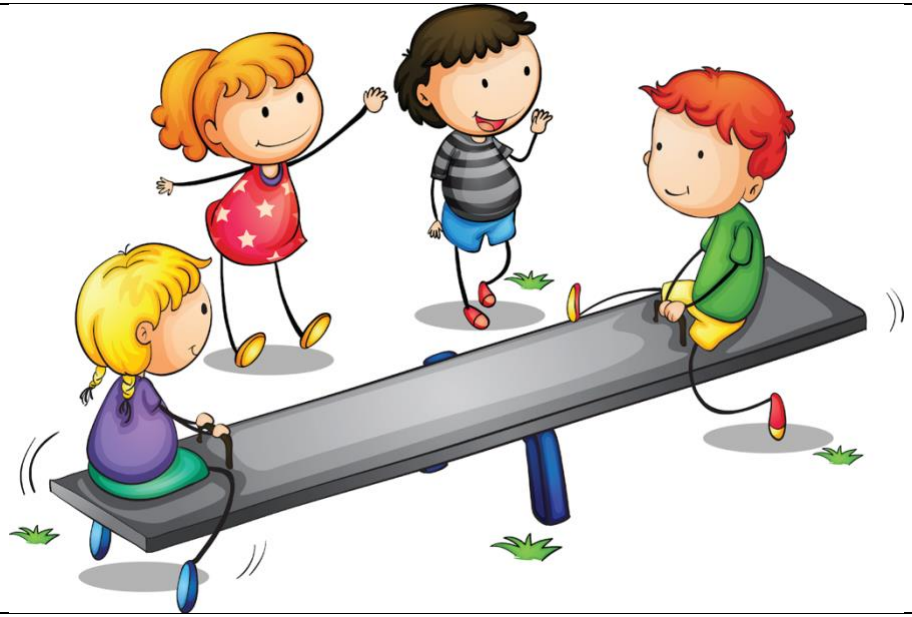
TK Asynchronous Activities During District Internet Outage
September 21, 2020

Subject	Transitional Kinder ***180 minutes***
ELA	• Read a book with an adult. It can be any book you want. Talk about the setting (where the book takes place) of the book. Draw a picture of the setting. If you want, an adult can help you label the picture. • Have an adult write your name in the middle of a piece of paper using a black crayon or marker. Make sure they only use a capital at the beginning. Trace over your name 5 times, using a different color each time. Name the color as you trace. Remember to use correct letter formation, ***-50 minutes***
ELD	**Texture Dance** This game is played like freeze dance. Play a song and when you pause the music, say a texture that students must find. For example: if you say, "Find something soft", they could find a blanket. If you say, "Find something hard", they could touch the wall. Before you start the music again, have your child use a complete sentence to describe what they touched. I found a _____ that is _____: I found a blanket that is soft.
Math	• Help an adult set the table. How many plates, forks, spoons, cups, knives and napkins did you use? Tap and count them one-by-one. • Pour a small amount of small objects (cereal, beads, goldfish) onto a plate. Use your thumb and pointer finger to "pinch" the objects as you count them. Count out 10 items. Can you do it with 15? How about 20? ***-30 minutes***
Social Studies	What does it mean to be a good friend? Talk with an adult about things you can do to be a good friend. Draw a picture of you and a friend. ***-30 minutes***
Science	Engineers solve problems to improve our lives. Build a bridge with blocks or items around your house to help your toys cross a small river. How many toys can your bridge hold? ***-30 minutes***

PE	Try this movement routine: jump up and down in place, touch your toes, reach for the ceiling, do 3 jumping jacks, run in place for a count of 10, repeat 5xs. ***-20 minutes***
Music	1. Sing the ABC song or Twinkle Twinkle Little Star.. 2. Now sing the ABC (or Twinkle Twinkle Little Star) melody using the sounds of different animals like in the song Dog in School. 3. Pick your favorite animal and think about how it moves. Try and walk around your space like that animal to a steady beat. 4. Try walking like your animal with a fast and slow tempo. ***-20 minutes***

Kindergarten Asynchronous Activities During District Internet Outage- September 21, 2020

Subject	Kindergarten ***180 minutes***
ELA	*Listen to a story. 1. Fold a piece of paper into four parts. 2. In each section, draw one of the story elements: character, setting, problem, and solution. *Make a "What is Blue?" web. Have an adult write the word BLUE in the middle of a paper. Then draw lines coming from the word blue and draw one blue item to put by each line. Draw at least 4 lines. *Writing: 1. Practice writing your first and last name using chalk, play dough or water on the sidewalk using a paint brush. Remember to use a capital in the beginning and lower-case letters for the rest. *Extension-Retell the story to someone in your family. ***-50 minutes***
ELD	As you look at the images, think about the essential question, "Why do we have rules?" What other questions could we ask about having rules? Share your questions with two other people, and then ask them to share their thinking with you. Draw or write what you learn from your conversation. Question Stems:

	Who? What? Where? Why? When? How? 
Math	1. Write the numbers 0-5, using correct formation. 2. Using a building material, such as Legos or playdough, form the numbers 1-5. 3. Count as high as you can! ***-30 minutes***
Social Studies	*Discuss and review what it means to be a good citizen. Think about how you can help your neighbors or in your neighborhood. Draw a picture of how you could help someone in your neighborhood. ***-30 minutes***
Science	Engineers solve problems to improve our lives. Build a bridge with blocks or items around your house to help your toys cross a small river. How many toys can your bridge hold? ***-30 minutes***
PE	All you need is a balloon or very soft/light ball. Take turns passing it back and forth without letting it touch the ground. For a challenge, add a second balloon and pass both at the same time. ***-20 minutes***
Music	1. Sing the ABC song or Twinkle Twinkle Little Star..

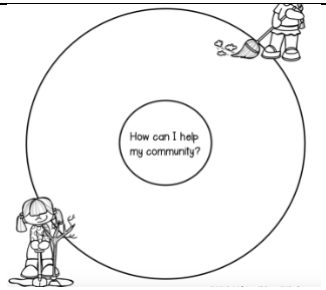
	2. Now sing the ABC (or Twinkle Twinkle Little Star) melody using the sounds of different animals like in the song Dog in School. 3. Pick your favorite animal and think about how it moves. Try and walk around your space like that animal to a steady beat. 4. Try walking like your animal with a fast and slow tempo. ***-20 minutes***

1st Grade Asynchronous Activities During District Internet Outage
September 21, 2020

Subject	1st grade ***230 minutes***
ELA	*We have been learning about Fiction and Non-Fiction. Choose a book to read with your family in your native language that is Non-Fiction. As you go through the book, think about and discuss (or write) facts that you learned about the topic from the book. (20 minutes) *We have been learning about verbs. A verb is an action. Ex. run or jump. Brainstorm a list of verbs, actions that you can do around the house. Act them out to check and see if they are a verb. Then write a sentence using one of the verbs. For example: I ***sit*** in my chair. (30 minutes) *Rhyming - Have an adult say the following words: sea, bee, three. Add a word that would rhyme. Remember that rhyming words sound the same at the end. Try it again with: map, sap, trap. (10 minutes) ***- 60 minutes***
ELD	* Proper Nouns - A proper noun tells the name of a particular person, place, or thing. They begin with a capital letter. Teacher is a noun. Mrs. Rose, a teacher, is a proper noun. Look at the pictures. These are examples of proper nouns.   

	Los Angeles Zoo George Washington Kleenex Brainstorm other examples of proper nouns and draw a picture of one of them.
Math	* Scavenger Hunt with Tally Marks Go for a walk and practice making tally marks for each item you see. Remember Tally Marks are in groups of 5. When you are done practice counting by 5's. Then answer the questions below. What did you see the most of? What did you see the fewest of? *Solve the word problem below using pictures, tallies, or an equation. Tanner has a box of 8 popsicles. 3 of the popsicles are red and the rest are blue How many blue popsicles are in the box? ***-50 minutes***

item	tally	total
bird		
insect		
bus		
dog		
car		
bike		
kid		
adult		

Social Studies	 *We have been learning about community. What are different ways we can help our community? Brainstorm some ideas on how you can help our community and drawer write them on a piece of paper. Then share your ideas with an adult or sibling. I can help my community by _____ . ***-30 minutes***
Science	Survey your family for these genetic traits: dimples, attached earlobes, ability to roll tongue, and right thumb goes on top when clasping hands. What do you notice? Do you see any similarities? Do you see any differences? ***-30 minutes***
PE	All you need is a balloon or very soft/light ball. Take turns passing it back and forth without letting it touch the ground. For a challenge, add a second balloon and pass both at the same time. ***- 30 minutes***
Music	1. Build your own shaker OR drum! ● To build a shaker, take an empty container (toilet paper roll, soda bottle, tupperware container, etc) and fill it ½ full with something that makes sounds, such as rice, dry beans, etc. ● Seal the container either with a lid or with tape. Try shaking to hear the sound it makes. ● To build a drum, take an empty container (toilet paper roll, soda bottle, tupperware container, etc) and seal it with a lid or some tape. Find an item you can use as a mallet to hit the drum with (a pencil, chopstick, etc.) and try drumming. 2. Once you have your instrument made, try these rhythms:

How do you say each of these rhythms? Use the words “ta”, ‘ta-di” and “sh” for the rests.

-30 minutes

2nd Grade Asynchronous Activities During District Internet Outage
September 21, 2020

Subject	2nd grade ***230 minutes***
ELA	**Reading:** 1. Find your Benchmark Reader **Government at Work.** 2. Read "A City Park" on page 4 two times to practice your fluency. Make sure to practice annotating as you read. Focus on circling important words and phrases and underlining key details about city parks. 3. In your journal, respond to the following question: *What would the park be like if workers didn't take care of it?* If workers did not take care of the park... 4. Choose a fiction book of your choice to read for 15-20 minutes. When you are finished reading, find a family member or friend to retell the story. Make sure to include the beginning, middle, and end. Also, make sure to include transition words to help your retell flow smoothly (First, Next, Then, Finally). **Writing:** 1. Journal Writing: **Write about a time that you felt proud.** Make sure to include 4-5 sentences that include detail. After you are finished writing, read it to yourself to check your spelling, capitalization, and punctuation. Remember, every sentence starts with a capital and ends in a punctuation mark. ***-60 minutes***

ELD	As you look at the images, think about the essential question, "Why do we need a government?" What other questions could we ask about needing a government? Share your questions with two other people, and then ask them to share their thinking with you. Draw or write what you learn from your conversation. Question Stems: Who? What? Where? Why? When? How?   
Math	1. Practice counting by 2s. See how far you can go! 2, 4, 6, … 2. Go on a Math Hunt around your house and look for objects that are the same. For example, the spoons in your kitchen. Count the items and decide if there are an even or odd number of that object. You can organize your information like a mathematician by creating a table, chart, or bulleted list. 3. **Number of the Day: 38** For this activity, fold a piece of paper in fourths or draw lines in your journal to make 4 sections. o Write the number in word form. o Write the number in expanded form. o Make a model with base ten. o Is this number even or odd. Prove it! ***-50 minutes***
Social Studies	1. Find your Studies Weekly #2 **Being Responsible**. Reread the articles "Do You Have Courage" and "Responsibility and Courage" on page 3. 2. In your journal or on a piece of paper, write 2-3 sentences about what it means to have courage. Can you think of a character in a book or someone in history who has demonstrated courage? Draw a picture to illustrate the act of courage.

	-30 minutes
Science	Survey your family for these genetic traits: dimples, attached earlobes, ability to roll tongue, and right thumb goes on top when clasping hands. What do you notice? Do you see any similarities? Do you see any differences? ***-30 minutes***
PE	All you need is a balloon or very soft/light ball. Take turns passing it back and forth without letting it touch the ground. For a challenge, add a second balloon and pass both at the same time. ***- 30 minutes***
Music	1. Build your own shaker OR drum! ● To build a shaker, take an empty container (toilet paper roll, soda bottle, tupperware container, etc) and fill it ½ full with something that makes sounds, such as rice, dry beans, etc. ● Seal the container either with a lid or with tape. Try shaking to hear the sound it makes. ● To build a drum, take an empty container (toilet paper roll, soda bottle, tupperware container, etc) and seal it with a lid or some tape. Find an item you can use as a mallet to hit the drum with (a pencil, chopstick, etc.) and try drumming. 2. Once you have your instrument made, try these rhythms:  How do you say each of these rhythms? Use the words "ta", 'ta-di" and "sh" for the rests. ***-30 minutes***

Third Grade Asynchronous Activities During District Internet Outage
September 21, 2020

Subject	3rd grade ***230 minutes***
ELA	I can find the main idea and key details in informational text. Skillful readers preview a text by looking at the pictures and title first. Please look at "*Working Together*" in your Benchmark Unit 1 book pages 4-5. How does the 2nd picture go with the title?  The purple section shows where the worst flooding was expected. The city of Fargo is located in that purple section.  Fargo citizens, including students, spent almost forty-four thousand hours filling sandbags. It was hard work, but fun. Look at the first sentence in paragraph #1. I see a place, Fargo, North Dakota. Can I find that on the map? Does the caption in blue below the map give me more information about the map? Think about these questions while you read paragraph #1. What is the problem? Who will try to solve it? What do they want to protect? How do they plan to do that? Circle key words in the text that answer these questions. In paragraph #2 think about these questions while you read. What are they doing? Why? Circle key words. In paragraph #3 read the conclusion--what happens at the end--and think about these questions. Did they need to use their plan? Why? What did people do to solve the problem? Did their plan work? Did they work together? Circle key words.

	<u>Spelling:</u> This week in spelling we are practicing short vowel words with more than one syllable. Short vowels are the ***/a/*** in hat, the ***/e/*** in den, the ***/i/*** in pig, the ***/o/*** in dot, and the ***/u/*** in mud. These are your spelling words. Write them **two times** on paper or a whiteboard. Use **different colors** for the ***short vowels*** in each. conflicts examples helpful imagine plans problems printed upset **-60 minutes**
ELD	As you look at the images, think about the essential question, "Why do people participate in government?" What other questions could we ask about participating in government? Share your questions with two other people, and then ask them to share their thinking with you. Draw or write what you learn from your conversation. Question Stems: Who? What? Where? Why? When? How? 
Math	🎯 I can add and subtract two 2-digit numbers. Remember to use numbers, words, pictures to solve these math problems on a white board, scratch paper, or your math notebook.

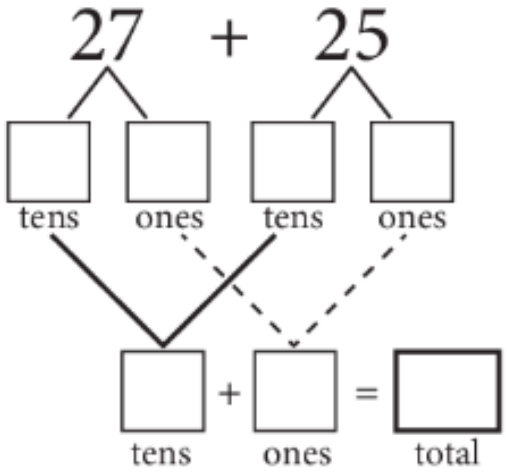
1. Read each number and write them in standard AND expanded form:

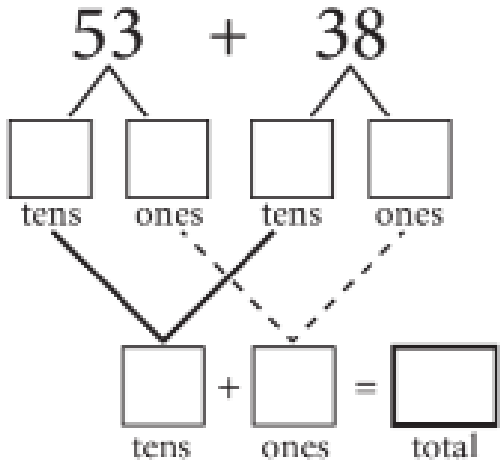
Five hundred forty-one Three hundred nine

2. Explain how you can use a “Make a Ten” strategy to add these two numbers together using numbers, pictures or words: 37 + 55 =

3. Explain how you can use a place value splitting strategy to add these two numbers together using numbers, pictures or words: 64 + 19 =

4. Use a place value splitting strategy to add each pair of numbers:

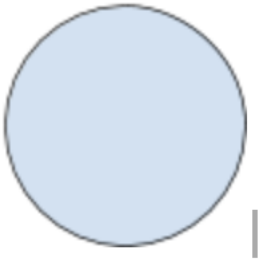
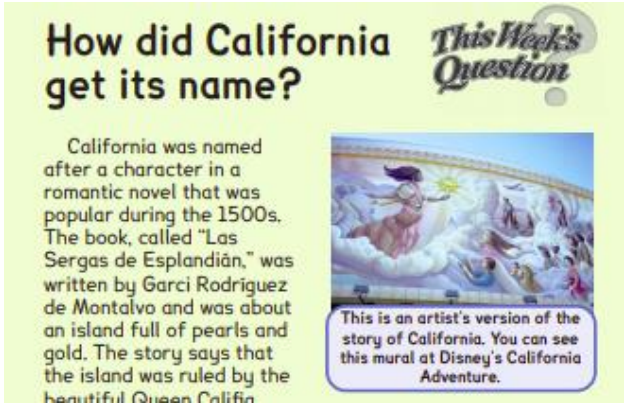




27 + 25 = ____ 53 + 38 = _____

5. You want to buy a jacket. It has a price tag of $84. A sign above the rack says **“Sale Today! All jackets $45 off.”** What is the price of the jacket you want to buy?

6. Olivia has a dime, a nickel, and a penny. Tony has 2 quarters, a nickel and 3 pennies. How much more money does Tony have than Olivia?

	7. Write a math story problem to match this equation: 25- ? = 15 8. Partition both shapes into fourths.   ***-50 minutes***
Social Studies	 Read this story in **Week 2** of Studies Weekly about how **California got its name**. Based upon what you have read about California so far in our first two weeks, what would you have named our state? Write a paragraph about what name you would give it and why. Make sure to include supporting details from the text. ***-30 minutes***

<table>
<tr>
<td>Science</td>
<td>
Joe and his brother John were playing with toy cars. They each built a ramp and were having a contest to see which car would go the farthest. Below is a table that shows three rounds of their contest. Look at the data and then answer the questions below:
<table>
<tr><th>Joe’s Ramp Height</th><th>Distance Car Traveled</th><th>John’s Ramp Height</th><th>Distance Car Traveled</th></tr>
<tr><td>10 inches</td><td>28 inches</td><td>6 inches</td><td>17 inches</td></tr>
<tr><td>15 inches</td><td>36 inches</td><td>12 inches</td><td>32 inches</td></tr>
<tr><td>20 inches</td><td>48 inches</td><td>24 inches</td><td>64 inches</td></tr>
</table>
After looking at the data for both boys, answer each of these questions:
1. Do you notice any patterns?
2. What happens as the ramps get higher?
3. Why do you think the cars go farther when the ramp is higher?
4. If you had to predict how far a toy car would go with a ramp height of 30 inches, what would your prediction be?

-30 minutes
</td>
</tr>
<tr>
<td>PE</td>
<td>Play the “Act Like” Game. You can play with a friend or simply create ideas and play by yourself. “Act like... you are driving a car/ flying a plane/blowing bubbles/a bee is flying around you/you just met your favorite singer...
-30 minutes</td>
</tr>
<tr>
<td>Music</td>
<td>How can you make an instrument that has 2 different pitches (one higher than the other)?
1. Try making your own pitched instrument!
● Fill glasses with different amounts of water.</td>
</tr>
</table>

	OR ● Stretch a rubber band and pluck it. Stretch is further and pluck it again. OR ● Be creative and think of your own way. Maybe there are two objects you can tap that will make two different pitches. Be sure to ask permission and be safe. 2. Determine which of the sounds created is high and which is low. Why is one sound higher than the other? What do you think causes this? 3. Create a composition that includes high and low sounds and play your song for someone. Write your song on a piece of paper using quarter notes (ta), eighth notes (ta-di) and rests (sh!).  ***-30 minutes***

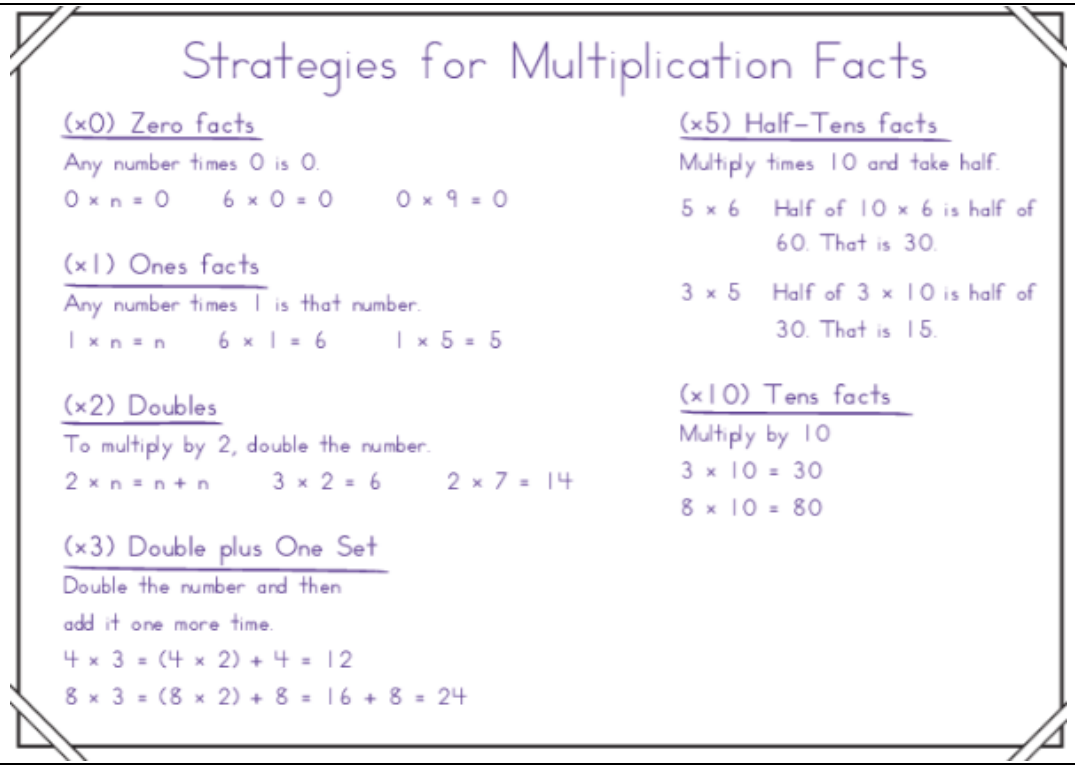
Fourth Grade Asynchronous Activities During District Internet Outage
September 21, 2020

Subject	4th grade ***240 minutes***
ELA	**Benchmark Unit 1: Government in Action** Essential Question: How can government influence the way we live? 1. Think and reflect on these guiding questions. Answer using complete sentences. We will discuss these questions throughout our unit. There is no right or wrong answer at this time. a. Who/what decides what can be a law and what can't? b. Can anyone be president, governor, or mayor? c. How does the government affect our daily lives? 2. Read the story *Solving Problems* in your Unit 1 Booklet/Reader page 4 - 5. 3. Annotate as you read (circle vocabulary words, underline main idea and key details, etc.) 4. Answer the following question with a RACE response. Remember: **R- restate the question; A-answer the question; C-cite evidence from the text; E- elaborate/explain how your evidence supports your answer.** a. How did the different levels of government work together to solve Washington's shellfish problem? ***-60 minutes***
ELD	As you look at the images, think about the essential question, "How can government influence the way we live?" What other questions could we ask about the influence of government? Share your questions with two other people, and then ask them to share their thinking with you. Draw or write what you learn from your conversation. Question Stems: Who? What? Where?

<table>
<tr><td></td><td>Why?
When?
How?
  </td></tr>
<tr><td>Math</td><td><u>Reviewing Multiplication Strategies</u>: In today's assignment you will use the Strategies for Multiplication Facts you learned last year. Review the chart below.
-60 minutes</td></tr>
<tr><td></td><td></td><td>Solve the following questions using the strategies above. Make sure to show your work and tell which strategy you used:

1. If you had 2 boxes of 8 crayons and your teacher gave you another box of 8 crayons, how many crayons would you have?

2. Max had 6 dimes in his pocket. How much money does he have?</td></tr>
</table>

<table>
<tr>
<td></td>
<td> 
</td>
<td>3. Write a story problem for a Doubles (x2) fact.

4. If Suzie bought 9 baskets with 5 large peaches in each basket, how many peaches did she buy?

5. Cody bought 2 bags of 5 apples. He already had 1 bag of 5 apples at home. How many apples does Cody have in all?</td>
</tr>
<tr>
<td>Social Studies</td>
<td colspan="2">1. Choose one of your Studies Weekly Newspapers.
2. Read either the front article or the article located in the middle on pages 2 &3. Annotate while you read.
3. When you are done:
a. Identify the main idea. How did you know it was the main idea? What key details support this main idea?
b. Choose an unknown word you read in the text. Write the context clues that helped you figure out the meaning of that word.
-30 minutes</td>
</tr>
<tr>
<td>Science</td>
<td colspan="2">Staci and her friends were watching an action movie and there was a big car crash scene. They couldn’t believe that one of the cars looked perfect while the other car was completely wrecked.

Staci said,” The car that got most wrecked was the car going the fastest.”

Manish said, “ No way, the car going the slowest got most wrecked.”</td>
</tr>
</table>

	Ignat said, "You're both wrong-the speed of the cars has nothing to do with how much damage happened." Think about what each of the friends said, and think about what you know about speed and force. Pick the statement you think is most accurate, and explain why you think so. ***-30 minutes***
PE	Play the "Act Like" Game. You can play with a friend or simply create ideas and play by yourself. "Act like... you are driving a car/ flying a plane/blowing bubbles/a bee is flying around you/you just met your favorite singer... ***-30 minutes***
Music	How can you make an instrument that has 2 different pitches (one higher than the other)? 1. Try making your own pitched instrument! ● Fill glasses with different amounts of water. OR ● Stretch a rubber band and pluck it. Stretch is further and pluck it again. OR ● Be creative and think of your own way. Maybe there are two objects you can tap that will make two different pitches. Be sure to ask permission and be safe. 2. Determine which of the sounds created is high and which is low. Why is one sound higher than the other? What do you think causes this? 3. Create a composition that includes high and low sounds and play your song for someone. Write your song on a piece of paper using quarter notes (ta), eighth notes (ta-di) and rests (sh!).  ***-30 minutes***

Fifth Grade Asynchronous Activities During District Internet Outage
September 21, 2020

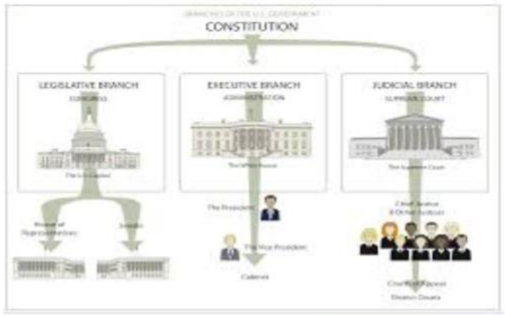
<table>
<tr><td>Subject</td><td>5th grade
240 minutes</td></tr>
<tr><td>ELA</td><td>*Choose an independent reading book - you may continue your book from last week, or start a new one. You will read for 30 minutes, while completing the activity below.

*Good readers ask questions before, during, and after reading a story. There are two types of questions that we as readers should be asking while we read: thin questions and think questions.

• <u>Thin questions</u> have answers that can be found directly in the text, like "Where does the story take place?" or "How old is the main character?"
• <u>Thick questions</u> make us stop and think. They cannot be answered with a yes or a no and usually the answer cannot be found in the text. For example: "What would you have done if you were in the main character's shoes?" or "Why do you think the author included this part?".

*Your Task: On a piece of paper or notebook make a T chart like the one shown below. As you read, write down some questions you have. When you are finished reading, try to answer the questions. Underline one question that helped you better understand the book. You must have 2-4 questions and answers in each section.

<table><tr><th>Thin</th><th>Thick</th></tr><tr><td></td><td></td></tr></table>
- 60 minutes</td></tr>
</table>

ELD	As you look at the images, think about the essential question, "Why do laws continue to evolve?" What other questions could we ask about laws changing? Share your questions with two other people, and then ask them to share their thinking with you. Draw or write what you learn from your conversation. Question Stems: Who? What? Where? Why? When? How?   
Math	Write **and** solve an equation to represent each statement below. 1. To find 46 x 11, I find 46 x 10 then add 1 group of 46. 2. To find 42 times 25, I double and halve. 3. To find 19 x 16, I find 20 x 16 then subtract a group of 16. 4. To find 24 times 17, I multiply 20 times 17 and add it to 4 times 17. 5. To find the volume of a box that has a 8 by 4 base and 5 layers, I multiply the dimensions of the base first and then multiply by the number of layers. **Solve.** 6. (8 x 7) x 5

7. (20 x 4) + (3 x 4)
8. 54 - (3 x 8)
9. (28 ÷ 7) x 4
10. (8 x 20) + (8 x 3)

True or False?

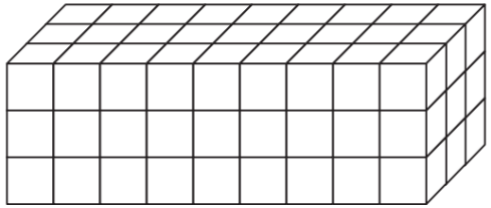
11. 9 x 9 = (10 x 10) - 1
12. 16 x 20 = 10 x (16 x 2)
13. 8 x 13 = 4 x 26
14. 99 x 15 = (100 x 15) - (1 x 15)
15. (8 x 6) x 4 = (4 x 8) x 6

Volume Practice:

- Volume = length x width x height
- Volume = area of the base x height

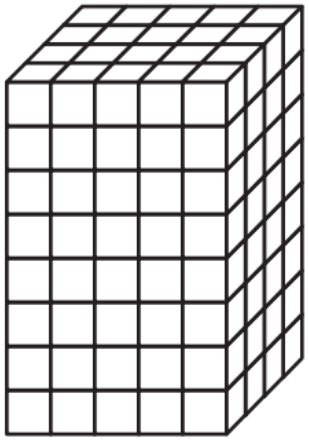
How many 1 × 1 × 1 cubes are in the rectangular prisms shown below? Write and solve an equation for each.

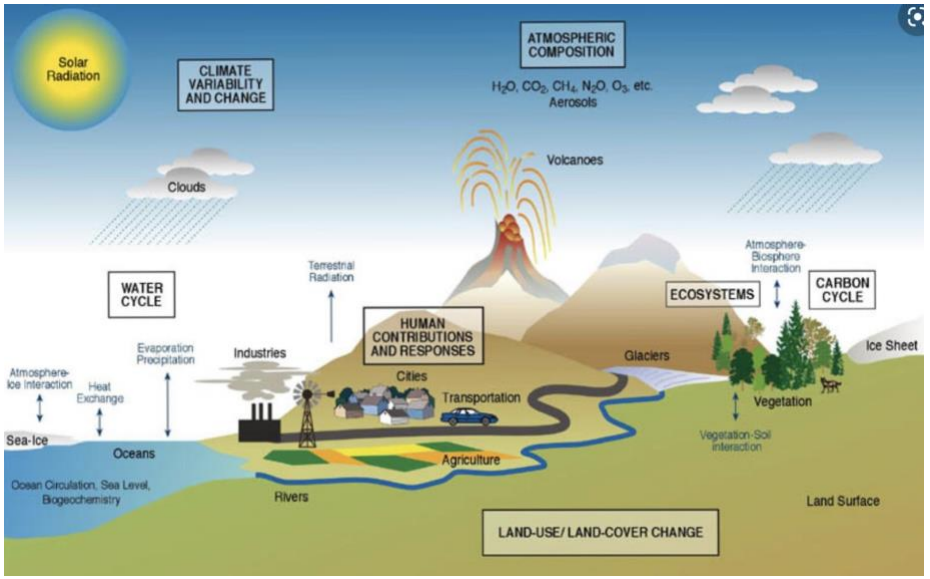
16.



Equation: _____

17.

	 Equation: _____ 18. Caleb built a planter to plant some flowers. The planter was 6 feet in length, 3 feet wide, and 2 feet high. What was the volume of the planter? 19. If the area of the base of a rectangular prism is 12 square inches and the height is 5 inches, what is the volume? 20. The volume of a rectangular prism is 60 cubic centimeters. If the length is 5 centimeters and the width is 4 centimeters, what is the height? ***-60 minutes***
Social Studies	*Using week two of your Social Studies Weekly Newspaper, read the article "The Mystery at Mesa Verde". *Reread the article and annotate the text by identifying the key details and the main idea. Then use the key details and main idea to write a summary of the article. ***-30 minutes***
Science	Planet Earth has four major systems: • The hydrosphere refers to all of the water on Earth-lakes, streams, oceans, glaciers, water vapor in the air, etc

	• The biosphere refers to ALL living things on the planet-animals, humans, plants, bacteria, fungus, insects, etc. • The geosphere refers to Earth itself-the sand on the beach, mountains, volcanoes and lava, hills, valleys, rocks, boulders, etc. • The atmosphere refers to the layer of protective gases surrounding the planet-nitrogen, oxygen, carbon dioxide, etc. This is one simple model representing how Earth's Systems might interact. Interaction means they influence or have an impact on one another. For example, in the list above, the hydrosphere includes water vapor in the air, this is one example of an interaction between the atmosphere and the hydrosphere and the Sun provides the energy to turn liquid water into vapor in the air. Pick at least two examples from the model above of Earth Systems interacting 1. Describe the interaction that is happening 2. Name the systems that are interacting 3. Use your own reasoning to think about and explain what might be causing the interaction  -***30 minutes***
PE	Try this movement routine: hop on one foot, touch your toes, reach for the ceiling, march in place for the count of 30, do 3 jumping jacks, run in place for a count of 30, repeat 5xs. ***-30 minutes***
Music	How can you make an instrument that has 2 different pitches (one higher than the other)? 1. Try making your own pitched instrument! • Fill glasses with different amounts of water. OR

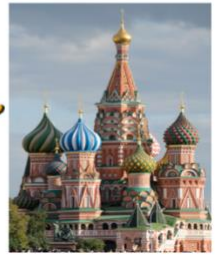
	● Stretch a rubber band and pluck it. Stretch is further and pluck it again. OR ● Be creative and think of your own way. Maybe there are two objects you can tap that will make two different pitches. Be sure to ask permission and be safe. 2. Determine which of the sounds created is high and which is low. Why is one sound higher than the other? What do you think causes this? 3. Create a composition that includes high and low sounds and play your song for someone. Write your song on a piece of paper using quarter notes (ta), eighth notes (ta-di) and rests (sh!).  ***-30 minutes***

Sixth Grade Asynchronous Activities During District Internet Outage
September 21, 2020

Subject	6th grade ***240 minutes***
ELA	Benchmark: Benchmark TCR "Beyond Democracy." · Read "**The United Nations**" article on page 30. · Annotate · On another sheet of paper answer this question: ***Why was the United Nations created?*** Use RACE format (restate/answer/cite evidence/explain) to answer the question completely in a paragraph.- ***60 minutes***
ELD	As you look at the images, think about the essential question, "Why might societies form different types of government?" What other questions could we ask about different forms of government? Share your questions with two other people, and then ask them to share their thinking with you. Draw or write what you learn from your conversation. Question Stems: Who?

<table>
<tr>
<td></td>
<td>What?
Where?
Why?
When?
How?

<table>
<tr><th>Form of Government</th><th>Description of Governmental Form</th></tr>
<tr><td>totalitarianism</td><td>total governmental control</td></tr>
<tr><td>authoritarianism</td><td>micromanagement of citizens via government structure; military control, tyranny</td></tr>
<tr><td>monarchy</td><td>rule of one; undivided rule; typically hereditary rule; backed by oligarchical power</td></tr>
<tr><td>oligarchy</td><td>rule of few (well-connected, socially, financially, physically powerful); elites rule</td></tr>
<tr><td>republic</td><td>indirect rule of citizens through representatives; rule of law; limited government</td></tr>
<tr><td>direct democracy</td><td>rule of citizens; simple majority rule; no restraint on majority</td></tr>
<tr><td>anarchy</td><td>no order/control; no government structure; power vacuum</td></tr>
</table>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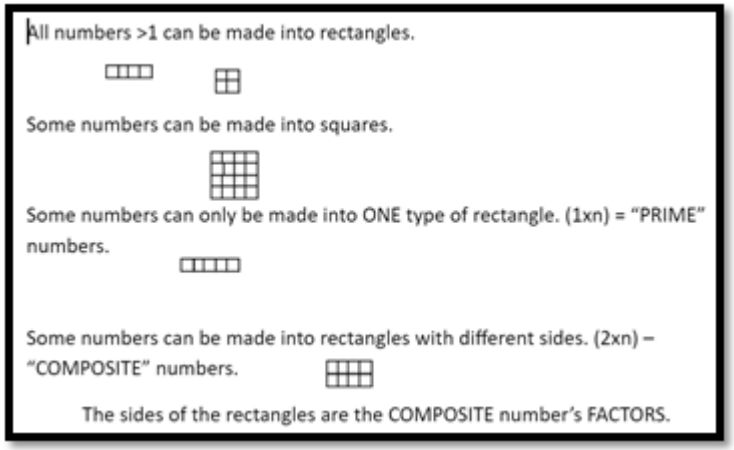
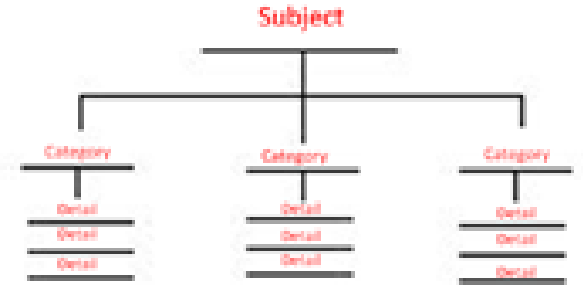
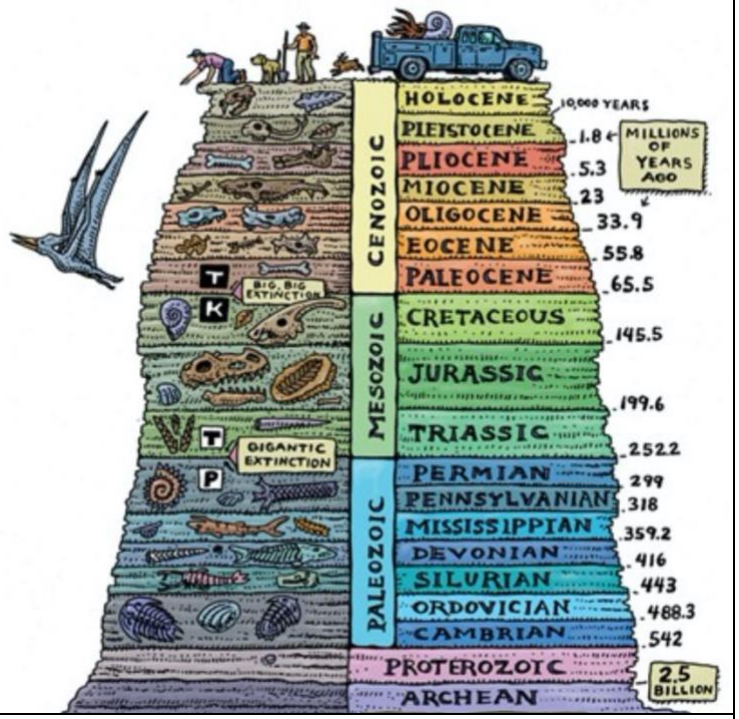
<tr>
<td>Math</td>
<td>Factors & Multiples
 

<u>Part 1:</u> Use graph paper to draw and label the following:
1. Use the number 24. Draw all of the different rectangles you can make that have an area of 24. Label the factors as the base and height.
2. Repeat the above process for the numbers: 30, 36, 40, and 100.

<u>Part 2:</u> Prime numbers only have 1 and itself as factors. List all of the prime factors less than 50.</td>
</tr>
</table>

	<u>Part 3:</u> A MULTIPLE is the result of multiplying a number by an integer (not a fraction). For example, 4, 6, 8 are all multiples of 2. List the first 5 multiples for the following numbers: · 5 · 8 · 22 · 43 · 125 ***-60 minutes***
Social Studies	**Social Studies:** Studies Weekly: Week 4 · Read "The Seven Wonders of the Ancient World" on page 2. · Annotate · On a separate sheet of paper, create a tree map organizing the most important information in the article. ***-30 minutes*** 
Science	Humans study the fossil record to understand how the Earth has changed over time, because ancient layers of sediment hold clues to Earth's past. For example, ancient seas once covered what are now deserts. The image below helps us understand how the Kaibab Plateau in the Grand Canyon has changed over time. It is one example we can use to understand our planet's evolution. 1. Based on the types of fossils found, were there periods when the area known as the Grand Canyon was once an ocean? 2. Are there periods where the landscape goes back and forth? Meaning it was covered in water and then not, and then covered in water again? • Locate some fossils that appear to be creatures that would have lived in water: ○ Describe the fossil and the characteristics you are using as clues

	• Match those fossils to the time period on the right:
	  ○ Name the period to which the fossil belongs and make a note of how many millions of years ago the creature lived
	• Do you notice any patterns in the fossil record?
	3. Find on the fossil record where it says gigantic extinction and big big extinction.
	  ○ What do you suppose might cause many animals to die off seemingly all at once?
	  ○ Can you think of other events that might cause a mass extinction besides the one you already named?
	
	-30 minutes 

PE	Try this movement routine: hop on one foot, touch your toes, reach for the ceiling, march in place for the count of 30, do 3 jumping jacks, run in place for a count of 30, repeat 5xs. ***-30 minutes***

Art	How can you make an instrument that has 2 different pitches (one higher than the other)?
	1. Try making your own pitched instrument!
	  ● Fill glasses with different amounts of water.
	OR
	  ● Stretch a rubber band and pluck it. Stretch is further and pluck it again.
	OR
	  ● Be creative and think of your own way. Maybe there are two objects you can tap that will make two different pitches. Be sure to ask permission and be safe.

	2. Determine which of the sounds created is high and which is low. Why is one sound higher than the other? What do you think causes this? 3. Create a composition that includes high and low sounds and play your song for someone. Write your song on a piece of paper using quarter notes (ta), eighth notes (ta-di) and rests (sh!).  ***-30 minutes***