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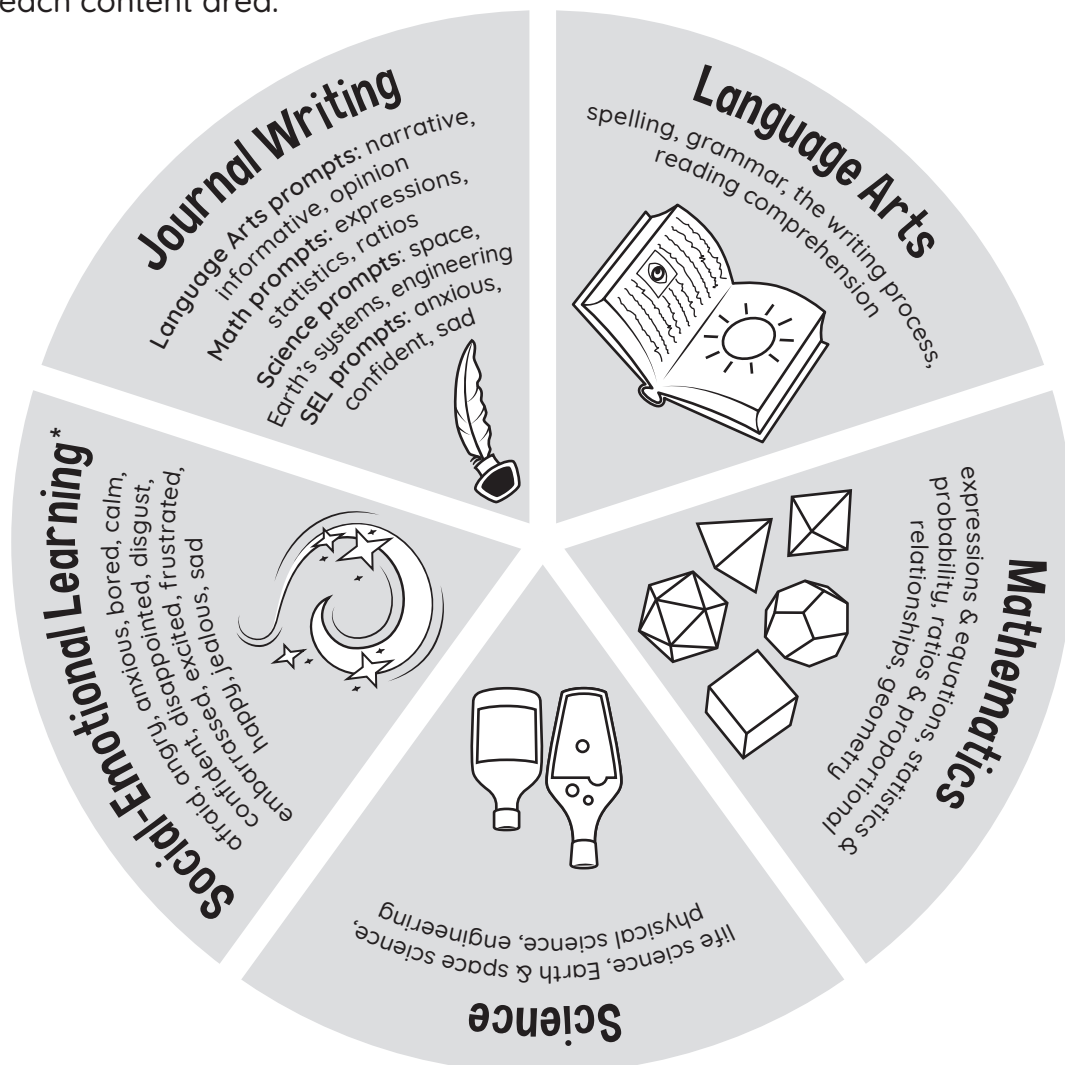
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Parents and Educators

The activity pages in this book are designed to supplement, not substitute, curriculum. This book is intended to provide additional practice of foundational skills students need to achieve academic success. The activities can be used in the classroom to strengthen or assess student skills, and at home to offer extra practice outside of the classroom. The pages do not need to be completed daily or in order. They can be selected and arranged to fit the academic needs and schedules of students.

This book is divided into five sections. Each section reinforces content-area learning skills and helps students retain fundamental knowledge. The infographic below depicts the topics covered in each content area.



Please remember the crucial role you play in this educational journey. Make time to answer questions and go over the answers to the activity sheets together. An answer key for this book can be requested by emailing custserv@bluestareducation.com. Please provide the following number when requesting the answer key: BSE 51817.

* Social-emotional learning (SEL) teaches students real-life skills that help bolster academic success, promote positive social interactions, and result in fewer behavioral problems. Studies have shown that emotionally well-adjusted students have a higher rate of lifelong happiness and success in their careers and relationships as adults.

Riddle Me This

I am a riddle. And right now, that is all you know about me. Am I a person? Am I a place? Am I a thing? Am I real? Maybe I am pretend. Maybe I live on another planet. Maybe I *am* another planet. The possibilities are endless!

So how will you solve the riddle that is me? I hid mysterious symbols throughout this book—one on each page. The symbols are part of a code. Complete an activity sheet. Then, look closely on the sheet for the symbol. When you find the symbol, follow the steps below.

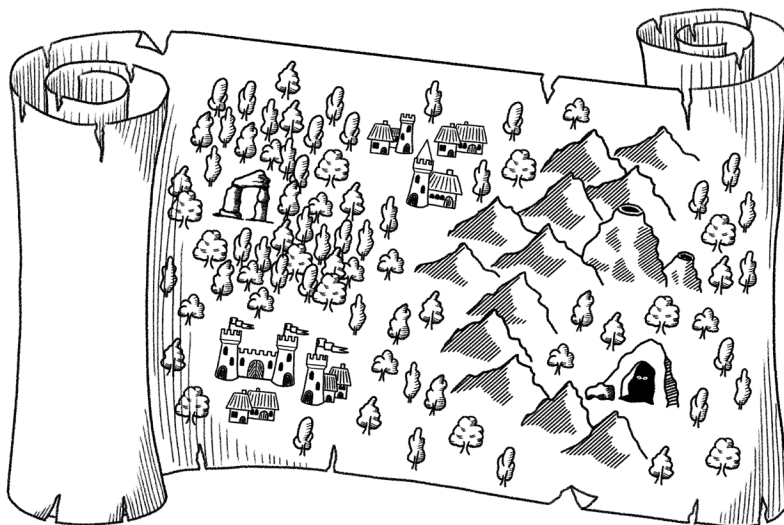
Step 1: Flip to page 175. Find the letter that matches that symbol.

Step 2: Flip to page 176. Write the letter above the correct page number.

Step 3: Keep doing this until you have completed each activity sheet and filled in all the letters.

And just what will that reveal? More clues!!! Hahaha! I am so clever! Now, study the clues and try to guess what or who I am.

Tricky Tip: After completing page 176, if you are still not sure what the answer to the riddle is, try looking up some of the clues on the Internet. Once you solve it, learn as much as you can about the riddle. You'll discover that there are more mysteries associated with it. Do some research and see if you can solve those, too! After all, you are now an epic adventurer who has just completed their first quest and is ready for a new one!



Quotation Marks

Quotation marks (“ ”) go around a person’s exact words. However, some quotes are interrupted. When this happens, two separate sets of quotation marks are used. Quotation marks do *not* go around the interrupter.

Example: “Do you think,” Jan asked, “we will be able to finish the project on time?”

Notice that the words *Jan asked* interrupt the quote. Quotation marks do not go around the words the speaker did not say.

Directions: Add quotation marks as needed.

1. Today, Mrs. Diaz said, is my eightieth birthday.
2. I wish, Mateo said, we could go to the water park.
3. Why, Mikala asked, do we not have a longer summer break?
4. Do you remember, Mom asked, what time the meeting is?
5. I think, Liam said, we have enough items now for the sale.
6. When you were little, Aunt Edna said, you just loved eating lima beans.
7. Do you know, Dad asked, where I put my hammer?
8. To your left, the tour guide said, is the home of Harriet Tubman.
9. Coming up, said the bus driver, is our first stop.
10. Line up against the wall, the principal said, and wait for more directions from your teacher.
11. Can I please, asked the child, have some water?
12. Of course, Madeline said, I will help you.



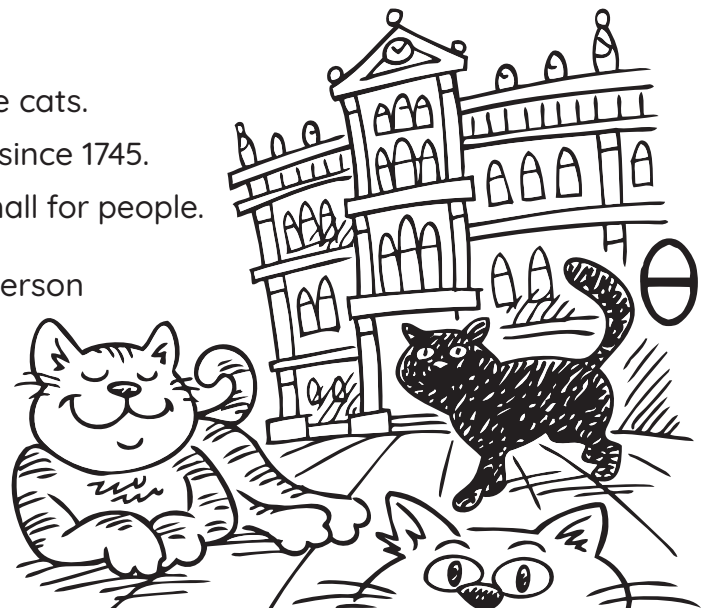
Royal Decree

Empress Elizabeth was Peter the Great's daughter. In 1745, the empress issued a decree. She ordered that the biggest and most capable mice-catching cats be sent from Kazan to the court of her imperial majesty. The cats were needed to keep the mice at bay in the empress's palace.

Today, the empress's palace is one of the most famous art museums in the world. It is called the Hermitage, and it is located in St. Petersburg, Russia. About 50 cats still live in the Hermitage. The cats do not roam the street-level areas as they did years before. Instead, they patrol for mice in the basement rooms where the staff offices are located. They also prowl in the small spaces between the heating ducts and water pipes.

Visitors can spot the cats when the cats bask on a stone embankment in front of the palace. Three people are responsible for taking care of the cats. The cats have their own press secretary, and a special room has been set aside as a feline hospital.

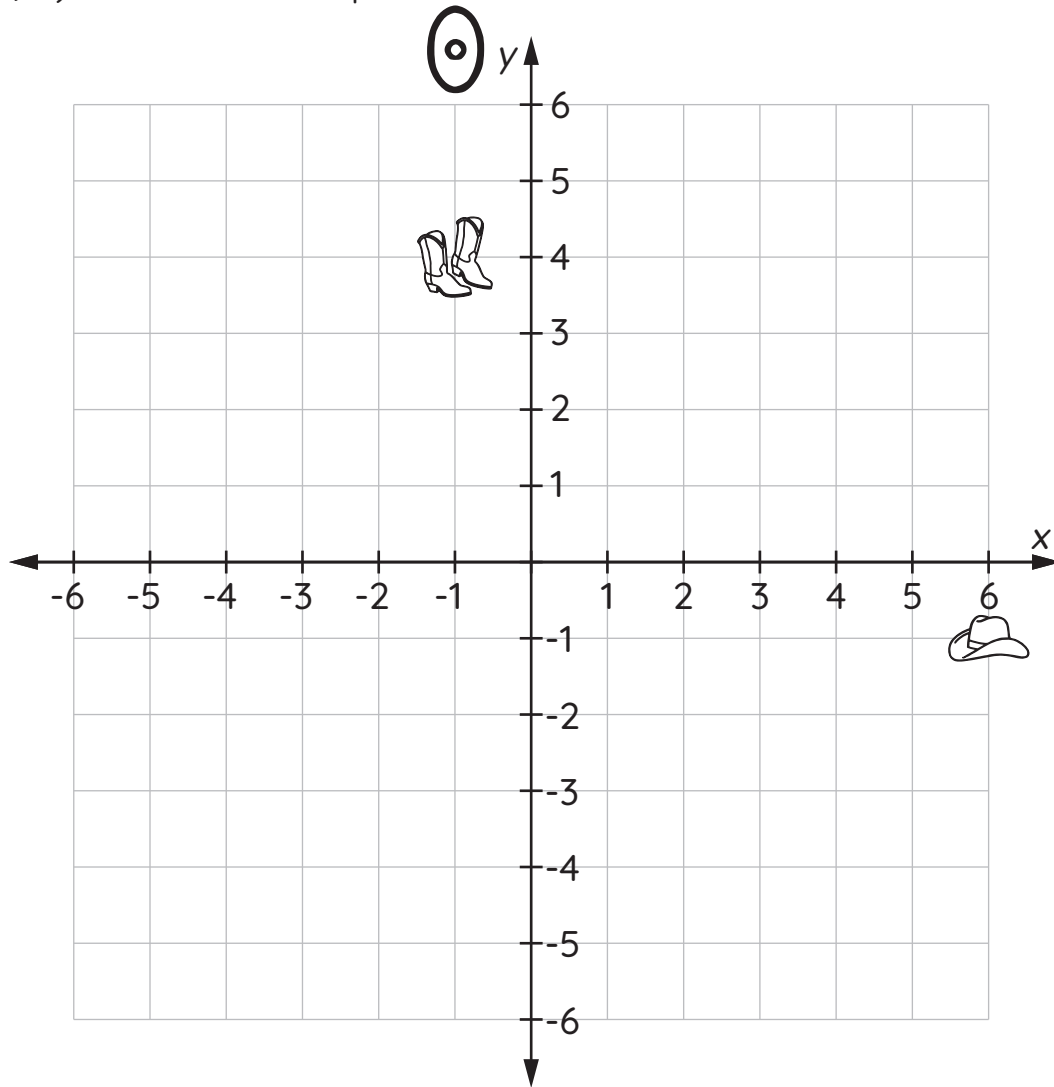
- This text can be best summed up as
 - an explanation of the cats in a palace basement.
 - a definition of a royal decree.
 - a history of Russian emperors and empresses.
 - a how-to when dealing with mice.
- When something is *at bay*, it is
 - encouraged or grown.
 - spotted or found.
 - famous or well-known.
 - restrained or kept back.
- From the text, you can tell that
 - the cats are never allowed outside.
 - very few people are interested in the cats.
 - the Hermitage has been a museum since 1745.
 - the cats enter spaces that are too small for people.
- If someone spots a Hermitage cat, the person is most likely
 - in front of the palace.
 - in back of the palace.
 - on the ground floor of the palace.
 - on the second floor of the palace.



Cowboy Coordinates

Directions: Find the answers.

1. Plot $(-1, -4)$ on the coordinate plane. Label it "A."
2. Plot $(2, 3)$ on the coordinate plane. Label it "B."
3. Plot $(5, -2)$ on the coordinate plane. Label it "C."



4. The cowboy boots reflect which letter over the x-axis? _____
5. The hat is closest to which letter? _____

Equivalent Expressions

Directions: Use the box provided at the bottom of the page to work out the problems. Determine whether the statements are **True** or **False**. Circle the correct answers.



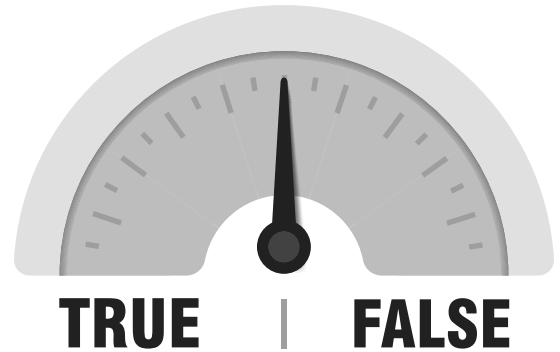
1. $6t + 13 + 2t - 5 = 8 + 8t$ True False

2. $3n + 5 = 5 + 3n$ True False

3. $3(x + 4) = 3x + 7$ True False

4. $4n + 5n = 9n$ True False

5. $12b - 3 = 3 - 12b$ True False



Weather or Climate Activity

Directions: Identify each example as either *weather* or *climate*.

1. The Amazon River Basin floods during the wet season.

2. The atmosphere has certain conditions at one place and time.

3. It rained heavily all last week, and the river came over its banks and flooded the town.

4. The Mojave Desert is very dry and gets an average of five inches of rain a year.

5. One place has specific weather patterns over a long period of time, at least 30 years.

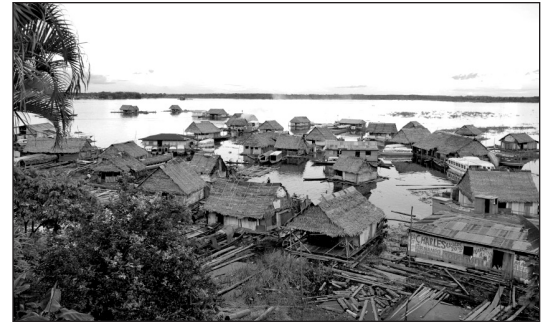
6. It should be sunny and 75 degrees tomorrow for our picnic.

7. The rainy season in the Philippines starts in June and lasts until October.

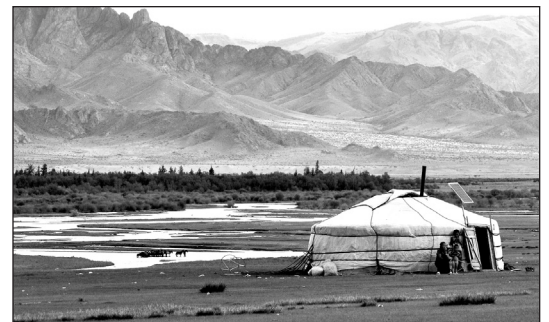
8. The wind is currently blowing from the west at 10 miles an hour.

9. A blizzard warning is in effect for New York City. We are expecting winds greater than 35 miles per hour and heavy snow.

10. Mongolia has cold winters and short summers, with an average of 257 cloudless days a year.



○
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The Engineering Design Process

Engineers are people who solve problems using science, math, and technology. How do they solve these problems? They use a series of steps called the Engineering Design Process. First, engineers need to know the problem they want to solve. Then, they need to know two more important things: the **criteria** and the **constraints**.

Criteria are the requirements of a project. They tell engineers what they *must* create to solve the problem. When a project is completed, it will be successful if it meets all the criteria. For example:

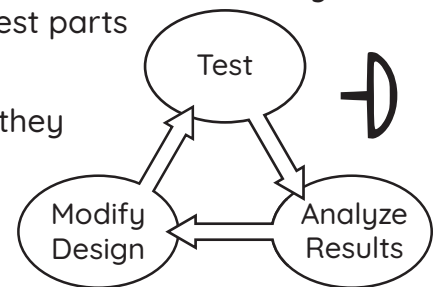
- The roller coaster must meet all safety rules.
- The roller coaster must have two loops.

Constraints are limitations that tell the engineers what they *can* and *cannot* do. They tell what kinds of materials they can use, or how much space the solution can take up. Constraints might limit how long the project can take and usually limit the amount of money that can be spent. Engineers must also think about how a project might impact society and the environment. For example:

- The bridge must cost less than five million dollars.
- You can use only materials that will not rust.
- The project must be finished in one year.

Once engineers know the criteria and constraints of a project, they develop ideas for possible solutions. They research all aspects of the problem and how similar problems have been solved before. They brainstorm many ideas. Then, they narrow it down to several ideas they think might work. Many times, they find that they can combine the best parts of different solutions to create a new, better solution.

Once they have determined what they think is the best design, they test the design and analyze the results. They use the results to change or modify the design. Then, they test it again and repeat the cycle. Engineers may go through this cycle many times in order to reach the best possible result.



Directions: For each item, choose whether it is a *criteria* or a *constraint*. Remember this:

- ➔ If it tells what the finished project will do or look like, it is *criteria*.
- ➔ If it tells what the engineers can and can't do, it's a *constraint*.

- | | | |
|--|-----------------|-------------------|
| 1. The project cannot take longer than six months. | criteria | constraint |
| 2. You must use only waterproof materials. | criteria | constraint |
| 3. The rocket must reach a speed of 7.9 kilometers per second. | criteria | constraint |
| 4. The final product must be safe enough for a child to use. | criteria | constraint |

Sad

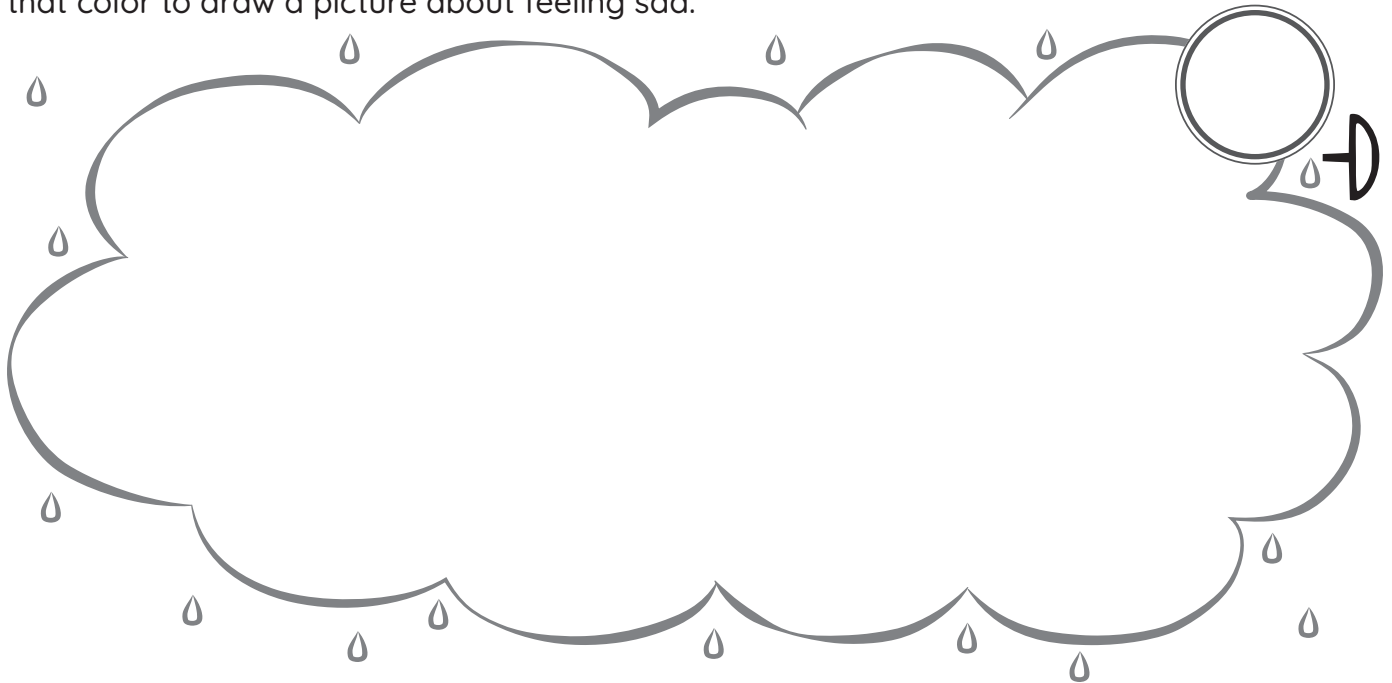


Sadness is the feeling we get when we are hurt or have lost something.

When we say, “I’m feeling sad,” we might be feeling lonely or disappointed too.

Everyone feels sad sometimes. Sadness, like any other feeling, comes and goes. If your sadness ever sticks around for a long time, it’s a good idea to talk to someone about it.

What color would you choose for sadness? Color in the circle with that color. Then, use only that color to draw a picture about feeling sad.



How does your body feel when you are sad? _____

You might think of sadness as a “bad” feeling. But no feeling is good or bad. Feelings work off of one another. If we never felt sad, we would never know how it feels to be joyful! Every feeling has a purpose, and sadness can remind us of how happy we are in other areas of our lives.

Road to Happiness

How do you go from feeling sad to feeling happy again? It's not like switching a light back on. Sometimes it can take a few steps before you're feeling a little better.

Directions: Take the path to happy, and fill in what you will do next time you are sad.



1. Recognize Sadness

Look for the signs that you are feeling sad. How will you know if you're sad?

2. Be Kind to Yourself



Give yourself some time to feel sad. What are some other emotions you might feel too?



3. Buddy Up

Talk to a friend about how you feel, or ask for a hug. Who can help when you feel sad?

4. Help Yourself



You can move your body, get quiet, or rest. How will you help yourself feel better?

Opinion

#3 Do you think it would be better if schools started later in the day? Why or why not? Give reasons to support your opinion.