<table>
<thead>
<tr>
<th>Time</th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:00</td>
<td>Learning Warm-Up: Complete Monday's Warm-Up page. - Read Fluency Passage for 1 min. Record the number of words read correctly.</td>
<td>Learning Warm-Up: Complete Tuesday's Warm-Up page. - Read Fluency Passage for 1 min. Record the number of words read correctly.</td>
<td>Learning Warm-Up: Complete Wednesday's Warm-Up page. - Read Fluency Passage for 1 min. Record the number of words read correctly.</td>
<td>Learning Warm-Up: Complete Thursday's Warm-Up page. - Read Fluency Passage for 1 min. Record the number of words read correctly.</td>
<td>Learning Warm-Up: Complete Friday's Warm-Up page. - Complete the entire Fluency Passage. Explain what the passage is about to an adult.</td>
</tr>
<tr>
<td>8:30</td>
<td>Reading: - Daily Reading Comprehension Practice Journal - Read book independently for 15 minutes. Retell the story to a friend or family member</td>
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</tr>
<tr>
<td>9:30</td>
<td>Language/Writing: - Daily writing; Choose a writing prompt from the May calendar and respond in the Primary Composition Book - Complete Daily Language Practice Journal</td>
<td>Language/Writing: - Daily writing; Choose a writing prompt from the May calendar and respond in the Primary Composition Book - Complete Daily Language Practice Journal</td>
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</tr>
<tr>
<td>Time</td>
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<tr>
<td>10:00</td>
<td>Brain Break</td>
<td>Brain Break</td>
<td>Brain Break</td>
<td>Brain Break</td>
<td>LUNCH</td>
</tr>
<tr>
<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>
<td></td>
</tr>
<tr>
<td>11:00</td>
<td>Phonics</td>
<td>Phonics</td>
<td>Phonics</td>
<td>Phonics</td>
<td>LUNCH</td>
</tr>
<tr>
<td></td>
<td>-Three Letter Blends; Circle the words with squ blend; Complete each word by writing the letters squ.</td>
<td>-Three Letter Blends; Circle the words with spr blend; Complete each word by writing the letters spr.</td>
<td>-Three Letter Blends; Sort the words by writing each word under the correct blend.</td>
<td>-Three Letter Blends; Choose the correct blend to complete the word.</td>
<td></td>
</tr>
<tr>
<td>12:00</td>
<td>Phonics</td>
<td>Phonics</td>
<td>Math</td>
<td>Social Studies</td>
<td>Math</td>
</tr>
<tr>
<td></td>
<td>-Three Letter Blends; Circle the words with squ blend; Complete each word by writing the letters squ.</td>
<td>-Three Letter Blends; Circle the words with spr blend; Complete each word by writing the letters spr.</td>
<td>-Counting American Coins</td>
<td>-A Trip to the Immigration Museum packet and complete one activity to go with the story.</td>
<td>-Counting American Coins</td>
</tr>
<tr>
<td>12:30</td>
<td>Math</td>
<td>Math</td>
<td>Math</td>
<td>Social Studies</td>
<td>Social Studies</td>
</tr>
<tr>
<td>2:00</td>
<td>Social Studies</td>
<td>Social Studies</td>
<td>Social Studies</td>
<td>Music</td>
<td>Art</td>
</tr>
<tr>
<td></td>
<td>Work on A Trip to the Immigration Museum packet and complete one activity to go with the story.</td>
<td>Work on A Trip to the Immigration Museum packet and complete one activity to go with the story.</td>
<td>Music</td>
<td>Create art inspired by Grandma Moses</td>
<td>Continue Photo Journal</td>
</tr>
<tr>
<td>2:30</td>
<td>Music</td>
<td>Art</td>
<td>Science</td>
<td>Science</td>
<td>Science</td>
</tr>
<tr>
<td></td>
<td>Roll-a-Rhythm &amp; play homemade instruments</td>
<td>Read about Grandma Moses</td>
<td>Science Journal Activity/Page</td>
<td>Science Journal Activity/Page</td>
<td>Science Journal Activity/Page</td>
</tr>
</tbody>
</table>
### Family and Student Supports:

<table>
<thead>
<tr>
<th>Please review family letters for these content area assignments:</th>
<th>Student Learning Kits</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Literacy</td>
<td>Supplies: ruler, crayons, pencils, glue sticks, scissors, paper, markers, composition book</td>
</tr>
<tr>
<td>• Math</td>
<td>Math: Daily Math Practice Journal</td>
</tr>
<tr>
<td>• Social Studies</td>
<td>Science: Daily Science Activity &amp; Journal</td>
</tr>
<tr>
<td>• Art</td>
<td>Art: watercolor paint, paper</td>
</tr>
<tr>
<td>• Music</td>
<td></td>
</tr>
</tbody>
</table>

### Additional Student Supports:

<table>
<thead>
<tr>
<th>Individual Supports</th>
<th>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.</th>
</tr>
</thead>
<tbody>
<tr>
<td>English Language Learners</td>
<td>Please reference the Academic Enrichment Packet for English Language Learners to access additional student supports as needed.</td>
</tr>
</tbody>
</table>

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>Access Information</th>
</tr>
</thead>
<tbody>
<tr>
<td>Imagine Learning – Literacy</td>
<td>Online learning for literacy - 30 minutes daily (may replace portion of Reading block)</td>
</tr>
<tr>
<td>Imagine Learning – Math</td>
<td>Online learning for math - 30 minutes daily (may replace Math block)</td>
</tr>
<tr>
<td>BrainPop Junior</td>
<td>Online video clips that can be used for learning in all subject areas.</td>
</tr>
<tr>
<td>Scholastic Learn at Home</td>
<td>Access to books and read alouds along with literacy lessons to use at home.</td>
</tr>
<tr>
<td>ExactPath (access through Clever)</td>
<td>Individualized instruction linked to student data that allows students to learn content as appropriate (intervention and enrichment supports)</td>
</tr>
<tr>
<td>Second and Seven Read Alouds</td>
<td>Online read alouds for grades K-2. No login is needed.</td>
</tr>
<tr>
<td>Khan Academy</td>
<td>Digital Math Instruction Videos – Free login</td>
</tr>
</tbody>
</table>

**Online Learning:**

- Imagine Learning – Literacy: Online learning for literacy - 30 minutes daily (may replace portion of Reading block).
- Imagine Learning – Math: Online learning for math - 30 minutes daily (may replace Math block).
- BrainPop Junior: Online video clips that can be used for learning in all subject areas.
- Scholastic Learn at Home: Access to books and read alouds along with literacy lessons to use at home.
- ExactPath (access through Clever): Individualized instruction linked to student data that allows students to learn content as appropriate (intervention and enrichment supports).
- Second and Seven Read Alouds: Online read alouds for grades K-2. No login is needed.
- Khan Academy: Digital Math Instruction Videos – Free login.
<table>
<thead>
<tr>
<th>Movement &amp; Mindfulness Break Options:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Outside Play Activities</strong></td>
<td><strong>Go Noodle</strong> <a href="https://family.gonoodle.com/">https://family.gonoodle.com/</a></td>
</tr>
<tr>
<td><strong>Playground Visit</strong></td>
<td><strong>Go for a Run or Walk (with an adult)</strong></td>
</tr>
<tr>
<td><strong>The OT Toolbox</strong></td>
<td><strong>Fluency and Fitness (free for 3 wks)</strong> <a href="https://fluencyandfitness.com/">https://fluencyandfitness.com/</a></td>
</tr>
<tr>
<td><strong>Positive Psychology</strong></td>
<td><strong><a href="https://positivepsychology.com/mindfulness-for-children-kids-activities/">https://positivepsychology.com/mindfulness-for-children-kids-activities/</a></strong></td>
</tr>
<tr>
<td><strong>Mind Yeti</strong></td>
<td><strong><a href="https://www.mindyeti.com">https://www.mindyeti.com</a></strong></td>
</tr>
<tr>
<td><strong>Calm (app available also)</strong></td>
<td><strong><a href="https://www.calm.com/schools">https://www.calm.com/schools</a></strong></td>
</tr>
</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-educator)
- [https://www.imaginelearning.com/at-home](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:

For Imagine Math, 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!

<table>
<thead>
<tr>
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</thead>
<tbody>
<tr>
<td>Learning</td>
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<tr>
<td>Warm-Up</td>
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<tr>
<td>Reading</td>
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<tr>
<td>Language/ Writing</td>
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<tr>
<td>Phonics</td>
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<tr>
<td>Math</td>
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<tr>
<td>Social Studies</td>
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<tr>
<td>Art or Music</td>
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<tr>
<td>Science</td>
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</tbody>
</table>
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 in the Primary Composition Book.
4. Read and reread his/her work to check if it makes sense, and for correct capitalization and punctuation.
5. Your child may draw and color a picture if he/she chooses.

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>To make the world a better place, I would...</td>
<td>The best game to play outside in the spring is...</td>
<td>The best thing that happened this month was...</td>
<td>Imagine that you can stop time whenever you want. What are some things you would do?</td>
<td>Write about someone you know who challenges you to do your best.</td>
<td>List five good things you can do this week.</td>
<td>The best gift I ever received was...</td>
</tr>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
<td>7</td>
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<td>10</td>
<td>11</td>
<td>12</td>
<td>13</td>
<td>14</td>
<td>15</td>
<td>16</td>
</tr>
<tr>
<td>Describe what your bedroom looks like right now.</td>
<td>It was supposed to be windy all day, but when I walked outside...</td>
<td>Write a myth explaining why the moon changes shape.</td>
<td>Write a story about a long-lost relative who suddenly shows up at your front door.</td>
<td>I wish animals could talk because...</td>
<td>The best way to show someone in the world I would want to meet...</td>
<td>The best gift I ever received was...</td>
</tr>
<tr>
<td>16</td>
<td>17</td>
<td>18</td>
<td>19</td>
<td>20</td>
<td>21</td>
<td>22</td>
</tr>
<tr>
<td>Make a list of all the healthy foods you ate this past week.</td>
<td>Describe what your favorite place to collect your thoughts or to daydream.</td>
<td>Write a tall tale about someone in your family. Use lots of detail!</td>
<td>Write a letter giving advice to the student who will sit in your desk or seat next year.</td>
<td>Would you rather be invisible or able to read minds?</td>
<td>In honor of Memorial Day, write a letter thanking a local veteran for his or her service.</td>
<td>The best thing that happened this month was...</td>
</tr>
<tr>
<td>23</td>
<td>24</td>
<td>25</td>
<td>26</td>
<td>27</td>
<td>28</td>
<td>29</td>
</tr>
<tr>
<td>Write what you think makes a person (or animal) a hero.</td>
<td>Would you rather be invisible or able to read minds?</td>
<td>Would you rather be known as funny or as smart?</td>
<td>Write a letter telling a local veteran how much you appreciate his or her service.</td>
<td>If I could switch places with any character from a book or story I’ve read, I would switch places with...</td>
<td>If I could meet one person in the world, I would want to meet...</td>
<td>If I could imagine that you can stop time whenever you want. What are some things you would do?</td>
</tr>
<tr>
<td>30</td>
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</tbody>
</table>

May Writing Prompts
Dear Parents,

Research shows that improved fluency supports comprehension of text and leads to better overall readers. At this point in 2nd grade your child should be reading above 70 words correctly in one minute with expression, inflection of voice and awareness of punctuation.

Each day have your child read the passage aloud for one minute. Do not stop your child during the minute. If your child is stuck on a word, provide the word after 3 seconds and keep going. Count the number of words read minus the errors (The numbers at the end of the line will help. They are the total words up to the end of that line.) Errors include saying the wrong word or skipping words altogether. Record only the number of words read correctly in 1 minute. The passage should be read each day for only 1 minute. On Friday please have your child read the story one last time and ask your child questions about the text or to tell you about what they read. Research has proven that repeated reading of the same passage improves fluency and comprehension.

Thank you!

Fluency Target Rate

<table>
<thead>
<tr>
<th>Grade</th>
<th>Fall</th>
<th>Winter</th>
<th>Spring</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>0-10</td>
<td>10-50</td>
<td>30-90</td>
</tr>
<tr>
<td>2</td>
<td>30-80</td>
<td>50-100</td>
<td>70-130</td>
</tr>
<tr>
<td>3</td>
<td>50-110</td>
<td>70-120</td>
<td>80-140</td>
</tr>
</tbody>
</table>

*Rasinski, T. & Padak, N. (2005)*
Three Letter Consonant Blends: SQU

Circle the words below that contain the 3 letter blend “squ.”

square  squeal  splash  squash  squad  skid
sway  squirrel  squinch  squeak  squib  squirt
squeeze  squire  spray  squint  slash  squirm

Complete each word by writing the letters “squ” in the blanks. Say each word to yourself. Listen to the “squ” sound.

1. ___ ___ are
2. ___ ___ eal
3. ___ ___ ash
4. ___ ___ ad
5. ___ ___ irrel
6. ___ ___ ire
7. ___ ___ irm
8. ___ ___ inch
9. ___ ___ eak
10. ___ ___ ib
11. ___ ___ irt
12. ___ ___ eeze
13. ___ ___ int
14. ___ ___ at
Use editing marks to correct the sentences. Rewrite the sentences.

1. next glue the parts together

2. would you like pizza for dinner

3. Circle the words that show actions that are happening now.
   landed passing stays turned working

4. Circle the root words in the words below.
   yawning yelling calls boiled

5. Who or what is the sentence about? 
   Braelynn plays at recess.
Lori Wants to Recycle

It was a cool spring day. The temperature in the garage was warm. Lori was sorting old sneakers. Her class at school was collecting sneakers. They were going to recycle them. Whoever gave the most would win a prize.

Lori had over twenty pairs. She would have had more, but her brothers were too stubborn to donate their shoes! Her chances of winning were now reduced. She had counted on her brothers’ old shoes! Her brothers had saved their allowances to buy new sneakers. Lori thought they would give her their old ones.

The old shoes would be turned into a new blacktop for school. They could all play ball there. Lori wanted her brothers’ old shoes! She didn’t want them to end up in some landfill! What could she do?
Three Letter Consonant Blends: **SPR**

Circle the words below that contain the 3 letter blend “spr.”

<table>
<thead>
<tr>
<th>sprain</th>
<th>squeal</th>
<th>spray</th>
<th>splash</th>
<th>sprite</th>
<th>sprung</th>
</tr>
</thead>
<tbody>
<tr>
<td>spruce</td>
<td>squirrel</td>
<td>sprig</td>
<td>sprawl</td>
<td>stare</td>
<td>spread</td>
</tr>
<tr>
<td>squeeze</td>
<td>spry</td>
<td>spring</td>
<td>stroke</td>
<td>spree</td>
<td>sprocket</td>
</tr>
</tbody>
</table>

Complete each word by writing the letters “spr” in the blanks. Say each word to yourself. Listen to the “spr” sound.

1. __ __ __ain
2. __ __ __uce
3. __ __ __y
4. __ __ __ay
5. __ __ __ig
6. __ __ __ing
7. __ __ __awl
8. __ __ __ite
9. __ __ __ee
10. __ __ __ead
11. __ __ __ung
12. __ __ __ocket
13. __ __ __itz
14. __ __ __out
Use editing marks to correct the sentences. Rewrite the sentences.

1. close the door, said mom

2. can I borrow fiv dollars

3. Add more details to the sentence by writing a color to describe the dog.
   A _________________ dog ran down the street.

4. Rewrite the word in (parentheses) to make it a possessive.
   the (boy) backpack       the ___________ backpack

5. Circle the plural (more than one) nouns below.
   lamp   mirrors   dishes   peach   cups   glasses
Sort the Three Letter Blends

Sort the words. Write each word in the correct column.

stripe  splice  screech  string
straight stroller square spray
split scram splash strike
squelch stride stress strobe
spring squirm spread squid

spr  squ  spl  scr  str
Name: ____________________________

Use editing marks to correct the sentences. Rewrite the sentences.

1. do we have homework? asked Landon
   ____________________________________________________________

2. we went for a hik in the woods
   ____________________________________________________________

3. Combine the sentences below to make one sentence. Write the new sentence.
   Mom went to the store.       Dad went to the store
   ____________________________________________________________

4. Circle the root words in the words below.
   alerted    burning    claps    cheated

5. Write the plural form of bench. ____________________________
3-Letter Blends

Directions: Circle the correct blend to complete the word in each sentence. Fill in the blank with the blend.

1. He _____ead the blanket on the ground. thr spr spl
2. The fish _____irmed on the hook. squ spr scr
3. Roger likes to _____um the guitar. str spr spl
4. That dog is a _____ay. squ str thr
5. The dog _____ained against the leash. str squ spl
6. We get a _____uce every year at Christmas. squ spr scr
7. I tossed a pebble into the _____eam. str spr spl
8. Jonah threw a _____ike his first try. scr str thr
9. I got a bean caught in my _____oat. thr spr scr
10. The mashed potatoes fell with a _____at. spl spr scr
11. Put that _____een in front of the fireplace. str spr scr
12. I _____ained my ankle last week. spr str scr

www.EasyTeacherWorksheets.com
Use editing marks to correct the sentences. Rewrite the sentences.

1. I wish we could go outside, said Josie.

2. Is that Mollie coat on the chair

3. Circle the correct way to write the greeting to a letter.
   Dear Ava  dear Ava,  Dear Ava,

4. Divide the words into syllables with a /. Circle the closed syllable.
   student  depend  begin  apron

5. Add more details to the sentence by writing a size to describe the spider.
   A ______________ spider crawled across the floor.
Three Letter Blends

Circle the correct word to complete each sentence.

1. The race car ______________________around the curve.  
squawked  squealed

2. His sore finger _______________________.  
 throbbed  threw

3. I can’t read that _______________________.  
 scram  scrawl

4. I ______________________ the ball to Joe.  
 threat  threw

5. We were on a winning _______________________.  
 streak  steak

6. Do not ______________________ me with that water.  
 sprain  spray

7. That bean was the first to _______________________.  
 sprout  spree

8. That king is never on his _______________________.  
 throat  throne

Write the correct word for each picture.

9. throb  throat  10. squid  squad

9. throb  throat  10. squid  squad

11. tow  throw  12. street  streak

11. tow  throw  12. street  streak

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Name:_________________________

Use editing marks to correct the sentences. Rewrite the sentences.

1. she found Tom lost dog

____________________________________________________________________________

2. pik me some flowers, said Jill

____________________________________________________________________________

3. Combine the sentences below to make one sentence. Write the new sentence.


   ________________________________ _________

4. Rewrite the word in (parentheses) to make it a possessive.

   the (cat) tail               the ___________ tail

5. Write join to show it happened in the past. ________________________________
Relate the Value of Coins to One Dollar

One dollar is 100 cents. So, \(100\) pennies = $1.00.

Count on to see how many quarters equal $1.00.

\(25\), \(50\), \(75\), \(100\)  
So, \(4\) quarters = $1.00.

Draw more coins to show $1.00. Then tell how many you need.

1. \(10\) dimes = $1.00

2. and \(5\) nickels = $1.00
**Relate the Value of Coins to One Dollar**

1. **Reason** Harold has 4 quarters. Does he have $1.00? Explain.

2. **Attend to Precision** Kendra needs $1.00 to buy a bouncy ball. She has 73¢. What coins does she need to add to her 73¢ to buy the bouncy ball?

   Kendra needs ________ pennies, ________ nickel, and ________ dimes.

3. **Reason** Adam wants to buy his sister a teddy bear. The teddy bear costs $1.00. He has 64¢. What coins does he need to buy the teddy bear? Explain.

4. **Use Tools** Sofia wants to buy a whistle for $1.00. She has 22¢. What coins does she need to buy the whistle? Draw the coins she needs to make $1.00.
Test Prep

5 Which group of coins has a value of $1.00? Fill in the bubble next to the correct answer.

- [ ]
- [ ]
- [ ]

Spiral Review

6 Sarah buys a bookmark for 25¢. How many nickels have the same total value as 25¢? Draw to solve.

[ ] nickels

7 What is the total value of these coins?

[ ]
Compute the Value of Dollar Combinations

To find dollar amounts, you can count on.

Count by ___. Count by _____.

Count by ___. Count by _____.

Count on to find the total value.

1. Two $20 bills, three $5 bills, and five $1 bills

$20 $40 $45 $50

The total value is ________.

Write the values in order from greatest to least.
Then count on to find the total value.

2. 

The total value is ________.
Compute the Value of Dollar Combinations

1 MP Use Structure  Mrs. Nance has one $20 bill, two $10 bills, one $5 bill, and three $1 bills. How much money does Mrs. Nance have?

Mrs. Nance has ______.

2 MP Use Tools  Steve counts the money he saved. Count on to find how much money Steve saved.

Steve saved $ ______.

3 MP Attend to Precision  Ms. Mons has one $20 bill, two $5 bills, and nine $1 bills. What bills could she add to make $60?

_____, ______, ______, _______
Test Prep

Fill in the bubble next to the correct answer.

4 Which set of bills shows $42?

- [ ]

- [ ]

- [ ]

5 Isaiah saves money to buy a football.
How much money does Isaiah save?

- [ ] $21
- [ ] $20
- [ ] $16

Spiral Review

6 Mike wants to buy a beach ball for $1. He has 65¢.
Draw the coins Mike needs to make $1.00.
Solve Problems Involving Money

Andre empties his piggy bank. He finds these bills.

Harry has $35. Who has more money?

Step 1: Count on to find the total value of Andre’s money.

$10, $20, $25, $30, $31, $32, $33

Step 2: Compare the totals. $35 is ____ more than $33.

Harry ____ has more money.

1. Tamera saves these bills. Does she have enough money to buy a $50 skateboard?

She has $45.

She ____ does not ____ have enough.

2. Ava saves one $10 bill, five $5 bills, and three $1 bills.
Max saves three $10 bills, two $5 bills, and two $1 bills.

How much money do they have?

Ava has _____.
Max has _______.

_____ + _____ = _____. They have ______.
Sara was learning about American history. Today, her class visited the Ellis Island Immigration Museum.

"This museum is in the building where immigrants to the United States arrived a hundred years ago," Sara's teacher explained. "You will learn how people came to America back then. Please think about how different things are today."

The class took a ferryboat that chugged past the Statue of Liberty. When
they arrived at Ellis Island, Sara noticed that the museum was in a big red-and-white building.

Inside, Sara saw old trunks, suitcases, and baskets. "This is where immigrants had to check their baggage," a guide said. "They had come on long trips aboard very crowded ships. They knew they might never be able to return to their old countries."

The museum was filled with photographs and exhibits. Sara saw old-time dresses, boots, and other clothing from many countries. She looked at letters and passports and documents. She and her friends watched a few video interviews. The people being interviewed were proud to have become Americans.

Sara also felt proud. Her parents had immigrated to the United States, too. She thought she would like to know more about how her parents came here. "I am going to interview them when I get home," she decided.
1. What did Sara and her class learn about on their class visit?
   A. how people came to America a hundred years ago
   B. how to drive a ferryboat on a river
   C. how to interview someone about history

2. Where does this story mostly take place?
   A. at the Ellis Island Immigration Museum
   B. on a ferryboat near Ellis Island
   C. at the Statue of Liberty

3. Read these sentences from the text.

   "This is where immigrants had to check their baggage," a guide said. "They had come on long trips aboard very crowded ships. They knew they might never be able to return to their old countries."

   Based on this evidence, what conclusion can you draw about where these immigrants came from?
   A. They came from nearby towns and villages.
   B. They came from faraway countries.
   C. They came from different parts of the U.S.

4. Immigrants to the United States wanted very much to become Americans.

   What evidence from the text supports this statement?
   A. They arrived at the building that was turned into the Ellis Island Immigration Museum.
   B. They came to the U.S. knowing that they might never be able to return to their old countries.
   C. They came to the U.S. wearing old-time dresses, boots, and clothing from their countries.
5. What is the main idea of this story?
   A. Sara visited a museum and learned about immigrants who came to the United States a hundred years ago.
   B. Sara interviewed her parents to learn more about how they came to the United States.
   C. Sara saw old trunks, suitcases, and baskets at the immigration museum she went to with her class.

6. Read these sentences from the text.
   "This museum is in the building where immigrants to the United States arrived a hundred years ago,' Sara's teacher explained. 'You will learn how people came to America back then.'"

   In these sentences, what does the phrase "immigrants to the United States" mean?
   A. people who traveled the world
   B. people who left America to live somewhere else
   C. people who came to live in America

7. Sara wanted to know more about how her parents immigrated to the United States, ____ she decided to interview them.
   A. because
   B. but
   C. so

8. How did many immigrants feel about becoming Americans?
9. What does the guide tell Sara about the trips immigrants had to take to get to the United States?


10. Sara plans to interview her parents to learn more about how they came to the United States. How might Sara's parents' experience be like the experience of immigrants who came to the U.S. a hundred years ago? Use details from the text to support your answer.


Name: ___________________________________ Date: _______________

1. What is a meaning of the word exhibit?
   A. special kindness
   B. a large amount
   C. a public showing

2. What is another meaning of the word exhibit?
   A. a division of a country
   B. a small number or amount
   C. that which is publicly displayed

Please use each answer choice only once. Choose the one word that best completes the sentence.

3. The artists continue to _____ their work in the museum every year.
   A. exhibits
   B. exhibition
   C. exhibit
   D. exhibited

4. There are _____ of birds, plants, fishes, and wild animals.
   A. exhibits
   B. exhibition
   C. exhibit
   D. exhibited

5. This is the world's largest space and science _____.
   A. exhibits
   B. exhibition
   C. exhibit
   D. exhibited
6. It will be _____ at a museum for all to see.
   A. exhibits
   B. exhibition
   C. exhibit
   D. exhibited

7. Please write your own sentence using the word exhibit.

8. What would you like to remember about the meaning of the word exhibit so that you can use it when you write or speak?
1. What is a meaning of the word **interview**?
   A. a tool that shows north, south, east, and west
   B. a kind of conference for a specific reason
   C. a light, soft silver-white metallic element

2. What is another meaning of the word **interview**?
   A. a message
   B. forming words
   C. the questioning of a person

**Please use each answer choice only once. Choose the one word that best completes the sentence.**

3. The close-up, bird's eye _____ shows the bean beast.
   A. interviews
   B. review
   C. interviewer
   D. view
   E. views
   F. interview
   G. viewed

4. Switching seats will give you different _____.
   A. interviews
   B. review
   C. interviewer
   D. view
   E. views
   F. interview
   G. viewed
5. Anyone can meet and _____ other people about their experiences.
   A. interviews
   B. review
   C. interviewer
   D. view
   E. views
   F. interview
   G. viewed

6. Every actor loves a _____ that mentions him or her positively.
   A. interviews
   B. review
   C. interviewer
   D. view
   E. views
   F. interview
   G. viewed

7. Many people _____ breakfast as a pointless meal in the past.
   A. interviews
   B. review
   C. interviewer
   D. view
   E. views
   F. interview
   G. viewed
8. The magazine would feature _____ with other artists and articles about art shows happening in the city.
   A. interviews  
   B. review  
   C. interviewer  
   D. view  
   E. views  
   F. interview  
   G. viewed

9. Smile as you greet the _____ when you first meet him or her.
   A. interviews  
   B. review  
   C. interviewer  
   D. view  
   E. views  
   F. interview  
   G. viewed

10. Please write your own sentence using the word interview.

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________
11. What would you like to remember about the meaning of the word **interview** so that you can use it when you write or speak?

____________________________________________________________________________________

____________________________________________________________________________________

____________________________________________________________________________________
Name: ______________________________ Date: ______________

1. What is a meaning of the word *immigration*?
   A. a person's background
   B. a satisfied word
   C. the groups of people arriving together to a new country from their home countries

2. What is another meaning of the word *immigration*?
   A. an expert on geography
   B. a happening or event
   C. the act of coming into a new country or nation and living there

Please use each answer choice only once. Choose the one word that best completes the sentence.

3. Some _____ arrived in the new country with tears in their eyes.
   A. migrated
   B. migrate
   C. migration
   D. immigrant
   E. migrants
   F. migrant
   G. immigrants

4. It would disturb the birds' habits of _____ and nesting.
   A. migrated
   B. migrate
   C. migration
   D. immigrant
   E. migrants
   F. migrant
   G. immigrants
5. In a Greek neighborhood a new _____ from Greece might feel as if he or she were back at home.
   A. migrated  
   B. migrate 
   C. migration 
   D. immigrant 
   E. migrants 
   F. migrant 
   G. immigrants 

6. Birds that _____ are present either during the summer or winter.
   A. migrated  
   B. migrate 
   C. migration 
   D. immigrant 
   E. migrants 
   F. migrant 
   G. immigrants 

7. Bison _____ during all of last year to find enough food.
   A. migrated  
   B. migrate 
   C. migration 
   D. immigrant 
   E. migrants 
   F. migrant 
   G. immigrants
8. Like all _____, they had to move frequently within the country to follow the crops.
   A. migrated
   B. migrate
   C. migration
   D. immigrant
   E. migrants
   F. migrant
   G. immigrants

9. There they became _____ farm workers.
   A. migrated
   B. migrate
   C. migration
   D. immigrant
   E. migrants
   F. migrant
   G. immigrants

10. Please write your own sentence using the word immigration.

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________
11. What would you like to remember about the meaning of the word immigration so that you can use it when you write or speak?
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=rBIinwVZ1DM](https://www.youtube.com/watch?v=rBIinwVZ1DM) Scott Joplin Maple Leaf Rag

[https://www.youtube.com/watch?v=TSoxBkF832I](https://www.youtube.com/watch?v=TSoxBkF832I) 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

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<td>Music</td>
<td>Art</td>
<td>Music</td>
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<td>Grandma Moses</td>
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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**
AMERICAN FOLK ART

Houses

Buildings

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

Barns
-- Doors --

Solid Black or

-- Windows --

Solid Black or

Barns

add hay

Silos

Barn doors
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.