

POWER PACKET 6

Let's celebrate!

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



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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- "Helping All Learners" – Page 15 (myarpbs.org/helpinglearners)

Math POWER Page (K-2)

POWER GOAL: Describe and compare measurable features of objects.

Learning Choices:

You are at the fair!

1. Measure each food item to the nearest ticket. Write your answer in the box. Next, **circle** the longest food item, and draw a **rectangle** around the shortest food item.



turkey leg = _____ tickets



cotton candy = _____ tickets



corn dog = _____ tickets



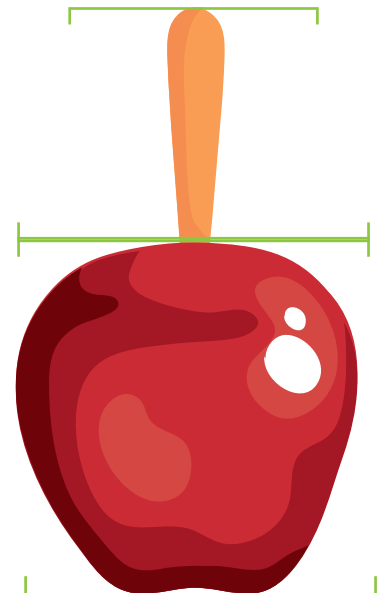
2. You bought a candy apple at the fair. First, measure the length of the apple to the nearest ticket. Then measure the length of the stick to the nearest ticket. Which part of the candy apple is longer? How do you know? Write your answers in the box.

length of apple = _____ tickets

length of stick = _____ tickets

Which is longer? _____

How do you know? _____



Answers: 1. turkey leg = 5 tickets; cotton candy = 3 tickets; corn dog = 4 tickets; circle the turkey leg and draw a rectangle around the cotton candy. 2. The length of the apple = 3 tickets. The length of the stick = 2 tickets. The apple length is longer because 3 tickets are greater than 2 tickets.



Science Power Page (K-2)

POWER GOAL: Explore ways objects can move when pushed or pulled.

Learning Choices:

Your town is hosting a festival. While visiting, you notice many activities that require a push or a pull. A **push** is a force that moves an object away. A **pull** is a force that brings an object closer. Both forces make things move.

- Look closely at the activities below. Are they showing a push or a pull? Write PUSH if the activity shows a push. Write PULL if the activity shows a pull.



A.



B.



C.



D.



E.

- Act out the activities listed below. If they need a push to move, circle the PUSH button.



If they need a pull to move, circle the PULL lever.



A. Zipping a backpack



B. Passing a basketball



C. Opening a bag of chips



D. Closing a cabinet door



Answers: 1A. pull; B. push; C. push; D. pull; E. push 2A. pull; B. push; C. pull; D. push



Literacy Power Page (K-2)

Power Goal: Know and apply grade-level phonics while decoding words.

Learning Choices:

- Compound words are two or more words joined together to make a new word with a new meaning. Look at the 12 words in the word bank below. You will create compound words from these 12 words. Read each clue in the table and write the correct compound word. The first one has been completed for you.

pop shake corn milk cup melon cake gum water berries bubble blue		
A. <u> bubblegum </u> Clue: I am very sticky and chewy.	B. _____ Clue: I'm always at the movie theater, but I can "pop" up anywhere people want a snack.	C. _____ Clue: If you have a sweet tooth for "a little cake," I can help with that.
D. _____ Clue: Others in my "fruit family" are red, black, purple, orange, green, and gold. I'm very healthy.	E. _____ Clue: About 90% of me is water. I may be green on the outside, but on the inside, I can be red, white, pink, yellow, or even orange!	F. _____ Clue: I am very cold and sweet. People use ice cream to make me. I come in many different tasty flavors.

- Look at the compound words below. For each word, say the two words that make up the compound word and write them in the blank. An example has been completed.

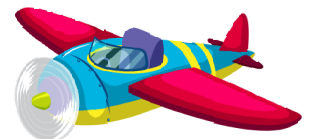
A. starfish

B. snowball

C. backpack

D. airplane

 star fish _____ _____



Answers: 1B. popcorn; C. cupcakes; D. blueberries; E. watermelon; F. milkshake 2B. snow ball; C. back pack; D. air plane



Social Studies Power Page (K-2)

Power Goal: Discuss how shared traditions create a diverse community.

Learning Choices:

A **festival** is a tradition of celebration that people enjoy. Many people share family and community traditions at festivals or have a family tradition of going to a festival every year. Arkansas has many annual festivals across the state. Some people travel from far away to attend these festivals. Because we have festivals that celebrate all kinds of things like foods, traditions, people, and locations, it creates diversity in our state. **Diversity** means we have a lot of differences to celebrate.

1. Read about some of Arkansas's festivals below.



Photo courtesy of Paul Kreth

Africa Day Fest - held in Little Rock in October

- Made in Africa fashion show
- Promotes and celebrates African arts and culture
- Music, food, dance, and children's activities



Photo courtesy of arscottishfest.com

Arkansas Scottish Festival - held in Batesville in October

- Bagpipe exhibition
- Highland dancing
- Kilted Mile Race



Photo courtesy of toadsuck.org

Toad Suck Daze - held in Conway in May

- Crawl, Drag, & Squirt obstacle course
- Toad Suck 5K/10K and Tadpole Trot Races
- Carnival rides, food, and games on the midway



Photo courtesy of Morgan Kibbons

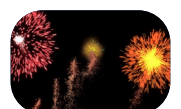
Wings Over the Prairie Festival - held in Stuttgart Thanksgiving Week

- World Championship Duck Calling Contest
- Children's duck calling classes
- Arts and crafts fair

2. How do these traditions and festivals help create a diverse community within Arkansas?



Answers will vary but may include that the festivals introduce people to different cultures, foods, locations, and activities.



Parent/Caregiver Plan

Math (K-2)

Power Goal: Describe and compare measurable features of objects.

Shine and Share: How often do you use measurements in daily life? Discuss with your child how our visual observations may help us describe and compare the sizes of objects. They may use the words “longer” and “shorter.” Some comparison examples might be that your foot is longer than theirs, or that a crayon is shorter than an unsharpened pencil. Watch this video to get some ideas of how to use measurements using standard and nonstandard forms of [Measurement \(https://bit.ly/3P9QQP0\)](https://bit.ly/3P9QQP0).

Learning choices:

1. Support your learner by helping them understand that the tickets are nonstandard measurements. Nonstandard units of measurement are units of measurement that aren't typically used, such as a pencil, an arm, a toothpick, or a shoe. Help them understand that different sized objects will result in different measurements.
2. Have your child look at the pictures. Talk with them about how they would measure the apple and the stick separately. Then ask, “If you did not measure the pieces separately, how could you determine which was longer?” They might measure the whole object, subtract the length of one of the pieces, and note that the difference would be the length of the other piece. Then, they could compare the two lengths. They might also break the apple from its stick and visually compare the lengths by lining them up.

Rad Review: Have your child compare the lengths of household objects. They may use a ruler, yardstick, or measuring tape, or they may choose other nonstandard units of measurement. Have them use “shorter” and “longer” in their verbal descriptions.

Science (K-2)

Power Goal: Explore ways objects can move when pushed or pulled.

Shine and Share: Ask your child what would happen if they gave their toy car a push. Which way would it go? Toward them or away from them? Which way would the toy car go if you pulled it back to its starting spot? Explain that pushes and pulls are forces that make things move, and we use these forces every day in our environment.

Learning choices:

1. Discuss the activity that is happening in each picture. Remind your child that a push is a force that moves something away. We push our plate back at the table when we are finished eating. A pull is a force that will bring something closer. We pull the car door open before we get in. Some things can be pushed and pulled. To understand which is which, you must think about the action that is happening and the direction the object or person is going.
2. If needed, help your child read the activities listed. Encourage them to act out the activities. If you have real objects, you can have your child demonstrate the activities shown in the pictures.

Rad Review: Look around your space. Can you find five things to push and five things to pull? Use the following link for more resources: [Push and Pull for Kids | Force and Motion - YouTube \(https://bit.ly/3nWx3qh\)](https://bit.ly/3nWx3qh).



Parent/Caregiver Plan

Literacy (K-2)

Power Goal: Know and apply grade-level phonics while decoding words.

Shine and Share: Knowledge of letter-sound relationships helps children make connections with decoding words. Decoding compound words improves word recognition skills. When kids can see and sound out both words within a compound word, they are learning how to read and increasing their vocabulary. Point out compound words around you, and ask your child to decode them.

Learning Choices:

1. In this activity, have your child read and say each word out loud in the word bank. They may recognize some compound words before reading the clues. If they need additional help solving the riddles, you can give them extra clues to prompt them to the correct compound word. For more compound word fun, go here: [Compound Words for Kids \(https://bit.ly/3lyTpYn\)](https://bit.ly/3lyTpYn).
2. For this activity, it may be helpful to draw a line between the two words to visually help your child see both words. Or, you could have your child place their finger over one of the words to visually see how both words make one new word.

Rad Review: Look through the Power Packet to find pictures (basketball, corndog) that represent compound words. You can also use sight word cards (or make your own) and practice creating compound words with your child.

Social Studies (K-2)

Power Goal: Discuss how shared traditions create a diverse community.

Shine and Share: Festivals are traditional ways cultures share what is important to them. They commemorate the past, celebrate the present, and look forward to the future. Festivals give us a fun way to connect with others in our community. Share with your child the festivals that are celebrated in your area.

Learning Choices:

1. Discuss with your child the activities that are pictured and the different locations where the festivals occur. You may have to answer questions about bagpipes, duck calls, or festival names. Give examples of different traditions your family and friends share. Ask, “What are some traditions your friends have that are different from your own?”
2. Explain that diversity is everything that makes people different from each other including cultures, traditions, beliefs, and experiences. You may also discuss the idea that America was once called the “Melting Pot” because so many different people came to the United States from all over the world for better lives, and because of this we have many traditions and things to celebrate at festivals. For younger children, it may be easier for them to draw a picture to answer the prompt.

Rad Review: Create your own festival. What would you like to celebrate? When? What would you call the festival? What foods would you eat? What games and activities would you include? Your child may write a paragraph, tell you verbally, or draw a picture of their festival.



Math Power Page (3-5)

POWER GOAL: Use the x-axis and y-axis to identify and locate points on a coordinate plane.

Learning Choices:

You are at the Watermelon Festival. Use the **coordinate plane** (grid) to identify and locate attractions at the festival. Each attraction is represented by a white pin to help you locate the **coordinate point** (x , y). To determine the coordinates of the duck game and write them using (x , y), you will start at the **origin** (0 , 0). Then from the origin, move one place to the right on the **x-axis** (horizontal). Then move up two places along the **y-axis** (vertical). The yellow coordinate point pin for the duck game is (1 , 2).

1. Locate the white pin for each attraction. Write the coordinate point in the chart below. Remember to start at the origin (0 , 0) each time. Then locate the x-coordinate point first followed by the y-coordinate point.



Attraction	Coordinates (x , y)
Duck Game	(1 , 2)
Red Hot Air Balloon	(,)
Bumper Cars	(,)
Merry-Go-Round	(,)
Ferris Wheel	(,)

2. Locate another attraction on the map. Draw a pin on the coordinate plane where it is located. Write the name of the attraction and its coordinates (x , y) on the line below.



Answers: 1. Red hot air balloon (7 , 7); Bumper car (4 , 5); Merry-go-round (7 , 1); Ferris wheel (1 , 5) 2. Answers will vary.



Science Power Page (3-5)

POWER GOAL: Develop problem-solving skills by creating a solution to a problem.

Learning Choices:

Your town is hosting a carnival! You have been put in charge of improving a classic carnival game to make it easier for young children to play. Let's get started!

Choose one carnival game from the chart below. Look at the main problem listed for the game you selected. Next, think about how you could revise the game. You may consider revising the rules, the materials to build the game, and/or the tools used to play the game, but the object of the game must stay the same. Use the design-process flow chart to help you improve the game for younger players.

Carnival Game	Object of Game	Rules	Tools/Materials	Main Problem
Bean Bag Toss	Get the bean bag through the hole on the board.	<ul style="list-style-type: none"> stand behind set line three bags to toss 	bean bag board, bean bags	The bean bag bounces or slides off the board.
The Claw	Maneuver the claw to get a prize.	<ul style="list-style-type: none"> 15 seconds to move the claw one chance to drop the claw grab a prize 	claw machine, joystick, prizes	The prize falls out of the claw.

★ Start

Ask: What is the name of the game and the main problem you want to improve? Circle the game and the main problem in the chart above.

Imagine: Brainstorm ways to improve the game. Then circle all the changes you will make.

Materials Needed:

Plan: Draw a diagram of the improved game. Label any new materials or tools and explain the rules. Share your idea with someone!

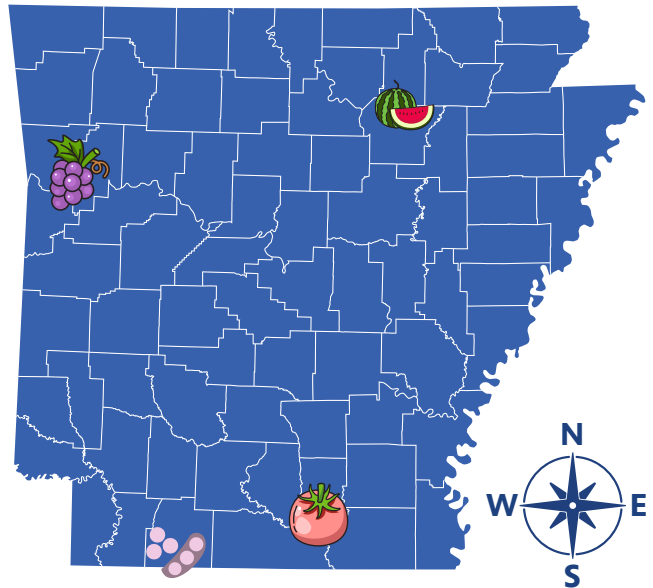


Literacy Power Page (3-5)

POWER GOAL: Make inferences from text.

Learning choices:

Festivals	
Altus Grape Festival	Bradley County Pink Tomato Festival
Cave City Watermelon Festival	PurpleHull Pea Festival



An **inference** is a conclusion or opinion you form from facts and evidence. Read the clues below about these Arkansas food festivals. Make inferences based on the information given by writing the name of the festival on each line.

- A. This festival city is located in both Independence and Sharp counties in Northeast Arkansas. There is a cave at the center of the city, and the Crystal River flows beneath it. Events include a 5K run, food judging, and car shows. In July, this hefty, sweet, and juicy fruit that grows on a vine is the star of the show!

Name of festival: _____

- B. For this June festival, people come together in Warren, a city in Southeast Arkansas. The festival celebrates our state's fruit and vegetable with a parade, carnival, Pink Tomato pageants, eating contests, exhibits, street dancing, and music. There is something for everyone to enjoy.

Name of festival: _____

- C. In Franklin County in Northwest Arkansas, July is the perfect month for this festival, which celebrates a fruit used to make juice and jelly. This vine-grown fruit comes in many colors, including red, green, purple, and even pink! These treats are stomped on and used for many games at this festival.

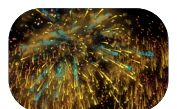
Name of festival: _____

- D. In Emerson, a town in Southwest Arkansas, this festival is held on the last Friday and Saturday in June. It celebrates this legume, which is closely related to the black-eyed pea. In Columbia County, this festival has many events, such as tiller races, pageants, arts and crafts, and a parade.

Name of festival: _____



Answers: A. Cave City Watermelon Festival; B. Bradley County Pink Tomato Festival; C. Altus Grape Festival; D. PurpleHull Pea Festival





Social Studies Power Page (3-5)

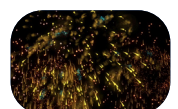
Power Goal: Explain the effects of supply and demand on prices.

Learning Choices:

You are going to the Tontitown Grape Festival, and you want to understand the price of the goods and services there. **Supply** means the number of goods (things you can buy) that are available. **Demand** means the number of people who want to buy those goods. When there is a large supply of goods and there are fewer people who want to buy them, the price of a product goes down. However, when there is a shortage of products and a lot of people want to buy them, the price of the product goes up. Think about whether the price of each of the products will increase or decrease because of the event. Write whether the price of each product will increase or decrease in the chart. Then write your reason in the space provided.

Tontitown Grape Festival Supply & Demand			
Supply	Event	Will the price increase or decrease?	Reason(s) for price increase or decrease
<p>grapes</p> 	<p>There was a lack of rain which caused the grapes to dry up. There is a shortage of grapes!</p>	<p>The price of grapes... will increase.</p>	<p>There are fewer grapes.</p>
<p>raisins</p> 	<p>The dried grapes became raisins. There are now lots of raisins!</p>	<p>The price of raisins...</p>	
<p>concert tickets</p> 	<p>A famous artist unexpectedly agreed to perform at the festival. There are not enough tickets for everyone.</p>	<p>The price of concert tickets...</p>	
<p>parking</p> 	<p>The farmer next door to the festival donated his field to expand parking.</p>	<p>The price of parking...</p>	

Answers: The price of raisins will decrease because there are a lot of them. The price of concert tickets will increase because there are not enough tickets. The price of parking will go down because there is more space.



Parent/Caregiver Plan

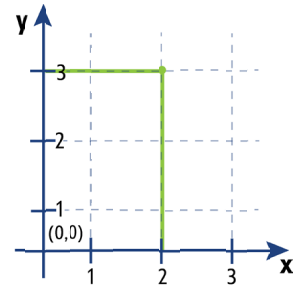
Math (3-5)

Power Goal: Use the x-axis and y-axis to identify and locate points on a coordinate plane.

Shine and Share: Understanding coordinate planes is a foundational skill needed for mathematics. Using the correct procedure will help your learner to locate specific points in a coordinate grid. Get a map. Show your child how horizontal and vertical lines help them locate specific towns and cities on the map.

Learning Choices:

1. To support your learner in finding the coordinate points, help them with the following strategy. Using the picture, guide your learner from $(0, 0)$ to $(2, 3)$. Have them place a finger on the origin $(0, 0)$. Then direct them to move their finger horizontally to the right on the x-axis to 2. From 2, have them move their finger vertically along the y-axis to 3. Repeat these steps each time you locate a coordinate point. To help facilitate your learning of coordinate points in a plane, watch [Coordinate Plane and Ordered Pairs Song-1st Quadrant \(https://bit.ly/3nZXzip\)](https://bit.ly/3nZXzip).
2. Help your child locate the other attractions on the map. You may have to help with the name of some of the attractions. After they choose an attraction, remind them to start at the origin $(0, 0)$ before counting right on the x-axis and then up along the y-axis.



Rad Review: If you have a tile floor, you can recreate a coordinate plane. You can also go outside and use chalk on concrete, or draw a grid in sand. Have your learner start at the origin $(0, 0)$ each time. Place an object on $(1, 2)$ and discuss with your learner how they would use the coordinate grid to get to the object. Remember that they are to go horizontally on the x-axis first, then vertically along the y-axis.

Science (3-5)

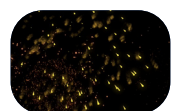
Power Goal: Develop problem-solving skills by creating a solution to a problem.

Shine and Share: Ask your child to think about a time they attended a fair, carnival, or field day event. What kind of games did they play? Were they challenging? What would they change if they were in charge of the games? Would they choose different games or make changes to the games that were already there?

Learning Choices:

Discuss each of the carnival games listed and their associated problems. If your child hasn't played one of the games, you can look them up on the internet. Help them choose which game would be the best to improve for a younger player. Help your child work through the design process. Ask them to share their ideas with you. Ask, "Why did you want to improve that specific game? How did you choose which changes to make? Could you think of ways to make the original game even more challenging?"

Rad Review: If possible, help your child get the supplies needed to build and test their idea. Or you could help them come up with another problem to solve and use the design process explained in the following video: [The Engineering Design Process - YouTube \(https://bit.ly/3P7CuhN\)](https://bit.ly/3P7CuhN).



Parent/Caregiver Plan

Literacy (3-5)

Power Goal: Make inferences from text.

Shine and Share: Inferencing helps strengthen reading skills, such as making predictions, answering text-based questions, and drawing conclusions based on details not directly in the story or text. The usefulness of this skill goes beyond the classroom because in life, the ability to infer will help your child in their social interactions. The next time you watch a movie with your child, ask them what they think will happen. Have them explain why they have inferred that.

Learning Choices:

One way to remember details from the text is to highlight or underline key words or phrases. As you read, have your child consider the city or county names and the description of activities and foods to help them infer the name of the festival. You can also use the state and compass rose at the top of the page to help you make inferences based on the location of the festivals. If you have internet access, you might also look up these or other festivals near you.

Rad Review: Riddles are a great way to reinforce making inferences because you rely on clues to guess the answer. Check out this website for riddles: www.riddles.com.



Social Studies (3-5)

Power Goal: Explain the effects of supply and demand on prices.

Shine and Share: Factors such as seasons and popularity affect supply and demand. For example, holiday décor is more expensive the month before a holiday because the demand is higher than it is the month after the holiday. Also, gas prices rise in the summer when more people go on vacation.

Learning Choices:

Read over each event with your child. Prompt them to think about whether there is a good supply of the product or if it is scarce and what this means for the price of that item. For additional information, watch this video about supply and demand. [Supply And Demand eLearning Social Studies Video Lesson for Kids - YouTube \(https://bit.ly/3cc6TNz\)](https://bit.ly/3cc6TNz)

Rad Review: Have your child re-read the scenarios and think of ways supply and demand would be reversed. For instance, the price of raisins might go up if the raisin crop was eaten by birds.



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

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