Tri County Area Schools
Academics • Arts • Athletics • Achievement

TRI COUNTY AREA SCHOOLS

DAN CLEGG, JULIE SCOTT

4/27/2020

5th Grade

Dear Families:

We hope this letter finds you well. We are now in week two of distance learning at TCAS. Our community has been so cooperative and helpful--We really can't express how much we appreciate you and your patience. Please expect a weekly contact again this week from your child's teacher to see how things are going. These contacts will continue until our last day of school on May 29. Along with the weekly teacher contact, you also have the ability to reach out to your child's teachers to get help with schoolwork; please ask about the "office hours" schedule, if you haven't been taking advantage of this service. Just as it was in the classroom, remote learning offers students the opportunities to fit a program to meet specific needs. Don't hesitate to work with your child's teacher to get the support needed to be successful. Even in this difficult time, our vision remains the same,

"Leading the way in educational opportunities for the successful future of each student."

Hopefully you have had a chance to look over the weekly packet and get a feel for that resource. These packets are available both digitally in our Google Classrooms, on our district website, or available for pick up at the elementary schools (in a bin outside the office doors). Along with academics, you will also find art, media/STEM, physical education and music activities. Our team of behavior specialists have also included Second Step activities that will help your child learn to regulate his/her emotions and behaviors. You may have noticed that our special education team has also included activities for students who need extra support with speech and language development, or other therapies.

If you haven't had a chance, please visit our district's webpage, tricountyschools.com. There you will find a COVID-19 update page with links to remote learning packets, and updated information about technology, food service, and social/emotional support available to you.

Thank you for your on-going support as we all navigate these difficult times. At this time, we are not able to regularly check our voicemail at school, so please continue to reach out for help when you need it, starting with your child's teacher, then Tanner Haskin, social worker (thaskin@tricountyschools.com), Ashley Young, social worker (ayoung@tricountyschools.com), Jason Rykse, behavior specialist (jrykse@tricountyschools.com), or ourselves.

We continue to send positive thoughts your way,
Dan Clegg, Julie Scott
Principals, MacNaughton and Sand Lake Elementaries

E-MAIL DCLEGG@TRICOUNTYSCHOOLS.COM, JSCOTT@TRICOUNTYSCHOOLS.COM

5th Grade Learning at Home

ELA & Math

Hello 5th Grade Learners! Here are some ideas that you can use to support yourself as a reader at home. **Your choice reading journal has suggested writing about reading prompts that can fit with any genre book. While reading, encourage your child to stop and jot down their wonderings.** We have also included suggested math activities to review skills that have already been taught. *Please go at your own pace.*

April 27 - May 1	Monday -27	Tuesday-28	Wednesday-29	Thursday-30	Friday-1
English Language Arts, M-F **30 minutes daily** **<u>Reading</u>: Comprehension Focus & Using Text Examples!**	**Independently Read for 30 minutes** As you read, use your journal to track your thinking. <u>Writing about Reading in your journal:</u> ***Choose a question from your Choice Reading Journal to respond. Explain your thinking!***	**Independently Read for 30 minutes** As you read, use your journal to track your thinking. <u>Writing about Reading in your journal:</u> ***Choose a question from your Choice Reading Journal to respond. Explain your thinking!***	**Independently Read for 30 minutes** As you read, use your journal to track your thinking. <u>Writing about Reading in your journal:</u> ***Choose a question from your Choice Reading Journal to respond. Explain your thinking!***	**Independently Read for 30 minutes** As you read, use your journal to track your thinking. <u>Writing about Reading in your journal:</u> ***Choose a question from your Choice Reading Journal to respond. Explain your thinking!***	**Time for Kids Article & Questions** As you read, jot notes to keep track of your thinking. <u>Then, answer the questions.</u>
Math, M-F **30 minutes daily** **<u>Multi-Digit Multiplication</u> Focus!**	**Independently work on page 10 from the packet**, practice your math facts if needed	**Independently work on page 11 from the packet**, practice your math facts if needed	**Independently work on page 12 from the packet**, practice your math facts as needed	**Independently work on page 13 from the packet**, practice your math facts as needed	**Finish any incomplete math work from the packet**, practice your math facts as needed

Student Tools: My Choice Reading Journal, *iReady* Math Pages, *TIME for Kids* Article & Questions

ILLUSTRATIONS BY STEPHEN BLUE FOR TIME FOR KIDS (5)

TFK's Shay Maunz learns about a new wave of graphic novels for kids that's changing the way people think about comics.

When Raina Telgemeier was a kid in the 1980s, she fell in love with comics. "They were the perfect combination of all the things I liked: characters and stories and humor and artwork," she told *TIME for Kids*.

But she had a problem: a shortage of reading material. At the time, two types of comics were widely available to kids. There were comic books about superheroes, which weren't her thing. She wanted comics that told stories she could relate to as an ordinary kid. And there were newspaper comic strips. Telgemeier loved some of them, especially *Calvin and Hobbes*, but she wanted more.

At around 10, she started drawing her own comics. Twenty-three years later, she published *Smile*. It's a graphic memoir about Telgemeier's middle school experiences with braces and dental surgery.

Before *Smile* was published, in 2010, it wasn't clear the book would succeed, Telgemeier says. Some people who worked in the publishing industry figured that kids wouldn't enjoy a graphic novel about an average girl. But Telgemeier suspected they were wrong. "I knew I couldn't possibly be the only kid interested in people and emotions and everyday problems," she says.

She was right. *Smile* became a Number 1 best-seller. Since then, Telgemeier has published several more popular graphic novels. There are more than 18 million copies of her books in print. Telgemeier's success has made a big impact. Industry experts say she paved the way for many more graphic novels for kids.

THEN AND NOW

Comics have been around since at least the 19th century. Traditional comic books are short—around the length of a magazine. They're mostly published monthly, and are often about adventure or superheroes. "Comics have this history in the United States of either being very funny and silly or having a lot of punching of things," Gina Gagliano says. She works on graphic novels at Random House, a publishing company.

Today's graphic novels are different. In a graphic novel, the author uses comics to tell a book-length story. It can be any genre. Many tell a serious or realistic story.

Until recently, most graphic novels were for adults. Not anymore. In 2018, sales of graphic novels for kids and teens jumped by more than 50%, according to *Publishers Weekly*. Compare that to the sales of printed books across all categories: They increased by about 1%.

REAL READING

As the sales of graphic novels boom, attitudes about comics are changing. Charell Coleman teaches fourth grade at Woodward Academy, in College Park, Georgia. She often uses graphic novels in class. "They help students visualize the scene, and see who's talking, and what the characters look like," she told TFK Kid Reporter Jack Doane.

This year, *New Kid* became the first graphic novel to win the Newbery Medal, one of the most prestigious awards in children's literature. The book is about an African-American boy who feels out of place at his mostly white school.

New Kid author Jerry Craft says that when he was young, he read only comics. His parents were supportive, but he knew some adults didn't approve. "In certain schools, if they saw you reading a comic, they would confiscate it, because they thought it was rotting your brain," he says. "They didn't realize the amount of imagination and storytelling and vocabulary in those comics."

But *New Kid*'s Newbery confirmed what many kids already understood: that graphic novels are real books. "It's a victory for all graphic novels," Craft says.

—By Shay Maunz

A-Z Power Words

genre *noun*: type; a category, such as realistic fiction, science fiction, or mystery

memoir *noun*: a story about the writer's experiences

prestigious *adjective*: important; respected

TIME for KIDS
COMPREHENSION QUIZ

Name ..... **Date** .....

Comic Craze! March 27, 2020

Use this week's issue of *TIME for Kids* (Edition 5–6) to answer the questions. For each question, circle the letter next to the best answer.

RI.5.1; RI.6.1

1. Which of the following is not true about the book *Smile*?

A. Telgemeier wrote the book when she was only 10 years old.
B. The book is based on Telgemeier's real life.
C. It is a graphic memoir.
D. Publishers did not believe the book would succeed.

RI.5.1; RI.6.1

2. What is true of a graphic novel?

A. It uses drawings.
B. It tells a story.
C. It is book-length.
D. all of the above

RI.5.3; RI.6.3

3. According to the article, what *most likely* caused the rise of graphic novels in children's publishing?

A. Publishers priced them more competitively.
B. More authors started writing graphic novels for kids.
C. Telgemeier's graphic novel *Smile* was a Number 1 best-seller.
D. Sales of children's books increased by more than 50%.

RI.5.7; RI.6.7

4. What is the *main* purpose of the comic strip at the top of page 5?

A. to show how graphic novels have captured the interest of people who weren't interested in comics
B. to showcase the recent Newberry Medal winner, *New Kid*
C. to emphasize how excited people are about reading graphic novels
D. to contrast Charell Coleman's point of view with Raina Telgemeier's

RI.5.4; RI.6.4

5. Which of these is a synonym for *confiscate*?

A. provide
B. disapprove
C. take away
D. require

RI.5.6; RI.6.6

6. Which of the following most likely describes the author's opinion of graphic novels?

A. She is uninterested in them.
B. She thinks they should be confiscated.
C. She thinks they are humorous.
D. She thinks they are impactful.

W.5.2; W.6.2

7. Explain how the section "Real Reading" supports the main idea of the article. Use evidence from the text to support your answer.

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Multiplying Multi-Digit Whole Numbers

Name: _____

Estimate. Circle all the problems with products between 3,000 and 9,000. Then find the exact products of only the problems you circled.

1 132 × 34

2 247 × 15

3 145 × 23

4 308 × 12

5 158 × 41

6 364 × 32

7 400 × 29

8 254 × 17

9 187 × 42

10 216 × 12

11 323 × 18

12 194 × 26

13 317 × 14

14 385 × 31

15 285 × 27

16 What strategies did you use to solve the problems? Explain.

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Multiplying with the Standard Algorithm

Name: _____

The answers are mixed up at the bottom of the page. Cross out the answers as you complete the problems.

1 580 × 30

2 3,104 × 18

3 1,482 × 38

4 1,085 × 17

5 1,236 × 55

6 1,625 × 18

7 2,105 × 13

8 1,788 × 15

9 2,500 × 19

10 648 × 32

11 2,409 × 23

12 306 × 62

13 2,417 × 24

14 650 × 35

15 962 × 44

Answers

20,736	17,400	27,365	47,500	55,872
18,972	18,445	26,820	67,980	56,316
22,750	29,250	55,407	42,328	58,008

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Using Estimation and Area Models to Divide

Name: _____

Check each answer by multiplying the divisor by the quotient. If the answer is incorrect, cross out the answer and write the correct answer.

Division Problems	Student Answers
516 ÷ 12	~~48~~ 43 Check: 12 × 48 = 576
837 ÷ 31	*27*
351 ÷ 13	*57*
918 ÷ 54	*22*
896 ÷ 32	*23*
1,482 ÷ 78	*14*
1,012 ÷ 11	*82*
1,344 ÷ 56	*24*

1 Explain how you could know that the answers to two of the problems are incorrect without multiplying.

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Using Area Models and Partial Quotients to Divide

Name: _____

Estimate. Circle all the problems that will have quotients greater than 30. Then find the exact quotients of only the problems you circled.

1. 540 ÷ 12 _____

2. 798 ÷ 38 _____

3. 429 ÷ 11 _____

4. 931 ÷ 19 _____

5. 925 ÷ 25 _____

6. 390 ÷ 15 _____

7. 1,071 ÷ 51 _____

8. 1,326 ÷ 13 _____

9. 1,856 ÷ 32 _____

10. 2,952 ÷ 72 _____

11. 1,869 ÷ 89 _____

12. 1,798 ÷ 29 _____

13. Select a problem you did not circle. Describe two different ways you could use estimation to tell the quotient is not greater than 30.

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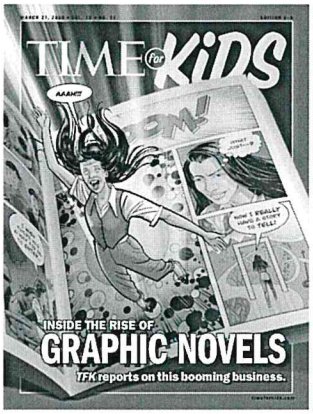
TIME for KIDS | EDITION 5–6 DISTRACTOR GUIDE | VOL. 10, NO. 21 MARCH 27, 2020



COVER QUIZ DISTRACTOR GUIDE FOR

COMIC CRAZE!

Graphic novels are a spin on traditional comic books. Instead of featuring superheroes, they often feature realistic, relatable characters and stories. These books are growing in popularity as people start to see the value in the stories they tell.

Cover Quiz Answer Key

1. A
2. D
3. C
4. A
5. C
6. D
7. Answers will vary. See page 4.

Question Distribution by Standard

Key Ideas and Details

Read for Detail, Identify Cause and Effect (RI.1, RI.2, RI.3)

- Q1, Q2, Q3

Craft and Structure

Define Words and Phrases, Identify Point of View (RI.4, RI.5, RI.6)

- Q5, Q6

Integration of Knowledge and Ideas

Analyze Graphic Features (RI.7, RI.8, RI.9)

- Q4

Writing

Informative Writing (W.2)

- Q7

Explain Events Mini-Lesson (RI.4)

Identifying cause and effect may be challenging for students because they often default to identifying the cause of an event, regardless of what is being asked. Explain that the cause might not always be listed first, depending on the structure the author uses. Similarly, an effect might not always be found in the same sentence or even in the same paragraph as the cause. But when two related events are described, the cause must be the event that occurs first. Think aloud about how to find the effect by restating the question and by putting a "so . . ." at the end, leaving a blank where students can identify the effect. Think aloud using the same process about how to identify a cause, leaving a "because..." at the end. Allow students to work through several examples on their own. It's important to make sure students know synonyms for effect, such as result, impact, consequence, and outcome, so they know what they are looking for.

Alternate Question Stems

- What must happen before [event] can occur?
- What caused [event]? Was was the result of [event]?
- List the steps taken in order to...
- Why is this event important in history?

Estimate. Circle all the problems with products between 3,000 and 9,000. Then find the exact products of only the problems you circled.

1. $132 \times 34 = 4{,}488$
2. $247 \times 15 = 3{,}705$
3. $145 \times 23 = 3{,}335$
4. $308 \times 12 = 3{,}696$
5. $158 \times 41 = 6{,}478$
6. 364×32
7. 400×29
8. $254 \times 17 = 4{,}318$
9. $187 \times 42 = 7{,}854$
10. 216×12
11. $323 \times 18 = 5{,}814$
12. $194 \times 26 = 5{,}044$
13. $317 \times 14 = 4{,}438$
14. 385×31
15. $285 \times 27 = 7{,}695$

16. What strategies did you use to solve the problems? Explain.

Answers will vary. Possible answer: In #2, I used the distributive property to find the partial products and then added them to find the product.

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The answers are mixed up at the bottom of the page. Cross out the answers as you complete the problems.

1 580 × 30 = 17,400

2 3,104 × 18 = 55,872

3 1,482 × 38 = 56,316

4 1,085 × 17 = 18,445

5 1,236 × 55 = 67,980

6 1,625 × 18 = 29,250

7 2,105 × 13 = 27,365

8 1,788 × 15 = 26,820

9 2,500 × 19 = 47,500

10 648 × 32 = 20,736

11 2,409 × 23 = 55,407

12 306 × 62 = 18,972

13 2,417 × 24 = 58,008

14 650 × 35 = 22,750

15 962 × 44 = 42,328

Answers

20,736	17,400	27,365	47,500	55,872
18,972	18,445	26,820	67,980	56,316
22,750	29,250	55,407	42,328	58,008

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Using Estimation and Area Models to Divide

Check each answer by multiplying the divisor by the quotient. If the answer is incorrect, cross out the answer and write the correct answer.

Division Problems	Student Answers	
516 ÷ 12	~~48~~ 43	Check: 12 × 48 = 576
837 ÷ 31	27	Check: 31 × 27 = 837
351 ÷ 13	~~57~~ 27	Check: 13 × 57 = 741
918 ÷ 54	~~22~~ 17	Check: 54 × 22 = 1,188
896 ÷ 32	~~23~~ 28	Check: 32 × 23 = 736
1,482 ÷ 78	~~14~~ 19	Check: 78 × 14 = 1,092
1,012 ÷ 11	~~82~~ 92	Check: 11 × 82 = 902
1,344 ÷ 56	24	Check: 56 × 24 = 1,344

1 Explain how you could know that the answers to two of the problems are incorrect without multiplying. Answers will vary. Possible answer: I can estimate 351 ÷ 13 using the compatible numbers 350 and 10, with a result of 35. The divisor 13 is greater than 10, so I know the quotient is less than 35 and cannot be 57. I can also estimate 896 ÷ 32 using the compatible numbers 900 and 30, with a result of 30. I know the quotient is closer to 30 than 20.

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Estimate. Circle all the problems that will have quotients greater than 30. Then find the exact quotients of only the problems you circled.

1. 540 ÷ 12
   45
2. 798 ÷ 38
   _____
3. 429 ÷ 11
   39
4. 931 ÷ 19
   49
5. 925 ÷ 25
   37
6. 390 ÷ 15
   _____
7. 1,071 ÷ 51
   _____
8. 1,326 ÷ 13
   102
9. 1,856 ÷ 32
   58
10. 2,952 ÷ 72
    41
11. 1,869 ÷ 89
    _____
12. 1,798 ÷ 29
    62

13. Select a problem you did not circle. Describe two different ways you could use estimation to tell the quotient is not greater than 30.

Answers will vary.
Possible answer: In problem 2, I divided the compatible numbers 800 and 40 to estimate a quotient of 20. A different way would be to multiply the divisor by multiples of 10, resulting in $38 \times 10 = 380$, $38 \times 20 = 760$, and $38 \times 30 = 1{,}140$. The dividend 798 is less than 1,140, so the quotient is less than 30.

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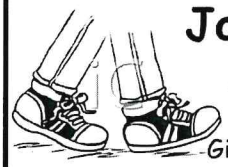
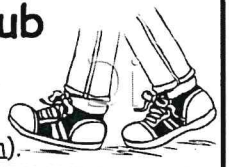
SPECIALS' ACTIVITIES FOR APRIL 27 THROUGH MAY 1



Join the Sand Lake Elementary Spring Mileage Club



All students are encouraged to walk, jog, and/or run as much as they want until May 29th. Keep track of the mileage. Let 15 minutes = one mile if the actual mileage is not known. Give Mr. Stoll weekly totals by phone (616-675-5439) or email (rstoll@tricountyschools.com).

KIDS HEART CHALLENGE™ You are encouraged to take the 10-Day Challenge to help Kick Cabin Fever to the Curb! Attempt each daily challenge listed below. If possible, sign up online to receive emails with fun things for the family to try. Go to www2.heart.org and then select "Kids Heart Challenge" to learn more. Stay active and keep safe!

DAILY PHYSICAL CHALLENGES

MONDAY Warm up so you can show off your dance moves! Complete 100 jumping jacks (try 4 sets of 25) to get your heart beating and body moving. Dance to your favorite song!

TUESDAY Get those muscles warm! Set a timer for 10 minutes and stretch those muscles.

WEDNESDAY After you eat lunch, go for a walk around the block and clear your mind.

THURSDAY Watch your water intake! Hydrate throughout the day and before and after physical activity.

FRIDAY March up and down the stairs once an hour or walk to a farther restroom at home to stay moving!

DAILY KINDNESS CHALLENGES

MONDAY A kind word is often all that is needed to truly make someone's day. Take a few minutes today to call a family member or friend and say hello. They will love to hear your voice!

TUESDAY Be kind to yourself! Carve out 15 minutes of your busy day to be outdoors.

WEDNESDAY Snap a picture of your dinner and send to a friend - sharing ideas is the greatest kindness!

THURSDAY Schedule relaxation or meditation on your work calendar today.

FRIDAY Be kind to yourself and take a break! Call someone you love and wish them well today - be empathetic of what is on their mind.

Music - Miss Burnell

Contact: kburnell@tricountyschools.com Call/Text: 616-326-6200
Office Hours: Tue 10:00-11:30am Thurs 2-3:30pm meet.google.com/nsy-pmmq-adb
Join by phone- +1 601-935-4209 PIN: 820 941 695#

Make a percussion instrument! Percussion instruments are things that you scrape, shake, or hit that make noise. What percussion instruments can you find or make around your home or outside?

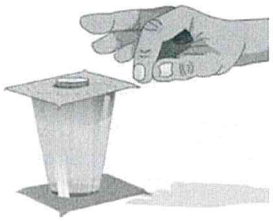
Ideas: Find some rocks or sticks and hit them together, fill a container with small stones, rice, or cereal to make a shaker! (plastic easter eggs work great for this) Something bumpy would make awesome scrape sounds ex: aluminum can, bumpy bark, plastic water bottle.

Read a Music Book! Is there a book in your house that has a song in it? (ex: Sing, Happy) maybe there is a book that rhymes that would make a good rhythm (ex: Dr. Seuss)? Maybe a book about musicians or instruments (ex: Zin Zin a Violin!). Find a book and read it- or find a non music book and think of a song that might go along with it. You may also join me for storytime on YouTube. I will be posting two videos- one for kids your age and one for kids a little younger. Feel free to share it with younger brothers and sisters!

If you are able, you can join me on Youtube at bit.ly/burnellmusic2 and bit.ly/burnellmusic3

STEM **A Penny For Your Thoughts**

Here are a couple penny drop activities: (You can really use any coin.)



1. You will need a penny, a card, and a glass.
   a. Put the card on top of the glass and the penny on top of the card.
   b. Hold the glass with one hand, and flick the card away with your finger.
   c. Can you get the penny to drop into the glass?
   d. **Can you explain the science behind why this works**?
   e. **Experiment**: Try it again with different coins. Do you notice any difference in the way this works?
   f. Jot down your observations and your thoughts.

1. Here's another penny drop experiment. This time you need a small piece of paper instead of a card.
   a. Fold a small piece of paper so that it is the size of the penny. (That's pretty small, so you can use a bigger coin if you want to.)
   b. **Predict** which one will hit the floor first if you drop them at the same time.
   c. Hold the paper in one hand and the penny in the other.
   d. *After* you make your prediction, drop them at the same time.
   e. Notice what happens? You should do it a couple times to see if your results are consistent.
   f. Now put the paper on top of the coin so that none of it is hanging over the edge.
   g. Drop them again. Did you get the same results? How might you explain your results?

- I ran out of space for this week. Check the SPECIALS Google Classroom for one more and a fun fact about pennies. If you cannot access Google Classroom, email me and I can send it to you. The code to join the SPECIALS Google Classroom is **laaeaek**. Let me know if you need the directions for how to join and I will be happy to help you.

Email: pbolt@tricountyschools.com call/text 616-648-7511

Art connect on Facebook at facebook.com/SandLakeArt

Activity 1: step in puddles and make wet footprint art on dry pavement

Activity 2: zentangle rain drops

Activity 3: draw concentric circles to show ripples in a puddle or pond

Activity 4: How does rain help our plants? Draw how the plants feel to get rain

Activity 5: How is one of your relationships going this week? Draw how you connected with someone special in your life this week.

Office Hours with Mrs. Pake cpake@tricountyschools.com (616)377-2630
Tuesday/Thursday 10:15-11:15
Friday- Art Class Live! 2pm, Link in Specials' Google Classroom (code: laaeaek)

Tri County Ancillary Tips and Tweets

WEEK 2

Speech & Language Tips

Modifying Activities for Students with Speech and Language Difficulties

If you child has articulation/phonological processes difficulties:

To work on sounds embedded within other activities, the first rule of thumb is to not frustrate your child! That being said, if they miss one of their target sounds, you can repeat it for them so they can hear it correctly. If it will not interrupt the flow of conversation and/or cause frustration, you can have them repeat the word back to you with the correct sound. If they are still not able to produce the correct sound, emphasize the sound and make sure they are looking at your mouth. If they still aren't able to produce it, move on. Contact your SLP for hints on how to teach that sound!

If your child has receptive language difficulties (understanding language):

Following Directions is often difficult. Break directions down into 1-step (part), simplify the language, and if necessary, draw a picture, point, offer needed tools, or demonstrate.

If your child has expressive language difficulties (expressing themselves):

If *producing words or sentences* are difficult for your child, written expression is also often difficult. To support writing and language, have your child tell you their answer. If it isn't complete, repeat the sentence or thought as a full sentence. You can then write it for them, or write it and have them copy it.

Answering questions can be a receptive and/or receptive language issue. If your child is having difficulty answering a question, try to determine if they didn't understand the expectation (i.e. "who" is a person, "when" is a time, "where" is a place). If they didn't understand, then give them the hints listed. If they understand, but have difficulty expressing the answer, take what they have said and repeat it with a full answer.

Additional Resources

Museum exhibits you can visit from your couch - PBS
https://www.pbs.org/newshour/arts/19-immersive-museum-exhibits-you-can-visit-from-your-couch

Gillette Children's Specialty Healthcare
Gillette experts have some useful tips on activities families can do using simple items found in most homes.
https://www.gillettechildrens.org/khm/child-family-services-provide-resources-during-covid

Make a Calm Down Jar
http://lemonlimeadventures.com/lego-calm-down-jar/#_a5y_p=1574711

Need Movement Activities
https://www.gonoodle.com/

GROSS MOTOR PLAY FOR EVERYONE (WITH LITTLE TO NO EQUIPMENT!)

- SOCK GAMES -

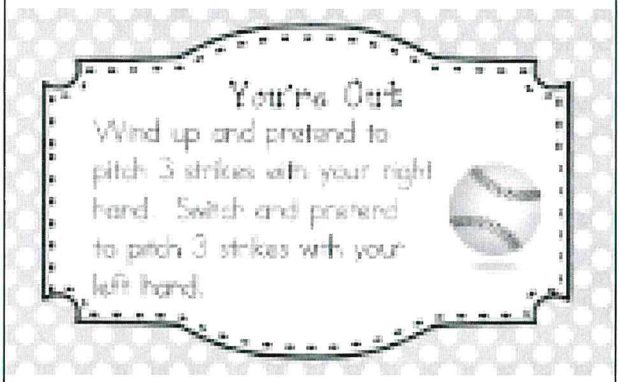
Sock Wars: Divide into two teams, create some sock balls from pairs of socks, and then each team creates its fort! Blankets, pillows, chairs, and couches are all fair game. Once you have built your elaborate fort, make sure all breakables are cleared away and start throwing! If a kid is hit then they are out for the remainder of the game. The last team standing wins. This also translates well to an outdoor game – just make sure you bring in all the socks when you are done.

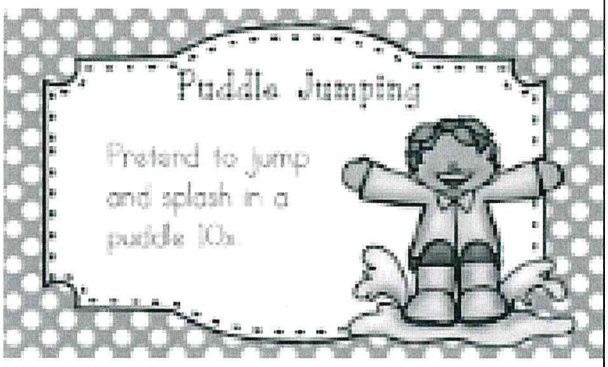
Sock basketball: Make a few "snowballs" out of pairs of socks, get a laundry basket (or smaller receptacles for more challenge), and you're all set. Kids can take turns shooting to score, and they could even take the risk of a longer shot worth more points!

More sock basketball variations: Each kid shoots the ball, and if they score, they take a step back. The one to score from the furthest distance wins.

Sock hockey: Likely, the safest way there is to play hockey! We like to use a plastic laundry basket tipped sideways for the goal. Pick a kid (or adult) for goalie and try to toss the socks into the goal. Use brooms for sticks and balled up socks as the puck! If you don't have

Occupational Therapy





enough people to play an actual game, take turns shooting on the goal!

Sock beanbag toss: A great use for that large cardboard box you were about to recycle. Cut holes of various widths and shapes and assign point values to each one. Flip the box upside down and you have an instant carnival-style beanbag toss. You can use soft socks to toss or small balls such as ping-pong.

Hot Potato: Simply get any soft ball or rolled up socks and underhand-toss it to a child. Instruct them to under-hand toss it to someone else as quickly as possible. Each child repeats this. When does this game end? Who knows? Just get rid of it!

Hot potato variations: If you have enough children, play short segments of music while they toss the object, stop the music, and the last child to touch it when the music stops is out of the game. Repeat until there is only 1 child.

Improving Social-Emotional Wellbeing at Home

Online and Social Media Safety

During this time of social-distancing, technology has become even more widely utilized. It is important to remember that when at school, children are protected by internet safety walls and filters, which may not be in place in your home. Please make sure to monitor your child when using the cell phones or internet. It may also be important for you to understand the many different types of social media that children can access. Below you will find some tips regarding online safety and several websites that contain helpful information about online safety and social media.

Internet Safety Tips

1. Set agreements on guidelines for using the internet and social media in your household.
2. Encourage your child to be careful when disclosing personal information.
3. Let your child show you what they like to do online.
4. Talk about the risks associated with meeting online "friends" in person.
5. Discuss how to behave toward others when online and using social media.

Online Resources For Online Safety & Social Media

- Commonsensemedia.org
- Internetmatters.org
- Internetsafety101.org
- Netsmartzkids.org

Contact Information

Please feel free to contact staff members for questions, concerns, or additional support if needed.

We are here to help!

Marcy Jaques, Teacher Consultant
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jrykse@tricountyschools.com

5th Grade - Learning at Home

Social Emotional

Here are some ideas that you can use to support yourself in your social emotional health and wellbeing. It is important to keep our bodies and minds healthy and sharp. **These are suggested social emotional learning activities. Each week we will have a different focus that will be linked to our Second Step - Social Emotional Learning curriculum. For information and additional learning you may visit Second Step.org.**

Please go at your own pace.

Week of April 27-May 1		

Social Emotional Learning
 	
Topic:
Calming Down
 	
Be Able To:
• Identify situations in which they might need to calm down
• Learn the technique for deep, centered breathing
• Identify and demonstrate other CalmingDown Strategies (using positive self-talk, counting, taking a break)
	Why?
	Using strategies to calm down will help your child think clearly instead of acting impulsively on their feelings. Deep breathing delivers more oxygen to the bloodstream while helping your child slow their breathing. Positive self-talk can effectively engage the thinking part of the brain in emotional situations.
		Possible Activities:
		
		• Complete the Home Link activity provided.
		• Have your child practice deep, centered breathing anytime they become nervous or anxious during the day.
		• Create your own cartoon strip showing how you can calm down in one of the scenarios below. Draw four squares for each of the Calming-Down Strategies, then draw your pictures and add words to the boxes.
		• Review possible scenarios below and discuss ways your child can help themselves calm down.
		  ○ You really need to talk with your best friend, but you aren't allowed to use the computer or phone.
		  ○ Your younger brother or sister colored all over your favorite book. Now you can barely read the words on most of the pages.

Social Emotional Learning Extra:	If possible, you may watch Lesson 10: Calming Down at https://www.secondstep.org/covid19support/grade-5-lessons	

How to Calm Down

Stop–
use your signal

Name your feeling

Calm down:
breathe
count
use positive self-talk

Name: _____

You are an emotion doctor. You specialize in calming down strong feelings. Today your patient is an adult family member.

Give your adult the routine calming-down checkup. With your adult, practice each of the Ways to Calm Down on the checklist below.

Patient's name: _____ **Reason for visit:** Routine calming-down checkup

A situation in which you may need to calm down: _____

_____

When you need to calm down, start with the following (practice each step):

☐ Stop—use your signal. What's your signal? _____

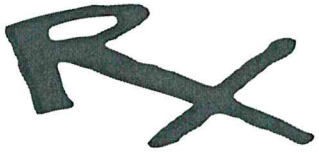
☐ Name your feeling. The situation above makes you feel: _____

☐ Calm down:

- ☐ Breathe. *Go through the following with the patient to practice deep, centered breathing. Repeat as necessary: Sit down and close your eyes or look at the floor. Put your hand on your stomach—that's just above your belly button. Now focus your attention on your breathing as you take a breath deep into the lower part of your lungs. You should feel your stomach moving as you do this. Now breathe out through your mouth slowly and with control. Make sure you can feel your hand moving out and in as you breathe.*
- ☐ Count. Count backward from ten.
- ☐ Use positive self-talk. What is something positive you can say to yourself in the situation above that will help you calm down? _____

  _____

☐ The patient has successfully completed the calming-down checkup.



This homework assignment was completed on _____ | _____
(DATE) (ADULT SIGNATURE)

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Name _____

Verbs Practice

Write a verb in each blank below.

1. see
2. run
3. fly
4. swim
5. feel
6. are
7. think
8. have
9. is
10. go
11. take
12. throw
13. bring

Now write the correct **past tense** form of each verb in the blank with the same number in the story. When you finish, read your crazy story to a partner. Have a wacky adventure!

The great giant Gillamesh (1) _____ danger from over the sea. Gillamesh (2) _____ to the edge of the sea. His faithful hunting dogs (3) _____ with him. As Gillamesh (4) _____ out to the sea, he (5) _____ nothing. Yet he (1) _____ the danger approach. Soon many folks (6) _____ around Gillamesh. They wonder what he (7) _____. They (8) _____ to know what terrible danger (9) _____ ahead. Gillamesh (10) _____ into his pack and (11) _____ out his magic lamp to consult the genie. He (12) _____ the lamp. Too late he (13) _____ the real danger! His trusted genie has been transformed into an evil genie by the evil Sanrac! Now, as Gillamesh (12) _____ the lamp, he unknowingly (13) _____ the evil Sanrac genie into this world!

% Grammar

65

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5th Grade

Mrs. McBeth's Language Students

Rule Breakers: If you don't feel like reading the words, have an older person read to you. If you don't want to write, just say the sentence out loud.

I hope you are staying healthy!