

Name _____

Day 6

WORK FROM HOME

READING

- Read a just-right fiction book for at least 20 minutes
- Complete the reading response question below

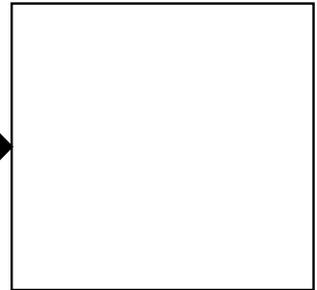
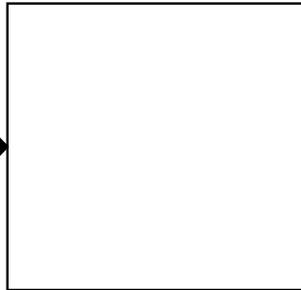
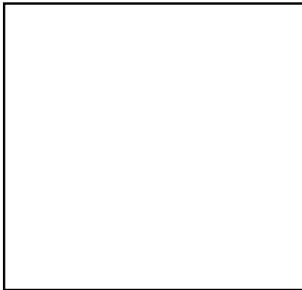
DAY 6

Title _____

Author _____

Minutes read _____

Complete the organizer to tell about the **sequence of events** from today's reading.



GRAMMAR

- An **adjective** describes a noun.
- List 10 adjectives to describe yourself.

WRITING

Write about your favorite T-shirt. Why is it your favorite shirt? When or where did you get it? How does the shirt make you feel? Think about our class discussion – **SHOW** your feelings instead of tell. 😊

MATH

April starts this week, which means Earth Day is just around the corner. This week, you will work on a math project focused on helping our Earth! The project will get you thinking again about data and graphing. The entire project is attached below for you to print, but your job today is to complete **tasks 1 and 2**. The other tasks will be done throughout the week. Check each one off when you complete it. Good luck, global citizen! 😊

TASK

#1

SORTING RECYCLABLES

You've decided to do more to help the environment! You start by sorting the materials in your recycling bin at home.

TASK

#2

COLLECTING GROCERY BAGS

Did you know that you can crochet plastic grocery bags together to create a re-usable shopping bag? Your class has decided to collect as many plastic bags as you can for this project.



If you'd like, complete 2 rounds of math facts on Freckle!

SCIENCE

- Go to BrainPOP Jr. (<https://jr.brainpop.com>) and search for **Classifying Animals**.
- Watch the video. Write 2 facts that you learned about classifying animals.

1. _____

2. _____

JUST FOR FUN

- Using whatever you can find around the house (blocks, cardboard, straws) build a car.
- Race your car down a sloped surface. Did it make it all the way? _____

OUR EARTH

GRAPHING & DATA INTERPRETATION MATH PROJECT

**Use data interpretation
and graphing to learn
how you can make a
difference to our planet!
Activities include:**

- **bar graphs**
- **picture graphs**
- **line plots**
- **charts and tables
and more!**



CREATED BY SHELLEY GRAY

TASK

#|

SORTING RECYCLABLES

You've decided to do more to help the environment! You start by sorting the materials in your recycling bin at home.

All of these recyclable materials are inside the bin. Represent them on the tally chart.



Item	Draw the tallies.	How many?
		
		
		
		

TASK

#2

COLLECTING GROCERY BAGS

Did you know that you can crochet plastic grocery bags together to create a re-usable shopping bag? Your class has decided to collect as many plastic bags as you can for this project.



This bar graph shows the number of plastic bags that you collected at school this week. Each space represents 10 plastic bags.

NUMBER OF BAGS COLLECTED

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY

Answer the questions:

1. How many bags were collected on Wednesday? _____
2. How many bags were collected on Monday? _____
3. Altogether, how many bags were collected this week? _____

Explain how you figured this out. _____

4. How many more bags were collected on Monday than on Thursday? _____
5. Altogether, how many bags were collected on Tuesday and Friday? _____

TASK

#3

TREE PLANTING

The park in town has committed to plant new trees this year, but they need help getting all of them planted. You and your friends decide to help!

This picture graph shows the types of trees that you planted. Each picture represents 5 trees.

Type of Tree	How many?
maple	
pine	
birch	
poplar	

1. How many pine trees did you plant? _____
2. How many birch trees did you plant? _____
3. How many poplar and maple trees did you plant in all? _____
4. How many more poplar than birch trees did you plant? _____
5. How many more pine trees than birch and maple trees did you plant? _____

6. You and your friends had a goal of planting 150 trees today. How close were you to that goal?

TASK

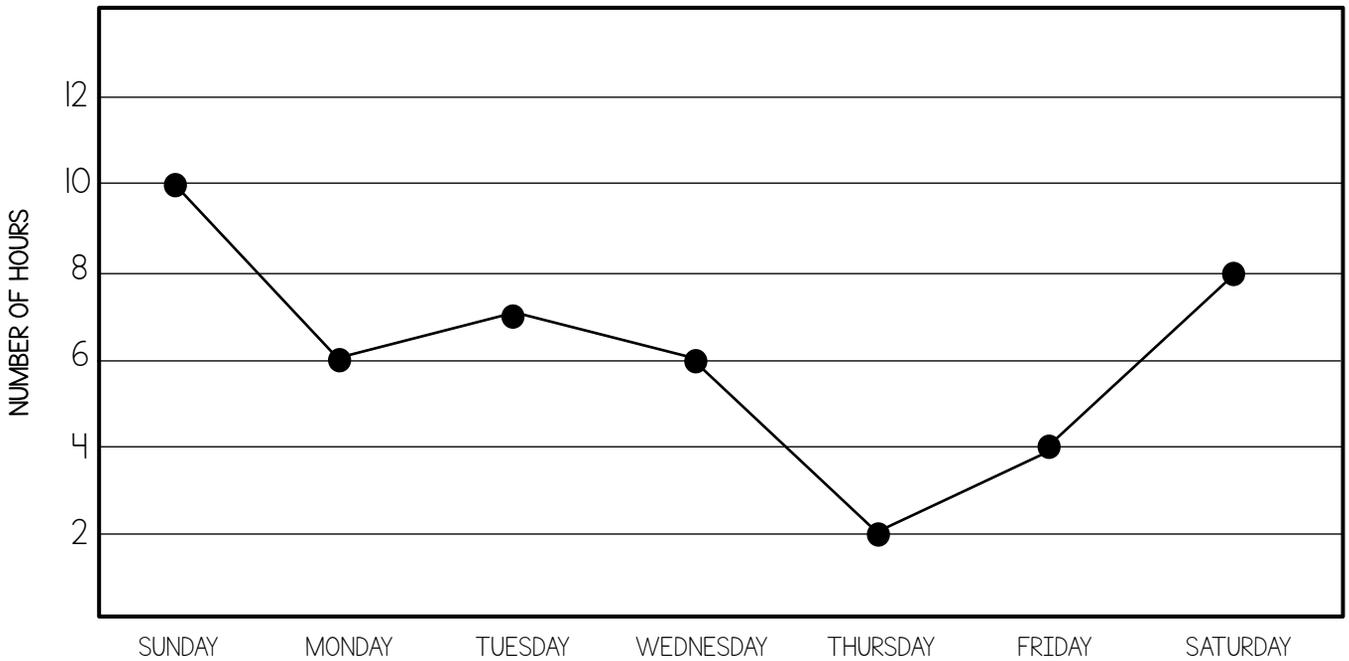
#4

ENERGY CONSUMPTION



You've heard that if you reduce the amount of energy that you use in your house, it will help the environment. You decide to start with the lights.

You've decided to keep track of how many hours per day the lights are on in your house. Here is the data that you've recorded.



ANSWER THE QUESTIONS:

1. How many hours were the lights on each day?

Sunday: _____

Monday: _____

Tuesday: _____

Wednesday: _____

Thursday: _____

Friday: _____

Saturday: _____

2. Which 2 days were the lights on the most? What could be a reason for this? _____

3. For how many hours this week were the lights on?

On Week #2, you make an effort to turn the lights off more. Here are the number of hours that the lights are on during Week #2:



Sunday: 6 hours

Monday: 4 hours

Tuesday: 8 hours

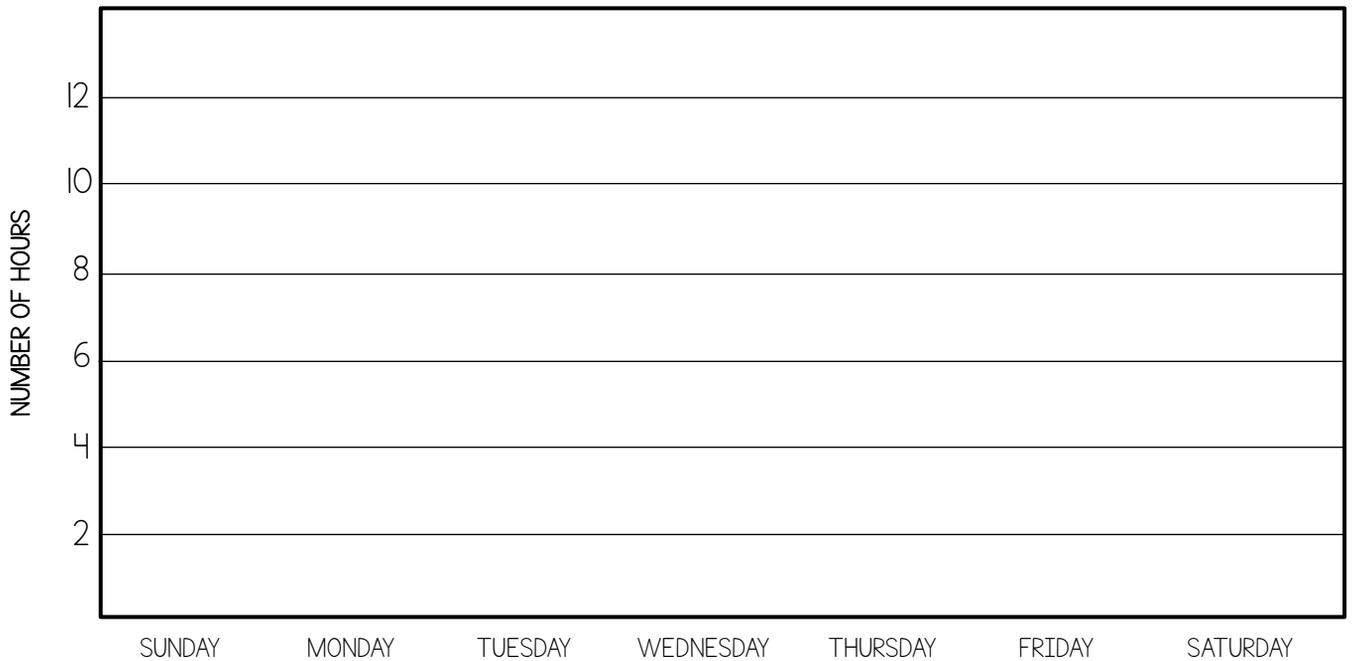
Wednesday: 2 hours

Thursday: 3 hours

Friday: 3 hours

Saturday: 5 hours

Create a line graph for the amount of hours this week:



ANSWER THE QUESTIONS:

1. How does the total amount of hours compare to the total from last week? _____

2. What is the difference in hours this week between the highest and lowest days?

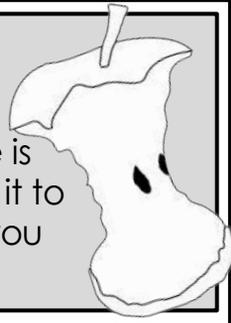
3. What is the total amount of hours on the two highest days?

TASK

#5

COMPOST

Another project that you've decided to do at home is create a compost. You'll collect food scraps and add it to the compost each day. Then it will turn into soil that you can use in your garden!



Complete the tally chart with the list of what you have composted this week:

- On Sunday you add 2 egg shells.
- On Monday you add 4 fruit scraps, 3 vegetable scraps, 1 cup of coffee grounds, and 6 egg shells.
- On Tuesday you add 2 cups of coffee grounds, 5 vegetable scraps, and 7 fruit scraps.
- On Wednesday you do not add anything.
- On Thursday you add 8 egg shells, 1 cup of coffee grounds, 3 fruit scraps, and 4 vegetable scraps.
- On Friday you add 2 eggs shells and 8 fruit scraps.
- On Saturday you add 2 cups of coffee grounds, 3 vegetable scraps, 3 fruit scraps, and 1 egg shell.

Item	How many?
Vegetable scraps	
Fruit scraps	
Egg shells	
Coffee grounds (cups)	



What are two facts that you know from looking at this tally chart?

TASK

#6

GROWING OUR OWN FOOD

Growing your own food is a fun way to help our Earth, and feed your family at the same time!

Plant	How many were planted? (Each picture represents 3 seeds)
Carrots	
Peas	
Potatoes	
Peppers	
Tomatoes	

Use the picture graph to answer the questions:

1. How many potatoes were planted? _____
2. How many carrots and peppers were planted? _____
3. How many more potatoes than peppers were planted? _____
4. You had planned on planting 25 pea seeds, but you didn't quite have enough. How many were you short? _____
5. If every tomato seed that you plant will give you 2 tomatoes, how many tomatoes will you have? Draw a picture to figure it out. **CHALLENGE QUESTION!** 😊

TASK

#7

SAVING RAIN WATER

To water your garden throughout the summer, you'll be collecting rain water in barrels so that you don't have to use tap water.

This week was a very rainy week! The graph below shows how much it rained on Sunday and Monday. Complete the graph to show how much it rained during the rest of the week.

Tuesday - It did not rain.

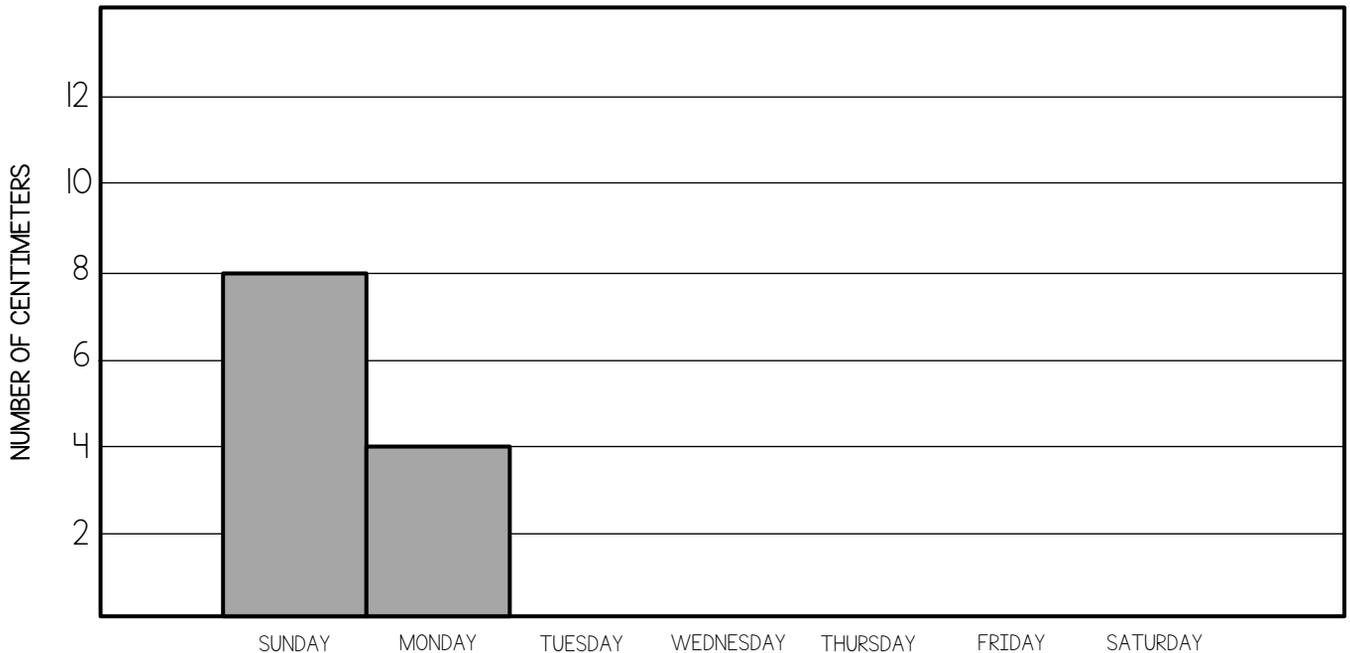
Wednesday - It rained 4 cm.

Thursday - It rained 6 cm.

Friday - It did not rain.

Saturday - It rained 12 cm.

AMOUNT OF RAINFALL THIS WEEK



1. In all, how much rainfall was there this week? _____

2. If it rained 15 centimeters less last week than this week, how much did it rain last week?

TASK

#8

BIKING VERSUS DRIVING

You know that when you walk or bike instead of drive, it is better for the environment. You decide to survey the other kids at your school to see how many of them bike or walk to school instead of driving.

QUESTION: Did you bike, walk, or drive to school today?

RESULTS:

Mode of Transportation	Number of people	Write the number.
Bike		
Walk		
Drive		

Answer the questions.

1. What was the most popular mode of transportation today? _____
2. What was the least popular mode of transportation today? _____
3. What is the difference between the number of people who walked and the number of people who drove to school today? _____
4. Altogether, how many people were surveyed? _____
5. How could you encourage more people to walk or bike instead of drive?



The next day, you decide to run a challenge! You'll challenge as many people as possible to bike or walk to school instead of driving.

You survey everyone again, and find the following results:

Bike - 30 Walk - 39 Drive - 6

Add the data to the tally chart.

Mode of Transportation	Number of people	Write the number.
Bike		
Walk		
Drive		

Answer the questions.

1. Did the challenge work? How do you know? _____

2. How many more people biked and walked on Day 2 than on Day 1?

3. What is the difference between the number of people who walked and the number of people who drove to school today? _____

4. How many fewer people drove on Day 2 than on Day 1? _____

TASK

#9

LUNCHBOX CHALLENGE

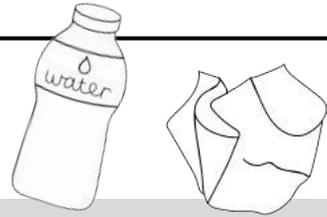
The transportation challenge was so much fun that your class decides to do a lunch box challenge! You're hoping that this challenge will encourage people to use more re-usable containers in their lunches.

As a class, here is what you've decided:

- You've chosen Monday, Wednesday, and Friday as the days to do the challenge.
- Each day, you will collect the garbage from lunch time.
- You will measure the garbage by handfuls.
- Your goal is to have the least amount of garbage possible.

AMOUNT OF GARBAGE

(1 space represents 2 handfuls)



Answer the questions.

MONDAY	WEDNESDAY	FRIDAY

1. What happened to the amount of garbage as the week went on?

2. How many handfuls of garbage were there on Monday? _____
3. How many more handfuls of garbage were there on Wednesday than on Friday? _____
4. The goal was to keep the garbage under 50 handfuls for the week. Did you succeed? _____

Let's transfer this data to a **tally chart**. Remember that one space on the bar graph represented TWO handfuls of garbage!



DAY	NUMBER OF HANDFULS OF GARBAGE
Monday	
Wednesday	
Friday	

Answer the questions.

1. Altogether, how many handfuls of garbage were there on Monday and Wednesday?

2. How about on Wednesday and Friday? _____

Think about it:

1. Which graph do you prefer - the bar graph or the tally chart? Why? _____

2. Suppose that you wanted to survey the students in your classroom and create your own tally chart to show the results. List three topics that you could survey your classmates about. _____

3. List some ideas for how you could reduce the amount of waste in your lunch each day.

