St. Tammany Parish Public Schools
Extended Learning at Home
Screen-Free Activities
May 18 – May 22
Grades 3 – 6

Choose one of the possible activities from each content area listed below to complete each day.

Reading

This week's focus is main idea.

Have your child read a book daily for 30-45 minutes.

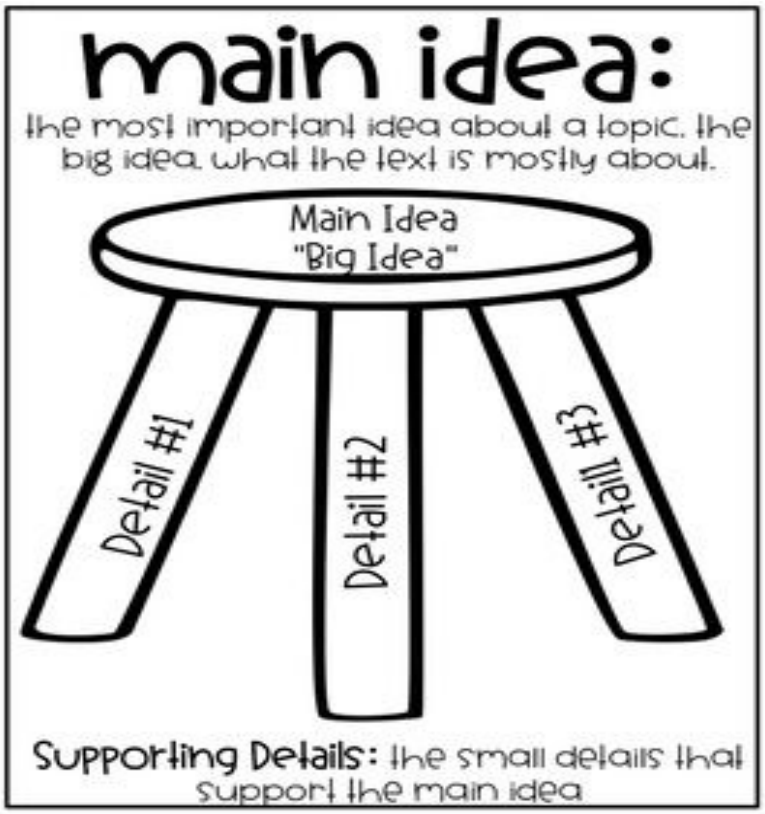
Authors have a message for readers in every passage or story. The **main idea** is the most important point of the message the author wants to share. Figuring out that main point helps us better understand what we read. The main idea can usually be stated in a few words or a sentence, and the other information in a passage explains the main idea. These are known as **details**.

Finding the Main Idea

How can you figure out a main idea? While reading, think about what the story or passage is mostly about and ask yourself these questions:

1. What is the most important point the author is trying to make?
2. Do the details support that point?

Another way to think about the main idea is to picture a stool. The seat is the main idea since it is the largest part of the stool and each of the legs is a detail.



Example:

Main Idea and Details

Main Idea and Key Details:

The **main idea** of a passage is what the passage is mostly about. The **key details** in a passage support the main idea. This means they give the reader more information about the main idea.

When you read, try to identify the main points the author is trying to make—this is the main idea. Then, try to find the details the author uses to add more information about the main idea.

Dear Mom and Dad,

I know you don't think I should get a kitten, but I think I should. I know I didn't take very good care of my goldfish. I was too young to take care of a pet back then.

Now that I am older, I am ready to do all the work to take care of the kitten. I will feed it. I will clean out its litter box. I will even help pay for its food with my allowance. I hope you will at least think about it.

Love,
Tim

…

Example: This passage is mainly about why Tim thinks his parents should let him get a kitten. This is the **main idea**.

Example: The **key details** that support the passage's main idea are —

- Tim is older now and is ready to take care of a pet.
- He will clean out the litter box.
- He will help pay for the kitten's food.

These details show the reader why Tim thinks he is ready to get a kitten.

Directions: Read the following informational passage and answer the questions that follow.

Main Idea and Details

Keeping Food Cool in Camps

by F. Smith, La Salle,

Adapted from The Boy Mechanic: Volume 1, 700 Things For Boys To Do by Popular Mechanics

Camps and suburban homes located where ice is hard to get, can be provided with a cooling arrangement herein described that will make a good substitute for the icebox. A barrel is sunk in the ground in a shady place, allowing plenty of space about the outside to fill in with gravel. A quantity of small stones and sand is first put in wet box. A box is placed in the hole over the top of the barrel and filled in with clay or earth well tamped. The porous condition of the gravel drains the surplus water after a rain.

The end of the barrel is fitted with a light cover and a heavy door hinged to the box. A small portion of damp sand is sprinkled on the bottom of the barrel. The covers should be left open occasionally to prevent mold and to remove any bad air that may have collected from the contents.

1. What is the best main idea for this informational text?
    a. Camping without an ice box
    b. Making a good substitution for an ice box
    c. How to protect food from animals while camping

2. Write two key details to support your main idea.

    _____

    _____

    _____.

3. Write the definition of ‘barrel’ as used in context of the article.

    _____

    _____.

Directions: Read the following passage and complete the graphic organizer.

Ideas of The Harlem Renaissance

Josephine Baker was a singer, dancer, and actress who started performing during the Harlem Renaissance.

The Harlem Renaissance was a major movement in African American art and culture. It began in the Harlem neighborhood of New York City. It started in the 1920s and continued into the 1930s. The time period produced not only important African American literature but also music, drama, art, and ideas.

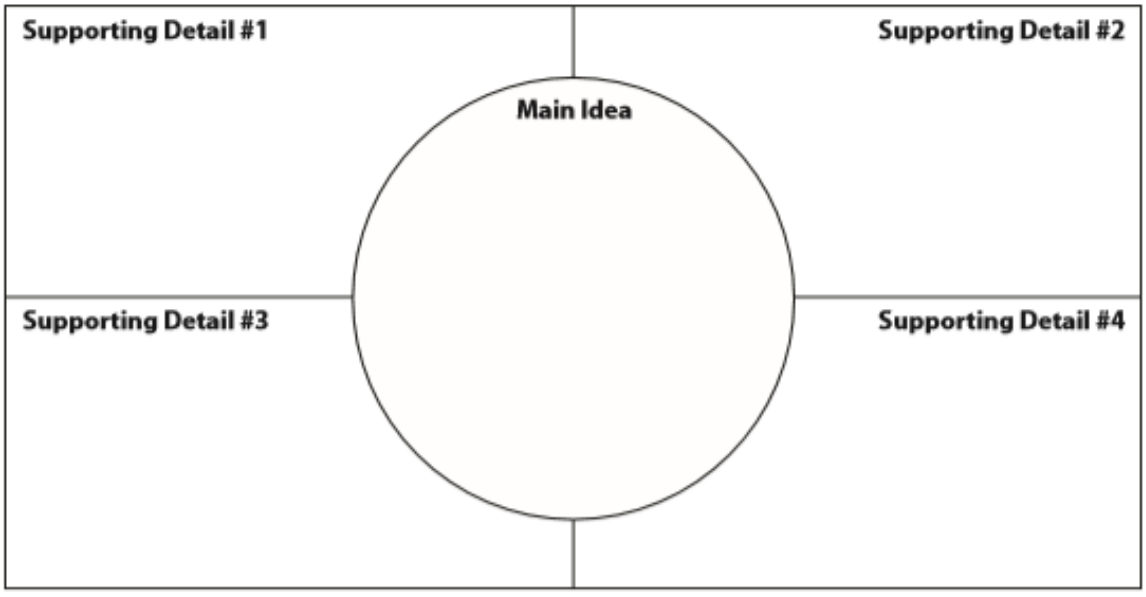
An important idea behind the Harlem Renaissance was that African Americans refused to be considered less important than white Americans. They wanted to own their African American culture. They wanted to decide how to present their culture. Also, artists wished to show they were capable of creating their own art forms. They did not want to copy the art white Americans created.

During the Harlem Renaissance, many great African American musicians rose to fame in the Renaissance Theater. The theater was a music hall in Harlem.

Some famous artists were jazz musicians like Duke Ellington, Ella Fitzgerald, and Billie Holiday. The American poet Langston Hughes wrote an important poem called "Harlem." The poem famously begins with the line, "What happens to a dream deferred?" The poem is about the African American struggle for equality and freedom in the United States. The books, plays, music, and thoughts of the Harlem Renaissance still inspire American artists and writers of all cultures.

Directions: Fill in the graphic organizer below with the main idea of the text. Explain how the details you chose support your main idea.

Directions: Fill in the graphic organizer below with the main idea of the text. Explain how the details you chose support your main idea.



Directions: Read the informational text about basketball and answer the questions below.

The Beginnings of Basketball

(1) Basketball is a popular sport around the world. The game got its start in the late 1800s. In 1891, Dr. James Naismith was a teacher in Springfield, Massachusetts. He wanted a new game for his students to play inside during the cold winter months. He invented a game for two teams. Since his class had 18 students, each team had nine players. The players would throw a soccer-like ball into two peach baskets hung 10 feet high on opposite sides of a gym. That is how the game came to be known as basketball.

(2) Dr. Naismith's first basketball game had thirteen rules. Some of the rules have changed, but others remain the same. For example, a player could not run or walk while holding the ball in 1891. Today, players still cannot run or walk while holding the ball. However, today's players can run or walk while "dribbling" the ball. "Dribbling" is bouncing the ball on the floor with one hand. A basketball player cannot start and stop dribbling, though. Once they catch and hold the ball, they cannot start dribbling or moving their feet again until another player touches the ball. Dribbling was not a part of Dr. Naismith's game.

(3) There are other differences between the original game of basketball and the one played today. For instance, the baskets are now open at the bottom so the balls go through them. Naismith's peach baskets were solid on the bottom. Someone had to climb up and get the ball whenever someone scored. Also, there are two-point and three-point shots in today's basketball game. Each goal only scored a point in the original game. And the first game had only two 15-minute halves, with a short rest between. Today's game has four 12-minute quarters with a half-time after the second quarter. Even so, the game of basketball is very similar to that first game invented by Dr. Naismith well over a hundred years ago.

Questions:

1. What is the key detail of paragraph 3?
   a. Other similarities between Dr. Naismith's original basketball game and today's game
   b. How and why Dr. Naismith invented the game of basketball in 1891
   c. Other difference between the original game of basketball and the modern game
   d. How dribbling became such an important part of the game of basketball

2. Which TWO details from the passage give information about the invention of basketball?
    a. It was invented by James Naismith in 1891 for his students
    b. Today, there are 12- four minute quarters with a half time break
    c. The players threw balls into peach baskets hung up at the gym
    d. Basketball is a popular game in many places around the world

3. Which detail from paragraph 1 tells why Dr. Naismith invented basketball?
    a. The players would throw the ball into peach baskets set high on opposite sides of the gym
    b. He wanted a new game for his students to play during the cold winter months
    c. In 1891, Dr. Naismith was a teacher in Springfield, Massachusetts
    d. Since his class had 18 students, each team had 9 players

4. Which detail shows a way that basketball rules have not changed?
    a. Baskets now have an opening at the bottom for balls to go through
    b. Today's game has four, 12 minute quarters with a break after the second quarter
    c. Today's players can dribble the ball while walking or running
    d. Today, players still cannot run or walk while holding the ball

5. What type of text structure is used in this informational text article?
    a. Problem and solution
    b. Sequencing
    c. Cause and effect
    d. Description

6. Which sentence from paragraph 2 best stated the key idea of the paragraph?
    a. Dribbling was not a part of Dr. Naismith's game
    b. Dr. Naismith's game had 13 rules
    c. Some rules of basketball have changed, but some have remained the same.
    d. Today, players cannot run or walk while holding the ball

7. What is the main idea of the passage?
    a. Basketball is the exact same game that was invented in 1891 by Dr. Naismith
    b. Dr. Naismith invented many sports, including basketball
    c. Basketball was invented over 100 years ago, and is both the same and different
    d. Basketball has added many rules since it was invented in the 1800s

Directions: Read the informational text and answer the questions below.

The Birds and the Bats

(1) Bats and birds are easy to confuse. After all, they are the only two flying vertebrates* on Earth! They are about the same size and shape, and they both fly through the air with their wings. They can be found in similar places, like under bridges, in caves, and in trees. Both bats and many birds eat insects and fruit. Birds and bats are similar in other ways, too. However, they are really very different creatures overall.

(2) Bats are mammals, but birds are not. This means that bats have fur and give birth to live babies. Birds have feathers, and they lay eggs. Bats have mouths with teeth, while birds have beaks. Bats have arms with fingers, and legs with clawed feet. Birds just have legs with talons - no arms!

(3) A bat's wings are actually its arms, fingers, and legs. They are connected by a thin, stretchy piece of skin. In other words, they are "webbed." Bats' wings have many joints. This allows bats to make quick, sharp turns in the middle of flying. They don't have to flap their wings quite as much as birds do, either. This is because birds have stiffer wings with fewer joints. They have to flap them more fully to fly. Birds' wings are covered with feathers. They can adjust the position of their feathers to control their flight path.

(4) Another difference between birds and bats is how they spend their days. Most birds are like most people. They get up in the morning and go to sleep at night. During the day, they use their very good eyesight to fly safely and find food. Bats, on the other hand, sleep all day. They come out at night to hunt for food. They use a sense called "echolocation" to fly safely in the dark and find their prey. Echolocation allows bats to "see" in the dark. They send out sound signals that bounce back from the bodies of insects. This tells a bat where to turn and catch a meal. Bats snatch bugs right out of the air!

(5) Bats and birds are really not as similar as they appear on the surface. They both have important roles to play in the environment, though. They help to keep the natural world in balance. Luckily, both bats and birds are creatures that are found in almost every place on the planet.

---

*__vertebrate__: an animal with a backbone.

Questions:

Fill in the blank with the information from the passage that supports the main idea.

1. Bats have webbed wings with many joints, but birds _____.

   a. Have feathers and lay eggs
   b. Have feathers and wings with smaller joints
   c. Have legs with talons, but no arms
   d. Are active during the daytime

2. What is the key detail in paragraph 4?

   a. Bats and birds keep the world in balance by eating insects

   b. Bats can 'see' in the dark using a sense called echolocation

   c. Birds are active and eating during the day, but bats are active and eat at night

   d. Birds are a lot like people, but bats have nothing in common with people

3. What is the main idea of the passage?

   a. No one would mistake a bat for a bird because birds and bats are nothing alike

   b. Birds and bats are alike in some ways, but they are really very different creatures

   c. Most birds are active during the day, but bats are active during the night

   d. Birds and bats are very similar flying animals, with very few differences

4. Which **paragraphs** of the passage have details about how birds and bats are alike?
   a. Paragraph 1
   b. Paragraph 5
   c. Paragraph 2
   d. Paragraph 3
   e. Paragraph 4

5. What text structure is used in paragraph 4?
   a. Cause and effect
   b. Description
   c. Compare and contrast
   d. Problem and solution

Vocabulary

Vocabulary BINGO: Select 10 new or unfamiliar vocabulary terms as you read. Complete at least one activity a day until you reach a BINGO.

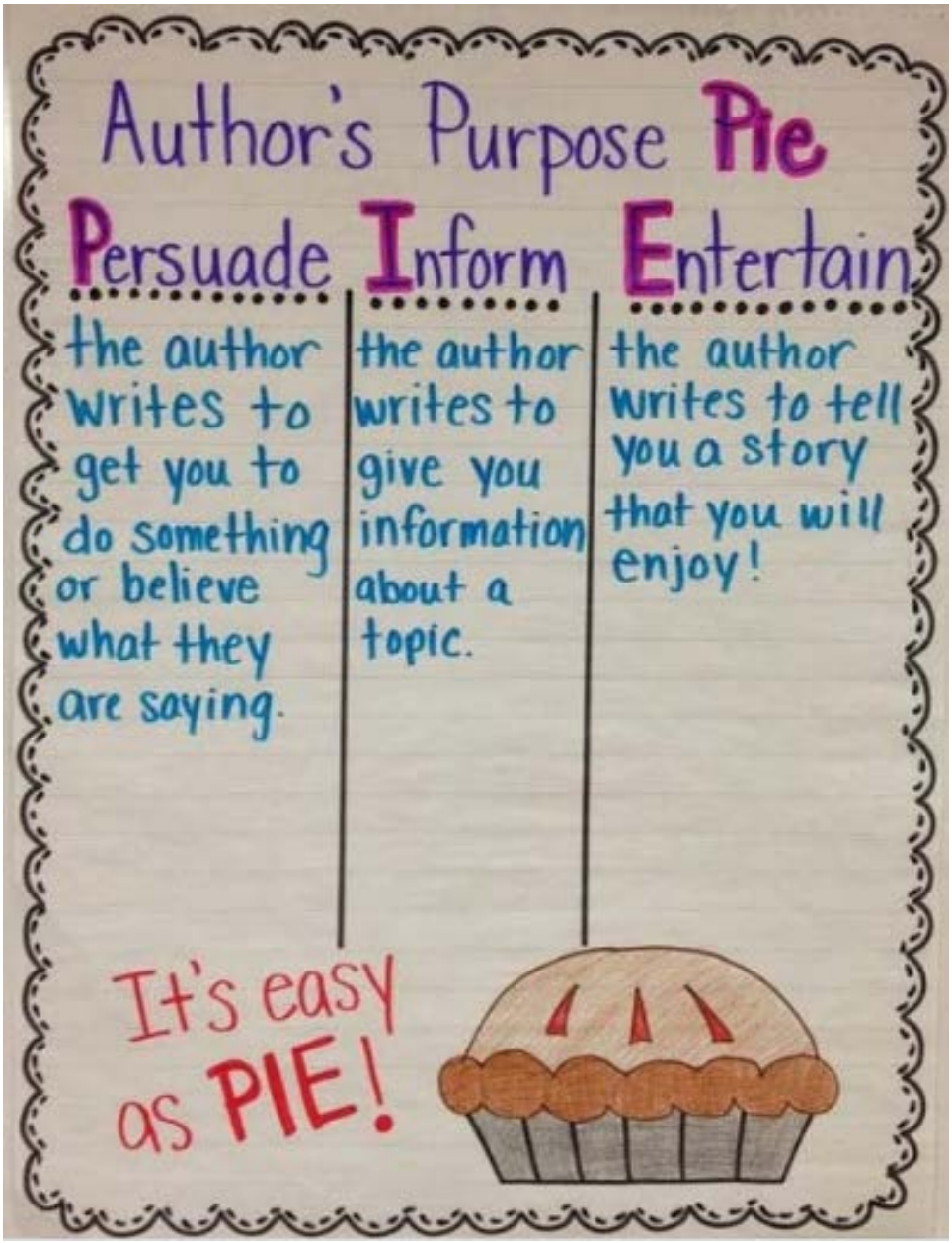
Write a sentence with each word. Underline the vocabulary term in each sentence	Write terms 5 times each	Write 2 synonyms and 2 antonyms for each term	Quiz an adult on all vocabulary terms	Using index cards or quarter sheets of paper, create flash cards for your terms
Quiz an adult on all vocabulary terms	Using index cards or quarter sheets of paper, create flash cards for your terms and match the definition to the term	Group terms into ABC order	Write a sentence with each word. Underline the vocabulary term in each sentence	Create a vocabulary test and test a relative
Create a vocabulary foldable and use all 10 terms	Create a vocabulary test and test a relative	**Free**	Write terms 5 times each	Write 2 synonyms and 2 antonyms for each term
Write terms 5 times each	Create a Crossword Puzzle using your terms and their definitions	Quiz an adult on all vocabulary terms	Create a graphic organizer for 5 of your terms. Include definition, part of speech and sentence	Create a vocabulary foldable and use all 10 terms
Create Frayer Models for 5 of your 10 words	Be the teacher! Say each vocabulary term and definition and have a family member repeat it back to you.	Using index cards or quarter sheets of paper, create flash cards for your terms and match the definition to the term	Write 2 synonyms and 2 antonyms for each term	Have a family member quiz you on your 10 terms. Do not stop until you get them all correct

Grades 4-6

This week's focus is reading informational text/nonfiction.

Have your child read a book daily for 30-45 minutes.

Authors write informational text to persuade, inform, or explain. Study the anchor chart for more information on this.



Reading Activity #1

- Read an informational text (or watch a documentary), then identify the topic, main idea, and supporting details. Write, draw, or explain to someone the topic, main idea, and supporting details of the text you read or documentary watched.
- What is the author's purpose for writing the passage? Use information from the passage that the author included to explain your thinking. (Write, draw, or explain the author's purpose.) Use the chart above on the author's purpose to help with this.

Reading Activity #2

- Read an informational text (or watching a documentary) to determine the author's opinion of the topic. Explain the author's opinion and compare/contrast it to yours.
- Create a chart (or Venn Diagram) on another sheet of paper to show the author's opinion and your opinion. Are your thoughts the same as the author? What is different about both of your opinions? Ask someone to share their opinion of the topic with you. Add this to your chart. See the chart below for an example of how to collect and organize opinions.

Title: **Topic:**	
Author's Opinion	**My Opinion**

Reading Activity #3

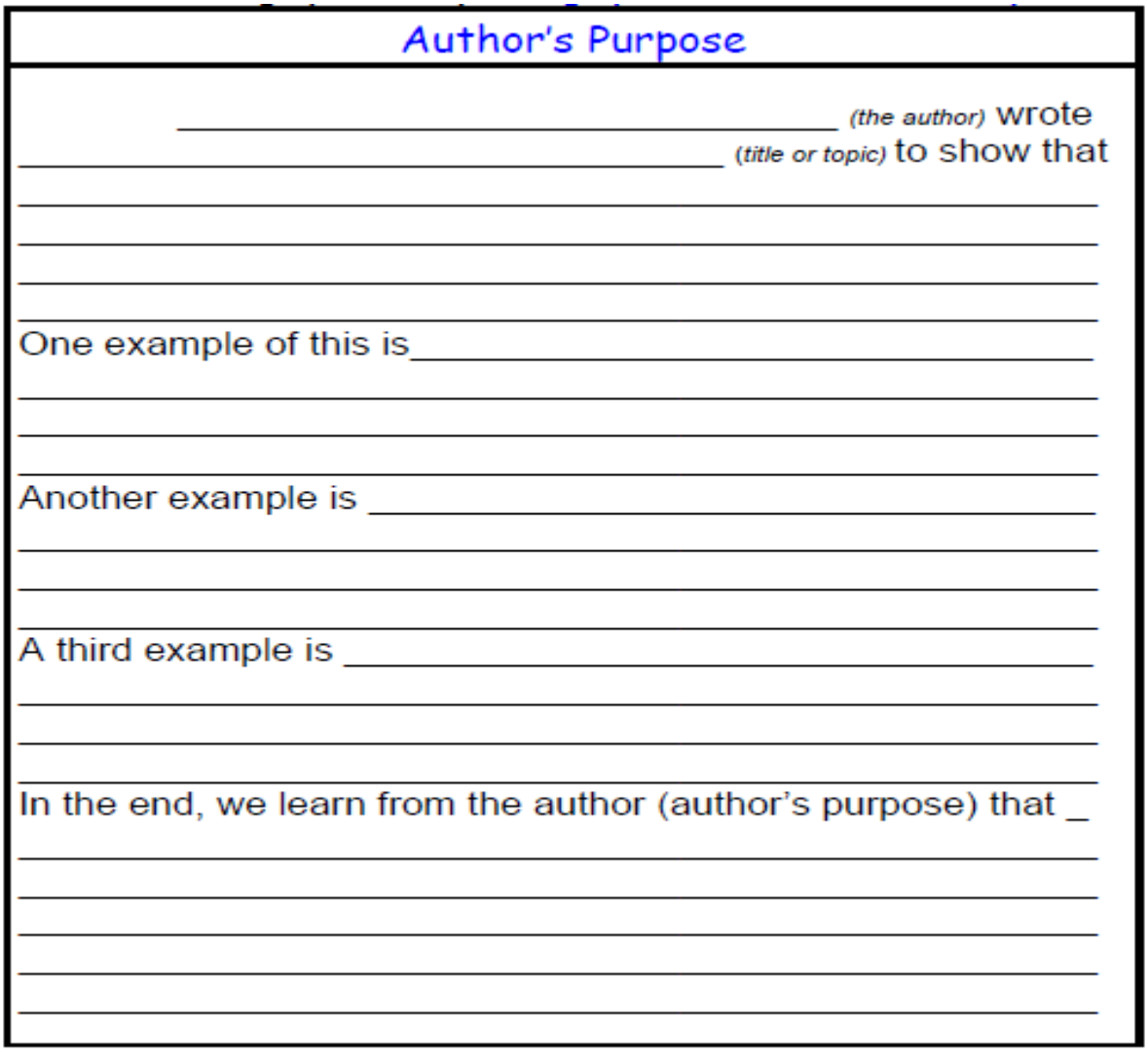
- Read two or more texts about a specific topic. (Documentaries or short videos about the same topic can be used.) Example: read 2 texts on how to care for a dog. Gather a list of facts from each text. Compare and contrast the facts. See the chart below for an example of how to gather your facts. You can highlight or circle facts that are similar in each source/text.

Topic: _____	
Source/Text 1 Title: _____	**Source/Text 2 Title: _____**
Fact #1:	**Fact #1:**
Fact #2:	**Fact #2;**
Fact #3:	**Fact #3:**
Fact #4:	**Fact #4:**

Writing

Writing Activity #1

Read an informational text (or watch a video or documentary) and write a paragraph to explain the topic, main idea, and author's purpose. The sample writing frame below may be used:



Author's Purpose

_____ *(the author)* wrote
_____ *(title or topic)* to show that
_____
_____
_____
_____
One example of this is_____
_____
_____
_____
Another example is _____
_____
_____
_____
A third example is _____
_____
_____
_____
In the end, we learn from the author (author's purpose) that _
_____
_____
_____
_____
_____

Writing Activity # 2

- Choose 2 or more informational texts (articles, books, or videos/documentaries) about the same topic. Read and gather facts about the topic The chart in Reading Activity #3 can be used.)
- Write a report about the topic using facts from each text/source.
- Use the outline below to help you write. Add at least one text feature to your report.

Name_____

Report Writing Organizer

Topic/Title _____

Catchy introductory sentence for your report:

Describe your topic. (1-3 sentences)

Concluding/Closing Sentence:

Paragraph 2: Source 1 info Give title of one text or video. Provide facts/details about the topic.

Topic Sentence:

Detail One: _____
Detail Two: _____
Detail Three: _____

Concluding/Closing Sentence:

Paragraph 3: Source 2 info Provide title of the text/video. Provide details from this source about the topic.

Topic Sentence:

Detail One: _____

Detail Two: _____

Detail Three: _____

Concluding/Closing Sentence:

Paragraph 4: Share your thoughts or ideas about the topic.

Topic Sentence:

Detail One: _____

Detail Two: _____

Detail Three: _____

Concluding/Closing Sentence:

Paragraph 5: Closing Paragraph—Sum up everything you have written about. Mention one key point from each paragraph.

Topic Sentence:

Key point from paragraph 2: _____

Key point from paragraph 3: _____

Key point from paragraph 4: _____

Closing Sentence:

Text Features in My Report

Choose 2 or more text features to add to your report.

_____Cover
_____Title
_____Author
_____Text
_____Boldface/Highlighted words
_____Heading
_____Photographs

Optional Text Features

_____Chart/Table
_____Graph
_____Photograph with Caption
_____Diagram
_____Illustration
_____Sidebar
_____Glossary

Vocabulary

Vocabulary BINGO: Select 10 new or unfamiliar vocabulary terms as you read. Complete at least one activity a day until you reach a BINGO.

Write a sentence with each word. Underline the vocabulary term in each sentence	Write terms 5 times each	Write 2 synonyms and 2 antonyms for each term	Quiz an adult on all vocabulary terms	Using index cards or quarter sheets of paper, create flash cards for your terms
Quiz an adult on all vocabulary terms	Using index cards or quarter sheets of paper, create flash cards for your terms and match the definition to the term	Group terms into ABC order	Write a sentence with each word. Underline the vocabulary term in each sentence	Create a vocabulary test and test a relative
Create a vocabulary foldable and use all 10 terms	Create a vocabulary test and test a relative	**Free**	Illustrate 5 of your terms	Write 2 synonyms and 2 antonyms for each term
Illustrate 5 of your terms	Create a Crossword Puzzle using your terms and their definitions	Quiz an adult on all vocabulary terms	Create a graphic organizer for 5 of your terms. Include definition, part of speech and sentence	Create a vocabulary foldable and use all 10 terms
Create Frayer Models for 5 of your 10 words	Be the teacher! Say each vocabulary term and definition and have a family member repeat it back to you.	Using index cards or quarter sheets of paper, create flash cards for your terms and match the definition to the term	Write 2 synonyms and 2 antonyms for each term	Have a family member quiz you on your 10 terms. Do not stop until you get them all correct

Mathematics

Third Grade

- Use electrical, painting, or masking tape to create two rectangles outside. Use a tape measure or ruler to find the length of each side. Find the area of both rectangles. When finished, use chalk to color in the area of the shape with the largest area.
- Use a ruler or tape measure to find the length and width of your bedroom. Use these dimensions to find the area of your bedroom. Can you find a room in your house with a bigger area? Which room in your house has the greatest area? Measure each to find out.
- Use 24 square crackers (cheez-its, saltines, etc.) to make a rectangle. Record the length and width of your rectangle. Rearrange the crackers to make another rectangle using all 24 crackers. Record the length and width of your rectangle. How many rectangles with an area of 24 square crackers can you make?
- *Spaghetti and Meatballs for All!* Task
- Draw a figure with an area of 20 square units.

What is the perimeter of the figure you created? _____

Draw a figure with an area of 14 square units.

What is the perimeter of the figure you created? _____

***Spaghetti and Meatballs for All*!**

First, read *Spaghetti and Meatballs for All* by Marilyn Burns. After reading the book:

Pretend that four people live at your house (Your mom, dad, sister, and you). Aunt Sue, Uncle John and their six children (Jamal, Kevin, Carl, Annie, Stephanie, and Maxine) are coming for dinner. Uncle

Kenny is coming, too. He is bringing his wife (Aunt Jenny) and four kids (Earl, Charles, Jasmine and Justine).

Mom has six square folding tables she can use but you don't have to use all of them. (Each folding table seats four, one on each side.) You can put two or more of the folding tables together to form a rectangle if you like.

You have two jobs to make this family feast a success.

Job #1:
Your job is to work with a parent or partner to decide on a seating arrangement that is best for your family and guests. When finished, draw a picture of the table arrangement and label each place to show who will be sitting there. Mom has the following rules:

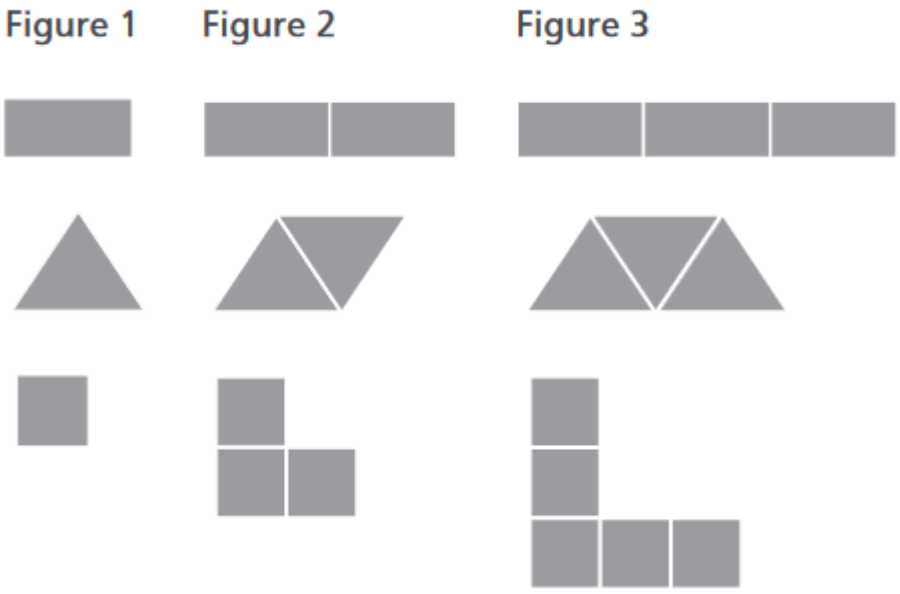
- There should be no empty seats.
- There must be at least one grown-up at each table.

Write a few sentences to describe what happened to the perimeter as tables were pushed together. Then explain why the arrangement you chose is the best possible arrangement.

Job #2
Next, you need to determine what size tablecloth your mom needs in order to cover the table. Each side of each square is 3 feet long. The tablecloth should be a perfect fit.

Grade 4

- Draw the next three shapes in each pattern. Explain the pattern.



- Writing in Math

How Do They Compare?

Explain why every square is also a rectangle. Think about using pictures in your explanation.

Explain which rectangles are not squares. Use illustrations in your explanation.

Measurement

Complete the following metric conversions. Write about how you can use patterns to find each missing value.

1 centimeter = 10 millimeters

3 centimeters = _____ millimeters

30 centimeters = _____ millimeters

45 centimeters = _____ millimeters

1 meter = 100 centimeters

4 meters = _____ centimeters

30 meters = _____ centimeters

45 meters = _____ centimeters

1 kilometer = 1,000 meters

6 kilometers = _____ meters

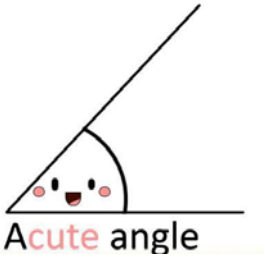
30 kilometers = _____ meters

45 kilometers = _____ meters

- Nature Geometry Scavenger Hunt

Find something from nature with…..

An Acute Angle



Bilateral Symmetry

Curved Line

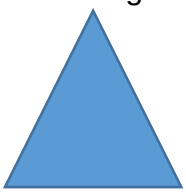
A Straight Line

Radial Symmetry

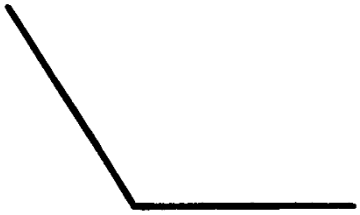
A Circle

An Arc

A Triangle



An Obtuse Angle



- Math Vocabulary – the same mathematical words can have the same meanings but may lead to different solutions. Complete the following table.

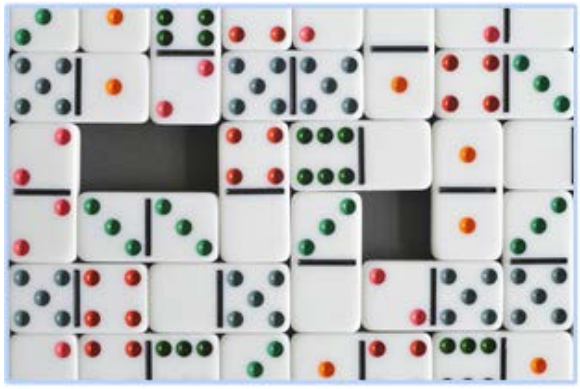
Question	Greater or Less than Underlined Value	Solution
A. Half of **80** is what number? B. **80** is half of what number?	A. A.	B. B.
A. How many more is **7** than 4? B. Which number is **7** more than 4?	A. A.	B. B.
A. **8** is 17 less than what number? B. **8** is how many less than 17?	A. A.	B. B.
A. **33** decreased by 9 is what number? B. **33** decreased by what number is 9?	A. A.	B. B.
A. **2** increased by 8 is what number? B. **2** increased by what number is 8?	A. A.	B. B.

- **Blockout – A dice game**
  - Materials: three dice; Roll three dice | **Players:** 2 – 4 | **Process**: add two numbers and multiply by the third number | **Goal**: create the highest number.
  - Directions: players take turns rolling 3 dice. On your turn roll the three dice. Carefully think. Choose 2 numbers to add, and then multiply the sum you just generated by the

number on the third die. You want to create the largest possible answer. For example, you roll a 3-5-6. You could add 6 + 3 to get 9, and multiply by 5 to score 45 points on your turn. Or what if you add 5 + 3 to get 8, and then multiply by 6? Then you would get 48 points. The player with the highest total score after 5 rounds wins.

Grades 5 – 6

- Picturing math:

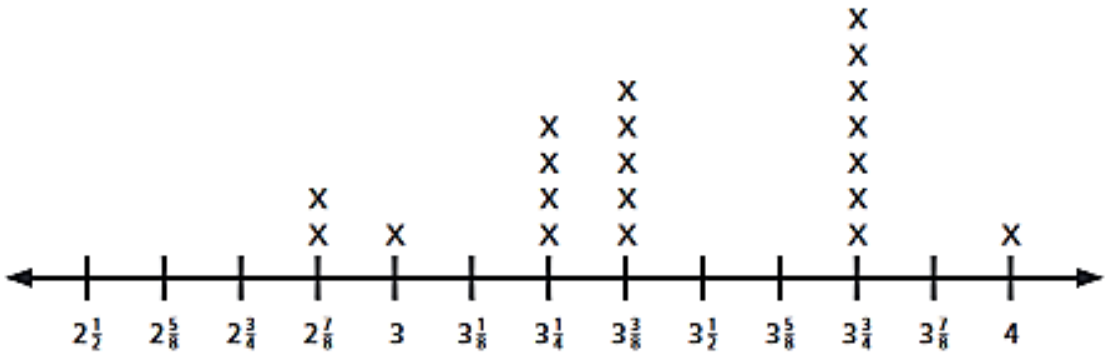


Each domino is about 1 ¾ inch by $\frac{7}{8}$ inch. What is the approximate area, in square inches, of the empty space?

Source: Illustrative Math

- **Line plots**

The line plot shows the distance, in miles, different people walked in one hour.



1. What is the difference, in miles, from the person who walked the farthest to those that walked the shortest?
2. How many people walked farther than 3.5 miles?
3. Altogether, how many total miles did the people who walked 3 ¼ miles walk?
4. Write your own question that can be answered using the line plot above.

- **Does it Fit?**

Use the numbers in the boxes to make true sentences. You may use each number only once.

$\square = \square + 3$

$6 - \square = \square + 2$

$8 - \square = \square + 4$

0	1	2	3	4	5

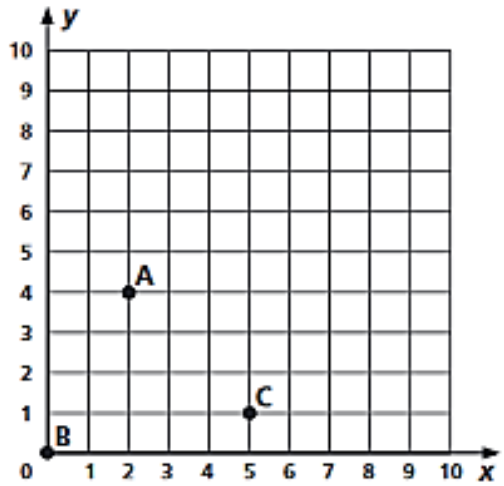
- **Fact or Fiction?**

Sarah says she knows that ½ of 8 is 4 and 8 ÷ 4 = 4. She is now wondering whether this relationship is always true.

Is taking ½ of a number always the same as dividing that number by 2?
What do you think? Prove your answer.

- **What's the Point?**

Write the coordinates for each point on the plane.

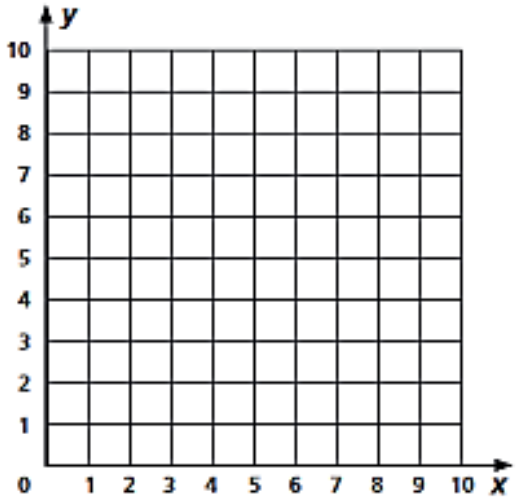


A = _____

B = _____

C = _____

Plot four points on the graph to the right that will create a square. Be sure to label the vertices of your square and identify the coordinates.



Explain how you know that you have created a square.

- **Roll 4**

  Roll a number cube 4 times to generate 4 numbers. Use addition, subtraction, multiplication or division with all 4 numbers to make as many numbers as you can between 1 and 30. Keep the Order of Operations in mind.

- **Blockout – A dice game**
  - Materials: three dice; Roll three dice | **Players:** 2 – 4 | **Process**: add two numbers and multiply by the third number | **Goal**: create the highest number.
  - Directions: players take turns rolling 3 dice. On your turn roll the three dice. Carefully think. Choose 2 numbers to add, and then multiply the sum you just generated by the number on the third die. You want to create the largest possible answer. For example, you roll a 3-5-6. You could add 6 + 3 to get 9, and multiply by 5 to score 45 points on your turn. Or what if you add 5 + 3 to get 8, and then multiply by 6? Then you would get 48 points. The player with the highest total score after 5 rounds wins.