

Time	Monday	Tuesday	Wednesday	Thursday	Friday
8:00	<p>Learning Warm-Up <i>Humpty Dumpty</i> Poem -Read the poem</p> <p>Sound cards - Say each letter, the picture on the card, and the sound the letter makes.</p> <p>Sight Words - Practice flashcards at least 3 times.</p> <p>My Feelings Journal</p>	<p>Learning Warm-Up <i>Humpty Dumpty</i> Poem - Complete the <i>Looking at Words</i> section.</p> <p>Sound cards - Say each letter, the picture on the card, and the sound the letter makes.</p> <p>Sight Words - Practice flashcards at least 3 times.</p> <p>My Feelings Journal</p>	<p>Learning Warm-Up <i>Humpty Dumpty</i> Poem -Complete the <i>Playing With Sounds</i> section.</p> <p>Sound cards -Say each letter, the picture on the card, and the sound the letter makes.</p> <p>Sight Words - Practice flashcards at least 3 times.</p> <p>My Feelings Journal</p>	<p>Learning Warm-Up <i>Humpty Dumpty</i> Poem -Complete the <i>Beginning to Read</i> section.</p> <p>Sound cards - Say each letter, the picture on the card, and the sound the letter makes.</p> <p>Sight Words - Practice flashcards at least 3 times.</p> <p>My Feelings Journal</p>	<p>Learning Warm-Up Sound cards - Say each letter, the picture on the card, and the sound the letter makes.</p> <p>Sight Words - Practice flashcards at least 3 times.</p> <p>My Feelings Journal</p>
8:30	<p>Reading</p> <p>Read Listen to someone read you a book. You can listen to books on the website https://lnkd.in/dQXYt7p</p> <p>Username: Learning20 Password: Clifford</p> <p>Retell the story to a friend or family member</p> <p>Comprehension -Use the comprehension choice board to select 1 question to answer. -Cross off that question after you answer it.</p>	<p>Reading</p> <p>Read Listen to someone read you a book. You can listen to books on the website https://lnkd.in/dQXYt7p</p> <p>Username: Learning20 Password: Clifford</p> <p>Retell the story to a friend or family member</p> <p>Comprehension -Use the comprehension choice board to select 1 question to answer. -Cross off that question after you answer it.</p>	<p>Reading</p> <p>Read Listen to someone read you a book. You can listen to books on the website https://lnkd.in/dQXYt7p</p> <p>Username: Learning20 Password: Clifford</p> <p>Retell the story to a friend or family member</p> <p>Comprehension -Use the comprehension choice board to select 1 question to answer. -Cross off that question after you answer it.</p>	<p>Reading</p> <p>Read Listen to someone read you a book. You can listen to books on the website https://lnkd.in/dQXYt7p</p> <p>Username: Learning20 Password: Clifford</p> <p>Retell the story to a friend or family member</p> <p>Comprehension -Use the comprehension choice board to select 1 question to answer. -Cross off that question after you answer it.</p>	<p>Reading</p> <p>Read Listen to someone read you a book. You can listen to books on the website https://lnkd.in/dQXYt7p</p> <p>Username: Learning20 Password: Clifford</p> <p>Retell the story to a friend or family member</p> <p>Comprehension -Use the comprehension choice board to select 1 question to answer. -Cross off that question after you answer it.</p>

Time	Monday	Tuesday	Wednesday	Thursday	Friday
9:30	<p>Language/ Writing Daily Writing Prompt using the April Calendar in the Draw and Write Journal</p> <p>Daily Language Practice Journal</p> <p>Printing Letters Journal</p>	<p>Language/ Writing Daily Writing Prompt using the April Calendar in the Draw and Write Journal</p> <p>Daily Language Practice Journal</p> <p>Printing Letters Journal</p>	<p>Language/ Writing Daily Writing Prompt using the April Calendar in the Draw and Write Journal</p> <p>Daily Language Practice Journal</p> <p>Printing Letters Journal</p>	<p>Language/ Writing Daily Writing Prompt using the April Calendar in the Draw and Write Journal</p> <p>Daily Language Practice Journal</p> <p>Printing Letters Journal</p>	<p>Language/ Writing Daily Writing Prompt using the April Calendar in the Draw and Write Journal</p> <p>Daily Language Practice Journal</p> <p>Printing Letters Journal</p>
10:00	<p>Brain Break Choose a Movement & Mindfulness Break Option</p>	<p>Brain Break Choose a Movement & Mindfulness Break Option</p>	<p>Brain Break Choose a Movement & Mindfulness Break Option</p>	<p>Brain Break Choose a Movement & Mindfulness Break Option</p>	<p>Brain Break Choose a Movement & Mindfulness Break Option</p>
11:00	LUNCH	LUNCH	LUNCH	LUNCH	LUNCH
12:00	<p>Phonics Interactive Phonics Notebook</p>	<p>Phonics Interactive Phonics Notebook</p>	<p>Phonics Interactive Phonics Notebook</p>	<p>Phonics Interactive Phonics Notebook</p>	<p>Phonics Interactive Phonics Notebook</p>
12:00	<p>Sight Words Read "More Baby Animals" Sight Word Journal -Add words to your flashcards</p>	<p>Sight Words Read "Community Helpers" -Underline the names of community helpers in blue. Sight Word Journal -Add words to your flashcards</p>	<p>Sight Words Read "Community Helpers"; LIVES: blue OUR: red THIS: purple Sight Word Journal -Add words to your flashcards</p>	<p>Sight Words Read both "Community Helpers" and "More Baby Animals" to someone else. Sight Word Journal -Add words to your flashcards</p>	<p>Sight Words Pick your favorite 2 books to read to someone. Sight Word Journal -Add words to your flashcards</p>

Time	Monday	Tuesday	Wednesday	Thursday	Friday
12:30	<p>Math</p> <p>Watch the video and count along (1-100): https://www.youtube.com/watch?v=1dkPoulWCyc</p> <ul style="list-style-type: none"> -Count out loud to 100 starting with 25. -Solve the addition problems and color the answers using the code. -Printing Numbers Journal 	<p>Math</p> <p>Count out loud to 100. Watch the video and count along (1-100): https://www.youtube.com/watch?v=1dkPoulWCyc</p> <ul style="list-style-type: none"> -Count out loud to 100 starting with 89. -Complete the graph and answer the questions -Printing Numbers Journal 	<p>Math</p> <p>Watch the video and count along (number pairs): https://www.youtube.com/watch?v=ch7KzI3nZk</p> <ul style="list-style-type: none"> -Count out loud to 100 starting with 1. -Solve the subtraction problems and color the answers using the code. -Printing Numbers Journal 	<p>Math</p> <p>Watch the video and count along (1-100): https://www.youtube.com/watch?v=1dkPoulWCyc</p> <ul style="list-style-type: none"> -Count out loud to 100 starting with 40. -Measurement-Use your ruler to measure the pictures. -Printing Numbers Journal 	<p>Math</p> <p>Watch the video and count along (1-100): https://www.youtube.com/watch?v=1dkPoulWCyc</p> <ul style="list-style-type: none"> -Count out loud to 100 starting with 9.. -Complete reading the picture graph. -Printing Numbers Journal
1:00	<p>Social Studies</p> <p>Work on 'A Community of People' packet and complete one activity to go with the story.</p>	<p>Social Studies</p> <p>Work on 'A Community of People' packet and complete one activity to go with the story.</p>	<p>Social Studies</p> <p>Work on 'A Community of People' packet and complete one activity to go with the story.</p>	<p>Social Studies</p> <p>Work on 'A Community of People' packet and complete one activity to go with the story.</p>	<p>Social Studies</p> <p>Work on 'A Community of People' packet and complete one activity to go with the story.</p>
1:30	<p>Art</p> <p>Learn about African masks with info sheet or website</p>	<p>Music</p> <p>Play Roll a rhythm & drumming with homemade drum</p>	<p>Art</p> <p>Use mirror image African mask page or create your own designet</p>	<p>Music</p> <p>Read, listen & respond to Hip Hop & Rapper's Delight</p>	<p>Art</p> <p>Work on Photo Journal</p>
2:00	<p>Science</p> <p>Science Journal Activity/ Page</p>	<p>Science</p> <p>Science Journal Activity/ Page</p>	<p>Science</p> <p>Science Journal Activity/ Page</p>	<p>Science</p> <p>Science Journal Activity/ Page</p>	<p>Science</p> <p>Science Journal Activity/ Page</p>
2:30	<p>Daily Wrap Up</p> <p>Discuss the activities from the day. Review what has been learned and created.</p>	<p>Daily Wrap Up</p> <p>Discuss the activities from the day. Review what has been learned and created.</p>	<p>Daily Wrap Up</p> <p>Discuss the activities from the day. Review what has been learned and created.</p>	<p>Daily Wrap Up</p> <p>Discuss the activities from the day. Review what has been learned and created.</p>	<p>Daily Wrap Up</p> <p>Discuss the activities from the day. Review what has been learned and created.</p>



Family and Student Supports:

<p>Please review family letters for these content area assignments:</p> <ul style="list-style-type: none"> • Literacy • Math • Science • Social Studies • Art • Music 	<p>Student Learning Kits (to be distributed during the week of April 14, 2020)</p> <p><u>Supplies:</u> ruler, crayons, pencils, glue sticks, scissors, paper, markers, composition book</p> <p><u>Math:</u> Math Journal</p> <p><u>Literacy:</u> Daily Interactive Reading Comprehension Journal, Daily Language Practice Book, Interactive Phonics Journal</p> <p><u>Science:</u> Daily Science Activity Journal</p> <p><u>Art:</u> watercolor paint, paper</p> <p>Picture Books - week of May 11, 2020</p>
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Additional Student Supports:

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

Websites and Applications to Supplement Learning Online for Preschool and Kindergarten

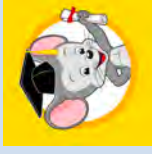
ABC Mouse (all subjects PK and K)

<https://www.abcmouse.com/redeem>

Step One: Click Link 'Redeem Code'

and enter code: SCHOOL6225

Step Two: Follow prompts to access ABC Mouse



ABCYA

Fun, interactive learning games and activities for prek and K

<https://www.abcya.com/>



Scholastic Learn at Home

Access to books and read alouds along with literacy lessons to use at home.

<http://www.scholastic.com/learnathome>

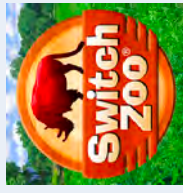
Username: Learning20

Password: Clifford

Switchzoo

Interactive animal games for kids

<https://www.switchzoo.com/>



National Geographic Kids

Online, interactive learning resources for kids

<https://kids.nationalgeographic.com/>

Storynory Kids Learning Games

<https://www.storynory.com/>

Epic

Free, read aloud picture books

<https://www.getepic.com/>



Virtual Piano Online

<https://www.onlinepianist.com/virtual-piano>

Play to Learn Preschool/Kindergarten

Fun lessons, songs and activities

<https://www.facebook.com/PlayToLearnPS/>



Funbrain Jr.

Online learning games for prek ans K

<http://www.funbrainjr.com/>

Sesame Street

Interactive Learning Activities

[https://www.sesamestreet.org/?](https://www.sesamestreet.org/?gclid=CjwKCAjwsMzzBRACEIwAx4ILGxNX3QRuRQ9Tt0C_Dm3e)

[gclid=CjwKCAjwsMzzBRACEIwAx4ILGxNX3QRuRQ9Tt0C_Dm3ean6DpxODJcSKeo2YKQofnwnXlpggAvvW6xoCNFUQAvd_BwE](https://www.sesamestreet.org/?gclid=CjwKCAjwsMzzBRACEIwAx4ILGxNX3QRuRQ9Tt0C_Dm3ean6DpxODJcSKeo2YKQofnwnXlpggAvvW6xoCNFUQAvd_BwE)

PBSKids

Online learning resources, activities and games for prek and K

<https://pbskids.org/>



Movement & Mindfulness Break Options:

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

Social Emotional Development Resources:

Social and Emotional Foundations for Early Learning:
<http://csefel.vanderbilt.edu/resources/family.html>

A Parent Guide to Supporting Your Child's Social and Emotional Development at Home:
https://static.virtuallabschool.org/atmt/social/FC.Social_3.PreschoolDev_A1.NYCParentGuideSoc-Emotional.pdf



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

☎ 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

Humpty Dumpty

**Humpty Dumpty sat on a wall,
Humpty Dumpty had a great fall.
All the king's horses
And all the king's men
Couldn't put Humpty together again!**



Humpty Dumpty

★ 7 ★

★ Looking at Words and Letters

- 1. Ask, Which lines have the most words? How many words do they each have?
- 2. Ask, Which line has the fewest words? How many words does it have?
- 3. Ask your child to circle the words that have two l's in a row. (wall, fall, all)

★ Playing With Sounds

- 1. Say, I'll say two words. Clap your hands if they rhyme:
again, men all, wall horses, Humpty
- 2. Say, I'll say a word, then you say one that rhymes: sat. (mat, hat) Repeat with king, wall, men.
- 3. Say, I'm going to stretch some words into their separate sounds. Tell me the words I am stretching:
h...aaa...d (had)
a...nn...d (and)
p...uu...t (put)

★ Beginning to Read

- 1. Ask your child to circle the words that name living things.
- 2. Say, We'll start with all. What's the word if we put "b" in the beginning? (ball) Repeat with "f," "sm," "h," "m," "t," "w."
- 3. Put the -all words from the exercise above on index cards or small slips of paper. Write each word on two cards. Turn them over, and play Concentration together.
- 4. Write wall on a sheet of paper. Point out the -all word family. Together, brainstorm, write, and read other words that rhyme and belong to the word family.
- 5. Together, choose two or three words from the poem. Add them to your word wall and practice these words daily. Or add them to your child's word bank (a collection of words on cards, one word per card).



A Reading A-Z Level D Leveled Book • Word Count: 108

Community Helpers

LEVELED BOOK • D

Community Helpers



Written by Kira Freed

Community Helpers



Written by Kira Freed

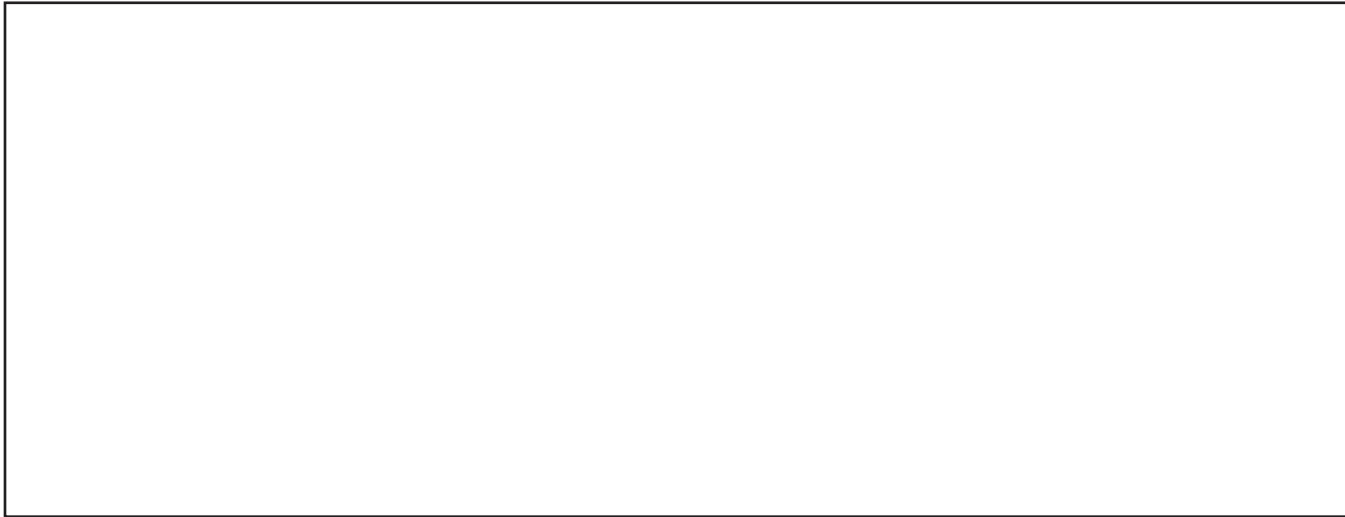
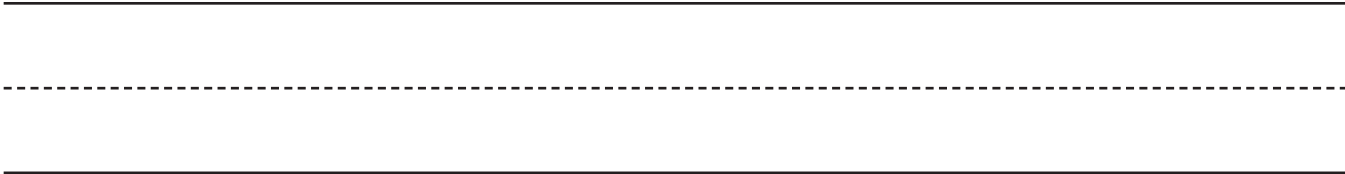


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Correlation

LEVEL D	
Fountas & Pinnell	D
Reading Recovery	5-6
DRA	6



This is a service dog.
She is an important helper, too.



Who are the helpers
in our community?
Let's meet some of them.

This is a baker.
He is an important helper.
He lives in our community.



This is a
police officer.
She is an important helper.
She lives in our community.

This is a firefighter.
He is an important helper.
He lives in our community.



This is a
construction worker.
He is an important helper.
He lives in our community.

This is a teacher.
He is an important helper.
He lives in our community.



This is a doctor.
She is an important helper.
She lives in our community.

Name: _____

Adding to 20

Color by Addition

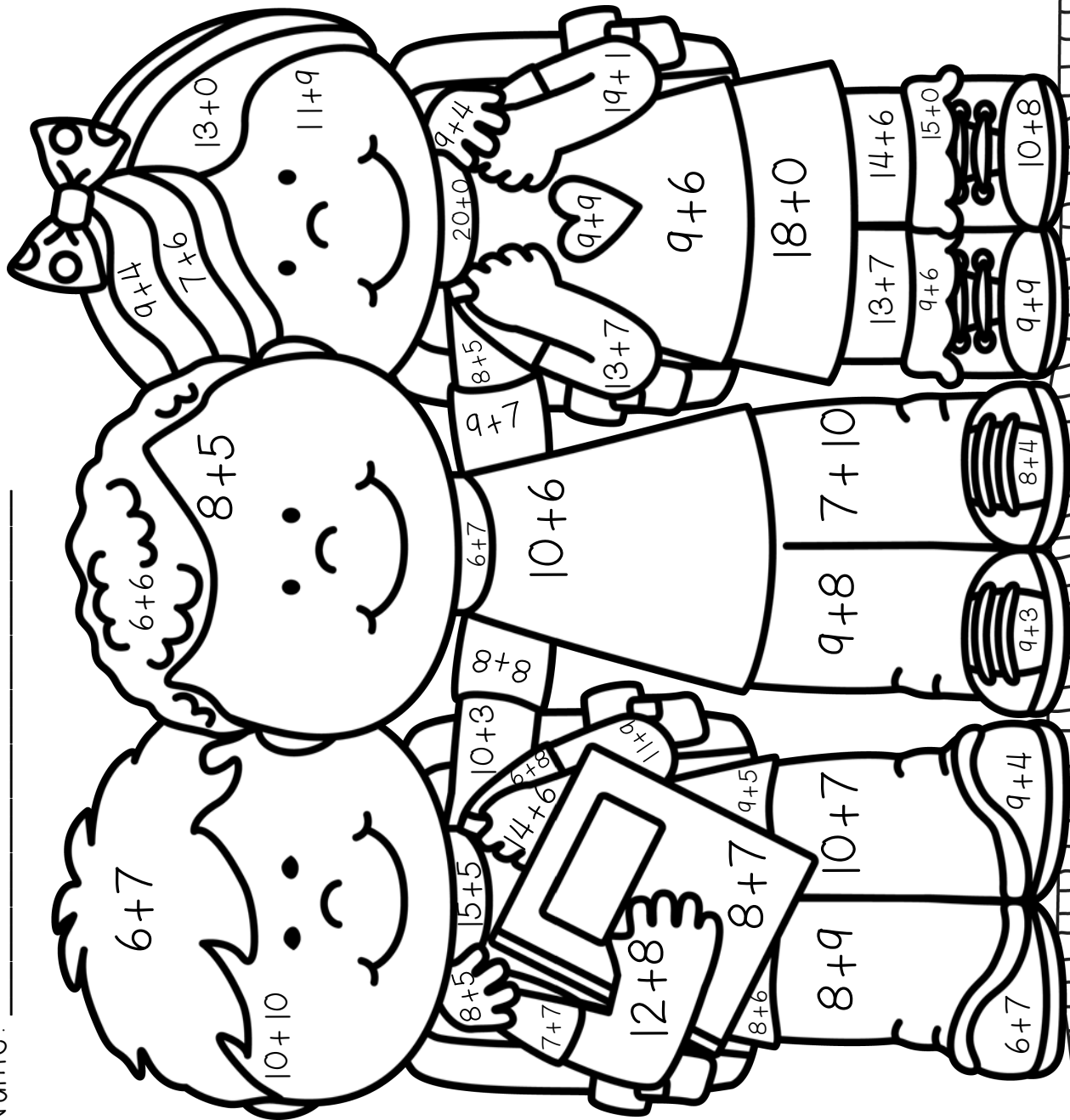
- 12 - BLACK
- 13 - BROWN
- 14 - GREEN
- 15 - YELLOW
- 16 - RED
- 17 - BLUE
- 18 - PINK
- 20 - PEACH

*You can choose any colors for empty spaces..

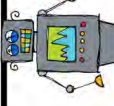
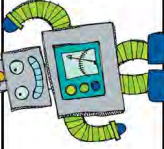
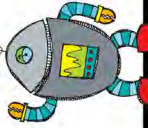
School Days



week 7: Math


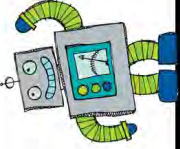
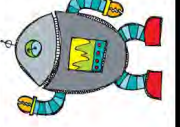


Use the data in the tally chart to complete the graph.

	A	
	B	
	C	

Coollest Robot

Name: _____

9						
8						
7						
6						
5						
4						
3						
2						
1						
		A		B		C

Which robot got the most votes?

Which robot got the least votes?

How many votes were there in all?

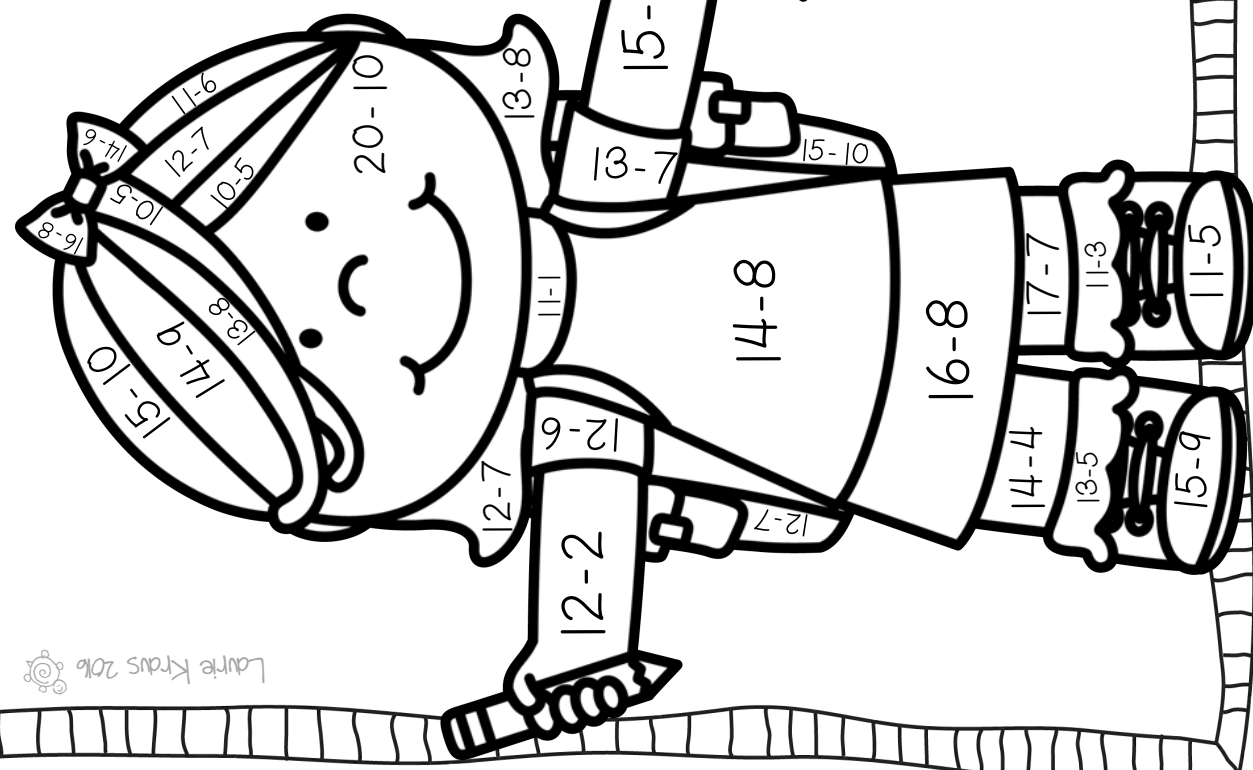
Name: _____

Laurie Kraus 2016

Color by Subtraction

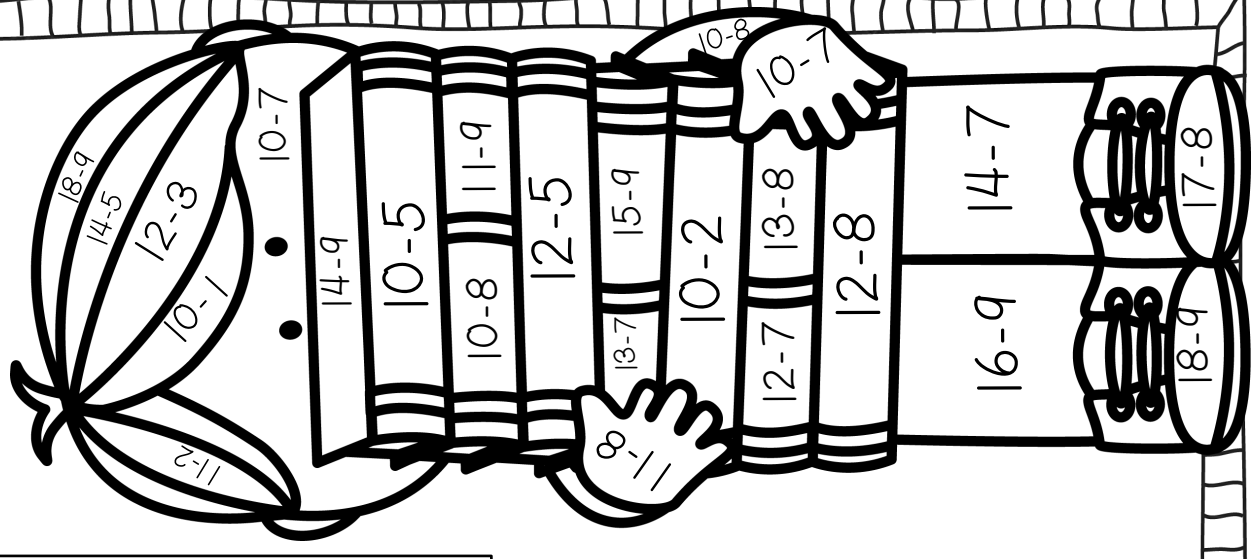
- 2 - RED
- 3 - BROWN
- 4 - GREEN
- 5 - YELLOW
- 6 - PURPLE
- 7 - BLUE
- 8 - PINK
- 9 - BLACK
- 10 - PEACH

*You can choose any colors for empty spaces...



Week 7: Math

Subtracting with digits 0-20



Name: _____ Date: _____

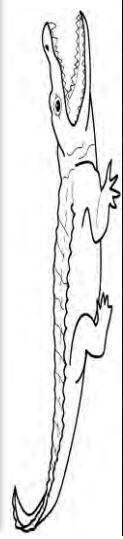
MEASURING WITH RULERS

Directions: Use the ruler to measure each object to the nearest inch.



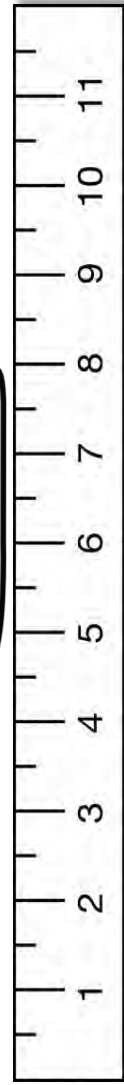
1

_____ inches



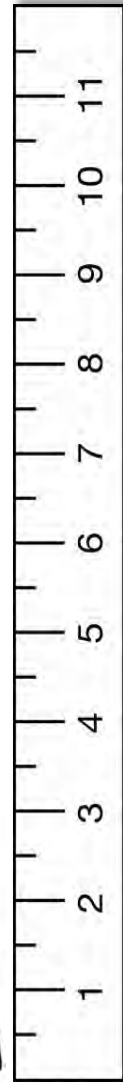
2

_____ inches



3

_____ inches



4

_____ inches



5


















_____ inches

Name _____

Bunny Goes Shopping

Look at the graph.

Balls for Sale

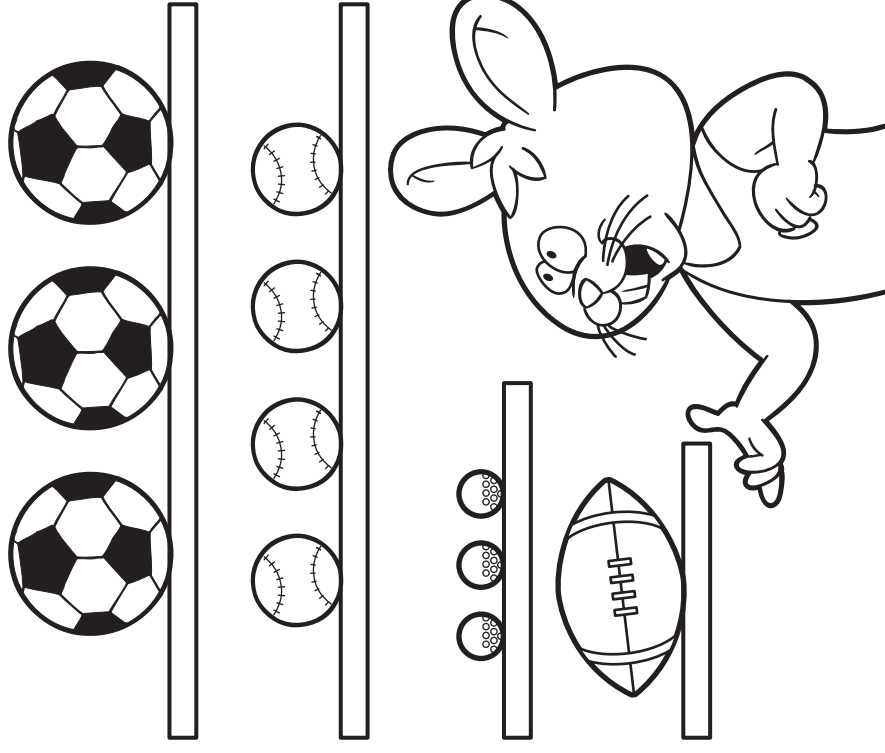
				
soccer ball				
				
football				
				
baseball				
				
golf ball				



Circle.

How many  ? 3 5 How many  ? 4 2 Which has the **most**?    

How many  ? 5 1 How many  ? 2 3 Which has the **fewest**?    



Answer Key

How many  ? ③ 5 How many  ? ④ 2 Which has the **most**?   

How many  ? 5 ① How many  ? 2 ③ Which has the **fewest**?   

A Community of People

by ReadWorks



What is a community? It is a group of people. They live near one another. They work and play near one another too. The place they live in can be a city or a town. People work in a community. They can help one another.

People have different jobs. There are teachers and firefighters. Some people are police officers. Some people are doctors. Some people deliver mail. Some people work in stores.

Kids have jobs too. They go to school to learn. What do you like about your community?

firefighter

fire · fight · er

Definition**noun**

1. someone who works to put out fires, either for pay or as a volunteer.
-

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

1. His best friend, Charlie, was going to be a **firefighter**. Charlie knew what he wanted. It seemed he had always known. He was strong and smart, so he would probably pass all the tests.

Name: _____ Date: _____

1. What do we call a group of people who live, work, and play near one another?



a community



a family

2. Where can communities be?



a city or town



in a tent

3. What do the grown-ups in a community do to help one another?

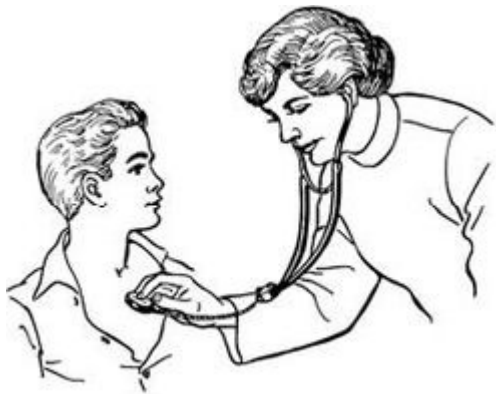


go to school



work

4. What job do the kids in a community have?



work as a doctor



go to school

5. Name one job that the people in a community might have?

6. What did you learn from "A Community of People"?

7. Draw people helping others in their community by doing their job.

Art & Music K week 7

Art M-W-F:

Free Draw-Paint-Build (10 minutes)

Mon: Read the information sheet for African masks or visit <https://kids.britannica.com/kids/article/African-mask/602131> and look at the examples.

Ask yourself:

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

Write a reflection of your experience. How did you feel? Did you like what you saw? Why? Why not?

Wed: Use the African Mask mirror image worksheet to create your own mask, or use whatever supplies you have to create your own mask in the style of African Masks

. Finish your Photo Journal by taking pictures that show what summer vacation means to you.

Music T-Th:

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

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

Thu: Listen to Hip Hop Music!. Read about Hip Hop with the background sheet.

<https://www.youtube.com/watch?v=sLf4i078eDc> Rapper's Delight

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

Monday	Tuesday	Wednesday	Thursday	Fri
Art Learn about African masks with info sheet or website	Music Play Roll a rhythm & drumming with homemade drum	Art Use mirror image African mask page or create your own design	Music Read, listen & respond to Hip Hop & Rapper's Delight	Work on Photo Journal!

K W7D1 Art AFRICAN MASKS BACKGROUND

A mask is a covering for the face or the head. In many cultures, masks are an important part of traditional rituals. For thousands of years, African peoples have used masks in ceremonies. Every African mask is unique.

In many African groups, masks are worn by dancers. Masked dancers often participate in ceremonies that include songs and prayers. Different ceremonies honor children's coming of age, harvests, funerals, and other events. The person who wears the mask knows exactly what he or she must do.

There are many types of masks in Africa. One type of mask covers the face. Another type looks like a helmet that covers the entire head. Still another type is worn on top of the head, like a flat hat. Each mask tells a different story. The shapes, colors, and sizes of African masks have special meanings for different cultures. Masks that represent animals are popular. For example, the Bwa and Nuna peoples in Burkina Faso make crocodile, eagle, and buffalo masks.

Artists use various materials to make African masks. Leather, metal, fabric, and wood are the most common. Artists often decorate the masks with paint, shells, glass, fibers, horns, or other items.

African masks are shown in museums and galleries all over the world. African masks also may be sold at local markets and overseas. The masks for sale are usually copies of original masks. Most original African masks are passed from one generation to the next.



K W7 D4 Music Learn about Hip Hop!

Hip hop is a music, art, and style of dressing that started in the 1970s. It began in 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 people in the big cities. Hip hop music also uses musical styles from pop music such as disco and reggae.

In the 2000s, hip hop music and hip hop culture are very popular in the United States and Canada.

Hip Hop has Five Elements:

Emcee: stands for the Master of Ceremonies. Emcees began as hosts at hip-hop parties who would prompt the breakers to dance.

DJ: The DJ existed before hip-hop. But the hip-hop DJ took it to the next level by making record spinning into an art form called turntablism.

Breaking: The dance element of hip-hop, performed by dancers called B-Girls or B-Boys.. B-Girls and BBoys got their name because they danced over the DJ's "breaks" at hip-hop parties in the Bronx.

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.

Beatboxing: The ability to make a beat with one's mouth instead of drums or drum machines.