

5th Grade FUESD Study Plan (April 27 - May 1)

Week 6 Monday	Tuesday	Wednesday	Thursday	Friday
<p>ELA</p> <ul style="list-style-type: none"> Read 30 minutes independently Reading Log 1 Lexia/or Reading Plus Lesson Read <i>Ultimate Field Trip 5</i> pg. 434 in Treasures Journal Entry <p>Writing</p> <ul style="list-style-type: none"> Informational writing Provided articles <hr/> <p>ELD</p> <ul style="list-style-type: none"> Monday <hr/> <p>Math</p> <ul style="list-style-type: none"> 1 Dreambox or ST Lesson Monday Homework Math Skills -Monday <hr/> <p>PE</p> <ul style="list-style-type: none"> Tabata <hr/> <p>Social Emotional</p> <ul style="list-style-type: none"> Positive Journal Positive Thoughts/Affirmations 	<p>ELA</p> <ul style="list-style-type: none"> Read 30 minutes independently Reading Log 1 Lexia/or Reading Plus Lesson Read <i>Ultimate Field Trip 5</i> pg. 434 in Treasures Journal Entry <p>Writing</p> <ul style="list-style-type: none"> Informational writing Provided articles <hr/> <p>ELD</p> <ul style="list-style-type: none"> Tuesday <hr/> <p>Math</p> <ul style="list-style-type: none"> 1 Dreambox or ST Lesson Tuesday Homework Math Skills -Tuesday <hr/> <p>PE</p> <ul style="list-style-type: none"> Amrap 1 <hr/> <p>Social Emotional</p> <ul style="list-style-type: none"> Positive Journal Positive Thoughts/Affirmations 	<p>ELA</p> <ul style="list-style-type: none"> Read 30 minutes independently Reading Log 1 Lexia/or Reading Plus Lesson Read <i>Zathura</i> pg. 470 in Treasures Journal Entry <p>Writing</p> <ul style="list-style-type: none"> Informational writing Provided articles <hr/> <p>ELD</p> <ul style="list-style-type: none"> Wednesday <hr/> <p>Math</p> <ul style="list-style-type: none"> 1 Dreambox or ST Lesson Wednesday Homework Math Skills- Wednesday <hr/> <p>PE</p> <ul style="list-style-type: none"> Amrap 2 <hr/> <p>Social Emotional</p> <ul style="list-style-type: none"> Positive Journal Positive Thoughts/Affirmations 	<p>ELA</p> <ul style="list-style-type: none"> Read 30 minutes independently Reading Log 1 Lexia/or Reading Plus Lesson Read <i>Zathura</i> pg. 470 in Treasures Journal Entry <p>Writing</p> <ul style="list-style-type: none"> Informational writing Provided articles <hr/> <p>ELD</p> <ul style="list-style-type: none"> Thursday <hr/> <p>Math</p> <ul style="list-style-type: none"> 1 Dreambox or ST Lesson Thursday Homework Math Skills- Thursday <hr/> <p>PE</p> <ul style="list-style-type: none"> Tabata <hr/> <p>Social Emotional</p> <ul style="list-style-type: none"> Positive Journal Positive Thoughts/Affirmations 	<p>ELA</p> <ul style="list-style-type: none"> Read 30 minutes independently Reading Log 1 Lexia/or Reading Plus Lesson Finish any stories or Journal Entries from this week. <p>Writing</p> <ul style="list-style-type: none"> Informational writing Provided articles <hr/> <p>ELD</p> <ul style="list-style-type: none"> Friday <hr/> <p>Math</p> <ul style="list-style-type: none"> 1 Dreambox or ST Lesson <hr/> <p>PE</p> <ul style="list-style-type: none"> Amrap 1 <hr/> <p>Social Emotional</p> <ul style="list-style-type: none"> Positive Journal Positive Thoughts/Affirmations

5 Grado - Plan de Estudio Independiente de FUESD - 27 de abril

Semana 6 - lunes	martes	miércoles	jueves	viernes
<p>ELA</p> <ul style="list-style-type: none"> • Lee 30 minutos de forma independiente: registro de lectura • 1 Lexia/1 lección de Lexia • Leer: <i>Ultimate Field Trip</i> 5 pg. 434 in Treasures • Journal Entry/entrada de diario <p>Escritos</p> <ul style="list-style-type: none"> • redacción informativa • artículos <hr/> <p>ELD</p> <ul style="list-style-type: none"> • lunes <hr/> <p>Math</p> <ul style="list-style-type: none"> • 1 lección de Dreambox o ST • Monday Homework/tarea • práctica de habilidades matemáticas -Monday <hr/> <p>PE</p> <ul style="list-style-type: none"> • Tabata - elegir actividades de educación física de la lista <hr/> <p>Social Emotional</p> <ul style="list-style-type: none"> • diario positivo • pensamientos positivos / afirmaciones 	<p>ELA</p> <ul style="list-style-type: none"> • Lee 30 minutos de forma independiente: registro de lectura • 1 Lexia/1 lección de Lexia • Leer: <i>Ultimate Field Trip</i> 5 pg. 434 in Treasures • Journal Entry /entrada de diario <p>Escritos</p> <ul style="list-style-type: none"> • redacción informativa • artículos <hr/> <p>ELD</p> <ul style="list-style-type: none"> • martes <hr/> <p>Math</p> <ul style="list-style-type: none"> • 1 lección de Dreambox o ST • Tuesday Homework/ tarea • práctica de habilidades matemáticas -Tuesday <hr/> <p>PE</p> <ul style="list-style-type: none"> • Amrap 1 - elegir actividades de educación física de la lista <hr/> <p>Social Emotional</p> <ul style="list-style-type: none"> • diario positivo • pensamientos positivos / afirmaciones 	<p>ELA</p> <ul style="list-style-type: none"> • Lee 30 minutos de forma independiente: registro de lectura • 1 Lexia/1 lección de Lexia • Leer: <i>Zathura</i> pg. 470 in Treasures • Journal Entry /entrada de diario <p>Escritos</p> <ul style="list-style-type: none"> • redacción informativa • artículos <hr/> <p>ELD</p> <ul style="list-style-type: none"> • miércoles <hr/> <p>Math</p> <ul style="list-style-type: none"> • 1 lección de Dreambox o ST • Wednesday Homework/ tarea • práctica de habilidades matemáticas- Wednesday <hr/> <p>PE</p> <ul style="list-style-type: none"> • Amrap 2 -elegir actividades de educación física de la lista <hr/> <p>Social Emotional</p> <ul style="list-style-type: none"> • diario positivo • pensamientos positivos / afirmaciones 	<p>ELA</p> <ul style="list-style-type: none"> • Lee 30 minutos de forma independiente: registro de lectura • 1 Lexia/1 lección de Lexia • Leer: <i>Zathura</i> pg. 470 in Treasures • Journal Entry /entrada de diario <p>Escritos</p> <ul style="list-style-type: none"> • redacción informativa • artículos <hr/> <p>ELD</p> <ul style="list-style-type: none"> • jueves <hr/> <p>Math</p> <ul style="list-style-type: none"> • 1 lección de Dreambox o ST • Thursday Homework/ tarea • práctica de habilidades matemáticas- Thursday <hr/> <p>PE</p> <ul style="list-style-type: none"> • Tabata -elegir actividades de educación física de la lista <hr/> <p>Social Emotional</p> <ul style="list-style-type: none"> • diario positivo • pensamientos positivos / afirmaciones 	<p>ELA</p> <ul style="list-style-type: none"> • Lee 30 minutos de forma independiente: registro de lectura • 1 Lexia/1 lección de Lexia * terminar cualquier historia o entrada de diario de esta semana <p>Escritos</p> <ul style="list-style-type: none"> • redacción informativa • artículos <hr/> <p>ELD</p> <ul style="list-style-type: none"> • viernes <hr/> <p>Math</p> <ul style="list-style-type: none"> • 1 lección de Dreambox o ST <hr/> <p>PE</p> <ul style="list-style-type: none"> • Amrap 1 -elegir actividades de educación física de la lista <hr/> <p>Social Emotional</p> <ul style="list-style-type: none"> • diario positivo • pensamientos positivos / afirmaciones

5th Grade Reading Log Week 6

Monday:

Book/Chapter(s) read:	
Minutes read:	
1 sentence comment about reading:	

Tuesday:

Book/Chapter(s) read:	
Minutes read:	
1 sentence comment about reading:	

Wednesday:

Book/Chapter(s) read:	
Minutes read:	
1 sentence comment about reading:	

Thursday:

Book/Chapter(s) read:	
Minutes read:	
1 sentence comment about reading:	

Friday:

Book/Chapter(s) read:	
Minutes read:	
1 sentence comment about reading:	

Parent Signature: _____ Date: _____

Journal Entry 1
Ultimate Field Trip 5 - Blasting Off To Space Academy
Treasures Pages 434-445
[Listen Here](#)

Answer the question using one of the sentence frames below.

What is the main idea on page 439 of Ultimate Field Trip 5: Blasting Off to Space Academy? Be sure to include details that support the main idea.

Sentence Frame

Ultimate Field Trip 5 is mostly about _____ because _____.

Ultimate Field Trip 5 is a story about _____ because the text it mostly talks about _____.

Journal Entry 2
Ultimate Field Trip 5 - Blasting Off To Space Academy

Answer the question using one of the sentence frames below.

Reread page 441. When the author wrote "Swim, Lindsay, swim!" Based on this statement, what can you infer about the skills an astronaut needs to survive in space?

Sentence Frame

I can infer that astronauts need to be able to _____.

Astronauts need to be able to _____ because _____.

Journal Entry 3
Zathura - A Space Adventure
Treasures pages 470-491
[Listen Here](#)

Answer the question using one of the sentence frames below.

Reread pages 486-487. What evidence from the text supports the idea that Danny and Walter helped each other, or synergized during the end of the game? Make sure to cite evidence from the text.

Sentence Frame

Danny and Walter helped each other by _____ because in the text it said _____.

When Danny and Walter _____ it showed that they worked together.

Journal Entry 4
Zathura - A Space Adventure
Treasures pages 470-491
[Listen Here](#)

Answer the question below

What was Walter going to tell Danny before the black hole swallowed him?
Support your inference with evidence from the text.

Sentence Frame

Walter was going to tell Danny _____ because in the text it said _____.

When the black hole swallowed Walter, he was going to tell Danny _____
because in the text it said _____.

Article #1-

Rhino poaching on the decline in South Africa



Source: <https://www.worldwildlife.org/stories/rhino-poaching-on-the-decline-in-south-africa>

Illegal killings of rhinos in South Africa are on the decline. In 2019, poachers killed 594 rhinos, down from 769 in the year prior, according to South Africa's Department of the Environment, Forestry, and Fisheries.

This encouraging news is a result of combined efforts of government, private, community, and non-governmental organization partners.

Although the reduction in poaching numbers is a positive sign, rhinos remain under threat from organized crime syndicates and the lessening availability of suitable places to live in the long-term.

"Law enforcement efforts alone cannot address the complex social and economic drivers behind the long-term threats to our rhinos," said Dr. Jo Shaw, senior manager, wildlife program, WWF-South Africa. "What is required is a commitment to a holistic approach which considers the attitudes, opportunities, and safety of people living around protected areas. The role of corruption, inevitably associated with organized crime syndicates, must also be addressed."

The illegal wildlife trade spans nations. Demand for rhino horn from some Asian countries, mainly China and Vietnam, drives this unlawful trade.

WWF works to stop poaching with new technology and helping local governments and communities protect rhinos. We also tackle the illegal trade of and demand for rhino horn through market monitoring, research and advocacy, collaborating with online and transport companies to help them identify and remove rhino and other illegal wildlife products, and strengthening local and international law enforcement efforts.

Article #2-

CR STATUS
Critically Endangered

 POPULATION
More than 5,500

Aa SCIENTIFIC NAME
Diceros bicornis

 HEIGHT
5.2 feet

 WEIGHT
1,760 -3,080 pounds

 HABITATS
Semi-Desert Savannah, Woodlands, Forests, Wetlands



Source: <https://www.worldwildlife.org/species/black-rhino>

Black rhinos are the smaller of the two African rhino species. The most notable difference between white and black rhinos are their hooked upper lip. This distinguishes them from the white rhino, which has a square lip. Black rhinos are browsers rather than grazers, and their pointed lip helps them feed on leaves from bushes and trees. They have two horns, and occasionally a third, small posterior horn.

Populations of black rhino declined dramatically in the 20th century at the hands of European hunters and settlers. Between 1960 and 1995, black rhino numbers dropped by a sobering 98%, to less than 2,500. Since then, the species has made a tremendous comeback from the brink of extinction. Thanks to persistent conservation efforts across Africa, black rhino numbers have doubled from their historic low 20 years ago to between 5,042 and 5,455 today. However, the black rhino is still considered critically endangered, and a lot of work remains to bring the numbers up to even a fraction of what it once was—and to ensure that it stays there. Wildlife crime—in this case, poaching and black-market trafficking of rhino horn—continues to plague the species and threaten its recovery.

Article #3-

Source: <https://www.worldwildlife.org/species/black-rhino>

WWF launched an international effort to save wildlife in 1961, rescuing black rhinos—among many other species—from the brink of extinction. Thanks to persistent conservation efforts across Africa, the total number of black rhinos grew from 2,410 in 1995 to more than 5,000 today.

To protect black rhinos from poaching and habitat loss, WWF is taking action in three African rhino range countries: Namibia, Kenya, and South Africa. Together, these nations hold about 87% of the total black rhino population.

TACKLING WILDLIFE CRIME

Poaching is the deadliest and most urgent threat to black rhinos. WWF is working with government agencies and partners in Namibia, Kenya, and South Africa to support law enforcement agencies, develop and build on innovative tech solutions, and equip and train rangers to stop poachers.

- In Namibia, WWF is leading a consortium of national NGOs to help implement the country's ambitious law enforcement strategy to combat wildlife trafficking. WWF also supports the Namibian government in its effort to update its plan to grow black rhino populations, in part by moving rhinos from parks with significant populations to others that historically held rhinos but currently do not—a process known as translocation. We're also taking other security measures to protect both black and white rhinos, such as DNA sampling.
- In Kenya, WWF works with rangers to stop poaching in high-risk areas. We help provide the proper training and technology to catch and deter poachers. WWF is also supporting the development of Kenya Wildlife Service's forensic lab and a DNA

EXPANDING BLACK RHINO RANGE

Over time, habitat loss has led to isolated, high-density rhino populations. These populations have slow growth rates, which can cause numbers to stagnate and eventually decline. They also raise the risk of disease transmission. To ensure a healthy and growing black rhino population, rhinos from high-density areas must be moved to low density areas with suitable habitat. WWF is supporting these efforts and partnering with government agencies and other NGOs to establish new black rhino populations.

database called RhoDIS, which will be used to analyze DNA in criminal investigations to connect a poached animal with horn being sold.

- In South Africa, WWF trains law enforcement agencies to address wildlife trafficking challenges. TRAFFIC, the world's largest wildlife trade monitoring network, has played a vital role in bilateral law enforcement efforts between South Africa and Vietnam. This has gone hand-in-hand with written commitments to strengthen border and ports monitoring as well as information sharing in order to disrupt the illegal wildlife trade bring perpetrators to justice.



PROTECTING AND MANAGING KEY POPULATIONS

WWF supports annual aerial population surveys at key sites such as Etosha National Park in Namibia. The surveys are critical for evaluating breeding success, deterring poachers, and monitoring rhino mortality. WWF is also working with partners to develop and implement cutting-edge technologies in Namibia, South Africa, and Kenya to closely monitor key populations. When paired with boots on the ground, innovative solutions like electronic identification and tracking tags, radio collars, drones, and camera traps provide us with the data we need to make important decisions for black rhino populations going forward. We install new thermal and infrared camera and software systems that can [identify poachers from afar and alert park rangers of their presence](#).

ENGAGING COMMUNITIES

Community support and engagement is a cornerstone of WWF's work, [particularly in Namibia](#). Hand-in-hand with our Namibia partners, we assist communities to set up conservancies and help to foster the knowledge, skills, and capacity required to

successfully govern their conservancies and manage their wildlife resources. These communal lands are now home to Africa's largest remaining free roaming black rhino population.

Community engagement will also play a role in South Africa, where we are looking to conserve black rhino through community governance, training, and identification of alternative livelihood opportunities.

Monday

Read the passage.

The Great San Francisco Earthquake

What are you normally doing at 5:00am? Probably sleeping! Most people in San Francisco, California were either sleeping or preparing for work or school on April 18, 1906 when a great earthquake hit. The earthquake caused tremendous shaking, and a lot of fires began around the city. Natural gas pipes underground caused the fires to break out. The fires lasted for several days. The damage caused by this earthquake and fires was devastating. About 3,000 people died and most of the city was destroyed by the fires.

Today, we measure the **magnitude** of Earthquakes using the Richter Scale. This scale had not been invented when the San Francisco Earthquake **occurred**. However, most scientists believe that Earthquake would register as a 7.8 magnitude quake. The Richter Scale was invented in 1934 by Charles Richter. The scale measures the magnitude of earthquakes on a scale from 0-10.

What does the word magnitude mean in paragraph 2?	
scary	strength
height	richter

Tuesday

Read the passage.

What does the word occurred mean in paragraph 2?	
happened	detected
destroyed	created

Wednesday

Read the passage.

What are you normally doing at 5:00am? Probably sleeping! Most people in San Francisco, California were either sleeping or preparing for work or school on April 18, 1906 when a great earthquake hit. The earthquake caused tremendous shaking, and a lot of fires began around the city. Natural gas pipes underground caused the fires to break out. The fires lasted for several days. The damage caused by this earthquake and fires was devastating. About 3,000 people died and most of the city was destroyed by the fires.

Highlight or underline the context clues that help the reader figure out the meaning of the word devastating in this paragraph.

Thursday

Friday

According to a news article published by Scholastic News on May 31, 2017, Coral Reefs are in danger, especially the Great Barrier Reef in Australia. Read this excerpt from the article.

“Coral reefs look like plants, but they’re actually tiny animals that live in huge colonies. Their hard outer skeletons form reefs. Corals get their nutrients from tiny plant-like organisms called algae. The Algae live inside corals and give them their color. But when the ocean gets warm, corals release the algae. As a result, the corals get bleached white.”

The word <u>release</u> most likely means-	
hold on	let go
shine	change

The word <u>organisms</u> most likely means-	
fish	water
organs	living things

5th Grade Homework - Trimester 1

Trimester 1, Week 6

Name: _____ #: _____

Monday: Addition and Subtraction to the Millions

Find the sum or difference. Show your work on separate paper.

$$\begin{array}{r} 1. \quad 8,320,161 \\ + \quad 9,931,092 \\ \hline \end{array}$$

$$\begin{array}{r} 2. \quad 4,884,210 \\ - \quad 361,097 \\ \hline \end{array}$$

$$\begin{array}{r} 3. \quad 2,173,549 \\ - \quad 1,864,600 \\ \hline \end{array}$$

$$\begin{array}{r} 4. \quad 584,299 \\ + \quad 3,670,851 \\ \hline \end{array}$$

5. The population of Columbus, Ohio is 787,033 people. The population of Cleveland, Ohio is 396,816 people. How many more people does Columbus have than Cleveland?

Tuesday: Equivalent Fractions

Write a fraction equivalent to the given one.

$$1. \quad \frac{1}{4} = \frac{4}{\quad}$$

$$2. \quad \frac{1}{3} = \frac{5}{\quad}$$

$$3. \quad \frac{3}{8} = \frac{\quad}{16}$$

$$4. \quad \frac{6}{7} = \frac{12}{\quad}$$

$$5. \quad \frac{4}{5} = \frac{8}{\quad}$$

Wednesday: Two-Digit Multiplication

Find the product. Show your work on separate paper.

$$\begin{array}{r} 1. \quad 33 \\ \times 15 \\ \hline \end{array}$$

$$\begin{array}{r} 2. \quad 72 \\ \times 42 \\ \hline \end{array}$$

$$\begin{array}{r} 3. \quad 29 \\ \times 10 \\ \hline \end{array}$$

$$\begin{array}{r} 4. \quad 16 \\ \times 15 \\ \hline \end{array}$$

5. We have 11 students. They each have 25 cards. How many cards are there total?

Thursday: Single Digit Division

Find each quotient.

$$1. \quad 63 \div 7 =$$

$$2. \quad 55 \div 5 =$$

$$3. \quad 56 \div 8 =$$

$$4. \quad 64 \div 8 =$$

5. 312 crayons will each be put in boxes with 8 crayons each. How many boxes of 8 crayons can be packed?

Answer Page Week 2

Monday

- 1.
- 2.
- 3.
- 4.
- 5.

Tuesday

- 1.
- 2.
- 3.
- 4.
- 5.

Wednesday

- 1.
- 2.
- 3.
- 4.
- 5.

Thursday

- 1.
- 2.
- 3.
- 4.
- 5.

WORKING WITH PLACE VALUE

Name: _____ Date: **Week 6 - Monday**

Complete the comparison statements.

1.

783.97 6.529.34

The value of the 3 in 783.97 is type _____ the value of the 3 in 6.529.34.

The value of the 3 in 6.529.34 is type _____ the value of the 3 in 783.97

2.

546.3 5.896.3

The value of the 5 in 546.3 is type _____ the value of the 5 in 5.896.3

The value of the 5 in 5.896.3 is type _____ the value of the 5 in 546.3

3.

63.859.72 0.27

The value of the 2 in 0.27 is type _____ the value of the 2 in 63.859.72.

The value of the 2 in 63.859.72 is type _____ the value of the 2 in 0.27.

4.

245.623.9 765.953

The value of the 6 in 245.623.9 is type _____ the value of the 6 in 765.953.

The value of the 6 in 765.953 is type _____ the value of the 6 in 245.623.9.

WORKING WITH PLACE VALUE

Name: _____ Date: Week 6 - Tuesday

Follow the directions in each box.

1. Write two comparison statements to compare the values of the underlined digits in the numbers.

24,963.2 27,693.5

type

2. Write two comparison statements to compare the values of the underlined digits in the numbers.

367.83 0.586

type

3. Write two comparison statements to compare the values of the underlined digits in the numbers.

816,953 1,689,523

type

4. Write two comparison statements to compare the values of the underlined digits in the numbers.

147.9 673.523

type

POWERS OF 10

LEVEL 1

Name: _____ Date: _____

Week 6 - Wednesday

Solve each Power of 10 problem by filling in the blanks and moving the decimal point correctly.

1.

$$0.6 \times 10 = 0.6 \text{ } \underline{\hspace{1cm}} = \underline{\hspace{1cm}} \text{ type}$$

$$0.6 \times 10^2 = 0.6 \text{ } \underline{\hspace{1cm}} \underline{\hspace{1cm}} = \underline{\hspace{1cm}} \text{ type}$$

$$0.6 \times 10^3 = 0.6 \text{ } \underline{\hspace{1cm}} \underline{\hspace{1cm}} \underline{\hspace{1cm}} = \underline{\hspace{1cm}} \text{ type}$$

$$0.6 \times 10^4 = 0.6 \text{ } \underline{\hspace{1cm}} \underline{\hspace{1cm}} \underline{\hspace{1cm}} \underline{\hspace{1cm}} = \underline{\hspace{1cm}} \text{ type}$$

2.

$$4,523 \div 10 = 4,523 \text{ } \underline{\hspace{1cm}} = \underline{\hspace{1cm}} \text{ type}$$

$$4,523 \div 10^2 = 4,523 \text{ } \underline{\hspace{1cm}} \underline{\hspace{1cm}} = \underline{\hspace{1cm}} \text{ type}$$

$$4,523 \div 10^3 = 4,523 \text{ } \underline{\hspace{1cm}} \underline{\hspace{1cm}} \underline{\hspace{1cm}} = \underline{\hspace{1cm}} \text{ type}$$

$$4,523 \div 10^4 = 4,523 \text{ } \underline{\hspace{1cm}} \underline{\hspace{1cm}} \underline{\hspace{1cm}} \underline{\hspace{1cm}} = \underline{\hspace{1cm}} \text{ type}$$

3.

$$15.235 \times 10 = 15.235 \text{ } \underline{\hspace{1cm}} = \underline{\hspace{1cm}} \text{ type}$$

$$15.235 \times 10^2 = 15.235 \text{ } \underline{\hspace{1cm}} \underline{\hspace{1cm}} = \underline{\hspace{1cm}} \text{ type}$$

$$15.235 \times 10^3 = 15.235 \text{ } \underline{\hspace{1cm}} \underline{\hspace{1cm}} \underline{\hspace{1cm}} = \underline{\hspace{1cm}} \text{ type}$$

$$15.235 \times 10^4 = 15.235 \text{ } \underline{\hspace{1cm}} \underline{\hspace{1cm}} \underline{\hspace{1cm}} \underline{\hspace{1cm}} = \underline{\hspace{1cm}} \text{ type}$$

4.

$$475.83 \div 10 = 475.83 \text{ } \underline{\hspace{1cm}} = \underline{\hspace{1cm}} \text{ type}$$

$$475.83 \div 10^2 = 475.83 \text{ } \underline{\hspace{1cm}} \underline{\hspace{1cm}} = \underline{\hspace{1cm}} \text{ type}$$

$$475.83 \div 10^3 = 475.83 \text{ } \underline{\hspace{1cm}} \underline{\hspace{1cm}} \underline{\hspace{1cm}} = \underline{\hspace{1cm}} \text{ type}$$

$$475.83 \div 10^4 = 475.83 \text{ } \underline{\hspace{1cm}} \underline{\hspace{1cm}} \underline{\hspace{1cm}} \underline{\hspace{1cm}} = \underline{\hspace{1cm}} \text{ type}$$

POWERS OF 10

LEVEL 2

Name: _____ Date: **Week 6 - Thursday**

Solve each Power of 10 problem.

1.

$$0.9 \times 10 = \underline{\text{type}}$$

$$0.9 \times 10^2 = \underline{\text{type}}$$

$$0.9 \times 10^3 = \underline{\text{type}}$$

$$0.9 \times 10^4 = \underline{\text{type}}$$

2.

$$9,786.32 \div 10 = \underline{\text{type}}$$

$$9,786.32 \div 10^2 = \underline{\text{type}}$$

$$9,786.32 \div 10^3 = \underline{\text{type}}$$

$$9,786.32 \div 10^4 = \underline{\text{type}}$$

3.

$$6,453.92 \times 10 = \underline{\text{type}}$$

$$6,453.92 \times 10^2 = \underline{\text{type}}$$

$$6,453.92 \times 10^3 = \underline{\text{type}}$$

$$6,453.92 \times 10^4 = \underline{\text{type}}$$

4.

$$859.32 \div 10 = \underline{\text{type}}$$

$$859.32 \div 10^2 = \underline{\text{type}}$$

$$859.32 \div 10^3 = \underline{\text{type}}$$

$$859.32 \div 10^4 = \underline{\text{type}}$$



TABATA



1. MOUNTAIN CLIMBERS



10 SEC REST

20 SEC MOVE



2. SQUATS



10 SEC REST

20 SEC MOVE



3. SIT-UPS



10 SEC REST

20 SEC MOVE



4. ARM CIRCLES

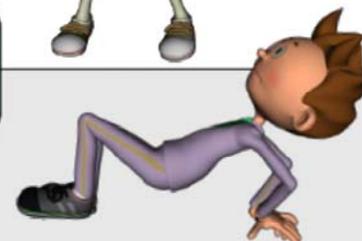


10 SEC REST

20 SEC MOVE



5. GROUND DIPS



10 SEC REST

20 SEC MOVE



6. WALL SIT



10 SEC REST

20 SEC MOVE



2

HIGH INTENSITY INTERVAL TRAINING



AMRAP



(AS MANY ROUNDS AS POSSIBLE)



**20
SKIER
JUMPS**

**12 PUSH
UPS**



**20
ARM CIRCLES**



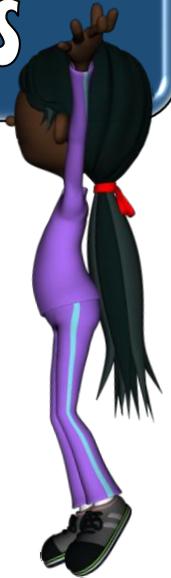
**15 TRICEP
DIPS**

**R
E
P
E
A
T**

**20 VERTICAL
JUMPS**



**JOG
3 LAPS**



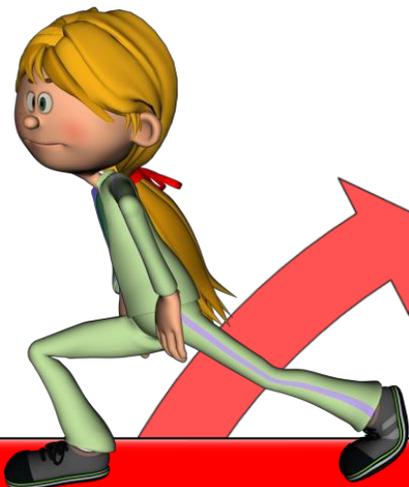
NAVY BLUE WORKOUT



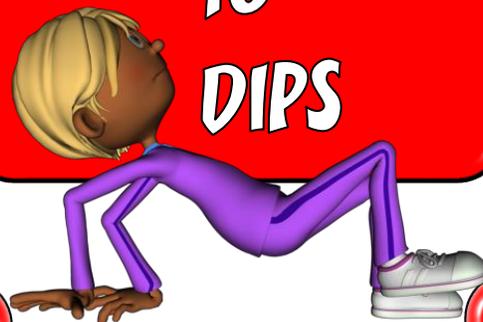
AMRAP



(AS MANY ROUNDS AS POSSIBLE)



10 LUNGES

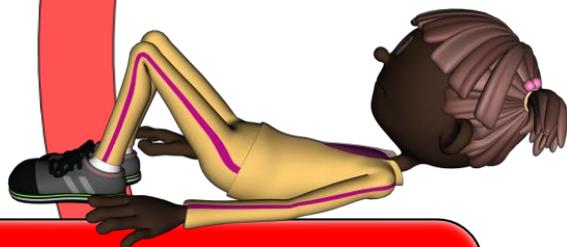


10 DIPS



10 STRADDLE JUMPS

**R
E
P
E
A
T**

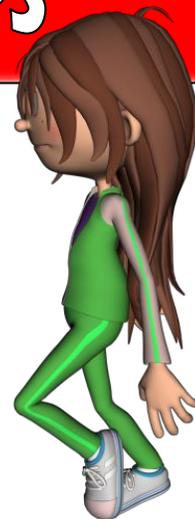


**15
CURL-UPS**

**SKIP
2 LAPS**



**WALL-SIT
20 SEC.**



Bop It!

Here is a PE At-home activity that you can play with little to no equipment. This game is called “Bop it” and it improves your hand-eye coordination. Get an unneeded sheet of paper and crumble it up into a ball. Bop the paper ball in the air **ONLY** using your hands. How many times can you keep it? What is your personal best? Try with another player(s), maintaining your social distance. How many times can you keep the paper ball in the air without touching the ground? See if you can beat your record. Variation: If you want an added challenge, you can try using other body parts such as your foot or knee. Good luck and have fun!



Dear Parents and Guardians,

The FUESD Counseling Team is committed to providing families with social-emotional resources and support during school closures. This week we are sharing different activities such as journaling and coping strategies to support students.

For more social-emotional information and parent/guardian resources online you can visit:
sites.google.com/fuesd.org/counseling

Our website is updated weekly with activities, videos, lessons, and resources for you and your child(ren). Being pulled from your usual routine, friends, family, and extracurriculars are incredibly confusing for children and adults alike. We hope to be a resource for all of you as we navigate these waters together. Let's start with Four Key Tips:

1. **Address Curiosity** - Your student(s) may be getting curious about what's going on and asking some tough questions regarding what COVID-19 is all about. The CDC and FUESD website has information on how to communicate with students about COVID-19.
2. **It's okay to be Anxious or Worried** - The confusion mentioned above can lead to some more difficult days ahead. In the face of anxious feelings and/or worry, please find several resources on our website with detailed coping strategies for parent/guardian and students.
3. **Create a Routine**- Parent/Guardian involvement is key to success in virtual courses. With the help of parents and caregivers, students need a routine to follow on a daily basis in order to effectively manage their time and to stay on track. Having a well-thought-out, specific daily schedule is key.
4. **Set Up a Designated Workspace**- For everyone, surroundings make a huge difference in one's mindset and ability to focus. One of the best ways to encourage your child to complete their assignments is to create a homework/class space that's all their own. First, consider your child's study style. If they are easily distracted, a secluded, quiet spot is best, but if they're more comfortable working with other people around, choose a corner of the living room or kitchen. Make sure the area is free of clutter and that other family members respect "homework time."

Please know your school counselors are dedicated to continuing to provide support to students, families, and the community during this unprecedented time. We look forward to connecting with you soon!

Take care!

FUESD School Counseling Team



Estimados Padres y Tutores,

El Equipo de Consejería de FUESD se compromete a proporcionar a las familias recursos socio-emocionales y apoyo durante el cierre de la escuela. Esta semana estamos compartiendo diferentes actividades como un diario y estrategias de afrontamiento para apoyar a los estudiantes.

Para obtener más información social-emocional y recursos para padres/guardianes en línea, puede visitar:

<https://sites.google.com/fuesd.org/counseling-espanol>

Nuestro sitio web se actualiza cada semana con actividades, videos, lecciones y recursos para usted y su(s) hijo/a(s). Ser sacado de su rutina habitual, amigos, familiares y extracurriculares son increíblemente confusos para los niño(s) y adultos por igual. Esperamos ser un recurso para todos ustedes mientras navegamos estas aguas juntos. Comencemos con Cuatro Sugerencias Claves:

1. **Responda a la curiosidad** - Es posible que su(s) estudiante(s) se sientan curiosos sobre lo que está sucediendo y hagan algunas preguntas difíciles con respecto al COVID-19. El sitio web de CDC y del distrito FUESD tiene información sobre cómo comunicarse con los estudiantes sobre COVID-19.
2. **Está bien estar ansioso o preocupado** - La confusión mencionada anteriormente puede llevar a algunos días difíciles. Ante sentimientos de ansiedad y/o preocupación, por favor encuentre varios recursos en nuestro sitio web con estrategias de afrontamiento detalladas para padres/tutores y estudiantes.
3. **Crear una rutina** - La participación de los padres/tutores es clave para el éxito en los cursos virtuales. Con la ayuda de los padres y tutores, los estudiantes necesitan una rutina a seguir a diario con el fin de administrar su tiempo de manera efectiva y mantenerse en el camino correcto. Tener un horario diario específico y bien pensado es clave.
4. **Establezca un espacio de trabajo designado** - Para todos, el ambiente hace una gran diferencia en la mentalidad y la capacidad de enfoque. Una de las mejores maneras de animar a su hijo/a a completar sus tareas es crear un espacio de tarea/clase. Primero, considere el estilo de estudio de su hijo/a. Si se distraen fácilmente, lo mejor es un lugar apartado y tranquilo, pero si se sienten más cómodos trabajando con otras personas, elija un rincón de la sala o la cocina. Asegúrese de que el área esté libre de desorden y que otros miembros de la familia respeten el "tiempo de tarea."

Tenga en cuenta que los consejeros de su escuela están dedicados a continuar brindando apoyo a los estudiantes, las familias y la comunidad durante este tiempo sin precedentes. ¡Esperamos comunicarnos pronto con usted!

¡Cúidese!

Equipo de Consejería Escolar de FUESD



We Miss you!

Fallbrook Union
Elementary School District ²

Dear Student,

Your school counselor is still here to help and provide fun activities during school closures! This week we are sharing coping tools including journals and activities.

For more videos and activities from your counselors you can visit:
sites.google.com/fuesd.org/counseling

Every week we post a new video of us!

Please know that we miss you very much! We look forward to connecting with you soon!

Take care!

Mrs. Latham -Live Oak and La Paloma Mrs. Hernandez - Fallbrook STEM Academy Mr. Estrada -William H. Frazier and Maie Ellis	Mrs. Finkle -San Onofre & Mary Fay Pendleton Ms. Medrano - Potter Jr. High School Mr. Beato - Potter Jr. High School
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Nuestros Mejores Deseos, de su Equipo de Consejería



¡Te extrañamos!

Querido estudiante,

¡Tu consejero escolar todavía está aquí para ayudar y proporcionar actividades divertidas durante el cierre de la escuela! Esta semana estamos compartiendo herramientas de afrontamiento, como diarios y actividades.

Para obtener más vídeos y actividades de los consejeros, puedes visitar:
sites.google.com/fuesd.org/counseling-espanol

¡Cada semana publicamos un nuevo video de nosotros!

¡Los extrañamos mucho! ¡Esperamos comunicarnos pronto!

¡Cuídate!

Mrs. Latham -Live Oak and La Paloma
Mrs. Hernandez - Fallbrook STEM Academy
Mr. Estrada -William H. Frazier and Maie Ellis

Mrs. Finkle -San Onofre & Mary Fay Pendleton
Ms. Medrano - Potter Jr. High School
Mr. Beato - Potter Jr. High School



Fallbrook Union
Elementary School District

Positive Journal

Every day brings a combination of good and bad experiences. Unfortunately, the human brain tends to focus more heavily on the bad experiences, while forgetting or discounting the good experiences. For example, we're more likely to remember one awkward social interaction over hundreds of normal interactions.

Making a point to recognize positive experiences—no matter how small—can help to improve mood. Practice by recording three positive events at the end of each day.

Monday
1
2
3

Tuesday
1
2
3

Wednesday
1
2
3

Diario de Experiencias Positivas

Cada día trae experiencias ambas buenas y malas. Desafortunadamente, el cerebro suele enfocarse más en las experiencias malas, mientras se olvida de las experiencias buenas. Por ejemplo, nos acordamos de una interacción social incómoda, pero nos olvidamos de un montón de interacciones normales.

Reconocer las experiencias positivas--por pequeñas que sean--puede mejorar el humor. Práctica por escribir sobre tres eventos positivos al final de cada día.

Lunes
1
2
3

Martes
1
2
3

Miércoles
1
2
3

Positive Journal

Thursday
1
2
3

Friday
1
2
3

Saturday
1
2
3

Sunday
1
2
3

Diario de Experiencias Positivas

Jueves
1
2
3

Viernes
1
2
3

Sábado
1
2
3

Domingo
1
2
3

Name: _____

Date: _____

POSITIVE THOUGHTS & AFFIRMATIONS

1. There is no one better to be than myself.
2. I am enough.
3. I get better every single day.
4. I am an amazing person.
5. All of my problems have solutions.
6. Today I am a leader.
7. I forgive myself for my mistakes.
8. My challenges help me grow.
9. I am perfect just the way I am.
10. My mistakes help me learn and grow.
11. Today is going to be a great day.
12. I have courage and confidence.
13. I can control my own happiness.
14. I have people who love and respect me.
15. I stand up for what I believe in.
16. I believe in my goals and dreams.
17. It's okay not to know everything.
18. Today I choose to think positive.
19. I can get through anything.
20. I can do anything I put my mind to.
21. I give myself permission to make choices.
22. I can do better next time.
23. I have everything I need right now.
24. I am capable of so much.
25. Everything will be okay.
26. I believe in myself.
27. I am proud of myself.
28. I deserve to be happy.
29. I am free to make my own choices.
30. I deserve to be loved.
31. I can make a difference.
32. Today I choose to be confident.
33. I am in charge of my life.
34. I have the power to make my dreams true.
35. I believe in myself and my abilities.
36. Good things are going to come to me.
37. I matter.
38. My confidence grows when I step outside of my comfort zone.
39. My positive thoughts create positive feelings.
40. Today I will walk through my fears.
41. I am open and ready to learn.
42. Every day is a fresh start.
43. If I fall, I will get back up again.
44. I am whole.
45. I only compare myself to myself.
46. I can do anything.
47. It is enough to do my best.
48. I can be anything I want to be.
49. I accept who I am.
50. Today is going to be an awesome day.

Name: _____

Date: _____

POSITIVE THOUGHTS & AFFIRMATIONS

51. It's okay to make mistakes.
52. I am making the right choices.
53. I surround myself with positive people.
54. I am a product of my decisions.
55. I am strong and determined.
56. Today is going to be my day.
57. I have inner beauty.
58. I have inner strength.
59. No matter how hard it is, I can do it.
60. I can live in the moment.
61. I start with a positive mindset.
62. Anything is possible.
63. I radiate positive energy.
64. Wonderful things are going to happen to me.
65. I can take deep breaths.
66. With every breath, I feel stronger.
67. I am an original.
68. I deserve all good things.
69. My success is just around the corner.
70. I give myself permission to make mistakes.
71. I am thankful for today.
72. I strive to do my best every day.
73. I'm going to push through.
74. I've got this.
75. I can take it one step at a time.
76. I'm working at my own pace.
77. I'm going to take a chance.
78. Today I am going to shine.
79. I am going to get through this.
80. I'm choosing to have an amazing day.
81. I am in control of my emotions.
82. My possibilities are endless.
83. I am calm and relaxed.
84. I am working on myself.
85. I'm prepared to succeed.
86. I am beautiful inside and out.
87. Everything is fine.
88. My voice matters.
89. I accept myself for who I am.
90. I am building my future.
91. I choose to think positively.
92. My happiness is up to me.
93. I'm starting a new chapter today.
94. I trust in my decisions.
95. I can change the world.
96. I am smart.
97. I choose my own attitude.
98. I am important.
99. I am becoming the best version of myself.
100. Today I will spread positivity.
101. The more I let it go, the better I will feel.

Name: _____

Date: _____

MY POSITIVE THOUGHTS & AFFIRMATIONS



List some positive thoughts and affirmations you can say to yourself.

#1	
#2	
#3	
#4	
#5	
#6	
#7	
#8	
#9	
#10	