

## 2nd and 3rd Grade Distance Learning

In order to support distance learning without the use of technology, we are providing printed lesson copies. These include supplemental activities, intended to provide choice to your child and family.

This module includes 5 lessons intended to take 2 days each. It is not required to complete every activity in each lesson. Additionally, two choice boards are provided, a menu of activities for health and wellness activities and another for supplemental learning activities.

We encourage your family to choose the learning that best meets your current needs.

Please let us know how we can best support you during this time.

- **Student Letter** p. 2
- **Parent/Guardian/Caretaker Letter** p. 3
  - This includes a Unit and Module overview
- **I am a Hero - Lesson #1** pgs. 4-6
  - Extra trading card templates at end of packet
- **I Communicate My Emotions - Lesson #2** pgs. 7-10
  - Extra face templates at end of packet
- **I Make the World Healthier - Lesson #3** pgs. 11-13
- **I Make the World Better - Lesson #4** pgs. 14-18
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# Hello

**We miss you!**  
**We care about you!**  
**We love you!**

We made some activities for you to learn and have fun at home. Do your best and save your favorite work, your teacher will be in touch to talk about what you are working on. We will do an epic show-and-tell when we get to go back to school!

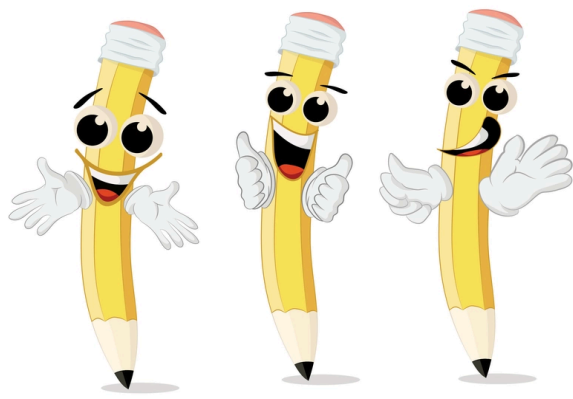
You will be working on a community action hero project where you will write a comic story about a heroic student who invents a way to improve the health of their community. We will begin by creating an author trading card, drawing comic characters, and thinking like an inventor.

## **Big Questions:**

Who am I?

How do I show my feelings?

How can I make an everyday object better?



April 2020

Dear Parents/Guardians/Caretakers:

As hard as the last few weeks have been and the coming weeks may be, we want to acknowledge students and families have been doing incredible things at home. From checking on friends and family to creating new pieces of art, many wonderful things have been brewing in the midst of social distancing. Parents and other adults at home have been finding opportunities to keep students learning, often while navigating their own new working or loss of work conditions. You are setting examples of resilience, health, and love during these unprecedented times.

As school resumes through distance learning, we will offer a series of modules that will allow students to continue their learning from home, pursue their interests, and grow in their ability to utilize their personal strengths. We hope you find these resources rooted in care and connection and that they encourage critical problem solving, collaboration, communication and creativity. We know that supporting student learning from home may be stressful and encourage you and your child(ren) to engage with these materials in the ways that best meet your needs. As we check in each week, please let us know what is working and how we can best support you. Please know we are grateful for the time you can support your child(ren) and that we recognize how much this asks of you, especially for our youngest students. Please do not feel obligated to complete every task, the goal is to provide choice and opportunity for you and your family.

### **Project Summary**

This project engages students in learning, thinking, and action about community through:

- A focus on community health
- Thinking about self as hero, engineer, author
- Creating a comic about a student who makes their community healthier

Each lesson in this module is designed to take two days. Supplemental activities are also included.

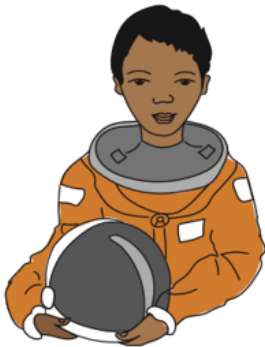
Thank you for all you are doing to support your child(ren) during these difficult times. Again, please do not hesitate to contact me for any needed help.

# I am Heroic

**Heroes can include family members, community helpers, role models, and fictional characters.** You are a hero by staying home and preventing the spread of the coronavirus. Many of us have a story to our name. Some of us have more than one name, nicknames, or other ways to write our name.

**Here is some information about Mae Jemison.** She is a researcher, a doctor, and the first African American female astronaut to go to space. She is a hero.

## Who is Mae Jemison?



Mae Jemison is a scientist. She is a researcher. She worked hard to become the first African American woman to enter space.

She was born in Decatur, Alabama, on October 17, 1956, but she grew up in Chicago, Illinois, after turning 3 years old. She has two older siblings, a sister and a brother. When she was little, she liked to dance. She liked science and astronomy. She wanted to go to space.

Mae went to college in California and New York. She kept dancing while at school. Finally, Mae became a doctor. She worked in Africa as a doctor for two years.

On her second try, Mae became an astronaut for NASA. She finally went to space! She was on the same mission as the first Japanese astronaut.

After leaving NASA, she started a camp called The Earth We Share. The camp helps kids learn more about science. Kids go to the camp from around the world. At the camp, young scientists get to share their ideas about future missions.

Now Dr. Jemison lives in Texas. She still does research. She is trying to find ways to get to another star. All her work inspires others to reach for the stars, too!

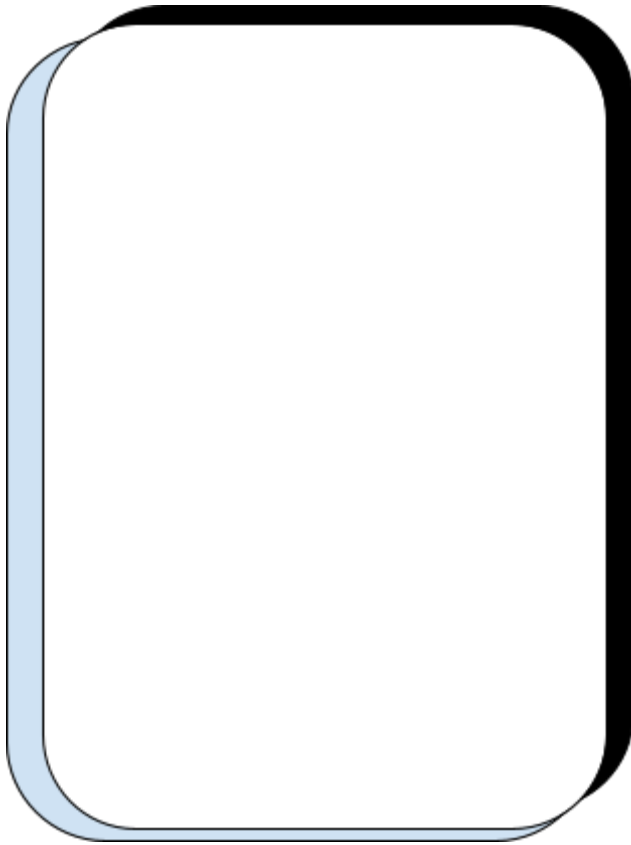
### Think/Discuss/Write:

- What are some things Mae Jemison liked to do as a child?
- Why is Mae Jemison famous?
- Where did Mae Jemison go to school?
- What else would you like to know about Mae Jemison?
- What would you want to do at space camp?
- What would you want to research on your mission to space?

**Write a list of your heroes.** These can be people you know, people from your community, famous people, or characters from books. Write three facts about each hero. Write three describing words (adjectives) about each hero.

**Choose a hero from your list.** Create an action trading card about them. Now create one about you to use as your author biography in the comic you will be writing.

# Hero Trading Cards



## My Hero Stats

Name:

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Nickname:

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3 Describing Words:

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3 Facts:

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Likes/Dislikes:

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What makes this person heroic?

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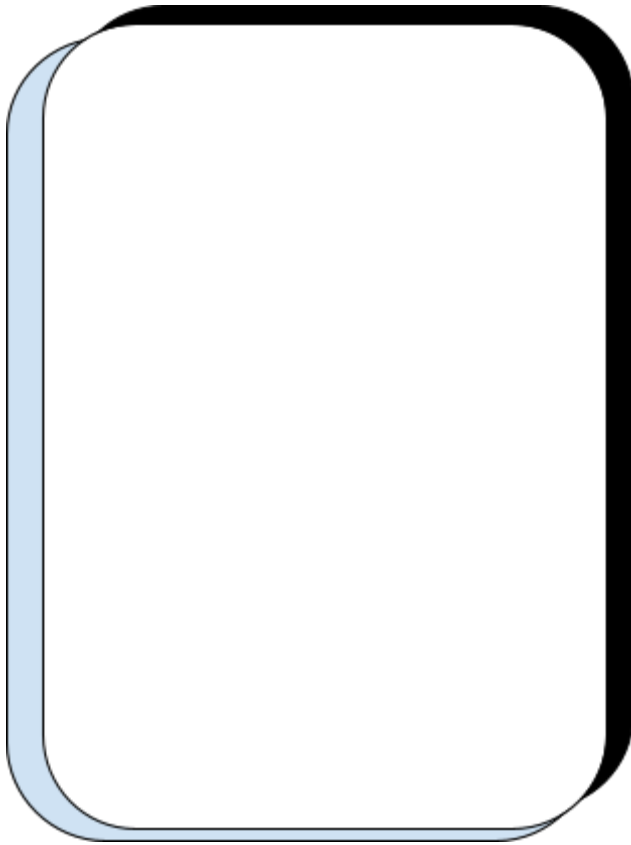
I am like/unlike this hero because

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# Hero Trading Cards



## My Heroic Stats

Name:

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Nickname:

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3 Describing Words:

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3 Facts:

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Likes/Dislikes:

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I am a hero because

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I like to learn about

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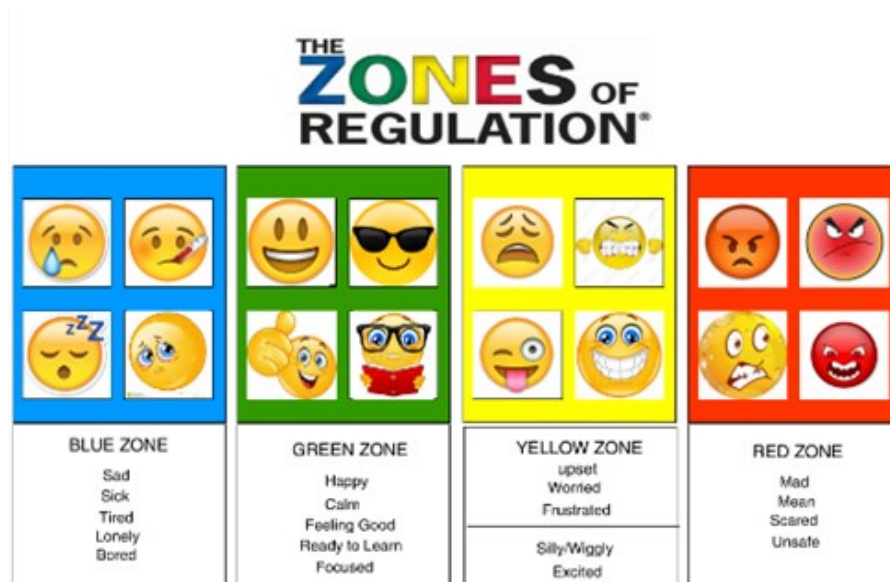
# I Communicate My Emotions

**Everyone has emotions.** It is normal to feel happy, sad, mad, and scared, sometimes at the same time. We think these in our mind and feel them in our body.

**We even use emojis** to communicate how we feel. Stand in the mirror and make each face. What does your body feel like when you act out each emotion? How can you make your arms and hands match your face?



**We can sort our emotions into the zones of regulation.** Green is the zone that is ready to learn. Blue means we are lacking energy and focus. Yellow is nervous or silly. And, in red, we are too upset to learn. Sort each emotion into a zone of regulation.



# I Communicate my Emotions

**Let's practice drawing comic characters with different emotions.** Draw 5 different faces and label each with the emotion you think they are feeling. What do you think might have happened to make them feel this way?

1. Start with basic shape



2. Round the corners



3. Add ears



4. Add hair



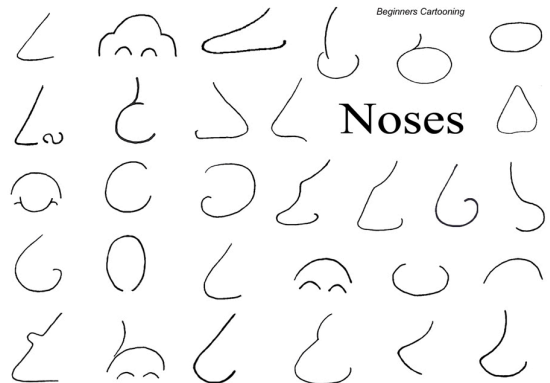
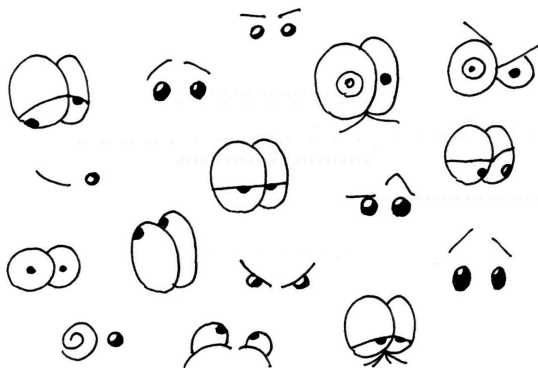
5. Add eyes, nose and mouth



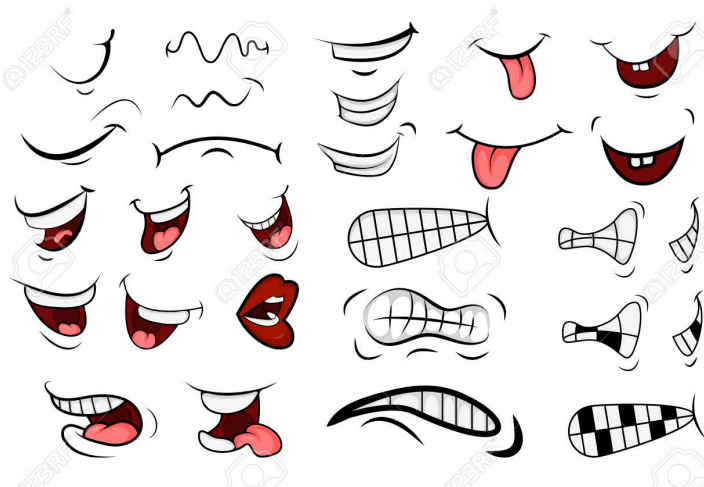
6. Add color. Congratulations, you're a cartoonist!



©2014 www.cartoonistsclub.org



www.everyonecandraw.net

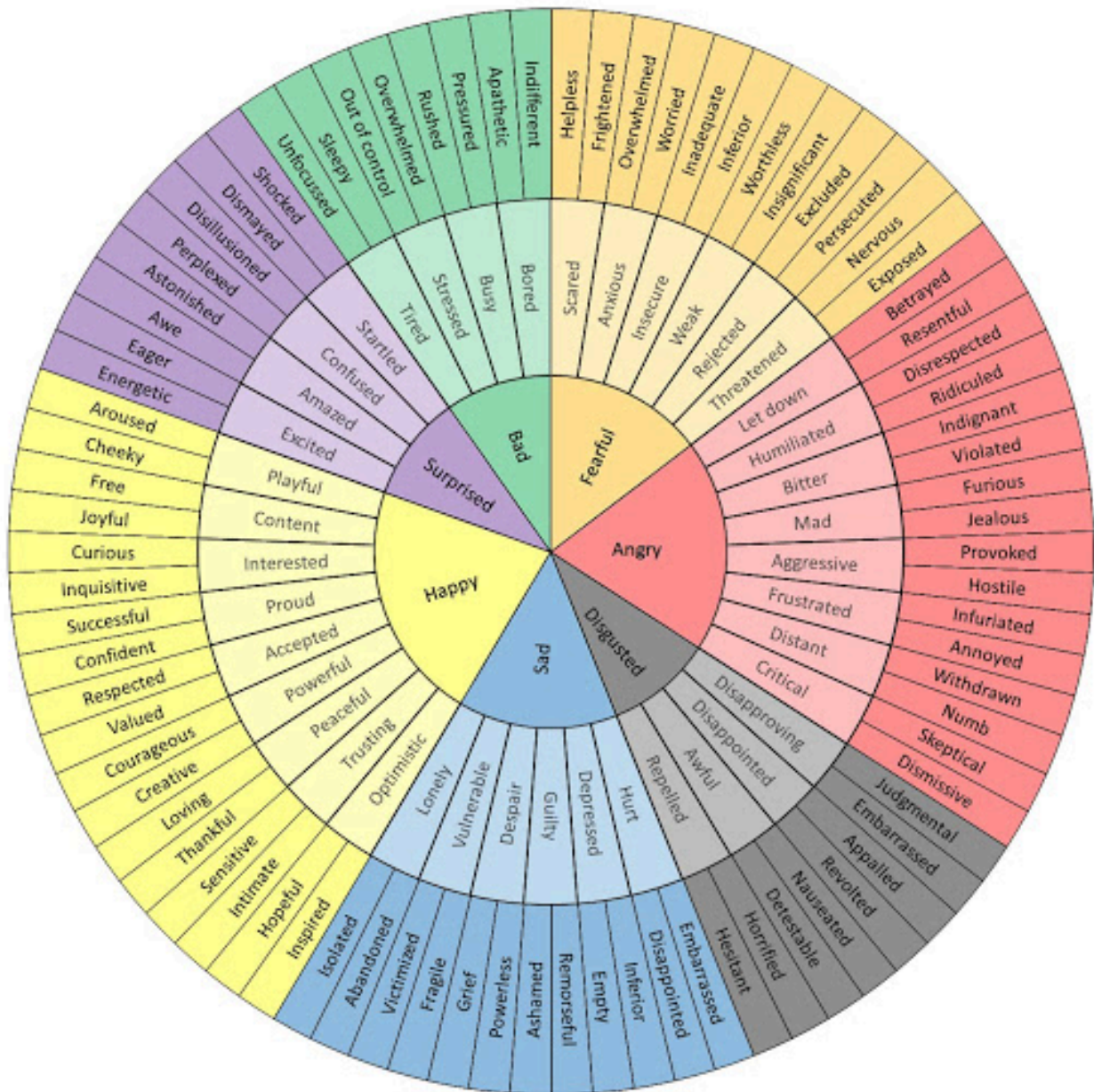




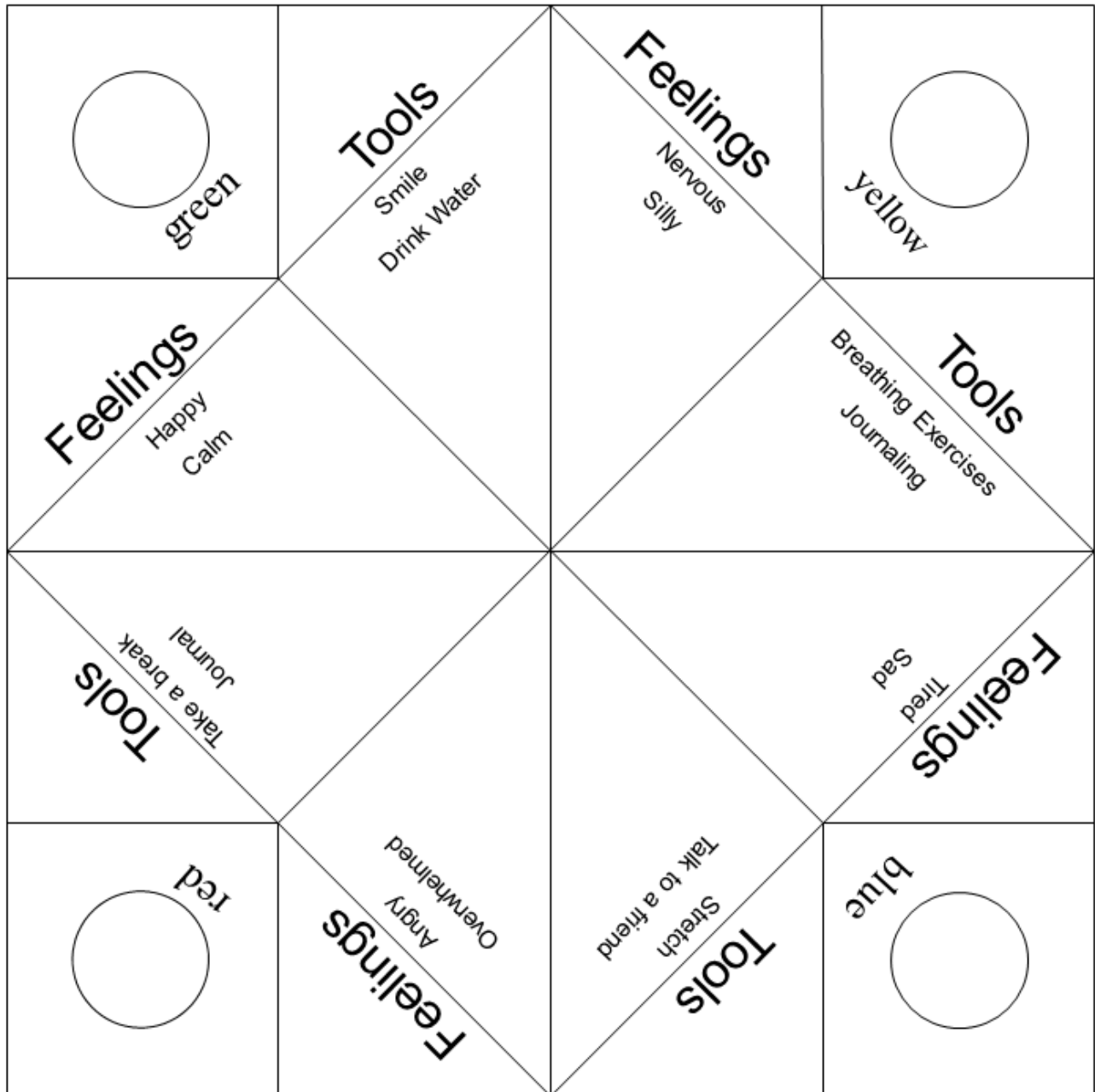
### My Feelings and Regulation Tools

**There are a lot of words to describe our different emotions.** This wheel shows basic words in the middle and more complex emotions on the outside. Use words from this wheel to fill in the paper fortune teller on the next page.

For each zone, write three activities you can do to get to and stay in the green zone. When you are finished you can cut out and fold the fortune teller.



# My Feelings and Regulation Tools



1. Draw a matching emoji face into each corner.
2. Cut the square out.
3. Fold the square in half both directions (pictures facing in)
4. Open up completely. Turn so the pictures are face down.
5. Fold each corner into the center.
6. Flip this over and fold each new corner into the center.
7. Fold this small square in half.
8. The four faces/colors should all be facing out.
9. Put your thumbs inside the flaps and squeeze together.
- 10.

# I Make the World Healthier

**Did you know every person also has their own fingerprint pattern.** Let's take a closer look. Put a small amount of ink, paint, pencil lead, mascara/lipstick, or food coloring/water on each finger and press into the correct box.

**Observe** each fingerprint. What do you notice? What do you wonder? How are you fingerprints the same, how are they different?

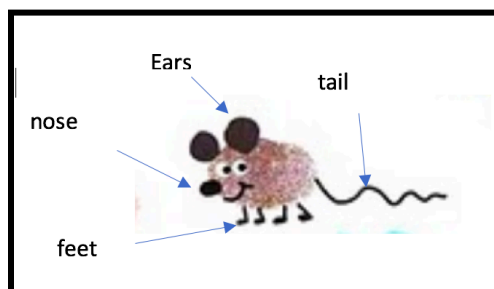
My thumb	My 1st finger	My middle finger	My ring finger	My little finger

Adult thumb	Adult 1st finger	Adult middle finger	Adult ring finger	Adult little finger

**Let's test your observation skills.** Have your adult leave a print from one of their fingers on a mirror or window. Using the set above, can you figure out which finger it was? How do you know?

**Now that you found them dirty handed,** use the article on the next page to teach them to wash their hands properly. Practice together.

**Art Break:** Can you use fingerprints to draw your favorite animals? Show off your creativity! When you are done, use household items or items from outside to build your animal a home.



# How to wash your hands properly

By The Guardian, adapted by Newsela staff on 03.05.20



One of the best ways to combat the coronavirus is to wash your hands. Photo: Burst/Pexels

Bacteria are tiny living things. You cannot see them with your eyes. You need a microscope to see them. They live all around us. They are in our bodies and on our skin. Most bacteria are harmless. But some can make you sick. These are the ones we want to remove.

Washing your hands is a healthy habit. It helps get rid of bacteria. Wash your hands after using the bathroom. You should wash your hands before eating, too. Also, wash your hands after you ride the bus or the train. If you are sick, wash your hands often. You should wash them after you cough or sneeze. This will help stop the germs from spreading. Try not to cough or sneeze into your hands. If you do by accident, wash your hands right away!

## Steps To Wash Your Hands

Get your hands wet before using soap. Now, rub your palms together. Then, interlink your fingers. Now rub them together. Next, place the fingertips of one hand in the palm of the other. Rub your fingertips against your palm. Now do the same to the other hand. Make sure you rub for at least 20 seconds. This helps rub the bacteria off of your skin. It also creates a lather, or foam. Within that lather is the bacteria you have removed. It is ready to be washed away. Once you have rubbed all the surfaces together, rinse your hands. Dry them well. Do not forget in between the fingers. If you are in public, try not to touch the garbage can or doorknob with your clean fingers. Use a paper towel if you can. Change hand towels twice a week at home. You should do this more often if someone in your house is sick.



# I am Healthy

**It is important to get regular exercise while we are at home.** Use this activity board to fill in squats, push-ups, jumping jacks, two spots each. Throughout the day, do as many sets of each as you can, put a tally each time.

# of times to do each exercise	Exercise	# of sets of each exercise	# of times to do each exercise	Exercise	# of sets of each exercise
2			10		
3			15		
4			20		

How many total jumping jacks did you do?

How many total push-ups did you do?

How many total squats did you do?

Can you write an expression to show how you figured this out?

**This sweet snack is healthier than many others.** Find or draw a dry and liquid measuring cup, a tablespoon, and a teaspoon. Show how far you would fill each in order to make this recipe.

<b>Banana Bread</b>
3 bananas
$\frac{1}{3}$ cup melted butter
$\frac{2}{3}$ cup sugar
1 egg
$\frac{3}{4}$ teaspoon vanilla
$\frac{1}{2}$ teaspoon baking soda
$1\frac{1}{2}$ cups flour
Serves 10 people.

# I Make the World Better

## The Telephone, the Lightbulb, and Lewis Latimer

by ReadWorks



Lewis Latimer

You may know about how the telephone and the lightbulb were invented. Alexander Graham Bell invented the telephone. Thomas Edison is the man behind the lightbulb. But did you know that one person worked closely with both of them on these inventions?

That person was Lewis Latimer. Lewis was a draftsman. That means he drew very technical, detailed plans for machines. He worked closely with Alexander Graham Bell to draw the plans for the telephone. With these plans, he helped Bell get a patent for his invention. Getting a patent for his invention meant Bell was the only one who could make or sell it. This was very important for Alexander! Lewis also worked with Thomas Edison. He helped Thomas get patents for his lighting inventions, too.

But Lewis did not just help other inventors get patents. He was an inventor too! One important thing he invented was an improved lightbulb. The lightbulb Edison made did not always last very long. But Lewis made a small change to it. That small change made it last much longer. Because of this improvement, electric lighting could be set up in homes and on streets.

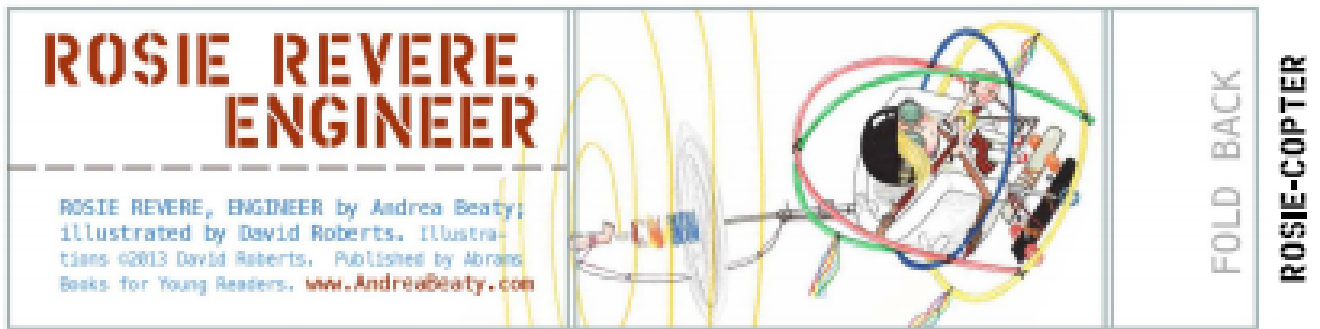
Name: \_\_\_\_\_ Date: \_\_\_\_\_

1. Who was Lewis Latimer?
  - A. an inventor and a painter
  - B. a draftsman and a doctor
  - C. a draftsman and an inventor
2. What does the text describe?
  - A. Lewis Latimer's childhood and education
  - B. the work Lewis Latimer did with Alexander Graham Bell and Thomas Edison
  - C. how Alexander Graham Bell and Thomas Edison created their inventions
3. The work Lewis Latimer did for Alexander Graham Bell was very important to Bell. What evidence from the text supports this conclusion?
  - A. Lewis Latimer drew very technical, detailed plans for machines as part of his work as a draftsman.
  - B. Lewis Latimer drew plans for the telephone which helped Bell get a patent for the telephone.
  - C. Lewis Latimer created an improved lightbulb that made it possible for electric lighting to be set up in homes.
4. Based on the text, what traits did Lewis Latimer most likely have?
  - A. He was very smart and paid very close attention to detail.
  - B. He was very impatient and loved to spend time alone.
  - C. He was very smart but did not like to work hard.
5. What is the main idea of this text?
  - A. Lewis Latimer invented an improved lightbulb that lasted much longer and could be set up in homes and on streets.
  - B. Many people know that Alexander Graham Bell invented the telephone and Thomas Edison invented the lightbulb.
  - C. Lewis Latimer was a draftsman and inventor whose work included helping inventors get patents and creating inventions himself.

**Kids can be inventors too!** Follow the steps below to help you get started.

- 1) Think about an everyday item that could be made better or more fun.
- 2) List as many ideas as you can to change that item. The sillier the better. Write down or draw everything that pops into your head.
- 3) Choose the idea that you think will work the best. You will want to try drawing many different ideas and ways before you figure out the best one.
- 4) Make sure to give it a name! Share your idea with others so they can give you ideas to make it even better.





**Engineers are people who design and build the things we use every day.**

Engineers solve problems, brainstorm ideas and make a plan, experiment or try things, make mistakes. They learn from their mistakes and improve their plans!

**Your challenge:** Design the copter to make it fall to the ground as slowly as possible.

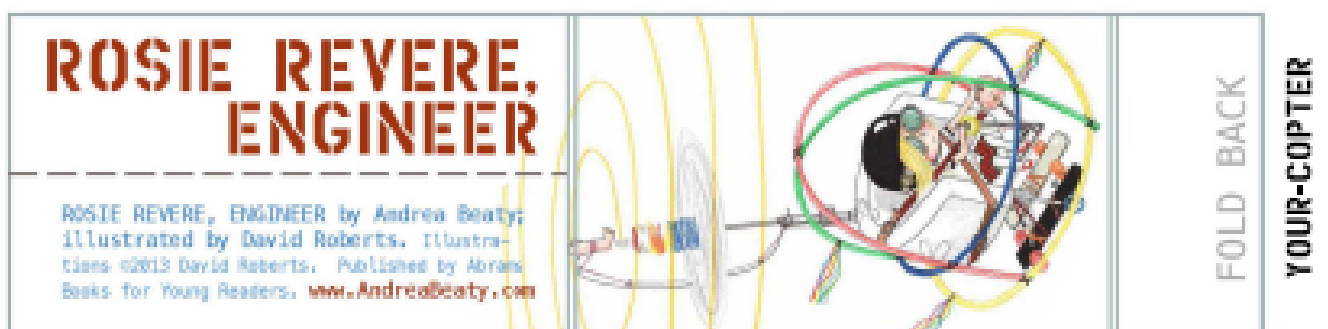
First, Cut out a Rosie-Copter template



1. Cut along the dotted line to make the copter blades
2. Fold on bottom double line to make the cockpit and secure the fold with a paperclip.
3. Fold one blade forward and one blade back like the picture above.
4. Holding the copter at the clip, reach your hand as high as you can and drop it.

**Now, brainstorm some changes you can make to the blades that might make it fall slower.** How long or short? Folds? Holes? What else? Engineers often use familiar things as inspiration. Do you get any ideas if you think of things that fall and glide--like balls, leaves, parachutes, flat paper, birds, or crumpled paper? **Construct Your-Copter**

**Test Your-Copter design** by dropping both copters from the same height at the same time. Repeat a few times to be sure of your results. Does Your-Copter fall slower than Rosie-Copter? **Re-design and Retest.** Engineers make continuous changes to see if they can make their design even better. Record your ideas on the next page.





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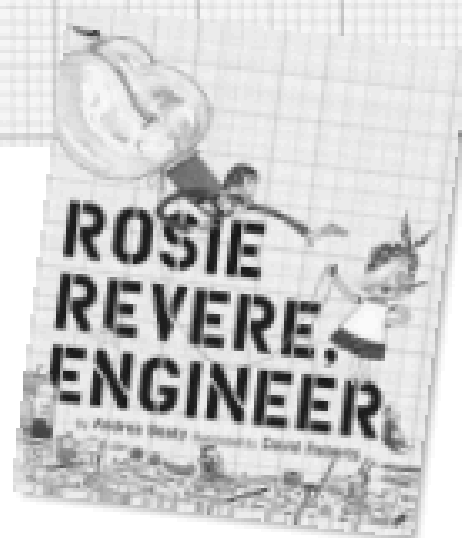
# ROSIE REVERE, ENGINEER

## NOTEBOOK



### ENGINEERS!

Can you improve the Rosie-Copter? Imagine. Plan. Test. And redesign the Rosie-Copter. Remember, I would like my Copter to go a little bit slower so I don't crash land! Good luck!



DESIGN CHANGE:

RESULT:

DESIGN CHANGE:

RESULT:

NOTES:

## My Action Hero Design

**Comic Strips and cartoons are used for both fiction and informational text.** On the next page you will see a short comic made to teach kids about the coronavirus. Notice the way the author used facial descriptions to communicate emotions. They also use different sizes and styles of letters and underlining to draw attention to certain ideas.

- What are three ways you can protect yourself from coronavirus?
- Who are some of the helpers working to protect you from the virus?
- Why did we say that staying at home during these times is heroic?

**Many action heroes wear a cape.** Many community heroes wear a uniform. Use the cape template to design your personal action hero cape or uniform. Do you have a symbol or design that represents you? What colors are on your cape? Why?

**Comic strip authors use storyboards to plan their story.** What is the beginning, the middle, the end. Sometimes they use thought bubbles to show a character talking and sometimes they write words at the bottom of each square. Like an engineer, they brainstorm, experiment, revise, and retest their ideas to get the best version they can.

**Use the storyboard to plan a first comic** and then practice drawing a first draft of a story. Try your hardest and remember: taking risks and learning from our mistakes is the way engineers and artists and writers and doctors and everyone learns!





It's a word you might have heard at school or online or on T.V.



This coronavirus is a newly discovered virus. It causes a disease called COVID-19.

Most people who have gotten sick with this coronavirus have had a mild case.

And there aren't a lot of cases in kids. If kids do get the virus, it tends to be very mild.



People who are much older or who already have health problems are more likely to get sicker with coronavirus.

If anyone gets sick and feels like they might have coronavirus, they can immediately call their doctors and get help.



There are some things you can do to protect yourself, family and friends from getting sick.

### ① WASH YOUR HANDS OFTEN

★ USE SOAP AND WATER

★ WASH FOR AT LEAST 20 SECONDS. IF IT HELPS, SING THE ABC'S WHILE YOU DO IT—THAT'S ABOUT 20 SECONDS.

★ WASH AFTER USING THE BATHROOM OR BEING IN PUBLIC SPACES (LIKE THE BUS OR PLAYGROUND).



### ② SNEEZE INTO YOUR ELBOWS

★ CORONAVIRUS IS BELIEVED TO SPREAD THROUGH LITTLE DROPLETS OF FLUID FROM YOUR LUNGS.

★ IF YOU SNEEZE INTO YOUR ELBOWS, YOU CAN PREVENT GERMS FROM GOING INTO THE AIR AND ONTO YOUR HANDS.



### ③ AVOID TOUCHING YOUR FACE

★ DON'T PICK YOUR NOSE, DON'T TOUCH YOUR MOUTH, DON'T RUB YOUR EYES.

★ THESE ARE THE PLACES WHERE GERMS ENTER OUR BODIES.



It's very important to remember that this kind of virus can affect

**ANYBODY.**

It doesn't matter where you come from or what country your parents are from.



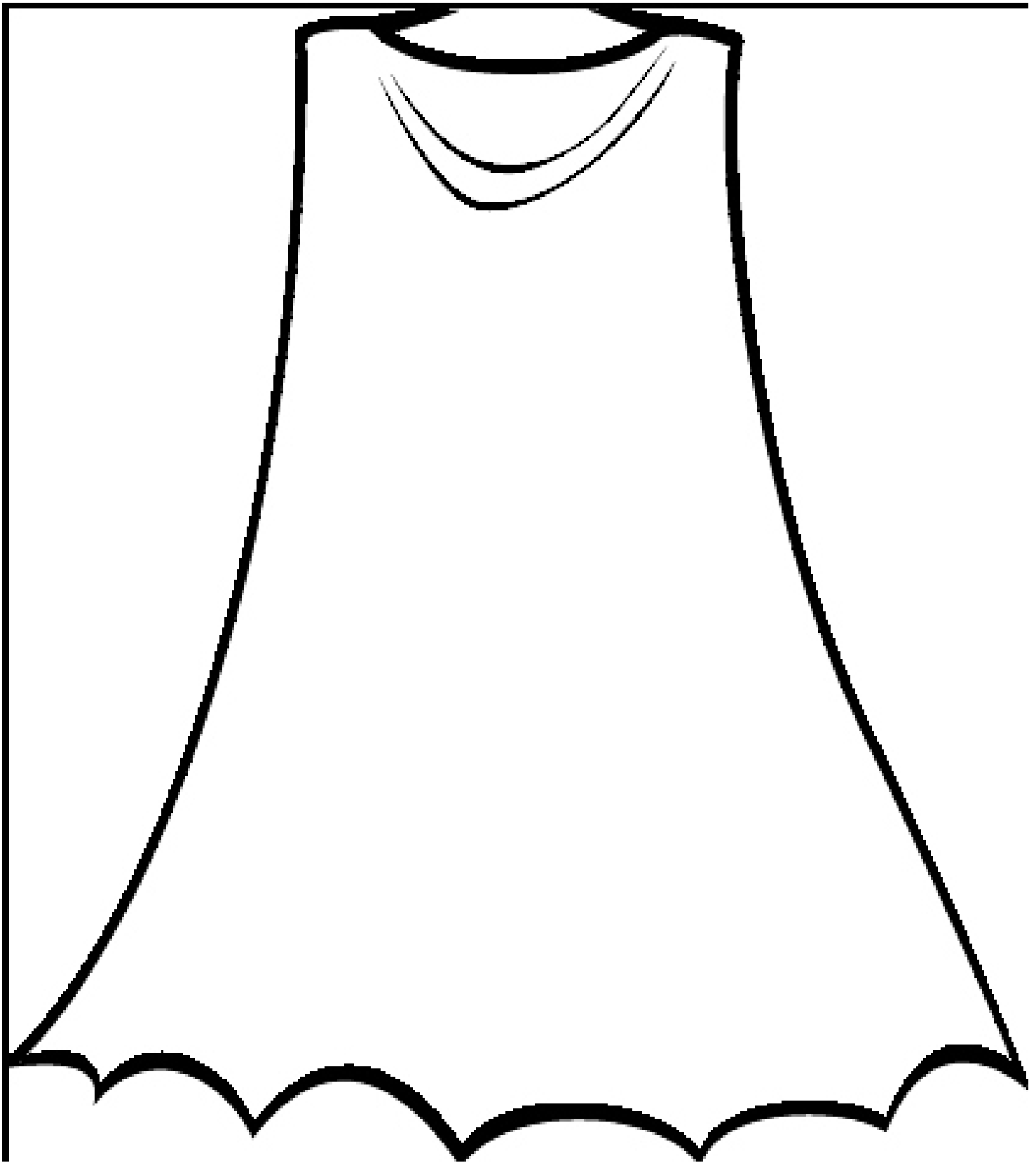
### AND DON'T FORGET!

There are a LOT of helpers out there who are working to protect you. It is NOT your job to worry.



But seriously, though... PLEASE wash your hands!!!

## My Action Hero Design



# My Action Hero Design

Name \_\_\_\_\_

Date \_\_\_\_\_

**TITLE:**

*Directions:*

**BEGINNING**

**MIDDLE**

**END**



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## My Action Hero Design

### Diary of a Healthy Kid Chapter 1: Saving Lives By Staying Home


# Supplemental Learning Activities

**This choice board includes healthy activities to support mental, physical, and social emotional health.** Encourage your child to pick one activity from each shape. Repeating an activity they enjoy throughout the week is encouraged.




<p>10 Star Jumps Jump up with your arms and legs spread out like a star. Rest and repeat.</p>	<p>Share 3 things you are thankful for before going to bed.</p>	<p>Neighborhood Clean-up: Wearing gloves, find 10 pieces of trash to pick up and throw away.</p>	<p>Clean a section of your home. Fold laundry, wipe counters, it all helps!</p>
<p>Wall Sit Find an empty space on the wall. Pretend to be sitting in a chair for 30 secs. Repeat 2x</p>	<p>Draw and color a picture to send to your teacher.</p>	<p>Have a dance party.</p>	<p>Put a stuffed toy on your tummy, practice taking big, slow breaths and watch it go up and down.</p>
<p>Make an obstacle course and time yourself going through it. Can you beat your time?</p>	<p>Give 10 compliments to your family and friends.</p>	<p>Make up a song about your school or class.</p>	<p>Balance this packet on your head. Can you walk across the room?</p>
<p>Animal Walk. Inside or out, slither like a snake, hop like a frog, gallop like a horse, or walk like a bear on all fours.</p>	<p>Give yourself 10 compliments.</p>	<p>Go outside and pull weeds (15-20 min) from your yard, a neighbor's yard, a vacant lot. Make sure you practice physical distancing.</p>	<p>Roll up a sock. Practice tossing it into a bowl or wastebasket.</p>



**Day 1**

**Popsicle Tallies** (Source: [mathlearningcenter.org](http://mathlearningcenter.org))

A first grade class voted on their favorite Popsicle flavors. They used tally marks to show many votes each flavor got.

Flavor		Votes
Cherry		<del>    </del>
Orange		<del>    </del>
Grape		<del>    </del>

- How many votes did Cherry get? \_\_\_\_\_
- How many votes did Orange get? \_\_\_\_\_
- How many votes did Grape get? \_\_\_\_\_
- How many votes were there in all? \_\_\_\_\_
- Draw a circle around the name of the flavor that got the most votes.

Cherry

Orange

Grape

- Draw a line under the name of the flavor that got the least votes.

Cherry

Orange

Grape

**Create an Equation**

Use only the digits 1 to 7, at most one time each, fill in the boxes to create a true equation. (Source: <https://www.openmiddle.com/>)

$$\boxed{\phantom{00}} \boxed{\phantom{00}} = \boxed{\phantom{00}} \boxed{\phantom{00}} + \boxed{\phantom{00}} \boxed{\phantom{00}}$$

**Making Zero** (Source: <https://playwithyourmath.com/>)

Place a **+** or **-** in each  $\square$  to make 0.

$$0 = 1 \square 2 \square 3 \square 4$$

How about?

$$0 = 1 \square 2 \square 3 \square 4 \square 5$$

## Day 2

### Trading

Kevin has earned 10 stickers for reading books. He can trade the stickers for items in the class store.

- 1 sticker - bookmark
- 2 stickers - eraser
- 3 stickers - pencil
- 4 stickers - notepad

What can Kevin get with his 10 stickers?

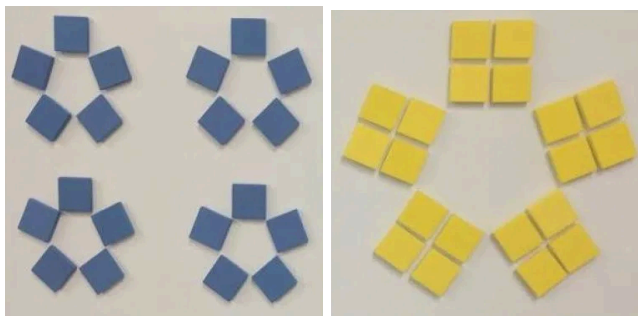
### Twenty One Game

The object of this game is to be the first one to say "21". The first person must start at "1." Each person may say one, two, or three numbers per turn, and the numbers must be in counting order. Each person must start with the number after the last one that the other person said. For example, the first person can say "1," or "1, 2," or "1, 2, 3." If the first person says "1, 2," then the second person could say "3" or "3, 4," or "3, 4, 5." Whoever says "21" wins the game. Play this game many times and try to discover a winning strategy. (Source: <https://garyhall.org.uk/>)

### Noticing

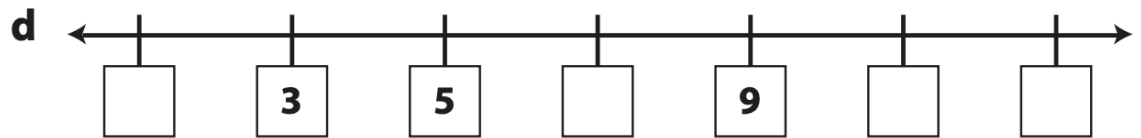
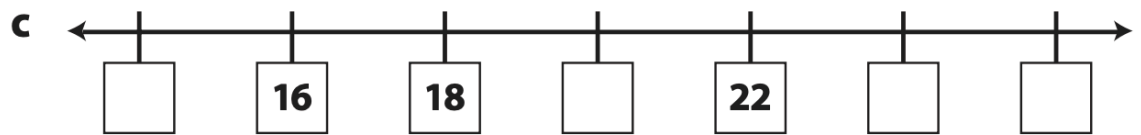
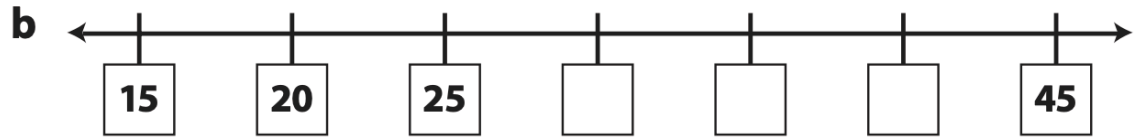
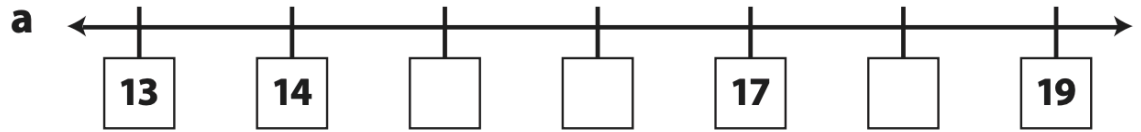
On a piece of paper, make two columns. In one column, list the things that are the same in this picture, and in the other column, list the things that are different.

(Source: <https://samedifferentimages.wordpress.com/>)



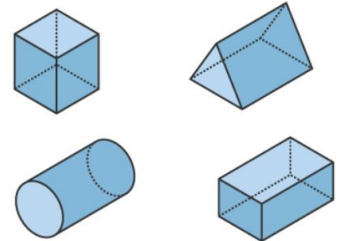
**Day 3****Number line** (Source: [mathlearningcenter.org](http://mathlearningcenter.org))

Fill in the missing numbers on each number line below.

**Which One Doesn't Belong?**

Choose one shape in this picture that you don't think it belongs with the rest. Explain why. Can you pick another shape and give a different reason?

(Source: [wodb.ca](http://wodb.ca))

**Making Change**

Make 47¢ in three different ways with either quarters, dimes, nickels, or pennies.

(Source: <https://www.openmiddle.com/>)

**Day 4****Solve these equations.** (Source: [mathlearningcenter.org](http://mathlearningcenter.org))

$$4 + 2 = \underline{\hspace{2cm}} \quad 14 + 2 = \underline{\hspace{2cm}} \quad 24 + 2 = \underline{\hspace{2cm}} \quad 8 + 2 = \underline{\hspace{2cm}}$$

$$18 + 2 = \underline{\hspace{2cm}} \quad 28 + 2 = \underline{\hspace{2cm}} \quad 16 - 2 = \underline{\hspace{2cm}} \quad 26 - 2 = \underline{\hspace{2cm}}$$

## Coins

I have 6 coins worth 51¢. What coins do you think I have? Is there more than one answer?





## Visual Pattern

Below is a pattern of puppies in stages 1-3 below. Draw what you think stage 4 might look like. Label how many puppies are in each stage. (Source: [visualpatterns.org](http://visualpatterns.org))



## Day 5

Answer the questions about these insects. (Source: [mathlearningcenter.org](http://mathlearningcenter.org))

<b>4</b> 2-spotted ladybugs 	<b>10</b> 2-winged flies 	<b>6</b> 2-spotted ladybugs 	<b>20</b> 2-winged flies 
How many spots in all?	How many wings in all?	How many spots in all?	How many wings in all?

## Story Problem (Source: [mathlearningcenter.org](http://mathlearningcenter.org))

Mark has 3 dogs, 5 cats, and 8 fish. How many pets does he have in all? Show your work.

## Add, Subtract & Compare (Source: [mathlearningcenter.org](http://mathlearningcenter.org))

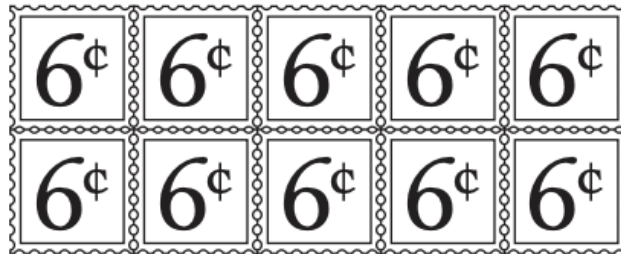
Fill in the missing numbers on the addition table. Some of the numbers have already been filled in for you.

+	2	3	4	5	6	7
1	3					
2			6			
3						10
4						
5		8			11	
6						

**Day 1**

**Stamp Challenges** (Source: [mathlearningcenter.org](http://mathlearningcenter.org))

A. How many stamps do you see? What is the total cost of the stamps?



B. Stevie has 4 cards with 8 stamps on each card. Cindy has 8 cards with 4 stamps on each card. Who has more stamps, Stevie or Cindy?

**Missing Digits**

Fill in the blanks with digits to make the answer closer to 200 than 300. (Source: <https://www.openmiddle.com/>)

$$4\boxed{\phantom{00}}\boxed{\phantom{00}} - 1\boxed{\phantom{00}}\boxed{\phantom{00}}$$

**Dressing Up**

Mary likes to dress up her dogs. One wears a hat, one wears a coat, and one wears a scarf. Their names are Spot, Tag, and Barney. Tag loves to wear a scarf. Spot won't wear the coat. Match each dog with what it wears. Explain your thinking.

**Day 2**

**Combinations**

This morning you got out your socks and sneakers. You had a pair of blue sneakers and a pair of black sneakers. You had a pair of red socks and a pair of green socks. What different ways could you have worn them?

**Pig Game**

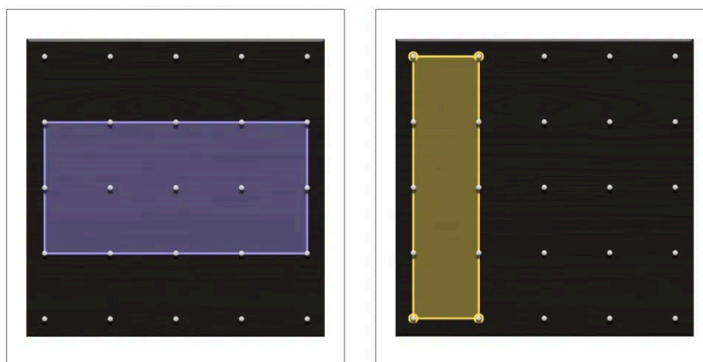
Materials: dice, pencil and paper.

Pig is a game for 2 or more players. Players take turns rolling the die as many times as they like. If a roll is a 2, 3, 4, 5, or 6, the player adds that many points to their score for the turn. A player may choose to end their turn at any time and "bank" their points. If a player rolls a 1, they lose all their unbanked points and their turn is over. Play to 50. (Source: [mathforlove.org](http://mathforlove.org))

### Noticing

On a piece of paper, make two columns. In one column, list the things that are the same in this picture, and in the other column, list the things that are different.

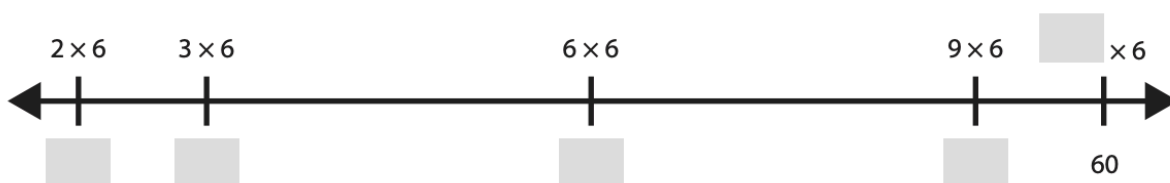
(Source: <https://samedifferentimages.wordpress.com/>)



### Day 3

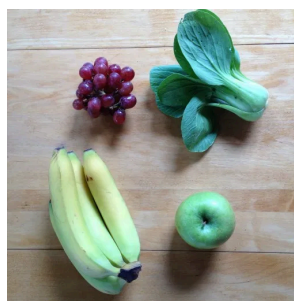
#### Number Line Puzzle (Source: [mathlearningcenter.org](http://mathlearningcenter.org))

Use what you know about multiplication to fill in the blanks.



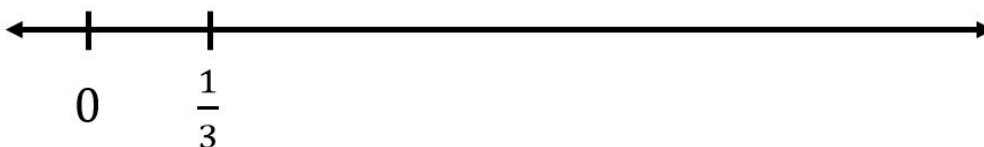
#### Which One Doesn't Belong? (Source: [talkingmathwithyourkids.com](http://talkingmathwithyourkids.com))

Choose one item in this picture that you don't think it belongs with the rest. Explain why. Can you pick another item and give a different reason?



#### Identify a Fraction on a Number Line (Source: <https://www.openmiddle.com/>)

Label the point where  $\frac{3}{4}$  belongs on the number line. Be as precise as possible.



**Day 4****Number Puzzles.** (Source: [mathlearningcenter.org](http://mathlearningcenter.org))

Find the missing numbers in the equations below.

$5 \times \underline{\quad} = 20$

$\underline{\quad} \times 3 = 24$

$9 \times 3 = \underline{\quad}$

$4 + \underline{\quad} = 14$

$18 - \underline{\quad} = 9$

$\underline{\quad} - 7 = 8$

$4 \times \underline{\quad} = 28$

$8 \times 4 = \underline{\quad}$

$\underline{\quad} \times 6 = 36$

$16 - \underline{\quad} = 9$

$\underline{\quad} + 8 = 13$

$9 + \underline{\quad} = 12$

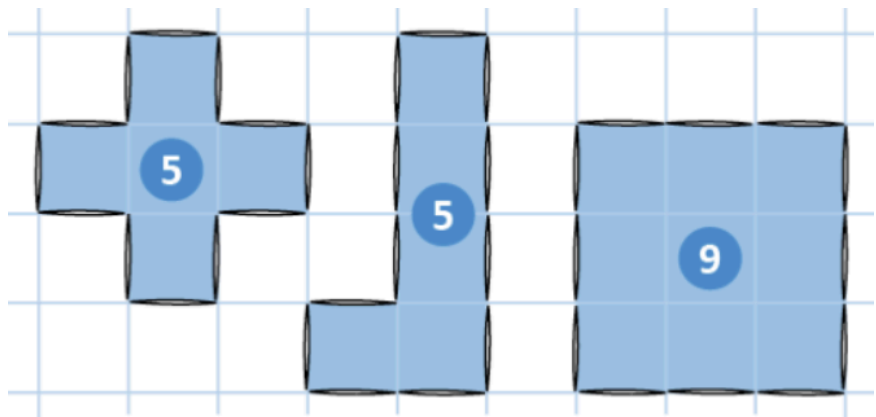
$8 \times 2 = \underline{\quad}$

$7 \times \underline{\quad} = 35$

$\underline{\quad} \times 3 = 12$

**Toothpicks**

Twelve toothpicks can outline shapes with areas of 5 and 9. What other areas can you outline with 12 toothpicks? (Source: <https://playwithyourmath.com/>)

**Visual Pattern**

Below is a pattern of stars in stages 1-3 below. Draw what you think stage 4 might look like. Label how many stars are in each stage. (Source: [visualpatterns.org](http://visualpatterns.org))

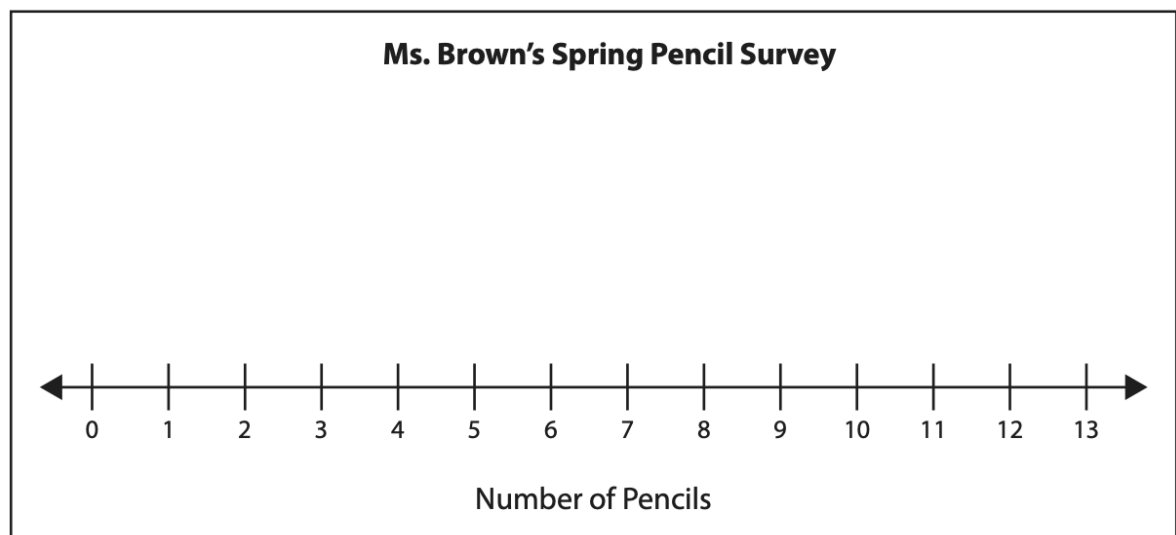


**Day 5****Graphing** (Source: [mathlearningcenter.org](http://mathlearningcenter.org))

One day last spring, Ms. Brown asked her third graders to clean out their desks. She couldn't believe how many pencils most of the kids pulled out. "So that's where all the pencils have been!" she thought. Ms. Brown decided to take a survey to find out how many pencils had been hiding in the kids' desks. The table below shows the survey results.

Number of Pencils	Number of Students
1	2
2	7
3	8
4	5
7	3
8	2
10	1
12	1

Record the data on the line plot below.

**Story Problem** (Source: [mathlearningcenter.org](http://mathlearningcenter.org))

The third and fourth graders at Fernwood School are going on a field trip. They will fill 3 school buses. Each bus holds 52 passengers. How many people will be going on the field trip? Show your work.

**Combinations of 1,000** (Source: [mathlearningcenter.org](http://mathlearningcenter.org))

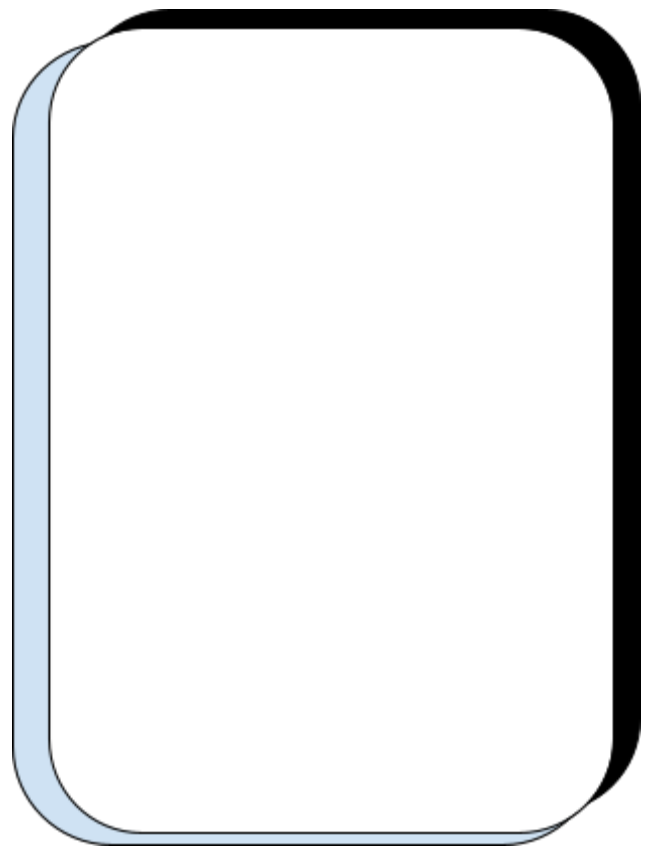
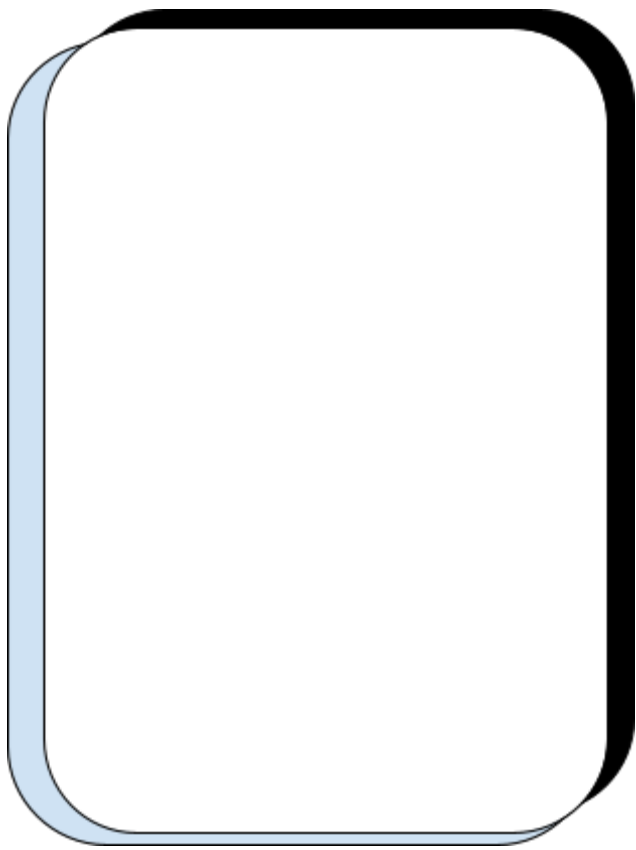
Fill in the missing numbers to make a total of 1,000 in each box.

$$480 + \boxed{\phantom{000}} = 1,000 \quad 670 + \boxed{\phantom{000}} = 1,000 \quad 170 + \boxed{\phantom{000}} = 1,000$$

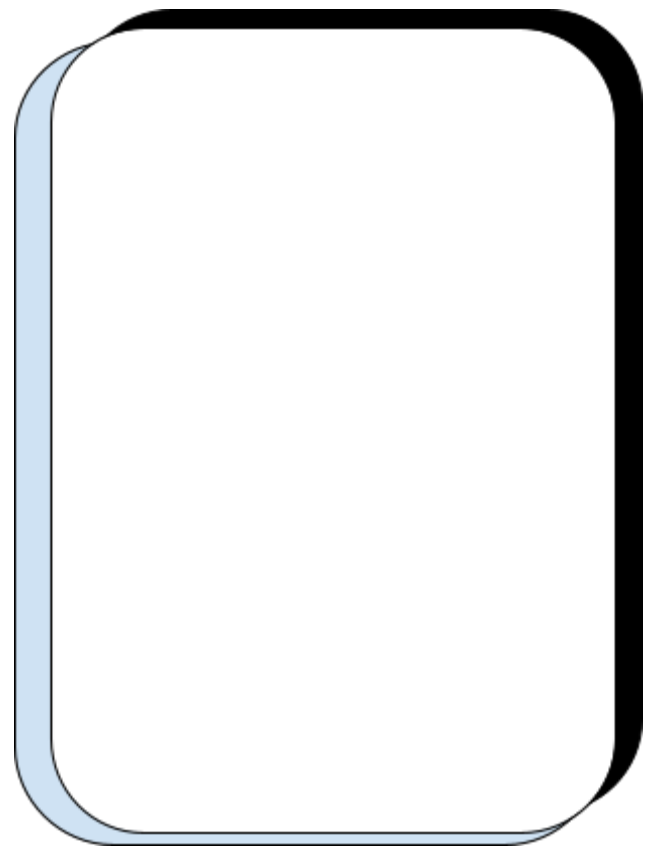
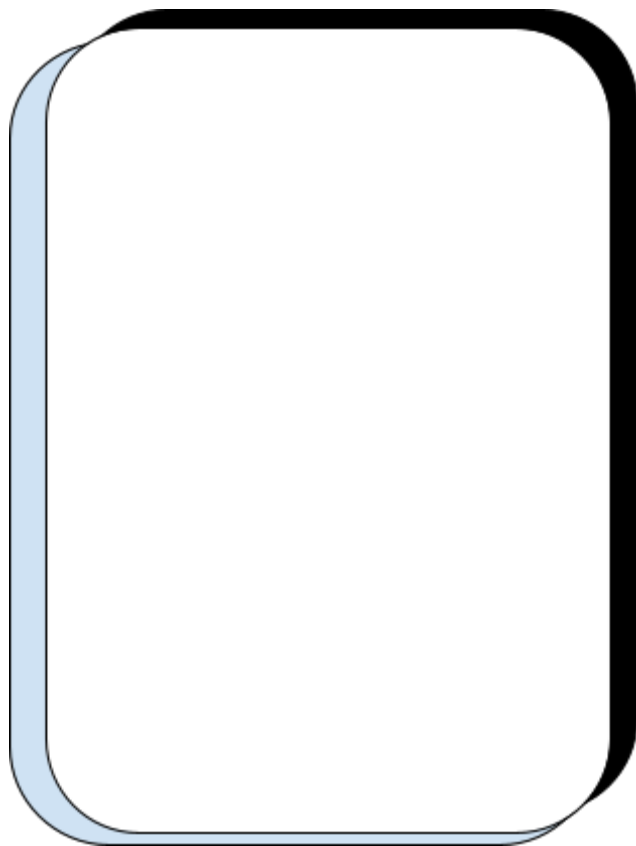
$$210 + \boxed{\phantom{000}} = 1,000 \quad 720 + \boxed{\phantom{000}} = 1,000 \quad 500 + \boxed{\phantom{000}} = 1,000$$

$$840 + \boxed{\phantom{000}} = 1,000 \quad 360 + \boxed{\phantom{000}} = 1,000$$





**Front - Picture & Name of Hero**



My Hero Stats

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

Nickname: \_\_\_\_\_

3 Describing Words: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

3 Facts: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

My Hero Stats

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

Nickname: \_\_\_\_\_

3 Describing Words: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

3 Facts: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

## Back of Trading Cards

My Hero Stats

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

Nickname: \_\_\_\_\_

3 Describing Words: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

3 Facts: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

My Hero Stats

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

Nickname: \_\_\_\_\_

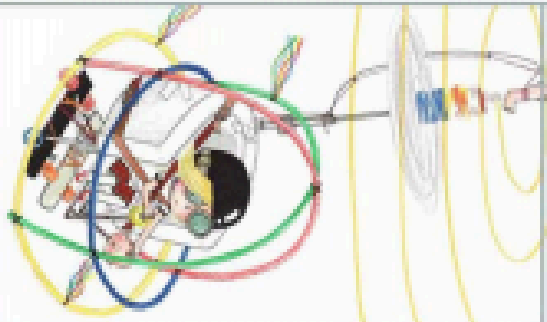
3 Describing Words: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

3 Facts: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

# ROSIE REVERE, ENGINEER *Template*

## ROSIE REVERE, ENGINEER

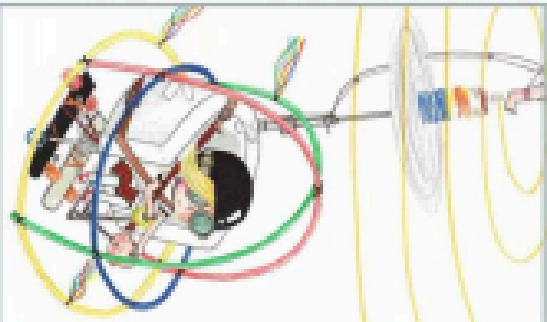
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FOLD BACK

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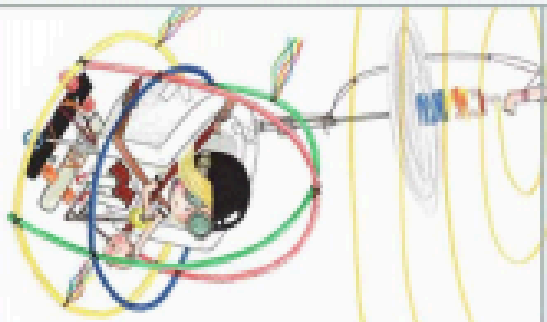
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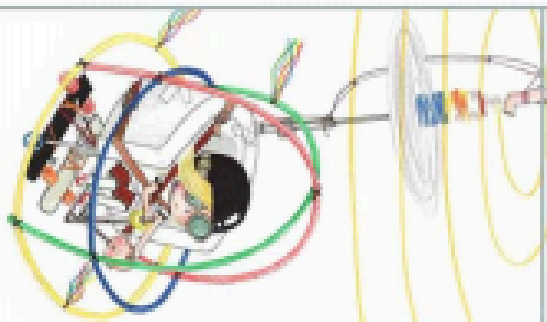
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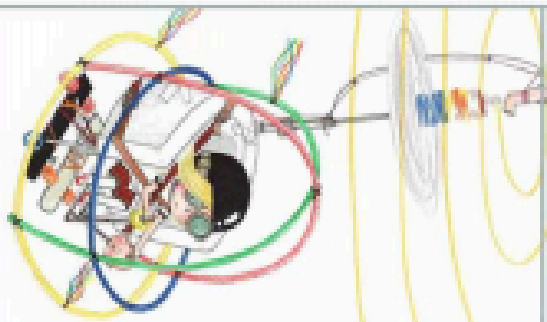
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