

Week 1: Take Flight

June 24-30

From planes and kites to butterflies and birds, discover the fables and physics of things that fly.

Use the sheet below to mark off this week's activities as you complete them. See if you can get a BINGO!



Scan the QR code or visit www.michiganlearning.org/takeflight to see the playlist of videos for this week.

| | | | | |
|--|--|--|--|---|
| Be a pollinator with Cyberchase |  Do 60 mins. of activity |  Read for 20 minutes | Make paper airplanes with Ready, Jet, GO! | Watch Read, Write, ROAR! |
|  Read 20 minutes |  Watch Math Might |  Look for birds | Spot a plane in the sky |  Do 60 mins. of activity |
|  Do 60 mins. of activity | Write about a place you want to travel to |  HAVE FUN! (Free Space) |  Fly a kite |  Read for 20 minutes |
| Watch Read, Write, ROAR! | Spot a helicopter in the sky |  Watch Math Might | Watch InPACT at Home |  Find a flower |
| Watch InPACT at Home |  Read for 20 minutes | Make a list of words you know about flying |  Do 60 mins. of activity | Go for a walk outside |

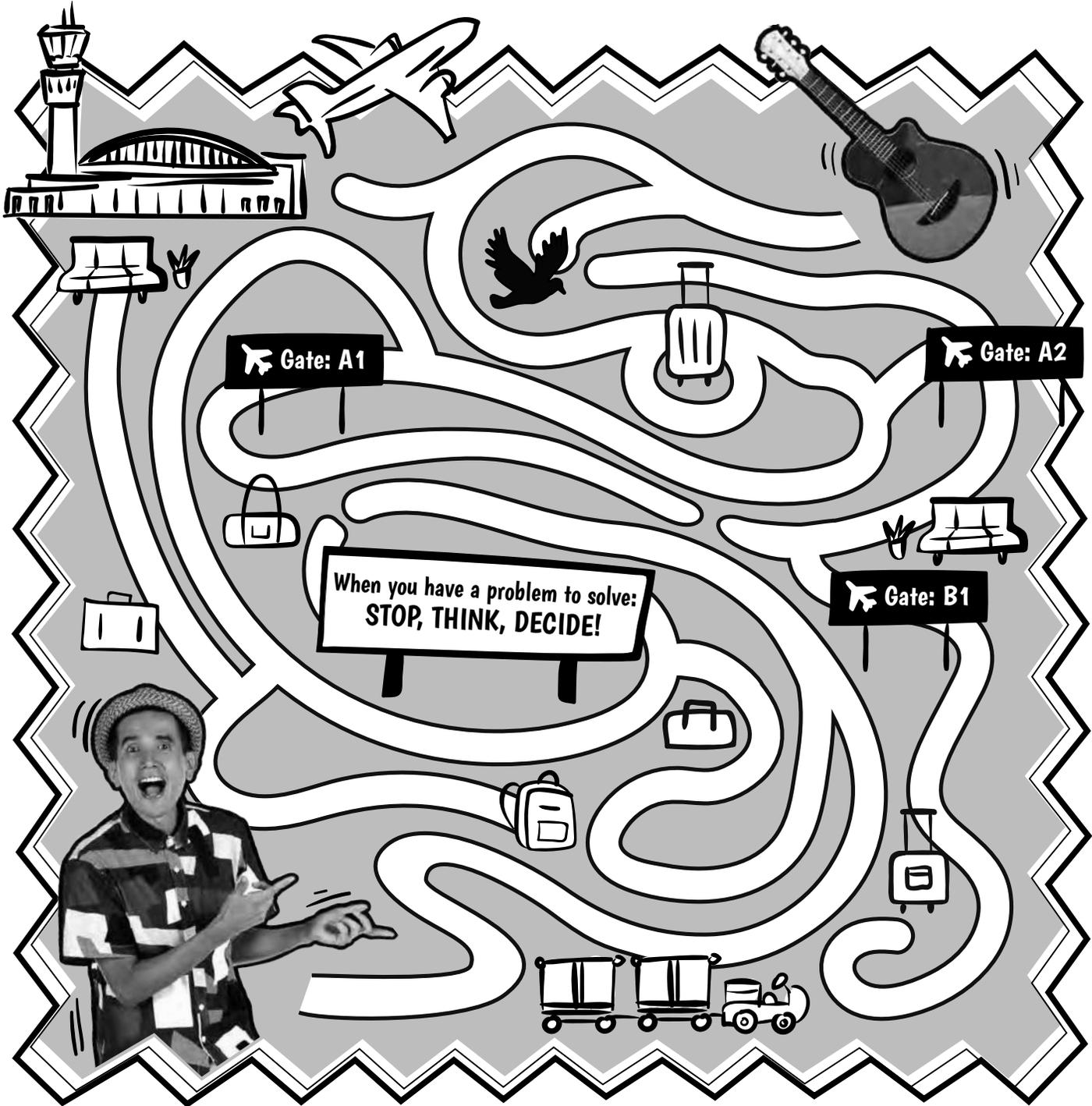


Episode 6, Christina, Andrés, and BoomBox meet an Airport Operations Manager



Maze

Draw a line to help Andrés find the way to his missing guitar in the airport.



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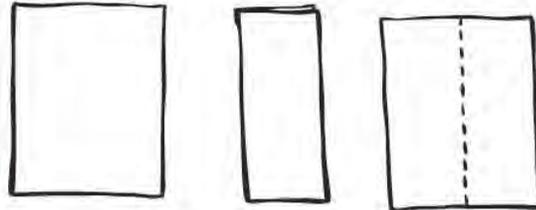
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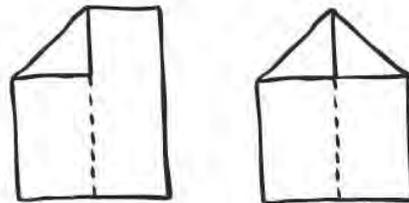


Paper Airplane

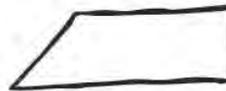
1. Fold paper in half the long way and reopen.



2. Fold the top two corners into the center spine of the paper.



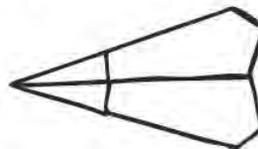
3. Refold lengthwise and rotate the paper to lay on the table like this:



4. Fold the top left corner down to lay parallel to the bottom spine. Repeat this step on the other side.



5. Turn the paper over and repeat the last two steps. Your airplane should look like this!



6. Now, try to fly it to the moon! How far can you make the airplane fly?

For more games and activities, visit pbskidsforparents.org

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Pollinators

EXPLORE: Be a Bat!

Students model how bats and other pollinators help plants by spreading pollen from flower to flower.

Materials:

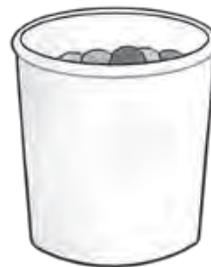
- **Cups**
- **Pompoms or cotton balls**
- **Colored sugar or confetti**
Add food coloring to sugar or make confetti with a hole punch and tissue paper.
- **Kid-friendly tweezers**
- **60 second timer**



“FLOWERS”

Instructions:

1. Coat the inside of several cups, each with a different color of sugar. These are your flowers.
2. Fill the cups halfway with small pompoms (nectar) that match the color of the sugar in that cup and place around the room.
3. Give each student a pair of kid-friendly tweezers to be their pollinator “nose” and their own cup where they can collect pompoms.
4. Start a timer for 60 seconds. Students need to collect as many different colored pompoms as they can by visiting all the cups around the room. Have each “pollinator” pick up the pompoms one at a time with their tweezers, lift them out of the flowers, and drop them in their own cups.
5. After 60 seconds, check the flower cups to see if any pollen (sugar) traveled from one flower to another. If the colors got mixed together, that means the flowers were pollinated.



TWEEZER
“NOSE”





ACTIVITY GUIDE

Episode 202: Up in the sky! and A Narrative Story

Scan below to watch lesson



Read It

Think of ideas for a narrative story about a time when the daytime or nighttime sky was an important part of the story. Write your ideas on the lines below.

1. _____
2. _____
3. _____
4. _____
5. _____

Write It

Reread the list of topics that you made above. Before choosing a topic to write about, use the questions below to help you decide which topic is the best fit for your story. Cross out the topics that don't meet your needs.

1. Which topics have important parts that are related to the daytime or nighttime sky?
2. Which topics have something to do with the sky and why it was that way during that time of year?
3. Which topics do I remember well enough to write a story about? Do I remember who was there, how I felt, what it looked like? Will the sky be an important part of the story?
4. Which story am I excited to write about that will help me think about the importance of the daytime or nighttime sky? Who will I share it with?



ACTIVITY GUIDE

Episode 201: Earth's Landforms and -tch words

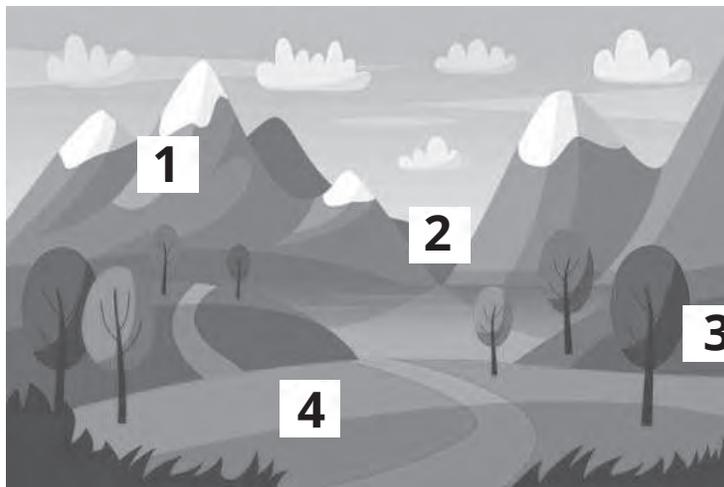
Book: *Earth's Landforms and Bodies of Water* by Natalie Hyde

Scan below to watch lesson



Phonics Skills

Landforms are natural features on the Earth's surface. Look at the numbers on the picture below. Write a word from the *Words to Know* box to label each number with the correct landform.



1. _____ 2. _____

3. _____ 4. _____

 What types of landforms do you have where you live?

Words to Know

- **mountain** - a high raised landform that has sloping sides that form a peak.
- **hill** - a high raised landform that is smaller than a mountain with a rounded top.
- **valley** - an area found between raised landforms such as mountains or hills.
- **plains** - large, flat areas of land usually covered in grasses.



ACTIVITY GUIDE

Episode 202: More Prefixes and Saving the Trout

Book: *Underwater Adventures with Louis and Louise* by Stephen Schram

Scan below to watch lesson



Phonics Skills

Read the passage out loud. Underline the words with the **prefix** fore- and trans-.

Did you know the Blackpoll Warbler bird weighs less than a pencil? And yet it takes a transoceanic trip every winter! Before using a GPS, scientists didn't foresee this tiny bird flying across the ocean. They were surprised! Scientists think the foremost goal of the Warbler is to migrate quickly.

Words to Know

A **prefix** is a word part added to the beginning of a word that changes the meaning of the word.

The prefix **trans-** means "across" or "beyond".

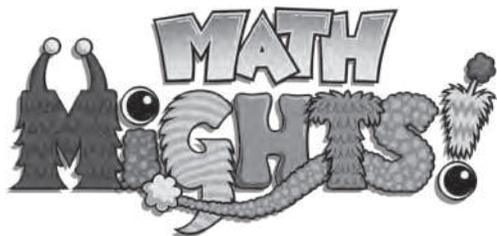
The prefix **fore-** means "before" or "in front of".

 Look for the trans- and fore- prefixes in your own reading.

Write It

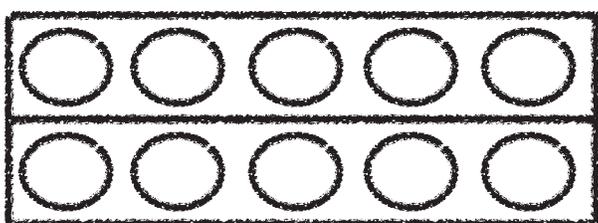
Break each word into syllables and write the word parts in the blanks provided.

| word | syllables | | meaning |
|--------------|-----------|-----|---|
| foresee | fore | see | to see before it happens |
| forewarn | | | to warn before something happens |
| foremost | | | most important |
| transoceanic | | | to go across the ocean |
| transfix | | | to make something motionless |
| transplant | | | to move something from one place to another |

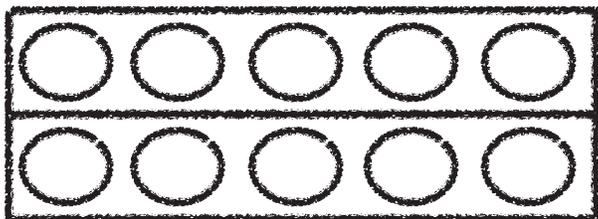
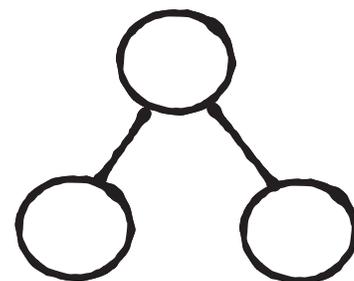


10 Frame Shake!

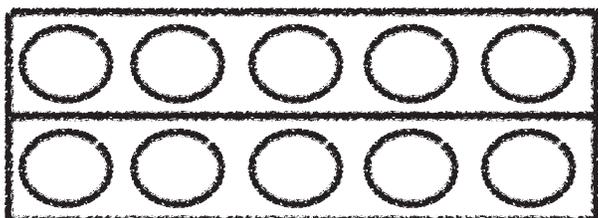
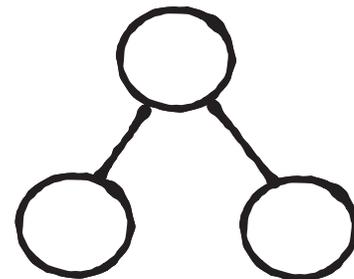
Shake a cup with 10 two-sided counters and dump it out. Count how many of each color you have and record it in the number sentence and number bond. Keep going until you have all 9 combinations for 10.



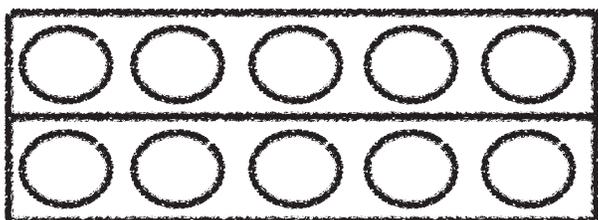
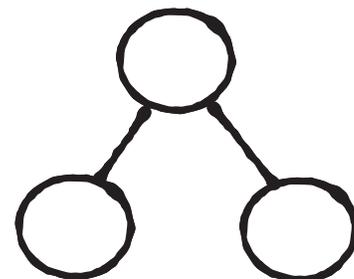
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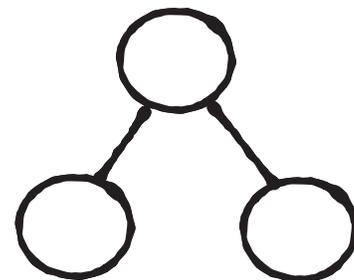
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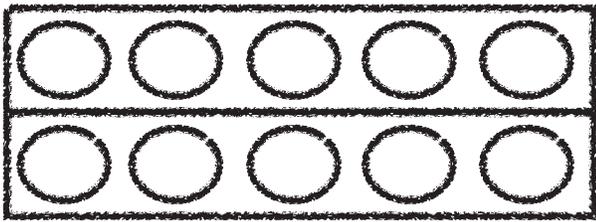


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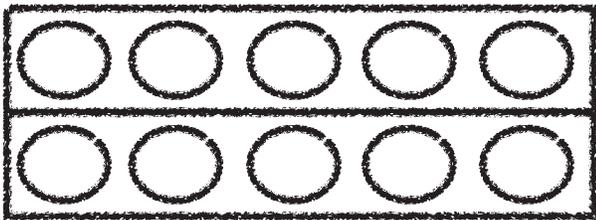
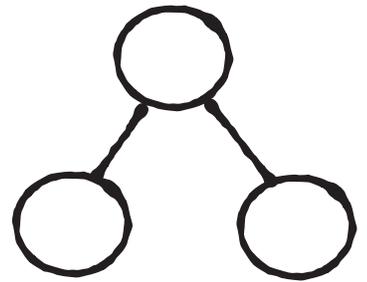


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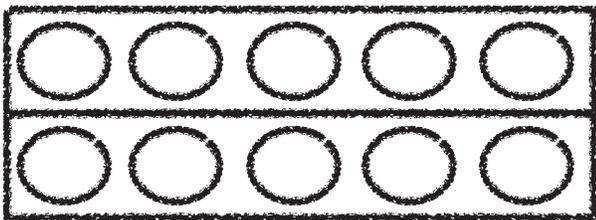
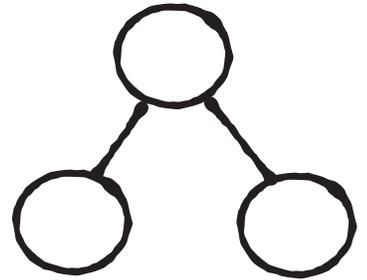




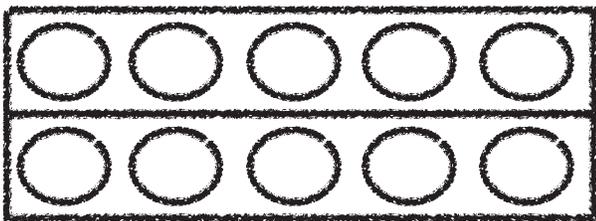
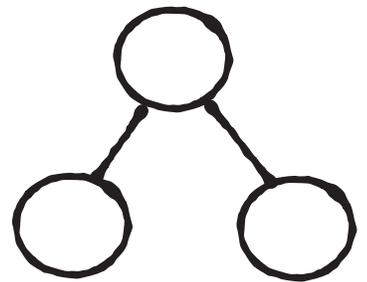
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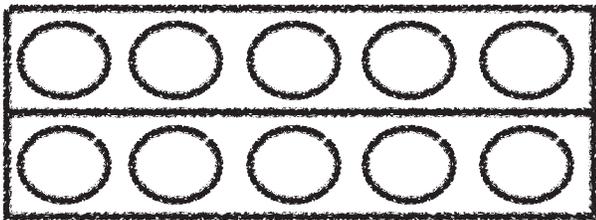
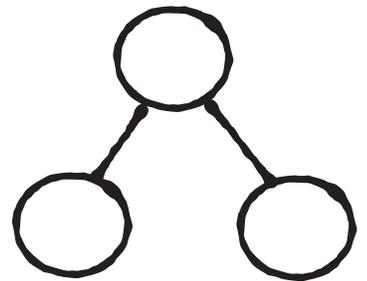
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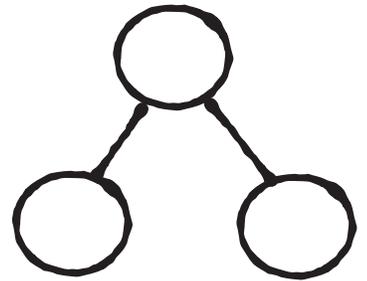
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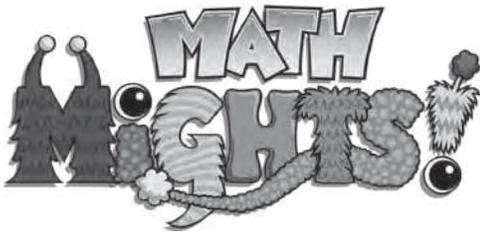


$$\begin{array}{r} \underline{\hspace{2cm}} \\ + \underline{\hspace{2cm}} = 10 \end{array}$$



$$\begin{array}{r} \underline{\hspace{2cm}} \\ + \underline{\hspace{2cm}} = 10 \end{array}$$





5 Way Challenge

Write the number 5 ways.

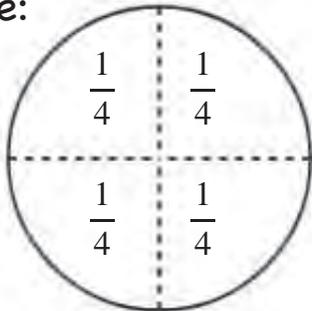
| | |
|-------------------------|--------------------|
| <h1>356</h1> | Only Tens and Ones |
| A Base Ten Diagram | Word Form |
| Compose a Different Way | Expanded Form |



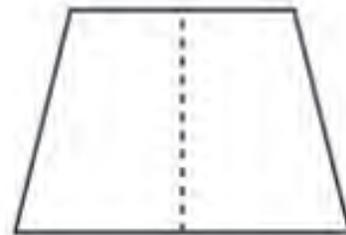
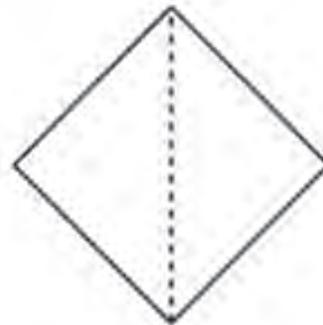
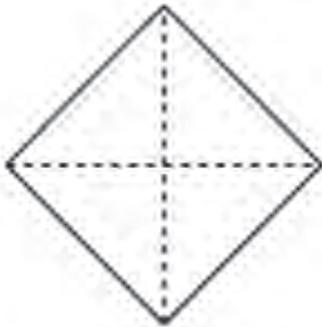
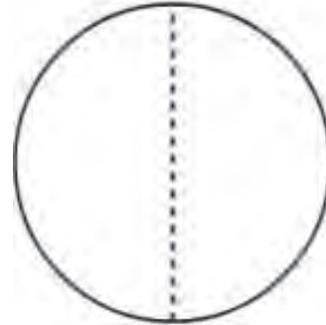
Reading and Writing Fractions

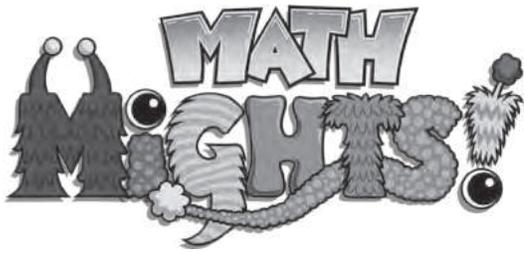
Directions: Label each part of the pictures and practice reading the fraction.

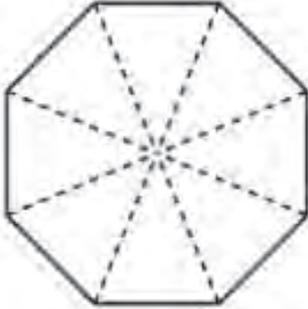
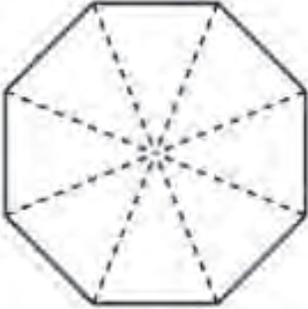
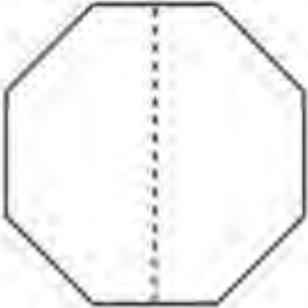
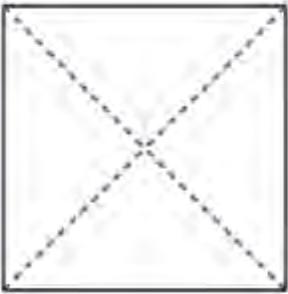
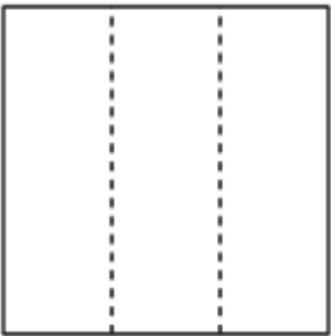
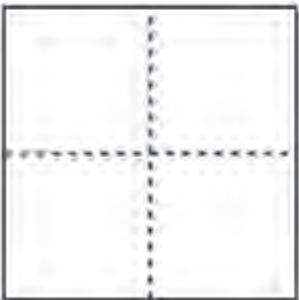
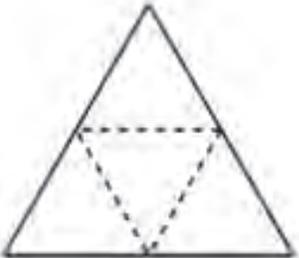
Example:



Practice reading: one fourth





| | |
|---|---|
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