<table>
<thead>
<tr>
<th>Time</th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:00</td>
<td><strong>Learning Warm-Up</strong></td>
<td><strong>Learning Warm-Up</strong></td>
<td><strong>Learning Warm-Up</strong></td>
<td><strong>Learning Warm-Up</strong></td>
<td><strong>Learning Warm-Up</strong></td>
</tr>
<tr>
<td></td>
<td>- Practice reading all sight word flash cards (set 7).</td>
<td>- Practice reading sight word flash cards (set 8, pg.1).</td>
<td>- Practice reading sight word flash cards (set 8, pages 1 &amp; 2).</td>
<td>- Practice reading sight word flash cards (set 8, pages 1, 2, &amp; 3).</td>
<td>- Practice reading sight word flash cards (set 8). How many words can you read in 3 minutes? 2 minutes? 1 minute?</td>
</tr>
<tr>
<td></td>
<td>- Cut out set 8, pg. 1 and practice reading 3 times.</td>
<td>- Cut out set 8, pg. 2 and practice reading 3 times.</td>
<td>- For each word complete the following tasks: Say the word. Use the word in a sentence orally. Trace the letters on the flashcard saying the name of each letter, then read the word. Write the word on the back of the flashcard.</td>
<td>- For each word complete the following tasks: Say the word. Use the word in a sentence orally. Trace the letters on the flashcard saying the name of each letter, then read the word. Write the word on the back of the flashcard.</td>
<td>- Practice reading sight word flash cards (set 8). How many words can you read in 3 minutes? 2 minutes? 1 minute?</td>
</tr>
<tr>
<td>8:30</td>
<td><strong>Reading</strong></td>
<td><strong>Reading</strong></td>
<td><strong>Reading</strong></td>
<td><strong>Reading</strong></td>
<td><strong>Reading</strong></td>
</tr>
<tr>
<td></td>
<td>- Read book independently for 15 minutes; Retell the Story to a friend or family member</td>
<td>- Read book independently for 15 minutes; Retell the Story to a friend or family member</td>
<td>- Read book independently for 15 minutes; Retell the Story to a friend or family member</td>
<td>- Read book independently for 15 minutes; Retell the Story to a friend or family member</td>
<td>- Read book independently for 15 minutes; Retell the Story to a friend or family member</td>
</tr>
<tr>
<td>9:30</td>
<td><strong>Language/ Writing</strong></td>
<td><strong>Language/ Writing</strong></td>
<td><strong>Language/ Writing</strong></td>
<td><strong>Language/ Writing</strong></td>
<td><strong>Language/ Writing</strong></td>
</tr>
<tr>
<td></td>
<td>- Daily Writing Prompt Choose a writing prompt from the April Calendar and respond in the My First Composition Book - The Prefix un- - Writing Prompts Journal</td>
<td>- Daily Writing Prompt Choose a writing prompt from the April Calendar and respond in the My First Composition Book - Prefixes dis-, un- - Writing Prompts Journal</td>
<td>- Daily Writing Prompt Choose a writing prompt from the April Calendar and respond in the My First Composition Book - Suffixes -less, -ful - Writing Prompts Journal</td>
<td>- Daily Writing Prompt Choose a writing prompt from the April Calendar and respond in the My First Composition Book - Suffixes -er - Writing Prompts Journal</td>
<td>- Daily Writing Prompt Choose a writing prompt from the April Calendar and respond in the My First Composition Book - Suffixes -er - Writing Prompts Journal</td>
</tr>
<tr>
<td>Time</td>
<td>Monday</td>
<td>Tuesday</td>
<td>Wednesday</td>
<td>Thursday</td>
<td>Friday</td>
</tr>
<tr>
<td>-------</td>
<td>--------</td>
<td>---------</td>
<td>-----------</td>
<td>----------</td>
<td>--------</td>
</tr>
<tr>
<td>10:00</td>
<td>Brain Break</td>
<td>Brain Break</td>
<td>Brain Break</td>
<td>Brain Break</td>
<td>Brain Break</td>
</tr>
<tr>
<td></td>
<td>Choose a Movement &amp; Mindfulness Break Option</td>
<td>Choose a Movement &amp; Mindfulness Break Option</td>
<td>Choose a Movement &amp; Mindfulness Break Option</td>
<td>Choose a Movement &amp; Mindfulness Break Option</td>
<td>Choose a Movement &amp; Mindfulness Break Option</td>
</tr>
<tr>
<td>11:00</td>
<td>LUNCH</td>
<td>LUNCH</td>
<td>LUNCH</td>
<td>LUNCH</td>
<td>LUNCH</td>
</tr>
<tr>
<td>12:00</td>
<td>Phonics - Sound Sort Initial Hard &amp; Soft c words</td>
<td>Phonics - Sorting Out Hard &amp; Soft c words</td>
<td>Phonics - The Long i Sound with Hard &amp; Soft c words</td>
<td>Phonics - Sound Sort Hard &amp; Soft c words</td>
<td>Phonics - Activity: Partition Shapes into Halves (16.3 More Practice/Homework)</td>
</tr>
<tr>
<td></td>
<td>- Read Decodable Text - Hard/Soft c words Story 1</td>
<td>- Read Decodable Text - Hard/Soft c words Story 2</td>
<td>- Reread Decodable Text - Hard/Soft c words Story 2</td>
<td>- Reread Decodable Text - Hard/Soft c words Story 2</td>
<td>- Activity: Partition Shapes into Equal Shares and Describe the Shares</td>
</tr>
<tr>
<td></td>
<td>Art</td>
<td>Art</td>
<td>Science Journal Activity/Page</td>
<td>Science Journal Activity/Page</td>
<td>Science Journal Activity/Page</td>
</tr>
<tr>
<td>1:30</td>
<td>Brain Break</td>
<td>Brain Break</td>
<td>Brain Break</td>
<td>Brain Break</td>
<td>Brain Break</td>
</tr>
<tr>
<td>2:00</td>
<td>Art</td>
<td>Art</td>
<td>Science Journal Activity/Page</td>
<td>Science Journal Activity/Page</td>
<td>Science Journal Activity/Page</td>
</tr>
<tr>
<td>2:30</td>
<td>Science Journal Activity/Page</td>
<td>Science Journal Activity/Page</td>
<td>Science Journal Activity/Page</td>
<td>Science Journal Activity/Page</td>
<td>Science Journal Activity/Page</td>
</tr>
</tbody>
</table>
### Family and Student Supports:

<table>
<thead>
<tr>
<th>Individual Supports</th>
<th>Student Learning Kits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Please review family letters for these content area assignments:</td>
<td><strong>Supplies:</strong> ruler, crayons, pencils, glue sticks, scissors, paper, markers, composition book</td>
</tr>
<tr>
<td>• Literacy</td>
<td><strong>Math:</strong> Daily Math Practice Journal</td>
</tr>
<tr>
<td>• Math</td>
<td><strong>Literacy:</strong> Daily Interactive Reading Comprehension Journal, Writing Prompt Journal, Daily Language Practice Book, Interactive Phonics Activities/Journal</td>
</tr>
<tr>
<td>• Science</td>
<td><strong>Science:</strong> Daily Science Activity &amp; Journal</td>
</tr>
<tr>
<td>• Social Studies</td>
<td><strong>Art:</strong> watercolor paint, paper</td>
</tr>
<tr>
<td>• Art</td>
<td><strong>Music</strong></td>
</tr>
</tbody>
</table>

### Additional Student Supports:

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

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

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Learning</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Warm-Up</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Reading</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Language/ Writing</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Phonics</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Math</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Social Studies</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Art or Music</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Science</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Dear Parents/Guardians,

Every day, your child will respond to a writing prompt from the April Writing Prompts Calendar. This calendar is included in the work packet.

With your support, your child will complete the following tasks:

1. Locate the date on the calendar.
2. Read and discuss the prompt with you.
3. Write 3-4 sentences responding to the prompt.
4. Read and reread his/her work to check if it makes sense, and for correct capitalization and punctuation.
5. Your child may draw and color a picture if he/she chooses.

Organizing Written Responses

**Notebook:** Your child can use a notebook that was used in school to write his/her responses. Each response should be written on a separate page with the date written at the top.

**OR**

**Notebook paper/Folder:** Each response should be written on a separate paper with your child’s name and date written at the top. Keep all papers in one folder.

Thank you
1. Write a story about a marshmallow bunny that comes to life.
2. What activity would you like to begin?
3. In spring, I love the smell of...
4. Describe your favorite thing to do at recess.
5. Pretend you are an animal in the zoo. Write about the day you escape!
6. The best thing to do on a rainy day is...
7. If you could pick a new name for yourself, what would it be and why?
8. Pretend you are an umbrella. Write about your day in the rain.
9. It’s April Fool’s Day! What joke have you played or would you play on your friends?
10. In spring, I love the smell of...
11. Write a funny story about the day it rained chocolate chips!
12. If I could be a butterfly for a day, I would...
13. Pretend you could eat anything for breakfast, what would it be and why?
14. If you could move to a new city, how would you make new friends?
15. Imagine you are a giant. Write about what you would do if you were as big as a giant or as small as a mouse.
16. Tell about a time you felt proud of someone in your family.
17. Imagine you could be anyone else for one day! Who would it be and why?
18. List five things you like about your pet—or a pet you wish you had.
19. Write a poem about a rainy day.
20. Write a story about being a giant tree house. What does it look like?
21. Imagine you found a treasure map. Where does it lead and what do you find there?
22. Today is Earth Day. What three things can you do to help protect our planet?
23. One spring day, I hopped into a hot air balloon and floated off to...
24. If you were a tour guide for your city, where would you take visitors? Why?
25. Imagine you are building a giant tree house. What does it look like?
26. Make a list of 10 items you would need to take to a sleepover.
27. My favorite memory of my class this year is...
28. In spring, I love the smell of...
29. If you could donate a million dollars to any charity, which would it be and why?
30. If you could find an old key. What does it open and what do you see there?
Directions for all Word Sorts in the Packet:
With your guidance/support, your child should follow these steps:
1. Read all the words listed on the paper.
2. Cut & glue the categories at the top on a construction paper.
3. Cut out words.
4. Read each word again, then sort it under the correct category.
5. Read all words in the category and check if they belong in that category.
6. Glue words in place.
7. Have fun!

Directions for how to use Decodable Texts:
1. With your child, read the Instructional Focus of the lesson at the top of the paper.
2. Your child highlights or circles the word patterns in the text.
3. Your child reads those words in isolation.
4. Your child reads the text 2 times.

Every day, your child should reread the decodable text that was assigned the day before, then, he/she should begin the new decodable text. On days that do not include a new decodable text, your child should reread the text from the day before and self-select a second text to reread.

Thank you
Explicit Instruction for Phonics Intervention

Instructional Focus: Hard and soft c, Week 1

Story Number: 1

The Small Cakes

Cal and Carl like cake. Cal drinks milk with his cake. Carl smells the scent of cakes as they cook. Cal and Carl sing a song about cakes. They cap the cakes with whipped cream. The whipped cream will make the cakes taste great.

Cal and Carl take the cakes in their lunch box to school. They share the cakes at lunch time at the cool place under the tree.
run
full
only
gave
hold
us
<table>
<thead>
<tr>
<th>Initial Hard c</th>
<th>Initial Soft c</th>
</tr>
</thead>
<tbody>
<tr>
<td>cider</td>
<td>circus</td>
</tr>
<tr>
<td>candy</td>
<td>ceiling</td>
</tr>
<tr>
<td>coach</td>
<td>city</td>
</tr>
<tr>
<td>cup</td>
<td>camp</td>
</tr>
<tr>
<td>celery</td>
<td>cat</td>
</tr>
<tr>
<td>circle</td>
<td>cake</td>
</tr>
</tbody>
</table>
Letter c with a hard or soft sound

1. The letter C has two sounds.

2. Sometimes the letter C has a hard sound and sometimes it has a soft sound.

3. Say the word clown. The C in clown has a hard sound.

4. Now say the word mice. The C in mice has a soft sound.

5. The letter C usually has a soft sound when the letters e, i, or y follow it.

Print the word with the hard c sound on the lines.

candy

Print the word with the soft c sound on the lines.
race

Circle the s if the picture has a soft c sound. Circle the h if the picture has a soft c sound.

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>h</td>
<td>s</td>
<td>dice</td>
</tr>
<tr>
<td>h</td>
<td>s</td>
<td>cake</td>
</tr>
<tr>
<td>h</td>
<td>s</td>
<td>rice</td>
</tr>
<tr>
<td>h</td>
<td>s</td>
<td>clock</td>
</tr>
<tr>
<td>h</td>
<td>s</td>
<td>coat</td>
</tr>
<tr>
<td>h</td>
<td>s</td>
<td>mice</td>
</tr>
</tbody>
</table>
The Prefix Un-

The prefix un- means “not.” The underlined word in each sentence below is incorrect; its opposite should be in its place. Help The Not correct each sentence by writing the correct word on the line. Use the prefix un-.

1. I am \underline{happy} that you are here. _______________________________

2. I am \underline{afraid} to cross the street. ______________________________

3. My shoe is \underline{tied}. ______________________________

4. The door is \underline{locked}. ______________________________

5. That man is very \underline{friendly}. ______________________________

6. That game is totally \underline{fair}. ______________________________

7. This day feels so \underline{real}. ______________________________

8. That yard is starting to \underline{ravel}. ______________________________

9. I think she is being completely \underline{reasonable}. ______________________________
Most Common Words • Set 8

buy

three

those

funny

open

done
The Long i Sound

Read the words in the word box.

Write four words from the word box that rhyme. Draw a circle around each word you use.

Write three words from the word box that rhyme. Draw a circle around each word you use.

Write two words from the word box that rhyme. Draw a circle around each word you use.

Write the word that has not been circled.

Word Box

mice
ride
bike
nice
side
hike
write
rice
tide
dice
The Long i Sound

Read the words in the word box.

Write four words from the word box that rhyme. Draw a circle around each word you use.

mice
nice
rice
dice

Write three words from the word box that rhyme. Draw a circle around each word you use.

ride
side
tide

Write two words from the word box that rhyme. Draw a circle around each word you use.

bike
hike

Write the word that has not been circled.

write
The Prefix Dis-

The prefix dis- means “not.”

Mr. Potter does not like bees. The bird does not agree.
Mr. Potter dislikes bees. The bird disagrees.

DIRECTIONS: Write a single word that contains the prefix dis- to complete each sentence.

1. Paula never ______________________________ her parents.
   does not obey

2. Scientists have ______________________________ that theory.
   proved it is not true

3. That old barn is in a state of _______________________.
   not being repaired

4. Kim has recently become __________________________.
   not able

5. Elaine stared at us in _________________________.
   not belief

©www.EasyTeacherWorksheets.com
use
under
hurt
fast
sit
pull
**SORTING OUT**

The letter **c** has a soft sound /s/ when followed by e, i, or y.

Cut, sort, and glue the words in the correct column.

<table>
<thead>
<tr>
<th>cent</th>
<th>cat</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Soft C) - C says /S/</td>
<td>(Hard C) - C says /K/</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>juice</th>
<th>candy</th>
<th>cone</th>
<th>face</th>
<th>rice</th>
</tr>
</thead>
<tbody>
<tr>
<td>cat</td>
<td>car</td>
<td>cent</td>
<td>coin</td>
<td>city</td>
</tr>
<tr>
<td>carpet</td>
<td>cow</td>
<td>mice</td>
<td>ice</td>
<td>race</td>
</tr>
</tbody>
</table>
Explicit Instruction for Phonics Intervention

Instructional Focus: Hard and soft c, Week 1

Story Number: 2

Space Cakes

June, Pam and Cal once had to do school work about space. Since they love to cook they chose to bake cakes to be each star. The sun was the big cake and more small cakes were the stars around it. They were scared to take the cakes to school on the bus. They rode in Mom’s car to school. The car crashed into the fence and the cakes flew out the car door onto the road. Each kid tried to grab a piece, but it was too late!
Prefixes

Add the prefix **dis** to each word.
Print the new word on the line.
Do you know what the new word means?

1. like ____________________
2. agree ____________________
3. order ____________________
4. connect ____________________
5. allow ____________________
6. appoint ____________________
7. respect ____________________
8. taste ____________________

Add the prefix **un** to each word.
Print the new word on the line.
Do you know what the new word means?

1. happy ____________________
2. lock ____________________
3. zip ____________________
4. pack ____________________
5. do ____________________
6. tie ____________________
7. button ____________________
8. dress ____________________
which

cut

read

fall

say

why
Suffixes -less and -ful

- A suffix is a word part that is added to the end of a root word.
- A suffix changes the meaning of a word.
- Some suffixes have the same meaning.

The suffix -less means without

She felt without hope. → She felt hopeless.

The suffix -ful means full of

My sister Candice is full of beauty → My sister Candice is beautiful.

Write a single word to using the suffix -less or -ful to match each description.

1) to be full of care
   _________________

2) without worth
   _________________

3) to be full of grace
   _________________

Write a single word with the suffix -less or -ful to complete each sentence.

4) My best friend's German Shepherd is _________________.
   (without harm)

5) I am so _________________ for my loving family and friends.
   (full of thanks)

6) Charlie saw a _________________ cat wandering the street.
   (without a home)
Directions: Cut the words on the dotted lines. Say the words aloud and listen for a hard or soft “c” sound. Glue the word in the correct box.

Hard C

- car
- face
- ice
- fence

Soft C

- dice
- cow
- corn
- scissors

www.HaveFunTeachin_com
Suffix -er Worksheet

A suffix is a group of letters added to the end of a word. The suffix -er means “a person who.”
teach+er=teacher- the suffix is “er” and the base word is “teach.”

Directions: Read each sentence. Underline the base word and add the suffix “-er” to answer the sentence prompt.

Example A: I love to teach kids. Who am I?
Answer: teacher

1. I work on a farm. Who am I? ______________________
2. I sing for a living. Who am I? ______________________
3. I paint homes. Who am I? ______________________
4. I pitch a baseball. Who am I? ______________________
5. I like to drive. Who am I? ______________________
6. I like to write all the time. Who am I? ______________________
7. I love to read many books. Who am I? ______________________
8. I work all the time. Who am I? ______________________
The Race

Carl called Cliff and asked him to race to the creek. Since it would be cool at the creek, Cliff wore a coat. Carl wore his red cap.

Carl and Cliff made it to the creek. Cliff made it to the creek first. Carl called out to Cliff, “Good Job!” The prize for the first place was a nice slice of spiced pie with ice cream. Cliff shared the slice of pie and ice cream with Carl.
Partition Shapes into Halves

You can make 2 equal shares to show halves.

\[
\text{whole} \quad = \quad 2 \text{ halves}
\]

Draw a line to show halves. Write the numbers.

1

\[
\begin{array}{c}
\text{whole} \quad = \quad 2 \text{ halves} \\
\end{array}
\]

2

\[
\begin{array}{c}
\text{whole} \quad = \quad 2 \text{ halves} \\
\end{array}
\]

3

\[
\begin{array}{c}
\text{whole} \quad = \quad 2 \text{ halves} \\
\end{array}
\]
Partition Shapes into Halves

**MP Use Structure** Draw a line to show halves. Color half of each shape.

1. Rae sees a half moon in the sky. Show two different ways the moon could show halves.

   ![Moon Diagram]

2. Show half of the rectangle.

   ![Rectangle Diagram]

3. Show half of the square.

   ![Square Diagram]

4. **Math on the Spot** Use the picture. Write numbers to solve.

   ![Fraction Diagram]

   The picture shows _____ halves.

   The _____ equal shares make _____ whole.
Test Prep

Fill in the bubble next to the correct answer.

5 Which shape shows halves?

- □
- □
- □

6 Which shows half of a square?

- □
- □
- □

Spiral Review

Some children were asked which shape they like best.

<table>
<thead>
<tr>
<th>Shapes We Like</th>
</tr>
</thead>
<tbody>
<tr>
<td>△ triangle</td>
</tr>
<tr>
<td>● circle</td>
</tr>
<tr>
<td>□ square</td>
</tr>
</tbody>
</table>

Use the picture graph to answer the questions.

7 How many children chose △? ______ children

8 How many more children chose ● than □? ______ more
Partition Shapes into Fourths

You can make 4 equal shares to show fourths.

\[ \frac{\text{whole}}{4} = \text{fourths or } \frac{\text{whole}}{4} \text{quarters} \]

Draw lines to show fourths. Write the numbers. Color one quarter of the shape.

1. 

\[ \frac{\text{whole}}{4} = \text{fourths} \]

2. 

\[ \frac{\text{whole}}{4} = \text{quarters} \]
Partition Shapes into Fourths

**MP** Attend to Precision  Draw lines to show fourths. Color one quarter of the shape.

1

2

3

4  **Math on the Spot**  Circle the shape that shows quarters.

© Houghton Mifflin Harcourt Publishing Company  
Module 16 • Lesson 4  
one hundred eighty-one  P181
Test Prep
Fill in the bubble next to the correct answer.

5 Which shape shows quarters?

6 Which shape shows one fourth of a circle?

Spiral Review
7 Draw a line to show 2 shapes that are the same size.

Add or subtract.

8 9 + 6 9 7 + 4
10 5 + 7 11 8 + 9

12 18 – 9 13 14 – 6 14 16 – 7 15 13 – 7
1. Which shapes show equal shares?
   Circle the 2 correct shapes.

<table>
<thead>
<tr>
<th>Equal Shares</th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="Image1" alt="Shape 1" /></td>
</tr>
</tbody>
</table>

2. Which shows a quarter shaded?

- [ ] ![Shape 1](Image4)
- [ ] ![Shape 2](Image5)
- [x] ![Shape 3](Image6)
- [x] ![Shape 4](Image7)

3. Which shapes show halves?
   Circle the 2 correct shapes.

- [x] ![Shape 1](Image8)
- [x] ![Shape 2](Image9)
- [ ] ![Shape 3](Image10)
- [ ] ![Shape 4](Image11)
4 Which picture shows shares called halves?

- [ ]

- [ ]

- [ ]

5 Marvin cut his cracker into quarters. Which of these is Marvin’s cracker?

- [ ]

- [ ]

- [ ]

6 How many pieces will there be when a piece of paper is cut in half?

7 Which shape shows shares called fourths?

- [ ]

- [ ]

- [ ]
Name __________________

TAKE A SECOND LOOK

Describe the painting in your own words
CHARACTER TRAITS

Use adjectives to describe this character. Write the adjectives on the boxes next to the character.

Name ___________________
FAMOUS QUOTES

Tears come from the heart and not from the brain

The natural desire of good men is knowledge

Learning never exhausts the mind

A well-spent day brings happy sleep

Which is your favorite quote?

Pick one to write about in your notebook.
DESIGN YOUR OWN DA VINCI
Music is a great creative outlet for kids — as well as an easy way to keep them occupied — but you don’t have to buy expensive instruments to encourage your little Mozart to make music. From kids’ instruments like paper plate tambourines to DIY instruments like musical spoons, learn and play with homemade instruments by using what you already have in your cupboards.

**Paper plate tambourine**

**What you’ll need:**

- 2 heavy-duty paper plates
- Hole punch
- String or yarn
- Jingle bells, beads — anything that can make noise
- Markers or crayons

**What you’ll do:**

1. Hold two paper plates face to face and punch holes around the perimeter of the plates about an inch and a half apart to string your yarn.
2. Take your length of yarn and weave it up through a hole, around the outside and back up the same hole again and tie a knot to secure the plates together. Then, string a jingle bell through your yarn and continue weaving your plate. Alternate your jingle bells or beads every other hole or more, depending on how many bells you have.
3. When you get back to the hole in which you started, tie off your yarn again and let your child decorate his DIY instrument to make it his own. Then, shake to play and your kid’s instrument is ready for the big show!
Feelings Check-In

How am I feeling?

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

My Favorite New Activity

Inside:

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

Outside:

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

I Really Miss

1.____________________________________________________________________

2.____________________________________________________________________

3.____________________________________________________________________

Things I'm looking forward to:

1.____________________________________________________________________

2.____________________________________________________________________

3.____________________________________________________________________

Today I will do this because it brings me joy:

________________________________________________________________________