**READING/LANG. ARTS**

**Activity #1**
Idioms are words or phrases that mean something different from their literal meanings.

Read, *Head in the Clouds*, and complete the following activities.

**Activity 1:** Reread the passage, circling the idioms as you go.

**Activity 2:** For each idiom you find, illustrate the meaning of the idiom, write the meaning of the idiom and use the idiom in a sentence.

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**MATH**

**Activity #1**
Complete the word problems about patterns:

1. Mason is making a pattern with cubes. He uses 2 cubes in the first row, 4 cubes second row, 6 cubes in the third row. If he continues the pattern, how many cubes will be in the seventh row? What about the tenth row? Explain how you got your answer in words or in a diagram.

2. Miss Paige has 60 crayons. She gives 48 to one student. She gives 24 crayons to another student, and 12 to

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**SCIENCE**

**Activity #1**

A **push** is a force that moves an object away from you. A **pull** is a force that moves an object towards you. Label each of the following activities as a **pull** or **push**.

1. Throwing a baseball
2. Tug of war
3. Closing the door
4. Opening a drawer

---

**SOCIAL STUDIES**

**Activity #1**

**Supply** is the amount of something that is available. **Demand** is the number of people who want or need something.

When you have a high supply (lots of the item) and a low demand (not a lot of people want or need the item), the price of the item will go down. When you have a low supply (not a lot of the item) and a high demand (many people want the item), the price goes up.

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**FINE ARTS**

**Activity #1**

**Strength Challenge**

Challenge yourself with various exercises targeted to improve your muscular strength.

- Push Ups- 12
- Sit Ups- 14
- Planks- 35 seconds
- Leg Raises (6 inches)- 35 seconds
- Wall Sits- 35 seconds
the third student. If she continues the pattern, how many crayons will she give to the fourth student? Explain how you got your answer in words or with a diagram.

5. Passing a paper to your teacher

6. Taking a pencil from a friend.

Read the following scenarios and answer the prompts.

1 The newest cell phone version has just been released. A phone store has a small, limited number of phones to sell. Everyone wants to buy the new phone.

   The supply of the new phone is ____________. (high, low)

   The demand for the new phone is ____________. (high, low)

   The price of the new phone will ________________ (go up, drop down) because

   ___________________________________________________________________

   ___________________________________________________________________

   ___________________________________________________________________

   ___________________________________________________________________

   ___________________________________________________________________

   ___________________________________________________________________

2 Easter was last week. A store has a large quantity of Easter products still in stock,
but very few people are still buying Easter products.

The supply of Easter products is ___________.
(high, low)

The demand for Easter products is ___________.
(high, low)

The price of Easter products will ___________ (go up, drop down) because____________________

3 Why does the price of an item depend on supply and demand?

____________________
____________________
____________________
____________________
A summary is a short and sweet retelling of a text. It only includes the most important details.

Use the writing strategy of “Somebody Wanted But So Then” to help you write a short fiction summary!

**Part 1**

**Directions:** Read the passage and write a short summary.

Elias was assigned a big project in his social studies class. He decided to make a presentation on the history of American inventions.

Activity #2: Short and Sweet Summaries

Activity #2: Practice finding the area of rectangles. You can work independently or with a partner. Use a die or write the numbers 1-6 on little slips of paper. Roll the die twice or pick two numbers. The numbers rolled/chosen represent the length and width of a rectangle. Draw the rectangle, label its sides, and find the area. Repeat at least three times. If playing with a partner, the player’s rectangle with the greatest area wins OR play five rounds and the player with the most points (areas added together) wins.

Activity #2: Milk Production

Think about what happens first in milk production and then what happens next.

Trucks to the milk to the stores _________________.

Each day the cows give milk _________________.

Activity #2: Balanced and Unbalanced Forces

Forces that cause a change in the motion of an object are unbalanced forces.

Read each scenario and determine if the force is balanced or unbalanced.

1. Arm wrestling someone with the same strength as you.
2. Opening your front door in the middle of a wind storm.
3. A person standing on the ground.
4. Flying a kite in the wind.

Activity #2: Can you draw like Michelangelo?

Tape a piece of paper under your table and try drawing upside down like Michaelangelo when he painted the ceiling in the Sistine Chapel. If you could design your ceiling, what would you draw?
class. He wanted to do well on the project, but he knew it was a lot of work. He thought it would be boring, too. Elias had two weeks until the due date.

Elias could have gone home and started the project. Instead, he put it off. He went skateboarding with his friends at the park, and he played video games with his brother. When his mom suggested he clean his room, Elias happily cleaned. He chose to do anything other than the project.

Elias suddenly panicked as he remembered the due date. The project was due tomorrow! He hadn’t even started. He was too afraid to tell his mom. She would not be happy about this. Immediately, Elias began scrambling to figure out how he could get the project done on time.

At school the next day, Elias turned in his finished project. He was redeemed. His teacher was impressed. Elias learned that putting off work only results in more stress. Now he knew better.
Elias was not proud of the work he had completed. He believed it would have been much better if he spent more time on it. Elias wished that he had been more responsible.

<table>
<thead>
<tr>
<th>Somebody</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Wanted</td>
<td></td>
</tr>
<tr>
<td>But</td>
<td></td>
</tr>
<tr>
<td>So</td>
<td></td>
</tr>
<tr>
<td>Then</td>
<td></td>
</tr>
</tbody>
</table>

**Part 2**

**Directions:** Write a 3-sentence summary on the lines. Use the information from the Part 1 chart.

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**Activity #3**

*Wait! What?!*

Look at the picture from the squirrel’s point of view.

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**Activity #3**

*Word Bank: Sun, Leaves, Stem, Roots, Water, Flower.*

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**Activity #3**

Identify the types of map shown and explain how you know. *(Physical, Elevation, Political, Population)*
Then, write a story that explains what led the squirrel to be dressed like Superman. What is going to happen next? Will he/she encounter any problems?

Be sure to include a setting, descriptions of characters, dialogue, and a solution in your story.

**HAVE FUN!**

10: 2x5=10, 5x2=10, 10÷5=2, 10÷2=5.

Write the fact family for each array.

1. 

   |   |   |   |
   |   |   |   |

2. 

   |   |   |   |
   |   |   |   |

3. 

   |   |   |   |
   |   |   |   |

Fill in the blank with the correct vocabulary word.

1. The ____ absorb the water and hold the plant in the soil.

2. To grow, a plant needs ____ and ____.

3. The ____ on the plant helps to make seeds and fruit.

4. The ____ use the sun and air to make food for the plant.

5. The ____ brings water to the rest of the plant.

On a separate sheet of paper explain how multiplication

1. ____________________
   ____________________
   ____________________

2. ____________________
   ____________________
   ____________________

3. ____________________
   ____________________
   ____________________

Have fun!
facts are alike and different, and how division facts are alike and different.

4. ____________________
   ____________________
   ____________________

What Kind of Map would you use to determine the following things? (Elevation, Population, Physical, Political)

1 What kind of map would you need to find the highest mountain in the United States?

2 What kind of map would you use to know which counties in Maryland have 1,000-10,000 people living there?

3 Which type of map would be best to use if you wanted to find the closest country to Indonesia?
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th>4 Which type of map would you use to easily see what the land looked like in North Carolina?</th>
</tr>
</thead>
</table>
Activity #1

Rhythm Activity

Tap a steady beat, and say the rhythms out loud. Clap each rhythm 2 times, then stomp it 2 times, then pat the rhythm on your lap 2 times.

Pattern 1: 🌬️Campo Campo Campo Campo Campo Campo Campo

Pattern 2: 🌬️Campo Campo Campo Campo Campo Campo Campo Campo

Pattern 3: 🌬️Campo Campo Campo Campo Campo Campo Campo Campo

Pattern 4: 🌬️Campo Campo Campo Campo Campo Campo Campo Campo

Pattern 5: 🌬️Campo Campo Campo Campo Campo Campo Campo Campo

**Bonus:**

If you have access to a smartphone or a computer, record each of the patterns you have practiced. You may use any voice recording software or record video. There is a free audio recording software available for download called “Audacity.” This is an excellent recording software that is open-source, so it is freely available to everyone.

Activity #2
## Still Life Art

A still life is a work of art depicting mostly inanimate subject matter (food, flowers, plants, shells, drinking glasses, books, vases, jewelry, coins, etc.). Challenge yourself to set up a still life with objects around your house and draw it or describe it in 3 sentences.

## Activity #3

**Flip a Coin Workout**

Find a coin and complete the workout with somebody that you live with. If you flip the coin and get “heads” then you complete the “heads” workout. If you flip the coin and get “tails” then you complete the “tails” workout.

1. Heads- 10 lunges OR Tails- 15 squats
2. Heads- Plank (30 sec.) OR Tails- 20 Crunches
3. Heads- 10 Push-Ups OR Tails- 20 Jumping Jacks
4. Heads- Jog in Place (45 sec.) OR Invisible Jump Rope (30 sec.)

**Record this in your activity log.**
Activity #1

A fact family is a group of math facts using the same numbers. For example, you can form a fact family using the three numbers 2, 5, and 10: 2x5=10, 5x2=10, 10/5=2, 10/2=5. (/ = division symbol)

Write the multiplication and division fact family for each array.

1. 
   [Array image]

2. 
   [Array image]

3. 
   [Array image]

Explain how multiplication and division facts are alike and different.

Activity #2
Practice finding the area of rectangles. Use a die or write the numbers 1-6 on little slips of paper. Roll the die twice or pick two numbers. The numbers rolled/chosen represent the length and width of a rectangle. Find the area of your rectangle. Do this 5 times. You can draw a picture on a separate sheet of paper to help you if you need it.

<table>
<thead>
<tr>
<th>Roll 1</th>
<th>Roll 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>9</td>
<td>4</td>
</tr>
</tbody>
</table>

9 x 4 = 36 sq cm

---

**Activity #3**

Complete the word problems about patterns:

1. Mason is making a pattern with cubes. He uses 2 cubes in the first row, 4 cubes second row, 6 cubes in the third row. If he continues the pattern, how many cubes will be in the seventh row? What about the tenth row? Explain how you got your answer in words and/or in a diagram.

2. Miss Paige has 120 crayons. She gives 48 to one student. She gives 24 crayons to another student, and 12 to the third student. If she continues the pattern, how many crayons will she give to the fourth student? Explain how you got your answer in words and/or with a diagram.
Somerset County Public School
Activities
Week 7

Student’s Name ____________________________         Teacher _______________________

READING/LANG. ARTS

Activity #1

Idioms are words or phrases that mean something different from their literal meanings.
Example: “This test is going to be a piece of cake.”

Read, Head in the Clouds, and complete the following activities.

Activity 1: Reread the passage, circling/highlighting the idioms as you go.
Activity 2: Find 2 idioms in the passage, write the meaning of the idiom and use the idiom in a sentence.

Activity #2

Short and Sweet Summaries

A summary is a short and sweet retelling of a text. It only includes the most important details.
Use the writing strategy of “Somebody Wanted But So Then” (see below) to help you write a 3 sentence summary!

Part 1
Directions: Read the passage and write a short summary.

Elias was assigned a big project in his social studies class. He wanted to do well on the project, but he knew it was a lot of work. He thought it would be boring, too. Elias had two weeks until the due date.

Elias could have gone home and started the project. Instead, he put it off. He went skateboarding with his friends at the park, and he played video games with his brother. When his mom suggested he clean his room, Elias happily cleaned. He chose to do anything other than the project.

Elias suddenly panicked as he remembered the due date. The project was due tomorrow! He hadn’t even started. He was too afraid to tell his mom. She would not be happy about this. Immediately, Elias began scrambling to figure out how he could get the project done on time.

At school the next day, Elias turned in his finished product. Elias was not proud of the work he had completed. He believed it would have been much better if he spent more time on it. Elias wished that he had been more responsible.
<table>
<thead>
<tr>
<th>Part 1 Chart</th>
</tr>
</thead>
<tbody>
<tr>
<td>somebody</td>
</tr>
<tr>
<td>wanted</td>
</tr>
<tr>
<td>but</td>
</tr>
<tr>
<td>so</td>
</tr>
<tr>
<td>then</td>
</tr>
</tbody>
</table>

**Part 2**

**Directions:** Write a 3-sentence summary. Use the information from the Part 1 chart.

**Activity #3**

Look at the picture from the squirrel’s point of view.

Then, write a story that explains what led the squirrel to be dressed like Superman. What is going to happen next? Will he/she encounter any problems?

Be sure to include a setting, descriptions of characters, dialogue, and a solution in your story.

**Have fun!**
Activity #1

A **push** is a force that moves an object away from you. A **pull** is a force that moves an object towards you. Label each of the following activities as a **pull** or a **push**. Complete the chart with your own examples of pushes and pulls.

1. Throwing a baseball
2. Playing tug of war
3. Closing the door
4. Opening a drawer
5. Passing a paper to your teacher
6. Taking a pencil from a friend

<table>
<thead>
<tr>
<th>Push</th>
<th>Pull</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Activity #2
Word Bank: Sun, Leaves, Stem, Roots, Water, Flower.

Fill in the blank with the correct vocabulary word.

1. The ____________ absorb the water and hold the plant in the soil.
2. To grow, a plant needs ____________ and ____________.
3. The ____________ on the plant helps to make seeds and fruit.
4. The ____________ uses the sun and air to make food for the plant.
5. The ____________ brings water to the rest of the plant.

**Activity #3**

When two forces are the same strength but act in opposite directions, they are called **balanced forces**. Forces that cause a change in the motion of an object are called **unbalanced forces**.

Read each scenario and determine if the force is **balanced** or **unbalanced**.

1. Arm wrestling someone with the same strength as you. ________________
2. Opening your front door in the middle of a wind storm. ________________
3. A person standing on the ground. ________________
4. Flying a kite in the wind. ________________
5. A book sitting on your dining room table. ________________
6. A soccer player kicking a soccer ball. ________________
7. A football player tackling another player. ________________
8. A golf club hitting a golf ball. ________________
9. Cones placed in a parking lot. ________________
10. A tree trunk floating in the water. ________________
**SOCIAL STUDIES**

**Activity #1**

**Supply** is the amount of something that is available.

**Demand** is the number of people who want or need something.

When you have a high supply (lots of the item) and a low demand (not a lot of people want or need the item), the price of the item will go down. When you have low supply (not a lot of the item) and a high demand (many people want the item), the price goes up.

Read the following scenarios and answer the prompts:

1. The newest cell phone version has just been released. A phone store has a small, limited number of phones to sell. Everyone wants to buy the new phone.

   The supply of the new phone is ____________.  (high, low)

   The demand for the new phone is ____________.  (high, low)

   The price of the new phone will _______________ (go up, drop down)

   because______________________________________________________________________________________

2. A store has a large quantity of Easter products still in stock, but very few people are still buying Easter products.

   The supply of Easter products is ____________.  (high, low)

   The demand for Easter products is ____________.  (high, low)

   The price of Easter products will _______________ (go up, drop down)

   because______________________________________________________________________________________

3. Why does the price of an item depend on supply and demand?

   ____________________________________________________________________________________________

**Activity #2**
Think about what happens first in milk production and then what happens next.

Read the sentences and write a number between 1-6, with 1 being the first step in milk production, 2 being the second, and so on.

Trucks take the milk to the stores. _______

Each day the cows give milk. ______

Consumers buy the milk at the stores. _______

The farmer raises the milk cows. ______

The milk is pasteurized and packaged at the dairy. _____

Trucks take the milk to the dairy. ______

There are 3 kinds of resources.

**Natural Resources** = materials found in nature that are useful or necessary to life.

**Capital Resources** = goods produced to make other goods. Example: scissors and thread are produced and used to make clothes.

**Human Resources** = the people who work for a business using their minds and bodies.

**Guess what?** Milk is a capital resource! This means it is used to make other things! Milk is used to make yogurt.

List two more things that use milk as a capital resource.

1.

2.

Activity #3
Identify the types of maps shown and explain how you know. (Physical, Elevation, Political, Population)

1. ___________________________________________________________________

2. ___________________________________________________________________

3. ___________________________________________________________________
4. __________________________________________

What kind of map would you use to determine the following things?

1 What kind of map would you need to find the highest mountain in the United States?
__________________________

2 What kind of map would you use to know which counties in Maryland have 1,000-10,000 people living there?
__________________________

3 Which type of map would be best to use if you wanted to find the country south of the United States?
__________________________

4 Which type of map would you use to easily see what the land looked like in North Carolina?
__________________________
Tomorrow was the school soccer tryouts and Shauna really wants to make the team. Shauna has been working on her soccer skills every day with her friend Jessica who made the team last year. Everyone in her family told her she was chasing rainbows because she never played sports before. Shauna feels like everyone is raining on her parade because she wants to try something different.

As Shauna was getting ready for bed, she thought "I am just going to throw caution to the wind tomorrow and try out for soccer no matter what anyone thinks!"

The next day before school began, Shauna saw Jessica in the hallway and went over to talk with her. Jessica said, "Hey Shauna, are you ready for tryouts today? I got wind of some news from your brother that you were thinking about backing out of tryouts. I hope you aren't thinking of backing out."

"Well, even though my family thinks I have my head in the clouds, I am going to prove them wrong and show them I can play sports!" exclaimed Shauna.

Jessica smiled and said "That's so awesome! Don't worry, tryouts will be a breeze because you have been practicing and getting really good with your trapping and passing. My family thought it was strange when, out of the clear blue sky, I decided to join the school band. I had never played an instrument before, but with lots of practice I got really good at playing the clarinet."

"Thanks for the encouragement. You really brightened up my day because I was having doubts about trying out. See you after school!" said Shauna as she headed for her first class.

The next day, before school, the list for students who made the team was posted outside the PE locker room. Shauna and Jessica ran over to check the list. Shauna and Jessica both screamed, “We both made it!” Shauna excitedly told Jessica “I am so glad I weathered the storm and practiced for the past two months. My hard work really paid off!"

"I know! This season is going to be so fun!" said Jessica, as the two girls walked down the hall on cloud nine.