# Health Related School Closure

## Student Packet

**Teacher Name:**

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**Grade Level:** 3

**Course:** English Language Arts, Math, Social Studies, Science

**School:** School #9

**Phase/Days:** Phase 5, days 41-50

**Student Name:**
3rd Grade
Daily Home Instructions for Days 41-50

Day 41
Math: 1. Choose 3 activities from the choice boards labeled days 41-45. Use the Choice Board Recoding Sheet to record your answers. Grading Rubric and Grid Paper included.
2. Successmaker—one round of successmaker daily.
3. Optional—Happy Numbers and/or Imagine Math Facts. (Contact Mrs. Rose or Mrs. Luele if you do not have your passcodes.)
Science: Read Fossil article. Underline or highlight important information.
Language Arts & Social Studies: You will be creating a smoothie stand since summer is right around the corner!
1. If you are unsure as to what a smoothie is, google types of smoothies on the internet.
   Complete the CHOOSING A LOCATION page.
2. Follow the directions on the page. Circle the location you like the best!
3. Location Examples: baseball field, outside your house, park...

Day 42
Math: 1. Choose 3 activities from the choice boards labeled days 41-45. Use the Choice Board Recoding Sheet to record your answers. Grading Rubric and Grid Paper included.
2. Successmaker—one round of successmaker daily.
3. Optional—Happy Numbers and/or Imagine Math Facts. (Contact Mrs. Rose or Mrs. Luele if you do not have your passcodes.)
Science: Choose 1 activity from Fossil choice board and complete on paper. (If you choose the foldable the template is included in the packet.)
Language Arts & Social Studies:
1. Read the directions for the SMOOTHIE STAND DETAILS page.
2. Name Examples: Choose a cool, unique name for your smoothie stand.
3. Types of Smoothie: come up with different flavors like Pineapple Crush.
4. Size of Stand: small, medium, large?
5. Design & Décor: fancy, modern, tropical? Look up different design styles.
6. Specialties: Will you have special smoothies or days like Mango Mondays?
7. Other Ideas: List 3 other cool ideas that will work with a smoothie stand. Maybe uniforms for your employees?

Day 43
Math: 1. Choose 3 activities from the choice boards labeled days 41-45. Use the Choice Board Recoding Sheet to record your answers. Grading Rubric and Grid Paper included.
2. Successmaker—one round of successmaker daily.
3. Optional—Happy Numbers and/or Imagine Math Facts. (Contact Mrs. Rose or Mrs. Luele if you do not have your passcodes.)
Science: Choose 1 activity from Fossil choice board and complete on paper. (If you choose the foldable the template is included in the packet.)
Language Arts & Social Studies:
1. Read the directions for the SMOOTHIE STAND SUPPLIES page.
2. Make a list of 10 things you will need for your smoothies stand.
3. Example: blender, ice...

Day 44
Math: 1. Choose 3 activities from the choice boards labeled days 41-45. Use the Choice Board Recoding Sheet to record your answers. Grading Rubric and Grid Paper included.
2. Successmaker—one round of successmaker daily.
3. Optional—Happy Numbers and/or Imagine Math Facts. (Contact Mrs. Rose or Mrs. Iuele if you do not have your passcodes.)
Science: Choose 1 activity from Fossil choice board and complete on paper. (If you choose the foldable the template is included in the packet.)
Language Arts & Social Studies:
1. Read the directions for the DESIGN IT & NAME IT page.

Day 45
Math: 1. Choose 3 activities from the choice boards labeled days 41-45. Use the Choice Board Recoding Sheet to record your answers. Grading Rubric and Grid Paper included.
2. Successmaker—one round of successmaker daily.
3. Optional—Happy Numbers and/or Imagine Math Facts. (Contact Mrs. Rose or Mrs. Iuele if you do not have your passcodes.)
Science: Be sure that you have completed 3 activities form the Fossil Choice Board. Use the Assessment Criteria sheet attached and make improvements if needed.
Language Arts & Social Studies:
1. Read the directions for the SMOOTHIE OF THE DAY page.
2. Create a different smoothie for each day and include the price and ingredients.
3. Example: Pineapple Crush $4.25 pineapple chunks, pineapple yogurt, ice, whipped cream, and a pineapple wedge on top.

Day 46
Math: 1. Choose 3 activities from the choice boards labeled days 46-50. Use the Choice Board Recoding Sheet to record your answers. Grading Rubric and Grid Paper included.
2. Successmaker—one round of successmaker daily.
3. Optional—Happy Numbers and/or Imagine Math Facts. (Contact Mrs. Rose or Mrs. Iuele if you do not have your passcodes.)
Science: Read the article Weather and Climate. Underline or highlight important information.
Language Arts & Social Studies:
1. Read the directions for the SMOOTHIE OPTIONS page.
2. Make different smoothies that you will serve every day. DO NOT use the same smoothies from your smoothie of the day specials.
3. Explain why that smoothie will sell underneath each jar.

Day 47
Math: 1. Choose 3 activities from the choice boards labeled days 46-50. Use the Choice Board Recording Sheet to record your answers. Grading Rubric and Grid Paper included.
2. Successmaker—one round of successmaker daily.
3. Optional—Happy Numbers and/or Imagine Math Facts. (Contact Mrs. Rose or Mrs. Iuele if you do not have your passcodes.)

Science: Choose 1 activity from Weather choice board and complete on paper. (If you choose the foldable or the survey, the template is included in the packet.)

Language Arts & Social Studies:
1. Read the directions for the PICTURE-PERFECT page.
2. Use descriptive words and color the smoothie jar. Add details to your drawing and label the ingredients.

Day 48
Math: 1. Choose 3 activities from the choice boards labeled days 46-50. Use the Choice Board Recording Sheet to record your answers. Grading Rubric and Grid Paper included.
2. Successmaker—one round of successmaker daily.
3. Optional—Happy Numbers and/or Imagine Math Facts. (Contact Mrs. Rose or Mrs. Iuele if you do not have your passcodes.)
Science: Choose 1 activity from Weather choice board and complete on paper. (If you choose the foldable or the survey, the template is included in the packet.)

Language Arts & Social Studies:
1. Read the directions for the CREATE A MENU project.
2. Label and draw the summer activities in your town where you will be selling your smoothies.
3. Example: carnival, pool?

Day 49
Math: 1. Choose 3 activities from the choice boards labeled days 46-50. Use the Choice Board Recording Sheet to record your answers. Grading Rubric and Grid Paper included.
2. Successmaker—one round of successmaker daily.
3. Optional—Happy Numbers and/or Imagine Math Facts. (Contact Mrs. Rose or Mrs. Iuele if you do not have your passcodes.)
Science: Choose 1 activity from Weather choice board and complete on paper. (If you choose the foldable or the survey, the template is included in the packet.)

Language Arts & Social Studies:
1. Read the directions for the CREATE A MENU project.
2. Research facts about smoothies or use what you already know. Tell me 5 cool things about your stand. Use complete sentences.
3. Example: The smoothies we sell are made from fresh ingredients and are very healthy for a quick meal in the morning!

Day 50
Math: 1. Choose 3 activities from the choice boards labeled days 46-50. Use the Choice Board Recording Sheet to record your answers. Grading Rubric and Grid Paper included.
2. Successmaker—one round of successmaker daily.
3. Optional—Happy Numbers and/or Imagine Math Facts. (Contact Mrs. Rose or Mrs. Iuele if you do not have your passcodes.)

**Science:** Be sure that you have completed 3 activities form the Weather Choice Board. Use the Assessment Criteria sheet attached and make improvements if needed.

**Language Arts & Social Studies:**
1. Read the directions for the CREATE A MENU project.
2. Create a menu. Color each picture, and include the prices for each item.

*** Please log into your google classroom to communicate with your teachers***

Google Classroom Codes
Ms. Fantozzi – pezbhwu       Ms. James - 7fafmx4
Mrs. Iuele - 4sg4q7n         Mrs. Rose - qicouws
### MATH

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| Explain how multiplication and division are related. | Explain how you find the missing number in a multiplication problem. Example: $3 \times ? = 15$ | Explain how you find the missing number in a division problem. Example: $15 \div ? = 5$ | Solve for the missing number in each multiplication problem. 
$3 \times ? = 18$
$7 \times ? = 28$
$3 \times ? = 27$
$? \times 6 = 30$
$? \times 9 = 54$
| Solve for the missing number in each division problem. 
$25 \div ? = 5$
$36 \div ? = 4$
$21 \div ? = 7$
$12 \div ? = 2$
$42 \div ? = 7$ | Create six multiplication equations with missing numbers. Solve for the missing number. Example: $3 \times 1 = 12$ 
$? \times 1 = 4$ | Create six division equations with missing numbers. Solve for the missing number. Example: $35 \div ? = 5$ 
$? \div ? = 7$ | Create fact families for the following sets of numbers. 
$3, 6, 18$
$2, 4, 8$
$3, 4, 13$
$6, 5, 30$
| Explain the concept of multiplication. Use equations, models, and words in your explanation. | Label the parts of the multiplication problem. Explain what each part of the problem represents. 
$4 \times 5 = 20$ | Draw arrays to represent the following multiplication problems. Then solve the problems. 
$3 \times 7$
$4 \times 4$
$5 \times 3$
$2 \times 6$
$6 \times 4$ | Choose two numbers. Use the numbers to create a multiplication problem. Draw a picture to solve the multiplication problem. Repeat 3 times.
| Write multiplication problems for the following scenarios: 
6 groups of 4
4 groups of 3
7 groups of 5
5 groups of 8 | Describe two ways to model multiplication. Use this multiplication in your descriptions: 
$5 \times 4 =$ | Explain the relationship between multiplication and addition. | Write a story problem about six groups of an object. Have each group contain four of the objects.

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*Days 41 - 45*
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<tr>
<td><strong>Create a poster explaining the concept of area. Include two strategies that you would use to determine area.</strong></td>
<td><strong>Draw three different rectangles with an area of 12 square units.</strong></td>
<td><strong>Use grid paper to draw as many shapes as you can with an area of 24 square units. The shapes do not have to be rectangles.</strong></td>
<td><strong>Explain the difference between inches and square inches.</strong></td>
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<td><strong>Explain how you can find the area of a rectangle by tiling it. Use a model and words in your explanation.</strong></td>
<td><strong>How can you use multiplication to find the area of a rectangle? Use a model and words to explain why using multiplication works.</strong></td>
<td><strong>Describe two ways to determine area of the shape shown.</strong></td>
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<tr>
<td><strong>Create a poster explaining the concept of perimeter. Include the steps you take to determine the perimeter in your poster.</strong></td>
<td><strong>Draw a rectangle. Choose two numbers for the lengths and widths of the rectangle. Determine the perimeter of the rectangle.</strong></td>
<td><strong>Draw a square. Choose a number for the dimensions of the square. Determine the perimeter of the square.</strong></td>
<td><strong>Draw a five sided shape (pentagon). Choose five number cards for the dimensions of the shape. Determine the perimeter of the pentagon.</strong></td>
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<tr>
<td><strong>Compare and contrast perimeter and area. Include models and words in your explanation.</strong></td>
<td><strong>Determine some possible dimensions for a rectangle with a perimeter of 40 inches.</strong></td>
<td><strong>Explain how you can find an unknown side of a rectangle.</strong></td>
<td><strong>Explain two real life situations where someone would use perimeter.</strong></td>
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*Days 41-45*
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Days 41-45
Use 3 Boxes Daily
3.MD.3

**Math**

- **M**: Explain how graphs can be used to display data and information.
- **A**: Compare and contrast picture graphs and bar graphs.
- **T**: What does it mean when a graph is scaled? Create a graph that is scaled as an example.
- **H**: Create a picture graph to match this data.

<table>
<thead>
<tr>
<th>Favorite Cookies</th>
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<tbody>
<tr>
<td>Chocolate Chip</td>
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<tr>
<td>Peanut Butter</td>
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<tr>
<td>Sugar Cookie</td>
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</tbody>
</table>

**M**: Create a bar graph to match this data.

<table>
<thead>
<tr>
<th>Favorite Colors</th>
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<tbody>
<tr>
<td>Orange</td>
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<tr>
<td>Red</td>
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<td>Green</td>
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**A**: Create and answer four questions to go with this graph.

**T**: Create a picture graph that matches the data from the bar graph.

**H**: Types of Litter Collected at the Park

<table>
<thead>
<tr>
<th>Types of Litter</th>
<th>Count</th>
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<tbody>
<tr>
<td>Plastic</td>
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<td>Styrofoam</td>
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<td>Aluminum</td>
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<td>Paper</td>
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3.MD.4

**Math**

- **M**: How does a line plot organize information? Include an example line plot in your answer.
- **A**: Compare and contrast a line plot with a bar graph.
- **T**: Write a how-to paragraph explaining how to create a line plot from given measurements.
- **H**: Plot the following data on a line plot

1, 1, 4, 4, 5, 3, 1, 3, 2

**M**: Plot the following data on a line plot.

\(\frac{1}{2}, \frac{1}{2}, \frac{3}{4}, \frac{1}{2}, \frac{3}{4}, \frac{1}{2}, 1, \frac{1}{2}, \frac{3}{4}, 1, 1\)

**A**: Create and answer four questions to go with this line plot.

**T**: Average Shoe Sizes in Mrs. Hill's Class

<table>
<thead>
<tr>
<th>Shoe Size</th>
<th>Number of Students</th>
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<tbody>
<tr>
<td>Size 4</td>
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<td>Size 8</td>
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\(\# = 1 \text{ student}\)

Days 46-50
**MATH**

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<tbody>
<tr>
<td>Explain the commutative property. Provide an example multiplication problem in your explanation.</td>
<td>Explain the distributive property. Provide an example equation in your explanation.</td>
<td>Explain the associative property. Provide an example equation in your explanation.</td>
<td>Using the commutative property of multiplication, write related facts for each equation.</td>
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<tr>
<td>- 6 x 7 = 42</td>
<td>- 3 x 4 = 12</td>
<td>- 6 x 3 = 18</td>
<td>- 5 x 9 = 45</td>
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<tr>
<td>Using the associative property of multiplication, rewrite each equation two different ways using parentheses: 6 x 2 x 4</td>
<td>Which property of multiplication makes this equation true? Explain your answer: (4 x 2) x 3 = 4 x (2 x 3)</td>
<td>Which property of multiplication makes this equation true? Explain your answer: 6 x 8 = 8 x 6</td>
<td>Which property of multiplication makes this equation true? Explain your answer: 5 x (2 + 3) = 5 x 2 + 5 x 3</td>
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**MATH**

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<tr>
<td>Explain what happens when you add two even numbers together. Include an example in your explanation.</td>
<td>Explain what happens when you add two odd numbers together. Include an example in your explanation.</td>
<td>Complete the addition table. What patterns can you see in the table?</td>
<td>Complete the multiplication table. What patterns can you see in the table?</td>
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</tbody>
</table>

Choose a number. Create a pattern with that number. The rule is Add 2. What do you notice about the numbers? | Choose a number. Create a pattern with that number. The rule is Add 6. What do you notice about the numbers? | Using an addition chart, color or shade all of the multiples of 2. Then explain what pattern you notice. | Using an addition chart, color or shade all of the multiples of 5. Then explain what pattern you notice. |

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Days 40-50
### Addition Table

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### Multiplication Table

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**Days 46-50**

*Use 3 Boxes Daily*
# Choice Board Scoring Rubric

**Student Name:**

<table>
<thead>
<tr>
<th>Category</th>
<th>Level 3</th>
<th>Level 2</th>
<th>Level 1</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Quantity of Work</strong></td>
<td>The student completed all of the required choices.</td>
<td>The student completed most of the required choices.</td>
<td>The student only completed half or less than half of the required choices.</td>
</tr>
<tr>
<td><strong>Handwriting</strong></td>
<td>The handwriting was neat and easy to read. The work is organized and can be read quickly and efficiently.</td>
<td>The handwriting was mostly easy to read. There were only a few spots that were tricky to decipher. The work was adequately organized with only a little hurring needed.</td>
<td>It was very difficult to read the student's work. The handwriting was not neat. The work did not appear to be organized in any manner.</td>
</tr>
<tr>
<td><strong>Choices</strong></td>
<td>The student chose a good mixture of activities to complete.</td>
<td>The student chose an adequate mixture of activities to complete but could have pushed themselves further.</td>
<td>The student chose only easy tasks.</td>
</tr>
<tr>
<td><strong>Competency</strong> (Spot grade or grade the required task)</td>
<td>The student completed each part of the task completely and showed all of his or her work.</td>
<td>The student completed each part of the task but did not show all of his or her work or thinking.</td>
<td>The student did not complete all parts of the task and did not show all of his or her work or thinking.</td>
</tr>
<tr>
<td><strong>Accuracy</strong> (Spot grade or grade the required task)</td>
<td>The students' answers are correct.</td>
<td>The student made an error in his or her work but they were on the right track.</td>
<td>The students' answers are incorrect and his or her thinking was not on the right track.</td>
</tr>
</tbody>
</table>
FOSSIL DEFINITION

Fossils are the remains or traces of plants and animals that live a long time ago. Fossils help scientists understand what life was like millions of years ago. Some fossils provide evidence of living things that have gone extinct, which means they no longer found alive anywhere on earth today.

To learn more about fossils and extinction...

A fossil is the remains or traces of prehistoric life.

Fossils are the preserved remains of an animal, such as the animal's bones, or impressions of the animal's activities, such as footprints. Even poop can be considered a fossil.

It's important to remember that plants can be fossils too!

Fossils can be found all over the world, however, there are areas that have a lot more fossils than other areas.
An extinct animal is one that is no longer found on Earth today.

When an entire type of animal dies out, they are extinct. Extinct animals are gone forever.

Fossils help us understand why an animal went extinct. Some extinctions were caused by sudden changes in an organism's habitat such as floods, wildfires, or other natural events. Hunting, habitat loss, and pollution are common reasons why organisms go extinct today.

Fossils provide evidence about past life and their environment.

Scientists can learn a lot about the history of life from fossils, such as what types of animals live in a particular location.

We know that the area that is now Mt. Everest was once at the bottom of the sea because scientists found fossils of ocean animals there.

By looking at the teeth of extinct animals, scientists are able to determine their diet. When fossils with long pointed teeth are found, scientists know that the animal was a carnivore (animals that eat meat). If a fossil with flat, smooth teeth is found, the animal is likely a herbivore (animals that eat plants).

Also, the size and shape of the skull are used to determine the size of an animal. Scientists can even use dinosaur footprints to determine how fast the dinosaur ran, how many legs it had, and if it traveled alone or in groups.
How did plants and animals become fossils?

Fossils can be made from the actual remains of an organism (like bones, teeth, shells or leaves), or they can be preserved records of a living thing’s activity (like footprints or animal droppings). Only a small number of organisms have become fossilized.

When living things die, they typically don’t leave anything behind. If an animal was quickly buried after it died, the bones or shells may have been left behind. Over time, the sediment over the dead organism hardens into rock. Fossils are revealed when something like erosion brings their remains to the surface and they are discovered.
Many fossils have been discovered at the La Brea Tar Pits in Los Angeles, California. Ancient animals got stuck and were preserved as fossils in asphalt pits, thousands of years ago.

Most dinosaur fossils have been found in North America, China and Argentina. So many fossils have been found in the United States that each state has its own designated fossil.

Paleontologists and dentists use the same type of tools. These small tools help paleontologists carefully remove debris around tiny fossils without breaking them.

Fossil
Remains or traces of plants and animals that lived a long time ago.

Extinct
A living thing that is no longer found alive anywhere on earth today.

Saber-Toothed Cat
A huge cat with two long, saber-shaped teeth that it used for hunting. It went extinct about 11,000 years ago and fossils of it are found in places like the La Brea Tar Pits.

La Brea Tar Pits
A fossil dig site located in the middle of Los Angeles. They have found over 1 million fossils there. About 50,000 years ago, many animals were trapped here in a sticky black substance that oozes from cracks in the earth's surface (asphalt). Animals got stuck and were preserved as fossils.
Project 1
Write a pretend biography of an organism that lived millions of years ago. Tell what his life was like and how he becomes fossilized.

Project 2
Create a flow chart of how an animal or plant becomes a fossil.

Project 3
Prepare a display of different kinds of fossils. You can make these to look like real fossils.

Project 4
Create a matching test. Include at least 8-10 terms. Each term should have only one answer. Include an answer key.

Project 5
Research what an archaeologist does. Be able to explain how this is important to our understanding of the past.

Project 6
Assemble a foldable using one of the provided templates. Show what you have learned using drawings and explanations. Use color to make the foldable eye-catching.

Project 7
https://www.youtube.com/watch?v=3rkGu0BtKMA
Using an index card, write a review about the video. Do you recommend it and why?

Project 8
Prepare a demonstration to illustrate and explain how a leaf can become a fossil.

Project 9
Use iMovie or PowerPoint to create a short presentation about fossils.

Project 10
Focus on how a fossil forms. Create a numbered sequence about what happens first, second, third, and so on.

Days 42-45
Read About Weather and Climate

DEFINITION OF WEATHER AND CLIMATE

Weather is the day-to-day variation of the atmosphere's condition locally. Climate is the variation of weather conditions over long periods of time, usually years.

To better understand the difference between weather and climate...

Weather Facts for Kids: Weather is the day-to-day variation of the atmosphere's condition locally.

Weather can change quickly. TV weather reporters make daily predictions of weather conditions in your area. One day it can be sunny, the next day it is cloudy, and the next day it is rainy. The weather is constantly changing day-to-day. Just because it is summer, that doesn't mean that every day will be hot - the daily weather varies.

To prepare for your day, most people check the weather report.
Predicting Weather: Scientists use instruments to measure and predict the weather.

The scientific study of weather is called meteorology, and the people who study and predict the weather are meteorologists.

Meteorologists use different instruments to gather information about weather, such as a barometer, which measures air pressure. Air pressure changes when weather conditions change.

Another weather instrument called an anemometer measures wind speed.

A rain gauge collects and measures the amount of rain that has fallen.

A lot of information about the weather is also gathered from satellites.

Computers help scientists gather the information from the satellites to track weather patterns and make forecasts.

A team of scientists and meteorologists work together to interpret the information and make predictions. In order to gather enough information, data must be collected over a large region.
Learn About Climate: Climate is the year-by-year variation of the atmosphere's condition over a large area.

Knowing an area's climate helps people plan which types of crops to plant, where to visit on vacation, and what kinds of clothes to buy.

The types of plants and animals that live in an area are also determined by its climate. Scientists use many of the same instruments to study climate as they use to study weather. The main difference is that climate is studied over a much longer period of time, usually years.

For example, we know from collecting weather data over many years that in the USA the months of July and August are usually the hottest — it's summer! This means most days will be hot, but not every day ... the daily weather varies, but the climate is hot!

By studying the climate, scientists can know if something drastic is going wrong on Earth. One really hot day is probably just part of the natural variation of weather, but if lots of days are hot and this happens for years, that means the climate has changed, which could mean the Earth has changed dramatically in some way.
Earth’s Climates: Different climates exist around the world.

Our planet has a wonderful variety of different climates. Oymyakon, Russia is the coldest area inhabited on Earth, averaging −59°F during the winter months. The climate is very cold, but once in a while you could have a day that is much warmer than the rest — that would be weather.

The Atacama Desert in Chili has the driest climate in the world. It has only rained there four times in the last 37 years.

Commonwealth Bay in Antarctica is the windiest area on record, with an average wind speed of 50 mph (miles per hour). That’s like a continuous blizzard!

We can put climates into a few general categories. Tropical climates, located near the equator, are always warm. In subtropical climates, temperatures are warm. Polar climates are very cold with snow and ice covering the land.
Project 1
Write a script about 2 friends who get caught outside in severe weather.

Project 2
Create a cartoon showing a student who ALWAYS dresses for the WRONG kind of weather.

Project 3
Prepare a display of different materials related to different weathers.

Project 4
Create a True or False test. You should include 10 questions and an answer key.

Project 5
Read a weather report or weather app or a website like The Weather Channel. Explain what the weather will be like in your city for the next 10 days.

Project 6
Assemble a foldable using one of the provided templates. Show what you have learned using drawings and explanations. Use color to make the foldable eye-catching.

Project 7
https://www.youtube.com/watch?v=UtgFHHhm1xU
Using an index card, write a review about the video. Do you recommend it and why?

Project 8
Prepare a demonstration to illustrate and explain how we can observe and measure weather.

Project 9
Create a survey about the importance of weather and its role in our everyday life.

Project 10
Find the average rainfall for each month of the year in your state. Create a chart displaying this information.

Days 47-50
Double Flap Foldable Example
Create a Survey

Think of questions you can ask about the topic. Usually, you want to give your audience answers to choose from, but you can allow them to answer what they wish.

Tally up the answers you receive. You may wish to create a bar graph to show the data you collected.
<table>
<thead>
<tr>
<th>Topic:</th>
<th>Create a Survey</th>
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<table>
<thead>
<tr>
<th>Question</th>
<th>Tally Area</th>
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<td>Contract Date:</td>
<td>Days to Complete</td>
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**Project Engineer:**

**Project Topic:**

**Materials I will need:**

**Assessment Criteria:**

3 points = Excellent  
2 points = Good Work  
1 point = I could have done better

---

- I finished the project completely.
- I did my best work on this project.
- I tried to solve all my problems without disrupting others who were working.
- I placed my name on all my project pieces.

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- I finished the project completely.
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- I finished the project completely.
- I did my best work on this project.
- I tried to solve all my problems without disrupting others who were working.
- I placed my name on all my project pieces.
CHOOSING A LOCATION

You have begun to research places for your smoothie stand and you've narrowed it down to four choices. Write down four places you would like to have it. Then, conduct some research on the location's distance from the school, what other food vendors are nearby, and how much traffic is in the area. Once you have decided on the location, use a colored pencil or crayon to color your final choice.

Located at:

Distance from the school: __________________________

What makes this location ideal for a smoothie stand?

Located at:

Distance from the school: __________________________

What makes this location ideal for a smoothie stand?

Located at:

Distance from the school: __________________________

What makes this location ideal for a smoothie stand?

Located at:

Distance from the school: __________________________

What makes this location ideal for a smoothie stand?
Once you’ve decided on the location of your smoothie stand, it’s time to start planning some details. Use this sheet as a brainstorming guide and add 3 ideas to each of the sticky notes below.

<table>
<thead>
<tr>
<th>Name</th>
<th>Types of Smoothies</th>
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<table>
<thead>
<tr>
<th>Size of the Stand</th>
<th>Design and Decor</th>
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<thead>
<tr>
<th>Specialties</th>
<th>Other Ideas</th>
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</table>
SMOOTHIE STAND SUPPLIES

You are going to need many supplies to set up your smoothie stand. You want to make it as appealing and attractive as possible, so that people want to visit it and buy their favorite smoothies from you. Make a list of all the supplies you need to get started.
SMOOTHIE OF THE DAY

You have decided to have a different "Smoothie Special of the Day" on Mondays through Fridays. Complete the information below to create a sign to hang at your smoothie stand.

<table>
<thead>
<tr>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
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<tbody>
<tr>
<td>![Smoothie Icon]</td>
<td>![Smoothie Icon]</td>
<td>![Smoothie Icon]</td>
<td>![Smoothie Icon]</td>
<td>![Smoothie Icon]</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Name of Smoothie</th>
<th>Name of Smoothie</th>
<th>Name of Smoothie</th>
<th>Name of Smoothie</th>
<th>Name of Smoothie</th>
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<table>
<thead>
<tr>
<th>Ingredients:</th>
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<th>Ingredients:</th>
<th>Ingredients:</th>
</tr>
</thead>
</table>

Days 40
DESIGN IT AND NAME IT

What will your stand look like? Will it be fancy and upscale, or will it appeal to teenagers and kids? Maybe it’s a stand that draws the attention of healthy eaters. Decide on the look and general theme of your smoothie stand and color it below, adding to the drawing as needed. Then, add the name of your business to the sign at the top of the stand.
PICTURE PERFECT

You need to take some photos of your smoothies to use in an advertisement. Color each photo below and describe the smoothie. Use descriptive, mouth-watering words in your description. Use complete sentences and specific details.

Day 47
CREATE A MENU
FINAL PROJECT

Now that students have planned some of the details of their smoothie stand, they are ready to create a realistic menu for their business.

Copy the next two pages (menu pages) front and back. Fold in trifold brochure format. Have students complete all parts of the menu, working either independently or in small groups (whichever works best for your situation).

Students will have to research to find the five interesting smoothie facts. I recommend doing this online, either as a class or independently.

All other parts of the menu need to be realistic, but can come from the student’s own ideas and creativity.

Smoothie Stand Menu Math:

After the students have completed their menus, they can use them to complete the Menu Math worksheet. Because their menu prices will vary, the answers on this worksheet will also vary.

I have also provided a blank menu math worksheet as an extra activity if time allows. Have students use their own menu to write 9 word problems. Then, have them give their menu and worksheet to another student to solve. After it has been completed, have each student check their partner’s work.

The scoring rubric for this project covers the menu completion and the Menu Math worksheet. The extra Menu Math activity is not included in the rubric.