

# POWER packet 1

Let's get ready for a trip!

Fun learning activities for K-5th Grade!



## SUMMER LEARNING VOLUME 2

Arkansas  PBS



# Rise and Shine!

¡Este paquete también está disponible en español!

[myarkansaspbs.org/riseandshine/es](http://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](http://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](http://myarpbs.org/helpinglearners))

# Math POWER Page (K-2)

**POWER GOAL:** Solve addition problems by using commutative property.

## Learning Choices:

1. You are gearing up to take a trip with your best friend. Below are the items you pack in your suitcase and the items your friend packs in their suitcase.

A. You pack your suitcase with clothing first and then sunglasses. How many items did you pack?

Sum of Items

B. Your friend packed their suitcase with sunglasses first and then clothing. How many items did they pack?

Sum of Items

You each packed the same number of items but in a different order. In math this is known as the commutative property.

2. No trip is complete without snacks. You add three snacks to your suitcase. Draw the three snacks you decide to pack. Count all the items and write the sum.

Sum of Items

Answers: 1A. Sum of items = 6 (5 clothing items and 1 pair of sunglasses) 1B. Sum of items = 6 (1 pair of sunglasses and 5 clothing items) 2. Sum of items = 9 (There are 5 clothing items, 1 pair of sunglasses, and 3 snacks drawn by the learner.)



# SCIENCE POWER PAGE (K-2)

**POWER GOAL:** Get information from a weather forecast to help plan for a trip.















## Learning Choices:

Pretend you are planning a four-day trip in Arkansas. You get two choices of where you might go. You must think about the weather during your trip so you can be prepared. Let's start planning!

Step 1: Choose the trip you would like to take. Circle your choice.

<p>A. Visit a state park where you will camp and hike.</p> 	<p>B. Visit a lake where you will fish and swim.</p> 
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Step 2: Thinking about the trip you chose, look at the two-week weather forecast. Choose four days in a row when the weather would be best for your trip. Circle the days.

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
 72°	 67°	 65°	 68°	 74°	 75°	 80°
SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
 83°	 85°	 73°	 75°	 85°	 87°	 91°

Step 3: Which items should you pack for the weather? Circle all the items you will need.



Answers: Answers will vary. Items should match the weather predicted during the four-day trip.

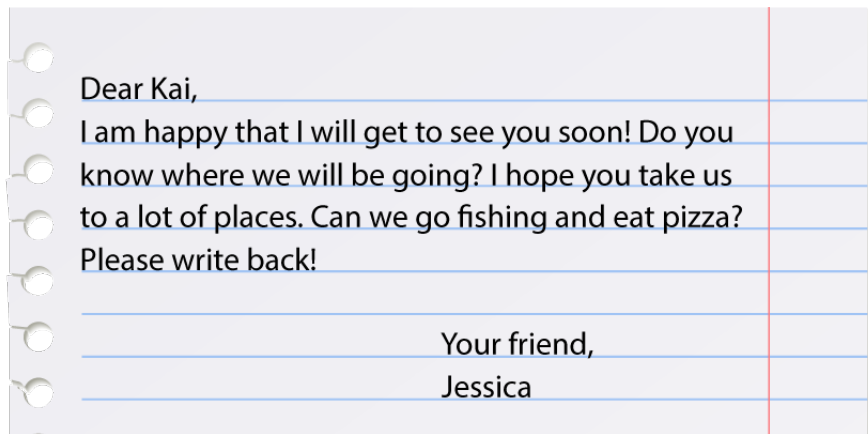


# Literacy Power Page (K-2)

**POWER GOAL:** Match sounds to letters when writing.

## Learning Choices:

1. Pretend you are going on a trip to visit someone in Arkansas. Using another sheet of paper, write a letter to them about the trip. If you need help, use the sentence stems to get started. Sound out the words that are new to you. Read the example letter below.



Dear \_\_\_\_\_,

I am \_\_\_\_\_. Do you know \_\_\_\_\_? I hope  
\_\_\_\_\_. Can we \_\_\_\_\_? Please write back!

Your friend,  
\_\_\_\_\_

2. Below are pictures of things you may see or use on your trip. Name each picture and identify the sound you hear at the beginning of the word. Then write the letter that matches that sound on the line below.



\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



Answers: Letters will vary. 2. From left to right: fish - f; money - m or cash - c; sun - s; tree - t










# Social Studies Power Page (K-2)

**POWER GOAL:** Recognize that people use money to buy goods and services.

**Learning Choices:**

1. Ray is going on a trip to his grandparents' house. He has saved \$3.00 in his piggy bank. What are three snacks he can buy on his trip, and how much will they cost altogether? Show your choices and the total costs.

Snack	Price	How Many?	Total Cost
Banana 	\$0.25 each		
Apple Juice 	\$0.25 each		
Chips 	\$0.50 each		
Candy 	\$1.00 each		
Cheese and Crackers 	\$0.25 each		
Chocolate Milk 	\$0.50 each		
			<b>Budget: \$3.00</b>

2. Does Ray have any money left to put back in his piggy bank? If so, how much does he have left?

3. Follow the link below to allow your child to practice budgeting and spending money.

<https://bit.ly/3xpkA2K>



Answers: 1. Answers will vary. The total amount should add up to less than \$3.00. Example: 2 bananas (\$0.50) plus 1 candy item (\$1.00) = total cost of \$2.



## Parent/Caregiver Plan

### Math (K-2)

**Power Goal:** Solve addition problems by using commutative property.

**Shine and Share:** How often do you add? Addition is a part of our daily lives. Children begin to learn addition by counting and grouping items. Talk to your child about how grouping makes it easier to add items. Example: If you pack 2 boxes of juice and 3 water bottles, it is simpler to say, “I packed 5 drinks.”

#### Learning choices:

1. A. If your child needs support with solving the problem, have them count out loud each item in each box. They should count 5 clothing items in the first box, and one pair of sunglasses in the second box. The number sentence would be  $5 + 1 = \underline{\quad}$ . Remind them that a sum is the answer we get when we add two or more numbers.  
  
B. Look at the second row of boxes. A friend packed their suitcase with the same amount but placed the items in a different order. Your child can count the items in each group. Point out that the sums of A and B are the same. This shows the commutative property. Example:  $5 + 1 = 6$  or  $1 + 5 = 6$
2. Have your child draw 3 of their favorite snacks in the last box. If they need support to find the sum, have them count the items in each box to find the total.

**Rad Review:** Collect items you have around your home. These items could include beans, small rocks, leaves, pinecones, etc. Have your child group like items and find the sum of the total items in each group. Rearrange the groups and have them find the sum again.

### Science (K-2)

**Power Goal:** Get information from a weather forecast to help plan for a trip.

**Shine and Share:** Ask, “If you were going on a trip, why would you need to think about the weather?” “How would the weather affect the activities you will plan?” Discuss how weather affects our clothing choices and event planning. For example, we may wear shorts in the summer and coats in the winter.

#### Learning choices:

1. Discuss some activities your child might experience on both trip choices. For example, the activities in choice A could include sitting by a campfire.
2. Help your child choose four days in a row that will make sense for their trip. These days can be all in one week or extend into the next week. For example, they could choose Monday - Thursday or Friday - Monday.
3. Review the items and ask your child to think about which ones would be best for the predicted weather during the time of their trip. Ask them to support their choices with reasons.

**Rad Review:** Find local weather forecasts from a news station, the newspaper, a weather app, or online. Discuss the weather and temperature. Ask the child what activities would be appropriate for the predicted weather.



## Parent/Caregiver Plan

# Literacy (K-2)

**Power Goal:** Match sounds to letters when writing.

**Shine and Share:** Discuss with your child that when learning to write, it is okay that words are not spelled exactly as they look or sound. Choose objects in your surroundings and have your child practice writing the words as they say them aloud. Help them make a list of their toys or their friends' names.



### Learning Choices:

1. Have your child think of who they might write to, or they might pretend that you are the person they are writing to. Discuss the things they will do during the visit. Then, support them as they include some of the ideas in their letter.
2. Have your child watch your mouth as you say a word aloud. Emphasize the beginning sound. Have them describe the position of your lips and teeth as you make the sound. For example, when you make the /f/ sound at the beginning of “fish,” your top teeth touch your bottom lip. Make different sounds and have them describe your mouth as you make each sound.

**Rad Review:** Have your child practice writing and spelling the vocabulary words with different writing tools and materials, such as paper, chalk, sand, fingerpainting, or playdough. If handwriting is not easy for your child, you could have your child use magnetic letters or even pieces of papers with letters on them.

# Social Studies (K-2)

**Power Goal:** Recognize that people use money to buy goods and services.

**Shine and Share:** We all use money to buy things we need or want. Talk with your child about how people exchange money to buy goods and services. Explain how money is earned and how to save money for things we want or need to buy. Share examples of things you have bought in the last week.

### Learning Choices:

1. Discuss different combinations of snacks and compare how much they cost. Consider options that would allow Ray to put money back in his piggy bank. Explain that the items are goods.
2. Help your child subtract the total spent for the goods that Ray bought from the total amount he had in his piggy bank. Help them figure out ways to spend less on goods to have more for savings.
3. Talk to your child about the different choices as they play the *Peg and Cat* game. Discuss ways they can stay within Peg and Cat’s budget and ways they could save money for later.

**Rad Review:** Allow your child to plan a trip within a certain budget. Discuss some things you may want to take on the trip. Let your child find the items in a store or online and note prices. Discuss goods that you can purchase and goods that you may already have (to save money on your budget). Consider services that might be added.





# Math POWER Page (3-5)

**POWER GOAL:** Use place value understanding to add and subtract numbers.

## Learning choices:

- You are getting ready for your family trip and decide to download your favorite songs to make a playlist.
- Use expanded form, base-ten numbers, and standard form to show the number of songs that you have downloaded for your trip. Following the example, fill in the rest of the table.

Types of Downloads	Expanded Form	Base 10 hundreds	Base 10 tens	Base 10 ones	Standard Form
Example: "Podcast"	1 hundred, 5 tens, 0 ones	1	5	0	150
Rap/Hip-Hop	3 hundreds, 0 tens, 5 ones				
Pop		2	2	0	
Country					23

- How many songs do you have downloaded onto your device? Complete the table below using the values above. Place the standard form values in their correct place value positions, and add up the values in each column to find the total sum. See the example.

Types of Downloads	Base 10: hundreds	Base 10: tens	Base 10: ones
Example: "Podcast"	1	5	0
Rap/Hip-Hop			
Pop			
Country			
<b>Total (Sum):</b>		9	

- Create a number sentence with the values and write the sum in standard form.

	+		+		+		=	
Podcast		Rap/Hip-Hop		Pop		Country		SUM

- What is the difference between the number of pop and the number of rap/hip-hop downloads? Create a number sentence to solve the problem. Example:  $150 - 20 = 130$

	-		=	
Rap/Hip-Hop		Pop		DIFFERENCE

Answers: 1A. Rap/Hip-Hop - 3; 0; 5; 305; Pop - 2 hundreds, 2 tens, 0 ones; 220; Country - 0 hundreds, 2 tens, 3 ones; 0; 2; 3; 18. Rap/Hip-Hop - 3; 0; 5; Pop - 2; 0; Country - 0; 2; 3; Total (Sum); 6; 9; 8; 1C. 150 + 305 + 220 + 23 = 698; 2. 305 - 220 = 85



# Science Power Page (3-5)

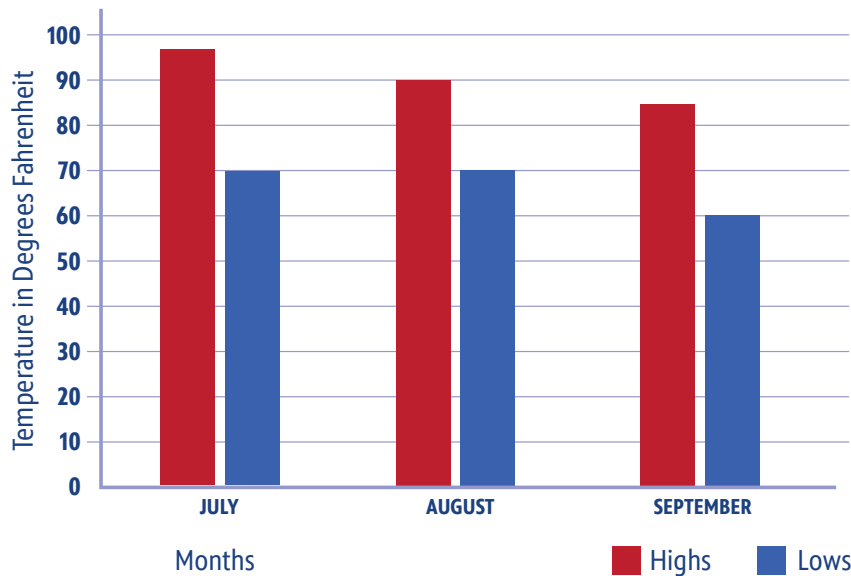
**POWER GOAL:** Use weather data to plan summer activities.

## Learning Choices:

1. Rainstorm! Look at the graph below. Using the weather data, think about the outside activities that would be appropriate to do in each month.



Write your ideas in the box.



2. Fill in the table below by choosing a different activity from your list for each month. Be sure to think of a good reason why that activity would go well with that month. Write your reason in the last column. Look at the example to help you get started.



MONTH	SUMMER ACTIVITY	WHY?
July	Kayaking	I would go kayaking in July because it is very hot, and the water will keep me cool.

MONTH	SUMMER ACTIVITY	WHY?
August		
September		



Answers will vary but should be appropriate for the highs and lows of that month.



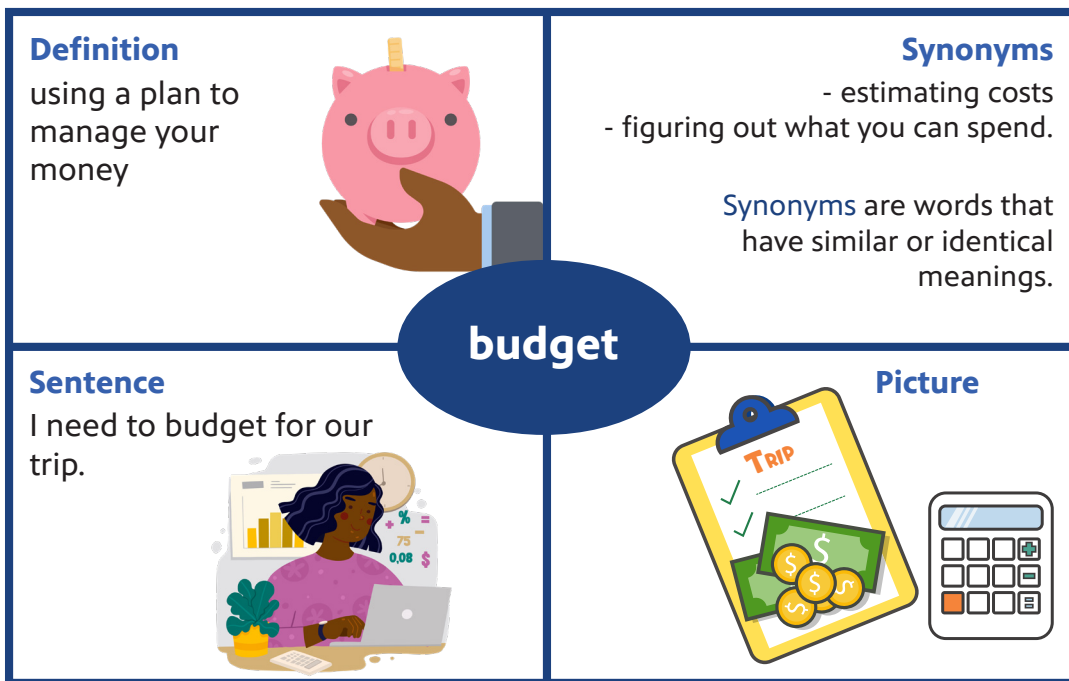
# Literacy Power Page (3-5)

**POWER GOAL:** Learn and use new vocabulary (predict, estimate).

## Learning choices:

1. A **graphic organizer** is a way to organize ideas to help you remember large pieces of information through pictures and diagrams. Graphic organizers are helpful when studying topics in science and social studies. Using a sheet of paper and something to write with, make your own graphic organizer to help you remember the meaning of a word. Choose a word from the list above and complete your graphic organizer. See the example below that shows how you would complete the graphic organizer for the word “budget.”

Example word: budget



2. A journal can be used to record thoughts, help remember ideas, respond to text, or express your feelings. Pretend you are going on a trip to see someone. On a separate sheet of paper, write about what you want to do on the trip. Try to use some of the vocabulary words in your writing. See the example below.

*I am so excited that I will get to visit Cousin Adrian in Mount Ida for 14 days. I will be gone for two weeks! We will do many fun things, such as visiting the Ouachita National Forest and the Wegner Quartz Crystal Mines where we will find our own crystals. I did not know that Mount Ida is the “Quartz Crystal Capital of the World!” I need to check the weather and make a list of everything I need to pack, like shorts, a hat, jacket, sneakers, and my journal. I **predict** it will be hot! I also need to remember to pack my first aid kit, sunscreen, and my EpiPen. I should make a budget to **estimate** how much money I need. This will be the best vacation ever!*



# Social Studies Power Page (3-5)

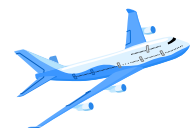
**POWER GOAL:** Explain how we use money in the United States to buy goods and services.

## Learning choices:

1. Money is used in exchange for goods and services. Mike is gearing up for a trip in Arkansas. He has budgeted \$250 for an overnight trip. He needs a place to stay, transportation, food, and entertainment. He must stay within his budget. Help Mike decide how to spend his money. Mark the choice for each category and write down the cost in the last column. Then add up the total cost of the trip.

Transportation for trip	<i>bus ticket - \$50</i> 	<i>train ticket - \$100</i> 	<i>gas for car - \$25</i> 	
Lodging for trip	<i>hotel - \$100</i> 	<i>cabin - \$50</i> 	<i>campsite - \$25</i> 	
Daily food (may choose more than one)	<i>steak - \$50</i> 	<i>sandwich - \$15</i> 	<i>hamburger - \$25</i> 	
Entertainment (may choose more than one)	<i>theme park ticket - \$50</i> 	<i>water slide ticket - \$25</i> 	<i>hiking - free</i> 	
				Total cost:

2. Goods are products that can be touched. Services are things people do for another person. For example, a car is a type of goods, and a car wash is a type of service. Draw a **circle** around each picture that shows a type of goods and a **square** around each picture that shows a type of service.



3. Watch: Follow this video link to learn more about goods and services. <https://bit.ly/3myoCAH>



Answers: 1. Answers will vary but should add up to \$250 or less. 2. Circled answers: ice cream; gas; hat; squared answers: taxi service; mechanic service; airplane travel



## Parent/Caregiver Plan

### Math (3-5)

**Power Goal:** Use place value understanding to add and subtract numbers.

**Shine and Share:** Understanding place value is a foundational math skill. Children who understand that digits mean different things, depending on the position of a digit within a number, will be able to understand large numbers with ease. For example, the 2 in \$20 and the 2 in \$200 have very different values. Discuss examples of things that might cost \$2, \$20, and \$200.

#### Learning Choices:

1. Your child may need help filling in the missing information on the first table. Direct them to look at the example “podcast” as a guide. In 1B, direct your learner to fill in the table using the place value numerals they filled in from 1A. This table should reflect 3 under the hundreds column, 0 under the tens column, and 5 under the ones column, etc. Guide them to add up each column to find the sum. In 1C, the learner will write the total value in standard form for each music category. Remind your child that when we see place value in everyday life, the value is written in a whole number or in standard form.
2. Remind the child that **difference** means that we need to use subtraction. Your child will subtract the number of pop downloads from the number of rap/hip-hop downloads. Ask questions as you prompt the learner to fill in the number sentence: “How many songs are in the rap/hip-hop column?” (305). “How many songs are in the pop column? (220) Finally, ask, “How many more rap/hip-hop songs do you have?” (85 more rap/hip-hop songs)

**Rad Review:** On a sheet of paper, recreate one blank table with the headings of hundreds, tens, and ones. Allow your child to find the total sum of prices for various road trip costs: a tank of gas, a hotel room in the town of their choice for one night, and one meal for four people. Ask your child to place these numbers into a table showing the correct placement of the hundreds, tens, and ones.

### Science (3-5)

**Power Goal:** Use weather data to plan summer activities.

**Shine and Share:** Talk about the temperature during Arkansas summers. What are some words used to describe our usual weather? What are some outside activities that would be fun to do?

#### Learning Choices:

1. Discuss the graph. Point out: A. the title (the temperatures for three months are represented) B. the columns (the red column indicates the high temperatures, and the blue column indicates the low temperatures), and C. the numbers (that represent the temperature scale). Help your child think of outdoor summer activities.
2. Point out the high and low temperatures for the months of August and September. Ask, “Would any of the activities you thought of be better to do in August or September? Which ones? Why?”

**Rad Review:** Find local weather forecasts from a news station, the newspaper, a weather app, or an online weather site. Discuss the predicted weather and temperatures. For fun, your child may create a news report.



## Parent/Caregiver Plan

# Literacy (3-5)

**Power Goal:** Learn and use new vocabulary.

**Shine and Share:** Extend the idea of budgeting with your child. Discuss with them how you budget when paying bills, saving for special occasions, or even preparing for unexpected expenses. If your child gets an allowance or receives money for any reason, talk with them about ways to plan to use their money. They can spend, save, or invest it in an idea or product.

### Learning Choices:

1. Discuss each vocabulary word and help your child choose one they would like to research and define. Help them think of ways to put the definition in their own words. Help them come up with synonyms, or other words that mean the same as the word. The sentence and picture they create should make the word more real and clearer to understand.
2. Brainstorm with your child to come up with ideas for their journey. Together you may want to research different places to visit in Arkansas and include words to describe places, objects, or animals they might see. Some sentence starters to help them begin are: "I want to take a trip to. . ." or "I have always wanted to go to. . ."

**Rad Review:** Help your child expand their vocabulary by thinking of synonyms for common objects. Have them use synonyms to replace the familiar word in conversation and in their writing.

# Social Studies (3-5)

**Power Goal:** Explain how we use money in the United States to buy goods and services.

**Shine and Share:** Money is needed to buy goods and services. Discuss with your child goods and services that you buy. Talk about the need to budget your money so that you can pay for all the things you need and want. Brainstorm ideas of ways they can make money to purchase something they want.

### Learning Choices:

1. Discuss Mike's options with your child as you compare the prices and choices. Ask your child questions that help them plan the trip based on Mike's budget. Help them find the total the cost.
2. Help your child understand that goods are items or objects that you buy whereas services are actions by others to help meet your needs or wants.
3. Watch the YouTube video with your child. Discuss the differences between wants and needs and between goods and services. Ask them to give you more examples.

**Rad Review:** Help your child plan and research a trip or vacation. Discuss the cost and how to earn money to pay for the trip. Ask them to include goods and services that they may need before and during the trip. Encourage them to look for prices in various places to better meet their budget.



# 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:



- 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](https://myarpbs.org/helpinglearners)

[myarkansaspbs.org/riseandshine](https://myarkansaspbs.org/riseandshine) (English)  
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