RSU 57

- Waterboro
- Alfred
- Lyman
- Line
- Shapleigh
- Massabesic Middle
- Massabesic High

Continuous Learning

LEARNING MENUS

MATH

LITERACY

SPECIALS

Printables

RSU 57

- Waterboro
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MATH

Printables

LEARNING MENU MATH & STEM

GRADE 5

May 26 - May 29

★ = EVERYDAY ITEMS

1 ★

Everyday Fact Practice

Your choice!
https://bit.ly/3dKlWbu

Division Paper Practice

2

Engineering Challenge

Work like a NASA Engineer!
Glider Activity

3

Math Art Connection

Geometric Transformations

4

Math Boxes: Review 5th Grade math skills from your Everyday Math Journal

Math Boxes 6.4

5

Real Life
Sharing Chocolate

6

IXL

5th Grade Math
J.6 Divide Decimals
Work to 85% or higher

7

Paper-Pencil

Use PEMDAS to solve the problems on this worksheet

Order of Operations Worksheet

8

Weekly Math Prompt

3-6 problems to review your 5th grade math skills!

Weekly Math Prompt Worksheet

9

Game

Play the game
Mixed Number Spin
on Everyday Math on-line
Or play the paper activity.

Name That Number Paper

10

New Skill Challenge

Watch the video then do the worksheet!
Long Division Style Video
https://bit.ly/2Sg0UdC

Dividing Decimals Worksheet

11

STEM: Watch Mystery Doug and think about how you might use this information in an egg drop challenge.

Mystery Doug Video
https://bit.ly/2TkUpGS

12

STEM: **Video Watch First**
safeYouTube.net/w/NZkE

Jack and the Beanstalk
shorturl.at/cvR68

Parent Letter for Extension Activity

Check our website daily for additional remote learning supports: bit.ly/rsu57remote

Division Facts (A)

Find each quotient.

$48 \div 8 =$	$24 \div 6 =$	$40 \div 5 =$	$8 \div 1 =$
$54 \div 9 =$	$15 \div 5 =$	$14 \div 2 =$	$12 \div 3 =$
$30 \div 5 =$	$28 \div 4 =$	$20 \div 4 =$	$2 \div 1 =$
$50 \div 5 =$	$49 \div 7 =$	$20 \div 5 =$	$36 \div 4 =$
$4 \div 4 =$	$35 \div 7 =$	$36 \div 9 =$	$10 \div 5 =$
$12 \div 4 =$	$10 \div 1 =$	$8 \div 4 =$	$21 \div 7 =$
$42 \div 6 =$	$70 \div 10 =$	$56 \div 7 =$	$6 \div 6 =$
$6 \div 2 =$	$27 \div 9 =$	$9 \div 9 =$	$5 \div 5 =$
$54 \div 6 =$	$81 \div 9 =$	$30 \div 6 =$	$18 \div 6 =$
$63 \div 7 =$	$20 \div 10 =$	$45 \div 5 =$	$6 \div 3 =$
$18 \div 2 =$	$24 \div 8 =$	$1 \div 1 =$	$35 \div 5 =$
$40 \div 10 =$	$25 \div 5 =$	$8 \div 2 =$	$80 \div 8 =$
$16 \div 4 =$	$5 \div 1 =$	$36 \div 6 =$	$50 \div 10 =$
$7 \div 7 =$	$8 \div 8 =$	$24 \div 3 =$	$12 \div 6 =$
$16 \div 8 =$	$21 \div 3 =$	$6 \div 1 =$	$30 \div 3 =$
$3 \div 3 =$	$63 \div 9 =$	$12 \div 2 =$	$90 \div 9 =$
$60 \div 6 =$	$45 \div 9 =$	$32 \div 4 =$	$100 \div 10 =$
$9 \div 3 =$	$56 \div 8 =$	$72 \div 9 =$	$4 \div 1 =$
$7 \div 1 =$	$27 \div 3 =$	$72 \div 8 =$	$28 \div 7 =$
$40 \div 4 =$	$30 \div 10 =$	$24 \div 4 =$	$18 \div 9 =$
$42 \div 7 =$	$64 \div 8 =$	$40 \div 8 =$	$90 \div 10 =$
$15 \div 3 =$	$70 \div 7 =$	$60 \div 10 =$	$3 \div 1 =$
$32 \div 8 =$	$4 \div 2 =$	$14 \div 7 =$	$80 \div 10 =$
$48 \div 6 =$	$10 \div 10 =$	$10 \div 2 =$	$9 \div 1 =$
$18 \div 3 =$	$16 \div 2 =$	$2 \div 2 =$	$20 \div 2 =$

The Blended Wing Body (BWB)

Purpose

To demonstrate the great opportunity there is for aeronautics innovation

Materials

8.5- x 11-inch paper

Teacher Note

You can find this activity on a NASA bookmark that can be printed from
http://teacherlink.ed.usu.edu/tlnasa/OtherPRINT/Bookmarks/21stAerospaceVehicle.pdf

Background

NASA's Aerospace Research and Technology Base program is developing technologies for a new type of aircraft that will be more economical and efficient than today's airliners. This revolutionary flying wing configuration, called the BWB, has a thick, airfoil-shaped fuselage section that combines the engines, wings, and body into a single lifting surface. The BWB can carry as many as 800 passengers over 7,000 miles at an approximate cruise speed of 560 mph. Compared to today's airliners, it would reduce fuel consumption, harmful emissions, operating cost, and noise levels. NASA is developing high-payoff technologies for a new generation of safe, environmentally compatible, and highly productive aircraft. Airplanes of the future may look very different from those of today. In the activity below, be an engineer and experiment with a possible new wing type.

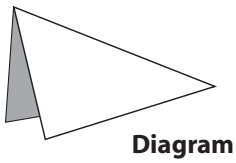


Diagram 1

Procedure

1. Fold a piece of 8.5- x 11-inch paper diagonally as shown in diagram 1.
2. Make a 1/2-inch fold along the previously folded edge. See diagram 2.
3. Make a second 1/2-inch fold. See diagram 3.
4. Curl the ends of the paper to make a ring and tuck one end into the fold of the other. See diagram 4.
5. Gently grasp the "V" between the two "crown points" with your thumb and index finger.
6. Toss the glider lightly forward. Note: The folds in the paper make the airplane's front end heavy and the back end light. Curling the ends to make a ring changes the shape of the wing and improves the wing's flight performance.

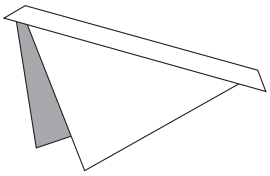


Diagram 2

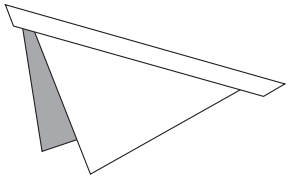


Diagram 3

Conclusion

1. How did the flight characteristics change with each wing change?

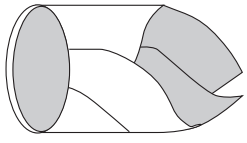


Diagram 4

Extension

1. Conduct trial tests to find the average distance your wing glider can fly.
2. Hold competitions between gliders.
3. Make modifications to the glider and conduct trial tests to compete against other modified gliders.

TEST PILOT: _____

A

B

C

FIRST FOLD

FIRST FOLD

FIRST FOLD

FIRST FOLD

SECOND FOLD

SECOND FOLD

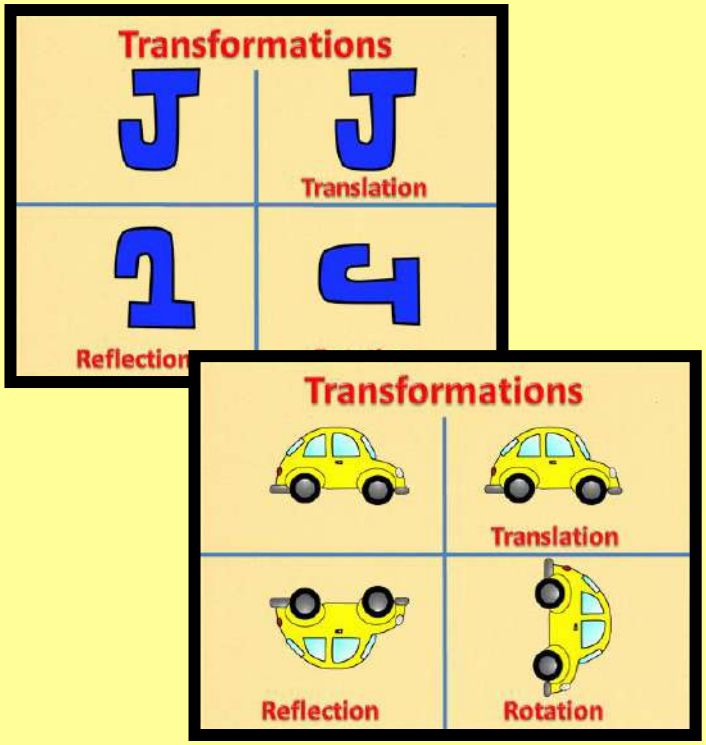
SECOND FOLD

SECOND FOLD

RING WING

By Carlo Cayetano based on NASA's original Ring Wing Glider

Geometric Transformations



Translation

Reflection

Rotation

the Teacher down the Hall

Instructions:

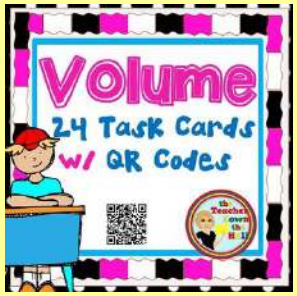
1. Fold a piece of manila paper into four equal sections.
2. Label three of the four sections with: translation, rotation, and reflection.
3. Trace a die cut letter, (I like to have students use the first letter of their name – capital or lower case) or other shape, into each of the four sections showing the labeled movement.
4. Color each shape the same to show that it is actually the same object that has moved.

*** **If you have computer access, students will love to pick a shape, duplicate it, and then actually perform the movements.**

Thanks for downloading this product from

the Teacher down the Hall

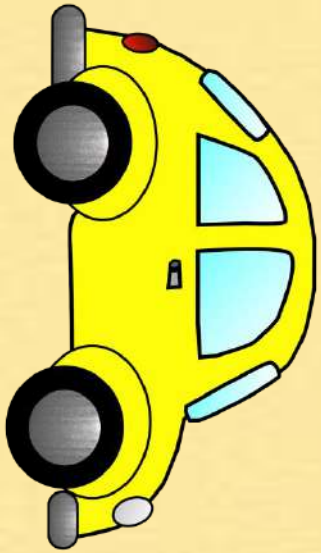
For many more fun classroom activities please check out the following:



Transformations

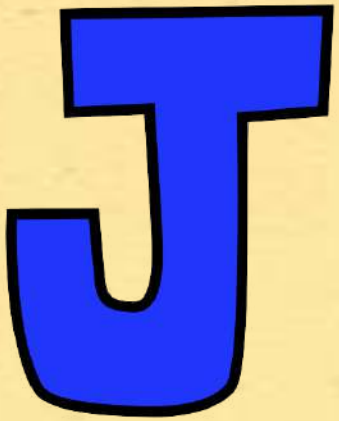
Translation

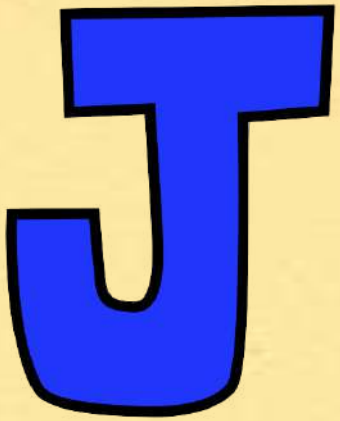
Reflection



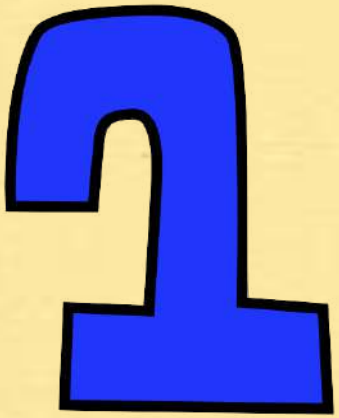
Rotation

Transformations

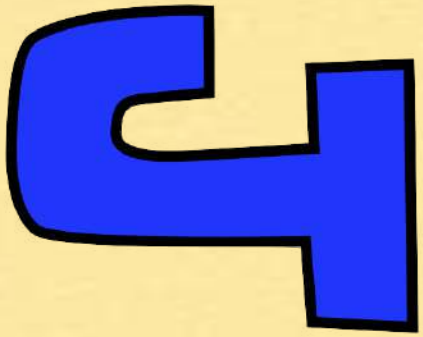




Translation



Reflection



Rotation

Math Boxes

Lesson 6-4

DATE TIME

Math Boxes

1 Quincy has $\frac{1}{2}$ box of cereal to eat over 6 days. If he splits the $\frac{1}{2}$ box into equal portions, how much will he eat each day?

_____
(number model)

Answer: _____ box of cereal

SRB 207

2 Solve.

a.
$$\begin{array}{r} 604.24 \\ -\ 599.79 \\ \hline \end{array}$$

b.
$$\begin{array}{r} 9 \\ -\ 3.52 \\ \hline \end{array}$$

SRB 131–132

3 Rewrite the problem with a common denominator. Then solve.

$12\frac{1}{2} - 9\frac{3}{7} = ?$

_____

$12\frac{1}{2} - 9\frac{3}{7} =$ _____

SRB 177, 192–193

4 Round 2,813.965 to:

a. the nearest hundred _____

b. the nearest hundredth _____

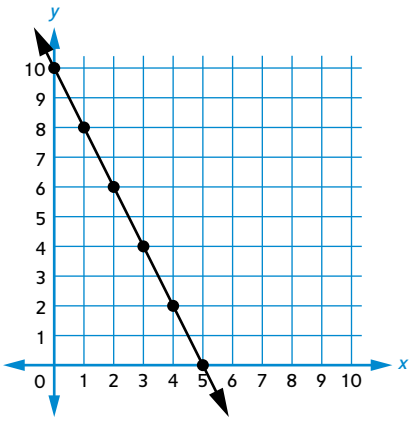
c. the nearest one _____

d. the nearest tenth _____

SRB 79–82, 124–127

5 Use the points on the grid to fill in the missing coordinates in the table.

SRB 55–56, 275



x	y
0	
	8
2	6
3	
	2
5	

Write a number story that could be represented by this data.

_____

_____

_____

problem solvers activity sheet

Name_____

Sharing Chocolate

RVLSOFT/THINKSTOCK

Two groups of friends are sharing chocolate bars. Each group wants to share the chocolate bars fairly so every person gets the same amount and no chocolate remains.

1. In the first group of friends, four students receive three chocolate bars. How much chocolate did each person get in the fi rst group?

2. In the second group of friends, eight students are given six chocolate bars. How much chocolate did each person get?

3. Which group of students got more chocolate?

ORDER OF OPERATIONS

(parentheses)

Determine what is needed to make the equations true.
Some of the equations need parentheses, while others do not.
Write in parentheses where needed or circle the equations that do not need them.

Ex. 1. (9 + 7) x 4 – 12 = 52

16 x 4 – 12 = 52
64 – 12 = 52

2. 5 + 8 x 2 – 4 = 22

3. 7 – 1 + 55 ÷ 5 = 17

4. 5 x 4 + 9 – 2 = 27

5. 15 + 8 – 4 ÷ 2 = 21

6. 11 + 10 – 4 x 9 = 65

7. 7 + 13 + 6 x 9 = 74

8. 36 ÷ 6 x 2 + 9 = 21

9. 9 x 21 ÷ 3 + 10 = 73

10. 13 – 4 x 18 – 22 = 140

11. 16 + 21 – 3 x 6 = 19

12. 43 – 4 x 4 + 8 = 35

Weekly Math Prompt

Number Sense: How can you mentally compute 423 - 95?

Real World Math: If gas is $2.25 a gallon, how much will it cost to fill an eleven gallon tank?

True or False?: A right triangle can have an obtuse angle.

Problem Solving: Create a rectangle with an area of 52 square inches.

Name That Number

Materials ☐ 1 set of number cards

Players 2 or 3

Skill Naming numbers with expressions that contain grouping symbols

Object of the Game To collect the most cards.

Directions

1. Shuffle the deck and deal 5 cards to each player. Place the remaining cards number-side down on the table between the players. Turn over the top card and place it beside the deck. This is the target number for the round.
2. Players try to match the target number by adding, subtracting, multiplying, or dividing the numbers on as many of their cards as possible. A card may only be used once.
3. Players write their solutions on a sheet of paper using grouping symbols as needed.

   When players have written their best solutions:

   - Each player sets aside the cards he or she used to match the target number.
   - Each player replaces the cards he or she set aside by drawing new cards from the top of the deck.
   - The old target number is placed on the bottom of the deck.
   - A new target number is turned over, and another round is played.
4. Play continues until there are not enough cards left to replace all of the players' cards. The player who has set aside the most cards wins the game.

Example

Target number: 16

Player 1's cards: 

Some possible solutions:

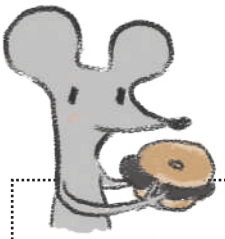
$10 + 8 - 2 = 16$ (3 cards used)

$10 + (7 * 2) - 8 = 16$ (4 cards used)

$(10 / (5 * 2)) + 8 + 7 = 16$ (all 5 cards used)

$((8 + 7) / 5) * 2 + 10 = 16$ (all 5 cards used)

Name _____ Date _____



Delicious Decimals

Dividing Decimals

To divide decimals, it's important to get rid of the decimal point from the number we are dividing by.

- Multiply the divisor by as many 10's as necessary to get a whole number.
- Multiply the dividend by the same number of 10's.

Example:

$$3.5\overline{)77.35} = 35\overline{)773.5} = 35\overline{)773.50}$$

$$\begin{array}{r} 22.1 \\ 35\overline{)773.50} \\ -770.0 \\ \hline 3.5 \\ 3.5 \\ \hline 0 \end{array}$$

a. $30\overline{)60.660}$

$$\begin{array}{r} 2.022 \\ 30\overline{)60.660} \\ -60 \\ \hline 066 \\ -60 \\ \hline 60 \\ -60 \\ \hline 0 \end{array}$$

b. $4.2\overline{)20.076}$

c. $5.06\overline{)47.058}$

d. $7\overline{)24.36}$

e. $.08\overline{)3.7872}$

f. $8.4\overline{)82.152}$

g. $3.5\overline{)9.205}$

h. $6.02\overline{)56.588}$

i. $10\overline{)84.6}$

j. $7.2\overline{)22.104}$

k. $5.67\overline{)41.391}$

DEAR PARENTS

Today, we worked on an exciting STEM Engineering Challenge! We constructed a parachute to help Jack escape from the giant. The challenge was to create a parachute that kept Jack in the air the longest. Here are some ways you can support your child's learning at home:

Discuss it: Ask your child to tell you about the project. Here are some questions to guide you: Was your parachute successful? How could you tell? How long did it stay in the air? Did you try any designs that didn't work? What did you do to improve your first design? What surprised you about this project? What frustrated you?

Apply it: Have your child tell you different materials from around your house that would or would not make a good parachute.

Try it: Try to repeat the challenge at home. You will need a variety of lightweight materials such as plastic grocery bags, tissue paper, newspaper, and more. You will also need string or even dental floss and an action figure. To test, have a grownup drop the parachute from a high place (playground, window, stairs, chair). This makes a fun family challenge! See who can create a parachute that stays in the air the longest.

If you try this challenge at home, I would love to hear how it goes and even see pictures! Thank you for your support at home ☺

Name_____ Date_____

Jack and the Parachute

Oh no! Jack has done it again. He can't resist magic beans, and he is once again being pursued by the giant. The giant, having learned from past mistakes, has lined the beanstalk with barbed wire. Jack needs another plan of escape. That's where YOU come in.

Your challenge:
Build a parachute to help Jack escape from the giant.

Constraints:
*Your parachute can be no larger than the top of your desk.
*You must have string or some way to attach the parachute to Jack.

Success Criteria:
Your parachute should hold Jack in the air longer than the control drop.

ASK How can I create a parachute for Jack?

CONTROL Drop Jack from the designated height with no parachute. Measure the time it takes for him to hit the ground.

Control Drop Time_____

IMAGINE Now think about ways that you can keep Jack in the air longer than the control drop. Brainstorm materials and shapes that would make a good parachute.

CREATE Create your parachute, and sketch your design. Label your diagram with the materials that you used.

TEST

Trial 1—How long did Jack stay in the air?	
Time	

Did your parachute fall slower than the control? Yes___ No___

IMPROVE What can you do to make your parachute better? Try it! Sketch your second parachute. Label your materials.

TEST

Trial 2—How long did Jack stay in the air?	
Time	

Did your parachute fall slower than the control? Yes___ No___
Did it fall slower than your first parachute? Yes___ No___

REFLECT Were your changes effective? Explain.

Was your parachute a success? Explain.

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LITERACY

Printables

LEARNING MENU LITERACY

GRADE 5

May 26 - May 29

★ = **EVERYDAY ITEMS**

1 ★This is a **MUST** do! Read to yourself (or someone else) for 20- 30 minutes or more daily. **You can use Raz Kids, NewsELA, DK Kids, Scholastic, Epic! or Reading Plus-** Choose a book/story and answer the questions after you read. Choose this at least once a week.

2

Listen to a story/book read by your teacher, librarian, or your grown-up.
Your teacher will discuss this box with you!

3 Keep a journal of your social distancing. Write in it what you do everyday. Detail how your day is different with remote learning and social distancing at home than before. Describe the events sequencing your day. (School time, family time, free time, etc.)

4

What is a Mason Bee?
Watch the video.
Stop and jot what you found interesting or surprising about the video.

5

Read Anatomy of a Bee
Using the 'What is a Mason Bee' video and the article "Anatomy of a Bee' answer the questions.

6

Life Cycle and Development of Bees
Read about the life cycle and development of honey, mason, and leaf cutter bees. Answer the questions at the end, using the text.

7

Busy Bee Activity

Read the information and complete the activities.

8

Pollination
Read the text on pollination. Use the information to help you answer the questions at the end of the reading.

9 Taking Care of Bees
Bees are essential to human survival. Create a poster that provides information about how bees pollinate crops, why bees should be protected, and how bees live and grow. You may use paper or a digital resource to create your poster.

10 Life as a Beekeeper

Read about the life of a beekeeper and answer the questions that follow this informational text. Use evidence in the reading to help you answer the questions.

11 Listen to Flight of the Bumblebee: Use the music to inspire a story where a bee is the main character. Listen to the music, think of how you will start your story in the "heart" of the action. Get your readers hooked by putting them in the middle of the action. Try using a flashback strategy to tell the events leading up to the big event!

12 Writing Prompt: Create a Diamante Poem using the template. These poems transform one noun into another. Get creative! Can you turn ketchup into mustard, a cat into a dog, or a bee into the flower? Here is an example:

Pencil
Sharp, No. 2
Writing, scribbling, erasing
A means of communication
Scribbling, copying, signing
Plastic, inky
Pen

Check our website daily for additional remote learning supports: bit.ly/rsu57remote

Name: _____

Commas and Direct Address

A direct address is when the person speaking uses the name or a nickname for the person they are speaking to.

Example:
"What time do you want to go to the game, Felix?"

The name in the direct address is always set apart from the rest of the sentence by a comma or commas. If the name is at the end, as in the example above, the comma goes before the name. If the name is at the beginning of the sentence, the comma goes after the name. If the name is in the middle of the sentence, the name has a comma before and after.

Examples:

"Felix, what time do you want to go to the game?"

"What time, Felix, do you want to go to the game?"

Part I.

Rewrite each sentence below as a direct address. Remember to add the quotation marks and the commas where needed.

1. Thad you were elected captain of the team!

_____

2. It is important Chelsea that you always wash your hands.

_____

3. Can you help me sir?

_____

4. Have a happy birthday Mom.

_____

5. You're a great speller Winston so you might win the spelling bee.

_____

Part II.

Write three original sentences, each with a direct address.

1. _____

2. _____

3. _____

Name: _____

Commas and Quotation Marks: Inside or Outside?

Commas always go inside quotation marks in the United States when the comma follows the text in quotation marks.

Example: "We can ask my mother," said Elizabeth, "she'll understand."

Note the comma after Elizabeth. It is outside the quotation mark because it does not follow any quoted text.

Rewrite each sentence below, adding commas in the correct places.

1. "You are looking in the wrong direction" said the detective.

2. His favorite old televisions shows are "I Love Lucy" "Batman" and "Bonanza."

3. "If you want to go outside" said Mrs. Clark "you must wear your raincoats."

4. "Yes, it's an important clue" replied Vance "but more important is the time of the call."

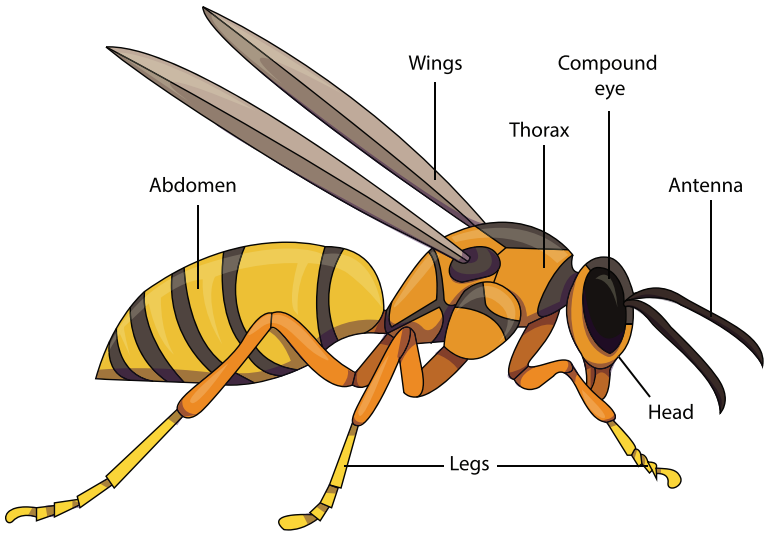
5. "Rarely" the doctor observed "has anyone survived such a fall."

6. At camp we sang "Daisy, Daisy" "Oh! Susannah" and "Skip to My Lou."

BEE ANATOMY AND HOW THEY NEST

DAY 1

All bees have similar anatomy. They all have **three main parts:** a **head**, **thorax**, and **abdomen**. On their head they have eyes, antennae and mandibles. The thorax is the middle section of the bee. This is where the bee's legs and wings are attached to its body. The abdomen is the last part of the bee.



HONEY BEES

Honey bees have **black and yellow stripes**. You have probably seen them flying around your garden or yard when flowers are blooming, or maybe even had to watch your step when running on your lawn because they love clover flowers. They are **social bees** that live in hives. Their hives can be in structures provided by beekeepers or in hollowed out trees. The worker bees build a comb with wax that they produce and this provides the structure for their hive. They will fill this comb with honey and baby bees called larvae (plural of larva).

BEE ANATOMY AND HOW THEY NEST

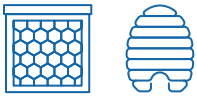
DAY 1

MASON BEES

Mason bees are often mistaken for flies. They have a **blue and green shine** on their bodies and males have a little white patch of hair on their heads, kind of like a beard. If you look closely, you will also see that they have four wings whereas flies only have two. Mason bees are about half an inch long and the females are bigger than males. The picture on the right shows a female on the top and two male bees on the bottom. Mason bees lay their eggs inside of holes. In your back-yard they will nest in hollow plant stems, holes drilled by woodpeckers or in wood blocks provided by bee keepers. Mason bees are **solitary bees**. That means that each female bee collects her own food and lays her own eggs. Since there is no hive and queen bee to protect, a mason bee will not sting you.

A female can lay 20-30 eggs in her lifetime and will continue filling holes until all her eggs are laid. The mason bee will lay 5-7 eggs in each hole and will make sure to place the females in the back and males in the front. She supplies each egg with pollen, which becomes food for her baby once it is born. After an egg is laid inside of the hole, she collects a mouthful of mud from your yard and builds a mud wall to protect that egg. She will gather more pollen, lay another egg, and build another mud wall. She will continue this process until she gets to the front of the hole and then plugs the hole with a thick mud cap to protect her eggs. Each developing baby bee gets its own room where it grows from an egg to a full grown bee.

Differences between mason and honey bees:



HOLES VS. HIVES – Honey bees work in a hive that produces honey and the queen lays eggs. Mason bees lay eggs in small tunnels or holes and don't produce any honey.

WHO'S THE QUEEN – Honey bees have one queen that lays all the eggs. Mason bees are solitary bees. All females lay eggs and they work alone.

BEE ANATOMY AND HOW THEY NEST

DAY 1

LEAFCUTTER BEES

Leafcutter bees are smaller than mason and honeybees. They are **black with white or silvery hairs and have small stripes on their abdomen**. Like the mason bee they are **solitary** and lay their eggs in holes. Just like mason bees, leafcutter bees lay multiple eggs in their chosen nesting hole. Instead of using mud like mason bees to protect their eggs, leafcutter bees use leaves to wrap around each egg. She will wrap about 15 pieces of leaves around each one of her eggs.

Fun facts

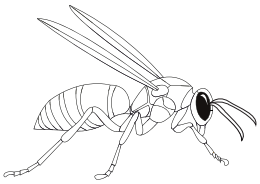
One mason bee can pollinate as much as **100** honey bees

Each mason bee can visit up to **2000** flowers a day

Farmers release **1,000** bees per acre to pollinate their crops

QUESTIONS:

DAY 1



1. **What are the three main parts of a bee's anatomy?**

_____ _____ _____

2. **Honey bees are** *(circle one)* **solitary bees** -OR- **social bees**

3. **Mason bees are** *(circle one)* **solitary bees** -OR- **social bees**

4. **Leafcutter bees are** *(circle one)* **solitary bees** -OR- **social bees**

5. **Match each of the bees to its picture**

Honey bee

Mason bee

Leaf cutter bee

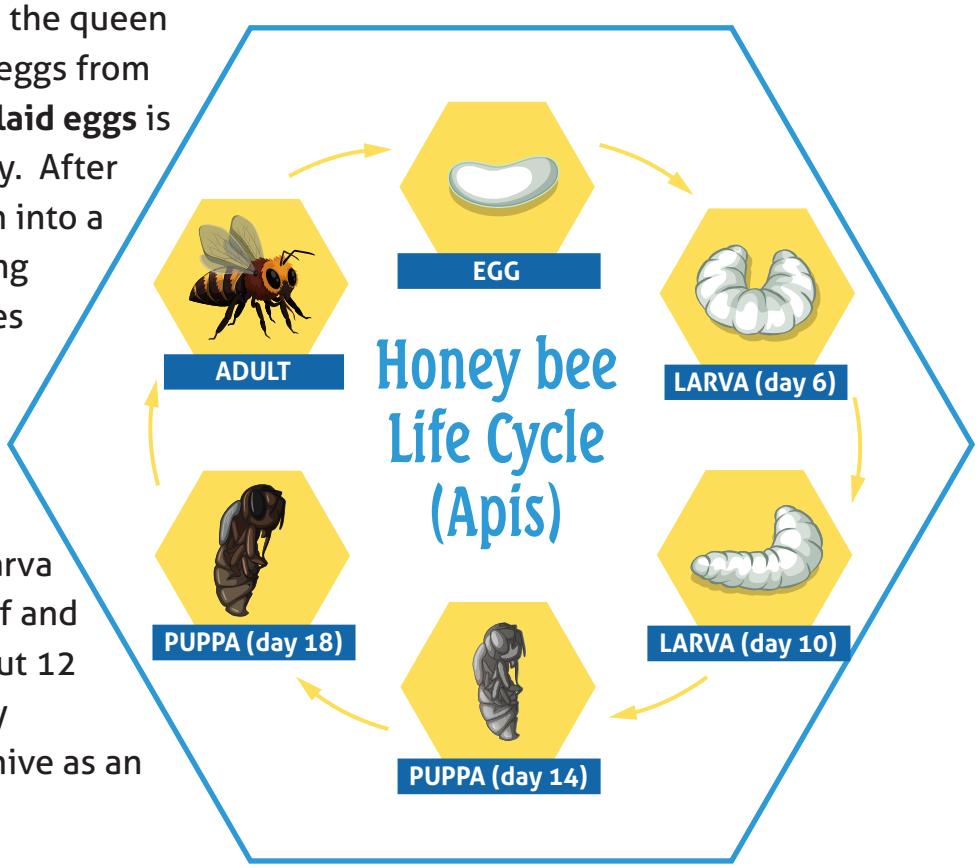
LIFE CYCLES AND DEVELOPMENT

DAY 2

All bees go through the same basic life cycle. There are **four** main stages of their life cycle. They start as an **egg**, then develop to **larva**, then to **pupa**, and finally become an adult. However, the timing of each stage changes depending on the species.

HONEY BEES

The queen bee's only job is to lay eggs. She can lay up to 2,000 eggs a day! In each cell of the honeycomb, the queen will lay a single egg. She lays eggs from spring to fall so having **newly laid eggs** is a sign that the queen is healthy. After three days, each **egg** will hatch into a **larva** which grow quickly, eating almost constantly—1,300 times per day. After five days, they have grown to 1,570 times their initial size. At this point, the worker bees will seal in each larva with wax, and the larva will spin a cocoon around itself and turns into a **pupa**. It takes about 12 days, then they chew their way through the wax cap, join the hive as an **adult** bee, and get to work.

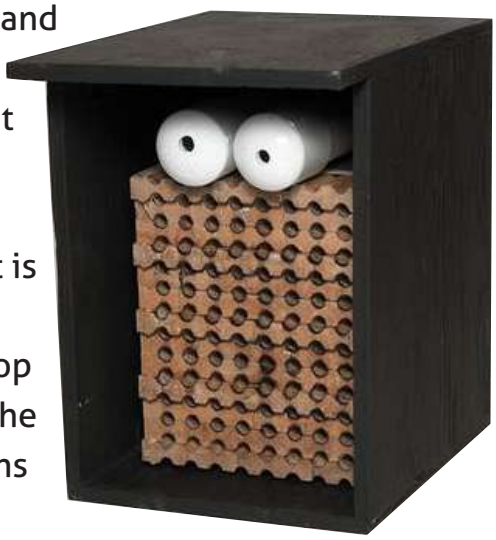


LIFE CYCLES AND DEVELOPMENT

DAY 2

MASON BEES

Adult mason bees hatch out of their cocoons in the spring and will fly for 6-8 weeks. The female bees set to work laying **eggs**. They will gather pollen and nectar to form a ball that will be the food source for the developing bee. Eggs are laid during April and May. It takes a week for the egg to hatch into a larva. Then the **larva** will eat the pollen ball it is sitting on and spin a cocoon around itself, turning into a pupa. During the summer the **pupa** will continue to develop taking a month to turn into a full formed adult bee. Over the winter mason bees hibernate (sleep) inside of their cocoons and then will emerge in the spring to start the cycle again.



LEAFCUTTER BEES

Leafcutter bees hatch in the summer, pollinate, and lay their **eggs**. The leafcutter bee eggs will remain as eggs until the next spring. When is starts to warm-up in the summer, the egg hatches and becomes a **larva**. The larva will eat the pollen in its leaf cell and develop into a **pupa**. The pupa continues to develop, eventually becoming a full grown **adult** bee. After a total of about three weeks, the adult bees will chew out of their leaf cells and fly for the summer, pollinating summer flowers and laying their own eggs.

QUESTIONS:

DAY 2

1. **Match the following stages of the life cycle to the correct picture (pictures not to scale):**

Egg

Larva

Pupa

Adult

2. **What is a sign that your queen honeybee is healthy?**

POLLINATION

DAY 3

All three bees play an important part of our food chain to pollinate crops and produce food for our grocery stores. Because they pollinate in different ways, are different sizes, and fly at different times of year, we use each bee to pollinate different crops.

HONEY BEES

Honey bees are the most well-known and widely used pollinator. They start flying when it reaches 60 F degrees outside; they fly during the spring and summer. The queen bee is constantly laying eggs so honey bees can be moved from location to location and pollinate multiple crops throughout the year.

Honey bees pollinate in a methodical way. When they are pollinating fruit trees, they visit each blossom on a branch and then move to the next branch on the tree. Honey bees are great at collecting pollen. When they gather pollen from flowers, they wet it with their saliva and store it on their legs in baskets called corbiculae (plural of corbicula). When they do this very little pollen falls off. They bring the pollen back to their hives to feed their offspring

In the early spring mason bees are used commercially to pollinate almonds and other fruit crops which helps to take some of the stress off of the honey bees. Honey and mason bees work well together. When crops have multiple bees pollinating them, they receive more thorough pollination and farmers see increases in yield. This means more food in your grocery stores! One cherry orchard went from four tons to ten tons of fruit produced per acre when mason bees were added to help the honey bees!

POLLINATION

DAY 3

MASON BEES

Mason bees are a **spring pollinator** and can fly at lower temperatures than other bees. They will start flying when it is only 50 degrees Fahrenheit outside. They will pollinate just about anything that is blooming during the spring, including broad leaf maple, madrone, fruit trees and even dandelions. Mason bees are incredible pollinators because they "belly flop" onto flowers and get pollen all over their bodies. Because they are clumsy little bees, this enables them to pollinate 95% of the flowers they flop on and they can visit up to **2,000 flowers a day**. In fact, one mason bee pollinates as much as 100 honeybees. In addition, mason bees bounce all around from tree to tree and flower to flower. This works incredibly well for crops that need **cross pollination** (pollination from a different tree) for the fruit to grow.

Why are they important to the ecosystem?

Mason bees are not picky pollinators, they will collect pollen and nectar from just about any plant that's blooming in the early spring. That means not only do mason bees help us grow more food, but they pollinate our native plants too. That makes it so the plants around us are healthier, can grow larger, and can better filter our air and water, boosting the overall health of our ecosystems.

POLLINATION

DAY 3

Fun facts

It only takes **400** mason bees to do the work of 40,000 honey bees

It takes **400** female mason bees to pollinate one acre of crops

One mason bee block can hold over **500** eggs

- **CLUMSY LITTLE BEES – The honey bee carefully collects pollen on their back legs, whereas the mason bee BELLY FLOPS onto the flower and gets pollen all over their bodies.**
- **BEE AMAZED! – It's good to be clumsy. Mason bees pollinate 95% of the flowers they land on.**
- **HARD WORKERS – Mason bees visit up to 2,000 flowers a day.**
- **HELP HONEY BEES – It only takes 400 female mason bees to do the work of 40,000 honeybees.**
- **FARMERS LOVE MASON BEES – Farmers release 1,000 mason bees per acre to pollinate their crops, which helps them produce more food.**
- **APPLES, BLUEBERRIES, ALMONDS, PEARS & CHERRIES – The food you eat was made by a pollinator.**

LEAFCUTTER BEES

Leafcutter bees fly in the **summer**, usually hatching around July 4th. Leafcutter bees usually start flying at 75 degrees F; they need warmer temperatures than mason and honey bees to fly. Their primary commercial use is to pollinate **alfalfa**. Alfalfa is a vital part of our food chain; farmers use alfalfa to feed their dairy cows and pigs. Leafcutter bees are also increasingly being used in **blueberries** as well due to the decline in honey bee population.

QUESTIONS:

DAY 3

1. What percent of our supply of honey bees travel to California to pollinate almonds?

_____

2. How many flowers can a mason bee pollinate in a day?

_____

3. Which bees are spring pollinators?

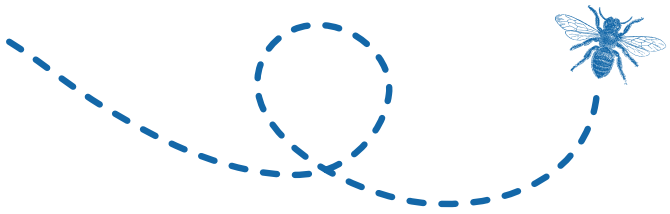
_____

4. Which bees are summer pollinators?

_____

5. What crops are leafcutter bees good at pollinating?

_____



TAKING CARE OF BEES SO THEY CAN MAKE MORE FOOD

DAY 4

Bee keepers have an important role. They have to make sure that their bees stay healthy throughout the year so that their bees can pollinate our crops year and year. All bees can be harmed by parasites and fungi. It is a honey bee keepers job to inspect their hives and remove any pests that may try to harm their bees.

Mason bee keepers clean their bees each fall while the bees are hibernating. They **extract** the cocoons from the nesting material. Then the empty blocks are run over a flame to remove any fungi or mites and the waterproof cocoons are washed in bleach water. The bleach water will kill anything growing on the surface of the bee including chalkbrood, a kind of fungus that affects both mason and leafcutter bees.

Leafcutter bee keepers will set traps to remove parasites that might be hiding in the nesting material.

These steps ensure that when farmers or backyard gardeners receive bees the following year, the bees are healthy and clean.

TAKING CARE OF BEES SO THEY CAN MAKE MORE FOOD

DAY 4

HOW FARMERS USE MASON BEES

Farmers use 1,000 mason bees per acre to pollinate their crops such as almonds, blueberries, apples, pears and cherries. We need to continue to grow our mason bee population so that we have more bees to pollinate our fruit orchards. By providing another bee to help pollinate our orchards, honeybees are less stressed and farmers crops grow more food.

HOW MASON BEES HELP HONEY BEES

Eighty percent (80%) of the honey bees in the United States are used in California for almond pollination. When they are moved from crop to crop, this can strain and overwork the bees. By using more mason bees on our farms, we can lessen the stress on the honeybee populations and utilize the amazing hardiness of the mason bee to keep our grocery stores stocked with fruit. By placing 1,000 mason bees on each acre in a farm we can use fewer honey bees taking the stress off the honey bee and helping farmers increase their yield.

Dream Jobs: Beekeeper

By Melissa Viney, The Guardian, adapted by Newsela staff on 11.17.16
Word Count **681**
Level **1010L**

A beekeeper. Courtesy of Pixabay.

An early school lesson about bees lit the imagination of Chris Harries. Today, many years later, Harries spends much of his day driving to all the different sites of the Sedgemoor honey farms in Somerset, England.

Harries is a beekeeper. He tends to his colonies, checking for swarming and disease, replacing wax sheets for the bees to fill with honey, making up new equipment and delivering honey. Harries does this for about 300 hives, each of which has up to 60,000 bees.

His work includes selling bee colonies to new beekeepers, who also rely on him for advice. His telephone rings relentlessly with people quizzing him about bee-related problems. A major problem for most beekeepers is the varroa mite. This pest is widely held responsible for the loss of one-third of Britain's bees last year. "You can live with the varroa, you just need to know how to control them," Harries says.

Last year he lost only six hives out of 300, but in 2007 — a very bad bee year — he lost 14.

Bees Contribute Almost $200 Million To Britain's Economy

No bees means no crops, which is bad news for people. Economies and the food supply rely on bees to pollinate crops, which allows them to grow. Bees contribute an estimated £165 million (about $200 million) to Britain's economy through pollination.

Harries says there are two parts to a beekeeper's job: producing the honey and breeding bees, and bottling and distributing the honey.

Harries wears white overalls when visiting his hives,"but they'll sting through that and my trousers if they've a mind to, but equally I can look at 60 hives some days and not get stung."

Overly aggressive bees are discouraged by controlled breeding of temperate queens. "Bees can range from downright dopey to downright savage," Harries says. "You don't want the dopey bees because they don't produce enough nectar, but you don't want savage bees because they're a pain in the backside to handle."

In good weather, one hive can yield 14 kg (almost 31 pounds) of honey in just two days.

Beekeeper Produces 20,000 Pounds Of Honey Annually

To remove honey, Harries places honeycombs into a large spinning drum. Once extracted, the honey is bottled in a large shed in his back garden. Harries' wife helps him with bottling, which takes place all year round. Annually, they produce 10.5 tons — more than 20,000 pounds of honey.

"We add no chemicals to it and we take nothing away. It's completely natural, just as the bees produce it," Harries says. The honey is not heated, which would destroy the pollen grains, but rather it is hand-filtered through a nylon cloth.

Of course, all the real work has been done by the bees. Bee dancing takes place when a worker bee has located a new source of nectar. She returns to the hive and performs a dance, pointing her rear end in the direction of the nectar source.

After 30 years of beekeeping, the intelligence of these insects upon which we rely so much is not lost on Harries. He still loves to watch them dance.

Now that the hobby has become an all-consuming business, is Harries still captivated by bees like he was as a schoolboy?

"Oh, definitely," Harries says.

Job Stats

Pay: "I probably make £30,000 ($36,663). It's 10.5 tons (more than 20,000 pounds) of honey per year at £2 ($2.44) a pound, minus costs."

Hours: "I start at 9 a.m. or, if I'm shifting hives, it might be 4 a.m., before they start flying. That way I'm working into the daylight. If you're on your own and working in the dark, you're (stuck) if there's a problem. It's less in the winter."

Work-life balance: "There's not much life. In the summer it's flat out really, unless it's a wet day. But we make up for it in the winter."

Best thing: "Extracting the honey. It's quite satisfying to know you've done it properly. You see the fruits of your efforts and of the bees' efforts."

Worst thing: "Cleaning out dead hives."

Quiz

1 Read the third paragraph of the article.

> *His work includes selling bee colonies to new beekeepers, who also rely on him for advice. His telephone rings relentlessly with people quizzing him about bee-related problems. A major problem for most beekeepers is the varroa mite. This pest is widely held responsible for the loss of one-third of Britain's bees last year. "You can live with the varroa, you just need to know how to control them," Harries says.*

Which inference is BEST supported by this paragraph?

(A) Harries is an expert beekeeper because he has been able to completely get rid of the varroa mite.

(B) The bee colonies that Harries sold to new beekeepers contained huge numbers of the varroa mite.

(C) To be a successful beekeeper, Harries must know how to deal with the varroa mite.

(D) New beekeepers ask Harries for advice because he is the only beekeeper who knows how to control the varroa mite.

2 Read the sentence from the section "Beekeeper Produces 20,000 Pounds Of Honey Annually."

> *After 30 years of beekeeping, the intelligence of these insects upon which we rely so much is not lost on Harries.*

Which conclusion is BEST supported by the sentence?

(A) As an experienced beekeeper, Harries is smart enough to know that people rely on bees.

(B) Harries has finally learned after being a beekeeper for 30 years that bees are smart.

(C) Harries has become smarter about bees after working with them for 30 years.

(D) As an experienced beekeeper, Harries appreciates how smart bees are.

3 Read the quote from the section "Beekeeper Produces 20,000 Pounds Of Honey Annually."

> *"We add no chemicals to it and we take nothing away. It's completely natural, just as the bees produce it," Harries says.*

Which is MOST likely the reason why the author included this quote by Harries?

(A) to explain what the honey is like when it is extracted from the honeycombs

(B) to describe the final step in the the bottling process

(C) to show that Harries takes pride in his work

(D) to suggest that Harries has learned the best way to make honey

4 What is the main way that the author introduces the idea that not all bees are the same?

(A) by pointing out that each hive has thousands of bees

(B) by pointing out how often bees sting

(C) by describing a goal of controlled breeding

(D) by describing the dance a bee does when it finds nectar

Name: _____ Date: _____

Diamante Poem

To create a diamante poem, use the poem frame below, which asks you to use different parts of speech to describe your topic.

_____
topic—a noun

_____ _____
adjective adjective

_____ _____ _____
verb verb verb

_____
four-word phrase

_____ _____ _____
verb verb verb

_____ _____
adjective adjective

_____
renaming noun

RSU 57

- Waterboro
- Alfred
- Lyman
- Line
- Shapleigh
- Massabesic Middle
- Massabesic High

SPECIALS

Printables

LEARNING MENU SPECIALS

GRADE 5

May 26 - May 29

1

PE
Virtual Field Day:
https://drive.google.com/open?id=10lnhvgt549SeReTzcDSuNBOgXtYYtV_iXC8rRCh9zro

2

PE
The **last** W.O.W (Workout of the Week): Wednesdays with Mrs. Person, Ms. Fearon, and Mr. Penley at 11:00:
rsu57.zoom.us/j/298414629

3

PE
Virtual Field Day:
https://drive.google.com/open?id=10lnhvgt549SeReTzcDSuNBOgXtYYtV_iXC8rRCh9zro

4

Art
Build a Word
Directions for May 26-29

5

Art
Abstract Name Art
Directions for May 26-29

6

Art
How Creative Are You?
Directions for May 26-29

7

Music
Watch the video below to learn ***Boom Snap Clap.*** How fast can you go without making a mistake? See if you can do it as fast as Ms. Eddy and Ms. Smith!
https://tinyurl.com/ybatqajn
If you have that down try out this new body percussion challenge:
https://tinyurl.com/y6wjqwol

8

Music
Select a song from the link below, then complete the listening log found either in your music teacher's Google Classroom or SeeSaw.
tinyurl.com/y7s648kk

9

Music
Use "Songmaker" to write the melody of a song you remember from music class or your favorite appropriate song. See the directions for more details.

10

Library
Read the book "What are Fiction Genres?" on Destiny Discover
(how-to log on https://bit.ly/3b7SxHV)
Take the quiz to find out what your book genre personality type is! https://bit.ly/2LJr0Ho
Use your results to find books that will interest you and share your type with your librarian!

11

SEL

Middle School Transition: Closure

**Make a copy in your Google Drive so you can edit your own copy of the document!

12

SEL

Chill Out Yoga

Check our website daily for additional remote learning supports: bit.ly/rsu57remote

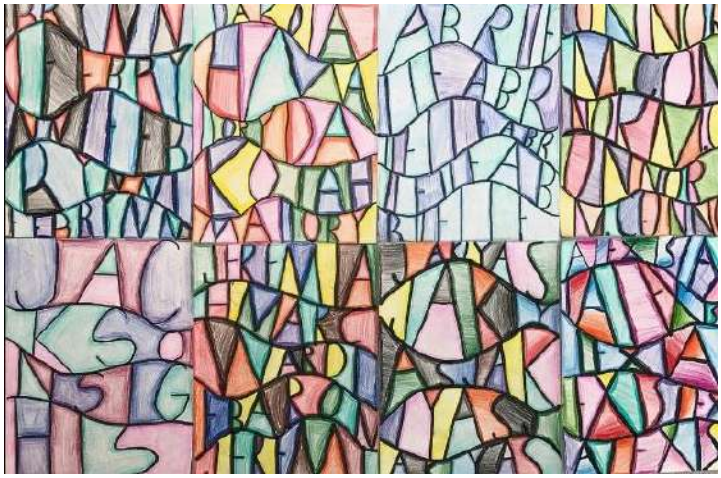
Build a Word and Draw It

Materials needed:
White paper (2 or 3 pieces)
Pencil
Colored Pencil (optional)
Glue or Tape
Scissors

Cut up a piece of paper into 2-3" strips. Using the strips of paper, build a word and tape or glue it down to a base paper. Depending on the length of your word and the size of your letters, you may need to cut up more paper strips. On a separate piece of paper, use a pencil to sketch out the shadows that your word has created! Here are some examples:

Abstract Name

Have you ever tried to create a piece of artwork from your name and simple lines? Letters are all different shapes and are created by using different lines and directions. Here are some examples of this project:



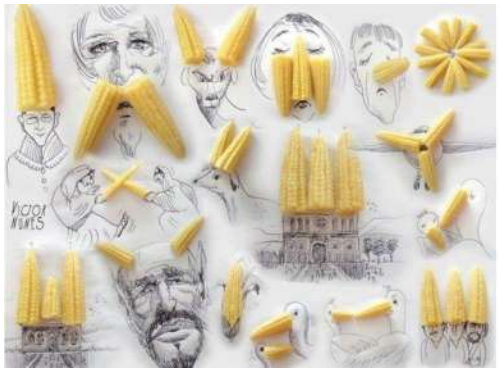
Week 1: Draw three or four evenly spaced wavy lines across the paper. Use a pencil and then marker to make the lines and to write each letter of your name. Each letter should be printed and upper case works the best. The letter needs to touch the lines above and below creating spaces between the lines.

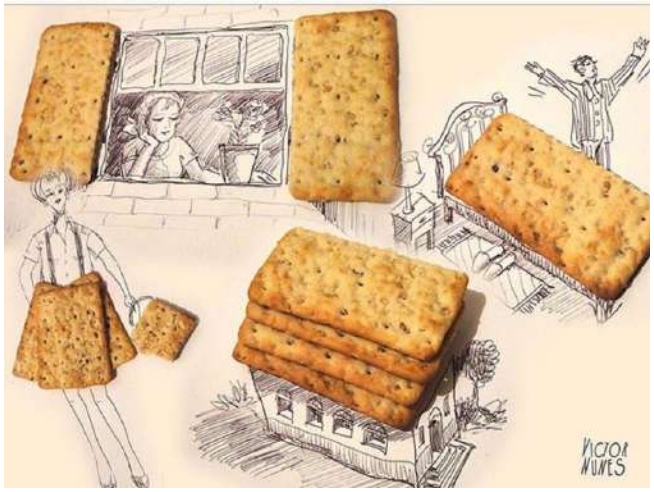
Week 2: Color in the space and shapes that you created with your letters!

How Creative Are You

Victor Nunes is an artist from Brazil who is quite a creative man. He is known for his ability to take everyday objects, and transform them into many

different things. He creates illustrations that cover a page using the same object in different ways. Here's some examples of his work:





Week 1: Pick an object to begin to build a drawing around. Your object can be anything! It can even be food! What can you transform them into? Draw a few sketches around your paper.

Week 2: Add more drawings to the same sheet of paper!

Name:_____ Grade:_____

What song did you listen to?

Was there someone singing?

Describe the ensemble (group of musicians) that performed the song. What instruments did you hear? Was it a large group or a small group?

Circle the tempo/speed of the song:

Fast

Medium

Slow

What did the song make you think of? How did it make you feel?

Anything else you would like to share about the song you chose?

Tamacun - Rodrigo y Gabriela	https://safeYouTube.net/w/akJD
My Tennessee Mountain Home - Dolly Parton	https://safeYouTube.net/w/wiJD
Tuvan Throat Singing	https://safeYouTube.net/w/IZID
Nimrod from 'Enigma Variations" - Elgar	https://safeYouTube.net/w/LVID
Lean on Me - Bill Withers	https://safeYouTube.net/w/hUID
Chameleon - Herbie Hancock	https://safeYouTube.net/w/BRID
The Stars and Stripes Forever - Marine Band	https://safeYouTube.net/w/QRID
Pirates of the Caribbean - 2CELLOS	https://safeYouTube.net/w/ALID
Princess Leia's Theme - John Williams	https://safeYouTube.net/w/QJID
Fanfare for the Common Man - Aaron Copland	https://safeYouTube.net/w/rMID
Blowin' in the Wind - Peter Paul and Mary	https://safeYouTube.net/w/PHID
"As One" by Gene Koshinski	https://safeYouTube.net/w/1N67
SLIDE MONSTERS - trombone quartet	https://safeYouTube.net/w/yO67
Mahler 5th trumpet solo	https://safeYouTube.net/w/iP67
Marici Saxes: Libertango by Piazzolla Saxophone Quartet	https://safeYouTube.net/w/WP67
Jasmine Choi plays Claude Debussy's Syrinx for Solo Flute	https://safeYouTube.net/w/9Q67
Prokofiev Peter and the Wolf Cat Themes	https://safeYouTube.net/w/sR67
Dave Brubeck - Take Five	https://safeYouTube.net/w/bS67
Mbira of Zimbabwe	https://safeYouTube.net/w/NS67
Morning Raga	https://safeYouTube.net/w/3T67
To Darkness/Kripa -- Mumford and Sons / Dharohar Project	https://safeYouTube.net/w/vU67
Raider's March -- John Williams	https://safeYouTube.net/w/fV67
The Good, the Bad, and the Ugly -- Danish National Symphony Orchestra	https://safeYouTube.net/w/KV67
Sleep -- Eric Whitacre	https://safeYouTube.net/w/VW67
Street Fighter Mas -- Kamasi Washington	https://safeYouTube.net/w/KX67
The Good, The Bad, and The Ugly -- The Ukulele Orchestra of Great Britain	https://safeYouTube.net/w/0Y67
Diamonds On The Soles Of Her Shoes -- Paul	https://safeYouTube.net/w/fZ67

Simon and Ladysmith Black Mambazo	
João Serrador - Street Kalimba Player	https://safeYouTube.net/w/CZ67

Chrome Music Lab “Songmaker” Transcription

To *transcribe* something in music is to write down the song in some form of notation. You will be using “Songmaker” in Chrome Music Lab to do this!

1. Open Songmaker https://musiclab.chromeexperiments.com/Song-Maker/
2. Think of a melody of a song (from music class or your favorite ***appropriate*** song) and sing/hum it
3. Try to figure out what the starting sound should be on Songmaker for the song you chose.
4. Put your melody into Songmaker!
    a. Are the pitches the same as the song I am thinking of?
    b. Are the rhythms the same as the song I am thinking of?
5. When you are done, click “Save” in the bottom right corner and send the link to your music teacher along with the title of the song you transcribed.

Some helpful hints:

- You can click “Settings” to make the song longer, change the meter, or give yourself more pitches (like the scale setting)
    - Don’t change too much at one time or it might get a little confusing!
- Sing the song a lot to make sure you have the right idea in your head while writing it down
- If you choose a longer song, you can just do part of the melody
- If you are very motivated, can you add a bassline or harmony?

Tips for using this quiz:

This quiz will help you find what book types or genres you might be most interested in!

VERY IMPORTANT
For each question, choose **ALL** of the answers that apply to you.

When you are finished, count up all of your answers by letter. So count how many A answers, how many B answers, etc and record them at the end of the quiz. Then use the answer key to figure out your book genre personality!

Find your personality card to read about what your type means and what types (genres) of books will interest you most! Then you can choose books to read based on these results! It's a great way to find books that you will like to read!

To understand more about Genres, read the book "What are Fiction Genres?" on Destiny Discover. Your librarian has provided an instructional video on how to read books on Destiny Discover. Check with them if you need help!

Name _____ Teacher/Class _____

What's Your Genre Personality?

For each question, circle the answers that best apply to you.
Try to aim for three answers in each question.

Right now, you would rather be...

A. on a scavenger hunt
B. fighting dragons
C. flying a helicopter
D. reading at the park
E. digging for dinosaur fossils
F. exploring an old, abandoned house
G. watching cartoons
H. Having a sleepover
I. Helping to clean up the oceans

You read because...

A. You like figuring out what's going to happen.
B. You like to escape into different worlds.
C. You love suspenseful stories that keep you turning the pages.
D. You like to read about people's problems.
E. You like to read about real things that happened in the past.
F. You like to be scared!
G. Your teacher or parents make you read.
H. When the characters feel like real people, it's like you actually know them!
I. You like learning about big problems in the world.

You love movies that…

A. Are suspenseful
B. Are part of a trilogy or series
C. Have someone running for his or her life
D. Could really happen
E. Are set in the past
F. Are super-scary!
G. Make you laugh
H. You can talk about with your friends
I. Tell you more about the world we live in

Pick a career:

A. Detective
B. Troll hunter
C. Inventor
D. School counselor
E. Teacher
F. Ghost hunter
G. Cartoonist
H. Party planner
I. Judge

Which emojis best represent you?

A. 
B. 
C. 
D. 
E. 
F. 
G. 
H. 
I. 

You love movies that:

A. Keep you guessing right up to the end
B. Have fantasy creatures like elves, trolls, and unicorns
C. Have different inventions and gadgets
D. Are set at school
E. Are about things that happened in the past
F. Make you want to sleep with the lights on
G. Are animated
H. Have lots of dancing and music
I. Make people think about how to be better people

(Elementary version)

For each question, circle the answers that best apply to you.
Try to aim for three answers in each question.

Choose a place:

A. Old, abandoned carnival
B. Hogwarts
C. London, in the future
D. Your bedroom
E. Log cabin
F. Haunted house
G. Arcade/bowling alley
H. Mall or restaurant
I. Wherever you are needed

You'd like to meet:

A. Sherlock Holmes
B. Harry Potter
C. An alien
D. An Olympic athlete
E. A pioneer
F. A real ghost
G. Big Nate
H. A friend who really understands you
I. Dr. Martin Luthur King, Jr.

Which sounds interesting:

A. Spying on your neighbors
B. Magic beans
C. Space travel
D. Other people's problems
E. Egyptian pyramids
F. Roller coasters
G. Belly buttons
H. Disney movies
I. Standing up for what's right

Pick a pet:

A. Scooby-Doo
B. A dragon or unicorn
C. A wild raven
D. A homeless cat
E. A war horse
F. A huge, hairy spider
G. An imaginary friend
H. A friendly puppy
I. All the animals in the shelter

Pick some clothes:

A. Dark sunglasses, long black coat
B. A suit of armor, chain mail
C. Anything, as long as it won't catch on fire in an explosion
D. Jeans and a t-shirt, sweatshirt, or sports jersey
E. Fancy ball gown or velvet coat; a powdered wig
F. Anything you can run for your life in!
G. A funny t-shirt and a pair of shorts (even if it's freezing outside!)
H. Something colorful and fun
I. Rolled-up sleeves and a megaphone

What's in your backpack?

A. Fingerprint dust
B. Bow and arrow
C. 3 Q-Tips, a bottle cap, some wire, pencil shavings, and a rubber ball
D. Too much homework
E. Old treasure map
F. Flashlight
G. Comic books, video games
H. Your diary or journal
I. Homemade picket signs

Scoring: How many of each did you circle?

A=	D=	G=
B=	E=	H=
C=	F=	I=

Circle the three highest letters. These are your genre personalities! Use the genre personality guide to see more about your personality.

(Elementary version)

NOW

Find your genre personality type by counting up your answers. Whichever letter got the most answers will determine your type. Match it to the answer key on this page. If you had a tie, look at both personality types.

Answer Key

Mostly "A" Answers = The Questioner
Mostly "B" Answers = The Escapist
Mostly "C" Answers = The Innovator
Mostly "D" Answers = The Realist
Mostly "E" Answers = The History Buff
Mostly "F" Answers = The Thrill-Seeker
Mostly "G" Answers = The Comedian
Mostly "H" Answers = The Bestie
Mostly "I" Answers = The Activist

Find your personality and read the description; it will help you choose books that you will enjoy reading! Then go on epic or a reading app and see if you can find books that match the genres listed for your personality. Try them out and see what you think!

The Activist

When something morally wrong occurs, Activists are the first people to step up to fix it. Activists are passionate about protecting the rights of people and animals. They fight to protect the earth. Activists don't just sit there; they work hard to make change happen

Pet peeves: people who do not respect the rights and feelings of others; people who do not understand how their actions affect others

<u>Genres for Activists:</u>
Realistic fiction, narrative nonfiction, hero stories, historical fiction, biography, documentary (film)

THE QUESTIONER

Questioners are very curious and like to know how and why things happen. They like logic and always look for the truth when something doesn't seem quite right. Questioners may find it difficult to trust others. Questioners may have a bad habit of interrupting others.

Pet peeves: not knowing what's going on, being told to mind your own business.

Genres for Questioners:
Mystery, historical fiction, science fiction

The Escapist

Escapists are interested in worlds that are very different from ours. They enjoy reading books in series with strong world-building, fantasy creatures, and well-developed characters. They especially love stories with a quest or journey!

Pet peeve: Being interrupted while reading, books that are too short

Genres for Escapists:
High fantasy, animal fantasy, mythology, retellings, science fiction

The Innovator

Innovators are good at many things, but they are superstars in subjects like science, technology, and math. Innovators are smart, creative, and like lots of action. Like Questioners, Innovators may find it difficult to trust others.

Pet peeve: Sitting still; staying in one place; anything boring

Genres for Innovators:
Science fiction, action-adventure, survival, narrative nonfiction

The Realist

Realists prefer to stay in the real world. They tend to like books and movies that are about kids with problems with their family or friends, bullying, illness, homelessness, etc. Realists enjoy reading about other people's problems, even though the stories are sometimes very sad.

Pet peeves:
Mean people, bullies, being lied to, fakes

Genres for Realists:
Realistic fiction, problem fiction, school stories, sports stories, diaries and journals, free verse

The History Buff

History Buffs love stories that are set in the past. Many History Buffs like reading about a certain time period, such as colonial times or during a war. History Buffs are very lucky as readers because there is so much history to choose from!

Pet peeve: Worrying too much; anything fake; repeating the same mistakes

Genres for History Buffs:
Historical fiction, narrative nonfiction, classics, biography

the thrill-seeker

Thrill-Seekers love suspense or a good scare! They enjoy riding fast roller-coasters, jumping off the high dive, and watching the scariest movies they can find! Thrill-seekers often ask for the scariest books in the library.

Pet peeve: Having to go to bed too early; sitting at their desk too long; books that have lots of long, boring descriptions

Genres for Thrill-Seekers:
Scary books, survival stories, action-adventure, short stories

The Comedian

Comedians tend to be easy-going and take each day as it comes. They love a good laugh! Comedians may say they "don't like to read," but often, they have only been reading books that are too serious, too difficult, or assigned for school.

Pet peeves: Stress, worrying, feeling like they can't do something

Genres for Comedians:
Humor, diaries and journals, graphic novels, funny poetry, comics, joke books, How-to-Draw, craft books, origami books

The Bestie

Besties love books that focus on friends and families. When reading the right book for them, Besties often get VERY into the stories and may feel like the characters are people the know. Besties make great friends because they pay attention to how other people feel.

Pet peeve: Not understanding why someone "acts like that"; feeling like they are about to cry in front of people

Genres for Besties:
Realistic fiction, school stories, diaries and journals, classics, books that focus on relationships

I'm going to middle school...

And I didn't get to say goodbye to my elementary school

Lesson Directions - Read this first!

View this lesson in edit mode, not Present mode.
Your screen should look like this

Note that you will need to save as a copy in order to be able to edit!

Sometimes when you see a yellow note like this, you can click in the area to type your answer. You can practice here.

Some questions will have you drag a circle or X to answer the question.
Practice here, by dragging the X into the box.

Lesson Objectives

Students will be able to define and give examples of the word **closure.**

Students will be able to list some ways they will find closure for their elementary school.

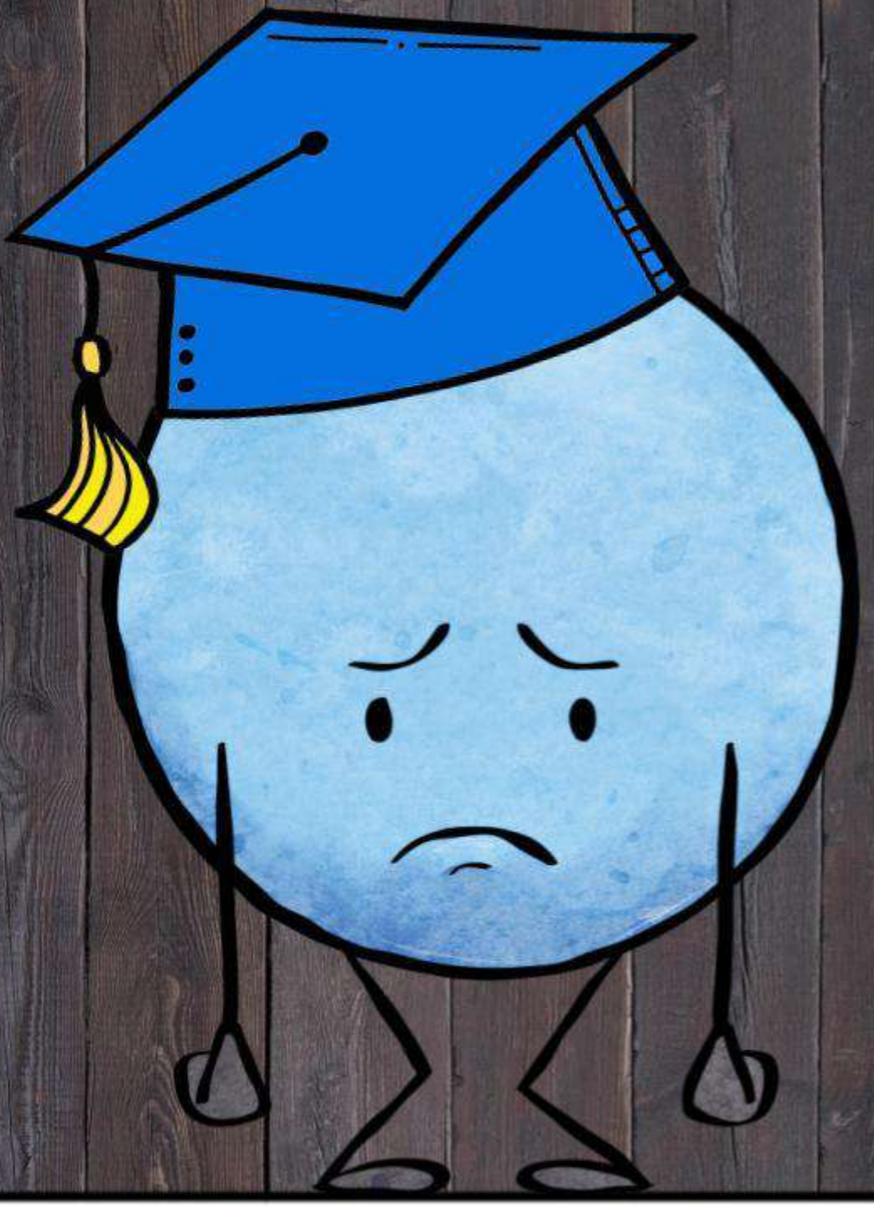
Students will reflect on their elementary school experience.

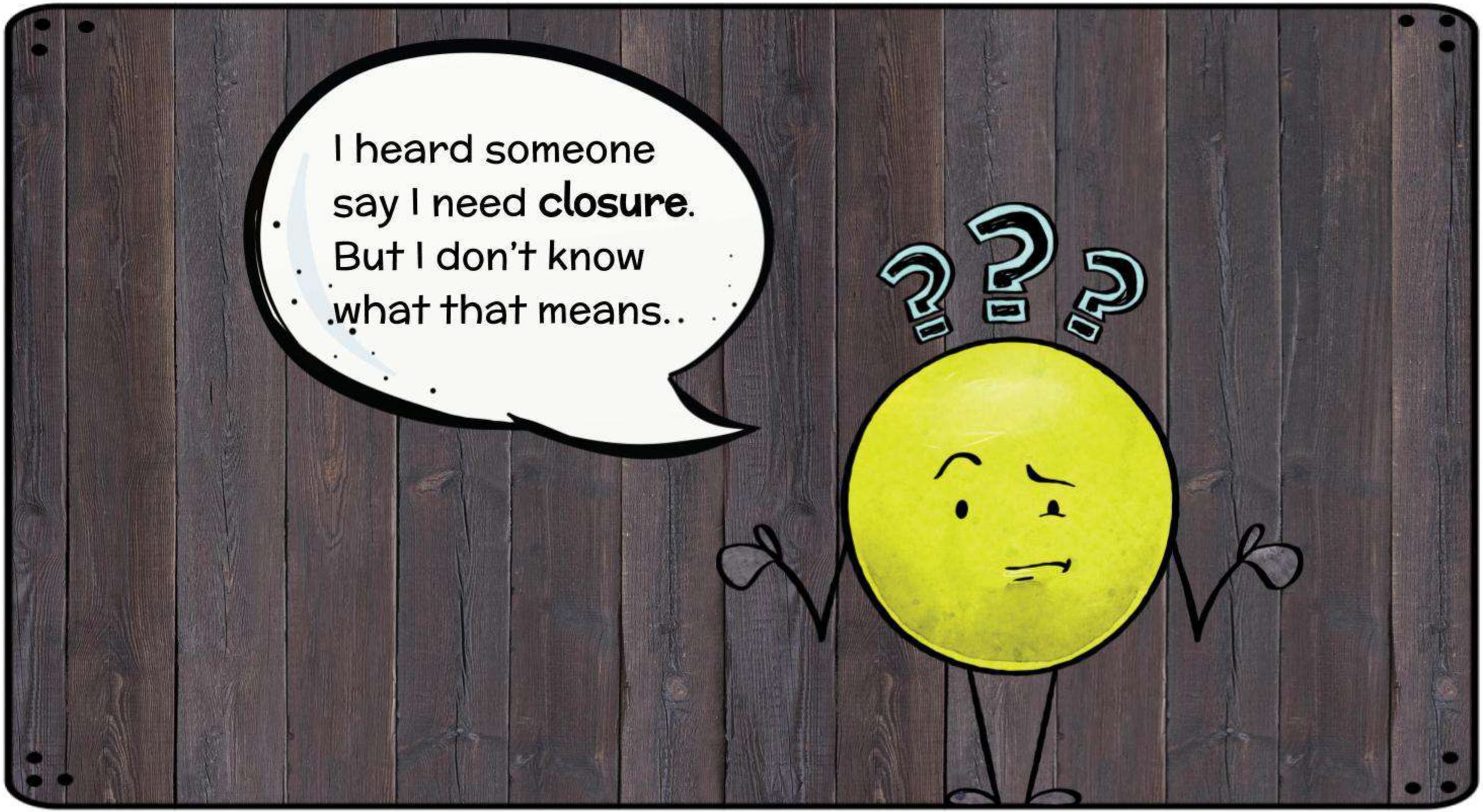
ASCA Mindsets & Behaviors:
B-SMS7, B-SMS10

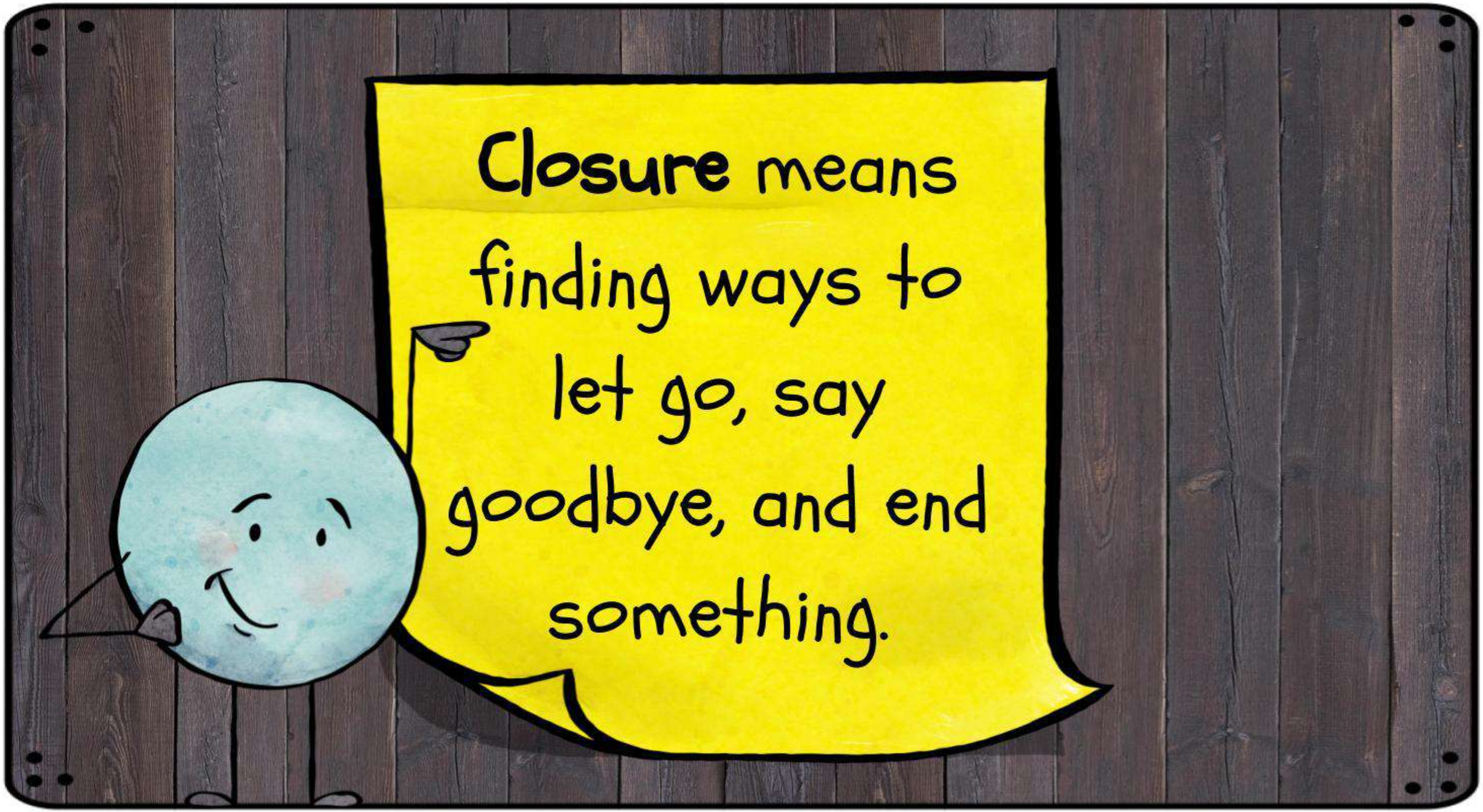
Normally, the end of the school year is exciting.

You may have been especially looking forward to the end of this school year, because it's your last one in elementary school!

But then school closed. This also means that you won't be able to do a lot of the end of the year celebrations you may have been looking forward to.






Closure means finding ways to let go, say goodbye, and end something.

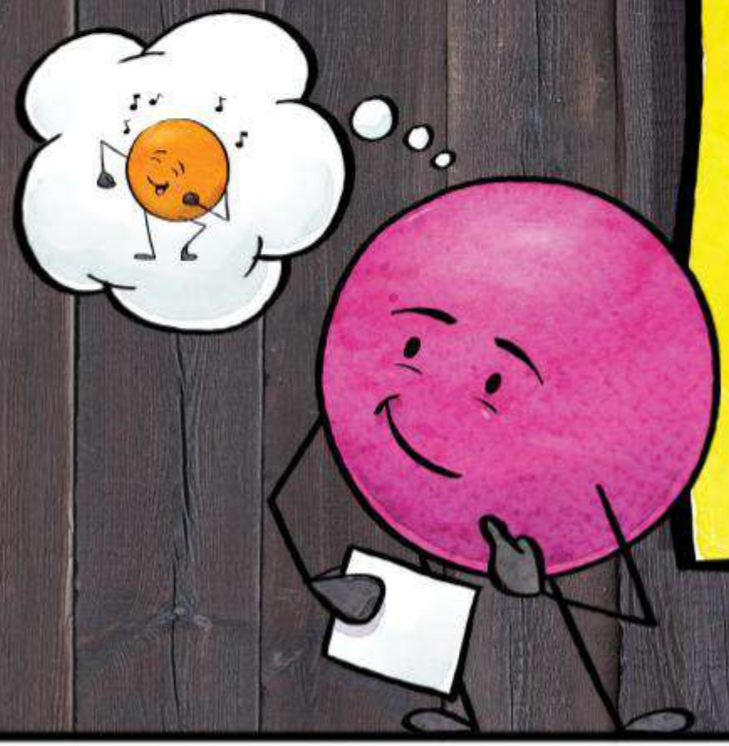
Normally, closure to a school year would include celebrations, activities, and traditions.

But because school has been closed, we don't get to have all the normal celebrations as you move on to middle school. That can be really disappointing, and make it hard to find **closure.**

Let's create some closure for this year. One way to get closure is to reflect on good memories. Another is to thank people who helped you.

Favorite Moment

Click on the post-it note to write about your favorite memory from elementary school.

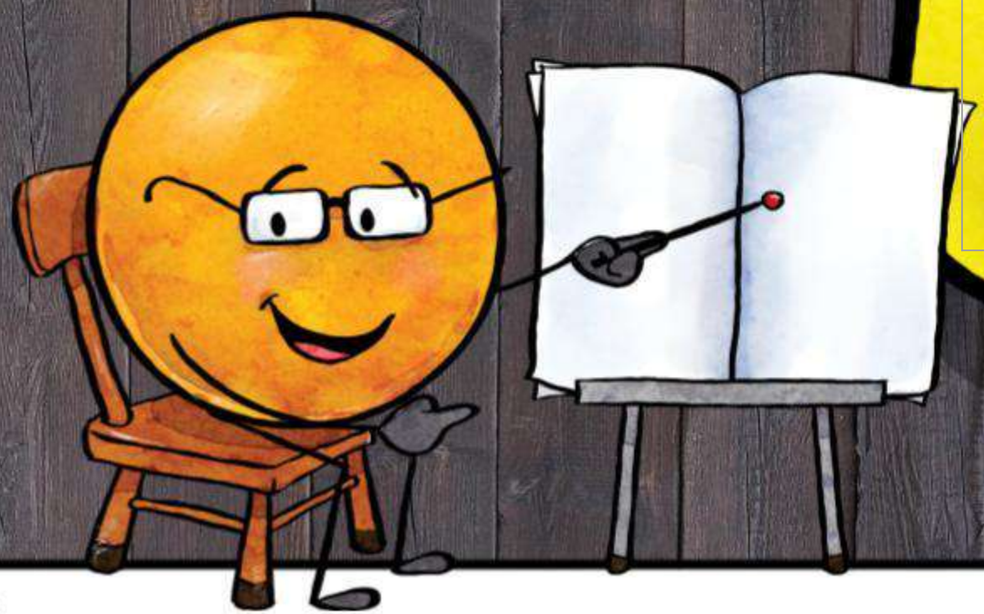


My favorite moment was

Favorite Teacher

Click on the post it note. Tell me about your favorite teacher you've ever had. What made them special? What do you wish you could tell them?

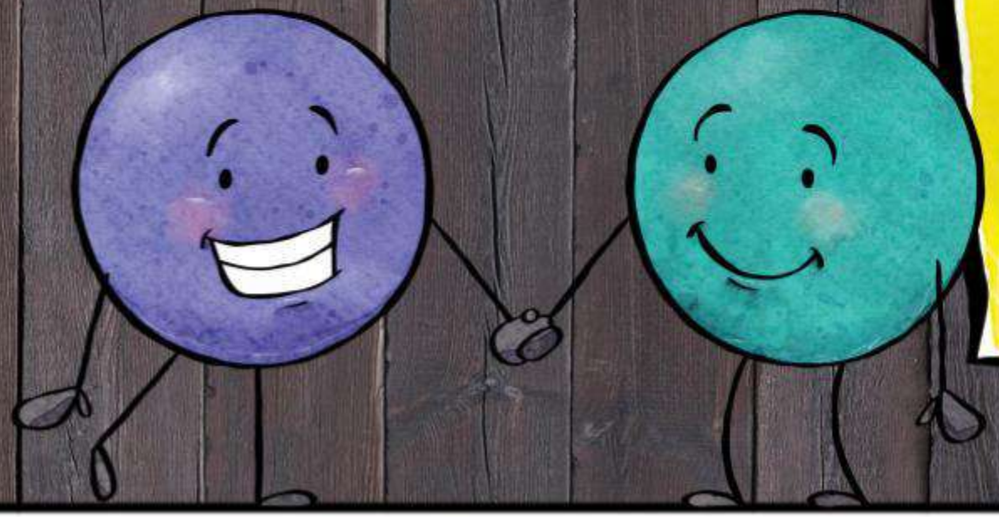
My favorite teacher was



Best Friends

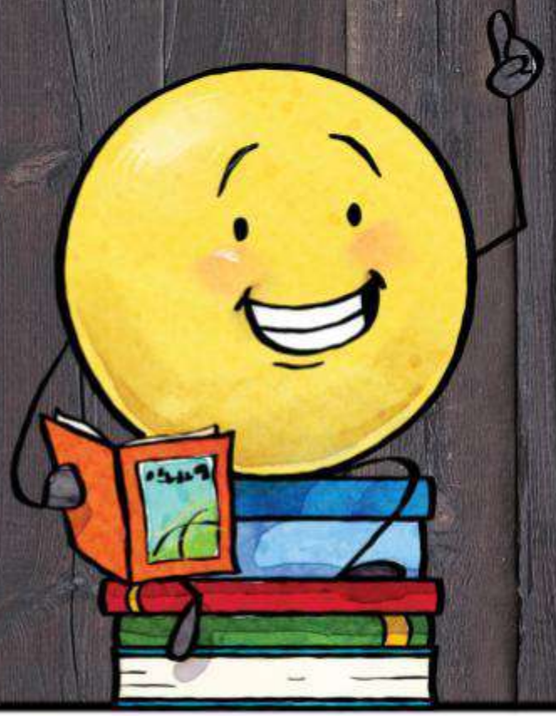
Click on the post-it note to tell me who was your best friend in elementary school. Why were they such a good friend? What do you like to do together?

My best friends in elementary school are



What will you miss?

Click on the post-it note to tell me what you will miss most about elementary school.



What I will miss most about elementary school is

Excited?

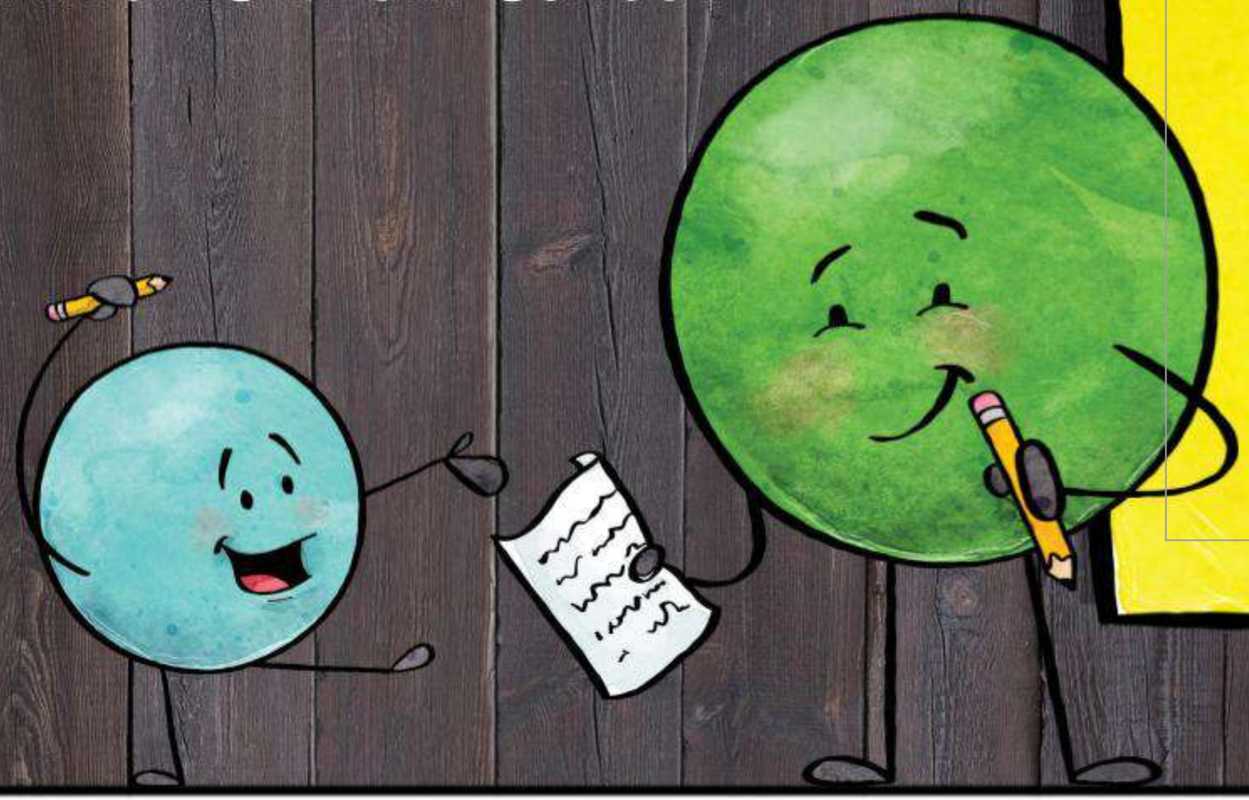
Click on the post-it note to tell me what you are most excited for in in middle school?

In middle school I am excited for

Give some advice!

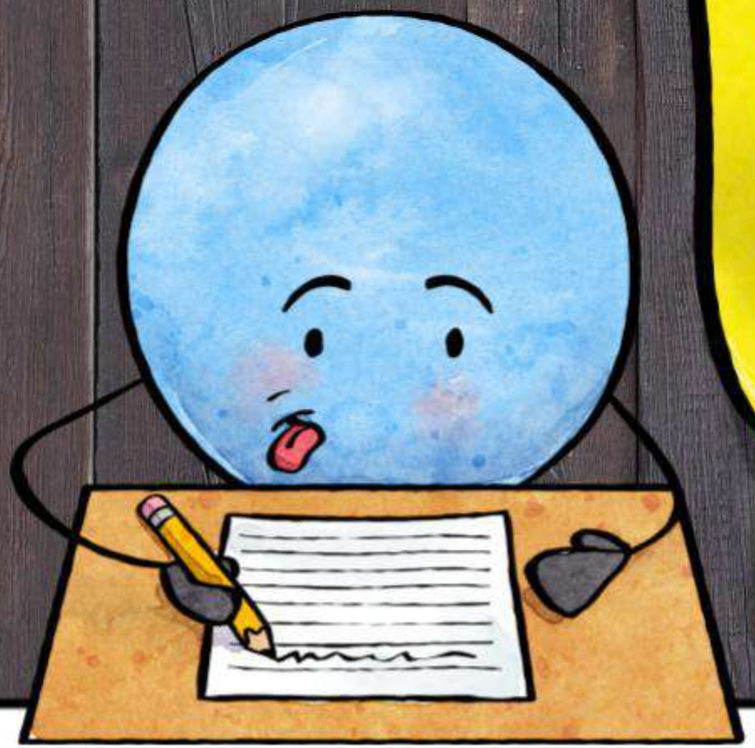
Click on the post-it note to write some advice to younger students at our school.

Some advice I want to give younger students at our school is



Pop Quiz - What does closure mean?

Click and drag the X into the box of the right answer.



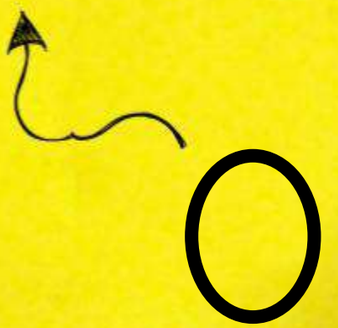
- [ ] Forgetting something happened.
- [ ] Never going back to a place again.
- [ ] Finding ways to let go, say goodbye, and end something.

Final reflection:

How are you feeling today from 1 - 10?
Drag the circle onto the number.

1 2 3 4 5 6 7 8 9 10

Terrible Okay Great!



Welcome to Virtual Field Day!

Click "**field day**" for the video instructions or read the following. We are thrilled to offer you 18 different activities to choose from. You may choose 5-10 activities or try them all, if you dare... Each activity is set to a "Minute-To-Win-It" theme, where you will have one minute to complete the challenge. Please send in your favorite activities and a picture or video of you completing it. As always, we want you to have tons of fun, stay active and laugh quite a bit!
**Click on the challenge title to watch the video.

Bottle Flipper **Equipment Needed:** Water bottle with ¼ filled with water and a flat surface, make sure the cap is on tight. **Objective:** Flip your bottle in the air and try to land it right side up. If it lands, you receive 1 point. If it flops, you get to complete 5 jumping jacks and try again.	**Take Away Drill** **Equipment**: 6 items, they can be anything for example, shoes, stuffed animals, plastic cups. And a die (if you don't have a die you can use cards or bottle caps with numbers on them. **Objective**: Find a space where you can place your items on the floor in order 1-6, 10 steps away from your starting point. Roll your die or pick a number and run down to your items and take away that item that sits in that number order. If you roll the same number run down but do not take any item (just to keep you moving).
Bottle Trap **Equipment Needed**: A bottle or cup, a ball that is smaller than a softball and a laundry basket or bucket. **Objective**: Trap both your ball and bottle underneath the basket. Use your bottle to prop up one side of the basket, underhand throw/roll the ball into the bottle. If you trap both items under the basket you receive 2 points, if you trap 1 item, you receive 1 point.	**Towel Flip Challenge** **Equipment**: A towel **Objective**: In this challenge lay your towel down on the floor. With both feet on the towel at all times try to flip your towel to the other side without taking your feet off the towel.
Eraser Bounce **Equipment Needed**: Pencils with erasers, a flat surface and a cup. **Objective**: Bounce your pencil (eraser down) off of a flat surface and try to land it into your cup.	**TP Balance Challenge** **Equipment**: A spoon (bigger spoon, ex: wooden spoon), a roll of toilet paper and a space to walk through. **Objective**: Think of a way to travel while you are balancing your roll of toilet paper on your spoon. Our examples are walking backwards, ducking walking and walking sideways.
Juggling Challenge **Equipment Needed**: 2-3 scarves, napkins, plastic bags, tissues, etc. **Objective**: Keep your objects in the air for the allotted 1 min.	**Student Challenge-Sock Ball Throw** **Equipment**: Sock ball and laundry basket (or some sort of basket) **Objective**: To throw the sock ball into the basket.

Welcome to Virtual Field Day!

Paper Ball Trick Shot **Equipment Needed**: A ball (remember you can make one out of paper). **Objective**: Be creative and make an awesome trick shot; behind the back, through your legs, off of the fridge into the trash bin.	**Pillow Flipper Challenge** **Equipment:** Something to flip ex: pillow, stuffy, glove etc. **Objective:** Place your object in front of you. Flip it over and then do 5 jumping jacks, flip it back and do 5 more, how many times can you flip your object?
Paper Plane Cornhole **Equipment**: 3 pieces of paper and a bucket/basket. **Objective**: Make 3 paper airplanes and throw them into the bucket. Your bucket is the same amount of steps away from you as your grade level. If you make it, you receive a point, if you miss you get to complete 5 squats and try again.	**Toe Grab Trick** **Equipment:** A bucket and something to grab with your toes. **Objective:** Grab one object at a time with your toes and see how many you can move into your bucket in 1 minute.
Pencil Catch **Equipment**: Pencils/writing utensils or sticks. **Objective**: Starting with one pencil on the back of your hand, toss it up and catch it, if successful, add another pencil to the back of your hand, how many can you catch?	**Spaghetti and Meatballs Challenge** **Equipment:** Yoga mat/Floor **Objective:** Lay flat on your back (spaghetti) and crunch up to a ball (meatball). See how many times you can make a “spaghetti” and “meatball” in 1 minute.
Plastic Bag Challenge **Equipment**: Plastic bag, paper plate or dust pan (something firm to “fan”) **Objective**: Use your object to “fan” the plastic bag down and back (10 feet) without touching the bag.	**Head, Shoulder, Knees and Toes** **Equipment:** Something light to throw. Ex: stuffy, ball, tissue, etc. **Objective:** Throw your object in the air, start with touching your head before catching, then on the next throw touch your head and shoulders, and continue and try to touch all four parts of your body before your object falls.
Shoe Balance Trick **Equipment**: Find a space where you can lay on the floor and one shoe. **Objective**: In this challenge start by laying on your back, place a shoe on top of one foot that you hold in the air. Your goal is to try to flip your body to your belly while balancing the shoe on your foot. Don’t let it drop! If you succeed to your belly try to flip back over to your back.	**Plank Cup Stack Challenge** **Equipment:** 3 cups for cup stacking **Objective:** In a plank position lift one hand to stack the cups down and then back up again and switch hands and redo for 1 minute. Keep alternating your hands.