



PBS Arkansas Shows and Times

No Passport Required DC Detroit	No Passport Required features musicians, poets, chefs, business owners, artists, community leaders and home cooks who have enhanced the nation's culture and cuisine.
Sci Girls: Cartoon Coders Insulation Station	SciGirls showcases bright, curious, real tween girls putting science, technology, engineering and math (STEM) to work in their everyday lives.
Changing Seas The Cordell Bank: A National Treasure Toxic Waters	Protected inside a National Marine Sanctuary, the Cordell Bank is a hotspot for marine life. Cold, nutrient-rich waters swelling up from the deep fuel the base of the marine food chain in the region, which in turn feeds birds, sea turtles, and marine mammals who travel from thousands of miles away.
SuperNature- Masters of the Sky Wild Flyers: Crowded Skies Wild Flyers: Defying Gravity	Many animals take to the skies for a split second, but to stay there the planet's strongest flyers have to push the laws of physics right to the edge. Explore the extremes of true flight: Power, acceleration, top speed, maneuverability and endurance.
NOVA Inside Animal Minds: Bird Genius	Birds that craft tools and pick locks are rewriting the rules of animal intelligence.
Wild Metropolis: Survivors	Discover the extraordinary animals adapting to life in the world's most loved cities, and witness the remarkable ways they meet the challenges of surviving in the newest habitat on the planet.
Native America: From Caves to Cosmos	From Caves to Cosmos focuses on the deep roots of Native America: Who are America's First Peoples and how did they create their unique world?

Literacy Corner

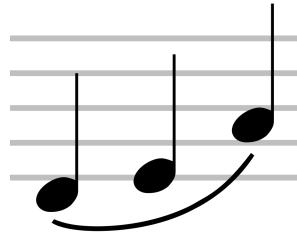
Choose 4-6 literacy learning opportunities to practice your reading, writing and communication skills. Don't forget to grab a good book and read daily.

- **Presentation:** Time for YOU to be the expert! Make a presentation about something you learned this week. Be sure to include facts and pictures. This can be done on paper, poster, google presentation, etc. You can present for family at home or video chat with family and friends for a learning experience for all!
- **Wildlife Sanctuaries:** In *The Cordell Bank: A National Treasure*, the narrator discusses how the Cordell Bank is a marine sanctuary. Are there wildlife areas that you visit frequently that are considered to be wildlife sanctuaries? Write a defense for protecting these areas from development (building, mining for resources, clear cutting, etc.). What are the reasons they should maintain their wildlife sanctuary



status or argue for why a wildlife area should be a wildlife sanctuary? (Hint: Arkansas State Parks are wildlife sanctuaries.)

- **Favorite Meal:** In the episodes *DC* and *Detroit*, food is important to the culture of the communities. Describe one of your family's favorite meals. How is it made? Where did it come from? Is the recipe written down or is it memorized? Does this meal have cultural connections? Interview a family member about the recipe and its significance.
- **Musical Inspiration:** A mixtape is a series of favorite pieces of music, typically by different artists, recorded by an individual. Create a mixtape for yourself. What songs did you select? What are you doing, and/or what mood are you in when you listen to this mixtape? Select your favorite song and explain what it is about that song that keeps you listening to it.
- **Nature Sounds:** Go outside and find a comfortable and safe place to sit and close your eyes for 1 minute. During that 1 minute, listen to the environment. After 1 minute is up, jot down notes about what you heard. What kind of nature sounds did you hear? What kind of city sounds did you hear? Repeat this exercise two more times. Then, examine your notes and write a poem or short narrative that is reflective of the sounds you heard. What story is unfolding with the sounds you heard? Feel free to be creative and consider using onomatopoeia (sound words) in your writing.



- **Read an Article:** Read the article and answer questions, *When Butter was a Food Group: Food and Freedom in World War II*.
- **Journal Writing:** Begin keeping a daily journal or diary on the current pandemic.
- **FREE Choice-** What are your interests? Choose a topic and create a document, presentation or performance that will teach someone else about your topic.

Math Mania:

Choose 3 to 4 math learning opportunities to build and reinforce your math skills.

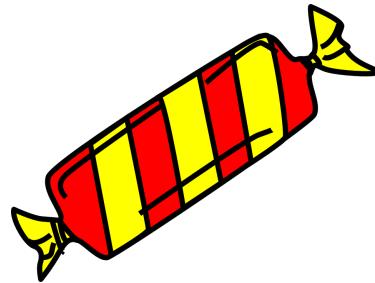
- **Khan Academy:** If you have internet access, it is recommended that your child utilize the Khan Academy modules with built-in instruction to support math learning at least 3 days a week. Select your grade level or type in the web address and select the GET STARTED button. (Counts as one each day) If needed students may select a different grade, regardless of age.
 - 5th grade math <https://www.khanacademy.org/math/cc-fifth-grade-math>
 - 6th grade math <https://www.khanacademy.org/math/cc-sixth-grade-math>
 - 7th grade math <https://www.khanacademy.org/math/cc-seventh-grade-math>
 - 8th grade math <https://www.khanacademy.org/math/cc-eighth-grade-math>
 - Algebra I
- **Scaling Up Candy Wrappers :** Materials: Candy wrapper, centimeter grid paper. Find a candy wrapper. Measure the length and width of the wrapper in centimeters. On the centimeter grid paper, draw a larger version of the candy

wrapper using a scale factor of 2 (ex: 3 cm measured would be drawn as 6 cm). See if you can also scale up the words and pictures from the wrapper on your drawing.

- **Number Puzzles**

- The temperature was very cold, then it doubled, then it dropped 10 degrees, and then it increased by 40 degrees. The temperature is now 16 degrees. What was the starting temperature?
- Ali ran twice as far as Wyatt. Wyatt ran 300 m farther than Jayde. Jayde ran $\frac{1}{2}$ the distance of Noah. Noah ran 1200 m. How far did Ali run?
- Andre and Elena are reading the same book. Andre says he has read $\frac{1}{5}$ of the book. Elena says she has read 20 more pages than Andre. If Elena is on page 55, how many pages are in the book?

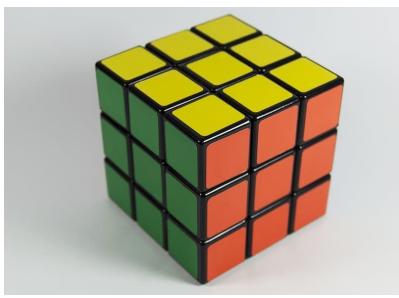
- **Candy Bar Volume:** *Material: Candy bar or picture of a candy bar.* Draw a picture of the unwrapped candy bar and label the length, width, and height. Measure the candy bar, rounding to the nearest whole number. Write the measurements on your candy bar drawing and include units. Find the volume of the candy bar. ($Volume = length \times width \times height$)



- **What's Your Rate?** *Materials: Paper, pencil, and stopwatch (most phones have one).* Do jumping jacks for one minute and record the number you completed (only count whole ones completed). Write your unit rate, jumping jacks per minute, as a fraction. At this rate, how many jumping jacks could you perform in 10 minutes? How many in an hour? Do you think your rate would remain the same the entire hour? Why or why not? Repeat this activity but hop on one foot instead.

- **Multiplication Battle:** 2 players. *Materials: Deck of Cards, Ace = 1, Jack = 11, Queen = 12, King = 13, Red cards = negative, black cards = positive. How to Play:* Each person turns over two cards then multiplies the values together. The player with the highest value hand wins all 4 cards. Continue play until all cards have been used. The player with the most cards wins. (Remember: $2 \times 3 = 6$, $-2 \times -3 = 6$, $2 \times -3 = -6$, $-2 \times 3 = -6$)

- **Geometry Scavenger Hunt:** Find a rectangular prism, cube, cylinder, cone, and sphere. Use standard or metric units to measure each 3-D object to find the volume and surface area. (Hint: Surface Area = Sum of the Areas of all the faces)



- **Four 4s Activity:** Use exactly four 4s (no more, no less, and no other digits) and solve for every integer from 1 to 100. You may use any mathematical operation (+, -, ×, ÷, exponents, roots, percentages). You may use single digit numbers (4), decimals (4.4, .4, or .444), multi-digit numbers (44), or fractions (4/4). Let the fun begin!

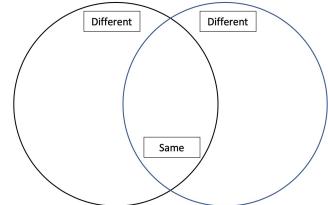
Example: $\frac{4}{4} + \sqrt{4} = 3$

- **Reading Multiplication Minds:** 3 players. *Materials: Deck of Cards, Ace = 1, Jack = 11, Queen = 12, King = 13, Red cards = negative, black cards = positive. How to Play:* One person is the leader, the other two are "mind readers." The mind readers each draw a card without looking at it and hold it up to their foreheads for others to see. The leader announces the products of the two cards. Each mind reader must figure out which card is on his or her forehead and say it aloud. When both cards are figured out, a new leader takes over to continue the game.

THINK like a Scientist!

Choose at least 2 -3 science learning opportunities for the week.

- **Defying Gravity:** *Defying Gravity* featured a caracal, flying squirrel, vulture, kangaroos, flying fish, plant hoppers, a wood duck, and even a flying snake. Select five of the animals featured in the program and make a table to list the name of the animal and whether it is a mammal, insect, bird, reptile, or fish. Then list the structure that allows the animal to defy gravity. Also list the main function of that structure.
- **Migration:** Write a paragraph about the migration of European cranes or other birds that migrate in groups. Be sure to include how formation flying helps the birds in their journey.
- **Compare and Contrast:** After watching *PBS Inside Animal Minds: Bird Geniuses*, use a Venn diagram to compare and contrast how a raven and a crow solve problems, OR after watching *PBS Wild Metropolis: Residents*, compare and contrast the different types of long-tail macaques: temple troop and mafia troop.



- **Bird Feeder:** Make a pinecone bird feeder using peanut butter, string/twine and bird seeds (optional). Find a good spot outside to hang your bird feeder and observe how many birds and the different types of birds eat from this bird feeder.

FUN ZONE

- ★ **Get active-** dance, do exercises, create an obstacle course, go for a walk or run.
- ★ **Perform-** Write and perform an original song or dance.
- ★ **Play a family game** (Uno, Heads Up, Battleship, Chess, etc...)
- ★ **Create a masterpiece-** Paint or draw
- ★ Check out the PBS.org for additional learning opportunities for each show.



When Butter Was a Food Group: Food and Freedom in World War II

Here's a challenge for all of you home chefs: Can you recite this motto truthfully at the end of each day?

I worked for freedom today.

I served at least one food from each of the basic seven food groups.

I prepared the food I served with care.

I wasted no food today.

Whoa, you might be thinking, *food does not have to be that serious!* But it was for American families during World War II. So much food was needed to feed the troops overseas that folks back home had to sacrifice and get creative with what was available.

Just how different was food culture in the mid-1940s compared to today? We can start to answer that question by checking out this 1943 Betty Crocker booklet called *Your Share: How to prepare appetizing, healthful*

meals with foods available today. This letter within was addressed to "home-makers."

FOOD IN WAR-TIME



Food is vital war material. Our fighting forces and those who fight with us need good food. Those who support the fighting forces behind the lines in factory, field, office, and home need good food. Every American home-maker who selects food wisely, prepares it carefully and conserves it diligently is an important link in our national war effort. In such measures as they guard these links as one of their important war jobs, they are helping to win this war.

Food is fuel. From food comes the energy that keeps our bodies warm, that carries us about, and that is released in every type of physical activity. The calories we count are a measure of the energy values of foods.

Food is building and repair material for our bodies. From food we derive proteins and minerals that we accumulate in growth and use in making structural repairs.



 Food values are not evenly distributed among foods. For fuel, for building and repair, for running our bodies with smoothness and efficiency, we need a variety of foods. These needs can be provided by food selection from the basic seven food groups pictured on the back page of this booklet. We have stated in simple outline below this picture chart the amounts of foods from these basic seven food

36...Nutrition

groups that are needed to feed your family well. We suggest that you consult this list when you plan the day's food for your family.

For the most part, children who get a quart of milk each day can get the rest of their food needs from foods as planned for the family table, provided the foods are simply prepared. However, none of the foods included in the basic seven food groups carry adequate amounts of Vitamin D and for that reason special mention is made of Vitamin D here. Infants and children of all ages need to be adequately provided with this vitamin. Directions for feeding an infant should be discussed with the doctor who checks the baby's health. Children need about 400 units of Vitamin D daily which can be supplied in the form of Vitamin D added in commercial preparation of a quart of Vitamin D milk, in the form of fish liver oil, or in the form of some Vitamin D concentrate. Adults are recommended to provide themselves with Vitamin D, too—up to 400 units a day especially during the winter months.

Food habits may have to change from day to day if we are to be well-fed in war-time. A change in food habits is a small matter in comparison with our fight for freedom and for country. The American home-maker can provide good food for her family and adjust her choices to fit the available food supply if she follows the pattern of food choices outlined under the U. S. Government Nutrition Food Chart on the back page of this booklet.

Every home-maker will want to do her best to feed her family well in war-time. It is important that eating be made pleasurable since flavor and attractiveness in food are important for good nutrition. This booklet brings to the American home-maker practical knowledge of how to solve these war-time food problems.

At the end of the day, let us be sure we can say:

"I worked for freedom today.

I served at least one food from each of the basic seven food groups.

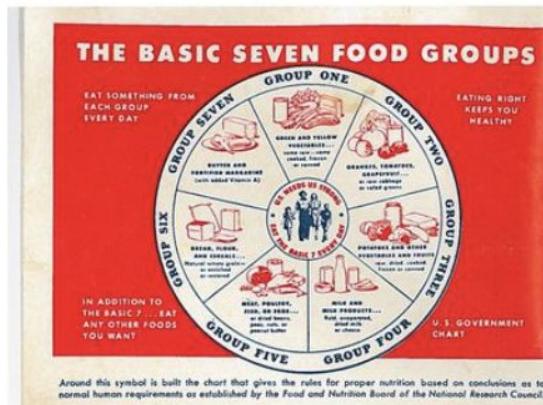
I prepared the food I served with care.

I wasted no food this day."

**NUTRITION COMMITTEE
GENERAL MILLS, INC.**

Nutrition 37

During the Second World War, civilians had to become soldiers in the kitchen! As the letter states, “Every American home-maker who selects food wisely, prepares it carefully, and conserves it diligently is an important link in our national war effort.” Knowing there would be food shortages during the war, President Franklin Roosevelt established the Office of Price Administration in 1942, which created a system of regulating how people on the home front could buy food so that enough nutritious food could be diverted to the armed forces—a system called *rationing*. This Betty Crocker booklet and materials put out by the U.S. Department of Agriculture helped civilians select foods at the grocery store that would add up to healthy, tasty, and “attractive” (very important according to Betty Crocker!) meals, and offered recipes based on rationed foods. When purchasing foods, civilians had to pay with money and with ration tokens or stamps. That was the key to rationing—each person was only allowed to buy certain quantities of certain foods at certain time intervals, even if they could afford to buy more of that food more frequently.



Your Share

**How to prepare
appetizing, healthful
meals ★★ with foods
available today ★★★**

Betty Crocker

The “Basic Seven” food groups were introduced in 1941 with possible food shortages in mind. The food groups emphasized dairy, fruits, vegetables, and grains over the most scarce wartime food group: meat. Many people regarded the seven groups as both too complicated and not informative enough. For example, the only serving size that was defined was for milk. When we compare the basic food groups during WWII with those of today’s initiatives, there are some notable differences.

Today, the five basic food groups are fruits, vegetables, grains, proteins, and dairy. In 1943, three out of the seven food groups were different combinations of fruits and vegetables because of the predominance of certain vitamins among them. For example, Group II included “oranges, tomatoes, grapefruit, raw cabbage, and salad greens” because they were high in Vitamin C. And then there was Group VII—butter, which was considered a healthy source of fat back then! Today, butter is considered an “empty calorie” source to be avoided.



Wartime food shortages could be a hassle, but most U.S. civilians ate very well in spite of them. Historian Elizabeth Collingham, author of *The Taste of War: World War II and the Battle for Food*, notes that each American civilian ate about 2.5 pounds of meat per week throughout the war, which was far more than British or Soviet civilians got. Nevertheless, a “black market” of food goods was available for those willing to bend the rationing rules and pay more for extra or better quality foods. The U.S. government attempted to combat cheating and shame these “part-time Americans” by instituting the Home Front Pledge: “I pay no more than top legal prices. I accept no rationed goods without giving up ration stamps.” Eleanor Roosevelt herself took the pledge and changed the way food was prepared and served at the White House as a result. U.S. civilians also increased their food conservation by canning more fruits and vegetables. The government even encouraged people to plant “victory gardens” so they could grow their own fruits and veggies. At one point there were more than 20 million victory gardens in the United States!

That's just a "taste" of how important food was to the war effort in the 1940s.

Alfred Parker, Office of War Information, Grow Your Own, Can Your Own, 1943. Poster. Museum of World War II, Boston

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Readworks.org

- 1. Why did the U.S. government create a system of rationing in the mid-1940s?**
- 2. Describe how rationing worked in the early-to-mid 1940s. Use at least three details from the text in your description.**
- 3. Why was rationing such a serious matter to American civilians in the 1940s? Support your answer with evidence from the text.**
- 4. What is the main idea of this text?**