Hello everyone! We can’t wait to see you again, but in the meantime - let’s do SCHOOL!

This is a change to everything we are used to. Please do not hesitate to give us constructive feedback so everyone can succeed. You might have questions about your work as you go. Please write them down so you remember to ask when your teacher calls. Of course, emails are always a way to contact us. You can ALWAYS send an email or text Seesaw/Remind/Google.

<table>
<thead>
<tr>
<th>Teacher</th>
<th>Email address</th>
<th>Contact by</th>
</tr>
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<tbody>
<tr>
<td>Jon Anderson-Kendall</td>
<td><a href="mailto:janderson@mtbaker.wednet.edu">janderson@mtbaker.wednet.edu</a></td>
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<td>Robin Bruntil -Kendall</td>
<td><a href="mailto:rbruntil@mtbaker.wednet.edu">rbruntil@mtbaker.wednet.edu</a></td>
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<td>Kalei Click- Acme</td>
<td><a href="mailto:kclick@mtbaker.wednet.edu">kclick@mtbaker.wednet.edu</a></td>
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<td>Michelle Hubbert- Harmony</td>
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Suggested schedule:

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<tr>
<th>Put a check in the box when you have done it!</th>
<th>Day 1</th>
<th>Day 2</th>
<th>Day 3</th>
<th>Day 4</th>
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Questions for your teacher:
(Write them here so you don’t forget!)
Hello Students! We miss you and can’t wait to see your faces again.

The following math packet has been prepared to **review** your skills of adding and subtracting fraction numbers. You should work for 20 – 30 minutes a day on math.

You will need to use the following vocabulary for completing this week’s packet. If you need to, read the definitions to remember these words, study them! You should know these meanings.

**Equivalent:** Fractions which have the same value, even though they may look different.

Example: 1/2 and 2/4 are equivalent, because they are both "half"

**Numerator:** The top number in a fraction. Shows how many parts we have.

**Denominator:** The bottom number in a fraction. Shows how many equal parts the item is divided into.

**Mixed number:** A whole number and a fraction combined into one "mixed" number.

Example: 1½ (one and a half) is a mixed number.

**Improper Fraction:** A fraction where the numerator (the top number) is greater than or equal to the denominator (the bottom number).

Example: 5/3 (five thirds) and 9/8 (nine eighths) are improper fractions.
Day one.  
Target: I can add fractions with like denominators.

Remember: The denominators must be the same to add the numerators.

### Adding Fractions

**with the Same Denominators, No Simplifying**

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<tr>
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**4 I’ve got this!**  
**3 I understand and glad I got practice**  
**2 I have questions. It took me a long time**  
**1 I don’t understand and I wrote down my questions**
Day 2  
Target: I can subtract fractions with like denominators.

Remember: The denominators MUST be the same so you can subtract or take away the numerators.

**Subtracting Fractions**  
with the Same Denominators, No Simplifying

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| f. | \( \frac{8}{12} \) | g. | \( \frac{4}{9} \) | h. | \( \frac{5}{8} \) | i. | \( \frac{4}{5} \) | j. | \( \frac{9}{10} \) |
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| k. | \( \frac{5}{7} \) | l. | \( \frac{2}{3} \) | m. | \( \frac{5}{9} \) | n. | \( \frac{10}{11} \) | o. | \( \frac{7}{10} \) |
|    | \(-\frac{3}{7} \) |   | \(-\frac{1}{3} \) |   | \(-\frac{4}{9} \) |   | \(-\frac{5}{11} \) |   | \(-\frac{6}{10} \) |

| p. | \( \frac{7}{9} \) | q. | \( \frac{5}{8} \) | r. | \( \frac{9}{11} \) | s. | \( \frac{11}{12} \) | t. | \( \frac{3}{7} \) |
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Day 3  Target: I can compute equivalent fractions.

Remember: Equivalent means that the shaded area of a model is the same amount of shade. The number of pieces shaded is the numerator. The amount of pieces in one WHOLE is the denominator.

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4 I've got this!  3 I understand and glad I got practice  2 I have questions. It took me a long time  1 I don’t understand and I wrote down my questions
Day 4  Target: I can add fractions with unlike denominators.
Remember: First find equivalent fractions with LIKE denominators, then add the numerators.

\[ \frac{2}{3} + \frac{1}{4} = \quad \frac{2}{10} + \frac{4}{5} = \]

\[ \frac{1}{2} + \frac{5}{8} = \quad \frac{1}{3} + \frac{2}{9} = \]

\[ \frac{1}{8} + \frac{3}{4} = \quad \frac{5}{6} + \frac{2}{3} = \]

\[ \frac{4}{9} + \frac{1}{3} = \quad \frac{3}{8} + \frac{4}{12} = \]

\[ \frac{2}{5} + \frac{1}{2} = \quad \frac{1}{2} + \frac{7}{8} = \]

Over the weekend, Nolan drank \( \frac{1}{6} \) quart of orange juice, and Andrea drank \( \frac{3}{4} \) quart of orange juice. How many quarts did they drink together?
Day 5  
Target: I can subtract fractions with unlike denominators.

Remember: Find an equivalent fraction with like denominators to be able to subtract the numerators. 

First one is done for you.

\[
\frac{4}{5} - \frac{2}{3} = \frac{12}{15} - \frac{10}{15} = \frac{2}{15}
\]

\[
a. \quad \frac{4}{5} - \frac{2}{3} = \\
b. \quad \frac{7}{8} - \frac{1}{4} = \\
c. \quad \frac{7}{10} - \frac{1}{2} = \\
d. \quad \frac{2}{3} - \frac{5}{9} = \\
e. \quad \frac{1}{3} - \frac{1}{9} = \\
f. \quad \frac{3}{5} - \frac{1}{2} = \\
g. \quad \frac{11}{12} - \frac{3}{4} = \\
h. \quad \frac{2}{5} - \frac{1}{10} = \\
i. \quad \frac{5}{6} - \frac{1}{2} = \\
j. \quad \frac{3}{4} - \frac{1}{8} =
\]

Mr. Penman had \(\frac{2}{3}\) liter of salt water. He used \(\frac{1}{5}\) of a liter for an experiment. How much salt water does Mr. Penman have left?

| 4 I’ve got this! | 3 I understand and glad I got practice | 2 I have questions. It took me a long time | 1 I don’t understand and I wrote down my questions |
### Day 1: Math Fact Practice

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# English Language Arts

<table>
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<th>Learning Target</th>
<th>Day 1</th>
<th>Day 2</th>
<th>Day 3</th>
<th>Day 4</th>
<th>Day 5</th>
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</thead>
<tbody>
<tr>
<td>I can read the text.</td>
<td>I can read the text out loud.</td>
<td>I can determine the main idea of the text.</td>
<td>I can answer questions about the text. I can use complete sentences.</td>
<td>I can practice spelling.</td>
<td>I can write a response to a question.</td>
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</table>

**Assignment**

<table>
<thead>
<tr>
<th>Write about what you know about making mistakes.</th>
<th>Reread the story out loud. Determine the main idea of the text. Cite text evidence that shows the main idea.</th>
<th>Answer questions about the story.</th>
<th>Complete the five spelling pages.</th>
<th>Journal Entry #2</th>
</tr>
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<tbody>
<tr>
<td>Read the story “Noticing Mistakes Boosts Learning”</td>
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**Main Idea and Details**

What is a main idea?
A main idea is what the text is mostly about.

What are details?
Details are sentences that tell more about, describe or explain the main idea.

How can I find the main idea?
1. Ask yourself, “What is this mostly about?”
2. Look at the title of the text.
3. Look at the pictures.
4. Look for words repeated over and over.
5. Sometimes the main idea is either the first or last sentence in the text.
6. Don’t get distracted by interesting information that doesn’t support the main idea.

**Main Idea**
- Bats are flying mammals.
- Bats are unusual animals.
- Bats use echo location to find food.
- Bats hang upside down when they sleep.
Noticing Mistakes Boosts Learning

*Children who pay closer attention to mistakes improve skills more quickly, study shows*

By Alison Pearce Stevens
2017

In this informational text Alison Pearce Stevens discusses a study by psychologist Hans Schroder about what happens when we make mistakes. While making a mistake might feel like a negative experience, noticing these mistakes could be the key to learning. As you read, take notes on how growth mindset and fixed mindset impact children when they make mistakes.

[1] Mistakes get a bad rap. People often brush them aside by saying, "I'll do better next time." But students who pay close attention to their mistakes actually do learn a task faster than kids who ignore them. Focusing on what went wrong helps us learn, a new study shows.

Hans Schroder is a psychologist at Michigan State University in East Lansing. He and his team wanted to know how people's brains respond to mistakes. People can ignore a mistake by simply pretending it never happened. Or they can mull it over.\(^1\) They can try to figure out what went wrong and where. Schroder suspected that which response people chose might strongly affect how well they learned.

To find out, the team recruited 123 children, all six to eight years old. This is an important time in a child's life. It is when most kids are beginning school. How well they do in school can be related to their mindset about learning and intelligence.

A mindset is a particular attitude about a situation. Students who have a "fixed" mindset tend to believe that they are born with a certain level of intelligence. They don't believe it can ever change. Students with a "growth" mindset, however, think they can get smarter through hard work. Scientists have shown that this mindset can affect how well students learn.

[5] To figure out whether each child had a fixed or a growth mindset, Schroder asked the recruits a series of questions. He then put a special cap on each child's head. That cap held 64 small sensors called electrodes. The cap held these against the child's scalp and recorded electrical signals as they sparked between the child's brain cells. This let Schroder spy on patterns of activity inside each child's brain.

---

1. to think deeply about something
ELA Day 1

The title of the story this week is “Noticing Mistakes Boosts Learning.” Before you read, think about what you already know. What prior knowledge do you have about making mistakes? What do you know about making mistakes and learning?

__________________________________________________________________________________________________
__________________________________________________________________________________________________
__________________________________________________________________________________________________
__________________________________________________________________________________________________
__________________________________________________________________________________________________

Read through the story.
ELA Day 2

Reread the story. This time, read it out loud. You could read it out loud to a family member, pet, toy, or to yourself. Today when you’re reading, circle any words you don’t know.

What was the main idea of this text?

__________________________________________________________________________________________________
__________________________________________________________________________________________________
__________________________________________________________________________________________________
__________________________________________________________________________________________________
__________________________________________________________________________________________________

Find one quote from the text that supports the main idea.

__________________________________________________________________________________________________
__________________________________________________________________________________________________
__________________________________________________________________________________________________
__________________________________________________________________________________________________
__________________________________________________________________________________________________
1. Which statement describes the author’s main purpose in the text?
   A. to encourage readers to make as many mistakes as they can
   B. to show how adults hurt students’ intelligence by discouraging mistakes
   C. to provide evidence for how mistakes can help you learn
   D. to help readers determine if they have a growth mindset or fixed mindset

2. Which statement describes the relationship between fixed mindset and growth mindset?
   A. Fixed mindset and growth mindset describes how our brains solve challenging problems.
   B. Fixed mindset and growth mindset show how a person views their own intelligence.
   C. Fixed mindset shows that someone has learned as much as they can while growth mindset shows they have more to learn.
   D. Fixed mindset is the reluctance to learn any more while growth mindset is a person’s desire to improve themselves.

3. In the text, the author discusses how accepting your mistakes can help you learn from them. How do you think accepting mistakes contributes to a person’s overall success?
4. In the text, the author discusses how children who pay attention to their mistakes are more likely to learn from them. Describe a time when you made a mistake and what you learned from that mistake.

__________________________________________________________________________________________________
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__________________________________________________________________________________________________
__________________________________________________________________________________________________
__________________________________________________________________________________________________
Using Context

Each item below contains two sentences. Choose a word from the box to fill in the blank so the second sentence restates the idea of the first sentence. Use a dictionary if you need help.

beacon  mishap  pioneer  lectured

treacherous  parcel  journal  challenge

1. Historians shine light on life in the past. Their work is like a ____________.

2. She accidentally dropped food on her shirt. She had a ____________ at lunch.

3. A personal diary recorded the journey. The ____________ became a historic record.

4. He explained why we were wrong. He ____________ us on staying safe.

5. They had to overcome the dust and heat. The harsh climate was a ____________.

6. A doctor named Jenner led the way in vaccinations. He was a ____________ in his field.

7. A disloyal trail guide ran away. His cowardice was ____________.

8. We put in a claim for a large section of land in the valley. Our new ____________ was going to be so much bigger than our old farm!
Prefixes *in-*, *un-*, *dis-*, and *mis-*

Basic Write the Basic Word that best fits each clue.

1. If people purposely harm a living thing, they do this.
   ________________

2. If you’re not sure someone is telling you the truth, you might describe that person like this.
   ________________

3. To find something new, you do this.
   ________________

4. If you and a friend argue, you do this.
   ________________

5. You might describe a very wobbly chair like this.
   ________________

6. If you leave a letter out of a word, you do this.
   ________________

7. If your brother gets $10 for a job and you get $5 for the same job, payment is this.
   ________________

8. A hurricane or tornado would be called this.
   ________________

9. This is what you would call a casual way of dressing.
   ________________

10. A person showing bad judgment is called this.
    ________________

Challenge 11–14. Write an e-mail message to a friend that tells about an embarrassing moment. Use four of the Challenge Words. Write on a separate sheet of paper.

Spelling Words

1. mislead
2. dismiss
3. insincere
4. unable
5. indirect
6. mistreat
7. disaster
8. dishonest
9. insecure
10. unknown
11. incomplete
12. unequal
13. unstable
14. misspell
15. disagree
16. informal
17. discover
18. unwise
19. mislaid
20. disgrace

Challenge invisible mishap unfortunate discourage unnecessary
**Spelling Word Sort**

Directions:
1) Use your spelling list to sort your words into the correct list. (Use the words on the last page.)
2) How many words can you use in a complete sentence?

A **prefix** is a word part added to the beginning of a word.

- **Un-** The prefix *un-* means *not*. Unseen means something that is *not* seen.
- **In-** The prefix *in-* also means *not*. Incomplete means *not* complete.
- **Dis-** The prefix *dis-* means *away from* or *not*. The word *discover* means *away from the cover* or *not covered*.
- **Mis-** The prefix *mis-* means *wrong* or *incorrect*. The word *misspell* means to *spell wrong*.

Words that start with the prefix **un-**

Words that start with the prefix **in-**

Words that start with the prefix **dis-**

Words that start with the prefix **mis-**
Proofreading for Spelling

Find the misspelled words and circle them. Write them correctly on the lines below.

Last night I was unabil to sleep. I heard a sound from an unknone source. I woke my sister, but she had heard nothing. Still, I could not dismis the sound.

The day before, Pa had mislade his saw, so the roof was still incompleet and the house was unstabell. Ma’s smile was insinser as she told us not to worry. We knew she felt it was a disgrace that we didn’t have a proper home here in Oklahoma. She didn’t want to mislead us, but we knew our future was unsecure. Pa was sure everything would be fine. He always took an undirect path to solve any problem. Usually we would discover that his methods worked. We hoped they would this time.

1. ________________ 7. ________________
2. ________________ 8. ________________
3. ________________ 9. ________________
4. ________________ 10. ________________
5. ________________ 11. ________________
6. ________________ 12. ________________

Challenge
invisible
mishap
unfortunate
discourage
unnecessary

Rachel’s Journal: The Story of a Pioneer Girl
Spelling: Prefixes in-, un-, dis-, and mis-
Across
4 to make known or visible
6 to send away
7 to differ in opinion
9 not straightforward
10 not of the same measurement, quantity, or number as another
13 not complete; lacking some part
15 not fortunate
18 not honest or trustworthy
19 not sincere
20 not stable; not firm or fixed
21 not confident or sure
22 to lead in a wrong direction or into a mistaken action or belief

Down
1 Foolish
2 a sudden great misfortune
3 to put in a place later forgotten
5 an unfortunate accident
8 to make less likely or appealing; deter
10 not necessary
11 to treat badly
12 impossible to see
14 suited for ordinary or everyday use
16 to spell incorrectly
17 not able; incapable
18 to bring shame to
20 not known
ELA: Day 5
Pick a topic from the list. Write everything you can think about on that topic. If you have more time, pick a new topic and write some more. The goal is to write freely for 20 to 30 minutes.

Pick one of the topics below. Feel free to add a topic if you like.

*What is something you have always wanted to learn, never did?*

*If you could travel to any place in the world, where would you go? Why?*
<table>
<thead>
<tr>
<th>Learning Target</th>
<th>Day 1</th>
<th>Day 2</th>
<th>Day 3</th>
<th>Day 4</th>
<th>Day 5</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>SS:</strong> I can identify the state and capitals of the Southeast United States.</td>
<td><strong>SS:</strong> I can review the states and capitals.</td>
<td><strong>Science:</strong> I can learn about the scientific process</td>
<td><strong>Science:</strong> I can learn about the scientific process</td>
<td>I can complete my work.</td>
<td></td>
</tr>
<tr>
<td><strong>Assignment</strong></td>
<td>Write the state name and its capital on the correct line.</td>
<td>Cut out and create the origami.</td>
<td>Review slides and fill out paperwork</td>
<td>Complete the slides and paperwork.</td>
<td>Use this time to complete work, study capitals, math fact practice, organize your materials and learning station.</td>
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<tr>
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<td>Abbreviation</td>
<td>Capital</td>
<td>Nickname</td>
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<td>Equality State</td>
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Southeast Region of the United States

Word Bank:
- Charlotte
- Columbia
- Charleston
- Raleigh
- Montgomery
- Little Rock
- Jackson
- Baton Rouge
- Richmond
- Nashville
- Atlanta
- Frankfort
- Nashville
- Columbus
- Montgomery
- Nashville
- Columbus
- Montgomery
- Nashville

States:
- Louisiana
- Tennessee
- Arkansas
- North Carolina
- West Virginia
- Virginia
- Kentucky
- South Carolina
- Georgia
- Mississippi

Capitals:
- Baton Rouge
- Richmond
- Nashville
- Atlanta
- Frankfort
- Montgomery

States:
- Florida
- West Virginia
- Virginia
- Kentucky
- South Carolina
- Georgia
- Mississippi

Capitals:
- Montgomery
- Richmond
- Nashville
- Atlanta
- Frankfort
- Montgomery

States:
- Ohio
- Indiana
- Kentucky
- Tennessee
- Alabama
- Mississippi

Capitals:
- Columbus
- Frankfort
- Montgomery
- Montgomery
- Montgomery

States:
- South Dakota
- North Dakota
- Nebraska
- Kansas
- Missouri

Capitals:
- Pierre
- Bismarck
- Lincoln
- Topeka
- Jefferson City

States:
- Minnesota
- Wisconsin
- Iowa
- Illinois
- Indiana

Capitals:
- Saint Paul
- Madison
- Des Moines
- Springfield
- Indianapolis

States:
- Missouri
- Arkansas
- Oklahoma
- New Mexico

Capitals:
- Jefferson City
- Little Rock
- Oklahoma City
- Santa Fe

States:
- Texas
- Louisiana
- Mississippi
- Alabama

Capitals:
- Austin
- Baton Rouge
- Jackson
- Montgomery

States:
- Florida
- Georgia
- North Carolina
- South Carolina

Capitals:
- Tallahassee
- Atlanta
- Raleigh
- Charleston

States:
- Delaware
- New Jersey
- Pennsylvania

Capitals:
- Dover
- Trenton
- Harrisburg

States:
- New York
- Connecticut
- Massachusetts

Capitals:
- Albany
- Hartford
- Boston

States:
- Virginia
- West Virginia

Capitals:
- Richmond
- Charleston

States:
- Kentucky
- Tennessee

Capitals:
- Frankfort
- Nashville

States:
- Alabama
- Mississippi

Capitals:
- Montgomery
- Jackson

States:
- Louisiana
- Arkansas

Capitals:
- Baton Rouge
- Little Rock

States:
- South Carolina
- Georgia

Capitals:
- Columbia
- Atlanta

States:
- North Carolina
- Tennessee

Capitals:
- Raleigh
- Nashville

States:
- Virginia
- West Virginia

Capitals:
- Richmond
- Charleston

States:
- Delaware
- New Jersey

Capitals:
- Dover
- Trenton

States:
- Pennsylvania

Capitals:
- Harrisburg

States:
- New York
- Connecticut

Capitals:
- Albany
- Hartford

States:
- Massachusetts

Capitals:
- Boston
Social Studies: Day 2

Cut out and fold. Then play the game with a partner!

Playing Directions

(Two Person Game)

1. Player 1 picks one of these four words: Capital, States, South or Southwest.

2. Player 2 spells out the word, moving the flaps side to side and in and out with the letters.

3. Partner 1 then chooses one of the inside numbers.

4. Partner 2 moves the flaps the number of times that Player 1 picked.

5. Partner 1 chooses another number.

6. Partner 2 shows the chosen flap so that it can be identified, along with its capital.
Instructions:

1. Fold in half and put your fingers under the flaps.
2. Flip over and fold each corner to the center.
3. Open it up and flip it text down on the desk.
4. Fold along the vertical line, then the horizontal line.
5. Cut along the edges of the Cootie Catcher.
Science: Read these slides. You will use this information for your science work.

1. **Observations, Questions and Hypothesis Lesson**

2. **Scientific Method**
   - The process by which scientists study the natural world and gain information is called the scientific method.
   - There are several steps:
     - Observation/Question
     - Hypothesis
     - Design an experiment
     - Collect and analyze data
     - Conclusion

3. **Scientific Method**
   - Observation/Question
   - Hypothesis
   - Collect and Analyze Data
   - Design an Experiment
   - Conclusion

4. **Observations**
   - Observing is when you use one or more of your senses to gather information.
   - Your senses include sight, hearing, touch, taste, and smell.
   - Observations can be either quantitative or qualitative.

5. **Quantitative observations** deal with a number, or amount. Observing that you have 5 sprouts is a quantitative observation.

   **Qualitative observations** deal with descriptions that cannot be expressed in numbers. Noticing that a flower is purple is a qualitative observation.

6. **Infer**
   - An observation can lead you to make an inference.
   - Inferring is when you explain or interpret the things you observe.
   - Making an inference does not mean you are randomly guessing.
   - Inferences are based on reasoning from what you already know.

   It just rained
**Predict**

- An observation may also lead you to make a prediction.
- Predicting means making a forecast of what will happen in the future, based on past experience or evidence.
- Predictions are not always correct!

- It is going to rain

---

**Infer vs. Predict**

- An inference is an attempt to explain what is happening or has happened.
- A prediction is a forecast of what will happen.

---

** Asking Questions**

- The question that leads to an experiment may come from observations and inferences that you make, or just from curiosity.

- Why does my grass have patches?

---

**Questions Practice #1**

- You notice this caterpillar on your tomato plants.

---

**Questions Practice #2**

- You go to visit Easter Island and see these statues.

---

**Questions Practice #3**

- You are out at the lake and notice this tree...
Developing a Hypothesis

A hypothesis is a possible explanation for a set of observations or an answer to a scientific question. A hypothesis must be testable! Scientists must be able to carry out investigations and gather evidence that will either support or disprove the hypothesis.

Writing a Hypothesis

A hypothesis is generally written as an "If _____, then _____." statement.

Example- If my dog pees on the grass, then it will not grow.

Hypothesis Practice

- How does weather affect attendance at school?
- How can you change the flavor of Kool-Aid?
- What causes the most condensation on the mirror after your shower?

Summary

- What are the steps in the scientific method?
- What is the difference between an inference and a prediction?
- How do you write a hypothesis?
Science: Day 3
Fill out this packet with the above slides to help you.

Observations, Questions and Hypothesis Lesson

Scientific Method

There are several steps:
* Observation/question
* Design an experiment
* Conclusion
Observations

* **Observing** is __________________________

* Your senses include **sight**, ________________, **touch**, ________________, **and smell**.

* **Observations can be** either ________________, or ________________.

Qualitative observations

___________________________

___________________________

Noticing that a flower is purple is a qualitative observation.

Quantitative observations

___________________________

___________________________

Observing that you have 5 sprouts is a quantitative observation.

Infer

* **An observation can lead you to make an inference**.

* **Inferring** is __________________________

* Making an inference ________________ mean you are randomly ________________!

* **Inferences are based on** ________________ from what you already know.

It just rained
Day Four

Predict
✓ An observation may also lead you to make a prediction.
✓ Predicting means ___________________________

✓ Predictions are ______________ always correct!

It is going to rain

Infer vs. Predict
✓ An inference is an ___________________________
  what is happening or has happened.

✓ A prediction is a ___________________________ of what will happen.

Asking Questions
The question that leads to an experiment may come from
_________________________ and ___________________________ that you
make, or just from ___________________________.

Why does my grass have patches?

Questions Practice #1-


Questions Practice #2-


Questions Practice #3-
Developing a Hypothesis

A hypothesis is __________________________.

A hypothesis must be ___________________________!

Scientists must be able to carry out investigations and gather evidence that will either ___________________________ or ___________________________ the hypothesis.

Writing a Hypothesis

A hypothesis is generally written as an “________________________.” statement.

Example- If my dog pees on the grass, then it will not grow.

Hypothesis Practice

How does weather affect attendance at school?

How can you change the flavor of Kool-Aid?

What causes the most condensation on the mirror after your shower?

Summary

What are the steps in the scientific method?

What is the difference between an inference and a prediction?

How do you write a hypothesis?
Day Five

Today, use the time you would usually work on science or social studies to catch up on any work you didn’t finish in the packet.

If you’re finished with all your work, try to memorize the states and capitals. Test your knowledge with the blank maps below. How many states and capitals can you fill in from the Northeast and Southeast regions of the United States? You could also use this time to practice math facts that are tricky for you, read a book, or organize your materials.
Northeast Region
Art: Optional

Draw a Llama

Supplies: Marker, crayon

1. Make guide lines. Start lower body.
2. Continue top of back.

3. Add head shape.
4. Add back legs and feet.
5. Draw ears and face features.

6. Add tail, blanket and collar.
7. Decorate blanket.
8. Draw horizon and sky.
Draw Baby Yoda

1. Draw a curved head shape.
2. Draw two symmetrical ears.
3. Add ear lines. Plan the eyes with four dots.
4. Connect the dots and draw the eyes.
5. Add circles for highlights and eye lines.
6. Finish the face with nose, mouth, and brows.
7. Draw a large collar and robe below the head.
8. Add two arms and a horizontal line.