

POWER PACKET 5

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
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- 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)



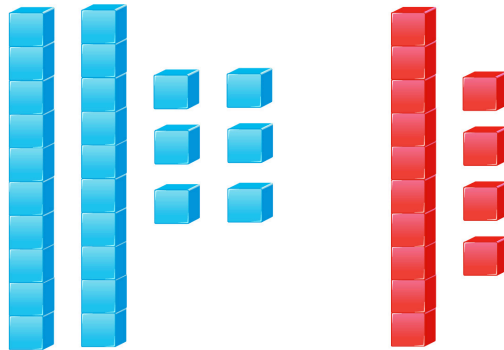
Math POWER Page (K-2)

POWER GOAL: Use place value understanding and properties of operations to add and subtract.

Learning choices:

1. Solve the following problem using the number sentence and base ten blocks. You can start with the number sentence or the blocks. Then, tell someone about how you solved the same problem with the two different methods (number sentence and base ten blocks).

$$26 + 14 =$$



2. A pen costs 48 cents. A pencil costs 15 cents less than the pen. How much would the pen and pencil cost total?

If you have \$1, will you have enough to buy the pen and the pencil? Show your work below and tell someone about how you solved the problem.

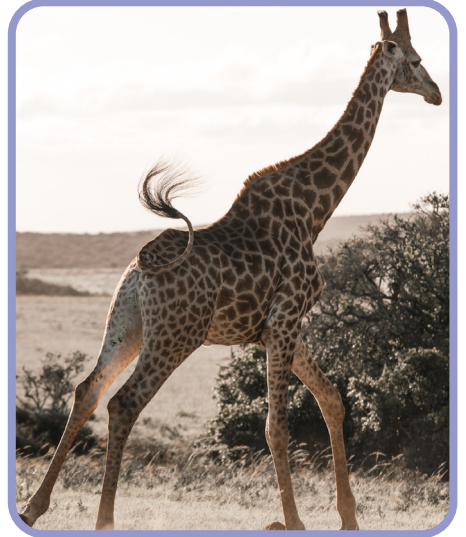


Science Power Page (K-2)

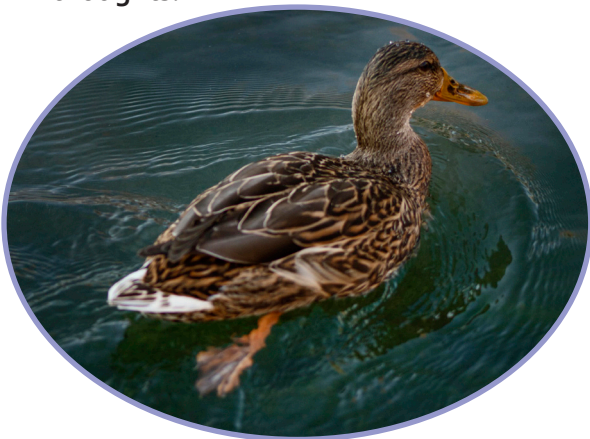
POWER GOAL: Explain how animals use their body parts and senses to meet their needs.

Learning Choices:

1. Look at the images below. List three physical traits, or things that can be seen, of giraffes. Tell someone why each trait is important to a giraffe's survival.



2. One of the physical traits of ducks is webbed feet. Think about why webbed feet are helpful to ducks. List three other animals who have webbed feet. What do they have in common? Tell someone your thoughts.



Answers: 1. May include: long neck to reach leaves, long tongue to grasp and eat them. 2. Webbed feet help them swim and balance; Examples: pelicans, beavers, platypus, etc. All spend a lot of time in the water.



Literacy Power Page (K-2)

POWER WORDS: expedition, alternate, phobia

POWER GOAL: Write a story or provide information about a topic with relevant details.

Learning Choices:

1. Read or listen to a short story. Think about these questions: If you could be any character from the story, who would it be and why? If you could write an *alternate* (or different) ending, how would you change the story? What is one thing you learned from the story?
2. Read this informational text about the Power Word *phobia* and complete the activity.






I'm So Scared!



Phobia means a kind of fear. The kids' website, KidsHealth, says that a phobia is "a very strong fear of a situation or thing" and is "a kind of fear that doesn't go away." Both kids and adults may have phobias. Some people might fear being around dogs, or some might fear getting caught in storms. Maybe you have been afraid to go somewhere, such as to a new school or to the doctor's office. Some children and adults get scared by some things more than others. No one really knows why some kids and adults develop certain phobias. Sometimes a bad experience may lead to a phobia, and sometimes phobias can be learned from someone else, such as a parent or caregiver. You can read more about phobias here: kidshealth.org/en/kids/phobias.html

If you have a phobia, talking to someone you trust may help you. You might talk to a parent, teacher, or counselor.

Types of Phobias

PHOBIA	Fear of...
arachnophobia 	spiders
astrophobia 	thunder and lightning
claustrophobia 	closed-in spaces (closets, elevators, tunnels)
dentophobia 	dentists
hydrophobia 	water

After reading the passage, answer the questions on your own paper.

- a. What is the main idea of the passage?
- b. Name one thing that might cause phobias.
- c. Ask an adult or a friend if they have any phobias. If you learn about a new phobia, add it to the chart.
- d. Write a story about a child who has a phobia.

Answers: 1. Answers may vary. 2a. This passage is about phobias. 2b. Phobias could be learned from someone or caused by a bad experience. 2c and 2d. Answers will vary.



Social Studies Power Page (K-2)

POWER GOAL: Use maps, keys, and directions to show a relationship between places.

Learning Choices:

Treasure Hunt: PJ the sailor is trying to find a buried treasure. He arrived on the eastern shore of the island. Look closely at the map provided. Notice the key and how each color has a meaning. Look at the compass. *North* is up. *South* is down. *East* is to your right. *West* is to your left.

PJ needs to go on an *expedition* to get the shovel, find the treasure, and dig it up. Draw PJ's route. There are different ways to get to the shovel and treasure. Once you have a plan, fill in the blanks below to explain the directions. Use direction words such as *north*, *south*, *east*, and *west* and the landmark words *forest*, *water*, and *mountains*.



First, PJ walked _____ to get the shovel. Then, PJ walked _____

Next, PJ walked _____

_____ Finally, PJ arrived at the treasure!

Parent/Caregiver Plan

Math (K-2)

Power Goal: Use place value understanding and properties of operations to add and subtract.

Shine and Share: Ask, “What toys or other items do you have that you need to count and keep track of?” Talk to the child about how grouping makes it easier to count items. (Example: Markers may come grouped in packs of five; juice boxes may come in packages of ten.) It is easier to first count the groups, and then count any individual items after. Making groups of 5 or 10 can help you count more quickly and accurately.

Learning Choices:

1. If the child struggles with solving the problem using the number sentence, they may be helped by understanding that $6 + 4$ creates a group of 10, a grouping that makes counting easier. When using the base ten blocks, if the child counts all the blocks individually, show them how you can skip count by tens and then count the ones.
2. The child may need support in the order of operations needed to solve the problem. They will first need to find the cost of the pencil by subtracting 15 from 48. Then they can use addition to find the total cost of the pen and the pencil (81 cents). To find out if one dollar is enough to buy both the pen and pencil, subtract the total cost from \$1.00 (which gives you 19 cents left over).



Rad Review: Using beans, blocks, pennies, etc. have the child create groups of 10, then have them count using the groups. If there are items that are left out because a group of ten cannot be made, then those can be counted as ones.



Science (K-2)

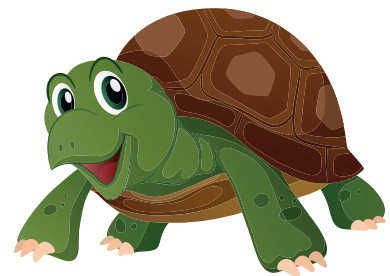
Power Goal: Explain how animals use their body parts and senses to meet their needs.

Shine and Share: Talk about how animals have different needs to survive, so they have different traits that help them meet those survival needs. Ask the child, “Why might an anteater need a long tongue?” “Why might an owl need good night vision?” Use their responses and expand on how animals use their body parts to meet their needs. You might discuss such animals and their traits as a hummingbird (has a long beak to reach and suck flower nectar), a turtle (has a shell they can withdraw into when attacked by predators), or a deer (has fur that blends into their wood surroundings, hiding them from predators). This link will take you to an animal encyclopedia, where the student can explore different animals: animalia.bio/.

Learning Choices:

1. Help the child pick out three different physical traits of the giraffe. For each trait, have them think about how this would help the giraffe survive. Answers may include a long neck to reach leaves to eat, a long tongue to grasp leaves, a coloring/pattern of hair to help blend in, etc.
2. Discuss with the child why they think that ducks need webbed feet. How would a duck’s life be different without webbed feet? Ask the child to name three other animals with webbed feet. Do those animals have traits in common? Do humans need webbed feet? Why or why not?

Rad Review: Go on a nature walk to look for insects, birds, and other small animals. (Even urban areas in Arkansas has some natural life outside.) Have the child pick two different animals to discuss. Talk about the physical traits and why the animals may have different traits that help them to survive.



Parent/Caregiver Plan

Literacy (K-2)

POWER WORDS: expedition, alternate, phobia

Power Goal: Write a story or provide information about a topic with relevant details.

Shine and Share: Explain that major fears are called phobias. Talk about ways to cope with phobias. Now, look at the chart of phobias on the Power Page and explain to the child how to read the chart. A chart includes a title and information about the subject. This chart is titled “Types of Phobias.” The columns are labeled “Phobia” and “Fear of ...” Share with them that some of these words may be difficult to say. To help them, use the word parts (Example: hydro means water. Hydrophobia = fear of water).

Learning Choices:

1. Read a short story with the child. Have them think about the questions on the Power Page while reading. Ask questions during reading to check for understanding. Encourage the child to create an alternate ending that might drastically change the story. (Example: in “Little Red Riding Hood,” the wolf may suddenly regret being a “bad guy” and make friends with Little Red Riding Hood.)
2. A couple of strategies to use while reading are to highlight important words or phrases in the text and read the questions first so that they could have an idea of what to look for as they read. Extend the learning by having an open discussion about fears you have overcome as well as where to go to get help for phobias.



Rad Review: You can also practice reading and understanding different charts or graphs when you see them in your surroundings. Look for them in magazines and newspapers or when you are out and about. Examples of charts in daily living are those that show TV schedules, weather forecasts, and food menus.

Social Studies (K-2)

Power Goal: Use maps, keys, and directions to show a relationship between places.

Shine and Share: We’ve all had to go somewhere and didn’t know how to get there. Thankfully, we can rely on maps to help guide us to our destination. Whether you are using a road atlas, cell phone, or GPS in your car, maps are a part of our daily lives. Talk with the child about how people use maps to help them get to where they are going. You can explain how maps use keys and symbols.

Learning Choices:

Treasure Hunt: See Power Page for instructions. A possible route could be: First, PJ walked south to get the shovel. Then PJ walked north past the big mountain. PJ turned east and walked past the big mountain and then in between the forest and the water. Next, PJ continued to walk east until he got to the bottom of the little mountain. Then, he turned south and walked straight down to the two coconut trees. Finally, PJ arrived at the treasure.

Rad Review: To extend this learning, you might hide an object in the room you are in, draw a map of the room (with doors, windows and major pieces of furniture marked). Then have the child guess where the object is. Once they guess the object’s location, have them give map directions to the object’s hiding place.

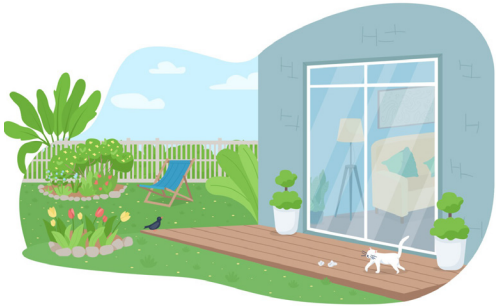


Math POWER Page (3-5)

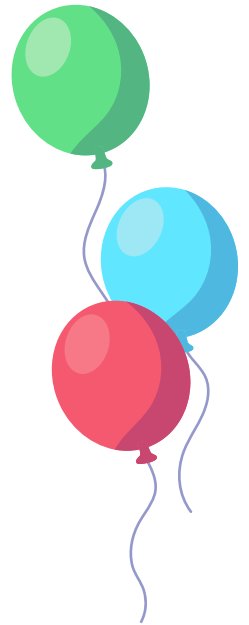
POWER GOAL: Solve 2-step word problems by multiplying and dividing up to 100.

Learning choices:

1. Camile is constructing a rectangular patio in her backyard. Her patio will measure 8 tiles in length and 6 tiles in width. Draw a picture to show what Camile's patio will look like. Camile currently has 22 tiles. Will that be enough to build her patio? If not, how many more tiles will she need?



2. Jeremiah is helping to organize a party for all the fourth-grade students. He needs to make sure that each fourth grader gets a glowstick. He knows there are 48 students in the fourth grade. Glowsticks come in packages of 6. He currently has 3 packages of glowsticks. How many glowsticks does he have now? How many more glowsticks will he need? Use the space below to draw or write the problem.







Answers: 1. $(6 \times 8 = 48; 48 - 22 = 26)$ No, she needs 26 more tiles. 2. $(6 \times 3 = 18; 48 - 18 = 30)$ He has 18 glowsticks currently. He needs 30 more glowsticks or 5 more packs.

Science Power Page (3-5)

POWER GOAL: Discuss ways that humans protect themselves from natural weather disasters such as flash flooding and severe storms.

Learning choices:

- It is important to be prepared for severe weather. Severe weather may include thunderstorms or earthquakes. Describe why each item below would be important to have during severe weather. In the last row, add another item and explain why it would be important to have.

Severe Weather Item	Reason
a.  flashlight	
b.  first aid kit	
c.  bottled water	
d.  non-perishable food	

- Now that we have identified which items are important during severe weather, how else can you prepare? Help create a plan for severe weather. Things to consider: Where should people go? Is there a second location if the first cannot be reached?



Answers: 1. Possible answers may include: a. power outage, b. minor injuries, c. to stay hydrated, d. severe weather can hit at any time and last for a while.

Literacy Power Page (3-5)

POWER WORDS: invincible, independent, resistance

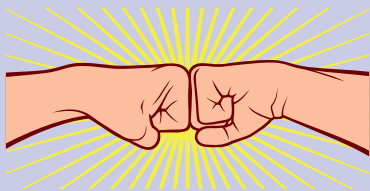
POWER GOAL: Find and understand story elements: *plot, conflict, resolution.*

Learning choices:

1. Read a book or watch a show and then discuss the different elements of the story with someone. Remember, the plot is the storyline or what's happening, the conflict is the problem the characters are having, and the resolution is how the conflict is fixed or resolved.
2. Complete the chart where you describe (in writing or with pictures) the elements of a story you have read or heard before.

PLOT

CONFLICT



RESOLUTION



3. On your own paper, create a story or play in which you include all elements of a story (character, setting, plot, conflict, and resolution), then act it out for someone.



Social Studies Power Page (3-5)

POWER GOAL: Learn how bills become laws.

Learning Choices: In the United States, a law begins as a bill. A bill is an idea about how something should be in our town, state, or country. The idea can come from anyone. In the activity below, the steps on how a bill becomes a law are listed. There are also symbols that represent these steps.

1. Match the symbols with the correct steps.

1. Idea: All bills start off as an idea about how something should or should not be. An idea from anybody can become a bill and then a law.

2. Introduction: The idea is proposed by a sponsor, someone in Congress who takes the idea and starts the process for the idea to become a bill.

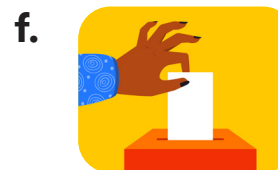
3. Research: Now the proposed idea is sent to a committee of Congress who will research more about the idea and write it up as a bill. The bill is then introduced to the House of Representatives.

4. Floor Action: Members of the House of Representatives debate the bill and intensely discuss the good parts and bad parts of the bill.

5. Vote and Send: After discussion, members vote on the bill. If a simple majority votes yes and passes the bill, the bill is sent to the United States Senate. If the bill does not pass, it can be reintroduced or left alone.

6. Repeat: The Senate repeats the same process as the House of Representatives. The Senate votes on the bill. If it passes by a simple majority, then the bill goes to the president to be signed into law.

7. Sign: The president receives the bill and has three options. 1) Sign the bill into law. 2) Veto the bill which means to reject the bill and send it back to the House. 3) Do nothing and the bill will automatically become law after 10 days.



2. PBS LearningMedia: Follow this link to get more information on the process of bills and laws.
bit.ly/3hY5kIG



Answers: 1. e; 2. d; 3. a; 4. g; 5. f; 6. c; 7. b

Parent/Caregiver Plan

Math (3-5)

Power Goal: Solve 2-step word problems by multiplying and dividing up to 100.

Shine and Share: Discuss how multi-step problems show up in everyday life. They come up while shopping, cooking, gardening, building, and in many other life activities. Often, we will have to do multiple calculations to solve a real-life problem.

Learning Choices:

1. The child may need help organizing what to solve for first. Direct them to draw out the patio. Then guide them through these operations: $6 \times 8 = 48$; $48 - 22 = 26$; There are 26 more tiles needed to build the patio. Use manipulatives to create a similar type of problem, maybe using the floor of a room as a model.
2. Guide the child to use the underlined portions to help them solve the problem. They will need to figure out how many glowsticks Jeremiah currently has (6 packages of 3 glowsticks = 18 glowsticks). Emphasize that multiplication is repeated addition. Work with the child to think of other real-life multiplication party problems, such as planning seating arrangements (number of kids per table) or preparing goody bags (number of prizes per bag).



Rad Review: Using local grocery ads, have the child stick to a budget of \$20 as they plan a meal for 3 people.

Science (3-5)

Power Goal: Discuss ways that humans protect themselves from natural weather disasters such as flash flooding and severe storms.

Shine and Share: Talk to the child about how severe weather can be scary, but it helps to have a plan in place. Ask the child to tell you how they can prepare for severe weather such as a snowstorm or a rainstorm that may lead to flooding. If they are having trouble, you might prompt them with: “Do you know the radio station or TV station to get information?” “If you are outside and see a storm cloud coming, what should you do?”

Learning Choices:

1. You might prompt them with, “Why would this be important during a severe weather situation?” Possible answers may include: flashlight for power outage, first aid kit for minor scrapes or injuries, bottled water to stay hydrated, non-perishable food because severe weather can hit at any time and last for a while.
2. Brainstorm with the child about a severe weather plan. If you already have one in place, you might invite them to discuss if any changes need to be made. Discuss the top three safest spaces to be during a weather emergency and possible meeting places after the severe weather has passed. Maybe practice or walk through the plan as well.



Rad Review: Have the child write down the plan in detail. You might prompt them to create a house or neighborhood map showing the safest places to be during severe weather. Does the plan change based on the type of severe weather? Is a tornado preparedness plan different from a flood plan? Is a snowstorm plan different from a rainstorm plan?



Parent/Caregiver Plan Literacy (3-5)

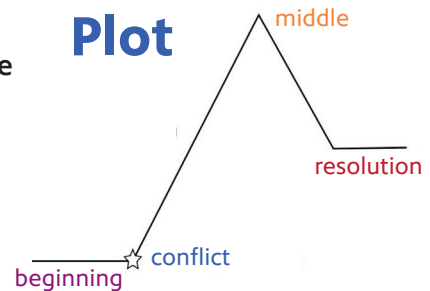
POWER WORDS: invincible, independent, resistance

Power Goal: Find and understand story elements: *plot, conflict, resolution.*

Shine and Share: Talk about how there are five main elements of a story: character, setting, plot, conflict, and resolution. For this lesson, focus on the last three. The plot is the actual story around which the entire book is based. A plot should have a clear beginning, middle, and end so that the reader can make sense of the action and follow the story. Every story has a conflict. The plot is centered on this conflict, or story problem, and the ways the characters resolve the problem. The resolution to the problem is the way the conflict is solved.

Learning choices:

1. Have the child read a book or watch a show and then discuss with you the different elements of the story. For plot, ask the child what the story is about; have them explain what is happening. For conflict, ask the child about the problems the characters are facing. For resolution, ask the child how the characters solved the problem.
2. Have the child complete the chart on the Power Page in which they lay out the elements of a story they have read or heard before. Here is a diagram to guide you in helping the child.
3. Have the child create a story or play in which they include all elements and then they can act it out for you. You can use the diagram shown here to help guide the child on writing a story that includes all elements. However, the focus should be that the child can create a problem and then tell how the problem was resolved within the story.



Rad Review: As you watch TV this week, talk about the different elements in the shows. Movies and most situation comedy TV shows are built on these elements.

Social Studies (3-5)

Power Goal: Learn how bills become laws.

Shine and Share: There are many laws in America. We have laws in our society so we can have order and safety. Talk with the child about different types of laws. Explain that laws are like rules but are made by the government. These laws start out as an idea and go through a process to become a bill and then a law.

Learning choices:

1. **Matching:** If the child struggles with the images, you can help by explaining what the images mean. That should help with matching the image to the step.
2. **PBS LearningMedia:** This video link bit.ly/3hY5klG will supply additional information on bills and laws.

Rad Review: Have the child discuss different issues and ideas that they think should be a law. Give one or two examples.



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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