

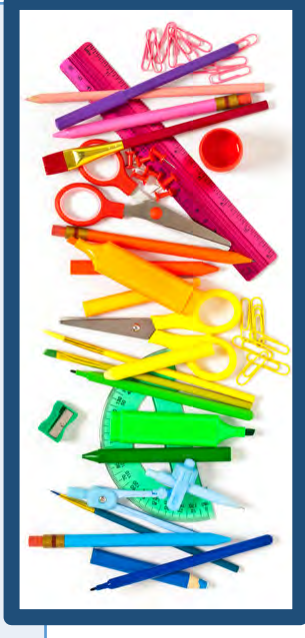
3rd GRADE Week 6

Time	Monday	Tuesday	Wednesday	Thursday	Friday
8:00	<p>Learning Warm-Up and Independent Reading</p> <p>Reading</p> <ul style="list-style-type: none"> -Read, "Is an Online Community a Community?" -Answer, 1-3 -Complete Learning pathway through Imagine Learning Literacy 	<p>Learning Warm-Up and Independent Reading</p> <ul style="list-style-type: none"> - Read, "Yes, It Is!" -Answer, 4-5 -Complete Learning pathway through Imagine Learning Literacy 	<p>Learning Warm-Up and Independent Reading</p> <ul style="list-style-type: none"> -Read, "No, It Is Not!" -Answer, 6-9 -Complete Learning pathway through Imagine Learning Literacy 	<p>Learning Warm-Up and Independent Reading</p> <ul style="list-style-type: none"> -Complete #10, from "Is an Online Community a Community?" -Complete Learning pathway through Imagine Learning Literacy 	<p>Learning Warm-Up and Independent Reading</p> <ul style="list-style-type: none"> -Complete Discussion Questions, from "Is an Online Community a Community?" -Complete Learning pathway through Imagine Learning Literacy
8:30	<p>Language</p> <ul style="list-style-type: none"> -Daily Language Practice Journal 	<p>Language</p> <ul style="list-style-type: none"> -Daily Language Practice Journal 	<p>Language</p> <ul style="list-style-type: none"> -Daily Language Practice Journal 	<p>Language</p> <ul style="list-style-type: none"> -Daily Language Practice Journal 	<p>Language</p> <ul style="list-style-type: none"> -Daily Language Practice Journal
9:00	<p>Reading</p> <ul style="list-style-type: none"> -Watch the youtube read aloud video chapter 7 from <u>The Bad Guys</u>. Start - 10:31 https://www.youtube.com/watch?v=Bwj69mfaBOM&t=382s. -Comprehension Journal 	<p>Reading</p> <ul style="list-style-type: none"> -Independently Read, <u>The Bad Guys</u>, Chapter 8. -Comprehension Journal 	<p>Reading</p> <ul style="list-style-type: none"> -Watch the youtube read aloud video from <u>The Bad Guys</u>. All Chapters 1 - 8. https://www.youtube.com/watch?v=Bwj69mfaBOM&t=382s -Comprehension Journal 	<p>Reading</p> <ul style="list-style-type: none"> -Complete the Storyboard (see Storyboard) -Comprehension Journal 	<p>Reading</p> <ul style="list-style-type: none"> -Complete the Jeopardy Activity (see Jeopardy) -Comprehension Journal

Time	Monday	Tuesday	Wednesday	Thursday	Friday
10:00	<p>Writing</p> <p>-Writing Journal: Draw four boxes label, first, next, then, last. Illustrate the events in chapter 7.</p> <p>-Answer: Do you think this mission will cause the Good Guys to become heroes? Why or why not?</p> <p>-Writing Prompt</p>	<p>Writing</p> <p>-Writing Journal: How did the Good Guys feel after the mission? How do you know? Did Mr. Shark, Mr. Piranha, and Mr. Snake change their opinions of being good guys? How do you know? What do you think will happen next?</p> <p>-Writing Prompt</p>	<p>Writing</p> <p>-Writing Journal: Create a book cover for The Bad Guys. Be sure to include the title, author, and a picture that will make other students want to read the novel. Write an advertisement that accompanies the book cover.</p> <p>-Writing Prompt</p>	<p>Writing</p> <p>-Writing Journal: A collage is a piece of art created from newspaper and magazine pictures. Create a collage from magazine pictures. Arrange the pictures illustrating a scene from the novel or characters from the entire novel.</p> <p>-Writing Prompt</p>	<p>Writing</p> <p>-Writing Journal: Create a different ending for the novel.</p> <p>-Writing Prompt</p>
11:00	LUNCH	LUNCH	LUNCH	LUNCH	LUNCH
12:00	<p>Math</p> <p>Khan Academy Video: Equivalent Fraction Models</p> <p>Activities: Represent Equivalent Fractions (Reteach) More Practice / Homework 16.1</p>	<p>Math</p> <p>Activities: Recognize and Generate Equivalent Fractions (Reteach) More Practice 16.3</p>	<p>Math</p> <p>Khan Academy Videos: Comparing Fractions Using Less Than and Greater Than Symbols Comparing Fractions Visually</p> <p>Activities: Compare Fractions Using Less Than and Greater Than Symbols (Reteach) More Practice/Homework 15.1</p>	<p>Math</p> <p>Khan Academy Video: Comparing Fractions With Same Denominator</p> <p>Activities: Compare Fractions With Same Denominator (Reteach) More Practice / Homework 15.2</p>	<p>Math</p> <p>Khan Academy Video: Comparing Fractions With Same Numerator</p> <p>Activities: Compare Fractions With Same Denominator (Reteach) More Practice / Homework 15.3</p>
12:30	<p>Art</p> <p>Read about Jacob Lawrence</p>	<p>Music</p> <p>Read about Sister Rosetta Tharpe</p>	<p>Art</p> <p>Create art in the style of Jacob Lawrence</p>	<p>Music</p> <p>Listen & respond to music of Sister Rosetta Tharpe</p>	<p>Art</p> <p>Photo Journal</p>
1:30	<p>Social Studies</p> <p>-Read, "What is Government Like in Ohio" and "Ohio State Highway Patrol"</p>	<p>Social Studies</p> <p>-Read, "Laws and Our Community;" "Obedience" and "Making a Difference"</p>	<p>Social Studies</p> <p>-Read, "K9 Cops Protect Communities" and "Tip Lines"</p>	<p>Social Studies</p> <p>-Complete Activities: Matching Amendments And Let's Write</p>	<p>Social Studies</p> <p>-Complete Activity Think & Review</p>
2:00	<p>Science</p> <p>-Daily Science Journal</p>	<p>Science</p> <p>-Daily Science Journal</p>	<p>Science</p> <p>-Daily Science Journal</p>	<p>Science</p> <p>-Daily Science Journal</p>	<p>Science</p> <p>-Daily Science Journal</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:

<p>Please review family letters for these content area assignments:</p> <ul style="list-style-type: none"> • Literacy • Math • Science • Social Studies • Art • Music 	<p>Student Learning Kits</p> <p><u>Supplies:</u> ruler, crayons, pencils, glue sticks, scissors, paper, markers, composition book</p> <p><u>Math:</u> Daily Math Practice Journal</p> <p><u>Literacy:</u> Daily Interactive Reading Comprehension Journal, Writing Prompt Journal, Daily Language Practice Book, Interactive Phonics Activities/Journal</p> <p><u>Science:</u> Daily Science Activity & Journal</p> <p><u>Art:</u> watercolor paint, paper</p>
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Additional Student Supports:

<p>Individual Supports</p>	<p>Please reference the “Helping Your Child at Home in Reading” and “Helping Your Child at Home in Math” documents shared as well as the <i>Individual Supports</i> packet of information for additional access to individual student supports as needed.</p>
<p>English Language Learners</p>	<p>Please reference the <i>Academic Enrichment Packet for English Language Learners</i> to access additional student supports as needed.</p>



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

Online Learning:

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

Movement & Mindfulness Break Options:

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





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](https://www.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



Daily Assignments Checklist

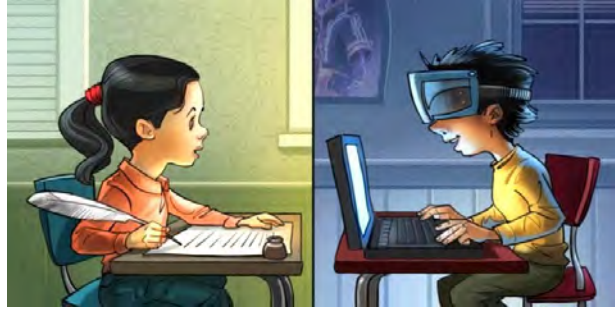
Name: _____ Week: _____

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					

Is an Online Community a Community?



■ Before you read the passage:

1. Quickly scan the text. What is the topic of this article?
 - fake communities
 - strong communities
 - online communities
 - children’s communities
2. What is the author trying to teach you? Write 1–2 sentences to answer.

🔄 Read the passage and answer the questions.

Is an Online Community a Community?

Written by Ethan Nixon and Colette Leffler

Illustrated by Jim Madsen

Whenever people who are interested in the same thing come together on the Internet, it’s called an “online community.” We’ve been looking at the hard work it takes to make a community. Is a group of people talking together in a purely electronic space really a community? Two fourth graders from Indiana wrote essays trying to answer that question.

3. What question can you think about while you read to understand the article better? Write it below.

Yes, It Is!

By Ethan Nixon, 4th Grade, Indianapolis, IN

Yes, an online community is a community. This is correct because people have shared interests in these communities.

To begin with, anyone can play games together online; a lot of my friends play Fortnite and Minecraft. These games are made to be experienced with multiple players, and focus and hard work lead to more fun. Having fun with friends and family, and having more chances to talk lets you interact with others quickly and easily.

Even though online communities can be for fun, they can also be helpful and give information. People who have something in common can work together to help each other more. For example, my mom has a rare health issue, so she goes online to get more information. She tries to find people with the same disease that can help her understand how she is feeling. Supporting other people is an important part of a community.

Online communities gather thousands of people from all around the earth. There are so many different communities, and there is something for everyone

4. What is Ethan's point of view?

- People can find important information on the Internet.
- Groups enjoy playing games together on the Internet.
- People who are sick can find help on the Internet.
- Groups that interact on the Internet are a community.

5. What does Ethan identify as an important part of community?

- having the same illnesses
- supporting others
- having fun
- being in the same place

No, It Is Not!

By Colette Leffler, 4th Grade, Indianapolis, IN

An online community is not a real community. A real community is a group of people, not on a screen, that can get together in actual life.

Since it is online, a person cannot physically interact with another person. This means someone could fake their identity or possibly trick you. There is not enough trust online, and trust is an important part of relationships. The important relationships in life are with your friends and family, but being online too much could cause drama. You would not be there for your friends or family when they need you. Your behavior is affected when you are in front of a screen for too long, and this may change the way people look at you.

6. What does Colette identify as negative effects of the Internet? Write 1–2 sentences to answer.

7. Read these sentences from the article. Highlight the sentence that Colette uses to define what she believes a community is.

An online community is *not* a real community. A real community is a group of people, not on a screen, that can get together in actual life.

Since it is online, a person cannot physically interact with another person. This means someone could fake their identity or possibly trick you.

In a true community, people have similar beliefs and help each other; they can also be active together. Being online too much hurts you because you will not get enough exercise. You could also do more harm to your body because it will hurt your eyes, affect your brain, and even change the way you think because it is not real life. Learning difficulties can be caused, and you will not understand what is going on in school. If you get bad grades, it could affect your behavior or even your future. A real community will not cause this harm.

Being online is not being a part of a community. There are too many dangers online and too many harmful effects.

8. Why doesn't Colette believe that an online community is a real community?
- Video games have little purpose.
 - Being online too much is bad for your health.
 - Members do not meet in person.
 - Online communities can lead to bad grades.
9. What is one way that "real-world" communities are different from online communities?
- People communicate in person.
 - People help each other solve problems.
 - People can form friendships.
 - People have shared interests.



Go back through the text and highlight each writer's view about what defines community and how the writers support their views.

10. Use your highlights and answers to the questions to help write a summary that explains either writer's viewpoint. Include the points the author made to support his or her point of view.

□ Discussion Questions

Do you participate in any online communities? If so, are they more important or less important to you than the people you interact with in person? Why?

What facts about online communities support the idea that they are actual communities? Do you agree with that argument? Why or why not?

Online communities can foster negative things, such as bullying and inappropriate comments. What can online communities learn from offline, or “real life,” communities about members behaving better toward each other?

Imagine you are preparing Jeopardy categories for The Bad Guys. For the two categories below list five answers (questions) for each. The answers should get harder as the dollar value increases.



1. Characters in the Bad Guys

\$100	
\$200	
\$300	
\$400	
\$500	

2. Events in the Bad Guys

\$100	
\$200	
\$300	
\$400	
\$500	



Storyboard

A storyboard is a series of pictures that tell about an important event in a story. A storyboard can tell the story of only one scene - or the entire novel. Complete the storyboard below illustrating the 6 most important events in the novel, *The Bad Guys*.

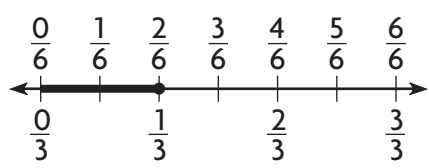
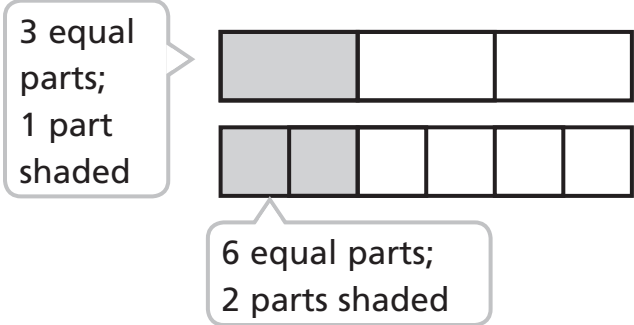
1.	2.
3.	4.
5.	6.

Name _____

Represent Equivalent Fractions with Smaller Parts

Fractions are **equivalent** when they name the same amount or distance. An equivalent fraction can have equal parts that are smaller in size than the parts of the original fraction.

Both fractions are located at the same point on the number line.



The distance on the number line from 0 to each fraction is the same, so $\frac{1}{3}$ is equal to $\frac{2}{6}$.

The same amount of each rectangle is shaded, so $\frac{1}{3}$ is equal to $\frac{2}{6}$.

$\frac{1}{3}$ and $\frac{2}{6}$ are **equivalent fractions**.

1 Shade to show $\frac{1}{2}$. Then draw lines to make an equivalent fraction.

$$\frac{1}{2} = \frac{\boxed{2}}{4}$$



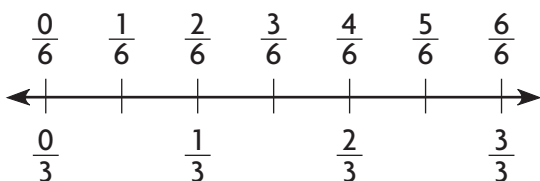
2 Shade to show $\frac{1}{2}$. Then draw lines to make an equivalent fraction.

$$\frac{1}{2} = \frac{\boxed{}}{8}$$



3 Draw a point to show $\frac{2}{3}$. Then write the equivalent fraction.

$$\frac{2}{3} = \frac{\boxed{}}{6}$$





Name _____

Represent Equivalent Fractions with Smaller Parts

1 **(MP) Critique Reasoning** Bryce says that $\frac{6}{6} < 1$ for the same-sized whole. Is Bryce correct? Explain. Draw to justify your answer.

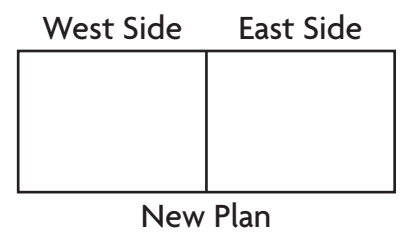
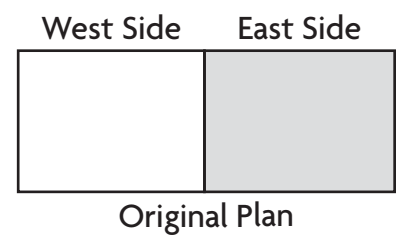
Locate and draw a point on the number line for the fraction. Then write the equivalent fraction.

2 $\frac{3}{4} = \frac{\square}{8}$

3 $\frac{1}{3} = \frac{\square}{6}$



4 **Social Studies** Jed's neighborhood is divided into 2 equal-sized voting areas, the West Side and the East Side. A new voting plan splits the neighborhood into 6 equal-sized areas. Some voters think that the East Side is now smaller in size. Are they right to be concerned? Explain. Make a drawing to help explain your answer.



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Name _____

Recognize and Generate Equivalent Fractions

You can find equivalent fractions that name the same amount of a whole.

Find Equal Groups

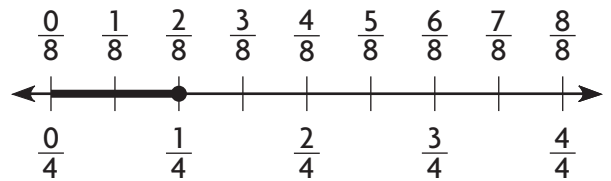
The rectangle is divided into 6 equal parts. $\frac{4}{6}$ is shaded.



3 equal groups are circled.
 $\frac{2}{3}$ is shaded.

$$\frac{4}{6} = \frac{2}{3}$$

Use a Number Line



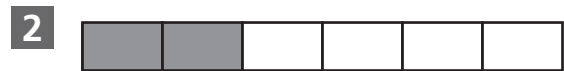
The distance on the number line from 0 to each fraction is the same.

$$\frac{1}{4} = \frac{2}{8}$$

Circle equal groups to find the equivalent fraction.

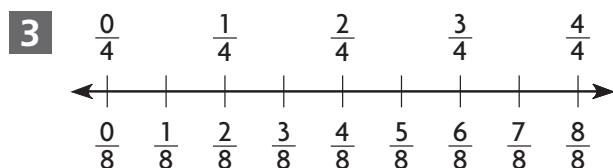


$$\frac{2}{4} = \frac{\boxed{1}}{\boxed{2}}$$

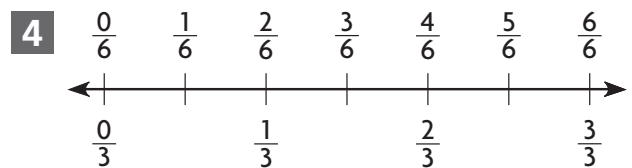


$$\frac{2}{6} = \frac{\boxed{}}{\boxed{}}$$

Shade the number line to find an equivalent fraction.



$$\frac{4}{8} = \frac{\boxed{}}{\boxed{}}$$

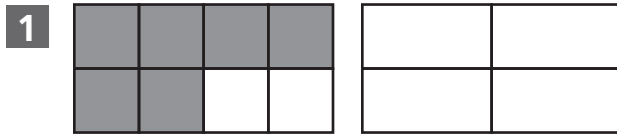


$$\frac{2}{3} = \frac{\boxed{}}{\boxed{}}$$

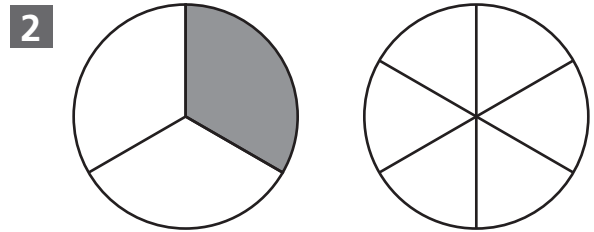
Name _____

Recognize and Generate Equivalent Fractions

Each shape is 1 whole. Shade the visual models to find the equivalent fraction.

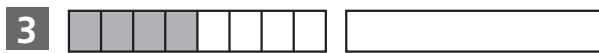


$$\frac{6}{8} = \frac{\square}{\square}$$



$$\frac{1}{3} = \frac{\square}{\square}$$

Each shape is 1 whole. Shade to show equivalent fractions.

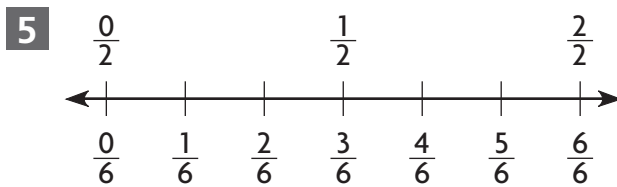


$$\frac{4}{8} = \frac{\square}{4}$$

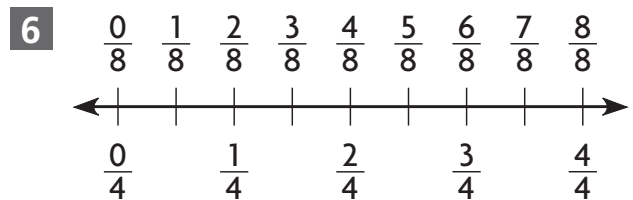


$$\frac{2}{4} = \frac{\square}{2}$$

Shade the number line to find an equivalent fraction.



$$\frac{3}{6} = \frac{\square}{\square}$$



$$\frac{1}{4} = \frac{\square}{\square}$$

Name _____

Compare Fractions Using Concrete and Visual Models

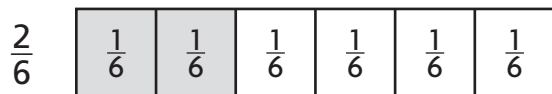
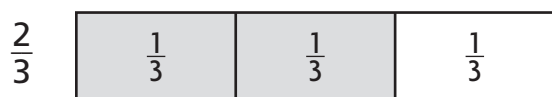
When you compare two fraction of the same-sized whole, make sure the wholes that you show are the same size.

Zoey practices soccer for $\frac{2}{3}$ hour on Monday and $\frac{2}{6}$ hour on Tuesday. On which day does Zoey practice longer?

Compare $\frac{2}{3}$ and $\frac{2}{6}$.

Use fraction strips.

Shade each whole to show the fraction.



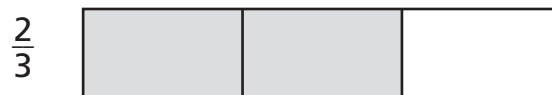
More area is shaded for $\frac{2}{3}$ than $\frac{2}{6}$.

$\frac{2}{3} > \frac{2}{6}$

Use drawings.

Each whole is the same size.

Shade each drawing to show the fraction.



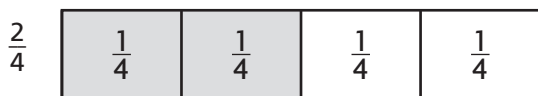
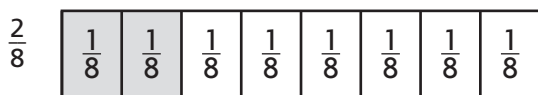
Less area is shaded for $\frac{2}{6}$ than $\frac{2}{3}$.

$\frac{2}{6} < \frac{2}{3}$

Zoey practices longer on Monday.

Shade to show each fraction. Write $<$, $>$, or $=$.

1 Compare $\frac{2}{8}$ and $\frac{2}{4}$.



$\frac{2}{8} \bigcirc \frac{2}{4}$

2 Compare $\frac{3}{6}$ and $\frac{3}{8}$.



$\frac{3}{6} \bigcirc \frac{3}{8}$



Name _____

Compare Fractions Using Concrete and Visual Models

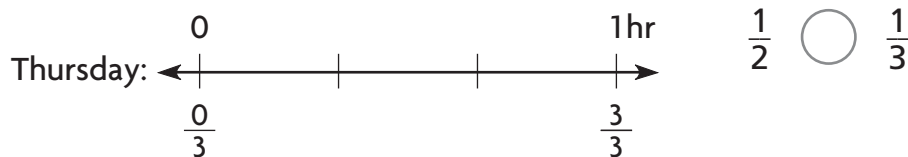
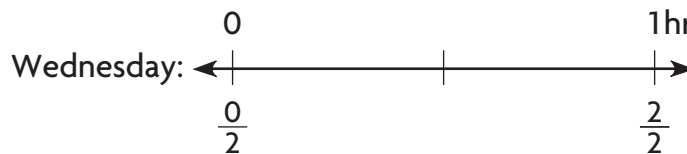
1 Bianca and Chad are both reading the same book. Bianca has read $\frac{3}{6}$ of the book. Chad has read $\frac{3}{4}$ of the book. Who has read more of the book? Use the visual models to show your work.

Bianca

Chad

_____ has read more of the book.

2 Use Tools Javier studies for $\frac{1}{2}$ hour on Wednesday and $\frac{1}{3}$ hour on Thursday. Show the fractions on the number lines. Compare the times. On which day does Javier study more?



Javier studies more on _____.

3 Math on the Spot Suri is spreading jam on 8 biscuits for breakfast. She frosted $\frac{1}{2}$ of the biscuits with peach jam, $\frac{1}{4}$ with raspberry jam, $\frac{1}{8}$ with strawberry jam, and $\frac{1}{8}$ with plum jam. Which flavor of jam did Suri use on the most biscuits?

Name _____

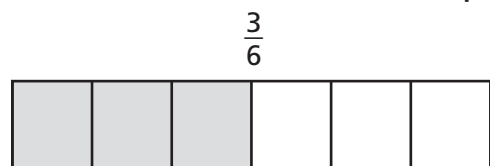
Compare Fractions with the Same Denominator

To compare fractions with the same denominator, you can compare the numerators.

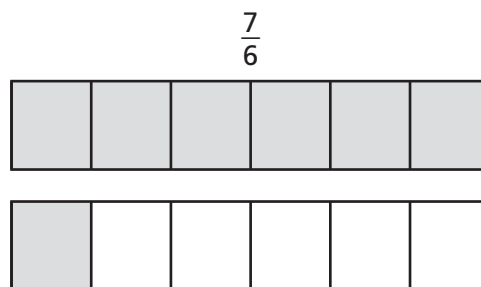
A blue ribbon is $\frac{3}{6}$ yard long and a red ribbon is $\frac{7}{6}$ yard long. Which ribbon is shorter?

Compare $\frac{3}{6}$ and $\frac{7}{6}$.

Draw a visual model to represent each fraction.



3 equal parts shaded



7 equal parts shaded

The wholes are the same size. The equal parts are the same size. Which model has fewer equal parts shaded?

$3 < 7$

The model for $\frac{3}{6}$ has fewer equal parts shaded.

$\frac{3}{6} < \frac{7}{6}$

The blue ribbon is shorter.

Compare the fractions. Write $<$, $>$, or $=$.

1 $\frac{3}{4} \bullet \frac{2}{4}$

$3 > 2$, so $\frac{3}{4}$ is greater.

$\frac{3}{4} \circ \frac{2}{4}$

2 $\frac{4}{8} \bullet \frac{8}{8}$

$4 \circ 8$, so _____ is less.

$\frac{4}{8} \circ \frac{8}{8}$

3 $\frac{5}{6} \circ \frac{5}{6}$

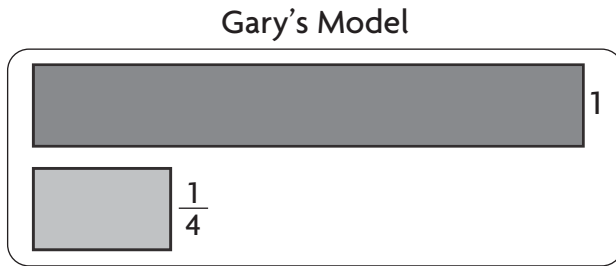
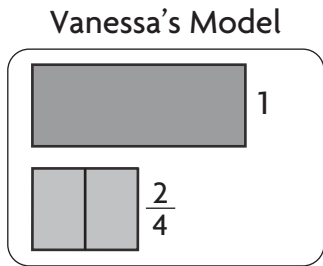
4 $\frac{3}{8} \circ \frac{9}{8}$

5 $\frac{2}{3} \circ \frac{1}{3}$



Compare Fractions with the Same Denominator

1 Math on the Spot Gary and Vanessa are comparing fractions. Vanessa models $\frac{2}{4}$ and Gary models $\frac{1}{4}$. Vanessa writes $\frac{2}{4} < \frac{1}{4}$. Look at Gary's model and Vanessa's model and describe her error.



Compare the fractions. Write $<$, $>$ or $=$.

2 $\frac{2}{3}$ ○ $\frac{1}{3}$

3 $\frac{2}{6}$ ○ $\frac{5}{6}$

4 $\frac{7}{8}$ ○ $\frac{5}{8}$

5 $\frac{5}{4}$ ○ $\frac{5}{4}$

6 Which fraction is less than $\frac{3}{6}$?

(A) $\frac{1}{2}$

(B) $\frac{2}{6}$

(C) $\frac{5}{6}$

(D) $\frac{6}{6}$

Name _____

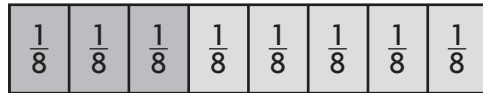
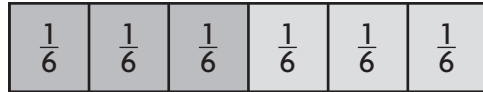
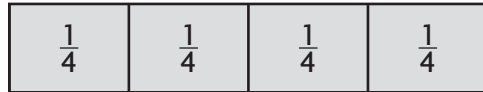
Compare Fractions with the Same Numerator

To compare fractions with the same numerator, you can compare the denominators.

Today Juan read $\frac{3}{6}$ of a book. Andy read $\frac{3}{8}$ of the same book. Who read more?

Compare $\frac{3}{6}$ and $\frac{3}{8}$.

Use fraction strips to compare the fractions.



The wholes are the same size.
The size of each part gets smaller as the denominator increases.

Each $\frac{1}{6}$ is larger than each $\frac{1}{8}$. So, $\frac{3}{6} > \frac{3}{8}$.

When the numerators are the same, the fraction with the lesser denominator is larger. Juan read more.

Compare. Write $<$, $>$, or $=$.

1 $\frac{2}{4} \bigcirc \frac{2}{8}$

4 \bigcirc 8, so $\frac{2}{4}$ is greater.

2 $\frac{3}{6} \bigcirc \frac{3}{4}$

6 \bigcirc 4, so _____ is less.

3 $\frac{5}{8} \bigcirc \frac{5}{6}$

4 $\frac{2}{4} \bigcirc \frac{2}{6}$

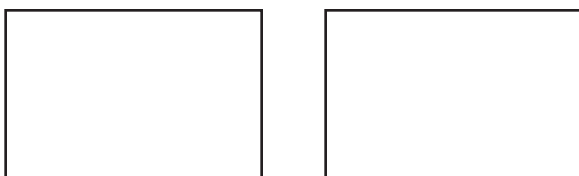
5 $\frac{2}{3} \bigcirc \frac{2}{8}$



Name _____

Compare Fractions with the Same Numerator

1 Reason Hector and Zoe each shade same-sized flags. Hector shades $\frac{3}{6}$ of his flag and Zoe shades $\frac{3}{8}$ of her flag. Who shades more? Use the visual models to explain your answer.



Compare the fractions. Write $<$, $>$, or $=$.

2 $\frac{1}{4} \bigcirc \frac{1}{3}$

3 $\frac{5}{6} \bigcirc \frac{5}{8}$

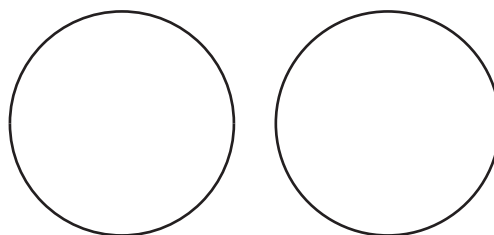
4 $\frac{2}{2} \bigcirc \frac{2}{3}$

5 $\frac{4}{6} \bigcirc \frac{4}{8}$

6 $\frac{1}{3} \bigcirc \frac{1}{3}$

7 $\frac{3}{8} \bigcirc \frac{3}{4}$

8 Math on the Spot James ate $\frac{4}{8}$ of his pancake. David ate $\frac{4}{6}$ of his pancake. Who ate more of his pancake? James said he knows he ate more because eight is greater than six. Does his answer make sense?





PAST AND PRESENT, NEAR AND FAR

What is government like in Ohio?

Why do people stop at stop signs? Why do your parents pay taxes? How do Ohio highways get fixed and firemen get paid? The answer is government. The word government is another way of talking about people who are elected and work to help all of us. Citizens obey laws so everyone can be safe. They pay taxes so that we can have firefighters, schools, trash pickup and well-maintained roads in the community.

There are different levels of government. Some government is local. It is made up of people in your community who make laws and decisions. Local government makes sure city streets and other community places are in good repair. It builds schools and helps pay your teachers. Local government is responsible for the number of policemen on the job, making sure they are paid and seeing that they have the equipment they need to keep citizens safe. Judges make decisions about disagreements people have. They also help decide who is guilty or not guilty of a crime. The local governments in most Ohio cities and towns include a mayor and city council. Your county also has a government that passes laws for the county and makes decisions about important issues.

The next level of government is the state government. The Ohio government has many responsibilities for the whole state.

The people in state offices make decisions about public health and safety. They make laws to keep business and industry within our state safe and fair. All states share some power with the national government. Both levels can make and enforce laws, collect taxes and borrow money. Taxes pay for things like highways and schools. Ohio divides its government into three branches: the legislative (lawmakers), the executive (governor) and the judicial (judges and courts).

The national or federal government has responsibilities to all people in our nation. The government was set up according to the U.S. Constitution, which is the law of the land. Like the government of Ohio, it has three branches. The legislative branch is made of two different groups, or houses. The House of Representatives and the Senate make new laws for everyone to follow. The leader of the executive branch is the president. The judicial branch includes all the federal courts. The most important one is the Supreme Court. This group of nine judges makes the final decision about whether laws follow the Constitution.

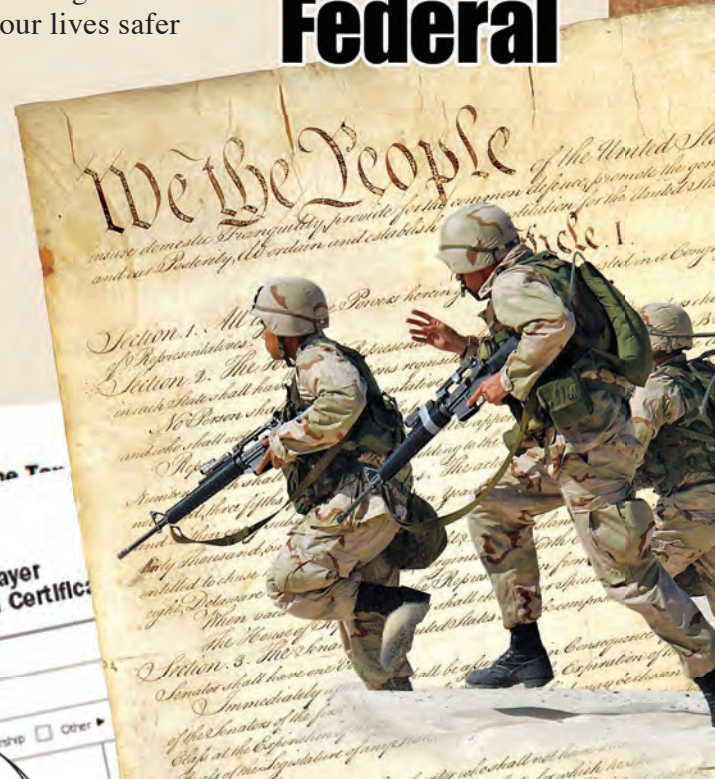
Together, all the levels of government work together to make our lives safer and better.

Federal

Local



State



Connections

Ohio State Highway Patrol

In 1933, the Ohio State Highway Patrol was officially created. Today the Ohio State Highway Patrol has over 1600 troopers and over 1000 support workers. It's one of the most modern and efficient police organizations in the country. The Ohio State Highway Patrol is dedicated to protecting life and property, enforcing both criminal laws and motor vehicle safety laws, and responding to emergencies and disasters.

To become an Ohio State Highway Patrol trooper, you must be a citizen of the U.S. and a resident of Ohio, have a high school diploma or G.E.D., have a driver's license, be 21 and pass a certification course. They do a great job protecting and serving the citizens of Ohio and all who visit!

I WILL SUPPORT THE CONSTITUTION OF THE UNITED STATES AND THE CONSTITUTION OF OHIO





Laws and Our Community

What would life be like if there were no laws, rules or standards in your community? How would things be different? Would your life be better or worse?

When a group of people of any size lives together, life is much more pleasant and comfortable if everyone follows the same rules for behaving. Think about your own family. Does your family have rules for how to live together peacefully? What about your classroom and your school? Are there rules you must follow in order to get along?

Just like your family, your class and your school, cities, states and nations make

rules for getting along. These rules are called laws and are made to keep people safe, to protect their rights and to maintain order in our communities.

Anarchy vs. Civilization

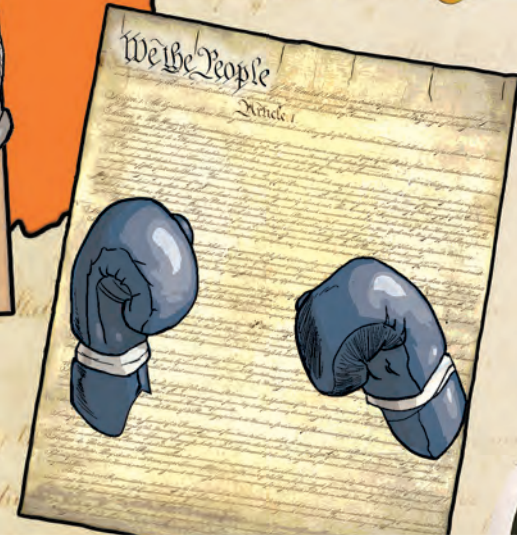
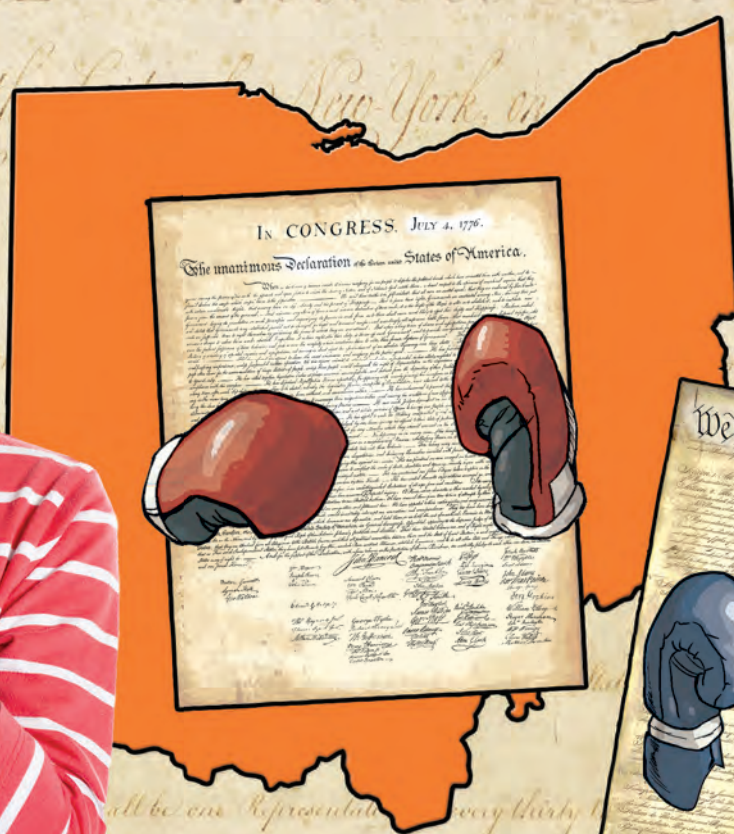
If there were no rules, or laws, in our society, what would life be like? Anarchy is a word used to describe a society without any rules or laws. In this type of society, everyone does what they please, and those who are the strongest or who have the most power are free to do whatever they wish. Under anarchy, the weak have no power, and the strong control everything.

We live in a civilization, which means that we live together in an orderly and lawful way. We have rules or laws telling us how to behave, and the members of our society follow these rules.

ANARCHY



CIVILIZATION



Obedience

Do you like cake topped with creamy frosting? What would happen if you disobeyed your recipe and made frosting using a cup of flour instead of powdered sugar? They're both white and fluffy, so what's the difference? Well, your frosting would taste like paste! Yuck!

When we don't follow directions, sometimes things don't turn out quite right. When we are obedient to rules and directions, life runs more smoothly and pleasantly. Obedience means following the rules and, without complaint, carrying out the directions of those in authority.

Obedience helps us to accomplish tasks successfully and safely. When we are disobedient to rules and directions, we risk injuring people, property or ourselves. Obedience also helps us stay out of trouble. After all, when was the last time you got in trouble for being obedient?

Imagine two identical-looking towns. All the people in town "A" obey the rules and laws that govern their classrooms, homes, and city. All the people in town "B" are disobedient to the rules and laws. How are the towns different? What are the consequences of the townspeople's actions? Which town would be a better place to live?

Making a Difference

One thing that makes our country a great place to live is we have the freedom of conscience – the freedom to have our own ideas, even if some people don't agree. Freedom of conscience lets us make a difference by standing up for what we believe. It's important to get involved in issues important to you. When you get involved, it helps our representatives know what you want. If you believe that it is bad for our planet for cars to use so much gasoline, you can do something about that. You can write letters to the newspaper, ask Congress to change laws and encourage your parents to buy a car that uses less gas. If enough people do things like that, government officials and people in business will take notice.

One person can make a difference. When one person takes action, other people take action, too. It's like dominoes. When one starts to fall, the others fall, too. Heroes come in all ages and sizes. It takes commitment, courage and diligence to look at something that's wrong and try to make it right. And it often starts with just one person. Who can be a hero? You can!



Rights and Responsibilities

When Ohio became a state, it began to be governed by the U.S. Constitution. The Constitution is a document that lists the basic laws and ideas that our country follows. All of the laws made within Ohio must agree with the U.S. Constitution.

The Constitution gives all Americans certain rights or privileges. The Bill of Rights, part of the Constitution, says all Americans have the right to free speech, the right to own property, the right to own guns and the right to worship as they wish, as well as other rights. Along with these rights come certain responsibilities. A responsibility is something that it is your duty to take care of. This means that even though you have the right to speak your mind, you also have the responsibility to be honest and avoid hurting others when you speak.

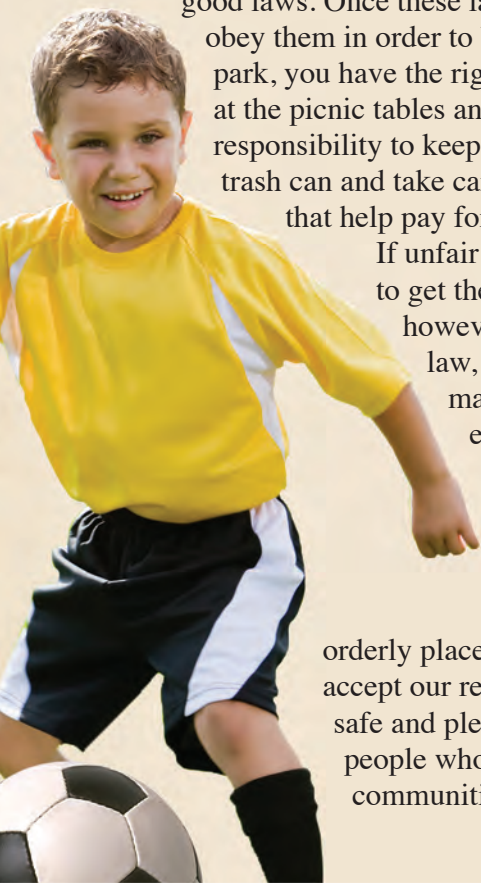
What Are Your Responsibilities?

One place where you have rules is in school. For example, your school might have a rule that you can't chew gum or wear a hat in school. If you break these rules you might lose privileges that you enjoy. Obeying rules is very important to keep our society peaceful.

When many people live together, they must all take their responsibilities seriously if the city, state or country is to stay strong and safe. The Constitution gives the guidance our leaders need to make good laws. Once these laws are made, it is our responsibility to obey them in order to be good citizens. When you go to a public park, you have the right to use the playground equipment, eat at the picnic tables and play soccer on the grass. You have the responsibility to keep your pet on a leash, put your litter in the trash can and take care of the equipment. Your parents pay taxes that help pay for the park.

If unfair laws are passed, it is your right to work to get the law changed. Unless the law is changed, however, it is still your responsibility to obey that law, even if you don't like it. Some Americans may not agree with the law to pay taxes, for example, but unless the tax laws are changed, it is still their responsibility as citizens of the United States to pay those taxes.

Because we have a Constitution to protect our rights and make sure that our laws are fair, the Ohio of today is an orderly place to live. When we enjoy our rights and accept our responsibilities, our community becomes a safe and pleasant place to live. When there are too many people who disobey the laws of our land, then our communities become less safe.



K-9 Cops Protect Communities

Being a police officer is a very tough job. It can be very demanding. Sometimes the job can be deadly. At the end of a long and stressful day of protecting citizens, some police officers relax with a good belly rub and ear scratching. Oh ... and did we mention a bowl of kibble?

That's right! Some of America's best police officers are the furry, four-legged kind. They are police dogs. This special group of crime fighters is also known as the K-9 unit of a police force. Just like human police officers, these dogs are specially trained to protect the safety and well being of citizens.

Police dogs spend many long hours in obedience and protection classes. After graduation, they work with human police officers to help protect citizens. They are trained to track scents. Many K-9 officers work to sniff out bad things like poison, bombs or drugs.

Police dogs often look friendly. They are trained to be patient and controlled. But don't make the mistake of thinking these dogs are pets. They work long hard hours in very tough situations. Their job is to protect citizens at all costs, even if it means their own life.



Photography courtesy of Michael Pereckas

Tip Lines

In most cases, crimes are not seen by police officers but are reported by citizens. Many times police are told about crimes by people who call 911 or a tip line. When you call 911 you do not have to report who you are, but the call shows your phone number, location, and the owner of the phone. It is very important to give correct and true information when calling 911. The great thing about 911 is that it is a national emergency line that can be reached from anywhere in the United States.

When the tip line or 911 operators get your information they make sure that they report it to the emergency responders for

your area. The first responders, like the police, may take the information and see if it will help them with any of their open cases. They may begin a new case with the information given.

Sometimes there has been a crime and the police do not have any information or leads. In that case, they may give a reward for any credible information about the crime. If you ever see a crime and want to report it, you can call a tip line. You can also just call 911 for an emergency.



Name _____

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Activity

Matching Amendments

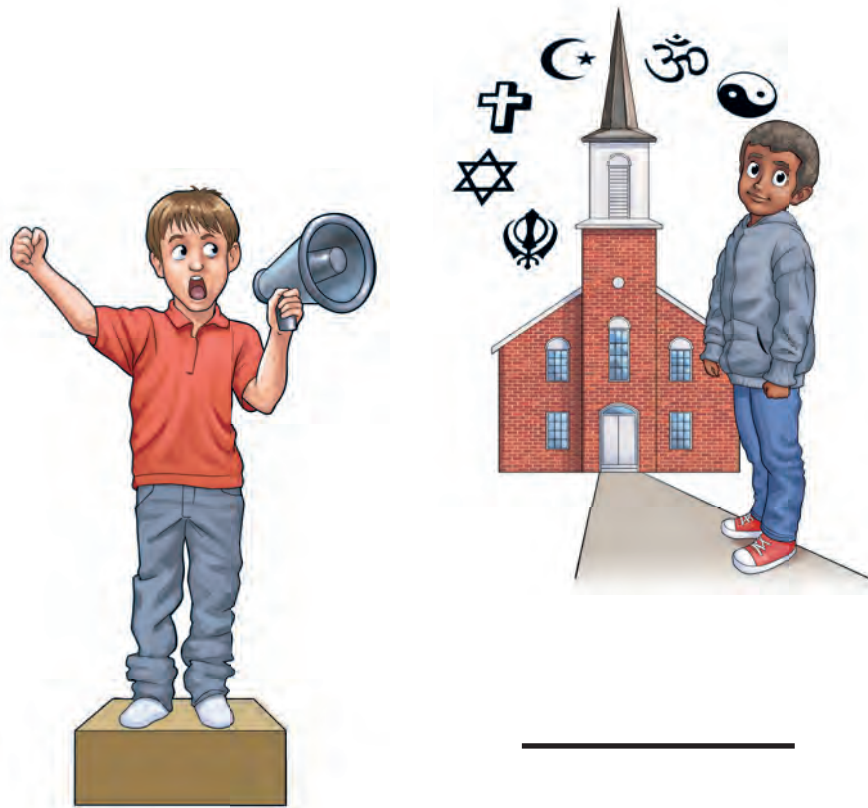
Below are five pictures. Each one shows a different amendment listed in the Bill of Rights. From the list below, match the correct amendment with the picture that goes with it. Write the correct number below each picture. The first one has been done for you. After you finish, discuss this activity as a class and tell what each amendment means to you. Good luck learning about our Constitution!

1. right to privacy
2. right to a fair trial
3. right to a speedy trial
4. right to religious freedom
5. right to free speech



2







Let's Write

It is important to understand each branch of government and how they work to protect your rights. Explain the role of each branch of government. Include the importance of how they work together.

Think & Review

1. How do law enforcement officers, like Ohio State Highway Patrol troopers, help keep communities safe?
2. Why is the Constitution important to citizens living in communities across the U.S.?
3. What might happen if you don't obey the law?
4. How can you make a difference in your community?
5. How does calling 911 and tip lines help keep people and communities safe?

Art: Learn about artist Jacob Lawrence by visiting <http://www.artnet.com/artists/jacob-lawrence/>

Mon: View the selections of art, and write a response to at least one of the works. Ask yourself what you think Lawrence intended with his art. How does it make you feel? Why or why not?

<https://www.artsy.net/artist/jacob-lawrence>

Wed: Create an original work in the style of Lawrence, using whatever art tools you have available (crayon, chalk, paint, pen, pencil, marker), using something from your own community to inspire the work. Write a statement on why you selected the subject of your art.

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

Week 6: Health: During this time, everyone is thinking about their families and their own health. Take several pictures to explore the idea of health, and record your thoughts in an essay or artist's statement.

Music: Read the information Sister Rosetta Tharpe (Tue) by virtually visit to the listen to her music (Thu) using the below links.

To learn about Sister Rosetta Tharpe

<https://www.youtube.com/watch?v=XwSiieNFBXI> from the Rock and Roll Hall of Fame

https://www.rockhall.com/inductees/sister-rosetta-tharpe?gclid=CjwKCAjwkPX0BRBKEiwA7THxiKGmHO3lhfmFioRYXidKAWz9hHgmMA8f46vRFuSxgQ9iivVP6ma9yBoC990QAvD_BwE

Thu: Listen to at least two selections, and write a reflection on his style, how it makes you feel, and if it reminds you of any modern music.

<https://www.youtube.com/watch?v=iOrhjgt-Qc> This Train

<https://www.youtube.com/watch?v=Y9a49oFalZE> Didn't It Rain?

Supplemental: NY Philharmonic Young Peoples Concerts, conducted by Leonard Bernstein

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

Monday	Tuesday	Wednesday	Thursday	Fri
Art Read about Jacob Lawrence	Music Read about Sister Rosetta Tharpe	Art Create art in the style of Jacob Lawrence	Music Listen & respond to music of Sister Rosetta Tharpe	Art Photo Journal

Jacob Lawrence

Jacob Lawrence was an important African-American painter known for his portrayals of black culture in the early 20th century. Consisting of 60 panels of sensitively colored figurative paintings, the artist's hallmark work Migration Series (1940–1941), depicts the Great Migration of African Americans from the rural South to Northern cities between World War I and World War II. "My belief is that it is most important for an artist to develop an approach and philosophy about life," he once said. "If he has developed this philosophy, he does not put paint on canvas, he puts himself on canvas." Born on September 7, 1917 in Atlantic City, NJ and, showing early talent at a young age, was encouraged to attend the Harlem Community Art Center where he studied under the sculptor Augusta Savage. Completing his Migration Series at only 23 years old, in 1941, Lawrence was the subject of his first solo show at Downtown Gallery in New York, and became the first black artist ever to be represented by a New York gallery. During this time, he was credited with developing a unique aesthetic known as Dynamic Cubism, which Lawrence would attribute not to European influences but to "hard, bright, brittle" Harlem. In 1970, Lawrence and his wife, the painter Gwendolyn Knight, moved to Seattle where he taught art at the University of Washington. He died on June 9, 2000 in Seattle, WA at the age of 82. Today, Lawrence's works are held in the collections of the Phillips Collection in Washington, D.C., The Museum of Modern Art in New York, the Museum of Fine Arts in Boston, and the Walker Art Center in Minneapolis, among others.



Sister Rosetta Tharpe

The Rock and Roll Hall of Fame announced its 2018 class of inductees, and aside from the more known acts like Bon Jovi and Nina Simone was music pioneer Sister Rosetta Tharpe.

The name may not ring a bell, but Tharpe is the person your favorite musicians often cite as one of their early inspirations. Here are the things you should know about Rock & Roll Hall of Fame Inductee, Sister Rosetta Tharpe.

- Sister Rosetta Nubin was born in Cotton Plant, Arkansas in 1915. Her mother, Katie Harper was a singer, musician and preacher for the Church of God in Christ (COGIC). Tharpe picked up the guitar at age four and by six years old, she had joined her mother on the road in a traveling evangelical act.
- After settling in Chicago and then later in New York City, Tharpe began merging the sound of the Delta blues, jazz and gospel music to create her signature sound. She experimented with the sound, and her first single was a gospel and rock fusion called "Rock Me."
- Black women guitarists were rare and Tharpe definitely stood out. Bob Dylan said of Tharpe, "I'm sure there are a lot of young English guys who picked up electric guitars after getting a look at her." Tharpe played with Duke Ellington and Dixie Hummingbirds.
- A resurgence of interest in Tharpe emerged in the 90s through several television segments, honors and articles. She was posthumously honored by the United States Postal Service with a 32-cent commemorative stamp on July 15, 1998.
- She continued touring in Europe to nearly the end of her life. Tharpe's last known recording is in 1970. She suffered a stroke that year and had one of her legs amputated from diabetes complications. Tharpe suffered a fatal stroke on October 9, 1973 and died in Philadelphia.

