

power packet 3

Let's stay awhile!

Fun learning activities for K-5th Grade!



SUMMER LEARNING Volume 2

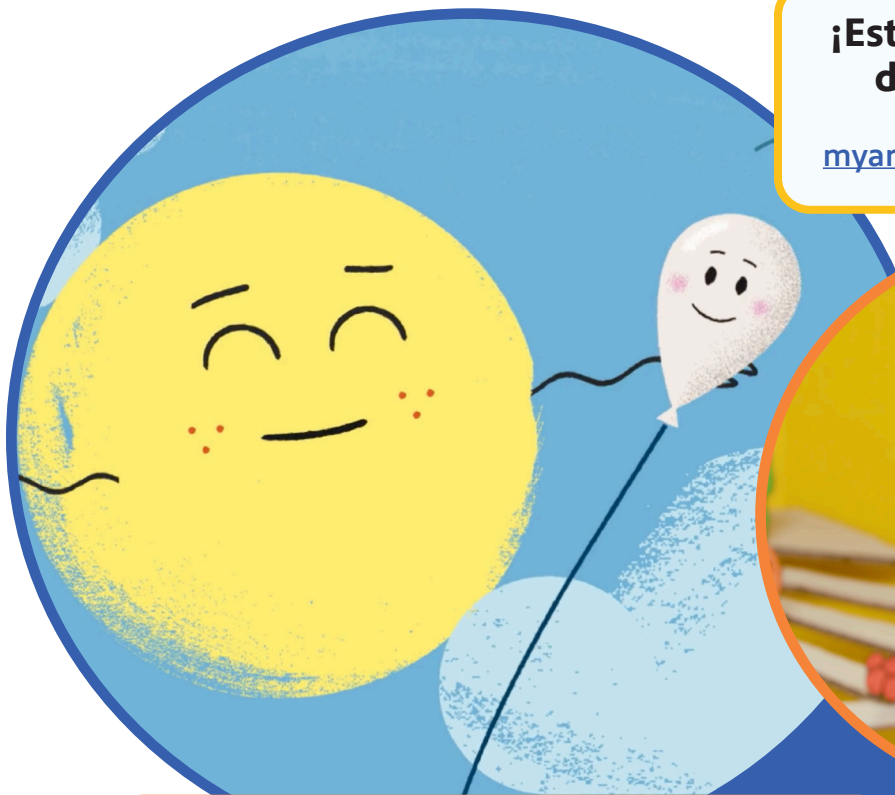
Arkansas  PBS



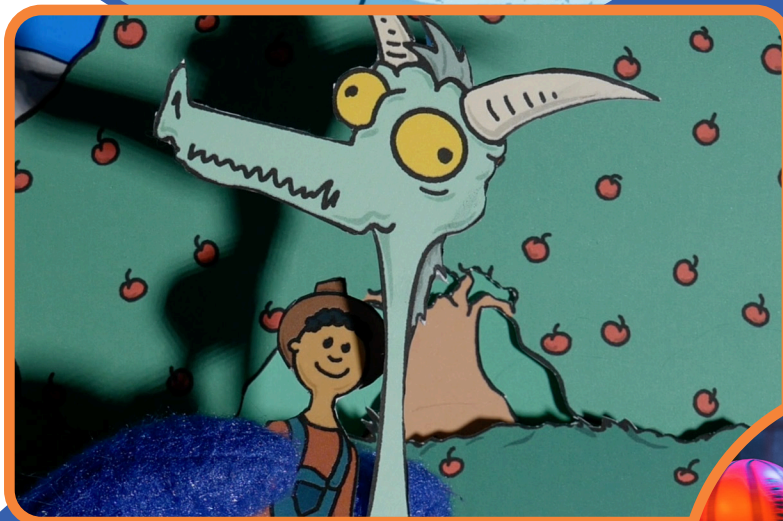
Rise and Shine!

¡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!



Power Packet Guide:

- Kids in K-2nd Grade – Start on Page 3
- Parents & Caregivers of K-2nd Grade Kids – Start on Page 7
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- Parents & Caregivers of 3rd – 5th Grade Kids – Start on Page 13
- "Helping All Learners" – Page 15 (myarpbs.org/helpinglearners)



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!

Math Power Page (K-2)

Power Goal: Use money to represent subtraction.

Learning choices:

1. You made it! Time for the pool, but first you stop at the pool store. Count the amount of money in each box, then draw a line from the pool item to the correct amount.

A. Pool Ball - \$2.50



a.



b.



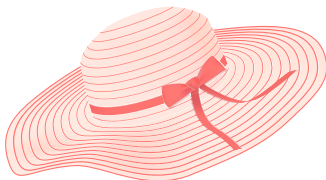
B. Pool Noodle - \$2.00



c.



C. Beach Hat - \$3.50



2. You have \$10.50. You buy the pool ball for \$2.50. How much money do you have left? Cross out the dollars and cents you spent on the pool ball. Circle the money you have left.

\$ - Dollars	Cents
	 2 quarters = \$.50



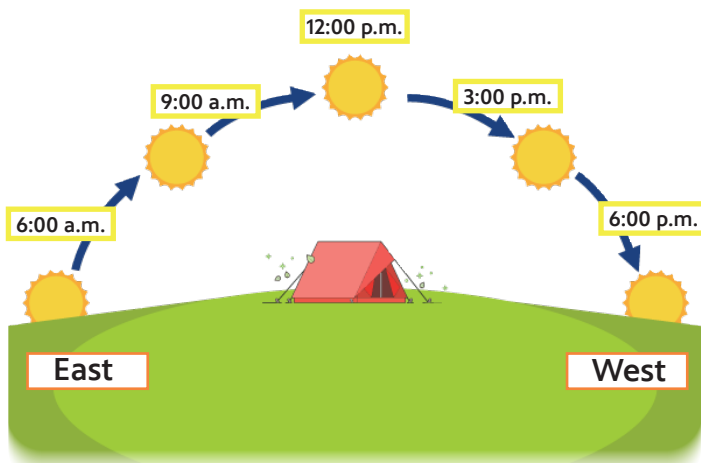
Science Power Page (K-2)

Power Goal: Describe patterns that can be seen in the sky.

Learning Choices:

You are on a camping trip at the Buffalo River, and you notice some patterns in the sky.

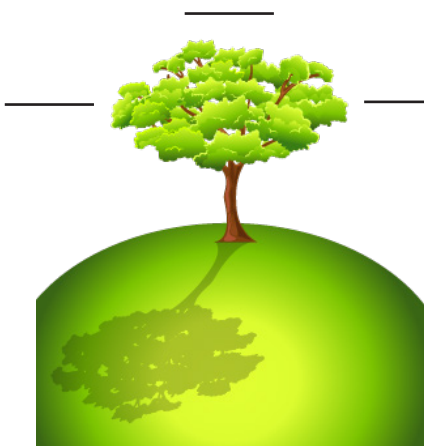
1. When you stepped out of your tent, you saw that the sun looked like it was touching the ground. You decided to draw the position of the sun every three hours. Use the picture on the left to help you describe what you noticed about the sun.



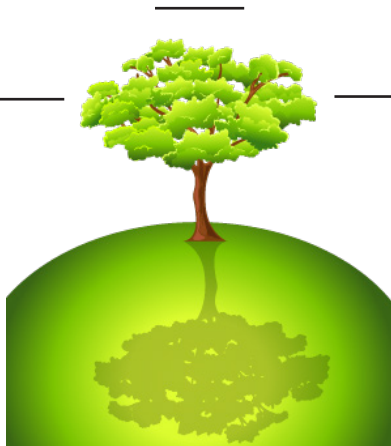
I noticed...

2. You took a picture of a tree at three different times of the day. You noticed the shadow was in a different place each time. Think about where the sun would need to be in the sky to make the shadow. Draw the sun in the correct spot in each picture.

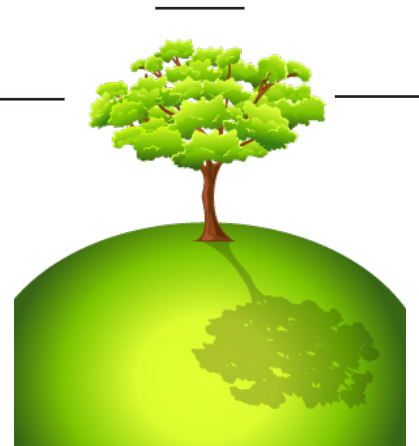
Picture A



Picture B



Picture C



Answers: 1. Possible answers – “The sun looks like it goes up and then goes down.” “The sun is moving across the sky.” 2. Picture A - sun on right; Picture B - sun in center; Picture C - sun on left



Literacy Power Page (K-2)

Power Goal: Match letters to sounds when reading.

Learning Choices:

- Word Families.** Word families are groups of words that follow a similar letter and sound pattern. For example, the ell family includes the words cell, fell, tell, shell, and so on. Read and say each word in the word bank. Then, put the words into the correct word family. The first words of each family have been completed as an example.

Word Bank

got	clock	hot
fat	not	sock
pat	pot	rat
block	sat	lock
mat	rock	spot

Word Families

the ot family	the at family	the ock family
got	fat	clock



- Using your awesome imagination, choose a word family (**ot**, **at**, or **ock**) and create a couplet using two words from that family. A couplet is a two-line poem, and the end of each line rhymes. Example: *I made food in a pot. It was tasty and hot.*



Answers: 1. **ot** family – hot, not, pot, spot; **at** family – pat, rat, sat, mat; **ock** family – sock, block, lock, rock 2. Answers will vary.



Social Studies Power Page (K-2)

Power Goal: Understand the responsibilities of being a good citizen.

Learning Choices:

1. **Vacation Time!** To be a good citizen, it is important to follow rules. You are going on a camping trip, so you need to learn some rules to help everyone stay safe. Read the camping rules below and find the picture that matches each one. The first one has been done for you.



CAMPING RULES

- D 1. Leave nature as you found it.
 _____ 2. Always pick up your trash.
 _____ 3. Use the buddy system and stay together.
 _____ 4. Wear a life vest when on or near the water.
 _____ 5. Keep a safe distance from wildlife.
 _____ 6. Keep a pail of water nearby to put out the campfire.



2. List three ways you can be a responsible citizen at home or at school.

a. _____

b. _____

c. _____



Parent/Caregiver Plan

Math (K-2)

Power Goal: Use money to represent subtraction.

Shine and Share: Ask your child, “If you had money to spend, what is one thing you would buy?” Next ask, “If you continue to buy more items, what happens to the amount of money you have?” Discuss how spending money decreases a starting value; this shows us the operation of subtraction.

Learning Choices:

1. Guide your child to count the dollars and quarters in each box. Show them that two quarters is the same as 50 cents.
2. To help your child with this activity, you can use real money or play money. (You might create your own play money.) This is a way for your child to practice subtraction using money.

Rad Review: It is never too early to show your child how to budget money. Use items around your house to set up a store. Your child can use play money to pretend to purchase items. This activity can help your child understand how money is used in daily life.



Science (K-2)

Power Goal: Describe patterns that can be seen in the sky.

Shine and Share: Go outside with your child and look at the sky in the morning and in the afternoon. Ask them what is the same and what is different at those times of day.

Learning Choices:

1. Discuss the different positions of the sun in the picture. Prompt your child to think about why the sun appears to move throughout the day. Explain that the sun only appears to move because the Earth is spinning in a complete rotation each day. Ask them if they can think of any other patterns in the sky. For example, the moon looks different throughout the month.
2. Have your child explain to you what is happening in each picture. Have them point out what is the same in each picture. (The tree does not change places.) Have them point out what changes in each picture. (The shadow is in a different place.)



Rad Review: If you have sidewalk chalk, go outside and draw an outline around a shadow. Watch the shadow for a few minutes. Is the shadow moving away from the outline? Did the sun change position? You can watch an example of this activity by following this link [Shifting Shadows | PBS LearningMedia \(https://bit.ly/3OCfPts\)](https://bit.ly/3OCfPts).



Parent/Caregiver Plan

Literacy (K-2)

Power Goal: Match letters to sounds when reading.

Shine and Share: Word families are groups of words that follow a similar pattern. Knowing word families will help your child to recognize new words quickly and build their confidence during the early reading stages.

Learning Choices:

1. Before completing the activity, have your child say each word in the word bank. Ask them if they can hear different sound patterns as they say the words. After completing the chart, ask your child if they can identify other words included in those word families.
2. In this activity, help your child with ideas for a poem. They can also use other words not listed in the word bank. Encourage them to write more than one couplet.

Rad Review: A fun way to review word families is to use nonsense words. Pick a word family from the chart, or choose one of your own and create a list of five nonsense words that use the same letter and sound pattern. For example, using the **ock** family, your nonsense words could be **grock**, **trock**, **vrock**, etc.



Social Studies (K-2)

Power Goal: Understand the responsibilities of being a good citizen.

Shine and Share: Discuss with your child other ways to be a responsible citizen. Explain how being responsible and following rules at home, school, and other places helps everyone stay safe.

Learning Choices:

1. Talk with your child about how these rules could be used in other settings. For example, you put trash in the trash can at home. Remind your child of the importance of following safety rules.
2. With your child, brainstorm ways to be a responsible citizen. For example, they might pick up litter or volunteer to help at a community event. Discuss how rules and responsible citizenship improves our community.

Rad Review: Discuss with your child various consequences for breaking the rules. Remind them that consequences are not always punishments. Sometimes consequences are simply the natural outcomes of not following the rules. For example: You forget to wear sunscreen, so as a consequence, you get a sunburn.

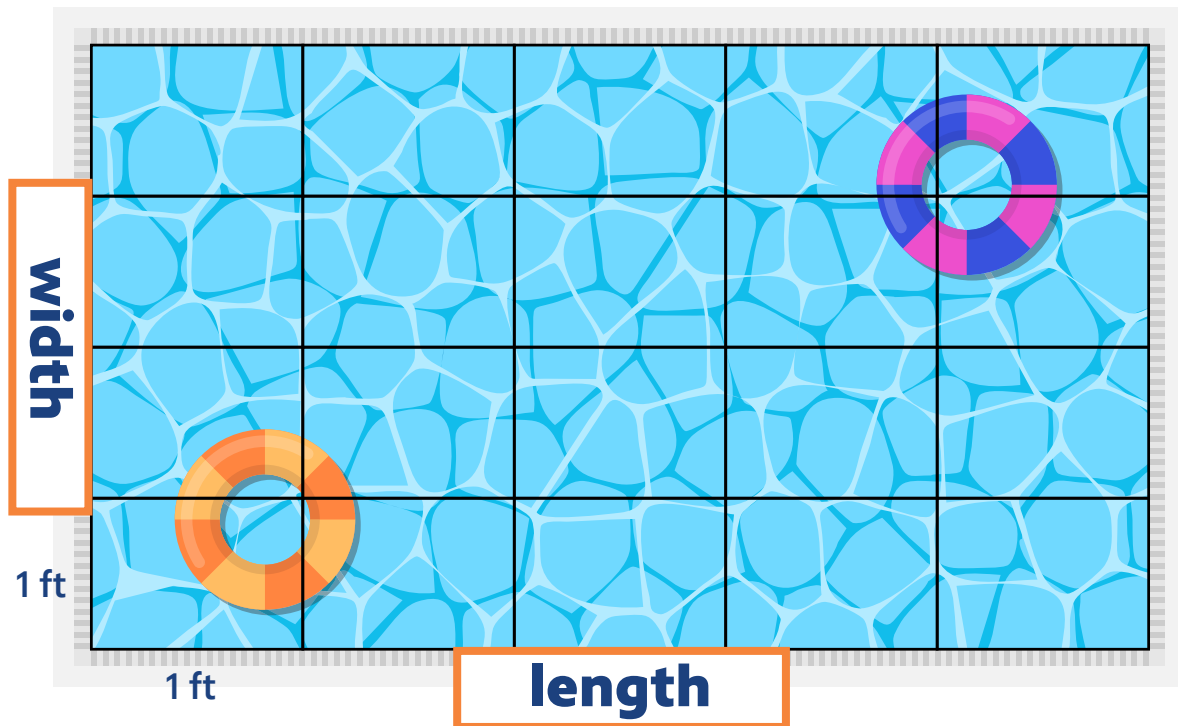


Math Power Page (3-5)

Power Goal: Use geometric measurement to understand concepts of area and relate area to multiplication and addition.

Learning choices:

You need a pool cover for your new pool! You know your pool is a rectangle, so you need a rectangular cover, but before you go to the store you need to know the width and length of your pool. Knowing the width and length can also help you figure out the area of your pool. Use the graphic below to help you find the width and length of your pool, then calculate the area to get the right size pool cover.



Remember the area formula of a rectangle is **length x width**, but the formula can also be **width x length**.

Use the length and width to find the area of the pool.

1. The length is _____ feet long.

2. The width is _____ feet wide.

3.

ft.	X	ft.	=	ft. ²
length		width		area



Answer Key: 1. 5 feet long 2. 4 feet wide 3. 5 ft. (length) x 4 ft. (width) = 20 ft.² (area)



Science Power Page (3-5)

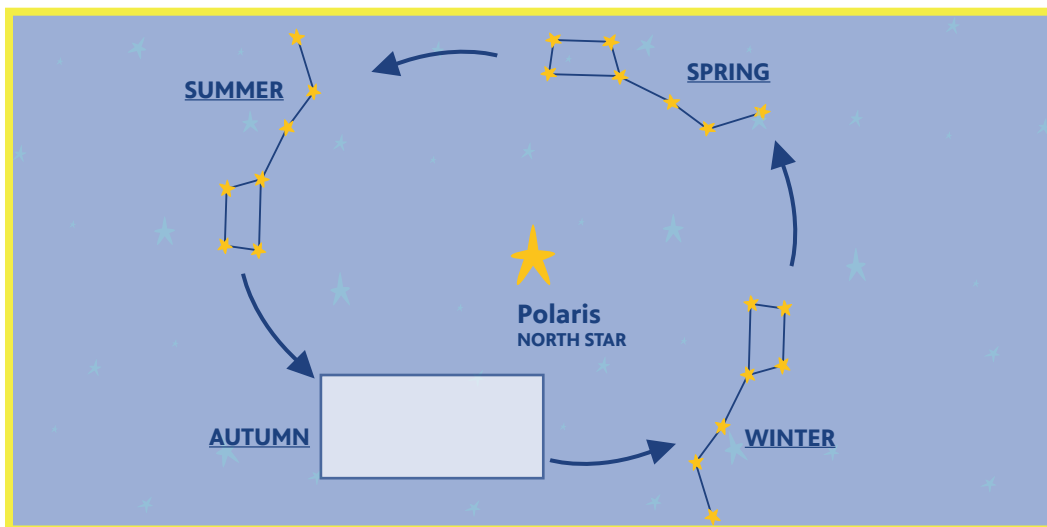
POWER GOAL: Understand how objects in the sky appear to move at different times of the year.

Learning choices:

Objects in the Sky

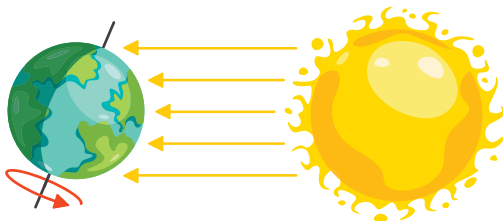
There are many objects you can see in the sky. One object that can be seen year-round in the Northern Hemisphere is called the Big Dipper. The Big Dipper is a group of seven stars that look like a big spoon or scoop. On a dark night, you can see it in the northern sky. You can see the Big Dipper in different positions during the night and throughout the year because the Earth is moving in different ways. The Earth spins counterclockwise on its **axis**, which is an imaginary vertical line. This **rotation** takes 24 hours and gives Earth night and day. The Earth is also revolving or moving around the sun. This **revolution** takes about a year or 365 days. The Earth is also tilted on its axis. During Earth's revolution around the sun, this tilt causes the sun's light to impact parts of the Earth differently — this causes the seasons. Because the Earth is changing its position, the stars you can see will appear to change position as well.

1. Based on what you learned about the Big Dipper, complete the diagram by drawing how it would appear in the sky during autumn.



2. Let's Move! Pretend you are Earth! Follow the directions below.

- Rotate: Spin counterclockwise (to your left) in slow motion.
- Revolve: Find something that you can move all the way around like a chair or table. This will be the sun. Revolve counterclockwise around the sun.
- Rotate and Revolve: Combine the two movements so that the Earth (you) are rotating (spinning) and revolving counterclockwise (moving in a circle to your left) around the sun (the object you chose)



Answers: 1. The Big Dipper should be lying flat with the scoop turned up and the handle to the left.



Literacy Power Page (3-5)

POWER GOAL: Read and understand informational texts.

Learning Choices:

1. Fact versus Opinion: A **fact** is something that you can prove to be true. An **opinion** cannot be proven to be true. It is what you think or feel about something. Read the following statements about places to stay while on a trip. After each sentence, write “F” in the blank if the statement is a fact, or write “O” if the statement is an opinion.

a.



A tent is difficult to put together._____

b.



Hotels offer lodging to people._____

c.



A treehouse is a fun place._____

d.



Campers are uncomfortable._____

e.



A recreational vehicle (RV) is large and expensive._____

f.



Some hotels offer features such as pools, fitness centers, and free breakfast._____

2. Think about your favorite dream living space. It could be a house, mansion, houseboat, castle, log cabin, or even a yurt! Find informational texts that describe your chosen living space. You might look online or in books or magazines at home or at the library. Next, get a sheet of paper and draw a line down the middle of the page. On one side, list the facts that describe your dream living space. On the other side, list your opinions about your dream living space. Finally, share your findings with someone. Find out about their dream living space.



Answers: 1. a. O; b. F; c. O; d. O; e. O; f. F. 2. Answers will vary.



Social Studies Power Page (3-5)

Power Goal: Understand how environmental characteristics influenced where groups lived.

Learning Choices:

1. Read the information below about the Caddo and early Arkansas settlers. Learn how they settled and built houses based on the environment and natural resources available. In the chart, use information from the paragraphs to describe the environment, and record the natural resources they used.

The Caddo people lived in Southwest Arkansas where it is hot and humid in the summer with lots of rainfall and mild in the winter with little snow or ice. They grew corn, beans, and squash and harvested salt from the salt springs. They also hunted and traded goods with their neighbors. Their homes, which resembled beehives, were made with wooden poles tied at the top and thatched (covered with bundles of long grass). These homes were appropriate for the hot summers and mild winters of their environment.



Early settlers in northern Arkansas cut down trees from the abundant forests to build log cabins. These one- or two-room homes often had a thatched roof (covered with bundles of long grass) or a wood-shingled roof. A stone fireplace, built on one end, was used for heating and cooking in the colder winters of North Arkansas. Settlers grew corn and other crops. They hunted deer and gathered nuts and berries.

	Environment	Natural Resources
Caddo		
Early Settlers		

Answers: Caddo Environment: hot, humid summer, lots of rain, mild winter, little snow or ice; Settlers' Environment: abundant forests, colder winters; Caddo Natural Resources: corn, beans, squash, salt, game, wood, long grass; Settlers' Natural Resources: trees, long grass, stone, corn, deer, nuts, berries



Parent/Caregiver Plan

Math (3-5)

Power Goal: Use geometric measurement to understand concepts of area and relate area to multiplication and addition.

Shine and Share: Finding the area of the pool, which is a rectangle, can be done by using the formula (length x width or width x length) as well as counting each block on the inside of the pool. This allows for easy multiplication and helps your learner begin to understand how to find the measurement of the inside of shapes.

Learning Choices:

1. As your child is finding the length, direct them to the **length** label at the bottom. Have your child count the blocks that represent length.
2. As your child is finding the width, direct them to the **width** label on the side. Have your child count the blocks that represent width.
3. After your child multiplies to find the area, have them count each block inside the pool to check their answer.

Rad Review: Have your child find the area of this Power Packet. You do not need a tape measure because standard paper is 8.5 x 11 inches. (The Power Packet is 93.5 square inches.) Encourage your learner to create a label for the length and width and to use inches in their answer. To help solidify their understanding of a rectangle, review which side would be the length as opposed to the width.

Science (3-5)

Power Goal: Understand how objects in the sky appear to move at different times of the year.

Shine and Share: Get your child thinking about seasonal changes in the sky. Discuss what they notice about the sunset in the summer versus in the winter. It gets darker outside earlier in the winter and stays lighter outside longer during the summer.

Learning Choices:

1. As your child reads the informational text about the Big Dipper, ask them to pay attention to the bolded words. Encourage them to read to find out the meaning of those words. To help your child see that there is a pattern, you can draw the Big Dipper on paper and move it to match the positions in the diagram. Which position is missing?
2. Help your child find an object that can represent the sun. Guide them as they rotate and revolve counterclockwise (to their left).

Rad Review: Have your child go outside every evening for a week, face the same direction, and draw the patterns they see in the stars. Here are some online resources: [Earth's Rotation & Revolution: Crash Course Kids 8.1 - YouTube Rotation Song - YouTube \(https://bit.ly/3bsNXK3\)](#).

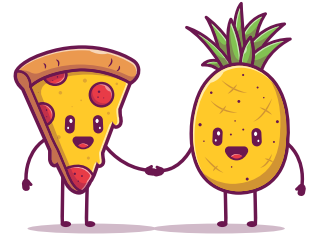


Parent/Caregiver Plan

Literacy (3-5)

Power Goal: Read and understand informational texts.

Shine and Share: Your child is often exposed to informational texts. Informational or non-fiction texts include magazine articles, textbooks, graphs, recipes, and more. Knowing how to read and understand these types of texts is fundamental to your child's growth as a reader.



Learning Choices:

1. Fact v. Opinion: Discuss with your child the importance of knowing the difference between a fact and an opinion. Think about when you would use facts. For example, facts would most likely be used to support an argument for taking a trip by plane or by car. Opinions would most likely be used when discussing topics such as pineapples belonging on pizza or who is the best basketball player.
2. In this activity, help your child practice recognizing facts versus opinions. This activity is a good way to introduce the need for credible informational texts. Make sure your child understands that a fact is also supported by other credible sources. Point out sources that share opinions, such as editorials or blogs.

Rad Review: The next time you read an informational text or receive information via television or the internet, make a list of the facts you come across. Try to find other informational text to support the facts on your list.

Social Studies (3-5)

Power Goal: Understand how environmental characteristics influence where people live.

Shine and Share: Shelter has been a necessity to keep us safe throughout human history. Explain how the types of shelters built depended on the environment and natural resources available. For example, Native Americans who lived on the Great Plains often used animal hides to build teepees because trees were scarce. They also moved often, and teepees were easy to move.



Learning Choices:

1. Have your child underline the words that describe the environment. Circle the words that relate to natural resources. This will help them complete the table. You might discuss which natural resources you see in the buildings around where you live and the human-made materials such as brick (which is made from clay) or glass (which is made from sand). Discuss with your child how other environmental factors affect how we live. For example, where we live may affect our clothing choices, food choices, and recreational activities.

Rad Review: Encourage your child to research different places in the United States or the world. Have them look at how environmental characteristics affect the choices that people make, including clothing, food, and recreational activities, etc. As a fun activity, your child might make a model of a home built from natural resources (e.g., using materials such as sticks, sand, clay, and stones/pebbles).



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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& SECONDARY EDUCATION**