



PBS Arkansas Shows and Times

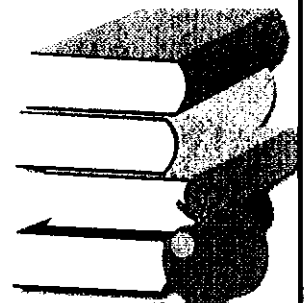
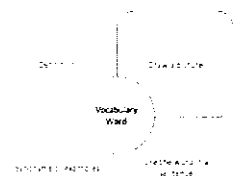
SciGirls Mon.-Fri. 9:30 Daily	SciGirls showcases bright, curious, real tween girls putting science, technology, engineering and math (STEM) to work in their everyday lives.
Nova- The Planets Mon. Wed. Thurs & Fri. 10:00	Among the stars in the night sky wander the eight-plus worlds of our own solar system—each home to truly awe-inspiring sights. NOVA will explore the awesome beauty of "The Planets".
Cyberchase Tuesday 10:00	Cyberchase is an ongoing action-adventure children's television series focused on teaching basic STEM concepts.
Odd Squad Tuesday 10:30	The show focuses on two young agents, Olive and Otto, who are part of the Odd Squad, an agency whose mission is to save the day whenever something unusual happens in their town.

Play **Vocabulary BINGO** throughout the week: As you watch PBS shows look and listen for keywords on the tv. When you get 4 words across, down or diagonal, you have a BINGO.

Literacy Corner

Choose at least 3-5 literacy learning opportunities to practice your reading, writing and communication skills.
Don't forget to grab a good book and **read daily.**

- **Vocabulary Graphic Organizer:** Pick 3 words from the BINGO card and make a vocabulary organizer for each of your words (Define, Draw, Synonym, & Use in a sentence).
- **Create a Headline** after watching and taking notes from *SciGirls*. **Write** or tell someone about the things you learned in the video.
- **Presentation:** Time for your child to be the expert! Let him or her **make a presentation** using facts and pictures about something learned this week. This can be done on paper, poster, or computer. Present for family or friends at home or by video chat.
- **Read *Pluto: The Planet that Wasn't*** and **summarize** (write the main points) the article.
- **Read: *Look Who's Talking* and *Head Count*** and answer questions.
- **Write a summary** of your favorite show this week. Remember to include the main idea and supporting details.
- **Create your own animal** and come up with an interesting way for it to warn others of danger. You may draw a picture or make your new animal using crafts or materials from home. Write a detailed description of your animal and its traits for survival.



- **Create a travel brochure** to attract future space tourists to visit one of the planets you learned about in the *NOVA* videos. Be sure to include facts about the planet in your descriptions.
- **FREE Choice-** Ask your child about his or her interests? Let them choose something to read, write or learn more about today.

Math Mania:

Choose 3 to 4 math learning opportunities to build and reinforce your math skills.

- **Khan Academy:** If you have internet access, it is recommended that your child utilize the Khan Academy modules with built-in instruction to support math learning at least 3 days a week. Select your grade level or type in the web address and select the GET STARTED button. (Counts as one each day) If needed students may select a different grade, regardless of age.

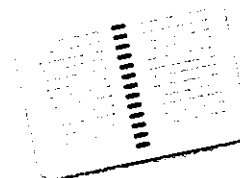
2nd grade math <https://www.khanacademy.org/math/cc-2nd-grade-math>

3rd grade math <https://www.khanacademy.org/math/cc-third-grade-math>

4th grade math <https://www.khanacademy.org/math/cc-fourth-grade-math>

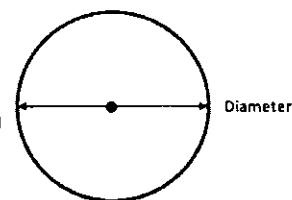
5th grade math <https://www.khanacademy.org/math/cc-fifth-grade-math>

6th grade math <https://www.khanacademy.org/math/cc-sixth-grade-math>



- **Grocery Game.** Choose a few items from your pantry and create a price tag for each item. Use either real or fake money (drawn on paper) to “buy” items on your grocery list. Count out and make change.

- **Diameter:** Look around your home and gather up different round objects (ex: coins, buttons, pans, plates, etc) and **use a ruler to measure the diameter** of each object to the nearest quarter inch. Remember, the diameter is a straight line passing from side to side through the center.



- **Be a Kid Chef:** With the help of an adult, find a recipe and become a chef. Follow the directions and practice **using measuring tools** to make something homemade. Write your recipe and share with a friend.



- Play the **Connect the Dots Game** in your packet with a family member. Each player takes turns **connecting adjacent (next to) dots**, either vertically or horizontally. The goal is to claim as many boxes as possible. If you draw the fourth side of a box, you get to claim that square by writing your initials inside and you get another turn. The game ends when all lines have been drawn, all boxes have been claimed, and the person with the most boxes wins! Continue playing by drawing your own dots game.

- **Math fluency:** Practice your multiplication and division facts.

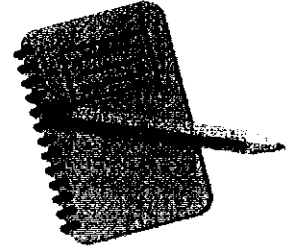
THINK like a Scientist!

Choose at least 2 -3 science learning opportunities for the week.

- **Insect hunt:** Go outside and look in the grass, trees, under rocks...how many different animals can you see? Draw a picture of at least 5 and explain where and why you think they live there.
- **Float or Sink:** Find 3 items that sink in water. Do they sink in salt water? If you change the concentration (use less or more) of salt, can you make the objects float? Draw or explain why.
- **Evidence of H₂O:** Go outside and in ten minutes, write down all the evidence you observe that water is on Earth. Imagine how your observations would change if there was no water on Earth. Write about how a lack of water would change our lives.



- **Sky Observations:** Go outside with an adult in the evening. Make detailed observations about what you see in the sky and the direction you are facing. Go outside at the same time the following night, and face the same direction. Make detailed observations about what you see. Share what you learned with someone in your home. Did it stay the same? Was it different? Could you see more or less? What else did you notice?
- **Challenge activity Force and Motion:** Find 3 shoes with different types of soles on them. Push them across 2 different types of flooring (tile, carpet, wood, etc.). Make observations about how much force (how hard you had to push) it took to move the shoe. Create a chart with your data (easy, medium, hard) and then graph it.
- **Challenge activity Field Guide:** Go outside, look under rocks, in the grass and on trees to find 4 different types of insects. Create your own field guide of insects by drawing and labeling each one you find.



FUN ZONE

- ★ **Get active-** dance, do exercises, create an obstacle course
- ★ **Perform-** Dress up and perform. Act out your favorite story or one you wrote this week
- ★ **Play** a family game (Uno, Heads Up, Battleship, Guess Who, etc...)
- ★ **Make a masterpiece** - use art chalk, paint, crayons, etc.
- ★ Check out the PBS kids for specific games and additional learning opportunities for each show. <https://pbskids.org>





	Example	Monday	Tuesday	Wednesday	Thursday	Friday
8:00 am		Ready, Set, Go! Wake up, eat breakfast, and get dressed for the day!				
9:00 am						
9:30 am		Watch Grades 3-5 Arkansas PBS 9:30-11:00 each day				
11:00						
12:00 pm						
1:00 pm						
2:00 pm						
3:00 pm						
4:00 pm						
5:00 pm						
6:00 pm						
7:00 pm		Great time to start getting ready for bed. Once you're ready, it's a great time to snuggle with a book.				
8:00 pm						

Schedule Your Week: Literacy (3-5 times), Math (2-4 times), Science (2-3 times), breaks, time to play outside, lunch, snack, family time, presentations, fun zone, quiet time, dinner, etc.

Arkansas AMI Learning Guides Packet for Grades 3-5
Vocabulary BINGO
Week of March 30 through April 3, 2020

Directions:

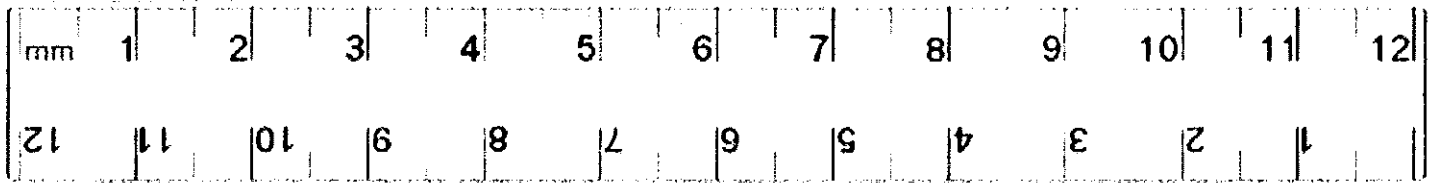
As you watch PBS shows this week, look for keywords on the tv. If you see a word on the BINGO Card, put a BINGO chip (money coin, fruit loop) or color the square. When you get 4 words across, down or diagonal, you have a BINGO. YOU WIN!

Bonus Activity: Touch a word and ask a parent, brother or sister to share what they know about the meaning of the word. You can do this as many times as you like to learn more about words.

Vocabulary BINGO

<p>Asteroid Belt a region of space between the orbits of Mars and Jupiter where most of the asteroids in our Solar System are found orbiting the Sun</p>	<p align="center">Expanding</p>	<p align="center">Reef</p>	<p align="center">Particles</p>
<p align="center">Ecosystem</p>	<p align="center">Soil</p>	<p>Liquefaction a phenomenon in which the strength and stiffness of a soil is reduced by earthquake shaking or other rapid loading</p>	<p align="center">Engineer</p>
<p>Greenhouse gases a gas that contributes to the greenhouse effect by absorbing infrared radiation. e.g., carbon dioxide and chlorofluorocarbons</p>	<p align="center">Native</p>	<p align="center">Area</p>	<p align="center">Phenomena</p>
<p align="center">Mentor</p>	<p align="center">Force</p>	<p align="center">Surface</p>	<p>Vortices a mass of whirling fluid or air, especially a whirlpool or whirlwind</p>

Centimeter ruler for measuring activities:



Connect the Dots Game



Student Name:

Teacher's Name

Grade Level

AM PROGRAMS (LITERACY, MATH, SCIENCE)

AM Programming:

We were able to watch:

- All 5 days of programs (Hour and ½ each day)
- 4 days
- 3 days
- 2 days
- 1 day
- Did not watch

Literacy Corner:

Mark the learning opportunities that your child completed:

- Read at least 4 days
- Vocabulary Graphic Organizer
- Create a Headline
- Presentation
- Read *Pluto: The Planet that Wasn't* from
- Read Article and answered questions- *Looks Who's Talking* and *Head Count* from ReadWorks
- Write a summary
- Create your own animal
- Create a travel brochure
- FREE Choice

Math Mania:

Mark the math learning opportunities your child completed:

- Khan Academy 3 times or more this week (30 min each)
- Grocery Game
- Diameter
- Be a Kid Chef
- Connect the Dots Game
- Math Fluency

THINK like a Scientist!

Mark the learning opportunities your child completed:

- Insect Hunt
- Float or Sink
- Evidence of H₂O
- Sky Observations
- Draw a Map
- Challenge Activity: Force and Motion
- Challenge Activity: Field Guide

Upload, email, or turn in 2 pieces of your child's work from the week that shows their progress in completing the learning opportunities in literacy, math or science to

Pluto: The Planet That Wasn't

Poor Pluto!

It's bad enough to be the runt of the group, but to be told after 75 years that you're not even a member of the club - that's an insult!

Pluto was first discovered in 1930. Until 2006, students were taught that it was the ninth and smallest planet in the solar system. Smaller than Earth's moon, it is not even as wide as the United States.

Pluto is made up almost entirely of rock and ice. It is so far away from Earth that the NASA New Horizons spacecraft took almost 10 years to get very close to it. Pluto's full orbit around the sun lasts almost 250 Earth years!

But as small as it is, as cold as it is, as far from the sun as it is, for all those years it was considered the ninth planet of the solar system... until Eris came around.

Eris was discovered in 2005. It is about the same size as Pluto. And like Pluto, it is part of the Kuiper Belt, a ring of objects that circle the outer edge of the solar system.

After Eris was discovered, scientists had to make a decision. Either Eris was the 10th planet in the solar system or it is not a planet at all! And if Eris weren't a planet, could Pluto be considered one?

Scientists made new rules for what is counted as a planet, and decided that neither Pluto nor Eris qualified.

A new category was created: dwarf planet. The official list of planets in the solar system went from nine to eight, and Pluto and Eris became members of the dwarf planet club. So long for Planet Pluto-but at least it no longer has to be the littlest guy in the club. In fact, Pluto is one of the bigger dwarf planets! Maybe Pluto doesn't have it so bad after all.

Name: _____ Date: _____

1. Pluto used to be considered a planet. Today, what is it considered to be?

- A. It is considered to be a dwarf planet.
- B. It is considered to be a star.
- C. It is considered to be a comet.
- D. It is considered to be an asteroid.

2. How does the text describe Pluto?

- A. Pluto is made up entirely of ice, and it is bigger than Venus.
- B. Pluto is made up entirely of rock and ice, and it is bigger than Earth's moon.
- C. Pluto is made up entirely of gas, and it is bigger than Earth's moon.
- D. Pluto is made up entirely of rock and ice, and it is smaller than Earth's moon.

3. Read these sentences from the text.

After Eris was discovered, scientists had to make a decision. Either Eris was the 10th planet in the solar system or it was not a planet at all! And if Eris weren't a planet, could Pluto be considered one?

Scientists made new rules for what is counted as a planet, and decided that neither Pluto nor Eris qualified.

Based on this information, what did the discovery of Eris make scientists do?

- A. The discovery of Eris made scientists rethink the rules for what is counted as a star.
- B. The discovery of Eris made scientists rethink the rules for what is counted as a dwarf planet.
- C. The discovery of Eris made scientists rethink the rules for what is counted as a planet.
- D. The discovery of Eris made scientists add more planets to the group of planets.

4. After Eris was discovered, scientists had to decide whether to count it as a planet. Why did this make them question whether Pluto should still be counted as a planet?

- A. because Pluto and Eris are both space objects
- B. because Pluto and Eris were discovered at the same time

C. because Pluto and Eris are very different

D. because Pluto and Eris are very similar

5. What is the main idea of this text?

A. Pluto was no longer considered a planet after the discovery of Eris made scientists come up with new rules for what is counted as a planet.

B. Pluto is so far away from Earth that the NASA New Horizons spacecraft took almost 10 years to get very close to it.

C. Eris is about the same size as Pluto, and like Pluto, it is part of a ring of objects that circle the outer edge of the solar system.

D. Scientists come up with rules for what is counted as a planet and what is not.

6. Read these sentences from the text.

A new category was created: dwarf planet. The official list of planets in the solar system went from nine to eight, and Pluto and Eris became members of the dwarf planet club. So long for Planet Pluto-but at least it no longer has to be the littlest guy in the club. In fact, Pluto is one of the bigger dwarf planets! Maybe Pluto doesn't have it so bad after all.

What does the author mean by stating, "Maybe Pluto doesn't have it so bad after all"?

A. Even though Pluto is no longer counted as a planet, it is in a new group called dwarf planets.

B. Even though Pluto is no longer counted as a planet, it is one of the bigger dwarf planets.

C. Even though Pluto is no longer counted as a planet, it is still part of the ring of objects that circle the outer edge of the solar system.

D. Even though Pluto is now counted as a dwarf planet, it isn't alone as other space objects are counted as dwarf planets.

7. Choose the answer that best completes the sentence.

After scientists made new rules for what is counted as a planet, Pluto was no longer considered a planet. _____, the official list of planets in the solar system went from nine to eight.

A. Therefore

- B. Although
- C. On the other hand
- D. Especially

8. According to the text, what were students taught about Pluto until 2006?

9. What decisions did scientists have to make after Eris was discovered?

10. Explain what made scientists decide to no longer count Pluto as a planet. Support your answer with evidence from the text.

ReadWorks.org © 2020 ReadWorks®, Inc. All rights reserved.
Pluto: The Planet That Wasn't - Comprehension Questions

Miss Kraft is Daft

Directions: Answer the following questions for each chapter by writing the answers on a piece of paper or telling a family member the answers.

Chapter 1 - All about Snot:

1. What is the first rule of being a kid?
2. Write or tell someone the characters in this chapter

Chapter 2 - No more Mister nice guy:

1. What does BOGS stand for?
2. Is the story being told in first person, second person, or 3 person point of view?

Chapter 3 - Mr. Granite is Dying:

1. Why did the students think that Mr. Granite was dying?

Chapter 4 - It takes brains to be a sub:

1. Do you think clowns are weird? Explain why or why not.
2. Are the characters in this book some of the same characters from the Bunny Double We're in Trouble book that we read?