Activity #1
Landform Illustrations

Refer to the science landform activities to draw a picture for each of the following landforms.

1) river
2) valley
3) mountain
4) hill

You can put all four in one picture or draw four individual pictures.

Activity #2
Wild Arms

As fast as you can, complete:
- 10 Arm Circles front & back
- 10 Forward punches
- 10 “Raise the Roof” exercises

Repeat each exercise 5 times.

Activity #3
Rhythm Partners

Clap and tap to make a rhythm (pattern).

Have a family member try to repeat your pattern and make one of their own for you to repeat.
Take turns creating and repeating each other’s rhythms.
Do this 5 times each.
Activity #1 Addition Practice: Three Addends
Solve the following addition problems. You may want to rewrite them to solve.

8+2+3=______      6+5+7=______       9+4+5=______    1+4+9=______    6+3+3=_______     7+2+8=______
14+5+20=______      25+31+3=______      44+10+16=______      39+2+14=______

Activity #2 Word Problems
Show your work to solve each word problem on a separate sheet of paper or Google answer sheet. Some have more than 1 step.

1. Kiera spent 39 cents. She had 3 quarters. How much money does she have left?

2. Kevin has 95 cents. He bought 3 pieces of gum that cost 15 cents each. How much money does he have left?

3. Mary invited 4 of her friends over for a water balloon fight in the backyard. At the start of the game, Mary gave each of her friends 2 water balloons. She had one water balloon for herself. How many water balloons did they have altogether?

4. Matt and his brother Shawn played swimming-pool-basketball. Each basket was worth 3 points. Matt scored 9 points. Shawn scored 6 points. What is the total number of baskets made during this game?

5. Lauren and Sarah’s mom said they have 20 minutes left in the pool. They swam laps in the pool for 7 minutes and swam underwater for one minute. Then they played water polo for 8 minutes. How much time do they have left in the pool?

6. Ema has $1.00. Does she have enough to buy two 45 cent candy bars and a 15 cent piece of gum? Explain why or why not.
Activity #3
Fact Families

Directions: Using the three given numbers, write four number sentences for each fact family.

Part A:

<table>
<thead>
<tr>
<th>Example: 7, 3, 10</th>
<th>12, 7, 5</th>
<th>7, 16, 9</th>
</tr>
</thead>
<tbody>
<tr>
<td>3+7=10</td>
<td>_____ + _____ = _____</td>
<td></td>
</tr>
<tr>
<td>7+3=10</td>
<td>_____ = _____</td>
<td></td>
</tr>
<tr>
<td>10-3=7</td>
<td>_____ + _____ = _____</td>
<td></td>
</tr>
<tr>
<td>10-7=3</td>
<td>_____ = _____</td>
<td></td>
</tr>
</tbody>
</table>

Part B: Applying Fact Families

Use the information provided to complete the following fact family problems. Remember the sum is the answer to an addition problem.

<table>
<thead>
<tr>
<th>The sum is 8.</th>
<th>The sum is 9.</th>
</tr>
</thead>
<tbody>
<tr>
<td>3 + _____ = _____</td>
<td>_____ + 4 = _____</td>
</tr>
<tr>
<td>_____</td>
<td>_____</td>
</tr>
<tr>
<td>_____ + _____ = _____</td>
<td>_____ + _____ = _____</td>
</tr>
<tr>
<td>_____</td>
<td>_____</td>
</tr>
<tr>
<td>_____ - _____ = _____</td>
<td>_____ - _____ = _____</td>
</tr>
<tr>
<td>_____</td>
<td>_____</td>
</tr>
</tbody>
</table>

John, Mike and Dave want to play a game, but they need 5 more children.
Sally, Sue, Molly and Daisy are at the playground. 5 more children.
It takes _____ players in all to play the game.

join them. Now there are _____ children at the playground. At Noon, Sally, Sue, Molly and Daisy go home for lunch. Now _____ children are at the playground.

Look at the strip. Using what you know about part, part and total, write the fact family to match.

_____ + _____ = _____

_____ + _____ = _____

_____ - _____ = _____

_____ - _____ = _____

_____ + _____ = _____

_____ + _____ = _____

_____ - _____ = _____

_____ - _____ = _____
**Activity #1:**

Syllables are parts of words. Words can have 1 or more syllables. For example, the word “student” is a 2 syllable word (stu-dent).

Read each word carefully and then decide if it has 1, 2, or 3 syllables. Write the following words in the chart according to the amount of syllables in each word.

<table>
<thead>
<tr>
<th>napkin</th>
<th>understand</th>
<th>monster</th>
<th>brown</th>
<th>play</th>
<th>recess</th>
<th>hamburger</th>
<th>lunch</th>
</tr>
</thead>
<tbody>
<tr>
<td>acorn</td>
<td>family</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ladybug</td>
<td>chew</td>
<td>school</td>
<td>energy</td>
<td>letters</td>
<td>afternoon</td>
<td>books</td>
<td>centers</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>1 Syllable Words</th>
<th>2 Syllable Words</th>
<th>3 Syllable Words</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Activity #2
Think of your favorite recipe for something that you eat at home. Using transition words (first, next, then, last) explain how you would make this meal in sequence!

First, ___________________________________________________________________________

Next, ___________________________________________________________________________

Then, ___________________________________________________________________________

Last, ___________________________________________________________________________

Write a few sentences telling why this is your favorite recipe.

________________________________________________________________________________

________________________________________________________________________________

________________________________________________________________________________

________________________________________________________________________________

________________________________________________________________________________

Activity #3
A noun is a person, place, or thing. A verb is an action word.

In the sentences below, underline each noun and highlight each verb.

1. Jill pedaled her bike around the block.
2. He wrote a letter to his cousin.
3. Martha baked muffins in the oven.
4. The horse jumped over the fence.
5. The raft floated on top of the water.
6. The baby was crying.
7. The bee flew onto the flower.
8. The cat drank water.
Activity #1
Read the following information and complete the matching below.

Maryland Landforms and Bodies of Water

There are many different types of landforms in Maryland. Here on the Eastern Shore, we live on a peninsula, which is an area surrounded almost entirely by water. On the eastern side of this peninsula is the Atlantic Ocean that stretches out for thousands of miles. On the western side is the Chesapeake Bay that has many rivers flowing into it. Out in the Bay there is Smith Island, a small piece of land completely surrounded by water. As you move north, the flat land gives way to rolling hills. In the western part of Maryland there are tall mountains and low areas of land called valleys, between the mountains. Here you will find Backbone Mountain, the highest point in the state at 3,360 feet high! Also in this part of Maryland is Deep Creek Lake, the largest freshwater lake in the state. Take the time to explore the state of Maryland, from the ocean to the bay, the wetlands to the mountains--there is so much to see!

Directions: Match the landform or body of water with its definition on the right.

1.) ___ ocean          a. a small area of land that is higher than the land around it
2.) ___ valley          b. a large stream of water that runs through the land to another body of water
3.) ___ island          c. land with steep sides that rises up from surrounding land
4.) ___ peninsula    d. a body of fresh water surrounded by land
5.) ___ hill              e. low land between hills or mountains
6.) ___ lake             f. land that is completely surrounded by water
7.) ___ mountain    g. an area of land almost entirely surrounded by water
8.) ___ river           h. a large body of salt water
Activity #2

Landform Writing Prompt

Choose a landform in Maryland that you would like to visit or have visited, or you can choose to write about where you live. You can use the article in activity #1 to help you. Think about what the weather is like, what animals live there, what the terrain is like, and what bodies of water are nearby.

On a separate piece of paper or on your google answer sheet, write a letter to someone that has never been to Maryland describing the area you chose. Use the information above to help your descriptions. Convince them that they should come for a visit by being as descriptive and persuasive as possible!

Activity #3

Volcanoes

Volcanoes begin with a crack or weak spot in the Earth’s surface. The crack reaches between 20 and 40 miles down in the Earth to a pocket of melted rock called magma. This hot molten rock is slowly pushed up to the Earth’s surface. Over time, a volcanic cone and cup-shaped crater form at the top of the volcano. The pressure that has built up is eventually released in a volcanic eruption. The magma is now called lava as it pours from the crater. Some volcanoes throw out clouds of gas, steam, cinder and ash many miles into the atmosphere.

Answer the following questions based on the article above.

1. Hot melted rock located 20 to 40 miles beneath the Earth is called ____________________________.

2. What is the cup-shaped area at the top of a volcano called? _______________________________

3. Once the magma erupts from the volcano and flows it is called __________________________.

4. When pressure builds in a volcano, an __________________________ happens.

Activity #1
Read, *Finding Grandpa’s House*, and answer the following questions about maps.

1. An upside-down V is the symbol of a hill on the map. Based on the information in the story, what is probably the symbol of a street?
   
   A. a circle  
   B. a line  
   C. a right-side up V

2. Using the information from the story, what does the word "symbol" mean?
   
   A. an information box that explains what something means  
   B. a sign used to show people something  
   C. a book that helps people get places

3. Reread the passage to find the definition of the word *atlas*. Write or type your answer below.

________________________________________________________________________________
________________________________________________________________________________
________________________________________________________________________________

Activity #2
A **rule** is something you follow in order to keep yourself and others safe. A **law** is a rule that every person in the community must obey.

Decide if each of the following sentences is a RULE or a LAW. Write or type your response under each sentence at the bottom of each box.

<table>
<thead>
<tr>
<th>Use a crosswalk to cross the street.</th>
<th>Follow directions in school.</th>
<th>Stop at red lights and stop signs.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Don’t run in the hallway.</td>
<td>Wear a seatbelt while you</td>
<td>Respect your classmates.</td>
</tr>
</tbody>
</table>
Activity #3
A landform is a natural feature of the surface of Earth. Common landforms are mountains, plateaus, and valleys.

Match each landform listed below with its description. Write or type the letter of the definition beside each landform.

_____ 1. plain
_____ 2. plateau
_____ 3. peninsula
_____ 4. island
_____ 5. isthmus

a. area of land that is completely surrounded by water
b. large, flat area of land
c. area of flat land that is higher than the land around it
d. narrow strip of land with water on both sides that connects two large areas of land
e. strip of land that sticks out into a body of water; area of land mostly surrounded by water

Here are more landforms. Match each with its description.

_____ 6. mountain
_____ 7. hill
_____ 8. volcano
_____ 9. Valley
_____ 10. canyon

f. an opening in the earth's crust from which lava flows
g. large mound of land with a rounded top; smaller than a mountains
h. a large crack in the ground made by a river or a series of earthquakes
i. large, tall mass of rock with steep sides; taller than hills
j. low land between hills or mountains
Finding Grandpa's House
by Kate Paixão

Shanti and her father were going to visit Grandpa. Shanti saw a book in the car. "What is this?" she asked.

"It is a road atlas. That is another name for a book of maps," said Shanti's Dad. "It helps us get places."

"And what is this?" Shanti asked. She showed him a bunch of upside-down Vs on one map.

Shanti's dad smiled. "That is a symbol. If you do not know what one means, look around on the map." Dad put a finger on a white box in the corner of the page. It was labeled legend. "Maps include information boxes called legends," he explained. "This legend says that upside down Vs represent hills."

Next, Shanti's dad showed her a line marked Grove Road. "That is our street!" cried Shanti.

"Exactly," her dad replied, and pointed to another street.

"And here is where Grandpa lives," said Shanti. "May I use the map to tell you how to get to Grandpa's house?"

"Sure. Let's see if you can read a map," said Dad.

Shanti's dad started driving. She studied the map and told him when to turn left or right. Dad followed her directions until they made it to Grandpa's house. "Good job," Shanti's dad said to her. "You are an excellent map reader!"