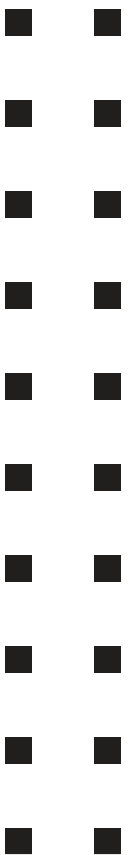




RSU 57

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

Continuous Learning LEARNING MENUS



MATH

LITERACY

SPECIALS

Printables

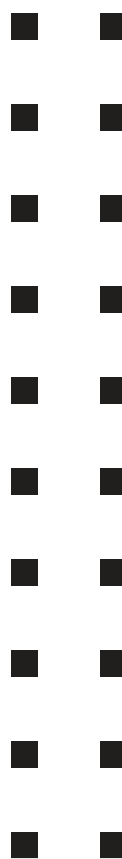




RSU 57

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

MATH



Printables



Name: _____

Skip count practice

Practice orally skip counting by 2's, 5's, and 10's to 120. Lightly toss your favorite stuffy in the air or jump rope as you skip count.

Optional Challenges:

1. Skip count by 25's
(25, 50, 75, 100).

2. On a piece of paper write the following 7 double fact equations and write the answer:

$$4 + 4 = \underline{\quad}$$

$$5 + 5 = \underline{\quad}$$

$$6 + 6 = \underline{\quad}$$

$$7 + 7 = \underline{\quad}$$

$$8 + 8 = \underline{\quad}$$

$$9 + 9 = \underline{\quad}$$

$$10 + 10 = \underline{\quad}$$

Name: _____

Name: _____

Name: _____

Computation & Algebraic Thinking

Show you know what the = sign means by building equivalent (balanced) facts. The fact on each side has to equal the same number. View example [here](#).

Complete the Balanced Equations activity on Seesaw.

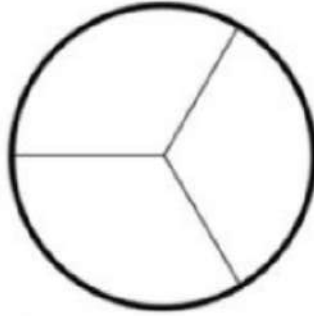
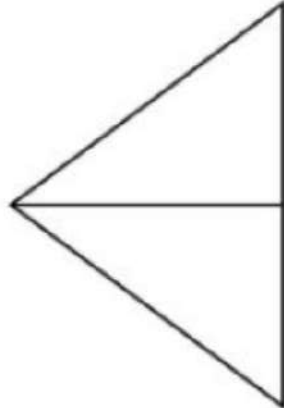
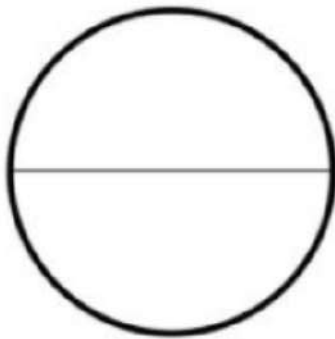
For example:

$$8+3 = 5+6 \text{ (both = 11)}$$

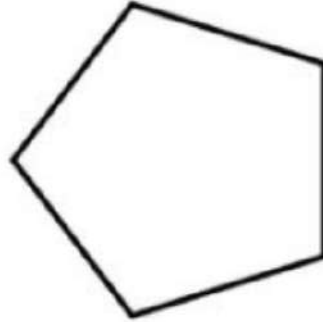
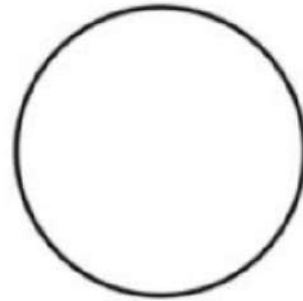
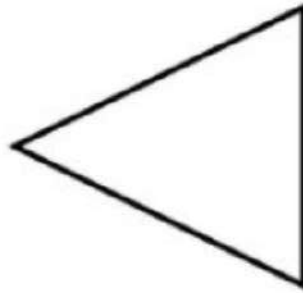
$$2+3 = 10-5 \text{ (both = 5)}$$

Name: _____

Circle the shapes that show halves.



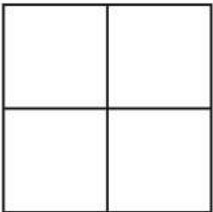
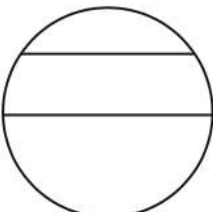
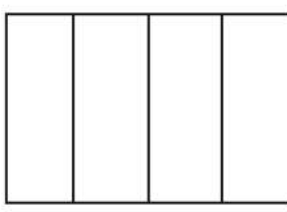
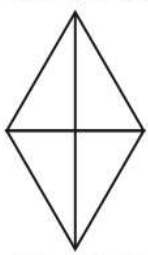
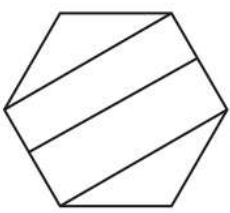
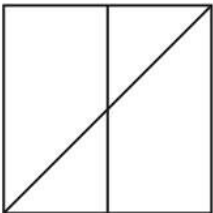
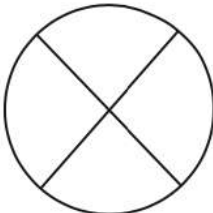
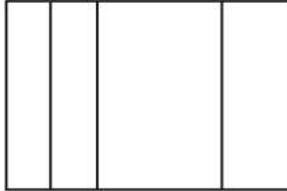
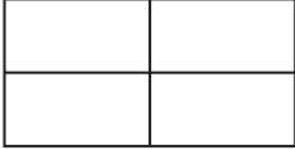
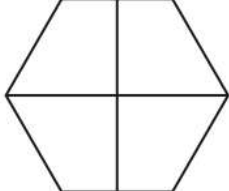
Draw a line on each shape to show halves.



Name: _____

Four Equal Quarters

Cut out each shape and decide if it is divided into four equal quarters. Put each shape into the matching column.

Equal		Unequal	
			
			
			

Name: _____

Instructions: Cut out the number sentences in the bottom and sort them in the correct column.

LIGHT SIDE (TRUE)	DARK SIDE (FALSE)
	

$18 - 4 = 14$	$15 + 5 = 20$	$20 - 10 = 5$	$9 + 4 = 13$	$12 - 6 = 5$
$8 - 4 = 15$	$11 + 6 = 17$	$9 + 9 = 17$	$3 + 4 = 8$	$6 - 2 = 4$

Name: _____

Name: _____

Name: _____

Name: _____

Grab a snack and enjoy it with Clover! Clover is a woodchuck who lives at Chewonki in Wiscasset, Maine. What do you already know about woodchucks? What do you think they eat? What special body parts do you think Clover has to help her survive in the wild? Make a list of 3-5 special parts you think woodchucks have and next to each part you list, say how you think they help her survive and grow. Watch this [10 minute recording](#) to learn more about Clover's special body parts. What new things do you notice? What do you wonder? How could you find out more?

bit.ly/35l0pVc

Name: _____

Plants have special parts that keep animals from eating them. For example, a cactus has very sharp spiky leaves that many animals don't like. While we don't have cacti in Maine, the plants here do have special parts to help protect them from being eaten. Take a walk around your neighborhood, use your eyes to look carefully at the special parts different plants have to protect them. What do you notice? What do you wonder? Draw a picture of the most interesting special part you find. Be sure to draw it with detail and write how the special part you noticed keeps animals from eating it! How could humans use the way the plant solved the problem to solve a human problem? In other words, what could people learn from how the plant solved the problem?

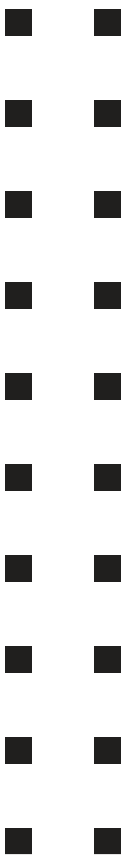


RSU 57

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

LITERACY

Y



Printables



Name: _____

Name: _____

Name: _____

ai			ay		

 snail

 play

 mail

 spray

 brain

 pay

 way

 rain

 say

 train

 ray

 sail

Name: _____

__oke	__ole	__ope	__one	__ose

chose tone hope hole nose cone zone

mope joke poke shone cope broke

bone hose rose yoke pose whole

mole pole woke rope role dope

Name: _____

Name _____ Date _____

Sorting Words With -ed and -ing

mixing	running	jogged
grabbed	singing	showed
colored	used	pleased
moving	walking	begged
writing	bored	sleeping

-ed		-ing	

Name: _____

Peep



Sort the
words below

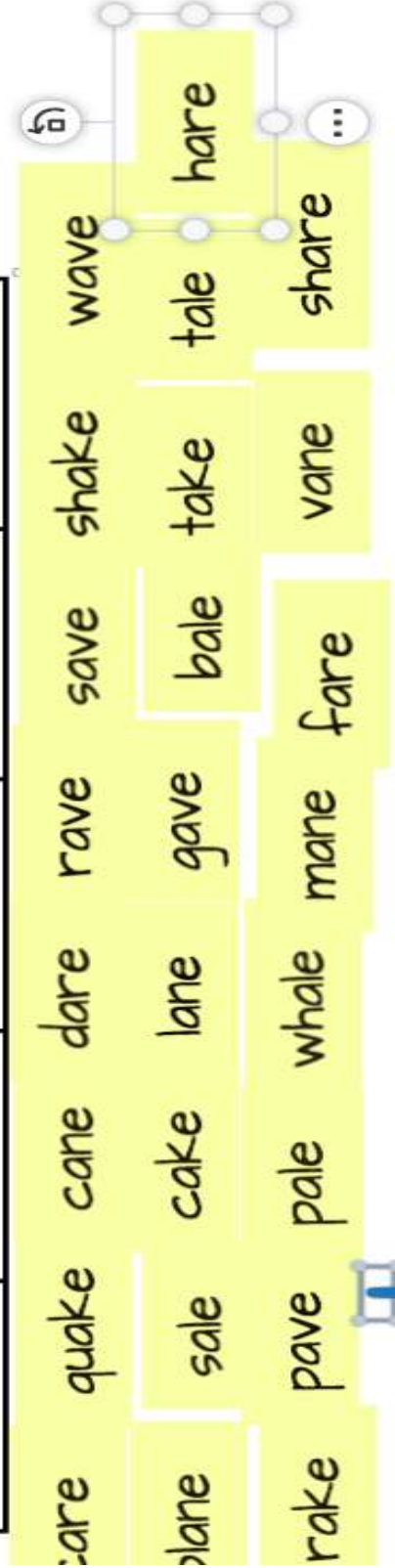


Treat

bee	weak	seal	reef	tea	week	beat
real	need	leaf	peel	feed		

Name: _____

ake	ale	ane	are	ave



Name: _____

Words With and Without -es Word Sort

Sort each word into the right column.

Words with -es

Words Without -es

boxes

bogs

dresses

desks

foxes

kicks

wishes

rocks

mops

pushes

nuts

catches

lands

buses

hops

mixes

Name: _____

Ghost WORDS

DIRECTIONS: Write your words in the boxes with a white crayon. Then use a marker to color in the boxes and reveal your ghost words.

1	2
3	4
5	6
7	8
9	10
11	12
13	14
15	16

Name: _____

Name: _____

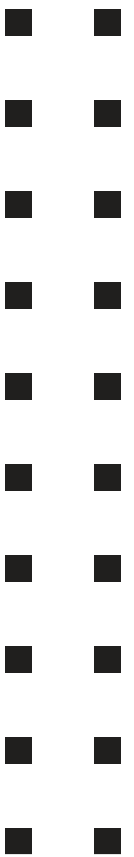
Name: _____



RSU 57

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

SPECIAL S



Printables



Name: _____

Make Your Own P.E Equipment

Objective: Create a piece of equipment you can manipulate; throw, kick, strike, catch, possibly even jump over or around.

Your P.E teachers want to see creative equipment, we want to hear about how you used your equipment, and we would like to know if you created a game, please share with your P.E teacher:

Samanthaperson@rsu57.org

Brianpenley@rsu57.org

Janelfearon@rsu57.org

Examples:

Sock Ball: Stuff a sock full of other socks or stuffing and use it to kick, throw at a target, or shoot in a basket.	
Bottle Bat: Create your very own bat with a 2 liter bottle, can you strike a sock ball off of a chair, maybe in the air.	
Dancing ribbon: Use a stick, popsicle stick, pencil, ruler, and attach ribbon or shoe strings to one end. Create a rhythmic dance or routine.	

DISCLAIMER: When you are building this equipment please take every precaution to make sure it is safe. Please make sure there aren't any sharp edges and please test in a safe place. Use good judgement when striking objects with your homemade P.E equipment. RSU 57 Physical Educators cannot be held responsible for the improper use or construction of the homemade equipment ideas provided above.

Name: _____

Name: _____

Name: _____

Name: _____

Name: _____

Name: _____

Name: _____

Name: _____

Name: _____

My Animal Interview



YOU are a reporter for a newspaper or TV news station. You have been asked to interview a rare animal. Read a nonfiction book on epic or another reading app about an animal you do not know a lot about.

Fill in the blanks on the interview questions below and then find the answers. Have someone in your home ask you the questions and you answer as if you were the animal, with the information you learned. Answers will start with "I ____". Record your interview to share it with your librarian.

***An interview is when you ask someone questions to find out more about them.

Name of Animal: _____

Question	What do you like to ?
Answer	

Question	Where do you ?
Answer	

Question	How are you?
Answer	

Name: _____

Name: _____