

POWER PACKET 3

Fun learning activities for K-5th Grade!



SUMMER LEARNING

Arkansas  PBS



Rise and Shine!

¡Este paquete también está disponible en español!

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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 and show addition and subtraction problems.

Learning choices:

1. Use addition and subtraction to solve each problem. If the answer is between 10 and 20, color the beach ball BLUE. If the answer is between 21 and 30, color the beach ball YELLOW. If the answer is between 31 and 40, color the beach ball RED.

A. $30 - 5 - 2 =$

B. $20 + 20 =$

C. $10 - 10 + 15 =$

D. $3 \text{ tens} + 2 \text{ ones} =$

E. $8 + 5 + 3 =$

F. $1 \text{ ten} + 12 \text{ ones} =$

Example: $2 \text{ tens} + 2 \text{ ones} =$
22

2. Ask an adult to go for a walk with you. As you start out, ask them to say any number less than 120. For example, if they say "63," start counting (aloud) from that number adding one for each step you take until you reach 120.

Challenge: Try skip counting by 2's, 5's, and 10's from the given number until you get to 120.



Answers: A. 23, yellow; B. 40, red; C. 15, blue; D. 32, red; E. 16, blue; F. 22, yellow

Science Power Page (K-2)

POWER GOAL: Get information from a local weather forecast and use it to prepare for future weather.



Learning Choices:

1. In the box below jot down words or pictures that connect to the word WEATHER.

2. With the help of an adult, look at the weather forecast for the next three days. Plan your activities for the next three days based on the forecast.

Day 1	Day 2	Day 3
Activity 1:	Activity 1:	Activity 1:
Activity 2:	Activity 2:	Activity 2:

3. Record the high and low temperatures for the next three days. Draw icons or pictures to match the weather of the day. What patterns do you see?

Day 1	Day 2	Day 3
High temperature:	High temperature:	High temperature:
Low temperature:	Low temperature:	Low temperature:
Icon or picture:	Icon or picture:	Icon or picture:



Literacy Power Page (K-2)

POWER WORDS: equality, compare, empathy

POWER GOAL: Listen to stories and participate in discussions.

Learning choices:

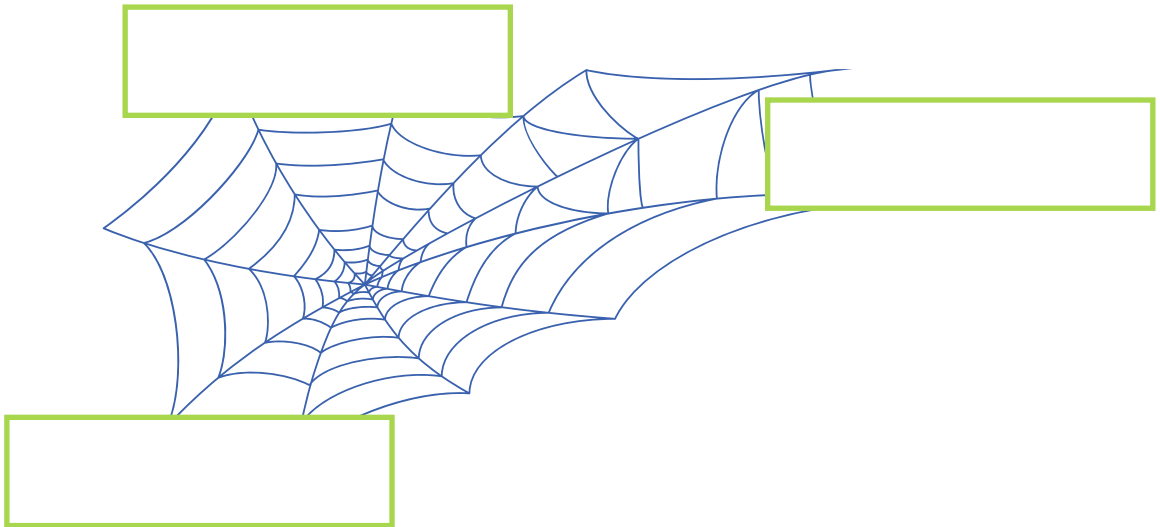
1. Choose one of the Power Words. Draw a picture of what the word means.

2. When you use clues to help you figure out the meaning of a poem or story, that is called “inferencing.” Read the poem and use inferencing to find out what the poet is writing about.

What am I?
by Jessica Wiley

I have many eyes and depend on my “tingling” senses,
You may find me in house corners and on fences.
My eyes are like mirrors, and I lay eggs,
I move around quickly with my eight legs.
I spin a web to catch my prey,
I’m usually harmless, so let me be on my way.

3. After reading the poem, look at the rhyming words at the end of each line. Come up with three more words that rhyme with “way.”



Answers: 1. Answers may vary; 2. Spider; 3. Answers may vary but might include such words as: bay, day, hay, lay, pay, ray, say, stay

Social Studies POWER Page (K-2)

POWER GOAL: Learn how to improve the community.

Learning Choices:

1. **Problem and Solution:** In the chart below, list two problems you see in your community. Next, come up with ways to fix the problems. The first box has been completed as an example.

My Community	
Problems	Solutions
Not enough trees and shade at the park	Plant some trees that would give shade. Put up tables with umbrellas.

2. **Praise:** Community helpers such as firefighters, librarians, paramedics, etc. make our communities better. Compose a thank you letter to one or more of these helpers for all they do in the community. You can have an adult help you send the letter, email the letter, or you could have them help you post online. You can use the outline given or you can write the letter on your own paper.

Dear _____, (pick a community helper)



Sincerely,

(Your Name)



Parent/Caregiver Plan

Math (K-2)

Power Goal: Solve and represent addition and subtraction problems.

Shine and Share: Write down the following problems: $6 + 4 = 10$ and $10 - 6 = 4$. Allow the child to pick out similarities and differences between the two number sentences. Guide them to the understanding that addition and subtraction are opposite operations. Point to the first problem and say, “Ten take away 4 is how much?” They should answer with 6. Then point to the second problem, and say “4 plus or minus 6 = 10?” They should answer with “plus.” Talk them through how addition and subtraction are opposites of each other. See if they can connect subtraction to the words “less, take away, or have left.”

Learning Choices:

1. Help the child with the addition and subtraction problems as needed. Extend the learning by having them walk through the problem using the opposite operation as you did in the Shine and Share.
2. Go on a walk with the child. Give them a number to start counting from. Have them count their steps from that number until they get to 120. If they'd like an additional challenge, you might have them skip count by 2's, 5's, and 10's from any number until they reach 120.

Rad Review: Have the child write out a simple addition problem (with a sum is less than 20). Then have the student write the SAME problem, but as a subtraction problem starting with the sum from the original problem. (Example: $4 + 12 = 16$; $16 - 4 = 12$) This is what is called a “fact family.” A fact family is a group of math facts that are using the same set of numbers. Other parts of this fact family would include $16 - 12 = 4$ and $12 + 4 = 16$. Using the fact $3 + 4 = 7$, have the child give the other three facts for this family. (The other 3 facts of this family are $4 + 3 = 7$; $7 - 4 = 3$; $7 - 3 = 4$)

Science (K-2)

Power Goal: Get information from a local weather forecast and use it to prepare for future weather.

Shine and Share: Talk to the child about their favorite types of weather. Ask them why they enjoy that type of weather and the things they can do because of that type of weather.

Learning Choices:

1. Help the child brainstorm words and pictures that connect to the word “weather.”
2. Using the daily forecast from a local news station, the newspaper, a weather app, or an online weather site, help the child look at the forecast for the next three days. Help them plan activities based on the weather that is coming.
3. Using the daily forecast from a local news station, the newspaper, a weather app, or an online weather site, help the child record the high and low temperatures for three days. They will need to draw a small picture or icon that shows the weather for the day. You might use a calendar with room to record the temperatures in the daily squares. Help them look for any patterns and discuss what type of weather might be coming.

Rad Review: Pull up the weather forecast and have the child make decisions about the best type of clothes and activities for the day. You might even ask them questions such as, “In the next few days, what would be the best day to play outside?” or “What would be the best day to stay inside?” Have them explain their thoughts and choices.

Parent/Caregiver Plan

Literacy (K-2)

POWER WORDS: equality, compare, empathy

Power Goal: Listen to stories and participate in discussions.

Shine and Share: Choose a book the child has read. Discuss how the author gave details to help the reader figure out parts of the story. How did the details make the story more exciting?

Learning Choices:

1. This week's Power Words are challenging. You can look up the word and break it down to your child's level as needed. Allow wait time for the child to think. Discuss different words they come up with when doing this activity.
2. Authors use details and clues to keep readers interested. Some information is not always directly stated, so the reader must decide or infer what is going on. Read the poem and have the child guess what they think it is about. If they guessed "spider," they are correct!
3. Have them look at the rhyming words at the end of each line and help them come up with three more words that rhyme with "way." Answers will vary.

Rad Review: Characters have good, bad, or both types of traits. Using a book that the child has heard or read, choose one character and discuss how their traits could have changed throughout the story.

Social Studies (K-2)

Power Goal: Learn how to improve the community.

Shine and Share: Start a discussion about all the people in the community who work to make the community better. Then discuss how the child can contribute to community improvement.

Learning Choices:

1. **Problem and Solution:** Have the child fill in the chart with at least two problems they have observed in the community. Next, have them write down possible solutions to fix these issues. These problems could include loud noise levels, pet waste, littering, lack of recycling, etc. If you want, you could also help the child present the solutions to a community leader.
2. **Praise:** Community helpers such as firefighters, librarians, paramedics, etc. make our communities better. Have the child write a thank you letter to one or more of these helpers for all they do in the community. They can write the letter by hand, compose an email, or post a digital message online. If possible, have the child send the letter to the community helper. They can use the template given or they can write it on their own paper.

Pass it on: This option is a great way to teach children about charitable giving and giving back to the community. You can have the child improve their community by donating clothes, unwanted toys, and unwanted books to charities and libraries. www.Projectgivingkids.org is a great online resource to guide you in ways to give.

Rad Review: Have the child write or say one to two sentences detailing what they learned about improving their community.



Math POWER Page (3-5)

POWER GOAL: Use place value to round whole numbers to the nearest 10 or 100.



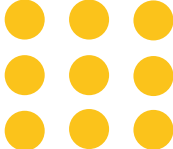
Learning choices:

Here is a short video on rounding to the nearest 10 and 100: <https://bit.ly/3wXhWzB>

1. In the chart below, first round the number to the nearest 10, then round to the nearest 100.

Number	Round to the nearest 10	Round to the nearest 100
a. Example: 612	610	600
b. 567		
c. 334		
d. 712		
e. 890		
f. 445		

2. On a separate piece of paper, model the following numbers using “base-ten” drawings.

Example: 119		314
<u>Hundreds</u>	<u>Tens</u>	<u>Ones</u>
		
<u>Hundreds</u>	<u>Tens</u>	<u>Ones</u>
257	<u>Ones</u>	134
<u>Hundreds</u>	<u>Tens</u>	<u>Ones</u>
<u>Hundreds</u>	<u>Tens</u>	<u>Ones</u>

3. Online Resource: Astro Blasters allows you to practice different math skills including rounding to 10s and 100s, estimations, and basic adding, subtracting, multiplying, and dividing facts. <https://bit.ly/3A4Q4vw>

Answers: 1. b. 570, 600 c. 330, 300 d. 710, 700 e. 890, 900 f. 450, 400 2. 314 = 3 hundreds, 1 ten, 4 ones; 257 = 2 hundreds, 5 tens, 7 ones; 134 = 1 hundred, 3 tens, 4 ones.

Science Power Page (3-5)

POWER GOAL: Understand that inherited traits are genetic (passed down) and acquired traits are learned.





Learning Choices:

Think about it! Inherited traits are genetic characteristics children get passed down from their parents. Example: brown hair. Acquired traits are characteristics or habits children get from watching others or interacting with their surroundings. Example: walking, using words or phrases, liking certain foods.

1. For each trait, circle if it is inherited or acquired.

Trait/Habit/Skill	Type	
a. Doing back flips	Inherited	Acquired
b. Having green eyes	Inherited	Acquired
c. Having a scraped knee	Inherited	Acquired
d. Reading books	Inherited	Acquired
e. Having brown hair	Inherited	Acquired

2. Look at the pictures in the chart below. Pick out an inherited trait and acquired trait based on each picture.

			
Inherited trait observed:	Inherited trait observed:	Inherited trait observed:	Inherited trait observed:
Acquired trait observed:	Acquired trait observed:	Acquired trait observed:	Acquired trait observed:

Answers: a. acquired, b. inherited, c. acquired, d. acquired, e. inherited

Literacy Power Page (3-5)

POWER WORDS: prolong, persistent, extravagant, frequency, absurd

POWER GOAL: Look at character traits, make predictions, and discuss.

Learning choices:

1. Read the short story below and write the best answer for what happens next.

Julia's Transformation
By Kimberly Parks



Julia was a beautiful caterpillar who went about her day **persistently** eating leaves. One day, Julia got really tired. She decided to build herself a chrysalis and then nap. She **prolonged** her nap for 21 days. Then Julia decided it was time to wake up. As she emerged something **extravagant** had happened. What was it that happened?

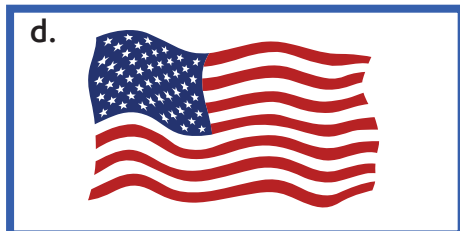
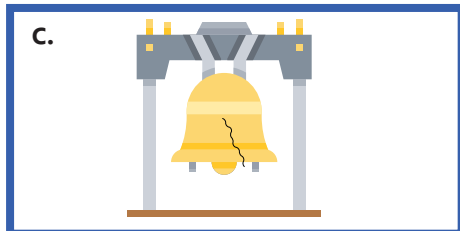
2. Draft a short story in which you use the words **extravagant** and **absurd** but leave the story open-ended so that others can predict what happens. Show your story to someone else and have them discuss their predicted ending with you.

Social Studies Power Page (3-5)

POWER GOAL: Identify important American symbols and explain their meanings.

Learning Choices:

1. **Match:** Match the symbol with its meaning.



1. This symbol stands for the United States and the original 13 colonies.

2. This symbol was a big gift from France that represents liberty and friendship between countries. This symbolic item is on Liberty Island.

3. This item can be used to weigh objects and is a symbol that comes from Themis, the goddess of law and justice in Greek mythology.

4. This item was made in 1752. It was named and used as a symbol by people who wanted to end slavery. This symbolic item is in Philadelphia, Pennsylvania.

2. **Search:** Look for symbols in your surroundings that could also be used to represent America. For example, a tree could represent the government and all its branches and agencies. Search for symbols around you. Look outside or inside and be creative.
3. **Connect:** Think about your personality. What are your interests? What do you like or dislike? Come up with a symbol that stands for you. For example, a pair of dice could be a symbol for someone who likes to take risks. You can draw this symbol or wear it to show who you are and your values (Example: a hat with your favorite sports team or a bracelet as a symbol for a friendship).

Answers: a. 2 (Statue of Liberty); b. 3 (scales); c. 4 (Liberty Bell); d. 1 (Flag of the United States)

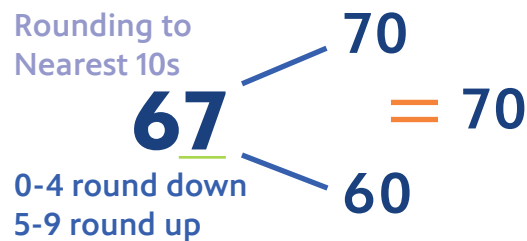
Parent/Caregiver Plan

Math (3-5)

Power Goal: Use place value to round whole numbers to the nearest 10 or 100.

Shine and Share: Look at the graphic and follow these steps:

- When rounding to the nearest 10, identify the 10s on either side of the number. The numbers 60 and 70 are the 10s on either side of 67. Underline the number in the ONES place. If that number is 0-4, you will round down. If that number is 5-9, you will round up. Since there is a 7 in the ones place, you would round 67 up to 70.



Learning Choices:

- Help the child when needed. Rounding can be a challenging skill, so children often need support and encouragement. Here is a short video on rounding to the nearest 10s and 100s: <https://bit.ly/3wXhWzB>
- Help the child to model the given numbers using base ten drawings on the Power Pages. If needed, help the child identify the place value of each number.
- Online Activity: Astro Blasters allows you to practice different math skills including rounding to 10s and 100s, making estimations, and practicing basic adding, subtracting, multiplying, and dividing facts. <https://bit.ly/3A4Q4vw>

Rad Review: Write out any three-digit number. Have the child read it aloud, then have them break it down into the value of each digit using expanded form. Example: The child may read the number 264, and then tell you the number stands for 2 hundreds, 6 tens, and 4 ones.

Science (3-5)

Power Goal: Understand that inherited traits are genetic (passed down) and acquired traits are learned.

Shine and Share: Talk with the child about what traits are. Traits are characteristics that make one person, animal, or plant different from another. Some of the traits we have are inherited, which means they are passed down genetically. Other traits we have are acquired traits. Acquired traits are characteristics or habits we “learn” or pick up from watching others or interacting with our surroundings.

Learning Choices:

- See directions on Power Page. If the child seems to be struggling with the activity, have them think about if the trait given is something that needs to be learned or if it's something you are born with.
- The child will be identifying inherited and acquired traits based on pictures provided. Provide the same prompting from learning choice one if needed.

Rad Review: Have the child pick an inherited trait and an acquired trait. Have them explain the difference. (Example: Eye color is inherited because it comes from parents, grandparents, or ancestors. Riding a bike is an acquired trait because it is something you learn to do.)

Parent/Caregiver Plan

Literacy (3-5)

POWER WORDS: prolong, persistent, extravagant, frequency, absurd

Power Goal: Look at character traits, make predictions, and discuss.

Shine and Share: Talk to the child specifically about how we make predictions based on the evidence we see, hear, or read. Have them make some predictions about what is going on around them. Example: If there is a swimsuit, beach towel, and beach ball laying out, they might predict that you are going swimming. Or if there is cereal and milk on the table when they get up, they predict that is what is for breakfast. Talk with them about how we make predictions all day about different things. We use the evidence around us to make these predictions, just as we use evidence in a story or book to predict what is going to happen.

Learning Choices:

1. Have the child read the short story on the Power Page and help them predict the best answer for what happens next.
2. Have the child draft a short story in which they use the words extravagant and absurd but leave the story open-ended so that others can predict what happens at the end. Read the child's story and then predict what you think will happen. Have them discuss the ending you predict.

Rad Review: On a day in which you are going out for some activities, have the child predict what they might need to participate in that day and pack their own items. For example, if you are going on a hike, they might predict they need bug spray, water, and snacks. Or if you are going to the lake, they might predict they need a towel, goggles, and a swimsuit. Push them further into predictions and have them practice this often.

Social Studies (3-5)

Power Goal: Identify important American symbols and explain their meaning.

Shine and Share: Talk with the child about symbols. Share that symbols are certain things that stand for something else, such as a heart that stands for love or a four-leaf clover that stands for good luck. Talk with the child about how America uses symbols too. See if they can name a few American symbols (a bald eagle, Uncle Sam) and Arkansas symbols (a mockingbird, diamonds).

Learning Choices:

1. **Match:** Directions on Power Page.
2. **Search:** Have the child look in your surroundings for symbols that could also be used to represent America. Have the child search for symbols outside or inside and encourage them to be creative. For example, a tree could stand for the government and its branches.
3. **Connect:** Have the child think about their personality. What are their interests? What do they like or dislike? Have them come up with a symbol that stands for them. For example, a lion could be a symbol for someone who is fearless and protective.

Rad Review: Have the child write or say what they have learned about the symbols of the United States and Arkansas.

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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DIVISION OF ELEMENTARY
& SECONDARY EDUCATION