

Week of May 11-15

Below is an OPTIONAL weekly schedule for students and families to utilize during Home Learning. The schedule is to help with accessing resources, links, and activities; these can be completed at any time. All students are encouraged to engage in the review activities below. These activities align with PWCS's vision of (60 for Elem. and 90 for MS) minutes per content area, per week. Students are encouraged to utilize this time to review and remediate objectives from the beginning of the year that they would like to improve on.

Please reach out to the teacher with any questions.

Time	Objective	Updates/Directions	Ideas/Activities/Links
Before 9:00am		Time to get up! Have a good breakfast and out of PJs!	
9:00am -10:00am	Physical Education: — Time to get up and moving!	Morning Physical Activity — Check out Mrs. Valdes' PE activities on her website linked to the right.	Ms. Valdes PE Activities *Get Moving w/YouTube Options Family Cardio Cosmic Kids Yoga *Home Ideas w/o COMPUTER: — Take a Walk — Dance Party to your favorite music — Stretch/Push-Ups/Sit-Ups
10:00-10:30 am *12-15 minutes a day per subject area for a total of 60 mins per week.	Math Objectives: —	Academic Time: Math: — — Check Study Island for additional practice. — Math Support: Mrs. Guerra's Page	Math: Quizzz: Use code (862727) Or click the link below. quizizz.com/join?gc=862727 Ideas without a computer:

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			<p>M— Jon had 10 bags of candy. He gave $8\frac{1}{2}$ bags to his little brother. How many bags did he have left?</p> <p>T—Trevor drew an alligator that measured $5\frac{1}{4}$ inches long. Marcos drew a crocodile that measured $6\frac{3}{8}$ inches long. How long were the two drawings together?</p> <p>W— Lia ran $\frac{3}{4}$ miles each day for 8 days. Draw a model of what that might look like.</p> <p>TH— How many miles did Lia run in all? (Refer to Wednesday's question)</p> <p>F—Solve $6\frac{3}{8} - 4\frac{1}{4}$</p>
	<p>Reading Objectives:</p> <p>5.4c Use knowledge of roots, affixes, synonyms, antonyms, and homophones to determine the meaning of new words.</p> <p>—</p>	<p>Reading:</p> <p>— The MOST important activity is actually reading a book or article.</p> <p>— Reading Support: Need extra support in Reading? Visit Ms. Greer's Webpage</p> <p>— ESOL Support: Updates and activities on Mrs. Koenig's Webpage</p>	<p>Reading:</p> <p>Focus for the Week: Word Analysis</p> <p>M- Synonyms</p> <p>T- Antonyms</p> <p>W- Homophones</p> <p>Th- Analogies</p> <p>F- More Multiple Meaning Words</p> <p>Ideas without a computer:</p> <p>Do a word scavenger hunt in the book you are reading. Circle synonyms, underline antonyms, box homophones.</p>
<p>11:00am -12:00pm</p>		<p>Creative Time:</p> <p>Music Activity-</p> <p>— Mr. Post has posted activities for students to complete throughout the week.</p>	<p>Mr. Post's Music Activities</p>

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		<p>Art Activity- — Complete a Dr. Nicholson Art Challenge found on her webpage!</p> <p>Extension (GIFTED) Activity — Look for a project or a puzzle? Check out Ms. Geyer's gifted page, open to ALL students!</p> <p>Makerspace Challenges — Ms. Banks' has provided some MakerSpace Challenges to get your creativity rolling! You might see an integrated project at some point, keep a lookout!</p>	<p>Dr. Nicholson Art Activities</p> <p>Ms. Geyer's Gifted Activities</p> <p>Makerspace Activities</p> <p>Ideas without a COMPUTER”</p> <p>— Play Music</p> <p>— Cook/Bake</p>
12:00-12:20 pm		Lunch	Enjoy Lunch Doodles with Mo Willems: Mo Willems Lunch Doodles
12:30-1:00pm		Chores around the house!	
1:00-2:30pm		<p>Quiet Time:</p> <p>— Read 20 minutes Link to Library Page for books</p> <p>— Complete daily writing prompts (12-15 mins). These can be done on paper, in a notebook, or shared through Seesaw by taking a photo or recording. Feel free to add a drawing or photos to your writing!</p> <p>Guidance Lesson</p> <p>Ms. Carmack's Webpage</p>	<p>May Writing Calendar</p> <p>Calm Activities:</p> <p>Live Animal Cameras</p> <p>Porter Chicks!</p>

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<p>2:30-3:00pm</p> <p>*12-15 minutes a day per subject area for a total of 60 mins per week.</p>	<p>Science Objectives:</p> <p>— The student will investigate and understand how the Earth's surface is constantly changing. Key concepts include</p> <p>b) Earth history and fossil evidence;</p> <p>e) plate tectonics (earthquakes and volcanoes);</p> <p>f) weathering and erosion</p> <p>f) human impact</p>	<p>Academic Time:</p> <p>Science:</p> <p>— Check Study Island for additional practice</p>	<p>M— Fossil Review Fossil StudyJam! Slide Show + Quiz Fossil Rock Anthem</p> <p>T— Plate Tectonic Review Read and Explore Plate Tectonics BONUS* Volcano Quiz</p> <p>W— Weathering and Erosion Weathering and Erosion StudyJam! Erosion Activity</p> <p>TH and F— Webquest Human Impact on Earth Webquest --Follow the tabs on the left side (working from Welcome to the Conclusion) of the page to complete the web quest to explore the BP oil spill and how we could fix our mess!.</p>
	<p>Social Studies Objectives:</p> <p>— NAG 5.1 The student will use maps, globes, photographs, charts, graphs and tables to:</p> <p>b. understand information on a map, including legends, scale, and compass rose.</p> <p>c. position and label the seven continents and five oceans to create a world map;</p> <p>d. use the equator and</p>	<p>Social Studies</p> <p>—</p>	<p>Map Skills</p> <p>M— Vocabulary Review Map Skills Quizlet</p> <p>T— Hemisphere Review Hemespheres, Equator, Prime Meridian</p> <p>W— Continents and Oceans Continents and Oceans Game</p> <p>TH— Latitude and Longitude Lat. and Long. Review Game</p> <p>F— Map Skill Review Stolen Liberty Bell Help!</p>

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	prime meridian to identify the hemispheres; e. use parallels of latitude and meridians of longitude to locate specific places;		
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