

Student Name: \_\_\_\_\_

Parent Signature: \_\_\_\_\_

Date	<p>***All Math assignments and links to videos can be found on your child's Google Classroom. To access Google Classroom go to: <a href="https://classroom.google.com/">https://classroom.google.com/</a> Use the following username and password to log in to Google: <b>Username:</b> firstname.lastname@jaspercountyschoolsga.org <b>Password:</b> wp679#### (student lunch number)</p>
4/17/20	<p><b>ELA:</b></p> <ol style="list-style-type: none"> <li>Review chapter 14 and Read chapters 15 and 16 of "Sideways Stories from Wayside School". Answer Chapter questions from the packet.</li> <li>Fact and Opinion Sheet - "Peanut Butter".</li> </ol> <p><b>Math: Telling Time to the Minute</b></p> <ol style="list-style-type: none"> <li>Parent: Read parent Letter pg. 223/224</li> <li>Put together the printable learning clock from the packet to use during the lessons about time.</li> <li>Brainpop Jr. Time to the Minute Assignments (online or in packet) (Movie, Draw About It, Talk About It, Easy Quiz, Hard Quiz). To access the assignment log in using Classlink. ClassGo to <a href="https://www.jasper.k12.ga.us/domain/110">https://www.jasper.k12.ga.us/domain/110</a> Click on the Class Link Icon Username: firstname.lastname Password: wp679####</li> <li>GA Ready pages 225/226 (You can check your work on Mrs. Clemons' YouTube Channel)</li> </ol> <p><b>Social Studies:</b> Democracy reading passage and questions.</p> <p><b>Online Activities:</b> <b>Social Studies:</b> Brainpop Jr- Branches of Government video and easy quiz. <b>ELA:</b> Flocabulary - Adjectives <a href="https://www.flocabulary.com/unit/adjectives">https://www.flocabulary.com/unit/adjectives</a> Complete next lesson Reading Horizons. IXL Grammar Practice - "Use Regular Plurals" (I.I.6)</p> <p><b>Extra Practice:</b> <b>Math:</b> 1. IXL-3rd Grade Time-T.1 Match Clocks &amp; Time</p>
4/20/20	<p><b>ELA:</b></p> <ol style="list-style-type: none"> <li>Read Chapters 17, 18, and 19 of "Sideways Stories from Wayside School". Answer Chapter questions from the packet.</li> <li>Fact and Opinion Sheet - "Dogs".</li> </ol> <p><b>Math: Time Before and After</b></p> <ol style="list-style-type: none"> <li>Watch Video Instruction if you are able- Telling time to the nearest minute (labeled clock) <a href="https://youtu.be/LI3QzXftIS0">https://youtu.be/LI3QzXftIS0</a> "Past" and "To" the hour <a href="https://google.discoveryeducation.com/learn/player/2fc420a8-0828-4300-a112-0f9e28f04ae8">https://google.discoveryeducation.com/learn/player/2fc420a8-0828-4300-a112-0f9e28f04ae8</a></li> <li>GA Ready pg. 227/228 (Check your work on Mrs. Clemons' YouTube Channel)</li> </ol> <p><b>Social Studies:</b> Three branches of government reading passage and questions.</p> <p><b>Online Activities:</b> <b>Math:</b> Dreambox (15 minutes Daily, 60 minutes per week ) <b>Social Studies:</b> Brainpop Jr- Branches of Government video and write about it activity. <b>ELA:</b> Flocabulary - Adverbs <a href="https://www.flocabulary.com/unit/adverbs/">https://www.flocabulary.com/unit/adverbs/</a> Complete next lesson in Reading Horizons. IXL Grammar Practice - "Is the subject singular or plural" (L.L.1)</p> <p><b>Extra Practice:</b> <b>Math:</b> IXL-3rd Grade Time-T.2 Match analog &amp; digital clocks</p>



	<p>Listen to a Story about Time: A Second is a Hiccup Read Aloud AR Quiz # 84266  <a href="https://www.youtube.com/watch?v=sE2Lt-TpYos">https://www.youtube.com/watch?v=sE2Lt-TpYos</a></p>
4/21/20	<p><b>ELA:</b></p> <ol style="list-style-type: none"> <li>1. Read Chapters 20, 21, and 22 of "Sideways Stories from Wayside School". Answer Chapter questions from the packet.</li> <li>2. Fact and Opinion Sheet - "Superman"</li> </ol> <p><b>Math: Time Problem Solving to the Nearest Minute and Before/After</b></p> <ol style="list-style-type: none"> <li>1. Watch Video Instruction If you are able to: Telling time to the nearest minute (unlabeled clock) <a href="https://youtu.be/UowW7ua4TK8">https://youtu.be/UowW7ua4TK8</a></li> <li>2. GA Ready pg. 229/230 (Check your work on Mrs. Clemons' YouTube Channel)</li> <li>3. Dreambox (15 minutes Daily, 60 minutes per week)</li> </ol> <p><b>Social Studies:</b> Executive Branch reading passage and questions.</p> <p><b>Online Activities:</b></p> <p><b>Math:</b> Story: A Second, a Minute, a Week with Days in It: A Book about Time  <a href="https://youtu.be/TsTifuZ40as">https://youtu.be/TsTifuZ40as</a> AR #Quiz 159002</p> <p><b>Social Studies:</b> Listen to <i>Woodrow for President</i> <a href="https://youtu.be/g9JJ1S_RpL8">https://youtu.be/g9JJ1S_RpL8</a>. Afterwards, write a speech explaining why you would make a good president. How would you help the people in our country?</p> <p><b>ELA:</b> Flocabulary - Fact and Opinion <a href="https://www.flocabulary.com/unit/fact-and-opinion/">https://www.flocabulary.com/unit/fact-and-opinion/</a>  Complete next lesson in Reading Horizons  IXL Grammar Practice - "Commas with Dates" (S.S. 2)</p> <p><b>Extra Practice:</b>  Math: IXL-3rd Grade Time-T.3 Read Clocks &amp; Write Times</p>
4/22/20	<p><b>ELA:</b></p> <ol style="list-style-type: none"> <li>1. Read Chapters 23 and 24 of "Sideways Stories from Wayside School". Answer Chapter questions from the packet.</li> <li>2. Fact and Opinion Sheet - "Star Wars"</li> </ol> <p><b>Math:</b></p> <ol style="list-style-type: none"> <li>1. Parents: Read Parent Letter pg. 231/232</li> <li>2. Brainpop Jr. Elapsed Time Assignment (Movie, Draw About It, Activity, Easy quiz, Hard Quiz) (online or packet) See directions from 4/16 on how to login using Classlink</li> </ol> <p><b>Social Studies:</b> Legislative Branch reading passage and questions.</p> <p><b>Online Activities:</b></p> <p><b>Math:</b> Dreambox (15 minutes Daily, 60 minutes per week)</p> <p><b>Social Studies:</b> Listen to <i>House Mouse Senate Mouse</i> <a href="https://youtu.be/d7p-Kyll5-o">https://youtu.be/d7p-Kyll5-o</a>. Afterwards, think of a law you want made. Write a pretend letter to the legislative branch telling them why your idea should become a law.</p> <p><b>ELA:</b> BrainPop - Fact &amp; Opinion  Complete next lesson in Reading Horizons  IXL Grammar Practice - "Identify Adjectives" (O.O.3)</p> <p><b>Extra Practice:</b>  <b>Math:</b>  Math Book read aloud how do you know what time it is? AR # Quiz: 64176  <a href="https://www.youtube.com/watch?v=eKUCZkzrKhU">https://www.youtube.com/watch?v=eKUCZkzrKhU</a> IXL-3rd Grade Time-T.4 A.M or P.M</p>
4/23/20	<p><b>ELA:</b></p> <ol style="list-style-type: none"> <li>1. Read Chapters 25, 26, and 27 of "Sideways Stories from Wayside School". Answer Chapter questions from packet.</li> <li>2. Fact and Opinion Sheet - "Cheetah".</li> </ol>



	<p><b>Math:</b></p> <ol style="list-style-type: none"> <li>1. Watch Video if able: Telling time problems with number line <a href="https://youtu.be/DA2w8lRelI">https://youtu.be/DA2w8lRelI</a></li> <li>2. GA Ready pg. 233/234 (Check your work on Mrs. Clemons' YouTube Channel)</li> <li>3. Dreambox (15 minutes Daily, 60 minutes per week)</li> </ol> <p><b>Social Studies:</b> Judicial Branch reading passage and questions.</p> <p><b>Online Activities:</b></p> <p><b>Math:</b> Dreambox (15 minutes Daily, 60 minutes per week)</p> <p><b>Social Studies:</b></p> <p><a href="https://app.discoveryeducation.com/learn/videos/1e842c7b-d34d-45d7-ae9c-cab32df8f85d/">https://app.discoveryeducation.com/learn/videos/1e842c7b-d34d-45d7-ae9c-cab32df8f85d/</a> History Kids: The 3 Branches of Government (Discovery Education- video).</p> <p><b>ELA:</b> Flocabulary - Opinion Writing <a href="https://www.flocabulary.com/unit/opinion-writing/">https://www.flocabulary.com/unit/opinion-writing/</a> Complete next lesson in Reading Horizons IXL Grammar Practice - "Identify Adverbs" (O.O.5)</p> <p><b>Extra Practice:</b></p> <p><b>Math:</b> IXL-3rd Grade Time-T.5 Write Times Math Story: It's About Time ~ STEM Kids Books Read Aloud AR Quiz # 86412 <a href="https://www.youtube.com/watch?v=yQMBSJhUCAs">https://www.youtube.com/watch?v=yQMBSJhUCAs</a></p>
4/24/20	<p><b>ELA:</b></p> <ol style="list-style-type: none"> <li>1. Read Chapters 28, 29, and 30 of "Sideways Stories from Wayside School". Answer Chapter questions from packet.</li> <li>2. Fact and Opinion Sheet - "Dr. Suess".</li> </ol> <p><b>Math:</b></p> <ol style="list-style-type: none"> <li>1. Watch if able: Elapsed Time: <a href="https://youtu.be/PCPmpPV9KR0">https://youtu.be/PCPmpPV9KR0</a></li> <li>2. GA Ready pg. 235/236 (Check your work on Mrs. Clemons' YouTube Channel)</li> </ol> <p><b>Social Studies:</b> Three Branches of State Government reading passage and questions.</p> <p><b>Online Activities:</b></p> <p><b>Math:</b> Dreambox (15 minutes Daily, 60 minutes per week)</p> <p><b>Social Studies:</b> Brainpop Jr- State and Local Governments video and easy quiz.</p> <p><b>ELA:</b> BrainPop - Adjectives &amp; Adverbs Complete next lesson in Reading Horizons</p> <p><b>Extra Practice:</b></p> <p>IXL-3rd Grade Time-T.6 Elapsed Time Math Story: Pigs On a Blanket <a href="https://www.youtube.com/watch?v=4Luv4zjoM_A">https://www.youtube.com/watch?v=4Luv4zjoM_A</a> AR Quiz # 17333</p>
4/27/20	<p><b>ELA:</b></p> <ol style="list-style-type: none"> <li>1. Write Score - "Writing an Opinion Essay" - You'll be writing an opinion essay step by step on this topic: Write an opinion essay that explains whether or not you think there should be laws so that everyone must wear helmets when riding bikes and why.             <ol style="list-style-type: none"> <li>a. Today's Work: Read the articles "Hard Head? Harder Ground!" and "Heads and Helmets.... Here to Stay?" then underline or highlight evidence that could be used in your essay about whether or not you think there should be laws so that everyone must wear helmets when riding bikes and why.</li> </ol> </li> </ol> <p><b>Math:</b></p> <ol style="list-style-type: none"> <li>1. Watch if able: Elapsed Time (2nd grade and up) <a href="https://youtu.be/1Q7jpbeF3lY">https://youtu.be/1Q7jpbeF3lY</a></li> <li>2. GA Ready pg. 237/238 (Check your work on Mrs. Clemons' YouTube Channel)</li> </ol> <p><b>Social Studies:</b> Branches of National Government sort.</p>



	<p><b><u>Online Activities:</u></b>  <b>Math:</b> 3. Dreambox (15 minutes Daily, 60 minutes per week)  <b>Social Studies:</b> Brainpopjr- State and Local Governments write about it activity.  <b>ELA:</b> IXL - Opinion Writing (S1,S2)  Complete next lesson in Reading Horizons  Take AR Test over "Sideways Stories From Wayside School" Quiz #:5243</p> <p><b><u>Extra Practice:</u></b>  <b>Math:</b> IXL-3rd Grade Time-T.7 Elapsed Time Word Problems I  Math Story: Game Time! by Stuart Murphy <a href="https://www.youtube.com/watch?v=EOdFEkCmlKA">https://www.youtube.com/watch?v=EOdFEkCmlKA</a>  AR Quiz # 134568</p>
4/28/20	<p><b><u>ELA:</u></b>  1. Write Score - "Writing an Opinion Essay" - Time to organize and plan your essay.  a. Today's Work:  1. Review the articles you highlighted from Day 1.  2. Then, use the Building an Essay Sheet to plan for writing. As you plan, think about which side you will take and what text details you will use to support your opinion.  3. Next, draft an introduction for the essay. Include an attention grabber and a big idea statement to tell the reader exactly what you'll be writing about. Be sure to tell your opinion about bike helmets!</p> <p><b><u>Math:</u></b>  1. Watch if able: Video: Addition &amp; Subtraction of Time Intervals  <a href="https://www.youtube.com/watch?v=0aOfUsBaQyU&amp;t=176s">https://www.youtube.com/watch?v=0aOfUsBaQyU&amp;t=176s</a>  2. GA Ready pg. 239/240 (Check your work on Mrs. Clemons' YouTube Channel)  3. Elapsed Time Game: Play the game on GA Ready pgs. 329, 330, 331, 333</p> <p><b><u>Social Studies:</u></b> Branches of Government graphic organizer.</p> <p><b><u>Online Activities:</u></b>  <b>Math:</b> Dreambox (15 minutes Daily, 60 minutes per week)  <b>Social Studies:</b> Brainpop Jr- State and Local Governments hard quiz.  <b>ELA:</b> IXL - Opinion Writing (S.3)  Complete next lesson in Reading Horizons</p> <p><b><u>Extra Practice:</u></b>  <b>Math:</b> IXL-3rd Grade Time-T.8 Elapsed Time Word Problems II  Math Story: Just A Second <a href="https://www.youtube.com/watch?v=0-cLhRLKZDU">https://www.youtube.com/watch?v=0-cLhRLKZDU</a> Quiz # 146849</p>
4/29/20	<p><b><u>ELA:</u></b>  1. Write Score - "Writing an Opinion Essay" - Time to draft a body paragraph for your essay.  a. Today's Work:  1. Use the Building an Essay Sheet and the Bike Helmets Articles to organize Body Paragraph 1 and 2.  2. Make sure to have at least six sentences – or more in each paragraph! Use evidence from the texts and make sure to explain and tell where the evidence is from (which article).</p> <p><b><u>Math: Using Measurement Tools</u></b>  1. Parents: Read Parent Letter pg. 241/242  2. Watch if you are able: The Language of Math: Measurement 3-5 Metric (this video will be on your Google Classroom)  3. GA Ready pgs. 243/244</p> <p><b><u>Social Studies:</u></b> Search and Find activity.</p>



**Online Activities:**

**Math:** 4. Dreambox (15 minutes Daily, 60 minutes per week)

**Social Studies:** IXL third grade social studies E.1- purpose of government

**ELA:** IXL - Opinion Writing (S.4)

Complete next lesson in Reading Horizons

**Extra Practice:**

**Math:** IXL-3rd Grade Units of Measurement- BB.5 Which customary unit of length is appropriate?  
Math Story: Room for Ripley <https://www.youtube.com/watch?v=kKyezUbuOhU> AR Quiz # 134571

4/30/20

**ELA:**

1. Write Score - "Writing an Opinion Essay" -Now it's time to wrap up your essay.
  - a. Today's Work:
    1. Use the Building an Essay Sheet to draft your conclusion.
    2. Look back at your introduction. Ask yourself: How can I wrap up and end the essay?
    3. After finishing the conclusion, go back and read through the essay, looking for these things:
      - Capital letters at the beginning of each sentence
      - Punctuation at the end of each sentence
      - Enough evidence and explanation in each body paragraph
      - Words that might be spelled incorrectly

**Math:**

1. Watch If able: Liter Intuition <https://www.youtube.com/watch?v=mLRYCaYVWFc>
2. GA Ready pgs. 245/246

**Social Studies:** Government Vocabulary Quiz.

**Online Activities:**

**Math:** Dreambox (15 minutes Daily, 60 minutes per week)

**Social Studies:** IXL third grade social studies E.3- state government

**ELA:** IXL - Opinion Writing (S.5)

Complete next lesson in Reading Horizons

Type your essay "Writing an Opinion Essay" and submit to your teacher. Share using a Google document. Emails for your teachers are listed below:

Mrs.Booth - [arbooth@jasper.k12.ga.us](mailto:arbooth@jasper.k12.ga.us)

Ms. Devole - [kkdevole@jasper.k12.ga.us](mailto:kkdevole@jasper.k12.ga.us)

Mrs. Nelson - [jmnelson@jasper.k12.ga.us](mailto:jmnelson@jasper.k12.ga.us)

**Extra Practice:**

IXL-3rd Grade Units of Measurement- BB.6 Which customary unit of weight is appropriate?

Math Story: Me And The Measure Of Things <https://www.youtube.com/watch?v=nP2wvsech58>  
AR Quiz #75233



## **Optional Additional Academic Resources**

### **Remote Learning**

Below are a few free online resources your child can use while they are learning from home this week:

1. Oxford Owl - [www.oxfordowl.co.uk/for-home/](http://www.oxfordowl.co.uk/for-home/)
2. PBS Reading Games - [pbskids.org/games/reading/](http://pbskids.org/games/reading/)
3. ReadWorks - [www.readworks.org](http://www.readworks.org)
4. Squiggle Park - [www.squigglepark.com](http://www.squigglepark.com)
5. Sports Illustrated Kids - <https://www.sikids.com/>
6. National Geographic Kids - [www.natgeokids.com](http://www.natgeokids.com)
7. NewsELA - [www.newsela.com](http://www.newsela.com)
8. Storyline Online - [www.storylineonline.net](http://www.storylineonline.net)
9. Word World - [www.wordworld.com/apps-and-games/](http://www.wordworld.com/apps-and-games/)
10. Read to Me - <http://readtomelv.com>
11. We Give Books - <http://wegivebooks.org>
12. Starfall - <http://starfall.com>
13. Online Storytime by Barnes and Noble - <http://barnesandnoble.com/u/online-storytime-books-toys/379003588/>
14. TumbleBooks - <http://tumblebooks.com>
  - a. <http://www.tcpclibrary.org/>
  - b. <http://www.portlandlibrary.cm/kidsplace/tumblebooks.htm>
15. International Children's Digital Library - <http://en.childrenslibrary.org/>
16. ABCya! - <http://abcya.com>
17. Storynory - <http://www.storynory.com>
18. National Geographic Young Explorers - <http://ngexplorer.cengage.com/ngyoungexplorer/index.html>





# Sideways Stories From **WAYSIDE SCHOOL**

Chapters Fourteen, Fifteen, & Sixteen  
Sammy, Deedee, and D.J.

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

Date: 4-17-20

1. Why were the students unable to tell what the new kid looked like?

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2. What was underneath all of Sammy's raincoats?

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3. Mrs. Jewls made Deedee spell \_\_\_\_\_ before she could go outside for recess.

4. How did Deedee trick Mrs. Jewls into letting her go outside to recess first so she could get a green ball?

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5. Describe D.J.

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6. Use context clues. What do you think the word pushover (pg. 71) means?

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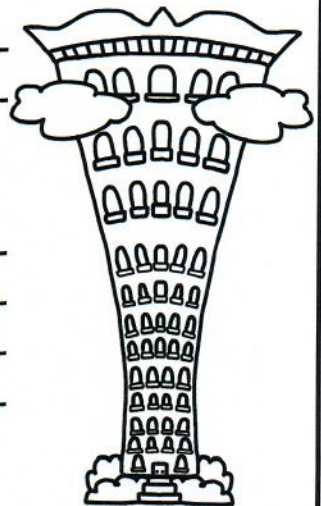
7. What did D.J. tell Louis during recess?

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# Sideways Stories From **WAYSIDE SCHOOL**

Chapters Seventeen, Eighteen, and Nineteen  
John, Leslie, and Mrs. Zarves

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

Date: 4-20-20

1. What was John's one problem?

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2. What did Mrs. Jewls suggest that John do so he could read?

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3. What does John think happened to him when he fell so that he could all the sudden read right side up? What else changed after he fell?

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4. What was Leslie's problem?

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5. How was Louis going to fix her problem? Do you think Louis's idea was a good one?

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6. Why is it so funny that Leslie did not want Louis to cut her pigtails.

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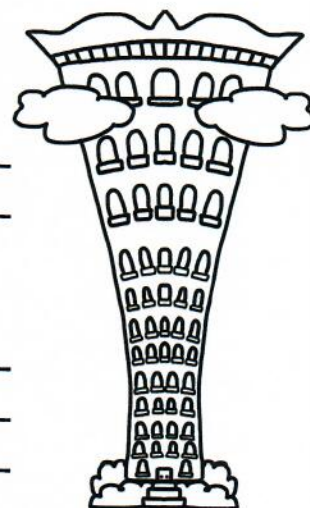
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7. Why is there not a nineteenth story in this book?

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# Sideways Stories From **WAYSIDE SCHOOL**

Chapters Twenty, Twenty-One, & Twenty-Two  
Kathy, Ron, and The Three Erics

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

Date: 4-21-20

1. Describe Kathy.

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2. Why didn't Kathy like Mrs. Jewls?

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3. Why didn't Kathy like Allison?

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4. How did Louis convince Terrance and the others to let Ron play kickball?

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5. What was the score of the first kickball game? Who won?

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6. Why did Eric Bacon get the nickname "Fatso"?

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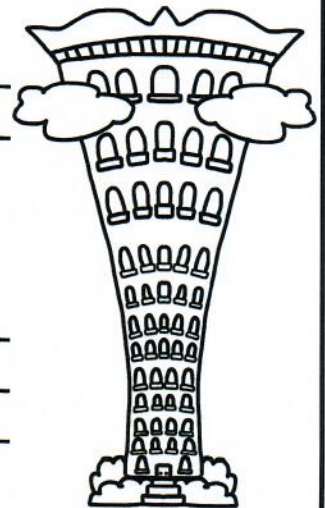
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7. What was so funny about how all of the Erics got their nicknames?

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# Sideways Stories From **WAYSIDE SCHOOL**

Chapters Twenty- Three & Twenty-Four  
Allison & Dameon

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

Date: 4-22-20

1. How did Allison get the boys to stop teasing her?

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2. What secret did Allison learn from Mrs. Jewls that she actually already knew?

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3. What was the name of the movie that Mrs. Jewls was showing the class?

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4. Why didn't Louis want to watch the movie?

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5. Why did Dameon miss the whole movie?

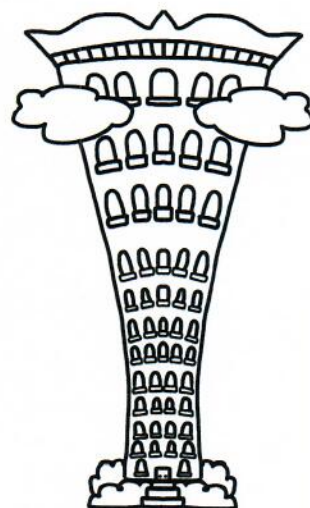
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6. Why was Dameon unable to write his name on his pencil?

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# Sideways Stories From **WAYSIDE SCHOOL**

Chapters Twenty- Five, Twenty-Six, & Twenty-Seven  
Jenny, Terrance, and Joy

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

Date: 4-23-20

1. Why was Jenny surprised when she got to school?

\_\_\_\_\_

2. Why was the man surprised that Jenny was working on her spelling?

\_\_\_\_\_

3. Why wasn't there anyone at school that day?

\_\_\_\_\_

4. Why were there no more balls left to kick on the playground?

\_\_\_\_\_

5. What did Louis find to kick after Terrance kicked all of the balls over the fence?

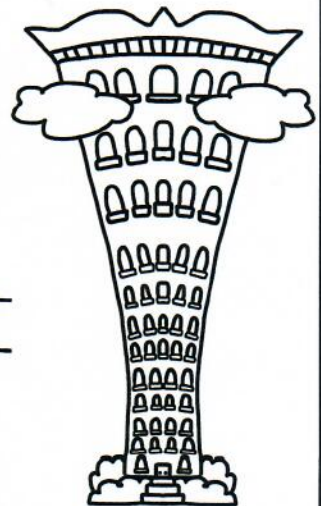
\_\_\_\_\_

6. Joy left her \_\_\_\_\_ at home.

7. What happened to Joy every time she ate a turkey sandwich, chocolate cake, an apple, or a Tootsie Roll Pop?

\_\_\_\_\_

\_\_\_\_\_







# Sideways Stories From **WAYSIDE SCHOOL**

Chapters Twenty- Eight, Twenty-Nine, and Thirty  
Nancy, Stephen, and Louis

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

Date: 4-24-20

1. Why was Nancy ashamed of his name?

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2. How did Nancy's name change to Mac?

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3. Why did Stephen feel like a fool?

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4. Why was Mrs. Jewls unable to make 2 plus 2 equal four?

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5. Why did Stephen become a hero?

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6. What was Louis's job at Wayside school?

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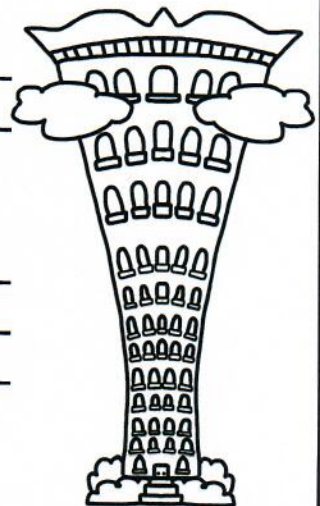
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7. Why didn't the class like the story that Louis told?

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-4-17-20

Peanut butter is a very popular food in the United States. Americans spend over \$800 million each year buying it! The use of peanut butter goes all the way back to the Aztecs. They used it to stop their teeth from hurting. That's silly because it should only be used for eating.

1. What is peanut butter?  
\_\_\_\_\_
2. Highlight three facts about peanut butter from the text.
3. What is one statement that the author makes that is an opinion?  
\_\_\_\_\_
4. Write your own opinion about peanut butter.  
\_\_\_\_\_

4-20-20

Dogs are a four legged mammal. There are over 340 different breeds of dog. The most popular breed of dog in the United States is the Labrador Retriever. Many people keep dogs in their homes as pets. In fact, almost half the homes in the U.S. have a pet dog. Only about one third have a cat. Dogs do make better pets than cats.

1. What is a dog?  
\_\_\_\_\_  
\_\_\_\_\_
2. Highlight three facts about dogs.
3. What is an opinion the author has?  
\_\_\_\_\_
4. How many homes in the U.S. have dogs?  
\_\_\_\_\_
5. Do more homes have dogs or cats?  
\_\_\_\_\_



4-21-20

Superman is a fictional character created by DC Comics. He is the best of all the superheroes. He is from the planet Krypton but was sent to Earth when his home was destroyed. He grew up in Smallville, Kansas and went to Metropolis University. When he is not being Superman, he is Clark Kent. He works for a newspaper called *The Daily Planet*.

1. Where is Jaysonah?

2. Highlight three facts about Superman.

3. What opinion does the author give about Superman?"

4. What does it mean that Superman is fictional?"

5. Where did Superman grow up?

4-22-20

Star Wars is one of the most profitable movie series of all time. The first movie was released in 1977 and since then, Star Wars has made almost 31 billion total dollars in revenue. That number includes tickets sales, DVDs, and other merchandise people can buy. People spend so much because they are such good movies!

1. When was the first Star Wars released?

2. What does "profitable" mean?

3. Highlight the opinion the author gives in the text.

4. What is other "merchandise" people can buy?

4-23-20

The cheetah is a large cat that lives mostly in Africa. It is the fastest land animal. Cheetahs have been known to reach speeds of up to 61 miles per hour. Not only is the cheetah the swiftest animal on land, it is also one of the most beautiful. Cheetahs are mostly tan with black spots. They also have distinct "tear marks" on their faces.

1. Where do cheetahs live?

2. Highlight the opinion the author gives about cheetahs.

3. Circle two synonyms in the story.

4. List three facts about cheetahs."

4-24-20

Theodor Seuss Geisel, more commonly known as Dr. Seuss, was an American author and illustrator. In his life, he wrote and drew the pictures for 44 different books. Almost all his books were intended for children to read. They are very funny and enjoyable. He was born in 1904 and lived for 87 years. He died in 1991 from cancer. Many people still read his books.

1. What opinion does the author give about Dr. Seuss' books?

2. Highlight 3 facts about Dr. Seuss.

3. What is an author?

4. What is an illustrator?

5. Do more people know him as Theodor Geisel, or as Dr. Seuss?



4-27-20 to 4-30-20  
=



PASSAGE 1:

## Hard Head? Harder Ground!

By Tania Perez

Bicycle helmet laws started in the late 1980s. The laws helped lower the injuries and deaths of children from bicycle accidents. One study found that 300,000 kids go to the emergency room every year because of bicycle accidents. At least 10,000 kids every year have injuries that are bad enough that they must stay a few days in the hospital.

Many kids who have an accident while riding their bikes hit their heads on the ground. This is called a head injury. Head injuries can be very dangerous. Head injuries can cause damage to your brain. Some brain injuries cannot be fixed. Other brain injuries can be fatal. That means a person dies because of the injury. Wearing a helmet helps to protect your head and brain.

Some people don't think wearing helmets is important. They say that wearing a helmet won't prevent someone from getting hurt. They say when kids wear helmets, they take more risks. They aren't as careful when they ride their bikes. It is true that you can still get hurt even if you are wearing a helmet. But when you wear a helmet, you help protect your face, head, and brain in case you fall.



Helmets come in different sizes, shapes, and colors. It is important to get a helmet that fits your head. Don't forget—as you get older, your head grows, too!



**When a helmet fits a child well and is worn the right way, it makes a huge difference—even in small bike accidents.**

Many kids complain that bike helmets are uncomfortable to wear. Helmets can be uncomfortable if they don't fit correctly. Helmets should not be too small or too big. For a helmet to work, it must be worn the right way. The straps should always be fastened. If the straps are loose, the helmet will fall off your head when you fall. The helmet can't protect your brain if it falls off!



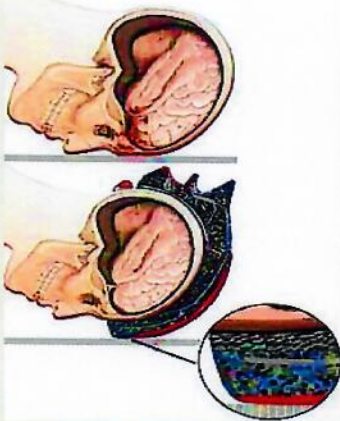
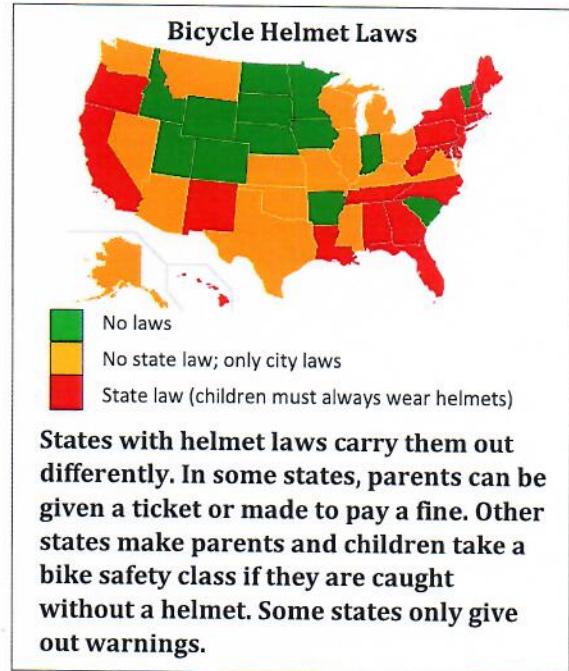
# Heads and Helmets...Here to Stay?

By Ronny Guthrie

States pass helmet laws because they want fewer people to get hurt or killed in bicycle accidents. The laws usually require children to wear helmets. Florida found there were fewer head injuries after the law went in to effect. Seattle, Washington had an 85% decrease in head injuries when kids wore helmets. One study said helmet laws can save 20 lives per year!

Not all people think wearing a helmet is a good thing. They say the laws take away the freedom to choose. They say a helmet only protects the brain in some kinds of accidents. Some studies show helmets make riders feel too comfortable. These studies found that kids take more risks, because the helmets made them feel like they couldn't get hurt.

When kids take more risks, they are more likely to have accidents. Helmets do not prevent accidents. Helmets won't protect your face, arms, legs, or other body parts from getting hurt. Bike riders who wear helmets still need to be careful. Riders need to be aware of their surroundings. They need to follow the rules of the road. And they need to wear the right kinds of clothes and shoes.



## Brain Injury Basics

The bones of your skull protect your brain. So do special fluids inside the skull. But if someone hits their head hard enough, the brain can jerk forward. This causes the brain to hit hard against the skull. This can cause brain injury. The brain can get bruised or start to bleed.

Helmets are designed to help protect the head and brain. They have a layer of foam inside. In an accident, the helmet helps cushion the brain from the force of the hit. This means the head doesn't hit the ground as hard as it would without a helmet. Because of this, there is less chance that the brain will jerk forward against the skull.





## STEPS for BUILDING an **AWESOME** ESSAY

NAME

4-28-20 to 4-30-20

	Can I do it?	Did I do it?
<b>BEGINNING:</b> INTRODUCTION	<b>Start with a Plan</b> – make sure to include a beginning, middle, and end. (Read the prompt and articles, then make your plan. This is an important step!)	
	<b>Hook</b> – start with a strategy that makes your essay interesting. (Ideas: Use a strategy like setting the scene, asking an interesting question, using an interesting fact, or starting with “Imagine if...”)	
	<b>Main Idea Sentence</b> – include a sentence that tells the reader what you’re going to write about. (A strong main idea sentence comes from a solid plan. Your main idea sentence should state the topic and tell the reader “so what.” With opinion essays, make sure to include your opinion!)	
	<b>Transitions</b> – guide your reader with transitional phrases and sentences. (Make sure to use transitions throughout your essay as you move from idea to idea.)	
<b>MIDDLE:</b> BODY PARAGRAPHS	<b>Topic Sentences</b> – include big idea sentences at the start of each body paragraph. (Topic sentences should tell the reader what each body paragraph is about.)	
	<b>Evidence from Articles</b> – use strong evidence. Include where the information comes from. (Find the best evidence in the articles to support your ideas.)	
	<b>Explanation &amp; Elaboration</b> – take time to explain your evidence. (Explain your evidence. Say more about each point you’re making. Stretch it out so that you say more than you think you need to. Remember – the reader might not know about your topic, so explain it fully!)	
	<b>Strong Vocabulary</b> – use exact words that relate to the topic. (Use language from the articles and try not to use the same words over and over.)	
<b>ENDING:</b> CONCLUSION	<b>Wrap Up</b> – your ending is important. (The conclusion is your last chance to impact the reader. This is where you want to include your main idea statement and let the reader know why the topic is important. Don’t try to add new information here.)	
	<b>Make it Meaningful</b> – connect the dots. (One way to provide great closure is to make connections: with your introduction, with the world, or with the reader. Find a way to make your topic connect to a bigger picture. Do not use “The end!”)	



Write Score

NAME 4-28-20 to 4-30-20



<b>Beginning: Introduction</b>	Hook: Main Idea Sentence:
<b>Body Paragraph 1</b>	Transition: Topic Sentence: Evidence & Explanation:
<b>Body Paragraph 2</b>	Transition: Topic Sentence: Evidence & Explanation:
<b>Body Paragraph 3 if used</b>	Transition: Topic Sentence: Evidence & Explanation:
<b>Ending: Conclusion</b>	Wrap Up:

Try these Sentence Starters for Introducing Text Evidence

The author writes..., Based on the text..., In paragraph 3 it explains..., One detail that shows this is..., On page..., The graph or illustration shows..., Source Two has information about...

Try a Variety of Words that Mean "States" or "Says"

admits, agrees, comments, explains, hints at, illustrates, insists, notes, observes, points out, provides information, remarks, shows, suggests, supports





4-17-20

## Democracy

Democracy

In the United States, a system of representative democracy is used to govern the country. *Representative democracy* gives the power to the citizens to elect their governing officials through a process known as *voting*. In order for representative democracy to be successful, citizens are expected to demonstrate civic duty by doing the following:

1. Stay informed about what is happening in your community and country.
2. Participate in national and state elections by voting for individuals to represent your interests.
3. Volunteer your time in your community.
4. Communicate with public officials about events happening in your community and country.



By respecting the rights of others and promoting the common good in a community and country, citizens can co-exist peacefully.

Directions: Bubble in the correct answer.

1. A system of \_\_\_\_\_ is used to govern the people in United States.  
☐ voting                      ☐ civic duty                      ☐ democracy
2. Citizens elect their governing officials through a process known as \_\_\_\_\_.  
☐ voting                      ☐ civic duty                      ☐ democracy
3. In order for democracy to be successful, citizens are expected to demonstrate \_\_\_\_\_.  
☐ voting                      ☐ civic duty                      ☐ democracy

Directions: Fill in the blank with a complete sentence.

4. Explain why voting is important in a democracy. \_\_\_\_\_
5. Explain one way that a citizen can volunteer in his or her community. \_\_\_\_\_
6. Explain why it's important to respect the rights of others. \_\_\_\_\_

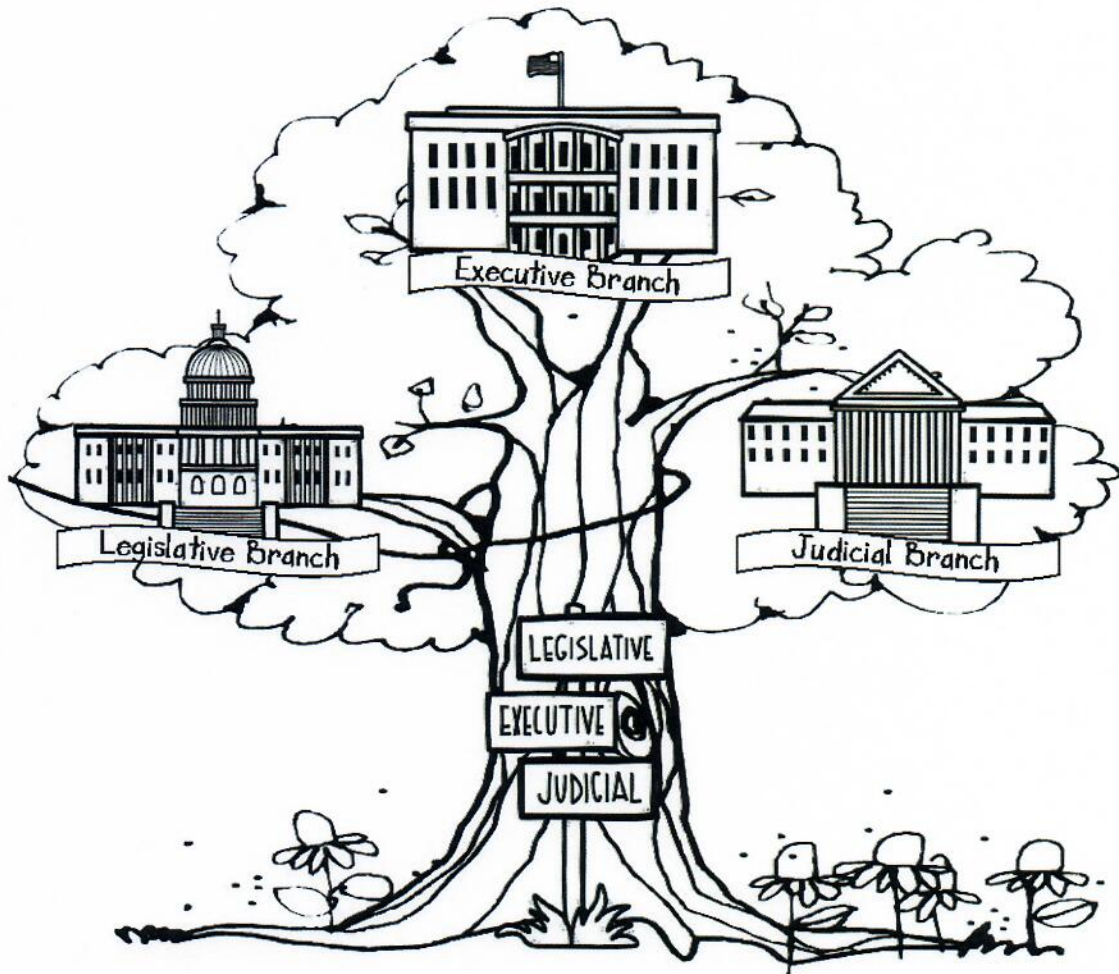
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4-20-20

### Three Branches of Government

Over the last 200 years, as more states were added to the Union, the system of government in the United States has remained largely the same. Americans still use *representative democracy* to govern the people. A system of checks and balances has been put in place to make sure one group does not receive too much power. The American government has been split into three parts with each part having an equal but separate job to do. These three parts are known as the Three Branches of Government.



Directions: Fill in the blanks below using the information from the passage and diagram above.

1. Why is there a system of checks and balances in place? \_\_\_\_\_
2. How many branches of government in the United States? \_\_\_\_\_
3. Name the branches of government. \_\_\_\_\_, \_\_\_\_\_, and \_\_\_\_\_

(Place thin line of glue here.)

Three Branches



4-21-20

## Executive Branch

The Executive Branch is made up of the President and Vice President. The President is seen as the leader of the United States Government and lives in the White House in Washington, DC. The President is both the Head of State and the Commander-in-Chief of the United States Armed Forces.

One of the main powers of the President is to sign legislation from Congress into law or to *veto* it. A veto means that, even though Congress voted for the law, the President does not agree. The legislation can still become a law if two-thirds of both the houses of Congress vote to overturn the veto.

The veto is just one example of the *checks and balances* put into place by the Constitution. One of the jobs of the President is to enforce and implement the laws set in place by Congress.

The President and Vice President are elected every four years. They can serve up to two terms in office. Each term is 4 years. In order to be elected for President, a candidate must have the following qualifications:

- \*35 years or older
- \*Natural born citizen
- \*Lived in US for at least 14 years

Draw or place a photo of your President here.



Draw or place a photo of your Vice President here.

Directions: Fill in the blanks using the information from the passage above.

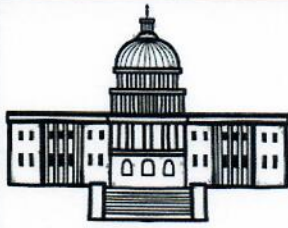
1. Who is the leader of the Executive Branch? \_\_\_\_\_
2. Name one of the main powers of the President. \_\_\_\_\_
3. If the President does not agree with a law, he may \_\_\_\_\_ it.
4. How often is an election held for the leader of the Executive Branch? \_\_\_\_\_
5. Name the current leader of the Executive Branch. \_\_\_\_\_
6. Name two of the qualifications in order to be President. \_\_\_\_\_

(Place thin line of glue here.)

Executive



4-22-20



### Legislative Branch

The Legislative Branch is made up of the House of Representatives and the Senate. These two groups together are known as Congress. Members of Congress work together at the Capital Building in Washington, DC.

One of the main jobs of Congress is to create legislation that can become laws. A President can *veto* the legislation if he or she does not agree with Congress. However, the legislation can still become a law if two-thirds of both houses of Congress vote to overturn the veto. This is all part of the checks and balances process put into place by the United States Constitution.

Two Senators from each state are elected to represent the interests of the citizens from their state while in Washington DC. The number of Representatives elected depends on the population or number of people living in that state. The larger the population, the more representatives that state is allowed. The smaller the population, the fewer representatives that state is allowed.

The terms served by these two groups are also different. Senators are elected every six years. Representatives are elected every two years. There is no limit to how many terms a member of Congress can serve as long as the people of their state continue to re-elect that person.

Directions: Fill in the blanks using the information from the passage above.

1. Congress is made up of which two groups?

2. What is the main job of Congress? \_\_\_\_\_

3. How is it decided how many Representatives each state receives?

4. How many Senators does each state receive? \_\_\_\_\_

5. Which group of Congress is elected every two years?

6. My state has \_\_\_\_\_ Representatives. (Use the Internet to help you find this information.)

(Place thin line of glue here.)

Legislative



4-23-20



### Judicial Branch

The Judicial Branch is made up of the Supreme Court and the justices or judges. The justices work at the Supreme Court Building located in Washington, DC. The Supreme Court is the highest court in the United States. The justices in the Supreme Court determine if the law is *constitutional* or if a law has been broken.

Decisions made by the Supreme Court are usually of national importance—meaning they effect the whole country. About 7,500 cases are sent to the Supreme Court every year. The justices select only about 150 cases to look at or review. All of the other courts in the country must follow the ruling of the national courts. The decisions of the Supreme Court are final and cannot be overturned.

Judges on the Supreme Court are selected by the President and confirmed by Congress. The justices serve for life. There are currently eight associative justices and one chief justice on the Supreme Court.

Directions: Fill in the blanks using information from the passage above.

1. What is the highest court in the land? \_\_\_\_\_
2. What is the job of this court? \_\_\_\_\_
3. Who selects the justices that serve on this court? \_\_\_\_\_
4. How long does a justice keep his or her job? \_\_\_\_\_
5. Approximately how many cases do the justices handle each year? \_\_\_\_\_
6. What qualifications do you think a justice must have to do a good job? \_\_\_\_\_
7. Use the Internet to research the names of the justices that currently serve on the Supreme Court.
  - a. \_\_\_\_\_ (Chief Justice)
  - b. \_\_\_\_\_
  - c. \_\_\_\_\_
  - d. \_\_\_\_\_
  - e. \_\_\_\_\_
  - f. \_\_\_\_\_
  - g. \_\_\_\_\_
  - h. \_\_\_\_\_
  - i. \_\_\_\_\_

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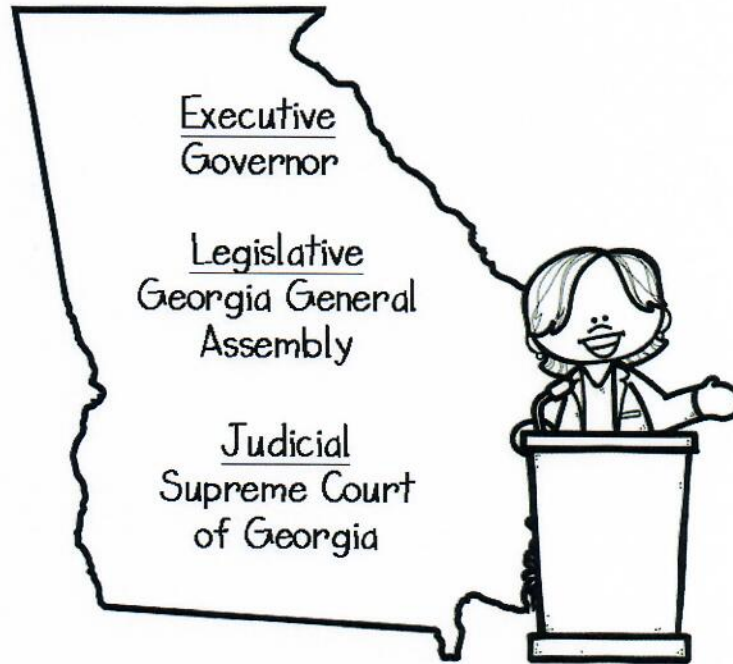


4-24-20

### Three Branches of State Government

You've just learned that the United States has three branches of government monitored by a system of checks and balances. Since the United States is such a large country, each branch of that government - executive, legislative, and judicial - works on the state level as well. These three branches enforce, create, and determine if the laws are fair to the citizens of a state.

### Three Branches of Georgia State Government



Directions: Compare the national and state government in a constructive response paragraph below.

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(Place thin line of glue here.)



Name: \_\_\_\_\_  
Georgia Studies Weekly

Date: 4-27-20  
Worksheet 16.1

## Branches of the National Government

Read each description for the branches of government. Sort each description and write it with the branch of government that it describes. You will not use all of the descriptions.

Executive	Judicial	Legislative

- Made up of House and Senate
- Makes certain that laws follow the Constitution
- Can veto or sign a bill
- Led by the president
- Led by the Supreme Court
- Wrote the U.S. Constitution
- Has 100 senators
- Made up of 9 justices
- Creates laws
- Enforces laws
- Led by Congress

4-28-20

Name:

BRANCHES OF GOVERNMENT

EXECUTIVE  
BRANCH

WHO

WHAT

WHERE

JUDICIAL BRANCH

WHO

WHAT

WHERE

LEGISLATIVE  
BRANCH

WHO

WHAT

WHERE



Name \_\_\_\_\_ 4-29-20

# Search and Find - Government

Find the three levels of government.

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Find three branches of government.

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Find the leader for each level of government.

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Find four duties of citizens.

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Find four words related to running for office.

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Find the two groups that work in the legislative branch.

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Find the two major political parties.

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V	R	E	P	R	E	S	E	N	T	A	T	I	V	E	S	L
N	O	C	A	M	P	A	I	G	N	A	T	I	O	V	U	E
N	N	T	A	L	G	O	V	E	E	L	E	C	T	I	P	G
E	R	R	E	V	R	N	O	R	D	R	E	D	P	T	R	I
V	E	P	R	N	S	E	N	T	I	A	J	E	T	U	E	S
I	V	L	O	C	A	L	I	V	S	E	U	M	S	C	M	L
T	O	E	X	E	E	T	C	U	E	T	D	O	R	E	E	A
A	G	I	V	T	E	W	I	H	R	I	I	C	E	X	C	E
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S	O	T	U	S	E	E	S	U	N	P	I	A	U	R	U	A
I	S	E	N	A	T	O	R	S	F	A	A	T	B	E	R	D
G	M	E	P	A	Y	T	A	X	E	S	L	C	L	O	T	I
E	U	R	B	T	R	E	G	I	S	T	E	R	I	T	A	D
L	O	E	W	H	I	T	E	H	O	U	S	E	C	P	X	N
B	D	E	Y	L	A	W	S	O	B	E	Y	L	A	W	S	A
C	A	P	I	T	O	L	B	U	I	L	D	I	N	G	L	C

## Word Bank:



national	executive	state
debate	pay taxes	legislative
representatives	campaign	vote
local	White House	candidate
judicial	governor	Supreme Court
president	obey laws	(Building)
Capitol Building	democrat	register
elect	candidate	republican
senators	mayor	

Find three places the government works in Washington DC..

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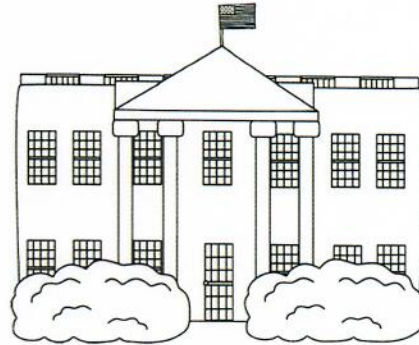
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Name \_\_\_\_\_ Date 4-30-20

### Government Vocabulary Test

- \_\_\_\_\_ Democracy
- \_\_\_\_\_ Representative Democracy
- \_\_\_\_\_ Direct Democracy
- \_\_\_\_\_ President
- \_\_\_\_\_ Governor
- \_\_\_\_\_ Mayor
- \_\_\_\_\_ Election
- \_\_\_\_\_ Council
- \_\_\_\_\_ Legislative Branch
- \_\_\_\_\_ Executive Branch
- \_\_\_\_\_ Judicial Branch
- \_\_\_\_\_ Separation of Powers



- a. the branch that carries out the laws
- b. the branch that makes the laws
- c. the branch that decides what the laws mean and whether they follow the Constitution; This branch decides if the laws have been broken.
- d. The leader of a town or city government
- e. The leader of a state government
- f. The leader of the United States of America
- g. Government by the people exercised either directly or by representatives
- h. Citizens vote directly for leaders and on issues
- i. Citizens choose leaders to represent them
- j. The process by which citizens vote for people to represent them
- k. A group of officials who make rules or laws
- l. The act of the three branches of government having different powers and different jobs so that one branch is not in complete control



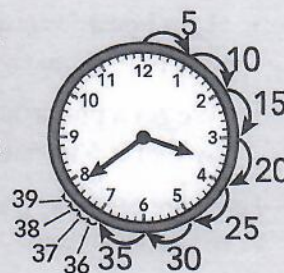
Dear Family,

**This week your child is learning to read a clock to tell time to the nearest minute.**



Children have learned that the short hand on a clock face shows the hour, and that it takes 1 hour for the short hand to move from one number to the next. They have learned that the long hand shows the minutes. This year they are learning to pay attention to and interpret the small marks that each show 1 minute.

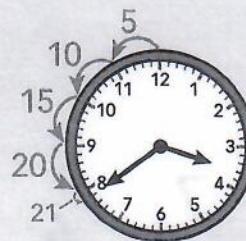
They find the hour first: Because the short hand has gone past the 3 and isn't to the 4 yet, the *hour* on this clock is 3. (For children who don't often see analog clocks, reading the hour can be a little tricky.)



Then, to find the minutes past the hour, they learn to start at the 12 and count by 5s for each number (1, 2, 3, etc.) up to the number just before the minute hand (7). The number 7 marks 35 minutes past the hour. Then they count the 4 small marks past the 7 to the exact location of the minute hand, to get to 39. The time is 3:39.

Instead of counting by 5s to find the minutes, children can also practice using multiplication facts. They multiply 7 by 5 (because the space between each number is 5 minutes) and then add 4.

Sometimes it's more helpful to know how many minutes it is until the next hour. Your child is learning to count backward from the 12, first by fives and then by ones to read the time on this clock at 21 minutes *before* 4 o'clock.



Invite your child to share what he or she knows about telling time to the minute by doing the following activity together.



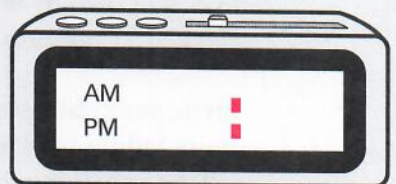
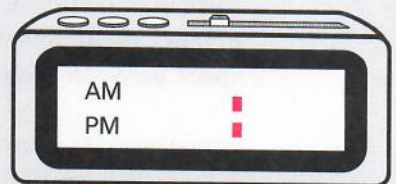
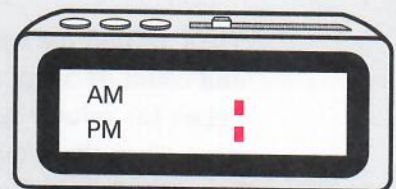
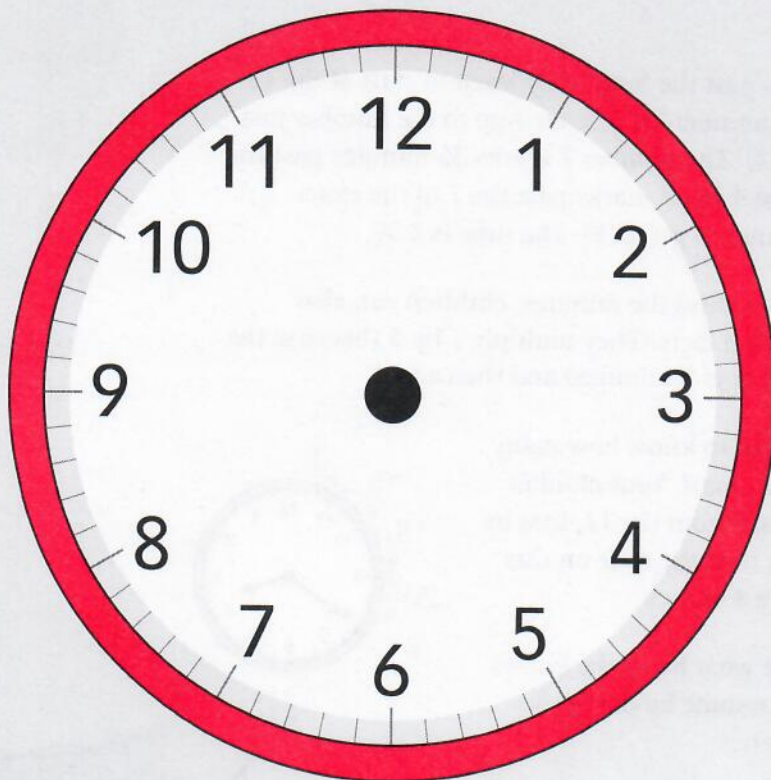


## Telling and Writing Time Activity

**Materials:** two crayons of different lengths, pencil

Do this activity to help your child connect telling time to the minute with everyday events in your family life.

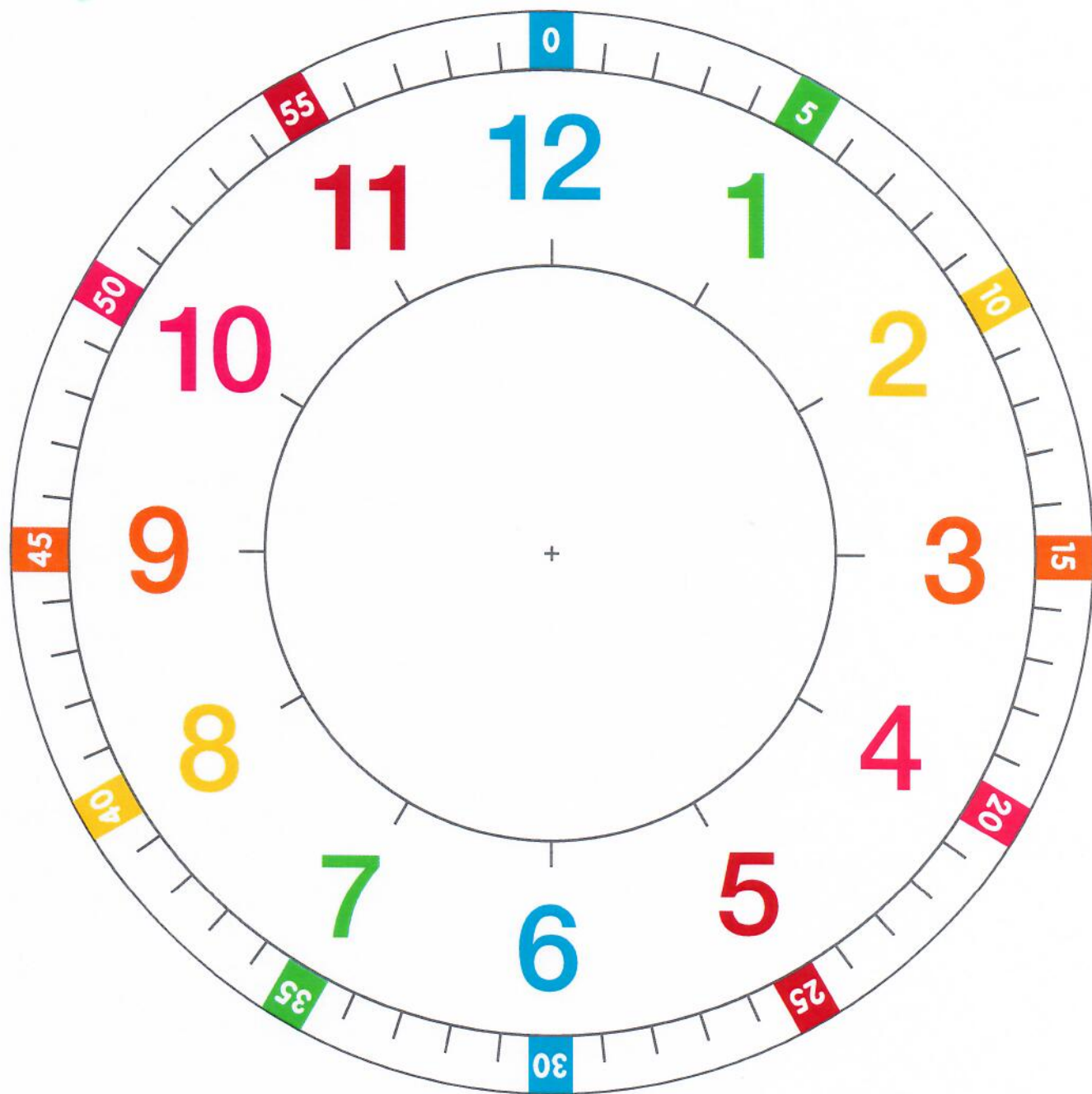
- Have family members take turns naming their favorite time of day, such as breakfast, bed time, or arriving home.
- Ask your child to place the crayons as hands on the clock to show the time of day that each activity happens. Help them record the time on the digital clocks. For example:
  - “I got home from work today at 5:43. Another way to say that time is 17 minutes before six o’clock.”
  - “We got a phone message at 6:54 this morning. Another way to say that is 6 minutes before 7 o’clock.”
- For more practice, place the hands on the clock, and ask your child to tell you the time.





4/17/20

# PRINTABLE LEARNING CLOCK // BY MINIECO.CO.UK



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4/17/2020

## Brainpop Jr. Time to The Minute

**Directions:** If you have the Internet, you can complete the activities online and do not need to complete it on paper.

### 1. Time to the Minute Draw About It

What does a clock look like when it is 7:07? Draw a clock that shows the time.

### 2. Time to the Minute Write About It

Moby has a tuba lesson at 4 o'clock. When he arrives, the minute hand is on the 4 and the hour hand is between the 4 and 5. Is he early or late? How do you know?

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4/9/2020

Time to the Minute : BrainpopJr.



**Go on a clock hunt! Can you find 20 clocks or watches?  
Write where and when you find each clock.  
Then, describe the clock.**



**Name:** \_\_\_\_\_

Where did you find the clock?	What time did you find it?	What is the clock like?
<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>



## Time to the Minute Word Play

Check out these key words from the Time to the Minute movie!

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



### hour hand

the short hand on the clock that shows the hour



### minute hand

the long hand on the clock that shows the minutes



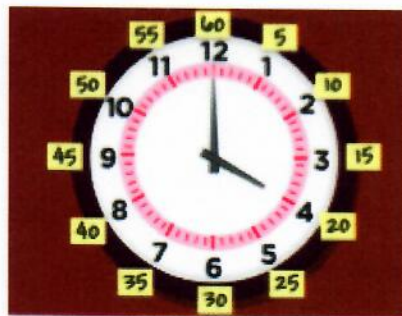
### hour

a unit of time equal to sixty minutes



### minute

a unit of time equal to sixty seconds. There are sixty minutes in one hour.



### skip-count

a strategy to add the same number many times. To skip-count by tens, you add 10 every time: 10, 20, 30.



## Time to the Minute - Easy Quiz

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

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

Class: \_\_\_\_\_



**1. What time does the clock show?**

- A. 4:05
- B. 4:11
- C. 4:45
- D. 4:50



**2. What time will it be in 32 minutes?**

- A. 2:32
- B. 3:32
- C. 4:32
- D. 5:32

**3. At 1:30, where is the hour hand on a clock?**

- A. between the 1 and 2
- B. between the 2 and 3
- C. exactly on the 1
- D. exactly on the 6

**4. When it is 15 minutes past the hour, the minute hand points to the 3. Which number does the minute hand point to at 2:20?**

- A. 1
- B. 2
- C. 3
- D. 4

**5. What is another way to write eleven fifteen?**

- A. 11:00
- B. 11:15
- C. 11:30
- D. 15:11





1. What time does the clock show?

- A. 7:40
- B. 7:43
- C. 8:45
- D. 8:48



2. The clock shows the time when Mia's class eats lunch. What time does Mia's class eat lunch?

- A. 12:58
- B. 12:41
- C. 12:38
- D. 12:28

3. On a clock, which number does the minute hand point to at 11:10?

- A. 1
- B. 2
- C. 10
- D. 11

4. At which time do the minute hand and hour hand point to the same number?

- A. 12:00
- B. 8:00
- C. 7:30
- D. 4:15

5. Moby looks at his watch. It is 12:16. What time will it be in 4 minutes?

- A. 12:26
- B. 12:24
- C. 12:20
- D. 12:04

# Tell and Write Time

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

## Prerequisite: Tell Time to 5-Minute Intervals

Study the example problem showing how to skip count to tell time. Then solve problems 1–6.

### Example

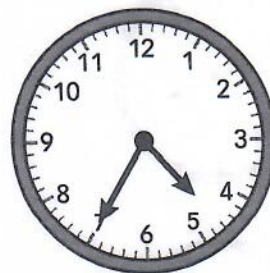
The clock shows the time that Julian finished his guitar practice. What time did his practice end?

The hour hand is past the 4, but it isn't at the 5 yet. The minute hand points to the 7. Skip count by fives 7 times to find the minutes.

5, 10, 15, 20, 25, 30, 35

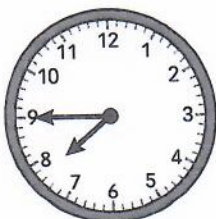
The clock shows 35 minutes after 4 o'clock.

Julian's guitar practice ended at 4:35.



Draw lines to match clocks that show the same time.

1



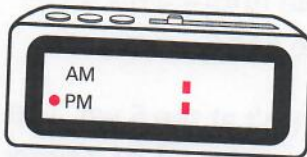


Write the time on the clocks so that each pair of clocks shows the same time.

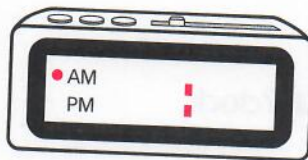
2



3



4



Draw hour and minute hands so that each pair of clocks shows the same time.

5



6



**Tell Time to the Minute**

**Study the example problem showing how to tell time to the minute. Then solve problems 1–9.**

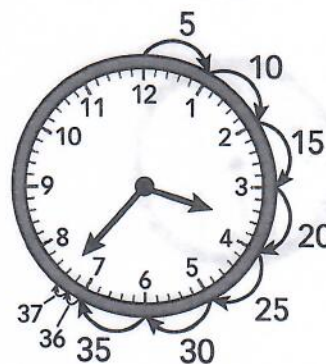
**Example**

What time does the clock show?

The hour hand shows that it is between 3 o'clock and 4 o'clock. It takes 5 minutes for the minute hand to move from one number to the next. It takes 1 minute for the minute hand to move from one mark to the next.

Count by fives from the 12 to the 7. Then count 2 more minutes.

The clock shows 37 minutes after 3, or 3:37.



- 1 Look at the red arrows on the clock. Count by fives and by ones to find the minutes before 4:00. Fill in the blanks.

5, 10, \_\_\_\_\_, \_\_\_\_\_, 21, \_\_\_\_\_, \_\_\_\_\_

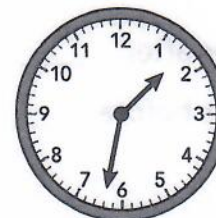
\_\_\_\_\_ minutes before \_\_\_\_\_



**Write the time in two ways.**

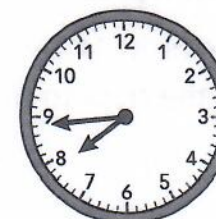
- 2 \_\_\_\_\_

\_\_\_\_\_ minutes before \_\_\_\_\_



- 3 \_\_\_\_\_

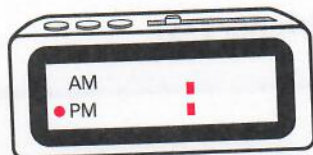
\_\_\_\_\_ minutes before \_\_\_\_\_



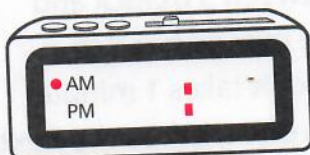


Write the time on the clock so that each pair of clocks shows the same time.

4



5



Draw the hands on the clock to show the time.

6

It is 13 minutes after 4.



M

7

It is 13 minutes before 7.



8

Write the time in three ways.

\_\_\_\_\_ minutes after \_\_\_\_\_  
 \_\_\_\_\_ minutes before \_\_\_\_\_



9

Look at the clock in problem 8.

What time will it be in 24 minutes?

Draw hands on the clock to show that time.



## Tell and Write Time

Solve the problems.

- 1 Which phrases describe the time shown on the clock? Circle the letter for all that apply.

- A 43 minutes after 7:00
- B 43 minutes before 7:00
- C 43 minutes before 8:00
- D 17 minutes before 7:00
- E 17 minutes before 8:00
- F 17 minutes after 7:00



Count back from the 12 to find how many minutes before the hour.



- 2 Carlotta got to the Toy Museum at 10:19. Circle the letter of the correct answer.

- A 19 minutes before 10:00
- B 19 minutes before 11:00
- C 41 minutes before 10:00
- D 41 minutes before 11:00

Are the minutes before the hour less than or more than 30?



Josh chose **B** as the correct answer. How did he get that answer?

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Solve.

- 3 Enrique left the science center at 12 minutes before 3:00. Draw hands on the clock to show this time.



Between which two numbers will the hour hand be?



- 4 Kamala got home from her jazz dance lesson at the time shown on the clock. Write the time in two ways.

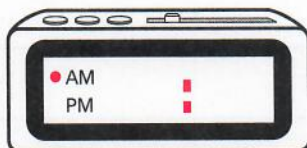


\_\_\_\_\_ minutes before \_\_\_\_\_

Between which two numbers is the hour hand?



- 5 Chen ate breakfast this morning at the time shown on the clock.



Write the time on the digital clock. Mark A.M. or P.M.  
Then tell the time before the hour.

\_\_\_\_\_ minutes before \_\_\_\_\_

Think about what Chen is doing. Is this something he would do when it's A.M. or P.M.?



Dear Family,

This week your child is learning to solve word problems involving elapsed time.

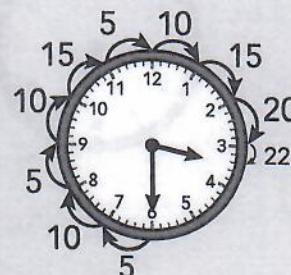


**Elapsed time** is the amount of time that has passed between a starting time and an ending time.

Your child might see a problem like this one, where you know the elapsed time and the starting time, and are asked to find the ending time.

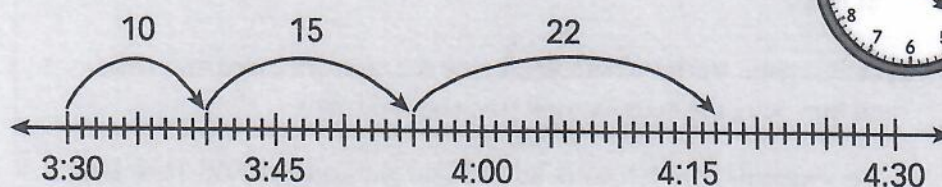
Paul started his homework at 3:30. He spent 10 minutes on math, 15 minutes on reading, and 22 minutes on science. What time was it after he did those three parts of his homework?

The first clock shows the time Paul started his homework, 3:30. The arrows show the movement of the minute hand as it moves through the 10 minutes he spent on math, then 15 minutes for reading, and then 22 minutes for science.



The minute hand ends up at 17 minutes past the hour. Since it moved past the 12, the hour changed from 3 to 4. Paul finished his homework at 4:17.

A number line is another way to show this.



Starting at 3:30, the three jumps along the number line show how many minutes it took Paul to do the three parts of his homework. Where the last jump ends is the ending time, or the time that Paul finished his homework.

Invite your child to share what he or she knows about solving problems involving elapsed time by doing the following activity together.



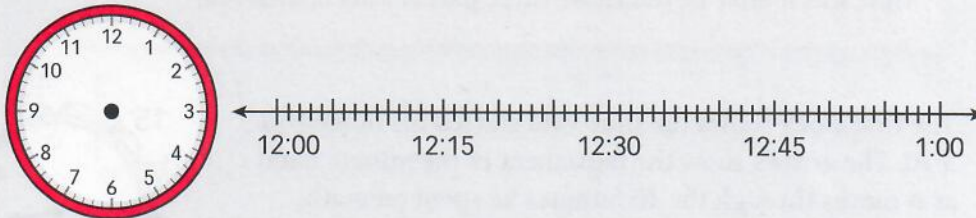


## Solving Problems About Time Activity

Work with your child to solve real-life problems about elapsed time. Talk with your child about activities you enjoy doing together and how much time they take.

Then create stories in which you know the start time and how long activities take (the elapsed time). Talk about how to find the end time. Discuss how to use a clock or a number line (like the one shown) to help find the ending time.

For example: Donna started her swim lesson at 12:30. She warmed up for 5 minutes. For 10 minutes she practiced side breathing, and for 15 minutes she worked on her freestyle stroke. When did her lesson end?



Then, create stories where you know how long activities take (the elapsed time) and you know the end time, but need to find out the start time.

For example: Dinner needs to cook for 25 minutes, and then cool for 5 minutes. What time should dinner go in the oven if you want to eat at 6:30?

Finally, create stories where you know the start time and end time. Find how long the activity took (the elapsed time).

For example: You left work at 6:25 and got home at 7:05. How long did it take you to get home?

Best of all, recognize opportunities throughout the week when you yourself are actually solving problems about time. Share these problems with your child to provide *actual* real-world practice!

4/21/2020

## Brainpop Jr. Elapsed Time Assignment

**Directions:** If you have the Internet, you can complete the activities online and do not need to complete this.

### 1. Elapsed Time Draw About It:

Moby's movie started at 6:30. It was 97 minutes long. Draw a clock showing what time the movie ended.

### 2. Elapsed Time Activity



**Grab a partner and measure how long it takes to do the activities below. Use a clock with a second hand.**

Partner 1 Name: \_\_\_\_\_ Partner 2 Name: \_\_\_\_\_

**Sing the alphabet.**

Partner 1	Partner 2
Start time: ____ : ____	Start time: ____ : ____
End time: ____ : ____	End time: ____ : ____
Elapsed time: ____ : ____	Elapsed time: ____ : ____

**Read one page of a book.**

Partner 1	Partner 2
Start time: ____ : ____	Start time: ____ : ____
End time: ____ : ____	End time: ____ : ____
Elapsed time: ____ : ____	Elapsed time: ____ : ____

**Write your name.**

Partner 1	Partner 2
Start time: ____ : ____	Start time: ____ : ____
End time: ____ : ____	End time: ____ : ____
Elapsed time: ____ : ____	Elapsed time: ____ : ____

**Tie a shoelace**

Partner 1	Partner 2
Start time: ____ : ____	Start time: ____ : ____
End time: ____ : ____	End time: ____ : ____
Elapsed time: ____ : ____	Elapsed time: ____ : ____





## Elapsed Time - Easy Quiz

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

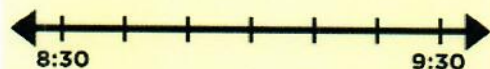
Date: \_\_\_\_\_

Class: \_\_\_\_\_



**1. What time will it be in 35 minutes?**

- A. 1:50
- B. 1:45
- C. 1:35
- D. 1:30



**2. Becca walked her dog. She left at 8:40 and returned at 9:20. How long did it take?**

- A. 40 minutes
- B. 35 minutes
- C. 30 minutes
- D. 25 minutes

**3. Grandpop took a train to visit his friend. He left at 11:45 a.m. and arrived at 3:15 p.m. How long was the train ride?**

- A. 3 hours and 30 minutes
- B. 3 hours and 45 minutes
- C. 4 hours and 30 minutes
- D. 4 hours and 45 minutes

**4. Mia's band practice starts at 2:50. It is 1 hour and 10 minutes long. What time will it end?**

- A. 3:45
- B. 3:50
- C. 4:00
- D. 4:10

**5. Moby puts a cake in the oven at 6:30. He takes it out at 7:01. How long was the cake baking?**

- A. 29 minutes
- B. 30 minutes
- C. 31 minutes
- D. 32 minutes



## Elapsed Time - Hard Quiz

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

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

Class: \_\_\_\_\_



1. What time will it be in 1 hour and 5 minutes?

- A. 12:18
- B. 12:17
- C. 12:16
- D. 12:15

Museum Tour: 1:15 - 3:30	
Start	1:15
+15 minutes	1:30
+1 hour	
+1 hour	3:30 End
2 hours and 30 minutes	

2. Moby goes on a tour from 1:15 to 3:30. He uses a chart to figure out how long the tour is. What is the missing time in the chart?

- A. 2:30
- B. 2:15
- C. 3:00
- D. 3:15

3. Mia rides her bike to the library. She leaves at 2:50 and arrives at 3:16. How long did it take to get there?

- A. 31 minutes
- B. 28 minutes
- C. 26 minutes
- D. 23 minutes

4. Grandpop has dentist appointment at 1:15. It takes 25 minutes to get there. What time should he leave?

- A. 12:50
- B. 12:45
- C. 12:40
- D. 12:30

5. Becca worked on her science project for 70 minutes. She started at 10:40. What time did she stop?

- A. 11:40
- B. 11:50
- C. 12:00
- D. 12:05



## Solve Problems About Time

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

## Prerequisite: Tell Time to the Minute

Study the example problem showing how to tell time to the minute. Then solve problems 1–7.

**Example**

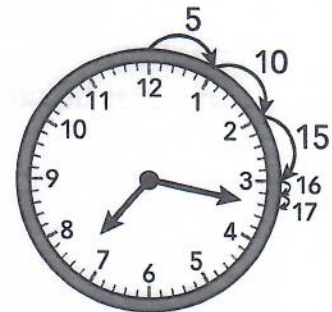
Oscar took his pet hamster out of its cage to play. The clock shows what time it was. What time did Oscar take the hamster out of the cage?

The hour hand shows that it is between 7 and 8 o'clock. It takes 5 minutes for the minute hand to move from one number to the next. It takes 1 minute for the minute hand to move from one mark to the next.

Count by fives from the 12 to the 3. Then count 2 more minutes.

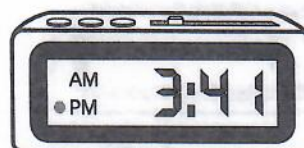
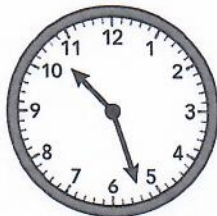
The clock shows 17 minutes after 7, or 7:17.

Oscar took the hamster out of the cage at 7:17.



Draw lines to match clocks that show the same time.

1



## Solve.

- 2** Look at the arrows on the clock. Count by fives and by ones to find the minutes before the hour. Fill in the blanks.

5, \_\_\_\_\_, 11, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_

It is \_\_\_\_\_ minutes before \_\_\_\_\_.



## Write the time in two ways.

- 3** \_\_\_\_\_  
\_\_\_\_\_ minutes before \_\_\_\_\_



- 4** \_\_\_\_\_  
\_\_\_\_\_ minutes before \_\_\_\_\_



## Draw the hands on the clock to show the time.

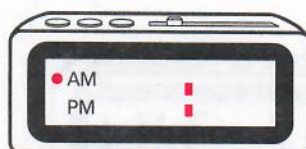
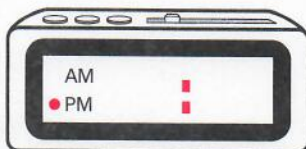
- 5** It is 22 minutes before 4:00.



- 6** It is 9 minutes after 9:00.



- 7** Write the times from problems 5 and 6 on the clocks below.





## Find the End Time in Word Problems

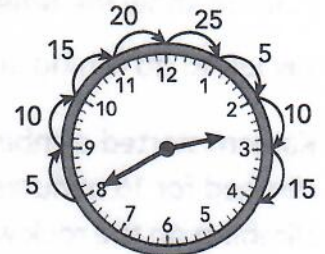
Study the example problem showing how to find the end time when you know the start time and the elapsed time. Then solve problems 1–6.

**Example**

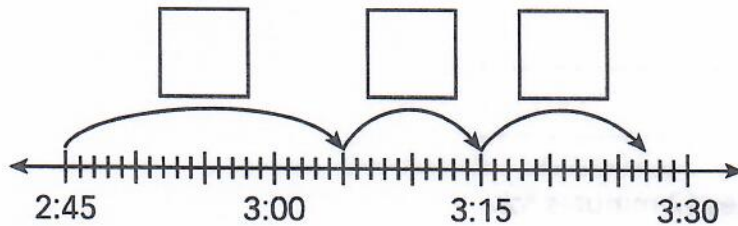
Anna started walking her dog, Pickles, at 2:40. She walked for 25 minutes. Then she played ball with Pickles for 15 minutes. What time did Anna finish?

Start at 2:40. Count 25 minutes for the walk. Then count 15 minutes for playing ball. The minute hand went past 12, so the hour moved ahead to the 3. The minute hand ended on the 4.

The second clock shows the end time, which is 3:20.



- 1 Alma got to the playground at 2:45. She spent 20 minutes on the swings and 10 minutes on the jungle gym. She played on the slide for 12 minutes. Then she went home. What time did Alma go home? Fill in the blanks.



Alma went home at \_\_\_\_\_.

- 2 Juanita got in line for the Safari Ride at 11:55. She waited in line for 8 minutes. The ride lasted for 7 minutes. What time did she get off the ride?



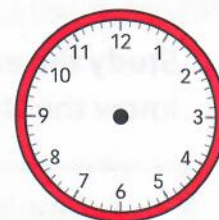
*Solution:* \_\_\_\_\_

**Vocabulary**

**elapsed time** the time between a start time and an end time.

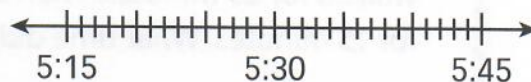
## Solve.

- 3 Jay went outside at 10:50 and spent 35 minutes looking for worms. Then he took 10 minutes to collect his gear. After that Jay went fishing. What time did Jay leave to go fishing? Draw hands on the clock to show the time. Write the time.



Jay left to go fishing at \_\_\_\_\_.

- 4 Kareem started climbing on the rock wall at 5:20. He climbed for 16 minutes. What time did Kareem finish climbing on the rock wall?



*Solution:* \_\_\_\_\_

- 5 The Mendoza family left home at 10:30. They drove 25 minutes and stopped at the store. The family spent 20 minutes in the store. Then they drove another 13 minutes to get to the beach. What time did they get to the beach?

**Show your work.**

*Solution:* \_\_\_\_\_

- 6 Sharna leaves school at 3:10. It takes 12 minutes for her to walk home from school. It takes 7 minutes for her to gather her soccer equipment and 10 more minutes to get to the soccer field. Soccer practice starts at 3:45. Sharna thinks she will be late. Do you agree? Explain.

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## Find the Start Time in Word Problems

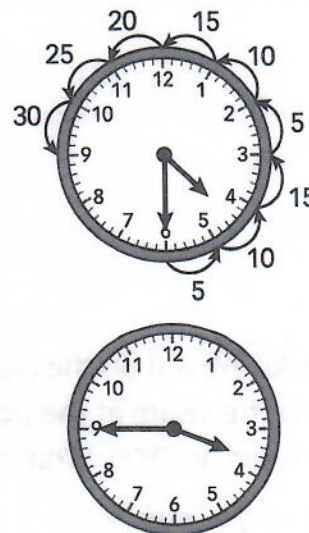
**Study the example problem showing how to find the start time when you know the end time and the elapsed time. Then solve problems 1–5.**

**Example**

Ming is riding her bike to Carmen's house. She wants to be there by 4:30. First she has to do homework for 30 minutes. The bike ride takes 15 minutes. What time should Ming start her homework?

Start at 4:30. Count back 15 minutes for the bike ride. Then count back 30 minutes for homework. The minute hand went past 12, so the hour moved back to the 3. The minute hand ended on the 9.

The second clock shows the start time, which is 3:45. Ming should start her homework by 3:45.



- 1** Johanna and her mom want to get to the birthday party at 2:00. It is a 25-minute walk. On the way, they plan to stop for 15 minutes to get a card. What time should they leave? Show how to count backward on the number line.



**Solution:** \_\_\_\_\_

- 2** If they drive, it takes 8 minutes to get to the party. Johanna and her mother still want to stop and get a card. What time should they leave if they drive to the party? Explain.

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**Solve.**

- 3** A movie starts at 5:15. Rudy wants to get to the theater 25 minutes before the movie starts. It takes 10 minutes to drive to the theater. What time should Rudy leave home?

**Show your work.**

*Solution:* \_\_\_\_\_

- 4** Carlos played on the playground for 12 minutes. Then he swam at the pool for 25 minutes. He finished at 12:00. What time did he start playing?

**Show your work.**

*Solution:* \_\_\_\_\_

- 5** Allie was done with gymnastics practice at 7:30. At practice, she tumbled for 20 minutes. Then she worked on the balance beam for 10 minutes. Allie also practiced on the trampoline for 15 minutes. What time did she start practice?

**Show your work.**

*Solution:* \_\_\_\_\_



**Solve Problems About Time****Solve the problems.**

- 1 The Soto family sat down at a table at a restaurant. Then they waited 10 minutes to order their food. They waited 20 minutes until the food arrived. They took 25 minutes to eat dinner and were done at 6:30. What time did they sit down at the table? Circle the letter of the correct answer.

A 5:25

C 5:45

B 5:35

D 7:25

Dana chose **D** as the correct answer. How did she get that answer?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Is the time they sat down before or after 6:30?



- 2 Rashid made a stuffed bear at the toy store. He started at 4:40. He spent 25 minutes at the stuffing table and 21 minutes at the decorating table. Then he was done. What time did he finish?

**Show your work.**

How many minutes does it take the hour hand to move to the next hour?



**Solution:** \_\_\_\_\_

## Solve.

- 3** Gino and his brothers, Brad and Tony, want to leave at 11:15 to go to the park. Choose Yes or No to tell whether each brother will be ready in time.

a. Gino starts at 10:50.  
He takes 15 minutes to shower and 8 minutes to get dressed.

☐ Yes ☐ No

b. Brad starts at 10:45.  
He takes 15 minutes to eat a sandwich and 10 minutes to wash up.

☐ Yes ☐ No

c. Tony starts at 11:05.  
He takes 9 minutes to get dressed and 3 minutes to brush his teeth.

☐ Yes ☐ No

Do you count forward or backward from each start time?



- 4** How long is it from 7:06 to 7:32? Circle the letter of the correct answer.

A 16 minutes

C 26 minutes

B 24 minutes

D 38 minutes

How might you use subtraction to find the answer?



- 5** Nathan's family wants to be at Grandma's house by 10:45. They need to take a 50-minute bus ride. Then they have to walk for 12 minutes. They can take a bus that leaves at 9:45 or one that leaves at 9:30. Which bus should the family take? Explain.

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It's okay to get there a little early.





# Unit 5 Game

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

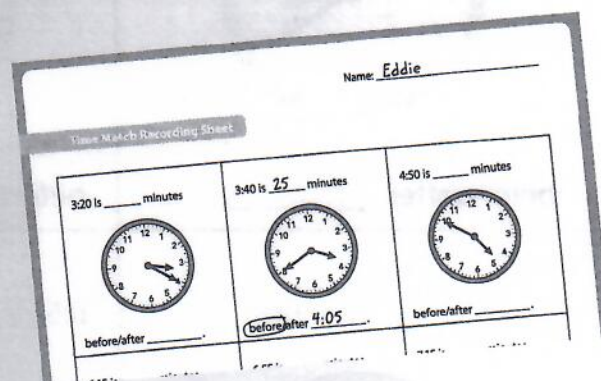
## Time Match

**What you need:** Recording Sheet, Game Cards



### Directions

- Mix the Game Cards and place them face down in a pile.
- Take turns. Draw a card. Figure out what time the card asks for.
- Find the clock that shows that time on your Recording Sheet.
- Fill in the blanks to describe the match, and circle *before* or *after*.
- If you can't use the card, return it to the bottom of the pile. Your turn ends.
- The first person to fill three clocks in a row in any direction wins.



I counted back  
5 minutes to  
get to 4:00, then  
20 minutes more  
to get to 3:40.



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

## Time Match Recording Sheet

3:20 is \_\_\_\_\_ minutes



before/after \_\_\_\_\_.

3:40 is \_\_\_\_\_ minutes



before/after \_\_\_\_\_.

4:50 is \_\_\_\_\_ minutes



before/after \_\_\_\_\_.

6:15 is \_\_\_\_\_ minutes



before/after \_\_\_\_\_.

6:55 is \_\_\_\_\_ minutes



before/after \_\_\_\_\_.

7:15 is \_\_\_\_\_ minutes



before/after \_\_\_\_\_.

7:55 is \_\_\_\_\_ minutes



before/after \_\_\_\_\_.

9:30 is \_\_\_\_\_ minutes



before/after \_\_\_\_\_.

10:15 is \_\_\_\_\_ minutes



before/after \_\_\_\_\_.

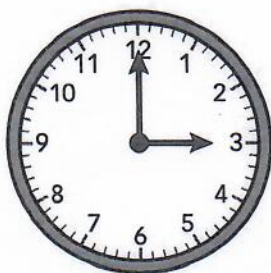


# Time Match

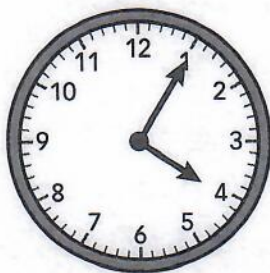
## Game Cards 1



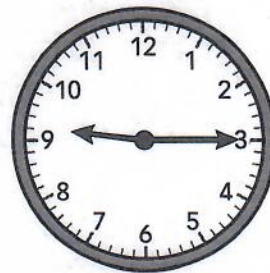
40 minutes after



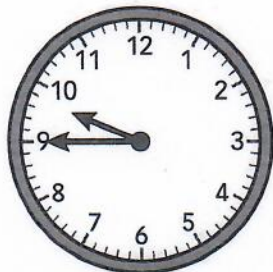
25 minutes before



15 minutes after



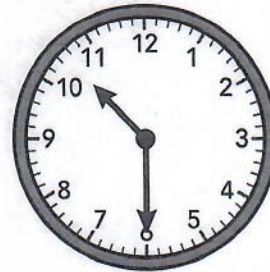
15 minutes before



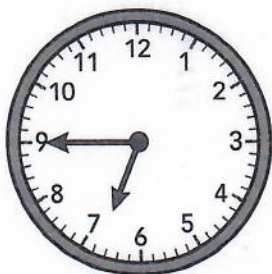
45 minutes after



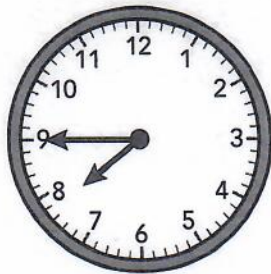
15 minutes before



30 minutes after



30 minutes before



10 minutes before



# Time Match

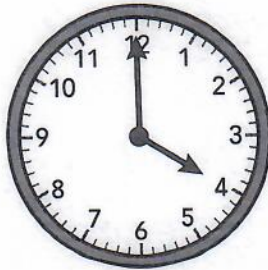
## Game Cards 2



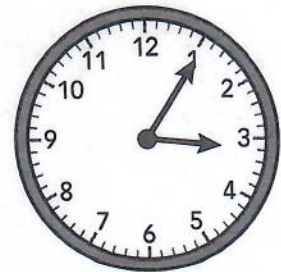
15 minutes before



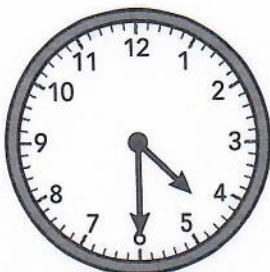
40 minutes before



15 minutes after



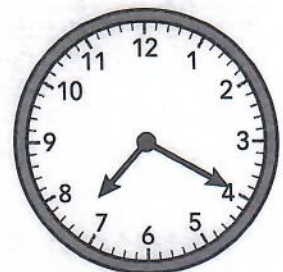
20 minutes after



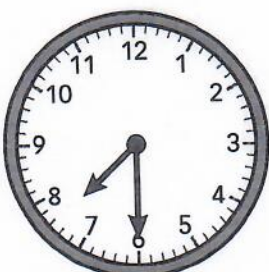
20 minutes before



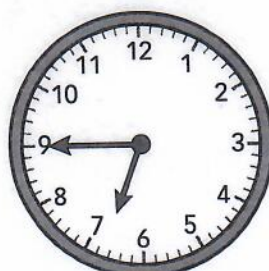
25 minutes before



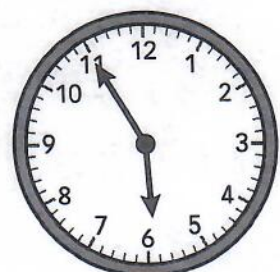
35 minutes before



30 minutes before



20 minutes after





Dear Family,

This week your child is learning about measuring liquid volume using liters.

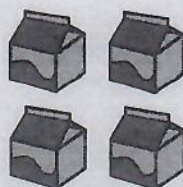


**Liquid volume** is the amount of space a liquid takes up.

One standard unit used to measure liquid volume is called a liter. A **liter** is about the same amount as a quart. It is helpful to picture about how much a liter is. A liter is approximately:



the amount of water  
in a large water bottle



the amount of milk in  
4 small milk cartons

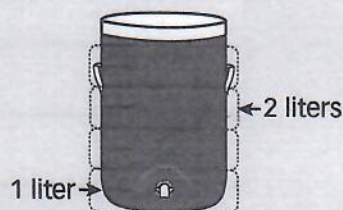


the amount of milk in  
 $\frac{1}{4}$  of a gallon

Your child will use addition, subtraction, multiplication, and division to solve word problems related to liquid volume.

For example, the dotted lines on this water jug show sections that each hold 2 liters. There are 4 sections, so the container holds a total of 8 liters.

If this 8-liter container is filled with juice, and 4 teams want to share it equally, how many liters of juice will each team get?



Your child might write number sentences like these to solve this problem:

$$8 \div 4 = ? \quad \text{or} \quad 4 \times ? = 8$$

Invite your child to share what he or she knows about measuring liquid in liters by doing the following activity together.

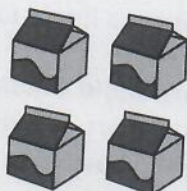


## Liquid Volume Activity

Help your child develop familiarity with the size of a liter. Go on a scavenger hunt to find containers that hold *about one liter*, *less than one liter*, and *more than one liter*. Record the containers on the chart below. Remember, one liter is about



the amount of water  
in a large water bottle



the amount of milk in  
4 small milk cartons



the amount of milk in  
 $\frac{1}{4}$  of a gallon

Some containers you might find are a flower vase, a baby food jar, a garbage can, or a paper cup. Any of these can be a good start to your list.

About one liter	Less than one liter	More than one liter

If you have a 1-liter (or 1 quart) plastic beverage bottle or yogurt container, use it to check your thinking.

- Fill the liter bottle with water and then pour into each container to check whether the liter bottle holds more, less, or almost the same amount.
- Make the activity more challenging by estimating how many liters each of the larger objects holds, and then check your estimates!



## Liquid Volume

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

**Prerequisite: Use Measurement Tools**

**Study the example showing how to choose a tool to measure an object. Then solve problems 1–7.**

**Example**

Which tool can you use to find out how much water the fish tank can hold?



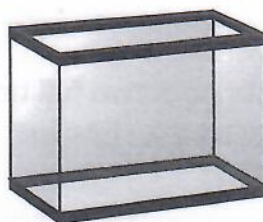
scale



ruler



clock

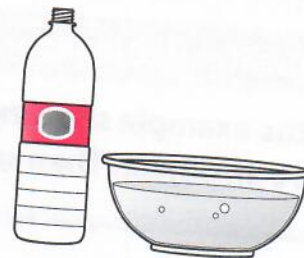
measuring  
cup

Use the measuring cup. Fill the one-liter measuring cup with water, and pour it into the fish tank. Count how many times you pour a full liter into the tank. Then you know how much water the fish tank can hold.

- 1 Which tool can you use to find out how long the fish tank is?  
\_\_\_\_\_
- 2 Which tool can you use to find out how tall the fish tank is?  
\_\_\_\_\_
- 3 Which tool can you use to find out how heavy the fish tank is?  
\_\_\_\_\_

## Solve.

Chang emptied one full water bottle into a small bowl. The picture shows the result.



- 4 Which can hold more water, the bottle or the bowl? Explain your answer.

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- 5 Do you think Chang could pour two full bottles of water into the bowl? Explain your answer.

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- 6 Leo has a different-size bottle of water. He empties his bottle into a small bowl just like Chang's. Will the bowl be full? Explain your answer.

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- 7 Petra has some bottles of water exactly the same size as Chang's bottle. She empties 3 bottles of water into a different-size bowl. Do you think Chang's bowl or Petra's bowl is larger? Explain your thinking.

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**Estimate Liquid Volume**

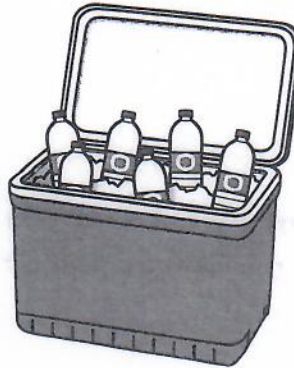
**Study the example showing how to estimate liquid volume. Then solve problems 1–7.**

**Example**

Jan is going to pour water into a picnic cooler. She is trying to estimate how many liters it can hold when it's full.

It looks like the cooler can hold about 12 bottles.

Since there would be space between the bottles, Jan estimates the cooler might hold about 15 liters of water.



- 1** The can of juice holds 1 liter. About how many liters could the pitcher hold? How did you decide?

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1 liter



? liters

- 2** Which of these items could hold about 1 liter of water? Circle the letter for all that apply.
- A** a trash can                      **C** a coffee pot
- B** a bathtub                        **D** a flower vase
- 3** A kitchen sink holds about 40 liters of water. What could hold more than 40 liters of water? Circle the letter of the correct answer.
- A** a bathtub                        **C** a coffee cup
- B** a cooking pot                   **D** a cereal bowl

**Vocabulary**

**liter** a unit of capacity, or liquid volume. Some water bottles hold one liter of water.



## Solve.

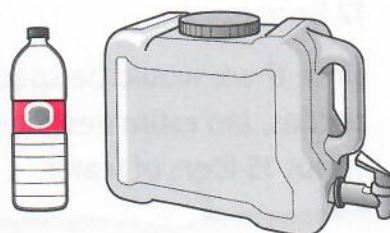
- 4 This juice dispenser has 3 liters of juice in it. About how many liters does this juice dispenser hold when it is full? Circle the letter of the correct answer.

A 2 liters  
B 3 liters  
C 6 liters  
D 10 liters



- 5 About how many liters of water can the large jug hold? Circle the letter of the correct answer.

A  $\frac{1}{2}$  liter  
B 1 liter  
C 2 liters  
D 8 liters



1 liter

? liters

- 6 Explain how you estimated the answer to problem 5.

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- 7 Look closely at the 1-liter water bottle and the large jug in problem 5. Explain how to estimate the fraction of the large jug that can be filled with 1 liter of water.

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