<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</td>
<td>Fingerplay Poem</td>
<td>Learning Warm-Up</td>
<td>Fingerplay Poem</td>
<td>Learning Warm-Up</td>
</tr>
<tr>
<td></td>
<td>- Read the poem</td>
<td>- Complete the Beginning to Read section</td>
<td>- Complete the Playing With Sounds section</td>
<td>- Complete the Looking at Words section</td>
<td>- Complete the Beginning to Read section</td>
</tr>
<tr>
<td></td>
<td>Sound cards</td>
<td>Sound cards</td>
<td>Sound cards</td>
<td>Sound cards</td>
<td>Sound cards</td>
</tr>
<tr>
<td></td>
<td>Say each letter, the picture on the card, and the sound the letter makes.</td>
<td>Say each letter, the picture on the card, and the sound the letter makes.</td>
<td>Practice flashcards at least 3 times.</td>
<td>Practice flashcards at least 3 times.</td>
<td>Practice flashcards at least 3 times.</td>
</tr>
<tr>
<td>8:30</td>
<td>Reading</td>
<td>Read</td>
<td>Reading</td>
<td>Read</td>
<td>Read</td>
</tr>
<tr>
<td></td>
<td>Read</td>
<td>Read</td>
<td>Read</td>
<td>Read</td>
<td>Read</td>
</tr>
<tr>
<td></td>
<td>- Use the comprehension choice board to select 1 question to answer. - Cross off that question after you answer it.</td>
<td>- Use the comprehension choice board to select 1 question to answer. Cross off that question after you answer it.</td>
<td>- Use the comprehension choice board to select 1 question to answer. Cross off that question after you answer it.</td>
<td>- Use the comprehension choice board to select 1 question to answer. Cross off that question after you answer it.</td>
<td>- Use the comprehension choice board to select 1 question to answer. Cross off that question after you answer it.</td>
</tr>
<tr>
<td>Time</td>
<td>Monday</td>
<td>Tuesday</td>
<td>Wednesday</td>
<td>Thursday</td>
<td>Friday</td>
</tr>
<tr>
<td>--------</td>
<td>-------------------------------</td>
<td>-------------------------------</td>
<td>-------------------------------</td>
<td>-------------------------------</td>
<td>-------------------------------</td>
</tr>
<tr>
<td></td>
<td>Language/ Writing</td>
<td>Language/ Writing</td>
<td>Language/ Writing</td>
<td>Language/ Writing</td>
<td>Language/ Writing</td>
</tr>
<tr>
<td></td>
<td>Brain Break</td>
<td>Brain Break</td>
<td>Brain Break</td>
<td>Brain Break</td>
<td>Brain Break</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>Choose a Movement &amp; Mindfulness Break Option</td>
</tr>
<tr>
<td>10:00</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>11:00</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>12:00</td>
<td>Phonics</td>
<td>Phonics</td>
<td>Phonics</td>
<td>Phonics</td>
<td>Phonics</td>
</tr>
<tr>
<td>12:00</td>
<td>Sight Words</td>
<td>Sight Words</td>
<td>Sight Words</td>
<td>Sight Words</td>
<td>Sight Words</td>
</tr>
<tr>
<td></td>
<td>Pick your favorite 2 books to read to someone.</td>
<td>Sight Word Journal</td>
<td>Sight Word Journal</td>
<td>Sight Word Journal</td>
<td>Sight Word Journal</td>
</tr>
<tr>
<td></td>
<td>- Add words to your flashcards</td>
<td>Sight Word Journal</td>
<td>Sight Word Journal</td>
<td>Sight Word Journal</td>
<td>Sight Word Journal</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Time</td>
<td>Monday</td>
<td>Tuesday</td>
<td>Wednesday</td>
<td>Thursday</td>
<td>Friday</td>
</tr>
<tr>
<td>-------</td>
<td>-----------</td>
<td>----------</td>
<td>-----------</td>
<td>----------</td>
<td>----------</td>
</tr>
<tr>
<td>12:30</td>
<td>Math: Watch the video and count along (1-100): <a href="https://www.youtube.com/watch?v=1dkPouLWCyc">https://www.youtube.com/watch?v=1dkPouLWCyc</a> - Count out loud to 100 starting with 11. - Complete the patterns. - Printing Numbers Journal</td>
<td>Social Studies: Work on 'Traffic Lights' packet and complete one activity to go with the story.</td>
<td>Social Studies: Work on 'Traffic Lights' packet and complete one activity to go with the story.</td>
<td>Social Studies: Work on 'Traffic Lights' packet and complete one activity to go with the story.</td>
<td>Social Studies: Work on 'Traffic Lights' packet and complete one activity to go with the story.</td>
</tr>
<tr>
<td>1:30</td>
<td>Art: Learn about Monet online or with bio sheet</td>
<td>Music: Play Roll a rhythm &amp; drumming with homemade drum</td>
<td>Music: Continue Photo Journal; theme is Healthy</td>
<td>Science: Science Journal Activity/Page</td>
<td>Science: Science Journal Activity/Page</td>
</tr>
<tr>
<td>2:00</td>
<td>Science: Science Journal Activity/Page</td>
<td>Science: Science Journal Activity/Page</td>
<td>Science: Science Journal Activity/Page</td>
<td>Science: Science Journal Activity/Page</td>
<td>Science: Science Journal Activity/Page</td>
</tr>
<tr>
<td>2:30</td>
<td>Daily Wrap Up: Discuss the activities from the day. Review what has been learned and created.</td>
<td>Daily Wrap Up: Discuss the activities from the day. Review what has been learned and created.</td>
<td>Daily Wrap Up: Discuss the activities from the day. Review what has been learned and created.</td>
<td>Daily Wrap Up: Discuss the activities from the day. Review what has been learned and created.</td>
<td>Daily Wrap Up: Discuss the activities from the day. Review what has been learned and created.</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 (to be distributed during the week of April 14, 2020)</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: Math Journal</td>
</tr>
<tr>
<td>• Social Studies</td>
<td>Science: Daily Science Activity Journal</td>
</tr>
<tr>
<td>• Art</td>
<td>Art: watercolor paint, paper</td>
</tr>
<tr>
<td>• Music</td>
<td>Picture Book</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>
<tr>
<td>Enrichment</td>
<td>Please refer to the Academic Enrichment Packet for Gifted and Talented Students 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.
### Websites and Applications to Supplement Learning Online for Preschool and Kindergarten

<table>
<thead>
<tr>
<th>Website/Application</th>
<th>Description</th>
<th>URL</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>ABC Mouse (all subjects PK and K)</strong></td>
<td>Fun, interactive learning games and activities for prek and K</td>
<td><a href="https://www.abcmouse.com/redeem">https://www.abcmouse.com/redeem</a></td>
</tr>
<tr>
<td><strong>ABCYA</strong></td>
<td>Interactive learning resources for prek and K</td>
<td><a href="https://www.abcya.com/">https://www.abcya.com/</a></td>
</tr>
<tr>
<td><strong>Scholastic Learn at Home</strong></td>
<td>Access to books and read alouds along with literacy lessons to use at home.</td>
<td><a href="http://www.scholastic.com/learnathome">http://www.scholastic.com/learnathome</a> Username: Learning20 Password: Clifford</td>
</tr>
<tr>
<td><strong>National Geographic Kids</strong></td>
<td>Online, interactive learning resources for kids</td>
<td><a href="https://kids.nationalgeographic.com/">https://kids.nationalgeographic.com/</a></td>
</tr>
<tr>
<td><strong>Epic</strong></td>
<td>Free, read aloud picture books</td>
<td><a href="https://www.getepic.com/">https://www.getepic.com/</a></td>
</tr>
<tr>
<td><strong>Virtual Piano Online</strong></td>
<td>Interactive animal games for kids</td>
<td><a href="https://www.switchzoo.com/">https://www.switchzoo.com/</a></td>
</tr>
<tr>
<td><strong>Storynory Kids Learning Games</strong></td>
<td>Online learning games for prek and K</td>
<td><a href="https://www.storynory.com/virtual-piano">https://www.storynory.com/virtual-piano</a></td>
</tr>
<tr>
<td><strong>Funbrain Jr.</strong></td>
<td>Online learning resources, activities and games for prek and K</td>
<td><a href="http://www.funbrainjr.com/">http://www.funbrainjr.com/</a></td>
</tr>
<tr>
<td><strong>Sesame Street</strong></td>
<td>Interactive Learning Activities</td>
<td><a href="https://www.sesamestreet.org/">https://www.sesamestreet.org/</a></td>
</tr>
<tr>
<td><strong>PBSKids</strong></td>
<td>Free, read aloud picture books</td>
<td><a href="https://pbskids.org/">https://pbskids.org/</a></td>
</tr>
<tr>
<td><strong>Play to Learn Preschool/Kindergarten</strong></td>
<td>Fun lessons, songs and activities</td>
<td><a href="https://www.facebook.com/PlayToLearnPS">https://www.facebook.com/PlayToLearnPS</a></td>
</tr>
</tbody>
</table>

**Step One:** Click Link 'Redeem Code' and enter code: SCHOOL6225

**Step Two:** Follow prompts to access ABC Mouse

---

**Online Learning and Additional Resources:**

- **ABC Mouse (all subjects PK and K)**: [https://www.abcmouse.com/redeem](https://www.abcmouse.com/redeem)
- **ABCYA**: [https://www.abcya.com/](https://www.abcya.com/)
- **National Geographic Kids**: [https://kids.nationalgeographic.com/](https://kids.nationalgeographic.com/)
- **Epic**: [https://www.getepic.com/](https://www.getepic.com/)
- **Virtual Piano Online**: [https://www.switchzoo.com/](https://www.switchzoo.com/)
- **Storynory Kids Learning Games**: [https://www.storynory.com/virtual-piano](https://www.storynory.com/virtual-piano)
- **Sesame Street**: [https://www.sesamestreet.org/](https://www.sesamestreet.org/)
- **PBSKids**: [https://pbskids.org/](https://pbskids.org/)
- **Play to Learn Preschool/Kindergarten**: [https://www.facebook.com/PlayToLearnPS](https://www.facebook.com/PlayToLearnPS)
### Movement & Mindfulness Break Options:

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

### Social Emotional Development Resources:

|-----------------------------------------------------|--------------------------------------------------------------------------------------|
Hello Cleveland Metropolitan School Staff,

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

**Imagine Language & Literacy**

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

**Imagine Math PreK-2**

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

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

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

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

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

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

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

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

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

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

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

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

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

![Imagine Language & Literacy Tile](image)

For Imagine Math, students should use Clever logins and then click on this tile:

![Imagine Math Tile](image)

*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
Use your Draw/Write Journal to record your responses. Cross out your choice so you don’t use it again.

<table>
<thead>
<tr>
<th>Choice 1</th>
<th>Choice 2</th>
<th>Choice 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Make a prediction about what could happen next.</td>
<td>If you could change one thing about the story what would you change?</td>
<td>Draw a picture and tell about who was your favorite character in the story.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Choice 4</th>
<th>Choice 5</th>
<th>Choice 6</th>
</tr>
</thead>
<tbody>
<tr>
<td>Draw and tell about what happened in the beginning, middle and end of the story.</td>
<td>Compare the character in the story to a character in a different story. How are they alike? How are they different?</td>
<td>What was the most important part of the story?</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Choice 7</th>
<th>Choice 8</th>
<th>Choice 9</th>
</tr>
</thead>
<tbody>
<tr>
<td>How did this story make you feel? When have you felt that way in real life?</td>
<td>Is this a real (non-fiction) or made up (fiction) story? How do you know?</td>
<td>Draw and write about something you learned.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Choice 10</th>
<th>Choice 11</th>
<th>Choice 12</th>
</tr>
</thead>
<tbody>
<tr>
<td>If you were to tell a friend about this story, what would you tell them?</td>
<td>Draw and write about your favorite part of the story.</td>
<td>Compare this story to the story you read yesterday. How is it the same? How is it different?</td>
</tr>
</tbody>
</table>
Fingerplay

Ten fingers,
Ten toes,
Two eyes, two ears, two lips,
One nose!

Fingers tickle,
Toes can wiggle,
Eyes can twinkle,
Nose can wrinkle.

Ten fingers,
Ten toes,
Two eyes, two ears, two lips,
One nose!

—Helen H. Moore
Looking at Words and Letters

☐ 1. Ask your child to find and circle two lines that are exactly the same, then find and underline two more lines that are exactly the same.

☐ 2. Ask, What is the longest line in the poem? How many words does it have?

☐ 3. Ask your child to circle all the uppercase T's, then draw boxes around the lowercase t's.

Playing With Sounds

☐ 1. Say, Let's clap or tap the beats in the poem together. Then ask, How many beats do you hear in ten? in tickle? in fingers? in toes?

☐ 2. Say, I will stretch out some words. You tell me the words:
   - n...oh...zuh (nose)
   - l...ih...ps (lips)
   - wh...ig...ell (wiggle)

☐ 3. Say these words in pairs. Ask your child to raise a hand if they start the same:
   - ten, two
   - can, fan
   - finger, fan
   - wiggle, wrinkle
   - toes, nose

   Now repeat the pairs of words. Ask your child to raise a hand if they rhyme.

Beginning to Read

☐ 1. Say, Find and circle the number words. Write the numerals that the words stand for.

☐ 2. Ask your child to find the words that name parts of the body and to draw a square around each one.

☐ 3. Ask your child which stanza (a group of four lines) has more words—the first one or the second one. Then ask which stanza has more syllables or beats—the first one or the second one.

☐ 4. Write lip on a sheet of paper. Point out the -ip word family. Together, brainstorm, write, and read other words that rhyme and belong to the -ip word family.

☐ 5. Together, choose two or three words from the poem. Add them to your word wall and practice these daily. Or add them to your child's word bank (a collection of words on cards, one word per card).
More Baby Animals

A Reading A–Z Level C Leveled Book • Word Count: 57

Connections

Writing and Art
Draw a picture of a baby animal not in this book and write this sentence: A baby _______ is called a _________.

Science
Label one side of a piece of paper “Adult Animals” and the other side “Baby Animals.” Cut out pictures of animals and paste them to the correct side of your paper.

Visit www.readinga-z.com for thousands of books and materials.
How are baby animals different from adult animals?

Focus Question

Words to Know

owl
donkey
called
gorilla
know
koda

Photo Credits: www.readinga-z.com
Do you know what baby animals are called?

A baby deer is called a fawn.
A baby donkey is called a foal.

A baby gorilla is called an infant.
A baby koala is called a joey.

A baby pig is called a piglet.
Which other baby animals do you know?

A baby owl is called an owlet.
Directions: Count the pictures. Cross some out. Count how many are left.

### Subtraction Sentences

<p>| | | | | | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>2.</td>
<td>3.</td>
<td>4.</td>
<td>5.</td>
<td>6.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5 - 3 = 2</td>
<td>□ - □ = □</td>
<td>□ - □ = □</td>
<td>□ - □ = □</td>
<td>□ - □ = □</td>
<td>□ - □ = □</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

7. Teddy made 5 cakes.
   He ate 2 cakes.
   How many cakes does he have left?
   □ - □ = □
Sort and count

Kindergarten Sorting Worksheet

*Color each insect or flower a different color and count how many of each there are.*

<table>
<thead>
<tr>
<th>Butterfly</th>
<th>Bee</th>
<th>Flower</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Red 4
Blue 3
Yellow 2
Green 1

8 - 4 = 4
5 - 3 = 2
9 - 5 = 4
7 - 4 = 3
4 - 1 = 3
3 - 0 = 3
9 + 6 = 15
4 - 3 = 1
7 - 6 = 1
5 - 4 = 1
Name: ___________________________
Using a real ruler to measure lengths in inches
Kindergarten Measurement Worksheet

Measure the objects shown with a real ruler (or the cutout ruler below) and mark the length in inches.

___ inches

___ inch

___ inch

___ inches
Complete the patterns:

\[ \triangle \square \triangle \square \triangle \square \ldots \]

\[ \star \triangle \star \triangle \star \triangle \ldots \]

\[ \diamond \diamond \odot \odot \diamond \diamond \ldots \]

\[ \triangledown \triangledown \star \star \star \triangledown \ldots \]

\[ \square \bigcirc \square \square \square \bigcirc \ldots \]

\[ \triangledown \triangledown \triangle \bigcirc \triangle \bigcirc \ldots \]
Traffic Lights
by ReadWorks

A traffic light helps people cross the street safely. Here are rules to follow when crossing a street.

Always cross with a grown-up. Wait for the light to turn green. Green means go. Look both ways to make sure cars stop. Walk across the street.

Remember this poem:

*Watch a traffic light to know.*

*Red means stop, and green means go.*

*When cars stop, the street is clear.*

*You can cross, and have no fear.*
light

Definition

noun
1. the form of energy that makes it possible for the eye to see. The sun produces light.

\textit{There is less light during the day in winter.}

2. something that gives off light.

\textit{Turn off the light when you go to bed.}

adjective
1. pale in color.

\textit{He has very light hair.}

verb
1. to cause to catch on fire.

\textit{After I light the candles, we can sing "Happy Birthday."}

These are some examples of how the word or forms of the word are used:

1. The sun's \textbf{light} helps the seed to grow. The seed gets energy from water.

2. The sun and eight planets make up our solar system. The sun gives off heat and \textbf{light}.

3. The sun is a star that is close to Earth. It is a ball of fire and gas. It gives Earth heat and \textbf{light}.

4. Thomas Edison was a scientist. He was born in 1847. He invented many things. One was a \textbf{light} bulb that could stay lit for hours.
traffic  traf·fic

Definition
noun
1. moving vehicles along a road or path.

Traffic on the road was busy this morning.

Spanish cognate
tráfico: The Spanish word tráfico means traffic.

These are some examples of how the word or forms of the word are used:

1. Long ago, streets did not have traffic lights.

2. Before the 1920s, people often got into traffic accidents. One day, Garrett Morgan saw a bad accident between a car and a horse-drawn carriage. He decided to solve the problem by inventing a traffic signal.

3. It took Laura three long hours to drive from New York City to Sawyer Farm. There had been lots of traffic all along the way.

4. After a while, the grass alongside the trail started to disappear. Too many horses and cows had been grazing in the same spot from all of the traffic.
1. What do traffic lights help people do?

- go fishing
- cross the street safely

2. Who should you always cross the street with?

- a friend
- a grown-up
3. What color on the traffic light means go?

- green
- red

4. How can you make sure that all cars stop?

- step onto the road
- look both ways before crossing
5. What should you do if you see a red traffic light?

6. What did you learn from "Traffic Lights"?

7. Draw a picture of yourself crossing the street safely at a traffic light.
Art M-W:
Free Draw-Paint-Build (10 minutes)

Mon: Read the biography sheet for Claude Monet and look at the example of his art on the page, and visit https://www.claudemonetgallery.org/ for more examples.

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

Wed: Use whatever supplies you have to create your own artwork in the style of Monet. Try doing it 3 times at different times of day, just like Monet!

Fri: Photo Journal by taking pictures that show what Healthy means to you. Write how staying healthy makes you feel. What do you do to stay healthy, like brush your teeth, drink lots of water, eat fruits and vegetables, etc.?

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 homemade drum to play the beat you create.

Thu: Listen to Claude Debussy Music! Like Monet, he was an impressionist too. https://www.classicsforkids.com/composers/composer_profile.php?id=22

https://www.youtube.com/watch?v=CvFH_6DNRCY Claire de Lune

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

Daily Schedule week 5

<table>
<thead>
<tr>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Fri</th>
</tr>
</thead>
<tbody>
<tr>
<td>Art</td>
<td>Music</td>
<td>Art</td>
<td>Music</td>
<td>Art</td>
</tr>
<tr>
<td>Learn about Monet online or with bio page</td>
<td>Play Roll a rhythm &amp; drumming with homemade drum</td>
<td>Create your own art in style of Monet</td>
<td>Listen &amp; respond to Debussy</td>
<td>Continue Photo Journal; theme is Healthy</td>
</tr>
</tbody>
</table>
Claude Monet

Claude Monet was a famous French painter and artist. He was the founder of French impressionist paintings and one of the most famous impressionist artists. One of Monet’s most famous paintings is called “Water Lilies”. Claude was born in Paris, France on November 14, 1840. As a young boy Claude loved to draw and was able to make some extra money drawing caricatures (pictures of people). When he was eleven, he went to a school for the arts. During this time, Claude met other artists and began to use oil paints to paint the outdoors. When Claude was a little older he was drafted into the French army for two years, but became ill and left the army to study art at a University. Claude married his wife Camille in 1870 and had one son. Claude and his wife moved around England and France. He continued to paint outdoor scenes. The word “impressionists” came from one of Monet’s paintings. It was meant to make fun of the artist, but the name stuck. Despite the critics of his work, Claude continued to try to capture the changing effects of color with light in his paintings. Claude would paint series to show the same scenes at different times of the day in different light. His wife Camille passed away in 1879. Claude remarried a woman named Alice and moved to a house in Paris where he planted a large garden. Monet was inspired to paint pictures of his garden, especially the water lilies. Claude Monet died on December 5, 1926. Claude Monet used broad brush strokes to fill up his pictures and painted quickly to try and capture the light. If you look up close at one of his paintings it is hard to see what it shows, but when you move back it is clear.
Claude Debussy really had a double first name: Achille-Claude. He was born in a suburb of Paris, and it was his aunt who first noticed how musical he was. She got him started taking piano lessons. When he was only ten, Debussy started studying at the very strict Paris Conservatory.

Claude Debussy

As a child, Debussy was fascinated by visual art, and as he grew up, he loved the new style called "Impressionism." Instead of painting realistic, lifelike paintings with hard outlines, Impressionists used thousands of dots, or many different shades of color to create the "impression" of what they wanted to depict. Debussy took that idea and applied it to music, creating Impressionism in music.