

## 5<sup>th</sup> Grade Student eLearning Activities Log Day 10

Student Name \_\_\_\_\_ Grade \_\_\_\_\_

Teacher \_\_\_\_\_

Complete your selected activity per subject and have your parent/guardian sign it. You can use a device for the online activities or complete the hard copy activities. Students must participate in the eLearning activities to be counted as in attendance for the eLearning days. Submit form to your homeroom teacher the day after the eLearning day. Together the activities should take about 5 hours to complete.

Day 10

| Language Arts  | Math  | Social Studies   | Science  | Specials   |
|--|---|--|--|--|
| Engage in Reading activities with RazKids, Lexia accessed via Clever.<br>( <a href="http://www.clever.com/in/maywood89">www.clever.com/in/maywood89</a> )                                      | Engage in Math activities using Imagine Math via Clever.                | Read “How Young is too Young for Cellphones in School” on NEWSLA via Clever and complete the online quiz. Then summarize the reading in 4-5 sentences. | Read “Explore Earthquakes” then answer questions.    | <p><b>PE:</b><br/>Exercise along with this video:<br/>Just Dance: That Power<br/><a href="https://www.youtube.com/watch?v=f3XyYOLftU4">https://www.youtube.com/watch?v=f3XyYOLftU4</a></p> <p>Practice your balance using Balance Bingo.</p> |
| <b>Wonders/<br/>Maravillas activities</b>  |   |  |  | <p><b>Music:</b><br/>Dance and sing along to a favorite song.</p>  |
| Writing: You just won a trip to anywhere in the world! Where will you go and why? Tell a story about the place you choose telling what you will do while there. Draw pictures of your travels. | Complete Math handouts – Vocabulary Practice and return them to school. | Read “How Young it too Young for Cellphones in School” from NEWSLA and complete the quiz. Then summarize the reading in 4-5 sentences.                 | Read “The Precious Metals” and answer the questions. | <p><b>Art:</b><br/><a href="#">Draw a picture to represent the world in 100 years.</a><br/><a href="#">What do you think a city street might look like?</a> Use crayons, markers, or pencils.</p>  |

Parent Signature \_\_\_\_\_ Date \_\_\_\_\_

## Registro de actividades de aprendizaje electrónico para estudiantes Día 10: Grado 5

Number \_\_\_\_\_ Grado \_\_\_\_\_

Maestro/a \_\_\_\_\_

Complete su actividad seleccionada por materia y haga que sus padres / tutores la firmen. Puede usar un aparato electronico para las actividades en línea o completar las actividades en papel. Los estudiantes deben participar en las actividades de eLearning para ser contados como presentes durante los días de eLearning. Envíe el formulario a su maestro de aula el día después del día de eLearning. Las actividades deben tomar alrededor de 5 horas para completarse.

Día 10

| Language Arts  | Math  | Social Studies  | Science  | Specials   |
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| Engage in Reading activities with RazKids, Lexia accessed via Clever.<br>( <a href="http://www.clever.com/in/maywood89">www.clever.com/in/maywood89</a> )                                      | Engage in Math activities using Imagine Math via Clever.              | Read “How Young is too Young for Cellphones in School” on NEWSELA via Clever and complete the online quiz. Then summarize the reading in 4-5 sentences. | Read “Explore Earthquakes” then answer questions.    | <b>PE:</b><br>Exercise along with this video:<br>Just Dance: That Power<br><a href="https://www.youtube.com/watch?v=f3XyYOLfTU4">https://www.youtube.com/watch?v=f3XyYOLfTU4</a><br><br>Practice your balance using Balance Bingo. |
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Firma de Padres \_\_\_\_\_ Fecha \_\_\_\_\_

Name \_\_\_\_\_

- To form the plural of some nouns ending in *f* or *fe*, change the *f* to *v* and add *-es*. To form the plural of nouns ending in a vowel followed by *o*, add *-s*. To form the plural of nouns ending in a consonant followed by *o*, add *-s* or *-es*.
- Some nouns have special plural forms that do not end in *-s* or *-es*. Some nouns stay the same whether they are singular or plural.
- **Appositives** tell more about the nouns they follow. Use commas to set off many appositives.

**Proofread the paragraph. On the lines below, correct mistakes in plural nouns and comma usage.**

I interviewed one of our school's heros the chef in the cafeteria. She takes ingredients off the kitchen shelves and makes delicious lunches for all the childrens. Our chef believes that the proper handling of knives is important. She once worked in a bakery making dozens of loafes of bread every day. I took photoes of her making her favorite meal lasagna. I can't wait to sink my tooths into one of her latest dishes!

Name \_\_\_\_\_

**A. Read each sentence. Circle the letter of the sentence that has a collective noun.**

1.
  - a. The leaves fell from the trees in the yard.
  - b. My mother asked my friends and me to rake them.
  - c. My father suggested that we form teams.
  - d. We finished the job in less than an hour.
2.
  - a. A noise like thunder filled the air around us.
  - b. A herd of bison came running across the plains.
  - c. Brown clouds of dust rose up like smoke behind them.
  - d. The bison stopped when they reached the river's edge.

**B. Complete each sentence by writing the correct plural form of the noun in parentheses.**

3. My uncle visits (zoo) around the country. \_\_\_\_\_
4. He loves to see animals and their (baby). \_\_\_\_\_
5. He once saw an elk and her two new (calf). \_\_\_\_\_
6. Our local zoo features two timber (wolf). \_\_\_\_\_
7. They also have four (moose) in a fenced area. \_\_\_\_\_
8. Have you seen the flock of (goose) in the park? \_\_\_\_\_
9. I took some (photo) of them yesterday. \_\_\_\_\_
10. My uncle and I enjoy learning about the (life) of animals. \_\_\_\_\_

1. Escribe un prefijo que signifique lo contrario a la palabra base en el espacio provisto.

Fui a la cancha de tenis en \_\_\_\_\_uso que está al cruzar la calle.

2. Escribe un sufijo que exprese la idea de aumento en el espacio provisto.

La superficie lisa fue una ayud\_\_\_\_\_ mientras practicaba.

3. Corrige la oración agregando una conjunción.

Sabía cómo comenzar a patinar no sabía cómo detenerme.

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4. Subraya los verbos.

Sabía que podría detenerme si me lanzaba a la malla.

5. Corrige la oración.

creo que aprnder a patinando será un buen proyecto para el veranu

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Nombre \_\_\_\_\_

- Los **verbos irregulares** son aquellos que al conjugarse cambian en la raíz y en la desinencia, o en ambas, con respecto al infinitivo.
- Los cambios de los **verbos irregulares** suceden en las vocales, en las consonantes o en ambas, como el cambio de una terminación *e* por una *ie*, una terminación *o* por *ue*, *u* por *ue*, *i* por *ie*, o la adición de una consonante.

**Lee las oraciones. Escribe la conjugación correcta de los verbos en infinitivo, de acuerdo al tiempo verbal que se indica entre paréntesis.**

1. Ayer, mis gatos (dormir, pretérito) todo el día. \_\_\_\_\_
2. Yo (conducir, presente) siempre con mucha precaución. \_\_\_\_\_
3. Los bandidos (huir, pretérito) cuando llegó la policía. \_\_\_\_\_
4. Cuando crezca, yo (hacer, futuro) grandes cosas por mi país. \_\_\_\_\_
5. Mi hermana menor ya (dar, pretérito) su primer paso. \_\_\_\_\_
6. Mi papá le (decir, pretérito) a mi hermana que regresara antes de las 10 p.m.  
\_\_\_\_\_
7. Hagan más espacio por favor, estoy seguro de que yo (caber, presente).  
\_\_\_\_\_
8. Ayer (almorzar, pretérito) con Paula, la pasé muy bien. \_\_\_\_\_
9. Algunas personas no (elegir, pretérito) su destino. \_\_\_\_\_
10. Ya (nacer, pretérito) los trillizos de mi prima Gabriela. \_\_\_\_\_

Nombre \_\_\_\_\_

- En algunos casos, las conjugaciones de los **verbos irregulares** modifican la palabra entera, como en el caso de los verbos *ir* o *ser* en presente y en pretérito.

**Lee las oraciones. Escribe la forma infinitiva de los verbos conjugados entre paréntesis.**

1. Los encuestados (tienen) entre 30 y 40 años. \_\_\_\_\_
2. A muchos nativos americanos les (dieron) un nombre inglés y les cortaron el cabello.  
\_\_\_\_\_
3. El portero evitó que la pelota (cayera) al suelo. \_\_\_\_\_
4. Es de suma importancia que (conozcas) tus raíces. \_\_\_\_\_
5. Estas vacaciones, (anduve) por todos los sitios turísticos. \_\_\_\_\_
6. Aún (recuerdo) las sabias enseñanzas de mi abuelo. \_\_\_\_\_
7. Mientras (mantengas) la calma, todo saldrá bien. \_\_\_\_\_
8. Uno de los mejores chocolates del mundo (proviene) de Alemania.  
\_\_\_\_\_
9. Con mucho esfuerzo, (repuse) las horas que debía en mi trabajo.  
\_\_\_\_\_
10. Mis jefes (requieren) a una persona que pueda hablar más de un idioma.  
\_\_\_\_\_

Nombre \_\_\_\_\_

- La **coma en vocativos** se utiliza para nombrar a quien va dirigido lo que se quiere expresar. La coma separa el destinatario del mensaje.
- Cuando el nombre en vocativo está entre comas, no modifica la oración dado que al remover dicho vocativo, el sentido de la oración no cambia.

**Vuelve a escribir las oraciones. Agrega las comas de vocativo donde sea necesario.**

1. Escúchame José es importante que entregues el trabajo a tiempo.

\_\_\_\_\_

2. Andrés eres el único que puede ayudarnos.

\_\_\_\_\_

3. Me gusta mucho tu pintura Valeria tienes gran talento.

\_\_\_\_\_

4. Has de saber, querido amigo, que esa idea la tuve hace mucho tiempo.

\_\_\_\_\_

5. Con su permiso señor ministro debo atender otros asuntos.

\_\_\_\_\_

6. Camila, de verdad agradezco todo lo que hiciste.

\_\_\_\_\_

7. Señor presidente le pido considere mi petición.

\_\_\_\_\_

8. Vengan en este instante niños.

\_\_\_\_\_

9. ¿Recuerda señora Quintero como nos divertíamos en las ferias estatales?

\_\_\_\_\_

10. Escucha Pedro no tiene caso regresar.

\_\_\_\_\_



Nombre \_\_\_\_\_

- Los **verbos irregulares** difieren de los verbos regulares en que la estructura del verbo se modifica notablemente cuando es conjugado en cualquier tiempo verbal, dependiendo también del pronombre utilizado.
- La **coma en vocativos** identifica a quien se está dirigiendo el mensaje. Se puede utilizar una sola coma después del sustantivo o dos comas antes y después del sustantivo.

**Vuelve a escribir el párrafo. Corrige cualquier uso incorrecto de la conjugación de los verbos irregulares. Recuerda utilizar apropiadamente la coma en vocativos donde sea necesario.**

Recuerdo el día en el que visité el puerto por primera vez. Era un día nublado, pero sin lluvia. Mi hermano y yo ir por la bahía. De pronto, mi hermano me decir: “Antonio recuerda que siempre podrás contar con tu hermano mayor”, a lo que yo respondí: “Muchas gracias hermano por tus palabras”. Caminamos por el puerto y yo ver a una bandada de gaviotas muy cerca de nosotros. En ese momento vimos a una gaviota volar muy bajo, luego se zambullir al mar y sacó un pescado en su pico. Nunca saber si mi hermano se dio cuenta del pescado, pero tanto él como yo pasamos un muy buen día en el puerto.

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Nombre \_\_\_\_\_

**A. Lee las oraciones y encierra en un círculo la opción con la conjugación correcta del verbo en paréntesis.**

1. Algún día (saber) donde esconde las golosinas mi abuela.  
a. sé                                      b. supe                                      c. sabré
2. Ayer (ir) a la casa de Carlos.  
a. fui                                      b. iré                                      c. voy
3. Varios trabajadores (pedir) un aumento de sueldo.  
a. pido                                      b. pidieron                                      c. pide
4. Ayer llegué muy tarde a mi casa, así que hoy no (poder) salir.  
a. pudieron                                      b. pudiste                                      c. puedo
5. Los audífonos que me prestaste (servir) bastante bien.  
a. sirvieron                                      b. serví                                      c. sirve

**B. Lee las oraciones y escribe sobre las líneas los sustantivos y las comas de vocativo necesarios.**

6. Papá ¿sabes dónde está mi bicicleta? \_\_\_\_\_
7. Si quieres que te diga la verdad mi querido amigo la función me pareció maravillosa.  
\_\_\_\_\_
8. Hoy no tengo ganas de salir Gabriela pero mañana podemos vernos un rato.  
\_\_\_\_\_
9. ¿Puedes creer tío que no encuentro mi bicicleta? \_\_\_\_\_
10. Por favor Alejandra necesitamos tu ayuda. \_\_\_\_\_

Name \_\_\_\_\_

For 1–9, **round** to the place of the underlined digit.

1. 0.24

2. 0.016

3. 0.235

4. 0.705

5. 1.56

6. 0.006

7. 2.319

8. 0.448

9. 4.861

For 10–15, **compare**. Write  $>$ ,  $<$ , or  $=$ .

10. 4.40  4.04

11. 0.49  0.94

12. 4.50  4.5

13. 1.021  1.02

14. 0.004  0.03

15. 1.0  0.9

Complete the **patterns**.

16.  $3 \times 6 = 18$

$3 \times 60 = \underline{\hspace{2cm}}$

$3 \times 600 = \underline{\hspace{2cm}}$

$30 \times 60 = \underline{\hspace{2cm}}$

17.  $5 \times 4 = 20$

$5 \times 40 = \underline{\hspace{2cm}}$

$5 \times 400 = \underline{\hspace{2cm}}$

$50 \times 40 = \underline{\hspace{2cm}}$

18.  $1.5 \times 2 = 3$

$1.5 \times 20 = \underline{\hspace{2cm}}$

$1.5 \times 200 = \underline{\hspace{2cm}}$

$1.5 \times 2,000 = \underline{\hspace{2cm}}$

19.  $4,800 \div 10 = 480$

$4,800 \div 100 = \underline{\hspace{2cm}}$

$4,800 \div 1,000 = \underline{\hspace{2cm}}$

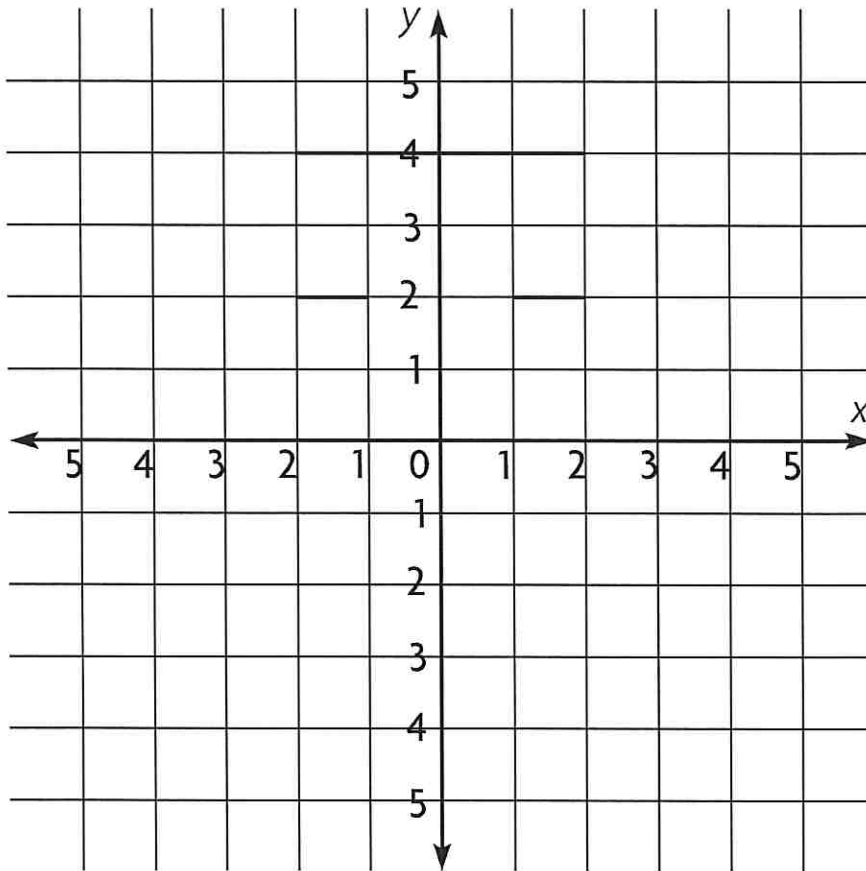
$480 \div 100 = \underline{\hspace{2cm}}$

Name \_\_\_\_\_

Plot the following **ordered pairs** on the **coordinate plane**.

Then connect each set in order.

1.  $(2, 4), (4, 2), (4, -2), (2, -4), (-2, -4), (-4, -2), (-4, 2), (-2, 4)$
2.  $(-1, 2), (-1, 1), (-2, 1), (-2, 2)$
3.  $(2, 2), (2, 1), (1, 1), (1, 2)$
4.  $(-2, -1), (-1, -2), (1, -2), (2, -1)$



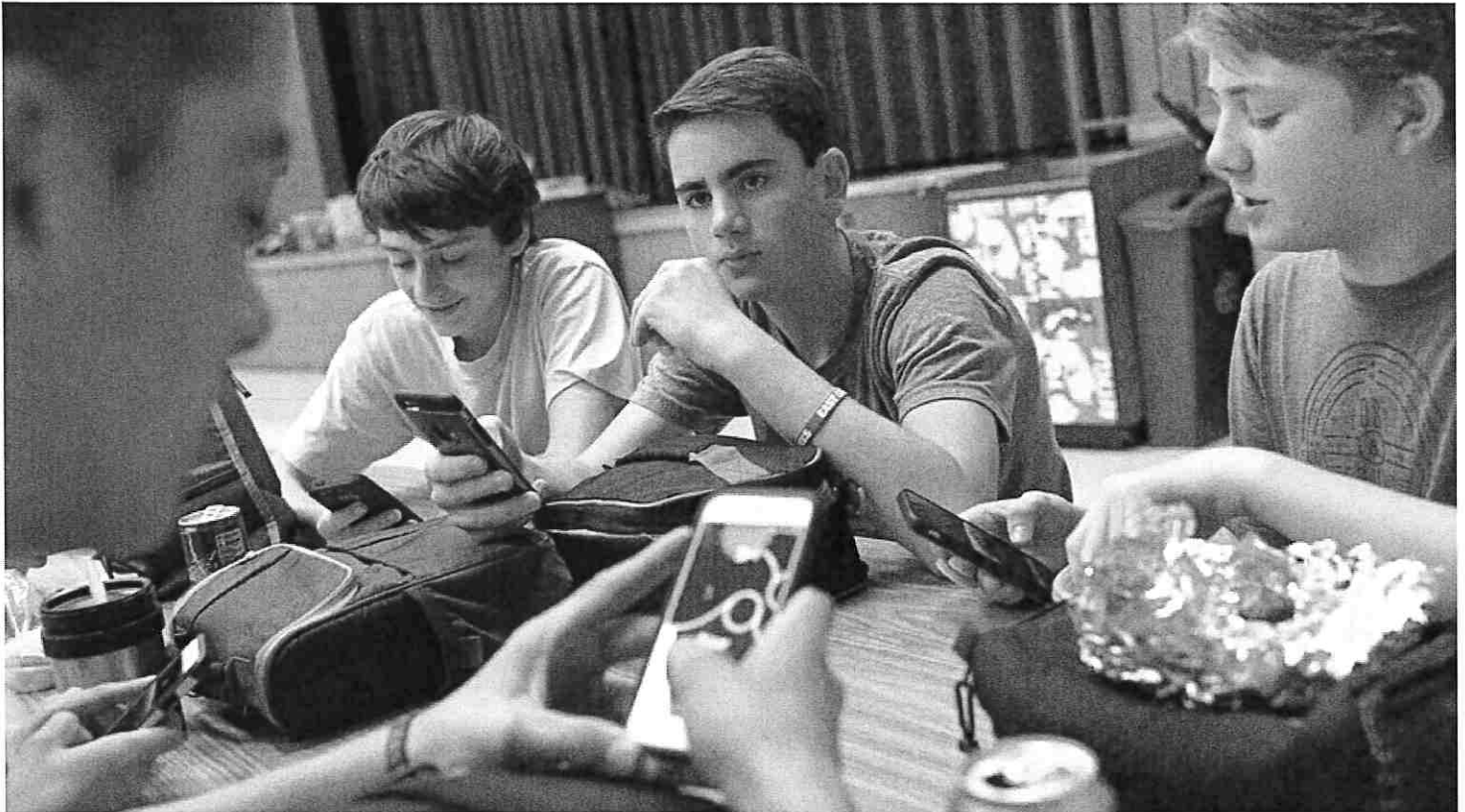
5. What did you draw? \_\_\_\_\_

# How young is too young for cellphones in school?

By Donna St. George, Washington Post on 11.20.17

Word Count **1,220**

Level **MAX**



Students (from left) Jack Doyle, Ryan Ward, Aiden Franz and Gray Rager use their cellphones during lunch at Westland Middle School in Bethesda, Maryland. Photo by: Washington Post by Michael Robinson Chavez

It's been a long time since mobile phones arrived in the nation's schools. But educators are still grappling with what to do about them.

Should they be allowed in elementary schools? What about middle-schoolers using them at lunch? Which limits make the most sense for devices so ubiquitous?

What has become a more settled matter for high school students is sparking questions and controversy in lower grades, some two decades after portable phones became an inescapable part of the cultural landscape.

The debate has emerged in Maryland's biggest school system, in suburban Montgomery County. Some of the rules have been relaxed there in recent months.

It used to be that students through fifth grade could carry cellphones only with special permission. But over the years, an increasing number of parents wanted their elementary-age children to take

phones to school. They often believe kids will be safer — walking home or in an emergency — with the device at the ready.

As the Maryland district recently moved to do away with the old rule, other parents objected, shocked that children as young as 6 or 7 would be permitted to bring smartphones to school. One father recalled his child's school banning fidget spinners and Pokémon cards. Why allow cellphones?

"A phone would be more of a distraction," said Art Bennett, who has three children in school. "Unless there's a demonstrated need, I don't see why there ought to be phones in elementary school at all."

The change in district rules, which took effect this fall, also allows middle school students to use cellphones during lunch if principals give the OK. This idea has conjured images of children bent over phones in the cafeteria and left parents, already worried about the hours their children spend on screens, dismayed.

"We all know the phone is a blessing and a curse," said Lisa Cline. She is co-chair of a safe technology subcommittee of the countywide council of PTAs. "I don't see why we want to make these children into little adults."

While there is little national data on how school systems handle such issues, it appears that approaches vary widely. Some schools ban smartphones. Others allow them in hallways or during lunch periods, or actively incorporate them into instruction.

"I really don't see a consensus," said Elizabeth Englander, a professor at Bridgewater State University in Massachusetts. "Nobody really knows what to do. I think everybody's trying out different things and seeing how they work."

Englander recently found that 40 percent of third-graders surveyed in five states had a cellphone. The number doubled from 2013 to 2017. Among the third-graders who had a phone, more than 80 percent said they brought them to school daily, according to a preliminary analysis.

In the Washington, D.C., region, rules often vary by school.

In Fairfax County, Virginia, some middle schools allow cellphones during lunch, and some don't. In Prince George's, Maryland, they are allowed with principal approval. In the District, public schools also develop cellphone policies at the school level. At least one middle school gives phones back to students at lunch.

In Montgomery, school system officials say they are changing with the times, in an increasingly digital world where more parents buy their children phones and more children tuck them into backpacks, pockets and lockers. Students in all grades are responsible for using them appropriately.





"Five or 10 years ago, many elementary school students didn't have cellphones," said Pete Cevenini. He is chief technology officer for the school system. "Now, many of them do."

But some parents voice concern that the end of a requirement to get a waiver will mean more devices in elementary school. Children are not allowed to use phones during school hours, unless a teacher blends them into instruction. They may use them after dismissal and on school buses under the new rules.

Common Sense Media is a nonprofit group that helps families navigate issues related to media and technology. A recent report by this group showed mobile screen time on the rise for children 8 and younger.

Nationally, as more phones have gone to school in the past decade, educators have changed their focus. Rather than focusing on the mere fact of having a device, they are paying more attention to any inappropriate behavior, said Ann Flynn, of the National School Boards Association.

As middle schools consider the issue, many parents worry about the broader phenomenon of screen time. They say students need face-to-face contact to develop social skills, expand friendships and learn to navigate uncomfortable situations. They don't need another place where phones take over their attention.

Angie Melton is a mother of four. She said two of her children reported near-silence at lunch when their middle school allowed phones for a week.

"They get in their virtual worlds, and I want them in the real world," she said.

Others question whether cellphones at lunch may add to the gap between the haves and have-nots. "Does that mean some kids get locked out of what's happening socially at lunch?" wondered Cathy Stocker, a mother of two and PTA volunteer.

Justus Swan is a sixth-grader. He said he is in no hurry to bring cellphones into the day's largest stretch of free time. Lunch is about socializing, he said. With phones in hand, students would be less tuned in to conversation.

"It defeats the point," the 11-year-old said.

But the phone-friendly lunch has supporters.

Matthew Post is the student member of Takoma Park Middle School's school board. Matthew said that he backs a school-by-school approach but that phone privileges at lunch would give students the chance to learn about responsible use and get ready for the world beyond middle school. As he has visited schools, he said, he has found the lunches where phones are allowed no less social. "There was the same chatter and bustle that I saw in every middle-school lunch," he said.

At Westland Middle School in Bethesda, Maryland, 14-year-old Gray Rager worked with another student government leader last year to make the case for phones during lunch. Kids can text parents, check grades online, play music, watch videos, he said.

"It's a nice freedom to have," he said.

Westland Principal Alison Serino said a survey showed that students overwhelmingly favored the idea — but that parents overwhelmingly did not. As a middle ground, Serino has allowed

cellphones at Friday lunches this year, under ground rules: No Snapchat or Instagram. No violent games or taking photos or videos. Ear buds for playing music.

It means another 30 minutes of screen time in a week, Serino acknowledged. But she has found that students are still social at lunch. "I'm seeing the vast majority of kids are still interacting with each other," she said.

At a middle school in Silver Spring, Maryland, Principal Nicole Sosik allows cellphones at lunch five days a week. But she says she's made clear the privilege will end if students are not responsible. Those who lack phones may use the school's Chromebook laptops at lunch.

It's a change from the past, she said, when "a lot of time was spent monitoring electronic devices and confiscating them."



## Quiz

1

Read the following statement from the article.

*"I really don't see a consensus," said Elizabeth Englander, a professor at Bridgewater State University in Massachusetts.*

Which sentence from the article provides the BEST support for the above statement?

- (A) They often believe kids will be safer — walking home or in an emergency — with the device at the ready.
- (B) The change in district rules, which took effect this fall, also allows middle school students to use cellphones during lunch if principals give the OK.
- (C) "We all know the phone is a blessing and a curse," said Lisa Cline.
- (D) While there is little national data on how school systems handle such issues, it appears that approaches vary widely.

2

Which piece of evidence BEST explains why some parents are worried about students using their cellphones at lunch?

- (A) This idea has conjured images of children bent over phones in the cafeteria and left parents, already worried about the hours their children spend on screens, dismayed.
- (B) "Nobody really knows what to do. I think everybody's trying out different things and seeing how they work."
- (C) "Five or 10 years ago, many elementary school students didn't have cellphones," said Pete Cevenini. He is chief technology officer for the school system. "Now, many of them do."
- (D) It's a change from the past, she said, when "a lot of time was spent monitoring electronic devices and confiscating them."

3

The author wrote this article mainly to explore whether or not cellphones should be allowed in school.

What did they do to illustrate this point in the article?

- (A) They argued that students should not be able to bring cellphones to school.
- (B) They interviewed experts about what cellphone rules work best in schools.
- (C) They compared rules at different schools and offered several differing opinions.
- (D) They talked to students to convince readers that cellphones should be allowed.

4

Read the following paragraph from the article.

*Matthew Post is the student member of Takoma Park Middle School's school board. Matthew said that he backs a school-by-school approach but that phone privileges at lunch would give students the chance to learn about responsible use and get ready for the world beyond middle school. As he has visited schools, he said, he has found the lunches where phones are allowed no less social. "There was the same chatter and bustle that I saw in every middle-school lunch," he said.*

Why did the author include this paragraph?

- (A) to prove that all schools should allow students to carry cellphones
- (B) to give support for the position of allowing cellphones at lunch
- (C) to describe how decisions are made at Takoma Park Middle School
- (D) to explain why cellphones help make students more responsible

# Explore Earthquakes!

## phenomenal science

Have you ever felt an earthquake? If you have, you'd know it's a sickening feeling. It seems impossible that the entire earth can move so dramatically, but during an **earthquake** it actually does.

So how does the ground shake and move the way it does during an **earthquake**? In order to answer that question, it's important to know exactly what is happening. An **earthquake** is a vibration that travels through the earth's crust. A **volcanic eruption**, a **large meteor impact**, or any sort of **big underground explosion** can create that vibration.

The most common cause of **earthquakes** are the earth's **tectonic plates**. These plates are in constant motion and when they bump into one another it can cause underground vibrations. Each year, more than *three million earthquakes* are an after effect of **tectonic plates** moving.

There are three different ways for plates to interact with each other. In a **normal fault**, the plates are separating. In a **reverse fault**, the plates are running into each other. In a **slip fault**, the plates move in opposite directions, with one plate sliding against the other. **Slip faults** cause the most dramatic **earthquakes**. The edges of these plates can actually lock together as they slide against each other, building up pressure. Then, in an instant, the pressure releases.

When the shift occurs in the earth's crust, the energy radiates **seismic waves**. These waves are like waves of water in a pond, but here the waves radiate through the earth and make the ground shake. There are three kinds of waves: **P waves**, **S waves**, and **L waves**. **P waves** cause the thud in the beginning of the quake, while **S waves** and **L waves** cause the most damage because they both move plate foundations.

The largest **earthquake** ever registered on earth measured 9.5 on the **Richter scale**. Earthquakes that register at 3 aren't usually felt by humans. For us to feel an **earthquake**, it must measure around 5 on the **Richter scale**.

## Historical Earthquakes

1811

### Madrid Missouri Quakes

These earthquakes happened along the Mississippi river, lasting for months. These quakes actually caused the river to run backwards.

1906

### San Francisco Earthquake

One of the most famous US disasters, the fires started by this earthquake actually did more damage than the quake itself.

1970

### Ancash Earthquake

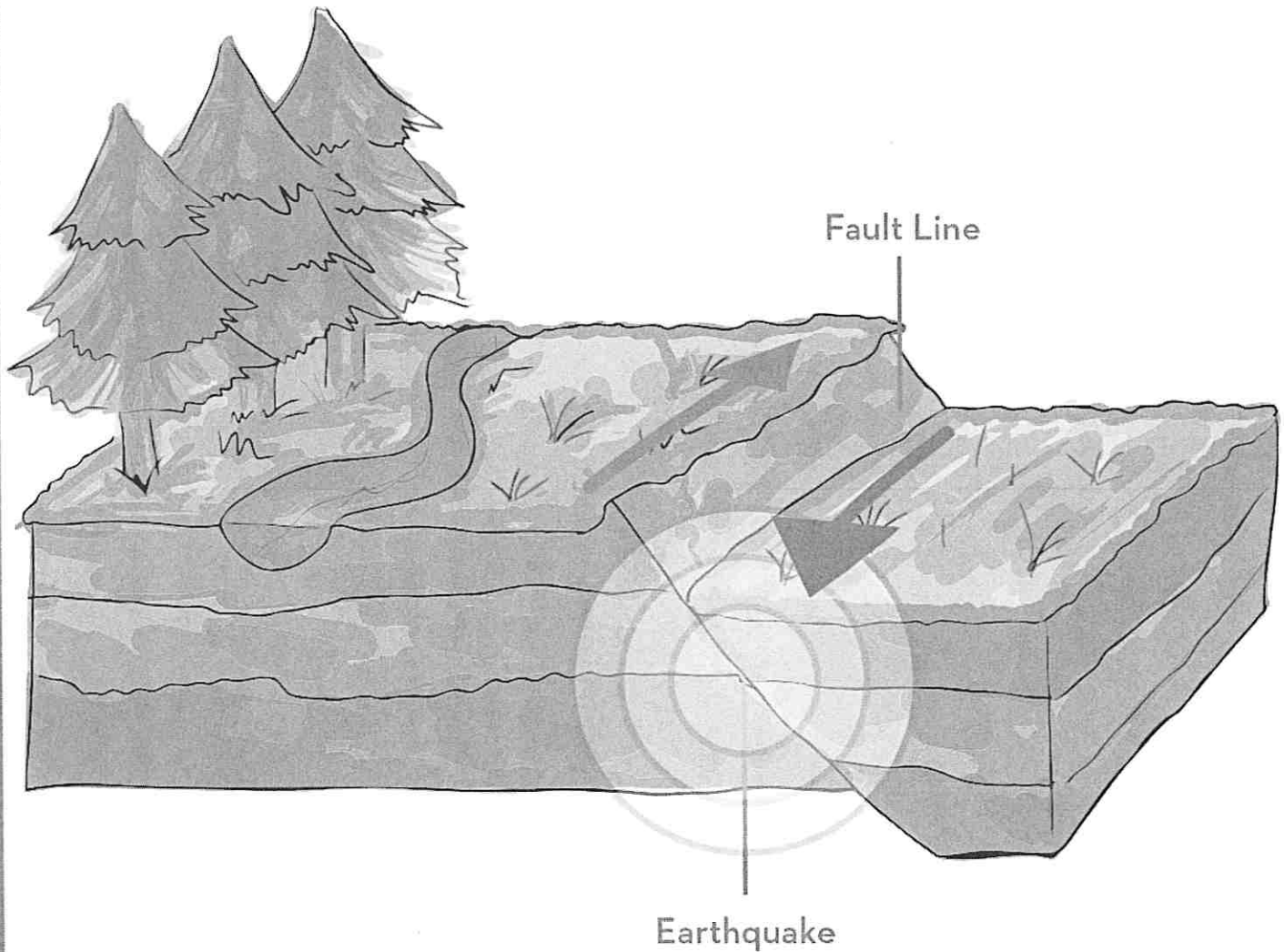
One of the biggest earthquakes ever recorded, the Ancash earthquake caused landslides, destroyed homes and took away many lives. This quake hit 7.8 on the Richter scale.

## Safety Tips

- 1 Stay away from windows.
- 2 Stay indoors.
- 3 Take cover under a sturdy piece of furniture.
- 4 Secure shelves and heavy objects against the wall.
- 5 Plan an earthquake preparation kit with your family.
- 6 If advised to evacuate, do so immediately.
- 7 Stay away from electrical wires.

# Explore Earthquakes!

phenomenal science



**After reading the article on earthquakes, please answer the following questions:**

Name two different events that would cause an earthquake. \_\_\_\_\_

\_\_\_\_\_

What are the three ways tectonic plates interact with each other? \_\_\_\_\_



\_\_\_\_\_

What are seismic waves? \_\_\_\_\_

\_\_\_\_\_

Directions: Hold each balance for a minimum of 5 seconds and then cross off the board. Try to see how many different ways you can get Bingo on the board. You can also play with a partner and take turns attempting different balances to make a Bingo

# Balance Bingo

|   |   |   |  |  |
|---|---|---|--|--|
| <br>HALFWAY<br>HANDSTAND | <br>BROKEN<br>CANDLESTICK  | <br>SPLIT<br>STAND | <br>THE PEG LEG   | <br>THE ANKLE<br>HOLD       |
| <br>PLANK                | <br>SIDE<br>PLANK          | <br>ELBOW<br>STAND | <br>SUNSHINE      | <br>BRIDGE                  |
| <br>TOE TOUCH          | <br>SITTING<br>TOE TOUCH | FREE<br><br>SPACE   | <br>WARRIOR      | <br>SIDEWAYS<br>STRETCH   |
| <br>DAZZLER            | <br>LAZY<br>TOE TOUCH    | <br>TOE POINTER  | <br>SPLIT        | <br>AIR CHAIR             |
| <br>HANDSTAND          | <br>HEADSTAND            | <br>TRIPOD       | <br>CANDLESTICK | <br>HANDSTAND<br>STRADDLE |