

Escuela Lynhaven

Esquema de recursos de quinto grado

Semana del 3/30 - 4/3

Las escuelas de CUSD cerrarán del 16 de marzo al 1 de mayo debido a preocupaciones relacionadas con el virus COVID. Queríamos poner recursos a disposición de las familias para que el aprendizaje pueda continuar en casa durante este tiempo. A continuación, encuentre un horario sugerido para establecer una rutina con su hijo / hijos y actividades instructivas sugeridas que puede pedirle a su hijo que haga durante esta semana. Le proporcionaremos recursos adicionales semanalmente.

Si su hijo está en Seesaw, no necesita hacer copias de ninguna de las páginas adjuntas, las tareas se publicarán cada día con la hoja de trabajo diaria.

Todo lo que está subrayado es un enlace. Si desea acceder a ellos, vaya al sitio web de Lynhaven.

Horario sugerido para establecer rutinas

Calendario:

8: 00-9: 00 despertarse y desayunar (Tiempo libre)

9: 00-10: 30 ELA

10: 30-11: 00 Tiempo libre de descanso (sin tiempo de pantalla)

11: 00-12: 00- Matemáticas

12: 00-1: 00- almuerzo libre / tiempo creativo

1: 00-1: 30- Escritura

1: 30-2: 30- Ciencias (lunes / miércoles) Estudios sociales (martes / jueves) y tiempo creativo / STEAM (viernes)

2: 30-3: 30- P.E. (fuera del tiempo, Gonoodle, juegos de playworks, deportes, etc.)

3: 30-4: 30- P.O.G. tiempo ayudando con las tareas

***¡Los estudiantes que reciben apoyo con la Ms. Bies, asegúrese de revisar su página SEESAW para obtener recursos adicionales!**

****Si estaba en el grupo ELD de la Ms. Patenaude, vaya a su Aula de Google ELD. Ella tiene un apoyo extra para ti!**

Aprendizaje Social Emocional

Como sus maestros, obviamente nos preocupamos por sus académicos. Sin embargo, durante este tiempo de cambios tan grandes, nos preocupamos MUCHO más acerca de cómo te sientes emocionalmente. Queremos asegurarnos de que los alumnos de 5º grado se cuiden y tengan tiempo para hablar sobre cómo se siente. Esta semana estamos planeando tener reuniones de zoom todas las mañanas donde podemos simplemente sentarnos y hablar sobre nuestros pensamientos, preocupaciones y maravillas. Su maestro enviará códigos de reunión de zoom todas las mañanas si puede unirse. A continuación se detallan las horas en que su maestro planea tener una reunión de zoom diaria.

[Una nota de Servicios Estudiantiles](#)

Ms. Schonig
10 am

Ms. Calicchio's
10:30 am

Write your name here.

IS A KIND KID!

KINDNESS TO DO LIST

Finish each sentence below.

I CAN BE KIND TO
MY CLASSMATES BY...

I CAN BE KIND TO
ANIMALS BY...

I CAN BE KIND TO
THE EARTH BY...

RANDOM ACTS OF KINDNESS JAR

In each circle, write a kind thing you can do.

1

2

3

4

COMPLIMENT CORNER

Classmate's name

Write a compliment for a classmate here.

KIND QUOTE

Write your favorite kindness quote here.

This is who said it.


INSPIRING PERSON

Write about a person who inspires you to be kind.

Write the title and author of
a book about kindness here.

Write what you learned
from the book here.

Pssst: Always be kind. Pass it on!

Content Area	Activity	Special Instructions
ELA	<ol style="list-style-type: none"> 1. Lectura de libre elección (30 minutos, una al día) 2. <u>Up against the Wild</u>- lector de estudiantes  <ol style="list-style-type: none"> 3. Lecciones iReady (Identificar tema, Tema de una historia, Lectura cercana: Encontrar el tema de una historia) 4. <u>Wonderpolis</u> -lee y explora las maravillas del mundo. Es un sitio informativo que hace y responde preguntas interesantes sobre el mundo. 5. <u>Epic</u> - usa el código de clase de tu maestro 6. <u>Remote Learning Resources and Strategies Grades 3-5</u> Scholastic News 7. Khan Academy Grammar- https://www.khanacademy.org/humanities/grammar Recomiende comenzar tomando el desafío del curso varias veces para descubrir lo que sabe y lo que no sabe. 	<ol style="list-style-type: none"> 1. Cree / mantenga un registro de lectura, haga un resumen rápido de 2-3 oraciones cuando termine su tiempo 2. Lea "Ley del Club y Colmillo" y complete la página 21 3. Las lecciones de iReady están disponibles. Trabaja en ellos cuando puedas durante toda la semana. 4. Escriba tres hechos nuevos que aprendió en un artículo. 5. Epic te permitirá iniciar sesión gratis, hay libros en línea si no tienes libros en casa. Esto se puede usar para leer el registro / lectura de tiempo libre 6. Scholastic- SEMANA 2 una lección al día, cuénteles a un miembro de la familia lo que leyó (su parte favorita, hechos, opiniones, maravillas, etc.)

Focus on **THEME**

Getting Away With It

Peter loved reading and writing. Peter loved drawing, too. What did Peter *not* like? Math! All those numbers made his head spin. So what did Peter do? Nothing! He skipped his homework. And he doodled in his notebook as his teacher, Ms. Fife, demonstrated long division. In fact, the *only thing* that got Peter's attention in math class was when she said, "Don't forget about our BIG division test tomorrow." *Uh-oh*, gulped Peter. After class, Peter's math-wiz friend, Jill, noticed his worried expression.

"Do you want me to help you with long division?" she asked.

"No thanks," replied Peter with a false smile. "I can handle it."

That night, Peter sat down at the kitchen table with his math book wide open. But, before long, his mind slipped off the pages and into the comfortable zone of imagination. Peter doodled a flying sports car and a spooky wizard and a fire-breathing cow. The good news was that the drawings were great. The bad news was that Peter still didn't have a clue how to do long division.

The next day, Ms. Fife handed out the test. She instructed the students to write their answers on it and use scratch paper for calculations. Peter stared down at the first problem: $12,015 \div 45 = \underline{\hspace{2cm}}$. He squirmed. He bit his pencil. He peeked over at his friend Jill's paper. Why he could see her answer! Quick as a wink, he scribbled 267 in the first blank. What did he do after that? He copied the rest of Jill's answers and then turned in his test.

"How do you think you did?" asked Jill.

"Uh, pretty well, I think," muttered Peter.

And he was right. When he got his test back it had a big red A at the top along with a smiley face sticker—just like Jill's.

"Great work!" said Jill, "Guess you didn't need my help after all."

"Guess not," said Peter with a nervous grin. He couldn't believe it! He'd cheated on the test and actually gotten away with it!

That night, Peter's mom was so proud of his math-test grade that she made his favorite meal: spaghetti and meatballs. But his stomach hurt too much to eat. Peter's dad was also thrilled, so he said Peter could play a video game for a whole hour. But Peter felt too sick to play. He even felt too sick to doodle. So Peter went off to bed early and drifted into a dark dream about a spooky wizard. The wizard waved his magic wand and chanted:

*Cheater, Cheater, Pumpkin Eater.
I cast a spell upon you, Peter.
You fooled your parents and Jill and Ms. Fife,
But you'll feel guilty for the rest of your life!*

When Peter woke up, he was drenched in sweat. He looked around, relieved that the wizard was just a figment of his imagination. Still, he felt absolutely awful. He'd cheated on the math test, and it seemed liked he'd gotten away with it. But did he really get away with it? He still didn't know how to do long division and that was a skill he would actually need. Plus, he felt guilty. He felt ashamed. And he felt so very sorry for his terrible mistake. There was only one way to make things right.

"Mom!" he yelled from his bed. "Come quick! I need to tell you something VERY important..."



THEME: The main idea or message of a story. Themes can be conveyed by title, setting, and symbols. They can also be conveyed by how characters act, change, learn, and/or grow. Some stories have more than one theme.



Here are some popular fiction themes.

Be true to your own values.

Family loyalty is very important.

Appearances can be deceptive.

Hard work builds character.

Courage comes from facing down fears.

True friends stick together when times get tough.

Differences make people special.

Key Questions

1. At the end of the story, what do you think Peter is going to tell his mother? Why do you think so? What life lesson did he learn?
2. What is the theme of this story? Investigate the text, underlining evidence, then state the theme in a complete sentence below.

The theme of Getting Away With It is...

3. Why do you think the author chose this particular theme? Do you think it is a worthwhile message to share with readers?
4. What connections can you make between your own life and the story's theme?

S-t-r-e-t-c-h Question: Think about your favorite books. What are the themes of each one? Make a list.

The Write Stuff

Choose one of the themes from the box above. Then write a mini-story to support that important message.

TEXT EVIDENCE: LITERARY

Kamal's Choice

Kamal loved the piano. He dreamed of playing beautiful, **majestic** music—music like famous pianists played. But he hated to practice! “Practice is so boring!” he said. When his teacher told Kamal he wasn’t ready to play in the big recital, Kamal didn’t listen, and he played anyway. It did not go well. He made lots of mistakes. “You could be a very good pianist,” his teacher said. “But only if you work hard. The choice is yours.” Now Kamal understood that he had to choose to work if he wanted to be good at something. He practiced every day over the next six months. And guess what? At the next recital, Kamal got a standing ovation!



KEY QUESTIONS

Cite text for all questions except #4.

1. THEME: A sentence that shows the theme of the story is: “_____.”

2. THEME: A sentence that shows Kamal’s new attitude is: “_____.”

3. FUN FIND: What happens at the very end of the story? According to the text, “_____.”

4. CONTEXT CLUES: What do you think *majestic* means?

☐ ugly ☐ grand ☐ funny

5. S-T-R-E-T-C-H: Why is “Kamal’s Choice” a good title for this story? Cite text to support your claim.

COMPREHENSION HELPER

Literary Text

A piece of writing, such as a story or poem, that has the purpose of telling a tale or entertaining.

TIP Before reading, look at the title. What do you think the story will be about? During reading, stop and make predictions about what will happen next. Reread the parts you especially like or find confusing. After reading, reflect on the story. Compare it to other books and movies, as well as your own life. Ask yourself, “What did the author want to tell me? What did I learn?”

Examples

- *fantasy*
- *science fiction*
- *thrillers*
- *legends*
- *folktales*
- *tall tales*
- *horror*
- *romance*
- *tragedy*
- *adventure stories*
- *friendship stories*
- *realistic fiction*
- *mysteries*
- *comedies*
- *fairy tales*
- *fables*
- *drama*
- *poems*
- *short stories*
- *plays*



TEXT EVIDENCE: LITERARY

Paint Problems

Lin's parents asked her to help paint chairs for the dining-room table. She chose bright orange for hers. After a while, they took a break to eat lunch. Lin grabbed her meal and sat down. Oh, no! She got wet paint on her pants. Lin went to her room and changed. Her friend called, and they talked for twenty minutes. Then Lin returned to finish her food. Oh, no! She'd sat on wet paint again! That's when a big **realization** hit her: Learn from your mistakes. Lin changed once more. She finished her lunch on the stairs



to make sure she didn't sit in paint again. Once the paint dried, the chair looked awesome. So Lin's parents let her paint the whole room bright orange.

KEY QUESTIONS

Cite text for all questions except #4.

1. THEME: A sentence that states the theme of the story is: "_____."

2. THEME: Lin did this to keep from making the mistake a third time: "_____."

3. FUN FIND: According to the story, here's how the chair looked in the end: "_____."

4. CONTEXT CLUES: What do you think *realization* means?

- ☐ anger ☐ confusion
☐ understanding

5. S-T-R-E-T-C-H: Does Lin paint her chair purple? Cite text to support your claim.

COMPREHENSION HELPER

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Examples

- fantasy
- science fiction
- thrillers
- legends
- folktales
- tall tales
- horror
- romance
- tragedy
- adventure stories
- friendship stories
- realistic fiction
- mysteries
- comedies
- fairy tales
- fables
- drama
- poems
- short stories
- plays



TEXT EVIDENCE: LITERARY

Freshly Fallen Snowman

It was late December. Simone was excited to build a snowman. She gave it radishes for eyes, a carrot for a nose, and sticks for arms. It looked great, but Simone felt her snowman still needed something. She **furnished** a hat and scarf. But she felt her snowman still needed something. She placed winter gloves on the end of its stick arms. The heavy gloves caused the sticks to break off, and the whole snowman came tumbling down. Simone quickly grasped what had gone wrong. You should leave well enough alone. Simone made a new snowman featuring radishes, carrots, sticks, and everything but the gloves. It was just right.



KEY QUESTIONS

Cite text for all questions except #4.

- 1. THEME:** A sentence that states the theme of the story is: “_____.”
- 2. THEME:** This sentence describes the new snowman Simone built: “_____.”
- 3. FUN FIND:** When is this story set? The text states, “_____.”
- 4. CONTEXT CLUES:** What do you think *furnished* means?
☐ an oven ☐ provided ☐ took away
- 5. S-T-R-E-T-C-H:** Why is “Freshly Fallen Snowman” a good title for this story? Cite text to support your claim.

COMPREHENSION HELPER

Literary Text

A piece of writing, such as a story or poem, that has the purpose of telling a tale or entertaining.

TIP Before reading, look at the title. What do you think the story will be about? During reading, stop and make predictions about what will happen next. Reread the parts you especially like or find confusing. After reading, reflect on the story. Compare it to other books and movies, as well as your own life. Ask yourself, “What did the author want to tell me? What did I learn?”

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TEXT EVIDENCE: LITERARY

Felix Goes Fishing

Felix was excited. He and his family were off on a three-hour fishing **expedition**! The man leading the trip asked if any of the passengers had gone fishing before. Felix's two older brothers bragged they were great at fishing, even though they had never done it before. But Felix admitted that he didn't know how to fish. Honesty is the best policy. The man gave Felix lots of pointers. He showed Felix how to put bait on the hook. He showed him how to cast his fishing line. During the expedition, Felix's



brothers didn't catch any fish. Felix, however, caught three humongous sea bass. Felix, the young fisherman, really made a splash!

KEY QUESTIONS

Cite text for all questions except #4.

1. THEME: A sentence that states the main theme of the story is: "_____."

2. THEME: Here's a sentence that shows how Felix was rewarded for telling the truth: "_____."

3. FUN FIND: This sentence tells how long the fishing trip lasted: "_____."

4. CONTEXT CLUES: What do you think *expedition* means?

- ☐ a long nap ☐ a big tent
☐ a group trip

5. S-T-R-E-T-C-H: Why is honesty the best policy? Cite text to support your claim.

COMPREHENSION HELPER

Literary Text

A piece of writing, such as a story or poem, that has the purpose of telling a tale or entertaining.

TIP Before reading, look at the title. What do you think the story will be about? During reading, stop and make predictions about what will happen next. Reread the parts you especially like or find confusing. After reading, reflect on the story. Compare it to other books and movies, as well as your own life. Ask yourself, "What did the author want to tell me? What did I learn?"

Examples

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- comedies
- fairy tales
- fables
- drama
- poems
- short stories
- plays



<p>Escritura</p>	<ol style="list-style-type: none">1. Instrucciones de escritura de marzo2. Escritura de opinión	<ol style="list-style-type: none">1. Estas son actividades de escritura rápida, puede escribir a diario.2. Escritura de opinión: use los organizadores gráficos para responder las instrucciones de escritura de opinión.
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Monday



Opinion Writing: My Opinion Matters!

Opinion Writing

Paragraph Practice #1

Name: _____

Opinion Writing Prompt:

Do you think homework is helpful?

Opinion Statement:

Reason #1: Provide Evidence

Reason #2: Provide Evidence

Reason #3: Provide Evidence

Concluding Sentence/Restate Your Opinion:

Tuesday



Opinion Writing: My Opinion Matters!

Opinion Writing

Paragraph Practice #2

Name: _____

Opinion Writing Prompt:

Do you think that P.E. is important ?

Opinion Statement:

Reason #1: Provide Evidence

Reason #2: Provide Evidence

Reason #3: Provide Evidence

Concluding Sentence/Restate Your Opinion:

Wednesday



Opinion Writing: My Opinion Matters!

Opinion Writing

Paragraph Practice #3

Name: _____

Opinion Writing Prompt:

Do you think that going to college is important?

Opinion Statement:

Reason #1: Provide Evidence

Reason #2: Provide Evidence

Reason #3: Provide Evidence

Concluding Sentence/Restate Your Opinion:

Thursday



Opinion Writing: My Opinion Matters!

Opinion Writing

Paragraph Practice #4

Name: _____

Opinion Writing Prompt:

Do you think that saving money is important?

Opinion Statement:

Reason #1: Provide Evidence

Reason #2: Provide Evidence

Reason #3: Provide Evidence

Concluding Sentence/Restate Your Opinion:

Friday



Opinion Writing: My Opinion Matters!

Opinion Writing

Paragraph Practice #5

Name: _____

Opinion Writing Prompt:
Do you think that the school rules are fair?

Opinion Statement:

Reason #1: Provide Evidence

Reason #2: Provide Evidence

Reason #3: Provide Evidence

Concluding Sentence/Restate Your Opinion:

Math	<ol style="list-style-type: none">1. Bridges Student Book Volumen 22. Bridges Home Connections3. Lecciones de matemáticas de iReady (Comprender los productos de fracciones, Multiplicar fracciones para encontrar el área, Comprender la multiplicación como escalado) <p>Vea los videos a continuación para obtener más información sobre la multiplicación de fracciones</p> <ol style="list-style-type: none">4. Multiplying 2 fractions: 5/6 x 2/3 (video)5. Math Antics - Multiplying Fractions6. Multiplying Fractions Song Math Rap Video7. (Area Model) Multiplying fractions: visualizing Fractions 5th grade Khan Academy <p>Revisión de fracciones: numerador y denominador canción: fracciones Libro de trabajo del alumno, páginas 165-172</p>	<ol style="list-style-type: none">1. Elija una hoja de trabajo por día (anverso y reverso) para completar, elija entre las páginas 184-189.2. Elija una hoja de trabajo al día de este libro y complétela.3. Las lecciones están disponibles, trabaje en ellas cuando pueda durante toda la semana.4. Mira el video de la academia Khan y haz la página de práctica
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Monday

Multiplying fractions (denominators 2-12)

Grade 5 Fractions Worksheet

Find the product.

1. $\frac{6}{8} \times \frac{3}{12} =$ _____

2. $\frac{1}{2} \times \frac{4}{5} =$ _____

3. $\frac{2}{4} \times \frac{7}{8} =$ _____

4. $\frac{2}{7} \times \frac{7}{9} =$ _____

5. $\frac{4}{10} \times \frac{1}{6} =$ _____

6. $\frac{2}{5} \times \frac{1}{4} =$ _____

7. $\frac{2}{3} \times \frac{3}{10} =$ _____

8. $\frac{8}{10} \times \frac{4}{7} =$ _____

9. $\frac{8}{12} \times \frac{1}{5} =$ _____

10. $\frac{5}{7} \times \frac{1}{3} =$ _____

11. $\frac{4}{5} \times \frac{3}{8} =$ _____

12. $\frac{1}{3} \times \frac{2}{6} =$ _____

13. $\frac{3}{10} \times \frac{10}{11} =$ _____

14. $\frac{1}{6} \times \frac{1}{4} =$ _____



Multiplying fractions (denominators 2-12)

Grade 5 Fractions Worksheet

Find the product.

1. $\frac{7}{10} \times \frac{4}{6} =$ _____

2. $\frac{2}{3} \times \frac{4}{5} =$ _____

3. $\frac{2}{8} \times \frac{1}{3} =$ _____

4. $\frac{3}{6} \times \frac{8}{9} =$ _____

5. $\frac{8}{9} \times \frac{1}{2} =$ _____

6. $\frac{1}{3} \times \frac{5}{7} =$ _____

7. $\frac{6}{7} \times \frac{9}{10} =$ _____

8. $\frac{9}{10} \times \frac{3}{6} =$ _____

9. $\frac{5}{12} \times \frac{3}{11} =$ _____

10. $\frac{3}{4} \times \frac{3}{12} =$ _____

11. $\frac{7}{9} \times \frac{2}{10} =$ _____

12. $\frac{4}{5} \times \frac{4}{7} =$ _____

13. $\frac{2}{6} \times \frac{2}{3} =$ _____

14. $\frac{6}{10} \times \frac{4}{8} =$ _____

Fraction multiplication word problems

Grade 5 Word Problems Worksheets

Read and answer each question:

1. There was $\frac{5}{8}$ of a pie left in the fridge. Daniel ate $\frac{1}{4}$ of the leftover pie. How much of a pie did he have?
2. Olivia took out 8 glasses and poured juice from the pitcher. The capacity of each glass is $\frac{3}{10}$ liter. If there was enough juice for 6 glasses, how much juice was there?
3. Pam baked some cupcakes for her friends. She baked 24 cupcakes. Each cupcake is $\frac{2}{15}$ pound. If she packed 6 cupcakes in each box, what is the weight of each box?
4. According to a recipe, each batch of pancake mix can make 12 pancakes. Kathy is making 3 batches for a brunch party. If each batch needs $\frac{7}{12}$ cups of milk, how much milk does she need in total?
5. There are $\frac{7}{8}$ kilograms of salt in the kitchen. Mrs. Jackson used $\frac{2}{15}$ of the salt when she was preparing dinner. How much salt did she use?
6. According to a recipe, $\frac{9}{20}$ oz. of sugar is needed to make 6 cookies. Ashley decided to use only a third of the sugar to make it healthier. How much sugar did Ashley use?





Multiplying fractions (denominators 2-25)

Grade 5 Fractions Worksheet

Find the product.

1. $\frac{6}{12} \times \frac{2}{10} =$ _____

2. $\frac{1}{16} \times \frac{7}{21} =$ _____

3. $\frac{8}{9} \times \frac{1}{2} =$ _____

4. $\frac{11}{20} \times \frac{4}{14} =$ _____

5. $\frac{7}{18} \times \frac{11}{25} =$ _____

6. $\frac{3}{15} \times \frac{3}{7} =$ _____

7. $\frac{2}{4} \times \frac{3}{6} =$ _____

8. $\frac{5}{7} \times \frac{15}{18} =$ _____

9. $\frac{4}{8} \times \frac{3}{4} =$ _____

10. $\frac{3}{11} \times \frac{5}{9} =$ _____

11. $\frac{2}{14} \times \frac{1}{4} =$ _____

12. $\frac{1}{2} \times \frac{2}{5} =$ _____

13. $\frac{7}{10} \times \frac{7}{21} =$ _____

14. $\frac{1}{3} \times \frac{2}{9} =$ _____



Multiplying fractions (denominators 2-25)

Grade 5 Fractions Worksheet

Find the product.

1. $\frac{1}{14} \times \frac{5}{14} =$ _____

2. $\frac{3}{6} \times \frac{5}{15} =$ _____

3. $\frac{16}{18} \times \frac{10}{16} =$ _____

4. $\frac{5}{16} \times \frac{1}{5} =$ _____

5. $\frac{3}{4} \times \frac{16}{18} =$ _____

6. $\frac{3}{25} \times \frac{10}{14} =$ _____

7. $\frac{3}{6} \times \frac{2}{15} =$ _____

8. $\frac{1}{20} \times \frac{7}{25} =$ _____

9. $\frac{9}{11} \times \frac{1}{3} =$ _____

10. $\frac{6}{18} \times \frac{14}{21} =$ _____

11. $\frac{8}{15} \times \frac{13}{18} =$ _____

12. $\frac{11}{14} \times \frac{5}{20} =$ _____

13. $\frac{13}{25} \times \frac{2}{7} =$ _____

14. $\frac{1}{4} \times \frac{1}{6} =$ _____

<p>Ciencias/STEAM</p>	<ol style="list-style-type: none">1. Mystery Science2. 20 excursiones virtuales para llevar con tus hijos3. We Put the Boo in KaBOOm with this STEAM Activity4. Whodunnit? Crack the Case with Chromatography5. Explorando la velocidad con arte de paja6. Coding the Way - Unplugged STEAM Activity	<ol style="list-style-type: none">1. Desplácese hasta las lecciones de quinto grado y mini lecciones. Elija uno y realice la exploración (si puede imprimir hojas de trabajo), haga el trabajo que lo acompaña o puede escribir en un papel separado2. Elija un museo que le gustaría "visitar", explore y escriba una reseña del museo (lo que le gustó y no le gustó y publique su reseña en Seesaw)3. ¡Todos los enlaces para los números 3-6 son diferentes actividades de STEAM que puedes explorar!
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Ciencias Sociales

1. [Copia de las 5 regiones ppt.pptx](#)
2. [CNN 10](#)
3. [Gira por los Estados - Video musical oficial](#)
4. [Fifty Nifty United States](#)

1. Abra las diapositivas de Google y SOLO observe la región occidental. Vuelva a leer las diapositivas del oeste. Elija tres estados sobre los que desea informar. (vea la hoja de trabajo adjunta) Complete el estado uno el lunes, el estado dos el miércoles y el estado tres el viernes.
2. CNN10- cada día mira ese nuevo enlace. Escribe un hecho, una opinión y una maravilla para cada nuevo día. (puedes publicarlo en Seesaw)
3. ¡Mira esta genial canción y un video sobre los 50 estados!
4. ¡Todos ustedes conocen esta canción! Diviértete cantando desde tu casa. Si te sientes realmente enérgico y musical, ¡haz tu propio video musical cantando Fifty Nifty y publícalo en Seesaw!

Monday

State:

#

<p>Where this state is located</p> 		Abbreviation	
		State Flag	
Capitol City	Population	Nickname	Statehood Year
State Bird	State Flower	Major Industries	
Governor	Climate	Attractions	
Other Cool Things I've Learned			

Wednesday

State:

#

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State:

Friday

#

Where this state is located



Abbreviation

State Flag

Capitol City

Population

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Climate

Attractions

Other Cool Things I've Learned

Enriquecimiento	<p>Code.org Express course (bloque basado para principiantes).</p> <p>Khan Academy computer programming, (texto basado para principiantes a intermedios).</p> <p>La programación de computadoras es mucho más divertida y creativa de lo que probablemente haya imaginado. Ambos recursos comienzan creando divertidos dibujos animados y animaciones y avanzan hasta crear divertidos juegos que tus amigos pueden jugar.</p> <p>Arte: Proyectos de arte para niños · Su hogar para proyectos atractivos y factibles</p> <p>La NASA tiene un gran sitio para niños: spaceplace.nasa.gov</p> <p>¡Escucha un podcast educativo! Tratar Brains On! Si te gusta la ciencia, Forever Ago si te gusta la historia, o Story Pirates para escuchar historias divertidas escritas por niños.</p>	
Lectura Silenciosa	<p>Acurrucarse con un libro o revista favorita. Aquí hay una gran lista de títulos que quizás quieras tener en tus manos:</p> <p>LIST grades</p>	

<i>Actividades despues de la escuela</i>	Pase tiempo con su familia / hermanos, actividades de elaboración (construya o cree algo a partir de elementos de la casa), cocina, tareas domésticas, ayude a sus padres con una tarea en la casa	
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