<table>
<thead>
<tr>
<th>Time</th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
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</tr>
</thead>
<tbody>
<tr>
<td>8:00</td>
<td>Learning Warm-Up</td>
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<td>Humpty Dumpty Poem</td>
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<td></td>
<td>- Read the poem</td>
<td>- Complete the</td>
<td>- Complete the</td>
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<tr>
<td></td>
<td>Sound cards</td>
<td>Looking at Words section.</td>
<td>Playing With Sounds section.</td>
<td>Beginning to Read section.</td>
<td>Sound cards</td>
</tr>
<tr>
<td></td>
<td>- Say each letter, the picture on the card, and the sound the letter makes.</td>
<td>Sound cards</td>
<td>Sound cards</td>
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<td></td>
<td>Sight Words</td>
<td>- Say each letter, the picture on the card, and the sound the letter makes.</td>
<td>Sight Words</td>
<td>- Say each letter, the picture on the card, and the sound the letter makes.</td>
<td>Sight Words</td>
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<td>- Practice flashcards at least 3 times.</td>
<td>Sight Words</td>
<td>Sight Words</td>
<td>- Practice flashcards at least 3 times.</td>
<td>Sight Words</td>
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<td>8:30</td>
<td>Reading</td>
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<td>Listen to someone read you a book. You can listen to books on the website <a href="https://lnkd.in/dQXYt7p">https://lnkd.in/dQXYt7p</a> Username: Learning20 Password: Clifford Retell the story to a friend or family member</td>
<td>Listen to someone read you a book. You can listen to books on the website <a href="https://lnkd.in/dQXYt7p">https://lnkd.in/dQXYt7p</a> Username: Learning20 Password: Clifford Retell the story to a friend or family member</td>
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<td>Comprehension</td>
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<td>- Use the comprehension choice board to select 1 question to answer.</td>
<td>- Use the comprehension choice board to select 1 question to answer.</td>
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<td>- Cross off that question after you answer it.</td>
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<tr>
<td>9:30</td>
<td><strong>Language/Writing</strong>&lt;br&gt;Daily Writing Prompt using the April Calendar in the Draw and Write Journal&lt;br&gt;Daily Language Practice Journal&lt;br&gt;Printing Letters Journal</td>
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<td><strong>Brain Break</strong>&lt;br&gt;Choose a Movement &amp; Mindfulness Break Option</td>
<td><strong>Brain Break</strong>&lt;br&gt;Choose a Movement &amp; Mindfulness Break Option</td>
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<td>10:00</td>
<td><strong>Phonics</strong>&lt;br&gt;Interactive Phonics Notebook</td>
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<td>Read both &quot;Community Helpers&quot; and &quot;More Baby Animals&quot; to someone else.</td>
<td>Add words to your flashcards</td>
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<td>Add words to your flashcards</td>
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<td>- Underline the names of community helpers in blue.</td>
<td>- Add words to your flashcards</td>
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<td><strong>Phonics</strong>&lt;br&gt;Interactive Phonics Notebook</td>
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<td>Read &quot;More Baby Animals&quot;</td>
<td>Add words to your flashcards</td>
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<td>Watch the video and</td>
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<td>Watch the video and</td>
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<td>count along (1-100):</td>
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<td>count along (1-100):</td>
<td>count along (1-100):</td>
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<td>complete one activity</td>
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<td>complete one activity</td>
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<td>to go with the story.</td>
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<td>1:30</td>
<td></td>
<td><strong>Music</strong></td>
<td><strong>Art</strong></td>
<td><strong>Science</strong></td>
<td><strong>Daily Wrap Up</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Play Roll a rhythm &amp;</td>
<td>Use mirror image</td>
<td>Science Journal Activity/</td>
<td>Discuss the activities</td>
</tr>
<tr>
<td></td>
<td></td>
<td>drumming with homemade</td>
<td>African mask page or</td>
<td>Page</td>
<td>from the day. Review</td>
</tr>
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<td></td>
<td></td>
<td>drum</td>
<td>create your own design</td>
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<td>2:00</td>
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<td><strong>Science</strong></td>
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<td>**Science Journal Activity/</td>
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<td>2:30</td>
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</tbody>
</table>
### Family and Student Supports:

<table>
<thead>
<tr>
<th>Please review family letters for these content area assignments:</th>
<th>Student Learning Kits (to be distributed during the week of April 14, 2020)</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Literacy</td>
<td>Supplies: ruler, crayons, pencils, glue sticks, scissors, paper, markers, composition book</td>
</tr>
<tr>
<td>• Math</td>
<td>Math: Math Journal</td>
</tr>
<tr>
<td>• Social Studies</td>
<td>Science: Daily Science Activity Journal</td>
</tr>
<tr>
<td>• Art</td>
<td>Art: watercolor paint, paper</td>
</tr>
<tr>
<td>• Music</td>
<td>Picture Books - week of May 11, 2020</td>
</tr>
</tbody>
</table>

### Additional Student Supports:

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

*Please reach out to your child’s school if you have any questions or need assistance with login information.*
# Online Learning and Additional Resources:

<table>
<thead>
<tr>
<th>Websites and Applications to Supplement Learning Online for Preschool and Kindergarten</th>
</tr>
</thead>
</table>
| **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/?gclid=CjwKCAjwsMzzBRACEiwAx4LGxNX3QRuRQ9Ti0C_Dm3e an6DpxODjcSKeo2YKQolfnwNXLgpgAvW6xoCNUQAvD_BwE | **PBSKids**  
Online learning resources, activities and games for prek and K  
https://pbskids.org/ |
## Movement & Mindfulness Break Options:

<table>
<thead>
<tr>
<th>Outside Play Activities</th>
<th>Playground Visit</th>
</tr>
</thead>
<tbody>
<tr>
<td>Go Noodle</td>
<td>Go for a Run or Walk (with an adult)</td>
</tr>
<tr>
<td><a href="https://family.gonoodle.com/">https://family.gonoodle.com/</a></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>The OT Toolbox</th>
<th>Fluency and Fitness (free for 3 wks)</th>
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</table>

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<tr>
<th>Mind Yeti</th>
<th>Positive Psychology</th>
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<tr>
<th>Calm (app available also)</th>
<th>Teach, Train, Love</th>
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</table>

## Social Emotional Development Resources:

<table>
<thead>
<tr>
<th>Social and Emotional Foundations for Early Learning:</th>
</tr>
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<tbody>
<tr>
<td><a href="http://csefel.vanderbilt.edu/resources/family.html">http://csefel.vanderbilt.edu/resources/family.html</a></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>A Parent Guide to Supporting Your Child’s Social and Emotional Development at Home:</th>
</tr>
</thead>
</table>
Hello Cleveland Metropolitan School Staff,

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

*If needed upon first login, use this Site Code: 3904378.

Clever Login Example:
Username: ccbiyu001
Password: ca0646

Best Regards,
Kristi Bidinger
Imagine Learning Area Partnership Manager
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!
**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).
Community Helpers

A Reading A–Z Level D Leveled Book

Word Count: 108

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LEVELED BOOK • D

Community Helpers

Written by Kira Freed

www.readinga-z.com
Community Helpers

Written by Kira Freed
Who are the helpers in our community?
Let’s meet some of them.

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

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

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 service dog.
She is an important helper, too.

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

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

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

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

This is a doctor.
She is an important helper.
She lives in our community.
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.*
### Coolest Robot

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

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td></td>
<td></td>
</tr>
<tr>
<td>B</td>
<td></td>
<td></td>
</tr>
<tr>
<td>C</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Which robot got the most votes?
Which robot got the least votes?
How many votes were there in all?
Subtracting with digits 0-20

Laurie Kraus 2016

Color by Subtraction

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

*You can choose any colors for empty spaces.

14-4
12-8
10-5
8-4
10-1
10-7
9-8
10-2
10-5
10-8
11-9
12-5
13-7
15-9
12-7
13-8
12-8
16-9
14-7
18-4
17-8
11-8
12-7
13-8
14-5
14-9
14-1
15-7
16-8
17-9
18-10
11-9
10-8
11-7
12-6
13-5
14-4
15-3
16-2
17-1
18-0

Week 7: Math

Name:
Measuring With Rulers

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

Look at the graph.

How many soccer balls?
How many footballs?
How many baseballs?
How many golf balls?

Which has the most?
Which has the fewest?

Circle.
### Answer Key

<table>
<thead>
<tr>
<th>Object</th>
<th>How many</th>
<th>Which has the most?</th>
<th>How many</th>
<th>Which has the fewest?</th>
</tr>
</thead>
<tbody>
<tr>
<td>🏒️</td>
<td>5</td>
<td>🏒️</td>
<td>2</td>
<td>🏒️</td>
</tr>
<tr>
<td>🏑️</td>
<td>?</td>
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</tr>
<tr>
<td>🏑️</td>
<td>5</td>
<td>🏑️</td>
<td>2</td>
<td>🏑️</td>
</tr>
</tbody>
</table>
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.
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)
Ask yourself:
1. What do I notice?
2. What do I see?
3. How does it make me feel?
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?

<table>
<thead>
<tr>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Fri</th>
</tr>
</thead>
<tbody>
<tr>
<td>Art</td>
<td>Music</td>
<td>Art</td>
<td>Music</td>
<td>Fri</td>
</tr>
<tr>
<td>Learn about</td>
<td>Play Roll a rhythm &amp; drumming with</td>
<td>Use mirror image African mask page or create your own design</td>
<td>Read, listen &amp; respond to Hip Hop &amp; Rapper’s Delight</td>
<td>Work on Photo Journal!</td>
</tr>
</tbody>
</table>
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.
Hip hop is a music, art, and style of dressing that started in the 1970s. It began 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.