



Lamar-Milledge Elementary School

510 Eve Street
Augusta, GA 30904

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Dear Parents,

Unfortunately, we are in a position where we must suspend school until further notice. During this time, all students are expected to continue learning and demonstrating mastery of their specific core content. Attached you will find content and course specific Reading and Math assignments for students to complete over the duration of the suspended school time. Please understand that these assignments should be returned upon the first day of return to school for students. These assignments will serve as the graded assignments students would have received, provided school not being suspended. Your child may complete his or her assignments at their own pace. All assignments will be graded by teachers. Below is a list of the assignments to be completed upon returning to school. If for some reason you do not see a packet in your students book bag, please know the packets will be uploaded on teacher websites as well. Students may complete assignments on notebook paper and return that to school when they return.

- Reading Assignments
- Math Assignments
- If your child has access to a technology, we would like for students to complete
 - 1- i-Ready Reading lesson daily and
 - 1-i-Ready Math lesson daily.

In addition, the district has prepared supplemental lessons for all students. These resources can be found at rcboe.org/distancelearning.

Teachers will be available for support during the regular school hours of 7am-3:00pm. Please see teacher websites for preferred modes of communication (email, dojo, class tag, etc), and any questions concerning assignments and grading. Please be sure to attend to the district website and local news for updates concerning the reopening of school. In addition, communication will be provided via Robo calls as well from Lamar-Milledge Elementary. We appreciate your support and cooperation during this time.

Sincerely,
LMES Faculty & Staff

"Where lions learn and lead!"

HOME OF THE LIONS



Lesson 18

Finding Information from Multiple Sources



Learning Target



Knowing how to get information from many sources can help you answer questions, solve problems, and gather information quickly.

- **Read** When looking for information or the answer to a question, you must often read several **sources**. Sometimes you can find that information in a **print source** such as a book or magazine. Other times you can find the information in a **digital source** such as a website.

Use text features such as tables of contents, website menus, headings, picture captions, and keywords to help you locate information quickly and efficiently.

In the cartoon below, a family wants to get to a theme park. Circle the sources of information they are using to get there.



- **Think** Consider what you know about print and digital sources. You can use a chart to keep track of the information you find in multiple sources.

Complete the chart below to describe the information they probably got from each of the four sources.

Sign	Map	Computer	Smartphone
Shows that either road leads to the theme park			

- **Talk** Share your chart with a partner.
- Which sources in the cartoon are print sources?
 - Which sources are digital sources?
 - How will using multiple sources help the family decide which road to take to the theme park?



Academic Talk

Use these words and phrases to talk about the text.

• digital source

• print source

• source

Watch Your Body Language

by Mario Ehlers

People don't always tell you what they're thinking, but body language often tells us quite a lot. For example, if a person were to drum her fingers, she is probably impatient. If a person shreds a paper cup while he is talking, he might be nervous. Even a person's eyes can give you information about what's going on in his or her mind. Be observant and you might find out a lot about your classmates!



bored



nervous



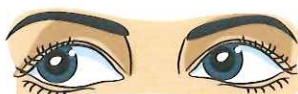
angry

It's in the Eyes

Body language isn't just how we stand, sit, or move our bodies. You can find out so much information from facial expressions—especially the eyes. If someone blinks a lot, he might be very nervous. If someone's eyes dart to their right, it's possible that they're lying. Such eye-catching movements can tell you a lot about what someone might be thinking or feeling at a given moment.



guessing



remembering truth



lying

Close Reader Habits

When you reread these sources, **underline** the main idea of each one. Then **circle** an idea that appears in *both* sources.

Explore

How does reading two sources give you a deeper understanding of body language than if you had read just one source?



Look for similar information in both sources. This is a clue the information is important.

Think

- 1 Complete the chart below with information from each source.

"Watch Your Body Language"	"It's in the Eyes"
Drumming fingers could show impatience.	

Talk

- 2 What important ideas are found in "Watch Your Body Language" and "It's in the Eyes"? If necessary, revise your charts to add more information.

HINT Always study pictures and captions. They can provide as much useful information as the text itself.

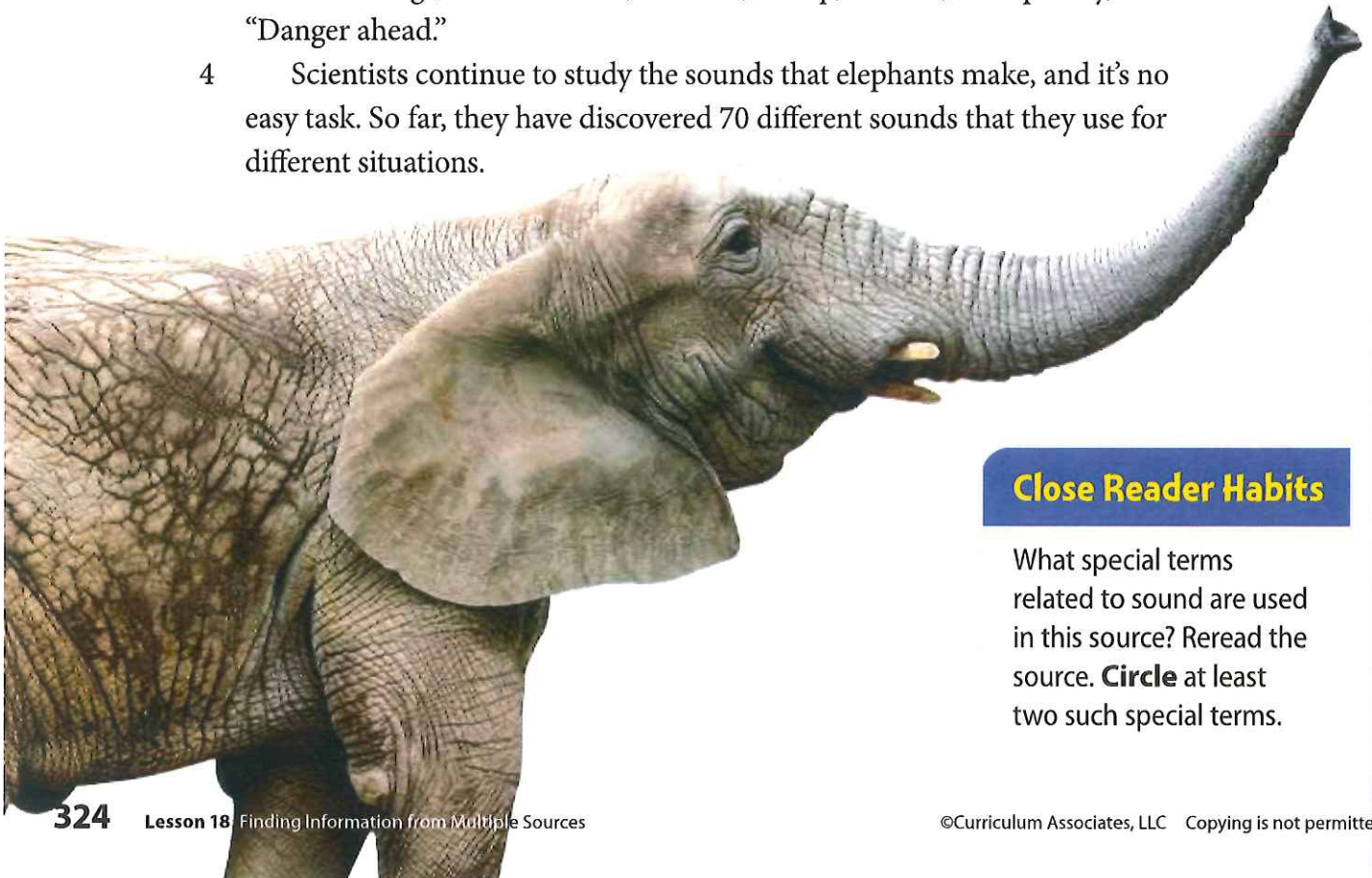
Write

- 3 **Short Response** The topic of each source is body language. But what specific idea appears in **both** sources? Use details from both sources to support your response. Use the space provided on page 328 to write your answer.

Incredible Animal Ears

by Ari Griffen

- 1 Elephants storm across a hot, African desert toward a source of water. Suddenly, they stop. Their ears open up wide and appear to hear distinct sounds, and yet humans observing the scene nearby hear nothing. What is happening? Actually, the elephants are hearing a sound, but it has a pitch so low that humans can't detect it. We call this low pitch infrasound.
- 2 Scientists first discovered this sound by using a machine called a spectrograph. This machine recorded the sounds and charted them so scientists could study them along with the elephants' behaviors. These scientists concluded that the low sounds were actually warning sounds from another herd.
- 3 The deepest rumbling sounds measure between 1 and 20 hertz, way below the sounds that human ears can detect. These infrasonic calls can mean different things, such as "Hello, I'm here," "Help, I'm lost," "Keep away," or "Danger ahead."
- 4 Scientists continue to study the sounds that elephants make, and it's no easy task. So far, they have discovered 70 different sounds that they use for different situations.



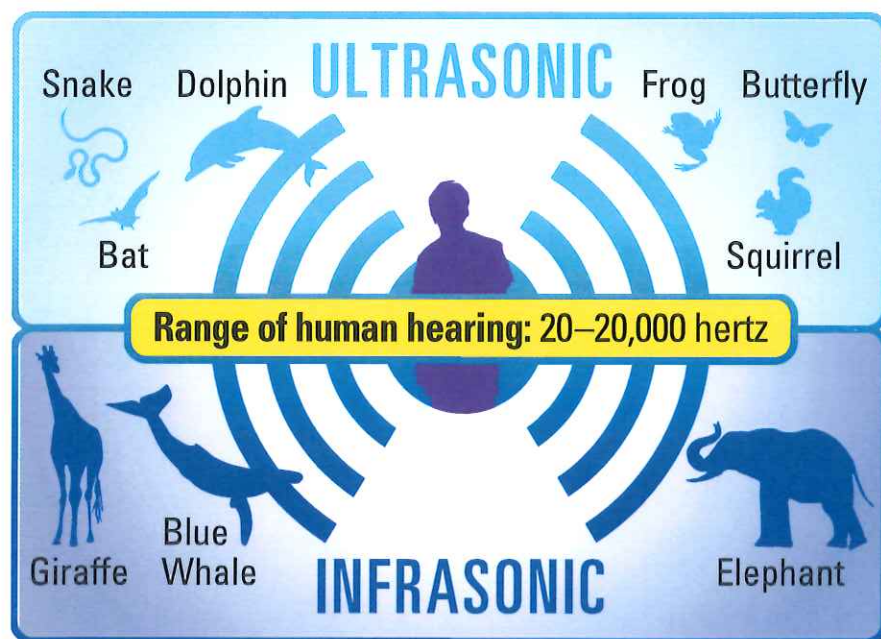
Close Reader Habits

What special terms related to sound are used in this source? Reread the source. **Circle** at least two such special terms.

Animal Sounds


by Philipe Gelinas

- 1 Bees dance or emit smells to communicate with one another. Electric eels use electricity to communicate with one another. Horses rub noses, and giraffes press their necks together. Yet, one of the most important ways animals communicate is by sound.
- 2 Sound travels in waves, and its pitch, or frequency, is measured in a unit that scientists call *hertz*. The lowest frequency a person can hear is 20 hertz (20 cycles per second). The highest frequency we can hear is 20,000 hertz.
- 3 Some animals have incredible hearing. Elephants can communicate with other elephants up to ten miles away using a very low infrasound that the human ear cannot hear. Giraffes can pick up sounds less than 20 hertz. Some whales can hear sounds as low as 10 hertz.
- 4 Other types of whales, such as dolphins, mainly use high-pitched sounds. Most of these sounds are also out of the range of the human ear. We call these sounds *ultrasound*. Rats giggle at the ultrasound levels, and squirrels warn one another of danger by making high-pitched noises. And imagine this: bats can hear sounds that can measure as high as 100,000 hertz!



Close Reader Habits

The first source introduces the idea of “hertz.” How does the second source help you understand that idea? Reread both sources. **Underline** sentences in both sources and **circle** details in the diagram that explain “hertz” to the reader.

 **Think** Use what you learned from reading the sources to answer the following questions.



1 This question has two parts. Answer Part A. Then answer Part B.

Part A

What conclusion can you base on evidence found in **both** sources?

- A** All animals can use ultrasound and infrasound to communicate.
- B** Some animals use sounds to tell each other about possible threats.
- C** Scientists continue to discover new ways that animals communicate.
- D** Body language is as important to elephant communication as sound is.

When you read different sources on the same topic, look for information in one source that clarifies what you read in the others.

Part B

Choose **one** detail from **each** source to support the answer in Part A.

- A** "Their ears open up wide and appear to hear distinct sounds, and yet the humans observing the scene nearby hear nothing." ("Incredible Animal Ears")
- B** "These scientists concluded that the low sounds were actually warning sounds from another herd." ("Incredible Animal Ears")
- C** "So far, they have discovered 70 different sounds that they use for different situations." ("Incredible Animal Ears")
- D** "Sound travels in waves, and its pitch, or frequency, is measured in a unit that scientists call hertz." ("Animal Sounds")
- E** "Elephants can communicate with other elephants up to ten miles away using a very low infrasound that the human ear cannot hear." ("Animal Sounds")
- F** "Rats giggle at the ultrasound levels, and squirrels warn one another of danger by making high-pitched noises." ("Animal Sounds")

- 2** This question has two parts. Answer Part A. Then answer Part B.

Part A

What main idea do **both** sources share?

- A** Humans can hear sounds that are between 20 and 20,000 hertz.
- B** Animals communicate with each other using sounds, many of which people cannot hear.
- C** Some animals communicate with high-pitched sounds called ultrasound; other animals use low-pitched sounds.
- D** Elephants use different sounds for different situations, such as signaling their location or a need for help.

Part B

Choose **one** detail from **each** source to support the answer in Part A.

- A** "Actually, the elephants are hearing a sound, but it has a pitch so low that humans can't detect it." ("Incredible Animal Ears")
- B** "Scientists continue to study the sounds that elephants make, and it's no easy task." ("Incredible Animal Ears")
- C** "So far, they have discovered 70 different sounds that they use for different situations." ("Incredible Animal Ears")
- D** "Bees dance or emit smells to communicate with one another." ("Animal Sounds")
- E** "Yet, one of the most important ways animals communicate is by sound." ("Animal Sounds")
- F** "The lowest frequency a person can hear is 20 hertz (20 cycles per second)." ("Animal Sounds")

Talk

- 3** Look for details in both sources that describe what "hertz" is. Use the chart on page 329 to collect evidence from the sources.

Write

- 4** **Short Response** Explain how the description of "hertz" in "Animal Sounds" develops an idea introduced in "Incredible Animal Ears." Include details from each source to support your response. Use the space provided on page 329 to write your answer.

HINT Some sources only briefly describe an idea. Other sources can describe the idea in much more depth.



Write Use the space below to write your answer to the question on page 323.

Watch Your Body Language

It's in the Eyes

- 3 Short Response** The topic of each source is body language. But what specific idea appears in **both** sources? Use details from both sources to support your response.



Don't forget to check your writing.

Check Your Writing

- ☐ Did you read the prompt carefully?
- ☐ Did you put the prompt in your own words?
- ☐ Did you use the best evidence from the text to support your ideas?
- ☐ Are your ideas clearly organized?
- ☐ Did you write in clear and complete sentences?
- ☐ Did you check your spelling and punctuation?

Incredible Animal Ears

Animal Sounds

3 Use the chart below to organize your ideas.

Information About the Concept of "Hertz"

"Incredible Animal Ears"	"Animal Sounds"



Write Use the space below to write your answer to the question on page 327.

4 Short Response Explain how the description of "hertz" in "Animal Sounds" develops an idea introduced in "Incredible Animal Ears." Include details from each source to support your response.

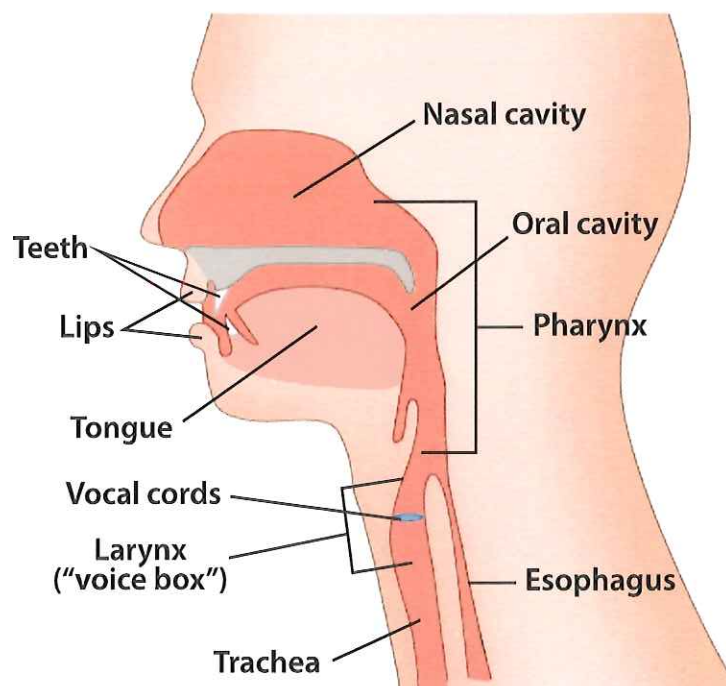
WORDS TO KNOW

As you read, look inside, around, and beyond these words to figure out what they mean.

- **release**
- **vibrate**

HOW WE SPEAK

- 1 Speaking is possible because we have special parts in our bodies: lungs, throat, voice box, tongue, and lips. When we speak, we release air from our lungs. If we are going to speak a long sentence, our brains tell our bodies to push out a long puff of air. If we are speaking only a word or two, the puff will be smaller. This puff of air goes from the lungs through the larynx, which is made up of cartilage and muscle. The larynx, often called the voice box, contains vocal cords that stretch across the opening. When the air passes through the vocal cords, they vibrate, or move back and forth quickly, and make a sound.



What Are **Vocal Cords**?

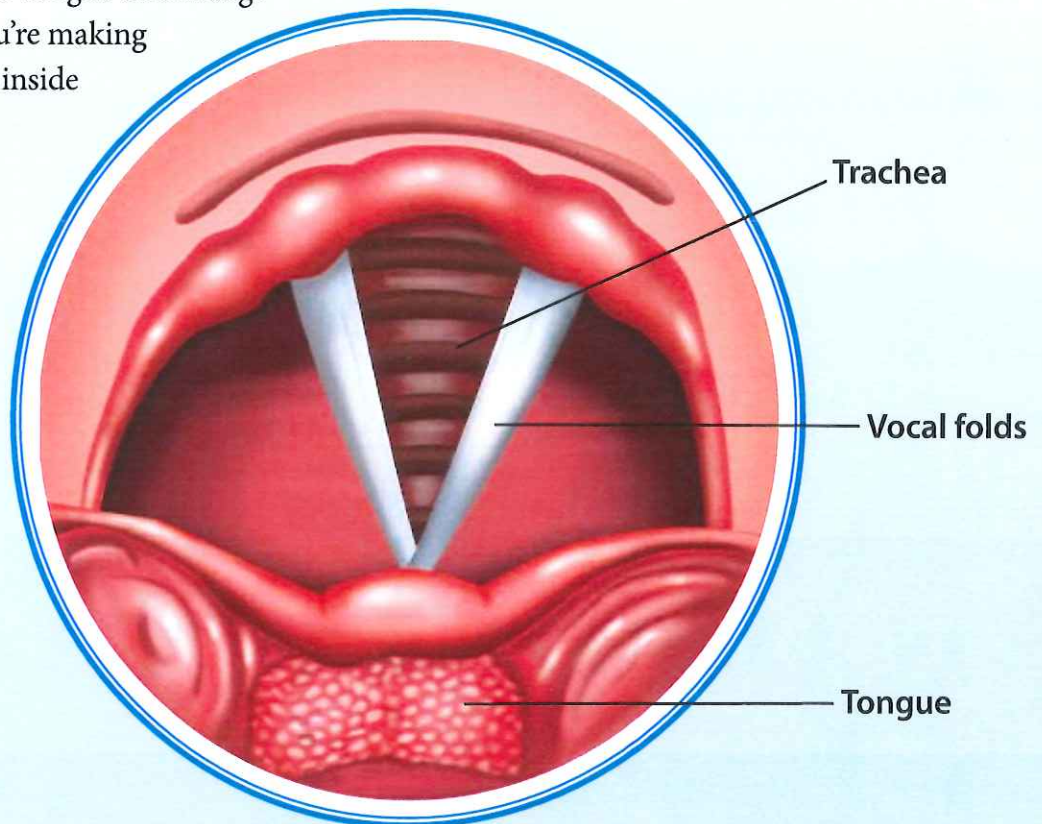
by Hong Cao

WORDS TO KNOW

As you read, look inside, around, and beyond these words to figure out what they mean.

- **concert**
- **automatically**

- 1 If you think that vocal cords are like strings on a guitar, you'd be wrong. Actually, vocal cords are vocal folds, or many layers of tissue that vibrate in your larynx. You can still use the term *vocal cords*, however, as both terms mean the same thing. The vocal cords have a V-shape.
- 2 How do we use the vocal cords? To make a high sound, we tighten the vocal cords. To make a low sound, we relax the cords. And most people do all this without even thinking!
- 3 So now the sound is coming through the vocal cords, but the sound isn't a word yet. What happens next is that we use our throat, tongue, mouth, and lips to shape the sound into vowels and consonants.
- 4 For example, say a word like *football* or *window*. Notice how you open your mouth and move it around when you change vowels and consonants. Notice how you move your tongue and change its shape as you speak. You're making a fancy concert of sounds inside your mouth!
- 5 Speaking seems like the most natural thing in the world, and when we do speak, we rarely, if ever, think about how we create words and sentences. Even so, we aren't born knowing how to make words automatically.



Dogs and Birds: MAKING NOISE

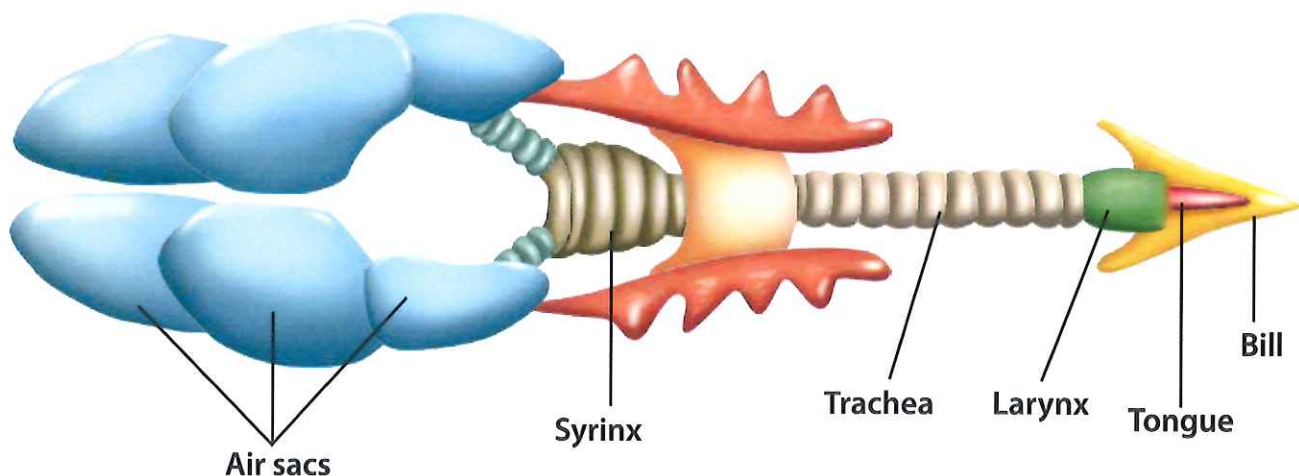
by Anatoly Kuznets


WORDS TO KNOW

As you read, look inside, around, and beyond these words to figure out what they mean.

- **variety**
- **anatomy**
- **imitate**

- 1 Animals can make a variety of sounds—from the loud barking of a dog to the sweet song of a bird. How do animals make these sounds?
- 2 A dog can make quite a few sounds, from whines to loud barking sounds. Scientists say that the dog has vocal cords much like a human's inside its thorax, or chest. So why can't a dog speak? The big difference is in the dog's anatomy, or the structure of its body. A dog's mouth is not as flexible as a human's. A dog can't move its mouth to make it smaller or roll its tongue in different positions. So after the air passes through the vocal cords, the dog can't change the sound very much.
- 3 Birds, on the other hand, can make a wide variety of sounds. Some birds, like parrots, can even imitate human speech. Singing birds have a larynx, but they don't have vocal cords. Instead, a singing bird uses its syrinx to make sounds. The syrinx is in the throat and is made up of membranes (like thin pieces of skin) that form the sounds when air passes through them. Birds can vary the sounds by squeezing or loosening the tension of the muscles in the syrinx. They move their esophagus, windpipe, pharynx, and mouth to vary the sounds. Like humans, birds have to learn how to make these sounds. Some birds, like vultures and some storks, don't have a syrinx. So you'll never hear these birds singing a note!

SOME OF A BIRD'S SOUND-MAKING STRUCTURES

 **Think** Use what you learned from reading the sources to answer the following questions.

- 1** This question has two parts. First, answer Part A. Then answer Part B.

Part A

What idea do “How We Speak” and “What Are Vocal Cords?” share?

- A** Several parts of our bodies work together to let us speak.
- B** We can make sounds because we have vocal folds.
- C** Your mouth and tongue help you form vowels.
- D** Air travels from the lungs to the voice box.

Part B

Choose **one** detail from **each** source to support the answer in Part A.

- A** “Speaking is possible because we have special parts in our bodies: lungs, throat, voice box, tongue, and lips.” (“How We Speak”)
- B** “When we speak, we release air from our lungs.” (“How We Speak”)
- C** “The larynx, often called the voice box, contains vocal cords that stretch across the opening.” (“How We Speak”)
- D** “Actually, vocal cords are vocal folds, or many layers of tissue that vibrate in your larynx.” (“What Are Vocal Cords?”)
- E** “To make a high sound, we tighten the vocal cords.” (“What Are Vocal Cords?”)
- F** “What happens next is that we use our throat, tongue, mouth, and lips to shape the sound into vowels and consonants.” (“What Are Vocal Cords?”)

- 2** Circle the word in the paragraph below that means “capable of bending easily without breaking.”

So why can't a dog speak? The big difference is in the dog's anatomy, or the structure of its body. A dog's mouth is not as flexible as a human's. A dog can't move its mouth to make it smaller or roll its tongue in different positions. So after the air passes through the vocal cords, the dog can't change the sound very much.

- 3** What information in “What Are Vocal Cords?” helps the reader understand why dogs can’t speak, as stated in “Dogs and Birds: Making Noise”?
- A** People can make higher sounds by tightening the vocal cords and lower sounds by relaxing the cords.
 - B** Even though we don’t often think about how we say words and sentences, we don’t learn to speak automatically.
 - C** People move their mouths to form words from the sounds made by the vocal cords.
 - D** The vocal cords of humans are not like the strings on a guitar because they have a V-shape.



Write

Using information from all three sources, explain how humans and animals make sounds. What similarities and differences are pointed out in the three sources? Reread each source and underline details that will help you explain how humans and animals make sounds. Then complete numbers 4 and 5.

- 4 Plan Your Response** Use a three-column chart to make notes about the specific information in each source. You will use these notes to provide examples for the points in your essay.
- 5 Write an Extended Response** Using evidence from the sources and information from your chart, explain how people and animals make sounds.



Learning Target

In this lesson, you used several sources to find information and answer questions. Explain how using multiple print and digital sources will help you find complete and accurate information.

WRITING TASK

There are many qualities that contribute to a positive school community.

Think about the ideas in BOTH passages, and then write an **informational essay** in your own words detailing the similarities and differences in how the schools are described in each passage.

Be sure to use information from BOTH passages in your **informational essay**.

Writer's Checklist

Be sure to:

- Introduce the topic clearly, provide a focus, and organize information in a way that makes sense.
- Use information from the two passages so that your essay includes important details.
- Develop the topic with facts, definitions, details, quotations, or other information and examples related to the topic.
- Identify the passages by title or number when using details or facts directly from the passages.
- Develop your ideas clearly and use your own words, except when quoting directly from the passages.
- Use linking words and phrases to connect ideas.
- Clarify the relationships among ideas and concepts.
- Use clear language and vocabulary.
- Provide a conclusion that supports the information presented.
- Check your work for correct usage, grammar, spelling, capitalization, and punctuation.

Now write your informational essay on your answer document. Refer to the Writer's Checklist as you write and proofread your essay.

The Center

The Student Greeting Committee welcomes you to Centerville!

Our Centerville School is proud to be located in the heart of Centerville. Students and teachers fondly call the school C-School, or just The Center. Because we are in the center of town, we do our best to make sure the school stands out as clean, fun, and friendly. In fact, one of our biggest after-school clubs is the School Cleanup Crew. This “crew” keeps the school clean and welcoming, inside and out.

Sports are popular here. It is hard to choose from all that is offered, but the most popular sport is basketball. It’s also fun to play or watch the basketball games, especially when we play Grant School. They are our biggest “enemy” on the court. Though we say we are enemies, really it is just for fun.

Our school mascot is a great white shark named Jaws. He comes out to every event to cheer on the school. Kids love trying out to be the mascot. There are tryouts at the beginning of each semester. Lots of students hope for the opportunity to wear the Jaws costume at school events.

The cafeteria at The Center has a good selection. Every day, students can select from two different meals. Generally, the meal listed first on the menu board is the most popular. The second meal listed is usually something that most kids would not eat. Every other Friday, we have pizza day. Every student loves this day. Pizza and salad are brought in from a local pizzeria, and the cafeteria turns into a pizza party.

The school is pretty crowded, so at recess and on the way to lunch, it can be crazy in the hallways. It is best to plan ahead so that you can just go with the flow of traffic rather than having to go against the stream of students.

We know you will enjoy being a student at Centerville School. It won’t take long for you to feel like you are part of The Center.

School Pride Day

School Pride Day is coming up, and our school has a lot to be proud of. From sports to music, we have it all. Come help us celebrate all the things we do best.

For starters, our school chess team took the top prize at this year's Champion Chess Tournament. Not only did our chess team come in first place, but the team members also won the prize for being good sports. The judges thought our school chess team was smart on the chessboard and kind on the sidelines. Way to go, chess team!

Both our orchestra and our band have something to celebrate. The orchestra was asked to play at the City Festival, and the mayor herself introduced the orchestra. Also, the school band is competing in a music competition at the end of the month. Congratulations to the orchestra and good luck to the band!

We all know that sports are a big part of our school. You can see that on game days when the students are all wearing their school T-shirts and jerseys in support of the teams. Even the teachers show their support by wearing their sweatshirts and school scarves.

Congratulations to the volleyball and basketball teams for having their best seasons yet. And congratulations to all teams on the field and court for making our school proud.

When it comes to community support, we couldn't be prouder. Our last school garage sale, held in our school parking lot, raised hundreds of dollars for the local food pantries. Thanks to the school families for giving the school so many wonderful things that we were able to help many community families in need.

New additions to the school are the mini-libraries at both entrances to the school. With the help of a local business, we built two mailbox-style libraries that hold books for children and adults alike. These books are available for anyone to take; just help yourself.

Show your school spirit and come out to celebrate School Pride Day with us. Learn about clubs and events that you can get involved in. Congratulate your peers and get involved!

Decimal Subtraction—Repeated Reasoning

Name: _____

Find place value patterns.

Set A

1 $1 - 0.01 =$ _____

2 $1 - 0.02 =$ _____

3 $2 - 1.01 =$ _____

4 $2 - 1.02 =$ _____

5 $3 - 2.01 =$ _____

6 $3 - 2.02 =$ _____

7 $11 - 10.01 =$ _____

8 $11 - 10.02 =$ _____

9 $12 - 11.01 =$ _____

10 $12 - 11.02 =$ _____

11 $13 - 12.01 =$ _____

12 $13 - 12.02 =$ _____

Set B

1
$$\begin{array}{r} 1.1 \\ - 1.01 \\ \hline \end{array}$$

2
$$\begin{array}{r} 51.1 \\ - 1.01 \\ \hline \end{array}$$

3
$$\begin{array}{r} 101.1 \\ - 1.01 \\ \hline \end{array}$$

4
$$\begin{array}{r} 2.1 \\ - 1.01 \\ \hline \end{array}$$

5
$$\begin{array}{r} 52.1 \\ - 1.01 \\ \hline \end{array}$$

6
$$\begin{array}{r} 102.1 \\ - 1.01 \\ \hline \end{array}$$

7
$$\begin{array}{r} 3.1 \\ - 1.01 \\ \hline \end{array}$$

8
$$\begin{array}{r} 53.1 \\ - 1.01 \\ \hline \end{array}$$

9
$$\begin{array}{r} 103.1 \\ - 1.01 \\ \hline \end{array}$$

Describe a pattern you see in one of the sets of problems above.



Multi-Digit Division—Skills Practice

Name: _____

Divide 3-, 4-, and 5-digit dividends.

Form B

1

$$74 \overline{)592}$$

2

$$30 \overline{)2,580}$$

3

$$56 \overline{)5,936}$$

4

$$16 \overline{)768}$$

5

$$33 \overline{)825}$$

6

$$60 \overline{)840}$$

7

$$88 \overline{)4,488}$$

8

$$12 \overline{)7,872}$$

9

$$42 \overline{)59,010}$$

10

$$15 \overline{)10,125}$$

11

$$62 \overline{)21,452}$$

12

$$20 \overline{)93,560}$$



Fraction Multiplication—Skills Practice

Name: _____

Multiply fractions by fractions.

Form A

1 $\frac{3}{4} \times \frac{1}{4} =$ _____

2 $\frac{1}{5} \times \frac{1}{2} =$ _____

3 $\frac{2}{3} \times \frac{2}{5} =$ _____

4 $\frac{5}{12} \times \frac{1}{2} =$ _____

5 $\frac{3}{4} \times \frac{3}{8} =$ _____

6 $\frac{4}{5} \times \frac{5}{6} =$ _____

7 $\frac{7}{10} \times \frac{7}{10} =$ _____

8 $\frac{2}{3} \times \frac{2}{3} =$ _____

9 $\frac{9}{10} \times \frac{1}{2} =$ _____

10 $\frac{1}{3} \times \frac{1}{6} =$ _____

11 $\frac{5}{8} \times \frac{8}{5} =$ _____

12 $\frac{3}{10} \times \frac{3}{5} =$ _____

13 $\frac{3}{8} \times \frac{5}{8} =$ _____

14 $\frac{2}{5} \times \frac{4}{3} =$ _____

15 $\frac{1}{4} \times \frac{4}{1} =$ _____

16 $\frac{9}{10} \times \frac{3}{4} =$ _____

17 $\frac{1}{3} \times \frac{7}{10} =$ _____

18 $\frac{7}{8} \times \frac{2}{3} =$ _____



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Physical Education Distance Learning Choice Board

<ul style="list-style-type: none"> • 30 jumping jacks • 5-10 push ups • High Knees for 1 minute • 15 sit ups 	<p>Guided Dance "Believer"</p> <p>https://app.gonoodle.com/activities/believer?s=Disco-ver&t=W03/16/20-FP-4GA-All%20Grades&sid=1732&x=4&y=3&mft=simple%20row</p>	<p>Play musical chairs with your family.</p>	<p>Find a food from the Dairy food group and point it out to a family member.</p>
<ul style="list-style-type: none"> • 30 jumping jacks • 5-10 push ups • High Knees for 1 minute • 15 sit ups 	<p>Maximo Guided Dance "Electric Slide"</p> <p>https://app.gonoodle.com/activities/electric-slide?s=Channel&t=Maximo&sid=12&cs=maximo</p> <p>Fresh Start Fitness "Geocentric" Workout</p> <p>https://app.gonoodle.com/activities/geocentric?s=Channel&t=Fresh%20Start%20Fitness&sid=16&cs=fresh-start-fitness</p>	<p>Play red light/green light with friends or family.</p>	<p>Find a food from the Vegetable food group and show it to a family member.</p>
<ul style="list-style-type: none"> • 30 jumping jacks • 5-10 push ups • High Knees for 1 minute • 15 sit ups 	<p>Pop See Ko 2 Dance</p> <p>https://app.gonoodle.com/activities/pop-see-ko-2-dot-0?s=Channel&t=Koo%20Koo%20Kanga%20Roo&sid=9&cs=koo-koo-kanga-roo</p>	<p>Play rock, paper, scissors with someone. Loser of the game has to do 5 jumping jacks or run a lap around the house. Play for 10 minutes.</p>	<p>Find a food from the Protein food group and show it to a family member.</p>

"Where lions learn and lead"

HOME OF THE LIONS

LMES Distance Learning Social Science Choice Board

3

Divide a sheet of paper into 3 equal sections. List 3-5 facts about each branch of government.

Have a discussion with your parent or a family member about the importance of obeying laws. Make a list of house rules you must obey.

Complete as many of these Heat Stations with a family member. Then answer the questions below. Station 3: Sunlight:

Station 1: Friction:

Students should put a drop of lotion in their hands and make observations about the feel of their hands. Then students should rub their hands together for 30 seconds. Observations should be made about the feel of students' hands again.

Station 2: Burning (Electricity):

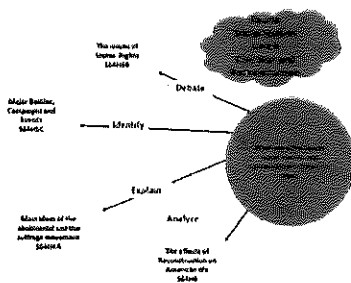
Students should be provided with a hair dryer. Before starting, students should observe and describe how the air around the nozzle of the hair dryer feels. Students should then turn the hair dryer on for 30 seconds, and then observe and describe how the air around the nozzle of the hair dryer changed in feeling.

Students are given a piece of chocolate to be placed in direct sunlight. Before beginning, students should predict with pictures, words, and prior experiences what they believe will happen to the chocolate piece. Then, students should place their chocolate piece in direct sunlight for 10 minutes (the time may need adjustment based on the time of year and day). Students should then describe and evaluate what took place after the chocolate was left in the direct sunlight. (This station may take

1. How is heat produced by each source?
2. What are the benefits and dangers of heat being produced?
3. How are the heat energy sources alike and different?

4

Answer the question on the concept map below using your text book or research from online. Afterwards, have a debate with a family member arguing on the side of the North who opposed slavery, and people of the south who supported slavery. Be sure to write down and discuss the benefits and negative effects of the Civil War and Slavery.



Divide a sheet of paper into 4 equal sections. Label each section with one of the following words: Cotton Gin, Steamboat, laptop, and Cell phone. Explain how each of these items have impacted business productivity in the United States.

1. Watch this video on Producers, Consumers, and decomposers.
<https://study.com/academy/lesson/producers-consumers-decomposers-in-ecosystems.html>
2. Take notes: Write 5 important facts from the video.
3. Draw a picture to represent how producers, consumers, and decomposers work within the ecosystem. Be sure to label the producer, consumer, and decomposer in your picture.



there is a simple pattern of energy flow through organisms in any ecosystem

5

Divide a sheet of paper into 4 equal sections. Choose 4 of the following people or events & explain their importance during the Civil Rights Movement.

Brown v. Board of Education (1954), Montgomery Bus Boycott, the March on Washington, Civil Rights Act, Voting Rights Act, and civil rights activities of Thurgood Marshall, Lyndon B. Johnson, Cesar Chavez, Rosa Parks, and Martin Luther King, Jr.

Explain how voting rights are protected by the 15th, 19th, 23rd, 24th, and 26th amendments.

15th	define	pic
19th	define	pic
23rd	define	pic
24th	define	pic
26th	define	pic

1. Watch the video on Landforms formed by weathering.
<https://www.youtube.com/watch?v=FN6QX43QB4g>
2. Take notes: Write 5 important facts from the video.
3. Write an informational piece that explains, using scientific evidence, how surface features like deltas, sand dunes, mountains, and or volcanoes are caused by constructive and/or destructive processes (examples could include deposition, weathering, erosion, and impact of organisms).