Home

Independent

Curriculum Packet

Grade 5

Packet 1

May 4 – May 15

Curriculum Packet Instructions and Overview

Dear CVESD Families,

The Chula Vista Elementary School District (CVESD) is committed to ongoing learning and continued success for each and every student. During this time of school closures, we are engaged in distance learning. Distance learning means that the teacher and student are not in the same space for instruction. Distance learning may include technology such as computer, iPads, phones, etc. or it can include paper/pencil work. This curriculum packet may be used with/without technology. Each packet is intended to last two weeks (10 school days).

- ***Establish a daily routine*** for your child with a schedule. Plan for times in the day when the child will work on the packet, when they will have a break, when they will use technology, when they will have snacks and lunch.

- ***Create a plan for work completion.*** Divide up the work for the packet day by day for 10 days.

- ***Engage with your teacher*** *via phone, email, or another method for support.* Your teacher wants to help! Contact your teacher if you have any questions.

- **Additional Support** - Learning can be challenging, especially when one is trying to learn a new language or help with accessing the student curriculum packet due to language needs, special education needs, or access needs (i.e. a 504 plan), please connect with your general education teacher or special education teacher.

Curriculum Packets Instructions- Packet 1

Math

- **Complete one worksheet** per day. There are extra worksheets that can be used for additional practice. Grade 6 will complete one worksheet every two days (5 tasks for the two weeks).
- **Select one of the following activities** to do in addition to the one worksheet per day.
    - ***Be the Teacher!*** Select one problem from the worksheet each day. Teach someone in your house (brother, sister, mom, dad) how to solve the problem. Ask them how you did as a teacher. What did you do well? What might you do better next time?
    - ***Multiple Representations:*** Select one problem from the worksheet and show it in multiple ways. Write a word problem. Draw how you solved it. Write a number sentence (equation). Write a word sentence (your answer in a complete sentence).
    - ***Prove It!*** Select one problem from the worksheet and explain how you know your answer is correct. How can you prove it? Convince someone in your house that your answer is correct.
    - ***Compare and Connect:*** Select one problem from the worksheet. Solve it a different way. Explain how the two ways you solved it are the same and/or different.
    - ***Reflect-*** What was easy about today's math lesson? What was hard? What did you learn? How might you use what you learned today in the future or in real life?
- **Play the Family Game** multiple times throughout the two weeks. Think about what you are learning, what strategies you are using, what strategies you modified, is it a fair game?

English Language Arts

- **Complete Benchmark tasks**
- **Select one of the following activities** to do in addition to the Benchmark task each day.
    - Read a book.
    - Write a story about your adventures at home.
    - Create a comic book.
    - Find parts of speech or high frequency words in junk mail.
    - Write a Choose Your Own Adventure story.
    - Document how you are spending your time.
    - If able to watch television, turn on captions and watch for errors. (Turn on subtitles and learn another language.) Turn the sound off and read the captions to follow along.
    - Write quizzes to go with your favorite movie or show.
    - Practice public speaking. Give presentations to family members on favorite topics.

Science

Physical Science

1. Select a toy in your house that has moving parts.
2. In your journal, record why you chose this toy. Why is this toy important to you? Draw a detailed picture of your toy.
3. Play with the toy for two minutes. Explore how the toy works.
4. **Grades K-3**
   a. What do you notice? What do you wonder?
   b. Record (write and draw) your observations. How does your toy move?
   c. Share your thinking with your family.
      i. What do they think? How does your thinking compare to theirs?
      ii. How many parts does your toy have? Count the parts.
      iii. What parts does your toy have? Label the parts on your drawing.
5. **Grades 4-6**
   a. What do you notice? What do you wonder?
   b. Record your observations. Share with your thinking with your family.
      i. What do they think? How does your thinking compare to theirs?
      ii. Think of your toy as a system. What are the parts (components) of the system? How are the components within the system interacting (working together)?
      iii. Can you identify any subsystems in the toy system? If so, describe one subsystem.
      iv. Share your thinking with your family. What do they think? How does your thinking compare to theirs?
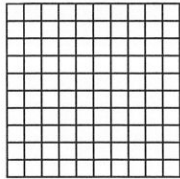
Social Studies

Complete the first 5 pages of COVID 19 journal over the two weeks.

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Modeling Decimals

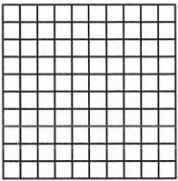The base ten models below can be used to represent decimal numbers.
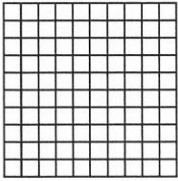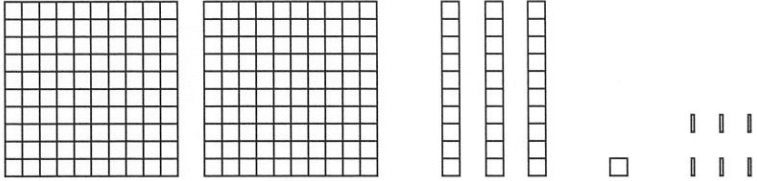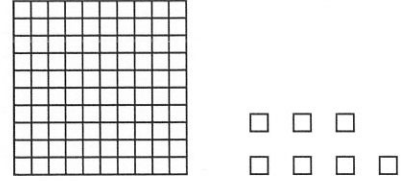
| 1 whole | 1 tenth | 1 hundredth | 1 thousandth |

1 Write the number that each model represents.

Model	Decimal Number
ex	1.025
a	
b	
c	

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Decimal Sums & Differences

Write each expression beside the picture that represents it. Then find the sum or difference between the decimal numbers. You can use the pictures to help, or you can use the numbers. Show all your work.

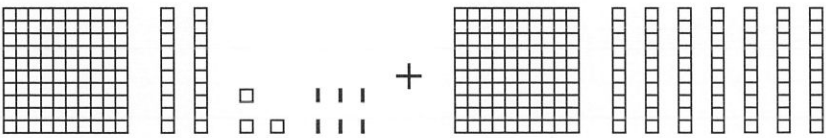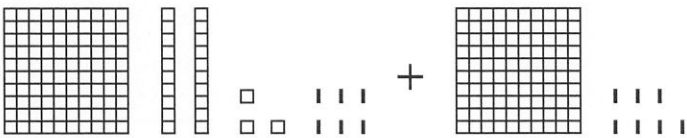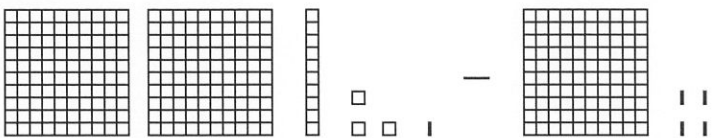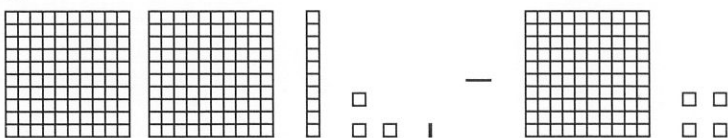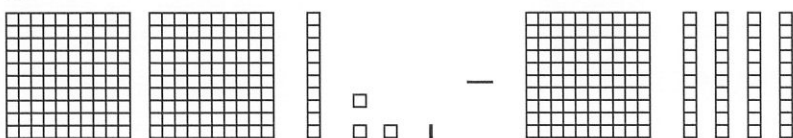$$1.236 + 1.007 \qquad 1.236 + 1.07 \qquad 1.236 + 1.7$$
$$2.131 - 1.004 \qquad 2.131 - 1.04 \qquad 2.131 - 1.4$$
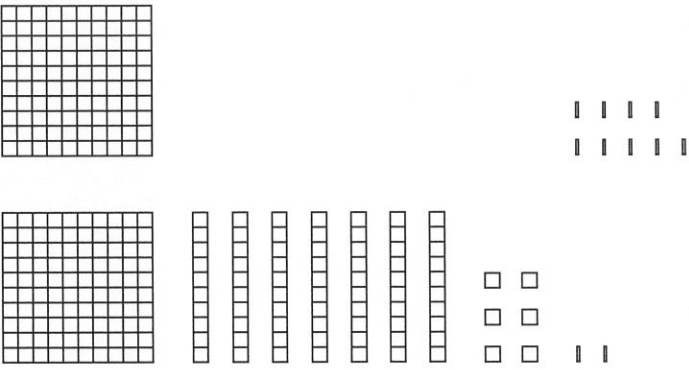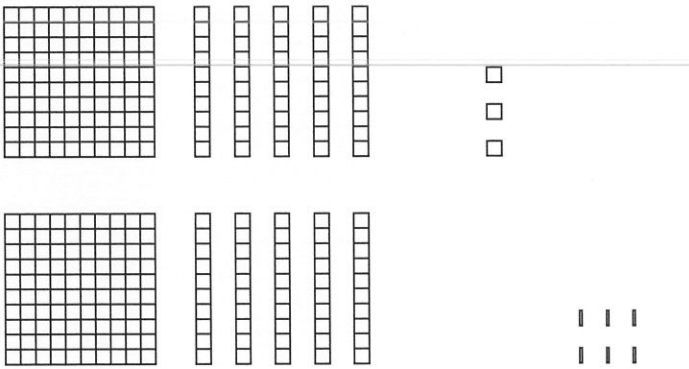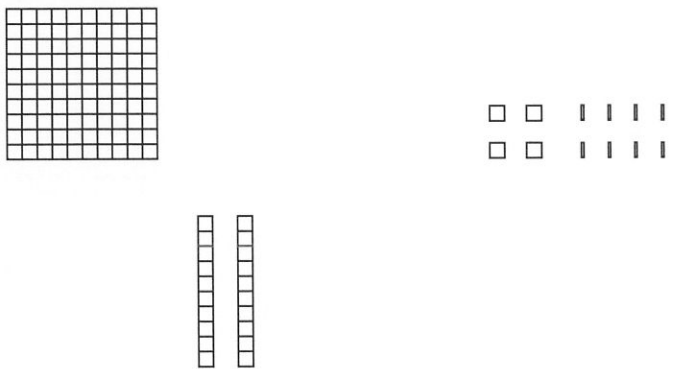
Picture	Expression and Sum or Difference
1	
2	
3	
4	
5	
6	

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Using Models to Add & Subtract Decimals

Look at the pictures of each addition and subtraction combination. Then answer the question about the combination's sum or difference.

Picture	Numbers	Question
1	$\begin{array}{r} 1.009 \\ + \ 1.762 \\ \hline \end{array}$	Is the sum of 1.009 and 1.762 greater or less than 3? Explain how you can tell.
2	$\begin{array}{r} 1.530 \\ + \ 1.506 \\ \hline \end{array}$	Is the sum of 1.530 and 1.506 greater or less than 3? Explain how you can tell.
3	$\begin{array}{r} 1.048 \\ - \ 0.200 \\ \hline \end{array}$	Is the difference between 1.048 and 0.200 greater or less than 1? Explain how you can tell.

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Adding & Subtracting Decimals

1 Complete the following addition problems.

$$\begin{array}{r} \overset{1\ 1}{3.0}34 \\ +\ 1.886 \\ \hline 4.920 \end{array}$$

$$\begin{array}{r} 4.067 \\ +\ 3.290 \\ \hline \end{array}$$

$$\begin{array}{r} 1.437 \\ +\ 1.042 \\ \hline \end{array}$$

$$\begin{array}{r} 7.63 \\ +\ 4.592 \\ \hline \end{array}$$

$$\begin{array}{r} 4.803 \\ +\ 1.420 \\ \hline \end{array}$$

$2.45 + 1.469 =$ _____ $3.043 + 1.588 =$ _____

2 Complete the following subtraction problems.

$$\begin{array}{r} \overset{9}{\cancel{2}}\overset{1}{\cancel{}} \\ 3.046 \\ -\ 1.273 \\ \hline 1.773 \end{array}$$

$$\begin{array}{r} 2.405 \\ -\ 0.512 \\ \hline \end{array}$$

$$\begin{array}{r} 3.437 \\ -\ 2.106 \\ \hline \end{array}$$

$$\begin{array}{r} 5.26 \\ -\ 3.40 \\ \hline \end{array}$$

$$\begin{array}{r} 4.513 \\ -\ 1.382 \\ \hline \end{array}$$

$5.604 - 3.025 =$ _____ $6.045 - 2.039 =$ _____

3 Circle the pairs of numbers whose sums are greater than 2.

$1.26 + 0.773$ $1.255 + 0.094$ $1.53 + 0.458$ $1.502 + 0.6$

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Decimal Addition & Subtraction

1 Fill in the missing digits below to make the inequalities true. There will be more than one correct way to fill in each missing digit.

ex 3 < 1._5_06 + 1.5	**a** 0.705 + 1.___98 < 2
b 4 < 2.406 + 1.___09	**c** 1.620 + 1.___82 > 3

2 Complete the following addition problems.

$$
\begin{array}{r} \overset{1\ 1}{3.034} \\ +\ 1.886 \\ \hline 4.920 \end{array}
\qquad
\begin{array}{r} 12.32 \\ +\ 4.099 \\ \hline \end{array}
\qquad
\begin{array}{r} 6.005 \\ +\ 12.243 \\ \hline \end{array}
\qquad
\begin{array}{r} 17.28 \\ +\ 3.8 \\ \hline \end{array}
\qquad
\begin{array}{r} 7.853 \\ +\ 3.629 \\ \hline \end{array}
$$

3.45 + 5.062 = _____   8.049 + 4.356 = _____

3 Complete the following subtraction problems.

$$
\begin{array}{r} \overset{2\ 9}{\cancel{3.046}} \\ -\ 1.273 \\ \hline 1.773 \end{array}
\qquad
\begin{array}{r} 5.38 \\ -\ 2.4 \\ \hline \end{array}
\qquad
\begin{array}{r} 4.263 \\ -\ 2.051 \\ \hline \end{array}
\qquad
\begin{array}{r} 8.03 \\ -\ 3.485 \\ \hline \end{array}
\qquad
\begin{array}{r} 12.238 \\ -\ 9.065 \\ \hline \end{array}
$$

15.204 − 8.039 = _____   13.006 − 12.058 = _____

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Decimal Story Problems

1a In the 2008 Beijing Summer Olympics, Jamaican runner Usain Bolt ran the 200 meter dash in 19.30 seconds, coming in first place and breaking the world record for that race. The runner who came in second, Churandy Martina, finished the race in 19.82 seconds. By how much did Bolt win the race? Show all your work.

b Did Bolt run the race more or less than a half-second faster than the second place finisher? Explain how you can tell.

2a In the 2008 Beijing Summer Olympics, Usain Bolt ran the 100-meter dash in 9.69 seconds. Is that less than half, exactly half, or more than half as long as it took him to run the 200-meter dash? Show all your work.

b Does your answer to part 2a make sense to you? Explain why or why not.

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Finding the Common Denominator

1 Rewrite each fraction in simplest form by dividing the numerator and denominator by the greatest common factor. A fraction is in its simplest form when its numerator and denominator have no common factor other than 1. You do not have to show your work if you can do it in your head.

ex $\frac{9}{15} \div \frac{3}{3} = \underline{\quad}$	a $\frac{3}{6} \div \underline{\quad} = \underline{\quad}$	b $\frac{9}{15} \div \underline{\quad} = \underline{\quad}$
c $\frac{15}{18} \div \underline{\quad} = \underline{\quad}$	d $\frac{12}{18} \div \underline{\quad} = \underline{\quad}$	e $\frac{8}{12} \div \underline{\quad} = \underline{\quad}$

2 Rewrite each pair of fractions so that they have the same denominator. Sometimes, you will need to find the greatest common multiple. Sometimes you might be able to reduce each fraction to its simplest form to find a common denominator.

Fractions	Your Work	With a Common Denominator
ex $\frac{7}{12}$ and $\frac{5}{8}$ 12, ㉔ 8, 16, ㉔	$\frac{7}{12} \times \frac{2}{2} = \frac{14}{24} \qquad \frac{5}{8} \times \frac{3}{3} = \frac{15}{24}$	$\frac{14}{24}$ and $\frac{15}{24}$
a $\frac{1}{4}$ and $\frac{9}{12}$		
b $\frac{7}{8}$ and $\frac{5}{6}$		
c $\frac{7}{15}$ and $\frac{4}{6}$		

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Fraction Estimate & Check

Before you solve each problem, look carefully at the fractions and write what you know about the sum or difference. Then find the exact sum or difference. Show all your work. If your answer is greater than 1, write it as a mixed number, not an improper fraction.

Problem	What You Know Before You Start	Show your work.	Exact Sum or Difference
ex $\frac{8}{3} + \frac{9}{12}$	The sum is more than 3.	$\frac{32}{12} + \frac{9}{12} = \frac{41}{12}$ and $\frac{41}{12} = 3\frac{5}{12}$	$3\frac{5}{12}$
1 $\frac{4}{6} + \frac{8}{12}$			
2 $\frac{12}{8} + \frac{3}{4}$			
3 $\frac{3}{8} + \frac{8}{12}$			
4 $\frac{10}{8} - \frac{9}{12}$			
5 $\frac{5}{6} - \frac{3}{4}$			

Practice Book Use anytime after Bridges, Unit 6, Session 19.

NAME _____ DATE _____

Lauren's Puppy

1a Lauren's puppy wasn't feeling well so she took him to the vet. The puppy weighed $4\frac{3}{4}$ pounds. The vet said she would like the puppy to gain at least $\frac{9}{16}$ of a pound by the time they came back for his checkup. When they returned for the puppy's checkup, he had gained $\frac{3}{4}$ of a pound. How much more weight did the puppy gain than he needed to? Show all your work.

b How much did the puppy weigh after he had gained $\frac{3}{4}$ of a pound? Show all your work.

2 Lauren was happy that her puppy was gaining weight, so she told her friend Andre how much the puppy weighed now. Andre had a tiny chihuahua puppy, and he said, "Wow, your puppy is a pound and a half heavier than mine!" How much does Andre's puppy weigh? Show all your work.

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Rachel & Dimitri's Trip to the Store

1 Rachel and her cousin Dimitri went to the store together. Rachel bought a magazine for $2.89 and a bottle of juice for $1.35. Dimitri bought a sandwich for $3.16 and a cup of fruit salad for $1.15. Who spent more money, Dimitri or Rachel? Exactly how much more money did he or she spend than the other? Show all your work.

2 When they got to the register, Rachel said, "Oh no, I only have 4 dollars. Can I borrow the rest of the money I need from you, Dimitri?" If Dimitri paid for his food with a $5 bill, could he give Rachel the money she needed from the change he got?

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Order of Operations Review

The order of operations tells you how to do calculations when there is more than one kind of operation.

Order of Operations	Example
	$20 - 12 \div (3 + 1)$
1. Anything inside parentheses	$20 - 12 \div (3 + 1) = 20 - 12 \div 4$
2. Multiplication and division from left to right	$20 - 12 \div 4 = 20 - 3$
3. Addition and subtraction from left to right	$20 - 3 = 17$

1 Use the order of operations above to complete each equation. Show all your work.

a _____ $= 463 - 180 \div (3 \times (2 + 3))$	**b** $(249 - 192) \div 3 \times 14 =$ _____
c _____ $= 36 + 14 \times (182 - 164) \div 12$	**d** $(9 \div 3 + 213) - 72 \div 4 =$ _____

2 Insert parentheses to make each equation true. Show all your work.

a $3 \times 9 + 18 + 36 \div 9 = 33$	**b** $2 = 140 \div 2 + 12 - 4 \times 2$

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Reviewing Three Number Properties

If you are adding or multiplying, you can change the order of the numbers or the way they are grouped to make the calculations easier. The three properties below can make mental math easier.

Commutative Property	Associative Property	Distributive Property
Changing the order of two numbers or numerical expressions when you add or multiply does not change the answer.	Changing the way you group three numbers or numerical expressions when you add or multiply does not change the answer.	You can break a number apart, multiply each part separately, and then add the products. You will still get the same answer.
$5 + 2 = 2 + 5$ $5 \times 2 = 2 \times 5$	$(38 \times 4) \times 25 = 38 \times (4 \times 25)$ $= 38 \times 100$ $= 3,800$	$6 \times 13 = 6 \times (10 + 3)$ $= 6 \times 10 + 6 \times 3$ $= 60 + 18$ $= 78$

1 For each problem below:
- Write it a different way so it is easier to solve in your head.
- Solve it and write the answer.
- Circle C if you switched the order of the numbers.
- Circle A if you grouped the numbers in a different way.
- Circle D if you broke the number apart and multiplied one part at a time.
- You may need to circle more than one property.

Problem	Rewrite	Answer	Property
ex $(70 + 469) + 30$	$(70 + 30) + 469$	569	Ⓒ Ⓐ D
a 12×23			C A D
b $(50 \times 73) \times 2$			C A D
c $15 + (135 + 86)$			C A D
d 35×8			C A D
e $25 \times (4 \times 329)$			C A D
f $(34 \times 50) \times 20$			C A D

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Finding Patterns & Solving Problems

1 Find a pattern and use it to fill in the next 3 numbers in each sequence below. Then explain how you did it.

ex	4	7	10	13	16	_19_	_22_	_25_
		+3	+3	+3	+3	+3	+3	+3
Explanation: I added 3 more each time.								
a	1	10	19	28	37	_____	_____	_____
Explanation:								
b	197	186	175	164	153	_____	_____	_____
Explanation:								
c	1	3	9	27	81	_____	_____	_____
Explanation:								
d	1	2	4	8	16	_____	_____	_____
Explanation:								

⚡ **CHALLENGE**

2 Look at the example from problem 1:

4, 7, 10, 13, 16, 19, 22, 25 ...

a What would be the 30th number in the sequence? Show all your work.

b What would be the 100th number in the sequence? Show all your work.

c Would the 876th number in the sequence be odd or even? Explain how you can tell.

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Solving Equations & Pattern Problems

1 Fill in the missing numbers to make each equation true. Hint: *Remember the order of operations.*

ex a 45 – __7__ = 38	**ex b** 6 = __42__ ÷ 7	**a** _____ + 13 = 26 – 8
b 64 ÷ _____ = 5 + 3	**c** 84 – 12 = _____ + 60	**d** 120 ÷ 2 = _____ – 29
e 37 = 10 + _____ × 3	**f** (36 – _____) ÷ 7 = 2	**g** 32 = 4 × 2 + _____

2 Write an equation in which the missing number has to be 10.

CHALLENGE

3 Look at this sequence:

$$1, 10, 19, 28, 37 \ldots$$

a What would be the 50th number in the sequence? Show all your work.

b Would the 75th number in the sequence be odd or even? Explain how you can tell.

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Variables & Expressions

Sometimes people use letters to represent unspecified amounts. Such letters are called *variables*. For example, if you worked for $6 an hour, you would multiply the time you worked by 6 to find out what you earned. If we let t represent the time you worked, we could show the amount of money you earned with this expression.

$$6 \times t$$

When we say, "evaluate the expression when $t = 3$," we mean, "figure out how much money you would make if you worked for 3 hours." To do this, substitute 3 for t and complete the calculation:

Evaluate the expression $6 \times t$ when $t = 3$.

$6 \times 3 = 18$ This means you would earn $18 if you worked for 3 hours at $6 per hour.

---

1 Evaluate the expression $6 \times t$ when:

a $t = 2$

b $t = 4$

c $t = 5$

d $t = 8$

2 How much money would you make if you worked 15 hours and earned $6 per hour?

3 Evaluate the following expressions when each variable has the value shown. Use order of operations when you need to.

ex $4 + b$ when $b = 10$ $4 + 10 = 14$
a $4 + b$ when $b = 23$
b $4 + b$ when $b = 103$
c $3 \times n - 2$ when $n = 2$
d $3 \times n - 2$ when $n = 4$
e $2 \times k + 12$ when $k = 7$
f $2 \times k + 12$ when $k = 10$

Math Scavenger Hunt

Object of the Game

Are you ready for a scavenger hunt?
Find or draw all 9 items from the list to be a Scavenger Scholar!

Materials

- Scavenger Hunt List
  Print the [record sheets](#) or write the numbers 1–9 on paper.

- Pencil or pen

- Coins and $1 bills, or use the free [Money Pieces app](#).
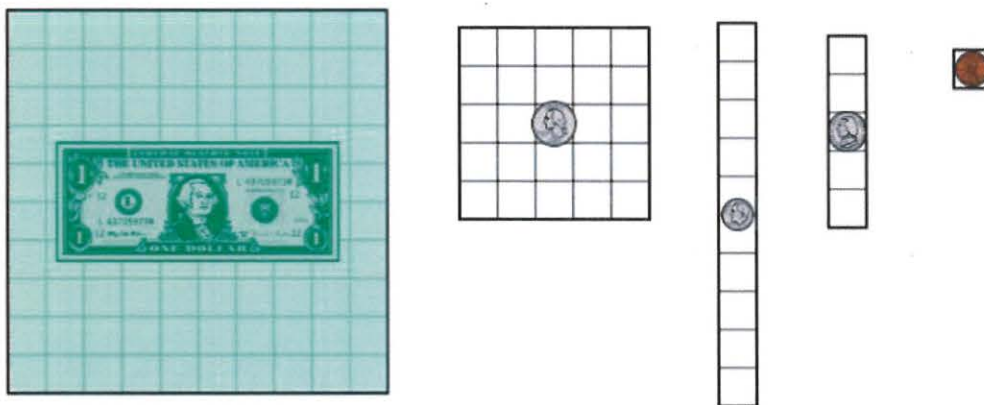
- A curious mind

Skills

This game helps us practice

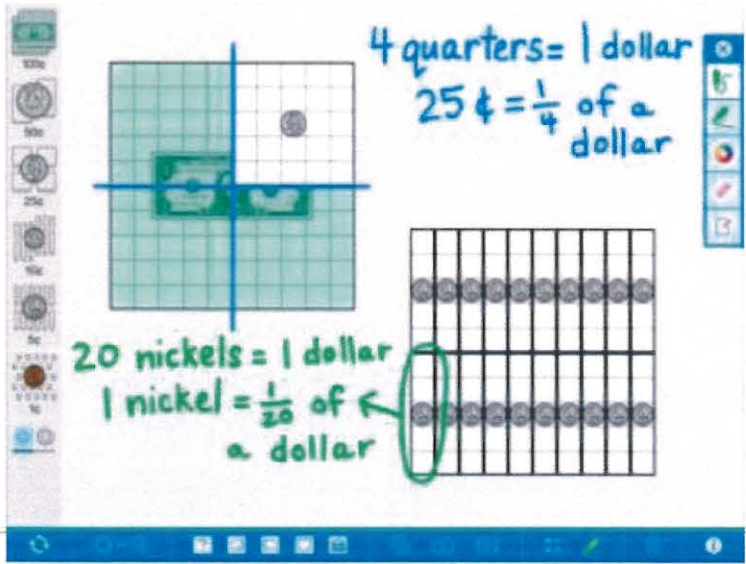- Modeling and working with fractions and decimals, using money

How to Play

1. Before you begin, there are some things you need to know.

   ○ This activity is all about fractions and decimals.

   ○ $1.00 is the whole. So, a quarter is .25 or ¼; a dime is .1, .10 or 1/10; a nickel is .05 or 1/20, and penny is .01 or 1/100

   ○ Each item on the hunt is either an amount of money that you will model with coins and describe with decimals and fractions, or a problem that can be modeled and solved with coins and bills.

2. Are you ready to begin? Use coins or draw pictures to represent what's on the list.

3. Then write equations and answers in both fraction and decimal form, if possible.

   ○ *For example, if the problem asks for 4/10 + ¾, you could write it as .4 + .75 = 1.15 AND as 8/20 + 15/20 = 1 3/20.*

4. Challenge yourself to do all 9 representations.

5. Have fun!

Tips for Families

1. If you don't have a copy of the record sheet or can't print a copy right now, have your child make a numbered list from 1 to 9 on paper.

2. You don't have to complete the scavenger hunt all at once. You can come back to it later.

3. If dollars and coins aren't available, remember that it's okay to draw pictures. You could also use the free Money Pieces app.

The free app is available for iPad, Web, and Chrome.

You can get it here:
Money Pieces

Change It Up

Making even small changes to a game can invite new ways of thinking about the math. Try making one of the changes below.

- Set a timer! How long does it take you to find or draw 9 items? Did it take you more or less than 20 minutes?

- What if a quarter was the 1 whole? Then a dollar would be 4, and a nickel would be ⅕ or .20. How would that change the rest of the math?

Grade 5 Math Scavenger Hunt

Find or draw the coins or bills that represent the following. ($1 = 1 whole) Write equations in both fractions and decimals (when possible) to show the answers.

1 **2 quarters + 3 dimes**

2 **1 whole and $\frac{3}{4}$ minus $\frac{2}{10}$**

3 **3/20 + 1 $\frac{1}{4}$**

Grade 5 Math Scavenger Hunt

Find or draw the coins or bills that represent the following. ($1 = 1 whole) Write equations in both fractions and decimals (when possible) to show the answers.

4    $4 \times \frac{1}{10}$

5    $\frac{1}{4}$ **of 2 wholes**

6   **1.35 + .6**

Grade 5 Math Scavenger Hunt

Find or draw the coins or bills that represent the following. ($1 = 1 whole) Write equations in both fractions and decimals (when possible) to show the answers.

7   **$17 \times .01$**

8   **$(2 \times 1) + (4 \times 0.1) + (7 \times 0.01)$**

9   **$\frac{4}{5}$ less than $2**

Directions: Read and annotate the text for the key details.

How to Set Up a Popcorn Stand

1   If you're thinking about a way to make money for a worthy cause in your community, a popcorn stand is the perfect way to go! Making popcorn is simple and doesn't require a lot of utensils and steps. Popcorn is also relatively inexpensive, so you will make a good profit from your sales. And let's face it—who doesn't love popcorn! Your customers will be flocking to your stand.

Things You Will Need

- poster board
- markers
- several bags of microwave popcorn
- microwave
- individual plastic or paper bags
- folding table
- tape

What to Do

2   Decide when and where you'll have your popcorn stand, but make sure to get permission from the sponsoring organization or place to sell. Ask your friends and family—including at least one adult—to help out. Use the poster board and markers to make signs advertising your popcorn stand.

How to Set Up a Popcorn Stand (page 2)

3   On the day of the big sales event, make the popcorn.

4   **1.** Remove the plastic wrap from the popcorn bag, but don't open it. Unfold the packet and put it in the microwave.

5   **2.** Set the microwave for four minutes (or whatever the directions on the bag say) and push START.

6   **3.** Don't go away! Instead, listen to the popcorn pop. Remember that popping times are estimates. If several seconds of silence pass between pops, stop the microwave, or else the popcorn might burn.

7   **4.** Grab the popcorn bag from the microwave, but be careful—it will be HOT! Open the bag away from your face and pour the popcorn into a large bowl. Keep popping popcorn until you have all you need.

8   **5.** Scoop popcorn from the bowl into individual plastic or paper bags and seal them. Once your popcorn is ready to be sold, deliver it to your stand (folding table), hang the signs with the tape, and you're in business. Have fun, and good luck!

Directions: Reread <u>How to Set Up a Popcorn Stand</u>, and then fill in the Key Details Chart below.

Key Details Chart

Why?	
How?	
What do you need?	
What are the steps?	

Prompt: Why is making and selling popcorn a good way for students to raise money? After reading "How to Set Up a Popcorn Stand," write a brief text that answers this question. Use evidence directly from the article.

Analyze the Prompt

What type of text or genre are you being asked to write?

_____

What does the prompt ask you to do?	
What details/evidence from the text will you need to look for?	

Key Reasons

Directions: Now that you have analyzed the prompt, use the following pages to write a rough draft. You may look back at the text and your charts to help you.

Prompt: Why is making and selling popcorn a good way for students to raise money? After reading "How to Set Up a Popcorn Stand," write a brief text that answers this question. Use evidence directly from the article.

Directions: Use the checklist below to help you edit and revise your writing.

Informative/Explanatory Checklist

Title _____

	Yes	No	Not Sure
1. I researched my topic and organized my information into notes that helped me write my paper.	___	___	___
2. I introduce my topic and use words that grab my readers' attention. I include a general observation about the topic.	___	___	___
3. I keep my paper organized by grouping information together in a way that makes sense. I use paragraphs and sections.	___	___	___
4. I use headings to organize my sections.	___	___	___
5. The information in my paper is accurate.	___	___	___
6. I support my points with facts, definitions, and details.	___	___	___
7. I include graphics to support my information.	___	___	___
8. I include captions that explain each graphic.	___	___	___
9. I use linking words and phrases to connect ideas.	___	___	___
10. My paper includes different viewpoints so that I do not sway my readers to think one way.	___	___	___
11. I include a strong conclusion that keeps my readers thinking.	___	___	___
12. I choose words that make my text interesting to read and easy to understand. I include words that connect to the topic.	___	___	___
13. I use at least one primary source (a quote).	___	___	___
14. I use a formal, active voice.	___	___	___

Quality Writing Checklist
I looked for and corrected . . .

	Yes	No	Not Sure
sentence structure (expanding, reducing, and combining).	___	___	___
parts of speech (conjunctions, prepositions, interjections).	___	___	___
grammar.	___	___	___
indented paragraphs.	___	___	___
punctuation.	___	___	___
capitalization.	___	___	___
spelling.	___	___	___

Directions: Now that you have used the Informative/Explanatory Checklist to check your writing, use the following pages to write a final draft.
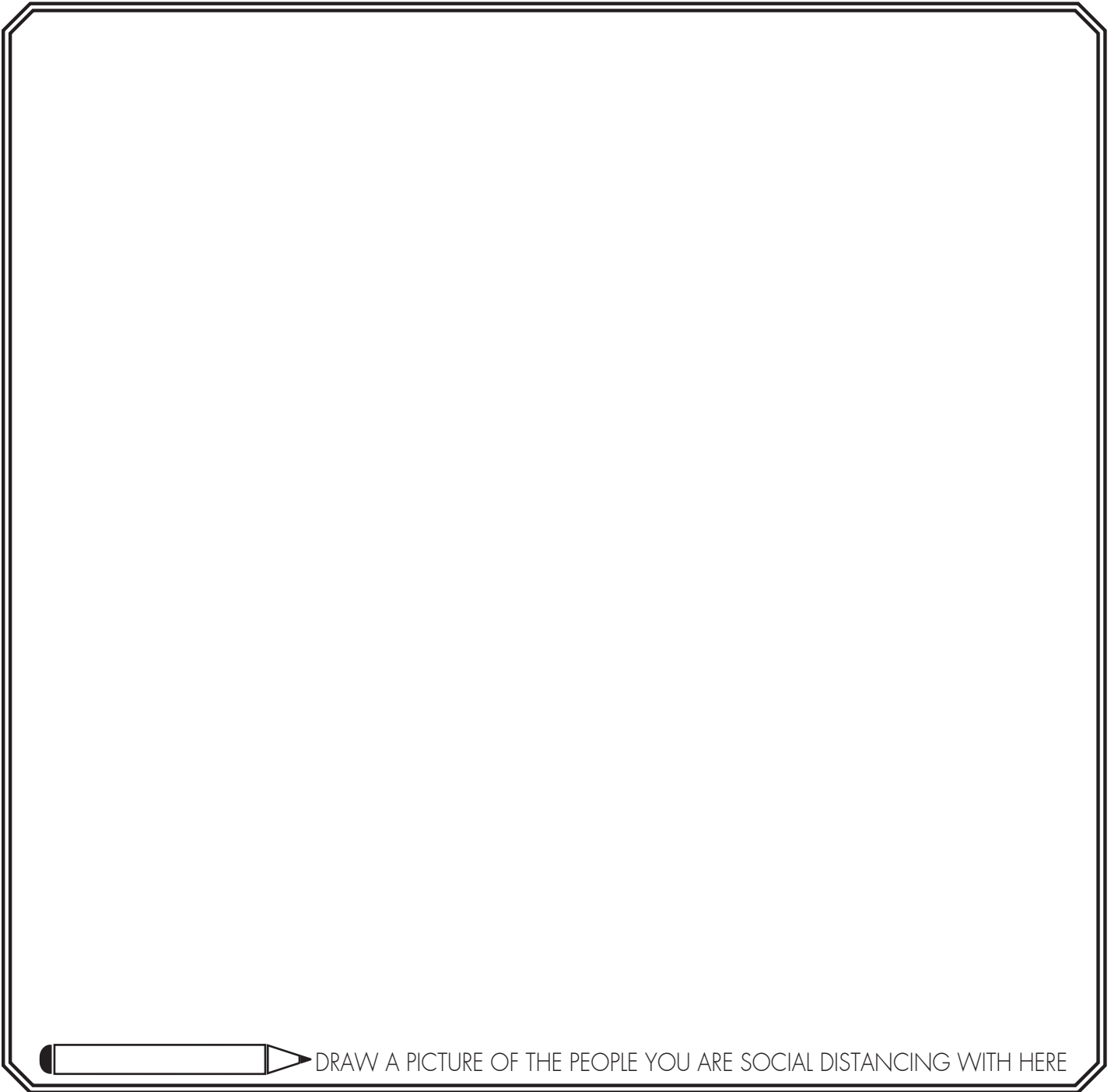
MY 2020 COVID-19
TIME CAPSULE
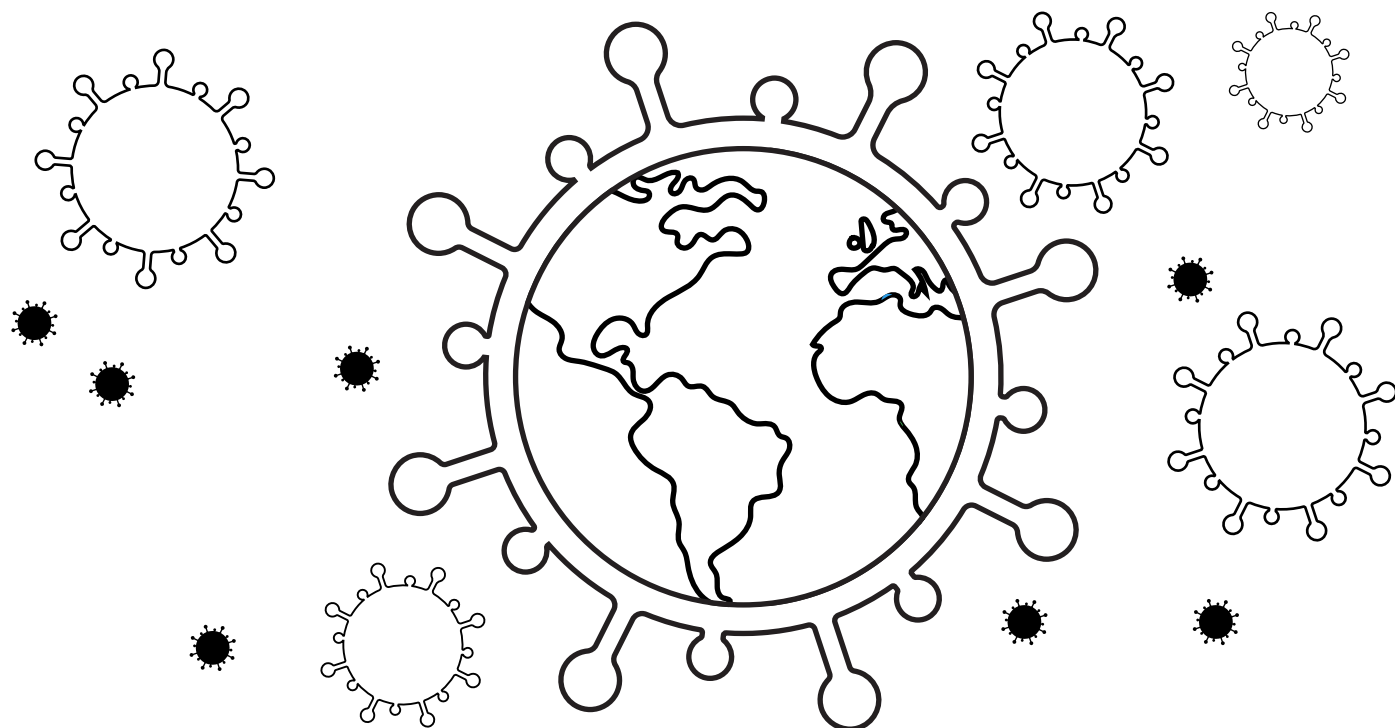
BY: _____

YOU ARE LIVING THROUGH HISTORY RIGHT NOW

TAKE A MOMENT TO FILL IN THESE PAGES FOR YOUR FUTURE SELF TO LOOK BACK ON. AND HERE ARE SOME OTHER IDEAS OF THINGS TO INCLUDE:

- ☐ SOME PHOTOS FROM THIS TIME
- ☐ A JOURNAL OF YOUR DAYS
- ☐ LOCAL NEWSPAPER PAGES OR CLIPPING
- ☐ ANY ART WORK YOU CREATED
- ☐ FAMILY / PET PICTURES
- ☐ SPECIAL MEMORIES

DRAW A PICTURE OF THE PEOPLE YOU ARE SOCIAL DISTANCING WITH HERE

ALL ABOUT ME

I AM

_____ YEARS OLD

I STAND

_____ INCHES TALL

I WEIGH

_____ POUNDS

SHOE SIZE

MY FAVORITES

TOY: _____

COLOR: _____

ANIMAL: _____

FOOD: _____

SHOW: _____

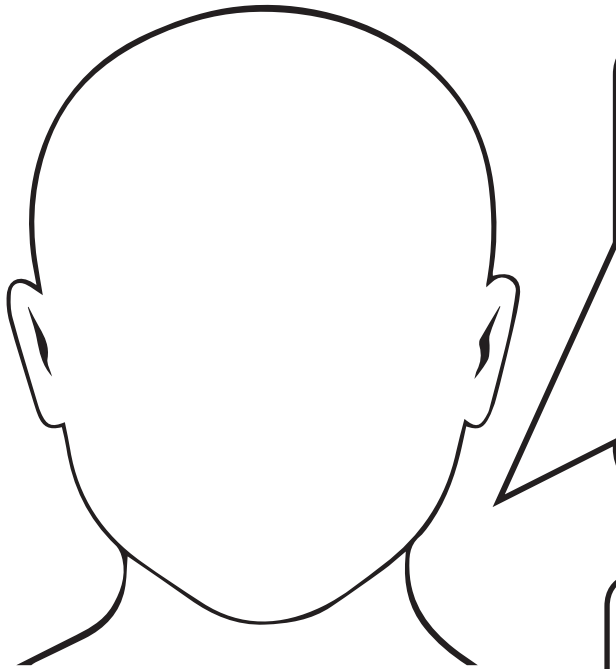MOVIE: _____

BOOK: _____

ACTIVITY: _____

PLACE: _____

SONG: _____

MY BEST FRIEND/S:

_____

_____

WHEN I GROW UP I WANT TO BE:

_____

_____

DATE:

HOW I'M FEELING

HOW MY FACE LOOKS

☺ ☺ ☹ ☹ ☹

WORDS TO DESCRIBE HOW I FEEL:

WHAT I HAVE LEARNED MOST FROM THIS EXPERIENCE:

_____
_____
_____
_____

I AM MOST THANKFUL FOR

_____
_____

THE 3 THINGS I AM MOST EXCITED TO DO WHEN THIS IS OVER:

1 _____
_____
_____

2 _____
_____
_____

3 _____
_____
_____

MY COMMUNITY
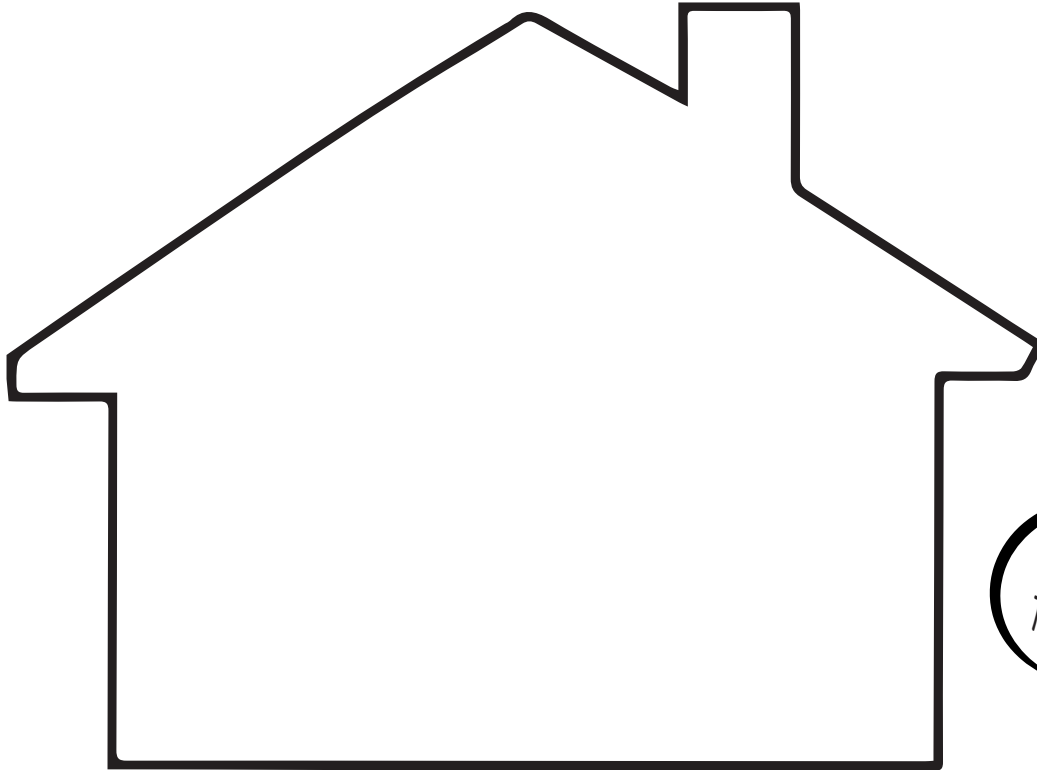
COLOR THIS HOUSE TO LOOK LIKE YOURS

WHERE I AM LIVING DURING THIS TIME:

WHAT THINGS ARE YOU DOING TO HELP FEEL CONNECTED/HAVE FUN OUTSIDE (e.g hearts in windows, chalk notes on sidewalk, etc)

_____

_____

_____

_____

HOW ARE YOU CONNECTING WITH OTHERS?

_____

YOU ARE NOT STUCK AT HOME, YOU ARE SAFE AT HOME!

WHAT I AM DOING TO KEEP BUSY:

OUR HANDPRINTS

PRINT THE HANDS OF ALL THE PEOPLE LIVING IN YOUR HOME
(IN DIFFERENT COLORS) AND PLACE YOUR HANDS HERE

SPECIAL OCCASIONS

WHAT OCCASIONS DID YOU CELEBRATE DURING THIS TIME?
WRITE THE LIST DOWN HERE AND WHAT YOU DID TO CELEBRATE
(E.G. ST. PATRICK'S DAY, EASTER, BIRTHDAYS, ANNIVERSARIES)

EVENT	DATE	HOW YOU CELEBRATED

LETTER TO MYSELF

_____

DEAR, _____

_____

_____

_____
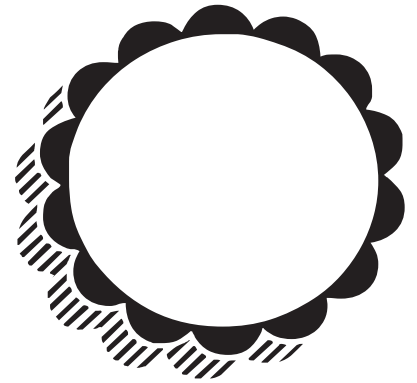
_____

_____

_____

_____

_____

_____

LOVE, _____

INTERVIEW YOUR HOUSEHOLD

WHAT HAS BEEN THE BIGGEST CHANGE?

HOW ARE YOU FINDING HOMESCHOOLING?

DAYS SPENT INSIDE

HOW ARE YOU FEELING?

YOUR TOP 3 MOMENTS FROM THIS EXPERIENCE:

1. _____

2. _____

3. _____

WHAT ACTIVITIES/HOBBIES HAVE YOU MOST ENJOYED DOING?

WHAT ARE YOU MOST THANKFUL FOR?

WHAT TV SHOW YOU WATCHED : _____

YOUR NEW FOUND FAVORITE INSIDE HOUSEHOLD ACTIVITY:

_____

FAVORITE FOOD TO BAKE: _____

FAVORITE TIME OF DAY: _____

GOAL/S FOR AFTER THIS:

LETTER FROM YOUR HOUSEHOLD

_____

DEAR, _____

_____

_____

_____

_____

_____

_____

_____

_____

_____

LOVE, _____