PATTERN FITNESS 1.0

Directions: Complete the pattern by performing the exercise that is missing in each row and labeled with the “?”.

25 WINDMILLS 30 SECOND LEG STRETCH
JOG 2 LAPS 25 JUMPING JACKS
30 SECOND STRETCH 15 SQUATS
15 SECOND LEG STRETCH

10 PUSH-UPS 15 SECOND LEG STRETCH
10 SIT-UPS 30 SECOND PLANK

All content created by Phys.Ed.Review: https://phystedreview.weebly.com
Directions: Read the summary below about New England. Then respond to the discussion questions below. The stories are fictional narratives written by an alien visiting Earth for the first time.

Exploring New England

We began our exploration of the United States in the region called New England. This region is in the northeastern part of the United States. It is made up of six states: Maine, New Hampshire, Vermont, Massachusetts, Connecticut, and Rhode Island. The Atlantic Ocean borders all of these states except one—Vermont.

In addition to the ocean, there are also mountains, hills, forests, and lakes in New England. When we were walking down the street we saw a person. We asked him where we could go to find out more about the area. He said, “You could try the public library.” We did not know what a public library was, but we were curious.

Learning at the Library

In a public library, you can find information on any subject. In America, there are thousands and thousands of these libraries. Almost every town or city has at least one.

In terms of climate, New England has four very different seasons. It has a cool spring, a warm summer, a crisp fall, and a long, cold, snowy winter. You may wonder why the area is called New England. It is because in the 1600s, people from England crossed the Atlantic Ocean and settled in the area. They also settled farther south, all the way down the Atlantic Coast. In fact, thirteen English colonies were established. Over time, building ships and fishing became important industries in New England.

Then, in the late 1700s, many people in the thirteen colonies decided they wanted to be independent. They wanted to start a country of their own. In the year 1776, they declared their independence from Great Britain. The colonists fought a war against Great Britain for their freedom, which the Americans call the Revolutionary War. It is also known as the American Revolution. The colonists defeated the British and called their new country the United States of America. Although their country is not part of Great Britain anymore, the people of the United States did keep the English language, which is spoken by almost all Americans today.

After a few days of studying in the library, we were anxious to begin exploring again. We knew that we would miss the small Maine town and its kind people. Even more, we would miss the delicious lobster.

Mountains and Skyscrapers

After taking off, we turned the ship southwest, toward the mountainous states of New Hampshire and Vermont. Flying low over the mountains, we were greeted by a spectacular sight. Because in the Northern Hemisphere it was Earth’s season of autumn, the trees’ green leaves had changed color. Some of the trees were gold, some red, some purple. Every hillside was ablaze with different colors.

As we flew down for a closer look, Lieutenant Koola pointed to some of the most brilliantly colored trees. “Do you see those trees?” she asked. “A book I was reading said that those are sugar maples. A sweet liquid called maple syrup is made from the sap of those trees.” You really have to hand it to the Americans, Admiral. They seem to be able to make tasty food out of almost anything—even tree sap and big bugs from the ocean!
From Vermont, we flew south, across the western part of the state of Massachusetts. There, we enjoyed the sight of more rolling hills and colorful trees. But we were eager to see the city of Boston, which we knew was the capital of Massachusetts and the biggest city in New England. So we turned back east, toward the coast.

Boston looks nothing at all like the small town we visited in Maine. It is a huge, busy city full of tall modern buildings called skyscrapers. But parts of the city are very old. In fact, Boston was one of the first important cities in the country. When we went to Boston’s public library to study, we discovered that it was the oldest public library in the United States. We also learned that there is a local university called Harvard, which was the first college founded in America. Today, Boston is famous for Visitors come from all over the world to enjoy the brilliantly colored leaves of autumn in New England. 14 being a center of education, with dozens of colleges scattered around town.

Boston is also a city full of history. The American Revolution broke out in the Boston area. When we walked through the city on the Freedom Trail, we saw many places that are important in the story of the American Revolution.

We visited Faneuil Hall, an old brick building where revolutionaries gave speeches against the British. We also saw the house of Paul Revere. When British troops began to march toward Concord to try to capture certain revolutionaries, Revere rode out in the middle of the night to warn people that the British were coming. A famous old poem talks about “the midnight ride of Paul Revere.” During the American Revolution, Paul Revere warned colonists that the British troops were on the move.

We could have spent a lot more time in Boston, but we knew we had to fly on and explore the Mid-Atlantic region. So we returned to our ship and headed south and west. Right now we are over the two southern states of New England—Rhode Island and Connecticut. We can see from our map that Rhode Island is by far the smallest of the fifty states. It is less than fifty miles across. Both Connecticut and Rhode Island have port towns, as well as some larger cities. But speaking of cities, Admiral, the crew is getting excited because our next stop is the most populated city in the United States—New York, New York.

We sometimes talk about the United States in terms of regions, such as New England and the Southwest. These categories are determined by cultural characteristics as well as physical location and geographical features. As a result, and depending on the context, an individual state may be included in different regions by different geographers.

1. Create a chart like the one below and fill it out for the New England region. Copy it on your own paper so you have more space to write. Use the information from the reading to complete your chart.

<table>
<thead>
<tr>
<th>New England Region</th>
<th>Key Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>States</td>
<td></td>
</tr>
<tr>
<td>Landforms and Climate</td>
<td></td>
</tr>
<tr>
<td>Industries</td>
<td></td>
</tr>
<tr>
<td>Historical Facts</td>
<td></td>
</tr>
<tr>
<td>Other Interesting Facts</td>
<td></td>
</tr>
</tbody>
</table>

2. How is New England similar and different from Iowa?
**4th - 5th Grade Music**

*Please use the menu of options below to engage in music making and exploration!*

<table>
<thead>
<tr>
<th>Activity</th>
<th>Activity</th>
<th>Activity</th>
<th>Activity</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>10-minute dance party. Put on some music and dance your favorite dance moves.</td>
<td>Ask your family to share their favorite songs with you.</td>
<td>Dance with just one part of your body: finger, elbow, eyebrow, etc.</td>
<td>Listen to a piece of music (anything you want) and draw a picture of what you think it is about or what it made you feel.</td>
<td>Explain the 4 instrument families (strings, brass, woodwinds, percussion) to someone in your house.</td>
</tr>
<tr>
<td>Find an object around your house to use like a drum. Put on some music and play along with the steady beat or rhythm of the song.</td>
<td>Pick 5 movements. (Clap, Stomp, Jump, etc.) Do 5 of the 1st 4 of the 2nd, 3 of the 3rd, 2 of the 4th, and 1 of the last. Can you speed up?</td>
<td>Play “Glue Dance”: Pretend to “glue” different parts of your body (foot, hand, knee, etc) to the floor and then play some music. Try to dance along to music with body part glued to the floor.</td>
<td>Explore what makes sound in your house or neighborhood, both inside and outside.</td>
<td>Make up your own song and sing it/play it for someone or something (a parent, a cat or dog, a stuffed animal).</td>
</tr>
<tr>
<td>Make a music band: Find different objects from the house that produce sound and make your own band. Pots, plastic bags, a container with rice, a plastic box and a wooden spoon can be some of our ‘instruments’. Play your favorite song and accompany it with your band. You can also sing your favorite song and play the rhythms and beat with the instruments of your band.</td>
<td>Make a music band: Find different objects from the house that produce sound and make your own band. Pots, plastic bags, a container with rice, a plastic box and a wooden spoon can be some of our ‘instruments’. Play your favorite song and accompany it with your band. You can also sing your favorite song and play the rhythms and beat with the instruments of your band.</td>
<td>Make a music band: Find different objects from the house that produce sound and make your own band. Pots, plastic bags, a container with rice, a plastic box and a wooden spoon can be some of our ‘instruments’. Play your favorite song and accompany it with your band. You can also sing your favorite song and play the rhythms and beat with the instruments of your band.</td>
<td>Make a music band: Find different objects from the house that produce sound and make your own band. Pots, plastic bags, a container with rice, a plastic box and a wooden spoon can be some of our ‘instruments’. Play your favorite song and accompany it with your band. You can also sing your favorite song and play the rhythms and beat with the instruments of your band.</td>
<td>Make a music band: Find different objects from the house that produce sound and make your own band. Pots, plastic bags, a container with rice, a plastic box and a wooden spoon can be some of our ‘instruments’. Play your favorite song and accompany it with your band. You can also sing your favorite song and play the rhythms and beat with the instruments of your band.</td>
</tr>
<tr>
<td>Music Scavenger Hunt:</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Find something you can tap and use as a drum.</td>
<td>Find something that makes noise when you strum it with a stick.</td>
<td>Find something that is metal and makes a cool sound when you tap it with your hand.</td>
<td>Find something that makes a silly noise when you blow into it.</td>
<td>Find something can twist and make a sound.</td>
</tr>
<tr>
<td>Find something that is metal and makes a cool sound when you tap it with your hand.</td>
<td>Find 2 things that are round that you can “play” together and make a sound.</td>
<td>Find a rubber band, stretch it (not too tight) then strum it with your finger. Did it make a sound? Do that again, a little tighter. Did the sound get higher or lower?</td>
<td>Get 3 glasses, fill one ALMOST all the way with water, fill the second one halfway with water, fill the third one with just a little water. Tap the sides gently with the back of a spoon. Which glass has the highest sound? Which glass has the lowest sound?</td>
<td></td>
</tr>
</tbody>
</table>

*5th Grade Band and Orchestra Students: Practice your instrument using your lesson book or music you have at home 2-3 times a week for 20 minutes (or more!).*
**Grammar: Suffixes**

A suffix is added to the end of a root word to change the meaning of the word.

Draw a line from the suffix to its meaning. *Hint:* If you're stuck, think of a word you know that ends with that suffix.

1. –able          more than
2. –ful or –full    characteristic or way of being
3. –less          the most
4. –y              action or state
5. –ly             believes or does
6. –ment         characterized by/inclined to
7. –er              worthy of, able to
8. –est             without
9. –ness           full of
10. –ist             is like

Add a suffix to each root word so it matches the new definition.

<table>
<thead>
<tr>
<th>Root words</th>
<th>Suffixes</th>
</tr>
</thead>
<tbody>
<tr>
<td>most</td>
<td>–ful</td>
</tr>
<tr>
<td>art</td>
<td>–ist</td>
</tr>
<tr>
<td>beauty</td>
<td>–ly</td>
</tr>
<tr>
<td>cost</td>
<td></td>
</tr>
</tbody>
</table>

very pretty _______________ a person who makes art ___________
expensive ________________ almost totally _______________

Circle the words with suffixes in the paragraph below.

You don’t have to be a botanist to grow your own food! The warmest time of year is best for planting some seeds, while others can only grow when planted during colder times. Some plants, like tomatoes, become droopy if you don’t water them daily. You must make sure the soil has just the right amount of wetness for each type of plant. Gardening can be difficult, but the right knowledge can make it easier.
Fix the Story
With Antonyms

Antonyms are two words that mean the opposite or nearly the opposite of each other.

Read the paragraph below. The numbered words in bold print are the antonyms of the words that should appear there. Fix the story by replacing each bolded word with an antonym that makes more sense in the story. Write the new word on the corresponding numbered line. The first one is done for you.

Felix and Diego were absent on the day of the test. When they left at school the following night, they had to go to a different room to give the test. They were calm because they were not really prepared but decided to give it their worst try. Felix’s pencil mended twice during the test because he was pressing too softly. He finally took a shallow breath and calmed up. At the different time, Diego was unoccupied, carefully reading and then erasing in the bubbles to answer the questions. He started too quickly to do a poor job of it, so he decided to look recklessly back over each question to make sure he had the incorrect answer. Both girls spent most of the evening until lunch time playing on the test. They were very anxious when they were finally able to finish and turn their tests out. They hurried back to their classroom just in time to get their lunch money so they could line up with everyone else to sell lunch. They decided to try harder not to be absent on a test day again!

1. arrived
2.
3.
4.
5.
6.
7.
8.
9.
10.
11.
12.
13.
14.
15.
16.
17.
18.
19.
20.
21.
22.
Neighborhood Safari

Insects live just about everywhere. Go on a safari with an adult in and around your home or into the neighborhood to look for insects. You might discover insects that are fun and interesting to observe, like butterflies, bees, moths, grasshoppers, and ladybugs. And, you might see insects that are less welcome, but equally interesting, like ants, flies, mosquitoes, and roaches.

You might also encounter some small animals that are not insects, but live in the same environments, like centipedes, millipedes, isopods, spiders, and worms.

Safety note. While most insects, spiders, and other small animals are harmless, some can sting (ants, wasps, bees), and some can bite (spiders, centipedes). Observe the animals without touching them (for your safety) and without disturbing them (for their safety and well-being).

Organize the results of your safari in one of two ways.

• If you find only one or two critters, identify them and describe their environments as best you can. Try to identify both living and nonliving factors in the organisms’ environments.

• If you go to an environment and find a number of insects and other small animals living there, write a description of the environment (for example, dark, moist, cool). Then list or draw all the different animals living there.

Drawing or List
## Reading Comprehension

### Drawing Conclusions

Great readers draw conclusions based on hints from the author in a story. When you draw conclusions, you use the information from the passage to make a guess about something. Readers use the author’s hints, or evidence, to support their conclusion.

**Directions:** Read each passage. Then, draw a conclusion about the story based on the details in the passage. Underline the hints the author gives in the passage.

<table>
<thead>
<tr>
<th>Passage</th>
<th>Draw a Conclusion</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Where are they?</td>
</tr>
<tr>
<td>Preparations were set and the violinist was ready. Anxious faces stared at the clock, wondering exactly what was taking her so long. The groom fiddled his thumbs and combed his hair back nervously. Finally, the violinist began a sweet-sounding melody and everyone rose in their seats.</td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>Where are they going?</td>
</tr>
<tr>
<td>My bags were ready and the only thing left to pack were the food provisions. Who knew what we’d need, especially since my parents were coming too. They always brought enough food to feed an army. I checked the lantern to make sure the batteries worked, and I called Tempest to the car. She wagged her tail happily. She was ready for her first overnight adventure in nature.</td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td>What did she rehearse?</td>
</tr>
<tr>
<td>Mia wiped sweat from her brow and looked down at the script one last time. She had rehearsed every waking moment and knew she was prepared, but she couldn’t help the gnawing feeling in her stomach. Thoughts of doubt raced through her head, but she shoved them aside. She was ready. She walked on stage left, determined to show them just how hard she had worked to get this right.</td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td>What time of year is it?</td>
</tr>
<tr>
<td>The buses raced around the neighborhood. They made an unfamiliar sound after the long, blisteringly hot summer. The bustle of kids with their shiny new backpacks put smiles on parents’ faces. The nervous chatter at the bus stop eased some of the tension of the new adventure.</td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td>Why did Santiago have a present?</td>
</tr>
<tr>
<td>Santiago determined that he was going to have a blast, even if he didn’t know anyone. He stood at the front door and took a deep breathe. Earlier this morning, he’d wrapped his gift in superhero wrapping paper and was sure his cousin would love it. What he doubted was whether anyone else would think the present was cool. He straightened his shoulders and rang the bell. He guessed he would find out soon enough.</td>
<td></td>
</tr>
</tbody>
</table>
Journal Writing

Select a topic, or think of your own, and draw or write about it in the space below.

➢ Write about life in 2512.
➢ Write a story about a magical tree.
➢ What age are you most excited to reach?
➢ Write a poem about your family.
Finish the right half of this drawing. Add whatever details you would like to include.

The right half does not need to mirror the left half.
4th Grade Math Resources

1) **Benchmark Fractions** (Source: [https://www.openmiddle.com/](https://www.openmiddle.com/))
Use the digits 1 to 9, no more than once, to create three fractions that are as close to zero, one half and one as possible. NOTE: Close as possible is measured by adding up all the differences and making it the least possible value.

![Fraction Line](image)

2) **Fraction Talk** (Source: [http://fractiontalks.com/](http://fractiontalks.com/))
What fraction of the big square is represented by each region? (Do all your fractions add up to one whole?)

![Fraction Square](image)

3) **Perimeter and Area** (Source: [mathlearningcenter.org](http://mathlearningcenter.org))
You can make sketches to help solve the problems below. Remember to include the units of measurement in your answers. Show all of your work.

- a. The classroom rug is 9 feet long and 8 feet wide. What is the total area of the rug? What is the perimeter of the rug?

- Chrissy is going to make a big painting on a piece of wood that is 4 feet wide and 7 feet long. What is the total area of the piece of wood? What is the perimeter of the piece of wood?

- The school playground measures 465 feet by 285 feet. What is the perimeter of the playground?

4) **Comparing Fractions** (Source: [https://www.openmiddle.com/](https://www.openmiddle.com/))
Use the digits 1 to 9, at most one time each, to fill in the boxes to create two different fractions: one that is less than one half and one that is more than one half.

- \( \square < \frac{1}{2} \) and \( \square > \frac{1}{2} \)
5) **Puzzle** (Source: [https://www.solvemoji.com/](https://www.solvemoji.com/))

What is the value of the last row?

<table>
<thead>
<tr>
<th>8</th>
<th>+</th>
<th>8</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>+</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>+</td>
<td>17</td>
</tr>
</tbody>
</table>

6) **Noticing** (Source: [https://samedifferentimages.wordpress.com/](https://samedifferentimages.wordpress.com/))

On a piece of paper, make two columns. In one column, list the things that are the same in this picture, and in the other column, list the things that are different.

7) **Counting** (Source: [visualpatterns.org](https://visualpatterns.org))

How many squares do you see? How did you count them?
8) **Tracing a Figure** (Source: https://brilliant.org/)
Starting with your pencil at a location of your choice on the two dimensional figure, is it possible to trace this entire figure without lifting your pencil or redrawing a line? (Crossing at an intersection is okay.)

![Tracing a Figure](image)

9) **Symmetry** (Source: mathlearningcenter.org)
Figures a–c show only half of the designs, on the left side of their lines of symmetry. Complete each design on the right side of the line of symmetry.

![Symmetry](image)

10) **Fractions** (Source: mathlearningcenter.org)
Fill in the blanks.

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>A. $\frac{1}{2}$ of 24 is _______</td>
<td>B. $\frac{1}{4}$ of 24 is _______</td>
<td>C. $\frac{1}{8}$ of 24 is _______</td>
</tr>
<tr>
<td>D. $\frac{1}{3}$ of 24 is _______</td>
<td>E. $\frac{1}{6}$ of 24 is _______</td>
<td>F. $\frac{1}{12}$ of 24 is _______</td>
</tr>
</tbody>
</table>
11) **Visual Pattern** (Source: [visualpatterns.org](http://visualpatterns.org))

Below is a pattern of peaches in steps 1-3 below. Draw what you think step 4 might look like. Label how many peaches are in each step.

![Pattern of peaches](image)

12) **Mobile** (Source: [https://solveme.edc.org/Mobiles.html](https://solveme.edc.org/Mobiles.html))

What is the value of the heart? The trapezoid?

![Mobile diagram](image)

13) **Conrad’s Room** (Source: [mathlearningcenter.org](http://mathlearningcenter.org))

Think about the most efficient strategy for each problem. Then show your work using numbers, labeled sketches, or words.

a. Conrad is cleaning his room. His bookcase has 7 shelves. He put 18 books on each shelf. How many books did Conrad put away?

b. Conrad’s dresser has 6 drawers. He put 13 pieces of clothing in each drawer. How many pieces of clothing did he put away?

c. Conrad has 11 containers for his toys. He put 17 toys in each container. How many toys did he put away?