Say What?

Write in the missing quotation marks to fix the punctuation in each sentence.

Lily said, "Let’s go to the park after school."

Do you want ice cream? asked Peter.

I love my new kitten! said Tina. He is so playful.

I have a lot of homework today, said Samantha.

I stayed up late, said Charles, to finish reading my book.

Oh no! The cake is burning! yelled Jill’s mom.

Is the school play tomorrow? asked Ellie.

Matt said, "The roller coaster was a lot of fun."

Abe asked, "What’s your brother’s name?"

You should wear a hat. It’s cold today, said Andrew’s dad.
Meskwaki Nation

The name “Meskwaki” which means “red earth people” comes from the color of the red soil of their homeland. The name Meskwaki is sometimes spelled Mesquakie. At one point in their migration, the Meskwaki lived in the forests of what is now Wisconsin and Michigan. Seasons determined how they lived. During the summer months (May to September), the Meskwaki lived in villages located along major rivers in the center of tribal lands. Their homes consisted of poles covered with slabs of elm bark. Several families lived in each house. Meskwaki women tended gardens near their summer homes. They also gathered food (wild berries, nuts, and roots) and collected bark and cattails for weaving baskets and mats.

As European-American settlers moved west, the Meskwaki were forced to move to reservations land in Kansas. A few households stayed behind, setting up camps along Iowa rivers. In 1850, Meskwakis living on the Kansas reservation combined their money and sold many of their ponies to purchase land in Iowa, now known as the Meskwaki Indian Settlement near Tama. A “settlement” differs from a reservation because the Indians—not the government—own and control the land.

Because their ancestors had the determination and foresight to purchase their land, the Meskwaki Settlement is not an Indian Reservation. It was not set apart from the public domain and reserved for Indians. It is private purchased property, a sovereign nation.

Owing to the noble sacrifices and vision of their ancestors, the Meskwaki continued to thrive and grow over the years on their purchased land.

Reflection Questions:

1. Using information from the article, what reasons cause people to move from one geographic area to another?
2. What is the difference between a reservation and a settlement? Why is this important to the Meskwaki people?

1) **Pyramid Puzzle** (Source: mathforlove.org)
Each number in the Pyramid is the sum of the two numbers below it. Fill in the missing numbers in the Pyramid. Numbers may repeat.

```
  20
  12
  3  5
  2
```

2) **Sharing Money** (Source: mathlearningcenter.org) Show your work as you solve these problems.

Tom and Zara have a dog-walking business. They walk their customers' dogs together and share all the money they make equally.

a. On Monday they made $4.00. How much does each of them get?

b. On Tuesday they made $5.00. How much does Tom get?

c. On Wednesday they made $5.50. How much does Zara get?

Lately, Tom and Zara and their little sister, Molly, have been incredibly lucky at finding money.

a. On the way home from school on Thursday they found $3.00. How much does each one get if the three of them share equally?

b. On Friday they found $6.00. How much does each one get?
3) **Multiplying** (Source: [mathlearningcenter.org](http://mathlearningcenter.org))
Fill in the missing numbers. Also write an equation for each picture.

- **ex** 1 skateboard has \(4\) wheels. \(1 \times 4 = 4\)

- **ex** 2 skateboards have \(8\) wheels. \(2 \times 4 = 8\)

- **a** 3 skateboards have \(12\) wheels.

- **b** 4 skateboards have \(16\) wheels.

- **c** 5 skateboards have \(20\) wheels.

- **d** 10 skateboards have \(40\) wheels.

4) **Dividing** (Source: [mathlearningcenter.org](http://mathlearningcenter.org))
My friends and I went to the skateboard park. We saw 16 wheels rolling up and down the ramps. How many skateboards did we see?

5) **Which One Doesn’t Belong?** ([http://wodb.ca/](http://wodb.ca/))
Choose one number in this picture that you don’t think it belongs with the rest. Explain why. Can you pick another number and give a different reason?
6) **More Division Practice** (Source: mathlearningcenter.org)
   Fill in the blanks.
   
   a  \[ 4 \times \underline{} = 24 \quad \text{and} \quad 24 \div 4 = \underline{} \]
   
   b  \[ 36 \div 9 = \underline{} \quad \text{and} \quad 9 \times \underline{} = 36 \]
   
   c  \[ \underline{} \times 5 = 35 \quad \text{and} \quad 35 \div \underline{} = 5 \]
   
   d  \[ 21 \div \underline{} = 7 \quad \text{and} \quad \underline{} \times 7 = 21 \]
   
   e  \[ 4 \times 3 = \underline{} \quad \text{and} \quad \underline{} \div 4 = 3 \]
   
   f  \[ \underline{} = 9 \times 6 \quad \text{and} \quad \underline{} \div 9 = 6 \]
   
   g  \[ 403 + 296 = \underline{} \]
   
   h  \[ 403 - 296 = \underline{} \]

7) **Telling Time to the Minute** (Source: mathlearningcenter.org)
   Write the time shown.
   
   a  \[ \underline{} : \underline{} \]
   
   b  \[ \underline{} : \underline{} \]
Day 1: Use a time (cell phone timer, kitchen timer or have someone count to 60) and read the passage for one minute. Count the words you read and write the number at the top of your text.

Day 2: Ask an adult to read the text to you and follow along. Then, practice reading the text at least two times on our own.

Day 3: Practice reading the text with fluency and expression at least two times.

Day 4: Use a timer (cell phone time, kitchen timer or have someone count to 60) and read the passage for one minute. Count the words you read and write the number at the top of your text. Look at how many more words you read in one minute! Celebrate your reading fluency!

Humans Put Water to Work

You've probably had a drink of water or washed your hands today. But people use water for so many other purposes, like cleaning stuff, transportation, and generating hydroelectric power. Just as nothing can live without water, not much can be made without it, from cotton candy to cotton T-shirts.

Because water is so useful, most people live along coastlines, rivers, and lakes. Where fresh water is limited, people have used many technologies—like wells, dams, and canals—to store and move it.

Sometimes these technologies damage habitats. Other species have to compete with humans for water. This may help explain why so many creatures that live in fresh water are endangered.

We need to be smarter and more careful about how we use water in order to make sure that there's enough for all life on Earth.

We Need to Take Care of the Water Planet

Water is precious. We can't get more. How do we make sure there is enough clean, fresh water to share with all living things?

Remember that every drop we use—or waste—continues through the water cycle. Stuff we put down the drain ends up in someone—or something—else's water. Chemicals like fertilizers and pesticides pollute lakes and oceans, harming the organisms that live in them.

We need to protect swamps and riverbanks. These wetlands clean water naturally and provide important habitats for many wild birds, fish, and other species. People are working to restore damaged or lost wetlands.

We can use water more wisely. For example, it takes a lot of energy to produce bottled water, and not everyone recycles the plastic bottles. We can use less, too, in simple ways like drinking tap water and turning off the faucet while we brush our teeth. Together, we can protect fresh water now and for the future.
Wonder of Push and Pull

Focus Question: What household tasks require the force of pushing?
What household tasks require the force of pulling?
What forces do outdoor activities require?

Materials:
Common household items and/or tasks:

- **Indoors**—drawers, doors, remote controls, windows, chairs, washing machine, dishwashers, passing something at the dinner table or taking something on to your plate, etc.
- **Outdoors**—swings, slides, basketball, baseball, soccer, football, tennis, frisbee, biking, scootering and/or skateboards etc.
- What more can you come up with?

Suggested procedure
Explore household tasks and identify the force needed to accomplish the tasks.
Explore outdoor activities and identify the force needed.
Make a list of pushes and pulls you explored.
Share and discuss your list with someone.
Physical Education

Being healthy is not a sprint, it’s a marathon. That means we need to keep our healthy habits not just for today, but for our entire lives. Creating healthy habits today will help set healthy habits for later in life.

Lifetime Activities There are many activities you can learn that will help you stay active for the rest of your life. Write the name of each activity underneath the picture and then color or circle the ones you would like to do!

Fit Tac Toe

Find someone in your household to play Fit Tac Toe. Find household items as your place tokens. Place your token on a square and do the exercise 5 times or hold the stretch for 5 seconds. If you put win across, down, or diagonal you can choose an additional exercise for your partner. Keep track of your wins and losses.

Ski Jumps

Mountain Climbers

Warrior Pose

Tuck Jumps

Warrior 2 Pose

Spin and Jump

Half Moon

Warrior Pose

3 Leg Dog Hops

Step up & down
Independent Reading

Choose your own book to read for at least 15 minutes. After reading, consider using the following questions to think about what you’ve read.

**Fiction:**

- What is the main idea of the text? What are some of the key details, and how do they support the main idea?
- What do the illustrations (photographs, maps) tell you? How do they help you understand the words?
- What questions do you now have after reading? What would you like to learn more about? Why?

**Non-Fiction:**

- What are the most important facts you learned from reading?
- What is the most interesting fact you learned today? Why?
- How does what you read today connect to something you have learned in lessons?

Choose one new word from your reading today and analyze it on a vocabulary square:

<table>
<thead>
<tr>
<th><strong>Definition in your own words</strong></th>
<th><strong>Synonyms</strong> (words that mean the same thing)</th>
</tr>
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<tbody>
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<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Words with the same affix or root</strong></th>
<th><strong>Sketch</strong></th>
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<td></td>
<td></td>
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</table>
Hi! I’m Gabriella Grammar. Let’s learn about subject and verb agreement together! The subject and verb must agree in number: both must be singular, or both must be plural. For example:

Singular --> The dog chases the cat
Plural --> The dogs chase the cat

Circle the verb that correctly completes each sentence.

1. The four aliens ______ green goo inside their spaceship.
2. My dinosaur ______ onto the trampoline.
3. Those cars ______ a loud sound as they race around the track.
4. One of his sisters ______ the trombone.
5. I ______ milkshakes to cool down on hot summer days.
6. Our hamburgers ______ so delicious!
7. Mrs. Lane, my teacher, ______ us to finish our homework before the big game.

Circle the correct verb and complete the sentence.

1. The elephant (bring/brings)
2. Sarah (win/wins)
3. All the princes and princesses (eat/eats)