



# Week of June 8-12

<p><b>10:00-10:30 am</b></p> <p>*12-15 minutes a day per subject area for a total of 60 mins per week.</p>	<p>Math Objectives:</p> <p>—</p>	<p><b>Academic Time:</b></p> <p><b>Math:</b></p> <p>— <b>Math Support</b> :</p> <p><a href="#">Mrs.Guerra's Page</a></p>	<p><b>Math:</b> Quizizz: Use code (4121303) Or click the link below.</p> <p><a href="https://quizizz.com/join?gc=4121303">https://quizizz.com/join?gc=4121303</a></p>
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			<p>Ideas without a computer:</p> <p>M—George is drawing an area model to find <math>37 \times 16</math>. Create an area model to express this.</p> <p>T— Vanetta is solving <math>75 \times 19</math>. First, she multiplied <math>75 \times 20</math> and got 1,500. What does she still need to do to get the final result?</p> <p>W—Tyrone traveled 125 miles last month. Jasmine traveled 15 times as many miles as Tyrone. How many miles did Jasmine travel?</p> <p>T— Mindy is weaving placemats out of ribbon. Each placemat requires 30 feet of ribbon. If Mindy has 200 feet of ribbon, how many placemats can she make?</p> <p>F— Create your own multiplication problem. Solve it using the area model and 1 other strategy.</p>
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	<p>Reading Objectives:</p> <p>— <b>5.6 , 5.5</b> The student will read and demonstrate comprehension of fiction and nonfiction texts.</p>	<p><b>Reading:</b></p> <p>— The <b>MOST</b> important activity is actually reading a book or article.</p> <p><b>-- Learning Dynamics/Mrs. Webb Link</b></p> <p>-</p> <p>— <b>Reading Support</b> : Need extra support in Reading? Visit <a href="#">Ms. Greer's Webpage</a></p> <p>— <b>ESOL Support:</b> Updates and activities on <a href="#">Mrs. Koenig's Webpage</a></p>	<p><b>Reading:</b></p> <p><b>Focus for the Week: Word Analysis Skills</b></p> <p><b>Monday-Skills Day 1</b></p> <p><b>Tuesday-Skills Review Day 2</b></p> <p><b>Wednesday-Skills Review Day 3</b></p> <p><b>Thursday-Skills Review Day 4</b></p> <p><b>Friday- SeeSaw video- Make a video of yourself describing your PLAN for Summer Reading. Share one or two books you would like to read and why you thing that reading over the summer is important. (It is VERY important.)</b></p>
<p><b>11:00am -12:00pm</b></p>		<p><b>Creative Time:</b></p> <p><b>Music Activity-</b> — Mr. Post has posted activities for students to complete throughout the week.</p> <p><b>Art Activity-</b> — Complete a Dr. Nicholson</p>	<p><a href="#">Mr. Post's Music Activities</a></p> <p><a href="#">Dr. Nicholson Art Activities</a></p>

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		<p>Art Challenge found on her webpage!</p> <p><b>Extension (GIFTED) Activity</b> — Look for a project or a puzzle? Check out Ms. Geyer's gifted page, open to ALL students!</p> <p><b>Makerspace Challenges</b> — Ms. Banks' has provided some MakerSpace Challenges to get your creativity rolling! You might see an integrated project at some point, keep a lookout!</p>	<p><a href="#">Ms. Geyer's Gifted Activities</a></p> <p><a href="#">Makerspace Activities</a></p> <p>Ideas without a COMPUTER”</p> <p>— Play Music</p> <p>— Cook/Bake</p>
12:00-12:20 pm		Lunch	<p>Enjoy Lunch Doodles with Mo Willems: <a href="#">Mo Willems Lunch Doodles</a></p>
12:30-1:00pm		Chores around the house!	

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<p><b>1:00-2:30pm</b></p>		<p><b>Quiet Time:</b></p> <p>— <b>Read 20 minutes</b> Link to <a href="#">Library Page</a> for books</p> <p><b>Guidance Lesson</b></p> <p><a href="#">Ms. Carmack's Webpage</a></p>	<p><a href="#">Create a summer writing journal by stapling 10 folded pages together and design a cover. Use this to write down your thoughts about reading, vacations, etc.</a></p> <p><b>Calm Activities:</b></p> <p><a href="#">Live Animal Cameras</a></p> <p><a href="#">Porter Chicks!</a></p>
<p><b>2:30-3:00pm</b></p>		<p><b>Academic Time:</b></p>	
<p>*12-15 minutes a day per subject area for a total of 60 mins per week.</p>	<p>Science Objectives:</p>	<p>Science:</p> <p>— Check Study Island for additional practice</p>	<p><b>IF YOU DID NOT FINISH LAST WEEKS:</b> Pick a science unit of choice that we covered this year.</p> <p>Time to get creative... Create a review game for this unit. It can be an online game, it can be an old board game, create a card game, etc. Then share your game (a link or photos) on your teacher's Padlet or Seesaw provided for you.</p> <p>Bonus: you can also make a review poster! This would be like the anchor charts we write in our notebooks!</p> <p><b>THIS WEEKS:</b></p> <p>Design an investigation/experiment you could do at home this summer, only using the resources you have available at home. Kind of</p>

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			<p>like a science fair project!! Use the scientific method to guide you.</p> <ul style="list-style-type: none"> <li>• Create a flow map of the of your investigation using the steps of the scientific method.</li> <li>• Bonus: Complete this investigation/experiment</li> <li>• Bonus: Share your investigation/experiment and your results on flipgrid/seesaw.</li> </ul>
		<p>Social Studies</p> <p>— State in a Bag Project</p>	<p>Social Studies</p> <p><b>IF YOU DID NOT FINISH LAST WEEKS:</b></p> <p>— Pick any state we learned about this year. Pick 5 objects/pictures that you would use to represent that state. For each item give a 3-4 sentence explanation why you chose this item/picture to represent this state.</p> <p>*Once you have completed you project you can share it on this week's Flipgrid/Seesaw</p> <p><b>THIS WEEKS:</b></p> <p>Using your state from last week do the following...</p> <p>— M: Create a map of that state and include the state capital and 3 other map features of your choice.</p>

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		<p>— T: Explain the physical features and climate of this state. You can either make a drawing to show the features and climate or write an informative paragraph.</p> <p>— W: What are 3 natural resources in this state? How do these resources influence the economic activity in this region?</p> <p>— TH: What are some significant aspects of this state? Such as historically significant events of places, cultural aspects, important landmarks, etc.</p>
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