

**Exploration Learning Board: May 11th- May 15th**

- Students need to complete the following assignments in these subjects (Math, Reading, Writing, and Science/Social) for each day. **Specialist’s assignments are on the bottom of this document.**
- These activities are designed to continue learning within Minnesota state standards.
- Use your “Evidence of Learning Math” and “Evidence of Learning All” google docs. **For each new entry, please add to the TOP of your doc and reshare it with your teacher.**
- **Social Studies** pieces will tie to our Living History project and are for ALL Explorations students.
- Your teacher’s office hours and meeting times are:  
Mr. Bock 9:45 Monday-Friday whole class google meet for a social emotional, start the day and math check in meeting. Office hours 9:00-10:00 and 1:00-1:30, also flexible to connect outside of these times by appointment.  
Mrs. Kovacs 10:00 every day for cheetah group math meeting and 10:30 for the wolf group, 11:00 for homebase. Mandatory Monday per kids naming it, please be at the 11:00 am meeting. Some days are optional or small groups. Watch your email for invites. I will respond to emails all day Long. IF you want to talk to me, send me an email and I’ll invite you to a private google meet.  
Ms. Robinson: 10:00 every day for a math meeting, 11:00 homeroom meetings on Mon, Wed, and Fri. Small group homeroom meetings every Tues and Thurs. I will respond to emails all day. If you want to talk face to face, email me and I will set up a google meet.  
Mrs. Wickland- Monday through Friday google meet student support work sessions at 10:30 and 11:30 posted in All Explorations seesaw class.

	<b>Math</b>	<b>Reading</b>	<b>Writing</b>	<b>Science / Social</b>
<b>M 5/11</b>	<p><b>Bock:</b> Learning Target- I can decompose, add and subtract fractions with like denominators.            Watch adding and subtracting fractions <a href="#">BrainPop</a> video.            Username: lakeaires            Password: bears  <a href="#">ixl.com grade 4</a>            Complete lessons to a <b>smart score of 75</b>.            Lesson 1 Decompose fractions into unit fractions            Lesson 2 Decompose fractions            Lesson 3 Decompose fractions multiple ways            Lesson 4 Add fractions with like denominators using number lines            Lesson 5 Add fractions with like denominators            Lesson 6 Subtract fractions with like denominators using number lines            Lesson 7 Subtract fractions with like denominators</p> <p><b>Robinson:</b> Mandatory meeting today at 10,</p>	<p>This week we are looking into persuasive writing! To start the week, watch this video talking about what persuasive writing is!  <a href="https://www.youtube.com/watch?v=hD9arWXIldM&amp;list=PLTCzXKdxBpDD2Pap27TZUudIHGE5rgwSi&amp;index=2&amp;t=0s">https://www.youtube.com/watch?v=hD9arWXIldM&amp;list=PLTCzXKdxBpDD2Pap27TZUudIHGE5rgwSi&amp;index=2&amp;t=0s</a></p> <p>Does this sound familiar? Where do you read persuasive writing in your life? Have you written a persuasive writing piece before? What are the purposes of this writing? Bring these up in your homeroom meeting this week!</p>	<p>Listen to the recording below, or follow along with the voice muted. This is the book called ‘The True Story of the Three Little Pigs’. Please read or listen along even if you have read this book before!</p> <p><b>IMPORTANT:</b>            While reading, answer the three following questions in your Evidence of Learning ALL Google doc:            1. What is the writer (the wolf) trying to persuade you to believe?            2. What thinking was already in your mind (the reader) that the writer is trying to change?</p>	<p>Living History so ALL Exploration Kids:</p> <p>Today is the day to pick something to do that is Above and Beyond the requirements of this assignment. We are Explorations and we go above and beyond.</p> <p>It could be to create a Wordle;            Create a second artifact;            Draw another illustration;            Make a quiz for people to take after they’ve read your paper;</p>

<p><b>please come!</b> Do the following pages:</p> <ul style="list-style-type: none"> <li>• Pg 328 Evens. Record your answers for #12 and #14 in your google math doc</li> <li>• Pg 329. 17-24. Record your answers for #17, #19, #21, and #24 in your google math doc</li> <li>• Pg 331 ALL. In your math doc, answer the following question- How do you know whether to divide or multiply?</li> </ul> <p><b>ROBINSON HOMEROOM MEETING AT 1:00 TODAY</b></p> <p><b>Kovacs:</b> Please come to today's math meeting! Cheetah Group Meeting <b>10 AM</b> Wolf Group Meeting <b>10:30 AM</b></p> <p>Kovacs HOMEBASE meeting at <b>11:00</b>. Mandatory Monday. Mr. Schmidt is coming to see you!</p> <p><b>Cheetah:</b> Start today by reading page 347. Think about what you know about exponents, prime factorization, order of operations, and other vocabulary on this page.</p> <p>Please be at the math meeting at 10! Come with questions about what you read.</p> <p><b>In your Math Doc, solve and write:</b></p> <ul style="list-style-type: none"> <li>- Page 345- You must share your answers for the even numbered problems.</li> <li>- Page 349- This is reviewing the order of operations, or GEMDAS. In your math Google doc write what GEMDAS stands for and what this means for simplifying problems. Solve the even numbered problems on this page.</li> <li>- Look at your math Google doc. Were there questions you should look at? People to respond to? Share with other people in the Cheetah group and give positive feedback. Please reshare your Doc with me at (<a href="mailto:samantha.kostuch@isd624.org">samantha.kostuch@isd624.org</a>)</li> </ul> <p><b>Wolf:</b> Before our math meeting, start today by reading page 291. Think about what you</p>	<p>In your Evidence of learning ALL Google Doc today, write about something you have read before that is persuasive writing. A book? An advertisement in a magazine? Also share if you have ever written something that would be persuasive writing. What were you trying to convince your reader of?</p> <p>If you have extra time today try to look around your home for any books or literature that are persuasive writing!</p>	<p>3. Where you persuaded? Why or why not? What helped persuade you or what did not convince you?</p> <p>Reading: <a href="#">The True Story of the 3 Little Pigs Part1.webm</a></p> <p><a href="#">The True Story of the 3 Little Pigs Part2.webm</a></p> <p>After you have completed your reading and writing for today, make sure you are sharing it with your homeroom teacher (and Ms. Kostuch if you are in Mrs. Kovacs)</p>	<p>The sky and your creativity is the limit. Do something that will turn your great project into a WOW project and make your audience say, "Wow! This kid really did an amazing job!"</p>
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	<p>know about percentages. Where do you use them?</p> <p>Please be at the math meeting at 10:30! We might even help out Puzzled Penguin!</p> <p><b>In your Math Doc, solve and write:</b></p> <ul style="list-style-type: none"> <li>- Page 291- Complete the questions on this page. You do not have to re-draw the picture to shade portions, unless it helps you. Share your answers on your Google doc.</li> <li>- Page 292- Complete problem #10. Think about the whole bar as 100%.</li> <li>- Page 294- #17-20 Think about the whole rectangle as 100% again.</li> <li>- Look at your math Google doc. Were there questions you should look at? People to respond to? Share with other people in the Cheetah group and give positive feedback. Please reshare your Doc with me at (<a href="mailto:samantha.kostuch@isd624.org">samantha.kostuch@isd624.org</a>)</li> </ul>			
<p><b>T</b> <b>5/12</b></p>	<p><b><u>Bock:</u></b> Learning target- I can add and subtract 3 fractions and fractions with mixed numbers. <a href="http://ixl.com/grade/4">ixl.com grade 4</a> Complete lessons to a <b>smart score of 75</b>. Lesson 8 Add and subtract fractions with like denominators using number lines Lesson 9 Add and subtract fractions with like denominators Lesson 10 Compare sums and differences of fractions with like denominators Lesson 11 Add and subtract fractions with like denominators:word problems Lesson 12 Add and subtract fractions with like denominators in recipes Lesson 13 Add 3 or more fractions with like denominators Lesson 14 Add and subtract mixed numbers with like denominators</p> <p><b><u>Robinson:</u></b> Optional whole group meeting at 10. Please come if you have questions. Do the following pages-</p> <ul style="list-style-type: none"> <li>● Pg 332 All. Record your answers for 6-9 in your google math doc</li> <li>● Pg 333 All. Record your answers for 11-13 in your math google doc</li> </ul>	<p>Start today by reading about how to write strong persuasive pieces here: <a href="#">Persuasive Writing.webm</a></p> <p>Did you see any of this in the book we read yesterday? Have you seen any of these strategies in persuasive writing you have read or written before? You will be writing a persuasive writing piece (outlined in the writing column). Could you use these techniques in your writing?</p>	<p>You will be writing your own persuasive writing piece. You will be convincing your reader to agree with you about something related to distance learning. This is not a large paper, but rather about a one page writing that is convincing someone to agree with you!</p> <p>Some ideas may include the following: Could you argue your opinion about our current technology use? Is it too much? Not enough because it is so helpful? What is your opinion about Google Hangout/Meet for our interaction everyday? Too much? Not enough?</p>	<p>Today you will be finding and making your costume. Just use things you have at home and do the best you can do. It can be things you have in your closet, your families' closets (with their permission, of course) or the storage room in the basement....an old halloween costume wig mixed with an old white shirt of dad's worn open like a lab coat and abra cadabra you are Albert Einstein!</p> <p>Have fun with this piece. Don't stress out if it's not perfect.</p> <p>Look at the example</p>

- Pg 334 18-32 Evens. Record your answers for #18, #20, and #30 in your math google doc
- Pg 335, 41-45. Record your answer for #41 and #42 in your math google doc

**Kovacs:** Today's math meeting is optional.  
Cheetah Group Meeting 10 AM  
Wolf Group Meeting 10:30 AM  
Kovacs HOMEBASE optional meeting at 11:00.

**Cheetah:** Start today by reading page 355. Optional math meeting at 10! We will be talking about variables and inequalities as well as yesterday's work.

**In your Math Doc, solve and write:**

- Page 354- To start today write equations AND solve for the odd numbered problems.

- Page 355-356- You are solving for variables and inequalities. Solve the odd numbered problems in your Google doc.

- Lastly, write a few sentences about what inequalities are and what symbols are used! What if there is a line under a greater than symbol? What does that mean?

- Look at your math Google doc. Were there questions you should look at? People to respond to? Share with other people in the Cheetah group and give positive feedback. Please reshare your Doc with me at ([samantha.kostuch@isd624.org](mailto:samantha.kostuch@isd624.org))

**Wolf:** Optional math meeting at 10:30! We will be talking about percentages as ratios and how to find them.

**In your Math Doc, solve and write:**

- Page 295 and page 297- These pages go together and ask you questions about a group of students. Answer these in your doc.

- Page 296- Complete #7-9 in your doc. Do a close reading of each problem before solving. Why does that strategy work or not?

- Look at your math Google doc. Were there questions you should look at? People to

Do not like that application?  
Amount of work on the learning board? Time spent socializing with your friends?  
Do you like distance learning better than school in person? Class in school better? Why?  
How do you think you should be graded?

These are just some ideas and you are not limited to these. You must argue your opinion about something related to distance learning.

Watch the video below about brainstorming topics:  
<https://www.youtube.com/watch?v=yiexHnX0xZY&list=PLTCzXKdxBpDD2Pap27TZUudIHGE5rgwSi&index=2>

Now write your top three ideas in your Evidence of Learning ALL doc. Then write a statement about which you have chosen and why.

on the google slideshow of Paul--he wore a hat and a scarf to depict an explorer that went to cold places. I bet these were all things he had at home.

Go back and check out the slide examples again and you will get ideas. You can make paper hats, towels into capes, it's like Halloween in May. Enjoy this day of costume designing.

Put the costume on and practice the speech a few more times. Did you time it? The speech needs to be between 2 and 3 minutes long.

	<p>respond to? Share with other people in the Cheetah group and give positive feedback. Please reshare your Doc with me at (<a href="mailto:samantha.kostuch@isd624.org">samantha.kostuch@isd624.org</a>)</p>			
<p><b>W</b> <b>5/13</b></p>	<p><b>Bock:</b> Learning Target- I can add and subtract fractions with unlike denominators. <a href="http://ixl.com/grade/4">ixl.com grade 4</a> Complete lessons to a <b>smart score of 75</b>. Lesson 1 Add fractions with unlike denominators using models Lesson 2 Add fractions with unlike denominators Lesson 3 Subtract fractions with unlike denominators using models Lesson 4 Subtract fractions with unlike denominators Lesson 5 Identify fraction expressions with a particular sum: denominators of 10 and 100 Lesson 6 Add and subtract fractions: denominators of 10, 100, and 1,000 Lesson 7 Add and subtract fractions with unlike denominators: word problems Lesson 8 Compare sums of unit fractions</p> <p><b>Robinson:</b> Mandatory small group meetings today at 10 and 10:30. We will be starting Mean, Median, Mode, and Range today! Watch this video <a href="https://www.youtube.com/watch?v=5C9LBF3b65s">https://www.youtube.com/watch?v=5C9LBF3b65s</a> and then do the following-</p> <ul style="list-style-type: none"> <li>● In your math doc, define the following in your own math words! <ul style="list-style-type: none"> <li>- Mean</li> <li>- Median</li> <li>- Mode</li> <li>- Range</li> <li>- Outlier</li> </ul> </li> <li>● Pg 337 All. Record your answers to #1, #3, #5, #6, #7, and #8 in your math google doc</li> <li>● Pg 338, 9-12. Record your answer for #10 in your math google doc</li> <li>● Pg 339 All. You may make a graph on a piece of paper or on your google doc.</li> </ul> <p><b>Kovacs:</b> Please come to today's math meeting! Cheetah Group Meeting <b>10 AM</b> Wolf Group Meeting <b>10:30 AM</b> Kovacs HOMEBASE small group meetings</p>	<p>Watch this video about planning to write. <a href="https://www.youtube.com/watch?v=nHCYvNVV68c&amp;list=PLTCzXKdxBpDD2Pap27TZUudIHGE5rgwSi&amp;index=3">https://www.youtube.com/watch?v=nHCYvNVV68c&amp;list=PLTCzXKdxBpDD2Pap27TZUudIHGE5rgwSi&amp;index=3</a> After this video, you will start to plan your paper. On your Evidence of Learning ALL doc, format your plan as follows: (fill in each category) Remember this is just an outline for your paper.</p> <p><b>TOPIC:</b> (What topic did you choose? This must be related to distance learning)</p> <p><b>OPINION:</b> (What is your opinion on the topic? This should be a statement.)</p> <p><b>REASON/ARGUMENT #1:</b> Watch this video to help you: <a href="https://www.youtube.com/watch?v=6bbWJKlv12c&amp;list=PLTCzXKdxBpDD2Pap27TZUudIHGE5rgwSi&amp;index=4">https://www.youtube.com/watch?v=6bbWJKlv12c&amp;list=PLTCzXKdxBpDD2Pap27TZUudIHGE5rgwSi&amp;index=4</a> (You should be generating ideas/reasons that will convince your reader of your point.)</p> <p><b>EVIDENCE and ADDRESS COUNTER-ARGUMENT</b> (A counter-argument is what someone with the</p>	<p>Watch this video about writing an introduction. Unlike other types of writing, this is one type of writing where you can address your reader. You do not want to overdo this, but addressing them as the video outlines could be one strategy to catch their attention. <a href="https://www.youtube.com/watch?v=1O2FjJ4Eolg&amp;list=PLTCzXKdxBpDD2Pap27TZUudIHGE5rgwSi&amp;index=5">https://www.youtube.com/watch?v=1O2FjJ4Eolg&amp;list=PLTCzXKdxBpDD2Pap27TZUudIHGE5rgwSi&amp;index=5</a></p> <p>Unlike this video you are not asking someone for something and should not include a question like that in your paper. Rather, you are attempting to convince the reader of something related to distance learning and supporting it with evidence. Think back to Monday's reading. How did the wolf try to convince you to believe him?</p> <p>You are going to start writing your introduction today. This should catch your reader's attention and encourage them to continue to read your writing. This should also state your opinion about the distance learning topic you chose. You may even want to preview your arguments/reasons that support</p>	<p>Please do a close reading of today's instructions. Today you should be deciding how you are going to display all your pieces: your paper (have a device with the paper open to the cover page), illustrations, timeline, artifact, poem, above and beyond part and any fun props you have.</p> <p>How will you set it up? Hang things on the fridge with magnets and have a small table there with other pieces displayed like your artifact or props?</p> <p>Tape things to your closet door with your nightstand nearby covered in artifacts and maybe your chrome book open to your paper's cover page? Recycle a display board you have at home by covering it in paper. Glue your things on that.</p> <p>Then you should stand in front of your created museum display and give your speech.</p>

<p>between 11:00-11:30. Check your email.</p> <p><b>Cheetah:</b> Start today by reading page 357. Please be at the math meeting at 10! We will be talking about function tables.</p> <p><b>In your Math Doc, solve and write:</b>  - Page 357- Complete odd numbered problems on your math Google doc.</p> <p>- Page 359-360- You are using function tables to solve real world problems. Solve the even numbered problems in your math doc.</p> <p>- Look at your math Google doc. Were there questions you should look at? People to respond to? Share with other people in the Cheetah group and give positive feedback. Please reshare your Doc with me at (<a href="mailto:samantha.kostuch@isd624.org">samantha.kostuch@isd624.org</a>)</p> <p><b>Wolf:</b> Before our math meeting, start today by reading pages 303 and 304. Think about the strategies used to convert. Please be at the math meeting at 10:30!</p> <p><b>In your Math Doc, solve and write:</b>  - Page 303- Complete the problems on this page. Show your work and put in on your doc.</p> <p>- Page 304- Complete problems #4-10. Show your work on your math Google doc.</p> <p>- Look at your math Google doc. Were there questions you should look at? People to respond to? Share with other people in the Cheetah group and give positive feedback. Please reshare your Doc with me at (<a href="mailto:samantha.kostuch@isd624.org">samantha.kostuch@isd624.org</a>)</p>	<p>opposite opinion may use to convince a reader. This could be helpful to address as the reader is probably thinking about it and you want to ease their concerns!)</p> <p><b>REASON/ARGUMENT #2:</b> A general rule is you should have as many reasons/arguments as your grade level (3rd grade=3 argument paragraphs)  <b>EVIDENCE and ADDRESS COUNTER-ARGUMENT</b></p> <p><b>REASON/ARGUMENT #3:</b>  <b>EVIDENCE and ADDRESS COUNTER-ARGUMENT</b></p> <p>...CONTINUE</p> <p><b>REVIEW OF REASONS</b> (will use in conclusion paragraph) (You should outline a summary of your arguments to leave your reader convinced!) Remember this is only about a one page paper so your outline is just to organize your arguments and thoughts beforehand.</p>	<p>your opinion by stating them in your introduction.</p> <p>This writing should be started in your Evidence of Learning ALL doc at the top so it is easy to locate. Share this with your homeroom teacher (and Ms. Kostuch for Kovacs) once you have finished.</p>	<p>Here is the required presentation set up:</p> <ol style="list-style-type: none"> <li>1. Have all the pieces of your project somehow displayed;</li> <li>2. Have on a costume that helps you look like your famous person.</li> <li>3. Stand in front of your display or museum exhibit set up and give your 2-3 minute speech.</li> <li>4. Pause and say, "If you have any questions, feel free to email me or do a flip grid response to ask them."</li> <li>5. Then step out of character and describe your museum exhibit--point out the pieces (Here's my first illustration, here's my timeline--I did it in google docs and printed it, here's my artifact it's a .....</li> </ol> <p>Your total amount of time is 5 minutes. This is the day to practice how you will present your project to the entire Explorations crew. Practice it several times, time it, record yourself and watch it to see where you will the camera pointing, and things like that.</p>
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<p><b>TH 5/14</b></p>	<p><b>Bock:</b> Learning Target- I can add and subtract mixed number fractions and compare sums and differences of fractions. Watch mixed numbers <a href="#">BrainPop</a> video. Username: lakeaires Password: bears <a href="http://ixl.com/grade/4">ixl.com grade 4</a> Complete lessons to a <b>smart score of 75</b>. Lesson 9 Compare differences of unit fractions Lesson 10 Compare sums and differences of unit fractions Lesson 11 Add 3 or more fractions with unlike denominators Lesson 12 Add 3 or more fractions with like and unlike denominators: word problems Lesson 13 Find the missing numerator or denominator in addition and subtraction sentences Lesson 14 Add and subtract mixed numbers with unlike denominators Lesson 15 Add and subtract mixed numbers with like and unlike denominators: word problems Lesson 16 Compare sums and differences of fractions Lesson 17 Add and subtract fractions with unlike denominators in recipes</p> <p><b>Robinson:</b> Mandatory Whole group meeting today at 10! Please come! Do the following-</p> <ul style="list-style-type: none"> <li>● Collect real data to find the mean, median, mode, and range for. You need to have at least 8 pieces of data in your collection. Create a graph to showcase your data. Put ALL of your information on your math google doc and share it with 3 people. Comment on at least 2 other classmates' docs.</li> <li>● Examples of real data to collect <ul style="list-style-type: none"> <li>- Outdoor temperature in the last month</li> <li>- Number of new COVID 19 cases in MN the last month</li> <li>- Gas prices in each state</li> </ul> </li> </ul>	<p>Today we are diving into the body of our persuasive text. For us, you are convincing our reader of agreeing with you and believing your argument. We often see persuasive writing in advertisements! This could be a billboard, commercial, online ad, or magazine ad!</p> <p>Watch the video below. Although you will not have slogans, a lot of the same strategies can be used when we are trying to persuade our reader. Advertisements are attempting to sell their product. You are trying to sell your opinion! Use some of these strategies as well as the ones from earlier in the week when writing today!</p> <p><a href="https://www.youtube.com/watch?v=z5yq_el23EA">https://www.youtube.com/watch?v=z5yq_el23EA</a></p>	<p>You are writing your body paragraphs today in your persuasive text. A good rule is that 3rd graders should have at least three of these paragraphs, each one being a new argument or piece of evidence that helps back up your opinion. 4th and 5th graders you should have four or five of these.</p> <p>Use your outline from yesterday to help write your body paragraphs. Remember each should be an argument with evidence to back up your opinion. To convince your reader you will want to back up your opinion with evidence. For example, if you are arguing that being in school rather than distance learning is better and more beneficial than distance learning you may talk about the use of technology. You may want to do research and give information about how this is bad for our eyes and brain and cite the sources.</p> <p>As the video says, addressing the counter-argument may be helpful. The wolf does this a lot in the book from Monday! He talks about the story we have</p>	<p>Record your Living History presentation on this flip grid link:</p> <p><a href="https://flipgrid.com/86cda1f2">https://flipgrid.com/86cda1f2</a></p> <p>ONE flipgrid video per student please. That will provide you with 67 possible museum exhibits to visit tomorrow!!</p>

<p>- Amount on McDonald's restaurants in each state</p> <p><b>Kovacs:</b> Today's math meeting is optional.  Cheetah Group Meeting 10 AM  Wolf Group Meeting 10:30 AM  Kovacs HOMEBASE optional meeting at 11:00.</p> <p><b>Cheetah:</b> Start today by reading page 361. This is a coordinate plane. Remember when points are listed they start with the horizontal -axis and the second point is going up the vertical y-axis. We will talk about this in our meeting.  Optional math meeting at 10!</p> <p><b>In your Math Doc, solve and write:</b>  - Page 361- #1-5. You will need to hold your paper over the book to trace or create a graph on different paper. You could print graph paper as well.</p> <p>- Page 362-363- Complete these two pages. You will have to upload a picture of your graph for page 362 and put it on your Google doc.</p> <p>- Look at your math Google doc. Were there questions you should look at? People to respond to? Share with other people in the Cheetah group and give positive feedback. Please reshare your Doc with me at <a href="mailto:samantha.kostuch@isd624.org">samantha.kostuch@isd624.org</a></p> <p><b>Wolf:</b> Before our math meeting, start today by reading page 311. Think about bar and circle graphs. Do you remember using them?  Optional math meeting at 10:30!</p> <p><b>In your Math Doc, solve and write:</b>  - Page 311-312- Complete these two pages and put your answers in your math google doc. If it asks you to create one of the two graphs, take a picture of it.</p> <p>- Look at your math Google doc. Were there questions you should look at? People to respond to? Share with other people in the Cheetah group and give positive feedback. Please reshare your Doc with me at</p>		<p>heard about and how that is incorrect!</p> <p>Write your body paragraphs today in your Evidence of Learning ALL doc after your conclusion from yesterday! Reshare this with your teacher when you are done!</p>	
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	( <a href="mailto:samantha.kostuch@isd624.org">samantha.kostuch@isd624.org</a> )			
<b>F 5/15</b>	<p><b>Bock:</b> Learning Target- I can review adding and subtracting fractions with precision and detail. Complete this week's fraction lessons to a <b>smart score of 100</b>. Practice and take breaks. Stop if it takes you more than one hour.</p> <p><b>Bonus:</b> Practice adding and subtracting fractions in <a href="#">ixl.com fifth grade</a> <b>Super Bonus:</b> <a href="#">ixl.com sixth grade</a></p> <p><b>Robinson:</b> <b>Mandatory whole group meeting at 10. I will be explaining the math test :) Use the link below to take the test. You need to be logged into your google account and you may only take it 1 time.</b></p> <p><a href="https://docs.google.com/forms/d/e/1FAIpQLSeNBPBtEFVgCjJFff-g5A5G761_-cdDQ8eda1JqPE8083CyEw/viewform?usp=sf_link">https://docs.google.com/forms/d/e/1FAIpQLSeNBPBtEFVgCjJFff-g5A5G761_-cdDQ8eda1JqPE8083CyEw/viewform?usp=sf_link</a> Once you have taken the test, write a reflection in your math google doc titled "Unit 7 reflection". In this reflection, write about how you did on the test, what was easy and what was difficult. Make corrections for the problems you got incorrect as well.</p> <p><b>Kovacs:</b> Please come to today's math meeting! Cheetah Group Meeting <b>10 AM</b> Wolf Group Meeting <b>10:30 AM</b> Kovacs HOMEBASE meeting at <b>11:00</b>. Mandatory end of the week!</p> <p><b>Cheetah:</b> Start today by reading page 365. Please be at the math meeting at 10! We will be talking about functions and how to graph today's work.</p> <p><b>In your Math Doc, solve and write:</b> - Page 366- You will need to upload a picture for today's graph. Then answer the questions on the page.  - Page 368- Use your ability to graph to solve the problems on this page. You will need to upload a picture of this graph along with your answers.  - Look at your math Google doc. Were there</p>	<p>Start today by going back and reading everything you have written the past two days in your persuasive text. One of the most important parts of writing is revising and editing. Just as you did with your Living History paper, you should read your writing again. Sometimes it helps if you read it out loud! Read it to your dog! Convince him!</p> <p>After this, think about how you are going to wrap up your arguments/evidence to prove your point!</p>	<p>You are wrapping up your persuasive writing piece today with a conclusion!</p> <p>Remember your conclusion is wrapping up your paper. This is also the last thing your reader will read, so you want to make an impression! You want to give a summary of the points you made, to end on a strong note to convince your reader! Re-state your opinion and points!</p> <p>Make sure you read your writing over again before submitting it to your teacher by sharing it with them!</p>	<p>It's Living History Museum Day!!</p> <p>Today you are going to attend the museum. That means you are going to watch <b>at least 10</b> other flip grid videos done by classmates and respond to them. 10 is a lot but it is all we are assigning for Social Studies today. When selecting your 10 you need to:</p> <ol style="list-style-type: none"> <li>1. Hit AT LEAST one video from each of the 3 classrooms.</li> <li>2. Be mindful of who has a ton of viewers and who doesn't have any. Please choose people that don't have any or as many. Everyone deserves peer feedback. Be kind and watch ones other people aren't watching.</li> <li>3. Respond to 10. You can watch as many as you like but make a response video to at least 10.</li> <li>4. ENJOY watching other people's responses to your museum exhibit. This is a CELEBRATION of all your hard work.</li> </ol>

<p>questions you should look at? People to respond to? Share with other people in the Cheetah group and give positive feedback. Please reshare your Doc with me at (<a href="mailto:samantha.kostuch@isd624.org">samantha.kostuch@isd624.org</a>)</p> <p><b>Wolf:</b> Please be at the math meeting at 10:30! We will be talking about your work from today and questions from this week.</p> <p><b>In your Math Doc, solve and write:</b></p> <ul style="list-style-type: none"> <li>- Pages 314-315- You will complete the even numbered problems for #6-24. Show your work along with your answers.</li> <li>- Look at your math Google doc. Were there questions you should look at? People to respond to? Share with other people in the Cheetah group and give positive feedback. Please reshare your Doc with me at (<a href="mailto:samantha.kostuch@isd624.org">samantha.kostuch@isd624.org</a>)</li> </ul>			Soak it in. Enjoy!!
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## Specialists:

<p style="text-align: center;"><b>PE</b></p> <p>Office Hours: 10:30-12:00 Mon.-Fri. <a href="mailto:michelle.hoftiezer@isd624.org">michelle.hoftiezer@isd624.org</a></p> <p><b>Scavenger Hunt and Heptathlon this week! Open link below and see what you can do to keep active this week!</b></p> <p><a href="#">PE May 11-15 3-5</a></p>	<p style="text-align: center;"><b>Chinese</b></p> <p style="text-align: center;"><b><u>Chinese</u></b> <b><u>5/11-5/17</u></b> <b><u>Learning</u></b> <b><u>Activities</u></b></p>	<p style="text-align: center;"><b>Music</b></p> <p>Office Hours: 10:30-12:00 Mon-Fri. <a href="mailto:jane.burmeister@isd624.org">jane.burmeister@isd624.org</a> 5/11-5/15</p> <p><b>Day 1 <a href="#">what is syncopation?</a></b></p> <p><b>Day 2</b> After listening to link for syncopation try making a short syncopation rhythm and clap it on seesaw</p> <p><b>Day 3 <a href="#">Biograpy of Franz Liszt</a></b> Take notes and write about what you learned on seesaw</p> <p><b><a href="#">Dear Parents and Students of Fifth Grade</a></b> A shared letter</p>	<p style="text-align: center;"><b>Orchestra</b></p> <p><a href="mailto:emily.rau@isd624.org">emily.rau@isd624.org</a> 651-571-2820 Office Hours: 11:00-12:00, 2:00-2:30</p> <p style="text-align: center;"><b><a href="#">Orchestra Lessons</a></b></p>	<p style="text-align: center;"><b>Art</b></p> <p style="text-align: center;"><a href="https://youtu.be/aoYYMn7iJC4">https://youtu.be/aoYYMn7iJC4</a></p>
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