<table>
<thead>
<tr>
<th></th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
</tr>
</thead>
</table>

- **Read: 3 Ways to Learn About Consumer Power**
- Answer the following guiding questions while reading:
  1. One way to be a reasonable buyer?
     a) buy local packages
     b) buy many things at once
     c) buy things with less packaging
     d) buy things from people you know
  2. Why should you look for food that is produced nearby?
     a) It doesn’t go bad on it’s way to the grocery store
     b) It’s nice to meet the farmers who grew your food
     c) It tastes good because it’s from an area where
<table>
<thead>
<tr>
<th>Math</th>
<th>No School</th>
<th>Create a visual!</th>
<th>Create a visual!</th>
<th>Perimeter is the distance around any figure. You can find the perimeter of a figure by measuring its side lengths and adding them together.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Using what you learned last week about quadrilaterals, you will create a visual representation that describes a parallelogram and a visual representation that describes a rhombus. Each visual should include:</td>
<td>Using what you learned last week about quadrilaterals, you will create a visual representation that describes a square and a visual representation that describes a trapezoid. Each visual should include:</td>
<td>Please find the perimeter of the following quadrilateral:</td>
</tr>
<tr>
<td></td>
<td></td>
<td>● a drawing of the quadrilateral</td>
<td>● a drawing of the quadrilateral</td>
<td>Perimeter is the distance around any figure. You can find the perimeter of a figure by measuring its side lengths and adding them together.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>● a description of its attributes</td>
<td>● a description of its attributes</td>
<td>Please find the perimeter of the following quadrilateral:</td>
</tr>
<tr>
<td></td>
<td></td>
<td>● drawings of objects in and around your home that look like this quadrilateral</td>
<td>● drawings of objects in and around your home that look like this quadrilateral</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>● a riddle that describes this quadrilateral</td>
<td>● a riddle that describes this quadrilateral</td>
<td></td>
</tr>
<tr>
<td>Science</td>
<td>No School</td>
<td>Why are Some Places Always</td>
<td>Why are Some Places Always</td>
<td>Why are Some Places Always</td>
</tr>
<tr>
<td></td>
<td></td>
<td><img src="image1.png" alt="Parallelogram" /></td>
<td><img src="image2.png" alt="Trapezoid" /></td>
<td><img src="image3.png" alt="Square" /></td>
</tr>
</tbody>
</table>
### Social Studies

<table>
<thead>
<tr>
<th>Activity</th>
<th>Observation</th>
<th>Observation</th>
<th>Observation</th>
<th>Observation</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>No School</strong></td>
<td>What does a <strong>good observer</strong> do?</td>
<td>What does a <strong>good observer</strong> do?</td>
<td>What does a <strong>good observer</strong> do?</td>
<td>What does a <strong>good observer</strong> do?</td>
</tr>
<tr>
<td><strong>Materials:</strong></td>
<td>piece of paper, pencil, Classroom Scenes in Washington</td>
<td>3 pieces of paper, pencil, picture from Tuesday</td>
<td>1 piece of paper, pencil</td>
<td>2 pieces of paper, pencil, pictures from Tuesday/Thursday, compare and contrast graphic organizer</td>
</tr>
<tr>
<td><strong>Observation:</strong></td>
<td>look at the Classroom Scenes in Washington for 30 seconds</td>
<td>Draw a picture of your classroom</td>
<td>Write down as many details as you can remember</td>
<td>Complete the attached graphic organizer</td>
</tr>
</tbody>
</table>

### Christina School District Instructional Board

**Hot? (part 1):**
Write down your answer to the following: What’s the climate like where you live? Does it stay the same through all the seasons? Some? Or is it different every season? If so, how?

**Need:** Maps, matching lists [6 pages]; ruler or a straightedge to draw a line; blue, red, yellow, purple, orange crayon or colored pencil

**Do:** Color Climate Decoders (blue=cold; yellow=warm; red=hot). Draw 2 lines between top & bottom Climate Decoders. Use a ruler, connect marks where the colors meet. Then fill in winter and summer circles with colors from Decoder (e.g., Antarctica winter = blue). If winter + summer = blue, fill in climate color to match. If winter + summer = red, climate = red. If winter = blue & summer = red, climate = purple. If winter = red & summer blue, climate = orange. Then complete climate keys on maps, and use climate color to color land around the area on map. **Save maps for next day.**

**Hot? (part 2):**
Using evidence from your maps from the previous day, write your answers to the following: Where is it hot all year long? Where is it cold all year long? If you were going on a summer vacation in the blue zone, what clothing would you pack and why? If you were going on a summer vacation in the purple zone, what clothing would you pack and why?

**Save maps for next day.**

**Hot? (part 3):**
On your maps, label the purple areas “temperate”. These are areas where there are more changes with the seasons. Label the orange areas “mild”. These have fewer seasonal changes. Write your best answers to the following: Arizona and Florida both have similar temperatures through the year...so why do they look so different (deserts vs. palm trees)? Which climate zones have you been to or near? Which ones would you want to visit?

**Save maps for next day.**

**Hot? (part 4):**
Find out as much as you can about a climate zone (ask family, books, etc.). Draw a travel poster or make a travel brochure for that climate. Think about what makes each climate special. What plants and animals live there? What sorts of houses do people build there? What clothes would you need to pack? What time of year would you choose to go? Include these in your travel poster or brochure.
<table>
<thead>
<tr>
<th>Draw what you remember</th>
<th>Is your picture today different from the picture from Tuesday?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Were you able to draw everything you saw without looking back at the picture?</td>
<td>Yes or No</td>
</tr>
<tr>
<td>yes or no</td>
<td>Why?</td>
</tr>
</tbody>
</table>
3 WAYS TO LEARN ABOUT CONSUMER POWER

by Amanda Oliver

Text adapted from "4 Impactful Ways to Teach Kids About Consumer Power" by Amanda Oliver, 2014. Used with permission.
This text explains how to make better choices the next time you buy something.

As you read, highlight ways to make a positive difference when choosing what to buy.

What is consumer power? Think about your favorite store, toy, or food. The ability to decide what you and your family buy is called consumer power. By buying certain products instead of others, you can help make a positive difference in the world.

How can you become a more conscious consumer?

1. At the Shop

Every time you have a say in which products you buy, you are exercising your buying power.

**CHOOSE PRODUCTS WITH LESS PACKAGING**

Once upon a time, the world believed that extra packaging was a sign of quality and importance.

We now know that packaging is mostly waste. Next time you look at a product, look at the package it comes in.
Does a single pen really need all of that packaging? Does your new toy really need that huge box?

Thinking about these questions can help us cut down on waste.

**BUY FSC PAPER PRODUCTS**

The Forest Stewardship Council (FSC) is an organization that makes sure wood and paper products come from forests that are responsibly managed. It is easy to check for the FSC label on pencils and paper. By looking for this label, you are exercising your buying power. You have a choice in what you buy and where the products come from.
2. The Source

Do you know where your food comes from? How about your favorite toys?

Your favorite snacks don’t come from the aisles of the grocery store. Your favorite toys don’t come from Target or Toys R Us. Learning about where our products really come from can help us make decisions.

VISIT A LOCAL FARM

You can visit a local farm to learn more about where our food comes from and what is healthy to eat.

SUPPORT LOCAL FOOD PRODUCERS

A lot of trucks are needed every day to move vegetables and fruits from farms to grocery stores. This is a big problem! These trucks release carbon dioxide and other harmful gases into the air.

That is why you should purchase food items from local producers. Look for farmer’s markets or grocery stores that carry local products.

3 person or company that makes or grows
4 Local (adjective): from a certain area or neighborhood, usually one that is close by
3. Believe in your Power

You have the power to change the neighborhood and world you live in. The choices you make as a consumer can make a difference. They can change the future of our planet for the better.

A GOLDEN RULE

Whether it’s choosing eco-friendly products at the store or writing letters to local politicians about topics that matter to you, your voice makes a difference.

products that are better for the environment
Text-Dependent Questions

Directions: For the following questions, choose the best answer or respond in complete sentences.

1. PART A: What is the main idea of the text?
   A. You and your family can start a garden to make the world better.
   B. You and your family cannot make a big difference in the world by yourselves.
   C. You and your family can get sick if you don’t know where your food comes from.
   D. You and your family can make a positive difference by carefully choosing what you buy.

2. PART B: Which detail from the text best supports the answer to Part A?
   A. “Once upon a time, the world believed that extra packaging was a sign of quality and importance.” (Paragraph 3)
   B. “Does a single pen really need all of that packaging? Does your new toy really need that huge box?” (Paragraph 5)
   C. “Your favorite snacks don't come from the aisles of the grocery store. Your favorite toys don't come from Target or Toys R Us.” (Paragraph 9)
   D. “The choices you make as a consumer can make a difference. They can change the future of our planet for the better.” (Paragraph 13)

3. How do subheadings, like “CHOOSE PRODUCTS WITH LESS PACKAGING” and “SUPPORT LOCAL FOOD PRODUCERS”, help readers better understand the information in the article?
   A. They give readers advice for how to make a positive difference with their buying choices.
   B. They give readers information about what to include in a letter to politicians.
   C. They give readers definitions of important words in the text.
   D. They give readers examples of harmful actions.

4. What does an FSC label do?
   A. An FSC label warns buyers to stay away.
   B. An FSC label tells buyers what types of trees were cut down for the product.
   C. An FSC label shows buyers that paper and wood were made in a responsible way.
   D. An FSC label helps buyers pay for the trees that got cut down for what they’re buying.
Discussion Questions

Directions: Brainstorm your answers to the following questions in the space provided. Be prepared to share your original ideas in a class discussion.

1. Think about something you or your family members recently bought. Where did you buy it? How do you think it got to that place? Where do you think it came from before that?

2. Think about a food you like to eat. Where do you think that food comes from? What are some ways you could make a positive difference when buying that food or another food?

3. Think about the tips the author provided in the article. What are some ways you or your family might exercise your consumer power to make a positive difference? Which ways seem most difficult to you? Which ways seem easiest?
Climates in the Americas

CLIMATE KEY

- This climate is cold all year long.
- This climate has cold winters and hot summers.
- This climate has warm winters and hot summers.
- This climate is hot all year long.
Climates in the Americas (Fahrenheit)

Climate Decoder

Antarctica Research Station

Atlanta, Georgia, USA

Utqiaġvik, Alaska, USA

Buenos Aires, Argentina

Cancun, Mexico:

Georgetown, Guyana

Las Vegas, Nevada, USA

Perito Moreno, Argentina

Tacna, Peru

Winnipeg, Canada

Note: All temperatures are in Fahrenheit
Climates in Europe & Africa (Fahrenheit)

Note: All temperatures are in Fahrenheit

Climate Decoder

Antarctica Research Station

Casablanca, Morocco

Cairo, Egypt

Cape Town, South Africa

Daneborg, Greenland

Juba, South Sudan

Rome, Italy

The island of Madagascar

Warsaw, Poland

Windhoek, Namibia

Name: _____________
Climates in Asia & Australia (Celsius)

Name: ____________

Climate Decoder

Antarctica Research Station

Ayers Rock (Uluru), Australia

Bangalore, India

Beijing, China

Darwin, Australia

Hong Kong

Queenstown, New Zealand

Sydney, Australia

Tiksi, Russia

Ulan Bator, Mongolia

Note: All temperatures are in Celsius