

# 3<sup>rd</sup> GRADE Week 7

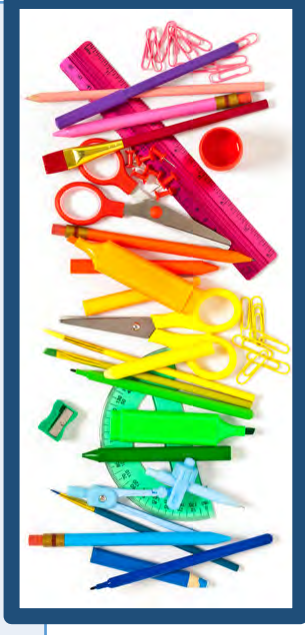


Time	Monday	Tuesday	Wednesday	Thursday	Friday
8:00	<p><b>Learning Warm-Up and Independent Reading</b></p> <ul style="list-style-type: none"> <li>-Review a book from Scholastic Home (see login information under Online Learning)</li> <li>-Complete learning activity through Imagine Learning Literacy</li> </ul>	<p><b>Learning Warm-Up and Independent Reading</b></p> <ul style="list-style-type: none"> <li>-Independently Read, <i>Unlocking the Secrets</i></li> <li>-Complete learning pathway through Imagine Learning Literacy</li> </ul>	<p><b>Learning Warm-Up and Independent Reading</b></p> <ul style="list-style-type: none"> <li>-Complete Response Journal from <i>Unlocking the Secrets</i></li> <li>-Complete learning pathway through Imagine Learning Literacy</li> </ul>	<p><b>Learning Warm-Up and Independent Reading</b></p> <ul style="list-style-type: none"> <li>-Respond to Text: <i>Unlocking the Secrets</i> Comprehension Questions</li> <li>-Complete learning pathway through Imagine Learning Literacy</li> </ul>	<p><b>Learning Warm-Up and Independent Reading</b></p> <ul style="list-style-type: none"> <li>-Review a book from Scholastic Home (see login information under Online Learning)</li> <li>-Complete learning pathway through Imagine Learning Literacy</li> </ul>
8:30	<p><b>Language</b></p> <ul style="list-style-type: none"> <li>-Fun with Foldables</li> <li>-See Prefix Foldables</li> </ul>	<p><b>Language</b></p> <ul style="list-style-type: none"> <li>-Daily Language Practice Journal</li> </ul>	<p><b>Language</b></p> <ul style="list-style-type: none"> <li>-Daily Language Practice Journal</li> </ul>	<p><b>Language</b></p> <ul style="list-style-type: none"> <li>-Daily Language Practice Journal</li> </ul>	<p><b>Language</b></p> <ul style="list-style-type: none"> <li>-Daily Language Practice Journal</li> </ul>
9:00	<p><b>Reading</b></p> <ul style="list-style-type: none"> <li>-Independently Read, <u>The Bad Guys</u>. Read <b>chapter 2 this week</b>. Use the provided anchor charts when you encounter an unfamiliar word.</li> <li>-Reading Comprehension Journal</li> </ul>	<p><b>Reading</b></p> <ul style="list-style-type: none"> <li>-Independently Read, <u>The Bad Guys</u>. Use the provided anchor charts when you encounter an unfamiliar word.</li> <li>-Reading Comprehension Journal</li> </ul>	<p><b>Reading</b></p> <ul style="list-style-type: none"> <li>-Independently Read, <u>The Bad Guys</u>. Use the provided anchor charts when you encounter an unfamiliar word.</li> <li>-Reading Comprehension Journal</li> </ul>	<p><b>Reading</b></p> <ul style="list-style-type: none"> <li>-Independently Read, <u>The Bad Guys</u>. Use the provided anchor charts when you encounter an unfamiliar word.</li> <li>-Reading Comprehension Journal</li> </ul>	<p><b>Reading</b></p> <ul style="list-style-type: none"> <li>-Independently Read, <u>The Bad Guys</u>. Use the provided anchor charts when you encounter an unfamiliar word.</li> <li>-Reading Comprehension Journal</li> </ul>

Time	Monday	Tuesday	Wednesday	Thursday	Friday
<b>10:00</b>	<p><b>Writing</b></p> <p>-Writing Journal – Frayer Model: Divide a page in your journal into four equal sections, label each section as 1- "Definition in your own words"; 2-"Characteristics"; 3 - "Non-examples"; 4-"Examples Divide another page of your journal the same. Complete each Frayer Model based on a vocabulary word. <b>Vocabulary Words: Wise, Reputation</b></p> <p>-Writing Prompt</p>	<p><b>Writing</b></p> <p>-Writing Journal</p> <p>Where does Mr. Wolf come from? Reread chapter 1, focus on his rap sheet to cite information about his background.</p> <p>-Writing Prompt</p>	<p><b>Writing</b></p> <p>-Writing Journal</p> <p>Where does Mr. Snake come from? Reread chapter 1, focus on his rap sheet to cite information about his background.</p> <p>-Writing Prompt</p>	<p><b>Writing</b></p> <p>-Writing Journal</p> <p>Where does Mr. Piranha come from? Reread chapter 1, focus on his rap sheet to cite information about his background.</p> <p>-Writing Prompt</p>	<p><b>Writing</b></p> <p>-Writing Journal</p> <p>Where does Mr. Shark come from? Reread chapter 1, focus on his rap sheet to cite information about his background.</p> <p>-Writing Prompt</p>
<b>11:00</b>	<b>LUNCH</b>	<b>LUNCH</b>	<b>LUNCH</b>	<b>LUNCH</b>	<b>LUNCH</b>
<b>12:00</b>	<p><b>Math</b></p> <p>Khan Academy Video: <a href="#">Telling Time to the Nearest Minute</a></p> <p>Activity: <a href="#">Tell and Write Time to the Minute</a> (12.1 More Practice/Homework)</p>	<p><b>Math</b></p> <p>Activities: <a href="#">Use a.m. &amp; p.m. to Describe Time</a> (12.2 Reteach) <a href="#">Which Clock</a> (12.2 Challenge)</p>	<p><b>Math</b></p> <p>Khan Academy Video: <a href="#">Telling Time with Number Line</a></p> <p>Activity: <a href="#">Measure Time Intervals</a> (12.3 Reteach)</p>	<p><b>Math</b></p> <p>Khan Academy Video: <a href="#">Elapsed Time</a></p> <p>Activities: <a href="#">Find Start and End Times</a> (12.4 Reteach) <a href="#">Find Start and End Times</a> (12.4 Additional Practice)</p>	<p><b>Math</b></p> <p>Khan Academy Video: <a href="#">Time Word Problems</a></p> <p>Activities: <a href="#">Solve Time Interval Problems</a> (12.5Reteach) <a href="#">Solve Problems Involving Addition and Subtraction of Time in Minutes</a></p>
<b>12:30</b>	<p><b>Art</b></p> <p>Begin Create your own comic book</p>	<p><b>Music</b></p> <p>Read and reflect on Ragtime music</p>	<p><b>Art</b></p> <p>Continue create your own comic book</p>	<p><b>Music</b></p> <p>Read about and listen to Scott Joplin</p>	<p><b>Art</b></p> <p>Continue your photo journal</p>
<b>1:30</b>	<p><b>Social Studies</b></p> <p>-Read, "What is the Common Good"</p>	<p><b>Social Studies</b></p> <p>- Read, "Being a Good Citizen" and "Influencing Others"</p>	<p><b>Social Studies</b></p> <p>-Read Civic Virtues: Helping in Your Community</p>	<p><b>Social Studies</b></p> <p>-Complete Activities: How Do Good Citizens Solve Problems? And Your Decide!</p>	<p><b>Social Studies</b></p> <p>-Complete Activities: Let's Write; Think and Review</p>
<b>2:00</b>	<p><b>Science</b></p> <p>Science Activity/Journal</p>	<p><b>Science</b></p> <p>Science Activity/Journal</p>	<p><b>Science</b></p> <p>Science Activity/Journal</p>	<p><b>Science</b></p> <p>Science Activity/Journal</p>	<p><b>Science</b></p> <p>Science Activity/Journal</p>
<b>2:30</b>	<p><b>Brain Break</b></p> <p>Choose a Movement &amp; Mindfulness Break Option</p>	<p><b>Brain Break</b></p> <p>Choose a Movement &amp; Mindfulness Break Option</p>	<p><b>Brain Break</b></p> <p>Choose a Movement &amp; Mindfulness Break Option</p>	<p><b>Brain Break</b></p> <p>Choose a Movement &amp; Mindfulness Break Option</p>	<p><b>Brain Break</b></p> <p>Choose a Movement &amp; 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"> <li>• Literacy</li> <li>• Math</li> <li>• Science</li> <li>• Social Studies</li> <li>• Art</li> <li>• Music</li> </ul>	<p><b>Student Learning Kits</b></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 &amp; Journal</p> <p><u>Art:</u> watercolor paint, paper</p>
---	---



# Additional Student Supports:

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

# Movement & Mindfulness Break Options:

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

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

**Passage 3**

**The Floating City**



■ **Before you read the passage:**

1. Quickly scan the text. What is the topic of this article?
    - a dangerous job
    - becoming a sailor
    - life on an aircraft carrier
    - military aircraft
  
  2. What question can you think about while you read to understand the article better? Write it below.
- 

➡ **Read the passage and answer the questions.**

**The Floating City**

*Written by Elizabeth Massie*

(Read Day 1) Imagine a gigantic ship floating in the sea, calm and quiet. Suddenly, you hear a great roar and see a military plane descending from the sky. The plane comes towards the ship and tips its nose up. It lands gracefully on the ship. This is a daily scene on an aircraft carrier.

The first aircraft carriers came into use in the early twentieth century. Since then they have played a vital role in military and peacetime operations. Advances in technology have made aircraft carriers better able to perform their military tasks and take better care of those who live and work on them.

3. What has enabled aircraft carriers to better perform their military tasks?

- increases in ship size
- advances in technology
- improved training for sailors
- better schedules for the workers

(Read Day 2) An aircraft carrier serves as a base for aircraft. Fighter jets can take off from and land on the ship's deck, and they can do so while the carrier sails far out to sea. All alone in the middle of an ocean, it's a travelling airport on top of a floating city.

Think about the things that towns or cities need to function. They need to have a source of energy. They need to have food available for everyone living there. There should be crews to clean and those who make sure that important machinery and electronics are running smoothly. If people get sick, medical crews need to be on hand to take care of them. Approximately 3,000 to 6,000 people live and work aboard an aircraft carrier for months at a time. These people shoulder the responsibility for everything that happens on the ship.

4. What is the main idea of the paragraph you just read?

- Nobody is responsible for what happens in a city.
- There are thousands of people working on an aircraft carrier.
- Unlike towns, aircraft carriers have machinery and electronics.
- An aircraft carrier needs the same things as a city.

5. What does the author mean by, "These people shoulder the responsibility for everything that happens on the ship"?

- They must carry heavy loads on their shoulders.
- They must take care of all tasks and needs.
- They must know everything about their ships.
- They must be smart, responsible, and strong.

(Read Day 3) Sailors start their day by rising from their bunks. They begin their day at different times, depending on when they are scheduled to work. An aircraft carrier never shuts down; it is a 24-hour operation. Sleep space is limited, so enlisted sailors—those who are not officers—sleep on the lower

deck in compartments with about 60 other sailors each. Their bunks are stacked three high in compartments called coffin racks. The sailors keep almost all their personal items in a locker and duffle bag. This includes uniforms, socks, and boots. Space is extremely limited, so sailors bring on board little more than these essentials.

Life is very **regimented** on an aircraft carrier. Enlisted sailors do what officers tell them to do without question or hesitation. Once they are dressed for the day, sailors get to work cleaning. They scrub floors, polish brass, and dust. Then they eat breakfast in one of several mess halls. A mess hall is a plain dining room. Cooks prepare food in the ship's galleys. The word galley has been used for ships' kitchens for around 700 years. Cooks on an aircraft carrier prepare up to 18,000 meals a day! The cooks provide nutritious and filling meals, so the sailors do not go hungry.

6. Read these sentences from the article. Highlight the sentence that tells the reader why it is necessary for sailors to work at different times of the day.

Sailors start their day by rising from their bunks. They begin their day at different times, depending on when they are scheduled to work. An aircraft carrier never shuts down; it is a 24-hour operation. Sleep space is limited, so enlisted sailors—those who are not officers—sleep on the lower deck in compartments with about 60 other sailors each.

7. What is the meaning of the word regimented in the paragraph above?
- early in the day
  - powerful
  - always clean
  - well-organized

(Read Day 4) After eating, sailors leave the mess hall for their jobs. Some jobs are similar to those in a land-based city. Some sailors work in the ship's post office, receiving and sending mail for those onboard. Others work in the commissary or serve on the medical team as doctors or dentists. Still others have jobs in the ship's laundry. Sailors might be gone from home for a long time. These services help make life more comfortable.

The top deck is where some of the most exciting action happens. The landing strip is only about 150 meters (about 500 feet) long. It is also quite narrow compared to a typical airport's runways. High-speed fighter jets take off and land on this short, narrow runway. Sailors who work in the ship's Air Traffic Control Center let pilots know when it is their turn to take off and land. Landing Signal Officers use radio communication and light signals to help pilots bring their planes in safely.

When the pilot lands on the deck, a hook hanging below the plane's tail catches on the arresting wire, a strong cable that stretches across the deck. It brings the jet to a rapid stop. Sailors who work on the flight-deck crew pull the jet off the landing strip and chain it down. Unsecured jets run the risk of sliding around on deck when the carrier runs into rough seas. The flight-deck crew also moves jets into place when it is time for pilots to take to the skies

8. Read these sentences from the article. Highlight the **TWO** sentences that explain why the ship offers so many services for the sailors.


Some sailors work in the ship's post office, receiving and sending mail for those onboard. Others work in the commissary or serve on the medical team as doctors or dentists. Still others have jobs in the ship's laundry. Sailors might be gone from home for a long time. These services help make life more comfortable.

9. Number each event 1 - 4 to show the order in which they happen.

- ≡ The plane lands on the deck.
- ≡ Landing Signal Officers help pilots bring their planes in.
- ≡ A hook below the plane's tail catches on a strong cable.
- ≡ The jet quickly stops.

The aircraft carrier is a warship. Because of this, the Navy makes sure the ship is protected from attack. Certain sailors maintain and operate the onboard weaponry and radar. The carrier also employs its heavy weaponry to fight off enemy attacks, whether they come by missile, plane, or enemy ship.

Cities require countless things to keep them running smoothly and to keep them safe. Aircraft carriers require hundreds of people to work, cook, clean, and fix things so everyone can be comfortable and secure in their homes. They are also places that are filled with exciting experiences and events. Of all the cities in the world, the floating city of an aircraft carrier is a pretty cool one.

 Go back through the text and highlight at least **three** reasons an aircraft carrier can be described as a floating city.

10. Use your highlights and answers to the questions to explain how an aircraft carrier is like a city. Be sure to provide examples from the article.

---

---

---

---

**Discussion Questions.**

How is an aircraft carrier like a town? How is it different?

---

---

---

People only live on aircraft carriers for a few months at a time. Can a situation that is temporary still form a community? Why or why not?

---

---

---

September 11, 2001

## A Brief Summary On the Events Of the Day and Its Aftermath

On September 11, 2001, terrorists **hijacked**, or took control of, four airplanes in the United States. They flew two of the planes into the twin towers of the World Trade Center in New York City, causing the towers to catch fire and collapse. Another plane destroyed part of the Pentagon building (U.S. military headquarters) in Arlington, Virginia. The fourth plane crashed in Shanksville, Pennsylvania. All told, nearly 3,000 people were killed in the attacks. The events of September 11 (often called "9/11") have been described as the worst-ever terrorist attacks against the U.S.

Investigations revealed that the hijackings were carried out by 19 men — five on each of the first three planes and four on the last. All 19 were reportedly linked to the terrorist group Al Qaeda (ahl KAY-dah). The group's leader, Osama bin Laden, operated out of Afghanistan. The U.S. government identified bin Laden as the main planner of the attacks.

It was not the first time that bin Laden was held responsible for attacks on the U.S. The U.S. government implicated him in the earlier World Trade Center bombing of 1993 and in the 1998 bombings of the U.S. embassies in Kenya and Tanzania.

In response to the September 11 attacks, U.S. President George W. Bush proclaimed a war on terrorism. Bush demanded that the Taliban, the Islamic group that ran Afghanistan's government, hand over bin Laden. The Taliban refused. On October 7, 2001, the United States began air strikes on targets in Afghanistan connected to bin Laden and Al Qaeda. That launched the Afghanistan War. U.S.-led forces soon toppled the Taliban and helped build a more democratic government in Afghanistan.

About 100,000 U.S. troops are now serving in Afghanistan. More than 2,100 U.S. soldiers have been killed there since 2001. Since the war began, many top Al Qaeda leaders have been captured or killed. But until recently, bin Laden could not be found. He was suspected of hiding out in the mountains near the border of Pakistan.

On May 1, 2011, President Barack Obama announced that U.S. military forces located and killed Osama bin Laden in Pakistan.



## Firefighters Commemorate 9/11



■ **Before you read the passage:**

1. Quickly scan the text. What is the topic of this article?

- how firefighters are trained
- why firefighters risk their lives
- staying safe in a natural disaster
- why firefighters are real life heroes

2. What is the author trying to teach you? Write 1–2 sentences to answer.

---

---

➡ **Read the passage and answer the questions.**

(DAY 1) The wail of a siren grows louder. You look out your window as a fire truck passes your house, lights flashing, racing towards a fire. Firefighters put out fires, but that’s not all they do. Firefighters respond to all kinds of emergencies that threaten people, property, or the environment. For example, they clean up chemical spills and respond to medical emergencies. They rescue people and animals trapped in car crashes, fallen buildings, and cave-ins. They also come to the rescue during floods or when water-related accidents put lives at risk.

Firefighters receive a lot of hands-on training on how to stop fires, and learn all about how fires can spread through a building. They also need to be physically fit. They wear and carry gear that weighs as

much as 100 pounds! They need to be strong enough to handle heavy ladders, hoses, and tools in hot, hazardous conditions.

In addition, firefighters need to be able to think and act quickly on their own while still being part of a team. They also need to operate many types of machines and equipment. And, of course, they need to be brave.

3. Read these sentences from the article. What is the main idea supported by these sentences?

*Firefighters respond to all kinds of emergencies that threaten people, property, or the environment. For example, they clean up chemical spills and respond to medical emergencies. They rescue people and animals trapped in car crashes, fallen buildings, and cave-ins. They also come to the rescue during floods or when water-related accidents put lives at risk.*

- Firefighters do more than just put out fires.
- Firefighters often talk about prevention in schools.
- Firefighters must be smart and strong.
- Firefighters receive a lot of important training.

4. Complete this sentence.

According to the passage, it is important for a firefighter to be \_\_\_\_\_, \_\_\_\_\_ and brave .

Firefighters risk their lives to save people and property. That is certainly what New York City firefighters did on

September 11, 2001. On that day, terrorists hijacked two passenger planes and flew them into the World Trade Center. This pair of 110-story buildings is commonly called the Twin Towers. At 8:46 a.m., the first plane struck the North Tower between floors 93 and 99.

Firefighters from around the city immediately responded to the crash site. They began evacuating the North Tower. At 9:02 a.m., authorities told people in the South Tower to evacuate. A minute later, the second airplane crashed into the building between floors 77 and 85.

With both towers now hit, the New York City Fire Department called for more firefighters and equipment. In total, more than 200 fire units responded to the attacks. That is about half of New York City's fire units. Unable to reach the fires in the upper floors, the firefighters concentrated on evacuating the injured and helping others to safety.

The evacuation process pushed the firefighters to the limits of their skill, stamina, and courage. They had to climb the narrow stairwells, dressed in their heavy gear. It was difficult for the firefighters to move up the stairs while people streamed past them in the opposite direction. They often had to turn sideways to let people pass.

Among the challenges the firefighters faced was helping wheelchair-bound people escape the building. Remarkably, most of the people below the crash sites escaped the buildings.

5. What is the meaning of the word *stamina* in the last paragraph you just read?

- strength
- luck
- understanding
- friendships

(DAY 2)The fires continued to burn. At 9:59 a.m., the South Tower collapsed. The collapse took only about 10 seconds. The situation was no better in the North Tower. The command posts in both buildings struggled with radio communication problems. Messages relayed to and from the firefighters did not always go through. As a result, many of the firefighters in the North Tower did not know the South Tower had collapsed. Some firefighters got the message to evacuate. Others did not. Tired firefighters rested, not knowing that their time was running out. At 10:28 a.m., the North Tower collapsed.

6. Why were some firefighters in the North Tower unaware that the South Tower had collapsed?

- They could not hear well in the loud stairwells.
- They were not receiving all of their radio messages.
- They were helping wheelchair-bound people.
- They were focused on evacuating injured people.

More than 2,700 people died in the New York City terror attacks on 9/11, including 343 firefighters. Fire departments around the country still honor the brave firefighters who died that day. Some departments hold solemn ceremonies. Others pay tribute by recreating the effort the firefighters put forth.

The Milwaukee Fire Department made a display of 343 firefighter helmets to represent the firefighters who died. The Shrewsbury Fire Department in Massachusetts lined up their fire trucks and held a moment of silence. Fire departments in Oregon and Northern California climbed the stairs of a 10-story building while wearing all their gear. In New York City, families and friends of the victims gathered around Ground Zero. There, all the names of the first responders were read.

7. What would be the best heading for the two paragraphs above?

- Paying Respect at Ground Zero
- Families Visit Ground Zero
- Honoring the Firefighters Who Gave Their Lives
- Milwaukee Fire Department Pays Respects

8. Why did so many fire departments across the country pay tribute, or honor, the firefighters who lost their lives during 9/11? Use 2–3 sentences to answer.

---

---

These tributes are meaningful and important on many levels. But the nation’s firefighters honor the heroes of 9/11 every day. Whether it’s by putting out a multiple-alarm blaze, rescuing a cat from a tree, or anything in between, these everyday heroes provide an invaluable service in communities great and small. And if called upon to risk their lives, they would surely face the task, just as their New York brethren did that fateful day.



Go back through the text and highlight at least **three** examples of ways in which firefighters risk their lives.

9. Use your highlights and answers to the questions to write two paragraphs explaining why bravery is an important trait of any firefighter. Be sure to include examples of acts of bravery from the article.

---

## Discussion Questions

How do firefighters contribute to our communities?

---

---

---

The author says about the tributes to firefighters who were lost on 9/11: "These tributes are meaningful and important on many levels. But the nation's firefighters honor the heroes of 9/11 every day." Do you agree with that statement? Why or why not?

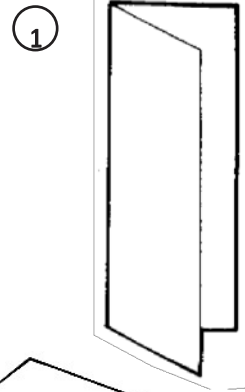
---

---

# Half Book

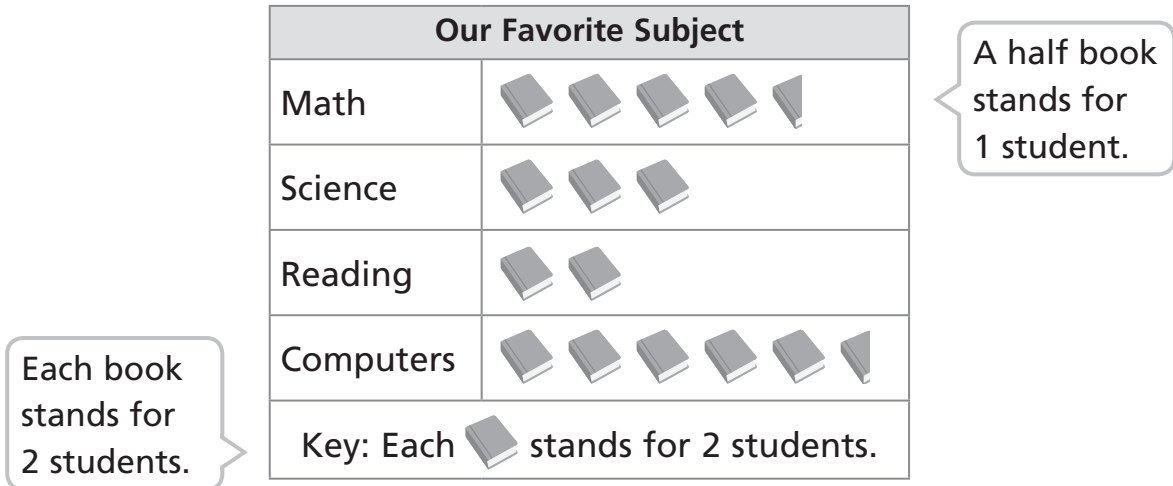
Fold a sheet of paper in half.

1. This book can be folded vertically like a *hot dog* or . . .
2. . . . it can be folded horizontally like a *hamburger*.



## Use Picture Graphs

A **picture graph** shows data by using pictures. One picture can stand for one, or it can stand for more than one. The **key** tells how many each picture stands for.



Use the picture graph above. Write equations. Solve.

- 1** How many students like math best?

$$4 \times 2 = 8; 8 + 1 = 9$$

9 students

- 2** How many students like science best?

\_\_\_\_\_

\_\_\_\_\_

- 3** How many students like reading best?

\_\_\_\_\_

\_\_\_\_\_

- 4** How many students like computers best?

\_\_\_\_\_

\_\_\_\_\_

Use the picture graph above. Solve.

- 5** How many fewer students like reading best than like computers best?

\_\_\_\_\_

- 6** How many more students like science best than like reading best?

\_\_\_\_\_





# Use Picture Graphs

Use the graph for 1–4.

Carmen makes a picture graph of players' scores for a game.

- 1** How many more points does Carmen score than Indira?

\_\_\_\_\_

- 2** How many fewer points does Nyeema score than Benji?

\_\_\_\_\_

- 3** Players who score greater than 50 points get a free game. Which players score greater than 50 points?

\_\_\_\_\_

- 4** **Model with Mathematics** Kyrie scores 25 fewer points than Carmen. How many points does Kyrie score? Write an equation you can use to solve the problem. Explain.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

- 5** **Math on the Spot** The students who went to summer camp voted for their favorite activity. Which two activities received a total of 39 votes?

\_\_\_\_\_

Game Scores	
Carmen	★ ★ ★ ★ ★ ★ ★ ★ ★
Benji	★ ★ ★ ★ ★ ★
Deb	★ ★ ★ ★
Indira	★ ★ ★ ★ ★
Nyeema	★ ★
Key: Each ★ = 10 points.	

## Favorite Camp Activity

Biking	
Hiking	
Boating	
Fishing	

Key: Each = 6 students.

Name \_\_\_\_\_

# Make Picture Graphs

You can make a **picture graph** to show and compare data.





William made this table to show the types of birds he saw at a bird sanctuary.

Types of Birds William Saw	
Kind	Number
Heron	8
Duck	10
Pelican	6

You can use symbols, instead of numbers, to show the same data.

Make a picture graph to show William's data.

- Decide how many each symbol will stand for. Show the symbol and tell what it means in the key.
- Write names for each row of information. Draw symbols to show the amount from the data for each row.
- Write a title for the graph.

Types of Birds William Saw	
Heron	
Duck	
Pelican	
Key: Each  = 2 birds.	

## 1 Make a picture graph of the data.

Number of Rocks in Collection	
Student	Number
Sophie	15
Caleb	10
Nam	25




# Make Picture Graphs

Use the data in the table for 1–4.

A store manager records in a table the number of computer tablets sold during a weekend.

Computer Tablet Sales	
Day	Tablets
Friday	35
Saturday	50
Sunday	40
Monday	25

**1**  **Attend to Precision** Make a picture graph that shows the data. Choose a number greater than 1 for what the symbol represents.

**2**  **Reason** Explain how you chose the key.

---



---



---



---



---



---

Friday	
Saturday	
Sunday	
Monday	
Key: Each _____ = _____ tablets.	

**3** How many more computer tablets are sold on Sunday than Monday?

---

**4** How many fewer computer tablets are sold on Friday than Sunday?

---

**5** **Open Ended** How is making a picture graph like representing equal groups?

---

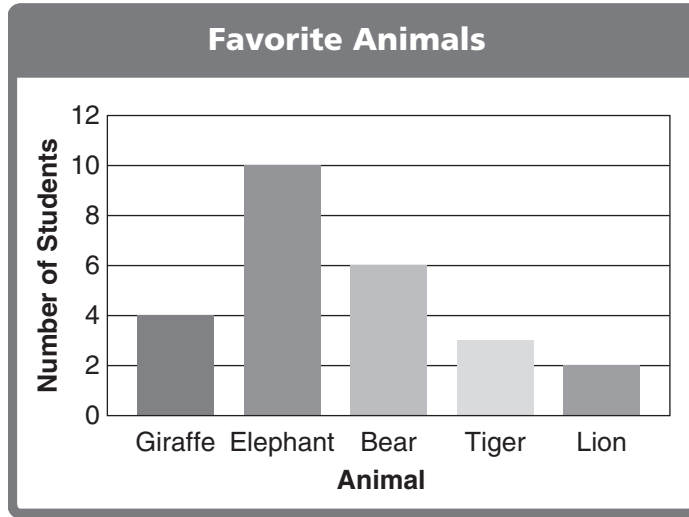


---

Name \_\_\_\_\_

# Use Bar Graphs

A **bar graph** uses bars to stand for data. A bar graph has a **scale** of numbers that helps you read the number each bar shows.



The numbers show counting by 2s.

To read the bar graph, find the top of the bar you want to read. Look at the scale on the left to see what number matches the top of the bar.

Use the bar graph above. Write an equation. Solve.

**1** How many more students voted for bear than for lion?

$6 - 2 = 4$   
 \_\_\_\_\_  
 4 more students  
 \_\_\_\_\_

**2** How many fewer students voted for tiger than for elephant?

\_\_\_\_\_  
 \_\_\_\_\_

Use the bar graph above. Solve.

**3** How many fewer students voted for giraffe than for bear?

\_\_\_\_\_

**4** How many more students voted for elephant than for giraffe?

\_\_\_\_\_



# Use Bar Graphs

Use the bar graph for 1–6.

Mitch watches vehicles pass the library. He records in a bar graph the number of times he sees each type of vehicle.

- 1** Which type of vehicle passes the library the greatest number of times?

\_\_\_\_\_

- 2** Which type of vehicle passes the library the least number of times?

\_\_\_\_\_

- 3** How many more times does a car pass than a van?

\_\_\_\_\_

- 4** How many fewer times does a scooter pass than a bicycle?

\_\_\_\_\_

- 5** **Critique Reasoning** Norma says that if the graph is changed to a vertical bar graph, the numbers for the data would be greater. Is Norma correct? Explain.

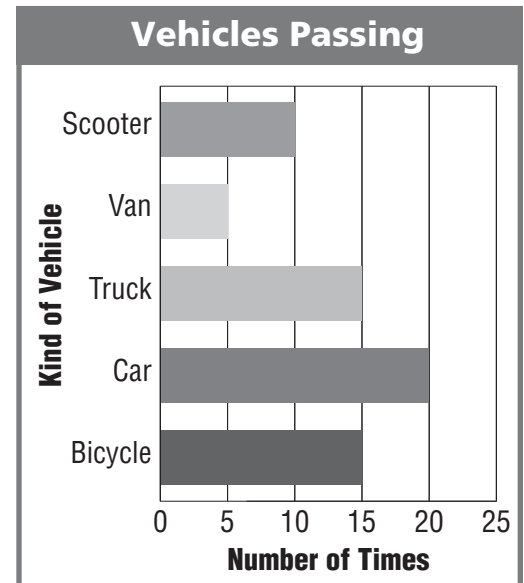
\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

- 6** **Open Ended** Write a word problem using the information in the bar graph.

\_\_\_\_\_



## Make Bar Graphs

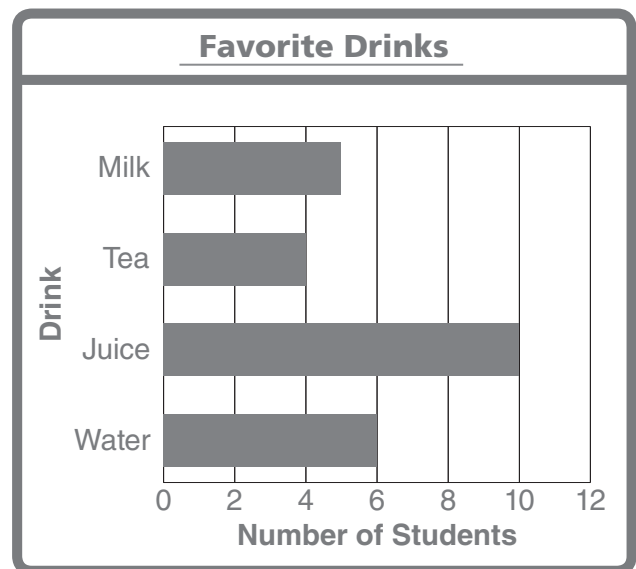
You can make a **bar graph** to show and compare data.

Jillian surveys her classmates about their favorite drink. She makes the tally chart shown.

Favorite Drinks	
Drink	Tally
Water	
Juice	
Tea	
Milk	

Make a horizontal bar graph to show Jillian's data.

- Use the same title.
- Label each axis.
- Choose a scale. Draw a horizontal line and mark it from 0 to 12.
- Draw vertical lines straight up from each number in the scale.
- Label the types of drinks.
- Draw a bar for each drink. Make the bar as long as the number of votes.



- Jillian forgot to include her favorite drink in the table. Her favorite drink is milk.

Make a vertical bar graph to show the data. Be sure to include Jillian's favorite drink.




# Make Bar Graphs

Use the data in the table for 1–6.

Lupe records data about the number of miles she runs each week. Her data is shown in the table.

Miles Run Each Week	
Week	Number of Miles
1	20
2	5
3	10
4	15
5	5

**1**  **Attend to Precision** Make a horizontal bar graph that shows the data in the table.

**2** Choose a scale that is greater than 1. What number will you count by on the scale?


\_\_\_\_\_

**3** How many fewer miles does Lupe run in Week 4 than in Week 1?

\_\_\_\_\_

**4** How many more miles does Lupe run in Week 1 than in Week 5?

\_\_\_\_\_

**5**  **Critique Reasoning** Nash says that if Lupe runs 5 more miles in Week 5, the bar would be drawn longer to show 15. Is Nash correct? Explain.

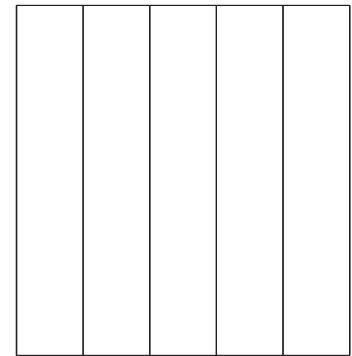
\_\_\_\_\_

\_\_\_\_\_

**6** **Open Ended** Write and solve a word problem using the information in your bar graph.

\_\_\_\_\_

\_\_\_\_\_





Name \_\_\_\_\_

- 1** Suki has a package of 30 stickers. She wants to put the stickers in 6 equal rows. Which equations can Suki use to find how many stickers,  $s$ , to put in each row?  
Select **all** the correct answers.

- (A)  $s \div 6 = 30$
- (B)  $s \times 6 = 30$
- (C)  $30 \div 6 = s$
- (D)  $30 \times 6 = s$
- (E)  $30 \div s = 6$

- 2** Melvin has 5 packs of glue sticks. Each pack has 3 glue sticks in it. He uses 4 of the glue sticks for a project. How many glue sticks does Melvin have left?

- (A) 4
- (B) 8
- (C) 11
- (D) 19

- 3** Which describes the pattern in the table?

Octagons	Sides
1	8
2	16
3	24
4	32

- (A) Multiply the number of octagons by 8.
- (B) Divide the number of octagons by 8.
- (C) Add 7 sides for each octagon.
- (D) Subtract 7 from the number of sides.

- 4** What multiplication equation can be used to find the next number in this pattern?

7, 14, 21, 28, 35, ...

$7 \times \underline{\quad} = \underline{\quad}$

Find the unknown number,  $n$ .

**5**  $n \div 9 = 6$   
 $n = \underline{\quad}$

**6**  $3 \times n = 21$   
 $n = \underline{\quad}$

**7**  $56 \div n = 7$   
 $n = \underline{\quad}$

**8** What addition equation can be used to find the next number in this pattern?

9, 18, 27, 36, 45, ...

45 + \_\_\_\_\_ = \_\_\_\_\_

**9** Henry has 72 coins. He arranges them in 9 equal rows. How many coins does Henry have in each row?

\_\_\_\_\_

**10** There are 4 groups of children with 8 children in each group that ride a bus to camp. There are 48 seats on the bus. How many seats are left over?

\_\_\_\_\_

**11** Fiona has 17 cans of paint. She uses 1 can to start painting. She puts the rest of the cans on shelves in 2 equal rows. How many cans of paint did Fiona put in each row?

\_\_\_\_\_ cans

**12** Carol reads 3 books each week for 2 weeks. She reads 1 book each week for the next 5 weeks. How many books does Carol read?

\_\_\_\_\_

**13** Mr. Lopez has 18 fish. He puts an equal number of fish in each of his 3 tanks. Jack puts 7 more fish in each of the tanks.

**Part A**

Which equation can be used to find how many fish,  $f$ , Mr. Lopez puts in each tank?

Ⓐ  $f = 3 \times 18$

Ⓑ  $f = 3 \div 18$

Ⓒ  $f = 18 \div 3$

Ⓓ  $f = 18 + 3$

**Part B**

How many fish do Mr. Lopez and Jack put in each tank?

\_\_\_\_\_





## Government of the People

**Natalia:** Steven, have you ever wondered how we got a government “of the people” in the United States? Well, there was a big argument between the colonies and England that turned into the Revolutionary War. If England had won, patriots like George Washington, Thomas Jefferson and Paul Revere could have been hanged for treason (betraying or working against your own country). But the Sons of Liberty believed so strongly in their cause that they stood up for their ideas and beliefs. A new country called the United States had been born. The hardest part — deciding how that new country would be run — had just started.

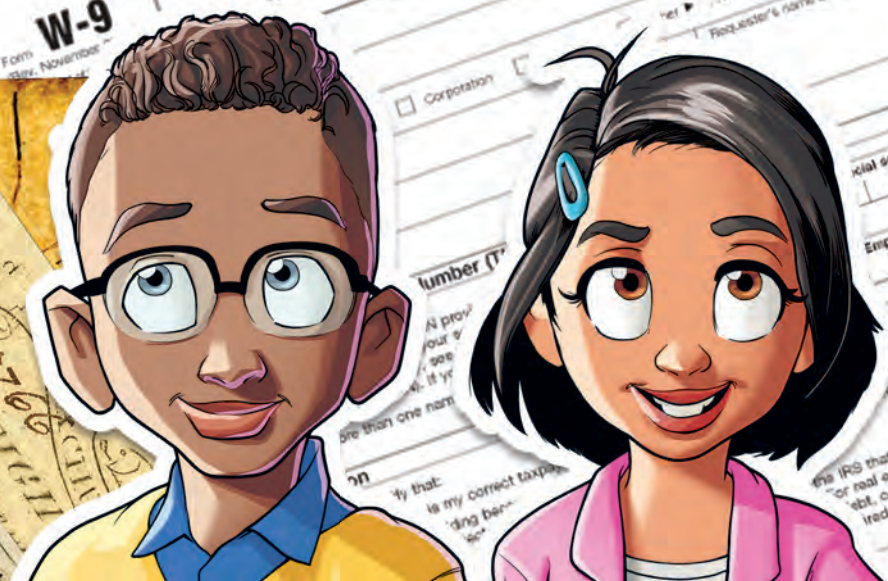
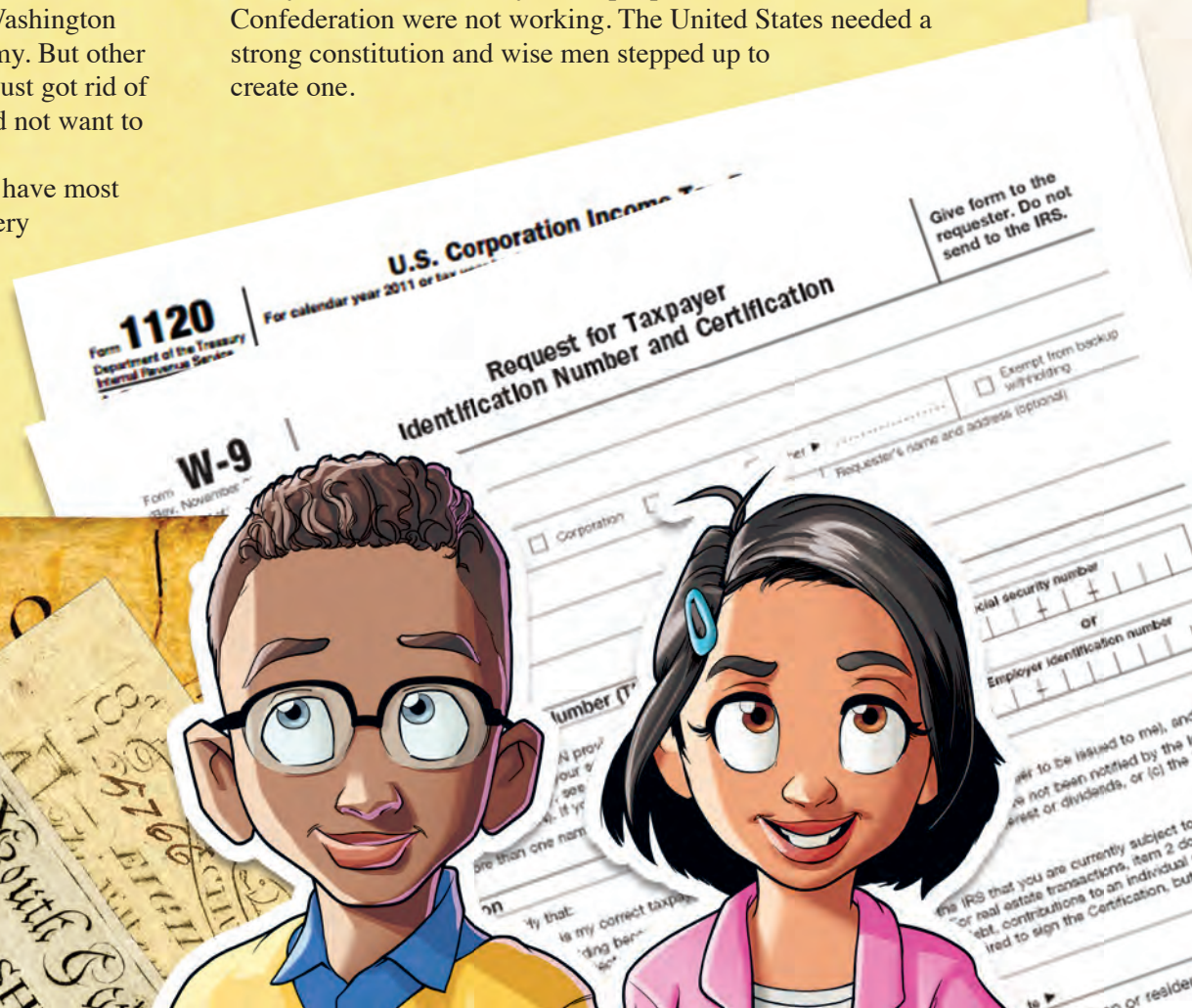
**Steven:** That’s true, Natalia. Some people wanted George Washington to be the king. After all, he did a great job leading the army. But other people did not want another King George. The one they just got rid of had been enough trouble. George Washington himself did not want to be king.

**Natalia:** At first, the 13 new states decided the states would have most of the power, and the national government would have very little of the power. The new states wrote the Articles of Confederation in 1781. The problem was that people were so afraid of giving the national government too much power that they did not give it enough.

**Steven:** Natalia, did you know at that time that every state could make its own money? So South Carolina, Georgia and Massachusetts all had different kinds of

money. It was fine for the people living in each state, but it caused big problems when the states wanted to trade with each other. They started arguing about whose money was worth more. To make matters worse, the national government did not have the power to do anything about it. They couldn’t print money or make laws that would help make trade easier. They couldn’t even ask for taxes from the citizens to pay for government services. Only the states could do that, so every state had different taxes.

**Natalia:** States having too much power caused many problems for our newly established country. Soon people realized that the Articles of Confederation were not working. The United States needed a strong constitution and wise men stepped up to create one.



### Connections

## Home of the Constitution

The Constitution of the United States was written in 1787. It is a plan for how the United States should be governed. The Constitution divides the government into three parts, or branches. These are the executive, legislative and judicial branches. Each of the branches checks up on the others to make sure that none of them becomes too powerful. The branches work together and make sure that the government is balanced.

The original copy of the Constitution is on display at the National Archives Museum in Washington, D.C. The main room in this building is called the Rotunda for the Charters of Freedom. The rotunda displays the original, handwritten copies of the Constitution, the Declaration of

Independence and the Bill of Rights. These three important documents are called the Charters of Freedom. They were the first plans written by the Founding Fathers to preserve the freedoms of the citizens of the newly created United States.

Since the Constitution is so important for governing our country, it is displayed in a huge case made of titanium and special glass. The case is specially designed to protect the Constitution by keeping moisture and air out so that the ink and paper will not decay, or rot away. It is located at the National Archives Museum for all to see and read.







# Government

A constitution is a set of rules that outline how an organization, state or country will be run. Some of our most famous patriots got together at the Constitutional Convention in 1787 to help write the U.S. Constitution. Benjamin Franklin was there, and so was George Washington. Washington was voted the president of the convention. The job of writing the Constitution took all summer and was a hot job. Finally, it was up to each state to ratify (agree to) the Constitution as it was written. The Constitution is the foundation of our democracy.

The men at the Constitutional Convention decided the government would have three branches, or parts. They did not want one branch to boss around the other branches. They decided that each of these branches would have their own jobs, but the same amount of power. This is called "separation of powers." Each state would also make its own constitution, but the U.S. Constitution would be the most important. The Constitution could also be amended (changed) if people thought it needed to be.

The first 10 amendments to the Constitution are called the Bill of Rights. Some of our most important rights include freedom of religion (the right to worship the way we choose), the right to free speech and the right to a fair trial if we are accused of a crime.

## The Legislative Branch

The legislative branch is responsible for making laws. It is made up of two houses, the House of Representatives and the Senate. Together,

they are called Congress. The House of Representatives is made up of 435 people. The number of representatives each state can send is based on how many people live in the state. The Senate is made up of 100 senators, two from each state.

## The Executive Branch

The executive branch enforces the laws. The president of the United States is part of this branch. One of the president's jobs is to approve the laws the legislative branch passes. If the president does not like the law, they can refuse to sign it. That is called a veto. If the legislature still wants that bill to be a law badly enough, they can vote for it again. Two-thirds of the members of Congress must vote against the president. Then that bill can become a law without the president's signature.

The president is also the Head of State. That means the president gets to meet with other world leaders and even make treaties (agreements) with them. However, Congress has to approve the treaty before it goes into effect. (See how the people who wrote the Constitution tried to keep a balance of power?)

The president is also in charge of all of the U.S. military. The president can tell soldiers to fight overseas, they cannot declare war without the approval



but  
of



## Our Freedom Documents

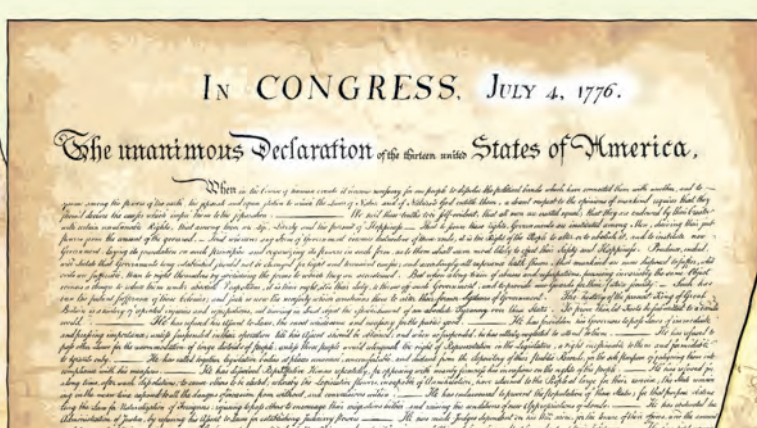
In the United States, we have many important historical documents that add to our rich history as a country. There are three specific important documents that define us as a country: the Constitution, the Declaration of Independence and the Bill of Rights. Many people confuse these important documents, thinking they are all the same. But they are very different documents. They were created at different times by different people for different purposes. Let's learn about each one!

The Declaration of Independence is a document that explains why the colonies wanted independence from Great Britain. One of its many writers was Thomas Jefferson. Congress approved the Declaration of Independence on July

4, 1776. That is why we celebrate Independence Day on July 4 to this day.

After the colonies won the Revolutionary War, the United States was born. Our Founding Fathers wrote a document that established a written plan of government. This governing document is the Constitution. Our constitution divides the government into three branches.

The first 10 amendments to the Constitution are known as the Bill of Rights. They guarantee a citizen's rights and freedoms. For example, the first amendment protects a person's freedom of speech and religion. Can you mention other freedoms provided by the Bill of Rights?





Congress. (That's another example of balance of power. Pretty cool, huh?)

### The Judicial Branch

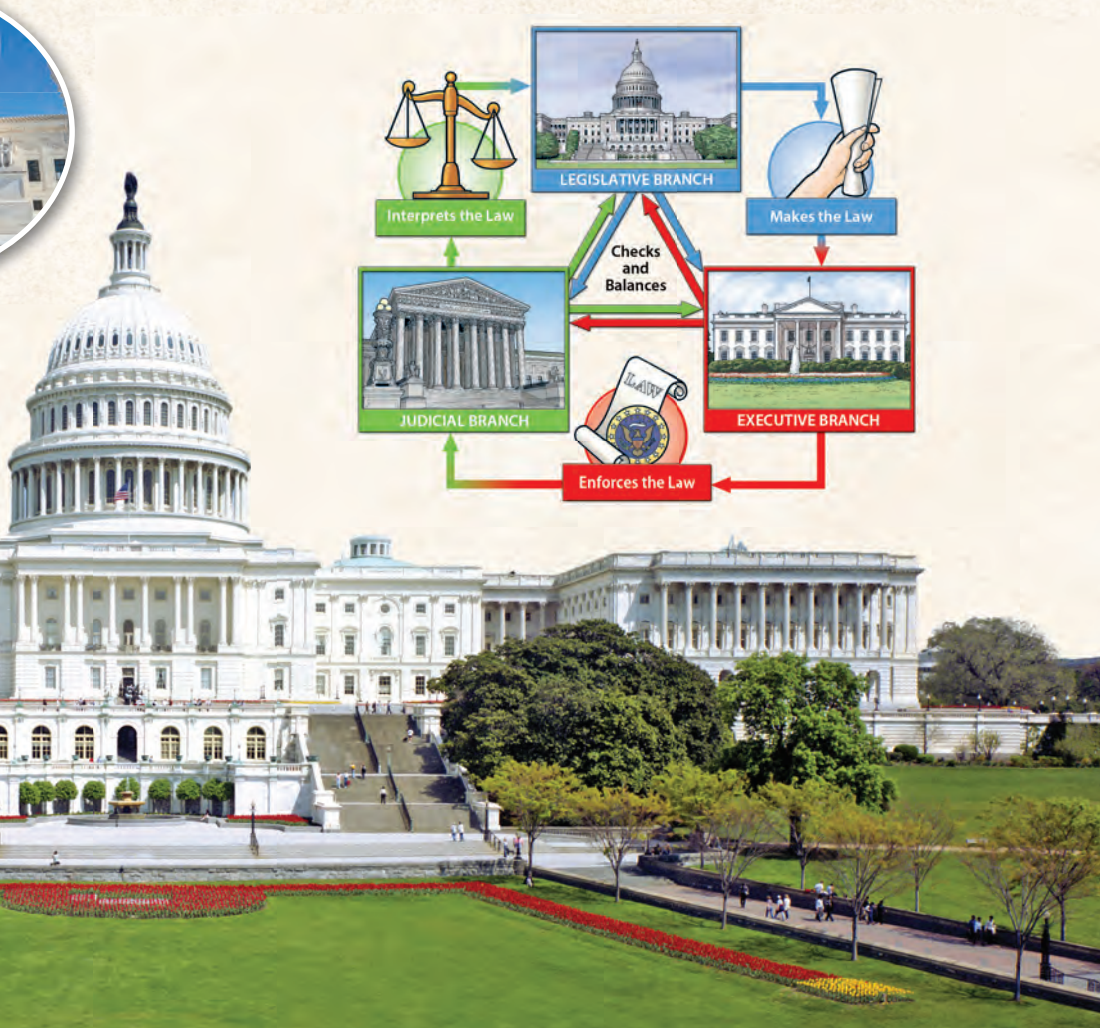
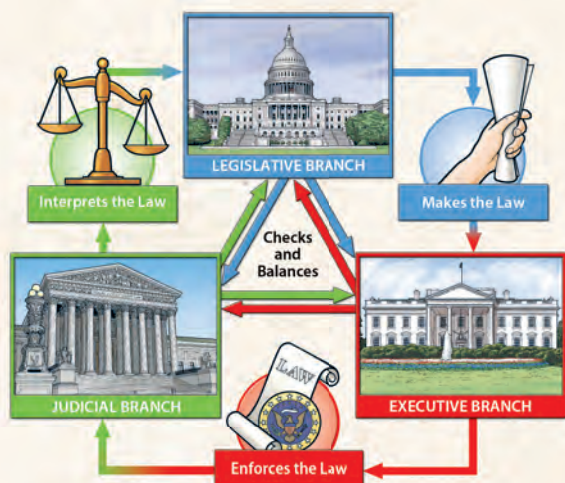
The job of the judicial branch is to interpret the laws. The Supreme Court is the highest court in the United States. Once the nine Supreme Court justices (judges) make a decision, it is final. The court's main job is to decide on cases that challenge the Constitution. If Congress passes a law and the Supreme Court says that law is against the Constitution, it can no longer be a law. (There's that balance of power again!)

### Checks and Balances

We have three branches and each one is just as powerful as the other. That means no branch can have too much power. This is the balance of power referred to in the article.

1. The legislative branch makes our laws.
2. The executive branch enforces laws.
3. The judicial branch interprets and applies the law.

The balance of power is also known as checks and balances. As shown in the image provided, each branch has checks on the other two.



## Democracies, Monarchies and Dictatorships

### Democracies

You have probably heard people call the United States a democracy. The word democracy comes from two Greek words meaning "people" and "authority." In a democracy, the citizens are the ones who elect representatives to run the government. Also, any citizen can be elected to the government, you do not have to be a certain race or from a certain family. In our country, citizens over 18 years old can vote for whom they think would do a great job leading our nation. People vote for officials who have their same beliefs or feel the same way they do about important issues.

### Monarchies

A monarchy is another form of government. A queen or king runs a monarchy. England has a monarchy in which the head of the government is either a queen or a king. The citizens of England do not elect the queen or king. Instead, the queen or king is born into their position within the royal family, and will pass the crown on to their heir. In England's monarchy, the people vote to elect the members of Parliament. The members of Parliament and the prime minister run the country with the help of the queen or king. So, while different from a democracy, England's monarchy allows citizens to have some power to elect decision makers. Other monarchies can be structured differently and limit citizens to varying levels of rights within the government and country.

### Dictatorships

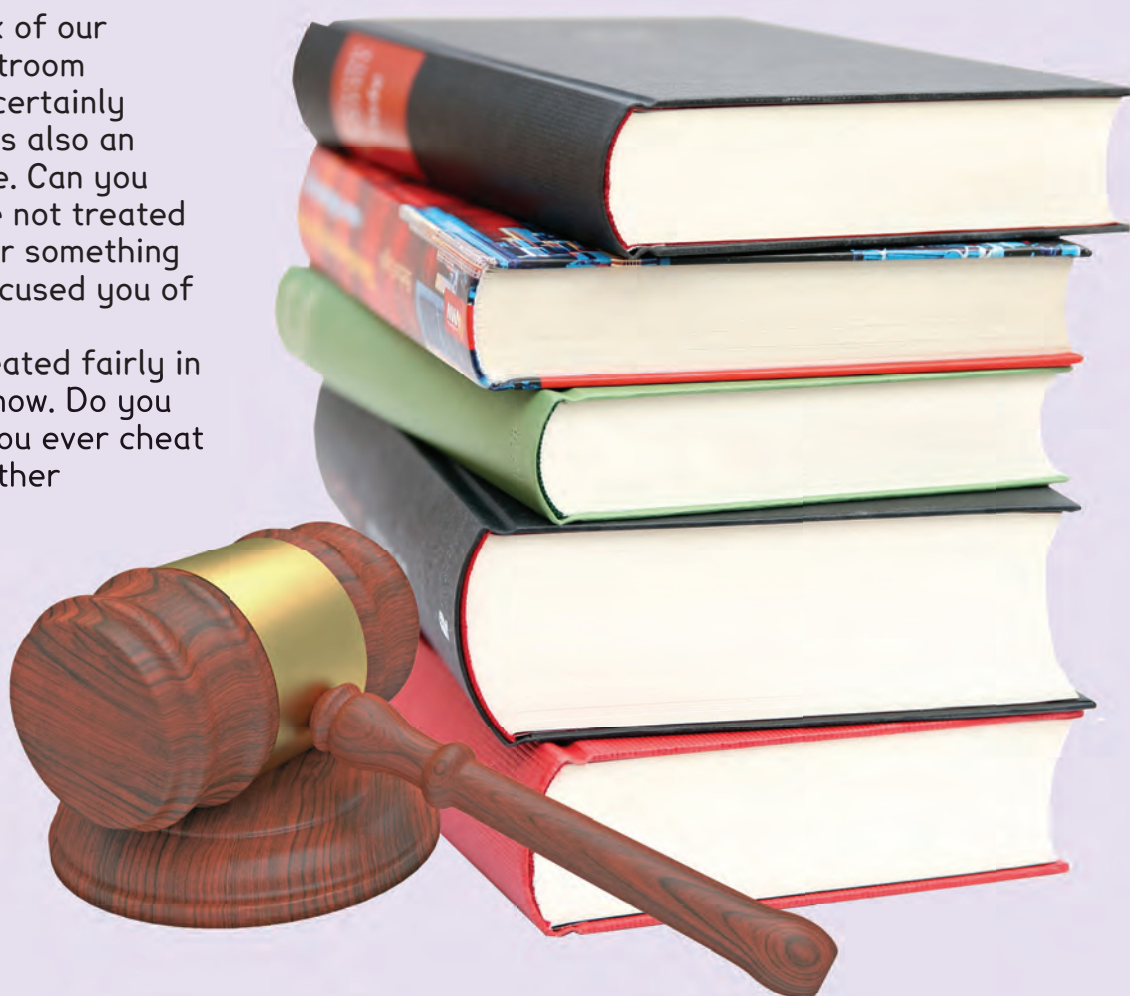
A dictatorship is another form of government that is different from a democracy. In a dictatorship, one person or a small group is in charge of making every decision for the nation. Unlike a democracy, the citizens of a dictatorship cannot decide who is in charge of the government. In fact, they cannot even express their personal opinions about government officials. Also, this type of government is not guided by a constitution. In this kind of totalitarian government, a dictator controls everything, from what the citizens read to what kind of music they listen to. Cuba and North Korea are both countries with dictatorships. The citizens in those countries do not have the same freedoms that we have in America.

It's hard to imagine America with either one of these other forms of government. We have to remember to appreciate how lucky we are to live in a democracy!

## What is justice and fairness?

When you think of justice, do you think of our government, the Supreme Court, or a courtroom full of people? Well, justice and fairness certainly are important in those places, but justice is also an important character trait for everyday life. Can you think of a time when you thought you were not treated fairly? Maybe you were not recognized for something you worked hard at, or maybe someone accused you of doing something you didn't do.

Wouldn't it be nice if everyone was treated fairly in this world? Well, you can start that right now. Do you treat your friends and family fairly? Do you ever cheat a little when you're playing cards or any other game? When you share something, do you always take the bigger half? What if a friend of yours was accused of stealing? Would you listen to both sides of the story, or just assume that he or she was guilty because someone else said so? Doing those things isn't very just. Being fair in everything we do in our lives will help us build character. Others will trust us and know that we will treat them fairly.





Name \_\_\_\_\_

**DISCOVER MORE!**  Primary Source & Bonus Media

**Activity**

**Unscramble the Words: Our Government**

Apply your knowledge of our government. In each sentence, identify the scrambled word. Unscramble the word and rewrite it at the end of the sentence. Refer to the articles in this issue to help you. The first one is done for you.

1. A Constitution is a set of **rluse** that outline how an organization, state or county will be run. rules
2. The Constitution is the foundation of our **mocedryac**. \_\_\_\_\_
3. The Ohio State **pilaCot** is located in Columbus. \_\_\_\_\_
4. **tisJuce** and fairness is an important character trait. \_\_\_\_\_
5. In the U.S., we **tove** for our leaders. \_\_\_\_\_
6. Volunteering is a **ivicc** responsibility. \_\_\_\_\_
7. The first 10 amendments are called the Bill of **ihgRts**. \_\_\_\_\_
8. Separation of **owprse** means that each branch of government has the same amount of power. \_\_\_\_\_
9. The word **artiyf** means to agree. \_\_\_\_\_
10. The **lgeisaletiv** branch makes laws. \_\_\_\_\_

**Activity**

**Matching Activity**

Match the words on the left with the descriptions on the right. Put the letter of the correct answer on the line next to the number.

- \_\_\_\_\_ 1. mayor
- \_\_\_\_\_ 2. president
- \_\_\_\_\_ 3. judge
- \_\_\_\_\_ 4. governor
- \_\_\_\_\_ 5. principal

- A. the executive in charge of a country
- B. the executive in charge of a school
- C. a person who interprets the laws
- D. the executive in charge of a state
- E. the executive in charge of a city or town

**Bonus Questions** (The answers to these questions aren't in this paper. You will need to do some research to answer some of these questions.)

- Who is the president of the United States? \_\_\_\_\_
- Who is the governor of your state? \_\_\_\_\_
- Who is the mayor of your city or town? \_\_\_\_\_

**Let's Write**

Explain what checks and balances are and why they are important in government.

**Think & Review**

1. How did the members of the Constitutional Congress ensure that the U.S. Constitution would be a document that could be used far into the future?
2. How does being fair help us build character?
3. Why is it important to preserve, protect and display our Constitution for all to see?
4. What do the Bill of Rights guarantee?
5. How is democracy in the U.S. different from monarchies or dictatorships in other countries?

## Art & Music Gr 3 Week 7

**Art:** Learn about artist Robert Seldon Duncanson by reading the biography sheet or visiting

<https://daily.jstor.org/marking-the-grave-of-the-first-african-american-landscape-artist/>

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

<https://americanart.si.edu/artist/robert-s-duncanson-1353>

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

Fri. Complete work on your photo journal, and use the following themes as inspiration.

**Week 7: Future:** The future is always on our minds—what will I be when I grow up, what will school be like next year, what will the world look like when I am an adult, etc. Record your thoughts in an essay or artist’s statement.

**Music:** Tue: Read the information about Hip-Hop and write a reflection on the influence of Hip Hop.

Thu: Listen to at least two selections, and write a reflection on how Hip Hop makes you feel, and predict what the next style of music will be.

<https://www.youtube.com/watch?v=sLf4i078eDc> Sugar Hill Gang, *Rapper’s Delight*

[https://www.youtube.com/watch?v=qBiA\\_po8TYM](https://www.youtube.com/watch?v=qBiA_po8TYM) Run DMC *It’s Tricky*

<https://www.youtube.com/watch?v=XCou76T5Y9Q> Lil’ Nas X *Old Town Road* (w/Billy Ray Cyrus)

**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 Robert Seldon Duncanson	Music Read about Hip-Hop write a reflection	Art Create Landscape art in the style of Duncanson	Music Listen & respond to Hip Hop & speculate on next style of music	Work on Photo Journal



Gr3D1W7 art

**Biography of Robert Seldon Duncanson**

By the 1860s the American press proclaimed Robert Seldon Duncanson the “best landscape painter in the West,” while London newspapers hailed him as the equal of his British contemporaries. Both then and now he rivaled the achievements of American landscape painters such as Thomas Cole, Asher Brown Durand, and John Frederick Kensett, who shaped the country’s early landscape tradition in the Hudson River Valley style.

Born to an African-American mother and Scottish-Canadian father, Duncanson grew up in New York near the Canadian border in the 1820-1830s. By 1842 he was known for his painting, exhibiting in Cincinnati Ohio where he moved after childhood. He found patrons among local abolitionists including Nicholas Longworth who commissioned him to paint 8 murals in his home. Longworth also sponsored his first trip to Europe for. “Grand Tour,” making him the first known African American artist to do so. He traveled throughout the United States and Europe and was friends with many painters who influenced his style.

He died of mental illness that may have been partly a result of lead paint poisoning in 1872.

### Gr 3 W7 D2 Music HIP HOP Background information

Hip hop is a type of culture/art style that started in the 1970s. It began in Jamaican-American, African-American, and Latino-American urban areas in some of the larger cities of the United States. Hip hop uses a style of singing called rapping. The singer or group chants or says words with a rhythm that rhymes. The lyrics of hip hop songs are often about the life of urban people in the big cities. Hip hop music also uses musical styles from pop music such as disco and reggae. Rap and hip hop music have become successful music genres.

Hip hop as a culture involves the music as well as a style of dressing called "urban" clothes (baggy pants, Timberland leather work boots, and oversize shirts); a dancing style called breakdancing or "B-Boying"; and graffiti, a street art in which people paint pictures or words on walls. In the 2000s, hip hop music and hip hop culture are very popular in the United States and Canada. Hip hop musicians usually use nicknames. Many of the popular hip hop musicians from the 2000s use nicknames, such as Snoop Dogg, Jay-Z, Eminem, Lil' Wayne, and 50-Cent.

#### **The Five Elements of Hip-Hop:**

1. Emcee: an acronym for the Master of Ceremonies. Emcees began as hosts at hip-hop parties who would prompt the breakers to dance. Influenced by original spoken-word artists, emcees began to do rhythmic call-and-response with the audience, a technique that eventually morphed into the poetic form of rapping that we know now. .
2. DJ: The DJ existed before hip-hop. It's an acronym for the word disc jockey. Originally, the DJ's job was to play recorded music for an audience either on radio or live for an audience. But the hip-hop DJ took it to the next level by making record spinning into an art form called turntabalism.
3. Breaking: The dance element of hip-hop, performed by dancers called B-Girls or B-Boys. Birthed in the late 1970s in New York, breaking blended movement styles such as jazz and martial arts with dance styles from the Caribbean, Latin America, and Africa. B-Girls and BBoys got their name because they danced over the DJ's "breaks" at hip-hop parties in the Bronx.
4. Graffiti: hip-hop's visual element. The modern form of graffiti or "graff" actually began before hip-hop music and dance, but it quickly became a part of the culture as many graffiti artists grew up in the same area as other hip-hop artists. Many graffiti artists are emcees, deejays, and/or breakers.
5. Beatboxing: also known as the "Fifth Element,;" the ability to make a beat with one's mouth instead of drums or drum machines. Beatboxing became a staple sound of hip-hop and modern dance music.