

5th Grade FUESD Study Plan (May 18-22)

Week 9 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>Rattlesnakes</i> pg. 566 in Treasures Journal Entry <p>Writing</p> <ul style="list-style-type: none"> Narrative Writing 	<p>ELA</p> <ul style="list-style-type: none"> Read 30 minutes independently Reading Log 1 Lexia/or Reading Plus Lesson Read <i>Rattlesnakes</i> pg. 566 in Treasures Journal Entry <p>Writing</p> <ul style="list-style-type: none"> Narrative Writing 	<p>ELA</p> <ul style="list-style-type: none"> Read 30 minutes independently Reading Log 1 Lexia/or Reading Plus Lesson Read <i>How Poison Came to the World</i> pg. 580 in Treasures Journal Entry <p>Writing</p> <ul style="list-style-type: none"> Narrative Writing 	<p>ELA</p> <ul style="list-style-type: none"> Read 30 minutes independently Reading Log 1 Lexia/or Reading Plus Lesson Read <i>How Poison Came to the World</i> pg. 580 in Treasures Journal Entry <p>Writing</p> <ul style="list-style-type: none"> Narrative Writing 	<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"> Narrative Writing
<p>ELD</p> <ul style="list-style-type: none"> Week 8 ELD 	<p>ELD</p> <ul style="list-style-type: none"> Week 8 ELD 	<p>ELD</p> <ul style="list-style-type: none"> Week 8 ELD 	<p>ELD</p> <ul style="list-style-type: none"> Week 8 ELD 	<p>ELD</p> <ul style="list-style-type: none"> Week 8 ELD
<p>Math</p> <ul style="list-style-type: none"> 1 Dreambox or ST Lesson Monday Homework Math Skills -Monday 	<p>Math</p> <ul style="list-style-type: none"> 1 Dreambox or ST Lesson Tuesday Homework Math Skills -Tuesday 	<p>Math</p> <ul style="list-style-type: none"> 1 Dreambox or ST Lesson Wednesday Homework Math Skills- Wednesday 	<p>Math</p> <ul style="list-style-type: none"> 1 Dreambox or ST Lesson Thursday Homework Math Skills- Thursday 	<p>Math</p> <ul style="list-style-type: none"> 1 Dreambox or ST Lesson
<p>PE</p> <ul style="list-style-type: none"> Week 9 	<p>PE</p> <ul style="list-style-type: none"> Week 9 	<p>PE</p> <ul style="list-style-type: none"> Week 9 	<p>PE</p> <ul style="list-style-type: none"> Week 9 	<p>PE</p> <ul style="list-style-type: none"> Week 9
<p>SEL/Leader in Me</p> <ul style="list-style-type: none"> FUESD Wellness Activity - Monday 	<p>SEL/Leader in Me</p> <ul style="list-style-type: none"> FUESD Wellness Activity - Tuesday Thrively Daily Dose of SEL 	<p>SEL/Leader in Me</p> <ul style="list-style-type: none"> FUESD Wellness Activity - Wedn. 	<p>SEL/Leader in Me</p> <ul style="list-style-type: none"> FUESD Wellness Activity - Thursday Thrively Daily Dose of SEL 	<p>SEL/Leader in Me</p> <ul style="list-style-type: none"> FUESD Wellness Activity -Friday

5 Grado - Plan de Estudio Independiente de FUESD - 18 de mayo

Semana 9 - 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>Rattlesnakes</i> pg. 566 en el Libro de Treasures Journal Entry /entrada de diario <p>Escritura</p> <ul style="list-style-type: none"> Escritura Narrativa <hr/> <p>ELD</p> <ul style="list-style-type: none"> Semana 9 ELD <hr/> <p>Math</p> <ul style="list-style-type: none"> 1 lección de Dreambox o ST Monday Homework/tarea práctica de habilidades matemáticas -lunes <hr/> <p>PE</p> <ul style="list-style-type: none"> Semana 9 <hr/> <p>SEL/líder en mí</p> <ul style="list-style-type: none"> bienestar de FUESD Actividad - lunes 	<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>Rattlesnakes</i> pg. 566 en el libro de Treasures Journal Entry /entrada de diario <p>Escritura</p> <ul style="list-style-type: none"> Escritura Narrativa <hr/> <p>ELD</p> <ul style="list-style-type: none"> Semana 9 ELD <hr/> <p>Math</p> <ul style="list-style-type: none"> 1 lección de Dreambox o ST Tuesday Homework/ tarea práctica de habilidades matemáticas -martes <hr/> <p>PE</p> <ul style="list-style-type: none"> Semana 9 <hr/> <p>SEL/líder en mí</p> <ul style="list-style-type: none"> bienestar de FUESD Actividad - martes Thrively Dosis Diaria de Aprendizaje Social y Emocional (SEL) 	<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>How Poison Came to the World</i> pg. 580 en el libro de Treasures Journal Entry /entrada de diario <p>Escritura</p> <ul style="list-style-type: none"> Escritura Narrativa <hr/> <p>ELD</p> <ul style="list-style-type: none"> Semana 9 ELD <hr/> <p>Math</p> <ul style="list-style-type: none"> 1 lección de Dreambox o ST Wednesday Homework/ tarea práctica de habilidades matemáticas - miércoles <hr/> <p>PE</p> <ul style="list-style-type: none"> Semana 9 <hr/> <p>SEL/líder en mí</p> <ul style="list-style-type: none"> bienestar de FUESD Actividad -miércoles 	<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>How Poison Came to the World</i> pg. 580 en el libro de Treasures Journal Entry /entrada de diario <p>Escritura</p> <ul style="list-style-type: none"> Escritura Narrativa <hr/> <p>ELD</p> <ul style="list-style-type: none"> Semana 9 ELD <hr/> <p>Math</p> <ul style="list-style-type: none"> 1 lección de Dreambox o ST Thursday Homework/ tarea práctica de habilidades matemáticas - jueves <hr/> <p>PE</p> <ul style="list-style-type: none"> Semana 9 <hr/> <p>SEL/líder en mí</p> <ul style="list-style-type: none"> bienestar de FUESD Actividad - jueves Thrively Dosis Diaria de Aprendizaje Social y Emocional (SEL) 	<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>Escritura</p> <ul style="list-style-type: none"> Escritura Narrativa <hr/> <p>ELD</p> <ul style="list-style-type: none"> Semana 9 ELD <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"> Semana 9 <hr/> <p>SEL/líder en mí</p> <ul style="list-style-type: none"> bienestar de FUESD Actividad - viernes

5th Grade Reading Log Week 9

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
Rattlesnakes
Treasures Pages 566-577

Answer the question using one of the sentence frames below.

Reread page 572. What is the main idea of the three passages? List the details that helped you determine the main idea.

Sentence Frame Options

The main idea of the passage #1 was _____. The supporting details were _____, _____, and _____. The main idea of passage #2 was _____. The supporting details consisted of _____, _____, and _____. The main idea of passage #3 was _____. The supporting details were _____, _____, and _____.

Journal Entry 2
Rattlesnakes
Treasures Pages 566-577

Answer the question using one of the sentence frames below.

Reread page 568. How does the author feel about rattlesnakes? Include specific examples from the text to support your answer.

Sentence Frame Options

The author felt _____ about rattlesnakes because in the text it said “_____”. Another example is when the author said “_____”.

According the text, “_____” and “_____” are examples of how the author felt _____ about the text.

Journal Entry 3
How Poison Came to the World
Treasures pages 580-581

Answer the question using one of the sentence frames below.

Personification, or to Personify a character in a story is an author's way of using figurative language to bring the text to life. More specifically, **personification** is when the author gives an object or animal human-like qualities that they would not have in the real world. It is a fictional way of showing you how the object or animal might act or feel.

Personification Video:

<https://youtu.be/VqBZMR83wCg?list=TLPQMjkwNDIwMjACy3nR7BH1xQ>

What are some ways that the author personifies the plants and animals in the story "How Poison Came Into the World?"

Sentence Frame Options

The author personifies the plants by writing _____ and _____. In addition, the author personifies the animals by writing _____ and _____.

The author uses personification to describe the plants by writing _____ and _____. She also uses personification to describe the animals by writing _____ and _____.

Journal Entry 4
How Poison Came to the World
Treasures pages 580-581

Answer the question using one of the sentence frames below.

What is the theme of the folktale "How Poison Came Into the World"?

Sentence Frame

The theme of the folktale "How Poison Came Into the World" is _____. The _____ (name of character) shows his theme by _____ because according to the text it says "_____". In addition, _____ (name of character" also reveals the theme when he/she _____, as stated in the text "_____".

Short Narrative Writing Directions

Attached you will find the beginning and part of the middle of a narrative titled “Only One Way to Win”. You will read (and reread if necessary) the story.

You will pick up writing where the story left off. You will write the rest of the middle and the end of the story.

Your story **MUST** include **DIALOGUE**, even if the main character talks to herself until she meets the other character in the story.

The **THEME** of the story is **THINK WIN-WIN**. Your story **MUST** focus on the characters **WORKING TOGETHER** to solve their problem.

The **LENGTH** of **YOUR** writing should be at least **FOUR PARAGRAPHS**. It **MAY BE LONGER**, but should not be pages and pages. **FIGURE ONE TO TWO PAGES**.

READ THE STORY FIRST!

THEN, RETURN HERE FOR SOME IDEAS TO CONSIDER TO HELP YOU WRITE. YOU DO NOT HAVE TO USE THESE IDEAS, BUT THEY ARE THERE TO HELP YOU.

IDEAS:

Jayna will have to make a fairly difficult trek (journey) to reach the Gruug ship. What might she encounter on the way? What might be lurking under the sand?

Once she gets to the Gruug ship, how will the Gruug treat her at first? How will Jayna treat the Gruug? They need each other, but how will they build trust? How will Jayna communicate with the Gruug that they have to work together if they hope to survive and leave the desert planet? Does she have some kind of translator device to help her talk to the Gruug?

Remember: they will need to take the Gruug’s one working engine back to Jayna’s ship. How will they transport something that heavy? This is a desert world, and there isn’t much around. Perhaps something on the Gruug ship?

What might Jayna and the Gruug encounter on their way back to Jayna’s ship that they might have to problem solve together? What problems/attacks/situations might they have to face together to help them build trust with one another?

YOU DO NOT HAVE TO RETYPE THE STORY YOU SEE BELOW! WHEN YOU ARE READY TO WRITE, OPEN A GOOGLE DOC, AND SIMPLY PICK UP WHERE THIS STORY LEAVES OFF.

Only One Way to Win

Jayna fought desperately at the controls of her WC-1 Starfighter to keep the small, one-person starfighter ship from plummeting to the distant planet below her. Looking over her left shoulder, she could see the World Conquerer One's left engine sputter and spark, letting her know the hits she had taken from the Gruug enemy fighter that was still on her tail had been serious.

"That's not good," she muttered under her breath. She had broken away from the main fight, now many miles away, when an enemy Gruug fighter had damaged her ship in combat, the same fighter that now tailed her, looking to finish her off. She pursed her lips in frustration. They were too far away for any of her fellow human ships to notice that she was in trouble. And the Gruugs were not exactly known for their mercy. Jayna was trapped, and she knew it. Sensors and alarms blared, letting her know that the enemy fighter was locking its weapons on her again as she struggled to keep the WC-1 from spiraling downward. The alarm was now shrieking in her ears, and she knew her time was nearly up. She squeezed her eyes tight, anticipating the end. Then she remembered what her friend Carter at the Space Flight Academy back on earth had taught her. His voice took over in her mind.

"When a Gruug enemy pilot is following too closely because it thinks it has an easy target, it will slow down a bit too much trying to line you up for the perfect shot. That's your chance," Carter had said. "Hit the brake on the engines, pull up on the stick, and flip up and over your opponent. Doing a complete loop, you'll be perfectly behind your very surprised enemy," Carter had laughed.

The sirens in her WC-1 shrieked at the maximum, and Jayna's eyes flew open. Her hand stabbed at the brake control, and she pulled back on the stick.

She almost vomited as her ship flipped up and behind the Gruug enemy. And just like that, she was behind the Gruug ship.

“How do you like that, lizard face,” she snarled, and pulled the trigger on the WC-1’s laser cannons. It wasn’t a perfect shot. At the last second, her ship’s left engine finally went out, throwing her shot off. But it was good enough. The Gruug’s right engine took a direct hit, and exploded. The ship was crippled, and began hurtling toward the planet below.

But Jayna’s victory was short-lived. The World Conquerer One’s engines finally failed, and her ship followed the Gruug ship, plummeting to the planet below. As her ship screamed through the planet’s atmosphere, she blacked out.

Darkness. Nothing. As she came to, she felt like she had wasps nesting in her mouth. Dry. Brittle. Thirst! So thirsty! The ship’s sensors, somehow still functioning, registered that the planet outside had a breathable atmosphere. That was a small miracle, she thought, as she unbuckled herself from the cockpit seat and climbed out of the WC-1 fighter.

“Uh oh,” she mumbled, staring out across the barren sands. There was nothing but sand for as far as the eye could see. Desert. No trees, no green, no water. Nothing but sand.

“This is not good,” she sighed heavily. She quickly checked the small water reserve she had in her suit. “One hundred percent,” she said, and quickly calculated that her water reserve would last her three days.

“The human body can last three days without water,” she said to herself. “So, I’ve got a total of maybe six days, at the most, before I’m dead. Great.” The ship still had some power, so she set the scanners to look for water. There was none. None, on this entire planet. Her ship was not going to fly again. That

left engine was gone. She was going to live out her last six days on this planet. And then that would be it.

“Wait a minute,” Jayna muttered aloud. “The rest of this ship is still in good shape. It’s just the engine. The Gruug ship still has one good engine left! I saw it when the its ship went down! If I can somehow convince....” her voice trailed off.

“No, I’m not working with a GRUUG! I’m not working with a walking lizard!” she snapped aloud to herself.

Then a little voice in the back of her mind spoke up. “Then you’ll die, here, alone, from thirst,” the voice in her mind whispered.

“Then I’ll just TAKE the Gruug’s engine!” she snarled back.

And the little voice inside her head answered back. “You need the Gruug. You will never be able to understand the alien engineering. You will have to work together. It won’t know your ship either so it can’t simply take the one good engine you’ve got. You’ve no choice. Work together, or you lose your lives.”

“That,” Jayna said to the voice in her head, “will not be easy. We’ve been at war with Gruug’s for a decade. Ten years is a lot of hate.” But the voice in her head was long gone. It had said what it had to say.

Jayna sighed. She walked back to the WC-1. It did have two seats.

“One for me, one for...the lizard,” she sighed. “I’m going to have to be very convincing. And hope it doesn’t try to destroy me first.” She activated the ship’s sensors. It located the crashed Gruug ship, several miles away. She had quite a journey and task ahead of her.



“Better get going,” Jayna mumbled. “Clock is ticking.”

Scoring – see the Rubric below

Dialogue indented/punctuated	1	2	3	4
Plot (problem)	1	2	3	4
Characters richly described	1	2	3	4
Setting richly described	1	2	3	4
Showing not “telling”	1	2	3	4
Sentence Structure/Caps/Spelling	1	2	3	4
Eliminating Run-ons	1	2	3	4
Clear Beg/Middle/End	1	2	3	4


ESL at Home 3-5 Weeks 3-4

Use notebook paper to complete these activities. Do one each day!

Monday	Tuesday	Wednesday	Thursday	Friday		
Read a book to your family, but don't let them see the title. Let them take turns to guess the title.	Make a T-chart. Make a list of opposites in your home. <table><tr><td>washer spoon</td><td>dryer fork</td></tr></table>	washer spoon	dryer fork	Find food in your house, like crackers or water bottles. Write or draw a word problem. Omar has 36 crackers. Neveah ate twenty-three. How many are left?	Go outside. Write and draw what you see, hear, think, feel, and smell.	Choose two animals. Draw and label their body parts. Create a venn diagram to compare them.
washer spoon	dryer fork					
Monday	Tuesday	Wednesday	Thursday	Friday		
Create a shadow puppet story on the wall. Write the title, characters, problem, solution, and ending to your story.	Use crackers or candy to write words you find in your home. 	Take a walk in your neighborhood. Use sticks, leaves, and rocks to leave messages for your neighbors. 	Think of someone you would like to interview. Write them a letter with your questions.	Use the food in your house to create a menu with prices. Use them to write word problems. Example: Milk = \$2.00 Bananas = \$3.00 Ice cream = \$1.00		

ESL en Casa 3-5 Semanas 3-4

Usar una hoja de libreta para completar las actividades. Hacer uno por día.

Lunes	Martes	Miercoles	Jueves	Viernes				
Leer un libro a tu familia, sin decirles el titulo. Al final, deja que adivinen el titulo.	<p>Crear una graficia T. Haz una lista de cosas opuestas en tu casa.</p> <table><tr><td>lavadora</td><td>secadora</td></tr><tr><td>cuchara</td><td>tenedor</td></tr></table>	lavadora	secadora	cuchara	tenedor	<p>Encontrar comida en tu casa, como galletas o botellas de agua. Escribe una historia de problema matematica.</p> <p>Omar tiene 36 galletas. Neveah se comio vintitres.?</p>	<p>Ve afuera. Dibuja lo que ves, oyes, piensas, tocas y hueles.</p>	<p>Escoge 2 animals. Dibujalos y etiqueta los partes de su cuerpo. Crear una table para compararlos</p>
lavadora	secadora							
cuchara	tenedor							
Lunes	Martes	Miercoles	Jueves	Viernes				
<p>Crear un espectaculo de marioneta de sombras con tus manos y la pared. Escribe el titulo, personajes, problema, solucion y el fin de la historia.</p>	<p>Usar galletas o dulces para escribir palabras de cosas que encuentres en tu casa.</p> <p>Candy</p>	<p>Sal a caminar en tu vecindad. Usa palos, hojas y piedras para hacer palabras para que vean tus vecinos.</p> 	<p>Piensa en alguien a quien te gustaría entrevistar. Escríbeles una carta con tus preguntas.</p>	<p>Usa la comida que tienes en casa para crear un menu con precios. Usalos para escribir problemas.</p> <p>Ejemplo: Leche = \$2.00 Platanos = \$3.00 Nieve = \$1.00</p>				

5th Grade Homework - Trimester 1

Trimester 1, Week 9

Name: _____ #: _____

Monday: Addition and Subtraction to the Millions

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

1.
$$\begin{array}{r} 45,996 \\ - 32,058 \\ \hline \end{array}$$

2.
$$\begin{array}{r} 2,000,315 \\ + 5,963,808 \\ \hline \end{array}$$

3. $74,277 + 4,660,237 =$

4. $8,362,007 - 3,346,892 =$

5. The house on McLean street sold for \$1,650,302. The house on Emerald street sold for \$858,234. How much more did the house on McLean street sell for?

Tuesday: Equivalent Fractions

Write a fraction equivalent to the given one.

1. $\frac{1}{7} = \frac{\quad}{14}$

2. $\frac{5}{6} = \frac{\quad}{12}$

3. $\frac{5}{7} = \frac{\quad}{14}$

4. $\frac{3}{8} = \frac{6}{\quad}$

5. $\frac{1}{4} = \frac{\quad}{24}$

Wednesday: Two-Digit Multiplication

Find the product. Show your work on separate paper.

1.
$$\begin{array}{r} 35 \\ \times 40 \\ \hline \end{array}$$

2.
$$\begin{array}{r} 21 \\ \times 54 \\ \hline \end{array}$$

3.
$$\begin{array}{r} 81 \\ \times 33 \\ \hline \end{array}$$

4.
$$\begin{array}{r} 47 \\ \times 10 \\ \hline \end{array}$$

5. I have 27 pizzas that I can cut into 12 slices each. How many pieces will I have when I cut the slices?

Thursday: Single Digit Division

Find each quotient.

1. $44 \div 2 =$

2. $38 \div 2 =$

3. $96 \div 3 =$

4. $54 \div 6 =$

5. 208 lunches will be packed in a box of 8 lunches each. How many boxes of 8 lunches each can be packed?

DIVIDING WHOLE NUMBERS

Name: _____ Date: _____

Read the directions to complete the tasks in each box.

1. Solve.

$$\begin{array}{r}
 \text{type} \\
 48 \overline{) 2,652} \\
 \underline{- \quad \# \quad \# \quad \# \quad \#} \quad 50 \\
 \quad \# \quad \# \quad \# \\
 \underline{- \quad \# \quad \# \quad \#} \quad 05 \\
 \quad \quad \# \quad \#
 \end{array}$$

2. Solve.

$$\begin{array}{r}
 \text{type} \\
 83 \overline{) 2,868} \\
 \underline{- \quad \# \quad \# \quad \# \quad \#} \quad 20 \\
 \quad \# \quad \# \quad \# \quad \# \\
 \underline{- \quad \# \quad \# \quad \#} \quad 10 \\
 \quad \# \quad \# \quad \# \\
 \underline{- \quad \# \quad \# \quad \#} \quad 04 \\
 \quad \quad \# \quad \#
 \end{array}$$

3. There are 4,550 people attending a music concert. There are 26 different seating sections, and each section has an equal number of chairs. How many people will be sitting in each section?

There will be people sitting in each section.

4. There are 448 people waiting to be transported to a business convention. If 36 people can fit on one shuttle bus, how many shuttle buses will be needed for all of the people?

shuttles will be needed for all of the people.

What did you do with the remainder (leftover people)?

type

DIVIDING WHOLE NUMBERS

Name: _____ Date: Tuesday - Week 9

Read the directions to complete the tasks in each box.

1. Solve.

$$72 \overline{) 5,906}$$

type

2. Solve.

$$68 \overline{) 2,414}$$

type

3. The 3rd, 4th, and 5th grade classes at Smith Elementary are taking a field trip to the zoo. There are 228 students and 22 chaperones that will need to be transported via buses. If 48 people can fit on one bus, how many buses will be needed for everyone?

type

4. Aubrey just returned from a summer vacation at her grandmother's house. While on vacation, Aubrey took 684 pictures. She stayed at her grandmother's for 12 days. If she took the same number of pictures each day, what was the daily amount of pictures taken?

type

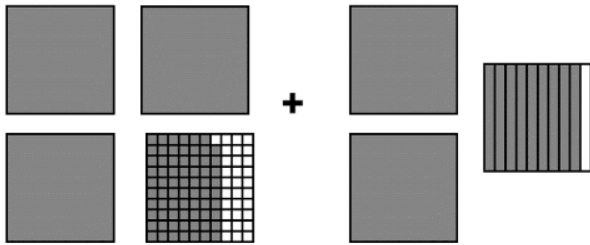
DECIMAL OPERATIONS

LEVEL IName: _____ Date: **Wed.** - **Week 9**

Use the models to help you solve each equation.

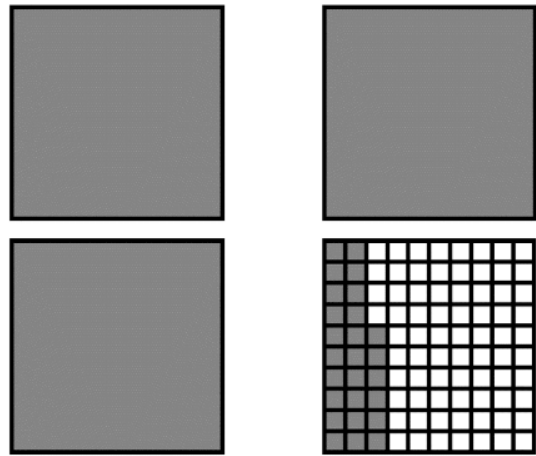
1. Use the models to help you solve the below equation.

$$3.69 + 2.9 = \text{type}$$



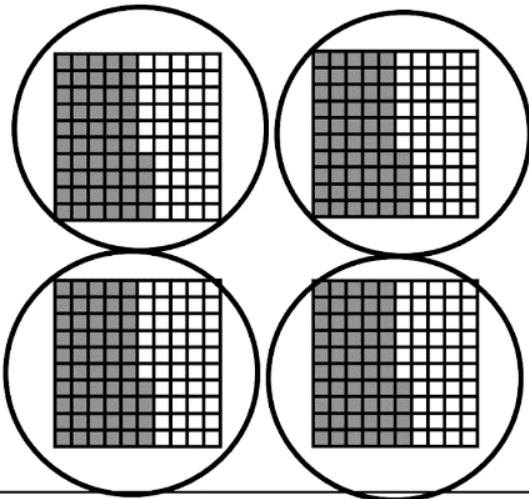
2. Use the models to help you solve the below equation.

$$3.26 - 1.1 = \text{type}$$



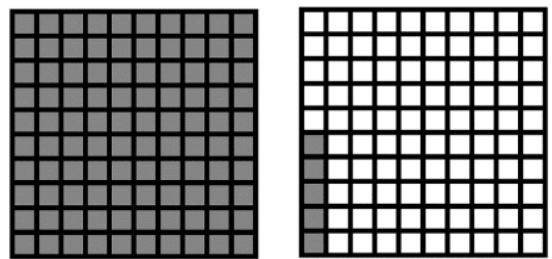
3. Use the models to help you solve the below equation.

$$4 \times 0.54 = \text{type}$$



4. Use the models to help you solve the below equation.

$$1.05 \div 3 = \text{type}$$



DECIMAL OPERATIONS

LEVEL 2

Name: _____ Date: Thursday- Week 9

Solve each equation. Show all of your work.

1. Solve.

$$6.825 - 3.9 =$$

type

2. Solve.

$$15 - 3.89 =$$

type

3. Solve.

$$1.55 \times 2.65 =$$

type

4. Solve.

$$15.9 \div 3 =$$

type

BLACK WIDOW

WARM-UP

Complete three rounds of each exercise!

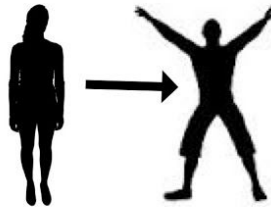
@MRS AJKO



BLACK WIDOW WARM-UP



JOG IN PLACE: 45
SECONDS



15 JUMPING JACKS



SIDE PLANK: 30
SECONDS BOTH
SIDES



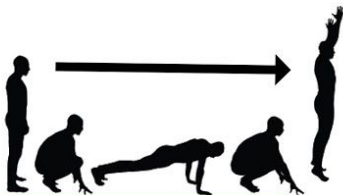
10 SQUAT JUMPS



SELF DEFENSE KICK:
10 TIMES EACH LEG



JOG IN PLACE: 45
SECONDS



10 BURPEES

HAMMER OUT
THIS WARM-UP
2 MORE
TIMES



FLASH

WARM-UP

Complete three rounds of each exercise!

@MRS AJKO



FLASH WARM-UP



JOG IN PLACE:
15 SECONDS



SPRINT IN PLACE:
15 SECONDS



JOG IN PLACE:
15 SECONDS



PUSH UP POSITION:
30 SECONDS



SPRINT IN PLACE:
15 SECONDS



JOG IN PLACE:
30 SECONDS



SPRINT IN PLACE:
15 SECONDS

WOAH!
THAT WAS FAST!
CAN YOU DO IT
AGAIN?



IRON MAN

WARM-UP

Complete three rounds of each exercise!

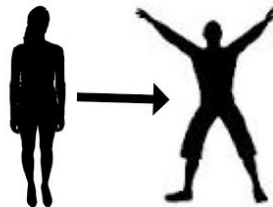
@MRC5AJKO



IRON MAN WARM-UP



JOG IN PLACE: 30
SECONDS



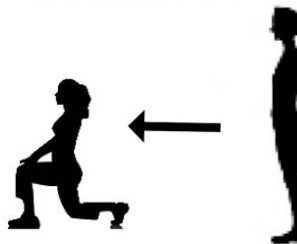
30 JUMPING JACKS



10 PLANKS WITH
ROTATION



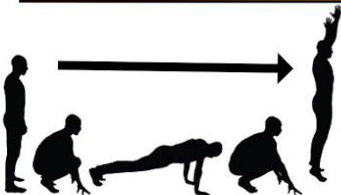
5 SQUAT JUMPS



5 LUNGES EACH LEG



10 LEG LIFT
CRUNCHES



5 BURPEES

REPEAT THIS WARM UP
2 MORE TIMES.
THEN...YOU...ARE...
IRON MAN!



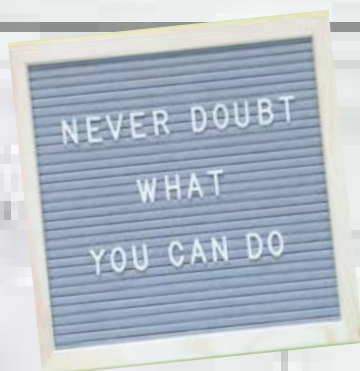
Week 9

Social Emotional / Leader in Me

Habit focus: Put first things first

Having a planner helps you know your schedule for the week and allows you to plan ahead. Use this weekly planner and type in your assignments for the week!

	ELA	Writing	ELD	Math	SEL/LIM	PE
Monday 5/18						
Tuesday 5/19						
Wed. 5/20						
Thursday 5/21						
Friday 5/22						



Assignments for Week 9:

- Monday (Be Proactive) - Complete your planner on slide 1
- Tuesday (Seek first to understand) - Using "I" Messages
- Wednesday (Seek first to understand) - Listening attentively
- Thursday (Seek first to understand) - Feelings check in
- Friday (Sharpen the Saw) - Do something you love!

Tuesday

Using "I" messages can help prevent us from putting the blame on others. Read this scenario and write a response using an "I" message. For example: "I am sorry I wasn't listening to you."

Kiki's Story

Kiki loaned her new soccer ball to a friend. When her friend returned it, it was flat and had a big cut on one side.

"Sorry," her friend explained, "things get ruined at my house sometimes. My brother cut it. It's not my fault."

Kiki feels that her friend should buy her a new ball. Use an "I" message to write what you think Kiki should say to her friend.



Type here

Wednesday

Drag the ✓ to the boxes that apply to you.

Attentive listening means to listen with the intent to understand. Poor listening styles often get in the way of real understanding.

Which of these poor listening styles do you recognize? Check the boxes that apply to you.

- ✓ ☐ **Pretending** = Saying “yeah” or “uh-huh,” but not really paying attention.
- ✓ ☐ **Spacing** = Letting your mind wander when someone is talking.
- ✓ ☐ **Selective** = Paying attention only if the speaker interests you.
- ✓ ☐ **Self-Centered** = Seeing everything from your own point of view.
- ✓ ☐ **Judging** = Making judgments instead of listening.
- ✓ ☐ **Advising** = Giving advice, even if it’s not asked for.
- ✓ ☐ **Probing** = Asking too many questions before the speaker is willing to share.

LISTENING ATTENTIVELY SHOWS OTHERS YOU CARE.

Attentive Listening = Listening carefully to what people say.

THINK OF A RECENT
CONVERSATION THAT DIDN'T
GO WELL BECAUSE YOU
DID NOT LISTEN.

TALK TO A PARTNER ABOUT
WHAT YOU COULD HAVE
DONE DIFFERENTLY.

Thursday

Ask someone in your house how they are feeling today and write down their response here. Being accountable for listening to others by remembering what they say makes us better listeners!

Friday

Do something you love and write down what you did for your teacher to read it here!

Type here