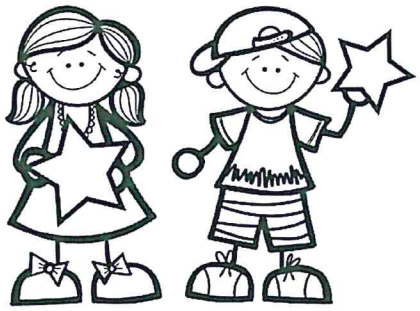
Name _____ Date _____

Sizes of Units



1. Complete the table below.

yards		2		5
feet	3		12	

2. Complete the table below.

cups	2		6	
pints		2		4

3. Complete the table below.

pounds		2		4
ounces	16		48	

4. Complete the table below.

minutes	60		180	
hours		2		4

5. Complete the table below.

centimeters		300		900
meters	1		6	

6. Complete the table below.

kilometers	1		6	
meters		3,000		9,000

7. Compete the table below.

kilograms		4		9
grams	1,000		6,000	

8.

milliliters	1,000		5,000	
liters		3		8

9. A box containing 4 equally sized melons weighed 8 kilograms. What is the weight of each melon in grams?

_____

10. A 3 meter rope was cut into 6 equal lengths? How many centimeters long was each length of rope?

_____

11. A dairy cow makes 6,000 milliliters of milk per day. How many liters of milk does the cow make in 3 days?

_____

12. Maci swam around the pool in 2 minutes. Jen swam around the pool in 160 seconds. How much faster was Maci's time than Jen's time?

_____

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Day 6- read article & answer questions

News Debate: Tough Cell

Should cell phones be allowed in schools?

photos.com

Are cell phones OK for school?

As students head back to school, many are focused more on ringtones than on blackboards. Nearly 75 percent of 12- to 17-year-olds in the United States own cell phones, according to a recent technology survey. Now some schools are telling students to leave their mobile phones at home.

New York City recently banned cell phones from its school system. Within a month, school officials **confiscated,** or took away, 3,000 phones from students. Schools across the country are asking this question: Should cell phones be allowed in school?

Cell phones are often misused, say some education officials. Students have been caught making calls in class and text messaging test answers to their friends. Plus, cell phones are among the most frequently stolen objects in schools. Many teachers think getting rid of cell phones would prevent students from being distracted during class.

Cell phones may not even be very useful in a school emergency, according to Kenneth Trump, president of National School Safety and Security Services. He told *WR News* that too many cell phone calls in an emergency would "overload phone systems and 911 operators."

Cell phones provide a convenient way for families to stay in touch. Parents like knowing they can get in touch with their kids, especially at dismissal time. That's why some schools allow cell phones, but only if students keep them turned off and out of sight during class.

"I don't see a reason to ban cell phones," Leland Dishman, a school official from Boaz, Alabama, told *WR News*. "Our kids are very responsible, and I do not expect much of a problem."

"Cell phones are OK as long as the school doesn't object," William Scharffe of the Michigan Association of School Boards told *WR News*. He says that if phones are allowed, however, students need to use them responsibly and at the proper time.

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News Debate: Tough Cell

Fact & Opinion Questions

1. The problem with cell phones in schools seems to be that

A. parents call their kids during class.

B. they encourage dishonesty.

C. some students use them for the wrong purposes.

D. teachers are distracted from their lesson plans.

2. While some people defend cell phones as useful during emergencies, Kenneth Trump's opinion is that

A. parents don't need to be so worried about their children.

B. too many cell phones would tie up the phone system.

C. National School Safety and Security Services should ban them.

D. banning cell phones would cut down on theft.

3. William Scharffe's opinion is that

A. schools are too strict about cell phones.

B. cell phones should be banned from all schools across America.

C. students should follow school rules when using cell phones.

D. cell phones should be allowed in class.

4. The author repeatedly emphasizes responsible use of cell phones, probably in order to

A. encourage students to avoid bad use of cell phones.

B. justify some schools' decisions to ban them.

C. prove that teachers are overly suspicious about them.

D. keep parents from insisting that their kids carry them.

5. Write an example of a "fact" from the article?

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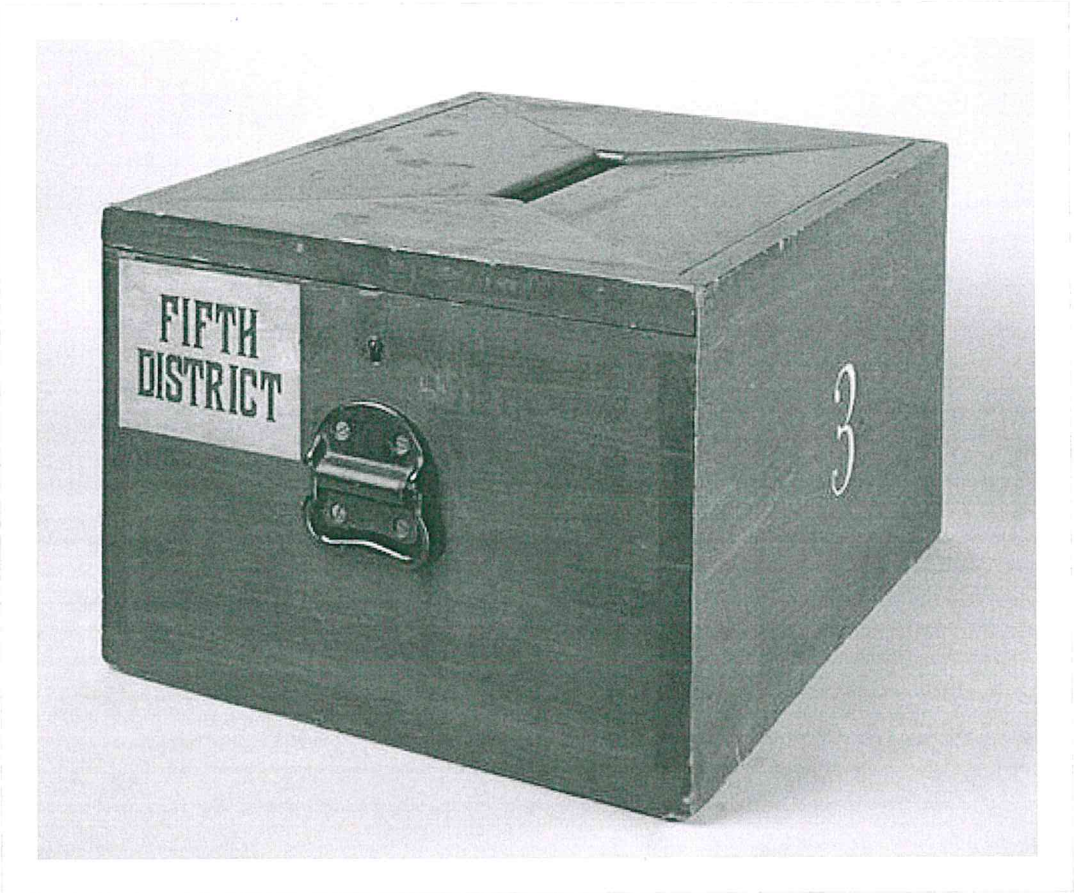
Science/Social Studies Day 6

The What and Who of Elections



ballot box used in U.S., circa 1870

American citizens can choose their leaders, decide on their laws, or change their laws by voting. Citizens vote during an election. The winners of an election are called public servants and their job is to help make and carry out laws while in office. In the United States, elections are held for many public offices.

The people Americans elect for president, senators, and representatives are public servants and work for the federal government. The president is the Commander-in-Chief of the Armed Forces, while senators and representatives are members of Congress. They make decisions for the whole country by making or changing laws that affect everyone in the United States. These are all important jobs and that's why Americans vote for the people who will represent them.

In order to vote, you must be a U.S. citizen who is at least 18 years old. In most states, you must also register to vote. Every state has its own laws about registering, and it's important to learn your state's rules before voting.

You may cast your vote in a booth at a polling place. You may also mail in your vote; this is called an absentee ballot. A group of people called election officials then count everyone's votes. Everyone has one vote and can only cast one ballot. That is why votes are so important.

This is the election process used by the United States to make sure that every citizen has a chance to take part in the government and help choose the people that will serve as their leaders.

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Day 6

The What and Who of Elections

Comprehension Questions

1. What is voting?

A. the process that public servants use to help make and carry out laws while in office

B. the process that the president uses to make decisions for the whole country

C. the process that U.S. citizens use to choose leaders, decide on laws, or change laws

D. the process that states use to teach U.S. citizens about laws

2. What does the author describe in this text?

A. how and why U.S. citizens vote for their leaders

B. how and why people decide to become public servants

C. how citizens in different states can register to vote

D. how the process of voting has changed over time

3. Senators, representatives, and the president have very important and powerful jobs.

What evidence from the text best supports this conclusion?

A. Senators, representatives, and the president are all elected by the public.

B. Senators and representatives are members of Congress.

C. They can make or change laws that affect everyone in the U.S.

D. Senators, representatives, and the president are all public servants.

4. Based on the text, why might U.S. citizens decide to vote in an election?

A. to make decisions for the whole country about important issues

B. to become public servants and work for the federal government

C. to prove that they are at least 18 years old

D. to have a say in who represents them in the government

5. What is the main idea of this text?

A. The process of voting in the U.S. has changed over time in many ways.

B. Citizens of the U.S. vote during elections to choose the people that will serve as their leaders.

C. In order to vote, you must be a U.S. citizen who is at least 18 years old and is registered to vote.

D. The winners of an election are called public servants, and they help make and carry out laws.

6. Read this paragraph from the text.

"You may cast your vote in a booth at a polling place. You may also mail in your vote; this is called an absentee ballot. A group of people called election officials then count everyone's votes. Everyone has one vote and can only cast one ballot. That is why votes are so important."

Why might the author have used the words "you" and "your" in this paragraph about voting?

A. to make readers feel like they can take part in the voting process

B. to suggest that the author cannot take part in the voting process

C. to force readers to make a choice between voting at polling place or mailing in their votes

D. to make readers feel like the voting process does not have anything to do with them

7. Choose the answer that best completes the sentence below.

Jobs of the president, senators, and representatives are all important jobs ____ Americans vote for the people who will represent them.

A. before

B. but

C. even though

D. so

8. The President is elected to be a public servant and work for the federal government. What are two other groups of people that are elected to work for the federal government?

9. The president, senators, and representatives make decisions for the whole country by doing what?

10. Why might it be important for citizens to vote for the people that will serve as their leaders? Support your answer with evidence from the text.

Audio by

Name _____ Date _____

Measurement Word Problems

1. Jason earns $8 per hour mowing lawns. At the end of the week he had earned $224. How many hours did he mow lawns? _____	2. Molly was packing books in a box to send to a friend. The box cannot weigh more that 2kg. If each book has a mass of 200g, what is the maximum number of books she can send? _____	3. Andy's family drove 3 kilometers to the grocery store. How many meters did they drive? _____
4. Sara cut a $2\frac{1}{2}$ meter rope to hang a swing for her sister. How many centimeters is the rope? _____	5. Jeni put a cake in the oven at 2:30. If the cake takes $1\frac{1}{4}$ hours to bake, at what time should it be taken out of the oven? _____	6. Jessie has $18.25. He purchases 2 pieces of pizza and a soft drink? Each piece of pizza costs $3.00, and the soft drink cost $1.75. How much money does he have left? _____
7. Cassie made punch for a party. She used $2\frac{1}{4}$ liters of apple juice, $2\frac{3}{4}$ liters of orange juice, and $1\frac{1}{4}$ liters of cranberry juice. How many liters of juice did she use? _____	8. Ben has a bag of candy that weighs $2\frac{1}{2}$ pounds? He gives away $1\frac{1}{2}$ pounds to his sister. How many ounces of candy did he give away? _____	9. Mark cut a rope that measured 2 yards, Sam's rope was $6\frac{1}{2}$ feet, and Luke's rope was 74 inches long. Who had the longest rope? _____

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Day 1

Day 1- Use article to fill out graphic organizer

Day 8- Use organizer to write persuasive paragraph

Graphic Organizer for Opinion Piece

Introduction:

State the debate: Should Students be allowed cell phones at School?

Some people think

Others believe

In my opinion

I think the evidence will clearly support my opinion.

Reason #1:	Reason #2:	Reason #3:
Evidence:	Evidence:	Evidence:
Quote or my own example:	Quote or my own example:	Quote or my own example:

Conclusion:

Re-state your opinion and leave reader something to think about:

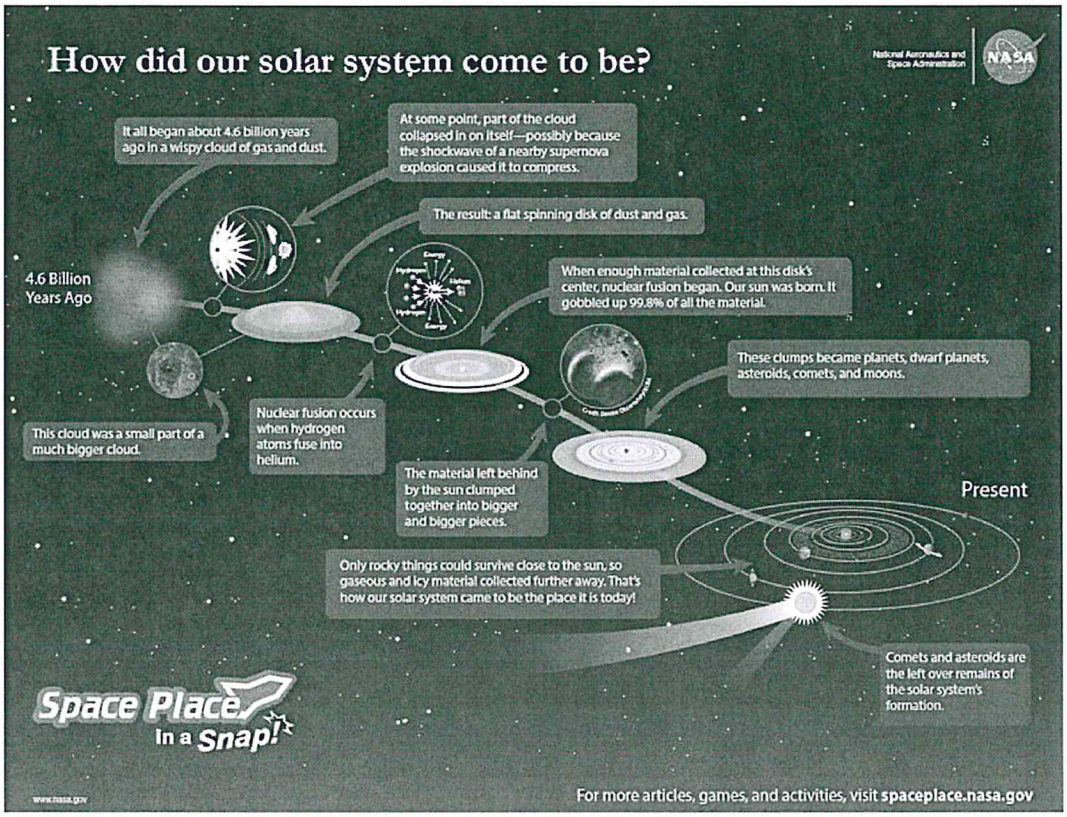
Graphic Organizer for Opinion Piece

← Search Results

Science/Social Studies Day 7

How Did the Solar System Form?

This text is from NASA Space Place.



NASA

The solar system is a pretty busy place. It's got all kinds of planets, moons, asteroids, and comets zipping around our Sun.

But how did this busy stellar neighborhood come to be?

Our story starts about 4.6 billion years ago, with a wispy cloud of stellar dust.

This cloud was part of a bigger cloud called a nebula.

At some point, the cloud collapsed—possibly because the shockwave of a nearby exploding star caused it to compress.

When it collapsed, it fell in on itself, creating a disk of material surrounding it.

Finally the pressure caused by the material was so great that hydrogen atoms began to fuse into helium, releasing a tremendous amount of energy. Our Sun was born!

Even though the Sun gobbled up more than 99% of all the stuff in this disk, there was still some material left over.

Bits of this material clumped together because of gravity. Big objects collided with bigger objects, forming still bigger objects. Finally some of these objects became big enough to be spheres—these spheres became planets and dwarf planets.

Rocky planets, like Earth, formed near the Sun, because icy and gaseous material couldn't survive close to all that heat.

Gas and icy stuff collected further away, creating the gas and ice giants.

And like that, the solar system as we know it today was formed.

There are still leftover remains of the early days though.

Asteroids in the asteroid belt are the bits and pieces of the early solar system that could never quite form a planet.

Way off in the outer reaches of the solar system are comets. These icy bits haven't changed much at all since the solar system's formation.

In fact, it is the study of asteroids and comets that allows scientists to piece together this whole long story.

Day 7

How Did the Solar System Form?

Vocabulary: collapse

1. What is a meaning of the word **collapse**?

A. a burial service

B. likely to happen

C. to fail suddenly

2. What is another meaning of the word **collapse**?

A. royal manner

B. a revolution

C. to fall down

Please use each answer choice only once. Choose the one word that best completes the sentence.

3. She _____ into a chair noisily.

A. collapse

B. collapsed

4. He was on the verge of _____ after the run.

A. collapse

B. collapsed

5. Please write your own sentence using the word **collapse**.

Answers will vary.

6. What would you like to remember about the meaning of the word **collapse** so that you can use it when you write or speak?

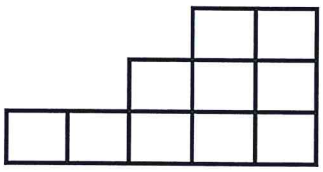
Answers will vary.

Audio by

Name 4th _____ Date Day 8 _____

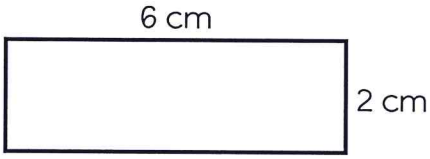
Area & Perimeter

1. Determine the square units of the figure below.



_____

2. Determine the area for the rectangle below.



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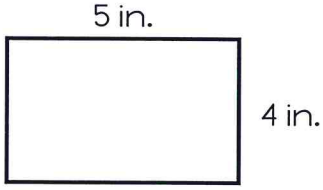
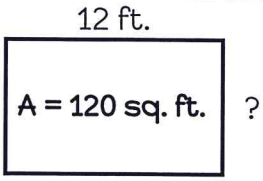
3. Determine the perimeter for the rectangle below.

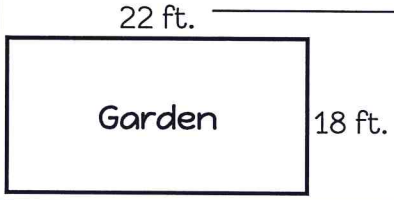


_____

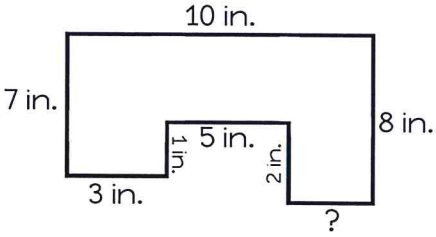
4. Mr. Michael has a dog pen with an area of 120 sq. feet. The length of his dog pen is 12 feet. What is its width? _____



5. Lani's mom wants to put a fence around her garden. How many feet of fencing will she need? _____



6. What is the perimeter of the figure below?



_____

7. A library added a new outdoor reading section that was 24 feet by 16 feet What was the area?

_____

8. An island in the Atlantic Ocean is 10 miles wide by 6 miles long. What is the perimeter of the island?

_____

9. A kiddie pool has the perimeter of 36 meters. The length of one side is 10 meters. What is the width of the pool?

_____

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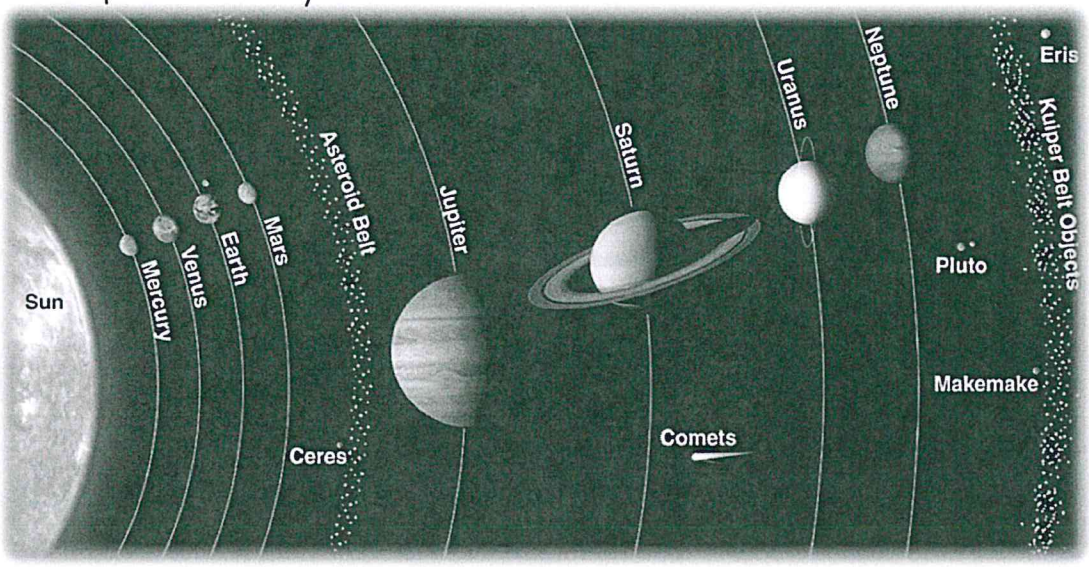
Opinion: Do cell phones Belong in School?

Day 8

Write paragraph using graphic organizer from yesterday.

Day 8

In our Solar System, astronomers often divide the planets into two groups — the **Inner Planets** and the **Outer Planets**. The inner planets are closer to the Sun and are smaller and rockier. The outer planets are further away, larger, and made up mostly of gas. They are separated by the Asteroid Belt.



Write the names of the planets under the correct heading.

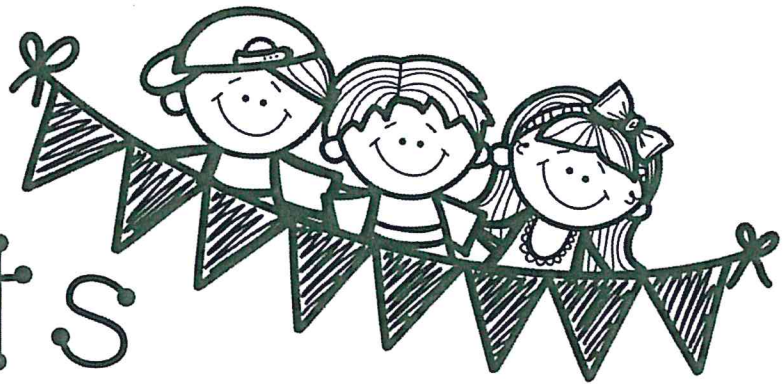
Inner Planets	Outer Planets

Jupiter Mercury Mars Neptune Uranus
Earth Saturn Pluto Venus

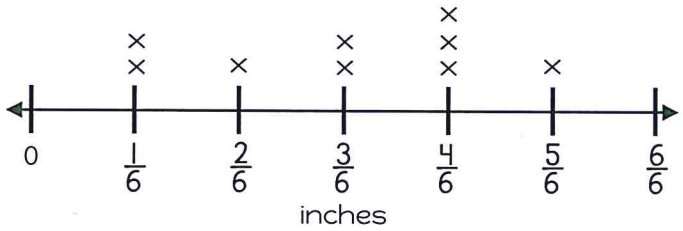
Little School on the Range © 2018

Name _____ Date _____

LINE Plots

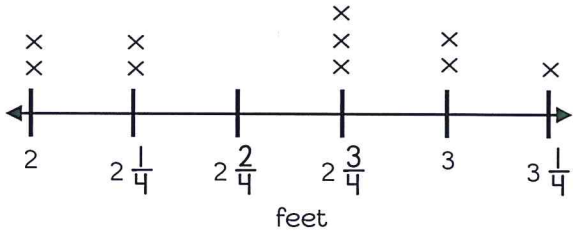


1. Students measured objects and displayed their data on the line plot below. If you put all of the objects together end-to-end, what would be the total length of the objects?



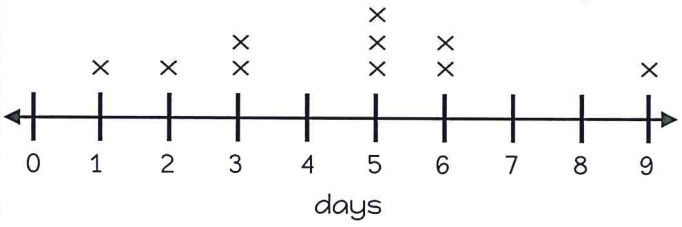
_____

2. Some students in Mrs. Ashley's class had a jumping contest to see who could jump the furthest. What is the difference between the longest and shortest jump.



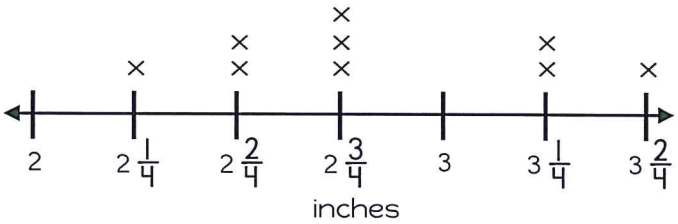
_____

3. How many miles did Max ride his bicycle on Day 5? Each x represents 3 miles.



_____

4. Nine friends measured their pinky size to the nearest $\frac{1}{4}$ inch. What is the combined length of the longest and shortest finger?



_____

5. Mr. Farley recorded his students test scores on a Science test. On a separate piece of paper, create a line plot displaying the data below.

# of students	2	3	4	5	3
score	76	82	88	94	100

6. The table below shows the number of computers or laptops owned by ten different families. On a separate piece of paper, create a line plot displaying the data.

Number of Computers or Laptops									
3	2	4	1	5	3	1	2	3	3

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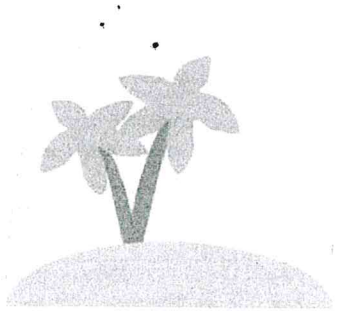
Read!

Day 9- brainstorm ideas for informational paragraph using this writing prompt.
(You can use whole page, you don't have to stay in box)

INFORMATIONAL

Going on an Expedition!



Imagine you are about to set out on an expedition or a trip to a strange land. What things will you choose to take with you and why? What things will you need to survive? Write a paragraph explaining how you will prepare for your expedition.

Brainstorm

Don't Forget to Include:

- ✓ 5 to 8 sentences
- ✓ A topic sentence to start your paragraph
- ✓ Supporting details
- ✓ A conclusion sentence at the end

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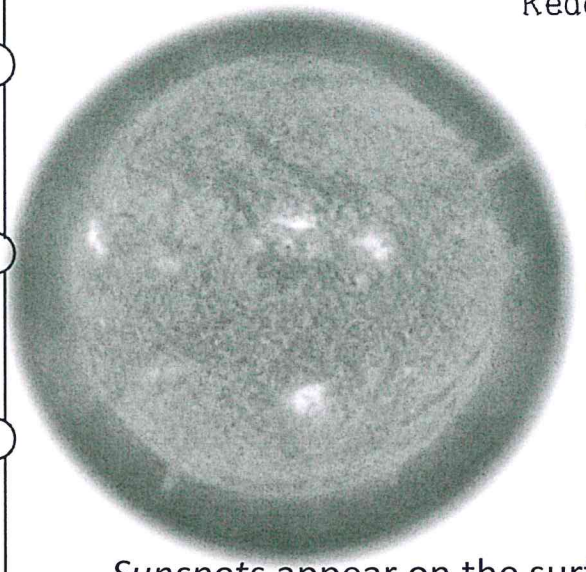
Name _____

The Sun

Day 9

Reading Comprehension



The **Sun** is a *star* that is in the center of the Solar System. It has the largest mass in our Solar System. This is why all of the planets orbit around the sun! It is 93 million miles away from Earth. *Solar flares* from the Sun are sudden bursts of brightness that happen in places near the sunspots.

Sunspots appear on the surface of the Sun and look dark because of lower temperatures near it. The inner core is the hottest part of the Sun and can reach the temperature of 27 billion degrees F. Most ancient civilizations have based their culture on the presence of the Sun. These civilizations include the *Egyptians, Aztecs, Greek*, and the *Inca*.

1. The Sun is a _____ in the center of our Solar System.
2. How many miles is the sun from Earth? _____
3. What are solar flares? _____

_____

4. What is the hottest part of the Sun? _____
5. Name 3 civilizations that based their culture on the presence of the sun. _____ _____

_____

6. Why do all the planets orbit around the sun? _____

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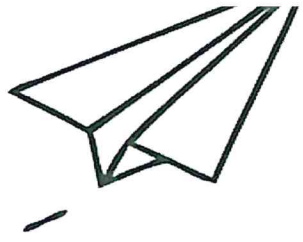
4th

Day 10

Taking Flight



Name_____

Once you have created your paper airplane, take turns testing how well it flies. We will measure three of your throws to see who made the best paper airplane. We will then make a graph of all of the different planes!

My plane's name _____

	Feet	Inches
Toss #1		
Toss #2		
Toss #3		

What was your longest throw? _____

What was your shortest throw? _____

How much longer was your longest throw than your shortest throw?

What could have made one throw go farther than the other throws?

Read! :)

Day 10 - use brainstorming activity to write information paragraph.

Going on an Expedition!

INFORMATIONAL

Written By: _____

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Day 10

American Government - Get Out the Vote

Have you ever heard someone being called an "idiot"? If you have, what they are really being called is "someone who does not vote." The word "idiot" comes from the Greek word *idiotes.* In

ancient Greece this was the word for someone who kept to himself. *Idiotes* did not participate in Greece's public life or politics. They did not vote or debate important issues.

Today, voting is the most important way American citizens participate in politics. Citizens can vote for candidates in national and state elections. On the national level, they can vote for the president and members of Congress. On the state and local level, they can vote for the governor, state representatives, state senators, and people like the mayor and city council. Different candidates have different beliefs. People usually vote for the candidate whose beliefs are closest to their own. Most people want a candidate who will represent them and their beliefs in office.

Only American citizens 18 years of age and older can vote in the United States. Even though voting is a right, citizens also must register to vote beforehand. Registered voters are each assigned a place to vote. This is called your polling place. When Election Day comes, voters go to the place and sign in. This is how the government makes sure that people only vote once in the same election.

The people working at a polling place give voters a ballot. Some ballots look similar to a multiple-choice test. There are little bubbles that you fill in next to the person's name that you want to win. Other ballots are electronic. You choose who you want to vote for directly on a computer screen or by turning levers on a voting machine. Whichever type of ballot your polling place uses, voting is very private. No one should be able to see whom you choose.

Even before you can vote, you can learn about important issues. You can read the newspaper, write a letter to your representative in Congress, and participate in community activities. The important thing is to get involved!

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American Government - Get Out the Vote

Comprehension Questions

1. What is a polling place?

A. a place where you can read the latest political news

B. the place where you can vote

C. a sort of political assembly

D. the piece of paper where you mark your vote

2. The author wrote this passage to

A. persuade you to vote for someone.

B. provide information about voting in the U.S.

C. tell a story about an idiot who didn't vote.

D. explain voting in Greek government.

3. Based on the passage, which of these statements could best explain why someone would not want to vote for any candidate in an election?

A. There is no way to learn about the candidates before the election.

B. They do not want to hurt the other candidates' feelings.

C. None of the candidates represent their beliefs.

D. They do not want everyone else knowing who they voted for.

4. Read the following sentence: "People usually vote for the candidate whose beliefs are closest to their own. Most people want a candidate who will represent them and their beliefs in office."

The word **represent** means

A. to argue with

B. to replace

C. to stand for

D. to complain about

5. This passage is mostly about

A. differences between paper and electronic ballots.

B. the difference between local and national elections.

C. how and why U.S. citizens vote.

D. similarities between voting in the U.S. and ancient Greece.

6. Describe two rules about how people vote in the U.S.

7. Based on the passage, explain why the author says voting is "the most important way" that citizens are involved in politics.

8. The question below is an incomplete sentence. Choose the answer that best completes the sentence.

U.S. citizens must register to vote, _____ they can go cast a vote.

A. because

B. then

C. after

D. otherwise

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