are practice sheets in the Spring Break packet. Students need to continue to practice adding and subtracting within 20.
- Students can also: do jumping jacks while skip counting by 2’s, 5’s, and 10’s.
- Students may also: draw clocks and practice telling time (we have practiced quarter hours and half hours).

Reading

- There are practice sheets in the Spring Break packet.
- Students need to read books while they are home. Even if they are not independent readers, they can look for sight words in a book, look for hunk and chunks, blends and word families.
- Have an older sibling read to younger siblings. Ask -wh questions after the book. (who, what, when, where, why and how)
- Our class has an account on [www.getepic.com](http://www.getepic.com) (log in as a student; our class code is **CQK7145**)
- Student should practice their phonics lesson on [www.lalilo.com](http://www.lalilo.com) (log in as a student; school code is **ICBPXS**)
2nd Grade

- Writing - Please try to have your student write everyday. This could be in a notebook you get just for this purpose or simply on lined or copy paper. Writing prompts can be as simple as 'what are you going to do today' and what would happen if…'
- Current Events - choose an article in the news today and read it with your student and then have your student write about it
- Grocery Budget - talk with your student about how much things cost and have your student design the budget for the week. How much is there to spend? How much do you need? Use this as a way to improve addition and subtraction skills
- www.mrrozsa.com This is a site where you can navigate through standards, watch videos, and play games related to math and ela skills. Built by Mr. Rozsa this is an excellent resource!
- Telling Time - play games around the house and your daily schedule determining what time it is. Have the student make a schedule for the day. Discuss elapsed time and how long it will be until the next activity.
- Measurement - Measure the rooms of the house using the different footsteps of a parent and that of your student. Discuss why the amounts are different.
- Reading - Read Read Read Read Read Read Read Read Read - read with and to your child everyday!! Act out your favorite story as a family. The student is the director and you are all the characters.
- Writing - character sketch. Draw a character using crayons, pencils, and or markers. Next, write about your character by answering these questions using complete sentences. What is your character's name? What do they eat? How old are they? Where are they from? What is their family like? What are they afraid of? What do they want? Do they have special powers? Use a sentence starter to answer the questions. Example - What is their favorite color? (Sentence starter) - Their favorite color is…
- Writing - Plan the ultimate party - If you had unlimited funds, what kind of party would you throw? Keep these questions in mind. What is the theme? What food will be served? Who is invited? What should people wear? When and where will the party take place? Use a sentence starter for each question. Example - What food will be served? (Sentence starter) - The food at the party will be…
- Math - Make a graph. Call up 10 friends or family members and ask them the question, “what is your favorite candy bar?” Make a graph that shows your results. Make something that looks like this. (use 0-10 instead of 0 - 140)
Specific to Spencer's Class

- [www.readworks.org](http://www.readworks.org) This site will have several assignments for the students; we have done these in class so they are pretty familiar with them. I will post four or five and you can choose which ones your child does and when.
  - Class code- 43DUWY
  - Password- 1234
- [www.prodigygame.com](http://www.prodigygame.com) This site has a lesson for students to work on each week focused on math skills. Students have been using this game in class and are very familiar.
  - Students should know how to login but if they forget please text me and I can easily send that information to you
- [www.teachyourmonstertoread.com](http://www.teachyourmonstertoread.com) This is a site we haven’t used in a while but is a great site for building reading skills. Students are pretty familiar but again if they forget their login information please text me and I will get it for you.
- [www.lalilo.com](http://www.lalilo.com) This site has a strange name but is awesome for teaching phonics for decoding skills. Students are familiar but if they need help logging in please text me.
- Cootie Catchers- I sent home several ‘cootie catchers’ for your child to fold and use to practice skills in reading and math

Specific to Rozsa’s Class

- Students have access to ixl for two more weeks. This is a great way to keep practicing standards that are specifically catered to your student.
- [www.prodigygame.com](http://www.prodigygame.com) our students have passwords for this free site
- [www.teachyourmonstertoread.com](http://www.teachyourmonstertoread.com) Our students have passwords for this site
- [www.lalilo.com](http://www.lalilo.com) our students have passwords to this site.
- [www.readworks.com](http://www.readworks.com) This site has wonderful reading passages with questions. It is free to sign up.

I will be available to answer any questions you have during break. Don’t hesitate to reach out!
3rd Grade

See Packet that was sent home
Place Value Project: What's That Cost?

For the project, you will make a poster showing a list of items. On the poster, you will list them in order from least expensive to most expensive.

On the internet, find the cost of these items and list them on the chart.

1. A house to buy in Columbus, Ohio that costs less than $100,000.
2. A house to buy in Columbus, Ohio that costs between $101,000 and $200,000.
3. A house to buy in Columbus, Ohio that costs between $201,000 and $300,000.
4. A house to buy in Columbus, Ohio that costs more than $300,000.
5. A house to buy anywhere in the USA that costs more than $1,000,000.
6. A car that costs less than $5,000.
7. A car that costs between $5,000 and $20,000.
8. A car that costs between $20,000 and $30,000.
9. A car that costs more than $30,000.
10. Find a boat for sale.
11. Find an airplane for sale.

<table>
<thead>
<tr>
<th>Item</th>
<th>Cost</th>
<th>Detailed Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. house in Columbus, OH</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. house in Columbus, OH</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. house in Columbus, OH</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. house in Columbus, OH</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. house in __________</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. car</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. car</td>
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<tr>
<td>8. car</td>
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<tr>
<td>9. car</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10. boat</td>
<td></td>
<td></td>
</tr>
<tr>
<td>11. airplane</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Poster Directions

On the poster, you need to list the prices from least expensive to most expensive.

After the price, write what the item is. Use your description that you wrote on the chart. (How big is the house? Does it have something like a pool that makes it cost more?) Why do the houses and cars cost more or less? I should be able to tell what each one is. For the cars, make sure to write what kind of car it is. Is it new or used? What kind of boat and airplane did you find?

Then, after each item, draw a picture of it, using pencil and markers. Do a neat job and make it nice and colorful!

Example:

$150,000 house in Columbus, OH has 3 bedrooms and 2 bathrooms and is 1,632 sq. ft. It is made of brick and has a garage.

Poster can be a blank sheet of computer paper or a large piece of paper.
COLUMN CODE: ones place: blue; tens place: red; hundreds place: green; thousands place: yellow; ten thousands place: orange; hundred thousands place: purple.

COLOR EACH DIGIT ACCORDING TO THE COLOR CODE.

**Day 1**

**Mini Multiplication**
- \(2 \times 5 = \) 10
- \(3 \times 2 = \) 6
- \(7 \times 2 = \) 14
- \(2 \times 9 = \) 18
- \(12 \div 2 = \) 6
- \(8 \div 2 = \) 4
- \(4 \times 2 = \) 8
- \(2 \times 6 = \) 12

**Values**
- 9,000
- 60,000
- 4,300

**Write a number that has these values**
- one thousand, three hundred twenty
- sixteen thousand, one hundred twenty-six
- one hundred thousand

**Julia got paid $125 dollars for babysitting her cousin for one week and $75 dollars for babysitting her neighbor on a Saturday night. How much money did she make?**

\[ + = ? \]

**Fill in the boxes to show an equation that could be used to answer the question.**

- **Day 2**

**Fill in the boxes to show an equation that could be used to answer the question.**

A shirt costs $12 more than the pants. If the pants cost $32, how much is the shirt?

\[ + = ? \]

**Write the value in standard form & word form.**

**WORD FORM**

- 4 ones
- 3 tens
- 2 hundreds
- 6 thousands
- 9 ten thousands

**Standard Form**

- 32,368
- 102,674
- 97,693
- 736,064

**On each eraser, write the value of the digit the pencil is pointing to.**
Directions: Pick 3 for full credit, TIC-TAC-TOE order (3 across, 3 down or 3 diagonal). Remember to follow all directions to receive full credit.

| 1 | Create four 2-step math word problems using two different operations (+, -, x, -).  
   (Answer Key, showing your work and problems solved)  
   *USE YOUR MATH BOOK to get ideas and samples. |
| 2 | Make a list of fact families for the following factors:  
   6, 7, 8 & 9 from 0-10.  
   6 x 1 = 6  6 x 2 = 12  6 x 3 = 18  
   1 x 6 = 6  2 x 6 = 12  3 x 6 = 18  
   6 / 6 = 1  12 / 6 = 2  18 / 3 = 6 |
| 3 | Create a short story with a beginning, middle and end that includes multiplication or division.  
   You can use a library book to get ideas for your "Math Story" |
| 4 | Create a booklet of 15 vocabulary words that are associated with multiplication and division with its definition and illustration to match.  
   *Your Math notebook or Math book. It has all your Math vocabulary words. |
| 5 | Compose a song for a set of facts that you know will help other students with facts they have a hard time remembering. *Be prepared to perform it for us! 😊 |
| 6 | Make a list of fact families for the following factors:  
   11 & 12  
   11x2=22  
   2x11=22  
   22/2=11  
   22/11=2 |
| 7 | Create a BINGO Board or Board game with multiplication and division equations.  
   (Bingo: Call Card Answer Key, Board game Instructions must be attached also) |
| 8 | Like eating "left-overs?" Create an activity or word problem that you can do with a friend or family member where there will be "left-overs" when you separate equal groups.  
   Example: Prepare a healthy snack for you and a friend, such as apple slices. Cut the apple into an odd number of slices. Then have your friend split the snack with you. Can the snack be shared equally? How many slices are left over? |
| 9 | CREATE A SET OF 30 FLASH CARDS OF MULTIPLICATION AND DIVISION FACTS SO OTHERS CAN USE WITH A COVER PAGE.  
   (Answer Key should be on the backside of facts.)  
   *PUT THEM IN AN ENVELOPE, BAGGIE OR STAPLE THEM TOGETHER) |
Kindness Quilt Square
Multiplication Version

Choose your own five Kindness colors. Write one color name on the line next to each product. Then color the quilt square.

12 color_________ 35 color_________ 49 color_________
36 color_________ 48 color_________
4th Grade Science Research Project

**Paragraph 1: (Physical Description)**

- What does your animal look like? How big is it?
- What shape is it? Body? What does it appear to eat?
- Does it use its head or move with a tail or a beak?
- Does it live in the water, in the woods, in trees, underground, in the open?
- What type of climate does the animal prefer? Does it prefer wet or dry conditions?
- Does it have a, neck? How many legs does it have?
- What animals does it live near? Does it have a home?

**Paragraph 2: (Region)**

- Does your animal live in North Carolina, Puerto Rico, or the Galapagos?
- Does it live by itself or with a family?
- If it lives in water, does it live in a lake, a river, a stream, or a pond?
- If it lives in the woods, in trees, underground, in the open, does it prefer wet or dry conditions?
- What type of climate does the animal prefer? Does it prefer wet or dry conditions?

**Paragraph 3: (Basic Needs and Behaviors)**

- What are your animal's basic needs? What does your animal eat and how does it get its food? Is it a scavenger (plant eater)?
- What are the dangers in your animal's habitat? What are the dangers in your animal's environment? Is your animal in a bear or a bird's nest? Is your animal in a tree or a forest?
- What does your animal eat? How does your animal get its food? Is it fast or slow?

**Paragraph 4: (Interesting Facts)**

- What does your animal weigh? How fast can it run or swim?
- What is your animal's scientific name? List any interesting or unusual facts about your animal. Are there any interesting or unusual stories about your animal?

**References**

- Any legends, myths, or superstitions about your animal?
- Where is your animal's scientific name? List any interesting or unusual facts about your animal. Are there any interesting or unusual stories about your animal?

**Paragraph 5: (Closing Paragraph)**

This is your closing paragraph and should be brief about...
4th Grade

ELA:

- **Hard-copy Activities**
  - **Current Events**
    - Look at a RELIABLE newspaper, website, or news channel for a current event that is happening and is important or interesting to you and complete the attached page.
  - **Why I am Lucky**
    1. Complete the graphic organizer by stating reasons why you are lucky. Use the space below the chart to write your ideas in complete sentences.
    2. Fill in and decorate the four leaf clover with the reasons stated above.
  - **How to Catch the Easter Bunny**
    1. Write about how you will catch the easter bunny using complete sentences. Draw illustrations to match your steps.
    2. Write about what you will do after you catch the easter bunny. Draw an illustration of the easter bunny in a trap you designed.
    3. Write about how you would feel if you were the easter bunny and you got caught.
    4. Draw a picture of a trap you would use to catch the easter bunny.
      a. Include dimensions like length, height, and width of the trap.
      b. Include a list of the materials you would use to build the trap.
  - **Economics Project**
    1. Complete the “Entrepreneurs” sheet.
    2. Follow teacher directions #1-6 to create, build, and set up a colonial store.

- **Online Activities**
  - [https://student.freckle.com/#/login](https://student.freckle.com/#/login) This site will have several assignments for the students; we have done these in class so they are pretty familiar with them. I will post three or four and you can choose which ones your child does and when.
    - Holka Class Code: holkav
    - Seward Class Code: holkar
  - [https://www.getepic.com/students](https://www.getepic.com/students) This site will also have books for students to read; we have done these in class. I will post three or four and you can choose which ones your child does and when
    - Class Code: DXA4895
**WHO, WHAT, WHERE, WHEN, WHY, and HOW**

When reporters write an article, they usually have to answer the questions: Who, What, Where, When, Why, and How.

<table>
<thead>
<tr>
<th>Headline</th>
<th>by</th>
<th>Date</th>
<th>Publication/Source</th>
<th>Local News</th>
<th>National News</th>
<th>World News</th>
</tr>
</thead>
</table>

**Who is this article about?**

**Where did the story take place?**

**When did the story take place?**

**What happened?**

**Why is it important?**

**How did what happened affect people?**
ARTICLE ANALYSIS

Headline
by __________________________ Date __________________
Publication/Source __________________

☐ Local News ☐ National News ☐ World News

1. Summarize the article

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

2. What are three of the most important points in the article?
   1) ____________________________________________________________
   2) ____________________________________________________________
   3) ____________________________________________________________

3. If this story was on a TV newscast instead of in written form, how would it be different? List three ways.
   1) ____________________________________________________________
   2) ____________________________________________________________
   3) ____________________________________________________________
How to Catch the Easter Bunny

Writing, STEM, and more

March 2020
Name: ________________________________

What WILL YOU DO IF YOU CATCH HIM?
Entrepreneurs

Entrepreneurs are people who organize and manage a business. Here are some facts about entrepreneurs:

- They look for problems to solve. They look for what people need.
- They take risks. There is a chance that entrepreneurs can lose money.
- They earn profit. Profit is money left over after paying the costs of their business.

Some famous entrepreneurs:

<table>
<thead>
<tr>
<th>Rachael Ray</th>
<th>Steve Jobs</th>
<th>John Goscha</th>
</tr>
</thead>
<tbody>
<tr>
<td>decided to write a book about making meals in less than 30 minutes. The idea was so popular that she appeared on a talk show. Soon she had her own show. She has since written more books and a magazine.</td>
<td>started a computer company in the garage of his parents’ home in 1976. He thought that people needed personal computers that were easy to use. He called the company Apple. He designed the iPod, the iPhone, and the iPad.</td>
<td>hung sheets of paper on his dorm wall. They would write ideas on the paper. He got tired of taking down paper and putting up new paper. He invented IdeaPaint so that people could turn their walls into marker boards.</td>
</tr>
</tbody>
</table>

Today you and your small group will plan a business using the form on the next page. Brainstorm your ideas below. What business can you run inside the classroom? Is it a good (a product you create and sell) or a service (something you do for someone like a massage)?
Teacher Directions

1. Give students a trade card (page 18) or allow them to select one that they would like to learn more about.
2. Give students time to research the trade online using page 19.
3. Explain that students are going to create their own business based on that trade. Hand students the store example and cashier page (page 20). Have them select the cashier that they want to use for their store.
4. Students should complete the “I’m an Entrepreneur” page (21).
5. Students should complete the “Types of Resources” page (22) and then look at the directions for “Design your Store” on the bottom of the page.
7. Students should set up their stores.
8. When it is time to shop, have students use the “It’s Time to Shop” page on page 27.
## Colonial Trades

The beginning of a market economy, or the freedom to buy and sell what you want, began in colonial times. Give a card to each small group.

<table>
<thead>
<tr>
<th>Trade</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>apothecary</td>
<td>They provided medical treatment and prescribed medicine</td>
</tr>
<tr>
<td>blacksmith</td>
<td>The blacksmith made things out of metal</td>
</tr>
<tr>
<td>weaver</td>
<td>The weaver made cloth out of wool.</td>
</tr>
<tr>
<td>cabinetmaker</td>
<td>The cabinetmaker made furniture out of wood.</td>
</tr>
<tr>
<td>milliner</td>
<td>Often women-owned; they sold fabric, hats, and candles.</td>
</tr>
<tr>
<td>printer</td>
<td>The printer created the newspaper.</td>
</tr>
<tr>
<td>shoemaker</td>
<td>The cobbler made and repaired shoes.</td>
</tr>
<tr>
<td>wigmaker</td>
<td>Wigs were in high fashion for both men and women.</td>
</tr>
<tr>
<td>cooper</td>
<td>The cooper made barrels to hold flour, gunpowder, and tobacco.</td>
</tr>
</tbody>
</table>
Colonial Trades

Research your colonial trade and complete this page. Use this website:
http://www.history.org/almanack/life/trades/tradehdr.cfm

Type of trade: __________________________________________________________

Facts about this job:
1. ___________________________________________________________________
   ___________________________________________________________________

2. ___________________________________________________________________
   ___________________________________________________________________

3. ___________________________________________________________________
   ___________________________________________________________________

Name of my business: ___________________________________________________

My business sells: (circle one) goods services both

Who are your consumers? ______________________________________________

How are these businesses an example of a market economy,
____________________________________________________________________
____________________________________________________________________
____________________________________________________________________
____________________________________________________________________

Design a sign to hang in front of your business.
What kind of a store will you open?
Choose a cashier.
Cut it out and save it for later.
What is an Entrepreneur?

A market economy is an economy in which anyone can buy and sell what they choose. An entrepreneur is a person who takes a financial risk to start a business. Pretend you are an entrepreneur in colonial times. What type of business are you going to start?

Name of business: ______________________________ (Circle one) Goods or Services

A good is something that you can buy and hold. It is a product like a book or a pizza. A service is an action that you perform for other people such as a haircut. Brainstorm a list of goods and services that your business will offer.
Types of Resources

Entrepreneurs use resources to run their businesses. There are three types:

- Natural resources are things that you can get from nature, such as fruits and vegetables, wood, air, and water.
- Capital resources are goods used to make other goods such as tools, buildings, machines, and equipment.
- Human resources are the workers that make the business run properly.

List the resources you will need to run your business.

<table>
<thead>
<tr>
<th>Natural Resources</th>
<th>Capital Resources</th>
<th>Human Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Design your Store

On the next few pages you will find items to decorate your store.

- Cut out the walls from Handout #1. Fold on the bold line to see how the walls will stand up and create a rectangular prism.
- Glue your cashier onto the back wall of your store. Color it.
- Design the rest of your store. Will there be shelves? Cut them out from Handout #2. Glue them on the walls. Be sure you add things to the shelves and color them. Add some art to the walls if you'd like.
- Color the outside of your walls. Cut out some windows if you want. After your walls are done, set them up on Handout #3. Tape them so that they stand up.
- Glue any tables that you need (from Handout #2) on the floor of your store.
Store Handout #1. These are the walls of your store. Cut each set out. Then fold on the bold lines.
Store handout #3: This is where you will set up your store using tape.
5th Grade

Math:

* Use a deck of cards Ace – 9, Ace being a 1. Have your child shuffle the cards and turn over 4 cards. Create 2 2-digit numbers and multiply on paper to show their work. If they come up with the correct answer, they keep the cards.

* Count how many text messages or social media messages you received in a day. Multiply that number by 7 and 31. How many messages do you receive in a week and month? Multiply that number by 365, how many do you receive in a year?

**Standard connection:** Fluently multiply multi-digit whole numbers using a standard algorithm. (5.NBT.5)

* Cook with your family! Practice measuring ingredients and following the recipe. **Standard connection:** Know relative sizes of US customary measurement units: pounds, ounces, miles, yards, feet, inches, gallons, quarts, pints, cups, fluid ounces, hours, minutes, and seconds. (5.MD.1)

* Create real-world word problems. For example, how much chocolate will each person get if 3 people share 1/2 pound of chocolate equally? How many 1/3 cup servings are in 2 cups of raisins? **Standard connection:** Solve real-world problems involving division of unit fractions (5.NF.7)

* Save a store receipt. Pick 3 to 5 items. Put the items in order from least to most expensive. Round each item to the tenths place and the nearest whole number. **Standard connection:** Read, write, and compare decimals to thousandths. (5.NBT.3 & 4)
Instructions: Choose one of the activities below to complete over break. The items listed below all relate to our current science topic which is over force and motion.

1. Create a timeline of the history of skateboarding. Include the forces that are at work and tips to jump higher.
   a. Include 10 entries with pictures

2. Research the forces involved in automobile racing. Create a powerpoint, picture book, or written report about it. Include pictures and details.

3. Find a reference known as Reuben, ‘Rube’ Goldberg cartoon. Then design your own contraption. What simple machines appear in your drawing? What forces are at work?

4. Research the history of the Leaning Tower of Pisa. Write about the history and forces acting on the building. Be sure to include pictures. 3 paragraphs, may add drawings.
ELA: Read, Read, Read! I recommend 1 ½ - 2 hours each day. Have your student read grade-appropriate books and then write a brief book report. I have provided a simple book report template at the bottom of this page to help. The student should use complete sentences in completing the reports.

Write, Write, Write! Journal! Any notebook or journal will do. Have your student write each day for 30 minutes. The student can alternate free writing (writing about anything at all) with using writing prompts. Here are a few writing prompt examples to guide prompted writing:

- Write a eulogy for a sandwich, to be delivered while eating it.
- Write the ad for an expensive new drug that improves bad posture. Now, list the possible side effects.
- Think about your day so far (even if it’s still morning). What’s the highlight at this point?
- Write the first communication sent back to Earth after humans land on Mars.
- Finish this sentence: The smell of an orange reminds me of….
- A genie grants you three tiny wishes. What are they?
- It’s 1849, and you’re headed West along the Oregon Trail. Describe the safety features of your state-of-the-art covered wagon.
- Write the passenger safety instructions card for a time-travel machine.
- An undercover spy is about to impersonate you in all aspects of your life. Write instructions.
- Write your life story in five sentences.
Here’s the book report template:

**Book Report**

Name: [Your Name]

Date: [Report Date]

Book Title: [Book Title]

Book Author: [Author Name]

Date of Publication: [Date]

Number of Pages: [Pages]

Main Characters: [List and briefly describe main characters.]

Setting: [Describe the setting in which the book takes place.]

Synopsis: [Summarize the story.]

Key Points/Conflict: [What motivates the main characters? What problem or events cause the story to take place?]

Analysis/Evaluation: [Tell it like you see it—add your review here.]
<table>
<thead>
<tr>
<th>Sunday</th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
<th>Saturday</th>
</tr>
</thead>
<tbody>
<tr>
<td>Speed Dribble (20 seconds) 360 Turn &amp; Dunk (x5)</td>
<td>Quick Feet (20 seconds) 6 Quarter Turns</td>
<td>Dribble in Place (20 seconds) 7 Jump Shots</td>
<td>BASKETBALL TASK CARD 1</td>
<td>10 Side Slides 20 Line Drills</td>
<td>Speed Dribble (20 seconds) 360 Turn &amp; Dunk (x5)</td>
<td>Quick Feet (20 seconds) 6 Quarter Turns</td>
</tr>
<tr>
<td>Dribble in Place (20 seconds) 6 Jump Shots</td>
<td>12 Side Slides 30 Line Drills</td>
<td>Speed Dribble (20 seconds) 360 Turn &amp; Dunk (x7)</td>
<td>BASKETBALL TASK CARD 1</td>
<td>Quick Feet (20 seconds) 6 Quarter Turns</td>
<td>Dribble in Place (20 seconds) 6 Jump Shots</td>
<td>12 Side Slides 30 Line Drills</td>
</tr>
<tr>
<td>Speed Dribble (40 seconds) 260 Turn &amp; Dunk (x9)</td>
<td>Quick Feet (40 seconds) 10 Quarter Turns</td>
<td>Dribble in Place (40 seconds) 16 Jump Shots</td>
<td>MARCH MADNESS BEGINS 17 BASKETBALL TASK CARD 2</td>
<td>15 Side Slides 25 Line Drills</td>
<td>Speed Dribble (40 seconds) 260 Turn &amp; Dunk (x9)</td>
<td>Quick Feet (40 seconds) 10 Quarter Turns</td>
</tr>
<tr>
<td>Dribble in Place (50 seconds) 12 Jump Shots</td>
<td>17 Side Slides 40 Line Drills</td>
<td>Speed Dribble (50 seconds) 360 Turn &amp; Dunk (x10)</td>
<td>BASKETBALL TASK CARD 1</td>
<td>Quick Feet (40 seconds) 12 Quarter Turns</td>
<td>Dribble in Place (50 seconds) 12 Jump Shots</td>
<td>17 Side Slides 40 Line Drills</td>
</tr>
<tr>
<td>Speed Dribble (60 seconds) 260 Turn &amp; Dunk (x12)</td>
<td>Quick Feet (60 seconds) 15 Quarter Turns</td>
<td>Dribble in Place (60 seconds) 15 Jump Shots</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Basketball Themed Calendar for March**

Keep students active and practicing various basketball activities during the month of March! Great for both PE and afterschool. Encourage students to take this home and get their family and friends involved!

- Refer to the Basketball Task Cards on Page 2.
- For Dribbling and Quarter Turns, repeat for each handside.

Find the visuals for each fitness activity below.

**Special thanks to:**

[Alliance for a Healthier Generation](https://www.healthiergeneration.org) for more ideas on how to inspire a healthy, active lifestyle.
1

**BASKETBALL**

Equipment Needed:
1 ball for each student

- Dribble with right hand: 8 times
- Dribble with left hand: 8 times
- Dribble alternating hands: 5 each hand
- Dribble in a straight line: 10 steps
- Dribble zig-zag pattern: 10 steps

2

**BASKETBALL**

Equipment Needed:
1 ball for each student

- Basketball around head: 5 times
- Basketball around waist: 7 times
- Basketball around knees: 9 times
- Basketball around body: 11 times
- Figure eight around legs: 3 times

---

**Dribble IN PLACE**

To dribble, push the ball down by spreading the fingers and flexing the wrist. Keep legs flexed and back straight.

---

**Jump SHOT**

Pretend to hold the ball with one hand under the ball and the other on the side. Jump straight up. Release the ball before the top of your jump, forcing the ball up and forward with one hand. Follow through like you are reaching into a cookie jar on the top shelf.
QUICK Feet
Start with feet shoulder-width apart and knees bent in defensive position. Pick up and put down feet as quickly as possible.

QUARTER Turns
While performing “quick feet,” jump slightly and rotate both feet to the right, return to center. Quick feet, jump slightly and land with both feet rotated to the left.

SPEED Dribble
Pretend to push the ball down by spreading the fingers and flexing the wrist in double time. Keep legs flexed and back straight.

360 TURN AND Dunk
Jump up with hands overhead, spin in the air and slam the ball down through the hoop.
SIDE Slides
Start in defensive position. Step towards the left with the left foot; follow by bringing the right foot closer to the left foot. Repeat. Step towards the right with the right foot; follow by bringing the left foot closer to the right foot. Repeat.

LINE Drill
With toes on line, step over, over, back, back. Repeat 30 times. Switch to lead with the other foot. Repeat 30 times. With one foot in front of the line and the other behind, jump and switch feet (scissors). Repeat 30 times and switch lead foot. With both feet parallel, jump over and back. Repeat 30 times.
SYMPOPHONY ORCHESTRA MATCH-UPS – This is a small group activity that reinforces your students’ recognition of instruments of the Symphony Orchestra. Students will match an instrument picture with the name of the instrument by fitting together puzzle pieces. Examples:

![Timpani and Violin cards]

DIRECTIONS – Ask students to get in small groups of 2 – 4 students. Cards should be placed face up on the floor. Students will take turns assembling the puzzle pieces by matching an instrument picture with the name of the instrument. Students should continue taking turns until all puzzle pieces have been assembled.

SUGGESTIONS – Print 8 sets of cards on heavy cardstock and laminate for durability. Put each set in its own zip lock bag. This is a great center activity.

SUGGESTED GRADE LEVELS – Grades 1 – 6
CLARINET

FLUTE

CONTRA BASSOON

OBOE
TROMBONE

TUBA

FRENCH HORN

TRUMPET
SNARE DRUM
TIMPANI
BASS DRUM
CYMBALS
Criss Cross

Fit the words into the squares.

<table>
<thead>
<tr>
<th>trumpet</th>
<th>clarinet</th>
<th>piano</th>
<th>violin</th>
</tr>
</thead>
<tbody>
<tr>
<td>guitar</td>
<td>drums</td>
<td>music</td>
<td>choir</td>
</tr>
</tbody>
</table>

Diagram of a criss cross puzzle with the words to be placed in the squares.
Amazing Fun

Help the band find the piano.
Search For Words

Find and circle the words. They run right to left, left to right, bottom to top, top to bottom, and diagonally top to bottom or bottom to top.

symbols  pitch  instrument  sharp  treble  musical  staff  notes  keyboard  flat  bass  tempo

f m r e a e c u k i b a s s a
i l a h r m e y l k g p g u r
s h a r p e l s c t k d o r k
r e o t c i n t t c t r e b l e
m c a c o b t a b d e r l n y
u t m f s g c c l v c t n r b
s y m b o l s v h d t e m p o
i r i w l r t g h o f g i k a
c s t n f e a n g v n w r a r
a r i o c e f h a e r s e s d
l s z t i d f i b t t w a n d
s r e e o o b o n o e s n g d
f i n s t r u m e n t s s i c
Word Unscramble

Unscramble each word. Write the correct word on the line.

suninttemr ________________

fsaft ________________

uptmter ________________

sabs ________________

mrsud ________________

igrtua ________________
Everyone loves to listen to music.

Can you make lots of words using only the letters in the sentence above? Write the words on the lines below. If you need to, turn over the page and write on the back.
Instrument Page

Cut out each instrument below and glue it in the correct instrument family circle.
Brass Family Circle
Characteristics and Traits

Made of brass

Fat or narrow

Uses a mouthpiece

Can play very loud

Pitched instrument

Valves and slides

Buzz mouthpiece for sound

Made of tubing

Flared-out bells on the end of the instrument
Woodwind Family Circle
Characteristics and Traits

Uses a reed

Fingers push keys over the holes

Made of wood, metal, or plastic

Pitched instrument

Blow air to make a sound

Not always so loud as the brass instruments

As you cover more holes, the pitch usually goes lower
String Family Circle
Characteristics and Traits

Made of Wood

Uses strings

Can be plucked or bowed

Has a bridge
Percussion Family Circle
Characteristics and Traits

Is played by striking, shaking, or scraping

Pitched or non-pitched

Can be big or small

May use sticks or mallets

Made of wood, metal, or plastic
For anyone who has children and lives in Cleveland, the Cleveland Public Library has free meals M-F from 3:30-4:30.