MRSD Fourth Grade Learning Activities

May 19 - June 1

Distance Learning means that the district will provide teacher-led learning to students remotely, and is to be combined with learning and supplemental activities, along with nutrition and wellness needs. Thank you for partnering with us as we provide students with this new-to-us learning.

The expectation is that students will complete up to 90 minutes daily engaging in grade-level instructional tasks with adult support. Some of these tasks will include learning with devices and technology, while others do not; similar to the student experience during a typical school day. Although some of these resources are already regularly used in school, we hope that students have opportunities to try something new or show their learning in a new way.

We recommend each instructional day to include the following:

Teacher-Led Learning	Learning and Supplemental Activities	Meeting Nutrition and Wellness Needs
90 Minutes Maximum	***3 Hours <u>Recommended</u>***	***2 Hours <u>Recommended</u>***
Instruction, tasks, and activities as assigned by teachers <u>in this document.</u>	**Suggestions:** ● 30+ minutes of independent reading or reading to family member (books of student choice) ● Drawing ● Flashcards/math facts review ● 60+ minutes of imaginative play, dance, exercise ● Journaling ● Arts and crafts ● Board games, puzzles, dice, cards ● Drama/acting/singing ● Listening to audiobooks ● Watching educational programs or videos ● Finding and continuing patterns ● Create and solve story problems ● Crafting, sewing, knitting ● Measure amounts for cooking	**Suggestions:** **Meal Time** ● Integrate hand washing ● Invite children to help ● Include all members of the family if possible ● Connect/talk during meals **Outside Play** ● Walks together ● Bike rides ● Jump rope ● Sidewalk chalk drawing **Inside Play** ● Puzzles ● Games ● Stretching ● Listening to music

Please schedule your day **as it makes sense for you** and as it works best for family schedule and student needs. Each activity or subject does not need to occur in one sitting. Remember to take breaks, and enjoy the time with each other!

Please see our Online Resources for Families to help with supplemental activities and wellness needs.

Day 1 | Day 2 | Day 3 | Day 4 | Day 5 | Day 6 | Day 7 | Day 8 | Day 9 | Day 10

Literacy Objectives: The focus for the next two weeks is reading a variety of folktales from different cultures to identify the treatment of similar themes and topics and patterns of events. You will be reading and watching videos of pourquoi tales, fables, and myths. In writing, **you are responsible for creating an original pourquoi tale.** The week's resources and activities will walk you through the entire writing process.

Math Objectives: During the next two weeks, our math learning focus is on **perimeter, area, and geometry**. There are 3 pages of grid paper in this packet to help draw and solve these kinds of problems. There are 10 days of work outlined in sequential order. The skills build on each other as the days progress. There are tasks each day, as well as activities that apply the skills designed to be spread out over time. If you come across a new skill or need a refresher, search the skill on Khan Academy. Find the link in the resources above.

We have also included our **MATHEMATICAL PRACTICES** in the packet right before the story problems. We want our students to learn the new material as well as continue to develop perseverance, modeling, choosing tools, and reasoning, to name a few. These are practices you will see throughout your child's math instruction at all grades. Becoming familiar with these may help you ask questions of your child as you work with them, now as well as in the future.

✓	Day 1
	Literacy: ● Introduction into Folktales: Review this slide show to understand this genre. We will be studying pourquoi (French word for "why") tales, fables, and myths over the next two weeks. https://bit.ly/3cpLdlO ● What is a Pourquoi Tale? Powerpoint- https://bit.ly/2Lwg9M1 ● Read a Pourquoi Tale: "Why Chipmunks Have Stripes" (A Native American Tale) https://bit.ly/2xWmhtG ○ **OR** Choose your own Pourquoi Tale here: https://bit.ly/2Tfckz5 ● Watch a pourquoi tale: "Why The Elephant's Trunk Is So Long" https://bit.ly/2ST2LFu ● Choose ONE story and complete the graphic organizer located in the resource section of the packet **Writing** ● Now that you know what a pourquoi tale is, **brainstorm a list** of why and how questions. For example: why is the sky blue, why do cats purr, how does a mirror work, why does the sun set and rise.
	Math: ● **I can use perimeter formulas to solve problems.** ● **IXL** - 4.BB.1, 4.BB2, 4.BB3 ● **MyMath Book:** Ch.13 Lesson 1 Pg 825-828
	Brain Boost: ● Get 60 minutes of physical activity a day. Break it up and make it fun.
	Keyboarding Practice: Spend 15-20 minutes practicing your typing skills from your friends at Typing Pal. ● Log into Clever with your students QR code. ● Click on the Typing Pal icon.
	Science: (Optional Activity) Go onto IXL and click on the "Science" tab. During these two weeks focus on **Rocks and Minerals**. Complete lessons S1, S2, S3, S4, and S5
	Social Studies: (Optional Activity) Go onto IXL and click on the "Social Studies" tab. During these two weeks focus on **The Civil War and Restoration**. Complete lessons D,1, D2, D3, D4, and D5.
	Music: In the past you have been asked to dance, let's look at a dance from Africa. Click this link: https://www.youtube.com/watch?v=Ewqq-3xJFdI watch the video and then take some

	time to learn some of the dance steps. Notice that everyone in the video makes a mistake! As long as you are having fun and doing your best, mistakes are okay.
	Wellness: https://www.district196.org/about/calm-room

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✓	Day 2
	Literacy: ● Read a Pourquoi tale: How Bluebirds Got Their Colors (A Native American Tale) https://bit.ly/3fAPHP7 ● Watch a Pourquoi tale: How the Parrot Got It's Beautiful Colors- https://bit.ly/3biyztP ○ **OR** Choose your own Pourquoi Tale here: https://bit.ly/2Tfckz5 ● Choose ONE story and complete the graphic organizer located in the resource section of the packet. **Writing** ● Looking back from your **Brainstorm** of how and why questions from Day 1, choose 3-4 of your why/ how questions, then do a quick write explaining the answer.
	Math: ● **I can solve perimeter word problems.** ● **IXL:** 4.BB.4 ● **Story problems** 1,2, and 3 (in the back of the packet) ● **MyMath Book:** Ch. 13 Lesson 2 Pg 831-834
	Brain Boost: ● Get 60 minutes of physical activity a day. Break it up and make it fun.
	Keyboarding Practice: Spend 15-20 minutes practicing your typing skills from your friends at Typing Pal. ● Log into Clever with your students QR code. ● Click on the Typing Pal icon.
	Science: (Optional Activity) Go onto IXL and click on the "Science" tab. During these two weeks focus on **Rocks and Minerals**. Complete lessons S1, S2, S3, S4, and S5
	Social Studies: (Optional Activity) Go onto IXL and click on the "Social Studies" tab. During these two weeks focus on **The Civil War and Restoration**. Complete lessons D,1, D2, D3, D4, and D5.
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✓	Day 3
	Literacy: ● Read a Pourquoi Tale: How Kangaroo Got His Tail (An Australian Pourquoi Tale) https://bit.ly/3cpsBJd ○ **OR** Choose your own Pourquoi Tale here: https://bit.ly/2Tfckz5 ● Watch a Pourquoi Tale: Why Roses are Red & Violets are Blue- https://bit.ly/3bkYIlr ● Choose ONE story and complete the graphic organizer located in the resource section of the packet. **Writing** ● **Begin pre-writing a Pourquoi tale**. Choose one of your story ideas from Day 2, or a new question from your Day 1 list, and use the graphic organizer provided to help you plan your story.
	Math: ● **I can use area formulas to solve problems.** ● **IXL:** - 4.BB.9, 4.BB.13 ● **MyMath Book:** Ch. 13 Lesson 3 Pg 839-842 & Ch. 13 Lesson 4 Pg. 845-848 ● **I can solve area word problems.** ● **Story problems** 7 and 8 (in the back of the packet)
	Brain Boost: ● Get 60 minutes of physical activity a day. Break it up and make it fun.
	Keyboarding Practice: Spend 15-20 minutes practicing your typing skills from your friends at Typing Pal. ● Log into Clever with your students QR code. ● Click on the Typing Pal icon.
	Science: (Optional Activity) Go onto IXL and click on the "Science" tab. During these two weeks focus on **Rocks and Minerals**. Complete lessons S1, S2, S3, S4, and S5
	Social Studies: (Optional Activity) Go onto IXL and click on the "Social Studies" tab. During these two weeks focus on **The Civil War and Restoration**. Complete lessons D,1, D2, D3, D4, and D5.
	Music: Last time you learned dance moves from Africa. Can you put the moves together? If you wish, make up your own "clock" moves to create your own dance. Can you show your dance to family or friends? Can you teach others the dance steps? If you want to take this lesson one step further, you or a friend can make a cool drum beat to dance to. If you do not have a drum you can always make one, or use body percussion.
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Memorial Day

✓	Day 4 Memorial Day
	Memorial Day: Use this time to either catch up with your other packets, or spend time with your family.

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✓	Day 5
	Literacy: ● Watch "What is a Fable": https://bit.ly/2LIOJs6 ● Read a fable: The Ant and the Grasshopper https://bit.ly/2YOwDXA ● Watch a Fable "The Grasshopper and the Ants"- https://bit.ly/2LIN4m6 **Or** choose your own fable from https://bit.ly/2zsAz5K ● Choose ONE story and complete the graphic organizer located in the resource section of the packet. **Writing** ● Continue writing your pourquoi tale. Use the ideas from the graphic organizer you began on Day 3, to **begin a rough draft of your story**. Your story should have a strong beginning, middle and end, and be at least 3 paragraphs long.
	Math: ● **I can represent the context of an area and perimeter word problem using a variety of models.** ● **IXL:** 4.BB.14, 4.BB15, 4.BB16 ● **MyMath Book:** Ch. 13 Lesson 5 Pg. 851-854
	Brain Boost: ● Get 60 minutes of physical activity a day. Break it up and make it fun.
	Keyboarding Practice: Spend 15-20 minutes practicing your typing skills from your friends at Typing Pal. ● Log into Clever with your students QR code. ● Click on the Typing Pal icon.
	Science: (Optional Activity) Go onto IXL and click on the "Science" tab. During these two weeks focus on **Rocks and Minerals**. Complete lessons S1, S2, S3, S4, and S5
	Social Studies: (Optional Activity) Go onto IXL and click on the "Social Studies" tab. During these two weeks focus on **The Civil War and Restoration**. Complete lessons D,1, D2, D3, D4, and D5.
	Wellness: https://www.district196.org/about/calm-room

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✓	Day 6
	Literacy: ● Read a Fable various versions of "The Peacock and the Crane" https://bit.ly/2WmQBab ○ **Or** choose your own fable from https://bit.ly/2zsAz5K ● Watch a Fable "The Peacock and the Crane"- https://bit.ly/2YT6d76 ● Choose ONE story and complete the graphic organizer located in the resource section of the packet. **Writing** ● **Continue drafting** your original pourquoi tale.
	Math: ● **Real life applications of perimeter and area: Doggy Dilemma** (back of packet) ● Solve the remaining word problems in the back of the packet. ● For more practice, or if you just want to have more fun, try **IXL**: **5**.EE.10, **5**.EE.12.
	Brain Boost: ● Get 60 minutes of physical activity a day. Break it up and make it fun.
	Keyboarding Practice: Spend 15-20 minutes practicing your typing skills from your friends at Typing Pal**.** ● Log into Clever with your students QR code. ● Click on the Typing Pal icon.
	Science: (Optional Activity) Go onto IXL and click on the "Science" tab. During these two weeks focus on **Rocks and Minerals**. Complete lessons S1, S2, S3, S4, and S5
	Social Studies: (Optional Activity) Go onto IXL and click on the "Social Studies" tab. During these two weeks focus on **The Civil War and Restoration**. Complete lessons D,1, D2, D3, D4, and D5.
	Music: Go to the link: https://www.classicsforkids.com/games/compose_your_own_music.php There you can write your own song! Then you can listen to it. Once you have created one you like can you play it for anyone at home? Feel free to add lyrics to the song as well.
	Wellness: https://www.district196.org/about/calm-room

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✓	Day 7
	Literacy: ● Read a Fable: The Lion and The Mouse https://bit.ly/2WMPMq7 **Or** choose your own fable from https://bit.ly/2zsAz5K ● Watch a Fable "The Lion and the Mouse" - https://bit.ly/3czWlCY ● Choose ONE story and complete the graphic organizer located in the resource section of the packet. **Writing** ● **Edit** your original pourquoi tale.
	Math: ● **I can identify right angles.** ● **IXL**: 4.X.1, 4.X.2, 4.X.3 ● **I can describe angles using geometric vocabulary.** ● **IXL:** 4.Z.1 ● **MyMath Book:** Ch.14 Lesson 3 Pg 887-890 & Lesson 4 Pg 893-896 ● Learning and remembering angles song: https://www.youtube.com/watch?v=NVuMULQjb3o
	Brain Boost: ● Get 60 minutes of physical activity a day. Break it up and make it fun.
	Keyboarding Practice: Spend 15-20 minutes practicing your typing skills from your friends at Typing Pal. ● Log into Clever with your students QR code. ● Click on the Typing Pal icon.
	Science: (Optional Activity) Go onto IXL and click on the "Science" tab. During these two weeks focus on **Rocks and Minerals**. Complete lessons S1, S2, S3, S4, and S5
	Social Studies: (Optional Activity) Go onto IXL and click on the "Social Studies" tab. During these two weeks focus on **The Civil War and Restoration**. Complete lessons D,1, D2, D3, D4, and D5.
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✓	Day 8
	Literacy: ● Read a Myth: Choose any myth from this online resource: https://bit.ly/2yEZ0Nk ● Watch "What is a Myth"- https://bit.ly/3czWoPa ● Choose ONE story and complete the graphic organizer located in the resource section of the packet. **Writing** ● **Read** your original pourquoi tale to someone in your family. Make any changes you need to make your story better.
	Math: ● **I can explain how to measure an angle.** ● **I can measure and draw angles using a protractor.** ● **IXL**: 4.Z.1, 4.Z.4, and the NEW activity right below that. ● **MyMath Book:** Ch. 14 Lesson 5 Pg 899-902 & Ch. 14 Lesson 6 Pg 905-908 ● **Protractor Activity/Challenge: Secret Shapes.** Go to the back pages of the packet and find the Secret Shapes activity, both the step-by-step instructions and the "correct answer" template. If you don't have your own protractor (most of you probably still had one in the school supplies you brought home), there is a paper protractor you can print out and use in the back of the packet.
	Brain Boost: ● Get 60 minutes of physical activity a day. Break it up and make it fun.
	Keyboarding Practice: Spend 15-20 minutes practicing your typing skills from your friends at Typing Pal. ● Log into Clever with your students QR code. ● Click on the Typing Pal icon.
	Science: (Optional Activity) Go onto IXL and click on the "Science" tab. During these two weeks focus on **Rocks and Minerals**. Complete lessons S1, S2, S3, S4, and S5
	Social Studies: (Optional Activity) Go onto IXL and click on the "Social Studies" tab. During these two weeks focus on **The Civil War and Restoration**. Complete lessons D,1, D2, D3, D4, and D5.
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✓	Day 9
	Literacy: ● Read a Myth: Choose any myth from this online resource: https://bit.ly/2yEZ0Nk ● Watch a Myth "The Story of Persephone & Pandora's Box" - https://bit.ly/2X0breP ● Choose ONE story and complete the graphic organizer located in the resource section of the packet. **Writing** ● **Begin publishing** your original pourquoi tale on a Google Doc or on loose leaf paper. If you are doing it on a Google Doc remember to share it with your teacher.
	Math: ● **I can determine the measurement of a larger angle using smaller angle measurements.** ● **IXL**: 4.Z.6 ● **MyMath Book:** Ch. 14 Lesson 7 pg 911-914 ● **I can classify shapes based on lines and angles.** ● **IXL:** 4.W.3, 4.W.4, 4.W.5, 4.W.6 ● **MyMath Book:** Ch. 14 Lesson 8 pg 919-922
	Brain Boost: ● Get 60 minutes of physical activity a day. Break it up and make it fun.
	Keyboarding Practice: Spend 15-20 minutes practicing your typing skills from your friends at Typing Pal. ● Log into Clever with your students QR code. ● Click on the Typing Pal icon.
	Science: (Optional Activity) Go onto IXL and click on the "Science" tab. During these two weeks focus on **Rocks and Minerals**. Complete lessons S1, S2, S3, S4, and S5
	Social Studies: (Optional Activity) Go onto IXL and click on the "Social Studies" tab. During these two weeks focus on **The Civil War and Restoration**. Complete lessons D,1, D2, D3, D4, and D5.
	Music: Today we are going to play a game. Guess the tune. Go to the link: https://kids.niehs.nih.gov/games/songs/guess/index.htm A song will play and then you have to guess the song. How many can you guess correctly? There are even choices of the types of songs that you want to guess. If you are with family or have a chance to see friends online, can you play this game with a list of your own songs? By humming, can others guess your songs?
	Wellness: https://www.district196.org/about/calm-room

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✓	Day 10
	Literacacy: ● Read a Myth: Choose any myth from this online resource: https://bit.ly/2yEZ0Nk ● Watch a Myth "Athena & Poseidon" - https://bit.ly/2LlRlpE ● Choose ONE story and complete the graphic organizer located in the resource section of the packet. **Writing:** ● **Finish your published** original pourquoi tale. Make sure to submit the Google Doc to your teacher or email
	Math: ● **I can identify a line of symmetry in a two dimensional figure.** ● **I can recognize when a figure is symmetrical and when it is not.** ● **IXL:** 4.Y.1, 4.Y.2, 4.Y.3 ● **MyMath Book:** Ch. 14 Lesson 10 Pg 931-934
	Brain Boost: ● Get 60 minutes of physical activity a day. Break it up and make it fun.
	Keyboarding Practice: Spend 15-20 minutes practicing your typing skills from your friends at Typing Pal. ● Log into Clever with your students QR code. ● Click on the Typing Pal icon.
	Science: (Optional Activity) Go onto IXL and click on the "Science" tab. During these two weeks focus on **Rocks and Minerals**. Complete lessons S1, S2, S3, S4, and S5
	Social Studies: (Optional Activity) Go onto IXL and click on the "Social Studies" tab. During these two weeks focus on **The Civil War and Restoration**. Complete lessons D,1, D2, D3, D4, and D5.
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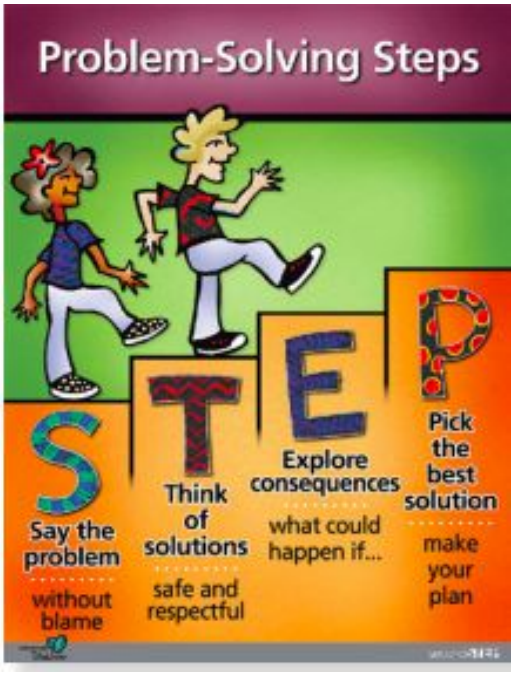
Responsible Decision Making

Listen to this fun song

https://www.youtube.com/watch?v=Bs-wbOB8OaM

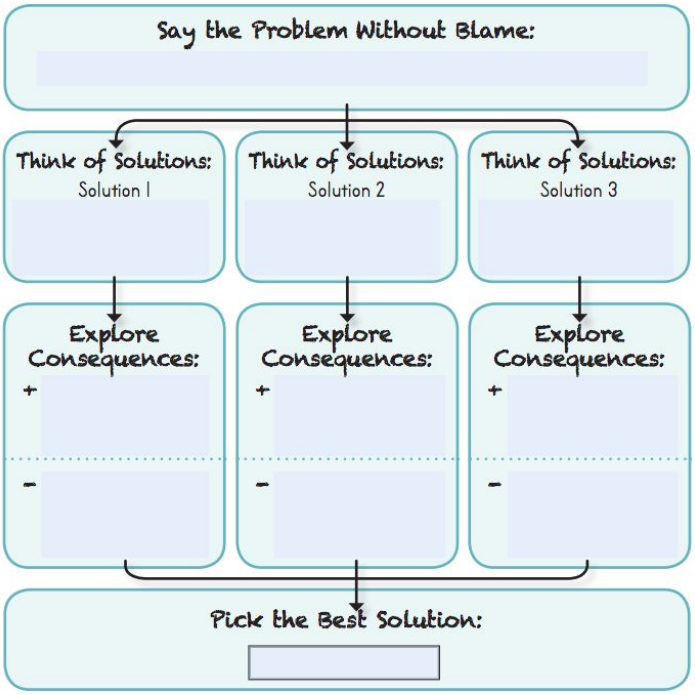


Here's a great way to remember
Keep it strong in your head, yeah
After the storm of strong emotions
Here's the way to solve the problem, yeah

I say (step)
I just remember to step (step)—oh child
*S, you **say** the problem out loud now*
*T, now **think** of solutions that may work and how*
*E, **explore** consequences: What would happen if...*
*P, now **pick** the best solution and make your plan, yeah*

You gotta step (step)
Step up to be cool, yeah
(S-T-E-P) Give you power now
After the storm of strong emotion
(S-T-E-P) Solve the problem now

We all have problems to solve...even adults. With an adult, pick a problem (you don't want to watch a show that your brother/sister is watching) and work it through the S-T-E-P system to solve it.



Relationship Skills

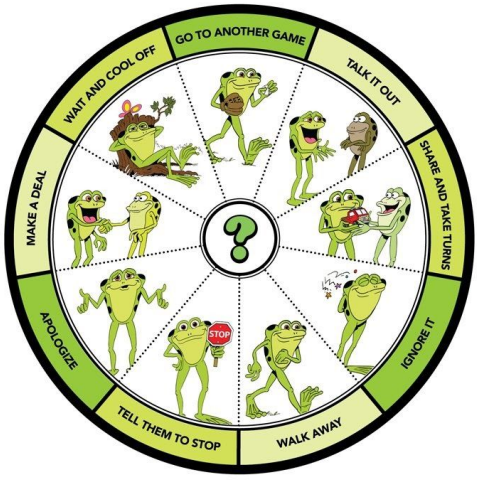
What does it mean to have relationship skills?

- This means you establish and maintain healthy relationships with individuals and groups.

How do we maintain relationships? What skills do I need? You need the ability to:

- Communicate clearly
- Listen well
- Cooperate with others
- Work with others
- Use conflict resolution skills

Sounds a lot like Kelso's Choices we use at school:



Having relationship skills tells others you care about them.

Right now it can be difficult to maintain positive relationships with all family members, all the time. We might "get on each other's nerves" due to social distancing from others. We all can feel irritated by one another at some point. So what can we do to maintain those positive relationships?

- Think before you speak, especially when you are angry
- Listen to what the other person is saying and think of how they are feeling
- Agree to disagree and take a time out from the situation
- Practice calming exercises
- Listen to one of these videos (open link below and click on video on right of screen)

K-1 Belly Breathing Video https://www.youtube.com/watch?v=H4W_VUb4aRY&t=10s
2-3 Calm It Down Dance https://www.youtube.com/watch?v=P8TliPQNfsc
4-5 Calm Down Music https://www.youtube.com/watch?v=sD9EfbHo68I

Day 1 Story

Why Chipmunks Have Stripes *a Native American Pourquoi Tale*

Long ago, Chipmunks had soft, earth-colored fur, but no stripes.

One morning a Chipmunk was storing food in her burrow for winter. She scampered in and out carrying nuts and berries in her mouth pouches. Then she saw Bear coming her way.

He was walking along, rolling fallen logs around with his paws to find insects, and then scooping them into his mouth.

Chipmunk watched him come closer. He was talking to himself and chewing at the same time.

"Look at me!" he said as he turned a huge log over, "I'm the strongest of all animals. I can do anything!"

He scooped up more insects and sucked them into his mouth.

Chipmunk popped her head up. "Is that so?" she called out. Bear stopped and looked around. Chipmunk jumped out of her burrow and faced him.

Bear stared down at her. "Yes, it's true," he said. "All you other animals are afraid of me!" Chipmunk twitched her whiskers. "Can you stop the sun from rising in the morning?" she asked.

"I haven't tried" said Bear, "but I'm sure I can do it. Tomorrow morning, the sun will not rise. I, Bear, have said so!"

He lay down facing east and made himself comfortable in the grass and leaves.

Chipmunk scurried back into her burrow, laughing to herself about how wrong Bear was.

Bear sat there all night without sleeping. Then, birds began to sing and light glowed in the east.

Bear stood on his hind legs and raised his front paws towards the light. "The sun will not rise today", he commanded.

Chipmunk came out of her burrow to watch.

The sun rose, and Bear was upset. Chipmunk giggled behind her paw saying, "the sun is stronger than Bear!" Then she ran around singing, "The sun came up, the sun came up!"
Bear started to get angry, and Chipmunk kept running and singing, "Bear is angry, the sun came up!"

Chipmunk rolled on the ground laughing. Bear stooped over her and held her down with one paw. "If I can't

stop the sun from rising, you won't live to see it set," he growled.

Chipmunk squeaked up at him, "Oh Bear! I shouldn't have made fun of you. I deserve to die. But before you eat me please let me say a prayer to the Creator of all things!"

"Be quick then" said Bear. "Get on with it!"

Chipmunk tried to wriggle under his paw, but it was crushing her. "Oh Bear! Your paw is so heavy and you are pressing so hard. I can't breathe enough to say my prayer. Please could you lift your paw just a little bit?"

Bear grunted and lifted up his paw just a bit. It was enough.

Chipmunk wriggled free and raced to her burrow.

Bear swung his paw at her and missed, but his long claws scratched her head and along her back, as she escaped.

Chipmunks now have stripes that look like these scratches.

They remind us what can happen if one animal makes fun of another.

Pourquoi, Fables, and Myths
Graphic Organizer

Day 1 Graphic Organizer

Title of Tale:

Who are the characters?	
What are some character traits of the characters?	Main Character / Supporting Character
What is the conflict in the tale?	
What is the sequence of events in the tale?	
How is the conflict resolved?	
What is the theme, moral, or event explained in the tale?	
How does this tale have similar themes, topics, or patterns of events to another tale you have read?	

Day 2 Story

How Bluebirds and Coyotes Got Their Colors *a Native American Pourquoi Tale*

Long ago, Bluebirds did not have the beautiful blue feathers they have now, and Coyote's coat was bright green.

One morning two dull Bluebirds were flying and chasing each other. They found a lake they hadn't seen before. It was like a giant puddle and it was a beautiful blue colour. From up in the sky the water looked so cool and inviting they dived down into it.

The Bluebirds bathed, splashing and singing, "This water is so blue and we are in it. We will be blue too." They came back to the lake the next three mornings, bathed and sang the song again. On the next morning after that, when they flapped their wings under the water, their dull feathers came loose and dropped out. New shiny blue feathers grew in their place.

When the Bluebirds came back to the tree they usually rested in, Coyote was dozing under a nearby rock. He was very surprised to see their blue wings. "What have you done to your feathers?" he asked.

The Bluebirds twittered, "We've renewed them and they'll always be blue now." Coyote wanted his coat to be blue too. "I hate my ugly green coat. How did you make your feathers blue and beautiful?" he said. "I want to be blue too."

The birds told Coyote about the blue lake, and how he needed to bathe on four mornings and sing the magic words - "This water is blue and I am in it. I will be blue too." They said, "On the fifth morning your coat will turn blue. Be careful, Coyote. You must follow the rules and bathe each morning."

The next morning Coyote went to the lake and bathed. He was impatient. "I want my coat to be blue today," he said. "I'm not going to wait four mornings." So he jumped back in the water four times that morning.

On the fifth time, the hairs in Coyote's coat came loose and floated away, and new blue hairs grew in their place. He was very excited.

He ran out of the water and raced back along the track to show his beautiful new blue coat to the Bluebirds. But he was admiring his coat while he ran and wasn't looking where he was going. Because his feet were wet, he slipped and fell, rolling over and over in the dust and dirt.
He got up, shook himself and howled when he looked at his coat. It was no longer blue, but dirt-colored all over.

And that is why Bluebirds have shiny blue feathers and Coyote's coat is the color of dirt. He was impatient and didn't do as he was told.

Pourquoi, Fables, and Myths
Graphic Organizer

Day 2 Graphic Organizer

Title of Tale:

Who are the characters?	
What are some character traits of the characters?	Main Character / Supporting Character
What is the conflict in the tale?	
What is the sequence of events in the tale?	
How is the conflict resolved?	
What is the theme, moral, or event explained in the tale?	
How does this tale have similar themes, topics, or patterns of events to another tale you have read?	

Day 3 Story

How Kangaroo Got His Tail *an Australian Pourquoi Tale*

A long time ago, some animals looked different to the way they look now. Kangaroos had no tails and wombats had high, round heads. Mirram the Kangaroo and Warreen the Wombat were good friends. They lived together in a hut that Warreen had built from tree bark.

They liked being with each other, but Mirram liked to sleep outside at night and he made fun of Warreen who always wanted to sleep inside.

"Come, Warreen, sleep outside with me," said Mirram. "It's much better to look up at the stars at night and listen to the fresh wind in the trees."

"It's too cold outside," snuffled Warreen, "and sometimes it rains. I might get wet! I like sleeping in my hut with a nice fire to keep me warm."

Mirram the Kangaroo would not accept this. "Your bark hut is dark and smelly. It is much better to sleep out in the clean air under the bright stars!" "No, thank you!" said Warreen. "I will stay in my hut where I am comfortable."

Mirram was impatient. "You are too scared to sleep outside with me. You are frightened to feel a little wind." "I'm not frightened," snuffled Warreen. "I just like sleeping in my bark hut!"

Mirram kept on taunting Warreen, until one night the wombat agreed to sleep outside. During the night he got really cold and waddled back inside the hut. Kangaroo laughed at him.

All summer they played together as friends, but Mirram sometimes still made fun of Warreen's hut.

Things changed when winter came. The wind became colder at night while Mirram slept outside. At first he didn't mind. He snuggled up to a tree to protect himself, and laughed at the thought of Warreen in his smelly hut. "Wombat would not brave the wind like me," he said to himself.

The wind became stronger and colder. Mirram curled himself into a tight ball, hugging his tree.

He told himself that the wind couldn't hurt him - he wasn't afraid. When it began to rain, he muttered "a little wind and rain won't hurt me. I'm not afraid."
One night, blasts of wind lashed the kangaroo with raindrops that felt like icy needles. Mirram was so wet and cold, he couldn't take it any longer. He struggled onto his hind legs and blown by the wind, hopped slowly towards the bark hut.

"It is me!" screamed Mirram, banging on the door. "Now, let me in!" "No!" yelled Wombat. "There isn't enough room."

Mirram's teeth were chattering. He became very angry and pushed hard at the door until it opened. "I'm inside now - and you aren't big enough to throw me out!"

"H'mmph!" snorted Warreen. "Well, sleep over there - in the corner. You're all wet and I don't want cold rainwater dripping on me." Wombat stretched out near the fire again and went back to sleep.

Mirram lay down in the corner, but there was a hole in the wall of the hut and the wind and rain came in. He couldn't dry himself or get warm. The fire went out, but Warreen didn't notice. He snored as he slept and laughed every now and again, enjoying a nice dream. This made Mirram more angry.

In the morning his body was stiff and sore. He hobbled outside and picked up a large rock. When he came back, Warreen was stretching and yawning as he woke up. Mirram dropped the rock on Warreen's head, flattening his forehead and making his nose curl around.

"This is for not helping me get warm and dry," said Mirram. "And from now on, you will always live in a damp hole. Your flattened forehead and cold home will remind you of last night."

After that, Warreen and Mirram didn't speak to each other or play together and Warreen planned revenge.

He made a big spear and waited until Mirram was busy washing himself.

Then he threw the spear with all his strength and it hit the kangaroo at the base of his spine. Mirram yelled in pain and tried to pull the spear out, but it was stuck.

"From now on, that will be your long tail" yelled Warreen, "and you'll never have a home to live in!"

That is why wombats now have flat foreheads and live in dark, damp burrows underground and why kangaroos have long tails and always sleep outside, under the stars.

Day 3 Graphic Organizer

Pourquoi, Fables, and Myths
Graphic Organizer

Title of Tale:

Who are the characters?	
What are some character traits of the characters?	Main Character / Supporting Character
What is the conflict in the tale?	
What is the sequence of events in the tale?	
How is the conflict resolved?	
What is the theme, moral, or event explained in the tale?	
How does this tale have similar themes, topics, or patterns of events to another tale you have read?	

Day 3 WRITING Graphic Organizer

Writing Your Own Original Pourquoi Story
Graphic Organizer

"Pourquoi" is the French word for "why." Pourquoi stories are tales that explain WHY or HOW something is in the world. Many different cultures all over the world have pourquoi stories.

You will be creating your own original pourquoi story that explains how or why something is in nature. For example, how the snake got poison, why a dog barks, why leaves change color in Autumn. To help you write your story, think about the following things.

1. What is it that you are explaining? (Titles of pourquoi stories often start with "how" or "why.")

2. Who is your main character? (Is it a male or a female? An animal or human?

3. What other characters are there?

4. Where do they live?

5. When do they live? (Most pourquoi stories take place a long time ago.)

6. What is the problem in your story that leads to the thing you are explaining?

7. What steps are taken to solve the problem?

8. How is the story resolved?

9. How do we see this thing today?

10. What is the moral or lesson?

Day 5 Story

EnchantedLearning.com

The Ant and the Grasshopper

NAME:_____

One summer day, a lazy grasshopper was chirping and sitting and playing games, just as he did every day. A hard-working ant passed by, carrying a huge leaf that he was taking back to the ant's nest.

The grasshopper said to the ant, "All you ants do is work all day. You should be more like me and play, play, play.

The ant replied, "I'm storing food for the winter season. You should be working, for just the same reason. What will you eat when the weather gets cold? How will you feed your hungry household?"

The grasshopper laughed, "All you ants do is work and worry. Slow down, don't be in such a hurry. Just look around, there's plenty of food; don't gve me advice, that's just plain rude."

The ant kept working, the grasshopper kept playing, and winter soon came. The ant had prepared for the winter and had enough food stored in the nest to last through the cold, harsh winter weather.

Now that winter had arrived, the grasshopper couldn't find any food, and soon became very hungry. He soon remembered the hard-working ant he had made fun of in the summer. The grasshopper went to the ant's nest and asked for food.

The ant, who was still busy working at keeping the food clean and dry, said, "I toiled to save food for the winter freeze, while you spent the summer playing in ease. I stored just enough food for the winter, it's true, but I can't feed you all winter, or I'll starve too."

The ant gave the grasshopper a few crumbs, but the grasshopper was cold, miserable, and hungry all winter. The next summer, the grasshopper worked hard to store food for the upcoming winter. That next winter, the grasshopper was well fed and happy! He had learned to think ahead and plan for the future.

Day 5 graphic organizer

Pourquoi, Fables, and Myths
Graphic Organizer

Title of Tale:

Who are the characters?	
What are some character traits of the characters?	Main Character / Supporting Character
What is the conflict in the tale?	
What is the sequence of events in the tale?	
How is the conflict resolved?	
What is the theme, moral, or event explained in the tale?	
How does this tale have similar themes, topics, or patterns of events to another tale you have read?	

Day 6.

Fine feathers don't make fine birds.

Aesop For Children

A Peacock, puffed up with vanity, met a Crane one day, and to impress him spread his gorgeous tail in the Sun.

Milo Winter (1919)

"Look," he said. "What have you to compare with this? I am dressed in all the glory of the rainbow, while your feathers are gray as dust!"

The Crane spread his broad wings and flew up toward the sun.

"Follow me if you can," he said. But the Peacock stood where he was among the birds of the barnyard, while the Crane soared in freedom far up into the blue sky.

Moral

> The useful is of much more importance and value, than the ornamental.

esop.com/wp-content/uploads/...jpg

Pourquoi, Fables, and Myths
Graphic Organizer

Day 6 Graphic Organizer

Title of Tale:

Who are the characters?	
What are some character traits of the characters?	Main Character / Supporting Character
What is the conflict in the tale?	
What is the sequence of events in the tale?	
How is the conflict resolved?	
What is the theme, moral, or event explained in the tale?	
How does this tale have similar themes, topics, or patterns of events to another tale you have read?	

Day 7 Story

The Lion and the Mouse

by Aesop

From "Aesop's Fables"

A Lion lay asleep in the forest, his great head resting on his paws. A timid little Mouse came upon him unexpectedly, and in her fright and haste to get away, ran across the Lion's nose. Roused from his nap, the Lion laid his huge paw angrily on the tiny creature to kill her.

"Spare me!" begged the poor Mouse. "Please let me go and some day I will surely repay you."

The Lion was much amused to think that a Mouse could ever help him. But he was generous and finally let the Mouse go.

Some days later, while stalking his prey in the forest, the Lion was caught in the toils of a hunter's net. Unable to free himself, he filled the forest with his angry roaring. The Mouse knew the voice and quickly found the Lion struggling in the net. Running to one of the great ropes that bound him, she gnawed it until it parted, and soon the Lion was free.

"You laughed when I said I would repay you," said the Mouse. "Now you see that even a Mouse can help a Lion."

A kindness is never wasted.

Days 8 through 10 Stories

THE COMPETITION OF ATHENA AND POSEIDON

Featured Patron God: Poseidon
Featured Patron Goddess: Athena

Background: Athena was the goddess of wisdom. She could get angry, but more typically, she was wise, and kind, and understanding. Her father was the mighty Zeus. Zeus loved all his children. But one of his favorites was Athena.
Poseidon was the brother of Zeus and he ruled over the rivers and seas. He was always represented as carrying a trident and when struck the sea with this, fierce storms would arise.

***As the story goes … The Competition*, Athena & Poseidon**

Nearly every town in ancient Greece had a god that looked after the townspeople. Towns rarely had more than one god to keep an eye on their best interests. Most gods did not share well. So usually, it was one town and if the town was lucky, one god to watch over it.

Poseidon loved watching over towns. He usually picked coastal towns since he was the Lord of the Sea. Poseidon was a very powerful god. His brothers were Zeus and Hades. Poseidon was a moody fellow, but he loved his wife and children and he loved attention. He liked having people build temples in his honor and bring him gifts. They were not very useful gifts for a god, but he enjoyed getting them anyway. As Greece grew and developed, new towns sprang up all the time. Poseidon was always on the lookout for new coastal towns.

He was not the only god who loved to be in charge. Athena, along with other gods, enjoyed that role as well. One day, both Athena and Poseidon claimed a new village.

Most of the time, humans were grateful when they were selected to be under the care of a god. But two gods? That was one too many. Poseidon wanted them to chose which god they wanted. But the people did not want to choose. They could see only trouble ahead if they did.

Athena, goddess of wisdom, daughter of Zeus, understood their worry. She challenged her uncle Poseidon to a contest. Both gods would give the town a gift. The townspeople could decide which gift was the more useful.

Poseidon slapped his specter against the side of the mountain. A stream appeared. The people were excited. A source of fresh water was so important! But when they tried to drink the water, they discovered it was not fresh at all. It was salt water!

Athena waved her arm and an olive tree appeared. The people nibbled at the olives. They were delicious! The people were excited. The olive tree would provide wood for building homes. Branches would provide kindling for kitchen stoves and fireplaces. The olives could be used for food. The fruit could pressed to release cooking oil. It was wonderful.

But theirs was a coastal village. The people could not risk angering the Lord of the Sea, the mighty Poseidon. As it turned out, they did not have to choose. Poseidon chose for them. He laughed his mighty laugh, sending waves crashing against the shoreline. Poseidon proclaimed his niece the winner! In her honor, they named their village Athens.

Pourquoi, Fables, and Myths
Graphic Organizer

Day 8 Graphic Organizer

Title of Tale:

Who are the characters?	
What are some character traits of the characters?	Main Character / Supporting Character
What is the conflict in the tale?	
What is the sequence of events in the tale?	
How is the conflict resolved?	
What is the theme, moral, or event explained in the tale?	
How does this tale have similar themes, topics, or patterns of events to another tale you have read?	

Days 8 through 10 stories continued

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Pourquoi, Fables, and Myths
Graphic Organizer

Day 9 Graphic Organizer

Title of Tale:

Who are the characters?	
What are some character traits of the characters?	Main Character / Supporting Character
What is the conflict in the tale?	
What is the sequence of events in the tale?	
How is the conflict resolved?	
What is the theme, moral, or event explained in the tale?	
How does this tale have similar themes, topics, or patterns of events to another tale you have read?	

Days 8 through 10 stories continued

The Reason for Seasons - Demeter & Persephone

Zeus, the king of all the gods, had two brothers and three sisters. Each had an important job. His sister, Demeter, was in charge of the harvest. If Demeter did not do her job, the crops could die, and everyone would starve. It was important to keep Demeter happy. Everyone helped out with that - both gods and mortals. It was that important.

As the story goes ....

Demeter loved her little daughter, Persephone. They played together in the fields almost every day. As Persephone smiled up at her mother, Demeter's heart swelled with happiness, and the crops grew high and healthy. Flowers tumbled everywhere. As time passed, Persephone grew into a lovely goddess. That's when the trouble started.

Hades, the king of the underworld, was a gloomy fellow. He normally hung out in the Underworld.

One day, Hades felt restless. He decided to take his three-headed dog out for a chariot ride. Cerberus, his dog, usually stood guard at the gate to Underworld. But Hades gave his pup a break now and then. He scooped up Cerberus, and left a couple of spirits in charge instead.

Hades flew his chariot up to earth. Cerberus leaped out of the chariot and ran around, sniffing flowers with all three of his heads. The dog ran up to a lovely young woman, the goddess Persephone. Some people might have been startled if a three-headed dog came tearing up. But Persephone only laughed and scratched his heads.

Hades loved that old dog. He watched his dog playing happily with Persephone. He heard Persephone's delighted laugh. Hades fell deeply in love. Before anyone could stop him, he grabbed his niece, his dog, and his chariot and dove deep into the darkest depths of the Underworld.

Hades locked Persephone in a beautifully decorated room in the Hall of Hades. He brought her all kinds of delicious food. Persephone refused to eat. She had heard if you ate anything in Hades, you could never leave. She had every intention of leaving as soon as she could figure out how to do so.

Over a week went by. Finally, in desperate hunger, Persephone ate six pomegranate seeds. She promptly burst into tears.

She was not the only one crying. Demeter, her mother, missed her daughter terribly. She did not care if the crops died. She did not care about anything except finding her daughter. No one knows who told Zeus about it, but it was clear this could not go on. Zeus sent his son Hermes to work a deal with Hades.

This was the deal Hermes worked out: If Persephone would marry Hades, she would live as queen of the Underworld for six months each winter. In the spring, Persephone would return to earth and live there for six months. No one especially liked the deal, but everyone finally agreed.

Every spring, Demeter makes sure flowers are blooming and crops are growing and the fields are green with welcome. Every fall, when Persephone returns to the underworld, Demeter ignores the crops and flowers and lets them die. Each spring, Demeter brings everything to life again, ready to welcome her daughter's return. To the ancient Greeks, that was the reason for seasons - winter, spring, summer, fall.

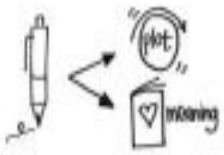
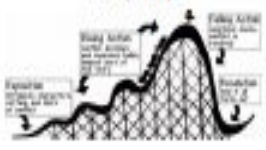
Pourquoi, Fables, and Myths
Graphic Organizer

Day 10 Graphic Organizer

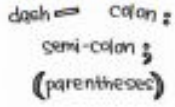
Title of Tale:

Who are the characters?	
What are some character traits of the characters?	Main Character / Supporting Character
What is the conflict in the tale?	
What is the sequence of events in the tale?	
How is the conflict resolved?	
What is the theme, moral, or event explained in the tale?	
How does this tale have similar themes, topics, or patterns of events to another tale you have read?	

Pourquoi Checklist and Rubric

Criterion B: Organizing			
Lead 	I wrote a **beginning** in which set the plot or story in motion. I also but also hinted at the larger meaning the story would convey.	Rate yourself 1 - 8:	Final Score 1 - 8:
Transitions	I used **transitional phrases t**o connect what happened to why it happened such as *if I hadn't... I might not have.... Because of ...,* and *little did I know*		
Ending	I wrote an **ending** that connected to what the story was really about.		
Ending	I gave readers a sense of **closure** by showing a new realization, insight or change in a character or narrator.		
Paragraphs	I used **paragraphs** purposefully, perhaps to show time or setting changes, new parts of the story, or to create suspense for readers.		
Sequence of Events 	I created a **sequence of events** that was clear.		

Criterion C: Producing			
Elaboration	I developed **realistic characters**, and developed the details, action, dialogue, and internal thinking that contributed to the deeper meaning of the story.		
Craft	I developed **character traits** and **emotions** through what characters said and did. I developed some relationships among characters to show why the acted and spoke as they did. I told the internal as well as the external story.		
Craft	I chose several key parts to stretch out and several to move through more quickly.		

Criterion D: Using Language			
Craft	I used precise **descriptions** and **figurative language** to help readers picture the setting, actions, events, and bring forth meaning.		
Craft	I **varied my sentences** to create the pace and tone of my narrative and to engage my readers *and* used language that fit my story's meaning. For example, in parts that had different dialogue, different characters, and used different kinds of language.		
Spelling	I used resources to be sure the words in my writing were **spelled correctly**.		
Punctuation 	I used **punctuation** to help set a mood, convey meaning, and/or build tension in my story.		
Dialogue	I used **dialogue** to develop the characters in my story. My dialogue uses correct punctuation (quotation marks, commas, and new paragraphs). I used a variety of dialogue tags to show character emotion.		

As your child learns new content, we are also asking them to continue to focus on the "HOW" of their learning, not just the "WHAT". These are called Mathematical practices.

Mathematical Practices

1. Make sense of problems and **persevere** in solving them.
2. **Reason** abstractly and quantitatively.
3. Construct **viable arguments** and critique the reasoning of others.
4. **Model** with mathematics.
5. Use appropriate **tools** strategically.
6. Attend to **precision**.
7. Look for and make use of **structure**.
8. Look for and **express** regularity in **repeated reasoning**.

MATH PROBLEM SOLVING

Solve these real life area and perimeter word problems. First, determine if you need to find the area or the perimeter to complete the problem. Use scratch paper. Drawing and labeling a picture might be helpful.

1. A farmer needs to build a goat pen. The pen will be 10 yards wide and 19 yards long. The fencing material costs $5.00 per yard. How much will it cost to buy enough fencing material to build the goat pen?

2. Eric's math team certificate is 15 centimeters tall and 30 centimeters wide. He wants to put the certificate in a fancy frame that costs $1.00 per centimeter. How much will it cost to frame Eric's certificate?

3. A square garden has sides that are 22 feet long. Fencing costs $3.00 per foot. How much would it cost to put a fence around the garden?

4. Jayce's dining room is 11 feet wide and 25 feet long. Jayce wants to install wooden trim around the top of the room. The trim costs $2.00 per foot. How much will it cost Jayce to buy enough trim?

5. A beach volleyball court is 8 meters wide and 16 meters long. The rope used for the boundary line costs $2.00 per meter. How much would it cost to buy a new boundary line for the court?

6. A bakery is 12 meters wide and 18 meters long. The baker wants to put a wooden shelf around the inside of the bakery. The wooden shelving costs $25.00 per meter. How much will the baker's shelf cost?

MATH PROBLEM SOLVING (CONT.)

7. Morgan's kitchen counter is 5 feet wide and 9 feet long. She wants to replace the counter with a granite countertop, which would cost $17.00 per square foot. How much would the granite countertop cost?

8. The sides of a square-shaped room are 9 feet long. Carly wants to buy carpet to cover the floor of the room. If the carpet costs $9.00 per square foot, how much will it cost to buy enough carpet for the room?

9. A rectangular garage is 11 yards long and 7 yards wide. It costs $2.00 per square yard to put in a new concrete floor. How much would it cost to put a new concrete floor in the garage?

10. Marie needs to buy a bathroom mirror that is 4 feet wide and 5 feet long. If the mirror sells for $3.00 per square foot, what will the total cost of the mirror be?

11. A restaurant chef wants to install a new floor in her kitchen. The kitchen measures 7 meters wide and 14 meters long, and the flooring costs $2.00 per square meter. How much will the chef's new floor cost?

12. Laura wants to build a rectangular garden with a fence around it. She has 36 meters of fencing ready to go. With that 36 meters of fencing, how many different ways can she create her garden? Which rectangular configuration would give her the biggest garden? Try to find at least two garden choices. (Using whole numbers only, no fractions or decimals.)

Answers are on the following page. (No peeking!)

MATH PROBLEM SOLVING (Answers)

1. $290.00
2. $90.00
3. $264.00
4. $144.00
5. $96.00
6. $1,500.00
7. $765.00
8. $729.00
9. $154.00
10. $60.00
11. $196.00
12. There are nine different gardens she could build. They would all have the same perimeter, 36 meters, but they are not all the same size in area.

    If she built a 9 X 9 garden, she would have 81 square meters of garden space.

    If she built a 10 X 8 garden, she would have 80 square meters of garden space.

    If she built a 11 X 7 garden, she would have 77 square meters of garden space.

    If she built a 12 X 6 garden, she would have 72 square meters of garden space.

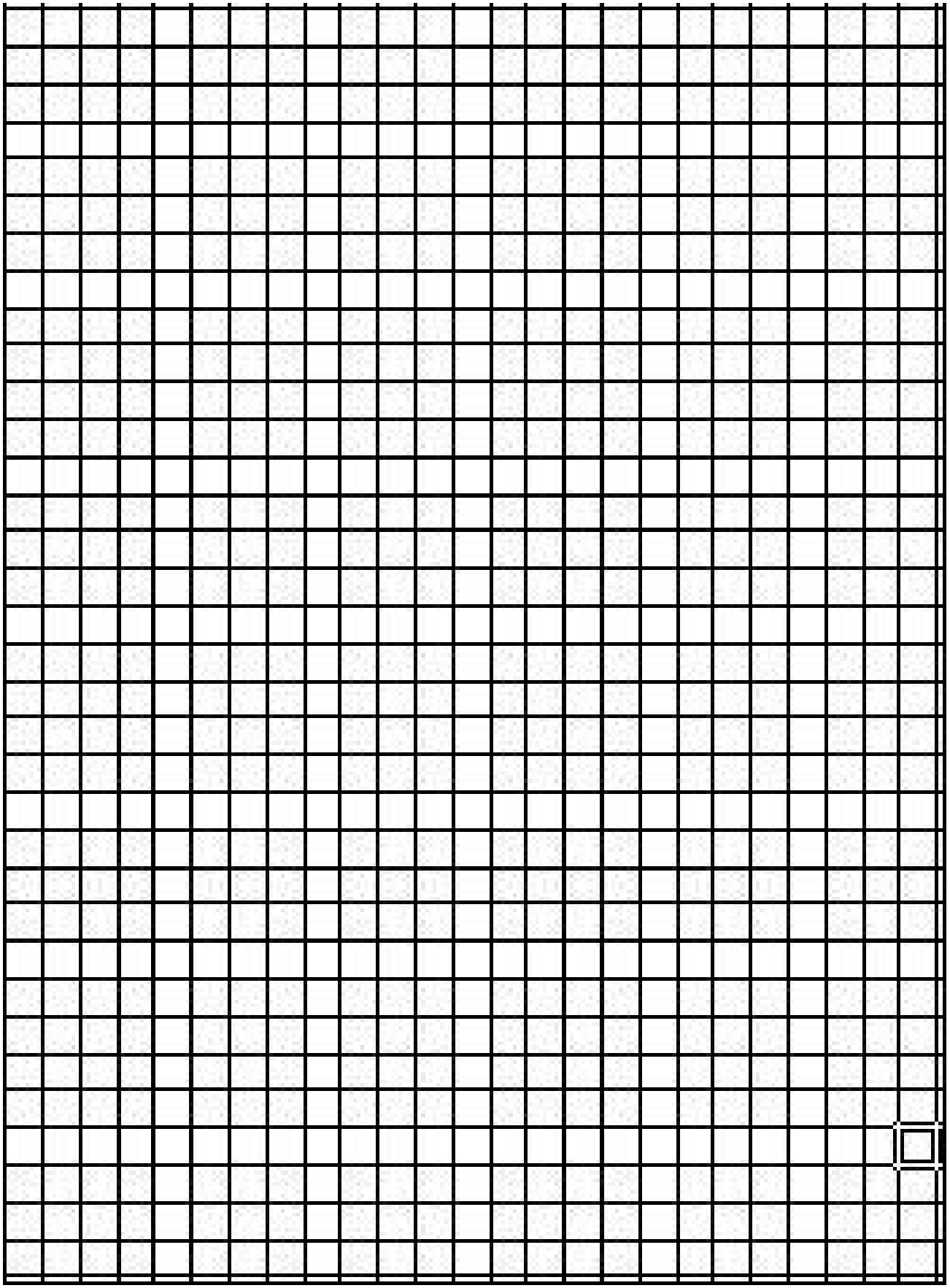
    If she built a 13 X 5 garden, she would have 65 square meters of garden space.

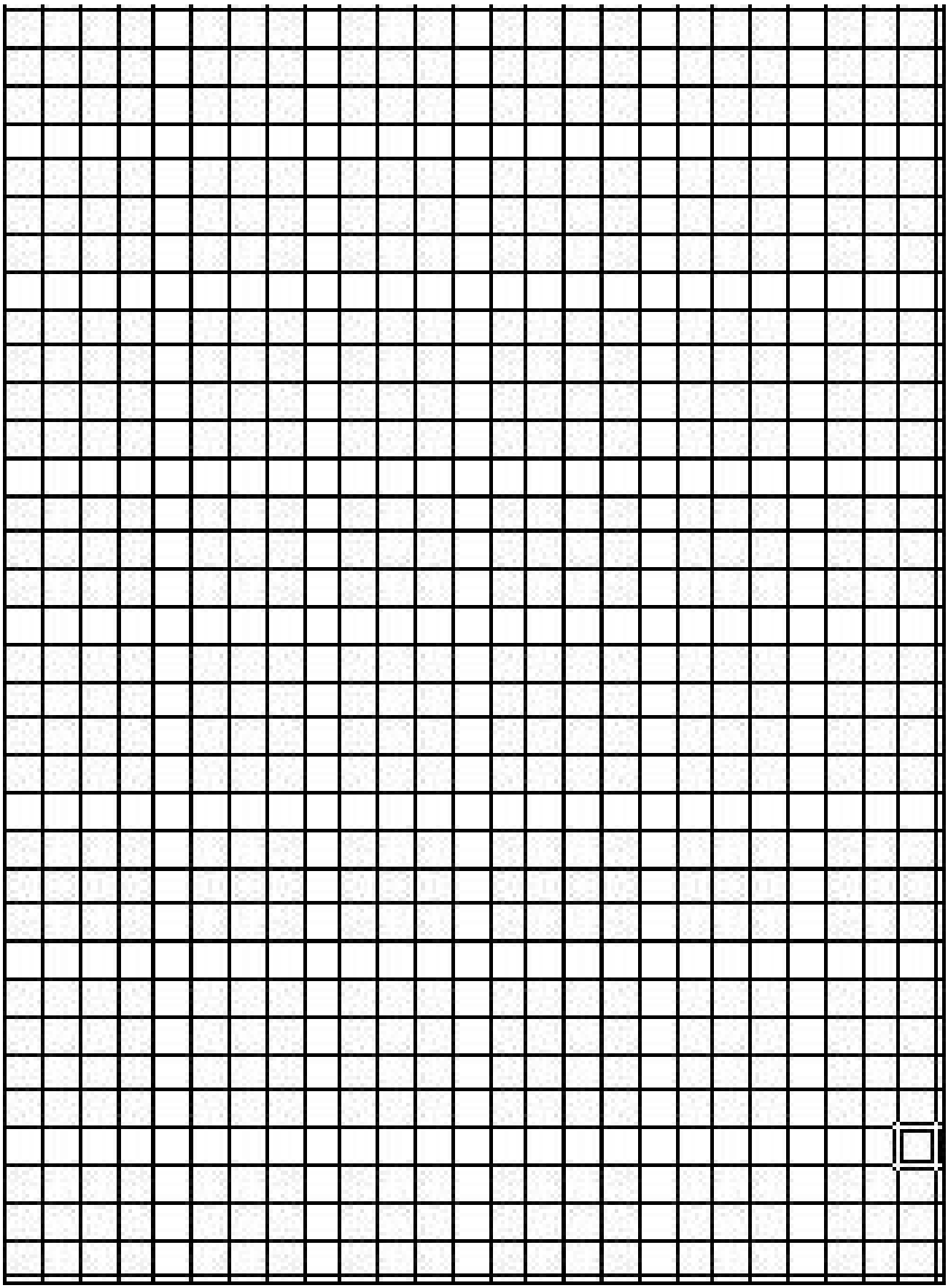
    If she built a 14 X 4 garden, she would have 56 square meters of garden space.

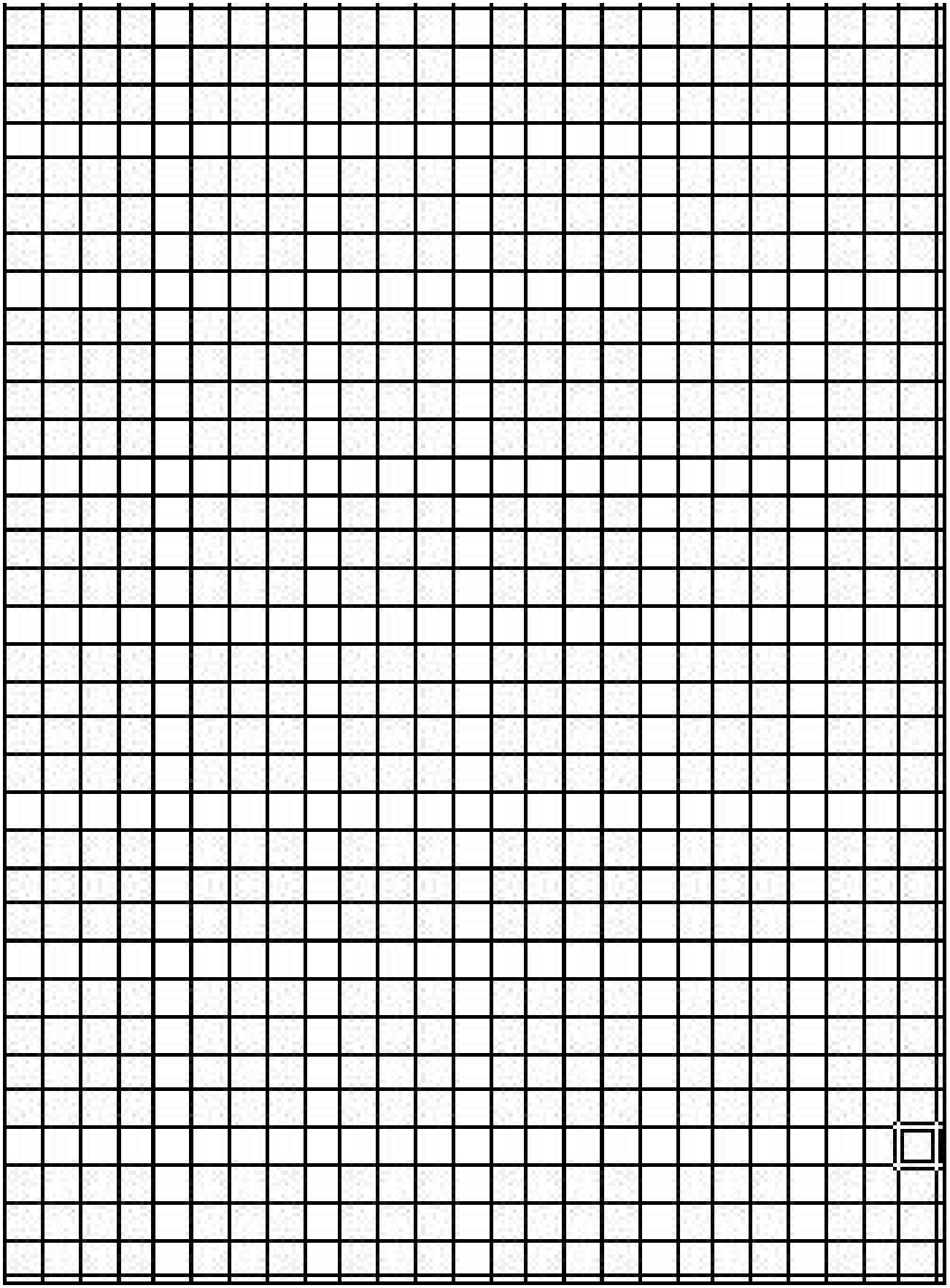
    If she built a 15 X 3 garden, she would have 45 square meters of garden space.

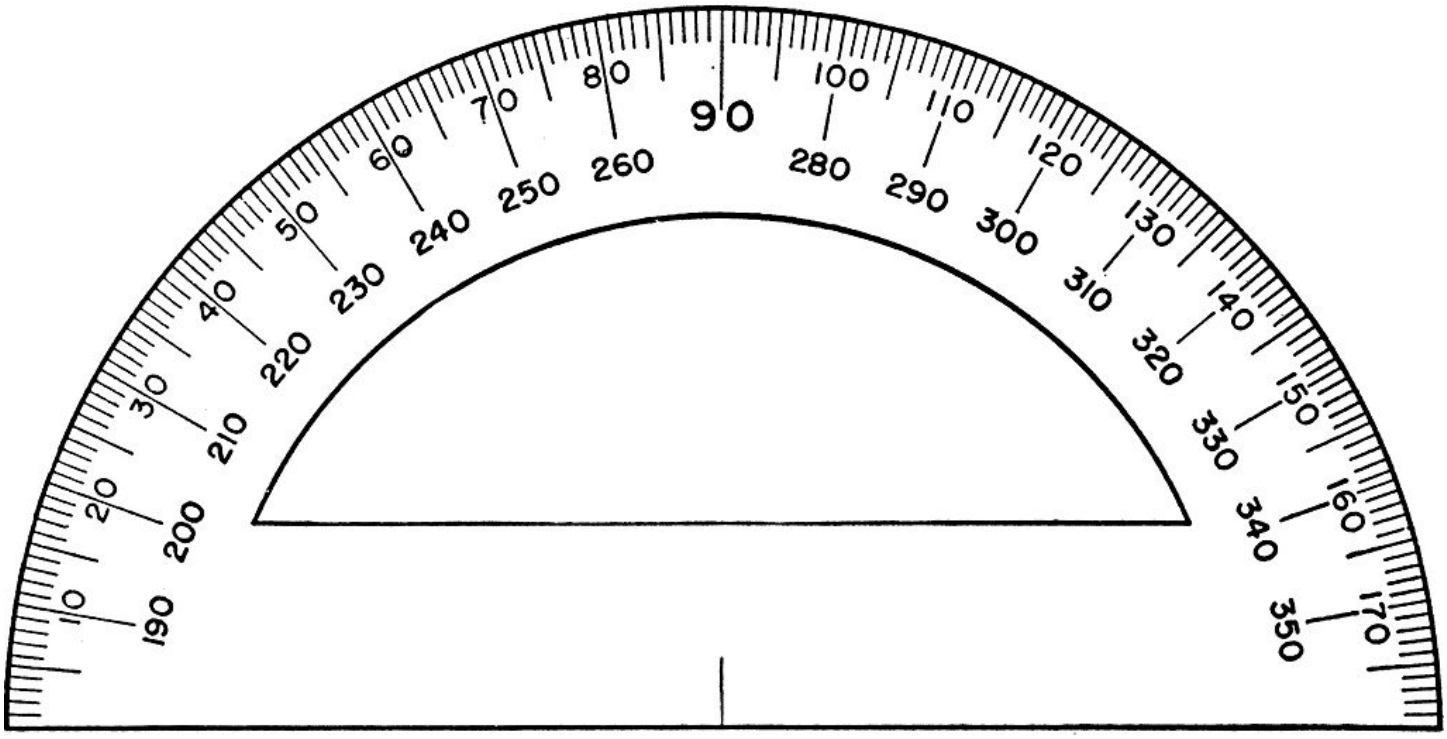
    If she built a 16 X 2 garden, she would have 32 square meters of garden space.

    If she built a 17 X 1 garden, she would have 17 square meters of garden space.





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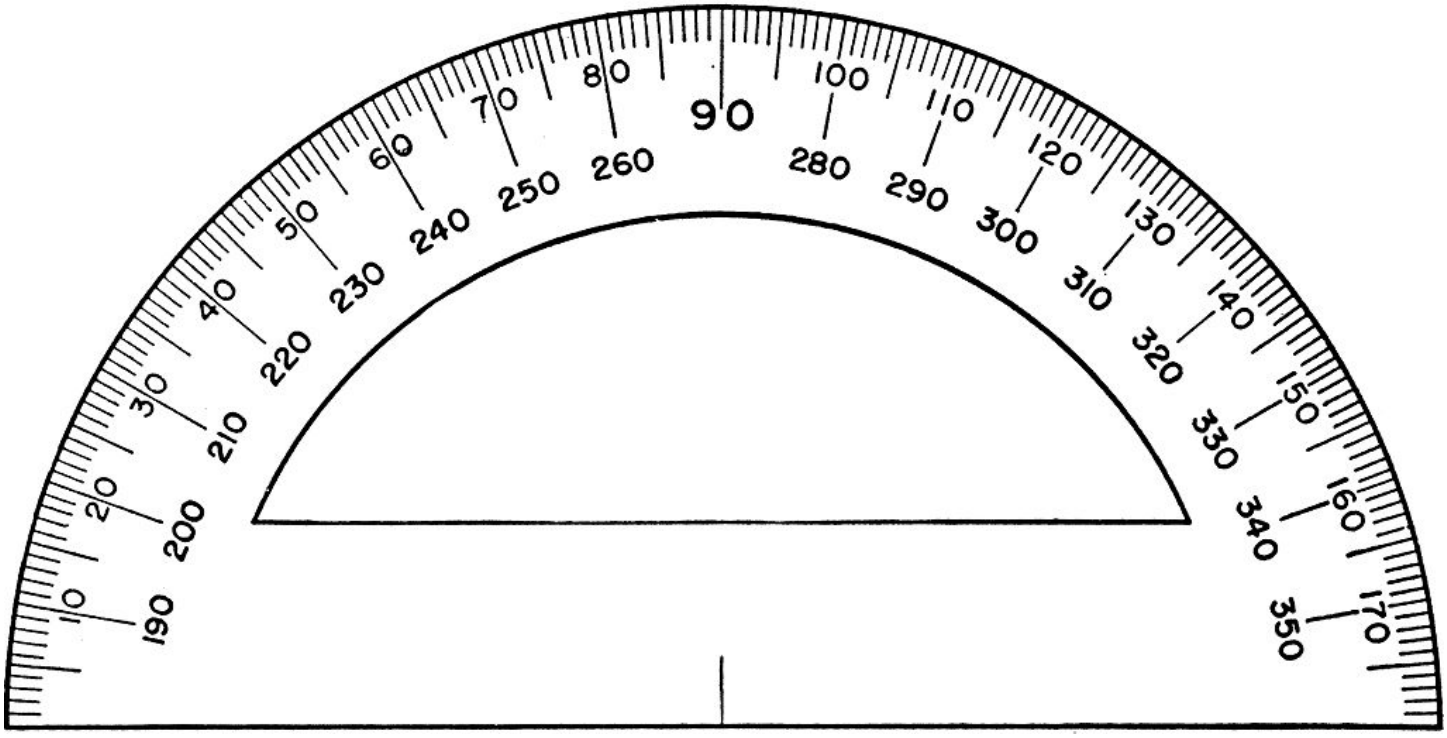
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Doggy Dilemma - The Problem

Your parents are finally letting you get a dog after YEARS of begging. However they need you to do something first (nothing comes without a little work). In your neighborhood there is a requirement that dogs must be kept in an enclosed fence (dog pen) in the backyard when they are outside.

Your parents need you to:

1. Choose a dog that is appropriate for your family.
2. Map out the fenced area (dog pen) in the backyard on the graph paper attached.
3. Choose a type of fencing from the table.
4. Calculate the cost of the fencing for your dog pen by finding the perimeter.
5. Calculate the area of the fenced dog pen.
6. Write a letter explaining all of your choices: the dog you chose and why, the square footage of your dog pen, the reason you made your dog pen the size that it is, and the type of fencing you chose. Don't forget to include the final cost of the fencing in your letter.

Details you should think about:

- ❑ Your backyard is 30' x 35'.
- ❑ Your little sister wants space to set up her pool in the summer. She needs about 50 square feet for that. She doesn't really want it to be inside the fenced area because she is afraid the dog will go to the bathroom in her pool. Please include that space in your backyard plan and label it POOL.
- ❑ When you decide the size of your dog pen, consider the activity level and size of the dog you are choosing.
- ❑ When you choose the fence type, you may want to consider how tall your dog is, and how high a dog can jump.
- ❑ For dogs that like to dig, you'll need to put chicken wire or large stones around the base of the fence to keep them from escaping.
- ❑ Do you need four sides of fencing, or can one side be the back of the house (which has a back door)? If you are using the house as one side of your fence, draw the house in your diagram.
- ❑ Label the dimensions of your diagram in feet. When you calculate the total perimeter, include that number inside your dog pen. Include the total area inside your dog pen as well.

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Doggy Dilemma - Information

Dogs available for adoption:

Dog Breed	Dog Details
Siberian Husky	Siberian Huskies are 35-60lbs as a full grown dog. They live between 12-14 years. They are bred to haul things for hundreds of miles. The ancestor of the Siberian Husky is the wolf. The average height of a Siberian Husky is 21-24 inches. Some Siberian Huskies have been known to jump up to 5 feet from a sitting position. They also love to dig.
Golden Retriever	Golden Retrievers weigh 60-75lbs as a full grown dog. Their life span is 10-12 years. Golden Retrievers are known for being kind, friendly, loyal, and calm. Golden Retrievers are often used as guide dogs. The average height is between 23-24 inches tall. Golden Retrievers require 2 or more hours of exercise daily.
Beagle	Beagles weigh 20-25lbs as a full grown dog. They have a great sense of smell and tracking instinct. The Beagle will typically live 12-15 years. Beagles have been bred for hunting rabbits. Beagles are excellent diggers. They grow to a height of 13-16 inches high. Some Beagles have been known to jump as high as four feet.

Types of fencing available for purchase:

Fencing information	Fencing Cost
Chain Link – 6 feet tall, 50 foot roll	$256.00 per roll
Vinyl Panels – 6 feet tall, 6 foot sections	$151.00 per section
Wood Picket – 3 feet tall, 8 foot sections	$73.00 per section
Chicken Wire – 1 foot tall, 25 foot roll	$7.00 per roll
Large Stones – 1 foot brick	$1.00 per brick

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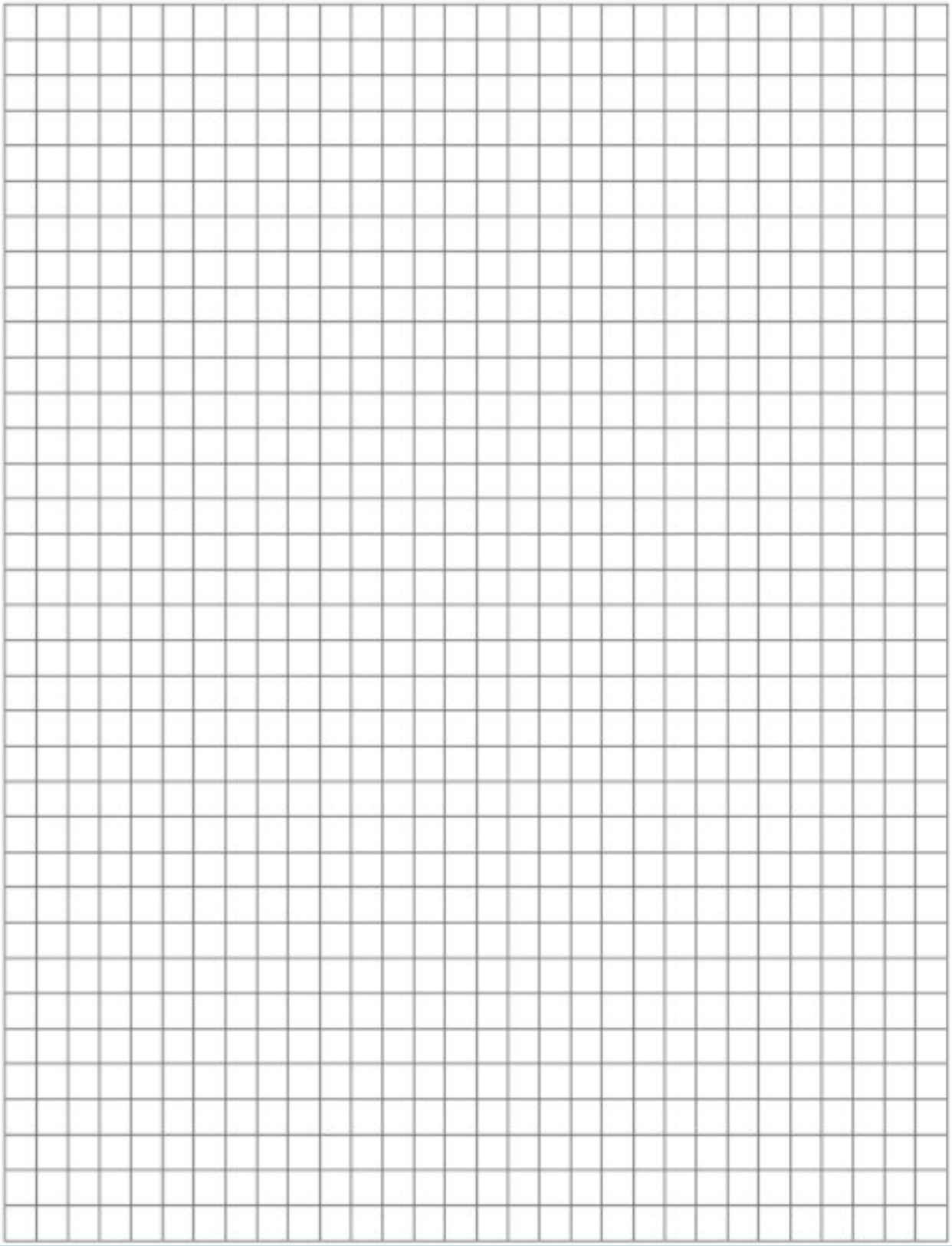
Doggy Dilemma - The Diagram



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Secret Shapes Activity: (On Day 8 of this packet)

Use the instructions below to create each of these three secret shapes. You will need paper and pencil, a protractor, and a centimeter ruler (most protractors have one right on it). Label each point and angle as you go; it will make it much easier!

Secret Shape #1: Triangle ABC

1. Draw Side AB. Make it exactly 4 cm long.
2. Draw Angle B. Make it exactly 45 degrees, turning to the left at Point B as you come from Point A.
3. Draw Side BC. Make it exactly 5 cm long.
4. Draw Side CA (Complete the triangle). You've completed the first secret shape!
5. Compare your shape to the template on the next page. If it matches perfectly (or almost perfectly), move on to the next shape. If it doesn't fit, see if you can follow the steps again and create it correctly. The template will probably not be full size, so your shape may appear bigger, but still have the correct measurements.

Secret Shape #2: Quadrilateral ABCD

1. Draw Side AB. Make it exactly 10 cm long.
2. Draw Angle B. Make it exactly 120 degrees, turning left at Point B as you come from Point A.
3. Draw Side BC. Make it exactly 7 cm long.
4. Draw Angle C. Make it exactly 50 degrees, turning left at Point C as you come from Point B.
5. Make Side CD exactly 6 cm long.
6. Draw Side CA (complete the quadrilateral by connecting Point C to Point A.
7. Compare your shape to the template. Successful? Move on! Not quite right? Try again.

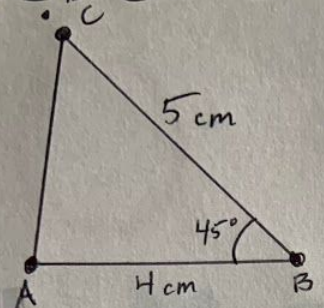
Secret Shape #3: Pentagon ABCDE (irregular pentagon)

1. Draw Side AB. Make it exactly 6 cm long.
2. Draw Angle B. Make it exactly 90 degrees (a right angle), turning left at Point B as you come from Point A.
3. Draw Side BC. Make it exactly 8 cm long.
4. Draw Angle C. Make it exactly 120 degrees, turning to the left at Point C as you come from Point B..
5. Draw Side CD. Make it exactly 5 cm long.
6. Draw Angle D. Make it exactly 90 degrees (right angle), turning to the left at Point D as you come from Point C.
7. Draw Line DE. Make it exactly 3 cm long.
8. Draw Side EA by connecting Point E to Point A. You've finished the pentagon!
9. Compare your shape to the template….Success? If so, you are an awesome secret shape maker with excellent distance and angle measuring skills. Well done!

   Be sure you share your success on this activity with your teacher!

   The Secret Shapes Template to check your shapes against is on the next page! Don't look until you have completed each shape;)

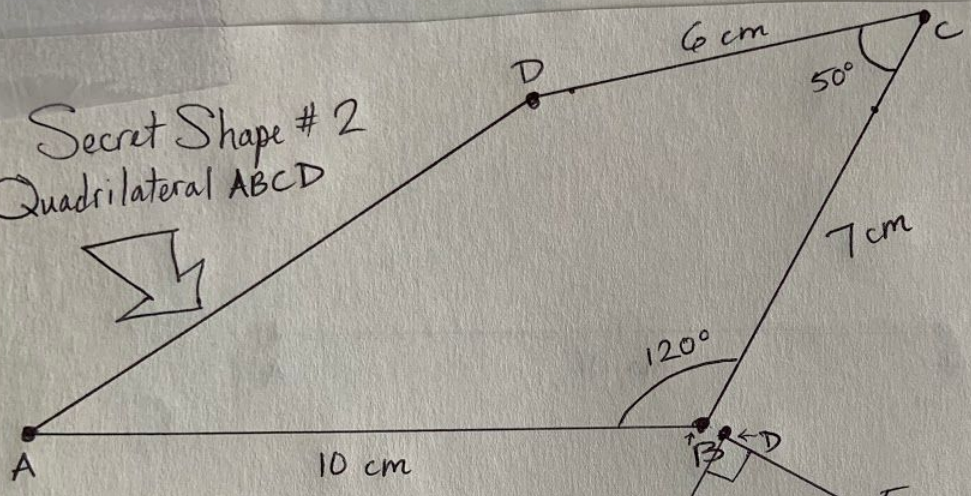
Secret Shapes : KEY



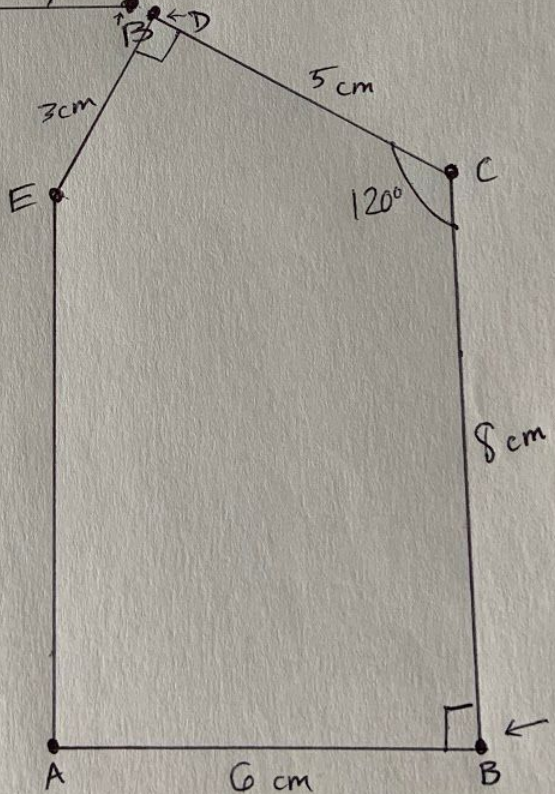
Secret Shape # 1:
Triangle ABC

Does the triangle you made match the shape?

Secret Shape # 2
Quadrilateral ABCD



Secret Shape # 3
Pentagon ABCDE



A square in the corner means it's a right angle (90°)

If you were successful making these shapes, you are a *Master of Angle Measurement!*