

POWER PACKET I

Fun learning activities for K-5th Grade!



SUMMER LEARNING

Arkansas



PBS



Rise and Shine!

¡Este paquete también está disponible en español!

myarkansaspbs.org/riseandshine/es



Welcome, friends!

We're glad you are joining us for our "Rise and Shine" learning adventure! We have a lot of fun learning planned and some great teachers leading us along the way. This Power Packet contains lots of different lessons and activities for you to choose from. You can also access more "Rise and Shine" fun on our website!

Visit myarkansaspbs.org/riseandshine for mini lessons with some

of Arkansas's best teachers, video field trips to interesting places all around our state, cool new songs and dance videos, and more!



Power Packet Guide:

- Kids in K-2nd Grade – Start on Page 3
- Parents & Caregivers of K-2nd Grade Kids – Start on Page 7
- Kids in 3rd-5th Grade – Start on Page 9
- Parents & Caregivers of 3rd – 5th Grade Kids – Start on Page 13
- "Helping All Learners" – Page 15 (myarpbs.org/helpinglearners)

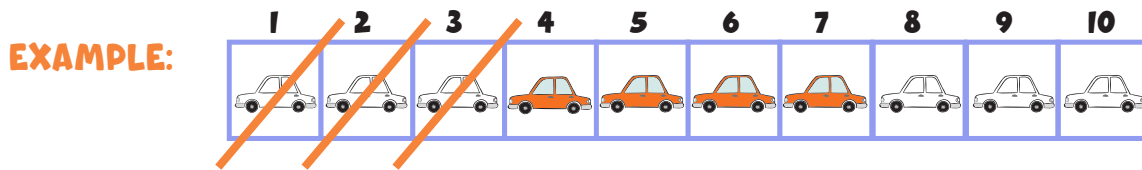
Math Power Page (K-2)

POWER GOAL: Solve addition and subtraction problems.

Learning choices:

1. Your dog leaves all its toys in the front yard! You count 12 bones and 7 balls! How many toys are there in total? Below, write the number sentence (Example: $8 + 3 = 11$). Draw out the problem. Tell someone about how you solved it.

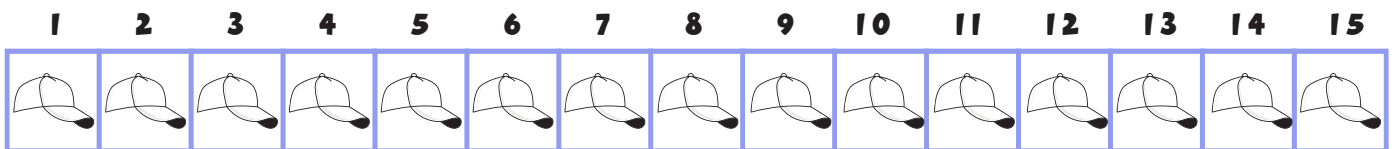
Think about how to model or show subtracting (taking away). Look at this example below:
Jack has 7 toy cars. He gives 3 to his brother. How many cars does Jack have left?



(Jack has four cars left.)

2. Using the example, model or show the following problem:

Jackie has 15 hats. She gives 7 hats to her best friend. How many hats does she have left?



Answers: 1. 19 toys 2. Jackie has 8 hats left.







Science Power Page (K-2)

POWER GOAL: Observe matter and discuss how it changes.

Learning choices:

1. Using the pictures below, decide if the change is reversible (can be fixed or undone), or if the change is irreversible (cannot be fixed or undone). Put a circle ○ around reversible changes. Put a square □ around the irreversible change.

Ripping paper in half	Folding paper into an airplane	Burning paper	Dipping paper in water
			

2. Draw pictures or a comic strip that shows how water goes from a solid to a liquid, then back to a solid. Use the words: **Solid, Melting, Liquid, Freezing**



Solid



Melting

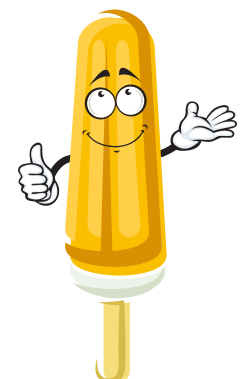
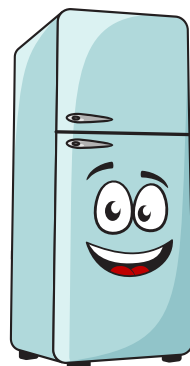


Liquid



Freezing

3. You can make popsicles using fruit juice and a freezer. Talk to someone about how to make liquids turn into solids and solids turn into liquids. Use the words: **Solid, Liquid, Melt, and Freeze.**



Answer: 1. Burning paper is irreversible.

Literacy Power Page (K-2)

POWER WORDS: infinite, affirmative, dramatic, comprehend

POWER GOAL: Learn Power Words and their synonyms (words that mean the same thing).

Learning Choices:

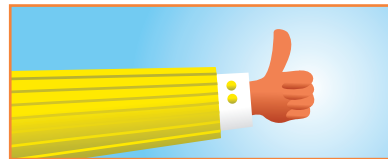
1. Draw a line to match each power word with the picture that shows its meaning.




infinite
(endless)

affirmative
(yes)

dramatic
(acting in a play
or being “extra”)

comprehend
(understand)



2. Recall two new words you have heard this week (may be the Power Words): at home,  at the store,  or at the park.  Think of words that mean the same as the new words, write them down, and use them through the week.

New Word I Heard	Words that Mean the Same
infinite	endless, going on forever



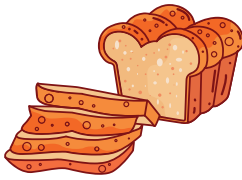
Answers: 1. infinite-road; affirmative-thumbs up; dramatic-acting on stage; comprehend-person with idea

Social Studies Power Page (K-2)

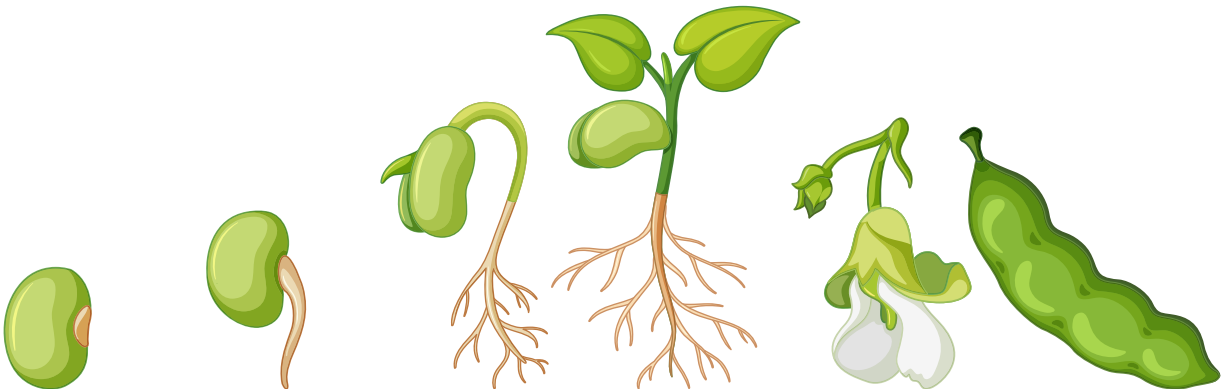
Power Goal: Find natural resources in the community.

Learning Choices:

1. **Explore:** Valuable things from nature are called natural resources. Take a walk outside and look for natural resources in the community.
2. **Investigate:** Using the pictures below, draw a line from the product to the natural resource it comes from.



3. **Apply:** Connect items in your environment (Example: a pencil or different types of food) with their natural resources. Food is a natural resource in your environment. You can take a dry bean or a seed from a fruit and plant it. Use natural resources such as water and soil to plant your bean or seed.



Answers: 2. bread-wheat field; burger-cows (meat) and wheat field (bun);
house-trees (lumber)

Parent/Caregiver Plan

Math (K-2)

POWER GOAL: Represent and solve problems involving addition and subtraction.

Shine and Share: Write out a simple addition or subtraction problem. Ask the child, “How would you solve this problem?” Allow them time to think. They may draw or use small blocks or toys to solve the problem. Once they have an answer, do a “think aloud” explaining and/or drawing to show how you would solve the problem. Explain that there are many ways to solve math problems.

Learning Choices:

1. Help the child read and solve the first problem (see Power Page).
2. Walk the child through the example problem and help the child read and solve the problem.

Rad Review: Create a word problem using these learning choices as an example. To give motivation, use objects from the child’s life such as their favorite food items or toys.

Science (K-2)

POWER GOAL: Observe matter and discuss how it changes.

Shine and Share: Talk about how matter is anything we see or feel, or that takes up space. Pick out objects in your environment and ask, “Is that matter?” Then ask them how they know that. Guide them to understanding that: “It’s matter if . . . I can see it . . . or I can feel it . . . or it takes up space.” Ask the question, “Is air matter?” Allow them to answer and explain their thinking. Air is matter because it takes up space (Example: air in a balloon or plastic bag). This idea also applies to water, even though it changes shape. Water is matter because it takes up space (Example: water in a pool or in a bucket).

Learning Choices:

1. Using the pictures on the Power Page, help the child decide if the change shown is reversible (can be fixed or undone), or if the change is irreversible (cannot be fixed or undone). Guide them as they draw a circle around the reversible changes and a square around the irreversible change. (Note that the only irreversible change shown on the Power Page is the burning paper.)
2. Help the child make a drawing that shows how water goes from a solid to a liquid, then back to a solid. Use the words: **Solid**, **Liquid**, **Melting**, and **Freezing** to label the stages. (See Power Page.)
3. Make popsicles using fruit juice and a freezer. Talk to the child about what happens to make liquids into solids and solids into liquids. Use the words: **Solid**, **Liquid**, **Melting**, and **Freezing**.

Rad Review: Have the child pick three objects and explain how they know those objects are matter.



Parent/Caregiver Plan

Literacy (K-2)

POWER WORDS: infinite, affirmative, dramatic, comprehend

POWER GOAL: Learn synonyms (words that mean the same thing).

Shine and Share: Play this quick game with the child. Point to an object and ask them what it is. Then, ask them if they can think of another word that means the same thing. (Example: Point to the couch, then ask the child, “What is this?” If they say, “couch,” ask them, “What is another word for couch?”) If they have difficulty responding to the question, you might give them the answer in a complete sentence. (Example: “Another name for couch is sofa.”) Ask the question again and have them repeat the whole sentence in their answer. Practice with other objects around the home.

Learning Choices:

1. Have the child match the Power Word to the picture it stands for. (See Power Page).
2. Help the child identify new words and their meanings. You might use a dictionary or thesaurus to find synonyms.

Rad Review: Have the child practice writing and spelling the Power Words with different writing tools and materials, such as on paper, with chalk in sand, or even with playdough. If they are not good at handwriting, you could have the child use magnetic letters, or even pieces of paper with letters on them. objects from the child’s life such as their favorite food items or toys.

Social Studies (K-2)

POWER GOAL: Find natural resources in the community.

Shine and Share: Before the child begins the learning choices, tell them about the different natural resources such as water, soil, trees, gas, etc. Then, transition into discussing the natural resources that are in their community.

Learning Choices:

1. **Explore:** Go with the child on a walk outside and look for natural resources in the community.
2. **Investigate:** Have the child draw lines to connect the natural resource to its product on the Power Page.
3. **Apply:** Have the child start a plant using the natural resources of a bean or a seed from fruit, water and soil.

Rad Review: Have the child write 1-2 sentences describing the natural resources in their community.

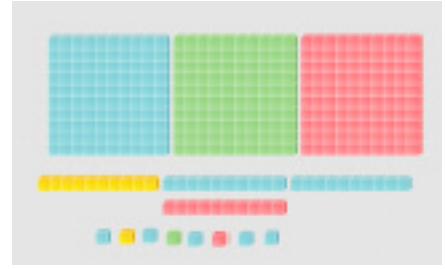
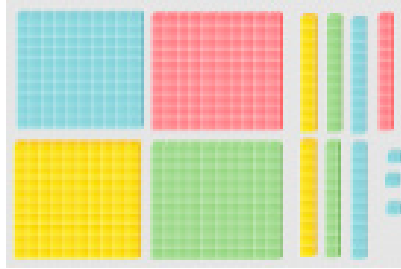
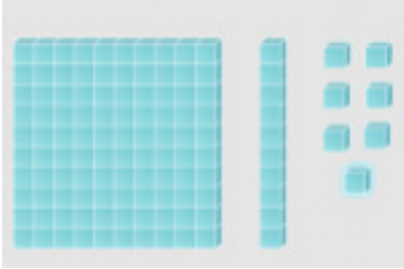


Math POWER Page (3-5)

POWER GOAL: Read and write multi-digit numbers using base-ten numerals, number names, and expanded form.

Learning Choices:

1. Write the correct numbers to match the models below:



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2. Fill in the table below using base-ten numbers, standard form, and expanded form.

	Base Ten numerals	Standard form	Expanded form
Example:	3 hundreds, 1 ten, 2 ones	312	300 + 10 + 2
a.	4 hundreds, 1 ten, 2 ones		
b.		710	
c.			500 + 90 + 7

3. Write the VALUE of the underlined digit:

Number	Value of Underlined Digit
Ex: <u>4</u> 31	30
3 <u>0</u> 8	
<u>7</u> 71	
94 <u>2</u>	



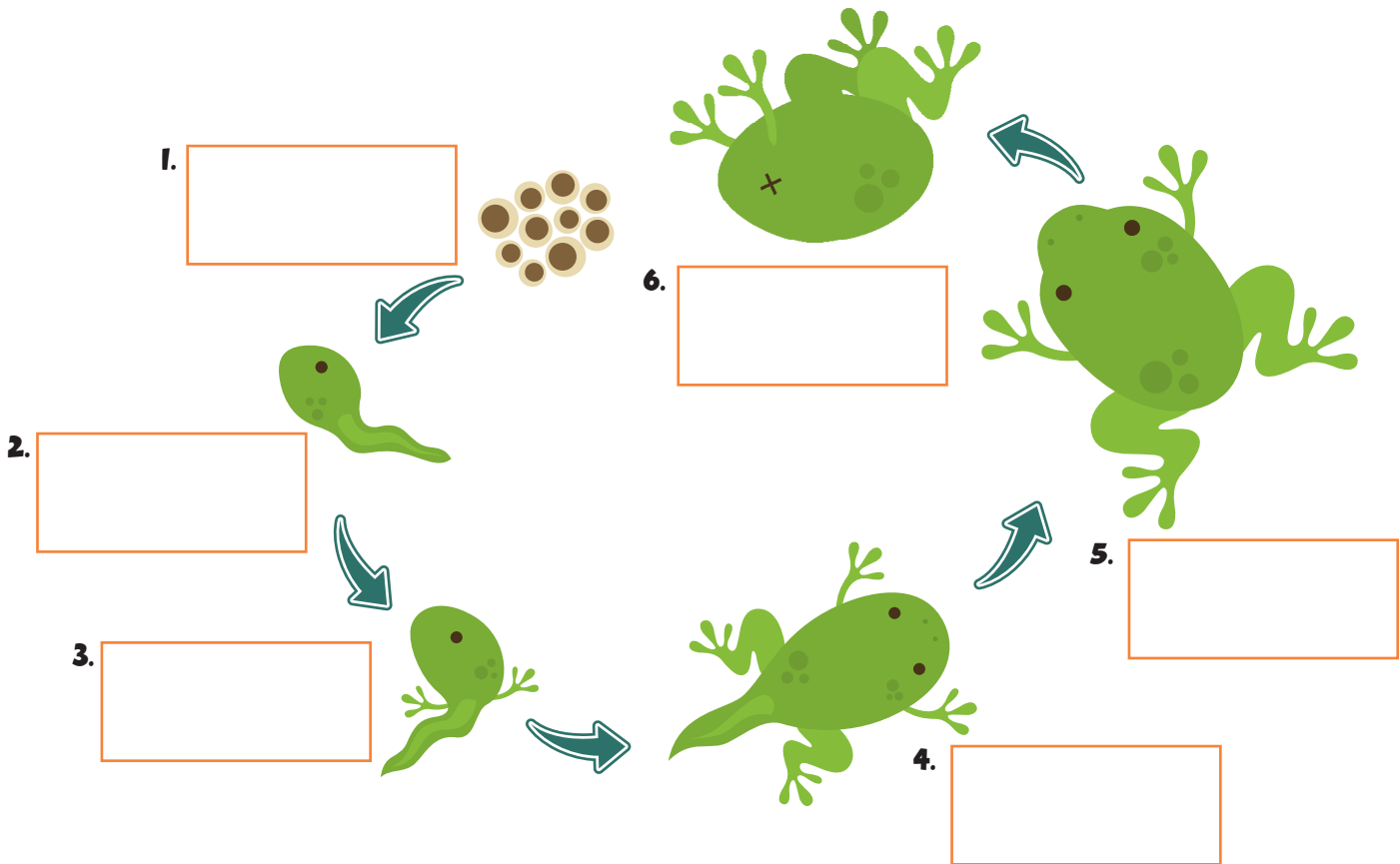
Answer: 1. 117; 473; 348 2a. 412; 400 + 10 + 2; 2b. 7 hundreds, 1 ten; 700 + 10; 2c. 5 hundreds, 9 tens, 7 ones; 597 3. 300; 70; 2

Science Power Page (3-5)

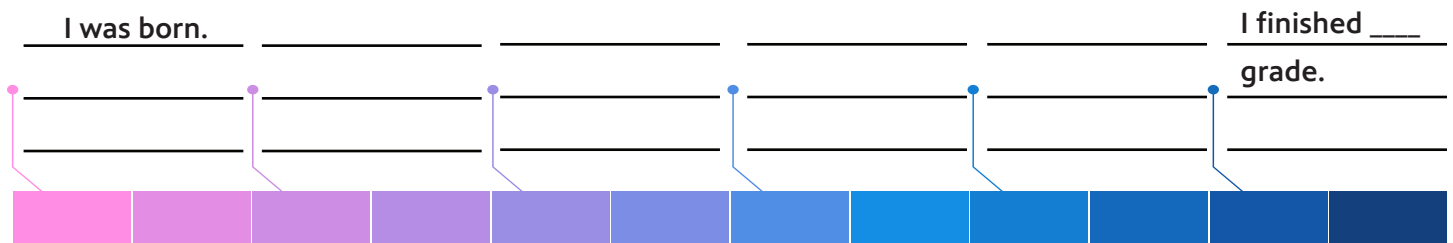
POWER GOAL: Describe the life cycle of a plant, insect, or animal.

Learning choices:

1. Think about the life of an insect or animal. A life cycle shows the changes a living thing goes through during its life. Use the words in the word bank to show the stages of a frog's life cycle: **egg** **tadpole** **tadpole with legs** **young frog** **adult frog** **dead frog**



2. Think about different changes that have happened to you during your life so far. Create a rough timeline (not exact dates) that shows these life changes. You might include learning to walk, learning to talk, losing teeth, breaking a bone, getting your first haircut, etc. Place these changes in order the best you can.



Literacy Power Page (3-5)

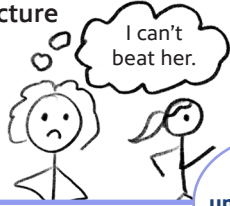
POWER WORDS: measure, underestimate, robotic, champion

POWER GOAL: Learn and use Power Words.

Learning choices:

1. Define one of the four Power Words using the Four-Square Vocabulary Chart. Look at the example below. Use the chart below the example for your word.

EXAMPLE:

Picture 	Used in a sentence I underestimated her speed with running.
Synonym Misjudge	Definition Make a guess that is too low
Antonym Overestimate	

Picture	Used in a sentence
Synonym	Definition
Antonym	

2. Write a four-line poem and use one of the Power Words.

Social Studies Power Page (3-5)

POWER GOAL: Make connections between raw materials and products.

Learning Choices:

1. **Investigate:** Look for different products in the home and look for the tag that tells where each product was made. List the products and where they were made in the chart below.

Product (ex: Toy, Clothing, Dishware, Electronics, Furniture, etc.)	Country of Origin (ex: USA, China, India, Pakistan, etc.)

What country produced the most items in your list? _____

2. **Research:** Using the internet, asking around, or reading print sources, research products made in Arkansas from raw materials. Examples: rice, soybeans, chicken, natural gas, etc.

3. **Produce:** This is a hands-on way to connect materials and production to your own life. Use different materials from around the home or outside to create something. You could also paint rocks or make something out of household objects such as a cell phone stand from a toilet paper roll.



Parent/Caregiver Plan

Math (3-5)

Power Goal: Read and write multi-digit numbers using base-ten numerals, number names, and expanded form.

Shine and Share: Discuss how knowing that the difference between \$20 and \$200 is a big deal. Place value is an important concept. Write down the number 111 and ask the child about the value of each digit. Discuss that the digit of 1 may stand for 1, 10, or 100, depending on the place value.

Learning Choices: See the Power Pages for models and charts.

Rad Review: On a sheet of paper create the following table:

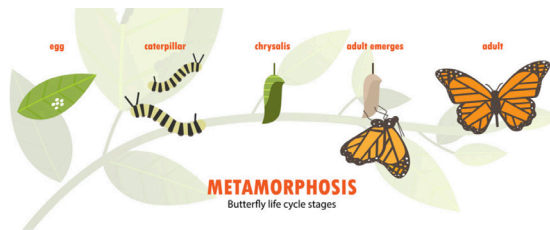
Hundreds	Tens	ones
EXAMPLE: 3	6	2

List random numbers and have the child place the correct digit in the correct part of the chart. Say “362” and have the child write the digits as shown in the example row.

science (3-5)

Power Goal: Describe the life cycle of a plant, insect, or animal.

Shine and Share: Describe the life cycle of a living thing that the child knows (Example: a butterfly or a flower). Focus on the changes in that cycle (Example: physical traits, size, energy level, activities, and needs).



Learning Choices:

1. Help the child label the pictures to show in sequence the life cycle of a frog.
2. Think about different changes that have happened in the child's life. Using those life changes, have the child create a rough timeline of life events. The child may include learning to walk, learning to talk, losing teeth, breaking a bone, getting a first haircut, etc. Help the child put these changes in order on the timeline. (See Power Page for timeline.)

Rad Review: You might discuss natural disasters (such as floods or fires) or human activities (such as construction or pollution) that might affect an animal's growth.



Parent/Caregiver Plan Literacy (3-5)

POWER WORDS: measure, underestimate, robotic, champion

POWER GOAL: Learn and use Power Words.

Shine and Share: Talk with the child about the four Power Words: **measure**, **underestimate**, **robotic**, and **champion**. Ask them to connect these words to experiences in their own lives. Some examples would be a time they were **measuring** something and **underestimated** it. Or maybe they have been the **champion** at something.

Learning choices:

1. Have the child write a four-line poem and use one of the Power Words. The poem does not have to rhyme.
2. Have the child write a story using synonyms and antonyms for the Power Words.

Rad Review: Review the chart with the child to make sure they correctly understand the Power Words. Or have them share the poem aloud. You might act out the poem or turn it into a song.

Social Studies (3-5)

POWER GOAL: Make global connections between raw materials and the products they produce.

Shine and Share: Ask the child if they ever wondered where different products such as their clothes or toys came from. Discuss how resources from all over the world are used to create things we use in our everyday lives. For example, talk about how wood used in furniture comes from trees in different forests, or how coffee is produced from a vast number of coffee beans grown in Brazil, Vietnam, and Colombia.

Learning choices:

1. **Investigate:** Have your child examine different products in the environment and help them find the info that tells where each product was made. They may find tags on clothing and product stamps on furniture or electronics. You might have the child find some of the countries on a globe or map.
2. **Research:** By using the internet, asking around, or reading print sources, have the child research products made in Arkansas from raw materials (Examples: rice, soybeans, chicken, natural gas, etc.).
3. **Produce:** This is a hands-on way to connect with the lesson on materials and production. Have the child use different materials around the home or outside to create something. For example, they might use dirt, sticks, and water to create a mud house or sculpture. They could also paint rocks or make a cell phone stand out of a toilet paper roll. (See Power Page.)

Rad Review: Have the child explain what they learned about raw materials and their products.



HELPing ALL Learners

While you are working with children to boost their learning, consider these tips and tools to help all learners.

Skill	Strategy/Resource	Description
Communication	Helping	With your help or guidance, allow children to help with chores and everyday tasks, including things such as talking with salespeople or checking out at a store.
Writing	Chunking Writing Tasks	Instead of asking children to write an entire piece, divide it into smaller parts.
Writing	Talk It Out	If a child needs help with writing, allow them to talk through their answers in other subject areas such as math or science instead of having them write their answers.
Reading	Chunking Text	Break long texts into shorter sections. Have children read or listen to one section at a time, pausing to discuss or write about each one before reading the next.
Reading	Build Background Knowledge Prior to Reading	Before having a child read a text or story, consider what vocabulary words or ideas they might be unfamiliar with and explore those together, first.
Reading in Math	Read Aloud	For children who need help with reading, reading math problems to them will help them focus on the problem without struggling to understand it.
Math	Manipulatives	Children can work through a math problem by moving around small household objects such as building blocks, pencils, coins, rocks, beans, cereal, etc.
All	Different Ways of Knowing	Encourage learning activities involving multiple senses and types of intelligences, such as: <ul style="list-style-type: none"> • Nature Spotlight: Take a walk and write down what you see, smell, hear, and sense through touch. • Body Movement Spotlight: Create a dance or athletic routine. • Word Spotlight: Create a poem or a set of jokes using the power words. • People Spotlight: Get with family members or friends and play or make a game, complete a puzzle, or put on a performance. • Self Spotlight: Express your feelings by building or creating something, drawing, or writing a journal entry. • Number Spotlight: Using an everyday object, measure different things in/around your home (example: the chair is 12 forks tall). • Musical Spotlight: Read books to the tune of different genres of music. • Visual/Creative Spotlight: Draw or sketch something you learned. • Technology Spotlight: Create a presentation/game to show your learning.



For our full list of tips, including links to online resources, visit myarpbs.org/helpinglearners



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