

Time	Monday	Tuesday	Wednesday	Thursday	Friday
8:00	<h1>No School</h1>	<p>Learning Warm-Up and Independent Reading</p> <ul style="list-style-type: none"> -Review a book from Scholastic Home (see login information under Online Learning) -Complete learning activity through Imagine Learning Literacy (Access through Clever, found on CMSD website student page) 	<p>Learning Warm-Up and Independent Reading</p> <ul style="list-style-type: none"> -Review a book from Scholastic Home (see login information under Online Learning) -Complete learning activity through Imagine Learning Literacy 	<p>Learning Warm-Up and Independent Reading</p> <ul style="list-style-type: none"> -Review a book from Scholastic Home (see login information under Online Learning) -Complete learning activity through Imagine Learning Literacy 	<p>Learning Warm-Up and Independent Reading</p> <ul style="list-style-type: none"> -Review a book from Scholastic Home (see login information under Online Learning) -Complete learning activity through Imagine Learning Literacy
8:30		<p>Language</p> <ul style="list-style-type: none"> -Daily Language Practice Journal 	<p>Language</p> <ul style="list-style-type: none"> -Daily Language Practice Journal 	<p>Language</p> <ul style="list-style-type: none"> -Daily Language Practice Journal 	<p>Language</p> <ul style="list-style-type: none"> -Daily Language Practice Journal
9:00		<p>Reading</p> <ul style="list-style-type: none"> -View the youtube book teaser. https://www.youtube.com/watch?v=0uLcd78zJj4 -Independently Read, <u>I Survived the Attack of the Grizzlies, 1967</u> for 25 minutes. -Use provided anchor charts (week 1) when you encounter an unfamiliar word. -Reading Comprehension Journal 	<p>Reading</p> <ul style="list-style-type: none"> -Independently Read, <u>I Survived the Attack of the Grizzlies, 1967</u> for 25 minutes. -Use the provided anchor charts when you encounter an unfamiliar word. -Reading Comprehension Journal 	<p>Reading</p> <ul style="list-style-type: none"> -Independently Read, <u>I Survived the Attack of the Grizzlies, 1967</u> for 30 minutes. Use the provided anchor charts when you encounter an unfamiliar word. -Reading Comprehension Journal 	<p>Reading</p> <ul style="list-style-type: none"> -Independently Read, <u>I Survived the Attack of the Grizzlies, 1967</u> for 30 minutes. Use the provided anchor charts when you encounter an unfamiliar word. -Reading Comprehension Journal

Time	Monday	Tuesday	Wednesday	Thursday	Friday
10:00	No School	Writing -Writing Journal Make a KWL chart – Draw a chart with 3 columns. Label column 1 "I Already Know"; column 2- "I Want to Know" column 3 – "I Learned." Write as many words, ideas and thoughts you already know about Grizzly attacks and/or grizzly bears in column 1. -View the youtube – Grizzly Bear vs. Hikers in Glacier National Park https://youtu.be/dEDFSPpVOCM	Writing -Writing Journal Describe the story setting, citing evidence from the text. -View the youtube - Take a Trip to Glacier N.P. https://www.youtube.com/watch?v=KtQvQ7OIZX4 -If you vacationed at Glacier National Park, describe the activities you would do?	Writing -Writing Journal What is the main event in chapter 1. Describe what happened. Cite evidence from the text. Use adjectives to express the mood of the main event in chapter 1.	Writing -Writing Journal In chapter 1, how did Mel try to escape the grizzly bear.
11:00		LUNCH	LUNCH	LUNCH	LUNCH
12:00		Math Khan Academy Video: "Classifying Triangles" Activity: Identify and Classify Triangles by Angles (17.2 Reteach)	Math Khan Academy Video: "Classifying Triangles by Angles" Activity: Identify and Classify Triangles by Sides (17.3 Reteach)	Math Activity: Identify and Classify Triangles by Angles (17.2 More Practice/Homework)	Math Worksheet: Identify and Classify Triangles by Sides (17.3 More Practice/Homework)
12:30		Music Drawing Bar Lines/Kalimba	Art Claude Monet	Music Cole Porter	Art Photo Journal
1:30		Social Studies -Read, <i>The Constitution Tells the States Who Has the Right to Vote</i>	Social Studies -Answer comprehension question 1-10	Social Studies -Answer CONDUCT vocabulary question 1-11	Social Studies -Answer PREVENT vocabulary question 1-11
2:00		Science Science Journal Page	Science Science Journal Page	Science Science Journal Page	Science Science Journal Page
2:30		Brain Break Choose a Movement & Mindfulness Break Option	Brain Break Choose a Movement & Mindfulness Break Option	Brain Break Choose a Movement & Mindfulness Break Option	Brain Break Choose a Movement & Mindfulness Break Option

Family and Student Supports:

Please review family letters for these content area assignments:

- Literacy
- Math
- Science
- Social Studies
- Art
- Music

Student Learning Kits

Supplies: ruler, crayons, pencils, glue sticks, scissors, paper, markers, composition book

Math: Daily Math Practice Journal

Literacy: Daily Interactive Reading Comprehension Journal, Writing Prompt Journal, Daily Language Practice Book, Interactive Phonics Activities/Journal

Science: Daily Science Activity & Journal

Art: watercolor paint, paper



Additional Student Supports:

Individual Supports

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.

English Language Learners

Please reference the *Academic Enrichment Packet for English Language Learners* to access additional student supports as needed.



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

Online Learning:

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





Exact Path



Study Island

edmentum™

Dear Students & Families:

CMSD offers instruction through the programs Exact Path and Study Island. Exact Path includes K-12 assessment-driven math, reading, and language arts instruction; and Study Island provides instruction and assessments in math, reading, English Language arts, science, and social studies. The videos below are designed to assist with navigating both Exact Path and Study Island while working from home. Each video is approximately 10-15 minutes in length.

Please note that students access Exact Path through the CMSD Clever student portal using the login credentials they have been using all school year. The CMSD portal can be reached from this link:

<https://www.clevelandmetroschools.org/Page/15212>

As you will see, each video is specific to the grade range listed in the title.

[Exact Path & Study Island at Home: Grades K-2nd](#)

[Exact Path & Study Island at Home: Grades 3rd-5th](#)

[Exact Path & Study Island at Home: Grades 6th-12th](#)

Thank you,
The Academic Offices
Cleveland Metropolitan School District





Daily Assignments Checklist

Name: _____ Week: _____

Dear Parents/Guardians,

In the work packet, you will find assignments for the below subjects. Most often there will be more than one assignment for a subject. After your child completes the assignment(s) in each area, he/she should place a check in the box. This checklist will help your child monitor his/her completion of tasks, as well as promote responsibility. --Thank you!

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

Name _____

Identify and Classify Triangles by Angles

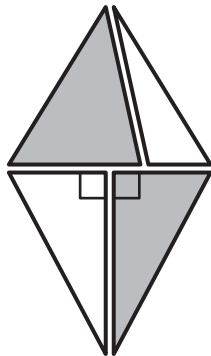
Rumi uses triangles to design a kite for a kite festival. What types of triangles does she use?

This shaded triangle has three acute angles, so it is an **acute triangle**.

This triangle has one obtuse angle, so it is an **obtuse triangle**.

This triangle has one right angle, so it is a **right triangle**.

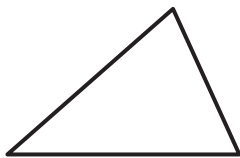
This shaded triangle is also a **right triangle**.



Rumi uses one acute triangle, one obtuse triangle, and two right triangles to make her kite.

Classify the triangle. Write *acute*, *right*, or *obtuse*.
Use a protractor, if needed.

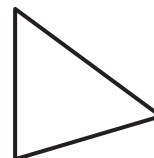
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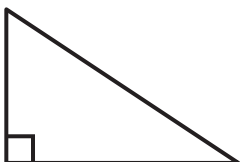
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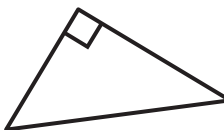
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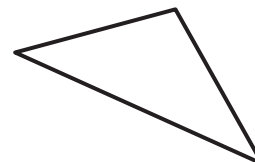
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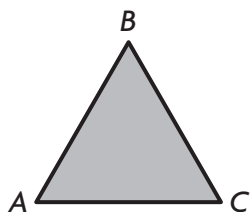
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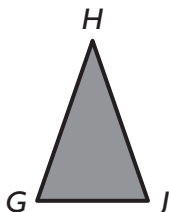
Name _____

Identify and Classify Triangles by Sides

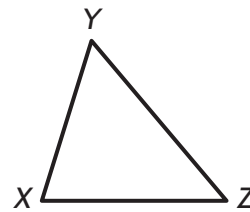
Leo is making a quilt. He uses these three different triangles in his pattern. What types of triangles does Leo use?



$\triangle ABC$ has three sides of equal length, so it is an **equilateral triangle**.



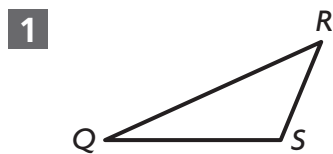
$\triangle GHJ$ has at least two sides of equal length, so it is an **isosceles triangle**.

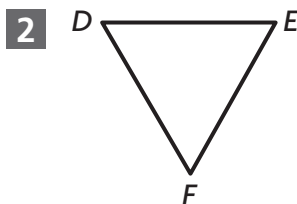


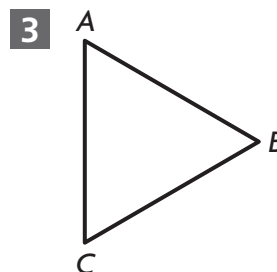
$\triangle XYZ$ has no sides of equal length, so it is a **scalene triangle**.

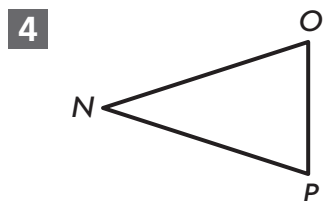
Leo uses an equilateral triangle, an isosceles triangle, and a scalene triangle in his pattern.

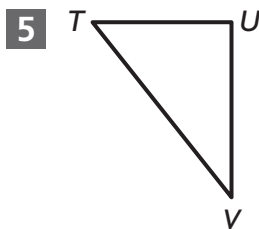
Identify and classify the triangle. Write *equilateral*, *isosceles*, or *scalene*. Use a centimeter ruler if needed.

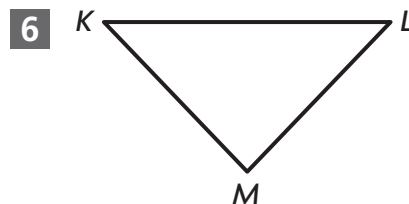












Name _____

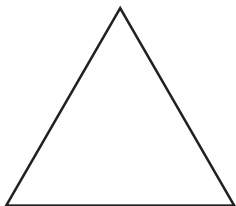


ONLINE
 Video Tutorials and
 Interactive Examples

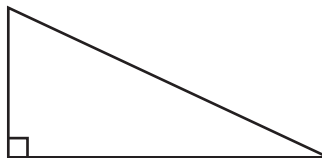
Identify and Classify Triangles by Angles

Classify the triangle. Write *acute*, *right*, or *obtuse*.

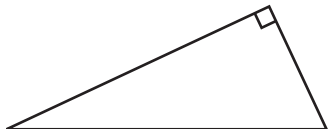
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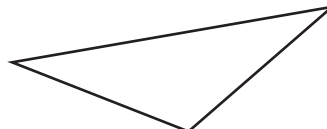
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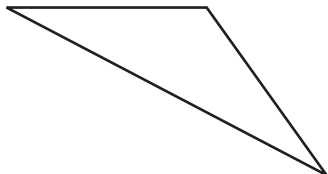
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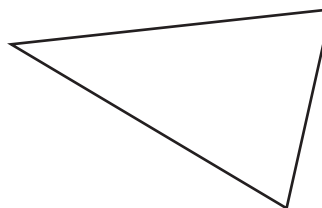
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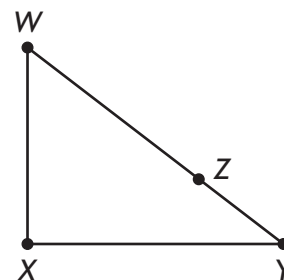
5



6



7 On the triangle, draw a line segment from point X to point Z. Identify and classify the triangles formed.

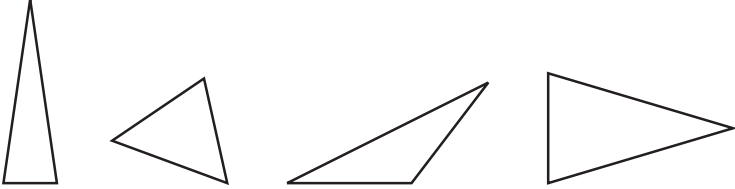


Test Prep

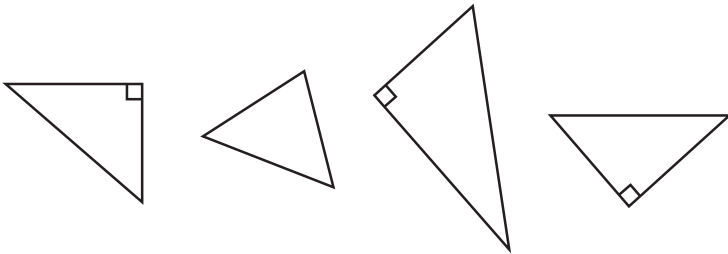
For Problems 8 and 9, cross out the figure that does not belong.

Explain why.

8

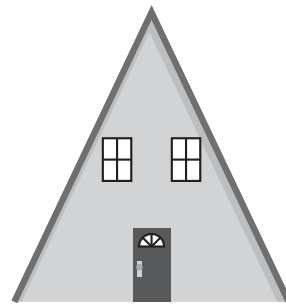


9



- 10 Shana lives in an A-frame house. What kind of triangle does Shana's house appear to be?

- (A) right triangle
- (B) obtuse triangle
- (C) acute triangle
- (D) equilateral triangle



Spiral Review

- 11 Write all the factor pairs of 20. Then list all the factors of 20.

- 12 Use divisibility rules to solve and explain. Is 6 a factor of 24?

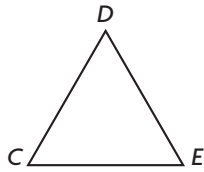
Name _____



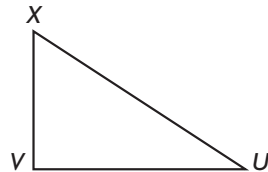
Identify and Classify Triangles by Sides

Identify and classify the triangle. Write *equilateral*, *isosceles*, or *scalene*. Use a centimeter ruler if needed.

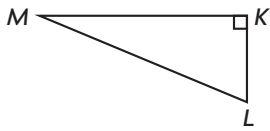
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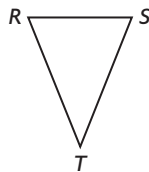
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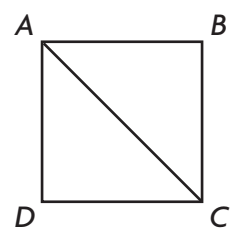
5 **(MP) Attend to Precision** Mike uses straws to make a figure shaped like a triangle. What type of triangle does Mike make? Explain how you know.



6 **(MP) Construct Arguments** Jolene has a square sheet of construction paper. She draws a diagonal line from point A to point C, so that she can cut it into two triangles.

- How can you classify each triangle?

- Can you classify both triangles the same way? Explain how you know.



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Test Prep

7 Joan draws a triangle. Each side measures 6 inches. What type of triangle does Joan draw? Select all that apply.

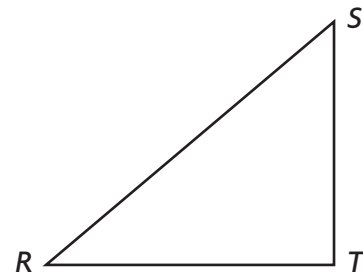
- (A) obtuse
- (B) equilateral
- (C) isosceles
- (D) right
- (E) scalene

8 How can you identify and classify the triangle?

- (A) right
- (B) isosceles
- (C) scalene
- (D) obtuse

9 Which could be the side lengths of an isosceles triangle?

- (A) 6 inches, 8 inches, 10 inches
- (B) 8 feet, 5 feet, 8 feet
- (C) 5 centimeters, 12 centimeters, 13 centimeters
- (D) 8 meters, 15 meters, 17 meters



Spiral Review

Write $<$, $>$, or $=$ to compare the decimals.

10 0.82 0.28

11 0.4 0.23

12 Name the bills and coins that could represent the mixed number. Then write the decimal dollar amount.

$$2 \frac{63}{100}$$

The Constitution Tells the States Who Has the Right to Vote

by Judith Schiffer

The United States is a "Federal Republic." This means that power, like the power to pass laws, is shared between the Federal Government in Washington, D.C., and the governments of each of the 50 states. The Federal Government has certain powers, and the states (and their local governments, like cities and towns) have certain powers. The Constitution of the United States sets out which powers belong to the Federal Government, and which powers belong to the states.

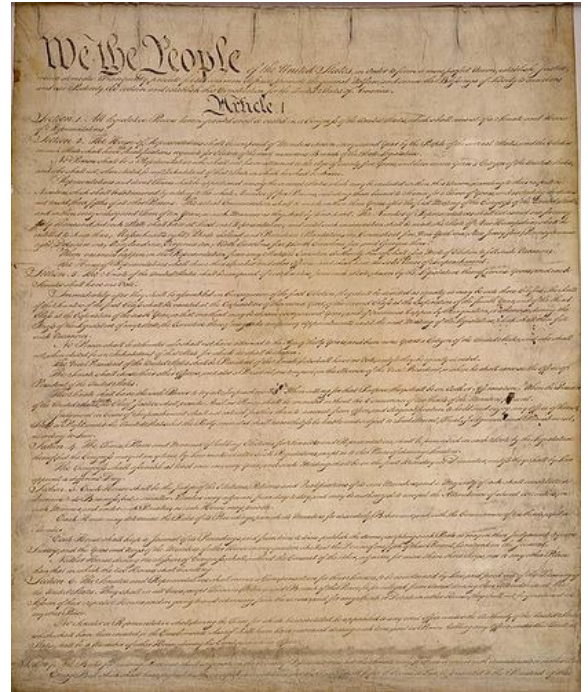
The United States Constitution is the highest law of the land. One of the things it does is to tell the 50 states what they *must do*, and also what they *are not permitted* to do.

The Constitution gives the states the power to conduct elections and to make their own rules about how they do it, and it also tells them what they *are not allowed to do* in conducting elections. For example, states are not allowed to reject people who have the right to vote in an election.

The Constitution says that to be allowed to vote, a person must be a citizen of the United States. You are a U.S. citizen automatically if you are born in the United States. There are also ways to become a U.S. citizen if you were not born there. One of the ways is a process called "naturalization."

Not all citizens are allowed to vote. For example, a ten-year-old may not vote. For much of early U.S. history mostly white men who were at least 21 years old had the right to vote. Other groups, such as women, were not allowed to vote.

Since then, the rules about who has the right to vote for president and other elected officials have changed, with more groups of American citizens being given this right. These changes were the result of additions, or "amendments," to the Constitution. Twenty-seven amendments



The Constitution of the United States

have been added to the Constitution, and three of them have to do with who has the right to vote. These three Amendments prohibit the states from denying the right to vote to some groups of citizens. These three groups are African Americans, women, and people who are 18 to 20 years old. Over time, each of these groups was given the right to vote.

In addition, elected officials in Congress have passed laws so that citizens with voting rights can vote. One law makes it illegal for the states to do anything that prevents or makes it especially difficult for these citizens to vote. But some of the states found ways to prevent some citizens from voting, even though they had the Constitutional right to do so. For example, after former African American slaves were allowed to vote, some states did not want them to vote. So they required voters to be able to read and write. They knew that recently freed slaves were prevented from learning to read and write by their former owners.

Name: _____ Date: _____

1. According to the text, what does the federal government of the United States share with the 50 state governments?

- A. power
- B. money
- C. voting rights
- D. companies

2. What does the text list and describe?

- A. powers the president has
- B. what the Constitution say about voting rights
- C. the Bill of Rights of the Constitution
- D. facts about the creation of the Constitution

3. The rights of African American voters have been threatened in the United States. What evidence from the text best supports this statement?

- A. The Constitution says that to be allowed to vote, a person must be a citizen of the United States.
- B. The Constitution gives the states the power to conduct elections and to make their own rules about how they do it.
- C. Some states required voters be able to read and write to prevent former African American slaves from voting.
- D. The voting rights of African Americans have been addressed in the Constitution.

4. Based on the text, to whom did the Constitution give voting rights when it was first written?

- A. white men and women who were at least 21 years old
- B. black men who were at least 21 years old
- C. Native American males who were at least 21 years old
- D. white men who were at least 21 years old

5. What is the main idea of the text?

- A. The federal government of the United States has certain powers, and the 50 states have certain powers.
- B. The United States Constitution includes laws about who can vote but gives states the power to conduct elections.
- C. Some of the 50 states have found ways to prevent some citizens from voting, even though they had the Constitutional right to do so.
- D. Twenty-seven amendments have been added to the Constitution, and three of them have to do with who has the right to vote.

6. Read the following sentences from the text.

"The Constitution gives the states the power to conduct elections and to make their own rules about how they do it, and it also tells them what they *are not allowed to do* in conducting elections. For example, states are not allowed to reject people who have the right to vote in an election."

Based on the text, what does the word "conduct" most nearly mean?

- A. to lead or manage
- B. to carry electricity
- C. to stop or prevent
- D. to make popular

7. Choose the answer that best completes the sentence below.**The Constitution**

The United States Constitution tells the 50 states what they *must do*, and also what they *are not permitted* to do. _____, the Constitution gives the states the power to conduct elections and to make their own rules about how they do it

- A. However
- B. In conclusion
- C. On the other hand
- D. For example

- 8.** Three amendments of the Constitution have given voting rights to different groups of people. Who are these three groups of people?
- 9.** Why did some states require voters be able to read and write?
- 10.** Explain how the right to vote in the United States is impacted by the Constitution and the 50 states. Use information from the text to support your answer.

Name: _____ Date: _____

1. What is a meaning of the word **conduct**?

- A. a mistake
- B. deepness
- C. to guide

2. What is another meaning of the word **conduct**?

- A. the connecting idea
- B. an important paper
- C. to manage or direct

Please use each answer choice only once. Choose the one word that best completes the sentence.

3. "I want to show you how to _____ an experiment."

- A. conducting
- B. conduction
- C. conductors
- D. conduct
- E. conducts
- F. conducted
- G. conductor

4. We let the glue dry overnight, and the next day I _____ my experiment all over again.

- A. conducting
- B. conduction
- C. conductors
- D. conduct
- E. conducts
- F. conducted
- G. conductor

5. Water is a good _____ of sound.

- A. conducting
- B. conduction
- C. conductors
- D. conduct
- E. conducts
- F. conducted
- G. conductor

6. Some materials are good _____ of heat.

- A. conducting
- B. conduction
- C. conductors
- D. conduct
- E. conducts
- F. conducted
- G. conductor

7. They did it by _____ a survey.

- A. conducting
- B. conduction
- C. conductors
- D. conduct
- E. conducts
- F. conducted
- G. conductor

8. When solids are touching, heat energy moves by _____.

- A. conducting
- B. conduction
- C. conductors
- D. conduct
- E. conducts
- F. conducted
- G. conductor

9. The spoon becomes warm as it _____ the heat in the water to your hand.

- A. conducting
- B. conduction
- C. conductors
- D. conduct
- E. conducts
- F. conducted
- G. conductor

10. Please write your own sentence using the word **conduct**.

11. What would you like to remember about the meaning of the word **conduct** so that you can use it when you write or speak?

Name: _____ Date: _____

1. What is a meaning of the word **prevent**?

- A. to keep from happening
- B. to put in a record
- C. be engaged in a fight

2. What is another meaning of the word **prevent**?

- A. give a certain impression or have a certain outward aspect
- B. stop (someone or something) from doing something or being in a certain state
- C. make it possible through a specific action or lack of action for something to happen

Please use each answer choice only once. Choose the one word that best completes the sentence.

3. How can you _____ the spread of germs?

- A. prevented
- B. preventable
- C. prevents
- D. preventive
- E. prevent
- F. prevention
- G. preventing

4. The only way rubella can be _____ is by having each child immunized early against it, thus preventing its spread.

- A. prevented
- B. preventable
- C. prevents
- D. preventive
- E. prevent
- F. prevention
- G. preventing

5. Write a story about someone who _____ an injury from happening.

- A. prevented
- B. preventable
- C. prevents
- D. preventive
- E. prevent
- F. prevention
- G. preventing

6. Other times an alligator is sunning itself on someone's front lawn, _____ kids from going out to play.

- A. prevented
- B. preventable
- C. prevents
- D. preventive
- E. prevent
- F. prevention
- G. preventing

7. School children sometimes come to learn about fire fighting and fire _____.

- A. prevented
- B. preventable
- C. prevents
- D. preventive
- E. prevent
- F. prevention
- G. preventing

8. There are two general kinds of automotive service, _____ maintenance and repair of defects.

- A. prevented
- B. preventable
- C. prevents
- D. preventive
- E. prevent
- F. prevention
- G. preventing

9. A lack of iodine in the diet is the leading _____ cause of brain damage.

- A. prevented
- B. preventable
- C. prevents
- D. preventive
- E. prevent
- F. prevention
- G. preventing

10. Please write your own sentence using the word **prevent**.

11. What would you like to remember about the meaning of the word **prevent** so that you can use it when you write or speak?

CLAUDE MONET

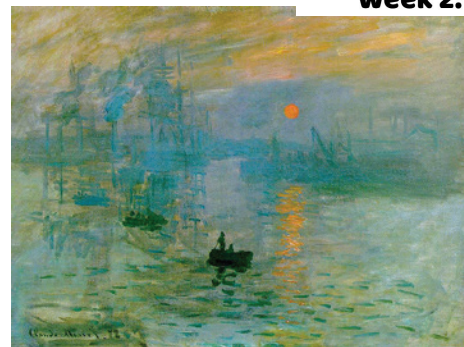
[1840–1926]

Claude Monet was a French artist, best known for helping to start what is known as “Impressionism”: a style of painting that uses thick, fast brush strokes and vibrant colors to show outdoor scenes.

Monet grew up in the French province of Normandy. As a young man he moved to Paris, where he began his career as an artist. Like many others at the time, Monet made many artist friends while in Paris and found it an excellent place to develop his skills and ideas. At the time, art schools in Europe were generally teaching very realistic painting. Most of the students would go to famous museums like the Louvre and try to copy the style of the Renaissance paintings there. Monet admired the old painters, but felt he could develop his own style and preferred to paint outdoor scenes of gardens and people. He became friends with the artist Édouard Manet, who liked to paint the same things, and together they would help invent Impressionism.

One of Monet’s favorite ways of painting was to find a scene outside that he liked, then set up his easel and paints and spend the whole day making several paintings of the one scene. Each painting would look different because it was painted at a different time of day, with different light. The term “impressionism” came from one of the paintings Monet did like this, on a river bank in Paris, called “Impression of a Sunrise.” The trees and figures in the painting are only sketched; the colors are what Monet thought were the most important part of the scene.

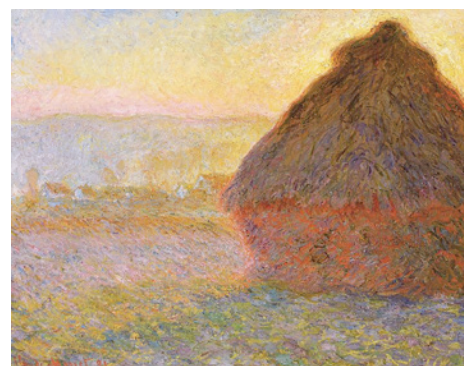
Monet’s ideas about color and brush strokes, capturing what was happening in front of him at the very moment the picture was painted, caught on with many painters. Many artists used Monet’s ideas to create their own styles, including Vincent Van Gogh. Monet’s influence helped to change the way art was understood in Europe from that point on.



Impression of a Sunrise



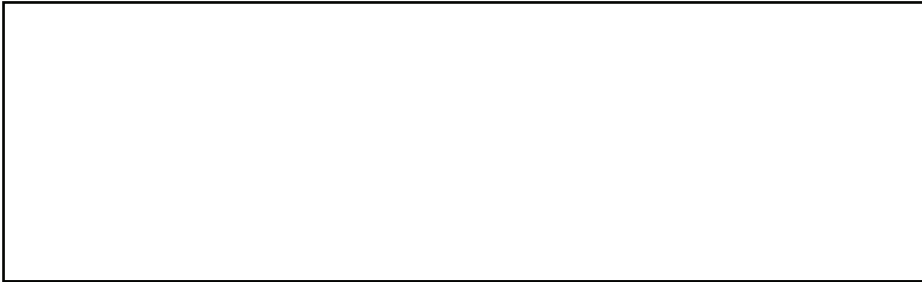
Waterlilies on a Pond



Haystack at Sunset

MONET EXERCISE


Look outside in the afternoon, at sunset and at night. Notice what color the sky is at these times and color it in each box. Why are the colors different? If you were to do a painting at each of these times of the day, how would they look different?



Morning or Afternoon



Sunset

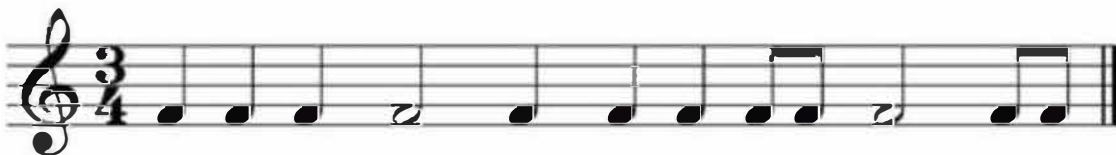
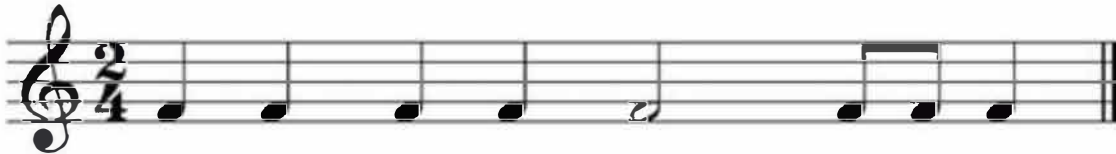
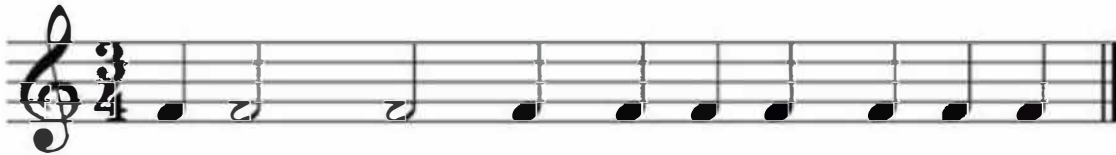


Night

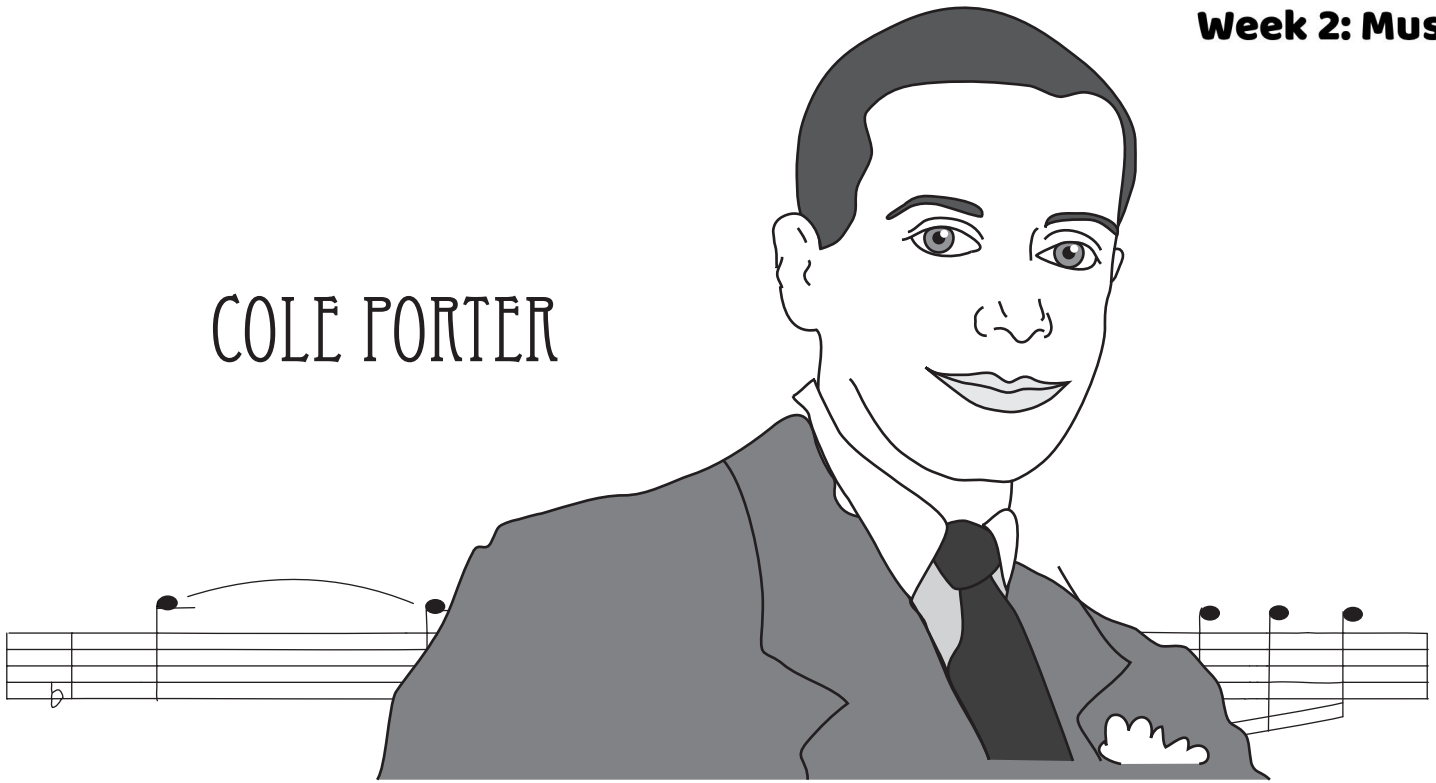


Drawing Barlines

INSTRUCTIONS: Draw barlines in the right place on each line of music according to the time signature.



COLE PORTER



Cole Porter was born in Indiana in 1891. At a young age, he was enrolled in music lessons, but his family wanted him to be a lawyer. He enrolled in Yale as a young man, where he sang in the school's glee club and wrote many songs, including the school's fight song which is still sung today. He moved on to law school after Yale, but soon realized he would rather pursue his passion for music. He continued his studies of music and by 1913 had his first song performed on Broadway.

He moved to Paris a few years later and used his experiences there to write the musical *Paris*, which debuted in 1928 and became his first successful Broadway show. Work slowed down as the Depression took hold of the country, but in the mid-1930s he was approached to write a musical comedy about the goings-on between the passengers of a luxury ocean liner. The show, *Anything Goes*, was an immediate success and is still a favorite musical to this day. *Anything Goes* contains many classic songs of his, including "Let's Misbehave", "You're the Top", and "I Get a Kick Out of You". Shortly after the success of *Anything Goes*, he was hurt while horseback riding, which affected his work. He wrote the scores for a few movie musicals, but made his triumphant return to Broadway with *Kiss Me, Kate*, a musical comedy based on Shakespeare's *The Taming of the Shrew*. It grew to be his biggest hit, running for over 1,000 performances on Broadway and 400 in London. However, in the years after *Kiss Me, Kate's* success, his injuries began to cause complications and he retired from songwriting. He is remembered for writing some of the most famous American songs that have been performed over and over, including "Night and Day", "Begin the Beguine", and "I've Got You Under My Skin".



The majority of the Cole Porter songs we still sing today are known as “standards”. These are songs that were written a long time ago, but many people know, and many musicians still perform to this day. Name three other “standards” that you know.

1. _____
2. _____
3. _____

Cole Porter was known for having a great command of language and rhythm. His lyrics not only seemed to match the mood and melody of his songs, but they were witty and meaningful, and used a wide range of vocabulary.

On the lines below, write a short poem in the style of one of Cole Porter’s songs. Use the words below as inspiration. Don’t forget to exercise your sense of humor, and try you best to make it rhyme!

Oh, my dear, you _____

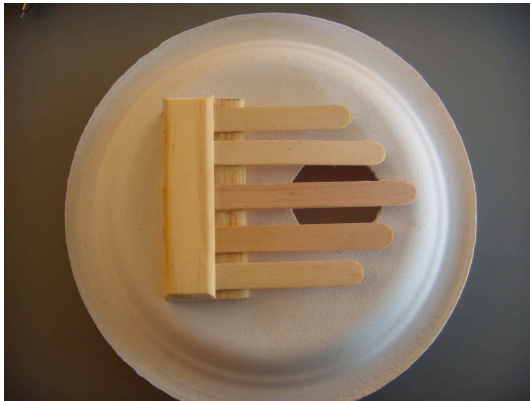
You’ve always _____

But when you _____

That’s why _____ !



Make a Kalimba with Popsicle Sticks and Paper Plates!



Materials Needed:

- 2 small, sturdy paper plates
- One wood block (3cm x 7cm x 1cm)
- 7cm piece of thin wood
- 5 flat popsicle sticks
- 7cm strip of wood (molding)
- Brads or small screws
- Paper glue
- Wood glue



Glue a block of wood to a paper plate near its edge. Glue another paper plate (plates facing each other) to the original plate and the wood block. Spread glue on both the rims of the plates and the wood block. Glue a small 1x3 inch wood block to one of the plates directly over the inside wood block. Cut a hole in the top paper plate. Glue five or six flat popsicle sticks to the wood block, arranged so that the center sticks are longer than the side sticks (use proportions like your fingers to one another). Glue a thin, flat piece of 1/8 inch wood, such as screen door molding (same dimensions as wood block), to the tops of the popsicle sticks. If desired, brads or very small screws can be used to help hold the entire bridge mechanism in place.