



Week 3

Time	Monday	Tuesday	Wednesday	Thursday	Friday
8:00	<p>Learning Warm-Up and Independent Reading</p> <p>-Review a book from Scholastic Home (see login information under Online Learning)</p> <p>-Complete learning pathway through Imagine Learning Literacy (Access through Clever, found on CMSD website student page)</p>	<p>Learning Warm-Up and Independent Reading</p> <p>-Read, <i>Women Warriors</i></p> <p>-Complete learning pathway through Imagine Learning Literacy</p>	<p>Learning Warm-Up and Independent Reading</p> <p>-Complete, <i>Woman Warriors</i> Graphic Organizer</p> <p>-Complete learning pathway through Imagine Learning Literacy</p>	<p>Learning Warm-Up and Independent Reading</p> <p>-Complete, <i>Women Warriors</i> comprehension questions</p> <p>-Complete learning pathway through Imagine Learning Literacy</p>	<p>Learning Warm-Up and Independent Reading</p> <p>-Review a book from Scholastic Home (see login information under Online Learning)</p> <p>-Complete learning pathway through Imagine Learning Literacy</p>
8:30	<p>Language</p> <p>Fun with Foldables See Prefix Foldables</p>	<p>Language</p> <p>-Daily Language Practice Journal</p>	<p>Language</p> <p>-Daily Language Practice Journal</p>	<p>Language</p> <p>-Daily Language Practice Journal</p>	<p>Language</p> <p>-Daily Language Practice Journal</p>
9:00	<p>Reading</p> <p>-Watch youtube video. Chapter 2 read aloud. https://www.youtube.com/watch?v=1TntBI3WNCA <u>I Survived the Attack of the Grizzlies, 1967</u> for 30 minutes.</p> <p>-Reading Comprehension Journal</p>	<p>Reading</p> <p>-Independently Read, Chapter 2 this week. <u>I Survived the Attack of the Grizzlies, 1967.</u></p> <p>-Use anchor charts from week 1 when you encounter and unfamiliar word.</p> <p>-Reading Comprehension Journal</p>	<p>Reading</p> <p>-Independently Read, I Survived the Attack of the Grizzlies, 1967.</p> <p>-Reading Comprehension Journal</p>	<p>Reading</p> <p>-Independently Read, I <u>Survived the Attack of the Grizzlies, 1967.</u></p> <p>-Reading Comprehension Journal</p>	<p>Reading</p> <p>-Independently Read, I <u>Survived the Attack of the Grizzlies, 1967.</u></p> <p>-Reading Comprehension Journal</p>

Time	Monday	Tuesday	Wednesday	Thursday	Friday
10:00	<p>Writing</p> <p>-Writing Journal KWL Chart – What do you want to learn about grizzlies or grizzly attack? In column 2, write everything you want to learn.</p> <p>-Watch youtube video: Michigan Girl, 12, Survived Bear Attack https://www.youtube.com/watch?v=pv_VI7tM3G4</p>	<p>Writing</p> <p>Writing Journal – Frayer Model: Divide a page in your journal into four equal sections, label each section as 1- "Definition in your own words"; 2"Characteristics"; 3 - "Non-examples"; 4-"Examples.Divide another page of your journal the same way. Complete each section of the Frayer Model based on a vocabulary word. Vocabulary Words: Black Ice; Launch</p>	<p>Writing</p> <p>-An Onomatopoeia is a word that imitates the natural sounds of things. These are examples of words that are onomatopoeias: meow, moo, buzz, splash and gushing.</p> <p>-Identify sentences with onomatopoeias from chapter 1. Write the sentences in your journal.</p> <p>-Why do you think the author used onomatopoeias?</p>	<p>Writing</p> <p>-Describe the character Mel. Cite evidence from the text.</p>	<p>Writing</p> <p>Fun with Foldables See Foldables</p> <p>-Summarize chapter 2, using the 4 tab foldable.</p> <p>-Share your summary with a family member.</p>
11:00	LUNCH	LUNCH	LUNCH	LUNCH	LUNCH
12:00	<p>Math</p> <p>Khan Academy Videos: “Classifying Shapes by Lines and Angles Types” “Quadrilateral Properties” Activity: Identify and Classify Quadrilaterals (17.4 Reteach)</p>	<p>Math</p> <p>Khan Academy Video: “Classifying Shapes by Lines and Angles” Activity: Identify and Classify Quadrilaterals (17.4 More Practice/Homework)</p>	<p>Math</p> <p>Khan Academy Video: “Angle Measurement and Circle Arcs” Activities: Measure and Draw Angles of Two Dimensional Figures (17.5 Reteach) Measure and Draw Angles of Two Dimensional Figures (17.5 More Practice/Homework)</p>	<p>Math</p> <p>Khan Academy Video: “Measuring Angles with a Circular Protractor” Activity: Relate Angles to Fractional Parts of a Circle (13.3 Reteach)</p>	<p>Math</p> <p>Activities: Relate Angles to Fractional Parts of a Circle (13.3 More Practice/Homework) Relate Degrees to Fractional Parts of a Circle (13.4 Reteach)</p>
12:30	<p>Art</p> <p>Begin create your own comic book</p>	<p>Music</p> <p>Read about and reflect on Ragtime</p>	<p>Art</p> <p>Continue create your own comic book</p>	<p>Music</p> <p>Read about & listen to Scott Joplin</p>	<p>Art</p> <p>Continue your photo journal</p>
1:30	<p>Social Studies</p> <p>-Read, "The Beauty in Variety" and "Understanding Creates Tolerance"</p>	<p>Social Studies</p> <p>-Read, "Different Faces, One Ohio" and "Sweet Sound of Different Tongues"</p>	<p>Social Studies</p> <p>-Read, "Diverse Flavors in English" and "How is Diversity Our Strength?"</p>	<p>Social Studies</p> <p>-Complete Activities: Graphing the Changes in Ohio Diversity On My Mind</p>	<p>Social Studies</p> <p>-Complete Activities: Let's Write Think & Review</p>
2:00	<p>Science</p> <p>Daily Science Journal Page</p>	<p>Science</p> <p>Daily Science Journal Page</p>	<p>Science</p> <p>Daily Science Journal Page</p>	<p>Science</p> <p>Daily Science Journal Page</p>	<p>Science</p> <p>Daily Science Journal Page</p>
2:30	<p>Brain Break</p> <p>Choose a Movement & Mindfulness Break Option</p>	<p>Brain Break</p> <p>Choose a Movement & Mindfulness Break Option</p>	<p>Brain Break</p> <p>Choose a Movement & Mindfulness Break Option</p>	<p>Brain Break</p> <p>Choose a Movement & Mindfulness Break Option</p>	<p>Brain Break</p> <p>Choose a Movement & Mindfulness Break Option</p>

Family and Student Supports:

Please review family letters for these content area assignments:

- Literacy
- Math
- Science
- Social Studies
- Art
- Music

Student Learning Kits

Supplies: ruler, crayons, pencils, glue sticks, scissors, paper, markers, composition book

Math: Daily Math Practice Journal

Literacy: Daily Interactive Reading Comprehension Journal, Writing Prompt Journal, Daily Language Practice Book, Interactive Phonics Activities/Journal

Science: Daily Science Activity & Journal

Art: watercolor paint, paper



Additional Student Supports:

Individual Supports

Please reference the “Helping Your Child at Home in Reading” and “Helping Your Child at Home in Math” documents shared as well as the *Individual Supports* packet of information for additional access to individual student supports as needed.

English Language Learners

Please reference the *Academic Enrichment Packet for English Language Learners* to access additional student supports as needed.



Please reach out to your child’s school if you have any questions or need assistance with login information.

Online Learning:

Resource	Access Information
Imagine Learning - Literacy Online learning for literacy - 30 minutes daily (may replace portion of Reading block)	Accessible through Clever (Found on CMSD website student page)
Imagine Learning - Math Online learning for math - 30 minutes daily (may replace Math block)	Accessible through Clever (Found on CMSD website student page)
BrainPop Junior Online video clips that can be used for learning in all subject areas.	https://jr.brainpop.com/
Scholastic Learn at Home Access to books and read alouds along with literacy lessons to use at home.	http://www.scholastic.com/learnathome Username: Learning20 Password: Clifford
ExactPath (access through Clever) Individualized instruction linked to student data that allows students to learn content as appropriate (intervention and enrichment supports)	Accessible through Clever (Found on CMSD website student page)
Second and Seven Read Alouds Online read alouds for grades K-2. No login is needed.	https://kids.secondandseven.com/
Khan Academy Digital Math Instruction Videos - Free login	https://www.khanacademy.org/

Movement & Mindfulness Break Options:

Outside Play Activities	Playground Visit
Go Noodle https://family.gonoodle.com/	Go for a Run or Walk (with an adult)
The OT Toolbox https://www.theotttoolbox.com/best-brain-breaks-videos-on-youtube/	Fluency and Fitness (free for 3 wks) https://fluencyandfitness.com/
Mind Yeti https://www.mindyeti.com	Positive Psychology https://positivepsychology.com/mindfulness-for-children-kids-activities/
Calm (app available also) https://www.calm.com/schools	Teach, Train, Love http://teachtrainlove.com/20-brain-break-clips-fight-the-fidgeting/





Exact Path



Study Island

edmentum™

Dear Students & Families:

CMSD offers instruction through the programs Exact Path and Study Island. Exact Path includes K-12 assessment-driven math, reading, and language arts instruction; and Study Island provides instruction and assessments in math, reading, English Language arts, science, and social studies. The videos below are designed to assist with navigating both Exact Path and Study Island while working from home. Each video is approximately 10-15 minutes in length.

Please note that students access Exact Path through the CMSD Clever student portal using the login credentials they have been using all school year. The CMSD portal can be reached from this link:

<https://www.clevelandmetroschools.org/Page/15212>

As you will see, each video is specific to the grade range listed in the title.

[Exact Path & Study Island at Home: Grades K-2nd](#)

[Exact Path & Study Island at Home: Grades 3rd-5th](#)

[Exact Path & Study Island at Home: Grades 6th-12th](#)

Thank you,
The Academic Offices
Cleveland Metropolitan School District





Daily Assignments Checklist

Name: _____ Week: _____

Dear Parents/Guardians,

In the work packet, you will find assignments for the below subjects. Most often there will be more than one assignment for a subject. After your child completes the assignment(s) in each area, he/she should place a check in the box. This checklist will help your child monitor his/her completion of tasks, as well as promote responsibility. --Thank you!

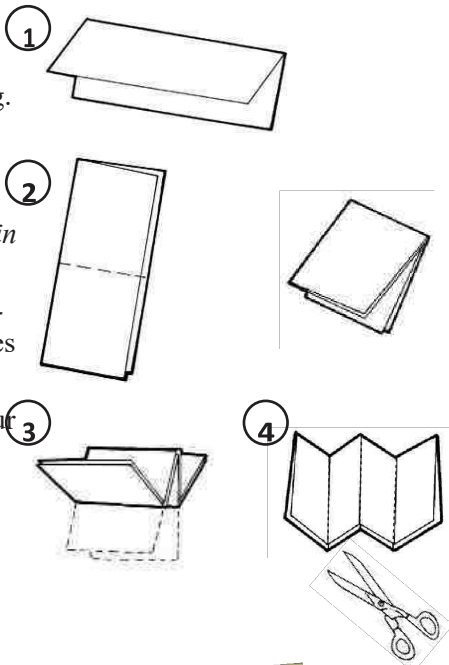
Assignments	Mon.	Tues.	Wed.	Thurs.	Fri.
Learning Warm-Up and Independent Reading					
Language					
Reading					
Writing					
Math					
Art					
Social Studies					
Science					

FOLDABLES

Four-Tab Book

1. Fold a sheet of paper in half like a hot dog.
2. Fold this long rectangle in half like a hamburger.
3. Fold both ends back to touch the *Mountain top*.
4. On the side with two *valleys* and *mountain top*, cut along the three inside fold lines on the front flap to make four tabs.

Use this book for recording information on four things, events, or people.



Name: _____

Women Warriors

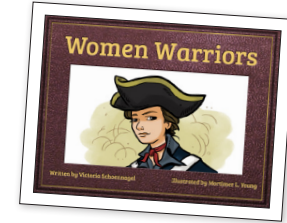
Comprehension Questions

Glossary Words	commander, disguise, life-threatening, mend, resourcefulness, revolutionary, round up, unit, wounded
-----------------------	--

Question Type	Question
Author's Purpose	<p>What is the author's purpose in writing this article?</p> <p>a. to celebrate the women who fight in today's military b. to describe America's first all-female army unit c. to tell about how women took part in the American Revolution</p>
Inferential	<p>What do you think might be a problem for a woman dressed as a man during a war?</p> <p>a. getting used to wearing pants instead of full skirts b. being wounded and having doctors look too closely at them c. learning how to fight and march in formation</p>
Literal	<p>Why did some women dress like men during the American Revolution?</p> <p>a. The men felt it would help keep them safe. b. It was too hard to fight in a dress. c. Women were not allowed to be soldiers.</p>

Information Table: Women Warriors

* **Directions:** Fill in the empty boxes, and then write a summary of the article.



	How did women help during the war?
Deborah Sampson	
Grace and Rachel Martin	
Martha Bratton	

My Summary of the Article

Name: _____

Women Warriors

Written by Victoria Schoennagel**Illustrated by Mortimer L. Young**

Lexile®: 750L, 612 words



During the Revolutionary War, the army wouldn't let women join as soldiers. Some women tried to find ways around the rule. Others found other meaningful ways to help.

Fighting in the War

Deborah Sampson wanted to fight for America's independence. In 1782, the 21-year-old woman cut her hair and dressed in a man's clothes. Then she joined the army as Robert Shurtleff.

As Robert, Deborah fought in many battles. Once, Deborah was hit in the leg by a musket ball (a type of bullet). She cared for the wound herself so no one would learn that she was a woman.

Some time later, however, Deborah became sick with a life-threatening fever. At the hospital, Dr. Barnabas Binney learned her secret. He cared for her in his home until she went back to her unit. Later, Dr. Binney informed Deborah's commander that Robert Shurtleff was, in fact, a woman. For three years, Deborah had served the army with loyalty. She was given an honorable discharge. That means she was asked to leave, but with honor, not with shame. She received her soldier's pay, too.

Deborah was not the only woman warrior to fight. Anna Maria Lane joined the army to be near her husband. She was badly wounded at the Battle of Germantown in Pennsylvania.

Sally St. Clair was a southern soldier of French and African background. She died during the British attack on Savannah, Georgia, in 1782. Until then, no one knew that this soldier was a woman.

Some would-be female fighters did not make it into the army. They were punished for even trying. Anne Smith tried to join the army in Massachusetts as Samuel Smith. Officers saw through her disguise and sent her to jail. The same thing happened to Ann Bailey when she tried to sign up as Samuel Gay.

Name: _____

Helping the Troops

Thousands of other women followed army units around the country. Some were soldiers' wives who wanted to stay with their husbands. Others were poor women who found ways to earn a living cooking and cleaning for the soldiers.

These women did important jobs. They mended soldiers' clothing and washed their laundry. Clean clothes cut down on the risks of sickness. The women also rounded up supplies and prepared food.

They kept the soldiers fed—even during battle. Some even took up guns when soldiers fell in battle. Some served as nurses, facing danger on the battlefield while caring for wounded soldiers.

Rising to the Challenge

Other women did not start out to fight. But they bravely stepped up when they were needed.

The men of Pepperell, Massachusetts, went off to fight at the Battle of Lexington and Concord. Back home, their wives took action.

To protect their homes, Prudence Wright and a group of wives dressed in their husbands' clothes. They stood guard on Jewett's Bridge near town. There they captured Leonard Whiting, a British agent carrying secret messages.

In South Carolina, Grace and Rachel Martin learned that a British messenger would be traveling nearby one night. He would be carrying important information. The sisters dressed in their husbands' clothes and carried pistols. They stole the message from the messenger and his guards.

Elsewhere in South Carolina, Martha Bratton was guarding a supply of gunpowder for the Americans. The British found out and tried to steal it. Thinking quickly, Martha blew up the gunpowder. This kept it out of enemy hands.

In Georgia, British soldiers forced Nancy Hart to cook them dinner. Not only did they eat, they drank, too. Once the soldiers were drunk, Nancy held them at gunpoint while her daughter went for help.

Women made a big difference in the Revolutionary War. Their bravery and resourcefulness helped America win its independence. Without the support of women, who knows what might have happened?

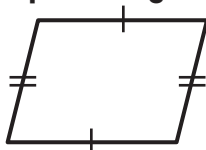
Directions:

1. Cut on the lines to create 5 flaps.
 2. Glue in your notebook.
 3. Write examples of words with each prefix under the flap.
 4. You can also write sentences with the words under the flap.
- Use these prefixes to help you figure out the meanings of words.

Name _____

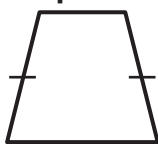
Identify and Classify Quadrilaterals

parallelogram



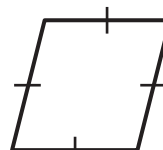
- 2 pairs of parallel sides
- 2 pairs of sides that are equal in length

trapezoid



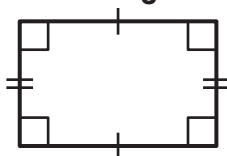
- at least 1 pair of parallel sides

rhombus



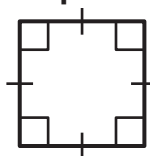
- 2 pairs of parallel sides
- 4 sides that are equal in length

rectangle



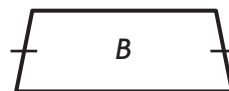
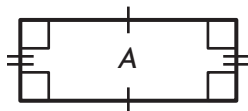
- 2 pairs of parallel sides
- 2 pairs of sides that are equal in length
- 4 right angles

square



- 2 pairs of parallel sides
- 4 sides that are equal in length
- 4 right angles

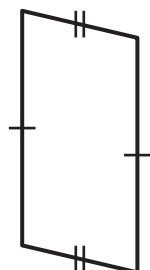
Use Figures A and B for 1–3.



- Which shape(s) could be classified as a rectangle? _____
- Which shape(s) could be classified as a parallelogram? _____
- Which shape(s) could be classified as a trapezoid? _____

Classify the figure in as many ways as possible. Write *quadrilateral*, *rectangle*, *square*, *parallelogram*, *rhombus*, or *trapezoid*.

4  _____

5  _____

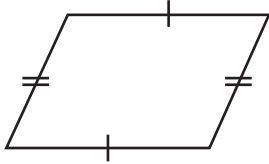
Name _____



Identify and Classify Quadrilaterals

Identify and classify the quadrilateral. Explain why you chose that category.

1

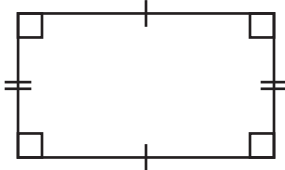


2

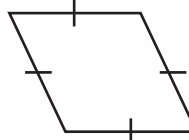


Classify the figure in as many ways as possible. Write *quadrilateral*, *rectangle*, *square*, *parallelogram*, *rhombus*, or *trapezoid*. Define a trapezoid as having *at least 1* pair of parallel sides.

3



4



5



Reason Explain how a rhombus and square are alike and how they are different.

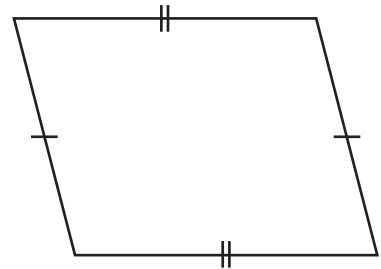
Test Prep

6 Which best describes a rhombus?

- (A) a quadrilateral with 2 pairs of parallel sides
- (B) a quadrilateral with 2 pairs of parallel sides and 2 pairs of sides of equal length
- (C) a quadrilateral with 2 pairs of parallel sides and 4 right angles
- (D) a quadrilateral with 2 pairs of parallel sides and 4 sides of equal length

7 Classify the figure. Select all that apply.

- (A) quadrilateral
- (B) trapezoid
- (C) rectangle
- (D) parallelogram
- (E) rhombus
- (F) square



8 Is it possible to draw a quadrilateral that is both a square and a rectangle? Explain.

Spiral Review

9 Josh hikes every day. On Monday, he hikes $\frac{5}{8}$ of a mile. On Tuesday, he hikes $\frac{7}{12}$ of a mile. On which day does he hike a shorter distance? Explain.

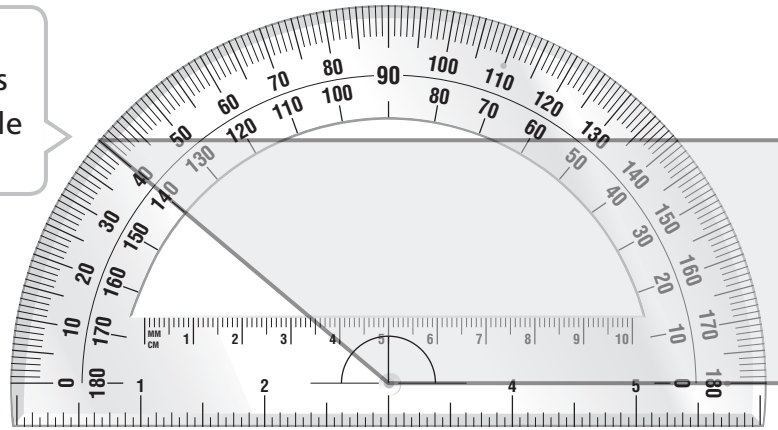
10 Tina scores 52 points in a game of bowling. In the same game, Jen scores twice as many points. How many points does Jen score in the game?

Name _____

Measure and Draw Angles of Two-Dimensional Figures

Nadine is designing a quilt. The next piece she draws has an angle that measures 150° . Is the piece that Nadine draws the piece that is shown?

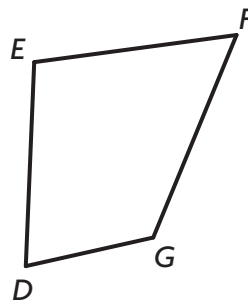
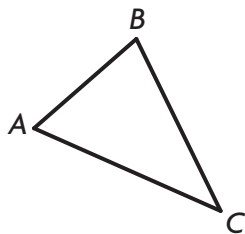
Find where the other side of the angle crosses the protractor. This angle measures 140° .



One side of the angle must align with a 0° line on the protractor.

This is not the piece that Nadine draws because the angle measure is less than 150° .

Use a protractor to find the measure of each angle.



1 $m\angle ABC =$ _____

4 $m\angle DEF =$ _____

2 $m\angle BCA =$ _____

5 $m\angle EFG =$ _____

3 $m\angle CAB =$ _____

6 $m\angle FGD =$ _____

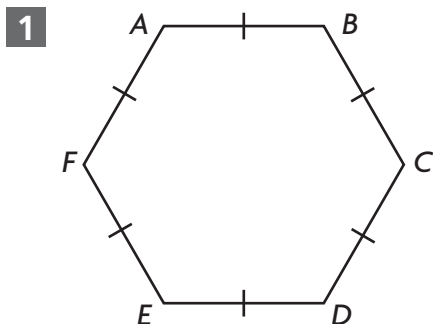
7 $m\angle GDE =$ _____



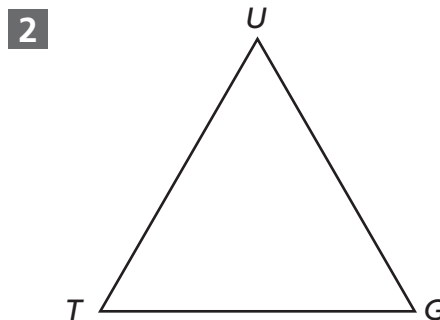
Name _____

Measure and Draw Angles of Two-Dimensional Figures

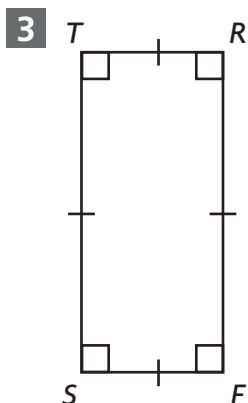
Use a protractor to find the measure of the angle.



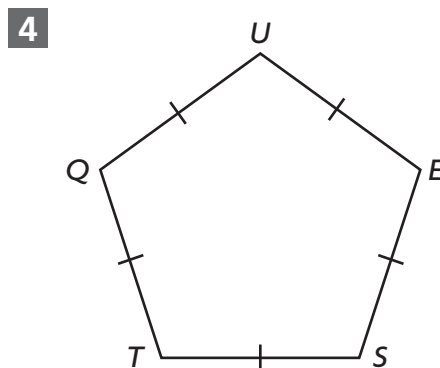
$m\angle ABC =$ _____



$m\angle GTU =$ _____



$m\angle RFS =$ _____



$m\angle QUE =$ _____

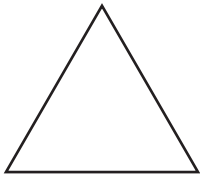
- 5 **(MP) Attend to Precision** Moesha is designing a triangular tray to display her homemade breads. The measures of two angles are 120° and 30° . Use a protractor to draw what could be the shape of Moesha's triangular tray.

Test Prep

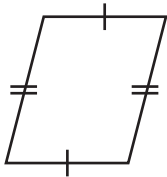
- 6 Use a protractor to measure the angles. Then match each figure with its angle measures.



• $60^\circ, 60^\circ, 60^\circ$



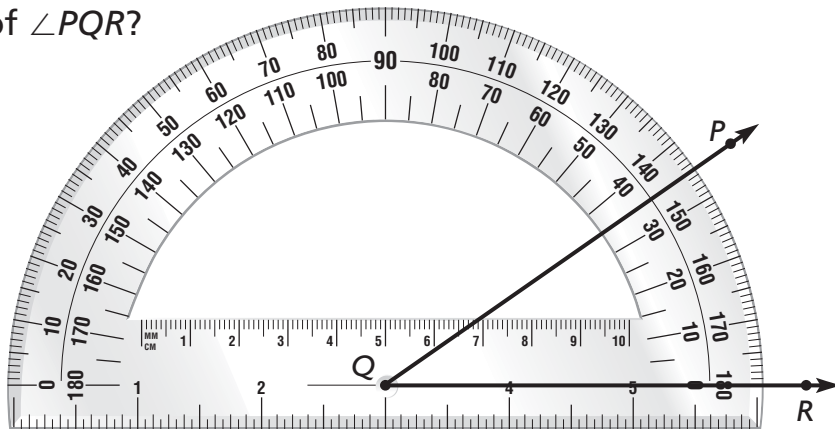
• $75^\circ, 105^\circ, 75^\circ, 105^\circ$



• $90^\circ, 90^\circ, 90^\circ, 90^\circ$

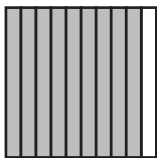
- 7 Which is the measure of $\angle PQR$?

- (A) 155°
- (B) 35°
- (C) 145°
- (D) 45°

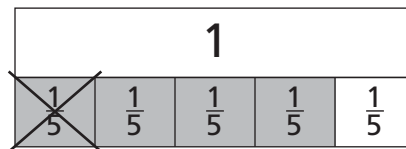


Spiral Review

- 8 Write the amount shown as a fraction and as a decimal.



- 9 Use the fraction model to find the difference.



$$\frac{4}{5} - \frac{1}{5} = \underline{\hspace{2cm}}$$

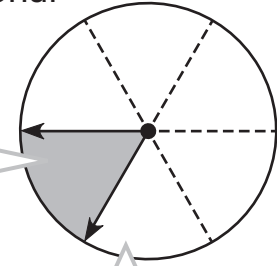
Name _____

Relate Angles to Fractional Parts of a Circle

Derek has a round loaf of bread that is cut into 6 equal parts. He uses one part to make a sandwich. What is the fractional measure of the angle of the bread that Derek uses?

Derek uses 1 part of the loaf of bread.

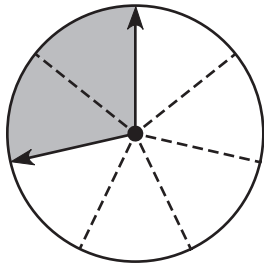
The loaf of bread is cut into 6 equal pieces.



The fractional measure of the angle of the bread that Derek uses is $\frac{1}{6}$.

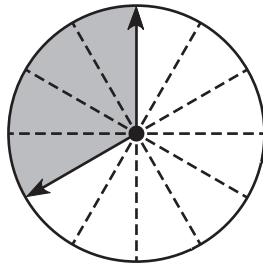
What is the fractional measure of the shaded angle?

1



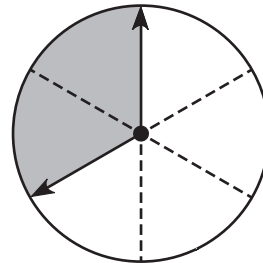
$\frac{\square}{7}$

2



$\frac{\square}{12}$

3



- 4 Stephanie has two circles. She divides each circle into 8 equal parts. Stephanie shades 5 parts of the first circle and 3 parts of the second circle. The fractional measure of the shaded angle of which circle is greater? Explain.

Name _____

Relate Degrees to Fractional Parts of Circles

Lila draws the angle shown. What is the measure of the shaded angle in degrees?

Think about fractional parts of the circle to find the measure.

Lila's angle turns through $\frac{1}{4}$ of the circle.

An angle that measures 1 degree turns through $\frac{1}{360}$ of a circle.

Write an equivalent fraction to find how many $\frac{1}{360}$ turns have the same measure as a $\frac{1}{4}$ turn.

$$\frac{1}{4} \times \frac{\boxed{}}{90} = \frac{\boxed{}}{360}$$

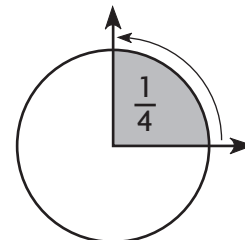
$4 \times 9 = 36$, so $4 \times 90 = 360$

$$\frac{1}{4} \times \frac{90}{90} = \frac{90}{360}$$

Multiply the numerator and denominator of $\frac{1}{4}$ by the same number.

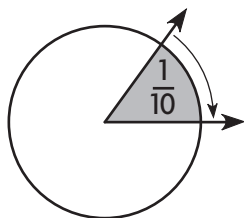
Ninety $\frac{1}{360}$ turns make an angle with the same measure as a $\frac{1}{4}$ turn.

Lila's angle measures 90 degrees.



Tell the measure of the angle in degrees.

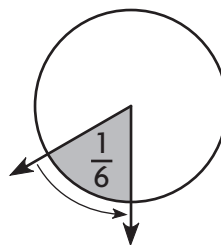
1



$$\frac{1}{10} \times \frac{\boxed{}}{\boxed{}} = \frac{\boxed{}}{360}$$

_____ degrees

2



$$\frac{1}{6} \times \frac{\boxed{}}{\boxed{}} = \frac{\boxed{}}{\boxed{}}$$

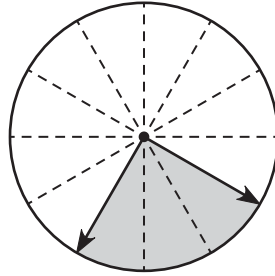
_____ degrees



Name _____

Relate Angles to Fractional Parts of a Circle

- 1 Tatiana makes a spinner for a math game. She wants to shade $\frac{3}{8}$ of the circle gray. Is her spinner correct? Why or why not? Explain.

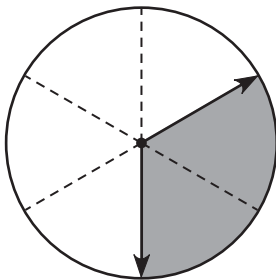


- 2 What is the fractional measure of the unshaded angle on Tatiana's spinner?

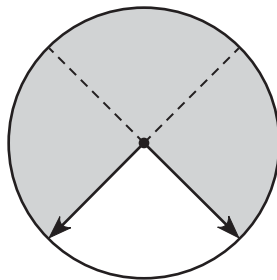
- 3 How can you make the fractional measure of the shaded angle $\frac{5}{12}$?

What is the fractional measure of the shaded angle?

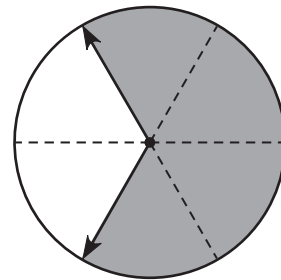
4



5

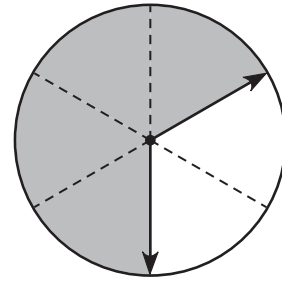


6



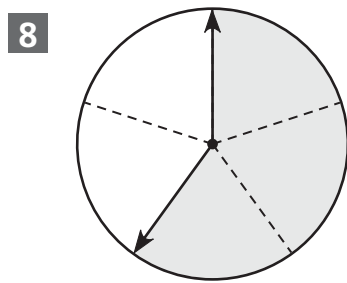
Test Prep

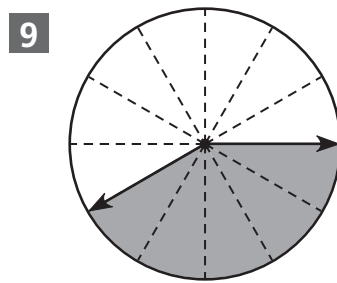
- 7** Gabriel divides a circle into 6 parts and shades 4 parts. Select all of the ways to show the fractional measure of the part of the circle that is shaded?

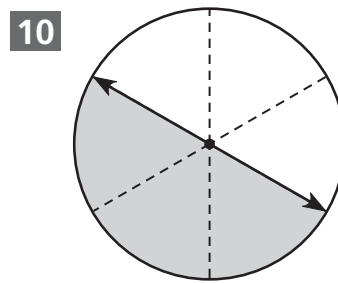


- (A) $\frac{1}{3}$ (D) $\frac{5}{6}$
 (B) $\frac{4}{6}$ (E) $\frac{2}{3}$
 (C) $\frac{2}{6}$ (F) $\frac{4}{2}$

What is the fractional measure of the shaded angle?







Spiral Review

- 11** Is 8 a factor of the number? Write *yes* or *no*. **12** Write $>$ or $<$ for the comparison.

23 _____

$\frac{4}{5}$ ○ $\frac{7}{10}$

32 _____

$\frac{1}{2}$ ○ $\frac{3}{4}$

72 _____



$\frac{6}{6}$ ○ $\frac{1}{3}$

- 13** Cooper ran $\frac{5}{8}$ mile during soccer practice. He ran $\frac{9}{10}$ mile during baseball practice. During which practice did he run farther? How do you know?



Ohio Studies Weekly 4

The Beauty in Variety

“Hey, Natalia, wait up!” Steven shouts. He begins running to catch up with his friend before she leaves the schoolyard.

“What’s up, Steven?” Natalia says.

“I was just wondering if you wanted to catch my soccer game later tonight? We’re playing our arch nemesis, the Eastend Dragons!” He nudges his friend’s shoulder. “I know you’re usually a baseball fan. But I promise you’ll find soccer just as exciting.”

Natalia laughs and replies, “Ah, Steven, you know I’m always going to support you! I’ll definitely drop by, especially since the field isn’t too far.”

The two friends begin walking. Natalia muses out loud, “Isn’t it interesting that soccer is becoming popular these days? It’s quite fun that we’re playing more sports besides the regular ones, you know?”

“You mean like baseball and football?”

Natalia nods. “Yeah, I’ve seen basketball games before, and I’ve always enjoyed watching baseball. Soccer’s always been around in the U.S., but it’s much more popular in other countries, right?”

“Well, America has so many more people from so many parts of the world now. So, there’s more variety in the sports we’re playing, right? We’re just getting more variety in our lives ... and that’s pretty cool

to think about. Just think about how many types of food we can try at the grocery store now!”

“Yeah, last week we picked up the ingredients for this amazing curry recipe. It was something totally new for our family, and we’ve now decided to—” Natalia’s eyes bug open. “Oh no, I just realized I can’t make your soccer game tonight!”

Steven frowns. “Why’s that?”

“Our dentist and his family have invited us over to try Ghanaian food for the first time. The whole family was invited—and I can’t back out. Sorry.”

“Oh buddy, no worries at all. I would definitely choose Ghanaian food over a soccer game any day!”

Natalia laughs and shakes her head. “I mean, who’d have thought I’d be trying Ghanaian food in Ohio, right?”

Just then, Ms. Johnson walks by. She stops when she overhears her students chatting. “Oh, are you trying some new food this evening, Natalia?”

Natalia nods excitedly, explaining her neighbor’s invitation.

Ms. Johnson smiles. “Yes, the population of Ohio has changed quite a bit over the last few decades. And, it’s not just Ohio that’s seen change. The makeup of America’s population has changed, too. More people are migrating here from other countries. This is a very exciting time to be in the United States!”

Connections



Understanding Creates Tolerance

What is tolerance? It’s an ability to see and understand that everyone has a different way of living their life. Not everyone does things the way we do. It’s important to respect the different ways everyone lives!

Ohio is home to many people. We live in a diverse state. Some people in the state come from a different country. And, many others have ancestors who migrated to Ohio long ago. They came to America to build a new

life. They also brought with them their culture and customs from their previous homes. A person’s culture is a vital piece of their identity. It affects how they view the world. A person’s culture covers everything from the food they eat to the religion they practice.

We all have different ways of living our lives. We must respect and appreciate those differences. Because, at the end of the day, we are all Ohioans!



Different Faces, One Ohio

Ohio has a large population. The state is home to over 11 million people. However, Ohioans have changed over the years.

Ohio was a homeland to American Indians. This was long before it became a state. Sadly, American Indians are now a very small part of the population living in the state.

Since 1880, large numbers of immigrants came from Europe. They came from the eastern and southern parts. They included groups of Italians and Russians. People from Poland and Hungary also came to Ohio. White Europeans made up a large portion of Ohioans at the time. The white population of Ohio is still quite large. They make up about 82 percent of Ohioans.

However, this is starting to change. Minority populations have increased since 2000. "Minority" refers to anyone other than non-Hispanic white persons. In 1990, minorities totaled 12.9 percent of Ohioans. Now, they make up almost 20 percent of all Ohioans! This is a large increase.

You can see some of the biggest changes from 2000 onward. The Hispanic population in Ohio increased by 63 percent. The biggest increase was in people coming from Mexico. This group increased by 90 percent! Other Hispanic groups include people from Cuba and Puerto Rico.

The Asian group in Ohio increased by 45 percent. This group includes people from all over Asia. Asia is made up of 48 countries. There are a few places that more people have come from in Asia, though. The greatest numbers have come from the country India over the last decades. This group has increased in size by 69 percent!

Around 12 percent of Ohioans are African

Americans. After the Civil War, more African Americans came north. Some settled in Ohio. Most settled in the southern part of the state.

America can feel like a large country. But we also live in a very large world! And there are many different faces in the world. More and more, the U.S. is becoming home to families from near and far. Minority groups will soon make up more than 50 percent of people in the U.S. This will likely happen before 2050! Right now, the U.S. population of people of color is around 30 percent. Change is ahead for our country. And it's a change Ohio embraces.

It's vital to grow our knowledge about other cultures. When we welcome new people to our state, we welcome their cultures, too. This means accepting everyone who comes to our state. Someone new to our state might be from Texas. But they could also be from China. Or, they might come from Mexico. We should be equally welcoming no matter where they are from. America is a country where you can start a new life. Everyone is welcome. Remember, there's always something you can learn from new friends!

Now, it's your turn! We've talked about how the makeup of Ohio has changed over the years. Explain what this unit says about changes in Ohio's population. Write a one-sentence summary of those changes.



Sweet Sounds of Different Tongues

When you walk around your city, you might hear people speaking in languages other than English. Our state is becoming more diverse. This means you will hear languages you may not understand. These languages could be new to our state! People come to Ohio from all over the world. And, they bring with them new customs, new foods and new languages.

You might hear multiple languages spoken right in your own neighborhood. This is a benefit of being a welcoming state. When people feel welcome, they feel comfortable speaking the language they know best. English is not everyone's native language. Some people speak two languages, or even more. We must respect that sometimes people will want to speak to others in their native tongue. It is good to hear people speaking in their native tongue. It means they feel at home in Ohio.

For example, there is an area in Cleveland called Little Italy. In Little Italy, people feel free to speak in Italian, their native tongue. English shouldn't be the only language we hear in Ohio! Someone might feel they can express themselves better in their native tongue. They often feel it is important to hold on to their language as a part of their identity. And, they should feel welcome to do so. Ohio is home to many people. It is also home to many languages. Next time you're out and about, open up your ears. Listen to the languages people are speaking around you. You may hear people speaking languages like Spanish, Arabic or Chinese. Or a combination of their own and English! Listen to the different tones and rhythms. You might even learn a few new words.



Diverse Flavors in English

There are over 7,000 languages spoken around the world. That's quite a few! English is the most spoken language in the U.S. However, did you know that the most spoken language in the world is Mandarin Chinese? Over a billion people speak it.

Most people have a "native" language. This is the language they learned first. They can speak this language fluently. However, some people also have a second or even third language that they learned in addition to their native language. Learning another language is tricky. You have to learn new grammar rules and new kinds of syllables and sounds. Every language has a different vocabulary. It can take a long time to learn a second language.

Many immigrants to the U.S. have to learn English. This can be a challenge. Sometimes the words of their native language can't be exactly translated into words from a different language. Most people learning a new language will have an accent. If you hear someone speaking English with an accent, it doesn't mean they're not smart. It just means they speak a different "flavor" of English. It also means they speak more than one language. Speaking more than one language requires bravery and intelligence.



How is diversity our strength?

What does diversity mean? When we are talking about a population, it means there are many different types of people. The state of Ohio has a lot of diversity. There are people here from all around the world! This means many different cultures are represented here. Immigrants to our state bring with them items from their culture. They bring new styles and types of food from their home country. They bring new languages and new customs. They often have different ways of living. This is why there is strength in diversity.

Meeting people from around the world is one way to open our eyes to different ways of living. We can try their foods. We can see what kinds of celebrations they have in their culture. We have even started to celebrate some of their holidays, like Cinco de Mayo and Chinese New Year. By getting to know other people we can also begin to learn their languages. That will help some day when we travel to their country. What would we do without that diversity?

Every person is unique. Sometimes it's easy to focus on what makes us different from each other. But learning to accept our differences makes us a stronger state. Someone may look different from you. They may eat food that's not common in your house. They may also speak a different language. You might not be able to understand their accent. But these challenges become easier over time. The benefits we all get from diversity will always outweigh the challenges. Once we get past the challenges, we can see that all people are actually pretty similar. Everyone has loved ones. Everyone has food they like to eat. Everyone has a favorite sport to play or watch. We always have more similarities than differences. When we accept each other, we can work as a team. This is how we create a united state. And a united state is a strong state!



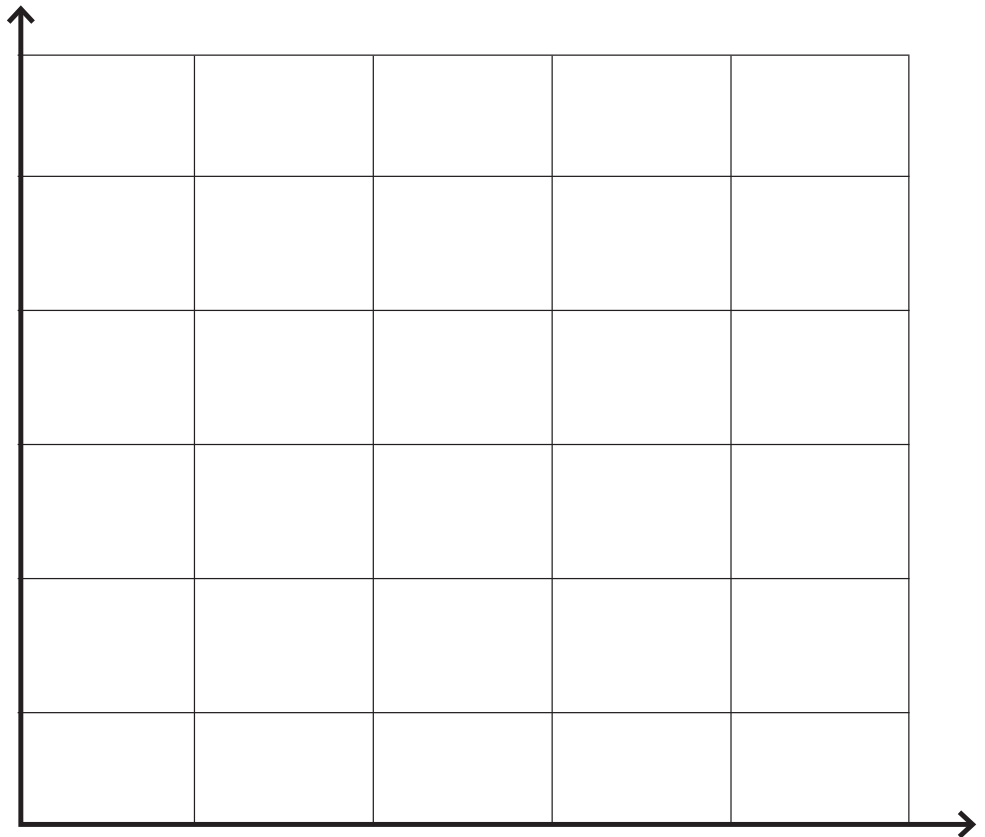
Name _____

Graphing the Changes in Ohio

Mapping and Charting

Follow the directions below to graph the changes in Ohio.

1. Use a computer at home or at your local library to start your research. Ask your teacher or librarian for help if you need assistance!
2. Research how many people from certain groups lived in Ohio from the early 1900s to now. Include the following groups in your research:
 - White
 - African American
 - American Indian
 - Asian
 - Hispanic
3. Draw a grouped bar chart that shows the increases or decreases in the group sizes from the early 1900s to now.
4. What big changes do you notice? Do any of the numbers surprise you? Write down your answers under your bar chart.



Diversity on My Mind

Activity

The United States and Ohio have changed a lot over the last hundred years and will continue to change. What comes to mind for you when you think of diversity?

Think of what you've learned about the strengths of diversity. Also, think of your hometown. How has diversity

helped your hometown grow stronger as a community?

Draw an image of what you see when you think of how the United States and Ohio have changed. Consider: What images can you draw that celebrate the changing diversity of our state and country?

If you were able to learn another language, what would it be?

Let's Write

If you speak only the English language, consider what it might be like to speak a second language. If you already speak a second language, what language might open new doors or complement the languages you already speak? Please be sure to provide a language along with a valid reason.

1. When Natalia can't make Steven's soccer game, neither of them seems very disappointed. Why are they both still excited?
2. Discuss why it's important for people of different religious faiths to be tolerant of one another, no matter how much they disagree.
3. Why is it important to learn foreign languages?

Think & Review

4. What advantages does learning a second language give you?
5. Learning languages is fun, and it's even easier for children. How long do you think it would take you to learn another language, and how would you do it?

Art & Music Grade 4 Week 3 & 4

M-W:

Create a comic book: over 4 days, create your own comic book using the templates provided as your guide. Feel free to create your own version of the template as well.

Mon. Week 3 day 1: create your characters

Wed. week 3 day 3: create your story

Mon. week 4 day 1: illustrate your comic

Wed. week 4 day 3: complete your comic

For more information:

<https://comicsforbeginners.com/free-online-tools-for-comic-creators/>

F: Photo journal

Continue working on your photo journal, and use the following themes as inspiration.

Week 3: Stuck in place

Week 4: Family

Music: Read the information on Ragtime (week 3 Day 2) and Musical Theatre (week 4 day 2) and use YouTube, Spotify and other sources to listen to examples of the style of music. Pick a favorite and write why you liked it.

For Scott Joplin (week 3 day 4) & Leonard Bernstein (week 4 day 4): read the bio, listen to the songs by the composer, and write a reflection. Have you heard the music before? Where? Does it remind you of any modern songs? If yes, what song? The below links will take you to the songs.

Scott Joplin *Maple Leaf Rag* <https://www.youtube.com/watch?v=rBlnnwV21DM>

Scott Joplin *The Entertainer* <https://www.youtube.com/watch?v=TSoXBkF832I>

Leonard Bernstein *Cool from West Side Story* <https://www.youtube.com/watch?v=wugWGHltaQA>

Once per week, use NY Philharmonic Young Peoples Concerts, conducted by Leonard Bernstein

<https://www.youtube.com/watch?v=rxwWlQNGeKE&list=PLyPLVV5ZP3toAOnj7OcVXN8voaQKFazUY>

Gr 4 week 3

Monday	Tuesday	Wednesday	Thursday	Fri
Art Create a comic book	Music Ragtime	Art Create a comic book	Music Scott Joplin	Art Photo Journal

Gr 4 week 4

Monday	Tuesday	Wednesday	Thursday	Fri
Art Create a comic book	Music Musical Theater	Art Create a comic book	Music Leonard Bernstein	Art Photo Journal

Ragtime Facts

Stylistic Origins: Cakewalk & African-American Folk music

Cultural origins: 1890's USA

Typical Instruments: Piano, sometimes Banjo

Mainstream Popularity: 1900's, 1910's, 1970's

Derivative Forms: Stride, novelty piano, quickstep, foxtrot, honky-tonk

Fusion Genres: Jazz, Boogie Woogie, Bluegrass

Ragtime (or rag-time) is a musical genre which enjoyed its peak popularity between 1897 and 1918.

Its main characteristic trait is its syncopated, or 'ragged', rhythm. It began as dance music in American cities such as St. Louis and New Orleans years before being published as popular sheet music for piano.

Ragtime was a modification of the march made popular by John Philip Sousa, with additional polyrhythms typical of African music. The ragtime composer Scott Joplin became famous through the publication in 1899 of the Maple Leaf Rag and a string of ragtime hits that followed. For at least 12 years after its publication, the Maple Leaf Rag heavily influenced subsequent ragtime composers with its melody lines, harmonic progressions or metric patterns.

Ragtime fell out of favor as jazz claimed the public's imagination after 1917, but there have been numerous revivals since. First, in the early 1940s many jazz bands began to include ragtime in their repertoire and put out ragtime recordings on 78 rpm records. A more significant revival occurred in the 1950s as a wider variety of ragtime styles of the past were made available on records, and new rags were composed, published, and recorded.

In 1971 Joshua Rifkin brought out a compilation of Scott Joplin's work which was nominated for a Grammy Award. In 1973, the motion picture *The Sting* brought ragtime to a wide audience with its soundtrack of Joplin tunes. Subsequently, the film's rendering of Joplin's 1902 rag *The Entertainer* was a Top 5 hit in 1974.

Ragtime (with Joplin's work in the forefront) has been cited as an American equivalent of minuets by Mozart, mazurkas by Chopin, or waltzes by Brahms. Ragtime influenced classical composers including Erik Satie, Claude Debussy and Igor Stravinsky. Ragtime was included in the dance styles of Vernon and Irene Castle, and influenced the English ballroom dances, the foxtrot and the quickstep.

Hey Kids, Meet Scott Joplin

American Musician and Composer (1867 or 1868-1917)



Scott Joplin, the second of six children, was born sometime between June 1867 and January 1868 in Eastern Texas. His father was a slave, while his mother was born a free black woman. After 1871 Joplin and his family moved to Texarkana, Texas. It was then that young Scott taught himself music on a piano in a home where his mother worked.

Exhibiting musical ability at an early age, Joplin received free music lessons from a local German music teacher. His teacher not only trained him to play the piano well, but also gave him a well-rounded knowledge of classical music form. It was this training in classical form that served him in later years in developing his compositional style.

In the late 1880's Joplin left home to pursue his musical career. By 1898 Joplin had sold six pieces for the piano. By 1889 he had published his most celebrated composition, *Maple Leaf Rag* which placed Joplin at the top of the list of ragtime performers and established ragtime as an important musical form. In the early 1900's, Joplin and his new wife, Belle, moved to St. Louis, Missouri. While living there, he composed some of his best-known works including *The Entertainer* and *Elite Syncopations*.

Scott Joplin died April 1, 1917. He remains the best-known ragtime composer and performer. He also is regarded as one of the three most important composers of classic ragtime.