

Elementary Digital Learning Day Grade-Level Projects Notes

Fall 2022

Kindergarten

Topic: Physical Attributes of Earth's Materials/ Land and Water Features

[Digital Learning Day Project](#)

[Learning Extension Resources](#)

Content	Standard	Notes
Science	SKE2. Obtain, evaluate, and communicate information to describe the physical attributes of earth materials (soil, rocks, water, and air). b. Construct an argument supported by evidence for how rocks can be grouped by physical attributes (size, weight, texture, color).	<ul style="list-style-type: none">● Adult/Caretaker participation is required● Encourage families to look for rocks prior to the digital learning day. Students should look for 10 different rocks. Differences can be in size, shape, color, and texture.● Remind students to not put any materials in their mouths to prevent choking.
SS	SSKG2 Explain that a map is a drawing of a place, and a globe is a model of Earth. a. Differentiate land and water features on simple maps and globes. Connecting Theme: Location	
Math	MGSEK.CC.1 Count to 100 by ones and by tens. MGSEK.CC.2 Count forward beginning from a given number within the known sequence (instead of having to begin at 1). MGSEK.CC.3 Write numbers from 0 to 20. Represent a number of objects with a written numeral 0-20 (with 0 representing a count of no objects).	
ELA	ELAGSEKW3 Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.	

First Grade

Topic: Me on the Map/ Plant and Animal Needs

[Digital Learning Day Project](#)

[Learning Extension Resources](#)

Content	Standard	Notes
Science	S1P2. Obtain, evaluate, and communicate information to demonstrate the effects of magnets on other magnets and other objects. b. Plan and carry out an investigation to demonstrate how magnets attract and repel each other and the effect of magnets on common objects.	Remind students to not put any materials in their mouths to prevent choking.
SS	SS1G2 Identify and locate the student's city, county, state, nation (country), and continent on a simple map or a globe. Connecting Theme: Location	
Math	MGSE1.NBT.1 Count to 120, starting at any number less than 120. In this range, read and write numerals and represent a number of objects with a written numeral. MGSE1.NBT.7 Identify dimes and understand ten pennies can be thought of as a dime. (Use dimes as manipulatives in multiple mathematical contexts.)	
ELA	ELAGSE1W3 Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.	

Second Grade

Topic: Plants and Animals in the Five Georgia Regions (Life Cycles: tiger swallowtail butterfly)

[Digital Learning Day Project](#)

[Learning Extension Resources](#)

Content	Standard	Notes
Science	S2E2. Obtain, evaluate, and communicate information to develop an understanding of the patterns of the sun and the moon and the sun's effect on Earth. a. Plan and carry out an investigation to determine the effect of the position of the sun in relation to a fixed object on Earth at various times of the day.	<ul style="list-style-type: none">Remind students to not put any materials in their mouths to prevent choking.
SS	SS2G1 Locate and compare major topographical features of Georgia and describe how these features define Georgia's surface. a. Locate and compare the geographic regions of Georgia: Blue Ridge, Piedmont, Coastal Plain, Ridge and Valley, and Appalachian Plateau. Connecting Theme: Location	<ul style="list-style-type: none">The project only focuses on the first part of element a, which is to locate the 5 regions.
Math	MGSE2.OA.1 Use addition and subtraction within 100 to solve one- and two-step word problems by using drawings and equations with a symbol for the unknown number to represent the problem. Problems include contexts that involve adding to, taking from, putting together/taking apart (part/part/whole) and comparing with unknowns in all positions. MGSE2.OA.2 Fluently add and subtract within 20 using mental strategies.8 By end of Grade 2, know from memory all sums of two one-digit numbers MGSE2.NBT.7 Add and subtract within 1000, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method.	
ELA	ELAGSE2W3 Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.	

Third Grade

Topic: Pollution and Conservation

[Digital Learning Day Project](#)

[Learning Extension Resources](#)

Content	Standard	Notes
Science	S3L2. Obtain, evaluate, and communicate information about the effects of pollution (air, land, and water) and humans on the environment. b. Explore, research, and communicate solutions, such as conservation of resources and recycling of materials, to protect plants and animals.	<ul style="list-style-type: none">● If students would like to complete the choice board activity: recyclable art, please encourage the student to start saving recyclable materials 1-2 weeks prior to the independent learning day.● Discuss choice board activity vocabulary, “Call to Action”, advertisement, letter parts, short story, poem, etc.● Students may need blank or lined paper to complete their choice board activity.
SS	SS3H1 Describe early American Indian cultures and their development in North America. b. Compare and contrast how American Indians in each region used their environment to obtain food, clothing, and shelter. Connecting Theme: Human Environmental Interaction	
Math	MGSE3.OA.1 Interpret products of whole numbers, e.g., interpret 5×7 as the total number of objects in 5 groups of 7 objects each. For example, describe a context in which a total number of objects can be expressed as 5×7	
ELA	ELAGSE3RI8 Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).	

Fourth Grade

Topic: Weather Events/ Valley Forge: Stay or Go

[Digital Learning Day Project](#)

[Learning Extension Resources](#)

Content	Standard	Notes
Science	S4E4. Obtain, evaluate, and communicate information to predict weather events and infer weather patterns using weather charts/maps and collected weather data. a. Construct an explanation of how weather instruments (thermometer, rain gauge, barometer, wind vane, and anemometer) are used in gathering weather data and making forecasts.	<ul style="list-style-type: none">● Consider how students will submit their meteorologist videos.● If students chose to write a script, then they will be on notebook paper.● Teachers may suggest students write a script and record when returning to school.
SS	SS4H1 Explain the causes, events, and results of the American Revolution. b. Describe the influence of key individuals and groups during the American Revolution: King George III, George Washington , Benjamin Franklin, Thomas Jefferson, Benedict Arnold, Patrick Henry, John Adams, Paul Revere, and Black regiments Connecting Theme: Individuals, Groups, and Institutions	The task focuses on the influence George Washington had on the soldiers at Valley Forge.
Math	MGSE4.OA.1 Understand that a multiplicative comparison is a situation in which one quantity is multiplied by a specified number to get another quantity. a. Interpret a multiplication equation as a comparison e.g., interpret $35 = 5 \times 7$ as a statement that 35 is 5 times as many as 7 and 7 times as many as 5. b. Represent verbal statements of multiplicative comparisons as multiplication equations. MGSE3.OA.2 Interpret whole number quotients of whole numbers, e.g., interpret $56 \div 8$ as the number of objects in each share when 56 objects are partitioned equally into 8 shares (How many in each group?), or as a number of shares when 56 objects are partitioned into equal shares of 8 objects each (How many groups can you make?). For example, describe a context in which a number of shares or a number of groups can be expressed as $56 \div 8$.	
ELA	ELAGSE4W2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.	

Fifth Grade

Topic: Dust Bowl/Destructive Forces

[Digital Learning Day Project](#)

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Content	Standard	Notes
Science	S5E1. Obtain, evaluate, and communicate information to identify surface features on the Earth caused by constructive and/or destructive processes. a. Construct an argument supported by scientific evidence to identify surface features (examples could include deltas, sand dunes, mountains, volcanoes) as being caused by constructive and/or destructive processes (examples could include deposition, weathering, erosion, and impact of organisms).	
SS	SS5H3 Explain how the Great Depression and New Deal affected the lives of millions of Americans. a. Discuss the Stock Market Crash of 1929, Herbert Hoover, Franklin Roosevelt, the Dust Bowl , and soup kitchens. Connecting Theme: Conflict and Change	This is a preview standard. Consider previewing the following resource with the students before the projects are given to students. https://bit.ly/5DbGd
Math	MGSE5.NBT.5 Fluently multiply multi-digit whole numbers using the standard algorithm (or other strategies demonstrating understanding of multiplication) up to a 3 digit by 2-digit factor.	
ELA	ELAGSE5W3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. b. Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations. c. Use a variety of transitional words, phrases, and clauses to manage the sequence of events. d. Use concrete words and phrases and sensory details to convey experiences and events precisely. e. Provide a conclusion that follows from the narrated experiences or events	

Materials for Digital Learning Day Project

Kindergarten

- Crayons
- Picture story handwriting paper
- Pencil
- Rocks

First Grade

- Crayons
- Magnets
- Cardstock world map
- Going on a trip storyboard
- Yellow counter
- Pencil
- Scissors

Second grade

- 11 x 17 Cardstock blank map of GA (no lines for regions)
- Yellow counter
- Crayons
- Pencil

Third Grade

- Dice
- Pencil
- Notebook paper

Fourth Grade

- Crayons
- Pencil
- Notebook paper

Fifth Grade

- 4 Green counters
- 4 Yellow counters
- Pencil



Student Name: _____

What is Earth Made Of?

Earth is made up of different materials like soil, rocks, water, and air.

Soil and rocks are parts of land.

Globes are round models of Earth. Maps are drawings of the Earth.

When you look at maps and globes, you can see land and water.



Your Tasks:

Color the water blue on the map and globe.

Color the land green on the map and globe.



Kindergarten Digital Learning Project Fall 2022

Remember rocks are a part of land. Rocks can be big, small, brown, white, smooth or rough. There are many ways we can describe rocks. Some physical attributes used to describe rocks are shapes, sizes, colors, and textures.

Your Task: Put on your best explorer gear and let's go on a ROCK HUNT!

Directions:

1. Try to find 10 interesting-looking rocks and encourage the child to look for ones that are different.

2. After 10 rocks have been collected, ask the child to pull one out and observe the rock a bit closer. A hand lens could be used at this time. Next, ask the child to describe the rock. Ask them to be specific by observing its properties, i.e. what color it is, what shape, what texture it has, etc. Students should be as descriptive as possible and avoid statements like, "It's cool-looking."

3. After you've practiced observing and forming detailed descriptions of the rock, you are ready to play the **Guess My Rock!** game with your child. First, dump the rocks out on a table and line them up side-by-side. Both you and your child should observe each rock carefully, and partner 1 (the adult) secretly selects one that you'd like to describe as a scientist. You cannot let the other person (the child) know which rock you have chosen! After choosing a favorite rock, partner 1 will verbally describe the rock using 2-3 clues (shape, size, color, and/or texture). Partner 2 will try to guess the secret rock based on the clues given by partner 1.

4. The object of the game is to have the other person guess your secret rock using the descriptions that you have made! The more detailed you are as a scientist, the easier it will be for your partner to guess your secret rock.

5. Take turns being the clue giver and guesser. The game ends once all of the rocks have been described and guessed.



Now that you have had fun with describing the physical attributes of rocks, how can the rocks be sorted? Allow your child to sort the rocks in different ways. Different ways can include, **but aren't limited to** shape, size, color, and texture. Consider comparing the weight of 2 more rocks.

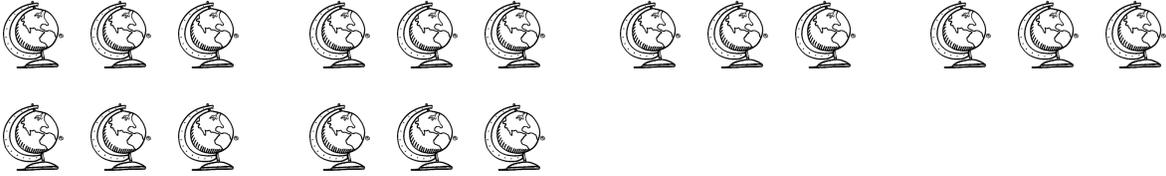
Your Task: At the top of the provided handwriting paper, your child will draw a picture of one of their rock sorts. Now your child will choose and circle one of the rocks from their picture. They will write sentences about 3 physical attributes of the rock on the lines of the handwriting writing paper.

Example: My rock is (color). It is (texture). The rock is (size).

Math Warm-Up

Your Task:

How many globes? _____



Practice counting forward beginning at a given number. What number is underneath the globe?





Math Into Action

Your Task: Rocks are made up of many minerals on the Earth's surface. Rocks can be divided up into three different types based on how they were formed.

Find 7 rocks. Practice making different combinations of 7. Draw pictures of two possible combinations of rocks.

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Write your numbers from 0 to 20.

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Pick a number. Draw a picture to represent that number using a material of your choice. Some suggestions are sidewalk chalk, paper and pencil, markers, stickers, etc.

Optional Learning Extension: Scan the QR code or type the link for access to additional resources.

<https://bit.ly/KdgLTR3>





First Grade Digital Learning Project Fall 2022

Student Name: _____

Location, Location

A globe is a round model of the earth. A map is a drawing of Earth that shows what places look like from above. Map One is a drawing of our continent North America.

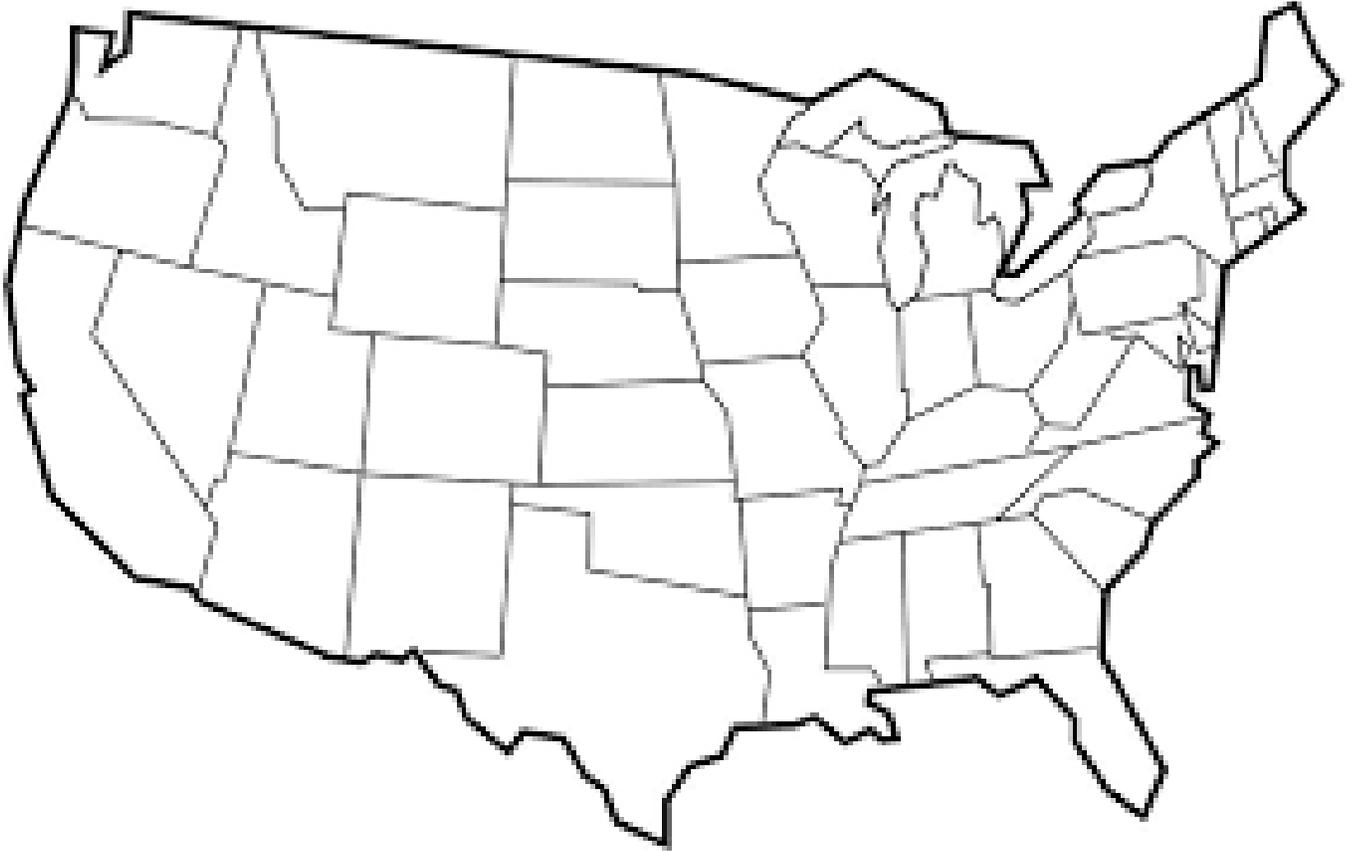
Your Task: Color our country blue. Hawaii and Alaska are part of our country. Don't forget to color them blue.

Map One North America



Your Task: Color our state green on Map Two.
Complete the two sentences in the box below Map Two.

Map Two



I live in _____ County.

The name of my city is _____, Georgia.

First Grade Digital Learning Project Fall 2022

Your Task: Play the Guess Where We Are Map Game.

How To Play The Game

Use the clues to figure out what continent I am on. Move your yellow counter across the map using the directions in the clues to find what continent I am visiting on the map.

- You are in North America. Place your clear counter on North America. I am on the continent south of North America. Move your clear counter to the continent south of North America.

Where am I?

Continue traveling using the next 3 clues.

- You are in Europe. I am on the continent southeast of Europe. Where am I?
- You are in Antarctica. I am on the continent northeast of Antarctica. Where am I?
- You are in South America. I am on the continent north of South America.

Your Task: You will write a story about going on a trip using the storyboard provided. The story could be about a trip that really happened or a trip you imagined. You can draw to illustrate the parts of the story in each box.

First Grade Digital Learning Project Fall 2022

Your Task: You will use the Magnet Chart and a magnet to plan an investigation. You will explore your environment, make and write predictions, and test 5 items to see if the magnet attracts or repels the item.



Magnet Chart

Name of Object	Prediction Will it Attract or Repel?	Observation Did it attract or repel? Why?

First Grade Digital Learning Project Fall 2022

Math Warm-Up

Your Task: Write the number that each state symbol represents.

		96			99	
104					109	
	115		117			120













How do you know what number the peanut represents? _____

Math Into Action

Your Task: You will have an opportunity to practice counting around and using a 99 chart.

First count aloud 0-120. Have an adult help you if needed. You may want to scan and sing along with this video on the QR code to the right.



Mystery Number

What are the missing numbers? Write them on the number line.

1.	1 2 4 6 7 10 ----- ----- ----- ----- ----- ----- ----- -----
2.	91 93 95 96 97 100 ----- ----- ----- ----- ----- ----- ----- -----
3.	22 25 26 28 29 ----- ----- ----- ----- ----- ----- ----- -----
4.	72 73 75 76 80 ----- ----- ----- ----- ----- ----- ----- -----
5.	41 44 45 46 49 ----- ----- ----- ----- ----- ----- ----- -----

100 Chart Puzzle Pieces

Have an adult cut the puzzle apart on the next page. Using your number sense, you put it back together.

Hundreds Chart Puzzle

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

Optional Learning Extension: Scan the QR code or type the link for access to additional resources.

<https://bit.ly/1stLER1>



World Map



Going On a Trip Storyboard

One time _____

_____.

1

Next _____

_____.

2

Then _____

_____.

3

Finally _____

_____.

4



Second Grade Digital Learning Project Fall 2022

Student Name: _____

Georgia On My Mind



Let's take a trip across our state to explore the five regions of Georgia. As we visit each region, we will also look at the different landforms.

Your Task: Create a 3D map of Georgia to identify where the five regions are located using the clues. Use colors, various objects, or drawings to identify each region and the landforms found there. Whatever you use should match how the region is represented on your map key.

Clues:

- The Piedmont region is in central Georgia. The landforms are hills and valleys.
- The Appalachian Plateau is northwest of the Piedmont region. The landforms are flat-topped mountains called plateaus here.
- The Blue Ridge is northeast of the Piedmont region. Mountains and rivers are landforms in the region.
- The Ridge and Valley region is west of the Blue Ridge region. Mountains with ridges (mountain peaks) and valleys (spaces in between mountains) are landforms in this region.
- The Coastal Plain is south of the Piedmont region. The landforms are plains which are flat and grassy land, coasts and beaches (where land meets water), and swamps.
- The fall line is the border between the Piedmont and Coastal Plain. There are waterfalls at the fall line.

Use the template provided to create a map of Georgia **divided into the 5 regions**.

Include the following:

- title of the map
- map key
- compass rose (cardinal and intermediate directions)
- include the landforms for each region

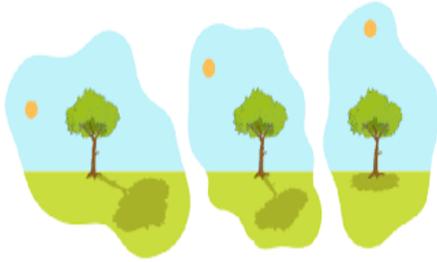


Your Task: Now that you have explored the 5 regions of Georgia, write a story about spending a weekend in one of the 5 regions. The story could be about a trip that really happened or a trip you imagined. You can draw to illustrate your story.

Include the following:

- details to describe what you do, think, and feel
- words such as first, next, then, and finally

Second Grade Digital Learning Project Fall 2022



The **shadows** of the plants and trees in the 5 regions change throughout the day. How do shadows change in your neighborhood? Let's find out!

Your Task: You will investigate how the length and direction of a shadow changes throughout the day.

Let's make a prediction: Choose a small item to observe. The item should fit in the palm of your child's hand. This item can be a small toy, action figure, lego structure, etc.

How do you think the shadow will change throughout the day? Write your prediction below.

Read all directions first. Scan the QR code to see sample student work.

Directions:

1. Students will observe the shadow of the item in the morning, at noon, and afternoon.
2. Set-up: In the morning, find a sunny area and place a sheet of paper on the ground. Place the small item on the sheet of paper.
3. Trace the outline of the shadow. If the shadow is longer than the paper, just make a note or add additional paper to complete the shadow. **Be sure to mark where the paper and object are located. You want to keep the paper and item in the same place each time your child makes an observation.**
4. Record where the sun is in the sky on the edge of your paper.
5. Record the time to the closest hour or half hour.
6. Repeat directions 3,4 and 5 every **two to three hours**.
Your child will make a total of 3 observations.



Was your prediction correct? Why or why not?

Second Grade Digital Learning Project Fall 2022

Math Warm-Up

You may want to review the anchor charts and watch the video to remind you of the addition and subtraction strategies.

Hundreds Chart
 $52 + 31 = 83$
 1. Find 52
 2. Go down 3 tens
 3. Go right 1

Number Line
 $48 + 13 = 61$

2-Digit Addition Strategies

Break Apart
 $46 + 25 = 71$
 $40 + 20 = 60$
 $6 + 5 = 11$

Compensation
 $33 + 19 = 52$
 $33 + 20 = 53$
 $53 - 1 = 52$

Addition Strategies
Number Line: $326 + 246 = 572$

$326 \quad 426 \quad 526 \quad 566 \quad 572$

Break Apart:
 $326 \rightarrow 300 + 20 + 6$
 $+246 \rightarrow 200 + 40 + 6$
572 $500 + 60 + 12$

Modeling:

326	■ ■ ■		888
$+246$	■ ■		888
572	500	60	12

SCAN ME



Watch this video to see examples of addition strategies being used.

I can subtract two-digit numbers.

45 - 17

Think Addition
 $17 + 3 = 20$
 $20 + 20 = 40$
 $40 + 5 = 45$
28

Use negatives
 45
 -17
 $\hline 28$

Compensation
 $45 - 20 = 25$
 $25 + 3 = 28$

Decompose a Ten
 $45 \rightarrow 40 + 5 \rightarrow 30 + 15$
 $-17 \rightarrow -10 - 7$
28

What I have learned

Subtraction Strategies

Empty Number Line (with addition)
 $54 - 27 = 27$

Empty Number Line (with subtraction)
 $54 - 27 = 27$

Number Sentences
 $54 - 27 = 27$
 $54 - 9 = 50$
 $50 - 3 = 47$
 $47 - 20 = 27$

Algorithm-Borrowing
 454
 -27
 $\hline 27$

Check with Addition
 27
 $+27$
 $\hline 54$

Estimate
 $54 \rightarrow 50$
 $-27 \rightarrow 30$
20

SCAN ME



Watch this video to see examples of subtraction strategies being used.

120 Chart

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100
101	102	103	104	105	106	107	108	109	110
111	112	113	114	115	116	117	118	119	120

Second Grade Digital Learning Project Fall 2022

Math Warm-Up

Your Task: Use your selected strategy to solve the problems below.

Fifty-two students were traveling to the coastal plain over fall break. Thirty-eight were traveling to the Appalachian Plateau. How many students traveled to the two geographic areas during fall break? _____

There were 71 living organisms at the pet hotel. There were 26 cats and 19 dogs who received their dinner. Then 14 birds and 6 frogs received their dinner. How many animals still needed their dinner? _____

On Thursday morning Newton County Schools received some packets of seeds. On Friday afternoon, they received an order of 48 more packets of plant seeds. After that shipment of plant seeds, Newton County Schools had a total of 83 packets of seeds. How many packets of seeds were in the first shipment? _____

Math Into Action

Your Task:

You will have an opportunity to practice using benchmark numbers as you add and subtract using a 1-120 chart. Review the strategies above to determine which strategy works best for you.

1. Select a number on the 120 chart.
2. Place a clear counter on a number.
3. Add 10 to your number. Say what number you should land on. Move the counter 10 spaces to check.
4. Add 1 to your number. Say what number you should land on. Move the counter 1 space forward to check.
5. Subtract 10 from your number. Say what number you should land on. Move the counter 10 spaces to check.
6. Add 1 to your number. Say what number you should land on. Move the counter 1 space forward to check.
7. Add 10 to your number. Say what number you should land on. Move the counter 10 spaces to check.
8. Subtract 1 from your number. Say what number you should land on. Move the counter 1 space back to check.

Challenge Task: Pick any number as your final destination and create three different paths to that destination (number). The paths should include addition and subtraction.

Optional Learning Extension: Scan the QR code or type the link for access to additional resources.

<https://bit.ly/2ndLER>





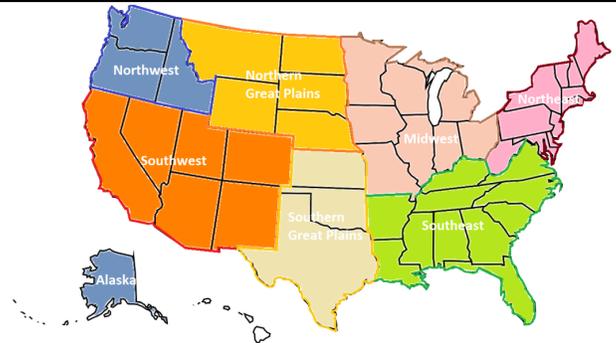


Student Name: _____

The Environment: What We Do Matters

Read the following text.

As humans, we impact our surrounding environment everyday and at times we are not fully aware of how our actions affect the air that we breathe, the water that we drink, and the food that we eat. American Indians in each region used their environment to obtain food, clothing, and shelter as many still do today. Use the fact sheets and each image to answer the questions beneath.



Arctic Region Fact Sheet

Clothing: fur from seals and polar bears, but preferably from caribou

Food: whales, walruses, caribou, seals, polar bears, muskoxen, birds; very few vegetables because it is very difficult to grow plants for food

Shelter: snow-blocked igloos or cabins made from driftwood and covered with soil.



Caribou grazing in cold snow.

Discuss the following questions with someone: What would happen if the snow was polluted or began to melt quicker than normal?

What would happen to the caribou? What would happen to the American Indians that live there?

Northwest Region Fact Sheet

Clothing: clothes made of cedar-bark (a kind of tree) and fur robes

Food: gathered shellfish, seaweed, and berries; hunted deer and moose, but their main source of food was fish

Shelter: multifamily houses made of wood



Discuss the following questions with someone: What would happen to the people, plants, and animals if someone cut down many trees and dumped chemicals in the water in this region?

How would the effects of pollution be alike and different for the Northwest and Arctic regions?

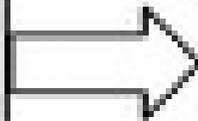
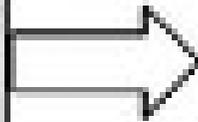
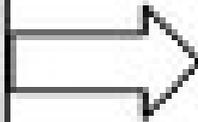
Third Grade Digital Learning Project Fall 2022

People affect the environment and the environment affects people.

Your Task: Complete the graphic organizer below to identify 3 possible ways pollution or humans (the source or cause) affect the environment. Then write the effect of each cause on people, plants, or animals using details from the text.

Cause

Effect



Third Grade Digital Learning Project Fall 2022

Your Task: You will refer to topics taught in the pollution and conservation unit to complete **one** task from the 3rd Grade Science Choice Board.



3RD GRADE SCIENCE CHOICE BOARD

Pollution and Conservation

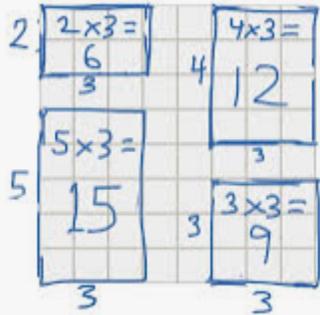
Create a song, rap, or poem about conservation of resources to protect plants and/or animals.	Create art using recyclable materials.	Create a Call to Action to encourage community members to recycle materials.
Create a conservation tv advertisement.	Create a poster encouraging people to practice conservation of air, land, or water.	Write a short story or play to teach what you have learned about conservation and/ or pollution.
Create a superhero whose mission is to save the environment from polluters or resource wasters.	Design an invention that helps the environment.	Write a letter to your principal to support recycling at your school.

Third Grade Digital Learning Project Fall 2022

Math

Warm-Up

Review below the parts of a multiplication equation. If you need additional help, you may want to scan the QR code for a video to watch.

<p style="text-align: center;">product</p> <p style="text-align: center;">↓</p> $9 \times 7 = 63$ <p style="text-align: center;">↙ ↘</p> <p style="text-align: center;">factors</p>	<p style="text-align: center;">SCAN ME</p>  <p style="text-align: center;">Watch to learn how to write a multiplication equation.</p>	<p style="text-align: center;">Groups x Each = Total</p> $3 \times 2 = 6$  
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Your Task:

1. The American Indians living in the Arctic Region cut the ice into blocks to build igloos. They were able to cut 8 smaller rectangular prisms from the original piece of ice. They needed 9 large blocks to build an igloo. Write and solve a multiplication equation that shows how many total blocks they had. _____
2. Each time you go grocery shopping, you take your reusable shopping bags. If you save 5 cents for every shopping bag you bring, and you use 6 bags each trip, write and solve a multiplication equation that shows how much money you would save every shopping trip? _____
3. My dad uses a reusable cup every time he goes to the coffee shop. The coffee shop takes 9 cents off each coffee every time he uses his reusable cup. Write a multiplication equation and solve it for how much money would he save in one week if he orders one cup of coffee each day. _____

Write a multiplication equation and solve it for how much money he would save in four weeks. _____

Third Grade Digital Learning Project Fall 2022

Math Into Action

Your Task:

You will have an opportunity to find products by rolling two cubes to get factors and use the factors to find the product. You can pick one of the strategies you have learned to find the product. You may decide to use the graph paper or draw pictures to help determine the product.

Georgia Department of Education
 Georgia Standards of Excellence Framework
GSE The Relationship Between Multiplication and Division • Unit #2



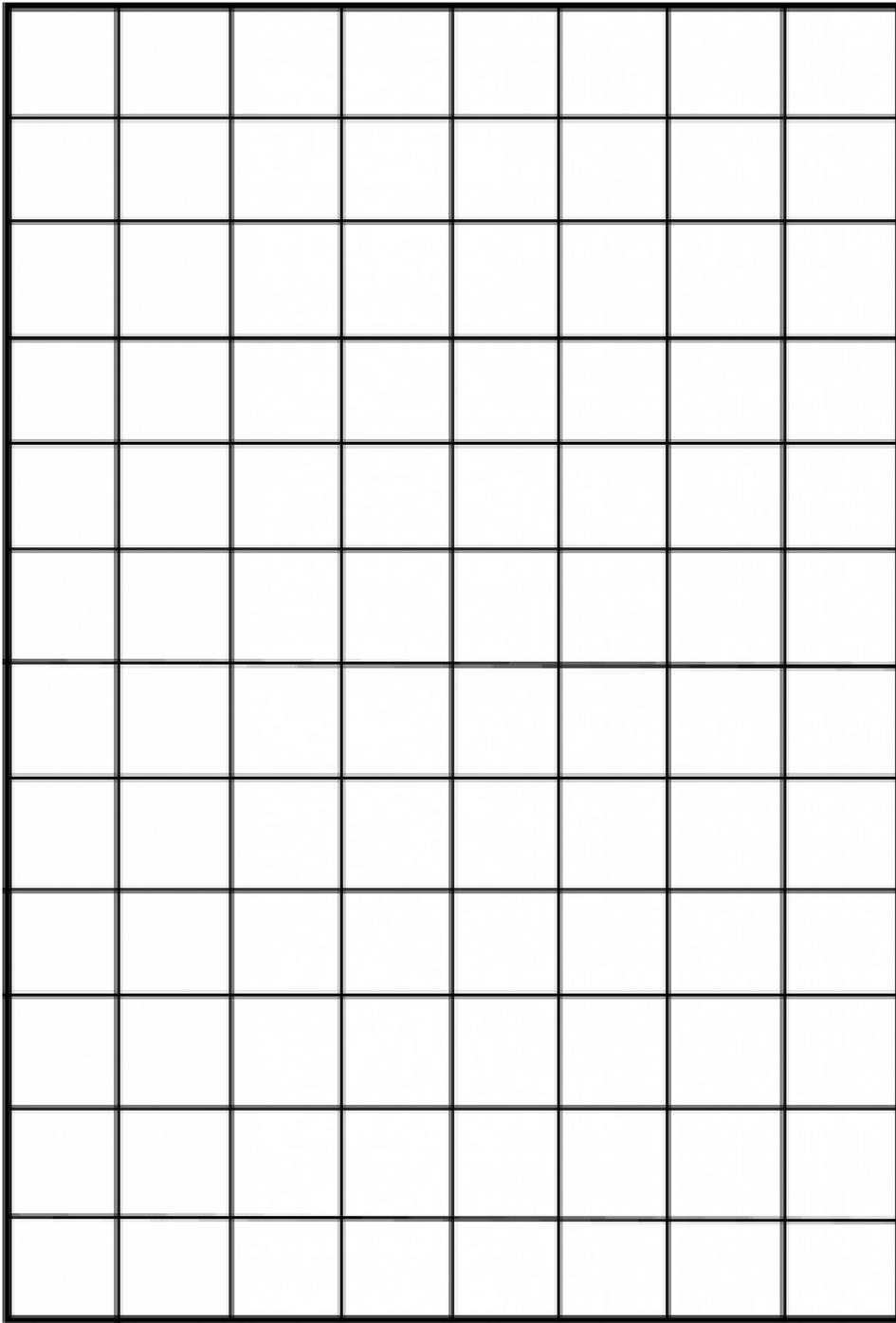
Shake, Rattle and Roll Revisited

Directions: Each player takes turns and rolls the number cubes and covers the product or any two factors of the product. If the product and factors have been covered, the player loses a turn. The first player to cover five squares in a row vertically, horizontally or diagonally wins the game. To practice division facts follow the same concept however, change the numbers on the game board, focus on the divisor, dividend, and quotient.

24	4	9	3	18	2	20	12	4
4	1	20	12	4	3	25	5	8
2	3	6	4	30	36	1	5	18
4	9	1	18	6	5	16	1	9
25	20	4	25	3	2	5	4	8
5	12	2	1	15	12	6	18	5
24	3	24	8	3	5	4	24	2
15	8	6	9	36	3	18	6	24
8	5	16	25	2	30	6	2	3

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Graph Paper



Optional Learning Extension: Scan the QR code or type the link for access to additional resources.

<https://bit.ly/3rdLER>





Student Name: _____

Winter at Valley Forge: Stay or Quit

The winter of 1777-1778 proved to be a great trial for the Continental army. Of the 11,000 soldiers stationed at Valley Forge, Pennsylvania, hundreds died from disease. While rain, snow, and cold temperatures afflicted the army, the situation was made far worse by the lack of shelter, blankets, winter coats, and even shoes. However, the suffering troops were held together by loyalty to the Patriot cause and to General George Washington.



Overview: In the winter of 1777 and 1778, George Washington commanded several thousand patriot soldiers who spent the winter at Valley Forge, 18 miles outside of Philadelphia. It was not an easy time.

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Pretend you are a patriot in the Continental Army during the American Revolution that desperately wants independence from Great Britain. You also admire and respect your commander, George Washington. General Washington stayed at camp with his men instead of returning to his comfortable home for the winter. George Washington urged the Continental Congress to provide additional supplies for the soldiers. He also helped them become better soldiers by having a Prussian General train them. The soldiers transformed from an inexperienced militia to a very skilled fighting machine.

Would you have stayed with the Continental Army at Valley Forge, even though the freezing weather combined with the lack of supplies caused many soldiers to die? Would your desire for independence from Great Britain be strong enough to make you stay?

Your Task: Choose one of the options below.

- Write a letter to a friend or family member about your decision to stay in or quit the Continental Army and explain why.
- Write a journal entry dated February 3, 1778 about your decision to stay in or quit the Continental Army and explain your reasoning.
- With a red crayon, circle parts of the picture (on page one) that represent what made the soldier's stay at Valley Forge an uneasy one. Then, make a list of questions you would ask the soldiers at Valley Forge about their decision to stay or go based on what you circled. Your list should have at least 5 questions.

Weather along with a lack of supplies made camping at Valley Forge an unpleasant experience. Understanding the usefulness of weather tools (thermometer, rain gauge, barometer, wind vane, and anemometer) is very important when making a weather forecast. Each weather tool provides specific data for **forecasting weather**.

Anemometer	An instrument used to measure wind speed.	
Thermometer	An instrument used to measure temperature.	
Rain Gauge	An instrument used to measure rain.	
Wind Vane	An instrument used to show the direction of the wind.	
Barometer	An instrument used to measure atmospheric pressure = high and low pressure.	

Fourth Grade Digital Learning Project Fall 2022

YourTask: Become a meteorologist! Look at the 4 day weather report and use the trend data to create a forecast for the 5th day. Write a description of what you think the weather will be on the 5th day or record a video of your weather forecast.

Be sure to mention **2 or more weather instruments** when creating your forecast.

Chance Of T-Storm	Thunder Storms	12 Thunder Storms	Chance Of T-Storm
			
High 77°F	High 76°F	High 79°F	High 81°F
Low 68°F	Low 68°F	Low 68°F	Low 64°F
Wind 10mph E	Wind mild	Wind mild	Wind mild
Precipitation Day: 80% Night: 80%	Precipitation Day: 80% Night: 80%	Precipitation Day: 70% Night: 60%	Precipitation Day: 50% Night: 30%
Sunrise 7:15 am	Sunrise 7:15 am	Sunrise 7:16 am	Sunrise 7:17 am
Sunset 7:50 pm	Sunset 7:49 pm	Sunset 7:48 pm	Sunset 7:46 pm

Need Help getting started? Change this sample script to show your personality!

Sample script:

Hello, this is (your name), reporting from (your location) in (city, state). And wow, folks, it is (cold, chilly, warm, hot) out here! As you can see, I'm dressed for this weather.

Right now, the temperature is (temperature). Looking up, I can see that there (is or is not) a heavy cloud cover, which is making it (warmer or colder) outside. We (have or have not) had a lot of (rain, snow or other precipitation) today, as you can see behind me. It (does or doesn't) feel very windy today. The wind speed is actually (wind speed).

This weather (will or will not) stay the same for the rest of the day. This evening, expect temperatures to (rise or fall) with (a lot, little or no) precipitation.

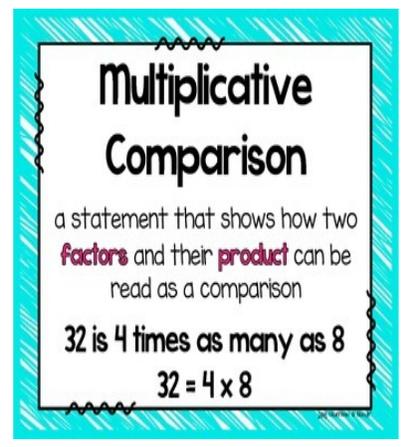
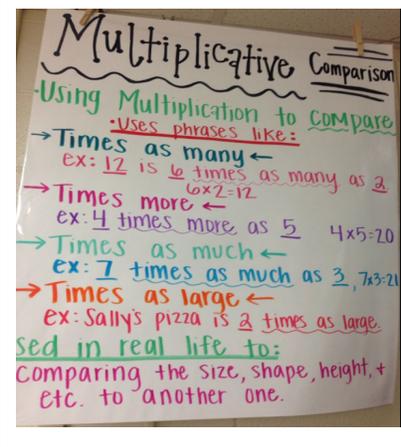
To prepare for this weather, be sure to grab your (coat, rain jacket or shorts) and your (boots, sandals or sneakers). You also won't want to forget your (umbrella, scarf or sunglasses)!

Thanks so much for joining me for the weather report. This has been (your name) reporting from (city). Remember, stay cool out there! Back to you at the studio.

Fourth Grade Digital Learning Project Fall 2022

Math Warm-Up

Review Multiplicative Comparison before completing the math warm-up by reading below. There is a video you can scan and watch if you desire.

		
-----------------------------------------------------------------------------------	------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------

Your Task: Write a comparison or multiplication equation to match each comparison statement.

Comparison Statement	Multiplication Equation
21 thermometers are 7 times as many as 3 thermometers.	
8 degrees are 4 times as many as 2 degrees.	
____ soldiers are ____ times as many as ____ soldiers.	$6 \times 8 = \underline{\hspace{2cm}}$

Math Into Action

You will have an opportunity to demonstrate your understanding of factors and multiples of whole numbers.

A multiple is a number that can be divided by another number a certain number of times without a remainder.

A factor is one of two or more numbers that divides a given number without a remainder.

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Multiples can be thought of as the result of skip counting by each of the factors. When skip counting, students should be able to identify the number of factors counted.

Multiples: 1, 2, 3, 4, 5...24

2, 4, 6, 8, 10, 12, 14, 16, 18, 20, 22, 24

3, 6, 9, 12, 15, 18, 21, 24

4, 8, 12, 16, 20, 24 8, 16, 24

12, 24

24

Factors of 24: 1, 2, 3, 4, 6, 8, 12, 24

Some helpful reminders for you are

- 1) all even numbers are multiples of 2
- 2) all even numbers that can be halved twice are multiples of 4.
- 3) all numbers ending in 0 or 5 are multiples of 5
- 4) all numbers ending in 0 are multiples of 10

Your Task:

The Factor Game Directions

You and your partner will have a different colored crayon or colored pencil. The first move is granted to the person wearing the lightest colored shirt.

- STEP 1: Partner A will use their color and color any number 1-99.
- STEP 2: Partner B will then color in all the factors for the number that Partner A just colored in. STEP 3: Once Partner B has colored in all factors, Partner B will color in any number 1-99, just like Partner A did in the beginning of the game.
- STEP 4: Now it is Partner A's turn to color in all the factors for the number that Partner B filled in. Continue the steps until the entire number chart is colored in.
- STEP 5: Go back to your number chart and count how many prime numbers you have. You earn 2 points for each prime number you colored in.
- STEP 6: Answer the questions on the back of the game board.

****IMPORTANT:** If a number is already colored in, you cannot color that box and you lose that number.

Factor Game Board**Number Chart (0 to 99)**

0	1	2	3	4	5	6	7	8	9
10	11	12	13	14	15	16	17	18	19
20	21	22	23	24	25	26	27	28	29
30	31	32	33	34	35	36	37	38	39
40	41	42	43	44	45	46	47	48	49
50	51	52	53	54	55	56	57	58	59
60	61	62	63	64	65	66	67	68	69
70	71	72	73	74	75	76	77	78	79
80	81	82	83	84	85	86	87	88	89
90	91	92	93	94	95	96	97	98	99

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1. Once you finish the game list all the numbers that did not have factors. They are prime numbers.

2. List all the numbers that had factors. They are your composite numbers.

3. If a number is divisible by 2, 3 or 5 is it a composite number? How do you know?

4. Long ago, people observed the sun rising and setting over and over at about equal intervals. They decided to use the amount of time between two sunrises as the length of a day. They divided the day into 24 hours. Use what you know about factors to answer these questions: a. Why is 24 a more convenient choice than 23 or 25?

b. If you were to select a number different from 24 to represent the hours in a day, what number would you choose? Why?

Optional Learning Extension: Scan the QR code or type the link for access to additional resources.

<https://bit.ly/4thLER>





Fifth Grade Digital Learning Project Fall 2022

The Dust Bowl

Student Name _____

Imagine you are on a trip to a museum, you see an exhibit with pictures and artifacts on display. There's a sign above the door that says, "***Dreams Deferred: How Dust and Drought Changed Life on the Plains***". As you step in the room, a photo in the bottom right of the wall catches your eye (photo with star). You read the background information next to the display, and you begin to wonder about the people in the photo.

Your Task: Imagine that you stop to have a conversation with the family of three in the photo about moving to California. Write a story that describes how they feel about living during the Dust Bowl and how they will survive. Use ideas from the museum display in your story.

Narrative Writer's Checklist

Be sure to:

- Write a narrative response that develops a real or imagined experience.
- Establish a situation and introduce a narrator and/or characters.
- Organize events in a clear and logical order.
 - Use a variety of transitional words and phrases to sequence the events.
- Use dialogue, description, and/or pacing to:
 - develop events.
 - show how characters respond to situations.
- Use concrete words, phrases, and sensory details to describe the events.
- Include a conclusion.
- Use ideas and/or details from the passage(s).
- Check your work for correct usage, grammar, spelling, capitalization, and punctuation.

Scan the QR code or use the link to access an optional video for background information on the Dust Bowl.

<https://bit.ly/5DbGd>



Dreams Deferred: How Dust and Drought Changed Life on the Plains

The Dust Bowl

The Dust Bowl was an area in the Midwest that suffered from drought during the 1930s and the Great Depression. The soil became so dry that it turned to dust. Farmers could no longer grow crops as the land turned into a desert. Areas of Kansas, Colorado, Oklahoma, Texas, and New Mexico were all part of the Dust Bowl.

Dust Everywhere

Several factors contributed to the Dust Bowl. The first was a terrible drought (lack of rain) that lasted for many years. With so little rain the soil dried out. Also, much of the region had been plowed up by farmers to grow wheat or to graze cattle. The wheat did not anchor the soil or help hold moisture. After years of abuse, the topsoil was destroyed and turned into dust. With so much of the soil turned into dust, there were huge dust storms in the Midwest. The dust made it hard for people to breathe and piled up to the point where houses were buried. Some dust storms were so big that they carried dust all the way to the East Coast of the United States.

Black Sunday

Giant dust storms were called "black blizzards." One of the worst dust storms occurred on Sunday April 14, 1935. High speed winds caused great walls of dust to engulf entire cities and regions. This dust storm was called "Black Sunday." It was said that the dust was so thick that people couldn't see their own hand in front of their face.

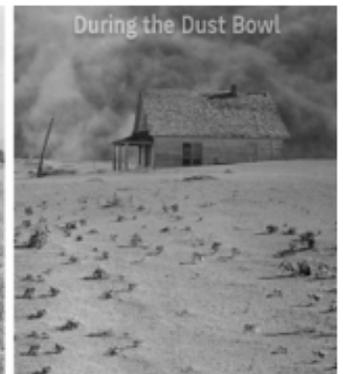
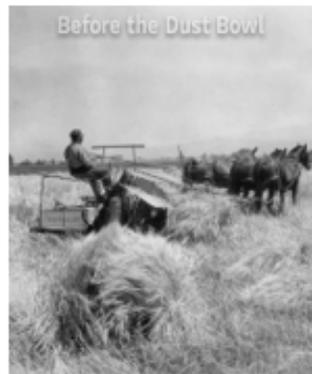
On the Road Again

Living in the Dust Bowl became nearly impossible. Dust got everywhere. The people spent much of their time trying to clean up the dust and keep it out of their houses. Many of the farmers had to move as they could not survive. Crops would not grow, and livestock were often choked to death by the dust.

Many of the farmers and their families migrated to California where they had heard there were jobs. Jobs were hard to come by during the Great Depression. They were desperate for any work, even if they had to work long days just for enough food to survive. Poor farmers who moved from the Dust Bowl to California were called "Okies." The name was short for people from Oklahoma but was used to refer to any poor person from the Dust Bowl looking for work.

Information taken from

https://www.ducksters.com/history/us_1900s/dust_bowl.php



A family lives in a tent during the Dust Bowl. They lost their farm during the Great Depression.



Fifth Grade Digital Learning Project Fall 2022

In 1931 the rains stopped and the “black blizzards” began. Powerful dust storms carrying millions of tons of stinging, blinding black dirt swept across the Southern Plains — the panhandles of Texas and Oklahoma, western Kansas, and the eastern portions of Colorado and New Mexico. Topsoil that had taken a thousand years per inch to build suddenly blew away in only minutes. One journalist traveling through the devastated region dubbed it the “Dust Bowl.” Information retrieved from <https://www.pbs.org/wgbh/americanexperience/films/dustbowl/> 9/5/22

The Dust Bowl is an example of a destructive force of soil erosion. Another destructive force is weathering. Weathering is the process of decomposing, breaking up, or changing the color of rocks. Weathering may be caused by the action of water, air, chemicals, plants, or animals. Once the small pieces of rocks are changed or broken apart by weathering, they may start to be moved by wind, water, or ice. When the smaller rock pieces (now pebbles, sand or soil) are moved by these natural forces, it is called erosion. So, if a rock is changed or broken but stays where it is, it is called weathering. If the pieces of weathered rock are moved away, it is called erosion.

Your Task: Become a Constructive and Destructive Forces Detective. Look for clues in your area to find examples of **erosion** and **weathering**. Use the chart below. Collect data by sketching and labeling your observations on the left side of the chart. Record **evidence** to support your claim of erosion or weathering. Can't find examples in your area? Use your detective skills with the link or QR code. <https://bit.ly/3qLkdMT>



Weathering or Erosion Sketch your drawing below. Label your observations.	Evidence Explain your reasoning in complete sentences.

Math Warm-Up

Farmers were working to determine the number of crops and animals that were lost during the Dust Bowl.

A farmer in Texas lost 327 plants on each of his 46 acres. How many plants did he lose in all?

Josh Thompson, a farmer in Oklahoma calculated that his farm lost 1,790 plants. His calculations are to the right.

$$\begin{array}{r} 45 \\ 33 \\ 179 \\ \times 64 \\ \hline 716 \end{array}$$

Your Task:

- Use estimation to explain why Josh's answer is not reasonable.
- What error do you think Josh made?
- Why do you think he made that error?

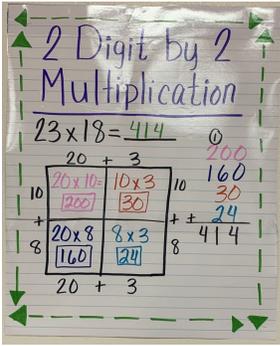
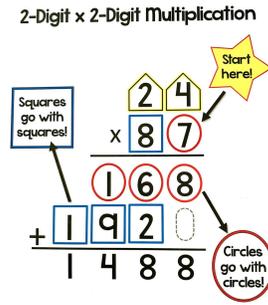
$$\begin{array}{r} + 1,074 \\ \hline 1,790 \end{array}$$

Math Into Action

You will have an opportunity to practice multiplying multi-digit whole numbers while playing Multiplication in a Row. You may use any strategy to solve the problems.

Some helpful vocabulary to help with this task are factor and product. A **factor** is a number that you multiply with another number to get a product. A **product** is an answer to a multiplication problem.

Review the examples below if needed:

Example of Area Model	Example of Standard Algorithm
	

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Your Task: Follow these directions to help you practice your multiplication skills playing Multiplication Three in a Row.

This game can be played with two players. Each player should have a different color counter. You will also need a pencil and scratch paper.

Steps to play the game.

Step 1: Prior to your turn, choose one number from Box A and one number from Box B. Multiply these numbers on your scratch paper. Be prepared with your answer when your turn comes.

Step 2: On your turn, announce your numbers and the product of your numbers. Explain your strategy for finding the answer. Your answer should be one of the products listed on the game board.

Step 3: Another player will check your answer by multiplying themselves, using a calculator or scanning the QR code below after you have announced your product. If your answer is correct, place your counter on the appropriate space on the board. If the answer is incorrect, you may not place your counter on the board and your turn ends

Step 4: Your goal is to be the first one to make “three-in-a-row,” horizontally, vertically, or diagonally.

Box A					
18	232	35	472	79	91

Box B					
25	32	512	76	802	97

Three in a Row Game Board

1975	6916	186064	15104	72982	9216
14436	7424	35872	17920	5800	1746
8827	40448	450	17632	2528	28070
6004	11800	45784	3395	118784	2912
576	7663	241664	63358	1368	875
46592	378544	1120	2275	22504	2660

Optional Learning Extension: Scan the QR code or type the link for access to additional resources.

<https://bit.ly/5thLE>

