<table>
<thead>
<tr>
<th>Time</th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
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<th>Friday</th>
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<tbody>
<tr>
<td>8:00</td>
<td><strong>Learning Warm-Up</strong>&lt;br&gt;-Practice reading sight word flash cards (set 8).&lt;br&gt;-Make set 9, day 1 and practice reading 3 times.&lt;br&gt;-For each word complete the following tasks:&lt;br&gt;-Say the word.&lt;br&gt;-Use the word in a sentence orally.&lt;br&gt;-Trace the letters on the flashcard saying the name of each letter, then read the word.</td>
<td><strong>Learning Warm-Up</strong>&lt;br&gt;-Practice reading sight word flash cards (set 9, day 1).&lt;br&gt;-Make set 9, day 2 and practice reading 3 times.&lt;br&gt;-For each word complete the following tasks:&lt;br&gt;-Say the word.&lt;br&gt;-Use the word in a sentence orally.&lt;br&gt;-Trace the letters on the flashcard saying the name of each letter, then read the word.</td>
<td><strong>Learning Warm-Up</strong>&lt;br&gt;-Practice reading sight word flash cards (set 9, days 1 &amp; 2).&lt;br&gt;-Make set 9, day 3 and practice reading 3 times.&lt;br&gt;-For each word complete the following tasks:&lt;br&gt;-Say the word.&lt;br&gt;-Use the word in a sentence orally.&lt;br&gt;-Trace the letters on the flashcard saying the name of each letter, then read the word.</td>
<td><strong>Learning Warm-Up</strong>&lt;br&gt;-Practice reading sight word flash cards (set 9, days 1, 2, &amp; 3).&lt;br&gt;-Make set 9, day 4 and practice reading 3 times.&lt;br&gt;-For each word complete the following tasks:&lt;br&gt;-Say the word.&lt;br&gt;-Use the word in a sentence orally.&lt;br&gt;-Trace the letters on the flashcard saying the name of each letter, then read the word.</td>
<td><strong>Learning Warm-Up</strong>&lt;br&gt;-Practice reading sight word flash cards (set 9). How many words can you read in 3 minutes? 2 minutes? 1 minute?</td>
</tr>
<tr>
<td>8:30</td>
<td><strong>Reading</strong>&lt;br&gt;-Daily Reading Comprehension Practice Journal&lt;br&gt;-Read book independently for 15 minutes; Retell the Story to a friend or family member</td>
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<tr>
<td>9:30</td>
<td><strong>Language/Writing</strong>&lt;br&gt;-Daily Writing Prompt&lt;br&gt;Choose a writing prompt from the May Calendar and respond in My First Composition Book&lt;br&gt;-Making Compound Words&lt;br&gt;-Writing Prompts Journal</td>
<td><strong>Language/Writing</strong>&lt;br&gt;-Daily Writing Prompt&lt;br&gt;Choose a writing prompt from the May Calendar and respond in My First Composition Book&lt;br&gt;-Making Compound Words&lt;br&gt;-Writing Prompts Journal</td>
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<td>10:00</td>
<td>Brain Break</td>
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<td></td>
<td>Choose a Movement &amp; Mindfulness Break Option</td>
<td>Choose a Movement &amp; Mindfulness Break Option</td>
<td>Choose a Movement &amp; Mindfulness Break Option</td>
<td>Choose a Movement &amp; Mindfulness Break Option</td>
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<tr>
<td>11:00</td>
<td>LUNCH</td>
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<td>12:00</td>
<td>Phonics</td>
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<tr>
<td></td>
<td>- Sound Sort 1 Hard Soft g words, Story 1</td>
<td>- Sound Sort 1 Hard Soft g words, Story 1</td>
<td>- Sound Sort 2 Hard Soft g words, Story 2</td>
<td>- Sound Sort 4 Hard Soft c &amp; g words, Story 3</td>
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<tr>
<td>12:30</td>
<td>Math</td>
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<td>1:30</td>
<td>Social Studies</td>
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<td>2:00</td>
<td>Art</td>
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<tr>
<td></td>
<td>Read about Grandma Moses</td>
<td>Create art inspired by Grandma Moses</td>
<td>Listen to Ragtime Music &amp; read about Scott Joplin</td>
<td>Continue Photo Journal</td>
<td></td>
</tr>
<tr>
<td>2:30</td>
<td>Science</td>
<td>Science</td>
<td>Science</td>
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<tr>
<td></td>
<td>Science Journal Activity/Page</td>
<td>Science Journal Activity/Page</td>
<td>Science Journal Activity/Page</td>
<td>Science Journal Activity/Page</td>
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</tbody>
</table>
## 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.*
<table>
<thead>
<tr>
<th>Resource</th>
<th>Online learning for literacy - 30 minutes daily (may replace Math block)</th>
<th>Online learning for math - 30 minutes daily (may replace Math block)</th>
<th>Online video clips that can be used for learning in all subject areas.</th>
<th>Access to books and read alouds along with literacy lessons to use at home.</th>
<th>Individualized instruction linked to student data that allows students to learn content as appropriate (intervention and enrichment supports)</th>
<th>Online read alouds for grades K-2. No login is needed.</th>
<th>Digital Math Instruction Videos – Free login</th>
</tr>
</thead>
</table>
## Movement & Mindfulness Break Options:

<table>
<thead>
<tr>
<th>Outside Play Activities</th>
<th>Playground Visit</th>
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</thead>
<tbody>
<tr>
<td>Go Noodle</td>
<td>Playground Visit</td>
</tr>
<tr>
<td>Go Noodle <a href="https://family.gonoodle.com/">https://family.gonoodle.com/</a></td>
<td>Go for a Run or Walk (with an adult)</td>
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<tr>
<td>The OT Toolbox</td>
<td>Fluency and Fitness (free for 3 wks)</td>
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<tr>
<td>Mind Yeti</td>
<td>Positive Psychology</td>
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<tr>
<td>Calm (app available also)</td>
<td>Teach, Train, Love</td>
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</tbody>
</table>
Hello Cleveland Metropolitan School Staff,

As we strive to secure a safe learning environment for our students, we know that learning can happen anywhere, anytime. Through the partnership with Imagine Learning, students can log into Imagine Learning programs and continue learning literacy, language and math while outside of the classroom. Here is some information on each program in case they are new to you.

**Imagine Language & Literacy**

Students who have previously used Imagine Language & Literacy will have access as they always have, if they have devices & wifi at home. New students will be added providing broader access to this program and will need to know the program starts with an embedded placement test (don’t help!) that will build a custom pathway just for them. Imagine Language & Literacy is very deliberately scaffolded to teach the five elements of literacy, language and grammar and is built specifically to create a wow factor of engagement for students. It will remediate when necessary and will also advance students past previously learned skills to keep them on the leading edge of their learning. They can login 30 minutes a day through the Clever portal. Always click on the Blue Booster tile upon login- ignore anything referencing Galileo as we do not use it in your school district any longer.

**Imagine Math PreK-2**

Students being added to Imagine Math PreK-2 will login and it will start with a song, an activity, and then a 25-35 minute placement test (don’t help!) that will build a custom pathway just for them. Once they are placed, they are immersed in a world of fun characters who do math using everyday items in the world around them. Students can login for 30 minutes a day as an option for home learning!

**Imagine Math 3+ (3rd grade- Geometry)**

Students being added to Imagine Math 3+ will login and it will start with a 30 question placement test after which they are assigned a quantile score (for teachers to access.) Then students work on a grade level and district-specific pathway. We recommend
they have scratch paper at all times and that they use it generously. Students are encouraged to use the glossary and the HELP tabs to learn multiple strategies when they encounter a challenging problem and to access the live teacher who will come on and help them think through the problem. Students can login for 30 minutes or complete one full lesson a day as an option for home learning.

✓ Language Support for ELs in Imagine Math
✓ Meet the Live Teachers at Imagine Math

Our Virtual Support Commitment to You
Teachers can join our online training modules in Imagine University. Next, we have pre-recorded webinars that are accessible immediately. There are also live webinars they can register for. We are also happy to set up time with teachers or schools individually to address your unique questions and needs. Here are links for these resources:

- Imagine Learning University (teachers will need to create an account)
- Pre-recorded Webinar- Getting Started with Imagine Language & Literacy
- Pre-recorded Webinar- Getting Started with Imagine Math (PreK-2)
- Pre-recorded Webinar – Getting Started with Imagine Math (3+)
- Live Webinars
- Local Team Live Virtual Hours for Q&A (TBD).

These two links will be helpful for educators and families, specific to At-Home Learning:

- https://www.imaginelearning.com/at-home-educator
- https://www.imaginelearning.com/at-home

Let us know if you need anything at all. Stay safe and healthy!

~Kristi Bidinger
Area Partnership Manager | Eastern Ohio
c 216.401.3963
Kristen.bidinger@imaginelearning.com
Cleveland Metropolitan School Families,

As we strive to secure a safe learning environment for our students, we know that learning can happen anywhere, anytime. Through our partnership with Imagine Learning, students can log into Imagine Learning programs and continue learning literacy, language and math while outside of the classroom. Families, please visit imaginelearning.com/at-home to learn how our programs work.

If your student has not used Imagine Learning programs before, they will be prompted to take an initial Benchmark test. Please do not help them, as it creates their unique learning pathway. As a guide, students should log approximately 20-30 minutes per program per day.

For Imagine Language & Literacy, students should use Clever logins and then click on this tile:

*If needed upon first login, use this Site Code: 3904378.

Clever Login Example:
Username: ccbiyu001
Password: ca0646

Best Regards,
Kristi Bidinger
Imagine Learning Area Partnership Manager
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 area. 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!

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<tbody>
<tr>
<td>Learning Warm-Up</td>
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<td>Reading</td>
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<td>Language/ Writing</td>
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<td>Phonics</td>
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<td>Social Studies</td>
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<td>Art or Music</td>
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<td>Science</td>
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</table>
Directions for all **Word Sorts** in the Packet:
With your guidance/support, your child should follow these steps:
1. **Read all the words** listed on the paper.
2. Cut & glue the categories at the top on a construction paper.
3. Cut out words.
4. **Read each word** again, then sort it under the correct category.
5. **Read all words** in the category and check if they belong in that category.
6. Glue words in place.
7. Have fun!

Directions for how to use **Decodable Texts**:
1. With your child, read the Instructional Focus of the lesson at the top of the paper.
2. Your child highlights or circles the word patterns in the text.
3. Your child reads those words in isolation.
4. Your child reads the text 2 times.

Every day, your child should reread the decodable text that was assigned the day before, then, he/she should begin the new decodable text. On days that do not include a new decodable text, your child should reread the text from the day before and self-select a second text to reread.

Thank you
Dear Parents/Guardians,

Every day, your child will respond to a writing prompt from the May Writing Prompts Calendar. This calendar is included in the work packet.

With your support, your child will complete the following tasks:

1. Locate the date on the calendar.
2. Read and discuss the prompt with you.
3. Write 3-4 sentences responding to the prompt.
4. Read and reread his/her work to check if it makes sense, and for correct capitalization and punctuation.
5. Use sight word flash cards to support spelling.
6. Your child may draw and color a picture if he/she chooses.
7. Responses should be written in My First Composition Book with the date written at the top.

Thank you
<table>
<thead>
<tr>
<th>Sunday</th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
<th>Saturday</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>The best thing that happened this month was…</strong></td>
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<tr>
<td>Monday</td>
<td>Tuesday</td>
<td>Wednesday</td>
<td>Thursday</td>
<td>Friday</td>
<td>Saturday</td>
<td></td>
</tr>
<tr>
<td><strong>The best game to play outside in the spring is…</strong></td>
<td><strong>To make the world a better place, I would…</strong></td>
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<tr>
<td><strong>Today is Mother’s Day! Write a letter to your mom or grandma telling how you feel about her.</strong></td>
<td><strong>If you could be anyone else for one day, whom would you be and why?</strong></td>
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<tr>
<td><strong>If I were the president of the United States, I would…</strong></td>
<td><strong>I wish animals could talk because…</strong></td>
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<tr>
<td><strong>In honor of Memorial Day, write a letter thanking a local veteran for his or her service.</strong></td>
<td><strong>Imagining that you can stop time whenever you want. What are some things you would do?</strong></td>
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<tr>
<td><strong>If I used to be ______, but now I ______.</strong></td>
<td><strong>List five good things you can do this week.</strong></td>
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<tr>
<td><strong>Make a list of all the healthy foods you ate this past week.</strong></td>
<td><strong>Describe what you think makes a person (or animal) a hero.</strong></td>
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</tr>
<tr>
<td><strong>The best thing that happened this month was…</strong></td>
<td><strong>Name three things you are looking forward to this summer.</strong></td>
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</tr>
</tbody>
</table>
1. Fold a piece of paper into thirds, then in half. Now, your paper will be divided into six equal parts.

2. In each section, write a sight word listed below.

   light
   kind
   carry
   own
   pick
   both

3. Cut out the words on the folded lines. You will have 6 sight word flash cards.
Letter g with a hard or soft sound

1. The letter g has two sounds.

2. Sometimes the letter g has a hard sound and sometimes it has a soft sound.

3. Say the word gate. The g in gate has a hard sound.

4. Now say the word giant. The g in giant has a soft sound.

5. The letter g usually has a soft sound when the letters e, i, or y follow it.

Print the words with the soft g sound.

- cage

Print the words with the hard g sound.

- game

Circle the s if the picture has a soft g sound.
Circle the h if the picture has a soft g sound.

- gate
- giant
- page
- goat
- game
- cage
Page was on the stage in the gym. She gazed at the large crowd in front of the stage. Page had a song to sing but was on the verge of tears. Page had stage fright, but she smiled and gave her best show. Page did so well on stage that she took a bow in front of the large crowd. As she left the gym, Page had to dodge the large crowd. Page did so well when she sang her song on the stage her boss paid her nice wage!
Making Compound Words Worksheet

A compound word is made up of two words that come together to make one new word. Ex. some+where = somewhere

Directions: Read each sentence below and circle the compound word or words.

*Example A: base + ball =
Answer: baseball

1. basket + ball =

6. rain + check =

2. after + noon =

7. spokes + person =

3. back + bone =

8. to + day =

4. mean + while =

9. super + star =

5. ham + burger =

10. under + dog =
How to Make
Sight Word Flash Cards

Day 2

1. Fold a piece of paper into 3rds, then in half. Now, your paper will be divided into six equal parts.

2. In each section, write a sight word listed below.

   small
   found
   wash
   live
   upon
   thank

3. Cut out the words on the folded lines. You will have 6 sight word flash cards.
Compound Words

Add the two words together to make one word. Write

rain + coat = ___________________
                                      ___________________
                                      ___________________

fire + man = ___________________
                                      ___________________
                                      ___________________

pan + cakes = ___________________
                                      ___________________
                                      ___________________

cup + cake = ___________________
                                      ___________________
                                      ___________________

butter + fly = ___________________
                                      ___________________
                                      ___________________
Gum or Giraffe?

Directions: Sort and write words with hard ‘g’ and soft ‘g’ sound in the correct columns.

**Word Bank**
- gym
- gate
- germ
- age
- game
- guitar
- ginger
- goal
- gentle
- gas
- giant
- cage
- gift
- girl

<p>| | |</p>
<table>
<thead>
<tr>
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<tbody>
<tr>
<td>gum</td>
<td>giraffe</td>
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<td>1.</td>
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<td>5.</td>
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<td>6.</td>
<td>6.</td>
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<td>7.</td>
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</tbody>
</table>
1. Fold a piece of paper into 3rds, then in half. Now, your paper will be divided into six equal parts.

2. In each section, write a sight word listed below.

   show
   draw
   these
   wish
   hot
   clean

3. Cut out words on the folded lines. You will have 6 sight word flash cards.
GATE OR GIRAFFE

The letter g has a soft sound /j/ when followed by e, i, or y. The sound of hard g is usually followed by a consonant or an a, u, or o.

Read the words below. Determine if the word has a hard g or soft g sound. Cut and paste them in the correct column.

<table>
<thead>
<tr>
<th>'g' in 'giraffe' is soft</th>
<th>'g' in 'gate' is hard</th>
</tr>
</thead>
<tbody>
<tr>
<td>gold</td>
<td>badge</td>
</tr>
<tr>
<td>glass</td>
<td>page</td>
</tr>
</tbody>
</table>

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Gene’s Cage

Gene had to take a huge cage to the school gym. It was for the dog show at noon. He was told to leave the cage in the gym and keep it very clean for the show.

On his way to the large gym he had to get gas near a huge bridge. After Gene got his gas, he had to dodge the mud that was on the bridge. As Gene drove over the bridge a truck splashed the mud all over the huge cage!

Gene was in a rage when he got back to the gym. Now he had to clean the huge cage! Gene worked and worked to get the mud off the huge cage. It took until noon to clean the cage. When it was time for the dog show Gene gazed at the huge cage with a smile. He had it clean in time for the show.
Compound Words
Each word can be divided into two words. Write the two words on the lines.

mailbox

snowman

rainbow

doghouse

goldfish
1. Fold a piece of paper into 3rds, then in half. Now, your paper will be divided into six equal parts.

2. In each section, write a sight word listed below.

   sing
   many
   because
   grow
   together
   shall

3. Cut out the words on the folded lines. You will have 6 sight word flash cards.
Compound Words
A compound word is two words combined to make one word.
EXAMPLE: snow + ball = snowball
Print the compound word on the lines as two separate words.

1. storybook
2. birdbath
3. seashore
4. sidewalk
5. baseball
6. bareback
7. earache
8. fireproof
9. haystack
10. fishnet
11. rowboat
12. spotlight
Directions: Cut the words on the dotted lines. Say the words aloud and listen for a hard or soft “g” sound. Glue the word in the correct box.

Hard G

Soft G

giraffe

germ

girl

guitar

leg

pigeon

grape

grass

orange

fudge

eagle

frog
**Compound Words**

A compound word is two words combined to make one word.

**EXAMPLE:** out + side = outside  Two of the words in each number can be combined to form a compound word. Print the compound word on the line.

1. sea wave ocean shells
2. plane dive sky jet
3. flake winter cold snow
4. tired bed time sleep
5. yard back rake fence
6. wing feather seed bird
7. farm corn kernel meal
8. ball sock shoe foot
9. pan dust broom floor
10. water boat wave sail
11. tea coffee cup drink
12. drop cold snow rain
Gage’s Golf Guide

Gage liked to play golf, but his golf guide goofed around too much. Gage’s golf balls rolled in the pond when his golf guide goofed up and dropped his golf bag.

Gee whiz! What a mess! Gage hoped the guide would leave his job so he would not goof up Gage’s game again.

When the golf game came to an end, Gage had a huge thirst. His golf guide gave him a glass of milk. The glass was full of germs. Gage had a gulp of the milk and the germs made him sick. The next day he fired his golf guide.
Letter c with a hard or soft sound
Print the words with the soft c sound in the column labeled soft. Print the words with the hard c sound in the column labeled hard.

<table>
<thead>
<tr>
<th>candy</th>
<th>face</th>
<th>case</th>
<th>rice</th>
</tr>
</thead>
<tbody>
<tr>
<td>fleece</td>
<td>come</td>
<td>dice</td>
<td>cake</td>
</tr>
</tbody>
</table>

soft

hard

Letter g with a hard or soft sound
Print the words with the soft g sound in the column labeled soft. Print the words with the hard g sound in the column labeled hard.

<table>
<thead>
<tr>
<th>gate</th>
<th>huge</th>
<th>geese</th>
<th>wage</th>
</tr>
</thead>
<tbody>
<tr>
<td>give</td>
<td>age</td>
<td>gaze</td>
<td>cage</td>
</tr>
</tbody>
</table>

soft

hard
Interpret Picture Graphs

A picture graph uses pictures to show how many.

Count the pictures in each row.

<table>
<thead>
<tr>
<th>Sunglasses in the Party Bag</th>
</tr>
</thead>
<tbody>
<tr>
<td>🌟 stars</td>
</tr>
<tr>
<td>🌟 🌟 🌟 🌟 🌟 🌟 🌟 🌟 🌟 🌟 🌟 🌟 🌟 🌟 🌟 🌟 🌟 🌟 🌟 🌟 🌟</td>
</tr>
<tr>
<td>👯 hearts</td>
</tr>
<tr>
<td>👯 👯 👯 👯 👯 👯 👯 👯 👯 👯 👯</td>
</tr>
</tbody>
</table>

There are _____ pairs of 🌟.
There are _____ pairs of 👯.

Use the picture graph to answer the questions.

<table>
<thead>
<tr>
<th>Leaves Jose Found</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elm</td>
</tr>
<tr>
<td>Ivy</td>
</tr>
<tr>
<td>Oak</td>
</tr>
</tbody>
</table>

1 How many 🌟 does Jose find? _____

2 How many more 🌟 than 🌟 does Jose find? _____
Interpret Picture Graphs
Use the picture graph to answer the questions.

<table>
<thead>
<tr>
<th>Objects in the Sand</th>
</tr>
</thead>
<tbody>
<tr>
<td>shell</td>
</tr>
<tr>
<td>starfish</td>
</tr>
<tr>
<td>crab</td>
</tr>
</tbody>
</table>

1. How many 🐙 are there? ______

2. 🔄 Attend to Precision  How many 🐙 and ⭐ are there?
   ______ 🐙 and ⭐

3. 🔄 Reason  How many more ⭐ are there than 🐙? Write an equation to show how you know.
   ______ − ______ = ______
   ______ more ⭐

4. 🔄 Reason  How many fewer 🐙 are there than 🐙?
   ______ fewer 🐙
Test Prep

Use the picture graph to answer the questions. Fill in the bubble next to the correct answer.

<table>
<thead>
<tr>
<th>Flowers in the Garden</th>
</tr>
</thead>
<tbody>
<tr>
<td>daisy</td>
</tr>
<tr>
<td>tulip</td>
</tr>
</tbody>
</table>

5 How many 🌸 are there?
○ 18
○ 10
○ 8

6 How many more 🌸 are there than 🌹?
○ 2 more
○ 8 more
○ 10 more

Spiral Review

Write an equation to solve.

7 There are 7 rabbits and 6 chipmunks in the grass. How many animals are in the grass?

Equation: 

______ animals

8 There are 11 frogs at the pond. 7 frogs hop away. How many frogs are still at the pond?

Equation: 

______ frogs
Represent Data with Picture Graphs

How many more bushes are in the yard than trees?

Cross out each object as you draw it in the graph.

Use your picture graph to answer the questions.

1. How many bush are there? 7

2. How many more bushes are in the yard than trees? ______ more
Represent Data with Picture Graphs

1 Use Tools Ray has 3 circles, 4 triangles, and 5 squares. Make a picture graph to show his shapes.

Use your picture graph to answer the questions.

2 How many circles and triangles are there?
   ______ circles and triangles

3 Attend to Precision Are there more squares or triangles?
   ______
   How many more? ______ more

4 Attend to Precision Are there fewer circles or squares?
   ______
   How many fewer? ______ fewer
Test Prep

Fill in the bubble next to the correct answer.

Animals in the Animal Park

- zebra
- giraffe
- hippo

5 How many zebra are there?

○ 3  ○ 6  ○ 19

6 How many more giraffe are there than hippo?

○ 5 more  ○ 3 more  ○ 2 more

Spiral Review

Add or subtract.

7  10  8  1  9  8  10  8
   − 3   + 4   − 8   + 1

11  9  12  2  13  5  14  7
   + 1   + 6   − 4   − 3
Interpret Tally Charts

A tally chart uses tally marks to show how many. Some children named easy letters to write. Fill in the totals to complete the tally chart.

<table>
<thead>
<tr>
<th>Easy Letters to Write</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>L</td>
<td>5</td>
</tr>
<tr>
<td>V</td>
<td>3</td>
</tr>
<tr>
<td>X</td>
<td>7</td>
</tr>
</tbody>
</table>

Complete the tally chart. Then use the chart to answer the questions.

<table>
<thead>
<tr>
<th>Can You Swim?</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>No</td>
<td>7</td>
</tr>
<tr>
<td>Yes</td>
<td>1</td>
</tr>
</tbody>
</table>

1. How many children can swim? ______ children
2. How many children cannot swim? ______ children
3. Did more children answer Yes or No? ______
**Art M-W:**
Free Draw-Paint-Build (10 minutes)

Mon: Read the biography sheet for Grandma Moses and look at the example of her art on the page, and visit [https://www.wikiart.org/en/grandma-moses](https://www.wikiart.org/en/grandma-moses) for more examples.

Ask yourself:
1. What do I notice?
2. What do I see?
3. How does it make me feel?


Wed: Use the Folk Art Building guides to create your own artwork in the style of Grandma Moses

Fri: Photo Journal by taking pictures that show what missing means to you. Write how missing people and places makes you feel. Where is the first place you want to go when this is over? Why?

**Music T-Th:**

Listen to any song of your choice. Use your hands and feet to find the beat!

Tue: Play “Roll a Rhythm” and clap or count together the rhythm you created! Use your home made drum to play the beat you create.

Thu: Listen to Ragtime Music! Read about Scott Joplin.

[https://www.youtube.com/watch?v=r8InnwV21DM](https://www.youtube.com/watch?v=r8InnwV21DM) Scott Joplin *Maple Leaf Rag*

[https://www.youtube.com/watch?v=TSoXBkFb32I](https://www.youtube.com/watch?v=TSoXBkFb32I) Scott Joplin *The Entertainer*

Practice good audience behavior. After, write or draw how the music made you feel. Does it remind you of other songs?

Daily Schedule week 5

<table>
<thead>
<tr>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Fri</th>
</tr>
</thead>
<tbody>
<tr>
<td>Art Grandma Moses</td>
<td>Music Roll a rhythm &amp; drumming</td>
<td>Art Grandma Moses Build a Building packet</td>
<td>Music Ragtime &amp; Scott Joplin</td>
<td>Art Photo Journal</td>
</tr>
</tbody>
</table>
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.
AMERICAN FOLK ART

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Houses

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Buildings

- Add windows and doors
- Add chimney or steeple
- Add a bell for a school

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Barns
--- Doors ---

Solid
Black
or

--- Windows ---

Solid
Black
or

BARNs

add hay

Silos

Barn doors

© Kristin Bolster 2018
Anna Mary Robertson Moses, or Grandma Moses, was born to a farmer and his wife in New York state. At the age of 12, she left home to work as a hired girl on a neighboring farm. She later married a farm hand and they began farming themselves. Anna helped by milking a cow and churning butter to sell. She raised five children and worked hard all her life.

She made pictures using needlecraft, but when she got older, arthritis made the handwork too difficult. Her sister suggested she try painting the pictures instead. So at the age of 76, Anna first began to paint.

Even though she began painting at an old age, Grandma Moses painted over 1000 canvases, and she rarely missed a day painting.

Christmas at Home by Grandma Moses