

POWER PACKET 6

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: Measure the length of an object using an object with a shorter unit of length.

Learning Choices:

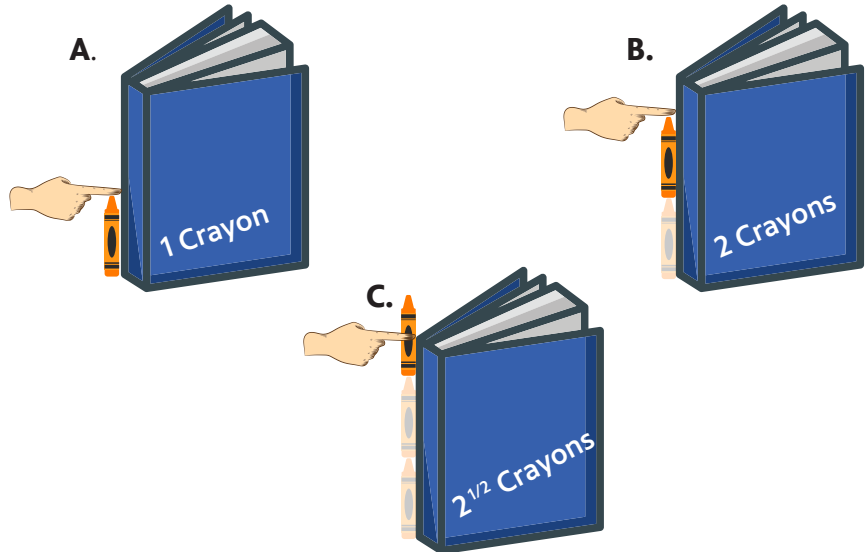
1. Instead of using a ruler to measure something, you can use an everyday object. Let's say you wanted to measure the height of a book, but you didn't have a ruler. You can use an object such as a crayon to measure.

Example:



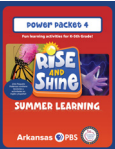
Step 1: Get a crayon and lay it flat against the spine of the book. With your finger, mark where the crayon stops. (See figure A.)

Step 2: Next, take the crayon and place it where your finger is to make the second measurement. (See figure B.)

Step 3: Move your finger to the top of the crayon and repeat this process until you have reached the edge of the book. (See figure C.) Now, add up the length of the book in crayon units. The book is $2\frac{1}{2}$ crayon units tall.



Find an object to use as a measuring tool, then measure the items below and complete the table.

Object Being Measured	Measuring Tool Height, Width, or Length Total Measurement
Book (Example) 	I used a: crayon I measured the: height The book is: $2\frac{1}{2}$ crayon units tall
Table or Desk 	I used a: I measured the: The table or desk is:
Power Packet 	I used a: I measured the: The Power Packet is:
Object of Your Choice	I used a: I measured the: The object is:

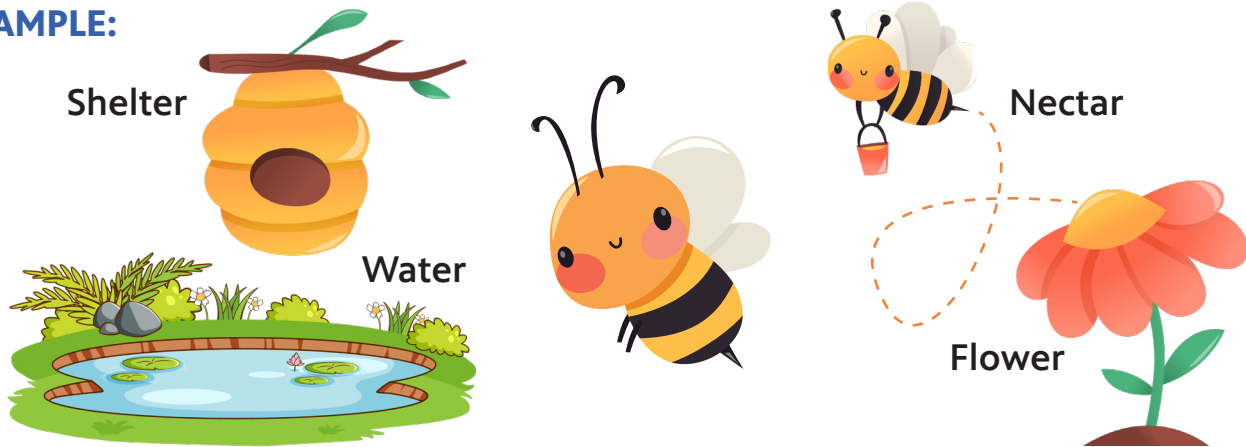
Science Power Page (K-2)

POWER GOAL: Explain how plants and animals depend on their surroundings to meet their needs.

Learning choices:

1. In the empty box below, draw a picture of a plant or an animal. Be sure to leave some space around your picture. Then draw smaller pictures to show what that plant or animal needs to survive. You may need to look up facts about the plant or animal in a library book or through an online search.

EXAMPLE:



2. All living things interact with each other and with the non-living things in their environment (weather, sun, soil, climate, atmosphere). Follow this link to learn how to create a well-balanced ecosystem: myarpbs.org/ecosystemgame. You will be trying to make sure all the animals have everything they need to survive.

Here is another link that will allow you to explore animal life on a mountain and learn how animals have adapted to survive the mountain life: myarpbs.org/plscavengerhunt.



Literacy Power Page (K-2)

POWER WORDS: perspective, trust, sense

POWER GOAL: 1. Identify point of view and onomatopoeia in a passage. 2. Understand the relationship between letters and sounds.

Learning Choices:

Authors use characters or storytellers with a **point of view**, or **perspective**, to help tell stories. A way of looking at or having feelings about something is called a point of view. When we see the story through the eyes of someone else, through their point of view, it can make us feel differently about the story and the characters. The main character tells the story from their point of view, or other characters may tell a different side of the story.

1. The story below is from the point of view of a microwave that has come to life. Read the story and then underline the feeling words. Circle the words that show onomatopoeia. One of each kind of marking has been done for you.

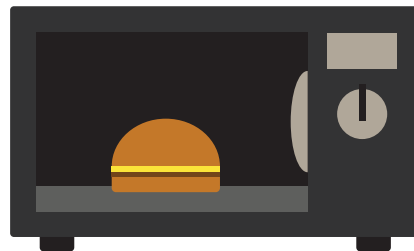
A Busy Morning

Hearing all the noise in the kitchen, I can sense that today will be busy. I hate all the noise and rushing! I see the mama take sausage biscuits from the freezer. She opens my door, tosses the packages onto my plate, closes the door, and sets my timer for 30 seconds. The bag sizzles as it expands.

Ding! The bell sounds and the biscuits are ready! I take a whiff. As she opens my door, a puff of steam escapes. She's afraid the food is too hot, so she takes a mitt and carefully grabs the hot package.

"Breakfast is ready! Hurry because we have to catch the train!" she yells.

The kids rush to the table and eat quickly, then put their plates in the sink. *Clang!* The mama looks outside. It looks like it is going to rain. Not trusting the weather forecast for sunny skies, she grabs an umbrella. The family leaves, closing the door with a slam. Finally, I'm happy and can rest!



2. A vowel team is two or more letters that work together to make one vowel sound. Some vowel teams are ea as in *meat*, or oa as in *boat*. The vowel team *ai* makes the middle sound in *wait*. In the story above, put a box around three words that use the vowel team *ai*. Then, pick one of the *ai* team words and write a rhyming word for it.



Answers: 1. underlined feeling words: *afraid, happy*; circled onomatopoeia: *Ding, Clang, slam*; 2. words in boxes: *afraid, train, rain*; possible words to rhyme with *afraid*: *braid, maid, paid*; possible words to rhyme with *train* and *rain*: *brain, gain, pain*.

Social Studies Power Page (K-2)

Power Goal: Explain the importance of holidays.

Learning Choices:

Label: Holidays are days set aside to honor somebody or something. In each box is a description of a holiday and the person or people who are connected to it. Read the description of the holiday and fill in the blank with the correct holiday name.

WORD BANK: Thanksgiving Day, George Washington's Birthday, Daisy Gaston Bates Day, Veterans Day



1. This day was originally the day we celebrate our first president's birthday, but now we use the day to celebrate all the United States presidents, and in Arkansas, we also celebrate an Arkansas civil rights leader.

Name: _____



2. This holiday celebrates a black civil rights activist who worked hard for equality in Arkansas schools. The holiday is also celebrated on the day when we honor United States presidents.

Name: _____



3. This American holiday is celebrated on the fourth Thursday in November. It is a day when people give thanks for the harvest of food and opportunities of the past year.

Name: _____



4. This holiday honors those who have served in the United States military forces.

Name: _____

Create: When celebrating holidays, many people take part in traditions such as decorating, eating food, and engaging in special activities. Think of a person, a group of people, or a thing that you think should be celebrated with a holiday. Fill in the details below to create your holiday.

Holiday Name and Date



Why We Celebrate

Traditions (activities, decorations, food, etc.)



Answers: 1. George Washington's Birthday 2. Daisy Gaston Bates Day 3. Thanksgiving Day 4. Veterans Day

Parent/Caregiver Plan

Math (K-2)

Power Goal: Measure the length of an object using an object with a shorter unit of length.

Shine and Share: Objects can be measured in different ways and with different tools. Ask the child what types of items they need to measure in their daily lives. For example, does their favorite toy fit in their backpack? Explain that we can measure the height, width, or length of an item by using a smaller or shorter item. Tell that the height of an item is how tall or short it is, the width of an item is how wide or narrow it is from side to side, and the length of an item is how long or short it is from end to end. Show how you might measure the length of the room you are in by using your feet.

Learning Choices:

The child could use many of the same objects (such as six forks) or the same measurement item (such as one fork) multiple times. To use the same object as a measurement tool, they should carefully lay down the object, hold a finger where the item ends, and then use that point as the place to lay down the object for the next measurement length. Use this video to demonstrate the process: bit.ly/3hVd7Sx.

Rad Review: Review the chart with the child. Help them compare the measurements. What do they notice? What do they wonder? If they had no smaller objects available as measurement tools, what else might they use? Could they use a body part? (They might use their finger or hand.) If they were outside in a yard or park, what might they use? (They might use a twig or stick.)



Science (K-2)

Power Goal: Brainstorm with the child the things that they need to survive (Examples: food, water, shelter). Brainstorm the needs of a plant (Examples: water, sun, soil). Compare the needs of people and plants. Ask the child to explain things they have in common. Ask the child to explain any differences.

Shine and Share: Explain how plants and animals depend on their surroundings to meet their needs.

Learning Choices:

1. Help the child select a plant or animal that they know about and have an idea of how they produce or find food and shelter. If you have access to the internet or a reference book, you might help them look up facts about a plant or animal that interests them. As they are drawing, refer to the brainstorming session if they need ideas.
2. The two links given allow the child to explore animals and their adaptations in a mountain ecosystem. As they engage in the activity, they will make sure all the animals have what they need to survive.

Rad Review: Have the child explain their drawing to you. Ask questions about what kinds of natural conditions might interfere with the plant's or animal's needs. What would happen if the plant or animal did not have everything it needed to survive? (Example: In flood conditions, an animal might leave the area. In a drought, a plant might not get enough water to live and could die.)



Parent/Caregiver Plan

Literacy (K-2)

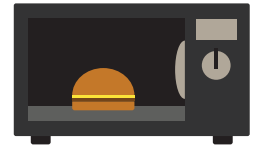
POWER WORDS: perspective, trust, sense

Power Goal: 1. Identify point of view and onomatopoeia in a passage. 2. Understand the relationship between letters and sounds.

Shine and Share: Ask the child to think of words that have two vowels together that make one sound (Examples: *team, coat, maid*). Use the following link for more information about vowel teams: myarpbs.org/walkingvowels.

Learning Choices:

1. Authors use literary tools to help them express ideas and points of view. Let the child pick an object and pretend the object could talk to us. What feelings might the object have? Next, talk about the literary tool of onomatopoeia. Onomatopoeia is the use of words that imitates the sounds of objects or animals. Examples include *buzz, clang, quack, and hiss*. Help the child be creative with the use of onomatopoeia. You might look around the area to find objects that could make sounds. What words could you create to imitate these sounds? Help the child read the example story using point of view and onomatopoeia. How might the microwave story be different if it were about dinnertime? The following resource has more examples of onomatopoeia: bit.ly/3id75eS
2. Help the child look for words that have the vowel team *ai*. A vowel team, or digraph, is two vowels put together that make one sound. Other examples include *ee*, which says /ē/, *oa*, which says /ō/, and *ay* which says /ā/. If needed, refer to the video about vowel teams in the Shine and Share.



Rad Review: Focus on words with one specific vowel team and have the child use those words to write a story.



Social Studies (K-2)

Power Goal: Explain the importance of holidays.

Shine and Share: Holidays are an important part of culture. Since there are many different cultures, we have different holidays that celebrate people, places, things, or events. Talk with the child about the different holidays named after people and what they did to deserve that honor.

Learning Choices:

1. **Label:** Have the child read each description of the holiday. Then, help them label the holiday with the correct name. Use the word bank. Ask, "What other holidays do you celebrate?" Discuss.
2. **Create:** Have the child think of something or someone that they admire and why. Then have them create their own holiday. Encourage them to think about activities to do and foods to serve. Help them fill in the chart with the information about why the holiday is celebrated and what traditions might go with the holiday. They might think about decorations, activities, and food.



Rad Review: Have the child tell you about their favorite holiday. See if they can tell you what the holiday is about and why they celebrate it. What types of activities might they do, what decorations might they use, and what types of food might they eat on that special day?

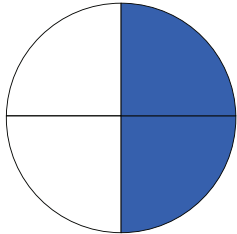
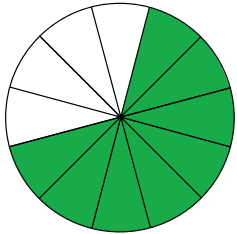
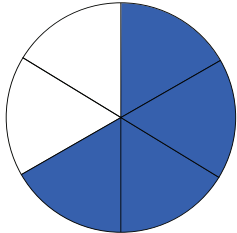
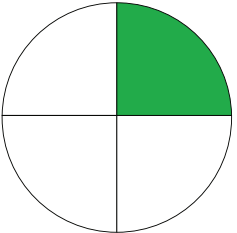
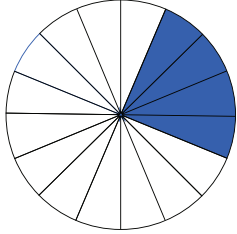
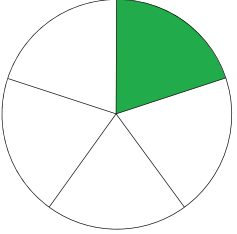
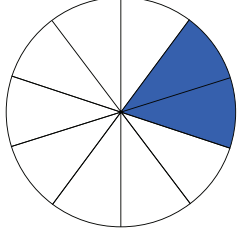
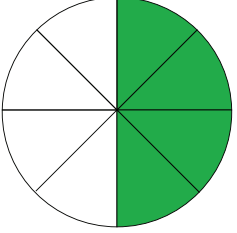


Math Power Page (3-5)



POWER GOAL: Compare the sizes of two fractions.

Learning choices:

1. Match each fraction with its equivalent (equal value) fraction.

<p>A.</p>  <p>$2/4$</p>	 <p>$8/12$</p>
<p>B.</p>  <p>$4/6$</p>	 <p>$1/4$</p>
<p>C.</p>  <p>$4/16$</p>	 <p>$1/5$</p>
<p>D.</p>  <p>$2/10$</p>	 <p>$4/8$</p>

2. Shade in each model to show the fraction given. Circle the fraction that is greater.

<p>$5/10$</p>	
<p>$2/5$</p>	


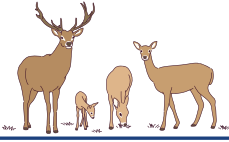

Answers: 1. (A) $2/4 = 4/8$; (B) $4/6 = 8/12$; (C) $4/16 = 1/4$; (D) $2/10 = 1/5$.
2. See shaded answers on Parent/Caregiver Page; $5/10$ is greater than $2/5$.

Science Power Page (3-5)




POWER GOAL: Give examples of and explain how producers, consumers, and decomposers function in ecosystems.

Learning Choices:

1. An ecosystem is a community of plants, animals, and non-living parts that interact within their environment. There are different types of ecosystems throughout the world. Can you describe the type of ecosystem you live in? In the space below, list the types of plants, animals, and other non-living parts of the ecosystem that are within your environment. See the examples.

Plants	Animals	Other Non-Living Features
Oak trees 	Deer 	Lake 

2. Within each ecosystem, there are producers, consumers, and decomposers. Producers, such as plants, can make food for themselves. Consumers, such as animals, depend on other organisms for food. Decomposers, such as earthworms, snails, and fungi, clean up everything that is left by breaking down the remains and waste of plants and animals. In the chart below, identify producers, consumers, and decomposers within your ecosystem. See the examples.

Producers	Consumers	Decomposers
Flowers 	Raccoons 	Mushrooms 

Literacy Power Page (3-5)

POWER WORDS: inspiration, confident, overlap

Power Goal: Read and understand an informational text on the branches of government.

Learning Choices: Read the following passage and answer the questions.

Branches of the United States Government

In the United States, there are three main branches of government: legislative, executive, and judicial. These three branches are set up to have their own jobs and powers. The roles and jobs of the branches may *overlap* or do part of the same big job. At the same time, each branch keeps checks on the powers of the other branches. Each branch must work with the others to keep things running smoothly and fairly. This should make the people feel *confident*, or sure, that we have a fair and balanced government. Take a look at each branch and see what it does.

The legislative branch makes our nation's laws. Congress, which is the Senate and the House of Representatives, makes up the legislative branch. Congress controls taxes and spending, the military, and declarations of war. Congress is checked by the executive branch, as the president is able to veto, or say no, to a law, and the judicial branch, which is able to declare a law unconstitutional.

The executive branch, which is led by the president, puts the nation's laws into action. The president is also responsible for being the commander-in-chief of the armed forces. The president must negotiate treaties with other nations and select federal judges and ambassadors. While we may think of the executive branch as the highest branch, this branch is kept in check by the other branches. Congress has the power to veto changes the president wants to make. The judicial branch may decide that the president's orders are unconstitutional.

The judicial branch is made up of federal courts across our nation and the highest court, the Supreme Court of the United States, which has nine justices or judges. This branch decides the meaning of laws and how they should be applied. They also decide if a law is fair and allowed by the U.S. Constitution. Additionally, the judicial branch can check the legislators' laws and the president's executive orders.

Our government is intricate, and it has been a source of *inspiration* for other countries. For more information on the U.S. government, visit myarpbs.org/governmentpowers.

1. Who oversees the executive branch?

2. What are the two parts of Congress?

3. What is the highest court in the U.S.? How many judges sit on this court?

4. If you could work in one of the three branches of government, which one would you choose and why?



Answers: 1. The president 2. The House of Representatives and the Senate
3. The Supreme Court of the United States; nine judges 4. Answers may vary.

Social Studies Power Page (3-5)

POWER GOAL: Learn how the community benefits from people working together to solve a local problem.

Learning Choices:

- The park is having a problem. There is trash and littering. Study the pictures and text below. There are three groups in the community that need to work together to come up with possible solutions. Two possible solutions are provided for each community group. Come up with a third idea for each group.

Problem – There is trash and littering in the park.

Possible Solutions -
The local government could:

- Pass laws that stop littering

- Increase fines for littering



Local Government



Community People



Parks Department

Possible Solutions -
The people could:

- Educate children on taking care of the environment
- Pay taxes to the government to help maintain community property

Possible Solutions -
The Parks Department could:

- Add trash cans and trash pickups
- Post “no littering” signs

- What is the best way for all parts of the community to work together to stop the littering? Write a paragraph describing how the different community groups could work together to solve the problem.

Possible Answers: 1. Community people can volunteer to pick up trash. The local government can fund cleanup services. The parks department can educate the community on the harmful effects of littering. Other creative answers are possible. 2. Answers may vary.

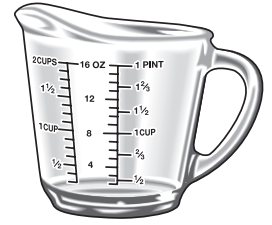


Parent/Caregiver Plan

Math (3-5)

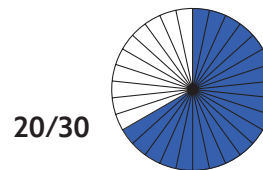
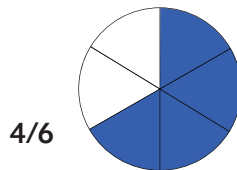
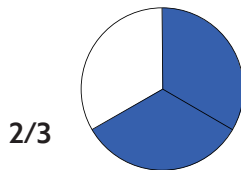
Power Goal: Compare the sizes of two fractions.

Shine and Share: Ask the child to give examples of when fractions are used (Examples: cooking, music notes, measuring, construction, sewing, time, etc.). Remind the child that a fraction shows how something may be split into equal parts.

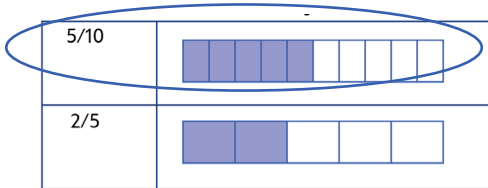


Learning Choices:

1. Understanding and using fractions may be difficult for some children. Remember to be encouraging! The child may need support in understanding that the same fraction can be represented in many ways. These fractions are known as equivalent fractions. For example, $\frac{2}{3}$, $\frac{4}{6}$, $\frac{20}{30}$ are equivalent fractions.



2. The child may need support in shading in the boxes according to the top number of the fraction. Teach them that the bottom number (denominator) tells how many parts are in the whole. The top number (numerator) tells how many parts we are counting, talking about, or working with.



Rad Review: Review the second chart with the child. Have them explain to you how they know which fraction is greater. They should have shaded in parts of the model and be able to explain that $\frac{5}{10}$ is greater than $\frac{2}{5}$ because more of the model is shaded in for $\frac{5}{10}$.

Science (3-5)

Power Goal: Give examples of and explain how producers, consumers, and decomposers function in ecosystems.

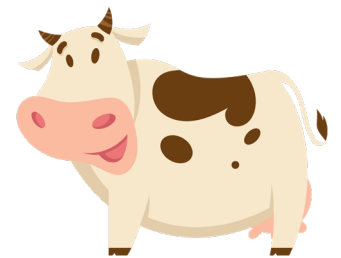
Shine and Share: Discuss how plants and animals depend on each other. We depend on plants and animals for food. Animals depend on plants and other animals for food. Insects often depend on plants. Think aloud about what animals and plants humans depend on every day.

Learning Choices:

1. The child might need support in listing various plants and animals in their surroundings. You might prompt them to look outside. For a challenge, use an online source or your local library to learn about plants and animals in a different part of the world.
2. Review the definitions of producer, consumer, and decomposer on the Power Page. Ask the child if they can think of examples that fall into all three categories. For example, a cow is a consumer because it eats hay; it is a producer because it makes milk and meat; and it is a decomposer because its manure can be used as fertilizer to grow plants.

Rad Review: Humans can also be part of an ecosystem; humans produce, consume, and decompose. What are good and bad ways humans can change an ecosystem? Learn more about ecosystems here:

bit.ly/3hRtVcs.



Parent/Caregiver Plan

Literacy (3-5)

POWER WORDS: inspiration, confident, overlap

Power Goal: Read and understand an informational text on the branches of government.

Shine and Share: Talk to the child about our government and how it is unique. You might do some research to look at the different branches of government and see which Arkansans represent us in Congress. Explain that our government is complex and that we have checks and balances to keep each branch from being too powerful. Note that the three Power Words are included in the text and discuss the meanings of each before the child reads the passage.

Learning Choices:

One key strategy to reading informational text is to read the questions before reading the passage so that the child knows what they are looking for in the passage. You could have them highlight the answers as they read. When the child answers the fourth question, have them think about the roles of a person working in each branch. Which role would they like to perform? Would they like to be president? Why or why not?

Rad Review: Find current events that show what is happening in the federal government. You might look through a newspaper for headlines that mention a branch of government. Talk with the child about issues discussed in the article, such as a Senate vote or an executive order. Discuss how other branches ensure that the proposed or recently passed law or order will be fair to the people. You can also do more research on the branches using the link provided on the Power Page.



Social Studies (3-5)

Power Goal: Learn how the community benefits from people working together to solve a local problem.

Shine and Share: Problems often occur within our communities. Sometimes issues need more than just one person or group to help bring about change. Talk with your child about some community problems that exist and what it would take to solve them.

Learning Choices:

1. Have the child look over the problem and the descriptions of what the different groups can do to help solve the issue. Next, have them list one other possible strategy for each community group. An example of a solution would be: “The people of the community could ask the local government to pass a law that stops littering.” Or “The local government could give more money to the parks department to hire more people to keep the parks clean.”
2. Prompt the child to include a role for each community group listed on the Power Page. Think of other community groups that may be able to help solve the problem. Examples might include sports teams, church groups, and community clubs.



Rad Review: Have the child think of an issue in their community that needs to be addressed and who can work together to solve the problem. Have them apply the activity to their real-life situation.



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.



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