<table>
<thead>
<tr>
<th></th>
<th>Day 1</th>
<th>Day 2</th>
<th>Day 3</th>
<th>Day 4</th>
<th>Day 5</th>
</tr>
</thead>
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<tr>
<td></td>
<td><strong>ELA</strong></td>
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<td></td>
<td><strong>Read The Highest Court in the Land.</strong></td>
<td>Read The Highest Court in the Land again to increase fluency.</td>
<td>Read The Highest Court in the Land again to increase fluency.</td>
<td>Read The Highest Court in the Land again to increase fluency.</td>
<td>Answer comprehension 8-10</td>
</tr>
<tr>
<td></td>
<td>Summarize what you have read.</td>
<td>Compare and Contrast the each branch (judiciary, legislative and executive)</td>
<td>If you could change a decision/law what would you change? Write a letter to the Supreme Court requesting this change. Support your response with evidence.</td>
<td>If you could change a decision/law what would you change? Write a letter to the Supreme Court requesting this change. Support your response with evidence.</td>
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<tr>
<td></td>
<td><strong>Math</strong></td>
<td><strong>Story Problems</strong></td>
<td><strong>Story Problems</strong></td>
<td><strong>Math</strong></td>
<td><strong>Math</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Target 700</strong></td>
<td>Tom picked 118 lemons and Sara picked 117 lemons from the lemon tree. How many lemons were picked in total?</td>
<td>Jon has 833 baseball cards. Paul bought 571 of Jon's baseball cards. How many baseball cards does Jon have now?</td>
<td>Subtract 1,000</td>
<td>Create your Own Triple Digit Addition and Subtraction Problems</td>
</tr>
<tr>
<td></td>
<td>Add. Subtract your sum from 700. Circle the addition problem that is closest to 700.</td>
<td></td>
<td></td>
<td>1000 -569</td>
<td>Ask someone in your family to solve them.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>1000 -865</td>
<td></td>
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</table>
### Christina School District Assignment Board

<p>| | | |</p>
<table>
<thead>
<tr>
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</thead>
<tbody>
<tr>
<td><strong>A.</strong></td>
<td></td>
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</tr>
<tr>
<td>425 + 213= _____</td>
<td>Jen grew 125 carrots. Bryn grew 122 carrots. How many carrots did they grow in all?</td>
<td>Molly had 982 pennies in her piggy bank. She spent 476 of her pennies. How many pennies does she have now?</td>
</tr>
<tr>
<td>700- _____ = ______</td>
<td></td>
<td>1000-298</td>
</tr>
</tbody>
</table>

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<table>
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<tbody>
<tr>
<td><strong>B.</strong></td>
<td></td>
<td></td>
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<tr>
<td>333 + 289= _____</td>
<td>Jamie has 115 books. Ron has 137 books. How many books do they have altogether?</td>
<td>Mason found 832 seashells on the beach. He gave Madeline 240 of the seashells. How many seashells does he have now?</td>
</tr>
<tr>
<td>700 - _____ = ______</td>
<td></td>
<td>1000-543</td>
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</tbody>
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</thead>
<tbody>
<tr>
<td><strong>C.</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>432 + 225= _____</td>
<td>There are 103 pencils in the drawer. Bennett placed 104 more pencils in the drawer. How many pencils are in the drawer now?</td>
<td>Rick’s high school played 752 football games this year. He attended 164 games. How many football games did Rick miss?</td>
</tr>
<tr>
<td>700 - _____ = ______</td>
<td></td>
<td>1000-757</td>
</tr>
</tbody>
</table>

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</thead>
<tbody>
<tr>
<td><strong>D.</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>549 + 109= _____</td>
<td></td>
<td>1000-632</td>
</tr>
</tbody>
</table>

### Problems

1. 425 + 213 = 638
2. 700 - 150 = 550
3. 333 + 289 = 622
4. 700 - 300 = 400
5. 432 + 225 = 657
6. 700 - 150 = 550
7. 549 + 109 = 658
### Science

<table>
<thead>
<tr>
<th>Bird Feeders:</th>
<th>What Do Hummingbirds Like?:</th>
<th>What Do Other Birds Like?:</th>
<th>Design a Bird Feeder: PLAN:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Look at the birds pictured on the attached page. Write your best answers to the following: Do you think the first bird (goldfinch) would come to a bird feeder? Why or why not? Hint: Think about what you think the bird would like to eat. Answer those same questions for the second bird (woodpecker). Now answer for the third (duck) and fourth (hawk) birds.</td>
<td>Write your best answer: How do you think this feeder works to attract hummingbirds? (Hint: Here is a hummingbird.) How is this feeder similar to what a hummingbird would normally eat in the wild?</td>
<td><a href="#">Blue Jays</a></td>
<td>You are going to design a bird feeder, a place where birds can come to have a snack. You are going to build a prototype, which is another way of saying a simple first version to help you figure out if your plan will work. On the “My Bird Feeder” handouts, complete #1a, 1b, and 1c. A big danger for birds is CATS. Think about how to keep your feeder safe from cats. A family member may have ideas to help. Fill in the blanks on #2. Do #3. Draw at least 2 pictures of different ideas. Be sure to show where the food will be, where the bird will stand, and how to keep the bird safe from cats.</td>
</tr>
<tr>
<td><a href="#">Goldfinch</a></td>
<td><a href="#">Woodpecker</a></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Design a Bird Feeder: PROTOTYPE:

Find out what building supplies, fasteners, and tools you have. Building Supplies Examples: Paper plates, paper cups, pencils, skewers, aluminum foil, recycled materials Fasteners and Tools Examples: Scissors, paper punch, stickers, tape, binder clips clothespins, pipe cleaners

Look at your drawings from yesterday. Decide which bird feeder you can build with the supplies. Get your supplies. If you are having trouble getting started, you can draw a new plan, or just start building. When you are done building, write down and complete the following sentences: The kind of bird I made this for is... It eats... When it eats, it stands... My feeder keeps birds safe from cats by... Do question #4 on handout. How could you make your prototype into a real feeder that would stay in one piece in
Writing the Story of the Past
Activity 1:
Analyze the photos using the Photo analyzer questions. See attached worksheets 1 and 2.

Activity 2:
Answer the questions using 1 of the photos from Activity 1. See attached worksheets.

Activity 3:
Write 2 questions you still have about the picture, the time period or how they lived.
*write on the back of the Activity 1 or 2.

Activity 4:
Answer a question See attached worksheet

Activity 5:
Select 2 of the 4 letters. Use the analyzing document and answer the questions.
The United States Constitution divides the American government into three branches, or parts. The legislative branch writes the country's laws. The executive branch, led by the president, carries out the laws.

The third branch settles disagreements about laws. That branch is called the judiciary. The judicial branch includes many courts. The U.S. Supreme Court is the most powerful of these courts. (Supreme means "the top.")

The Supreme Court is made up of nine judges. The chief justice is the head judge. The eight other judges are called associate justices. The Supreme Court meets in Washington, D.C. It can decide if a law Congress passed is allowed by the Constitution. The court also may decide if something the president did is allowed according to the Constitution.
Cases come to the Supreme Court only after they have been heard in other U.S. courtrooms. People who disagree with any court decision may ask, or appeal to, a "higher" court. A court is considered higher if it can change the decision that another court made.

The Supreme Court is the highest court in the land. It is the last place an appeal can be heard. And after the Supreme Court decides a case, all other American courts must follow the rules it sets. In these ways, the Supreme Court really is supreme!
branch  branch

**Definition**
noun
1. a woody part of a tree or bush that grows out from the trunk.
2. a part or division of the main part of something.

*Geometry is a branch of mathematics.*

*The U.S. government has three branches.*

*We chose a bank that has a branch near our house.*

**Advanced Definition**
noun
1. a woody part that grows out from the main body of a tree or shrub; limb.
2. any offshoot or subdivision of the main part of something.

*a branch of the savings bank*

*the various branches of philosophy*

3. a stream or creek.

**intransitive verb**
1. to separate or diverge.
2. to put out branches.

**transitive verb**
1. to separate or divide into branches or branchlike parts.

---

**These are some examples of how the word or forms of the word are used:**

1. Ride went to college and studied physics, a **branch** of science.
2. They went onward together, stepping over gnarled tree roots and under low-hanging **branches**, until they reached the top.
3. Can you tell from the picture that didgeridoos are made of wood? Sometimes, they are made from tree trunks or **branches** that termites have hollowed out.
4. The Constitution of the United States established three separate **branches** for our nation's federal government. This separation was intended to ensure that no one part of government would ever become too strong.

5. The system balances the power between Congress, the President and the Supreme Court. It gives each **branch** some control over the actions of the others. This way, one branch of government can't become too powerful.

6. The United States Constitution divides the American government into three branches, or parts. The legislative **branch** writes the country's laws. The executive branch, led by the president, carries out the laws. The third branch settles disagreements about laws.

7. The New York Public Library is the most famous library in New York City. When the main **branch** was opened in 1911, it had a collection of over one million books. Outside this main building, two giant stone lions guard the entrance.
court  court

Definition
noun
1. a place where legal matters are heard.

    The judge kept order in the court.

2. a marked area in which people play certain games or sports.

    We went to the tennis court to play tennis.

Advanced Definition
noun
1. an open space, usu. adjacent to a building, that is wholly or partially enclosed; courtyard.

2. an enclosed or marked off area for playing certain sports such as basketball or tennis.

3. a place where legal cases are heard.

4. the assembly charged with hearing such cases.

5. the residence or offices of a king or dignitary.

6. a short street, esp. one that is a dead end.

transitive verb
1. to seek the favor or affections of.

    He's been courting the director for some time in hopes of a part in one of his movies.

    The prince courted her for two years before she agreed to marry him.

2. to act in a way that results in.

    He is courting disaster trying to take down that tree himself.

intransitive verb
1. to seek the affections of someone.

Spanish cognate
corte: The Spanish word corte means court.
These are some examples of how the word or forms of the word are used:

1. The Supreme **Court** is made up of nine judges.
2. The Supreme **Court** is the highest court in the land.
3. People who disagree with any **court** decision may ask, or appeal to, a "higher" court.
4. A **court** is considered higher if it can change the decision that another court made.
5. The **court** also may decide if something the president did is allowed according to the Constitution.
6. Cases come to the Supreme **Court** only after they have been heard in other U.S. courtrooms.
7. And after the Supreme **Court** decides a case, all other American courts must follow the rules it sets.
8. The Supreme **Court** meets in Washington, D.C. It can decide if a law Congress passed is allowed by the Constitution.
1. What is the U.S. Supreme Court?
   A. the part of the U.S. government that writes laws
   B. a court that is led by the president of the U.S.
   C. the most powerful court in the U.S. government

2. The article starts by describing the three branches of the American government. Which branch is the U.S. Supreme Court part of?
   A. judicial
   B. executive
   C. legislative

3. The Supreme Court can decide if a law Congress passed is allowed by the Constitution. The court also may decide if something the president did is allowed according to the Constitution. What can you conclude based on this evidence?
   A. The Supreme Court doesn't need to follow the Constitution closely.
   B. The Supreme Court has some power over the other branches of government.
   C. Congress and the president usually do not follow the Constitution.

4. The Supreme Court is the highest court in the land. Based on this text, what is the highest LAW in the land?
   A. the laws that Congress writes
   B. the president's actions
   C. the Constitution

5. What is the main idea of this text?
   A. The judicial branch of the government includes many courts.
   B. The head judge of the Supreme Court is called the chief justice.
   C. The Supreme Court is the most powerful court in the United States.
6. Read these sentences from the text.

"The judicial branch includes many courts. The U.S. Supreme Court is the most powerful of these courts. (Supreme means 'the top.').'"

Why might the author have included the definition of "supreme?"

A. to tell the reader that another name for the Supreme Court is The Top Court
B. to make it clear that the Supreme Court is the most powerful court
C. to show that the Supreme Court was not named correctly

7. Choose the answer that best completes this sentence.

The Supreme Court can change other courts' decisions, _______ other courts cannot change the Supreme Court's decisions.

A. but
B. because
C. so

8. When do cases come to the Supreme Court?

9. What happens after the Supreme Court makes a decision on a case?

10. What makes the Supreme Court more powerful than other U.S. courts? Use evidence from the text to support your answer.
Bird Feeder Inspiration

A stick or pencil through two holes can make a perch for birds to stand on.

You can scrunch aluminum foil into any shape you want.

Push a pipe cleaner through a hole and use it to hang up your bird feeder:

A binder clip can hold things together. It also gives you a place to tie a pipe cleaner:
**My Bird Feeder**

1) **Discuss what your bird feeder needs:**

1a) What kind of bird do I want to come to my feeder? ________________

- **Finches**
  - Eat seeds
  - Like to stand on a peg while eating

- **Jays**
  - Eat seeds
  - Like to stand on a tray while eating

- **Woodpeckers**
  - Eat seeds and bugs
  - Like to hang on the sides of feeders to eat

- **Cardinals**
  - Eat seeds
  - Like to stand on a tray while eating

1b) What does that bird eat? ________________

1c) Where does the bird like to stand when it eats? ________________

1d) How can my feeder keep birds safe from cats? ________________

2) **Fill in the blanks to write your problem statement:**

I want ________________ to come to my yard. I need a bird feeder with ________________ and ________________ (kind of bird) (kind of food) for my bird to stand on. I will make the bird feeder safe from cats by ________________ (place to stand)
3) Here are my ideas for a bird feeder:

Draw at least two ideas for bird feeders. Be sure you show:
- Where will the food be?
- Where will the birds stand?
- What will keep the birds safe from cats?

Use the back of the page to draw any more ideas.

4) I’ve built my prototype. What next?

A real bird feeder needs to hold together in wind and rain. What materials could you use to make a real feeder that’s like your prototype?
ACTIVITY 1
Observe each photograph one by one. Then analyze each photograph using the “Analyze a Photograph” document from the National Archives. Since each photograph (there are 2) is supposed to be analyzed and there is only one “Analyze a Photograph” document, use a separate sheet of paper to write your answers on.

PHOTOGRAPH 1
Farm of W.W. Potts, Cat Creek, Custer County, Nebraska; Solomon D. Butcher; 1888
Source: American Memory – Prairie Settlement: Nebraska Photographs and Family Letter, 1862-1912

PHOTOGRAPH 2
H.E. Hyatt, southeast Custer County, on Cat Creek; Solomon D. Butcher; 1888 or 1889
Source: American Memory – Prairie Settlement: Nebraska Photographs and Family
### Analyze a Photograph

<table>
<thead>
<tr>
<th>Meet the photo.</th>
<th>Observe its parts.</th>
<th>Try to make sense of it.</th>
</tr>
</thead>
<tbody>
<tr>
<td>What do you see?</td>
<td>Circle what you see in the photo.</td>
<td>Who do you think took this photo?</td>
</tr>
</tbody>
</table>

- Is the photo?  
  - [ ] Black and white  
  - [ ] Color

- Is there a caption?  
  - [ ] Yes  
  - [ ] No

- If so, what does the caption tell you?

---

**USE IT AS HISTORICAL EVIDENCE.**

Where do you think we could find out more information about the people or objects in the photo?

<table>
<thead>
<tr>
<th>People</th>
<th>Objects</th>
<th>Both</th>
</tr>
</thead>
<tbody>
<tr>
<td>What are the people doing in the photo?</td>
<td>What are the objects used for in the photo?</td>
<td>List something that helps you prove where it was taken.</td>
</tr>
</tbody>
</table>

Why do you think the photo was taken?

How does this photo compare to modern times?

Materials created by the National Archives and Records Administration are in the public domain.
Activity 2

Use your analyses of 1 of the photographs to help answer the following questions:

1. What do these photographs have in common?
   __________________________________________________________
   __________________________________________________________

2. Why do you think these photographs were taken?
   __________________________________________________________
   __________________________________________________________

3. What conclusions can be made?
   __________________________________________________________
   __________________________________________________________
   __________________________________________________________

4. What inferences (guess) can be made?
   __________________________________________________________
   __________________________________________________________

Activity 4
Check for Understanding:

5. How can these artifacts be used to help historians write the history of the past?
   Explain your answer.
   __________________________________________________________
   __________________________________________________________
   __________________________________________________________
Activity 5

LETTERS:

LETTER 1 - Letter from Mattie V. Oblinger to Thomas Family, April 25, 1874 (Modified Version)
Today I cleaned the house. First I swept the floor and then washed the dishes. Then I cleaned all of the windows and doors. Last Wednesday I polished the tin dishes that we use. My mother wondered how to do that since we live in Nebraska and don’t have stores to buy cleaning supplies. We used to use sand from the creek in Indiana, but there is no creek here. Instead, I scrub them with sand that comes out of Mr. Powell’s well. I also use sand to scrub the table. I tried ash on the table that we brought with us, but I can’t get it the color that I want it. Adapted from: American Memory – Prairie Settlement: Nebraska Photographs and Family Letter, 1862-1912

LETTER 2 - Letter from Giles S. Thomas to Thomas Family, July 23, 1876 (Modified Version)
My four horses pulled the corn planter and I planted nineteen acres of corn in one day. I started when the sun came up or a little after. Adapted from: American Memory – Prairie Settlement: Nebraska Photographs and Family Letter, 1862-1912

Letter from Giles S. Thomas to Thomas Family, April 30, 1881 (Modified Version)
I am planting sixty acres of my farm and have had every foot of it to plow. I am doing it all by myself and with the help of my two horses. Ten acres were planted with wheat and ten acres were planted with oats. Last year 20 Acres of wheat were destroyed during a hail storm. So in June I did not have any thing to cut but left enough wheat on the ground to seed it...
Adapted from: American Memory – Prairie Settlement: Nebraska Photographs and Family Letter, 1862-1912

LETTER 3 - Letter from Stella Oblinger to Rhoda Bacon, Lucy Bacon, Sadie Oblinger, and Nettie Oblinger, April 24, 1887 (Modified Version)
Maggie and I started school two weeks ago. I like my teacher, Miss Cora Evans. What is your teacher’s name? I study level five reading, math, spelling, geography and history. What do you and Lucy study? Does your brother Len go upstairs in the school yet? Our schoolhouse is made out of sod and is the same size as our house. There are eleven students who come to our school we have to walk one and a half miles to get there. Adapted from: American Memory – Prairie Settlement: Nebraska Photographs and Family Letter, 1862-1912

LETTER 4 - Letter from Uriah W. Oblinger to Thomas Family, January 4, 1883 (Modified Version)
I am now chopping and sawing wood for a living when work is offered. Our winter is cold with about ten inches of snow on the ground. For over two weeks it has been from 5o to 25o below zero. We are getting used to it by now and don’t think that much about it... I have lost both crops with hail storms so I now work all day to support my family, but the days are so short here in this northern country that a man can not do much unless he uses every minute of it to the best of his ability. Source: American Memory – Prairie Settlement: Nebraska Photographs and Family Letter, 1862 1912
Analyze a Written Document

Meet the document.
Are there any special markings on the document? Circle all that apply.

- **Stamp**
- **Postmark**
- **Handwritten Note**
- **Special Seal**
- **Other**

Is it handwritten or typed? □ Handwritten □ Typed □ Both

Write down any words that you don't know. Then look up the definitions.

Try to make sense of it.
What is the main idea of the document?

List two quotes (words from the document) that help support the main idea.

Why do you think the document was written?

Observe its parts.
Who wrote this document?

Who read or received this document?

What is the date of the document?

Use it as historical evidence.
Where do you think you could find out more information about the person who wrote or received this document?

Where do you think you could find out more information about this event?
Bird Feeder Inspiration

A stick or pencil through two holes can make a perch for birds to stand on.

You can scrunch aluminum foil into any shape you want.

Push a pipe cleaner through a hole and use it to hang up your bird feeder:

A binder clip can hold things together. It also gives you a place to tie a pipe cleaner:
1) Discuss what your bird feeder needs:

1a) What kind of bird do I want to come to my feeder? ________________________________

1b) What does that bird eat? ______________________________________________________

1c) Where does the bird like to stand when it eats? ________________________________

1d) How can my feeder keep birds safe from cats? ________________________________

2) Fill in the blanks to write your problem statement:

I want ___________________________ to come to my yard. I need a bird feeder with _______________ and ___________________ (kind of bird) (kind of food)

_____________________________ for my bird to stand on. I will make the bird feeder safe from cats by ___________________

_____________________________ (place to stand)
3) Here are my ideas for a bird feeder:

Draw at least two ideas for bird feeders. Be sure you show:
- Where will the food be?
- Where will the birds stand?
- What will keep the birds safe from cats?

Use the back of the page to draw any more ideas.

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