

KINDERGARTEN CHOICE BOARD

Enrichment Activities

Add up the value of the letters in the words below. Refer to the attached letter chart for each letter's value. Then, make up some of your own!

Ex.

C = 3, A = 1, T = 2

CAT = 3 + 1 + 2 = 6

- hat
- mix
- shoe
- girl

- jumps
- small
- pocket
- yellow



29-pictures-funny-kids-children-home ...
dompict.com

Write a story including a beginning, middle and end for the picture above. Be sure to include details and describing words!

Draw a picture of yourself and the other members of your family.

How are your family members alike and how are they different?

Bonus Question: Are all people unique?

Your family members can help you write your answers.

Tell a family member if the activities listed below require you to use force to push or to pull. Then, add five more of your own ideas to the list!

- Tug-of-war
- Opening a door
- Help move someone on a swing
- Using the button on a remote control to change the tv station
- Throw a ball
- Taking someone for a ride in a wagon

Add as many rhyming words as you can to the following lists.

pat, cat, _____

tan, fan, _____

tack, sack, _____

map, sap, _____

You've learned that many things in nature follow patterns, like day and night or the seasons. Create your own patterns using...

- Letters
- Numbers
- Shapes
- Colors
- A combination of shapes and colors
- Your own idea

Salute to Store/Grocery Workers

- Describe a store/grocery worker's job.
- List what the store/grocery workers need to know to be able to do his/her job.
- Create a sign or poster for our store/grocery workers and ask your parents to give it to them.

Ask an adult for printed material (newspaper, magazine, junk mail, etc.). Cut out numbers – try to find at least 10 of them. Put the numbers you find in counting order. (The challenge will be that numbers are missing.) Then, tape your numbers to a piece of paper or write down your list.

Find at least five things in your house that have an "a" sound in the middle of the word and write them down. Can you find some with a short a sound and some with a long a sound?

A ₁	B ₂	C ₃	D ₄	E ₁	F ₂	G ₃
H ₄	I ₁	J ₂	K ₃	L ₄	M ₂	N ₃
O ₁	P ₄	Q ₂	R ₃	S ₄	T ₂	U ₁
V ₃	W ₄	X ₂	Y ₃	Z ₄		

GRADE I CHOICE BOARD

Enrichment Activities

Read the attached story called “My Bean Plant” and answer the questions after it. Then, with an adult’s help, follow the directions here to grow your own bean plant. Draw a picture of your bean plant each day for one week. 	Draw or write ways you can make 55¢ using pennies, nickels, dimes and quarters. Can you think of at least five ways? 	How does your family help save our natural resources? Write down at least one thing that you and your family do to. . . Reuse (Can you use it again before you throw it away?) Reduce (Can you use less of something?) Recycle (Can it be changed into something else or put in a recycle bin?)
Make a list of all of the words you can think of that rhyme with “cat.” Try to think of at least five! Then, write a sentence that uses at least three of your rhyming words in it. 	Invent a super fun place for kids to visit and draw a picture of it. Then, write about what makes it so fun so that other kids will want to visit, too. Be sure to use details! 	Create a “How I Can Help My Family” book. Use words and pictures to show how you can be a good helper at home. Read Aloud: Read your book out loud to a family member. 
Read the attached article about Ruth Carter, a famous costume designer. Then, draw your own costume designs for three of your own characters. Use the attached outlines or draw your own. 	Write as many math problems as you can that have an answer of 28. Be sure to use both adding and subtracting, and maybe even multiplying! Can you find at least eight ways?	Write your own silly story about pizza! First, use the attached Word List to list words, then write the words you listed in the Pizza Silly Story. Draw a picture of what your pizza would look like! 

My Bean Plant (from readworks.org)



My grandfather loves to grow plants. He raises vegetables and fruits, and he takes great care of all of them. Last week, Grandpa gave me some green bean seeds. Now I can grow my own green bean plant.

I brought my seeds home and showed my mom. She helped me get my green bean project ready. First, we put some soil in a pot. Then we planted a few seeds. I remembered that Grandpa told me that plants depend on water and sunlight to grow. So I put the pot in a sunny spot by the window, and I added some water.

I checked on my plant every day. When the soil felt dry, I added more water. Today, I saw a tiny stem. The plant is growing! Over the next few weeks, more stems and leaves will grow. Then flowers will grow, too.

What am I most excited about? I cannot wait to eat the beans! I think they will taste even better because I grew them myself.

1. What did Grandpa give to the main character?
 - A. some green beans
 - B. green bean seeds
 - C. a fully-grown bean plant

2. The main character planted the seeds, put the pot in a sunny spot, and added water. What was the effect of these actions?
 - A. The soil got dry right away.
 - B. A tiny stem grew after some time.
 - C. The seeds quickly turned into green beans.

3. Read these sentences from the text.

"I put the pot in a sunny spot by the window, and I added some water.

"I checked on my plant every day. When the soil felt dry, I added more water. Today, I saw a tiny stem. The plant is growing!"

What conclusion can you draw from this evidence?

- A. The main character has taken care of many different plants in the past.
- B. The main character is doing a good job of taking care of the bean plant.
- C. The main character doesn't really care about the bean plant.

4. Read these sentences from the text.

"I cannot wait to eat the beans! I think they will taste even better because I grew them myself."

Why might the main character think the beans will taste even better because he or she grew them?

- A. because the main character normally hates the taste of green beans
- B. because the main character is way better at growing plants than Grandpa
- C. because the main character put work into taking care of the beans

5. What is the main idea of this story?

- A. The main character takes care of a green bean seed and helps it start growing into a plant.
- B. The main character's grandfather loves to grow vegetables, and he takes great care of all his plants.
- C. The main character is excited to eat green beans because they are a tasty vegetable.

6. What are two things the main character did to the bean plant to help it grow?
7. What would happen to the bean plant if the main character forgot to give it water? Use evidence from the text to support your answer.

Ruth E. Carter

by Caitlyn Meagher



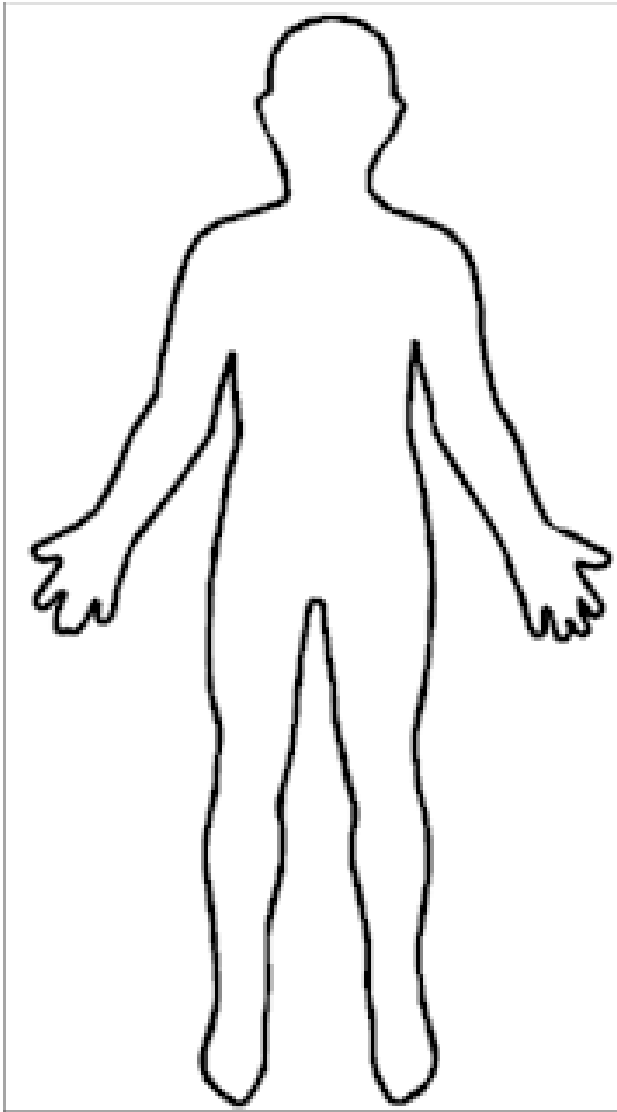
Gage Skidmore (CC BY-SA 2.0)

This is a photo of Ruth E. Carter at an event in 2018.

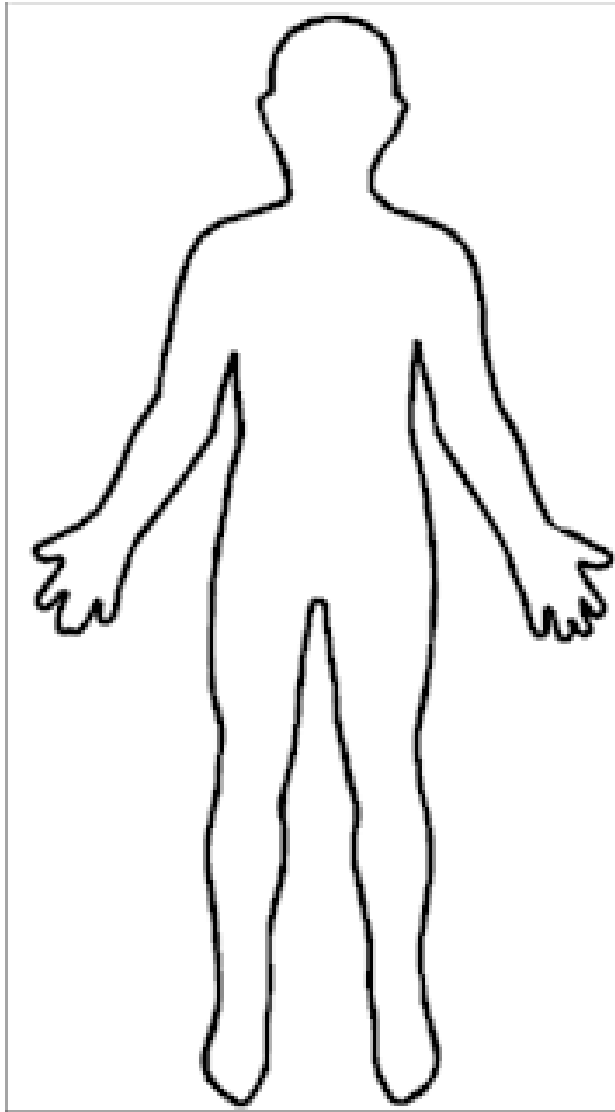
Did you watch the movie *Black Panther*? If so, you may have seen the detailed costumes. Ruth E. Carter designed those costumes! She is a world-famous costume designer. She has designed costumes for television and movies for more than 30 years.

Carter likes to tell stories with her costumes. She pays close attention to the details. She also makes sure to do a lot of research.

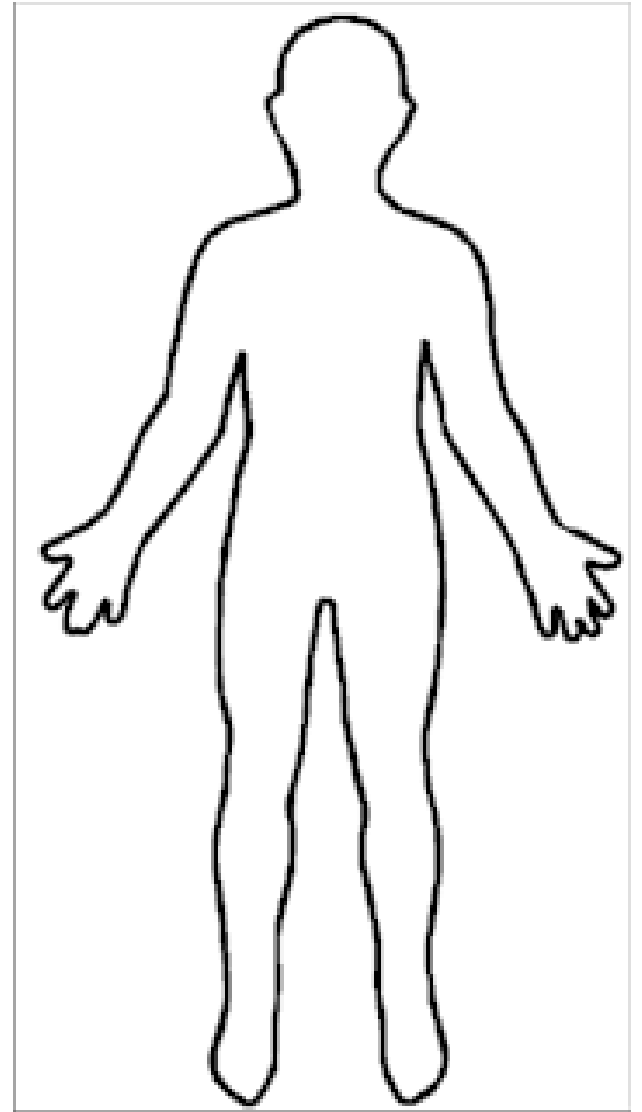
When she designed the costumes for *Black Panther*, she got ideas from many tribes in Africa. She was inspired by the bold colors and patterns. She also looked at the "Black Panther" comics. Then, she used her imagination! She created more than 700 costumes for this one movie. She won an Oscar for her work on *Black Panther*.



Name:



Name:



Name:

Word List for Pizza Silly Story



Write a word in each blank below, then use the numbers to write that word in the silly story!

(1) An adjective (describing word): _____

(2) A person's name: _____

(3) A noun (thing): _____

(4) A shape: _____

(5) A vegetable: _____

(6) An adjective (describing word): _____

(7) A food: _____

(8) A noun (thing): _____

(9) A number: _____

(10) Another shape: _____

(11) Another number: _____

Pizza Silly Story



Pizza was invented by a (1)_____ chef
named (2)_____. To make a pizza, first you
take a ball of (3)_____ and stretch it out to
make a thin (4)_____. Then you cover it
with (5)_____ sauce,
(6)_____ cheese, and fresh
(7) _____. Next you bake it in a very hot
(8) _____. When it is done, cut it into
(9)_____ (10) _____. If I could,
I would eat pizza (11)_____ times each
day!

GRADE 2 CHOICE BOARD

Enrichment Activities

Collect 10-15 small objects from around your house. Then, find a way to sort the objects. Write down how you sorted them. Find another way to sort the objects and write that down, too. How many ways can you find? Try to find and write down at least four! Example: color	Read the attached article about NASA astronaut Guion S. Bluford Jr. Then, write a letter to Dr. Bluford asking him at least three questions you have about visiting space.	Choose an animal to observe from the San Diego Zoo Live Cams. Then, write about your animal. What kind of habitat does it have? What did you observe about that habitat? How does the habitat help the animal live?
Read the attached article called “Water Takes Three Forms” and answer the questions after it. With an adult’s permission, try observing the way water changes forms like the article describes.	Create a “How to be a Good Friend” book. Use words and pictures to show how you can be a good friend. Read Aloud: Read your book out loud to a family member.	How many ways can you find to make 50¢ using pennies, nickels, dimes, and quarters? Try to find at least eight ways!
Use mental math to solve the attached two problems. Try not to write anything down until you get to the end! Then, write your own mental math problem for someone else to solve.	Draw a creative picture using only triangles, squares, rectangles, and circles.	Create a Venn diagram to compare yourself with one of your family members. Try to find at least five things to list in each section of the diagram.

Breaking Barriers in Space

by ReadWorks



Guion S. Bluford Jr.

Have you ever wanted to be an astronaut? Take some tips from the first African American person in space: Guion S. Bluford Jr.



*Guion S. Bluford Jr. on the Challenger in
1983*

Before Bluford was an astronaut, he was a pilot in the United States Air Force. He flew more than 140 missions during the Vietnam War. After years as a pilot, he went back to school and got a doctorate degree in aerospace engineering. Soon afterward, Bluford applied to be a part of NASA's astronaut training program. More than 10,000 people applied along with him. NASA chose Bluford and just 34 others to train to be astronauts. It was a very difficult program, but Bluford made it through. He was set to go up into space!

Guion S. Bluford Jr. boarded the *Challenger* in August 1983. He was surprised to see so many people watching the spaceship launch. It was rainy, and the launch was set to happen around 1:00 am. Still, there were people outside watching. They wanted to see this historic moment. Once the spaceship launched, the crew listened to the astronauts' voices. They could hear someone laughing. Who was it? It was Bluford! He said, "I laughed and giggled all the way up. It was such a fun ride."

Once Bluford and the other astronauts got into space, they started doing experiments. One of the most important experiments was seeing how space affects the human body. This work would help future astronauts who would be in space for a much longer period of time.

Bluford flew into space three more times before deciding to stick to Earth for good. But his love of space travel continues to this day. Now, he talks to people across the country. He shares his stories about space and experimenting in a whole new environment.

Water Takes Three Forms

by Rachelle Kreisman on ReadWorks



Water comes in three forms: liquid, solid, and gas.

Water can be a liquid. It flows. It has no shape of its own. A liquid takes the shape of its container.

Water can be a solid. Solids have their own shape. Water in its solid form is called ice.

Water can be a gas. Gas has no shape. Water in its gas form is called vapor.

You can see liquid water after it changes to a solid. Pour water into a cup. Put the cup into the freezer. The next day, the water will have turned into ice.

Ice can change back to liquid water. Observe this: Take ice cubes from the freezer. Put a few of them on a plate. They will melt and turn into liquid water.

Heat can change liquid water to a gas. What happens when a pot of water boils? Bubbles begin to form. Then the water starts to evaporate. You can often see the gas escape as water vapor.

Water vapor also can turn back into a liquid. That happens when the vapor loses heat. The process of water vapor becoming liquid is called condensation.

1. How many forms does water come in?

- A. three
- B. two
- C. one

2. What does this article describe?

- A. food that can be cooked in a pot of water
- B. liquid water changing into a gas
- C. steps you can take to observe condensation

3. Read this paragraph from the article.

"You can see liquid water after it changes to a solid. Pour water into a cup. Put the cup into the freezer. The next day, the water will have turned into ice."

What can you conclude from this information about the difference in temperature between water as a liquid and water as a solid?

- A. Water as a solid is colder than water as a liquid.
- B. Water as a solid is warmer than water as a liquid.
- C. Water as a solid and water as a liquid are almost the same temperature.

4. Based on the information in the article, what is probably true about gas in a container?

- A. Gas in a container will cause the container to melt.
- B. Gas in a container will take the shape of the container.
- C. Gas in a container will turn into ice after one day.

5. What is the main idea of this article?

- A. If you pour water into a cup and put it in the freezer, the water will turn into ice.
- B. Water has three forms and can change from one to another.
- C. When water is a liquid, it flows and takes the shape of its container.

6. Read this paragraph from the article.

"Heat can change liquid water to a gas. What happens when a pot of water boils? Bubbles begin to form. Then the water starts to evaporate. You can often see the gas escape as water vapor."

What does the word "evaporate" mean here?

- A. turn into a gas
- B. turn into a solid
- C. turn into a liquid

8. What form of water has its own shape?

9. Compare and contrast water as a solid to water as a gas. Support your answer with evidence from the article.

Mental Math

Start with the value of five dimes.

Add the value of a nickel.

Take away 2.

Subtract the value of a dime.

Add the value of a nickel.

Minus 10.

Add the number in a pair.

You should be on the value of 4 of the same kind of US coins.

What is the name of the coin? _____

Start with the number of quarters needed to make a dollar.

Add 5.

Plus 6.

Minus 4.

Add the number in a pair.

Take away 8.

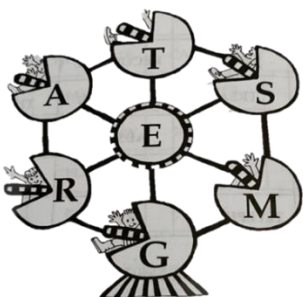
Minus 5.

You should be on a number less than one.

What is the number? _____

GRADE 3 CHOICE BOARD

Enrichment Activities

Everyone loves a good mystery! Read “The Case of the Missing Money.” Use your comprehension skills and critical thinking skills to answer the questions and solve the mystery! (Mystery and questions attached)	List the letters of the alphabet down the edge of a piece of paper. Then, see if you can think of a food that start with each letter. Write the foods beside the letters. Can you think of foods for at least 20 of the 26 letters?	Your target number is 8. Use only the numbers below to create number sentences that equal 8 (using addition, subtraction, multiplication, and division). Try to use as many of the numbers as you can. Numbers can be used more than once. Can you find more than five ways? 12 3 5 10 1 0
How many words of 3 or more letters can you make by moving from one connected circle to another in any direction? (For example, TEA is allowed but TAG is not.) 	Read about the clothing worn in ancient Egypt in the attached article then answer the questions that follow it. You can make your own ancient Egyptian headband and other items by following the directions here.	Write a word in each blank on the attached “Mad Libs” list – be creative! Then, use the numbers to fill in each word in the right place in the story “George Washington: Fact or Fiction?” Draw a picture to go with your silly story. Then, read the story to someone in your family!
Solve the attached problems on the “Mental Math” page without writing anything down until you get to the final answer. Then, create two more mental math problems for someone else to solve.	Write a story using these 5 words: apple, train, elephant, paper, banjo.	You have been chosen to go to space to visit the space station! Along with your gear, food, and other supplies, you have room to pack three personal items that mean a lot to you. What three things would you take and why? Write about it!

The Case of the Missing Money

Sam Sherlock, the famous detective, and his sheepdog, Watson, were having a wonderful time at the school carnival. Sam was glad Wendy, his niece, had invited him. He was always happy to meet Wendy's friends. He was especially happy to have her friends meet Watson, too. Sam had already been to many of the booths. He had tried to hit the balloons with the darts. He had tried to get a ring around a toy bear. He even tried to dunk a teacher in the dunk tank. He hadn't been able to win anything.

Wendy, who was selling popcorn, saw Sam coming to her booth. She introduced her uncle to Dan, a boy in her class. Sam had stopped to buy popcorn, too. Dan was wearing a red shirt. Sam, trained to notice small things, noticed that Dan had a tear in his shirt.

Just then, Miss Smith shouted, "Come here quickly! Our carnival money is gone!"

Sam ran over to the ticket booth. Miss Smith said, "I just got back from lunch, opened the door, and found the money missing. I had the key." Sam looked at the booth carefully. It had a door in the front which Miss Smith had locked. It had a window in the back. Sam looked at the window carefully. He saw something red caught on a nail.

Sam said, "Don't worry. I'll get the money back."

Questions: The Case of the Carnival Money

1. What will Sam do next?
2. How does Sam know where to look? What clue did he see?
3. What do you think will happen to the thief?
4. Who invited Sam and Watson to the carnival?
5. What things did Sam try to do at the carnival?
6. Did Sam win any prizes?
7. How did the thief get to the money?
8. What should have been done to keep the money safe?

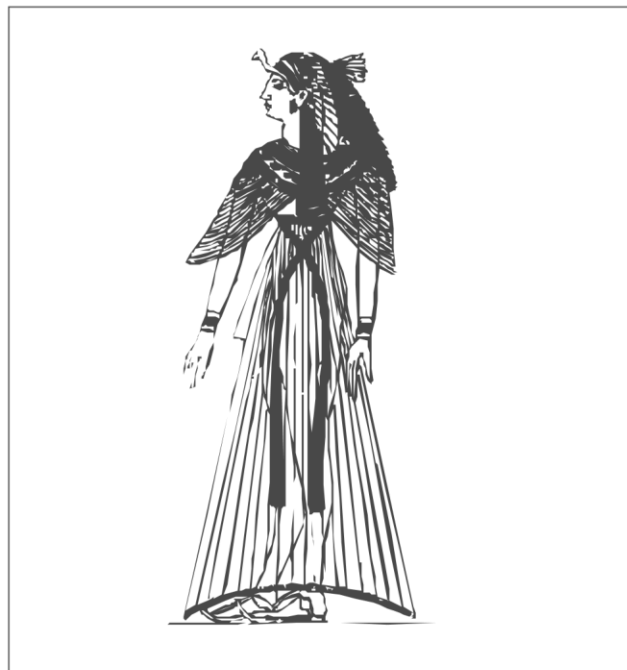
47. Dress Like an Egyptian

by Margaret Hockett

A ¹Early Egyptians dressed according to their wealth and their role in society. ²Those who did common work wore what was practical, and those who were rich wore what was beautiful.

B ³The clothing of servants and laborers was simple and inexpensive. ⁴It was usually white in color and rough in quality. ⁵Not only was simple dress cheaper, it was easier to work in. ⁶Men wore a cloth like a Scottish kilt. ⁷Women wore long skirts with plain shawls or dresses without sleeves, and no jewelry. ⁸Children often wore nothing at all. ⁹Even their scalps were bare because they were shaved to prevent lice.

C ¹⁰Wealthy people dressed differently. ¹¹They wore colorful clothing made with expensive dye (the vibrant colors, such as gold and yellow were especially costly). ¹²They could afford delicate linens of fine quality (so fine that some were as transparent as a screened window.) ¹³The rich sometimes wore pleated and loosely flowing robes that would have



ruled out hard work. ¹⁴The rich also wore wigs, eye makeup, perfume, and jewelry. ¹⁵Even children of wealthy parents wore jewels about the neck.

D ¹⁶Yes, the dress of the poor was practical for labor while the decorations of the rich were not. ¹⁷However, these rich decorations did serve at least two purposes. ¹⁸They made the wearer feel beautiful. ¹⁹They also reminded the working-class Egyptians of the rank and majesty of those who were wealthy.

DIRECTIONS: Choose or write the best answer to each of the following questions using the evidence presented in the passage. When required, list specific sentence numbers or paragraph letters from the story to support the answer.

1. Choose the ending that completes the main idea of the passage. Early Egyptian dress style was:
- A. based on wealth.
 - B. too expensive.
 - C. beautifully displayed.
 - D. often simple and rough.

Give the number of the sentence that best supports the answer. _____

2. Why do you think the lower class wore mostly white clothing?
- A. White was a symbol of innocence.
 - B. Colored cloth was not permitted.
 - C. Rough cloth came in white only.
 - D. Fabric dyes were too expensive.

Give the number of the sentence in paragraph B that best supports the answer. _____

3. As used in sentence 11, the word *vibrant* means:
- A. bright
 - B. dull
 - C. many
 - D. dark

4. The very wealthy Egyptians dressed splendidly for several reasons. Which of the following was NOT a reason for their style of dress?

- A. It made them feel beautiful.
- B. It showed their majesty.
- C. They could buy it cheaply.
- D. They did not have to work hard.

5. You can tell from sentence 12 that transparent clothing is easy to:
- A. recognize.
 - B. clean up.
 - C. do work in.
 - D. see through.

6. Why might it have been difficult for a servant to work in clothing like that of the wealthy?

7. Why do you think a pharaoh (ruler) might dress even more elaborately than the wealthy class?

"Mad Libs"

- (1) A number : _____
- (2) An adjective (describing word): _____
- (3) A verb that ends in -ed (Ex: jumped): _____
- (4) A person in a family: _____
- (5) Type of fruit: _____
- (6) Another person in a family: _____
- (7) A noun: _____
- (8) A verb: _____
- (9) A verb that ends in -ing (Ex: jumping): _____
- (10) A part of the body: _____
- (11) An adjective: _____
- (12) A noun: _____
- (13) Another noun: _____

George Washington: Fact or Fiction?

George Washington was the (1)_____ President of the
(2)_____ States. One story about George Washington claims
that he (3)_____ down his (4)_____’s
(5)_____ tree. When his (6)_____ asked
him what happened to the (7)_____, Washington said, “I
cannot (8)_____ a lie,” and admitted to
(9)_____ down the tree. However, this probably never
happened. While it’s true that he had many (10)_____ aches,
another myth about President Washington is that he had teeth made of
(11)_____, but they were really made of
(12)_____.

Mental Math

Start with 1 more than the number of sides on a triangle.

Add 3.

Subtract the value of a penny.

Plus 8.

Minus the number in a pair.

Add 9.

Take away 1.

You should be on a number you hear when counting by ten....what is the number?



Start with the smallest 2-digit number which does not contain the digit 1.

Multiply by 3.

Plus 4.

Divide by 8.

Times 7.

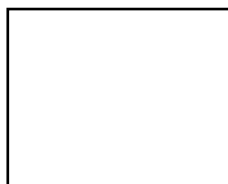
Add 3.

Subtract 9.

Divide by 2.

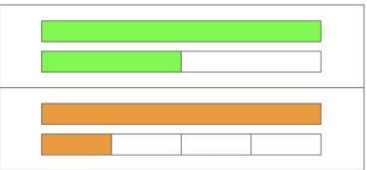
Plus 3.

You should be on the number of days in how many weeks?



GRADE 4 CHOICE BOARD

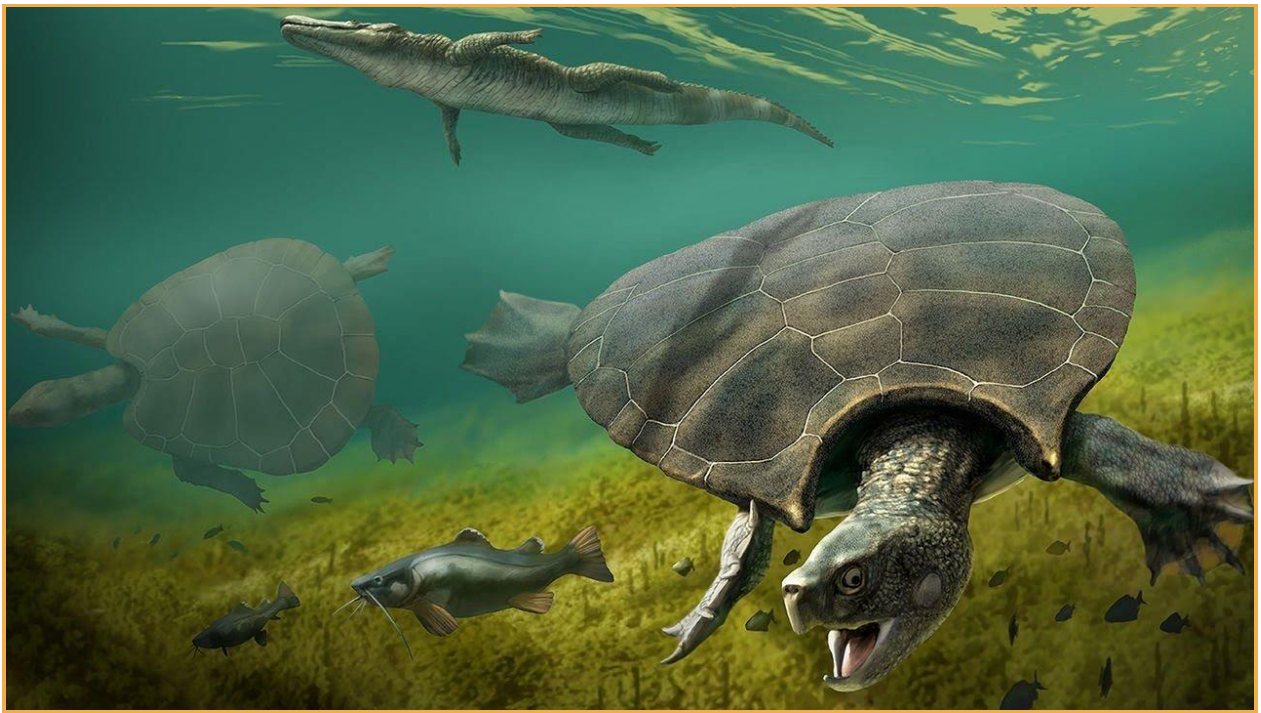
Enrichment Activities

Create a story in which your main character has the ability to change into something else (an animal, etc.). Think about a lesson about honesty, greed or trust, or another important lesson. Then write a story using your character and its ability to teach a lesson about that behavior.	Fubuki are a type of Japanese logic puzzle. Can you solve the six Fubuki on the attached page? Enter the numbers from 1-9 into the grid so that each row and column add up to the number in the box. You can only use each number one time. Some numbers have been filled in to get you started.	Read the attached article titled “These Car-Sized Turtles Once Prowled the Lakes and Rivers of Northern South America “ Choose any 5 of the vocabulary words (in blue) and write definitions of those words based on the context clues in the article.
Write a haiku. A haiku is a short 3-line poem. The first line has 5 syllables, The second line has 7 syllables. The third line has 5 syllables. Haikus are often written about seasons, nature or animals. They don’t need to rhyme. Here is an example: Fresh air after rain Wet branches drip heavily The soil is refreshed.	One of the first cell phones weighed over 2 pounds and cost \$4000. Cell phones have changed a lot! What do you think future cell phones will look like? What will they be able to do? Draw a picture and write about your ideas. 	On a piece of paper, make two columns. In one column, list the things that are the same about these two pictures, and in the other column, list the things that are different. Make sure you’re thinking about math! 
Solve the four Cross Math puzzles on the attached page. Don’t forget about the order of operations: multiplying/dividing is done before adding/subtracting.	Visit this website and scroll down to see what happens as you go deeper in the ocean. Write down the names of the layers from top to bottom and the depth at which they start. Record some of the creatures found in each layer and any other observations you make.	What do you think is the hardest job in the world? Why do you think so? Write a paragraph to explain your answer. Give at least three reasons to support your answer.

FEBRUARY 24, 2020

These Car-Sized Turtles Once Prowled The Lakes and Rivers of Northern South America

BY MAITREYI MANTHA



An artist's depiction of the giant freshwater turtle, *Stupendemys geographicus*, which lived in the rivers and lakes of South America about 12 million years ago (Credit: Jaime Chirinos/www.media.uzh.ch)

Though it is now **arid**, the Urumaco region in Venezuela's Falcón State was once a mega wetland that was home to numerous **colossal** animal species. These included **rodents** the size of modern-day buffaloes and 10-foot (3-meter) tall **carnivorous** birds. The latest to join the list of the area's massive creatures is a giant turtle that was 100 times larger than its closest living relative, the Amazon

river turtle, and about 1.5 times the size of the world's largest living turtle, the marine leatherback.

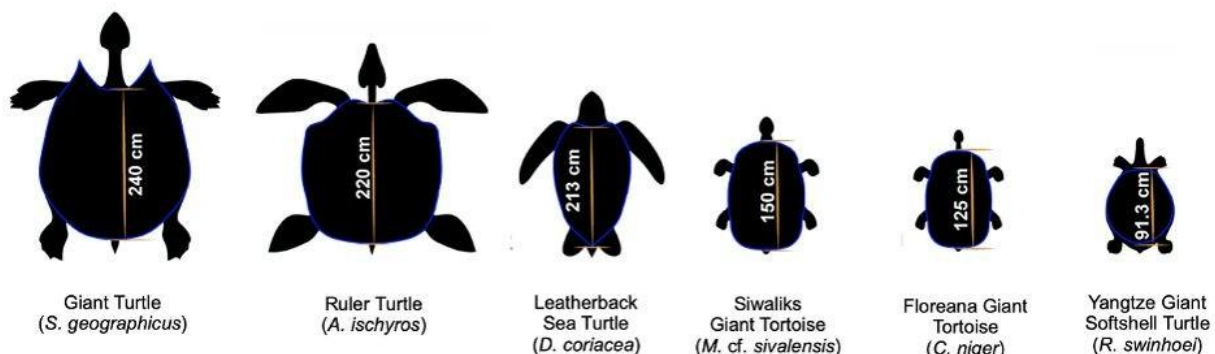
Researchers first became aware of the *Stupendemys* (stupendous turtle) *geographicus* in 1976, after a Harvard paleontologist unearthed a few fossils.

However, the small **fragments** found were not enough to **ascertain** what the freshwater turtle looked like, or how it behaved. Now, a team led by the

University of Zurich's Marcelo Sánchez has discovered pristinely preserved turtle shells and jawbone fossils in the Urumaco region and Colombia's Tatacoa

Desert, enabling scientists to gain **insights** into the giants, which roamed

Northern South America between 8 and 13 million years ago.



The male giant turtle is the largest known turtle to have existed. The leatherback sea turtle, Floreana giant tortoise, and Yangtze giant softshell turtle are the only ones still alive (Credit: Edwin-Alberto Cadena/Universidad Del Rosario)

"For almost four **decades**, we didn't have new and excellently preserved fossils of this turtle," said Edwin Cadena, a paleontologist at the Universidad del Rosario in Colombia and one of the study's lead researchers. "Many questions — about

its diet, if there were differences between males and females, and even if we were dealing with one or more giant turtle species — were completely unknown."

The team's findings, published in the journal *Science Advances* on February 12, 2020, reveal that the massive animals sported a 9-foot-long shell and weighed more than 2,500 pounds (1133 kilograms), or about as much as an average car.

The front-facing horns on the shells of the male turtles are believed to have been used as weapons in male-to-male **combat**. The behavior is **prevalent** in modern-day snapping turtles whose males often fight each other to establish **dominance** in **overlapping** territories.

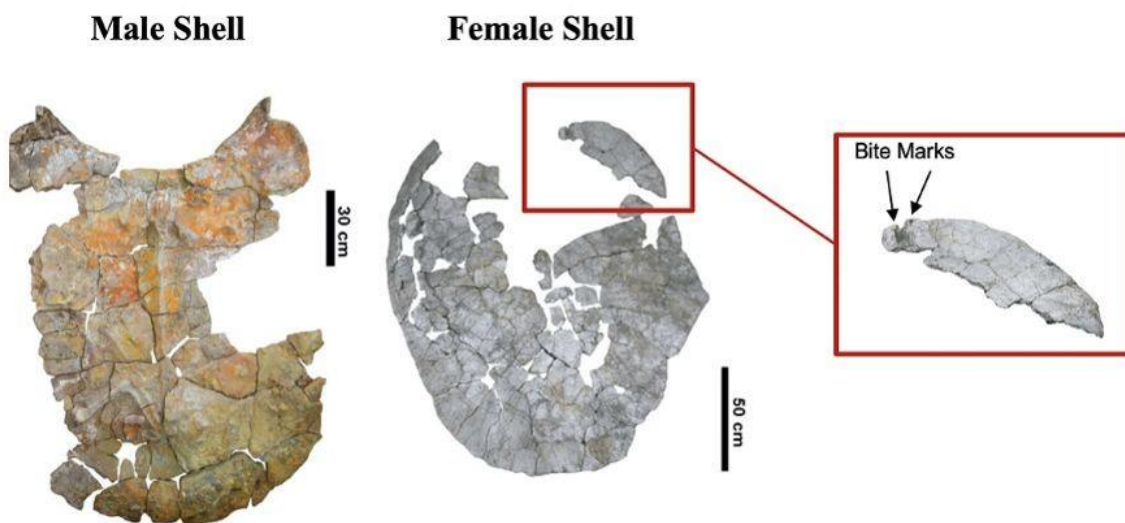


Venezuelan paleontologist Rodolfo Sánchez poses alongside a male carapace of a *Stupendemys geographicus* with massive horns found in Venezuela (Credit: Image: Jorge Carrillo/www.media.uzh.ch)

The horns may have also been used to **fend** off the huge alligator-like caimans, which were about 34 feet long and may have weighed up to 18,500 pounds, or about seven times the weight of the giant turtles. Bite marks on a female turtle

shell and a massive tooth **embedded** in another **carapace** confirmed the scientists' suspicions that **predatory** attacks were a way of life for the giant creatures.

Though they lived among **ruthless** predators, the turtles themselves were gentle giants who used their massive size to stay close to the riverbeds to graze on underwater plants and munch on hard-shelled **mollusks**. The researchers believe that the turtles' large size may have **hindered** their ability to swim, making them easy targets to hunt down.



A female carapace had bite marks, potentially from a fight with a caiman. The male giant turtles had horns that were believed to be used for combat against other turtles and predators (Credit: www.media.uzh.ch)

Cadena says, "*Stupendemys geographicus* was huge and heavy. The largest individuals of this species were about the size and length of a sedan **automobile** if we take into account the head, neck, shell, and limbs. Its diet was **diverse**,

including small animals – fishes, caimans, snakes – as well as mollusks and vegetation, particularly fruits and seeds. Putting together all the anatomical features of this **species** indicates that its lifestyle was mostly in the bottom of large freshwater bodies, including lakes and large rivers."

The giant turtles were once **widespread** throughout the Pebas system — a large network of rivers and wetlands that **extended** from northwest Brazil through Peru and Colombia, and to the coast of Venezuela. Unfortunately, **geological** forces, which uplifted the Andes mountains about 8 million years ago, caused the area to become dry, ending the lives of all the **majestic** animals who **inhabited** the regions.

Addition Fubuki Puzzle

Place the numbers 1 to 9 in the 3 by 3 grid so that each horizontal and vertical line adds up to the given sum. You can use each number only once.
Some numbers are already placed for you.

5	1		14
			18
			13
15	16	14	

6			18
8			15
			12
23	11	11	

			21
		7	14
		5	10
13	12	20	

			20
9			12
6			13
20	13	12	

1			11
4			16
			18
8	13	24	

			15
8	2		16
			14
16	11	18	

Cross Math Boxes

The Cross Math boxes must contain all the digits 1 to 9, so that all the equations are true. Some of the digits are already filled in.

	×		+		13
+		+		+	
	×	8	+		17
+		÷		+	
	+		-	6	5
13		4		18	

	×		+	9	29
+		×		-	
	-		+		0
÷		-		+	
2	+		×		26
8		25		16	

	-		÷	4	1
+		÷		×	
	+		×		23
×		+		-	
1	+		-		0
12		9		22	

4	×		+		29
+		×		×	
	÷		+		11
-		+		-	
	+		-	6	1
11		26		2	

GRADE 5 CHOICE BOARD

Enrichment Activities

A folktale is a story passed down through generations by word of mouth. Read the attached folktale, <u>The Emperor's New Clothes.</u> Write a summary of the story in your own words. Do you think the emperor is fit for his job of leading the people of his city? Why or why not? Write a paragraph to explain your answer.	Use logical thinking and math skills to solve the Cross Math puzzles on the attached page. Don't forget about the order of operations!	A time capsule is a container of objects chosen to represent how life is at the present time. They are stored for opening in the future (usually 50 years or more). What are three items you would put in a time capsule to represent this year and why would you choose those items? Write a paragraph to explain your choices.
If you could learn one thing about your future, what would it be? Or, if you prefer not to know anything, why would you make that choice? Explain your answer in a paragraph.	Emily says the answer to $7/9 - 2/6$ is $5/3$. Is Emily correct? Explain why or why not. If not, show how to solve the problem correctly. Use numbers and drawings to show your thinking.	Read about a type of short funny poem called a clerihew at <u>this website</u> and watch <u>this video</u>. Then, write three clerihews of your own.
Read the attached article called "Matter is Everywhere" and answer the questions after it. Did you notice that the article mentions a FOURTH state of matter than you don't usually learn about in elementary school? Get more information about that state of matter by watching <u>this video</u>...and keep an eye out for Iron Man and Darth Vader!	Using only 5 sheets of paper and some tape as building materials, build a structure that will hold a book at least 6 inches above the ground. How many books can your structure hold?	Fubuki are logic puzzles from Japan. Can you solve the addition Fubuki puzzles on the attached page? Put the numbers from 1-9 in the puzzle so that each row and each column add up to the number in the box. You can only use each number one time. Some numbers are filled in already to help you get started.

The Emperor's New Clothes

by Hans Christian Andersen

Many years ago there lived an Emperor who was so fond of new clothes that he spent all his money on them in order to be beautifully dressed. He did not care about his soldiers, he did not care about the theatre; he only liked to go out walking to show off his new clothes. He had a coat for every hour of the day; and just as they say of a king, "He is in the council-chamber," they always said here, "The Emperor is in the wardrobe."

In the great city in which he lived there was always something going on; every day many strangers came there. One day two impostors arrived who gave themselves out as weavers, and said that they knew how to manufacture the most beautiful cloth imaginable. Not only were the texture and pattern uncommonly beautiful, but the clothes which were made of the stuff possessed this wonderful property that they were invisible to anyone who was not fit for his office, or who was unpardonably stupid.

"Those must indeed be splendid clothes," thought the Emperor. "If I had them on I could find out which men in my kingdom are unfit for the offices they hold; I could distinguish the wise from the stupid! Yes, this cloth must be woven for me at once." And he gave both the impostors much money, so that they might begin their work.

They placed two weaving-looms, and began to do as if they were working, but they had not the least thing on the looms. They also demanded the finest silk and the best gold, which they put in their pockets, and worked at the empty looms till late into the night.

"I should like very much to know how far they have got on with the cloth," thought the Emperor. But he remembered when he thought about it that whoever was stupid or not fit for his office would not be able to see it. Now he certainly believed that he had nothing to fear for himself, but he wanted first to send somebody else in order to see how he stood with regard to his office. Everybody in the whole town knew what a wonderful power the cloth had, and they were all curious to see how bad or how stupid their neighbor was.

"I will send my old and honored minister to the weavers," thought the Emperor. "He can judge best what the cloth is like, for he has intellect, and no one understands his office better than he."



Short Story of the Month

"The Emperor's New Clothes" & Other Classic Folktales

Reading Literature

Focus: Folktales

Now the good old minister went into the hall where the two impostors sat working at the empty weaving-ooms. "Dear me!" thought the old minister, opening his eyes wide, "I can see nothing!" But he did not say so.

Both the impostors begged him to be so kind as to step closer, and asked him if it were not a beautiful texture and lovely colors. They pointed to the empty loom, and the poor old minister went forward rubbing his eyes; but he could see nothing, for there was nothing there.

"Dear, dear!" thought he, "can I be stupid? I have never thought that, and nobody must know it! Can I be not fit for my office? No, I must certainly not say that I cannot see the cloth!"

"Have you nothing to say about it?" asked one of the men who was weaving.

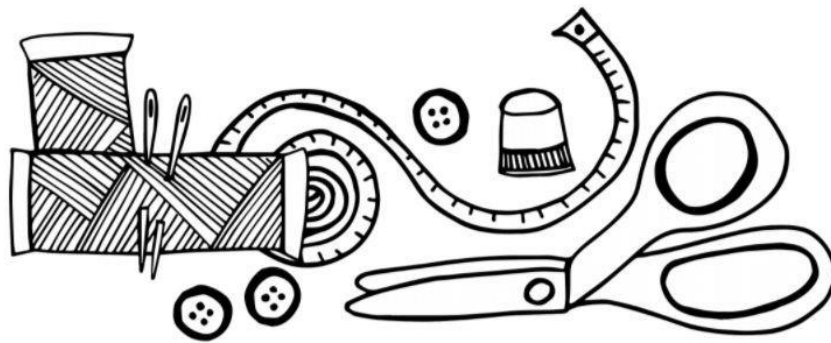
"Oh, it is lovely, most lovely!" answered the old minister, looking through his spectacles. "What a texture! What colors! Yes, I will tell the Emperor that it pleases me very much."

"Now we are delighted at that," said both the weavers, and thereupon they named the colors and explained the make of the texture.

The old minister paid great attention, so that he could tell the same to the Emperor when he came back to him, which he did.

The impostors now wanted more money, more silk, and more gold to use in their weaving. They put it all in their own pockets, and there came no threads on the loom, but they went on as they had done before, working at the empty loom. The Emperor soon sent another worthy statesman to see how the weaving was getting on, and whether the cloth would soon be finished. It was the same with him as the first one; he looked and looked, but because there was nothing on the empty loom he could see nothing.

"Is it not a beautiful piece of cloth?" asked the two impostors, and they pointed to and described the splendid material which was not there.



Short Story of the Month

"The Emperor's New Clothes" & Other Classic Folktales

Reading Literature

Focus: Folktales

"Stupid I am not!" thought the man, "so it must be my good office for which I am not fitted. It is strange, certainly, but no one must be allowed to notice it." And so he praised the cloth which he did not see, and expressed to them his delight at the beautiful colors and the splendid texture. "Yes, it is quite beautiful," he said to the Emperor. Everybody in the town was talking of the magnificent cloth.

Now the Emperor wanted to see it himself while it was still on the loom. With a great crowd of select followers, amongst whom were both the worthy statesmen who had already been there before, he went to the cunning impostors, who were now weaving with all their might, but without fiber or thread.

"Is it not splendid!" said both the old statesmen who had already been there. "See, your Majesty, what a texture! What colors!" And then they pointed to the empty loom, for they believed that the others could see the cloth quite well.

"What!" thought the Emperor, "I can see nothing! This is indeed horrible! Am I stupid? Am I not fit to be Emperor? That were the most dreadful thing that could happen to me. Oh, it is very beautiful," he said. "It has my gracious approval." And then he nodded pleasantly, and examined the empty loom, for he would not say that he could see nothing.

His whole Court round him looked and looked, and saw no more than the others; but they said like the Emperor, "Oh! it is beautiful!" And they advised him to wear these new and magnificent clothes for the first time at the great procession which was soon to take place. "Splendid! Lovely! Most beautiful!" went from mouth to mouth; everyone seemed delighted over them, and the Emperor gave to the impostors the title of Court Weavers to the Emperor.

Throughout the whole of the night before the morning on which the procession was to take place, the impostors were up and were working by the light of over sixteen candles. The people could see that they were very busy making the Emperor's new clothes ready. They pretended they were taking the cloth from the loom, cut with huge scissors in the air, sewed with needles without thread, and then said at last, "Now the clothes are finished!"

The Emperor came himself with his most distinguished knights, and each impostor held up his arm just as if he were holding something, and said, "See! Here are the breeches! Here is the coat! Here the cloak!" and so on.

"Spun clothes are so comfortable that one would imagine one had nothing on at all; but that is the beauty of it!"

"Yes," said all the knights, but they could see nothing, for there was nothing there.

"Will it please your Majesty graciously to take off your clothes," said the impostors, "then we will put on the new clothes, here before the mirror."

Short Story of the Month

"The Emperor's New Clothes" & Other Classic Folktales

Reading Literature

Focus: Folktales

The Emperor took off all his clothes, and the impostors placed themselves before him as if they were putting on each part of his new clothes which was ready, and the Emperor turned and bent himself in front of the mirror.

"How beautifully they fit! How well they sit!" said everybody. "What material! What colors! It is a gorgeous suit!"

"They are waiting outside with the canopy which your Majesty is wont to have borne over you in the procession," announced the Master of the Ceremonies.

"Look, I am ready," said the Emperor. "Doesn't it sit well!" And he turned himself again to the mirror to see if his finery was on all right.

The chamberlains who were used to carry the train put their hands near the floor as if they were lifting up the train; then they did as if they were holding something in the air. They would not have it noticed that they could see nothing.

So the Emperor went along in the procession under the splendid canopy, and all the people in the streets and at the windows said, "How matchless are the Emperor's new clothes! That train fastened to his dress, how beautifully it hangs!"



No one wished it to be noticed that he could see nothing, for then he would have been unfit for his office, or else very stupid. None of the Emperor's clothes had met with such approval as these had.

"But he has nothing on!" said a little child at last.

"Just listen to the innocent child!" said the father, and each one whispered to his neighbor what the child had said.

"But he has nothing on!" the whole of the people called out at last.

This struck the Emperor, for it seemed to him as if they were right; but he thought to himself, "I must go on with the procession now." And the chamberlains walked along still more uprightly, holding up the train which was not there at all.

Cross Math Boxes

The Cross Math boxes must contain all the digits 1 to 9, so that all the equations are true. Some of the digits are already filled in.

	+		×		57
+		÷		÷	
	+	2	-		5
×		-		+	
	-		+	1	3
44		0		3	

	-		+	4	3
+		÷		+	
	×		-		14
+		+		-	
7	-		÷		4
20		9		3	

	×		+	7	22
×		+		×	
	+		-		5
+		+		-	
1	-		+		5
21		14		50	

9	-		×		1
+		-		×	
	×		-		17
÷		+		-	
	+		+	7	15
11		2		17	

Matter Is Everywhere!

by ReadWorks

Everything around us is made of matter-your clothes, the trees, even the water you drink! We divide matter into four major categories, which are called the four states of matter: liquid, gaseous, solid, and plasma. However, we will focus on the first three. Whatever the state of matter may be, all matter is made of tiny particles called atoms. These particles are too tiny to see with the naked eye; they're even too small to see with a regular microscope. If you line up a million atoms next to each other, they will be as thick as a single piece of human hair. So, we can only look at atoms through very powerful tools, one of them being the "scanning tunneling" microscope.

How Do We Know?

We can easily see liquids and solids around us, but most gases aren't visible. We can't see the air around us, but it is still made of atoms that constantly move around freely in space. How can we tell?

Take a balloon, for example. When we pump air into a balloon, it visibly inflates. That means that gaseous matter is filling the balloon and taking up space. The more air we blow into the balloon, the bigger it gets. Therefore, we can observe the way gas moves around space. In the same way, inflatable pool toys also fill with air so that they can float on water. When we fill the plastic shells with air, the toys take shape. Since air is lighter than water, the pool toys can rest on the water without sinking. And then we can enjoy a sunny day while floating in a pool!

Moving Atoms

Atoms are constantly moving. However, atoms move at different speeds within different states of matter. Atoms move more slowly when they are more densely packed. Atoms in solids are usually tightly packed and have less space to move around freely. This means that atoms in most solids move more slowly than atoms in most liquids. The atoms in gas usually move the fastest. Since the atoms usually move more freely in liquids and gases, they can undergo a process called diffusion. (Solids can diffuse as well, although it's a much longer process.) Diffusion is the movement of particles from a higher concentration to a lower concentration. That's why, when you spray perfume in a corner of a room, you will eventually smell it on the other side of

the room. The atoms from the perfume diffuse through the air. Because of this diffusion, the perfume scent is spread.

Identification

We can identify materials according to a variety of properties. Scientists have determined several different measurements to help label materials. Some examples are temperature, hardness, color and length. Usually, these are used to measure solids, like rocks and minerals. However, temperature can be used to measure liquids as well. When geologists study rocks, they often use the Mohs scale of mineral hardness. This scale allows us to characterize the scratch resistance of various minerals. A diamond is described as hard because it is extremely difficult to scratch. Scientists can measure hardness with the Mohs scale and compare minerals to other minerals.

Scientists always use various methods to group materials together-that way, it's easier to study and compare them. That's another reason why we differentiate between liquids, gases, solids and plasmas!

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1. Everything around us is made of
 - A. liquids
 - B. matter
 - C. plasma
 - D. gas
2. Why does the author describe the balloon and inflatable pool toys filling up with air?
 - A. in order to explain that it is impossible to observe the way gas moves around space
 - B. in order to explain that air is not made of atoms that take up space
 - C. in order to explain that air is made of atoms that take up space even though air is invisible
 - D. in order to prove that these are fun objects to inflate

3. Usually, atoms move slower in solids than they do in liquids. Which evidence from the passage best supports this statement?
- A. Solids, liquids, and gases can all undergo the process of diffusion.
 - B. Diffusion is the movement of particles from a higher concentration to a lower concentration.
 - C. The atoms in gas move the fastest.
 - D. Atoms in solids are often more tightly packed than atoms in liquids, and have less space to move around freely.
4. Based on the passage, the corner where a perfume is initially sprayed has
- A. has no concentration of perfume particles
 - B. has the same concentration of perfume particles as the rest of the room
 - C. a lower concentration of perfume particles than the other corners of the room
 - D. a higher concentration of perfume particles than the other corners of the room
5. What is this passage mainly about?
- A. matter and the properties it has in certain states
 - B. the process of diffusion
 - C. the different measurement scientists use to label materials
 - D. the inflation of balloons and pool toys
6. Read the following sentences from the passage: "Whatever the state of matter may be, all matter is made of tiny particles called atoms. These particles are too tiny to see with the naked eye; they're even too small to see with a regular microscope. If you line up a million atoms next to each other, they will be as thick as **a single piece of human hair.**"

The author uses the example of "**a single piece of human hair**" to illustrate

- A. how atoms can be seen with a regular microscope
- B. how tiny atoms actually are
- C. how hairy atoms actually are
- D. how much they look like hair

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

Scientists group materials together _____ it is easier to compare and study them that way.

- A. however
- B. but
- C. although
- D. because

8. Explain why atoms move at different speeds depending on whether they are in liquids or solids.

9. What is diffusion?

10. Explain whether smoke filling up a room is diffusion or not. How do you know?

Addition Fubuki Puzzle

Place the numbers 1 to 9 in the 3 by 3 grid so that each horizontal and vertical line adds up to the given sum. You can use each number only once.

Some numbers are already placed for you.

			15
	2		12
			18
22	11	12	

9			23
			11
			11
17	19	9	

3			16
			13
			16
18	15	12	

			17
	8		18
			10
7	22	16	

4			16
			14
			15
19	14	12	

			17
		1	14
			14
18	21	6	