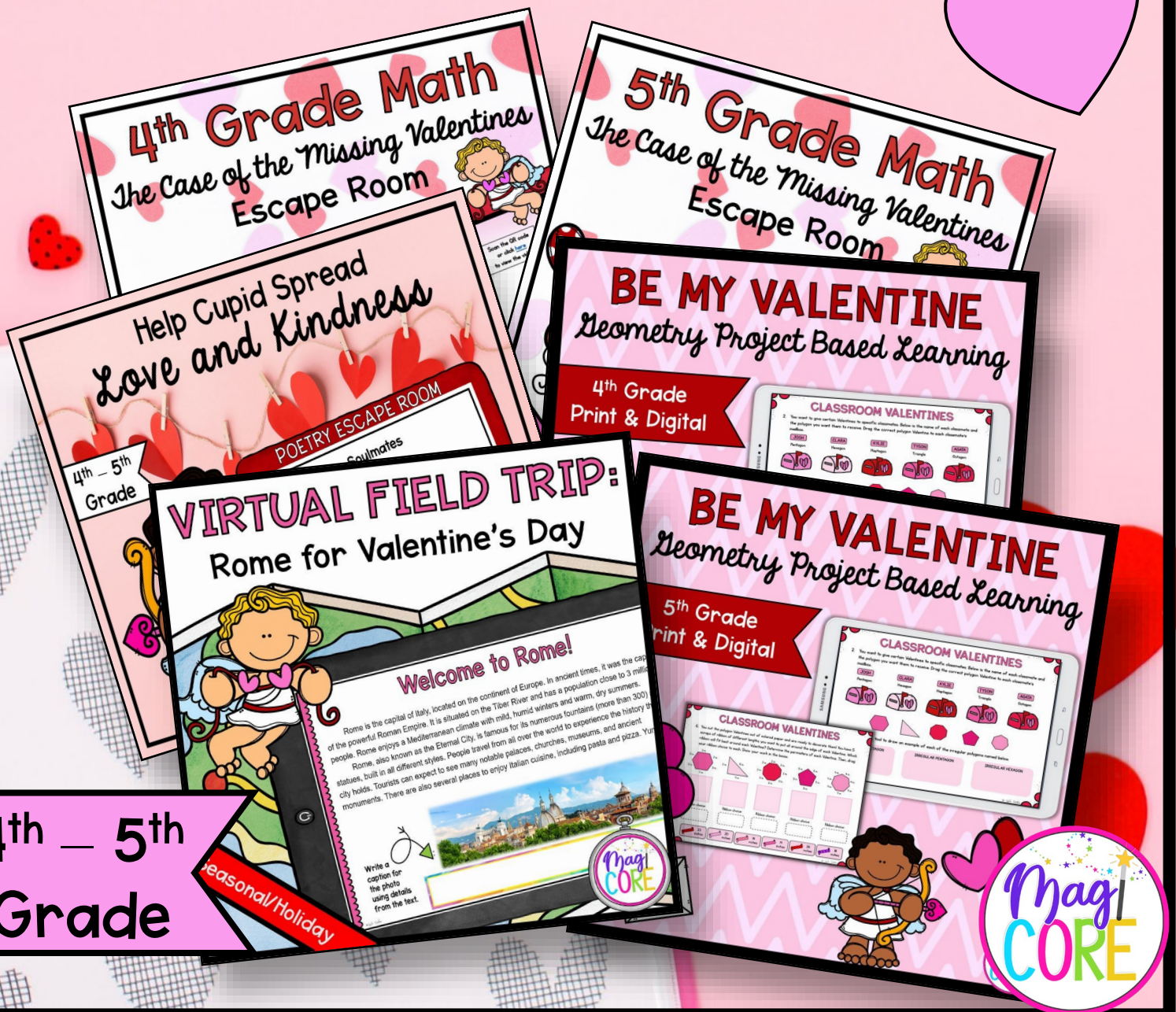
Valentine's Day Bundle



Help Cupid Spread Love and Kindness

4th – 5th Grade

POETRY ESCAPE ROOM

1.

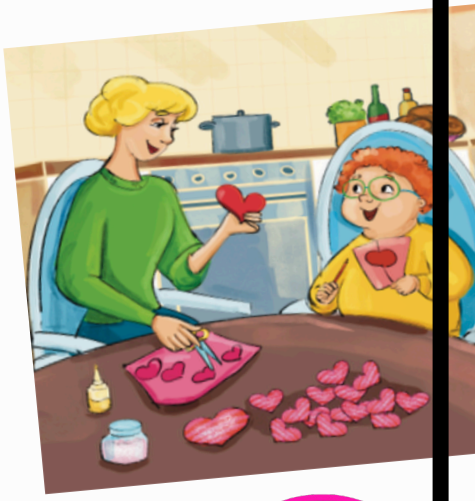
Sending Valentines

My mom said I could send
a Valentine to my friend.

I grabbed paper to make a heart.
It really was a work of art.

Red with glitter and some lace,
pink ribbons tied in place.

And in the center I wrote one line,
"Will you be my Valentine?"



Print and Digital

MagiCORE

Print Friendly Version

1.

My Love

My love is like a new comic book
with pages full of action.
My love is like a sale price
with a cost at just a fraction.

My love is like the winning goal
right when the buzzer sounds.
My love is like lots of puppies
cuddling in fluffy mounds.

My love is everything that makes you smile
and I hope it stays that way.
My love is here for you
each and every single day.



©Qalli Barber

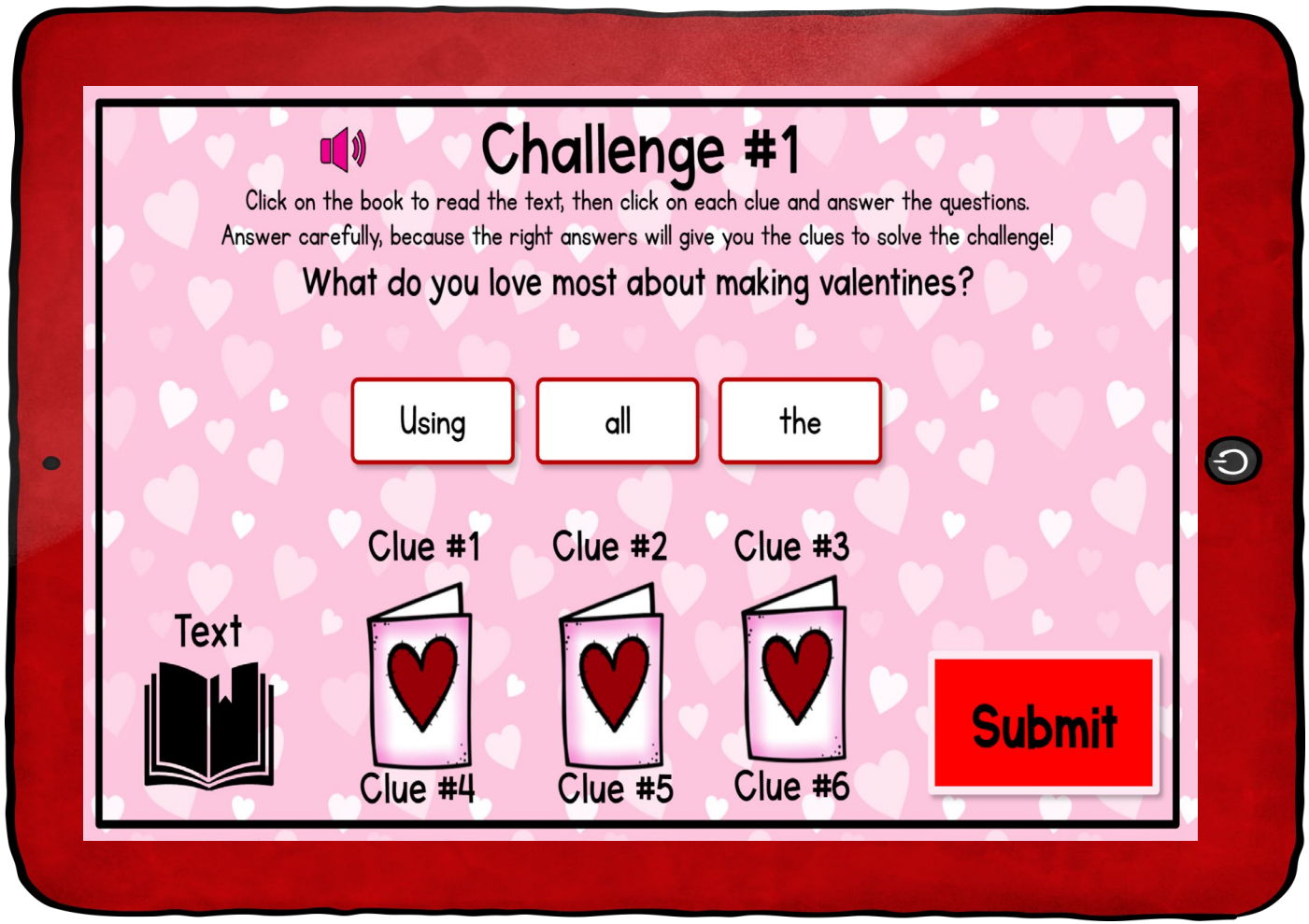
I am
just a
rose,

given by
neone very
special,

sking you
to be
mine
mine
mine.

©Qalli Barber

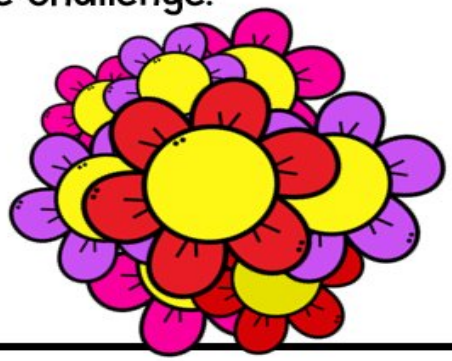
Digital Webscape™ & Google Slides



Challenges Assess Various Skills

Challenge #4

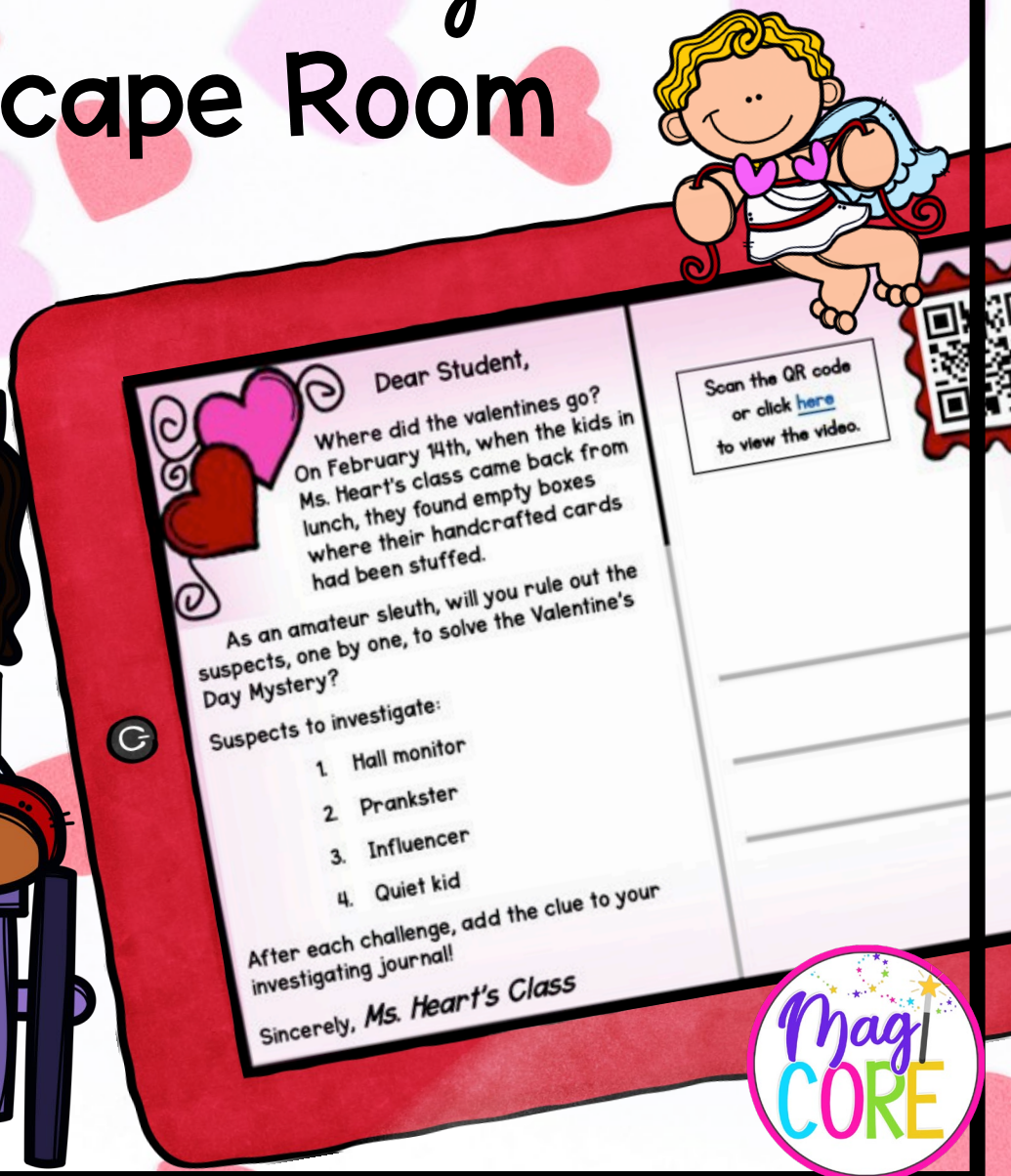
1. Read the poem and answer the questions.
2. Use your answers to hand-deliver a beautiful bouquet.
3. Collect a valentine from your secret admirer after the challenge.



4th Grade Math

The Case of the Missing Valentines Escape Room





Print & Digital

Mag CORE

Print Friendly Version

Challenge #1



1. Solve each operations problem.
2. Record answers on your brochure.
3. Check your answers in the Valentine Decoder.
4. Add the clue to the journal.
5. Scan the QR code in the corner of the next page.
6. Move on to the challenge #2.

1. The hall monitor counted the number of students arriving to school on Monday morning. Twenty-five students arrived by car. On Tuesday morning she counted three times as many students arriving by car. Find the multiplication equation that represents the math for this problem.

   a. 25 + 25 = 50
   b. 25 x 3 = 75
   c. 2 x 25 = 50
   d. 25 + 25 + 25 = 75

2. The hall monitor records the number of students arriving to school by bus each day. On Friday there were 188 students riding the bus which is four times as many students who rode the bus on Thursday. How many students rode the bus on Thursday?

   a. 45 students
   b. 46 students
   c. 47 students
   d. 48 students

3. The hall monitor counted the students arriving to school on Wednesday morning. She used number bonds to find the total number of students who came to school. Find the total number using her strategy.

   137 arrived by car + 248 arrived by bus = ?

   100 30 7 + 200 40 8 = ?

   a. 300 + 70 + 7 = 377
   b. 300 + 70 + 15 = 385
   c. 300 + 70 + 15 = 375
   d. 300 + 70 + 17 = 387

©Nicole Bechler

tudents joined Ms.
ecided to change
ed the desks to
ew students. She
lans. Which plan

5 desks
5 desks
f 5 desks plus
f 3 desks
8 desks

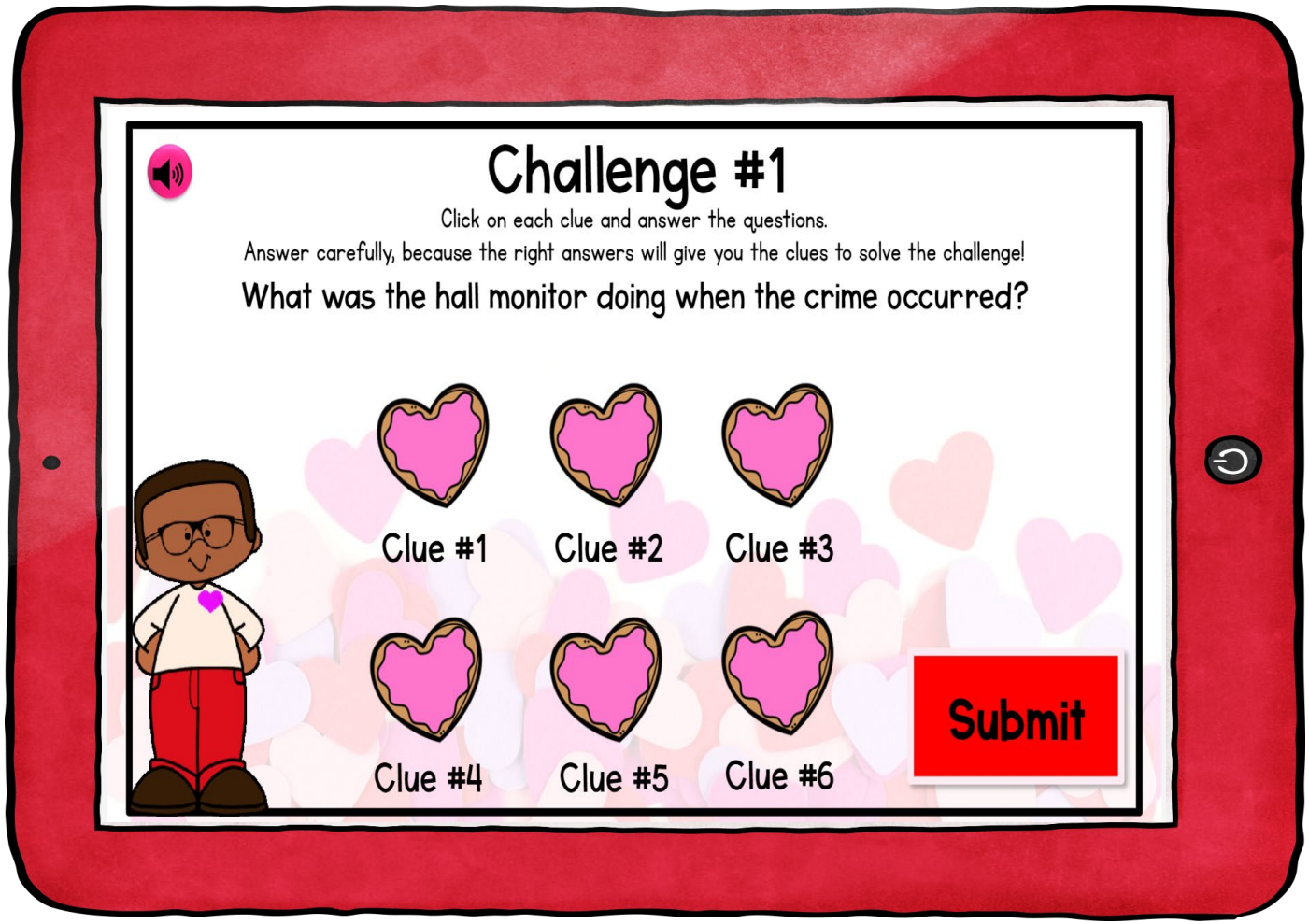
how

a. 15, 21, 36, 72
b. 15, 24, 36, 72
c. 15, 24, 39, 72
d. 15, 21, 39, 68

Scan the QR code or click here to view the video.

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Webscape™ is Interactive & Self-Correcting!



Four Standards-Based Math Challenges

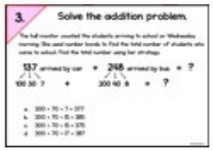
The Case of the Missing Valentines

1. Challenge #1: Solve the operations problems to investigate the hall monitor.

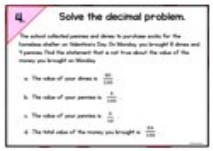
2. Challenge #2: Solve the place value problems to investigate the prankster.

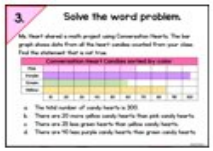
3. Challenge #3: Solve the fraction and decimal problems to investigate the influencers.

4. Challenge #4: Solve the word problems to investigate the quiet kid.

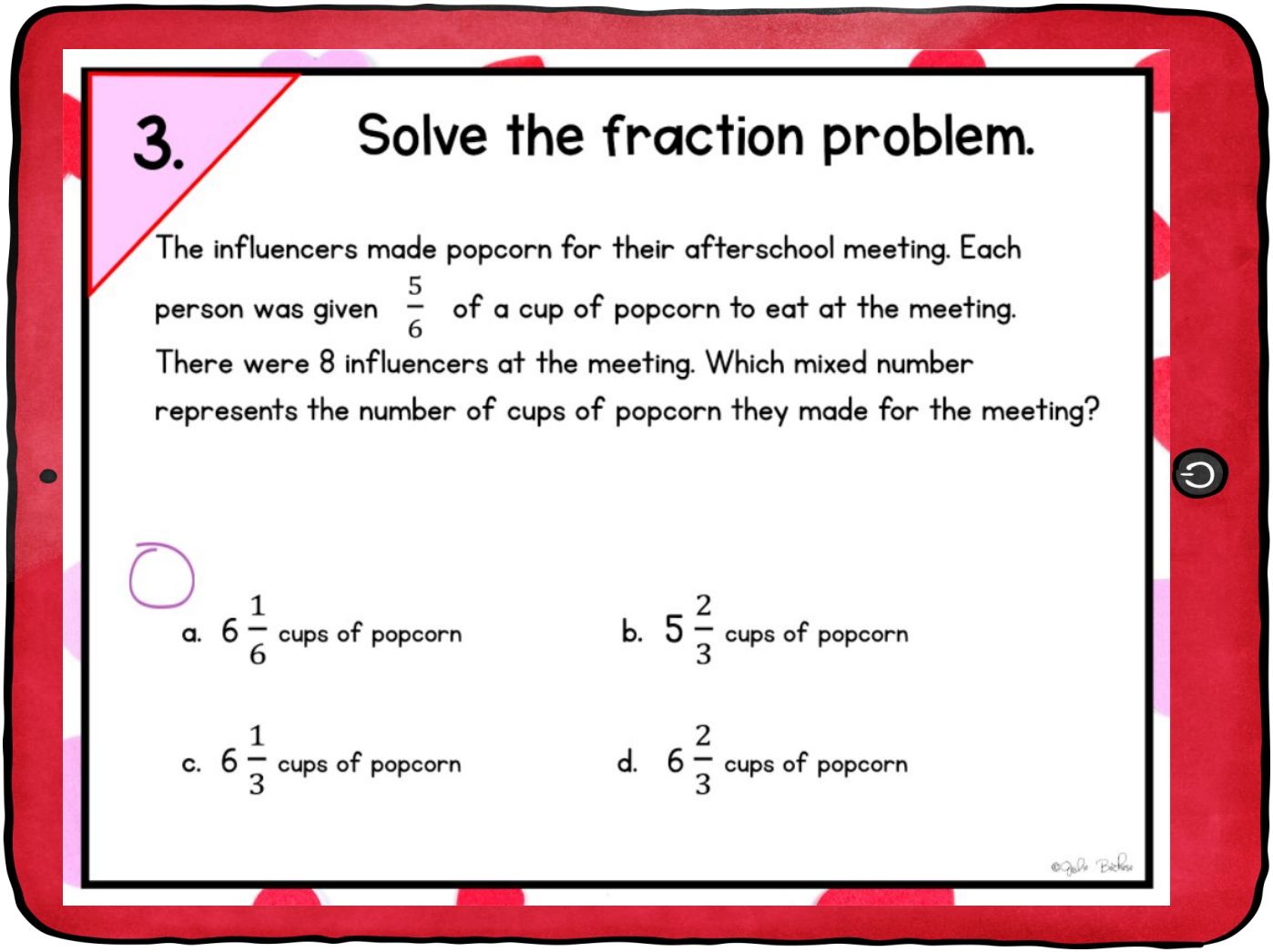








Challenges are Standards - Based



3. Solve the fraction problem.

The influencers made popcorn for their afterschool meeting. Each person was given $\frac{5}{6}$ of a cup of popcorn to eat at the meeting. There were 8 influencers at the meeting. Which mixed number represents the number of cups of popcorn they made for the meeting?

a. $6\frac{1}{6}$ cups of popcorn

b. $5\frac{2}{3}$ cups of popcorn

c. $6\frac{1}{3}$ cups of popcorn

d. $6\frac{2}{3}$ cups of popcorn

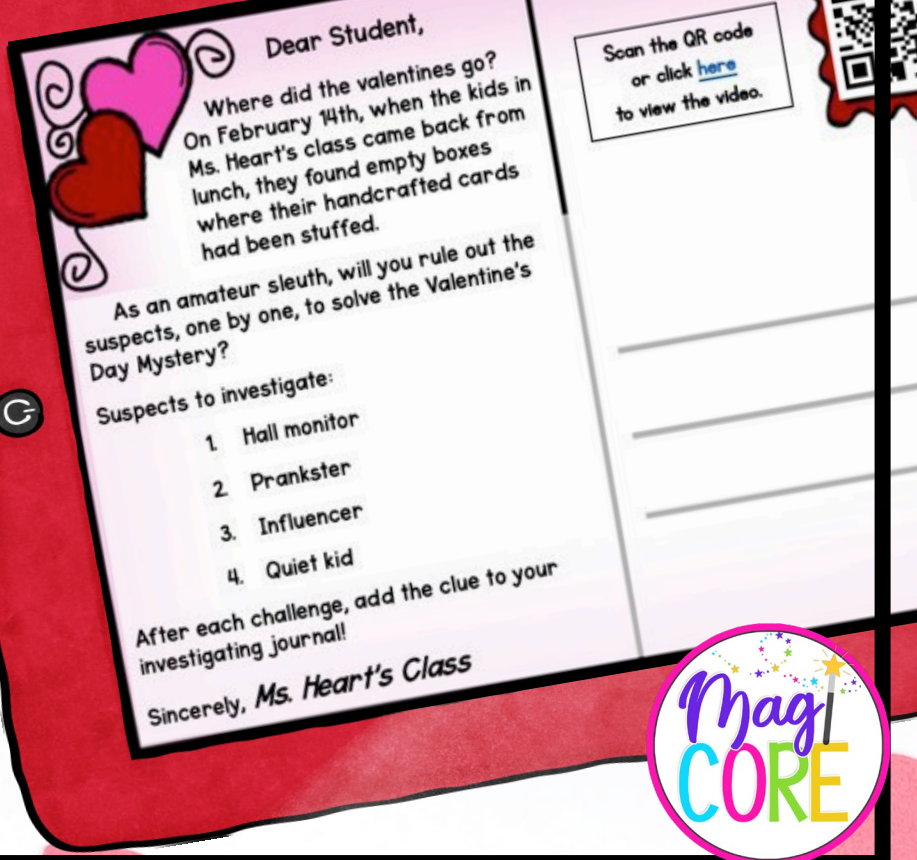
5th Grade Math

The Case of the Missing Valentines

Escape Room



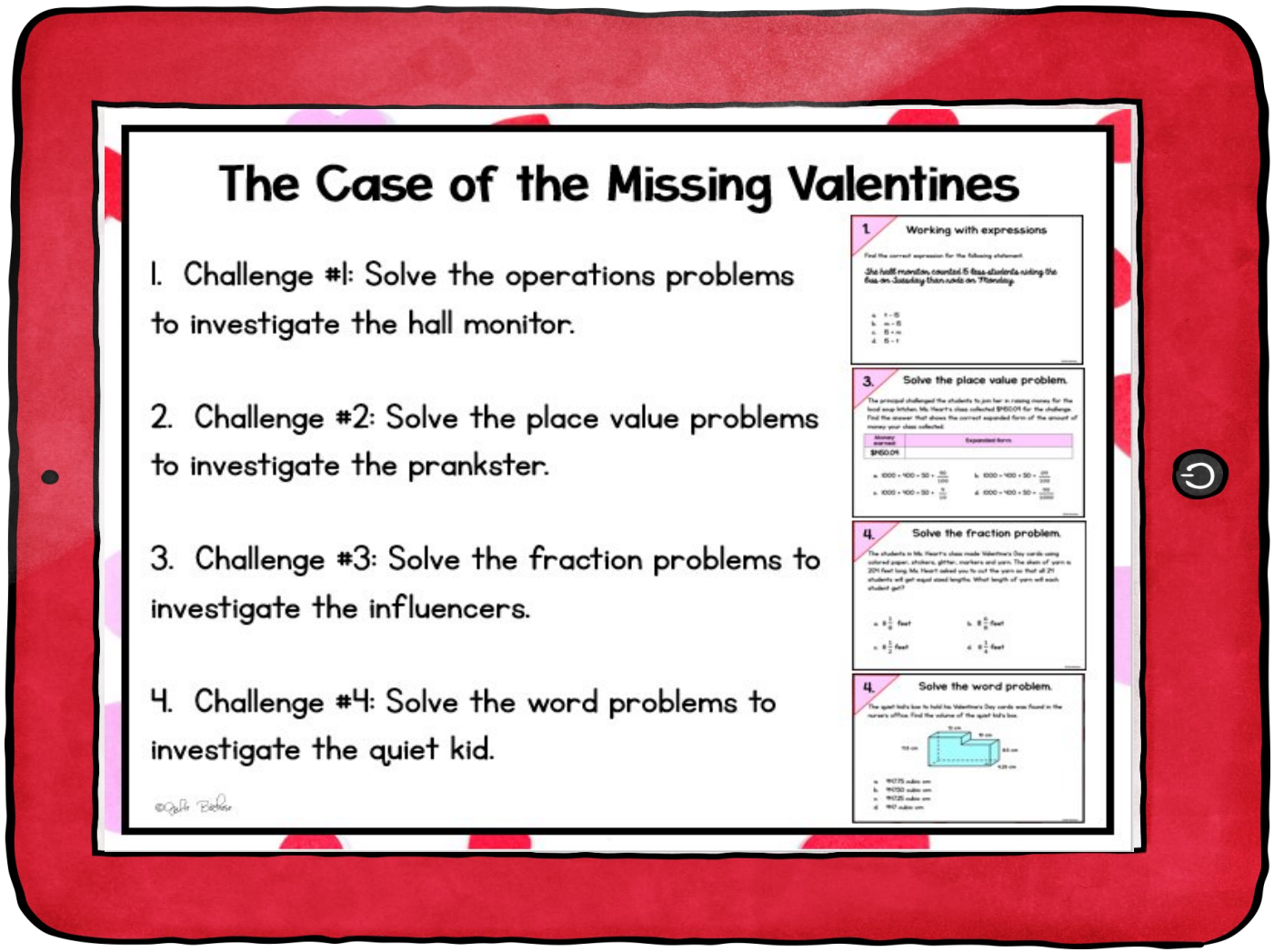




Print & Digital

Mag CORE

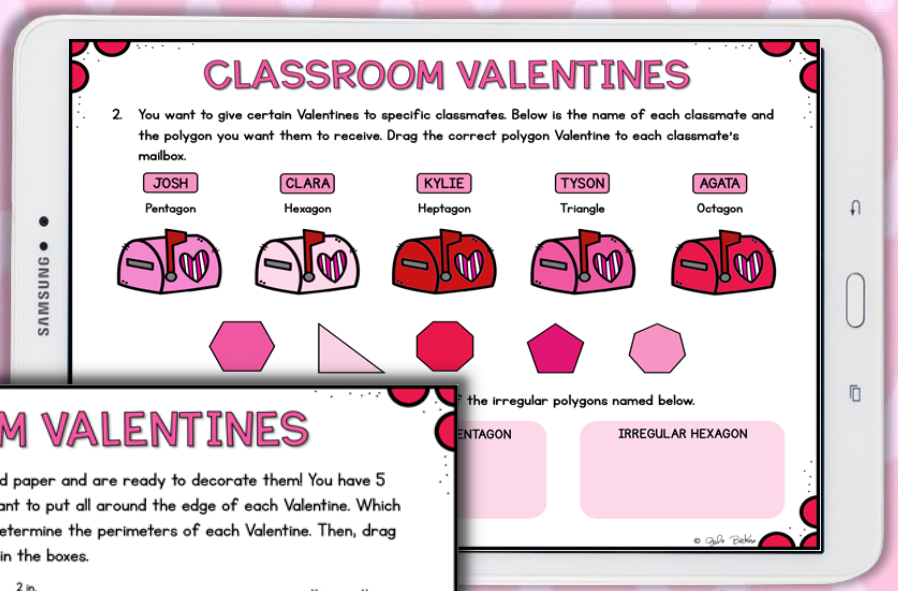
Four Standards-Based Math Challenges

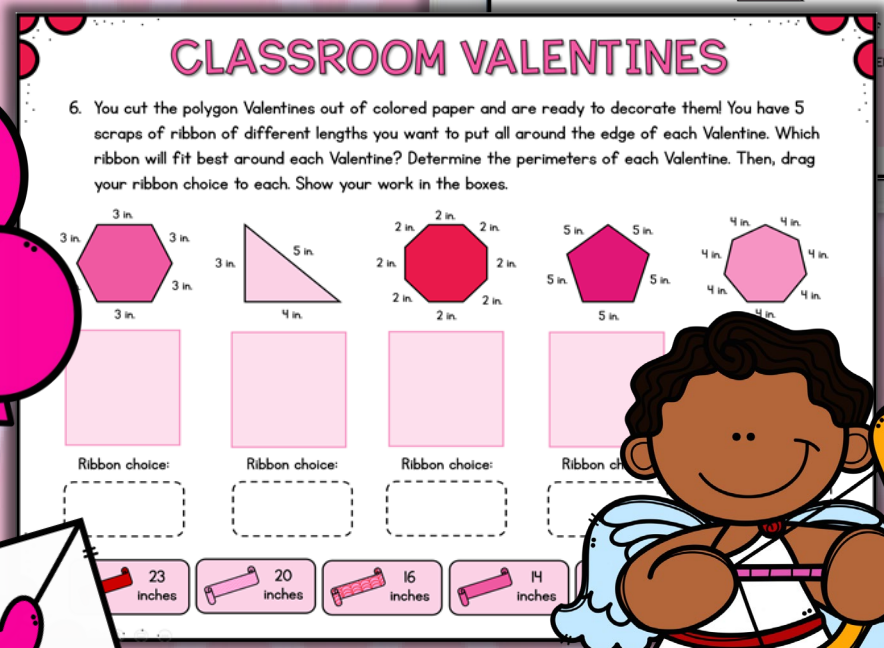


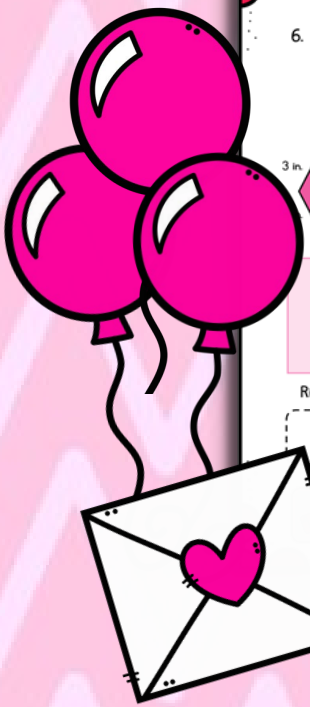
BE MY VALENTINE

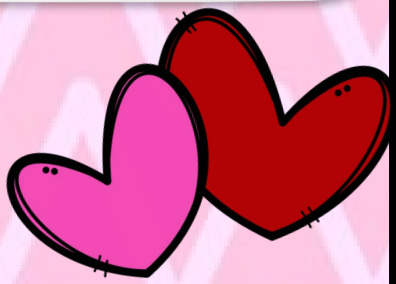
Geometry Project Based Learning

4th Grade
Print & Digital

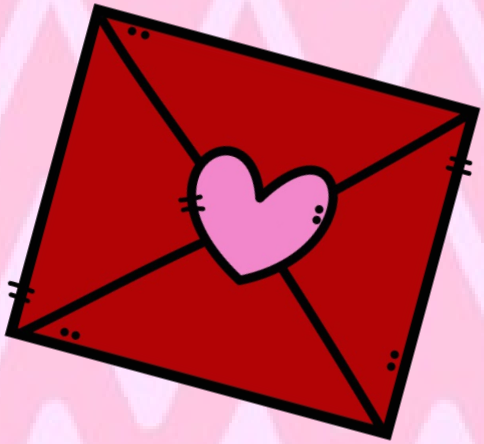








Print & Digital Versions



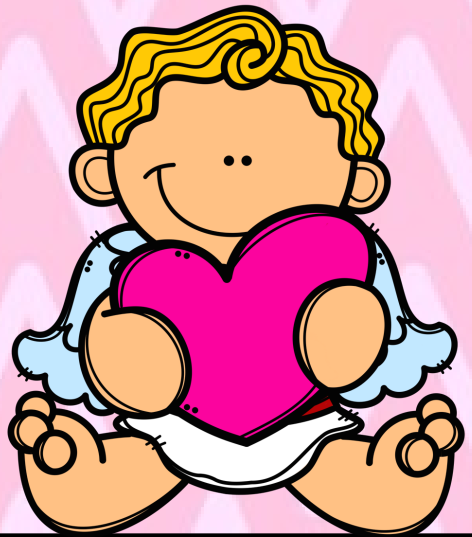
BE MY VALENTINE

Valentine's Day is here! On this day meant to celebrate those you love, you want to make valentines to give to your classmates, friends, and family!

Here are your tasks:

- Read through the entire packet before beginning.
- Identify characteristics of 2D figures to make valentines for your classmates for your class Valentine's Day party
- Decorate your valentines using points, lines, rays, line segments, parallel and perpendicular lines, and acute, obtuse, and right angles
- Calculate the area and perimeter of your polygon valentines
- Partition sweet treats to share with your classmates at the Valentine's Day party
- Identify and describe quadrilaterals to make valentine cards for your family
- Use geometry, area, and perimeter to choose boxes of chocolates for your loved ones
- Complete the challenge pages. (Optional)
- Complete the self-reflection and evaluation rubric.





BE MY VALENTINE

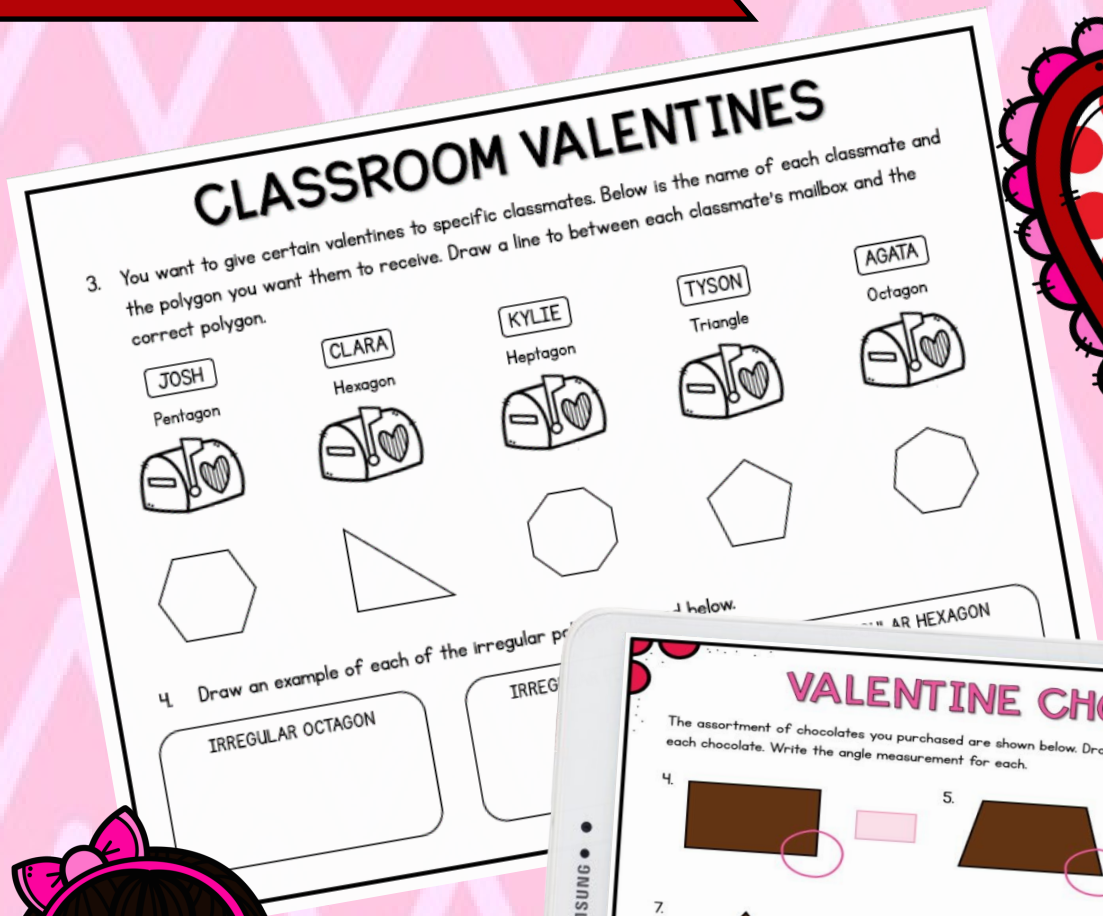
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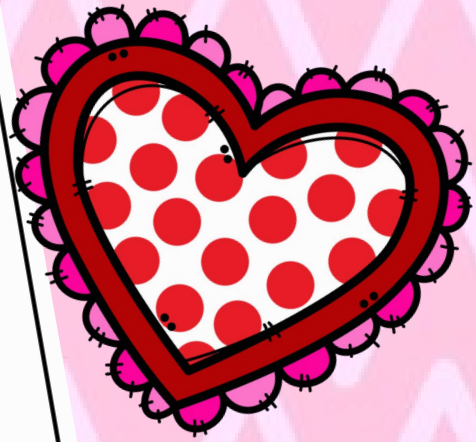
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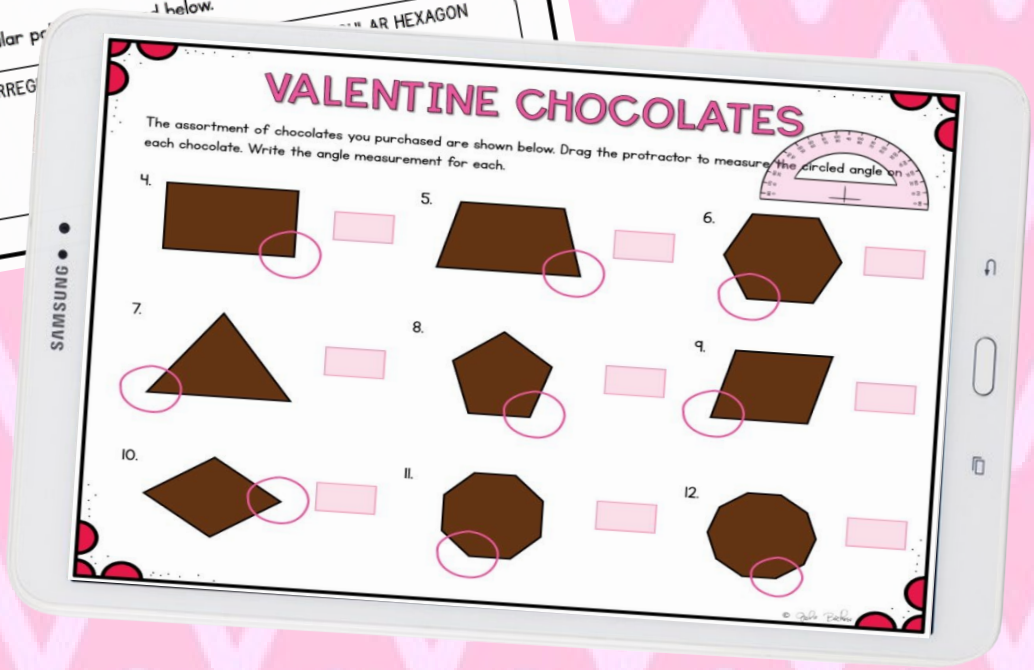
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Explores Various Standards-Based Skills





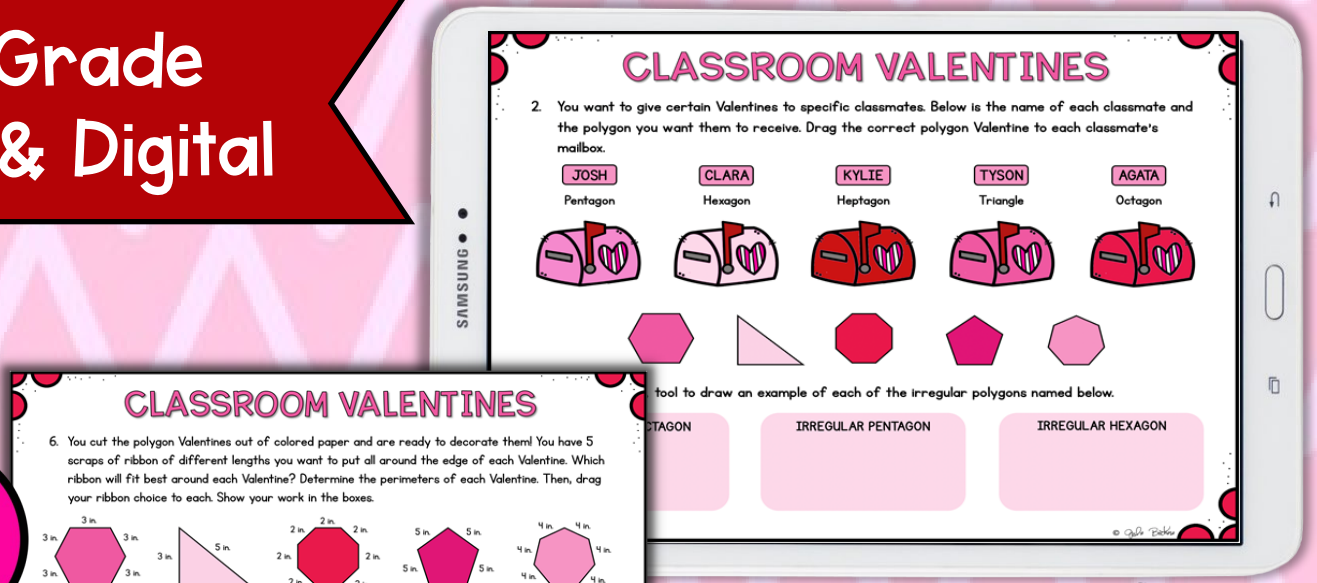


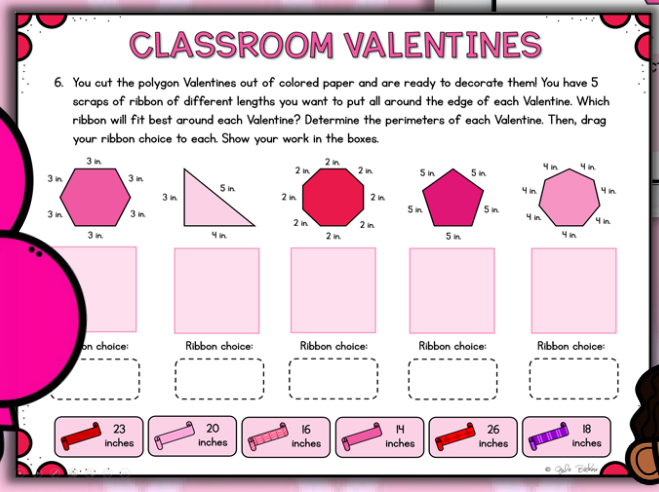


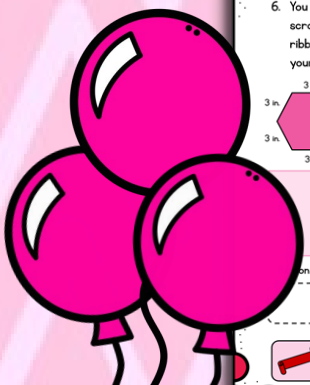
BE MY VALENTINE

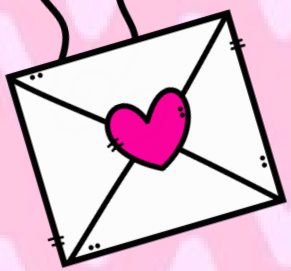
Geometry Project Based Learning

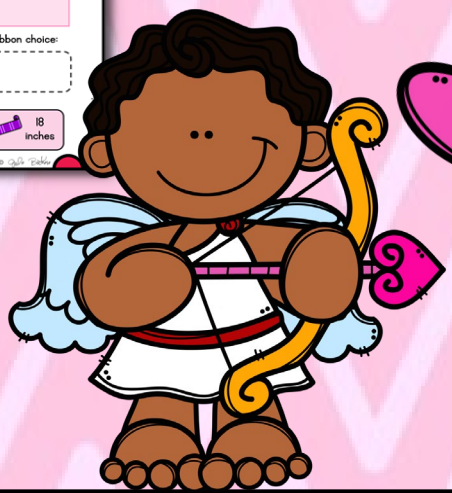
5th Grade
Print & Digital

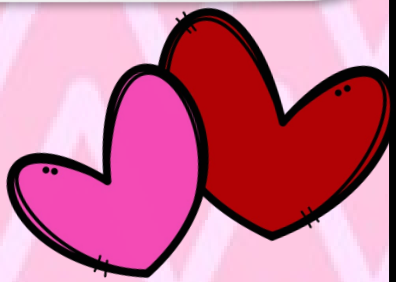






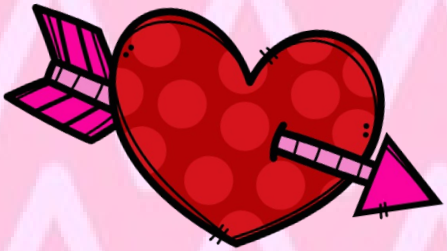


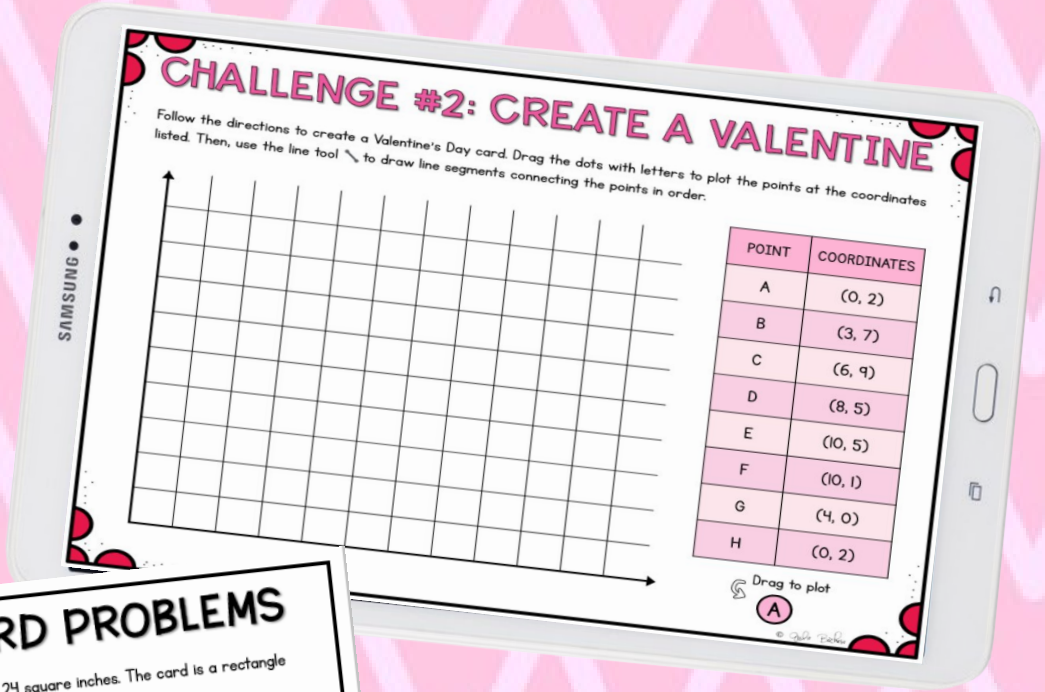


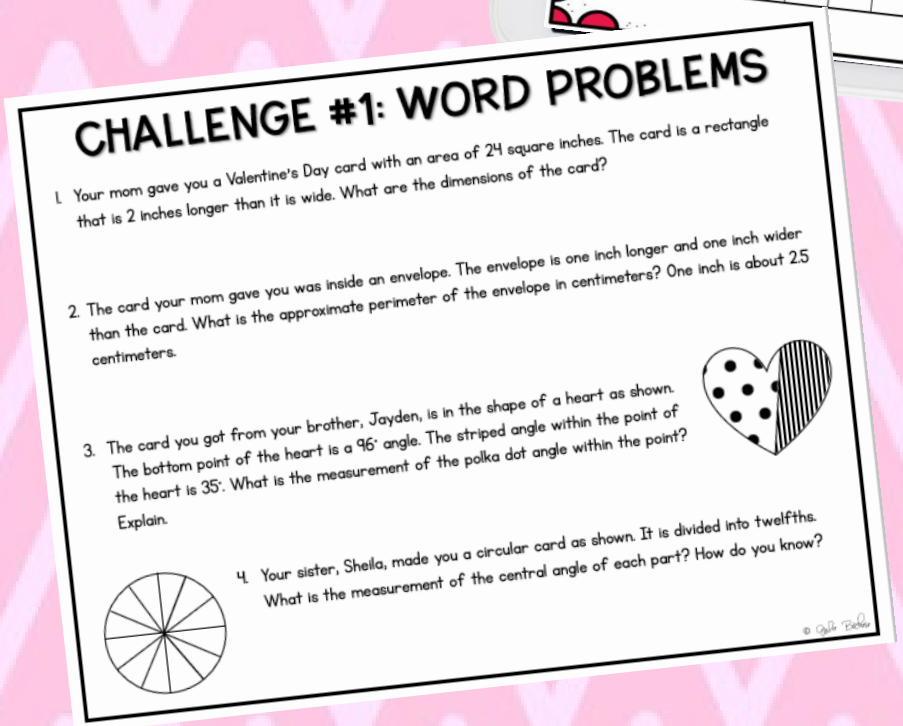


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Challenge Activities





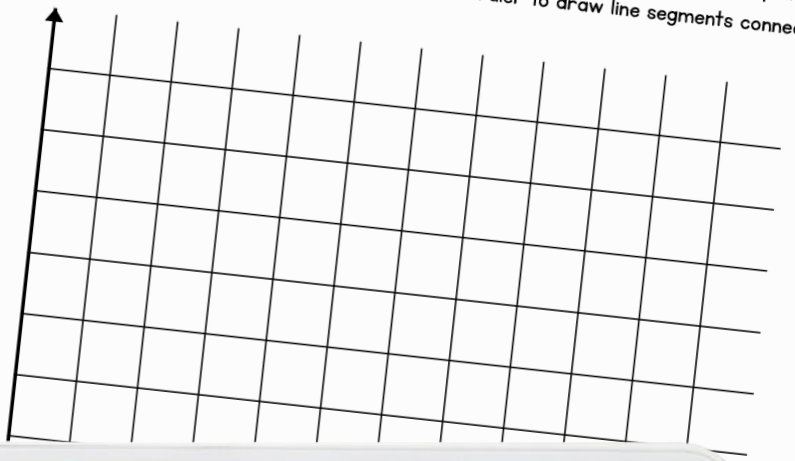




Engaging & Interdisciplinary

LLENGE #2: CREATE A VALENTIN

Follow the directions to create a Valentine 's Day card. Draw dots to plot the points at the coordinates listed. Lab
each point with the correct letter. Then, use a ruler to draw line segments connecting the points in order.

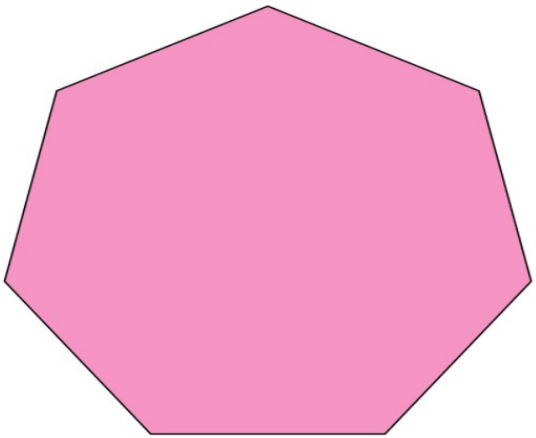


POINT	COORDINATE
A	(0, 2)
B	(3, 7)
C	(6, 9)
D	(8, 5)
E	(10, 5)
F	(10, 1)
G	(4, 0)
H	(0, 2)

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CLASSROOM VALENTINES

5. You are making the Valentine below for your classmate Kylie and you want to decorate it by drawing a design on it. Use the line ↘ , shape ⬭ , or scribble ✎ tools to create a design on the card. Be sure to include all the elements listed in the checklist.



- ☐ 3 points
- ☐ 4 line segments
- ☐ 1 line
- ☐ 1 ray
- ☐ 2 acute angles
- ☐ 2 obtuse angles
- ☐ 2 right angles
- ☐ 1 set of perpendicular lines
- ☐ 1 set of parallel lines

DRAG WHEN COMPLETE

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VIRTUAL FIELD TRIP:

Rome for Valentine's Day



Social Studies

Ancient Rome

1. How was daily life in ancient Rome similar to how people live today?

2. What did people in ancient Rome do for entertainment?

3. Who was Julius Caesar? What did help invent?



Integrates Reading

Tiber River

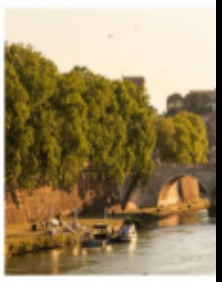
Directions: Read the passage about the Tiber River. Use the details in the passage and effect organizer on the next slide.

Rome was built on the mighty Tiber River. Ancient Romans called it "Father T relied on the waterform. It watered their land, connected the city with the sea, and h from invaders.

There were several floods that happened when the river rose over its banks. to the Romans. The river still floods sometimes, which caused flood-control embank

The Tiber River originates in the Apennine Mountains. Other small streams jo southward toward the Mediterranean Sea. As it grows in size and speed, large amo in. This gives the river its yellowish tint.

The Tiber River is the most significant moving body of water in Italy. It flows for about 250 miles. Along its banks are several cities, such as Rome and Perugia. Like Rome, Perugia is filled with many historical remains.



Critical Thinking Skills

